Distinguished Leaders in Education 2014

Dean Jerrold Ross
St. Johns University

Presidential Kimberly Cline
Long Island University

Keynote Speaker

President Ernest Logan
Council of Supervisors & Admins

Joyce B. Cowin
Rolls Royce of Financial Literacy
Change in Climate of Education

By CHANCELLOR CARMEN FARÍÑA

Since I became Chancellor, I have been humbled by the overwhelming support I have received from teachers, principals, and parents throughout the City. From large town halls to small gatherings, I have been welcomed with open arms by school communities across the five boroughs.

As a child of Spanish immigrants, I entered school unable to even speak English. My teacher marked me absent every day because I never answered during roll call. Why would I? I never heard my name called. My father eventually discovered that my teacher had been mispronouncing it for weeks.

At the time, I could not have imagined going to college, let alone becoming New York City’s Schools Chancellor. Our standard for excellence must be a back-to-basics approach premised on partnership. One person can make a difference, but teams of people can be historic difference-makers.

After a career dedicating myself to our City’s classrooms, I’m reflecting on my first 100 days in office as Chancellor. I’ve unearthed four pillars, and they will be at the epicenter of everything we do.

My first pillar is to return dignity and respect to our work force. We must honor the teachers, principals, and school staff who are doing the incredibly hard, on-the-ground work. These professionals command our respect, and we are committed to providing them with the support and training they need to hone their craft.

My second pillar is to improve student achievement by aligning Common Core strategies with everything we do including academic practices as well as the arts. We must ensure that all of our students, not only graduate, but graduate with a well-rounded education that will enable them to succeed in college and beyond. By stressing the Common Core strategies in everything we do and increasing our use of technology, we increase the opportunities for success. To this end, we are moving professional development into our own department. We are honoring the work principals do by making it a requirement that they have seven years of pedagogical experience before they take charge of a school. This policy, which just got the green light this week, reaffirms the importance of the school-based experience. Finally, we are offering teachers and principals professional days in which they can share best teaching practices.

My third pillar is to engage parents in every aspect of school life. Parents matter. Parental involvement and support are crucial to student achievement. Research shows that parents who engage in read-alouds and nurturing educational practices lay a strong foundation for later success in school. When parents are engaged at the school and district level, children and schools benefit.

We have started to form parent advisory groups and are infusing parents into many of our existing structures. In May and June we are holding three full-day parent conferences on both curriculum and strategies to increase parent involvement in their schools. Parents have not only helped us develop the conferences, they are advising us on how to improve our relationship with them moving forward. We’re also hosting an all-day conference later this month for parent coordinators and 600 people have already signed up.

My fourth pillar is to create new collaborative and innovative models within our City and schools. We don’t reach the cutting edge when we work alone. Progress happens when we continue on page 30

GUEST EDITORIAL

NEW YORK, NEW YORK

To the Editor:

You have the liveliest, most informative, and most significant writing one can find almost anywhere. Thank you. It’s a pleasure to read your newspaper.

Dr. Howard Sage

INDIA, NEW YORK

Bilingual Education for the 21st Century

To the Editor:

All languages of the world and the knowledge enshrined in them are common heritage of the whole human race. Any policy, which results in the marginalization and consequently vanishing of a language, is a criminal act on part of us, the so-called humans.

Prof. Joga Singh

SAN DIEGO, CALIFORNIA

Dr. Harriet Fields: Health Care Activist in Africa

To the Editor:

This article was truly from the heart and soul of Dr. Fields. She has risked her own health and well being for her passion that she describes so eloquently in the above article. Keep up the good work. I know that what you are doing is very much appreciated by the many lives you have touched. Thanks for sharing your life with us.

Allen Fields

PORT WASHINGTON, NEW YORK

Cecelia McCarton, M.D.: The McCarton Center for Developmental Pediatrics

To the Editor:

This article doesn’t mention what an amazing human being CeCe is, and it should! Caring, compassionate, so smart and always available to help us get through our darkest days.

Judy

NEW YORK, NEW YORK

Veronica Kelly, Director Special Projects, The Bowery Mission

To the Editor:

I would love to help volunteer any way I can. Please reach out to me.

Jaime Feldman

Outward Bound & Harvard Grad Ed School Found Expeditionary Learning

To the Editor:

What is done at the grade 9 to 12 level specifically?

Arlene

LETTERS TO THE EDITOR

IN THIS ISSUE

Editorial .................................... 2
Letters to the Editor .................... 2
Colleges & Grad Schools .............. 4, 19-20
Special Education ..................... 12-14
Cover Stories ........................... 16-17
Medical Update ....................... 18
Law & Ethics .............................. 21
Careers .................................. 24
Books ................................... 28
Theater & Film .......................... 29
Museums ................................ 26

EDUCATION UPDATE

MAILING ADDRESS: 695 Park Avenue, Ste. E1509, NY, NY 10065
Email: ednews@aoi.com www.EducationUpdate.com
Tel: 212-450-3552 Fax: 212-410-0591

PUBLISHERS:
Pola Rosen, Ed.D., Adam Sugarman, M.A.

ADVISORY COUNCIL:
Mary Brabec, Dean, NYU Steinhardt School of Culture, Ed., and Human Dev.; Christine Coa, Ph.D., NYS Board of Regents; Sheila Evans- Tramm, Chair, Board of Trustees, Casey Family Programs Foundation; Charlotte K. Frank, Ph.D., Sr. VP McGraw-Hill; Joan Freibich, Ph.D., Trustee, College of New Rochelle; Andrew Gardner, Sr. Manager, BrainPOP Educators; Cynthia Greenleaf, Ed.M., Dr. St. Assoc., Heidrick & Struggles; Donne Kampel, Ph.D., Touro College; Augusta S. Kappner, Ph.D., President Emerita, Bank St. College; Harold Koplowitz, M.D., Pres., Child Mind Institute; Ernest Logan, Pres., CSEA; Cecelia McCarton, M.D., Dir., The McCarton Center; Michael Madgrew, Pres., UFT; Eric Nadelstein, Prof. of Educational Leadership, Teachers College; Tony Polemeni, Ph.D., Dean Emeritus, Touro College; Alfred S. Ponsamantier, Ph.D., Dean of Education, Mercy College; Jerrold Ross, Ph.D., Dean, School of Education, St. John’s University; Dr. John Russell, Head, Windward School; Debra Shapley, Ph.D., Dean, School of Education, Brooklyn College; David Steiner, Ph.D., Dean of Education, Hunter College; Ronald F. Stewart, Head, York Prep; Adam Sugarman, Publisher, Palmich Press

ASSOCIATE EDITORS:
Heather Rosen, Rob Wertheimer

ASSISTANT EDITORS:
Jasmine Bager, Patrick Galavelle

GUEST COLUMNISTS:
Caroline Birenbaum, Dr. Jerry Cammarata, Dorothy Davis, Diane Dean, Chancellor Carmen Faríña, Karen Kruskow, Dr. Arthur Levine, Alan Lubin, Sharon Lubin, Dr. Eduardo Martí, Lane Rosen, Dr. John Russell, Cynthia R. Savo

SENIOR REPORTERS:
Jacob Appel, M.D., J.D.; Jan Aaron; Joan Baum, Ph.D.; Vicki Cobb; Sybil Maimin; Lisa Winkler

REPORTERS:
McCarton Ackerman, Ethan Arberbaum, Jasmine Barana, Yehuda Bayme, Danielle Bennett, Dominique Carson, Valentina Cordero, Sam Fulmer, Gillian Granoff, Lydia Liebman, Wagner Mendosa, Rich Monetti, Annie Nova, Omoefe Oghide, Giovanny Pinto, Yuridia Peña, Julia Qian, Ariana Salvatore

BOOK REVIEWS:
Merri Roseberg

LAW EDITOR:
Arthur Katz, J.D.

MEDICAL EDITOR:
Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:
Adam Sugarman, M.A.

MOVIE & THEATER REVIEWS:
Jan Aaron

MUSIC EDITOR:
Irving M. Spitz

ART DIRECTOR:
Neil Schuldiner

MARKETING & ADVERTISING:
Jamie Landis, Tori Saltz

GUARDING REPORTERS:
Jazmine Barana

Markeeting & Advertising:
Neil Schuldiner

Art Director:
Irving M. Spitz

Letters to the Editor:

You have the liveliest, most informative, and most significant writing one can find almost anywhere. Thank you. It’s a pleasure to read your newspaper.

Dr. Howard Sage

Bilingual Education for the 21st Century

All languages of the world and the knowledge enshrined in them are common heritage of the whole human race. Any policy, which results in the marginalization and consequently vanishing of a language, is a criminal act on part of us, the so-called humans.

Prof. Joga Singh

Dr. Harriet Fields: Health Care Activist in Africa

This article was truly from the heart and soul of Dr. Fields. She has risked her own health and well being for her passion that she describes so eloquently in the above article. Keep up the good work. I know that what you are doing is very much appreciated by the many lives you have touched. Thanks for sharing your life with us.

Allen Fields

Cecelia McCarton, M.D.: The McCarton Center for Developmental Pediatrics

This article doesn’t mention what an amazing human being CeCe is, and it should! Caring, compassionate, so smart and always available to help us get through our darkest days.

Judy

Veronica Kelly, Director Special Projects, The Bowery Mission

I would love to help volunteer any way I can. Please reach out to me.

Jaime Feldman

Outward Bound & Harvard Grad Ed School Found Expeditionary Learning

What is done at the grade 9 to 12 level specifically?

Arlene
More CUNY Master’s Program
Success Stories

Hire Prospects in Public Service

Michael Johnson
Master of Political Science
The CUNY Graduate Center
Senior Advisor to the General Manager
NYC Housing Authority

Fatima Shama
Master of Public Administration
School of Public Affairs, Baruch College
Vice President, Strategic Development and External Affairs
Maimonides Medical Center, Brooklyn

Outstanding Graduate Programs at 13 Colleges in All Five Boroughs

Visit cuny.edu/grad
Friends, colleagues and alumni of Baruch College paid tribute to Matthew Goldstein, Chancellor Emeritus, The City University of New York and Dr. Lewis Friedman, Retired Faculty Member, Baruch College School of Public Affairs during the 25th Annual Bernard Baruch Dinner.

Dr. Matthew Goldstein, served as chancellor of The City University of New York (CUNY) from September 1999 to June 2013, the first CUNY graduate to lead the nation’s most prominent urban public university.

Prior to serving as chancellor, Dr. Goldstein held senior academic and administrative positions, including president of Adelphi University, president of Baruch College, president of the Research Foundation, and acting vice chancellor for academic affairs of CUNY. He has also held faculty positions at several colleges and universities and has written extensively in mathematics and statistics.

Dr. Lewis Friedman received a PhD in Political Science and was a tenured faculty member at The City University of New York for 30 years. During this period he started a real estate business that owned and operated multi-family residential property in Manhattan. He effectively combined the insights and skills of each profession to inform and enhance the other.

At this year’s dinner, Baruch student Catherine Ochoa, a sophomore majoring in management of musical enterprises, performed a song. Catherine (or Cathia, as she is better known), made it into the Top 16 overall contestants and Top 4 on “Team Usher,” during the 2013 season of the reality TV talent show, “The Voice.”

By MARK DIPIETRO

Academy Award-winning actress Whoopi Goldberg received the Landmark College LD Luminary Award at the College’s fundraising gala, “Uncut Diamonds: Brilliance Through Innovative Education,” recently in New York City. Goldberg, co-host of ABC-TV’s “The View” and the star of such motion pictures as The Color Purple, Sister Act, and Ghost (for which she won the 1990 Academy Award for Best Supporting Actress), has been outspoken about her lifelong struggle with dyslexia, which went undiagnosed until she was a teenager. “The Landmark College LD Luminary Award recognizes people in the public eye who are helping to demystify learning disabilities,” said Dr. Peter Eden, president of Landmark College. “A Landmark College LD Luminary is someone who can educate society regarding the inadequate and archaic practices in higher education when it comes to bright individuals who learn differently—for example, due to dyslexia, or ADHD, or ASD. Whoopi Goldberg is an excellent example of a person who, despite the challenges she faced in school, found a way to learn, found strategies to help her read—and through determination and resolve, has risen to great heights. Whoopi now influences countless others with LD, as they search for the right educational model and the confidence needed to turn a difference into a strength.” In a 2005 interview with The Academy of Achievement, Goldberg recalled that, when she was a child, teachers were confused by her inability to read even though her comprehension skills were strong. “If you read to me, I could tell you everything that you read,” Goldberg said. “They knew I wasn’t lazy, but what was it?” After years of enduring derogatory remarks about her difficulty with reading, Goldberg discovered that she is dyslexic and began working at learning “how to learn things,” as she told Howard Stern in a 2013 interview. “Reading is great,” she told Stern. “I love it now that I have it down.” The Landmark College LD Luminary Award was be one of the highlights of the April 29 “Uncut Diamonds” fundraising gala, which supports the College’s $10 million capital campaign, “Pioneering Pathways, Changing Lives.” The specific goal of the capital campaign is to build a new Science, Technology and Innovation Center, further establishing Landmark College’s commitment to STEM (Science, Technology, Engineering and Math)
New York City is in the midst of a teacher exodus. More than 32,000 teachers walked away from jobs in New York City classrooms in the last eleven years, with more than one in eight leaving for jobs in nearby suburban systems that have higher pay, lower class sizes and better teaching conditions.

The previous mayor claimed poverty while rolling up multi-billion-dollar surpluses. His Department of Education raised class sizes, focused instruction on test prep rather than real learning, and forced teachers to generate reams of unnecessary paperwork. Tens of thousands left, and more than 25 percent of all city teachers are now contemplating leaving within three years.

For me as an educator, the most troubling part of this teacher exodus is that the number of resignations among mid-career teachers (6-15 years of experience) nearly doubled between 2008 and 2013, even in the teeth of the recession. These are teachers who have honed their craft, know how to reach struggling students, and are invaluable as mentors for their newer colleagues.

But under the circumstances it’s hard to blame the thousands of teachers who left our classrooms for the suburbs – or the teachers who say they are now planning on leaving. Or the thousands of highly qualified graduates who will choose one of these districts rather than New York City for their first teaching job unless conditions improve.

Obviously teachers have a personal stake in this. But so does every public school parent. If New York City is serious about having a first-class school system, it has got to find a way to slow the loss of teachers, particularly to the suburban areas where pay and working conditions are so much better.

Critics keep saying that New York City cannot afford to treat its teachers and students fairly. But the real question is this — can we afford not to?

— Michael Mulgrew
Immigration Reform: Community Colleges Must Be Ready

By DR. M. EDUARDO MARTI

I could have been an undocumented immigrant. In 1960, I escaped Cuba in fear of political repercussions. At the time of this, the most momentous decision of my life, I was an impetuous 19-year-old, ready to fight in the counter-revolution. My parents wisely asked me to leave the country for a month, to cool off. Since I had the good fortune of already having a valid US tourist visa and the Cuban Government exit permit, my exile began uneventfully. I simply got an airplane ticket and left, never to return. When I arrived in Miami, an immigration officer asked me some pointed questions about my intentions. He quickly ascertained that if I went back to Cuba, my life could be in danger. He offered me political asylum. If it was not because of this specific US policy toward Cubans, I would have become an undocumented immigrant because it did not take me long to realize that it would be folly for me to join one of the many groups talking about fighting Castro. My visa would have expired and I would have stayed as an undocumented immigrant. I could not return.

I can only imagine what today's undocumented immigrants go through. Leaving your country, your friends, and your family behind, getting to know a new country with different language, customs and laws is never easy. On top of this, undocumented immigrants are forced to live in the shadows, constantly afraid of being reported to the authorities or totally under the influence of an employer. When immigration reform is finally enacted, millions of children of undocumented immigrants, most likely, will be able to access higher education and some form of financial aid. The smart ones will go to selective independent colleges with scholarships, others will attend state colleges but the majority will go to a community college.

After WWII, when millions of veterans returned with GI Bills in hand and overwhelmed the universities, the Truman Commission of 1947 called on community colleges to receive the returning veterans. After the Higher Education Act of 1965 was passed and members of ethnic minorities and the poor were able to use Federal Financial Aid to go to college, and the universities were, once again, overwhelmed, the number of community colleges mushroomed and welcomed this new population of students.

It is in the public interest to graduate as many previously undocumented immigrants as it is possible. Community colleges should closely examine the Accelerated Study in Associate Programs (ASAP) developed by CUNY as a good way to serve this new population of at-risk students. Effective academic and student support services have proven to have an impact on retention and graduation rates.

At the heart of the ASAP is an enhancement of academic and student support services. Although not all previously undocumented students may be able to attend full-time, some of the elements of the ASAP program may be adopted by many community colleges.

Extended orientation programs have a significant impact on retention. Tutoring is another powerful retention tool. Not only do the students get academic help but also, while being tutored, they can get informal counseling on how to survive the college experience.

Colleges nationwide must emulate CUNY, SUNY and other systems that have clearly stated policies for a smooth transition from community college to the baccalaureate-granting colleges. For the independent colleges that depend on articulation agreements for transfer, regional clearinghouses could be established that will enable easy access to transfer agreements and, therefore, students can tailor their course of study to maximize the transfer of credits.

The benefits to society extend beyond the fiscal considerations. Educated populations generally attract more businesses; communities tend to be safer and healthier. This contributes to a better quality of life for all the members of the community. It simply makes sense to educate the largest possible number of people. Let us prepare community colleges to embrace previously undocumented immigrants by having programs that increase graduation rates.

# Dr. Eduardo Marti, former Vice Chancellor for Community Colleges at CUNY, President Emeritus, Queensborough Community College, serves as Trustee at Teachers College and the Council for Aid to Education. Most recently, he served on NY Governor Cuomo’s Commission on Reform of Education.
President of Woodrow Wilson Foundation Speaks About Students Today

By ARTHUR LEVINE & DIANE DEAN

Boards of trustees are dealing with a panoply of Star Wars-like issues that their predecessors could never have imagined. Should our institution offer MOOCs? Does it still make sense to continue to buy books for the library? How does our institution educate students to live in an emerging global society or to work at jobs that do not yet exist? Yet looming larger and more immediate is a change that has already occurred: students today are different from their predecessors in ways that have profound implications for colleges and their boards. Those are the findings of a study we conducted between 2006 and 2012 of current undergraduates, including a survey of a nationally representative sample of 5,000 students; two surveys and interviews with chief student affairs officers; and focus group interviews with students on 33 campuses. (Comparable studies were carried out in 1969, 1976, and 1993.) Five differences between students today and their predecessors stand out.

1. Today’s undergraduates are the first generation of digital natives. The class of 2013 was born into a world in which Apple, Microsoft and AOL already existed. By the time those students were in kindergarten, texting, Web browsers, smartphones, DVDs, Yahoo and the dot-com bubble were realities. Before today’s students finished elementary school, Google and the iPod had come onto the scene. Middle school brought Skype and Facebook. They had to wait until high school for YouTube, Twitter, and the iPhone. The ubiquitous presence of such technologies has shaped students’ understanding of the world. It has influenced their preferences and molded their expectations for how they will learn, work, socialize, recreate, and live. The result is a growing and fundamental mismatch between our analog higher education institutions and the digital natives whom we enroll. In contrast, digital natives prefer active and concrete learning involving practical applications, games, and collaborations. They focus on gathering a breadth of information rather than gaining depth. Skilled gatherers, they are adept at and comfortable with finding information “just in time.” A majority (78 percent) think undergraduate education would be improved if classes made greater use of technology and professors knew more about how to use it. Half would like more blended instruction in their courses, combining online and in-person classes. A third would like more courses completely online. This fundamental mismatch is producing problems in the classroom. That issue is particularly apparent with regard to conflict resolution, which students prefer to handle through the psychological distance of technology. Students argue via texting, and “unfriend” each other via social media sites.

Over two-fifths of the campuses we surveyed reported increases in online incivility among students. Over half reported increased Internet or e-mail stalking and harassment.

2. Today’s undergraduates are older. Fewer live on campus and more attend part-time. Higher education is one of the many activities including commitments to families, spouses, friends, and jobs—that they juggle each day. College is often not their principal priority.

Nontraditional students, the new majority of undergraduates, are older, primarily women, employed, and attend college part-time. Higher education is one of the many activities including commitments to families, spouses, friends, and jobs—that they juggle each day. College is often not their principal priority.

These students are prime candidates for online degrees, and proprietary institutions, as competitors with traditional campuses, gear programs to their needs. These students are markedly different from traditional students who are asking for collegiate life with all the bells and whistles in facilities, services, physical plant, and course offerings. In short, the current marketplace for colleges is composed of consumer-oriented populations with sharply opposed expectations and demands than what colleges traditionally have been offering students.

3. Today’s undergraduates are products of the worst economy since the Depression. The students now enrolled believe the economy is the most important issue facing the country. It has determined whether, where, and how they go to college. One in four who previously lived on his or her own is moving back in with parents. Across the spectrum of colleges we surveyed, a majority (68 percent) of deans reported that greater numbers of students are working, and they are working longer hours. Most working students (80 percent) say they need or want the money to pay for basic living expenses and tuition. In short, today’s undergraduates are more vocationally oriented, more likely to choose their college based upon cost, and less likely to live on the campus than their predecessors. They want programs that will provide them with jobs.

4. Today’s undergraduates are more immature, dependent, coddled, and entitled. Two-fifths of undergraduates told us that they phone, e-mail, or text their parents daily. One-fifth said they contact their parents three times a day or more. Students routinely ask their parents for advice on college courses or assignments, issues with roommates and friends, and other intimate aspects of college life. Nearly half of undergraduates turn to their parents for advice on college courses or assignments, issues with roommates and friends, and other intimate aspects of college life. Nearly half of undergraduates turn to their parents for such guidance. Such fathers and mothers, often described as “helicopter parents” for their hovering behaviors, come to students’ rescue. As many as 45 percent take remedial courses. Although students are in constant contact with

continued on page 31
Mercy College – The Dean’s Column

The Key to the Success for American Education

By Alfred Posamentier, Ph.D.

All the concern about the new Common Core Curriculum Standards and the standardized tests our students are taking is overshadowing another controversial issue in education: assessments for future teachers.

Having outstanding teachers is the key to the success for American education. As the national discussion focuses on how we can best train future teachers, 35 states have adopted the Education Teacher Performance Assessment (edTPA) as a way to prepare teachers. But as of May 1, New York joins only one other—Washington—that will use it to evaluate student teachers for certification.

The edTPA requires teacher candidates to submit at least three lesson plans covering three days of classes, sample tests, reports about their students and instructional goals, and a 20-minute video, which will be graded by education professionals hired by Pearson. Though it is well-intentioned, the edTPA, sadly, contains too many flaws that not only significantly damage the validity of this assessment, they have the potential for deleterious effects on candidates and, consequently, our future teaching force.

What could be bad about an assessment that observes a teacher in the classroom, evaluates his or her reasoning, and comments about significant aspects of the teaching performance? Consider how these principles are applied:

• The Candidates submit their own video and commentary (unproctored) – with absolutely no security that it is, in fact, their own work.
• How do we know that this instrument can truly predict who will be an effective teacher? Who determines a passing score?
• The assessment may not take into account optimal teaching arrangements for varying subject areas. When is a small group arrangement better than a whole group lesson, and vice versa? Furthermore, who determines what constitutes optimal teaching?
• The assessment leaves too much to chance, such as the nature and timing of the class being taught. By its very importance for the candidate’s future, it may overwhelm the student-teaching experience.

We already know from decades of research that student teaching—the portion of a future teacher’s training when he or she interns in a real classroom setting—is the single most important part of teacher preparation. It’s where everything learned in courses must be put into action coherently, with real students, colleagues and parents. Adding the pressure of an additional high-stakes performance assessment (to the other numerous standardized tests our teacher candidates must take) in the student-teaching semester means that all the important hands-on learning—from practical logistics to theoretical understandings—is overshadowed by the burdens of the test.

This assessment doesn’t provide any more information about a candidate than faculty already has, or that can be gleaned from program assessments and ongoing observations of student teaching. Despite some who find this assessment a good indicator of future performance, evaluations based on one lesson provide no more transparency about performance and classroom readiness, and perhaps far fewer insights. Developers of the assessment argue that the edTPA is designed to take context into account. But there is still a chance for considerable bias in the scoring process. There are already discussions about changing the scoring so that scorers become specialized—one scorer grades for student participation, another looks at classroom questioning, and a third, visual representations—but that could mean the entire process loses its integrity. How can you isolate these tasks from one another without considering how the pieces fit together?

Although, I agree with Commissioner John B. King Jr., who continues to support this exam, that raising the competence of future teachers is of paramount importance to our educational system, I would hope that as we move forward to build truly strong teachers we would “cleanup” these flaws before they damage the teacher candidates’ future, and possibly our education system through a possibly inaccurate assessment instrument. #
REBECCA Seawright understands what makes our neighborhoods so special because she’s one of us—a lifelong Democratic activist who’s been a consistent champion of progressive values.

Rebecca’s lived and raised her family on the Upper East Side over the last two decades. She understands our community, our families, and our values, and she’ll be a dedicated champion for our quality of life.

She’ll fight for tenants and to preserve affordable housing on the East Side and Roosevelt Island. She’ll work to improve local transportation, to keep the Second Avenue Subway project on track, and to fight for better bus service.

She understands issues like school overcrowding because she’s lived them—she’s the only candidate in the race with extensive experience as a public school parent. She’ll work to make sure that our neighborhoods get their fair share of educational resources and pre-k seats.

Rebecca Seawright will be a powerful voice in Albany for Roosevelt Island’s self-governance, affordability, and quality of life. She’ll fight to keep Roosevelt Island the special place it is for hard-working New York families.

Rebecca doesn’t want to go to Albany to simply join the status quo. In the Assembly, she’ll fight for a progressive agenda, and she’ll never give in to the special interests and entrenched powers who pull the strings in our state capital. She’ll fight to ensure our public schools and the 2nd Avenue Subway line get the funding they need. And she’ll be an outspoken voice for tenants and affordable housing, to improve access to parks and open space for neighborhoods. She is a champion for affordable housing, tenants, and co-op and condo owners.

As the first woman ever to represent this Assembly District, will bring fresh energy to the fight for the Woman’s Equality Act. She will lead in the fight for campaign finance reform and stem the flood tide of big-dollar donors trying to buy our political. Democrat For State Assembly, Upper East Side & Roosevelt Island.

www.RebeccaSeawright.com

Paid for by Friends of Rebecca Seawright (646) 479-9659
By DOROTHY DAVIS

“How the heck can I teach teachers?” asked Justice Sotomayor. “You know you’re the gateway not just to knowledge, but to kids learning to enjoy learning...figuring out what the world is about so they can be part of a vibrant and growing society.”

Justice Sotomayor spoke at the New-York Historical Society’s kickoff of a project to invigorate the teaching of the Constitution. She was joined by Professor Eric Foner of Columbia University and Professor Linda Greenhouse of Yale Law School. Co-sponsors NYHS, Institute for Constitutional History, New York University, American Historical Association seek to fill the gap caused by Congress’s ending the Teaching American History Grant Program.

“Serious study of the Constitution has fallen out of vogue. We are addressing that since one of the main purposes of education is to educate a strong and active citizenry,” said organizer Mia Nagawiecki, Director of Education at the NYHS.

“Tell students,” said Justice Sotomayor, “that our Founding Fathers were rebels! They started a war for freedom, were not very conservative, but provocative, daring, courageous! It took all those qualities to create a nation and a unique Constitution.” After her brief remarks she answered questions:

Q: “How can we guarantee equal education for all?”
A: “Rethink the financing. We can’t have a system based on property taxes in which the more wealthy areas have more resources.”

Q: What do you think about immigration reform?
A: I can’t tell you because that issue will come before the court. Laws don’t get passed by judges, but by people. It’s up to you to do something to change laws you don’t like. That requires an involved citizenry—why I’m so grateful for all of you teachers here to learn more about the Constitution. There is a wonderful, interactive website for you—Justice Sandra Day O’Connor’s www.iCivics.com.

Q: How should we teach the Constitution to students new to the U.S.?
A: Their understanding of government has not been positive. I tell them we have a democracy—if you become a citizen you have the right to express yourself, to vote people out of office—rights created in the Constitution. We are participants in our government, not bystanders to it! Create programs not just to educate children but to open up possibilities for parents! If you can achieve that you will have great success with students! Good luck!

Professor Sanford Levinson (University of Texas Law School, author of “Our Undemocratic Constitution: Where the Constitution Goes Wrong and How We the People Can Correct It” & “Framed: America’s 51 Constitutions and the Crisis of Government.” To Come: “Faultlines in the Constitution” for 11-16 year olds).

“There is not only one Constitution in the U. S. Each state has its own. Education isn’t protected by the U.S. Constitution” but is by State legislation. Massachusetts protects environmental rights. We don’t venerate state constitutions as much as we do the flawed U.S. Constitution. Topics to discuss: Are all kinds of religions to be tolerated? Equal rights—what does it mean? Bicameralism? Presidential Veto? An earlier Inauguration Day? Is the Constitution too difficult to amend?

Professor Eric Foner of Columbia University, author of “Reconstruction: America’s Unfinished Revolution, 1863-1877”—the least understood period of American history—conducted a detailed analysis of the 14th & 15th Amendments. “Every session of the Supreme Court deals with some issue arising out of the 14th Amendment” [equal protection under the law]. To a question about how to get kids excited about the Constitution and the Supreme Court in view of the Roberts courts 5-4 politically motivated decisions overturning our rights, he recommended studying opposing opinions. “The online resources of the Supreme Court enable you to get behind the sound bites and into the nitty-gritty.”

Professor Linda Greenhouse (Yale Law School, the NY Times) discussed “Justice Roberts and the Supreme Court in the Obama Era.” She recommended “Brown vs. the Board of Education” as “a safe Supreme Court decision to teach.” In recent court decisions “the First Amendment [the Bill of Rights] has become a major tool of deregulation. We’re trained to think it is an unalloyed good thing—but it has been flipped...with pharmaceutical and tobacco industries upholding the rights continued on page 30
The Windward School Features Dr. Gordon Sherman, Authority on Brain Research

By YEHUDA BAYME

Introduced by head of The Windward School, Dr. John Russell, Dr. Gordon F. Sherman delivered a lecture titled “Welcome to the Future: Where Diverse Brains Thrive.” Dr. Sherman is the executive director of The Laurel School of Princeton, The Newgrange School in Hamilton, NJ, and The Newgrange Education Center in Princeton, NJ. He is internationally recognized as a leader in brain studies.

The focus of his talk was on the diversity of ways that different brains function. Sherman began with an introduction on what the brain does. It controls motor ability, as well. One of the most astonishing aspects of the brain is that it is composed of different parts that work together to produce a finished product. Sherman spoke about how when we see the world, there are 33 different components that are working together to give us that picture. He said “the brain is more sophisticated than a computer and is more like a symphony with all the different parts working together.”

According to Sherman, the brain is formed when the baby is a fetus. At that point, the environment nurtures and “fine tunes” the brain to perform. When the person is young, he is still able to learn new things due to the receptability of the brain to the environment. This is what neuroscientists call “neuroplasticity.” As we get older, our brains are less able to learn new things.

Dr. Sherman also introduced us to a term he coined, called “cerebrodiversity,” which are the differences in the way we process information. He stressed that evolution selects which brains have what “it” wants. According to Sherman “if the environment wants what you have, then you will be successful. However, if you don’t have what the environment wants then you are in trouble.” Recognizing the diverse ways in which our brains process information, we hope to better society by recognizing their differences.

According to Dr. Sherman, “we have a tendency to judge cerebrodiversity harshly,” but facts show that we should not. Sherman gives us examples of people with Asperger’s syndrome who can paint beautiful pictures or who have world views that are profoundly creative. As we have seen the rise in autism, perhaps it is now most important to recognize the need to interact with these unique minds and acculturate a more diverse environment.

Keep New York a state of mind

- Over the last five years, SUNY and CUNY have been cut by nearly $2 billion — driving up tuition and endangering quality affordable higher education for all New Yorkers.
- Our public colleges and universities are under intense pressure to eliminate programs and courses, erode quality and slash opportunities for students in need.
- Public higher education’s mission of teaching, research and health care is key to a bright future for all New Yorkers. New York State must invest now — in faculty, staff and student support — to keep our public colleges and universities great.

Take action! Defend quality.

SUPPORT THE Public Higher Education Quality Initiative

WWW.NYSUT.ORG/QUALITYHIGHEDER

NYSUT  UUP  PSC/CUNY  COMMUNITY COLLEGES

#NYPUBLICHIGHEDER

---

**STEPHEN SPIELBERG CELEBRATES LINCOLN WITH THE GILDER-LEHRMAN INSTITUTE**

By DANIELLE M. BENNETT

From July 1-4, 1963, the most important battle of America’s Civil War History was fought—a battle that left approximately 51,000 American casualties bonded by the sense of freedom, but divided over the meaning of that very same principle. It was the Battle of Gettysburg and a little over 150 years later, its significance prevails among scholarly discussions, in journals and even in institutions of higher learning. The leader of the Union Army and the country’s Commander-in-Chief, Abraham Lincoln, is still revered today, not only for his leadership in that battle and war, but for the words he spoke to commemorate those lives sacrificed on that massive battlefield in Pennsylvania.

This year, two scholars received the coveted prize named in Lincoln’s honor. The Lincoln Prize, awarded by Gilder Lehrman College and the Gilder Lehrman Institute of American History in New York, went to professors, Dr. Allen C. Guelzo and Dr. Martin J. Johnson. It was Guelzo’s third prize win, and both Guelzo and Johnson received $25,000 and a bronze replica of Augustus Saint-Gaudens’s life-size bust, “Lincoln the Man.” Both Guelzo, a Henry R. Luce professor of the Civil War Era and director of Civil War studies at Gettysburg College, and Johnson, assistant professor of history at Miami University Hamilton, humbly accepted the award before a crowd of academics and journalists gathered at the Union League Club in New York.

Richard Gilder and Lewis Lehrman, both businessmen and philanthropists, co-founded the Gilder Lehrman Institute of American History in New York in 1994 and amassed the Gilder Lehrman Collection, one of the largest of historical national documents and artifacts privately owned. The Institute is dedicated to history education and lends support to teacher training and professional development, curriculum development, exhibitions, publications, history theme schools and the History Teacher of the Year Award program. Along with Prof. Gabor Boritt, director emeritus of the Civil War Institute at Gettysburg College, Gilder and Lehrman awarded an estimate $1 million to Lincoln Prize winners, since the prize’s inception in 1990. The award is given annually.

Guelzo received the honor for his book “Gettysburg: The Last Invasion (Alfred A. Knopf, 2013). “Gettysburg” recaptures the Battle of Gettysburg while also depicting the circumstances of war and society beyond the battlefield. Gilder introduced Guelzo, describing Guelzo’s book as “well worth the read.”

“I am as much of a surprise to myself tonight as the Lincoln Prize is to me,” said Guelzo, during his acceptance speech. Guelzo was born in Yokohama, Japan, and not of “academic estate,” he said; but instead, Guelzo grew up as the grandson of a paper hanger and the son of a father who left the family when Guelzo was just 10 and who remained absent from Guelzo’s life for 30 years.

Such circumstance gave Guelzo a keen perspective about life. Guelzo underscored the importance of providing all people a fair chance in the race of life. Near the end of his speech, Guelzo asked that the prize not honor him; but rather, Lincoln and the men who fought at Gettysburg.

Johnson’s book, “Writing The Gettysburg Address” (University Press of Kansas, 2013) analyzed and explored the emotional and personal journey Lincoln experienced while writing the speech. Lehrman called it “a masterpiece of modern scholarship” in Johnson’s introduction. He also said that Johnson produced a very clear narrative about the speech and through Johnson’s study, readers got to learn the brilliance, poetry and divine quality of Lincoln’s words.

According to Johnson, the speech was not an “off-the-cuff” creation from Lincoln’s mind but a pensive process that drastically evolved after Lincoln visited the Gettysburg battlefield. After Lincoln’s visit, he understood more deeply the dedication of the soldiers who fought there and the last, handwritten revisions of the speech became the words we know well today. Although Lincoln penned the infamous speech, Johnson said, “We created the Gettysburg Address as a nation, as a people—our celebration of its ideas.”

In addition to the prize winners, Academy award-winning filmmaker and cinema storyteller, Steven Spielberg, who was in attendance, received the Special Achievement Award for his 2012 release of “Lincoln,” which grossed over $275 million worldwide and receive two Academy Awards with one going to lead actor, Daniel Day-Lewis, his third Oscar win. “Lincoln” was based on Doris Kearns Goodwin’s “Team of Rivals” and Tony Kushner’s screenplay.

When accepting the award, Spielberg humbly declared that he is not a writer.
Stevenson School Informs LD Students of Best College Choices

By SYBIL MAIMIN

All colleges are required by law to provide “reasonable accommodations” to students with documented disabilities. However, accommodations (for physical, emotional, and academic needs) vary widely from institution to institution and, unlike the experience in K-12 where school personnel “find you,” institutions of higher learning require a request for services from the student. A recent panel of experts at the Robert Louis Stevenson School that focused on school choice and success for students with special challenges, offered much valuable information as well as tips and strategies. Finding “the right match” is key. The “right” school has the right support system. Victor Schwartz, a psychiatrist and medical director of The Jed Foundation, an organization that works to prevent suicides and protect the emotional health of college students, said parents and students should learn how mental health services operate in colleges prior to applying. He advised working with a high school counselor to find schools with robust programs. (“The college terrain is tremendously variable” regarding services, he warned.) Schwartz suggested having conversations with professionals at the chosen college the summer before attendance to put a clear plan in place and ensure someone at the school knows about the student’s needs. With preplanning, a person familiar with the student will be able to step in and help should a problem arise. (Schwartz reminded those wary of advance conversations about disabilities that a college cannot retract acceptances.)

Sherri Maxman of College Maven LLC, who provides college counseling for high school students with learning differences, suggested calling colleges during the search phase and inquiring if they provide the support a child needs. Type in “Disability Services” on a college’s web site to get an appropriate contact number. An evaluation from the past 3 years is required for disability accommodations. Colleen Lewis, director, and Ashley Schleimer, Student Services Coordinator, of the Office of Disability Services at Columbia University, stressed the importance of making a child aware of his or her own disability and of the support they need and are entitled to. In college, it is the responsibility of the student to request services. Lewis and Schleimer are surprised at the number of people who have never read their evaluations, cannot articulate their needs, and do not understand how their disability may impact their learning. The students who make the best transition from high school to college are those who are informed, prepared, and have taken advantage of the opportunity to plan for their needs before they arrive on campus. For those who assume their choice of schools may be very limited, consider that Columbia, in the Ivy League, offers a Student Disability Office with a staff of 16 that organizes accommodations and support services including assistive technology, networking groups, academic skills workshops, and learning specialists.

Some general advice from the panel included: help your child understand his rights and responsibilities; encourage self-advocacy; accept your teen for who she is, not who you want her to be; it is not necessary to identify as LD on college applications, although it may help explain poor grades; neuropsychological and legal services are out there for you; and reflect on your own teen years in order to gain some empathy.

(Special Education)
Hearing Lost - but not the Sound of Music

By KAREN KRASKOW, M.A., M.S.W.

“If you lost your hearing, could you find music again? Could music find you?” That is the question posed at the opening of Lost and Sound (dir. Lindsey Dryden, UK), a film of the ReelAbilities Film Festival. Annually in the spring, at the JCC (76th and Amsterdam Ave.) and 31 other locations in NYC, LI, and Westchester—as well as 13 cities in the US—we are treated to eye-opening films which bring us closer to a way of thinking that includes sponsors and celebrates the lives of individuals facing physical and mental challenges.

In Lost and Sound, we enter the lives of three individuals whose lives have been affected by hearing loss; a music journalist, Nick, an aspiring dancer, Emily, and a young girl, Holly, who lost her hearing as a baby and was born into a family of musicians, who yearn, with her, to extend the gift. Each journey shows us different choices, different coping strategies, and inspires us to not let loss define us. The question of whether to use cochlear implants (which restore hearing though not completely) is answered differently. The different ways music is restored into their lives is played out: by the teacher who says to Holly, as she sits at the piano, “look at that rainbow... look at that rainbow as a child would see it, and then play”—hearing those words will better allow her to express what she feels from the music; by Emily, who finds that “sometimes...it’s difficult to communicate with people, so I express my feelings in dance...Movement...(is) my language; and Nick, who chooses not to accept cochlear implants, because “I’ve invested so much in the world of one earedness. [I] want to appreciate what I’ve got.” Each develops their own attitude of strength: the dancer abruptly admonishes us: “Be yourself. Get on with it. Deal with it.” And Holly comments, with wisdom beyond her years, “If you dwell on it then you’ve lost the battle, really.”

Each film at the ReelAbilities Film Festival, which was held in NYC from March 6th to March 11th, is followed by speakers who understand from their own lives the stories depicted in the films; they have either worked with individuals affected by the issue focused on in the film, or they have experienced that difficulty themselves. After Lost and Sound, Wendy Cheng, musician and founder of the Association of Adult Musicians with Hearing Loss; a music journalist, Nick, an aspiring dancer, Emily, and a young girl, Holly, who

continued on page 29

Sixty Years After Brown: Is This the Education System for Which They Fought?

By DR. SHELIA EVANS-TRANUM

In the Native American communities, the Clan Mothers are charged with making decisions that consider seven generations in the future. I am not sure if Oliver Brown, the father of Linda Carol Brown and her sister, Terry Lynn even knew about this cultural tradition when he decided to sue the Topeka Board of Education. I do believe, however, that Oliver Brown, along with Thurgood Marshall and Chief Justice Warren believed that collectively they were eradicating the injustices of the past regarding the children of chattel slaves that would last through the generations. In 2014, sixty years the phrase, “with all deliberate speed,” has faced many roadblocks, which in reality thwarted the progress of equal protection under the law for African Americans and other disenfranchised groups.

Carol Brown was seven years old when she had to walk 20 blocks each day through the Rock Island Railroad Switchyard to the closest of four elementary schools in Topeka, Kansas for African American students. Her father, Oliver Brown, felt that this journey placed her life in jeopardy and had her apply to the Summer School, which was reserved for whites. When her admission was denied, he sought the help of the NAACP Legal Defense Fund. Attorney

continued on page 31
By JOHN RUSSELL, Ed.D.

Over the last several years, successful dyslexics have received an unprecedented amount of attention in the popular press, so it is fitting that this year’s speaker at The Windward School’s annual Robert J. Schwartz Memorial Lecture is the distinguished neuroscientist and educator, Dr. Gordon Sherman. His talk described the value of cerebrodiversity (our species’ collective neural heterogeneity), of which dyslexia is a byproduct, and challenge conventional assumptions about socially and culturally defined disabilities. In an article that Dr. Sherman published in the journal of The International Dyslexia Association, Perspectives on Language and Literacy (Winter 2010), he refers to the work of the renowned scientist Dr. Norman Geschwind (1982), who posited that dyslexia’s advantages may outweigh its disadvantages, stating, “One of the most important lessons to be learned from the genetic study of many diseases in recent years has been that the paradoxically high frequency of certain conditions is explained by the fact that the important advantages conferred on those who carry the predisposition to these conditions may outweigh the obvious dramatic disadvantages.” Thirty years later an ever increasing number of case studies and a small number of research studies have worked to create support for this hypothesis about dyslexic advantages.

Fast-forward from Geschwind’s 1982 report to the present. In the January 26, 2014 edition of The New York Times, in an article entitled What Drives Success, Amy Chua and Jed Rubenfeld examine the traits that enable certain cultural/ethnic groups to succeed when others struggle. In their article, Chua and Rubenfeld report, “It turns out that for all their diversity, the strikingly successful groups in America today share three traits that, together, propel success. The first is a superiority complex—a deep-seated belief in their exceptionalism. The second appears to be the opposite—insecurity, a feeling that you or what you’ve done is not good enough. The third is impulse control.” I was struck by the numerous parallels between these traits and the characteristics of the highly accomplished dyslexics featured in Malcolm Gladwell’s most recent book, David and Goliath. In his book, Gladwell presents a case study of David Boies, the prominent, highly successful attorney. As a dyslexic, Boies faced challenges as a student, most notably his difficulty with reading. Gladwell points out that it was these very struggles that led Boies to develop compensating strategies similar to the three described by Chua and Rubenfeld that have, in turn, made him the successful attorney that he is today. There are many other individuals who ascribe their successes in various fields to their dyslexia.

Gladwell notes, “You wouldn’t wish dyslexia on your child.” Then he provocatively asks, “Or would you?” Dyslexia, according to Gladwell, is a “desirable difficulty” in that there are dyslexics who appear to benefit from their disability. As an example, he cites the results of a study conducted by Julie Logan (2009) who found that more than a third of the entrepreneurs she surveyed—35 percent—identified themselves as dyslexic. The study also indicated that dyslexics were more likely than non-dyslexics to delegate authority and to excel in oral communication and problem solving. Gladwell suggests that dyslexia has blessed these individuals with these abilities that make them particularly well suited for entrepreneurship, implying causality from this apparent correlation.

In 2012, Drs. Brock and Fornette Eide published The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain, in which they contend, like Geschwind before them, that dyslexia, or the “dyslexic processing style,” isn’t just a barrier to learning how to read and spell; it’s also a reflection of an entirely different pattern of brain organization and information processing—one that predisposes a person to important abilities along with the well-known challenges. In The Wall Street Journal article “Dyslexia Workarounds: Creativity Without a Lot of Reading” (April 1, 2013), Melinda Beck reports on successful dyslexics like Connecticut Governor Dannel Malloy, Cleveland Clinic CEO and thoracic surgeon Dr. Toby Cosgrove, and actor and children’s book author Henry Winkler, in presenting the positive side of dyslexia. “I frankly think that dyslexia is a gift,” Dr. Cosgrove tells Beck. “If you are supported in school and your ego remains intact, then you emerge with a strong work ethic and a different view of the world.” Unfortunately, that turns out to be one mighty big “if.” While the case studies and anecdotes attributing an advantage to dyslexia are inspirational, they can also be dangerously misleading.

The sad truth of the matter is appropriate support for dyslexics is lacking in most schools across the country, and bright, capable, learning disabled students face plummeting self-confidence simply because there is a lack of understanding about their true capabilities. Far too often, they experience chronic academic frustration and outright failure. As a result, students frequently come to The Windward School with feelings of insecurity that reinforce their academic struggles, but once they are remediated, they exhibit that deep seated belief in themselves that is critical to success. What our students continually tell us confirms this. One student recently wrote, “At my former school, if I didn’t answer a question correctly, the other students would laugh at me and I would feel very stupid and embarrassed. Being different felt awful. Although my experiences at my former school were dreadful, since being at Windward I have achieved so much academic success that I believe in myself.”

The Windward School is committed to helping create supportive school environments for all learning disabled students. Dr. John Russell is Head of the Windward School.

---

LOOKING FOR THE RIGHT ENVIRONMENT FOR YOUR STUDENT?

STEVENSON

ADOLESCENT SUCCESS SINCE 1961

Transforming Lives of Bright Adolescents with Social-Emotional Difficulty and Learning Differences

FEATURES
- Small, Structured, Supportive Environment
- Top-Notch Academics with 100% College Acceptance Rate
- Most Students Funded Through the New York City Department of Special Education Services
- Raises Self-Esteem, Motivation, Social-Emotional Development, and Academic Readiness

OFFERS
Rolling Admission with Opportunities Available for Now, July, or September 2014! Students can often start within one week of application.

Contact: Matthew Mandelbaum, PhD, Director of Outreach, mmadelbaum@stevenson-school.org

ROBERT LOUIS STEVENSON SCHOOL
24 West 74th Street, New York, NY 10023, 212-787-6400 www.stevenson-school.org

---

IS YOUR CHILD DYSLEXIC OR EXPERIENCING SCHOOL FAILURE?
IF SO, WE MAY BE THE SOLUTION.
WE STRIVE TO HELP CHILDREN NOT ONLY HAVE THE SKILLS NEEDED TO LEARN, BUT WANT TO LEARN.

SterlingSchool

WE TAKE OUR COMMITMENT SERIOUSLY

- ORTON GILLINGHAM TRAINED STAFF
- SMALL CLASSES WITH INDIVIDUALIZED ATTENTION
- ART, MUSIC, CULINARY ARTS AND COMPUTERS FOR A RICH EDUCATION

NOW ACCEPTING ADMISSIONS
CALL 718-623-3302
WWW.STERLINGSCHOOL.COM
RUTH ALBRECHT, DIRECTOR OF THE STERLING SCHOOL
299 PACIFIC STREET, BROOKLYN, NEW YORK 11201
Three Hunter Students Win Fulbright-Hays Scholarships to Study in China

Hunter students Daniel Cione '16, Ricardo Alvarez ’15 and Ariel Yardeni ’16 have won highly competitive Fulbright-Hays scholarship awards to study in China. All three are enrolled in the Chinese Flagship Program, Hunter’s undergraduate honors program for high-achieving students interested in becoming proficient in Chinese language and culture.

Cione, a sophomore with a double major in anthropology and Chinese, was awarded a scholarship to complete an advanced Chinese-language immersion program in Beijing. They will also do field work in rural areas, and engage in a comparative study of contemporary society and educational systems in the U.S. and China.

Alvarez is a junior with a double major in political science and Chinese and a planned minor in economics. This spring, he is studying abroad at National Taiwan University and plans to pursue graduate studies in business, with a focus on international trade.

Yardeni, a sophomore in the Macaulay Honors College at Hunter, is especially interested in global health and health policy. Last summer, she studied Chinese at National Taiwan University and is looking forward to learning about the educational system in rural China and teaching young children in the communities she visits.

A Fulbright Scholar Shares Her Experiences in Malaysia

By RACHEL GELLERT

I am sitting in my little house in Terengganu, Malaysia thinking about my college years at NYU in Manhattan.

I have been teaching for the last three months at a secondary school in a small rural town in Marang, Terengganu, Malaysia. Terengganu is the most conservative Islamic state in Malaysia and my school and community are 100 percent Malay Muslim. This experience is like nothing I have ever encountered before—it is simultaneously stressful and inspiring and confusing and exciting and exhausting and empowering. Every day feels a bit like a roller coaster, but on the quieter moments I am certain there is nowhere else I would rather be. I am head over heels in love with my students. They fascinate and inspire me on a daily basis. I have also been holding a speaking workshop with the teachers at my school, which has given me incredible access into the adult community here as well.

I am most excited for my upcoming English camps. This Sunday I am hosting a “Save the Planet—Eco Superhero Camp” for my younger students. I get to take them outside of school, run fun activities, clean up the beach and talk about how we have the power to keep Earth clean and change the world.

But what I am most excited to share is my second English camp, coming up in May. I am working with two of my Fulbright ETA friends from nearby Malaysia schools to host a 3-day 2-night All Girls Empowerment camp. We are even starting a fundraiser on Crowdrise that will soon go live. http://www.crowdrise.com/StrongerWomenStrongerWorld/fundraiser/LizzieBethRachel

Here is another link to the photo blog I have been keeping on Tumblr: http://raeinmalaysia.tumblr.com/

I would like to connect Education Update with my students here. Some of them have really incredible English and I know would be absolutely overjoyed at the idea of having something they wrote published in a newspaper in New York. I would love to write a few experiences of my own down and send them to you. I will continue to keep you posted on my adventures out here.

Arlene Alda Reads at Hunter College

By DOROTHY DAVIS

"Jackson, tell Mrs. Alda you have “Iris Has a Virus” at home and it is your favorite book!” said a doting mother in the audience to her adorable 4-year-old. But Jackson just smiled mischievously and pressed his lips together.

Arlene Alda, Hunter Class of 1954 (Music Major, Phi Beta Kappa, Cum Laude) had just finished reading “Iris Has a Virus” as well as “Did You Say Pears?” and "Hurry Granny Annie,” three of her delightful, clever, wonderful books for kids (and their parents and grandparents) to an enthralled audience of four generations of Hunter students, Hunter alums and their children, who had gathered to hear her in a sun-filled corner of the new Leon and Toby Cooperman (Class of ’64) Library, as part of Homecoming 2014.

An award-winning photographer, Alda has written over 15 children’s books, plus several for adults. Before her marriage to actor Alan Alda and becoming a mother (they are the parents of three daughters and eight grandchildren) she was a successful professional musician, playing clarinet for several orchestras including the Houston Symphony Orchestra under conductor Leopold Stokowski.

Alda and becoming a mother (they are the parents of three daughters and eight grandchil-

ders) she was a successful professional musician, playing clarinet for several orchestras including the Houston Symphony Orchestra under conductor Leopold Stokowski.

Many of her books are illustrated with her photographs, among them “Did You Say Pears?” which humorously pictures homophones (pear, pair; sun, son) and homonyms (horns, horns; pitcher, pitcher). “Here a Face, There a Face” finds faces in the most unlikely places (a faucet, a house, an old tree) and turns them into lively characters. Her latest book “Hello, Good-bye” wittily illustrates opposites.

She signed this book for Diane Caron (Class of ’54) after her reading and told us how she photographed the eye-catching cover:

“My husband and I were in France. I wanted a cover to mean ‘hello and good-bye’ and he was a willing victim. There were these bushes…. ‘Why don’t you go through the bushes?’ I asked. He did that and fell down. He must have done this for me many times to get him in the right place at the right time.”

I purchased “Did You Say Pears,” “Here a Face, There a Face,” and “Hello, Good-bye” and brought them on a visit to my daughter and grandkids in Canada. eleven-year-old Julianna, a book lover, read them in a flash. “Did you like them?” I asked her. Without hesitation she exclaimed, “They were cool!” Just like their author!"
President Ernest A. Logan
Council of School Supervisors & Administrators

Ernest A. Logan worked for nearly 25 years in the NYC public schools, many of them as a CSA member, before taking a leave of absence to join CSA’s staff in 1997 as a field service representative. Rising through the ranks, he was elected President in November 2006 by acclamation and again in November 2009 and 2012. He began his third term as CSA’s President on Feb. 1, 2013.

Mr. Logan, the 11th of 13 children, was born in Harlem, and raised in East New York, to a family that valued education. His father, a college graduate and trained engineer, died when Mr. Logan was 8, a huge loss for the Logan family emotionally but not spiritually; the older Mr. Logan, and his wife, had imbued their son with the importance of a college degree, family and faith, and his mother kept those values alive for her children despite the hardships they faced.

Mr. Logan remained focused on the future, graduating from Franklin K. Lane High School in 1969 and SUNY Cortland in 1973. He attended Baruch College/CUNY and received his master’s degree in education. He began teaching English at PS 224, D-19, Brooklyn, soon after graduating from SUNY Cortland and within five years, he was a curriculum writer for the Office of Curriculum and Development. In 1983, he became the Assistant Principal at JHS 263, D-23, Brooklyn, and in 1991, he was appointed as Principal of I.S. 55, D-23.

As Principal, he represented his CSA colleagues as the District 23 Chair from 1993 until the fall of 1997 when he became CSA’s Director of Community School Districts and worked in the field enforcing the contract and protecting his colleagues’ legal rights. In March 2000, the Executive Board chose Mr. Logan as First Vice President to fill a vacancy created when Donald Singer, then-President of CSA, moved to work fulltime at the American Federation of School Administrators, the national union. A few months later, running with Jill Levy, he was elected Executive Vice President, a position he retained through the 2003 election. When Ms. Levy chose not to run in 2006, Mr. Logan won the presidency in an unopposed election. Mr. Logan is also the Treasurer of AFSA, and, as a member of the General Executive Board, chairs its legislative committee.

As CSA President, he secured a contract for his Department of Education members that provided substantial salary increases and numerous reforms including a rating system for Principals that is tied into school performance and specific leadership competencies. Mr. Logan has repeatedly called for high standards and accountability from his members, and does not accept complaints that “the job is too tough.” Mr. Logan has forged relationships with city and state officials, understanding the importance of “bridge building” as he calls it, to secure legislation, resources and policies that enable CSA members to perform their jobs to the best of their abilities.

In addition to his responsibilities at the union, Mr. Logan is a board member for New Visions for Public Schools and the NY Research Alliance. He also recently became a member of the advisory board of the NYC Independent Budget Office. Mr. Logan belongs to numerous organizations including St. John’s University’s Phi Delta Kappa chapter, the NY Alliance of Black School Educators, the National Association of Secondary School Principals, the NY Academy of Public Education, 100 Black Men, and is a life member of the Association of Black Educators of NY. He is also a member of the Education Equality Project, founded by the Rev. Al Sharpton and former NYC Schools Chancellor Joel Klein.

He has served on the board of the Brownsville Community Development Corporation and is a deacon at the Mount Calvary Baptist Church in Harlem, where he also serves as the Chairman of the Board of Trustees.

He has received numerous awards from labor and education groups. Mr. Logan and his wife, Beatrice, a retired high school guidance counselor, have established the Ernest A. Logan Scholarship at SUNY Cortland, which provides tuition assistance for NYC public school students.#

Dean Jerrold Ross
St. John’s University

The career of Dr. Jerrold Ross has been long and diverse. Born and schooled in New York City, he attended the High School of Music and Art, Queens College for his Master of Science degree, New York University for his Bachelor of Science degree, and later, the Ph.D., all in music education. In 1997, Emerson College (Boston) awarded him an honorary Doctorate of Humane Letters for his work arts education.

In the field of higher education, Dr. Ross held the positions of president, at the age of 30, of the New York College of Music (New York’s oldest conservatory). He then moved to become Chair of the Department of Music and Music Education and subsequently Associate Dean for Academic Affairs at NYU’s School of Education (now the Steinhardt School). During that period, he was also Director of Town Hall, then owned by NYU. One of the key programs he introduced on that stage was the “Legendary Ladies of the Movies,” expanded by the Kennedy Center into what we all know as the “Kennedy Center Honors.” From the NYU position, he moved to St. John’s University where, since 1995, he has been Dean of The School of Education. The New York City Department of Education rankings placed St. John’s at the top of several categories, the most important being the appointment and continuing tenure of teachers in the City’s schools. St. John’s School of Education, which recently celebrated its 100th anniversary, is also renowned for its many partnerships with public, charter, and Catholic schools. Along with Chancellor Carmen Fariña, he believes that “all schools are part of one City.”

From 1967-2003, Dr. Ross was president of the Board of Trustees of the Usdan Center for the Creative and Performing Arts, the nation’s leading summer arts camp for children, ages 6-19, where a new building for early childhood was named in his honor. Dr. Ross’ other work includes having obtained grants and research contracts from the JP Morgan Chase Foundation, the Andrew W. Mellon Foundation, the National Foundation on the Arts and Humanities, The U.S. Department of Education and the National Endowment on the Arts among many others. #

Dear Colleagues,

Education Update is proud to celebrate our twelfth year of honoring teachers and administrators who enrich the lives of children in classrooms around the city every day.

We are requesting nominations for Teachers and Administrators (principals, assistant principals, deans, etc.). Our
The event provides medals and certificates to the Outstanding Educators of 2014 and the accolades of peers, colleagues, family and education leaders. It garners the attention of local newspapers and television.

To nominate a Teacher or Administrator go to: www.EducationUpdate.com/awards


Final decisions are made by our illustrious Advisory Council consisting of regents, college presidents, deans, administrators, professors and union leaders.

Joyce B. Cowin, an alumna and long-time Trustee of Teachers College, has given the College a gift to create an innovative and unique professional development program for New York City public school teachers that will address the critical need for high-impact financial literacy in students in grades 9-12.

“Every person past the ninth grade should have knowledge of money — how to balance a checkbook, how to ensure that expenses don’t exceed income, how to finance a college education, how to shop for clothes and food, and how much to pay for rent and what a mortgage is,” Cowin said. “When the market collapsed in 2008, so many wonderful, hard-working people who had saved money throughout their lives were snookered about sub-prime mortgages, and they lost everything. We need to educate the next generation to ensure this never happens again.”

A partnership among Teachers College, the New York City Department of Education and the nonprofit Working In Support of Education (WISE) launched The Cowin Financial Literacy Project in Fall 2012, with the first workshops for teachers from select New York City schools in Summer 2013. Teachers College alumna Dr. Pola Rosen has been a consultant and collaborated on this important endeavor. New York State Education Commissioner, John King, also has fully endorsed the program. The program is now expanding to other cities.

“This collaboration is a wonderful example of partnership between the public and private sectors, with the goal of strengthening New York City public school students’ skills in an important field,” Dennis M. Walcott, New York City Schools Chancellor, wrote to Cowin.

“Financial literacy is necessary for our students’ success in the 21st century.”

No central financial education resource for teacher professional development currently exists in New York City. The Cowin Financial Literacy Project distinguishes itself from the more than 800 other financial literacy curricula that have previously been developed in the United States by addressing this critical need.

The Cowin Financial Literacy Project created an academic curriculum, and also “focused on helping teachers to integrate important concepts about finance into courses that they are already teaching, such as World or U.S. History,” said the project’s director, Anand R. Marri, Associate Professor of Social Studies & Education at Teachers College.

Joyce Cowin is a Trustee of the Youth Counseling League, the Jewish Board of Family and Children’s Services (JBPCS) and the Child Development Center, where she previously served as President of the Board. She is a Trustee of the American Museum of Folk Art, the primary sponsor of the Folk Art branch at Lincoln Center, a member of the The Chamber Music Society of Lincoln Center and The Stecher and Horowitz Foundation, as well as Chairman of the Committee on Education.

At JBPCS, she started special programs of Art Therapy for disturbed teenagers who have difficulty expressing themselves verbally. Cowin also is a life member of the Metropolitan Museum of Art.

Cowin is a Smith College alumna and earned her master’s degree in Curriculum and Teaching from Teachers College. She chaired the College’s Alumni Council and served as its liaison to the Board of Trustees for 30 years, and has also served for more than 30 years on the Board itself. With her late mother, Sylvia Berger, she funded the creation of TC’s Cowin Conference Center. Cowin also is the founding funder of TC-affiliated Heritage School, an arts-themed public high school in East Harlem. Cowin has actively supported Manhattanville College, where she has funded a fall lecture and an art room at the college’s museum, as well as a spring art trip, in honor of her late father, Arthur Berger. She serves on the Board of Trustees of the American Folk Art Museum in New York City and has served for more than 50 years as a Trustee of the Jewish Board of Family and Children’s Services, which honored her.

Cowin serves on the board of the Chamber Music Society of Lincoln Center and has a long-standing involvement with the Metropolitan Museum of Art.###
Fifth Grader Surmounts the Odds

By ALAN & SHARON LUBIN

Just a little more than one year ago, our granddaughter, Helena, was diagnosed with Type 1 diabetes. Helena is 10 1/2 years old and a 5th grader at Karigon Elementary School in the Shenendehowa school district, in Clifton Park, NY, demonstrating a great talent in art.

After a brief hospital stay, she had to be injected six to eight times a day with insulin and had to prick her fingers often to monitor her glucose levels—all because her pancreas stopped producing the insulin needed to live.

Within two months, she switched to an insulin pen for the injections, and within a few more months, she switched to an insulin pump that has a pod that is required to be attached to her arm, leg or stomach by injection and taped on for two to three days. In addition, she now has a glucose monitor attached in a similar fashion to track the trends of her glucose.

Matilda Cuomo Gives Award to Dr. Jeffrey Lieberman at Mental Health Foundation

By DANIELLE M. BENNETT

Dr. Jeffrey Lieberman, chairman of Psychiatry at the Columbia University College of Physicians and Surgeons and Director of the New York State Psychiatric Institute, was the guest of honor at The Mental Health Foundation’s second annual Special Evening in New York event for his years of leading work in the field of mental illness. Former First Lady Matilda Raffa Cuomo gave the award this month at The Christopher Columbus Citizens Townhouse on the upper eastside.

The event, which was emceed by Newsday columnist and TV commentator, Ellis Henican, kicked off with Steven Podaris, president of the Mental Health Foundation who praised Mrs. Cuomo, a foundation board member, for her years of commitment. Podaris gave a little background behind the foundation’s It’s Okay To Talk About It Grant Program, which uses a peer-to-peer approach with young people suffering with mental health issues. It’s Okay emphasizes the message of hope. The grant program supports other programs that Podaris said really make a difference in the lives of young people.

“While we have been able to make some modest contributions over the last five years, I think what is important … is that the programs that we are supporting are really reaching young people,” said Podaris.

Cuomo put into perspective the importance of addressing mental illness among young people today.

“There are too many examples of young people today suffering because they can’t and or won’t ask for help.” She continued, “We must improve early treatment that will enable people to have healthier and happier lives.”

In 1987, Mrs. Cuomo began the New York State Mentoring Program, an initiative based on the idea that the difference-maker between children who thrived and those that don’t was a caring adult. The program was canceled but Mrs. Cuomo began a private program, Mentoring continuing on page 30

Crohn’s & Colitis Foundation Luncheon Honors Women of Distinction

By PATRICIA LAVELLE

The Greater New York Chapter of the Crohn’s and Colitis Foundation of America (CCFA) recently held its 21st annual Women of Distinction Awards Luncheon. The funds raised through the event are used to support research for treatments for not only the symptoms of Irritable Bowel Disease, but also to treat the cause of it. The grand ballroom of the Waldorf-Astoria was overflowing. Festivities included an awards presentation, a silent auction, and a fashion show, sponsored by Bergdorf Goodman.

This year’s top honor recipient was Dr. Robbyn E. Sockolow, MD, the director of Pediatric Gastroenterology and Nutrition, New York Presbyterian Hospital, Weill Cornell Medical College. Dr. Sockolow is board certified in both pediatrics and pediatric gastroenterology and has dedicated work to helping the children suffering from the disease. The mission of CCFA is to find a cure for Crohn’s disease and ulcerative colitis. Since 1967, the CCFA has been a leading organization in advocacy and research efforts for IBD and a support system for children and adults living with IBD.

Crohn’s disease and ulcerative colitis are both major categories of Irritable Bowel Disease (IBD). IBD affects over 1.4 million Americans and children are the fastest growing patient group suffering from the disease. The mission of CCFA is to find a cure for Crohn’s disease and ulcerative colitis. The organization provides research, educational, and support programs for patients, their families, and health care professionals.
BOOK REVIEW

Review of Raising Global Children

By MERRI ROSENBERG

Preparing American students for a global economy has been a buzzword for more years than I can remember, surfacing as a political campaign theme and finding its way onto school web sites as a familiar meme.

Yet, the reality is that despite the elementary schools that, admirably, offer authentic dual-language tracks or immersion in another culture with enrichment activities, the fact remains that most American students are pitifully prepared to compete in a global marketplace.

College is simply too late. All the study abroad and exchange programs can’t make up for the reality that students around the world are taught, not only one or two additional languages, from the earliest grades, but are also “equipped with what academics and business leaders have come to call a global mindset: the ability to operate comfortably across borders, cultures, and languages,” as the authors of this timely book suggest.

Stacie Nevadowski Berdan works in the international careers field, counseling companies on global issues and speaking with college students about the field; Marshall S. Berdan is a former high school English teacher and business journalist who is now a freelance travel writer. Practicing what they preach, the couple has traveled extensively with their twin daughters and made sure that their education—inside, and outside, the classroom—embraces a variety of multi-cultural experiences.

The authors are quick to point out that raising a globally-prepared child doesn’t require unlimited disposable income, nor is it the province of the economically and socially elite. As they write, “Given the great cultural diversity that can be found here in the United States, it’s not absolutely necessary to go overseas to have an authentic global experience.”

Based on surveying about 1,000 professionals who’ve attained success in the global marketplace, there are some strategies that can be adopted by anyone.

continued on page 23

Baruch College Hosts Employment and Visual Impairment Conference

By JASMINE BAGER

The blind and visual impairment community recently joined together at Baruch College, for the Seventh Annual Employment and Visual Impairment Conference on Policy and Practice: Your Future is Now. Workshops, awards, inspirational speeches and networking opportunities were aplenty.

The all-day event took place on the 14th floor at the William and Anita Newman Vertical Campus Building. Deborah Dagit, retired chief diversity officer and vice president, global diversity and inclusion at Merck, and president of Deb Dagit Diversity, LLC gave the inspirational morning keynote address. Karen Gourgey, director of Computer Center for Visually Impaired People (CCVIP) at Baruch College gave the opening remarks.

Rolling onto the stage with her wheelchair, Dagit told the audience what they already knew—that not much has changed over the decades in the area of corporate diversity. She credits her mother for insisting that she be placed at a regular school as a child in California, as it allowed her to have a competitive education. She spoke of her struggles to earn the respect and attention of those in leadership roles when she earned her degrees and wanted to perform higher in jobs. “About

71 percent of disabilities are not apparent,” she said. But when she started maneuvering using a wheelchair when her brittle bones were unable to lead her with just a cane, she said that people treated her as a “Make a Wish Person,” (the organization dedicated to granting the last wish of a dying patient). She managed to defeat those naysayers and lead—while also helping to place 400 people with disabilities into fulltime, competitive employment, per year. She encouraged the audience to strive to go beyond even what they had imagined for themselves.

The CCVIP Distinguished Service Awards

continued on page 24

New Manhattan Location, New Weekend Opportunities for Educators

With a convenient new East Village location for our Manhattan campus and a reputation for excellence in education, this is the right time to advance your career as an educator through graduate study at St. John’s University.

The School of Education now offers a new weekend cohort format that fosters professional growth in these areas:

**M.S.Ed.:** Career Change: Early Childhood Education, Birth–Grade 2

**M.S.Ed.:** Career Change: Adolescent Education and Teaching Students with Disabilities, Grades 7–12 (Special Education courses online)

**M.S.Ed.:** Career Change: Adolescent Education (Mathematics, English, Social Studies, Spanish, or Biology)
Students at Barnard College recently came together for a dinner celebration in honor of leadership at their school. Barnard College President Debra Spar welcomed her students and praised their leadership skills.

“This is always one of the loveliest events of the year although it is bittersweet because it means saying goodbye to people who have done so much for Barnard College,” she said.

President Spar talked about what it means to be a student at Barnard, a pioneering force in undergraduate women’s education, since 1889, and how the girls have provided a wonderful support system for each other in their clubs, community work, classrooms and in life.

The simple activity of convincing a classmate to change an idea is an act of leadership. She applauded the work at the College’s Athena Center for Leadership Studies, which is “dedicated to the advancement of inspired and courageous women leaders around the world.”

Leadership is one of those tricky things to define, she said. We are alive at a time when the need for leadership is vital in all areas of society. Despite our advancement in all fields, people tend to underestimate women. “When many of us think about leadership, we tend to think—it still—of a man, standing on a stage, or rallying a crowd or leading an army into battle. But, of course, real leadership is much more varied phenomenon—and a much more subtle one,” she said.

She gave an example of a good leader, “it’s not about claiming my idea, it’s about developing our idea,” President Spar said. It is not enough for Barnard students to be smart, and to do well academically, but it is essential for each student to translate ideas into actions by engaging those around them.

“I am really proud of us for making this community what it is. I suggest for us students to keep pushing, keep creating and keep molding Barnard into what we want it to be,” current student and Student Government President, Maddy Popkin said. Among the honorees was Julia Qian, a student from Shanghai who has interned at Education Update and is the mentee of publisher Dr. Pola Rosen whom she calls “New York mom”!

**TC Academic Festival**

By Patricia LaVelle

Teachers College recently held its sixth annual Academic Festival, a day of programming that brings together the Teachers College community in a homecoming-like fashion. The theme of this year’s events was “Where the Future Comes First,” an accurate title since the festivities featured Carmen Farina, Chancellor of the New York City public schools as the Phyllis L. Kossoff lecturer. In her speech, entitled the First 100 Days, Farina addressed the current state of learning and the future of education policy in New York City. A wide array of speakers had been gathered to present on a multitude of subjects, including some young adult and child friendly presentations. In addition, the Alumni Council hosted its Distinguished Alumni Luncheon, which honored five TC alumni, including James Gordon, Ed.D., David W. Johnson, Ed.D., professor at University of Southern California; Deborah Kenny, Ph.D., Head of Harlem Village Academies in NYC; Kate Parry, Ed.D., Hunter College with years of teaching in Uganda; Eric Shyman, Ed.D., professor of special education at Molloy College.

**What Works Best When It Comes to Education? NYU Panel Discusses Options**

By Patricia LaVelle

This question asked frequently by students, especially when final exams loom in the near future, reflects the current “learn to the test” mentality of students and teachers in today’s education climate. At the third and final installment of this year’s Education Policy Breakfast series, hosted by New York University’s Steinhardt School of Culture, Education, and Human Development, a lively panel discussion ensued over what the best testing policies are for our city, state and nation. This year’s series focused on testing, with the previous two sessions focused on the history of testing, its benefits and consequences.

The morning came alive as discussion heated up between panelists, breakfast attendees, moderator and current Peter L. Angew, Professor of Education at NYU and former chair of the board of the Oakland school district in Oakland, California, Pedro Noguera. Sitting on the panel were Ann Cook, Philip Weinberg, and Frank Worrell. Cook, the executive director of the New York Performance Standards Consortium, maintained her position of performance based evaluations in lieu of high stakes standardized testing. It is this idea of education that is at the core of the model for the consortium of 39 New York public high schools Cook oversees. Cook expressed that Worrell, professor in the Graduate School of Education and Psychology Department at University of California, Berkeley, took a different stance on the subject at hand. Worrell spoke in defense of testing, not of any particular test, but rather, of testing as a form of useful assessment. Weinberg, an experienced New York public school teacher and administrator and now Deputy Chancellor for Teaching and Learning at the New York City Department of Education, provided the discussion within a firsthand experience within the Department of Education, although he was not able to officially comment on the department’s plans regarding testing.

In addition, Park Slope principal of P.S. 321, Elizabeth Phillips, joined the panel to discuss the recent frustrations arising from New York State’s high stakes testing and the state’s contract with Pearson. Phillips was recently published in the New York Times discussing the issues about teachers not being able to talk about the recently administered statewide.

The gage order that teachers received regarding releasing test questions and instructions denies these educators the opportunity to discuss problems with the exam.

Breakfast attendees gathered in masses around the microphones placed in the audience to test the panelists on their knowledge and opinions on high risk standardized exam practices. The event could have gone into the early hours of the following morning if all questions had been asked, proving that while much has been discussed regarding education, some questions are still left unanswered.

(L-R) Julia Qian and Debra Spar

(L-R) Distinguished Award Winners Eric Shyman, Kate Parry, David Johnson, James Gordon, & Deborah Kenny

(L-R) Carmen Farina, Chancellor of NYC Deparment of Education, Susan Fuhrman, President, Teachers College, Phyllis Kossoff
The Nurse Practitioners Are In

By JACOB M. APPEL, MD JD

A provision of this year’s New York State budget agreement, largely unnoticed beyond the medical community, may have transformative ramifications for the delivery of healthcare, especially in underserved communities: Starting on January 1, 2015, the Nurse Practitioners Modernization Act will permit nurse practitioners to provide care without a supervising physician. Seventeen mostly smaller and western states already allow NPs such autonomy. The nation’s 113,000 NPs, who have been eligible for Medicare reimbursement at non-hospital clinics since 1997, increasingly offer services traditionally performed by internists and family physicians.

Not surprisingly, advocacy groups for medical doctors, including the AMA, have objected to this encroachment on their professional turf. Their objections are grounded in concerns over the level of training that NPs receive. However, in the primary care setting, the data suggests that NPs and MDs produce similar outcomes. An extensive Columbia University study, for instance, found that both at six months and at two years, patients treated by NPs did as well as those treated by MDs, and even demonstrated lower blood pressures. A recent report in Health Affairs also noted that care provided by NPs may prove less costly, as they are prone to order fewer expensive and unnecessary tests.

For many indigent or homebound patients in underserved communities, especially in upstate New York, the choice is not between seeing an MD or an NP, but between seeing an NP or receiving less care. Since NPs must operate within a limited “scope of practice,” little fear exists that they will be performing neurosurgery or organ transplants without training.

The need for NPs is not a result of market forces. Rather, it is the direct product of an artificial doctor shortage partially created by MDs themselves. No new medical schools opened in the United States between 1982 and 2000, largely as a result of pressure from existing physicians to keep competition low—and reimbursement high. Moreover, many doctors choose to settle in lucrative urban markets. Of the nation’s 25,000 psychiatrists, for example, 2,710 practice in metropolitan New York City and 40 in Wyoming. Some of this shortage is alleviated by foreign medical school graduates who serve residencies at American hospitals, but then must return to their home countries.

While the last decade has seen efforts to increase the number of medical school slots, it will take years for this supply to catch up with the needs of an increasingly aging population.

Nurse practitioners are not the only healthcare professionals looking for expanded powers. Psychologists continue to seek prescribing rights, which they already possess in New Mexico and Louisiana. In some states, but not New York, midwives are still required to have licensing agreements with obstetricians. While the floor for admission to these professions may indeed be lower than for admission into medical school, that may be because the floor for admission to medical school is inappropriately high, impeding the career opportunities of many promising clinicians. What matters to most patients is the knowledge, availability and bedside manner of their provider, not the sequence of letters after that individual’s name.

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

Graduation Around the Nation

By WAGNER MENDOZA

Thousands of commencement speeches are given yearly in colleges around the world. The top colleges and universities in the United States seem as though they are in constant competition with each other to designate the more successful, affluent, and popular, keynote speaker/s. The keynote speakers for commencement ceremonies are usually accomplished academics, entrepreneurs, or celebrities invited by the student body of the school. Usually spoken to motivate and ignite a spark in the hearts of the candidates for graduation, commencement speeches inspire the soon-to-be college graduates to strive for a better future.

Some of the top-tier universities in New York will graduate their students in the coming weeks of May. Often, the speeches are available online.

Upcoming Commencements and Keynote Speakers:
- Barnard College, Cecile Richards, Planned Parenthood President
- The University of California, Los Angeles, Randy Schekman, 2013 Nobel Prize winner in physiology and medicine and UCLA Alumnus
- Stanford University, Bill and Melinda Gates
- Harvard University, Michael R. Bloomberg, Former New York City mayor
- Cornell University, David J. Skorton, Cornell President
- University of Michigan, Mary Barra, CEO of General Motors
- New York University, Janet Yellen, the first woman to serve as chair of the board of governors of the Federal Reserve System

Wagner Mendoza is a high school senior in Queens and is entering NYU in the fall.

Are College Football Players Students or College Employees?

By ARTHUR KATZ, JD

Recently, the Chicago Regional Director of the National Labor Relations Board ruled that scholarship football players at Northwestern University are employees under the National Labor Relations Act. Although this ruling, if ultimately upheld, could have far reaching implications, I do not intend to focus on these implications, but on the basis for the ruling.

Northwestern is a NCAA Division 1 school. The football staff, in addition to having a head football coach, also has a director of football operations, a director of player personnel, a director of player development, time full-time assistant coaches, four graduate assistant coaches, five full-time strength coaches, two full-time video staff employees, two administrative assistants and various interns. None of the football staff is considered to be part of the academic faculty.

Although the Northwestern football players are matriculating students, the NLRB determined that those players who receive grant-in-aid scholarships were “employed” by Northwestern as athletes, and that attending Northwestern as academic students was secondary. The NCAA rules limit “countable athletically related activities” to 20 hours a week during the regular football season and spring football practice, and to 8 hours a week during the remainder of the off-season. However, many activities are not included in the counted hours such as mandatory training meetings, “voluntary” weight conditioning and strength training, training tape review, travel and “voluntary” practices.

Northwestern football players are subject to strict and exacting control throughout the entire year, commencing with training camp 6 weeks before the academic year, during which players may be engaged in football related activities from as early as 5:45 a.m. until 10:30 p.m. Once school begins, players do not commence regular classes for several weeks, to enable them to devote 40 to 50 hours per week to football related activities. Players may spend an additional 25 hours over a weekend traveling to and from the game, in meetings and competing in the game.

After the end of the season, players still are expected to devote significant time to football related activities and although some of these activities (including conditioning, weight training and review and discussion of game tapes) are “voluntary”, it is unusual for a player to not actively participate.

The athletic department (not the admissions office or the financial aid office) “awards” football scholarships, which are not need-based, as are other scholarships awarded by Northwestern. Scholarships are paid solely in exchange for participating in the football program, and include full tuition, tutoring, fees and books, room and board, and certain incidentals.

As a result of the foregoing factors, among others, the NLRB found that “it is clear scholar- ship players devote the bulk of their time and energy towards the football services they provide” and “the fact that the players undoubtedly learn great life lessons from participating on the football team and take with them important values such as character, dedication, perseverance, and team work, is insufficient to show that their relationship with [Northwestern] is primarily an academic one.”

The NLRB distinguished its 2004 Brown University decision regarding graduate teaching assistants, who were held to not be “employees” of Brown, on several grounds including (i) the status of teaching assistants as primarily students whose research and teaching was a core element of their academic degree requirements, and (ii) the relationship of graduate students with the academic faculty.

Arthur Katz, a corporate attorney, is a member of the New York City law firm Otterbourg P.C. and the editor of the Law & Education section of Education Update.
Phyllis Kossoff Lecture Presents Colgate President Ian M. Cook

By YEHUDA BAYME

The ninth annual Burton Kossoff Business Leadership Lecture Series was held recently at Baruch College’s Zicklin School of Business. This year’s speaker was Ian M. Cook, President and Chief Executive Officer of Colgate-Palmolive. Mr. Cook addressed the audience about specific concerns a company needs to be aware of in order to stay successful. His company, Colgate-Palmolive, is an over 200-year old consumer packaged goods organization that has grown to make tens of billions of dollars a year, with products in 220 countries, and over 38,000 employees. His company exemplifies the values needed to be active in the global market.

Phyllis Kossoff created the lecture series in 2003 in loving memory of her husband, Burton, a Baruch Alumnus and World War Two U.S. Air Force Veteran, who was the founder and CEO of Burton Packaging Co., Inc., and an officer of the Cystic Fibrosis Association of Greater New York.

President Cook has helped Colgate-Palmolive...continued on page 31

A Quarter Million Dollar Gift To Queensborough Community College

Inspired to help support scientific research and resources for students in the Science Technologies, Engineering & Mathematics (STEM) Academy, Dr. Amy Wong has awarded a $250,000 gift to the Queensborough Community College Fund, Inc. in memory of her late husband, Dr. Pak (Peter) Wong (1935–2014), who was a Professor in the Department of Chemistry at the college for more than 30 years, three as Chair.

Although Amy and her late husband Pak both studied at several other institutions of higher learning, they frequently spoke of the special place that Queensborough held in their hearts as a community college because of its strong commitment to diversity, mentorship and quality education.

Indeed, Pak was deeply grateful to America for allowing him to achieve exceptional scholarly success, and he expressed his gratitude in a uniquely American way by dedicating himself to making a difference not only in teaching and research opportunities for his students, but also making a difference in the communities where he lived and worked.

“Pak, who was one of six siblings, was the only member of his family to attend college,” said his widow. “His immigrant journey to America was truly remarkable and he always felt a strong bond with his students, knowing that many of them shared a similar experience.”

A significant percentage of outstanding students at Queensborough are first-generation college students who persevere to obtain a quality education, no matter what obstacles they might face. They represent some 80 nationalities from over 100 countries around the world.

Dr. Wong was born in 1935 in the city of Zhongshan, China. As a youth, he was not particularly interested in school; however, he was a voracious reader and taught himself English by poring through issues of Reader’s Digest.

Dr. Wong went on to Kings High School in Hong Kong where he discovered his passion for chemistry. He was determined to travel overseas to continue his studies in the sciences. His continued on page 31
Performing Medicine:
A Day of the Arts

By JASMINE BAGER

The worlds of medicine and the arts came together for a spring festival, hosted by The New York Academy of Medicine. The all-day event, “Performing Medicine,” explored the themes of interrelationships of medicine, health and the performing arts. Actors, dancers, doctors and musicians all took part at the Hosack Hall, art deco auditorium.

Performers included Dr. Richard Kogan with a musical performance and lecture on creative genius and psychiatric illness; Brian Lobel on his comedic adventures as a cancer patient; Parkinson’s coach and dancer Pamela Quinn on reading bodies; David Leventhal with DANCE FOR PD from Mark Morris Dance Group/ Brooklyn Parkinson Group, and Mount Sinai’s Academy for Medicine and the Humanities on the art of listening. Dr. Danielle Ofri lead a panel and musicians from Weill Cornell’s Music and Medicine Initiative and provided musical interludes. Tours were available to the Coller Rare Book Reading Room and Gladys Brooks Book & Paper Conservation Laboratory.

The Center for the History of Medicine and Public Health’s mission is “to preserve and promote the heritage of medicine and public health, explore the connections between history, the humanities and contemporary medical, health policy and public health concerns, and make the history of medicine and public health accessible to public and scholarly audiences.”

The New York Academy of Medicine library was founded in 1847, and contains more than 550,000 volumes, including approximately 32,000 items in the rare book and historical collections. The Library is one of the largest medical collections in the US open to the general public, to whom it has been available since 1878.

Queensborough

continued from page 22
devoted mother, unable to read or write herself, encouraged her son to save his money to pursue his dream of getting an education. Eventually, he was able to travel to Australia where he obtained his dream of getting an education. Eventually, he

In the early 70’s, Pak applied for a post-doctoral residency scholarship at Brookhaven National Research Laboratory. There, as a Research Associate, he co-published six scientific papers on the topic of physical chemistry.

During this period, he was appointed assistant professor in the Department of Chemistry at Queensborough Community College. His capability to understand the academic needs of his students was coupled with his vision to introduce new technology, promote undergraduate research and open doors for aspiring women instructors in the department.

“Pak was one of the finest chemists that ever served our college,” said Paris D. Svironos, a distinguished Professor of the Department of Chemistry for over 30 years. “We shared a vision to expand the department and to create more research opportunities for students, irrespective of their backgrounds.”

Raising Global Children

continued from page 19
These include studying at least a second language from elementary school; travel within the United States, as well as outside its borders; discuss current world events at the family dinner table; host foreign exchange students; attend cultural events, like music, dance, film and art exhibits, that feature other cultures, and even eat at ethnic restaurants.

What matters more than acquiring specific language skills (although they are undeniably important), is encouraging a mind set in your children that celebrates diversity and difference, cultivating their sense of curiosity, and developing their confidence and independence that truly allows them to move out into a world that extends well beyond our own borders.

Although the target audience for this book is parents, classroom teachers could certainly apply some of the suggestions to enrich their environment. It’s clear that the responsibility for preparing children for the world they’ll compete in as adults belongs to all of us.

As the authors urge persuasively, “Exposing children to a wide variety of cultural experiences will help them become more aware of the world beyond our borders, minimize the fear of the unknown, and encourage them to think critically about global issues.”


Cahn Fellows at Teacher’s College Hone Principals’ Skills

Transcribed By YEHUDA BAYME

Chuck Cahn, Founder of the Cahn Fellows Program at Teachers College, welcomed his remarkable cohort of principals saying, “You are now the 12th cohort of principals. You will start the program with a trip to Gettysburg, which marked one of the most pivotal points in the history of our country and is a cornerstone of our program. You will find that it will be the pivotal point for you. Then you will spend a week and a half here at Teacher’s College with our faculty. There will be a lot of conversations that will get you to reflect on your leadership style, why you do what you do, probably things you haven’t thought about before and some ways we could do things differently. You will find that you have two faculties, the TC faculty and the faculty at these two tables, and you will find the opportunity to talk freely about whatever is on your mind. You will work with a mentor. You will work on a project for the course of the year. Finally you will provide a presentation in June, for the work you have done throughout the year.”

Chuck went on to say, “One of our pioneers is here, Lily Woo, who has been a principal for twenty-four years. Lily was in our first cohort in the year 2003-2004.”

One of the former participants underscored her appreciation at having a group of smart colleagues. “It’s the relationships and the actions, the reflections and the value of sharing your learning with others that was at the heart of my success as a principal and at the heart of this program, she reflected.

Professor Nancy Streim, Associate VP at Teachers College spoke to the cohort: “I know you are embarking on an incredible journey. The Cahn Fellows Program is a wonderful opportunity and I know that you are going to learn and grow and prosper, make new friends, have life-long partners that grow out of this experience. I can feel the excitement and tension in the air as this is just the beginning. “I could never be a principal because the job you do is the hardest in education. You are the group of people that do it with such passion. You are the future of our educational system.”

Math Power Tutoring

Fear Math No More! With Individualized Approach

HELPING STUDENTS EXCEL IN:

Our Students Have Been Accepted To: Columbia U., Harvard U., U. of Pennsylvania, U. of Virginia, Bronx High School of Science, Stuyvesant H.S.

Cell: (646) 584-9701 Tel: (212) 988-1524
**Dwight Schools & Shanghai Qibao HS Launch Global Education**

The Dwight Schools, a global network of independent International Baccalaureate (IB) World Schools spanning three continents, in partnership with Shanghai Qibao High School, announce the fall 2014 opening of the Shanghai Qibao Dwight High School, the first, independent, Chinese-American collaborative high school in China. Approved by the Shanghai Municipal Education Commission, Shanghai Qibao Dwight High School will be the first Sino-foreign cooperatively run high school in Shanghai officially approved by the Ministry of Education of China.

The new Shanghai Qibao Dwight High School, located in the Minhang district, is a three-year, full-time bilingual boarding school for students in grades 10-12. An IB World School candidate, Shanghai Qibao Dwight High School will introduce a new model of education in China, integrating an international perspective with courses from Chinese compulsory education, including Chinese language, history, math, geography, and politics. Students will have the option to participate in the Shanghai academic proficiency exams; and graduates will be eligible to receive a Dwight School diploma, a Shanghai Qibao High School joint diploma, and an IB diploma (pending authorization), enabling them to apply to top-tier universities anywhere in the world.

“We are delighted that Dwight was selected to partner with the esteemed Qibao High School, a highly respected leader in Shanghai with a network of 12 schools,” said Stephen Spahn, chancellor of The Dwight Schools. “Dwight is committed to educating the next generation of global leaders and to forging innovative collaborative relationships with those who want to bring shared value to students through education. We look forward to working closely and creatively with Qibao’s expert administration and faculty to design a model school that offers the best of Chinese and IB thinking, preparing graduates for success in higher education and the global marketplace.”

“We highly appreciate Dwight’s educational concept of ‘igniting the spark of genius in every child’,” said Qiu Zhonghai, the Principal of Qibao Middle School. “It is our deep wish to create a superb international school fusing the essence of Chinese and Western education, to bring new sparks of wisdom for the development of China-U.S. education, and to prepare students who choose the school for a wonderful life. The formal establishment of Shanghai Qibao Dwight High School is not only a landmark event for New York and Shanghai to deepen international cooperation, but also a landmark in deepening the reform of basic education in Shanghai.”

The Dwight Schools are among the world’s finest IB educators with campuses in New York, London, Seoul, and on Vancouver Island. Dwight was selected as a partner by the Shanghai Education Committee for its 141-year track record of success in delivering a personalized, world-class education and for excellence in teaching the academically rigorous IB curriculum, recognized as the “gold standard” worldwide. Dwight was the first school in the U.S. to offer the comprehensive IB curriculum (Primary Years, Middle Years, and Diploma Programs) for students from preschool through grade 12.

In the first year, Shanghai Qibao Dwight High School anticipates enrolling 100 students from Shanghai and 50 from other areas of China for its tenth-grade class. International students will also be encouraged to apply. In future, when the school is at full capacity, an estimated 1,000 students will fill all three grades. Highly qualified Chinese and international teachers are joining the faculty; and the school will be managed jointly by administrators from both Shanghai Qibao High School and Dwight School, ensuring that students benefit from the expertise of both partners.

Shanghai Qibao Dwight High School looks forward to building an enriching student exchange program as well as online collaborations with Dwight global campuses in New York, London, Seoul, and on Vancouver Island. The Dwight Schools are dedicated to igniting the spark of genius in every child, and rest on three pillars: personalized learning, community, and global vision. With campuses in New York, London, Seoul, and on Vancouver Island, The Dwight Schools educate 2,000 students representing over 40 countries. Graduates attend such leading colleges and universities worldwide as Harvard, Yale, Princeton, MIT, Stanford, NYU, Oxford, and the University of Edinburgh. Dwight School, located on Manhattan’s Upper West Side, and Dwight School London are IB Open World Schools, two of only six originally selected from 3,700 IB World Schools to pilot IB education online.

---

**Baruch College continued from page 19**

were then given out to the Dean of School of Public Affairs at Baruch College, David Birdsell, whose wife accepted it on his behalf; Julie Jansen, freelance corporate consultant and career coach, and Iris Rosen, LCSW, director, social work at SUNY College of Optometry, University Eye Center both accepted their awards in person. All winners in that category are members of the CCVIP board of advisors. The crowd then broke away into five different morning workshops, which occurred simultaneously on the same floor, in intimate classroom settings. Conference volunteers, wearing light blue t-shirts, helped those participants who were blind or with low vision—and their guide dogs—find their way to the workshops that they had signed up for in advance.

The workshops included: “ObamaCare for New Yorkers: Understanding the Affordable Act,” presented by the Honorable Richard Gottfried, chair, committee on health, NY State Assembly; “Employers Perspectives on Hiring People with Vision Loss,” presented by Kyle Goodridge, senior vice president, global workforce diversity at Citigroup, Inc., “Arts, Leisure and Travel—Accessible Art in NYC,” moderated by Sandy Kupprat, project director at NYU Center for health, identity, behavior and prevention studies, as well as representatives from several art museums in the city, “JAWS 15 and Windows 8 Tablet,” which explained the capabilities of the device, and “Low Vision Evaluations at SUNY Eye Center,” presented by Rebecca Marinoff, OD, FAAO, assistant clinical professor, low vision residency supervisor at SUNY University Eye Center.

The Breaking Barriers Awards took place after a brief lunch intermission. Moderated by Craig Wolfson, Rosicki, Rosicki & Associates, P.C., employer recipients, Association for the Visually Impaired (AVI), Vis-Ability Inc., Michael Parker, Helen Keller National Center, Kris Agency, Mahadai Deoki and Judith Lautenstein, Lightweight Guild, CUNY, Patricia Bianchi, VISIONS, Healing Arts Initiative, The Catholic Guild for the Blind, The Jericho Project and the Helen Keller Services for the Blind, Executive Cleaning Services, all accepted their awards in person. All winners in that category were honored. In addition, the Louise Tropp Volunteer Service Award was presented to Brenda Farley individually, and the Matthew P. Sapolin Visionary Award was presented individually to Arnie Kramer, recently retired district manager at the NY State Commission for the Blind.

For several hours, vendors displayed their products at the exhibit area. Those representatives included: Baruch’s CCVIP, Andrew Heiskell Braille and Talking Book Library, CTECH, promoting their new products, Low Vision International and their MagniLink Student text-to-speech device, the Flick robotic near/far camera with speech from Sight Enhancement Systems, HMS Inc, and their product E-bot and Candy HD. Vis-Ability promoted their products for low vision and blindness, including video magnifiers, reading machines, screen reading software, refreshable Braille and literacy software, and BraillerDepot showed their handheld devices for those with trouble reading small print.

Boaz Zilberman, founder and CEO of Project-Ray flew in from Israel, to present the world’s first Smartphone with advanced mobile technology for initiative eye-free operation, in the afternoon workshop session. “There is a void in eye-free interfaces, that don’t require any visual. How inefficient is the technology now—very few people use them,” he said. Project Ray is an app that allows users to swipe to activate the use of a menu, contact list and voice command, which controls all aspects. It is better suited for someone with visual impairment, he said.


Conference planning organizers Nancy O’Connell and Shawn Zahn have been planning this event all year. “We have a wonderful mix of people here; professionals in the field and from different organizations. We will have a recap and discuss what didn’t work and what worked later on, and we take the evaluations (collected from the participants) seriously,” they said.

The event was sponsored by Baruch College Continuing and Professional Studies and School of Public Affairs, Computer Center for Visually Impaired People, The New York State Commission for the Blind, Rosicki, Rosicki & Associates P.C., Interpublic Group, The Hidden City Café, Helen Keller National Center for Deaf-Blind Youth & Adults and Joseph A. LaRosa. The Metropolitan Placement Consortium organized the Breaking Barriers Awards, and VISIONS Services for the Blind and Visually Impaired’s Blindline.

The next event will be held at Baruch College on March 27, 2015. For more information, and for the complete list of speakers, moderators and presenters, visit www.Baruch.Cuny.edu/ccvip #

---

**Careers**

**Architecture Student**

By JAZMINE BARANA

Native New Yorker Vanessa Tai is an architecture student at the Cooper Union, School for Advancements in Science and Art, pursuing her professional bachelor’s degree. Her father who works as an architect influenced her decision to pursue a degree in architecture. She worked for The Cooper Union as a student helper and as an assistant for an artist. Tai pursued art in high school and, through an encouraged push towards college-level summer programs, she decided on her major. She would like to share her passion of architecture in Hong Kong, where her family is originally from.

“I decided architecture suited me for its concepts and design processes, aside from socio-economical reasons. In 10 years, I will have acquired my architectural license in the US, Canada, and Germany. Luckily, the college I attend holds a strong principle of free education; therefore everyone who is accepted, receives a full tuition for all five years of attendance,” Tai said. #
**Dr. James P. Comer Appointed to President’s Advisory Commission**

By CYNTHIA R. SAVO

President Barack Obama has appointed Dr. James P. Comer, the Maurice Falk Professor of Child Psychiatry at the Yale Child Study Center and the founder and director of the School Development Program, to the President’s Advisory Commission on Educational Excellence for African Americans. Dr. Comer and the other Commission members will advise the President and Secretary of Education Arne Duncan “on ways to advance federal programs that improve educational opportunities for African Americans, increase participation of the African American community in federal agency programs, and engage stakeholders in a national dialogue on the mission.”

President Obama said, “These fine public servants bring both a depth of experience and tremendous dedication to their new roles. Our nation will be well-served by these men and women, and I look forward to working with them in the months and years to come.”

On July 26, 2012 President Barack Obama signed the Executive Order that created the White House Initiative on Educational Excellence for African Americans to help accelerate national efforts to support African-American students. President Obama appointed Dr. Freeman A. Hrabowski III, president of the University of Maryland, Baltimore County, as the Commission’s chair.

“I am honored that President Obama has appointed me to his Advisory Commission,” said Comer. “It was my belief 50 years ago that the focus of research and intervention in African-American education should be on excellence and potentials more than deficit, and should use a holistic and public health approach. This led to my desire to improve schools and education, especially for children who have been closed out of the social and economic mainstream. I look forward to collaborating with Dr. Hrabowski and the other Commission members to provide the President and Secretary Duncan with our collective knowledge, wisdom, and experience.”

---

**High School Ranks Number One in Financial Literacy**

By JASMINE BAGER

Held during National Financial Literacy Month, The New York Stock Exchange Euronext hosted the second annual “100 Best W!se High Schools Teaching Personal Finance” awards at their headquarters on Wall Street. With almost 1,000 schools involved from 34 states, Passaic County Technical Institute’s (PCTI), NJ, earned the top spot this year. Two other New Jersey schools placed in the top 30, as did nine from New York State. Other top schools came from Indiana, Utah, Virginia, Alabama, Tennessee, Nebraska, Arkansas, Florida, Illinois and South Carolina.

“We created the Financial Literacy Certification Program to address the chronic lack of financial literacy among young people,” said Phyllis P. Frankfort, president and CEO of W!se. “It is imperative that all students receive personal financial education before they graduate high school, so they have the knowledge and skills to help break the cycle of poverty, make wise financial decisions and be on a path to financial wellbeing.”

Now in its 11th year, the award-winning program provides teachers with a curriculum and instructional resources to teach personal finance and to measure student knowledge. It is the first such ranking in the country and aims to prepare students for the “real world” by teaching them to become financially literate. Participating schools administer W!se’s standardized Financial Literacy Certification (CFL) Test to its students. Teachers have access to training, educational resources, pre-tests, and online practice tests. Developed in 2003, the program has expanded nationally and has been widely recognized for its success, including the US Treasury Department’s John Sherman Award for Excellence in Financial Education. So far, 678 students have been certified in the last five years. “Our Initiatives are built on five pillars—relevance, real world experiences, strong partnerships, volunteerism, and evaluation,” according to W!se.

Ryan Carlson, who received a perfect score when she took the test while a student at Lake City High School, Coeur d’Alene, ID, has since graduated and is now an aspiring educator, enrolled at the University of Missouri. Current High School for Math, Science and Engineering senior, Max Drogin, represented NY students. Both Carlson and Drogin explained that the course—and test—taught them how to budget and to ask themselves, “Is this daily cup of coffee at the cafe really worth it?” They both stated that the financial knowledge gained from the instructors was useful, not just for their resumes, but also because they were “financially illiterate” before joining the course.

Knowing that high school gymnasiums across the US are decorated with sports banners, which are visual measurements of success, W!se handed out banners to each winning school in attendance. Bruce Kasman, chief economist, managing director and head of economic research, JPMorgan Chase served as keynote speaker and Duncan L. Niederauer, president of IntercontinentalExchange Group and CEO, NYSE, and James Abry, chief financial officer, SCP Worldwide and vice chair at W!se, also spoke to the audience.

Dr. Charlotte Frank, senior advisor, research and development at McGraw-Hill Education, Michael Breit, partner at EisnerAmper LLP, both on the W!se board of directors, presented awards to the top schools. Steve Wheeler, director of education at the NYSE and Deborah Smith, senior VP community affairs manager, at Wells Fargo Foundation, presented additional awards.

---

**John Dewey High School Expands Marine Bio Volunteers**

By LANE ROSEN

Every year, John Dewey High School (JDHS) Marine Biology students try to expand marine environmental education to include the outdoor environment by organizing coastal cleanups along Coney Island Creek in Kaiser Park. JDHS works with the staff of Partnerships for Parks and a local partner group, the Friends of Kaiser Park who have supported hundreds of local volunteers who want to play an active role in maintaining the park and its waterfront. These types of partnerships help make the cleanup days easier for the students and teachers because they provide tools, supplies and on-site support.

The students themselves show leadership by organizing and managing information tables during the cleanup projects. The students have set-up marine fossil displays, marine-related arts and crafts projects, and water quality experiments. They use these opportunities to share information about the dangers of pollution. Last fall Partnerships for Parks, through its Catalytic Program, and a Parsons School consultant, offered JDHS an opportunity to participate in an urban waterfront planning and development project where the students became urban planners for an actual local park. We are hopeful that experiences working in the park can turn youth into urban planning and marine professionals. Through our youth, and because of local waterfront access, we are fulfilling our mission to bring science, technology, and education to the larger community.

In terms of serving the community, JDHS HOSA (Health Occupations) students along with JDHS faculty promote cancer awareness by tabling at public events like our Kaiser Park cleanups. Several of our students and staff are cancer survivors sharing their personal stories to educate the Coney Island Community. Further, HOSA students have organized several autism walks to promote autism awareness. JDHS Robotics placed 12th among NYC teams this year. The students have built and held robotics demonstrations at Kaiser Park events such as “It’s My Park Day”, as a way to expand the local audiences and interest in technology and engineering. The team built an ROV under a Partnerships for Parks grant to clean up the bottom of the creek and take underwater pictures.

JDHS science students will host a free tree giveaway on Sunday May 4th working in partnership with NYRP, Partnerships for Parks and Friends of Kaiser Park. Large numbers of trees were lost to Super Storm Sandy in Coney Island and the event will help restore trees in the Coney Island community and raise awareness about the need for tree replanting in Kaiser Park and throughout NYC.

Lane Rosen is a science teacher at John Dewey High School in Brooklyn.

---

**Dr. Charlotte Frank Honored at the American Friends of Yeshivot Bnei Akiva**

The 35th annual Scholarship and Tribute Dinner was recently held for the American Friends of Yeshivot Bnei Akiva. Honorees Nira and Ken Abramowitz, Guests of Honor, and Dr. Charlotte Frank, recipient of the Educational Leadership Award, are each well known throughout the Jewish community. “Their contributions to the people of Israel should serve as inspiration to us,” stated Ide Aharoni, consul general.

The event was in honor of the late Marvin and Renee Herskovitz a’l, whose names are linked through the dedication of the Department of Jewish Studies at Orot Yehuda, Efrat.

For over 75 years, the Yeshivot Bnei Akiva of Israel has become the largest religious Zionist educational network of schools in Israel. By teaching Jewish values and principles, the students gain a mature level of understanding of their heritage, with 73 schools servicing more than 24,000 students each year, shaping and molding the future of the Jewish State. Students come from varied ethnic and economic backgrounds, with the hope that each will go on to become leaders.
Italian Futurism: Reconstructing the Universe, Guggenheim Museum

Synthesis Of Aerial Communications (Sintesi Delle Comunicazioni Aeree), 1933–34 © Benedetta Cappa Marinetti, Used By Permission of Vittoria Marinetti And Luce Marinetti’s Heirs

By CAROLINE BIRENBAUM

Five years in the making, the first complete presentation of Italian Futurism in the United States, on view at the NY Guggenheim Museum until September 1, rewards repeat visits. The avant-garde European literary and artistic movement was launched in 1909 by Filippo Tommaso Marinetti, a cosmopolitan poet with a bent for publicity and a desire to see Italy achieve primacy in the modern world, and lasted until his death in 1944.

Inspired by the sense of speed introduced by the automobile and other modern inventions appearing in the more developed Italian cities, he issued a dramatic Manifesto calling for an approach to literature befitting the new world of noisy, dynamic and constant change. Then, in 1913, a traveling exhibition made its way to cities in Europe as well as to London, to mixed critical response. Marinetti worked tirelessly, and successfully to spread the movement throughout Italy. Both cultural politics and national politics become complicated, especially as regards the relationship of some Futurists to Fascism; these aspects are beyond the scope of this article, but worthy of examination.

The exhibition is organized chronologically. Starting at the bottom of the ramp and spiraling around the entire rotunda, it culminates at the very top in spacious rooms not usually open to the public. Encompassing more than 360 works in many mediums, it is divided into manageable sections that are introduced by well-written wall text. The first phase of Futurism, concluding with the end of World War I, is better known outside of Italy than subsequent developments. The artists chose industrial, public subjects, often reveling in nocturnal urban scenes illuminated by electric light, and strove to envelop viewers in brush strokes, attention to light, and a keen eye produced wonderfully atmospheric canvases. Skilled in several art mediums, Zorn made almost 300 etchings early in his career, participating in the revival of that art form. An impressive group of these boldly worked, parallel and cross hatched depictions of people and places is included in the National Academy show. Zorn’s first medium was watercolor. In 1881, as travel became easier and more popular, the young Zorn left his studies at Stockholm’s Royal Swedish Academy of Fine Arts to explore new cultures and become familiar with foreign artists and styles. He traveled to Spain, Turkey, Italy, Greece, Algeria, England, France, Germany, and the United States. A penchant for travel remained throughout his life. The early watercolors are masterful; some, done during his foreign travels, focus on costume and local color, reflecting a fascination with the “exotic” that was common during his time. Others show his attraction to the sea as light plays on surfaces and water shimmers. In “Fish Market from St. Ives” (1888), delicate grays, blues, and brown captures a busy work beach where huge fish squirm on the sand, gasping their last breaths by a calm sea under a gray sky. Other scenes from nature show a lush, idyllic world. Zorn’s life came full circle in 1896 when he returned to live and work in his home province.

Superb Anders Zorn Exhibit at National Academy Museum

By SYBILL MAIMIN

The artist Anders Zorn was clearly a man of his time. In 90 beautiful and telling works in the exhibit, “Anders Zorn: Sweden’s Master Painter,” at the National Academy Museum, the values and sensibilities of Europe and America towards the end of the nineteenth and beginning of the twentieth centuries are apparent. Born to simple circumstances in rural Sweden in 1860, Zorn’s story of rags to riches was not uncommon in an exuberant era of mass migrations, industrialization, new fortunes, and urbanization. Zorn is perhaps best known for his exquisite oil portraits of luminaries in elite society, politics, and the arts. Rich, deep colors, fashionable attire, and confident demeanors mark these paintings, reflecting their milieu—the Gilded Age in the United States and Belle Epoch in Europe. A dapper-looking, well-connected man, Zorn fit easily into upper class circles where demand for his handsome likenesses was high. In seven visits to the United States he painted about 100 portraits, rivaling his friend John Singer Sargent, the very successful American portraitist, for high society commissions. His sitters in America included the industrialist Andrew Carnegie and 3 presidents—Grover Cleveland, Theodore Roosevelt, and William Howard Taft. Other subjects included people at work, such as lace makers and brewery workers, where broad

MUSEUM REVIEW MUST-SEE CHICAGO IN BROOKLYN

Continued on page 27

By JAN AARON

“The Dinner Party” at the Brooklyn Museum consists of a three-sided banquet table with 39 place settings; each dedicated to a famous woman, and is widely hailed as an epic work of feminist art. “Chicago in LA: Judy Chicago’s Early Work 1963-74,” at the museum through September 28, is an exhibition of pre-Dinner Party works, and explains how she went from eager grad student to feminist emissary. In this context, it becomes more than art and present a focused picture of art in a time defined by enormous social and cultural upheaval.

The artist, born Judith Cohen in Chicago in 1939, used last name Gerowitz, in the 1960’s, her first husband’s surname. When he died in a car accident in 1963, she changed her name to Chicago in 1970 in an Art forum magazine ad. In the following years, she earned her master’s degree at the University of California, Los Angeles, and became famous enough to be invited to exhibit in “Primary Colors,” an avant-garde 1966 exhibit at the Jewish Museum in New York. The work she chose, “Rainbow Pickle,” a series of six brightly colored beams is seen in a 2004 recreation in the Brooklyn show. The 60’s were years she explored Tantric, American Indian, and Art Deco styles that appeal even now, but brought

scorn from her early teachers. Ms. Chicago, who was at the press preview, explained that in graduate school, she met with great resistance whenever she introduced female sexuality in her work. “Yet male artists got away with it,” she said.

Competitive and determined, she decided to “beat the guys at their own game.” She adopted their tough guy attitudes. She dropped works that referred to her gender and became a serious artist working with power tools, and fiberglass castings, and auto-painting techniques. She apprenticed at a fireworks company to produce a series of happenings. And there’s more: She moved San Francisco’s experimental art scene, she taught at Fresno College in 1970, creating a course of study for women called “The Feminist Art Program.” The next year, she and the painter Miriam Schapiro moved the program to the California Institute of the Arts. There with their students, they created Womanhouse, an institution for collaborations, installations and performances in an old house. Space does not permit covering all of this amazing artist accomplishment. For the entire story, go to the thoroughly engrossing exhibit in Brooklyn. My personal favorites are “Through The Flower.” I’m sure you’ll discover your own. (718-638-5000 or brooklynmuseum.org).#
VP of Transformation at YAI Gives Keynote at Conference

By JASMINE BAGER

Dr. Francoise Legoues, vice president of transformation at the YAI National Institute for People with Disabilities and former Vice President of Innovation, office of the CIO, IBM, recently delivered a keynote speech, as part of the three-day YAI Conference, now in its 35th year.

“I am an optimistic engineer who thinks that the glass is not half full or half empty. When it is filled half way, it can hold twice as it can now,” she said.

She has four patents to her name and mentors women in technology. The self-proclaimed “techie” says that technology has changed “everything we do.”

While many teachers—and mothers—criticize children’s social media activity, Dr. Legoues is actually an advocate for the use of such platforms. She moved halfway across the world, from a small town in France to the US, and credits social media to keeping her connected to everyone and everything she left behind.

“When we became a mobile society, we lost a level of contact with a network of people,” she said. Technology is not only useful for social interactions, but can benefit those with health conditions. She gave the example of her eldest daughter who gained much from technology when she was diagnosed with Type 1 diabetes years ago. Her daughter was put on a glucose monitor and utilized many other devices that “…100 years ago was 100 percent fatal but now, this type of diabetes is just a massive annoyance,” she said.

“The brain is so complicated, we are just starting to understand it,” she said. Those with physical limitations can still sometimes outsmart a computer. She said that random phrases and puns can sometimes be misread by a device, as in the case of IBM Watson in 2011, a machine that won the TV game of Jeopardy—but got the final answer incorrectly. How did that happen? The game show Jeopardy often plays on words and the computer did not program in that type of wit into its algorithm. The human brain analyzes, defines and is flexible, even after a stroke.

Robots have been helpful in other ways, too. Some robots have been helping children in wheelchairs learn how to build social connections, because their chair provides an instant barrier to others and doesn’t allow them to participate physically due to space. These robots can help build pathways to allow these children to playfully engage with the robot in a way that would later become useful when in the presence of other children or even adults.

Tablet computers, smart phones and apps on those devices have elevated the level of confidence for individuals with physical challenges. Tablets help their users with physical limitations surf the internet and become more independent overall, since they often have the ability to tap repeatedly on the device to prompt different services or applications.

Technology has brought a positive impact on society and should be valued for what it does to people.

“I’m so excited to be sharing things with friends and family who can’t be here. It creates deeper connections, Facebook re-introduces the village,” Dr. Legoues concluded.

Italian Futurism

continued from page 26

the action depicted. You may recognize works on loan from New York museums, and perhaps appreciate them more fully in the context of this exhibition.

Less familiar are multi-exposure photographic studies, numerous publications, “music” of noise machines, film clips and audio tracks, striking conceptual architectural drawings that prefigure Art Deco buildings, a suite of dining room furniture, ceramics, clothing and costume design, and a light show to accompany a Stravinsky score.

One of the revelations to New York viewers is the versatile artist, Fortunato Depero, who painted, engaged in inventive theatrical productions, designed advertising for well-known firms such as Campari, created book jackets, magazine covers, textile designs, and more. Among his most delightful pieces are a scale model of a display pavilion he designed for a publishing house based on the company’s name and logo, decorative men’s vests, wooden toys, and a ballet performed by puppets rather than human dancers.

The last section, which is dominated by paintings and aerial photographs of spiraling flight, fits especially well with the architecture of the Guggenheim Museum.

The exhibition concludes with five splendid murals by Benedetta Cappa Marinetti that have decorated the elegant conference room of the main post office in Palermo, Sicily since their creation two years ago. These “Syntheses of Communications” are prescient, speaking even today to our worldwide world. These paintings are probably the most significant loan to the exhibition, which features works by about 80 artists and writers, from more than 50 identified public
Review of Smart But Stuck: Emotions In Teens And Adults With ADHD

By Thomas E. Brown, PhD.

Reviewed By MERRI ROSENBERG

Most of the time, issues around ADHD (Attention Deficit Hyperactivity Disorder) focus on cognitive concerns, behavior problems and how the disorder affects executive function skills. That focus, however justified, neglects the emotional component of ADHD, which has a significant impact on someone’s ability to perform appropriately in the classroom, on the job and in social situations.

“We must recognize the critical role of emotions, both positive and negative, in initiating and prioritizing tasks, sustaining or shifting interest and effort, holding thoughts in active memory, and choosing to engage in or avoid a task of situation,” the author writes.

And the author definitely has significant professional credibility to make his case. Thomas E. Brown, PhD, is a clinical psychologist and assistant clinical professor of psychiatry at Yale University School of Medicine, as well as the associate director of the Yale Clinic for Attention and Related Disorders.

Through a series of anecdotes, based on several representative patients, Dr. Brown explores ways in which ADHD interferes with smart, high-IQ people’s functioning. They can become easily overwhelmed by frustration, or anger, anxiety or boredom, and get derailed from tasks that need to be tackled. For some individuals with ADHD, an inability to even recognize these emotions can create additional hardships as they negotiate a complex and sometimes confusing world. Problems with recognizing emotions can result in social isolation from peers. When these emotions become too extreme, the behavior that results—for example, a teen with ADHD whose anger leads him to punch a hole in his bedroom or overturn a table in a classroom—can lead to harsh consequences and set up even more of a negative feedback loop.

In some situations, as Dr. Brown observes, “sometimes the working memory impairments of ADHD allow a momentary emotion to become too strong; the person is flooded with one emotion and unable to attend to other emotions, facts, and memories relevant to that immediate situation.”

When students leave the relatively protected, structure environment of high school for college, they find themselves with increased responsibilities and an increasing number of choices to make. The goal is to make decisions that serve their best interests. As one of the book’s characters remarks, “It’s hard to resist an animal story, especially when the plot is so endearing.”

When students leave the relatively protected, structure environment of high school for college, they find themselves with increased responsibilities and an increasing number of choices to make. As one of the book’s characters remarks, “It’s hard to resist an animal story, especially when the plot is so endearing.”

The lessons Gemina represented are clear. As Winnick writes, “Every afternoon, Gemina walked around outside with the other giraffes. They didn’t treat her any differently because of her crooked neck. Gemina was part of the herd.”

And just in case you might have missed the point, a bit later Winnick writes, “Gemina made many people feel better about themselves. They cared about her because she was different. People saw that Gemina didn’t let her difference stop her from doing anything the other giraffes did.”

And so was born Hyland’s fanciful narrative that turns on a proposed bio-terrorist attack executed by a brilliant, power-crazed CEO who wants to secure control over his company, the largest genetically modified seed-making enterprise in the world. To name him is the evil source is no spoiler, however, because The Moses Virus is a “Who Dunnit.” It’s not even a “Why Dunnit,” since the baddie, Dr. Hermann Bailitz, chairman and president of Belagi, a multi-million dollar agricorporation, is identified early on as a fanatic who would blackmail third world countries into controlling their populations, by killing off most of their people and food supplies and then holding back the anti-dote. “Man can live without computers...but all men must eat to survive.”

The Moses Virus

By Jack Hyland
Published by Taylor Trade, 2014, p. 256

Reviewed By JOAN BAUM, PhD.

Jack Hyland’s certainly on to a hot global topic – biological warfare – and, considering the recent Passover holiday, a timely cultural one as well, since the plot of his debut novel references the Biblical Exodus’s ten plagues, which were visited on Egypt until Pharaoh let Moses lead his people out of bondage. As one of the book’s characters remarks, “You could say Moses was the first leader to use plagues as weapons against his enemy.”

Indeed, the title of Hyland’s book, The Moses Virus (Taylor Trade Publishing), updates the Biblical myth in an imaginative way that has contemporary resonance: the real-life reenactment of the original ten plagues 2,500 years ago by scientists at the Centers for Disease Control (CDC) in Atlanta of the 1918 Spanish Influenza Virus that killed more than 50 million people worldwide. The CDC is preserving the reconstructed virus in a refrigerated state, but what if the wrong people somehow got hold of it?

And so was born Hyland’s fanciful narrative that turns on a proposed bio-terrorist attack, attacking the sensitive topic of intimate relationships with...
MOVIE REVIEW

AMNH’S Unseen is a Must See

By JAN AARON

The Natural Geographic film “Mysteries of the Unseen World” lives up to its title: Directed by Louis Schwartzberg, it offers an incredible, intimate experience in its depiction of nature scenes that are too tiny, slow or too fast for our normal eyes. Some American Museum of Natural History (AMNH) films are for kids. This film is for everyone. And everyone is sure to come away shaking their heads in disbelief at what they’ve seen. The filmmaker uses many different techniques to capture a variety of sights like a lizard a scooting across water and lightening descending from the sky and ascending from the ground. If we possessed x-ray vision like some comic book characters, we would view life like this, and also see the various rays – gamma rays, microwaves, and radio waves.

Mr. Schwartzberg’s expert time-lapse photography shows us through various techniques some unpleasant sights like lizards spreading slime and the idyllic like plants creeping toward the sky. We see close-ups the tiny structures supporting a butterfly wing. And (ugh), the tiny organisms that thrive on our bodies, making you feel you need a shower. Narrated by Forest Whitaker, the film uses some computer animations toward the end, which breaks the mood. But the film is still an outstanding look at our unseen world. (until June 29, 2-D and 3-D showings). While at the museum, be sure to see the new exhibit “Petrosaurus: Flight in the Age of Dinosaurs,” a truly awesome experience, with terrific interactive activities.

THERE IS AN INDEPENDENT NEWSPAPER.

www.EducationUpdate.com

facebook.com/educationupdate

@educationupdate

youtube.com/educationupdate

Scan QR Code with your Smartphone

Dear Diana

continued from page 28

Sound of Music

continued from page 13

Boyfriends and girlfriends, confronting questions about when to engage in sexual relationships and why using a condom for protection against sexually transmitted diseases matters.

Bilezikian has performed an important service for her community; this volume belongs in the hands of every family with special needs children, and every young adult with special needs, who is bravely venturing into the world.

As explained by the good Father O’Boyle, who meets an untimely end, “We never intended to release the virus, just to use it to demonstrate its power to kill German soldiers.”

When the story begins, this secret passageway will be accidentally discovered by a renowned archaeologist and his graduate assistant who are working on excavating a buried room, leading to Nero’s Golden Palace. Tom, in Rome researching a new book, is nearby witnessing their work. Their strange and sudden death, however, followed by the immediate arrival of a Hazmat team, makes it clear that the reported cause of death – a cave in – is hardly true. More deaths follow, these hardly accidental. And so “The hunt is on.” Will Tom and his allies locate the sealed up canisters in time to destroy the virus before Baillitz gets it?

The strength of The Moses Virus is its historical and medical lore, some of the latter fascinating, such as why younger people are at greater risk in pandemics. Hyland, obviously passionate about the cities and countryside he’s traveled to, is eager to give them loving attention, their history, their present-day condition, and plans by private and public entities to maintain and enhance them.

The Pan Asian Repertory Theatre: Fishing for Wives

By JAZMINE BARANA

This romantic comedy focuses on two Japanese-American fishermen living in Hawai’i during the turn of the twentieth century. Although living in Hawai’i meant freedom, the two find themselves bound by strong Japanese traditions. Giving us a piece of Asian-American history, Director Ron Nakahara highlights the resilience of native culture. The assimilation into American culture is difficult, as some of characters find out. But through internal hardships, they learn to appreciate the environment and the people they have grown to love. Nakahara successfully illustrates a story of envy, strength and a journey towards love.

Talk about global education and diversity in our studies, this play is a must see for high school and college and grad students!
work together, when we harness the vast and exceptional resources of our city— and one another. I anticipate deeper collaborations with our cultural institutions and universities in ways that impact our classroom work.

These four pillars have become the supporting beams of our school system—and the essence of all of our work going forward. Everything we do will have an impact on the classroom. As a non-English speaking child, I understand how important education, in particular early childhood education, is in giving kids the opportunity to succeed. That’s why I’m such an advocate for truly universal, high quality, full-day pre-kindergarten. And now, because of Mayor de Blasio’s leadership, and with funding in place, the City is moving toward truly universal, high-quality, full-day pre-K. Children in communities across the City will have more time to explore, discover, learn, and make friends during a pivotal time in their development. By the 2015-2016 school year, more than 70,000 students will be able to benefit from this historic initiative.

In addition to an early school start, middle school has been a particular focus of my first 100 days. It’s close to my heart. As you know, middle school is a tough time for a lot of kids. It’s a time of transition. Kids are discovering who they are. As a parent, I remember this time well. If you’re a parent, I’m sure you remember it too. The challenge is this: if 7th graders are not totally engaged in academics, many of them do not even reach high school. It’s clear that if we are to increase our graduation and college readiness rates, we must focus on middle schools. This administration, like none before it, is committed to devoting unprecedented resources to ensure that the best academics are available to all students in middle school grades. This means that all subject areas will be integrated into reading and writing. But our efforts must extend beyond classroom work. It’s crucial that middle schools have an emphasis on the arts, so that every child can experience chorus or drama or being part of a band. There is no better incentive to be successful in school than no better incentive to be successful in school than a parent, I remember this time well. The challenge is this: if 7th graders are not totally engaged in academics, many of them do not even reach high school. It’s clear that if we are to increase our graduation and college readiness rates, we must focus on middle schools. This administration, like none before it, is committed to devoting unprecedented resources to ensure that the best academics are available to all students in middle school grades. This means that all subject areas will be integrated into reading and writing. But our efforts must extend beyond classroom work. It’s crucial that middle schools have an emphasis on the arts, so that every child can experience chorus or drama or being part of a band. There is no better incentive to be successful in school than no better incentive to be successful in school than a parent, I remember this time well. The challenge is this: if 7th graders are not totally engaged in academics, many of them do not even reach high school. It’s clear that if we are to increase our graduation and college readiness rates, we must focus on middle schools. This administration, like none before it, is committed to devoting unprecedented resources to ensure that the best academics are available to all students in middle school grades. This means that all subject areas will be integrated into reading and writing. But our efforts must extend beyond classroom work. It’s crucial that middle schools have an emphasis on the arts, so that every child can experience chorus or drama or being part of a band. There is no better incentive to be successful in school than no better incentive to be successful in school than a parent, I remember this time well. The challenge is this: if 7th graders are not totally engaged in academics, many of them do not even reach high school. It’s clear that if we are to increase our graduation and college readiness rates, we must focus on middle schools. This administration, like none before it, is committed to devoting unprecedented resources to ensure that the best academics are available to all students in middle school grades. This means that all subject areas will be integrated into reading and writing. But our efforts must extend beyond classroom work. It’s crucial that middle schools have an emphasis on the arts, so that every child can experience chorus or drama or being part of a band. There is no better incentive to be successful in school than

nothing epitomizes my commitment to collaboration better than our Learning Partners Program, which we launched on Monday. This is a really exciting initiative that is bringing schools together to share strong practices. The idea is simple: principals and their staff will be more effective if they are able to share ideas, visit other schools, and learn from their peers. So far, we have seven host schools and 14 partner schools, across all five boroughs and all grade levels. Next year, the program will nearly quadruple.

As a lifelong educator, this has truly been a personal dream of mine: to encourage, through an innovative initiative, system-wide collaboration and disseminate best-practices across the entire district. It’s now coming into fruition.

Starting this year, for the first time in a decade, we will not base promotion decisions for students in grades 3-8 solely on exam results. So, going forward, teachers and principals will instead be empowered to make that determination based on a more comprehensive, authentic review of their students’ classroom work.

But I know that often, the deepest learning happens outside a school building. Academics are not the only part of a child’s education, so we are forming unique relationships with cultural and science institutions. Our partnership with Urban Advantage at the American Museum of Natural History, which certifies science teachers, is a prototype that I would like to see replicated at other institutions. This was one of my proudest legacies as Deputy Chancellor.

Another example we are implementing is a museum after-school program, in which seventh graders will be exposed to programs that emphasize American history. They’ll learn in small groups under the instruction of a trained docent. We want to bring experts in the field into our classrooms, and take our classrooms out into the field. These are the types of programs that will help level the playing field.

To be truly successful, we need to tackle something we don’t frequently talk about: summer learning loss, which accounts for two-thirds of the achievement gap in reading by 9th grade. Students from low-income backgrounds are likely to slide two months back in reading every summer, while affluent students enjoy overall growth. To tackle this challenge, this summer we will be expanding NYC Summer Quest - our pilot summer enrichment programs that are designed to support students through fun, engaging, comprehensive activities. We currently have 11 programs in the Bronx, and this summer we are aiming to double that number. With up to 11 more programs serving middle school students, Summer Quest will reach up to 2,800 kids. Summer learning must become a scalable and sustainable component of improving student outcomes. But we cannot forget students who need our support most, those with disabilities. And we’re working with schools to develop innovative ways to help them learn. District 75, for example, is working with Alderbaran, a robotics company based in France, to explore how robots might improve teaching and learning for students on the autism spectrum. This is just the kind of innovative approach that we will be developing to lift all of our children up.

We are also renaming the Division of Students with Disabilities and English Language Learners. It will become the Division of Specialized Instruction and Student Support, which more accurately reflects our commitment to make sure children with special needs, ELLs, and those who are teaching them, get the tailored support they need.

We need to create a welcoming and nurturing school system in which every student, every teacher, and every principal is heard and supported. A system in which excellence is expected, and the entire community comes together to make that happen.

I want to enlist your expertise and commitment to our public school students. I speak to you as my partners in this effort. You are teachers and principals representing public, charter, parochial, and independent schools. You are policymakers. You are chief executives. You are parents. You are grandparents. You are New Yorkers. We are all interdependent on one another. Each of you has something to offer. Each of you can help New York City become a world-class educational system.

There’s an old African proverb: “If you want to go fast, go alone. If you want to go far, go together.”

Today, you are part of the answer, and with your partnership, we will get to where we need to go.

Carmen Faría is the Chancellor of all New York City public schools.
Arthur Levine  
continued from page 7

peers via social media, a majority of under-
graduates (61 percent) say they feel lonely. 
They say they are overwhelmed by all they 
have to do (87 percent), feel psychologically 
exhausted (79 percent), and experience 
overwhelming anxiety (61 percent). In sum, 
the students whom colleges are educating are 
more dependent on adults, communicate poorly 
face to face, expect continuing approval for 
their work, have inflated perceptions of their 
strengths, and require significantly more psy-
chological and emotional support.

5. Today’s undergraduates are the most 
diverse generation in higher education history. 
Students now on college campuses have grown 
up in a nation in which many of the historic 
glass ceilings that existed for women, people 
of color, and gay people have cracked. They 
think the country has made real progress in 
race, ethnic, and gender issues; they have close 
friends of other races and most are comfortable 
with interracial dating and marriage. Current 
undergraduates are also environmentally green 
and global in orientation. Still, they have little 
knowledge about the world. Most were, for 
example, unable to recognize the names of 
the leaders of China, France, and Iran. Those 
findings present colleges and their boards with 
an opportunity to translate their rhetoric about 
multiculturalism and diversity into concrete 
plans and to make internationalization of their 
programs a priority.

Implications for board members:

These changes in undergraduates suggest to 
us five questions board members should ask 
about their institutions.

1. What is the mission of our institution? 
In 1828, after the Connecticut legislature 
condemned the curriculum of Yale College for 
its irrelevance and cut the college’s financial 
support, Yale issued a report. That report was 
an account of a college being pressured to 
change as the nation was transformed from 
an agrarian to an industrial economy. It asked 
whether Yale should change a lot or a little, 
and the expertise and the experiences they have 
which narrows the company’s products to a pre-
cise “formula.” The strategic initiatives include 
keypeople who sell the products, and the company focus, 
which narrows the company’s products to a pre-
cise “formula.” The strategic initiatives include 
keeping products innovative, building com-
munication lines that endure and developing 
advertising. They translate all of 
their branding. Like Coca-Cola, Colgate caters to 
these predominantly minority districts solidifies 
the fact that the American School System has 
made little progress in meeting the needs of 
minority students. In addition, district data reveals that 
large minority areas still have the least prepared 
teachers, textbooks remain outdated, and tech-
ology is often discarded in the back of a 
classroom. Students attending these schools are 
not able to successfully compete with children 
whose districts and parents invest in the future 
achievement of their children. Most educa-
tors now consider this phenomenon to be the
“achievement gap.” I see it as the “access gap.”

Do all children have equal access and ability 
to have an equal education? This question was 
at the heart of Brown, and we still struggle today 
to see the progress that has been sustainable.

America has made progress in some areas, 
but we just are not there yet. Deliberate speed 
has slowed to a snails pace and many children 
for whom the law was intended receive an 
inferior education, have overrepresentation in 
special education, are culturally isolated, must 
attend separate and unequal schools, are housed 
in dropout factories and end up in the cradle to 
prison pipeline. This is neither the education 
system envisioned in Brown, nor is it one 
that should remain unchallenged. For the seven 
generations to come, what kind education system 
will we leave for them? 
Dr. Shelia Evans-Tranumn is an Educational 
Consultant and former Associate Commissioner 
of Education for New York State.

Ian M. Cook-Baruch College  
continued from page 22

to receive awards in the past couple of years 
for excellence in a number of areas. Baruch 
College Dean of International Affairs David 
Birdsell introduced Mr. Cook, enumerating 
some of the accolades Colgate-Palmolive 
has recently acquired including one of the 
world’s most ethical companies of 2013; U.S. 
E.P.A. Energy Star Partner of the Year; Top 50 
Companies for Diversity; Top 50 Companies 
for Executive Women.

Cook underscored the two parts of his company’s 
strategy: the strategic initiatives needed to 
sell the products, and the company focus, 
which narrows the company’s products to a pre-
cise “formula.” The strategic initiatives include 
keeping products innovative, building commu-
nication lines that endure and developing 
and underoscoring leadership qualities. Colgate-
Palmolive’s company focus is a four-category 
line of products that we are generally familiar 
with: They are: oral care, personal care, pet 
nutrition, and home care.

Cook believes that culture is the most impor-
tant strategic initiative in his company. He 
said, “If an investor was to ask, ‘what is the 
single thing that makes this company perform’, 
the answer is not an algorithm, the answer is 
culture.” According to Cook, it is in the people 
and the expertise and the experiences they have 
had that allow the company to perform. “How

Jerrold Ross  
continued from page 27

involved with education on any level. There are 
always so many things to teach, and there will 
always be so many people eager to learn,” he 
reported said.

Dr. Ross earned many accolades over the 
years. Starting out as a public school music 
teacher in Syosset, Great Neck and New York, 
Ross earned a Ph.D. in music education from 
NYU and eventually became associate dean of 
academic affairs in the School of Education at 
NYU. He directed research and training proj-
ects throughout the city and in keeping with his 
connection to students of all ages, served as 
a board member and secretary of the Alumni 
and Friends of LaGuardia High School of Music 
in New York City. Dr. Ross was a founding 
board member of the national accrediting group, 
Teacher Education Accreditation Council for 
eight years. He served as a Teacher Education 
Certification and Practice Board member and 
evaluator of programs in higher education pro-
grams for New York, New Jersey, Connecticut 
and Rhode Island. In June 2006, Dr. Ross 
received the Distinguished Achievement medal 
as an administrator at St. John’s University.

Further capitalizing on Ross’s honors for the 
night were proclamations and certificates signed 
by the Queens borough president of New York 
City, Melinda Katz, and by New York State 
The proclamations certify that April 28 is Jerrold 
Ross Day in Queens and Manhattan.

Job well done, Dr. Ross.
FOR STUDENTS

We offer a transformative learning experience for students with language-based learning disabilities (such as dyslexia), ADHD, and ASD.

• **Saturday Open House • June 14**
  • Learn about our B.A., A.S., and A.A. degree options
  • Meet and speak with Landmark College faculty and students
  • Participate in a demonstration class

• **10-Day Workshop for College Success in NYC**
  • August 4-15, Winston Prep School, New York
  • For college-bound high school graduates and rising seniors

FOR PROFESSIONALS

We offer educators extensive professional development and training, research, and support for their students who learn differently.

• **Landmark College Summer Institute • June 24 - 27**
  Cerebrodiversity: Teaching and Learning from Strengths

• **Certificate in Universal Design: Technology Integration**
  • Blended online program for graduate students and professionals
  • 2014-15 program begins September 20

• **Learning Disabilities Innovation Symposium • October 3**
  Diverse Technologies for Diverse Minds

**LANDMARK COLLEGE**
The College of Choice for Students Who Learn Differently
www.landmark.edu
802-387-6718