

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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CUTTING EDGE NEWS FOR ALL THE PEOPLE

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PRESIDENT OBAMA SALUTES HIS 5TH GRADE TEACHER



GUEST EDITORIALS

Students: The Future Is In Your Hands

By PRESIDENT
JENNIFER RAAB

Make your education your top priority. This is a particularly important message to share at Hunter College, where we do not have a traditional residential campus. The great majority of Hunter students have jobs. They didn't just work hard to get into Hunter; they work hard to actually get here, coming from all over New York, New Jersey, and beyond to attend classes between work shifts and family obligations. But what makes Hunter different is also what makes it special. Hunter students are part of a vibrant community where no one takes his or her education for granted. We want them to know that our job as administrators, deans, professors and advisers is to give them every chance to succeed. No student should have to drop out because of financial difficulties or because they feel they are falling behind. We encourage all our students to inquire about scholarship and advising opportunities, whether they believe they are eligible or not; we work hard to make these opportunities available to as many students as possible.

We also strongly encourage every student to get to know the people who will inspire them to discover their futures, starting with



their professors. Here's a valuable statistic — one of the best indicators of success in college is how often a student goes to professors' office hours and requests one-on-one guidance and discussion.

Finally, we urge our students to remember that the future is in their hands. Now is the time to explore new interests and develop new passions. Hunter students can study anything from computer science and Caribbean studies, to French, physics, philosophy, and film. Take that class you've always wanted to take, or even the one you never heard of until you opened the catalog. Take a risk. You never know — it could change your life. #

Jennifer Raab is the president of Hunter College in New York City.

My Fifth Grade Teacher

By PRESIDENT
BARACK OBAMA



I credit my education to Ms. Mabel Hefty just as much as I would any institution of higher learning. When I entered Ms. Hefty's fifth-grade class at Punahou School in the fall of 1971, I was just a kid with a funny name in a new school, feeling a little out of place, hoping to fit in like anyone else.

The first time she called on me, I wished she hadn't. In fact, I wished I were just about anywhere else but at that desk, in that room of children staring at me.

But over the course of that year, Ms. Hefty taught me that I had something to say — not in spite of my differences, but because of them. She made every single student in that class feel special.

And she reinforced that essential value of empathy that my mother and my grandparents had taught me. That is something that I carry with me every day as President. This is the simple and undeniable power of a good teacher. This is a story that every single kid in this country, regardless of background or station in life, should be able to tell. Sharing stories like these helps underline the vital importance of fighting for that reality.

This week, we're starting that conversation, and I want you to add your voice to it.

Today, I'll honor Shanna Peoples as the 2015 National Teacher of the Year — and I'd like you to share which teacher, like Ms. Hefty, helped shape your education. You can do that by using the hashtag #ThankATeacher online.

Tomorrow, I'll travel to a local library that serves as a hub of learning in the Anacostia community of Washington, D.C. America's librarians, like our teachers, connect us to books and learning resources that help us dream big. They help ensure that we continue learning throughout

our lifetime. And that's something that more kids ought to be able to access.

So while I'm at the library, I'll announce new efforts to provide popular books to millions of underprivileged children and young adults around the country and connect more students to their local libraries — because we know that reading just 20 minutes a day can make a tremendous difference in a student's success. Online, I want you to join the conversation by sharing which book was critical to making you who you are today using the hashtag #BooksForAll. (We all have one.)

As I work on the commencement address I'll deliver at South Dakota's Lake Area Technical Institute, I want you to share with me how far community college has taken you. For a number of folks on our staff here, it's taken them all the way to the White House.

This week, we're focusing on those fundamental people, places, and stories that made us who we are today. So whether it's a teacher who inspired you, a book that changed you, or a college that shaped you—I want to hear from you. We'll be responding to and sharing your responses all week long.

I'm looking forward to hearing your stories. #



EDUCATION UPDATE is proud to honor our Art Director, Neil Schuldiner, for receiving the 2015 Sidney Aronson Memorial Award from Brooklyn College/CUNY for outstanding work in the field of sociology that has been accepted for presentation at the 110th annual meeting of the American Sociological Association in Chicago, IL. In addition, he was also selected by Brooklyn College as a recipient of the Rose Goldstein Memorial Scholarship for the 2015-16 academic year.

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LETTERS TO THE EDITOR

JUNCOS, PUERTO RICO

Dr. Laura E. Cisneros Garza:
Physician, Monterrey, Mexico
To the Editor:
Remarkable! It is very interesting. Congratulations Dr. Laura E. Cisneros Garza!

Claudio Guerra- Vela

LONDON,
UNITED KINGDOM

Dr. Linda Kaboolian:
Harvard University
To the Editor:

This was so well written. It will be easy to forget that our learning in this area is still shallow. Without these testimonies, our children will not understand what it was like when there was no map. Thanks Linda.

Mary E. Black

URBANA, IL

Future Young Leaders Who Will Shape History- Lydia Liebman
To the Editor:
Excellent article.
Brad Wheeler

STATEN ISLAND, NY

Erminia Claudio: Council of School Supervisors & Administrators
To the Editor:

Erminia Claudio has been an inspiration to me in her many educational roles over the last two decades. As a leader, she demonstrated creativity, intellect, understanding, and collegial integrity. She has been a model of poise and grace, shouldering tremendous responsibilities personally and professionally.

Deborah Nasta

WINNERS

access to success



ANDRE BRADDY

Medgar Evers College Graduate
City College Master's Degree candidate
Math for America Fellowship

Every year, hundreds of thousands of students choose The City University of New York for a multitude of reasons that can be summed up as one: opportunity. Providing quality, accessible education has been CUNY's mission since 1847, a commitment that is a source of enormous pride. The powerful combination of quality academics, remarkable affordability, financial support and 24 modern campuses spanning the five boroughs of New York – the world's most exciting city – makes CUNY a singular value in higher education. That's the CUNY Value.



— James B. Milliken, Chancellor



cuny.edu/welcome



FOURTH NEW YORK CITYWIDE SPECIAL EDUCATION CONFERENCE 2015

UBUNTU: VISIONARY LEADERS WORK TOGETHER



*(L-R) Brooke Garber Neidich
& Dr. Catherine Lord*



*Dr. Pola Rosen & Landmark College
President Peter Eden*



*Devon Fredericks & Dr. John Russell,
The Windward School*



*(L-R) Commissioner Victor Calise &
President George Hagerty*



*Dr. Harold Koplewicz & Brooke Garber
Neidich, Child Mind Institute*



*(L-R) Jay Russell, Catherine Lord,
Victor Calise, Gerry Russell,
Maureen Sweeney, Devon Fredericks*



*(L-R) Dr. Pola Rosen, Abigail Lanier
& Dr. Dick Traum*



*(L-R) Michael Storz, Diana Bilezikian
& Dr. Pola Rosen*



Molly Roberts & Cara Nemchek



Juan Carlos Reyes & Adam Sugerman



Helena Lubin & Juan Carlos Reyes



William Grace

By KAREN KRASKOW

“Ubuntu”: Dr. Pola Rosen opened the Fourth Special Education Conference with Nelson Mandela’s word, meaning “Many Together Are Stronger Than One Alone.” Nelson Mandela’s word(s) focused our minds on the theme of working together, and working from strength. The conference gave recognition to leaders and individuals whose lives are dedicated to making a difference for those who have had to overcome enormous challenges. The Fourth New York Citywide Special Education Conference at Weill Cornell Medical Center was attended by college deans, school principals, parents, teachers, researchers and philanthropists. Keynote speakers articulated the pressing need for more research and more appropriate services so that individuals who face unusual challenges could have fulfilling lives.

Dr. Harold Koplewicz, president of the Child Mind Institute, imagined us all under a ‘big tent,’ where parents, educators and health professionals concerned about children who face challenges (including autism, learning disabilities, or depression) could come together and revise our thinking about brain-based disorders. The goal, he said, is to confront the differ-

ences we imagine and the different degrees of importance we attach to physical illness and mental disorders. No matter what populations we work with, we all have a similar goal—to enable our clients to have appropriate services, as early as possible. To this end, he advocated for more research that uncovers the biological basis of these conditions, so that insurance (be it government or private) will cover these services in the same manner it does for physical disorders. When a child has a rash—Koplewicz offered as an analogy—he has an ointment on it within an hour. If that doesn’t work, he is in the pediatrician’s office in a day; and if that fails, he sees the dermatologist within a week. This is not so for learning or psychiatric conditions. It sometimes takes up to 7 years for families to receive an evaluation for a learning disorder. This is because of stigma and shame—a situation that often prevents families from seeking special education for their children, for instance. When we are able to see that these disorders are rooted in differences in the brain, we will be more accepting of them, leading to better care and greater tolerance. Today, federal money is spent overwhelmingly on disability payments and juvenile justice, instead of on

research, intervention, and prevention. This needs to change.

Seconding the image of the ‘big tent,’ Dr. Catherine Lord, director of the Center for Autism and the Developing Brain at NY Presbyterian Hospital, Weill Cornell Medical Center in White Plains, urged us to expand research on the brain, the basis of autism. The prevalence of autism has increased in the last 10-20 years, and the proportion of children with Autism Spectrum Disorders (ASD)—who do not have intellectual disabilities—has risen from 20 to 50-70 percent. There is reason to believe, she stated, that autism is probably present before children are born. Today we can diagnose autism starting at 2 years of age (though a late diagnosis in adulthood is also possible). However, we can only diagnose on the basis of behavior; we cannot identify what specific part of the brain is affected, where it is, and how it functions. So we treat anxiety and attention disorders but we cannot treat autism itself pharmaceutically. In the classroom, she noted, inclusion is not a simple answer. Teachers must be trained to facilitate positive interactions, as other children may hesitate to initiate conversation. Children with autism are sometimes very

bright, she observed. Structured opportunities for independence are helpful. Yet still, there is a need for parent coaching and psychoeducation for all who work with children affected by autism. Clearly, research is needed on all fronts.

At the college level, Dr. Peter Eden, president of Landmark College affirmed: “LD (learning disabilities) education at the post-secondary level is not where it needs to be.” Landmark College (in southern Vermont) has been serving students with learning disabilities (e.g., dyslexia), ADHD, and ASD for three decades. Formerly only a two-year program, it has now become a two and four-year college with STEM programs, baccalaureate degrees in Art, Liberal Studies and Computer Science, and a graduate level certificate program in universal design all under the unparalleled leadership and initiatives of Eden. Its most recent innovation is online advanced placement college courses “engineered for students with LD,” which both allow a prospective student to experience college as well as enable Landmark to ‘know [their students] before they come.’ Given by the college, the courses coordinate with a “facilitat-

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FOURTH NEW YORK CITYWIDE SPECIAL EDUCATION CONFERENCE 2015

UBUNTU

continued from page 4

tor on the ground,” the student’s high school educator. This helps inform the college about the prospective student and enables him or her to work with a professor who knows his or her learning strengths and challenges. When the “continuum of learning”—from successful entry to college success, internship and the work world—goes smoothly, Dr. Eden proposed, the way the public thinks about education and LD will change.

Dr. John Russell, head of The Windward School in Westchester, echoed similar sentiments stating that “it is time for a united effort among institutions like Landmark College, Beacon College, and Child Mind Institute to elevate the discussion of dyslexia and language-based learning disabilities to a national level.” There are too many misunderstandings among the general public about the nature and cause of learning disabilities (some think it’s due to poor diet, others to visual impairments). Windward, which serves children with language-based learning disabilities (through 9th grade) and focuses on children’s language skills as well as

their social and emotional growth, sees 97-98 percent of their students return to the mainstream. Yet, “each year [Windward is] forced to turn away two to three times the number of students ...[they] accept.” Windward is opening a new campus in September (on 93rd street and 3rd Avenue in NYC) to serve an additional 350 students. They are looking forward to collaborating with the leaders at the Special Education Conference, Koplewicz, Lord, Eden, Hagerty and Russell, as well as other colleagues in NYC public and independent schools.

Education Update was also honored to have Victor Calise, Commissioner of the NYC Mayor’s Office for People with Disabilities, who introduced Dr. George Hagerty, President of Beacon College, in Leesburg, Florida. Haggerty added not only professional expertise but also personal experience, which gave his interventions an added depth and understanding. Commissioner Calise noted that both Beacon College and the “start of the Americans With Disabilities Act” were founded 25 years ago and that Beacon College was the first college to be devoted to educating students with learning disabilities and ADHD, and provide an opportunity to earn a bachelor’s degree. During his undergraduate days at Stonehill

College, Dr. Hagerty contracted an eye disease that “progressively diminished his sight,” Commissioner Calise recalled. Undeterred, Dr. Hagerty graduated and then earned a masters and a doctorate from Harvard, later serving in leadership positions in higher education as a policy-maker and as an official in the newly created Office of Special Education Programs.

Dr. Hagerty stated: “Learning differently can be learning to succeed.” His own life exemplified this philosophy—as he has learned through the experience of losing his sight—that nothing can stop him from achieving his personal goals. In his words, he not only developed “work arounds”—those actions that help him cope in the day to day world—but “work throughs,” determination that says you can accomplish anything that’s on your agenda, if you have the motivation, the will, and the perseverance. Dealing with his “island of challenge,” he became more tenacious, more flexible with life circumstances, and more motivated to resolve whatever confronted him. This is the spirit he inculcates in his students: questioning them as to their work arounds (when they can’t capture all the information that is presented to them in detailed writing, do they request a quick summary from someone knowledgeable nearby?); and asking them how they work through - persevere - thereby accessing their determination, their drive to accomplish whatever their life goals may be. This is undoubtedly why the

school he heads, Beacon College, which serves students with LD and ADHD (attention deficit disorder), graduates 76 percent of its students, retains 83 percent and 83 percent go on to employment or advanced study after college. They learn to listen to their own expectations, rather than the ‘managed expectations’ of society (e.g. some were told they could never go to college), seeing those as just obstacles that their determination drives them far beyond. “The success of a community like Beacon, and of Landmark College as well, is that we (remain) true to our mission and thrive because we know our students, embrace their ambitions, and help support them to achieve in ways they could not have imagined when they first stepped on our campuses”, Hagerty underscored.

Truly Hagerty shines a “beacon” on students who are different learners and lights the path to success. The work these institutions are doing and their collaborative effort will enable us to develop the potential of our students now and for future generations. If we have a choice in our society, we should choose the tent of Koplewicz, the success of Landmark, the beacon of Hagerty and the wind behind our sails of Russell. Connecting humanity... working from strength is “Ubuntu” at its essence. #

Karen Kraskow, M.A., M.S.W. is a learning specialist. In private practice, specializing in working with ‘reluctant writers,’ over the internet and in person (kkraskow@gmail.com).

Student Panel Discusses Personal Tragedies and Courage

By KAREN KRASKOW

Listening to people talk about their experience with disability often gives us an opportunity to reflect on our own lives. So when Dr. Pola Rosen asked a group of 11-23 year olds “What was the most difficult situation you ever had to go through?” anyone in the audience could take that opportunity to reflect on their own lives. Use this reading to do the same, if you like. Because these leaders—yes, they lead us to push forward in our own lives despite whatever difficulty we see in them—they inspire by their example.

Abigail Lanier, the first speaker on the panel at the recent NYC Citywide Special Ed Conference at Weill Cornell Medical College, entitled Courage and Perseverance Panel told us she was diagnosed with retinitis pigmentosa at the age of 4, which caused her to lose sight gradually. Fortunately she was born into a family where her mother was a sign language interpreter and had a background in deaf education. When in 2013 she was diagnosed with Hodgkin’s lymphoma, she found that the endurance she mustered due to blindness served her well in the path to remission, which she has now achieved. She is currently an audio engineer at Visionary Media, working with artists and musicians with blindness. When asked the second question of the panel, “Where have you found the resources within?” Abigail commented: “I can see here—the support of teachers, and people that are in science, that everyone wants for children and adults with

disabilities to live the same fulfilling lives that able-bodied people do.” She is also a freelance audio engineer.

Juan Carlos Reyes, introduced himself as a “Bronx native.” The environment of his initial large school: the line to get inside “winds around the block;” you “go through a metal detector,” then bump into fights within the hallways, segregation by ethnic groups, floors that were controlled by different gangs and sit in a class with 40 kids. A “not-so-focused” student “in my earlier high school years,” he was fortunate to transfer to The Heritage School and eventually (after a masters degree from Teachers College), transitioned to having a career in education, and is currently working for the College Board. Regarding the “resources within,” he commented, this “complete turnaround” ... “was made possible by a community ... a group of teachers and principals and mentors ... who believed in my ability to not only graduate from high school but (to) pursue ... higher education and a career.” “Every student deserves the opportunity to go to college;” and “we have the responsibility to prepare every student ... and to show them that we believe that they can make it.” “I feel it’s my responsibility to pay for my good fortune.” He left us with the message: “I think we need to pay attention to how we train the adults that interact with students”

**The rest of this article
can be read online at
www.EducationUpdate.com**

FDU’S REGIONAL CENTER FOR COLLEGE STUDENTS WITH LEARNING DISABILITIES



Summer & Fall Opportunities for High School Students with Learning Disabilities

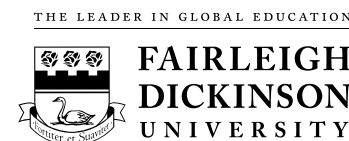
One of the nation’s leading programs for students with language-based learning disabilities, FDU offers:

- **Associate and bachelor’s degree programs** for 2015 high school graduates. *(Offered at the Florham Campus and Metropolitan Campus)*
- **Summer program** for college-bound high school juniors and seniors (begins July 6). *(Offered at Metropolitan Campus only. Call 201-692-2086 for reservations.)*

Our award-winning **Regional Center for College Students with Learning Disabilities** gives students the support they need to thrive in college-level studies, including:

- A comprehensive academic support program
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Apply today. Enrollments are limited.
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Experiencing Audiobooks as a VIP (Visually Impaired Person)

By **ULRIKE KOTANKO, M.D.**

Spring-cleaning time is here! So I am looking for an exciting and long book to listen to as the first step to a clean apartment! Why? It makes spring-cleaning a lot of fun instead of boring. Trust me - it works!

When I first had to change from reading books to listening to audiobooks I was not happy about it, and did not believe that I would ever get to like it. But now, I am an addict. Audiobooks have changed my life for the better.

In the beginning I listened to the books at home on cassettes (this gives you an idea of my age!), later on CDs, carrying rather large devices with me. Now, with all that wonderful, new technology, I have a library of audiobooks available on my smartphone wherever I go.

I love to remember the time when both my daughters and I were “binge reading” the Harry Potter books. They had a great effect on our household! They had a running time of about 25 or more hours, which gave me ample time for all the domestic chores!! Our house was orderly, gleaming with cleanliness. But when I reached the exciting parts of the books, I would hide in the garden (so that no one could find me). Unfortunately, I got so engrossed in all the happenings in the books, that I not only eliminated the weeds, but also the tiny new sprouts of spring flowers that peeped through the soil!!

I listen to audiobooks wherever I go. In the gym, they get me motivated to continue my workout until a chapter or dialogue or short story ends. When a book is really good, I would sometimes pass by my floor when I walk up the stairs to my apartment. Today, I landed on the 25th floor, while I live on the 21st!

Trains, buses, long car rides, airplanes or the



lawns in Central Park, are all great places to listen to a good book. I do not recommend listening to books while you are walking in the street or navigating through heavy traffic. Distracted by reading you may fail to be aware of people or cars

coming at you.

The voices on audiobooks are voices of professional readers or actors (I love Nora Ephron’s “Heartburn” read by Meryl Streep). Professional reading makes a pleasure to listen even to very long books.

Nowadays new books and their companion audiobooks are very often released at the same time. This allows VIP to listen at the same time non-VIPs read the print version of a new book.

I have a subscription to Audible.com, a partner of Amazon, with a wide range of audiobooks available for downloading, either to one’s computer or other reading devices, like iPod or smartphone (I use the Audible app). They also offer a “whispersync” option, where one can read a Kindle book that is automatically synced to the audiobook, so that one can listen to the book starting from the same bookmark where one stopped reading on the Kindle.

There are many audiobooks available in the Internet world and then of course there is NLS— National Library Service for the Blind and Physically Handicapped— hosting a vast catalogue of audiobooks especially produced for this service. The audiobooks can either be downloaded through the app “BARD -Braille

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Fairleigh Dickinson University Offers Summer Experience for Students with Learning Disabilities

FDU offers a two week program, now in its 13th year, for college-bound high school graduates and rising high school seniors with language-based learning disabilities. The program, staffed by learning specialists from FDU’s acclaimed Regional Center for College Students with Learning Disabilities, helps ease the transition from high school to college. It is a non-residential program that prepares students for the challenges of college-level classwork. As one attendee commented, “The program helped me learn what to expect at college and to not get nervous.”

Daily sessions include classes in metacognitive strategies, written expression, and assistive technology instruction. In the metacognitive strategies class, students work on memory and

reading strategies, time management, organization skills and test taking strategies. In the assistive technology class students learn how to use specialized software programs, apps, and advanced Microsoft Word features that will assist them with organizational skills as well as reading and writing text. The writing instruction class consists of training the students in strategies for brainstorming, outlining, revising and proofreading. Asked to evaluate the Summer Experience, a student wrote, “It helped me better prepare for college.”

The Summer Experience Program offers an optional afternoon session. Students can choose to attend a math or a reading workshop. The reading workshop incorporates small group Orton Gillingham instruction

AN INTERVIEW WITH ROBERT CUNNINGHAM, THE STEVENSON SCHOOL

By **DR. POLA ROSEN**
& **LYDIA LIEBMAN**

Transcribed By **LYDIA LIEBMAN**

Education Update (EU): What are the major challenges in running the Stevenson School?

Robert Cunningham (RC): It’s been around a long time. Populations change over time. Part of the challenge of running a school like Stevenson is making sure our programs are keeping current with the needs of student populations. One of our biggest successes is that we’re responsive and flexible to meet the



rapidly changing needs of New York City’s student population.

EU: How old is the school?

RC: As it currently looks, it’s about 60 years. The school itself has been around for maybe 100 years.

EU: How much does it cost? Is there financial aid?

RC: Tuition here is set each year by the board. It’s about \$57,000 this year. A lot of our family work is through the Board of Education, which we have a great relationship with. We also do payment plans and provide tuition assistance. If this is the right program for the student, we do not turn anyone away.

EU: What are some of the colleges Stevenson students go on to?

RC: The college acceptance rate here is extremely high. All of our students get into colleges. The ones that they end up enrolling in are as different as the students themselves. They go to a wide range of schools like Brandeis, Endicott, Hunter College, Clark, Bard, City College. Some study in Europe and others end going to art schools like SUNY Purchase, FIT, or University of the Arts, among others.

EU: What about Landmark College and Beacon College?

RC: I’ve done some work with Beacon. I think highly of both schools. We’ve had students attend Landmark. Most of the students at Stevenson do not have serious learning disabilities but sometimes we do have students who do and we’re actively building programs to support those students. Our students have been quite successful at Landmark.

EU: What challenges do Stevenson students

face?

RC: They face ADHD, depression and anxiety, mostly. Of course, those things don’t exist in a vacuum so sometimes the students have learning issues and we are able to support those with our small classes, learning specialists, and great student to teacher ratios.

EU: Do you have any study abroad programs?

RC: We’re looking at different organizations to partner with to enhance the education experience of the students. Looking to an organization that is not in this country would be great for these kids. We’re also looking to enhance internship opportunities.

EU: Which would you say are the top three schools in New York City for students who have differences in learning?

RC: In terms of schools that focus on students with learning differences, we occupy a strong niche. We have a strong advising program and mental health support. I don’t think there are any other schools that have the type of support and programming that we have. As far as students with attention issues, there are fantastic options such as Winston Prep and Churchill. Mary McDowell Friends School in Brooklyn is a fantastic independent school in the Quaker tradition. They do a remarkable job preparing kids for success after high school.

EU: What careers do Stevenson students go into?

RC: We have a unique population of students and they’re able to pursue a whole range of post secondary options that lead to a plethora of careers. Students have become entrepreneurs, doctors, lawyers and business owners, and performing and visual artists. It’s a really diverse group. They’re from all across the city and beyond. They’re from a wide range of socioeconomic backgrounds. The great thing about Stevenson is that they gel in such a supportive way here- they’re caring and empathetic and they want great things for themselves and for each other. They’re very well aware that they’ve had difficulty in previous schools and they’re very committed to success.

EU: Do you think students’ experience in visual arts and performing arts helps them with their difficulties?

RC: I think that developing kids talents and passions, especially when a lot of traditional school structures get in their way, is a way to

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along with computer-based reading activities. The math workshop consists of direct instruction in developmental math (algebra) enhanced with computer-based math instruction.

Current Regional Center students are invited to discuss their own freshmen experiences and transition to college. The summer students truly enjoy this interaction with our upper

classmen. #

The program runs from July 6 – July 16, 2015 (Monday- Thursday) from 9:00 am to 1:00 pm with afternoon sessions from 1:30 pm to 3:00 pm. For additional information contact Barbara Byrnes, Summer Experience Director at 201 692 2086 or via email at bbyrnes@fdu.edu.

INTERNATIONAL EDUCATION

ASIA: THE NEXT HIGHER
EDUCATION SUPERPOWER?

By LYDIA LIEBMAN

Whose century will this be? That was the central question at the Institute of International Education's (IIE) book talk and panel discussion held on April 28, 2015. Founded in 1919, IIE's mission is to foster globalization and collaboration between countries and nations.

"Asia: The Next Higher Education Superpower?", the latest book published by the IIE in collaboration with the American Institute for Foreign Study (AIFS), explores the local and global trends driving higher education policies in Asia and their place amongst other world powers. Editors Rajika Bhandari, Deputy Vice President for Research and Evaluation at IIE and Alessia Lefebvre, Director of the Alliance and Adjunct Professor at Columbia University, were joined by Koichi Ai, Deputy Consul-General and Director of the Japan Information Center and Joanna Regulska, Vice President of International and Global Affairs at Rutgers University.

"Is Asia the next superpower in the field of education? With older universities, a larger brain pool to draw from and a reverence of the culture of learning and education it's an intriguing question," posed IIE president Allan Goodman during his introduction. "It's clearly the education century," said Peggy Blumenthal, "and so many different things are happening in Asia."

According to Bhandari, the world's gravity is shifting toward the East. In 2020, China will account for 30% of college graduates and India is projected to add 300 million to its workforce over the next two decades. "We wanted to



Peggy Blumenthal

examine the notion of Asia as an education superpower in a detailed and nuanced way," she said, "we focused on countries whose primary education systems have gone through a transformation and are global competition." She also cited growing economies such as Thailand, Malaysia and Vietnam as places of interest. Currently, students from Asia, particularly China,

India and South Korea, make up 64% of the international student body in the United States. The number of students going to Asia from the United States in study abroad programs has quadrupled over the past decade and China, aside from being the most popular destination for students, is the world's top supplier of international students.

According to the panelists, the pressure on high school students in certain Asian countries leads many to study abroad. There are only five "top" schools in China and unless students are attending one of those, their prospects for getting a job are not high. Many would rather attend a school in the United States and return home with a degree from a US institution, which is considered very valuable.

According to Regulska, the market in Asia is rapidly changing and dangerously unregulated. "We have to treat every international student like a future partner," she said, "there is a brain drain going on in China and Japan. Students want to go to the Ivy League schools in the United States but many of them do not have proficient use of the English language even though they have been made to study English for six years." These issues, among many others, are discussed in depth in the new book.#

CHINA INSTITUTE EVENTS

Beijing: The City Through Its
Architecture

Wednesdays, April 29 – May 20
~ 6:30 – 8:00 PM

This illustrated short course explores the history and culture of Beijing through its architecture. In four sessions, participants will gain an understanding of Beijing's history as a capital of China, from its imperial architecture and layout to its commercial and residential architecture and changes undergone in the 20th and 21st centuries.

Each session will feature a well-known speaker on a select subject. Topics covered will include the construction of the Forbidden City and the main monuments of imperial architecture, the interior design of well-known

Shenzhan Liao,
Director of
Education,
China Institute

houses, city planning, and the challenges and promise of contemporary architecture. Our final session will feature a discussion with Chien Chung Pei, talking about the experiences that Pei Partnership Architects has had constructing and designing buildings and interiors in Beijing.

SSC – Beijing (SSC-BJ)
July 3 to August 2

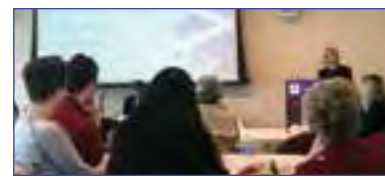
SSC-Beijing offers high school students the opportunity to receive intensive language training within an immersed cultural environment.

The rest of this article
can be read online at
www.EducationUpdate.com

NYU Wagner & University
of Edinburgh Host Discussion
of Scottish Referendum

By LYDIA LIEBMAN

Recently, NYU Wagner in partnership with The University of Edinburgh hosted a captivating guest lecture at the NYU Kimmel Center for University Life delivered by the Scottish Parliament's Presiding Officer, The Right Honourable Tricia Marwick. The

The Right Honourable
Tricia Marwick

lecture, entitled "Scotland's Journey to and Beyond the Referendum on Independence," outlined more than 700 years of Scottish political history and discussed the fascinating independence referendum held in September 2014. As the speaker of the Scottish Parliament, Ms. Marwick had a unique and non-partisan viewpoint of the referendum. "It has been the most amazing privilege to have had a roadside seat in what is an exciting time in our history," said Ms. Marwick. There was a record of 97 percent voter registration with 84.6 percent of eligible voters taking part. The voting resulted in the casting of more than 3.6 million ballots with 55.3 percent voting the Referendum down and 44.7 percent

approving. "I think it's fair to say that the Constitutional journey is far, far from complete," she said.

Joining Ms. Marwick was Charlie Jeffrey,

Senior Vice Principal at the University of Edinburgh and Michael Laver, Dean for Social Sciences at NYU's Faculty of the Arts and Science and moderator Anthony Bertelli, Vice Dean for Academic Affairs and Research, and Professor of the Politics of Public Policy. In an enlightening discussion, the panelists discussed the future of Scotland's governance, policy and civic life in light of the recent political mobilization. According to the members of the panel, political parties and voters have become re-energized due to the Referendum. "People have made clear that they want to be involved," said Ms. Marwick, "and the challenge to all of us is to figure out how to respond to that." #

China Institute

Programs, Classes & Resources for
K-12 Educators

Workshops & Courses for Educators

- Short courses and professional development workshops for K-12 teachers
- Short courses for Chinese language teachers
- Chinese language and culture classes for children & adults held throughout the year

Study Abroad in China for Educators + Student Tours

- Summer study program for Mandarin Chinese language teachers
- Custom study tours designed specifically for your school
- Summer study in China for high school students in Beijing and East China

Resources for Educators

- Our new We All Live in the Forbidden City education program offers children's books, children's workshops, professional development, and free interactive resources at walfc.org
- Lesson plans and additional resources available for free at china360online.org

Exhibition Related Programs

- Gallery exhibition & lecture series
- Gallery tours and group visits through DCTA, our arts education program.

For full details about our programming visit
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Mercy College Inaugurates Timothy L. Hall As Twelfth President

By LYDIA LIEBMAN

Recently, Mercy College celebrated the inauguration of its twelfth president, President Tim L. Hall. Previously, President Hall served for seven years as president of Austin Peay State University in Clarksville, Tennessee. Under Hall's leadership, Austin Peay experienced significant increases in enrollment and funding, and received distinctions in 2012 and 2013 as one of the Great Colleges to Work For by The Chronicle of Higher Education.

The ceremony included words of praise from many Mercy College dignitaries, associates, and special guests. Among the unexpected was an impromptu speech from Senator Chuck Schumer, who stated that Mercy College "is what New York is all about" as well as a letter from Vice President Joe Biden. "Tim, you are going to make a real difference in the lives of your students," read Biden's letter, "and you know better than anyone that students are better prepared for the workforce because of the training they receive through their education. You understand the jobs to your students are about more than a paycheck. They are about dignity and self respect."

Sister Patricia Vetrano, president of the founding order of Mercy College, the Sisters of Mercy, spoke on their behalf and explained the unique history of Mercy College from its humble beginnings as a junior college in Tarrytown

to the doctoral granting college Mercy College is presently. "As you lead Mercy College in the years ahead, we are confident of your personal commitment and that of the college to continue to provide the students with the opportunities to transform their lives," she said, "and in the words of the Mercy College mission statement, to act ethically and responsibly in a changing world." Dr. Brian Johnson, President of Tuskegee University and a colleague of President Hall shared his well wishes, as well as the mayor of the village of Dobbs Ferry, Hartley Connett, who proclaimed April 17 as Mercy College President Tim Hall Day.

Dr. Peggy Tallier, Associate Professor and Program Director of Nursing and President of the Faculty Senate, shed light on the faculty senate's decision to choose Hall to be president. "We selected President Hall because we felt that he was deeply committed to the mission, presented a deep, promising commitment for the future and was the right leader, at this time, to move the college forward," she said. Closing out the greetings was SGA Student President Angel Cespedes, who stated that from the moment he met President Hall he knew he belonged at Mercy. "He makes me feel like the possibilities are endless," said Cespedes.

Following the remarks, Chairman of the Mercy College Board of Trustees, Gary W. Brown, formally installed President Hall.



President Timothy Hall

"Over the past year, I have met the many faces of Mercy College," said Hall in his address. "We are at a place where students are changing the trajectory of their lives and their families." He went on to discuss the staff, which he found "cared deeply about their work as well as the students", the faculty, who he said consider teaching to be "not an afterthought but the forethought, despite them being active scholars, researchers, performers and experts in their fields," and also the board members, which he found to be very "passionate about the welfare of the college."

President Hall spent a significant portion of his address discussing the value of a college

degree and the debt crisis. He said he believed the question, "is a college degree worth it?" to be a much too narrow way of phrasing the question. "It frustrates me when people say that not everyone should go to college," he said, "because by 2018, this country will need 22 million new college degrees and we will most certainly be short by at least 3 million... we need to persuade more people to get a college degree." He highlighted his belief that a college degree is not an individual good but a public good that has the lives of future generations dependant on it. President Hall stated that Mercy College graduates carry 40 percent less debt than the national average and vowed to keep student debt under control. "We will preserve the investment of college by paying close attention to the cost of education and we will make sure it does not go out of range for our students," he said, "we will increase resources students need to transition into careers."

President Hall outlined the strategies he plans to implement including summoning the power of big data and predictive analytics, creating a smoother pathway to a degree, multiplying high impact practices, implementing service learning and internships as well as enhancing study abroad experiences.

To President Hall's question of "will we succeed?" the audience answered a resounding 'yes' accompanied by fervent applause. #

Compelling Redesign of American Community Colleges at Guttman

By LYDIA LIEBMAN

Recently, Guttman Community College hosted a lively book talk on "Redesigning American Community Colleges." Moderated by Brent Staples of The New York Times Editorial Board, the discussion tackled the tough issues community colleges face and how to fix them. The panel included Thomas Bailey, Director of the Community College Research Center at Teachers College (CCRC); Shanna Smith Jaggars, Assistant Director, CCRC; Davis Jenkins, Senior Research Associate, CCRC and Scott Evenbeck, President, Guttman Community College, CUNY.

Brent Staples: What do you mean by 'redesign' and why is it necessary?

Thomas Bailey: Community colleges have opened higher education to a broad range of students. It enrolls the types of students we need to get to college but I think it's important to realize the role these colleges play. If you follow students for six years, 35 percent of them end up getting some sort of degree. I would like to see Columbia take more low-income students but that is not the answer. We need to improve the institutions that these students are already in.

Davis Jenkins: Students come to college without clear goals for their career and they don't know where to start. The foundation of this is evaluating programs and asking if we're providing a coherent pathway for students.

Staples: And you think the pathways are important?

Shanna Smith Jaggars:

Students need support, instruction and developmental education. Right now, advisors can't reach out to every student in the college. If the student needs help they need to recognize that and reach out on their own and many don't do it though because they don't know where to start. We need to create clearer options for students at the front end.

Jenkins: At Queensborough Community College Institute, there was a plan for students, to enter into one of five academies which became their home and there were faculty and advisors assigned to each of those areas. They've had great results.

Smith Jaggars: Most of the time when community college students change their mind it's not based on anything very serious so in this case, they can really explore something first.

Staples: What is it that you do at Guttman to remove the 'randomness' experience?

Scott Evenbeck: The first thing we do is to have all the students come to a required info session before they begin so they can learn about the college. They then move into an integrated curriculum.

Staples: When I read about the president's free community college proposal I also read



President Scott Evenbeck, Guttman CC

about the Accelerated Study in Associate Programs (ASAP) at City College. Their last number was 57 percent of students who graduate. They provide students with life coaching and money for books and transit.

Evenbeck: Metrocards are important. For ASAP, if you don't show up for your tutoring appointments or your classes you will lose your Metrocard. It has a huge impact.

Bailey: I think it's true the community colleges have a lot of services available but I think students are pretty much on their own.

Jenkins: Often the students who need those services most are least likely to subscribe to them.

Staples: As a parent, I've seen a lot of examples of students going to school without a sense of direction.

Bailey: There are much easier ways to help those that have clear goals as opposed to those who don't. The issue is more with students who just stumble into college because it's what they think they should do. When students come they're given an assessment and oftentimes they don't pass it and are placed into developmental education.

Staples: Wasn't it one of your studies that

thought studies might be over referred to developmental education?

Smith Jaggars: We found that 60 percent of community college students are referred to developmental education to improve their skills in math and English. We found that many of these students performed poorly on the tests but their performance on the test is not necessarily predictive of how they would do in school. One of the things we recommend is redesigning developmental education so that it's a system that helps students succeed in the developmental core of interests. If they're working on tasks that they actually care about, it's much more motivating.

Bailey: I think the test can be improved and we're researching it. We don't have a consensus in this country about what it means to be college ready. The other thing we need to emphasize is the importance of the college level course.

Jenkins: We have to start thinking of a new business model where the goal is not to minimize the cost for students but to minimize the cost per quality completion. We have to think in terms of the return investment rather than lowering the cost and ultimately, if we want students to graduate we need to have quality programs.

Smith Jaggars: One of the things we talk about in the book is that a lot of community colleges can do the things we talk about if they reallocate their resources but they will need more. We're hoping people will take this argument and actually use it. #



TOURO COLLEGE

The “3R’s” on How to Enhance Social and Emotional Development

By FOLUSHO OTUYELU, LCSW, Ph.D.

When educators talk about the “3R’s” of course they are usually referring to the basic building blocks of reading, ’riting, and ’rithmetic – the foundation that every child needs to become literate and function in life. However there are other key developmental milestones – social and emotional development - that are equally important aspects to our growth and how we feel about ourselves that are often shaped at school, as well. Teachers play a vital role in enhancing social and emotional development, thus it is important for educators to be aware of how they influence their students’ development. Here are “3R’s” for teachers and educators on facilitating healthy social and emotional development in children:

1. Recognize students have different developmental trajectories.

It is important to understand that variation in academic ability also applies to social and emotional development. Students may behave poorly and disrupt the classroom as a result of limited social and emotional development. Resist the urge to compare one student with another student, who may have better command of his/her emotions or behavior. It is best to be patient and supportive towards students struggling socially or emotionally in the same manner as you would in providing instructional support for students struggling academically.

2. Realize students’ social and emotional devel-

opment is critical to academic preparedness.

Your primary role as an educator is to impart knowledge and enhance learning; however, this does not happen in a vacuum. Social and emotional development is essential to learning; thus it is important that you dedicate time to doing things in the classroom that support each student’s development. Provide positive reinforcement. Praise students when they are kind and considerate. Also, encourage your students to praise one another. Most importantly, model the behavior you expect from your students and when possible, incorporate, reinforce and emphasize good behavior in your curriculum.

3. Respond immediately.

When a student behaves inappropriately, respond immediately. This is an opportunity to teach emotional regulation and proper social skills. If consequences are warranted for inappropriate behavior, make sure they are issued with support and care. The message conveyed should be displeasure regarding the behavior and not the child.

The impact educators have on shaping the future of students transcends academic growth and development to include how they view themselves and the world around them. #

Folusho Otuyelu, LCSW, Ph.D. is Assistant Professor, Clinical Social Work, and MSW Liaison-Child Welfare at Touro College Graduate School of Social Work.

GUTTMAN COMMUNITY COLLEGE

Ethnographies of Work

By LYDIA SHESTOPALOVA

The title itself is a mouthful: Ethnographies of Work. It begs the question “what is that?” – asked by students with exceptionally incredulous facial expressions – and justifies the widely-used abbreviation EoW. Originally conceived (2008) as a two-semester Professional Studies course to be taken during the First Year Experience, EoW fits perfectly into the complex and innovative curriculum that my creative and talented colleagues have elaborated, and the student-centered model our dedicated President leads in realizing.

Only after 18 weeks of coursework and two semesters of grades do Guttman students declare their majors, a process fully supported by high-touch advisement. To inform this important choice and introduce students to the ‘world of work,’ EoW and LaBSS, the course’s academic skills component (Learning about Being a Successful Student), “look closely at the role of majors specific to the college... in society,” and gauge “the value of associate, baccalaureate and advanced degrees to career success and advancement.” So, even before choosing a major, students get the opportunity to explore the myriad factors that shape work choices and realities.

To do so, students conduct a series of investigative projects: in the first semester, EoWI, they

are exposed to fieldwork and self-guided research, observing and interviewing people in their immediate social network about their work lives. During the subsequent EoWII, students are encouraged to venture into their professional fields of interest: by doing a sustained project at a single worksite, students continue to practice research methods like observation and interview while learning more about their chosen fields. They also truly engage their worksites and New York City as places of learning, embodying “work-based learning [as] an integral part of the college’s mission.”

Complementing their fieldwork and gradual adoption of the ‘ethnographer’ or ‘social scientist’ role, in class, students discuss course concepts drawn from readings and multimedia formats: class, race, sex/gender, education, and more. Using an interdisciplinary approach to investigate work life, along with its socioeconomic and personal aspects, EoW courses strive to balance introducing content, academic, and research skills; reviewing instructions and guiding individual projects; with editing and revision. A student validated the learning-by-doing experience in EoW: “I had to really sit down and do the reading and go outside and do the observation.” Challenge met?#

Lydia Shestopalova is an adjunct faculty member at Guttman College in NYC.

HUNTER COLLEGE

To Be or Not to Be: The Cage Busting Teacher

By KISA SCHELL

Recently, the Roosevelt House hosted “a wonderful combination of an iconoclast, a scholar, and a practitioner,” as introduced by visionary Dean David Steiner. This combination featured author and Director of Education Policy Studies at the American Enterprise Institute, Fredrick M Hess; Executive Director of the Research Alliance for New York City, James Kemple; principal of Frank McCourt High School, Danielle Salzberg, and was moderated by Dean David Steiner of the CUNY Institute for Education Policy.

Their discussion revolved around Fredrick M. Hess’s new book, *The Cage Busting Teacher*, which strives to empower teachers to create great schools and systems. Hess argued that oftentimes, teachers can become trapped in cages of their own design, created by feelings of apprehension, lack of knowledge about regulation and bureaucracy, and a failure to envision alternatives. He stated that oftentimes, this is why teachers feel frustrated and unable to



David Steiner

teach to their fullest extent and that this disconnect between administrators and practitioners is something that must be addressed and remedied in order to benefit children. He discussed the upper hand teachers have due to street level expertise and moral authority they can use to create change in their schools. He argued that educators must work on their communication with administrators: “Schools weren’t built to foster adults working with each other,

like professionals in any other environment. They were built, frankly (the common school model in the 1840’s), to make sure that low paying women teachers would read the King James bible to Catholic immigrants. It’s not exactly analogous to our objective in the 21st century.” This was his impetus for delving into the world of education and policy to discover what could be done to improve the experience of both teachers and administrators in order to benefit schooling for future generations.

The rest of this article can be read online at www.EducationUpdate.com

Governor, your TV ads are not fooling anyone.

For months, Gov. Andrew Cuomo has attacked teachers and public schools. Now, with independent polls showing his approval ratings at record lows because of his test-and-punish agenda, his hedge fund billionaire backers are running pro-Cuomo TV ads, trying to rewrite history.

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LAW & EDUCATION

McCants and Ramsey v the NCAA and University of North Carolina

By ARTHUR A. KATZ

In January 2015, two well-regarded athletes (Rashanda McCants and Devon Ramsey), graduates of the University of North Carolina (“UNC”), commenced a lawsuit against UNC and the National Collegiate Athletic Association (“NCAA”), purportedly as a class action, in the North Carolina court system. The lawsuit was then removed, as a matter of right, by the NCAA to the U.S. District Court.

The 100 page Complaint states, in detail, the view that the NCAA has a mission to protect and police the education of college athletes



and gives a large number of well-publicized examples of academic shortcomings at UNC, which the Complaint alleges should have put the NCAA on notice that it needed to implement appropriate policies and processes to detect and prevent “academic fraud”. The Complaint then sets forth what it considers “academic fraud” and specifically lists over 500 UNC courses (“Suspect Courses”) that have been deemed “academically unsound” spanning a period of 22 years

ending in the summer of 2011.

The Complaint then alleges that (i) the NCAA (a) had a duty to protect the education and educational opportunities of student-athletes, (b) had an additional duty of reasonable care to McCants and Ramsey “to institute, supervise, regulate, monitor and provide adequate mechanisms to safeguard their education and educational opportunities”, (c) acted carelessly and negligently in fulfilling these duties, and (d) after voluntarily assuming a fiduciary duty (including the duties of loyalty, cooperation, honesty, good faith and fair dealing), failed to adequately fulfill these duties, (ii) UNC (a) had an implied contract with McCants and Ramsey to provide “academically sound classes with legitimate educational instruction”, and (b) breached this implied contract, and an implied covenant of good faith and fair dealing. As a result of the foregoing, McCants and Ramsey “suffered and continued to suffer [unspecified] economic losses”.

The allegations against the NCAA are based upon implied duties alleged to have been undertaken or assumed by the NCAA. However, and despite all of the rhetoric during the past several years regarding the NCAA, it remains unclear whether the NCAA had any legal responsibility to ensure that student-athletes take full advantage of the academic opportuni-

ties provided to them.

McCants graduated from UNC in 2009 and Ramsey in 2012. The Suspect Courses taken by McCants (2 courses) and Ramsey (1 course) apparently were not in their respective majors and constituted an insignificant portion of their respect academic programs. Moreover, at the time taken, the Suspect Courses were known by UNC students as “gut courses” with little time commitment and easy grading, which apparently was why a significant number of non-athlete students also took the Suspect Courses. These facts do not mitigate the wrong promulgated by UNC, but diminish (and possibly eliminate) the damages claimed. Moreover, since only actual damages are recoverable, it is possible that the Court will not offer any compensation.

Unfortunately, in my view, McCants and Ramsey may have been the wrong plaintiffs to commence the litigation, and may have been too late in doing so, as the statute of limitations has run its course and UNC already had been taken corrective actions.

On March 30, 2015, UNC filed an Answer, attempting to dismiss the Complaint on several grounds and making light of the allegations. While the grounds for dismissal may be appropriate, the seriousness of the underlying issues continues to need to be addressed. #

THE ETHICS COLUMN

“Ethics ” vs. Lives In Iceland

By JACOB M. APPEL MD JD

A peculiar genetics controversy has arisen in sparsely-populated, relatively homogenous Iceland that pits conventional ethical norms against old-fashioned common sense. Reykjavik-based deCODE genetics, headed by scientific entrepreneur Kári Stefánsson, has sequenced DNA from 20,000 Icelanders and obtained additional genetic data from another 150,000 out of a total population of 300,000—data that enables them

to predict with extremely high probability nearly every Icelander’s risk for specific genetic mutations, such as the BRCA genes that increase risk of breast and ovarian cancers. What is to be done with this predictive data is the challenge facing Icelandic ethicists and policy-makers.

One of the fundamental principles of modern medical ethics is that of informed consent to participation in research. Barring extraordinary circumstances, nobody can be forced to take part in any scientific study. In Iceland, Ragnhildur Gudmundsdóttir won a 2003 Supreme Court ruling denying deCODE access to her deceased father’s medical records. To include medical records and DNA in its research, deCODE must obtain written consent from participants. That seems reasonable. For those Icelanders who chose to provide DNA samples, common sense suggests they be given a right to choose whether they wish to learn their genetic risks for particular ailments. One might logically want to know whether one carries a BRCA gene, because medical interventions are available, but not a pair of APOE4 genes, which raise one’s risk of Alzheimer’s Disease, because few treatment options exist. Sometimes, consciously chosen ignorance is bliss.



But what of the Icelanders who never consent to participate? For example, should deCODE contact the non-participants among the roughly 2000 Icelanders that the company can determine carry a BRCA gene? Traditional ethical norms, and some ethicists, argue no: These people never consented to be in a study and so they should be sheltered from adverse data. Better they die of breast cancer than

receive unsolicited genetic information. Yet such an approach smacks of a strange “genetic exceptionalism” that defies common sense.

Many areas of research, especially those in public health, lead to risk disclosure whether potential victims consent to learn their risks or not. If environmental officials discover your home is built upon a toxic waste site or your office is contaminated with asbestos, they do not seek your permission before informing you of the danger. Consumer recalls—from contaminated foods to defective automobiles—presume that people want such information. In cases where treatment or cure is available, notifying members of the public that they are in peril, and that measures can be taken to prevent that peril, seems far more important than protecting any abstract bioethical principle. Surely, Iceland might wish to devise a well-publicized opt-out system that allows anyone who truly does not wish to know that they may carry a lethal-but-treatable condition to register with the state. Let these benighted folks remain in the dark—although whether society should pay for their future treatment, especially in cases where screening can lead to nearly universal prevention, remains a thorny question. For everyone else, the time has come to turn on the genetic lights.#

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HUNTER & WEILL CORNELL MEDICAL COLLEGE JOIN FORCES IN SCIENCE RESEARCH



(L-R) Hunter College Foundation trustees Diane Volk & Judy Zankel, Manhattan Borough President Gale Brewer, Hunter President Jennifer J. Raab, HCF Trustee Helen Appel, Dean of WCMC Laurie Glimcher, Provost Vita Rabinowitz, Assoc. Prov. for Research Mark Hauber

By LYDIA LIEBMAN & KISA SCHELL

Hunter College has embarked on a new and innovative partnership with Weill Cornell Medical College to create a 21,000 square foot floor devoted to research in the Belfer Research Building. The 16-story building is nestled between some of the nation's most prestigious medical and research facilities including Rockefeller University and Memorial Sloan-Kettering Cancer Institute. Education Update was given an exclusive tour of the sprawling facility.

Dr. Mark Hauber, Acting Associate Provost For Research, explained that although science is often thought to be a solitary endeavor, the space is all about communal work. "Scientists from three different departments come together," he said; "for scientists, it's all about communication." The space, designed by Todd Schliemann, houses various communal areas throughout the floor, many of which feature dry-erase walls and glass white boards to encourage communication and creativity between scientists. The floor also features green architecture built with sustainable materials, state-of-the-art conference facilities, and customizable laboratories.

When it comes to the actual research, the facility focuses primarily on cancer biology, bioinformatics and computational genomics, bio imaging and nanotechnology and infectious diseases. Dr. Mande Holford, an evolutionary biologist and painkiller developer, elucidated that Hunter scientists have been making great strides in the short period the center has been open. Holford, who is lovingly referred to as the social butterfly of the floor (often organizing social gatherings for the researchers), explained a fascinating correlation between pigmentation in snail shells and bird eggs: the pigmentation is the same in both, which shows that "nature is being consistent". Holford showed Education Update the mass spectrometer, which helps identify compounds that have been made in the lab. "We're synthesizing peptides found in snail venom and this machine measures our accuracy," says Holford, who likens the machine to a scale.

The healing properties of snail venom are

a popular research topic for Holford. "If you injected the venom into a human, it would kill us," she says, "but if we isolate certain components, it can cure a lot of ailments." Prialt (Zincinotide), as it is known in the pharmaceutical world, is the synthetic form of a peptide found in snail venom. It is an analgesic especially effective in controlling pain related to HIV and cancer. While it works similarly to morphine, it does not have the same addictive side effects as it works through ion channels rather than opioid receptors.

"Biomedical application of the lab is a huge component but the evolutionary discovery part, which starts us on the road, is a key driver as well because it helps us identify which lineages of snails we want to pursue," says Holford. "Not all have the venom apparatus and to identify which ones do, we need to build a family tree of snails." Holford plans to go to Oman this summer to procure more snails for research as part of her recently bestowed National Fellowship of Science grant.

Hauber brought Education Update through the rest of the facility, stopping at every lab to discuss their distinctions. While much of the research focuses on cancer research, Hauber explains that this was not the intention but merely a happy coincidence— with there being so many neuroscientists, the more compact group of cancer researchers was a better fit.

The cancer biology specialists include Dr. David Foster, Dr. Frida Kleima, Dr. Shahana Mahajan, Dr. Olorunseun, who focuses on prostate cancer as well as how cancer affects different populations, and Dr. Jill Bargonetti, a pioneer in breast cancer research whose latest paper on combination therapy for breast cancer prevention has been making waves in the medical community. Dr. Brian Zeglis, who is starting a radiochemistry facility to detect cancerous tissues within healthy organs is a biomedical imaging specialist at the facility along with Dr. Hiroshi Matsui, who develops nanotechnology that can detect cancer cells. The center is home to scientists both established and abecedarian, welcoming all those interested in research for the future, including even high school students!#



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Harold Holzer Received 25th Annual Gilder Lehrman Lincoln Prize



Harold Holzer

By LYDIA LIEBMAN

The Gilder Lehrman Lincoln Prize, sponsored by the Gilder Lehrman Institute and Gettysburg College, is awarded annually for the finest scholarly work in the English language on Abraham Lincoln or the American Civil War era. Established in 1990 by co-founders and co-chairmen of the Gilder Lehrman Institute of American History in New York, Lewis E. Lehrman and Richard Gilder, the award provides the recipient with \$50,000 and a bronze replica of Augustus Saint-Gaudens' life-size bust "Lincoln the Man". The year, the award was presented to Harold Holzer of the Metropolitan Museum of Art for "Lincoln and the Power of the Press: The War for Public Opinion" (Simon & Schuster).

The award ceremony took place at the Morgan Library on April 23 and was well attended by past Lincoln Award recipients including Dr. Alan Guelzo, John F. Marszalek and Carol Bundy, as well as the 2015 Middle and High School Winners of the Gilder Lehrman National Essay Competition. Also in attendance was Joanne Hanley, President of the Gettysburg Foundation, Michael Quinn, President of the Museum of the American Revolution, Hunter College President Jennifer Raab, Peggy Fogelman, Acting Director of the Morgan Library, Michael Meyers, President and Executive Director of the New York Civil Rights Coalition, and Pam Schafner, Board Chair of the New York Historical Society.

Scott Higgins, a member of the Board of Trustees of the Lincoln Prize and founder of Veterans Advantage, highlighted the many important contributions founders Lehrman and Gilder have given to the field of history and education by building the largest collection of American manuscripts that are used to promote the study and love of American



(L-R) Lewis E. Lehrman & Richard Gilder

history. According to Higgins' introduction, Lehrman and Gilder have enabled exhibition partnerships to take place with the New York Historical Society and The Morgan Library, created traveling exhibitions that reached over 30 states, digitized the entire collection to be available at libraries, developed programs for teachers, launched online Masters degree programs and enabled the creation of a website.

Richard Gilder spoke on Holzer's book and called it one of the "rare marvels that only comes along once in a while," before setting the scene that the book takes place in. "In the 1860's, newspapers had a monopoly and as a result they were very competitive and very profitable," he said. He went on to cite the New York Herald, The New York Times and the New York Tribune as the three major

Lewis Thomas Prize Awarded at Rockefeller University

By KISA SCHELL

Rockefeller University recently awarded scientists Ian Stewart and Steven Strogatz the Lewis Thomas Prize for Writing About Science. The scientists were introduced by President Marc Tessier-Lavigne, head of Rockefeller University, who gave a brief introduction on the prize's history and aim, underscoring that Rockefeller University established the Lewis Thomas Prize in 1993 in honor of its first recipient, educator and physician scientist, Lewis Thomas. The award honors "the rare individuals who enrich the world's science and humanities, whose voices and vision can tell us about science's aesthetic and philosophical dimensions." As physician and writer, Lewis Thomas shared insights about nature and the human body in clear and elegant prose. The compilation of some of these essays entitled "The Lives of a Cell" was published in 1974 and was recognized by the national book award.

Both Stewart and Strogatz embodied the award's principles, having devoted their lives to explaining mathematics and science in ways that can be understood by the general public: "Ian Stewart received his bachelors and masters degree at the University of Warwick where he is now an emeritus professor of mathematics. Ian's extraordinary accomplishments are too many to mention but let me share just a few impressive numbers with you. 180: The number of research papers he has published. 18: The number of books he's written. But perhaps Ian's most remarkable accomplishment is his devotion to furthering public awareness of mathematics. Steven Strogatz received his bachelor's degree at Princeton and his master's degree from Trinity College in Cambridge and his doctorate from Harvard University. He's currently the Jacob Struman Professor of Mathematics at Cornell University, where he studies dynamic systems in physics, biology, and social science. There's a common thread in all of his work, and that's one of collaboration, which has led him to a broad interest in applied mathematics. Like Ian, Steve's extremely passionate about communicating mathematics to



the public. He's been a frequent guest on RadioLab and Science Friday and is the author of 4 books."

This introduction was followed by a panel discussion, moderated by the one and only Alan Alda. As a board member of World Science Festival, Alda has also devoted his free time to the sciences. The three discussed numerous topics, ranging from the joy of writing about mathematics to interesting theories and problems they worked on throughout their careers:

On the Use of Math in Other Fields:

Strogatz: "It's one of the pleasures of the mathematician. Because we work in abstraction, which is often perceived as dry or cold, it has the great advantage, though, of shedding specific details that come up in one field and not in the other. By flying above, sort of a bird's eye view of many things at the same time, say with network theory it could be networks of the brain, it could be networks of people who find jobs, it could be the network power grid... by looking at things from a unified perspective, sometimes the common features that a practitioner in a certain discipline would not notice. I guess what I'm trying to say is that we're very interested in unity, we're interested in common patterns and we take a risk in a way that an impressionist artist would do. We focus on the bigger picture and the common thread. And sometimes that's powerful, not always, sometimes it's misleading. That's why you have to be careful. #

papers that were copied all over the country.

"Holzer has given a masterpiece of modern scholarship. His elegant narrative is easily accessible to the general public and the author's fidelity to the evidence makes his case irresistible. This case being that Lincoln was not only a great statesman but also a purist, grass-roots politician," said Lewis Lehrman of the book, "he was a master of the press." He went on to describe the book as a "brilliant panorama, a canvas of which portrays the rise of a great statesman grappling successfully in a new era of partisan, vicious even unscrupulous commercial journalism."

When Holzer took the podium, he gave an overview of "Lincoln and the Power of the Press". The book emphasizes Lincoln's relationship with three of the most influential and

powerful editors in New York: James Gordon Bennett, Horace Greeley, and Henry Raymond, and also chronicles the conflicts that arose between the press and government during the civil war. During the ceremony, Holzer shared various stories and excerpts from his book, including one that told of Greeley suggesting to painter Francis Bicknell Carpenter to make the newspaper in the foreground of "First Reading of the Emancipation Proclamation of President Lincoln" look precisely like the New York Tribune. He also noted that this award was presented on the 150th anniversary of the day Lincoln's remains were brought to New York City for his funeral. He closed his speech by inviting the public to form their own opinion based on what is presented in "Lincoln and the Power of the Press." #

POINT FOUNDATION PRESENTS POINT HONORS



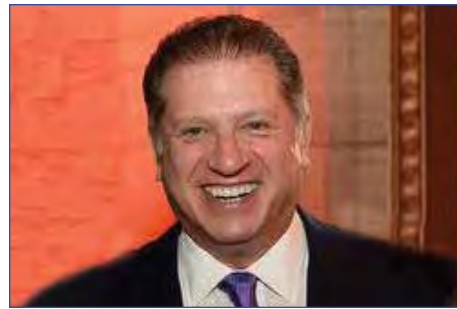
Greg Tambor and Jonathan Groff

By LYDIA LIEBMAN

Point Foundation celebrated lesbian, gay, bisexual, transgender and queer (LGBTQ) advocacy and empowerment with the annual Point Honors held at the New York Public Library recently. Point Foundation is the nation's largest scholarship-granting organization for LGBTQ students of merit and works to promote change through scholarship funding, mentorship, leadership development, and community service training.

Among those honored at Point Honors was Featured Point Alum Naomi Jackson, a graduate of the esteemed Iowa Writers Workshop and cofounder of Tongues Afire, a free creative writing workshop for queer women and transgender people of color at the Audre Lorde Project in Brooklyn as well as Tim Hanlon, president of Wells Fargo, who was awarded the Point Impact Award by board member Judith Light. "The lives that Point changes is remarkable work," said Hanlon when he accepted his award. "I cannot imagine an award I would rather receive. I can't image anything that would make me happier than holding this award and taking it home with me."

Actor Jonathan Groff was honored with the Point Horizon Award, which celebrates



Mitch Draizin

a young person who has taken a leadership role as an advocate for the LGBTQ community. Groff first came into public view when he starred in the original Broadway cast of Spring Awakening nearly a decade ago. Since his Broadway debut, he made starred in various film and TV shows including "American Sniper", "Frozen", "Glee", "The Good Wife" and most recently, the critically acclaimed HBO series "Looking". When he accepted his award, Groff spoke of living as a closeted gay man all throughout Spring Awakening and explained how he found himself living in fear and not thinking in his right mind. "When I finally left Spring Awakening I finally came out of the closet and my life changed for the better," said Groff. "Playing Melchior in the show cultivated a side of my personality that did not previously exist; tools that I found by stepping into his mind eight times a week gave me the ability to come out to my friends and family."

"Our most powerful weapon for change and acceptance is personal stories," said Groff, "by shining a spotlight on Point Scholars I think the foundation is celebrating the stories of all the brave, courageous students no matter what career path they take." To all the Point alumni present at the ceremony, Groff said he "wor-

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The Point Foundation ∞ The Folk Art Museum ∞ Mercy College ∞ The City College of NY

GUEST WRITER

POEM

By DIANA BILEZIKIAN

*Our bickering was interesting
As ever I was listening
It gave me ideas
And that's not a lie
So I gave them a try
And then I felt good
Hoped to help others too
Just to tell me your problems
And I'll know what to do*



*Always late for work
Get an alarm clock
And then you have time
To organize your socks
So I write any book
No matter what weather look
For any enjoyable time
As I now shall end my time*

ships their ability to speak their truth", a sentiment that was echoed by the applauding crowd.

The final award, the Point Courage Award, was presented by Gaby Hoffmann to her Transparent co-star Jeffrey Tambor alongside Transparent Director Rhys Ernst. An advocate with consistent, outspoken support for the transgender community, Tambor dedicated his award to the Point Scholars saying, "You are the courageous ones in the room. You are the hope of the future, and I am so proud to stand here tonight as your ally." The Point Courage Award recognizes an individual who advocates for the future of the LGBTQ community. "We salute you, and we beg you," Tambor finished, "to change the world."

The event raised over half a million dollars for Point, the nation's largest scholarship-granting organization for LGBTQ students of merit. "While we are benefitting from advances in LGBTQ equality, we should not forget that the immediate obstacle so many young people still face is getting a good education," said member of the Point board Mitch Draizin; "without family or community support, often young LGBTQ students cannot access the quality education they need to advance themselves. Point Foundation exists to provide that support. There's enough adversity in society already without compounding matters by keeping a degree and a professional career beyond young people's reach." #

The Center for Educational Innovation Explores Equity and Education

By LYDIA LIEBMAN

The Center for Educational Innovation (CEI) recently hosted Alan Blankstein and Pedro Noguera at the Harvard Club to discuss their latest book "Excellence Through Equity". With Seymour Fliegel at the helm, CEI is a nonprofit education organization that strives to advance meaningful reforms in public education and bring to the forefront cutting edge topics.

In "Excellence Through Equity," co-authors Blankstein and Noguera illustrate that equity is the most powerful means available to lift children to higher achievement. In their talk, they discussed their different upbringings, their opinions on equity and education, and the journey that led them to co-author their book.

Blankstein is an award-winning author and educational leader who has served as President of the HOPE Foundation for 25 years. An author of 18 books, including the best-selling "Failure Is Not an Option: Six Principles That Guide Student

Achievement in High-Performing Schools", Blankstein has provided keynote presentations and workshops throughout the United States, United Kingdom, Africa and the Middle East. During the talk, Blankstein described his own difficult childhood growing up in foster care and eventually a group home. "The interesting thing about all of that is not only getting out and having this tragic story but learning through all the kids I was with," said Blankstein. "Nobody has to lose because there are so many strengths in other areas," he said. "You just have to tackle those strengths." He described an extended trip to Africa as being a turning point in his life.

"We need to stop ranking people and say that we can improve this system," Blankstein implored. He cited the growing rate of homeless children, 8 percent and 1.25 million children, as evidence of growing equity problems that he



Sy Fliegel

considers unfair. "The one size fits all approach to schools isn't the winning game plan," he said. Also presented was the startling fact that by the beginning of sixth grade, low income kids have six thousand hours less of learning time compared to those more well off.

Pedro Noguera is the Peter L. Agnew Professor of Education at New York University and holds tenured faculty appointments in the departments of Teaching and Learning and Humanities at the Steinhardt School of Culture, Education and Development at NYU Steinhardt. He is also the Executive Director of the Metropolitan Center for Research on Equity and the Transformation of Schools as well as an author of 8 books and more than 150 articles.

"Equity and excellence are often seen as two separate things," said Noguera during the luncheon; "all the trends in this country are toward

inequality and that's why when we ask our schools to serve all kids they mostly fail." He explained that a lack of resources results in underserved children. He stressed that until schools recognize that they cannot do it themselves the results will remain the same. According to Noguera, "Excellence Through Equity" shows that positive change can occur and that there are places where it's being done.

Noguera highlighted the Atlanta Cheating Scandal, the famous case where principals and teachers in the Atlanta Public School System cheated on state administered standardized tests, as an example of a broken system where the pressure to raise tests scores can result in negative outcomes. "When you tell people that their jobs depend on how well they perform you're going to see people cheat," he stated.

"Excellence Through Equity" explores these issues and more with various examples and case studies. #



College Guidance: Just Buy the Harvard Bumper Sticker

By JAYME STEWART
& JANET ROONEY

Restless leg tapping, chewing on thumbnails, nervous twitching—these are all symptoms of the weary and worried students about to apply for colleges, but they need not fear; the College Guidance Program here at York helps students to become more independent and grown up through this dynamic and detailed process starting in their junior year.

“The college guidance class helps kids to start thinking about the process. The next four years is a \$200,000 +/- investment, so it’s an important thing to start researching and shop wisely.

Mrs. Stewart and Ms. Rooney (our College Guidance counselors) feel strongly that the student is the “client,” meaning that the student should register for standardized tests, fill out their application, make appointments and learn to schedule interviews. Too much parent involvement can create more stress and lack of independence they will greatly need in college and life.

“I think the College Guidance Program really helps the students understand where they fit in outside of York Prep and in the world—who they’re competing against for acceptances. It also helps them understand their level of writing, and motivate them to work harder.”

As Ms. Rooney explained, the success stories that everyone expects to hear are not about the kids who have been accepted into Harvard or other Ivy League schools—though yes, they’ve



Jayme Stewart

accomplished this as well—rather it is about the students who find their match at a college that suits their needs, preferences, and the choices they want to pursue later in life in the outside world.

Students who wish to function and socially integrate in the outside world shouldn’t be afraid if they have a quirky learning style, rather it is these

types of children who tend to work harder than other students and lead them to great academic success. For the younger students in the 9th and 10th grades, at the present moment it is imperative they focus on good grades on being involved in the community, so that college understand they will be involved in their community.

Other importance factors include a sense of reality—knowing about the other students applying to the same colleges, actual GPA and SAT/ACT scores, and so on. Naviance, a sometimes useful tool, can help with its’ scattergrams of admissions statistics. Even though many students are frequently bombarded with stress and anxiety from other students and parents about getting into a good college, the anxiety and the stress is generally unnecessary. A good college is all about the match, not about where the student can get in. So, as the title suggests, if your parents are stressing you out, “just buy the Harvard bumper sticker” for your car and move on. #

Jayme Stewart and Janet Rooney are co-directors of the College Guidance Program at York Prep.

GUEST STUDENT EDITORIAL

The Inevitable Stress of Applying for College

By HALEY HERSHENSON

Many people grow up fantasizing about the day they finally get to apply for college, but when that day finally arrives, it’s not as fun as most people envision it to be. High school is a long, sometimes painful, yet exciting journey to discovering the path toward adulthood. It is also a time in which independence is gained. With many high schools having rigorous workloads, students often feel it can be stressful at times to excel. The stress only amplifies when the time comes to consider where to head after graduation.

One junior feels that, “Even though it’s fun, I definitely think it’s stressful, because while I have my AP/regular classes, clubs, tutoring, SAT prep, etc. I also have all of this stress, especially from my family, about what major I want to apply for exactly and what college fits me.” It is also challenging to manage your time between succeeding in your current classes and planning for your future ones, but it’s not impossible.

Another student believes that, “It’s scary to think about because all of a sudden it’s all about going to college; it’s like a second ago I just got into high school and now it’s all about where I go after high school.” It may start to seem relentless

to hear about college and what perhaps could “look good on a college application” but thinking this way is just an inevitable part of the college application process.

A College Counselor, when asked how important junior year is regarding the college application process, responded, “Junior year is the time to build up your transcript, focus on the SATs, and present yourself to colleges.”

There may be some pressure regarding how important your grades are in school when compared to the name and reputation of your school. Although, according to a College Counselor, “the name of your school matters, but your grades definitely matter more since your transcript tells a story.” With that being said, you can relieve yourself of the pressure that you have less of a chance at getting into a college when compared with a student who attends a specialized high school.

At times, it may seem like a lot to handle. It will also probably start to get tiring to think about everything related to college. Although, all the hard work you put in when applying for college will definitely pay off when that acceptance letter finally arrives in the mail!#

Haley Hershenson is a HS junior in NYC.

Virtual Enterprises International Receives \$1 Million Grant From New York Life Foundation

Virtual Enterprises International (VEI) announced that it will be expanding its efforts to create tomorrow’s business leaders and entrepreneurs by piloting a VE Junior Ventures Career Academy for middle school students with the support of \$1 million, four-year grant from the New York Life Foundation. The VE-JV Career Academy will immerse middle school students in hands-on entrepreneurial and work-based learning experiences that enable them to explore career pathways and begin developing business skills from a young age. The VE-JV Career Academy builds on VEI’s long-standing partnership with the New York Life Foundation and success in putting tens of thousands of high school students on the path to college and career through a live global business simulation that transforms students into business executives and classrooms into office environments.

An in-school program facilitated by classroom teachers, the VE-JV Career Academy will begin in the seventh grade by engaging students in real-world business projects that build applied technology skills. Eighth graders will create and run simulated companies that replicate the functions and demands of a real business. Middle school students will receive business coaching from VEI’s business partners, including employees from New York Life, as well as high school students in the VEI program.

In addition to building early career awareness about a variety of professions and the expectations of today’s workplace, the VE-JV Career Academy will provide opportunities for students to develop 21st century skills in problem solving, decision-making, time management, public speaking, financial literacy, teamwork, and applied technology. Extended learning opportunities will be integrated into the VE-JV experience and will include a Summer Business Leadership Camp for rising 8th graders hosted at a local college, where students will be introduced to the basic concepts of entrepreneurship, develop a concept paper for new a business, and pitch



(L-R) Phil Weinberg, Deputy Chancellor, New York City Department of Education; Iris Blanc, Executive Director, VEI; Dr. Charlotte Frank, Sr. Advisor, McGraw-Hill Education, Chair of VEI’s Board of Directors; Chivona Newsone, New York Life Foundation

their business idea to college faculty and mentors serving as “investors.”

“As we work to close the skills gap in the U.S. workforce through greater innovation in education, it’s critical that our efforts begin from a young age,” said Iris Blanc, VEI’s Executive Director. “By and large, few opportunities are available to middle school students to engage in learning that connects with their future pathways in the workforce. VEI is proud to be partnering with the New York Life Foundation to take a major step forward in our efforts to address career readiness.”

“We are pleased to support VEI’s program expansion into the middle school grades, which are a critical time for students and a key focus of the New York Life Foundation,” said Marlyn Torres, senior program officer at the Foundation. “All the educational research shows that these are make or break years for students in setting their course through high school and into postsecondary pathways. The VE-JV Career Academy will help young people from diverse backgrounds

continued on page 24

GUEST WRITER

MY VACATION TRIP OUT OF THE COUNTRY



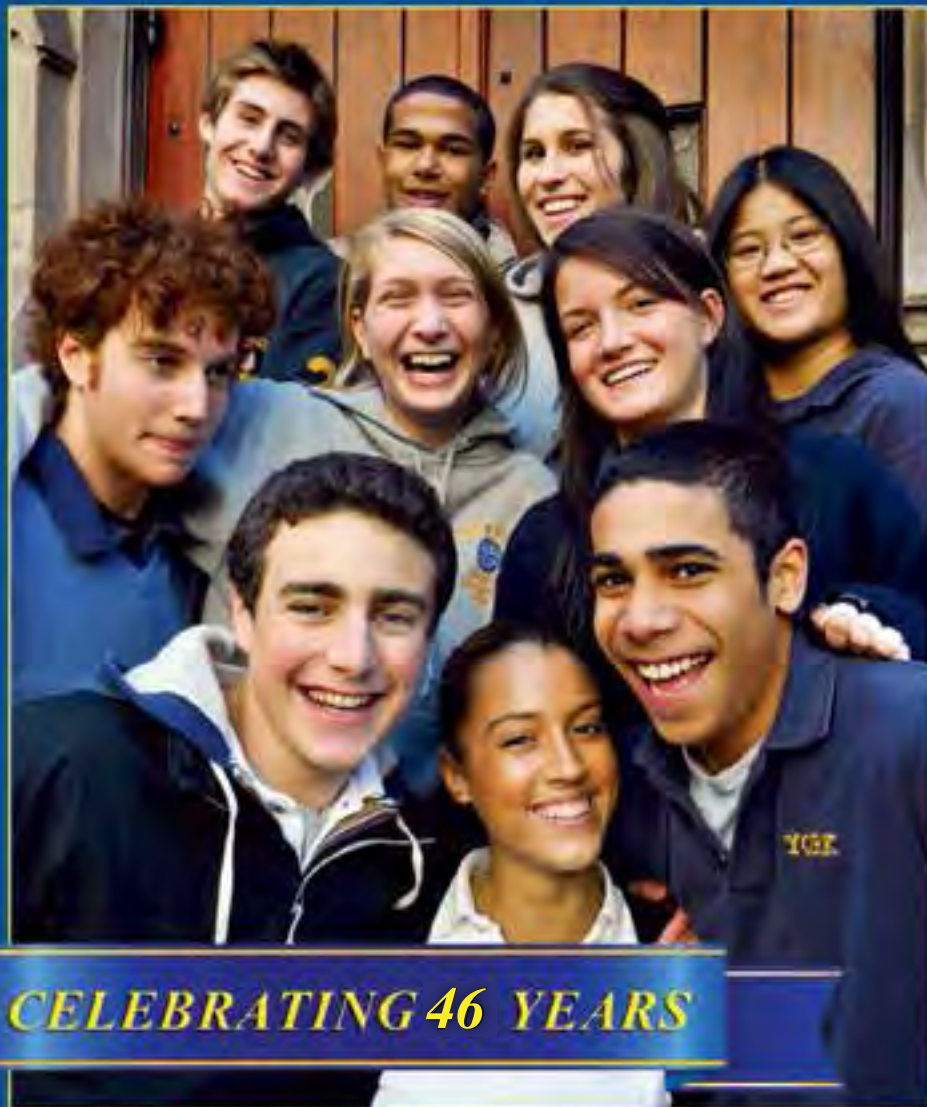
By DIANA BILEZIKIAN

My cruise with my father, sister, my aunty Pauline and her husband, and uncle Armen was fun. Our great big ship was called the M8C Divina and it had everything. The fancy ship had nice cabin rooms and balconies. They had concerts, parades, and shows on the ship. I also got to practice and actually did some Armenian dancing on the ship

with my aunty Pauline. And the meals were delicious on land. As the ship was parked; de-boarding it and we got to walk around. We took some more boat rides, shopped around, had fun on some beaches, and explored “Hell.” “Hell” wasn’t really hell. I hope that on land the sea captain got to take his coffee breaks. The ocean looked very dark and deep. What a fun cruise!

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EDUCATION UPDATE

OUTSTANDING EDUCATORS OF THE YEAR

JUNE 24, 2015, 9-10:30 AM at the HARVARD CLUB, NYC

*Attend, Participate, Contribute to Education in NYC***DEAR PRINCIPALS, SUPERINTENDENTS
& ADMINISTRATORS:**

EDUCATION UPDATE is proud to celebrate our thirteenth year of honoring teachers and administrators who excel in enriching the lives of children in classrooms around the city every day.

We are also honoring three Distinguished Leaders in Education who have spent their lives dedicated to education:

- CARMEN FARIÑA, Schools Chancellor, New York City Department of Education
- ERNEST LOGAN, President, Council of School Supervisors & Administrators
- RONALD P. STEWART, Headmaster, York Preparatory School

We are requesting that Superintendents and Administrators nominate Principals, Assistant Principals and Supervisors and that Principals nom-

inate Teachers. Our culminating ceremony for Outstanding Administrators and Teachers will be held at a breakfast at the Harvard Club in NYC on Wednesday, June 24, 2015.

The event provides medals and certificates to the Outstanding Educators of 2015 and the accolades of peers, colleagues, family and education leaders. It garners the attention of local newspapers and television. Teachers and Administrators are the backbone of our educational system and they deserve the recognition that EDUCATION UPDATE gives them.

To nominate a Teacher or Administrator go to www.EducationUpdate.com/awards
The deadline for nominations is May 20, 2015.

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

Sincerely,
Pola Rosen, Ed.D. & Adam Sugerman, M.A., Publishers

For sponsorship information go to: www.EducationUpdate.com/sponsor

HUNTER DEAN DAVID STEINER & UFT PRESIDENT MICHAEL MULGREW DISCUSS ISSUES IN EDUCATION

By MARIAH KLAIR CASTILLO

Recently, the CUNY Institute for Education Policy (CIEP) held a discussion with Dr. David Steiner, Director of CIEP and Dean of the Hunter College School of Education, and Michael Mulgrew, President of the United Federation of Teachers (UFT). Mulgrew has taught at the William Grady High School in Brooklyn.

This wasn't the first time Steiner and Mulgrew held such a discussion. In 2010, they teamed up with former NYC Schools Chancellor Joel Klein (whom Steiner has also hosted at CIEP), during Steiner's tenure as NY State Education Commissioner. Together, they helped NY State win \$700 million from the US Department of Education's Race to the Top competition.

The exchange began with reference to the aforementioned competition. Citing historically high graduation rates from the K-12 system and some (modest) closing of some achievement

gaps between different student populations, Steiner challenged Mulgrew to thank public school teachers for their hard work and the Obama/Duncan regime for its successful policies. Mulgrew was "happy" to do the former but only very partially the latter. He reflected, "All the states' economies across the country were devastated at that time, and the federal government's saying 'We'll give you a couple hundred million dollars to save your education system.'" Since 2010, he went on, "all things went awry; the only thing that we actually got was the testing. It really was a major missed opportunity, because a majority of the money ended up in state accountability systems and not into teacher training or curriculum development."

Steiner noted that New York had been the only state to put "millions of dollars" for curriculum construction into its Race to the Top proposal. "The challenge, in part," he stated,



(L-R) Michael Mulgrew & David Steiner

"was that teachers were divided on whether they wanted a curriculum given to them or to design it themselves." Mulgrew replied, "I don't think it's a great divide. They would like a curriculum to work from, and then to be allowed customize it to suit the students they are serving."

Their conversation then moved to the Common Core Standards. "Clearly the standards are in some political difficulty. What's going on?" asked Steiner. Mulgrew answered, "The politics went wrong because the adults weren't doing their job." He recalled testifying for the Common Core at the state level over the past five years. In his first year, he argued that a curriculum must be built to accommodate the new standards at least two years before testing is implemented.

**The rest of this article
can be read online at
www.EducationUpdate.com**

CARMEN FARIÑA

SCHOOLS CHANCELLOR, NYC DEPARTMENT OF EDUCATION

Carmen Fariña has been chancellor of the New York City Department of Education since January 2014. During her five-decade career, she has worked in roles ranging from teacher and principal to district superintendent and deputy chancellor, distinguishing herself as an innovative educator committed to helping students, teachers, and principals excel.

Ms. Fariña aims to work collaboratively with parents, educators, and other stakeholders to ensure that all students graduate from high school prepared for college, careers, and futures as productive, critically-thinking adults. Her vision for the City's public schools is embedded in four pillars: to improve student achievement by providing high-quality instruction aligned to the Common Core State Standards; to bring dignity and respect to the craft of teaching and school leadership; to engage parents and families in every aspect of school life; and to create new collaborative and innovative models.

Ms. Fariña holds a bachelor of science degree from New York University and master's degrees from Brooklyn College (in bilingual



education), Fordham University (in gifted/arts education), and Pace University (in administration and supervision). She is the co-author of *A School Leader's Guide to Excellence: Collaborating Our Way to Better Schools*.#

RONALD P. STEWART

HEADMASTER & CO-FOUNDER, YORK PREPARATORY SCHOOL

Ronald P. Stewart is the Head of York Preparatory School in New York City. The winner of an open scholarship to Wadham College, Oxford University, Mr. Stewart graduated with a B.A. in 1965, a B.C.L. in 1966, and an M.A. in 1969. A Harmsworth Fellow at the Middle Temple in London, he was called to the Bar in 1966 and practiced law as a barrister. Mr. Stewart was the Junior Counsel for Charles Kray in what was then the longest criminal trial in England since 1945.

While successful as a barrister, Mr. Stewart, together with his wife Mrs. Jayme Stewart, an American teacher, elected to pursue another passion, namely, to provide an educational setting where students of all abilities could feel challenged and empowered to succeed. They set off to open a school in New York City and founded York Preparatory School in 1969 with the philosophy that a school should



offer a program of superior education and should strive to instill in its students a strong

PRESIDENT ERNEST A. LOGAN

COUNCIL OF SCHOOL SUPERVISORS AND 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.

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

sense of personal worth. To that end, Mr. Stewart has engaged with seniors every year in his Ethics class. York Prep is acclaimed as a model school of unqualified success. Mr. Stewart has been at its proverbial helm for 46 years as Head, working with his wife who is the Director of College Guidance and the author of *How to Get into the College of your Choice: And How to Finance It* (William



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 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.#

Morrow). Together, they have ensured that the atmosphere remains challenging in a traditional setting, yet caring and flexible enough to meet the needs of each individual student. Compelling evidence of the success of these values is found year after year in the graduates and their college admissions, a tribute to two fine educators: Mr. Ronald Stewart and Mrs. Jayme Stewart. #



Redesigning America's Community Colleges: A Clearer Path To Student Success

*Redesigning America's Community Colleges:
A Clearer Path To Student Success*

By Thomas R. Bailey, Shanna Smith Jaggars,
and Davis Jenkins

Published by Harvard University Press, April 9, 2015: 304 pp.

By **MERRI ROSENBERG**

This is a good time to be in the community college space.

Long relegated to stepchild status in the higher education world, in the post-recession world increasing attention has been paid to the role community colleges can play in re-tooling students' skill sets and providing opportunities for meaningful work and higher income.

With 10 million students enrolled in community colleges, representing almost half of America's undergraduate population, community colleges are an essential building block in providing a post-secondary school education.

Community colleges were originally designed and developed to improve access to higher education for non-traditional students, or students who had historically been under-represented in traditional colleges and universities. With a focus on access, and often remediation, less attention was given to ensuring that students actually completed those degrees or pursued a bachelor's degree. Academic planning was haphazard, or non-existent; financial advising was often lacking, and as a result, fewer than four in ten community college students earn an associate's degree, or even a certificate, within six years.

Such failure is unacceptable to the authors of this comprehensively researched, thoughtful and significant study of what's wrong with community colleges and what can be done to fix them. As academics and researchers of the Community College Research Center at Teachers College, Columbia University, they are well equipped to examine the issue and provide useful insights.

As the authors note, "Research on organizational effectiveness in and outside of higher education indicates that, in contrast to the disconnection and isolation that characterize the cafeteria college structure, high-performing organizations implement their 'core functions' in a coordinated, complementary fashion that is aligned with organizational goals."

The problems are clear: too many choices for students, without a focused pathway to achieve graduation and further training for their chosen careers; short term advising instead of exploring students' long term goals; adjuncts, who may be excellent teachers, but who aren't always connected to the institution and have no time to help students who struggle with time management or have academic issues beyond the scope of a particular class, and even a reliance on on-line instruction, which distances students from their experience, among others.

Some of their suggestions include having states' ensure that two-year colleges and four-year colleges work together, to make transfers and transitions easier. More resources would help, too, and the authors argue that the return on investment resulting from more community college students completing their degrees would more than offset any costs.#

EDUCATION UPDATE Interviews Sherry Simpson about Dominion of Bears

By **KISA SCHELL**

For Sherry Simpson, a woman who went to school with dreams of becoming a marine biologist, ursinology was a field that seemed both unexpected yet familiar at the same time. Her serendipitous journey through life has enabled her to combine her interests with science and writing to produce her latest, award winning book, *Dominion of Bears*. She is receiving the prestigious John Burroughs 2015 Medal for Distinguished Natural History Book at a special ceremony at the American Museum of Natural History.

Having grown up in Alaska, Simpson mentioned how ubiquitous bears were in her everyday life. It was common for bears to be in the area, sometimes scouring through dumpsters for their next meal. She recalls her first up-close encounter as being in her neighbor's garage, seeing a dead bear that had been shot for reasons she can no longer recall.

Although it may not seem so, Simpson, like most of us, was afraid of bears for most of her life. It wasn't until she accompanied a crew of biologists on their expedition to Admiralty Island that she realized bears were more than the predators they are often made out to be: "One of the bears they captured was a female with cubs and helping them with these bears and getting to touch them, to see them, and to listen to these cubs nearby, bawling for their mother had a huge effect on me. For some reason, it made me stop being afraid of bears. I saw them as animals and not as the horrible boogymen in my mind." While on the island,

Simpson helped biologists sedate bears to place radio collars on them for research. This experience, being able to touch and interact with live bears, allowed Simpson an entirely new glimpse into a world that is unknown to most.

Her intimacy and expertise in the realm of bears is reflected in her new book, *Dominion of Bears*. Simpson describes how the relationship between human and bears allowed her to structure her work into ways that broke down previous barriers and misunderstandings: "I was interested in our ideas about bears and why we think of them the way we do and all the different ways we enlist them into our own stories, whether they're happy, fun yogi-bear characters or scary stories. I wanted to explore the way we think about them and the way we use bears and the idea of the bears in our own life, as well as look at how a bear conducts itself through life. So trying to play with those two different lines of thinking—how a bear actually lives vs. how we think of bears—helped me decide how to organize the book." Simpson incorporated both western and indigenous beliefs in a historical understanding of the relationship between humans and bears, a relationship that has spanned tens of thousands of years in numerous parts of the globe. She also gives readers an insight into the social structures of bears that are not often discussed or brought to light.

Although it is clear that the state of Alaska has had a huge influence on Simpson's life and interests, she believes she would have still ended up in the same field regardless of her

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REVIEW OF *Growing Up Jewish In Alexandria: The Story of a Sephardic Family's Exodus From Egypt*

*Growing Up Jewish In Alexandria: The Story
of a Sephardic Family's Exodus From Egypt*

By Lucienne Carasso

By **MERRI ROSENBERG**

There is no shortage of memoirs about the complicated, fraught and often tragic experiences of European Jews from the middle of the 20th century. For most of us here in the United States, and specifically in the New York metropolitan area, that ongoing wave of Eastern European migration formed and continues to inform the culture and fabric not only of Jewish life here, but New York itself.

Less common, however, is a sense of what happened to our Sephardic cousins, especially those who lived in Middle Eastern Arab lands.

There is the brilliant and compelling work by Lucette Lagnado and Andre Aciman, of course, but Ashkenazi dominance mostly holds sway.

A welcome addition to offering another look at Jewish diversity comes in this self-published memoir by Lucienne Carasso.

She grew up in Alexandria, Egypt, during a relatively privileged moment for the city's Jewish community—at least for a while—surrounded by a large, extended family of aunts, uncles and cousin. As Carasso explains, "I decided to write my memoirs to capture the history of my family's sojourn in the land of Egypt. Like the ancient Hebrews, our sojourn was ended by the exodus of an entire community..."

**The rest of this article
can be read online at
www.EducationUpdate.com**

REVIEW OF *Asia: The Next High Education Superpower?*

Asia: The Next High Education Superpower?

Edited by Rajika Bhandari and Alessia Lefebure
Published by The Institute of International Education, NY

By **MERRI ROSENBERG**

There's no mistaking the pointed salvo hurled at the American higher education establishment.

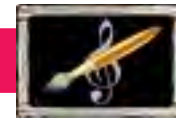
The opening sentences of the first chapter baldly state, "The 21st century will be the Asian century. This is overdue and inevitable. A surge of investment in higher education is already taking place in Asia, which will accompany the emergence of the Asian century."

For decades, top students from Asia—notably from China, South Korea and India—came to the United States for graduate degrees, especially in science and technology fields. Currently students from these countries comprise 64 percent of the international student population

in the United States. Many American colleges and universities have relied upon these students, and their infusion of tuition dollars, to support their programs financially, as well as provide a steady supply of teaching assistants and researchers.

As this provocative volume suggests, the landscape is shifting. As the editors suggest, "When we look at its [Asia's] rise through the lens of academic mobility, a clear pattern emerges: many of the Asian faculty who return to their country of origin to take leadership positions have studied in the United States and obtained their PhD at a U.S. or European university; many post-secondary students in Asia plan to at some point continue their education overseas, likely in the United States or Australia..."

**The rest of this article
can be read online at
www.EducationUpdate.com**



Just For Laughs: A Dive Into New York's Bubbling Comedy Scene

By LYDIA LIEBMAN

If one is looking for laughs, there are few better places than New York City to find them. Every night in New York there are dozens of opportunities to hear great comics ranging from bar shows and free open mics to showcases at clubs and theaters. McCarton Ackerman has been an active member of this unique ecosystem for the past three years and since December, has been working to create opportunities for other comics with his monthly showcase at Stairs Bar at 193 East 2nd Street.

McCarton, who is a full time writer for the US Tennis Association and many websites related to addiction and recovery, has been performing since July 2012 as a result of a childhood love for stand up featured comedy central specials. "I always thought of doing stand up but I just didn't have the guts," said McCarton. He described a comedy class he took in June 2012 as a turning point that inspired him to keep going. "It was the most supportive environment I've ever been in," he said, "and for the first time doing it, it wasn't so bad; I started to think there was something there." He went from performing every other week to spending multiple nights a week on stage.

Baring your soul in front of strangers is not easy and sometimes does not go as planned,



McCarton Ackerman at Stairs Bar

which is a scenario McCarton has faced many times. "The first time I did a show that bombed I couldn't get out of bed the next day because I was so embarrassed," he said, "but over time it started to sting less and less. The quickest way to get over it is just to get right back on stage." He explained that ultimately, it is your last performance that is remembered and when the next show goes well, it quickly erases the failure of the last one.

McCarton cited the late Joan Rivers as a major inspiration to him and recounted a story where she gave him a pointer that stuck: it takes seven years to make it. "She was so nice," described

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National Endowment for the Arts Honors Four New Jazz Masters

By LYDIA LIEBMAN

The National Endowment for the Arts Jazz Masters Fellowship is the highest honor that the United States bestows on jazz artists. Since 1982, the program has annually elevated to its ranks a select number of living legends who have made a significant contribution to the art form. This April, the NEA honored jazz musicians Carla Bley, George Coleman, Charles Lloyd and jazz advocate Joe Segal at the annual ceremony held at Jazz at Lincoln Center.

The ceremony, hosted by four time Grammy award winning bassist Christian McBride, featured remarks from NEA chairman Jane Chu as well as Jazz at Lincoln Center Artistic Director and NEA Jazz Master Wynton Marsalis, who expressed appreciation to the NEA for holding the ceremony at JALC for the past seven years.

The first award of the night was presented to pianist and bandleader Carla Bley. Born in Oakland, California, Bley moved to New York at age 17 and became a cigarette girl at the legendary jazz club Birdland. According to Bley, Birdland is where she gained her education about jazz and met many of the musicians she would eventually begin writing for. "The first time I heard jazz I was fatally attracted to it," said Bley upon receiving her award, "...this is an unexpected honor." After her acceptance



(L-R) Charles Lloyd, Carla Bley, George Coleman, Joe Segal & Jane Chu

speech, Bley played her own composition "Up and Downs".

The second honoree of the night was saxophonist George Coleman, who has played extensively with Miles Davis, BB King and Herbie Hancock, among others. During his acceptance speech, Coleman told of his upbringing in Memphis and his move to New York, where he would often play concerts from 9pm to 4am nightly. "I've been playing bebop all my life," he said, "and everything I've done since the first gig in Memphis I have felt good about."

After a dedication to fallen NEA Jazz Masters led by vocalist Cecile McLorin Salvant, the ceremony

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Dale Lewis: Onward and Upward

By JOAN BAUM, Ph.D.

When Dale Lewis says the mantra that's guided his life's work in arts education is Teach With Love, you can believe it because that passion has been on remarkable display for the 32 years that he's been inaugurating, enhancing and expanding programs for children and teachers at Usdan Center for the Creative and Performing Arts, one of the most celebrated arts camps in the country. But after this summer, the esteemed director will be stepping down, leaving an extraordinary legacy of curricular innovation and facilities expansion on the camp's 200-acre woodland campus in Wheatley Heights, Long Island. He'll be taking his skills in program development, fundraising and collaboration to the new Arts Reach Fund at Long Island Community Foundation, seeing the move as a time for Usdan to address new needs and giving himself an opportunity to "define and fund" new methods of arts outreach. One goal, for example, is to provide opportunities for kids in need to be able to transition from high school to college or conservatory, encouraging them to think about sharing their passion for the stage as career arts teachers. Hardly severing ties with Usdan, however, which will always have his heart, Lewis is sure to find himself working collegially with former colleagues as he pursues new challenges.

Arts Reach is a new fund at Long Island Community Foundation, a non-profit based in Melville LI, and itself a division of The New



York Community Trust, "one of the nation's oldest and largest community foundations" which is devoted to connecting donors with charitable organizations to address a wide range of regional needs. For Lewis, few could be greater than encouraging young people to appreciate the arts by supporting the needs of inspirational teachers. He is proud of Usdan's professional faculty, one that realizes his view that "all children deserve access to great teaching." At Usdan, Lewis says, we believe that "study in the arts enriches the spirit and leads to the arts as a companion for life" as the Center provides opportunities for children of any race or color to develop artistic skills regardless of their level of talent." A focus of his plan for Arts Reach will be to support smaller arts organizations in order to expand their circle of support. In some cases, Lewis notes, such organizations

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"Do This One Thing For Me," Jane Elias's Solo Love Letter To Her Father at TBG Theater

"Do This One Thing for Me," Jane Elias's poignant solo play of self-discovery through her relationship with her father, a Holocaust survivor, will be reprised in a special four-week engagement at The TBG Theatre, 312 West 36th Street, from Thursday April 9 until May 3. Written and performed by Elias, with direction by Tracy Bersley, "Do This One Thing for Me" dramatizes the delicate balance between family legacy and a quest for independence that the children of survivors must often strike.

The show's four-week Off-Off-Broadway engagement plays from Thursday April 9 through Sunday May 3, with an opening set for Sunday April 12 at 3pm. Tickets are now on sale through www.brownpapertickets.com

In her affecting story in which she pirouettes through her Long Island upbringing and her rich relationship with her father, Beni, a Greek Jew who survived Auschwitz and Bergen-Belsen, Elias describes, with both humor and a growing sense of longing, her dilemma at not being able to grant her father's wish that he live to dance the first dance at his daughter's wedding. Now 70 years since he lost almost everything, and four years after his death, father and daughter are still joined in a transcendental pas de deux

in which promises to the departed are still meant to be kept.

A love letter to her dad, "Do This One Thing for Me" traces a commitment to fulfill the promise of family even if this might be practically impossible.

Aasif Mandvi of The Daily Show says, "Do this one thing for me: Go see 'Do This One Thing for Me.' Trust me! It's one of the best solo shows I have ever seen."

The production design team includes Renée Molina (lighting design). Farrah Crane is the production manager.

This year marks the 70th anniversary of the liberation of the camps, and coincides with Yom HaShoah (Holocaust Remembrance Day), which begins on the evening of April 15, the day that Beni Elias was among those liberated from Bergen-Belsen by the British army in 1945.

"Do This One Thing for Me," seen in a one-week run at Access Theater in January 2014, was originally developed in Matt Hoverman's Go-Solo workshops.

Elias's poetry and fiction have appeared in publications including Washington Square, trans lit mag, podium, and The Southampton

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MOVIE REVIEW

Far From The Madding Crowd
On the Silver Screen

By JAN AARON



Teaching literature to kids can come alive with this nice, concise, engaging new screen adaptation of Thomas Hardy's 1874 novel "Far From the Madding Crowd." This century's pinch of feminism is the only contemporary touch here and it blends in. It's still the story about Bathsheba Everdene (Carey Mulligan), a feisty independent and spirited young woman in Victorian England's West Country who is courted by three men, each with pluses and minuses. Thomas Vinterberg deftly directs the cast and sets the action in real Dorset to give us a sense of a bygone world.

Somewhat like Scarlet O'Hara but less passionate in attachment to her land, Bathsheba projects an imposing presence. Galloping on horseback onto her forlorn estate in chic brown leather jacket, she is dead serious about restoring the place. She's assisted in this endeavor by the rugged, handsome, industrious Gabriel Oak (Mathew Schoenaerts), rough-cut attractive but simple shepherd, who, out of the blue, asks her to marry him. Caught completely off base, she rejects him, firmly explaining she



doesn't want a husband, and adding if she did "I'd want someone to tame me." A firmly chastened Gabriel, whose dog also disappointed him by driving all of her sheep over a cliff, goes back to work on the estate.

Next in line is as a rejected suitor is her next door neighbor, the wealthy, stuffy serious neighbor with a sturdy moniker, William Boldwood (Michael Sheen), who impetuously proposes marriage, though he knows she won't agree.

Since she's looking for someone to master her she falls for a Sergeant Troy (Tom Sturridge), a dashing soldier in trim red jacket, who seduces her with his swordplay. His final

YOUNG WOMEN'S LEADERSHIP
NETWORK A PARTICIPANT AT
BARNARD COLLEGE

The National Coalition of Girls' Schools (NCGS) hosted a free event for New York City area prospective families and community based organizations to learn about the effectiveness and unique environment of all-girls schools. Participating NCGS member schools included The Brearley School, Chapin School, Convent of the Sacred Heart, Hewitt School, Marymount School of New York, The Nightingale-

Bamford School, The Spence School, and the Young Women's Leadership Network (YWLN).

Presenters included a welcome by Jennifer Fondiller, Barnard's Dean of Enrollment Management and Assistant Dean of the College, and a presentation of research by NCGS Executive Director Megan Murphy.

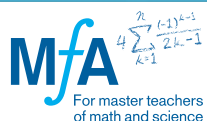
The 2014-2015 Girls' School Advantage program was sponsored by Girl Up, an innovative campaign of the United Nations Foundation. Girl Up gives American girls the opportunity to become global leaders and channel their energy and compassion to raise awareness and funds for United Nations programs that help some of the world's hardest-to-reach adolescent girls. #

thrust cuts off one of her fluffy curls and she's convinced he's the one to marry. But happily ever after, she not. He runs through her money, carouses, and barks orders at everyone on the estate to which he contributes nothing. There's also the fragile Fanny Robin (Juno Temple) the jilted bride who further complicates Bathsheba's already unhappy marriage to Troy.

What amazes here is the wonderful ensemble work of the entire cast, Craig Armstrong's evocative but non obtrusive score, Janet Patterson's stunning costumes, and Dorset setting imparting a sense of a bygone world.#

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Just For Laughs

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McCarton, “whenever I’m going through a rough period I think back to her advice.” Louis CK and Jessica Kirson, who recently headlined one of the showcases McCarton organized, were also named as inspirations.

Organizing showcases is common practice in the comedy world and is something that McCarton has enjoyed doing immensely. “There’s no money involved so the currency is stage time, which is why comics do it,” described McCarton, “If I produce a show and have a person on the line up, when they produce a show they’ll probably extend the same courtesy.”

One of the comics McCarton has featured in his showcases frequently is Patrick Holbert, a comedian from Hudson Valley, Ulster County New York who currently lives in Brooklyn. Patrick performed in his first open mic in the summer of 2000 but didn’t pursue it seriously until about two years ago, after spending the previous twelve years working in television production. March 5, 2015 marks a year of

doing stand up every single day. “It’s great to perform around other comics,” said Patrick of McCarton’s showcases and those that are similar, “There are certain places where it’s much more competitive and while there’s certainly something to be learned in tough rooms it’s nice to be around positivity that McCarton knows how to surround himself with. The spectrum of styles is so wide that I learn from watching everybody.”

For anybody who is considering becoming a stand up comedian, McCarton had simple advice: just do it. “There are so many people that want to try it but think they never could but they can,” said McCarton. He suggested starting with a class and then just getting up on stage at one of the many open mic’s happening every evening. “You don’t have to wait for someone to give you a shot; just jump in and see if it’s right for you.

“Unlike television, which in some cases can be artificial, comedy is so intimate,” said Patrick. “It can be incredibly beautiful or totally demoralizing and depressing, but in the end, it’s real.” #

Dale Lewis

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are led by admired artists who would prefer not to be consumed by the burdens of administration and fundraising. Lewis will also be working with local public school districts, many of whose arts supervisors he already knows. He says that people don’t generally realize that many musically talented high school students come from families unable to afford private lessons that would prepare them for college auditions, or even the funds for such basics as transportation to the auditions. He hopes to help the schools support these students with grants for their most basic educational needs.

A former high school and college music teacher, Lewis believes in introducing all children to experiences that emphasize, for the youngest, “movement, singing and fun,” and, of course, in engaging parents as he did when teaching in Suzuki string programs. He takes a similarly humane and moderating line on Common Core content and skills, and he supports technology in music education, always focusing on the goal of inspiring learning that will generate independent, creative children who truly “love” their experiences in the arts.

Sherry Simpson

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upbringing, due to an inherent love for nature instilled by her parents. When Simpson is not writing about bears, she is teaching others how to craft their creative writing skills and hone their ability to write about place. Writing was an interest Simpson discovered later in her academic career, after realizing that biology was not exactly what she had in mind. When asked about how one might discover their own passions and career path, Simpson replied: “When you open yourself up, opportunities become available.” Despite her shy nature, she discovered that immersing herself in the journalistic process allowed her to speak with and interview others

without apprehension. Simpson also mentioned the impact other authors had on her work: “Annie Dillard’s *Pilgrim at Tinker Creek* had a huge impact on me because it was amazing to see someone couple their intellect with this imaginative use of language. To bring a landscape that was right in her neighborhood to life and to use that to think her way to bigger questions was huge for me.” She also cites Loren Eiseley as being a great inspiration and influence.

So is raising a baby bear next on her list of things to-do? Simpson wouldn’t take it off the table just yet, stating that it would be amazing to have the opportunity to raise a cub as her own. Time will tell what is in store, but we’re hoping for a sequel inspired by what it’s like to raise a bear cub in your home. #

Betsy! Explores Puerto-Rican & Appalachian Roots in Off-Broadway Debut

By LYDIA LIEBMAN

“Betsy!”, an original musical play by Pregones Theater and Roadside Theater just finished an electric run at the Puerto Rican Traveling Theater this past April. In 2002, Roadside’s Ron Short created a one-person show about how his Appalachian ancestors established themselves in North America called “Betsy.” In 2003, the show came to the Nashville Jazz Workshop where Beegie Adair, noted jazz pianist original from rural Kentucky, saw connections to her own family story. Beegie and Roadside created a new musical version of “Betsy” complete with a three-person cast and four-piece band.

In 2006, Roadside brought this version of the show to Pregones, where composer Desmar Guevara and the Pregones ensemble redeveloped the show yet again to elaborate more on the story of Betsy herself. This latest version, “Betsy!”, made its Off-Broadway debut on April 9 starring Caridad De La Luz as Betsy with Broadway veteran Elise Santora and Pat D. Robinson alongside musicians Desmar Guevara, Antonio Guzman, Sylvia Ryerson, Jonny Morrow and Willy Rodriguez.

“Betsy” explores the story of Bronx jazz singer Betsy forced to confront her twin Spanish Caribbean and Scottish Irish Roots with the help of the ghosts of six generations of American women, all played by Santora. The story chronicles Betsy’s heritage from 18th century Ireland to today’s Bronx, New York, presenting a unique tapestry of cultures that are not often correlated. “Being able to play Betsy was a true honor,” said Caridad De La



Caridad De La Luz with cast and musicians

Luz, “I saw it as an emotional séance that spoke through spirit, music, and dance about embracing identity, a dark past and forgiveness. This musical explored the resilience, suffering and oppression of women in a way that inspires and brings light to the darkest truths and experiences.”

Musically, the multi-continent influence is clearly noted in the rapturous score, which features elements of jazz, bluegrass, and Latin music. “I had an incredible time playing such a wide range of music for this show,” said drummer Willy Rodriguez, “the genre-bending score truly mirrors the narrative. It was a joy to play.”

Pregones Theater was founded in 1979 and has grown to boast more than 80 premieres in English and Spanish, 350 visiting artist presentations, and more than 500 touring credits. Roadside Theater, based in the mountains of Kentucky, has created the single largest existing body of drama about Appalachia with 60 new plays to its credit. #



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STEM Education

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held at Flushing Meadows Aquatic Center. Prior to the competition, students built stock underwater robots following an instruction manual with one variable of an arm and \$20. This STEM activity teaches students basic electrical, soldering, building, buoyancy and troubleshooting skills. At the competition,

students demonstrated public speaking, teamwork, pride, leadership and citizen skills. The BMSEA students were very successful as they won or placed in several categories. In late spring they will be launching their robots in Coney Island Creek.

The BMSEA has met several times to discuss STEM ideas and strategies. Several schools are raising oysters and gathering environmental and growth data. RCHS, on the other hand,

9-12) and FLL – First Lego League (grades 4-8). Recently, RCHS and Grady's Team #369 went to the FRC finals in St. Louis. Through their collaboration on BMSEA, JDHS's FRC Team #333 extended their volunteer engineering mentor to accompany RCHS' Team #369 to the First Championship in St. Louis. This is a great example of how the BMSEA alliance benefits schools and organizations mutually. Robotics here was a key to STEM education and schools unlocked doors to communicate

Shunzo Ohno: Never Defeated

By LYDIA LIEBMAN

Music has always been a part of Shunzo Ohno's life. When doctors told Shunzo that he will never play trumpet again, he said "without music life is not worth living." Shunzo was born in Gifu Prefecture, Japan to poor family. "When I was 13 I watched a movie called 'Trumpet Boy' and this movie had a huge impact on me," said Shunzo. After picking up the trumpet in high school, it became his prime focus. In 1973, famed drummer Art Blakey came to Japan and hired Shunzo to play with him. This experience led him to New York City.

After some initial hardship that brought Shunzo to the brink of homelessness, he found success after much perseverance and patience. His musical career began to take off with a number of tours and he eventually went on to record two Grammy winning recordings.

After many years of success, his career took a turn. In 1988, Shunzo was in a grave car accident that permanently damaged his teeth and lips. He was told that his injuries would never allow him to play trumpet again; a notion Shunzo rejected. "All I remember is smashing my face into the window," said Shunzo, "I lost all feeling in my lips. Everything was different." Despite these setbacks, Shunzo relearned how to play his instrument and completely transformed his playing.

Tragedy struck Shunzo again when, in 1996, he was diagnosed with stage



4 throat cancer. He immediately underwent radical neck dissection; a procedure that removed more 125 muscle structures in his neck, face and shoulders. For five years, Shunzo underwent intense therapy and radiation but his love of music persevered. Despite losing muscle support in his lips, Shunzo relearned to play for a third time. During his time in the hospital, he was invited to play at the legendary Carnegie Hall. "I thought that even if my cancer is cured, if I can't play the trumpet there's no reason to live," said Shunzo, "and this performance was my declaration that I would win this battle." Ignoring the advice from his doctors, Shunzo left the hospital to perform his composition "Musashi" at Carnegie Hall. "Musashi", which was composed after his car accident, is a testament to will power and perseverance. In 2014, Shunzo became the first jazz artist and first Japanese artist to be awarded the the grand prize in the prestigious International Songwriting Competition with "Musashi." #

Shunzo Ohno will be performing at the Cutting Room on June 17. A short documentary about his life will also be shown.

is raising horseshoe crabs and working closely with Molloy College, while the NYC DEP is raising trout with JDHS. Many schools are involved in multiple robotics competitions, such as NYCFirst's FRC – First Robotics Competition (Grades 9-12), FTC – First Tech Challenge (grades

9-12) and FLL – First Lego League (grades 4-8). Recently, RCHS and Grady's Team #369 went to the FRC finals in St. Louis. Through their collaboration on BMSEA, JDHS's FRC Team #333 extended their volunteer engineering mentor to accompany RCHS' Team #369 to the First Championship in St. Louis. This is a great example of how the BMSEA alliance benefits schools and organizations mutually. Robotics here was a key to STEM education and schools unlocked doors to communicate

and to help each another. Moving forward, BMSEA schools are collaborating with partnering organizations on a marine education / volunteer cleanup event where robotics will be featured in helping to clean up the beach at "It's My Estuary Day", taking place on Saturday, May 30th from 10am-4pm in Kaiser Park, Brooklyn.

STEM education is now more important than ever for students to gain access to the "gold collar" jobs of the future, and the BMSEA alliance helps in providing many opportunities for them. We are sharing resources among schools and organizations to bring more STEM activities to local youth. A STEM pipeline has been created from kindergarten to college through the BMSEA. One of our goals is to connect internships and training for students as they transition into the current workforce.

Lane Rosen is a science teacher at John Dewey High School, NYSMEA President and BMSEA STEM Collaborative Coordinator.

NYSE: Learning How to Make Sense Out of Dollars and Cents

By MARIAH CASTILLO

Recently, W!se, a national organization focused on financial literacy, honored the schools that ranked at the top of the 100 Best W!se High Schools Teaching Personal Finance in a celebration held at the New York Stock Exchange. Thomas Farley, President of the NYSE, spoke about the history of the institution and the importance of making participation in capital markets more accessible: "The New York Stock Exchange will benefit most when everybody's benefiting, so education and financial literacy are big causes for the Exchange."

He also pointed out that education is "the single biggest determinant" in economic prosperity; people born in the bottom two quintiles economically are more likely to reach the top two quintiles with a sound education.

Phyllis Frankfurt Perillo, President and CEO of W!se, gave the opening address, congratulating the administrators, teachers, and students in attendance. Perillo praised the W!se network of schools: "We are truly grateful for your significant role in helping to make financial literacy certification a success."

However, Perillo also pointed that while more students in the W!se network are financially literate, the state of financial literacy in the United States is dismal. She cited the 2014 OECD PISA financial literacy test, which was taken by teenagers all over the world. The American students only answered 18 percent of the questions correctly, and the US placed 9th out of 65 countries and regions that participated. To make matters worse, the Council for Economic Education recognizes that only 17 out of 50 states have a high school financial education requirement. The poor state of financial literacy education in

the United States makes W!se an important asset to the education community.

Two students, Tateonna Lashay Terrell from Richards Career Academy in Chicago, Illinois and Kirandeep Kaur from Townsend Harris High School in New York, spoke about the importance of W!se in their lives. Terrell said, "Being a student who is about to enter college and begin my next phase in both my education and young adulthood journeys, the knowledge of personal finance provides me with a solid foundation to support my success throughout these journeys. I have a personal finance foundation to build on, and that helps me to feel confident that I will succeed."

Kaur echoed many of Terrell's sentiments. "I'm a senior going on to college, and I know this is the time that we're going to be making financial choices, whether it's paying bills, getting a job, shopping, but most importantly, focusing on student loans and debt. I've read that this test is taken by more than 8,000 students around the nation, which means 8,000 students of the future generation are going to know how to make positive financial decisions."

Taylor Smith, member of the W!se Board of Directors and Managing Director of Boston Consulting Group, then announced the winners of the top high schools by size. This ranking system is new and this year, Utah County Academy of Science, Townsend Harris High School, and Aviation High School were the first schools to win the top small, midsize, and large high schools within the W!se network, respectively.

Sharon Epperson, Senior Personal Finance Correspondent of CNBC, gave the keynote address. Her lively speech started with her asking the students to rise as the rest of the room



(L-R) Phyllis Frankfurt
& Dr. Charlotte Frank

applauded them for their success, encouraging them to promote financial literacy education to their peers. She then elaborated on the state of financial literacy in the US. While she called the overall lack of financial education "a tragedy," Epperson did note some positive aspects: "When you look at millennials today, they're managing their money better than their parents. They're feeling more financially secure than their parents."

The problem she cited among millennials was their difficulty in making financial decisions for the future, asking "How do you encourage someone who is 18 that it's important to think about, right then and there, what they're going to be doing when they're 65? Many can't think that far in advance."

Epperson noted how changes in journalistic reporting are helping younger people become more interested in about finance. "People want

to take in this information in small doses," she stated, saying that a one minute video on saving for retirement got far more hits than a 2000 word article. "There's definitely interest in the subject matter, but the way to deliver that information is critical, that you have to deliver it in a way that the audience would want to accept, whether they're 18 or they're 48." Epperson further encouraged the audience to spread their knowledge to the youth through channels they access the most. For example, she suggested recording a personal finance class and putting it on YouTube.

Finally, Steve Wheeler, Director of the NYSE, and James Abry, CFO/Managing Director of SCP Worldwide and Vice Chair of the W!se Board of Directors, presented the top high schools ranking 2nd to 30th. Amy Springsteel, Director of Voya Financial, presented the W!se top high school to Aviation High School from Long Island City, New York. Since the 2003-2004 school year, almost 400 students have annually taken the W!se test, with 93 to 97 percent of them passing. Ninety-five percent of the 2014 seniors in Aviation passed. Principal Deno Charalambous graciously accepted the award.

This ceremony highlighted the brilliant successes of high schools in financial literacy. The need for financial literacy education is great, so the efforts of the W!se network of schools help prepare the next generation of leaders to make smart financial choices in the future.#

Urban Marine STEM Education

By LANE ROSEN

Urban marine STEM Education in Southern Brooklyn is providing opportunities for inner city students to explore the beauty of marine environments. Brooklyn is surrounded by the Hudson River, Jamaica Bay and the East River. The Rockaways are the only barrier between Brooklyn and the Atlantic Ocean. Jamaica Bay is a type of estuary called a salt marsh, or what marine educators refer to as a "living laboratory." There are many marine STEM activities that spark student interest and scientific knowledge along the NYC waterfront.

The Brooklyn Marine Stem Education Alliance, or BMSEA, comprises of a group of schools in South Brooklyn, NY. The BMSEA was created this year by John Dewey High School teacher Lane Rosen with help from Linda Curtis-Bey and Nancy Woods of NYCDOE's Department of STEM and Scott Krivitsky of PS 188. The BMSEA consists of John Dewey ("JDHS"), Rachel Carson ("RCHS"), Edward R. Murrow, Grady and Fort Hamilton High Schools, as well as, PS 188, PS 238, IS 228, IS 278, IS 281, and IS 303. At the initial BMSEA meeting, K-12 schools, colleges, science organizations, US Navy, politicians,



Students at John Dewey HS explore
biology with teacher Lane Rosen

city agencies and NYCDOE's Department of STEM collaborated on ways of educating students and teachers about real world learning opportunities and pipeline to careers utilizing our NYC urban waterfront.

The US Navy Sea Perch program was introduced to the BMSEA and seven schools participated in the NYC Competition in March 2015

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How to Deal With Prom and Graduation Season

By **DR. KAREN SOREN**

As the school year winds to a close, high school seniors and their parents can be heard breathing a collective sigh of relief. The major stresses of senior year—standardized exams, college applications and admissions, graduation requirement coursework—all start to abate and teens (and their parents) can relax a bit. Now is the time of “senior spring,” a period that starts with prom preparations and culminates with high school graduation.

This happy time can also be a dangerous time for our youth. With parties and celebrations abound, alcohol, an integral part of adult celebrations, is ubiquitous. A 2014 national survey of adolescents (<http://www.monitoringthefuture.org/>) revealed that by senior year in high school, 60% of teens had drunk alcohol in the past year, 41% had gotten drunk at least once, and 19% has engaged in an episode of binge drinking (drinking at least 5 drinks in one sitting).

Teenagers who drink alcohol often drink too much and are more likely to become intoxicated, finding themselves facing serious consequences: fights, vandalism, unplanned and unwanted sexual experiences.

Additionally, underage drinking, when combined with driving, can have a devastating impact on young lives. During prom and graduation months, a disproportionate number of adolescents are involved, and even killed in, traffic accidents.

Older teens can be particularly challenging when parents try to initiate conversations about safety. They may feel that they know more than their parents. Yet in spite of their physical maturity, they often have large gaps in their emotional intelligence and judgment. So how can parents help? Here are some suggestions:

1. Communicate- Start the conversation. Before prom or graduation festivities, ask where your child plans to go, and with whom. Discuss the possibility that alcohol will be present, and emphasize to your teenager that drinking is illegal at this age, and that alcohol use can be dangerous.

2. Be aware that alcohol is often easy to access. Reports show that teens feel they can access alcohol more readily as they approach their senior year. Make sure you don't become the point of access. Know how much alcohol you have in the house and where you keep it.

3. Discuss peer pressure/influence. Peer pressure often pushes good kids into making bad decisions, and alcohol can make things worse. Discuss your teen's plans for the night and have them check-in if there will be changes so that there is an opportunity for them to 'get out' of an uncomfortable situation.

4. Host a prom or graduation party— just don't include alcohol. Hosting a party can be a good thing, but providing alcohol can cause problems for teens and liability for the parent host. It is a myth that providing alcohol to teens at home is safer. Remember- it's not just driving—teens who are drunk are more prone to get into



Dr. Karen Soren

fights, be either the victims or perpetrators of sexual assaults, or get into other accidents that don't necessarily involve a car.

5. Don't make assumptions when it comes to drinking and driving. Have an active conversation with your teen about the physical effects of alcohol on driving ability with a focus on safety. Remind them of the zero tolerance law—that it is illegal for anyone under 21 to drive with any detectable alcohol in their bloodstream. Remind them not to ride with others who have been drinking.

6. Have a safety plan: make sure your teen has alternatives to driving if he or she has been drinking; discuss a 'code word' that can be used in regular conversation to get a teen out of a tough situation. During prom and graduation, teens often travel in groups.

7. Consider the future: Whether your teen is headed to college or the work force, bad decisions at key moments like at prom or graduation can influence the future. Arrests or convictions can affect the college application process or a job interview.

8. Ahhh, the Internet: Remind your kids that pictures on the Internet will be seen, and not just by you. So, if they choose to party with alcohol, remember that people with cameras or cell phones may be posting pictures, blogging about the night, or texting and emailing to friends.

9. If a teen comes home drunk, consider the Emergency Room. Hopefully, you will not get to this point, but there are some things to check for: If your teen 'passes out', cannot be woken up, has pinpoint pupils, or has shallow breathing, don't risk having him or her just sleep it off— contact the ER so an expert can make the call. It's safer to deal with the hassle than the consequences of a bad decision.

10. Remember to talk the morning after... Often, these kinds of events provide important learning experiences for teens. Give your child

Elizabeth Blackwell, MD First Woman Medical School Graduate

In 1849 Elizabeth Blackwell became the first woman to graduate from medical school. She opened the New York Infirmary located at East 7th Street near Tompkins Square Park now called Beekman Downtown Hospital. Twenty-seven years later, Sarah Hackett

Stevenson, MD, became the first woman physician to join the American Medical Association. Since that time, there have been many pioneering women physicians to acknowledge and many accomplishments to celebrate.#

Virtual Enterprises

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build a vision for their future and gain the skills and confidence needed to succeed in school and fulfilling careers.”

“I know firsthand how powerfully important it is for young people to enter high school engaged and interested in school. This partnership between New York Life and VEI will enable our young people to do just that – enter high school excited about their learning and move on to colleges and careers that will give them choices in their lives,” said Phillip Weinberg, Deputy Chancellor, New York City Department of Education.

The VE-JV program will launch in New York City in 2015 with at least two additional cities being selected as expansion sites between 2016 and 2018. In New York City, the pilot sites will include William McKinley IS 259 (Brooklyn), In-Tech Academy MS/HS 368 (Bronx), and MS 137 America's School of Heroes (Queens). NYL's funding will allow VEI to serve nearly 1,000 middle school students over the next four years and position the organization for further expansion. The launch of the VE-JV program falls within VEI's larger plans to scale-up a middle school-to-college continuum of programming over the next several years. #

A national non-profit, VEI transforms students into business professionals with an entrepreneurial mindset by bringing the workplace into the classroom. The organization currently serves 11,000 high school students in 350 schools across 18 states through its live global business simulation. In a year-long, credited course that leverages innovative technology platforms, VEI students establish and run simulated businesses that engage in trade as part of a dynamic global economy of 5,000 student-run companies worldwide. Students conduct market research, develop and write a business plan, design and implement an e-commerce website, and recruit and market to clients and customers. Regional and national business plan competitions and trade shows allow students to network with other VEI companies in person and apply and hone their business and communication skills. In addition to giving students a head start on jobs and careers, VEI reinforces students' academic skills and achievement, reignites their interest in education, and raises their desire to graduate and pursue lifelong learning.

some time to digest the experience and then ask. How did it go? What went well? Were there any problems? Be there to support your child and discuss issues and questions but remember to listen empathically and withhold

Robert Cunningham

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propel them forward in their own sense of accomplishments and abilities. It's a fantastic way for them to relate to other people. There's a really big difference in relating to other people from a strength perspective and deficit perspective. In these areas where kids can really excel they can form peer groups and relationships with adults. They can form great visions of how they can be successful in groups of people.

I'll add that in high school students need to have the opportunity to explore their interests and passions. When you get to college you probably have a course in mind and you have to follow that along. When you get into the professional world your ability and time to delve into the things you *might* be great at gets more and more limited. Taking advantage of the opportunities high school presents is so important.

EU: What is the most exciting part about working at Stevenson?

RC: The faculty and staff here are tremendous. They are exceptionally committed to working with the kids who are here. We have very little staff turn over and they've been performing at such a high level of service to these kids. They're an exciting group to work with. The support here makes getting up in the morning and going to work worth it.

EU: Tell us about Understood.org.

RC: I'm very involved with Understood.org, which is a web-based resource for parents of students with learning issues. It partners with 15 organizations such as the Child Mind Institute, Common Sense Media and Eye to Eye, among others. It's a really phenomenal resource if you have a child who has learning and attention issues. It's totally responsive and translated to other languages in real time. Parents can find guidance about schools, special education processes and information on challenges. There are tools on the site that helps to understand what it's like to have learning issues. It's very high quality advice and tailored to information that individuals provide to the site. The best thing is that you don't have to know what you need to know when you come there; it can offer you tremendous direction based on limited information. Every day there's the chance to interact live with an expert. The idea behind it is to give those who don't have the resources access to some of the most respected professionals in this field. #

judgment. We are all learning together!

For more information on underage drinking: <http://healthallianceonalcohol.com>

Dr. Karen Soren is part of ColumbiaDoctors Midtown, Adolescent Medicine Practice.

MERCY COLLEGE – THE DEAN’S COLUMN

Jumping to Conclusions
Might Be Wrong Conclusions

By DEAN ALFRED S. POSAMENTIER

Students have a tendency to make generalizations once a pattern appears. However, on some occasions that can be a mistake. One really needs to prove a pattern exists before generalizing. It can be a useful experience for students to see when patterns appear to be “solid” and then fall apart. Consider the following:

The French mathematician Alphonse de Polignac (1817-1890) stated that

“every odd number greater than 1 can be expressed as the sum of a power of 2 and a prime number”.¹

If we inspect the first few cases, we find that this appears to be a true statement. However, as you will see from the following list, it holds true for the odd numbers from 3 through 125 and then is not true for 127; after which it continues to hold true again for a while.

Odd number	Sum of a power of 2 and a prime number
3	= 2 ⁰ + 2
5	= 2 ¹ + 3
7	= 2 ² + 3
9	= 2 ² + 5
11	= 2 ³ + 3
13	= 2 ³ + 5
15	= 2 ³ + 7
17	= 2 ² + 13
19	= 2 ⁴ + 3
...	...
51	= 2 ⁵ + 19
...	...
125	= 2 ⁶ + 61
127	= ?
129	= 2 ⁵ + 97
131	= 2 ⁷ + 3

Perhaps you can find the next number that fails de Polignac’s conjecture. Indeed, the next numbers that fail de Polignac’s conjecture are 149, 251, 331, 337, 373; and 509, while another counterexample is 877.

Another such deceptive pattern follows:

One can easily establish that the following numbers are all prime numbers:

- 31;
- 331;
- 3,331;
- 33,331;
- 333,331;
- 3,333,331;
- 33,333,331.

First we should note that these numbers are of the form $((10^n - 7) / 3)$ ($n = 2, 3, 4, \dots, 8$).

One could easily draw the conclusion that all members of the form 333...3331 are prime numbers. However, this would be a mistake, and such mistakes have often been made in the history of mathematics, and yet these mis-

takes have then been the springboard for much further research and relevant findings. In the chart below notice what happens when n takes on values greater than 8.

n	$\frac{10^n - 7}{3}$	Prime factorization
9	333,333,331	= 17·19607843
10	3,333,333,331	= 673·4952947
11	33,333,333,331	= 307·108577633
12	333,333,333,331	= 19·83·211371803
13	3,333,333,333,331	= 523·3049·2090353
14	33,333,333,333,331	= 607·1511·1997·18199
15	333,333,333,333,331	= 181·1841620626151
16	3,333,333,333,333,331	= 199·16750418760469
17	33,333,333,333,333,331	= 31·1499·717324094199

The recurrence of the factor 31 in the last number shows that no sequence of this type can consist only of primes, because every prime in the sequence will periodically divide further numbers. In the case above, we notice that the number 31 divides every fifteenth number of the form 333...33331. And we should take note that the number 331 divides every 110th number of the form 333...3331.

This time we will begin with a different pattern of numbers:

91; 9901; 999001; 99990001; 9999900001; 999999000001; ...

When we inspect these numbers, we noticed that there is a pattern emerging, namely, beginning with the second number, every other one is a prime number.

(SEE CHART I BELOW)

Much to our disappointment, making a generalization here would be a mistake. For, as we might expect the tenth number to be a prime number, it is not.

For $n = 10$, we have: $1020 - 1010 + 1 = 99,999,999,990,000,000,001 = 61 \cdot 9901 \cdot 4188901 \cdot 39526741$.

By the way, for $n = 12$ a prime number is also not generated.

For the reader interested in further detail of the above or other such curiosities, I recommend: “Magnificent Mistakes in Mathematics” by A. S. Posamentier and I. Lehmann (Prometheus Books, 2013). #

1. See Posamentier, A. S.; Lehmann, I.: Mathematical Amazements and Surprises. Fascinating Figures and Noteworthy Numbers.

n	$10^{2n} - 10^n + 1$	Prime or composite
1	$10^2 - 10^1 + 1 = 91$	= 7·13
2	$10^4 - 10^2 + 1 = 9,901$	Prime
3	$10^6 - 10^3 + 1 = 999,001$	= 19·52579
4	$10^8 - 10^4 + 1 = 99,990,001$	Prime
5	$10^{10} - 10^5 + 1 = 9,999,900,001$	= 7·13·211·241·2161
6	$10^{12} - 10^6 + 1 = 999,999,000,001$	Prime
7	$10^{14} - 10^7 + 1 = 99,999,990,000,001$	= 7 ² ·13·127·2689·459691
8	$10^{16} - 10^8 + 1 = 9,999,999,900,000,001$	Prime
9	$10^{18} - 10^9 + 1 = 999,999,999,000,000,001$	= 70541929·14175966169

JOHN BURROUGHS MEMORY REVERED AT AMERICAN MUSEUM OF NATURAL HISTORY

John Burroughs, a great naturalist, and a national treasure of the United States of America, was enthralled by nature and animal life. He lived in upstate New York in a cabin called Slabside, which Education Update will visit this summer. His great granddaughter, Joan Burroughs was present at an annual luncheon at the American Museum of Natural History (AMNH) honoring the best nature book of the year. This year’s book was Dominion of Bears by Sherry Simpson, who lived with bears in Alaska.

AMNH is a perfect setting for this tribute to nature and animal life particularly because of the whales in the great whale hall, the dinosaur exhibits, and the memory of Theodore Roosevelt, the great animal enthusiast.



(L-R) Sherry Simpson & Joan Burroughs

During the luncheon, attendees were able to meet the author, Sherry Simpson, as well as admire the taxidermy on display.#

Dr. Charlotte Frank Garners Award from CCNY

By LYDIA LIEBMAN

Dr. Charlotte Frank, senior Vice President of McGraw Hill Education, was honored by the Alumni Association of the City College of New York for her years of service as a distinguished alumna of City College. She has contributed a special math center at the college which is in continuous use by the students. She spoke about her gratitude for the superb education she received at City College. She also addressed the changing times for women in education underscoring her being the only woman in the class of math majors at City College in 1950 which heralded her switch to curriculum and instruction as an undergraduate. Her plaque was awarded by Dean Mary Driscoll of the Department of Education.



(L-R) Dean Mary Driscoll & Charlotte Frank

Afterword by Herbert Hauptman, Nobel Laureate. Amherst (New York), Prometheus Books, 2009, p. 10.

Dean Alfred S. Posamentier, is a professor of Mathematics at Mercy College, New York and Dr. Stephen F. West is a Distinguished Teaching Professor of Mathematics Emeritus at SUNY Geneseo.

Mary Padilla, a principal who had garnered the Outstanding Administrator of the Year Award from Education Update in 2010, also received recognition. Her award was presented by Principal George Young, who has served for 39 years as educator.#

Jane Elias

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Review. Her short plays and monologues have been developed with Naked Angels, Access Theater, Core Artist Ensemble, and Stony Brook Southampton. Bersley has choreographed and directed for the Civilians, Red Bull Theatre, the Keen Company, and Clubbed Thumb. #

Experiencing Audiobooks

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ACADEMIC FESTIVAL AT TEACHERS COLLEGE BRINGS ALUMNI TOGETHER WITH HONOREE GOLDIE HAWN

Recently, Teachers College held their 2015 Academic Festival. This all-day event highlighted the many exciting and innovative achievements of the students, faculty, and alumnae of the college.

President Susan Fuhrman first honored three amazing professors who passed away last year: Maxine Greene, George Bond, and Jack Mezirow. "Each was an incredible force in their field of study and practice and touched so many lives and generations of students," she said.

Fuhrman then underscored the current mantra of Teachers College: Where the Future Comes First, the

Campaign for Teachers College, which aims to raise \$300 million over three years. It is the largest graduate school campaign in history, with its proceeds going towards making Teachers College more accessible to students and towards investing in the college's faculty and programs. "This campaign comes at a pivotal moment in history," Fuhrman said, "Students are our number one campaign priority. TC's future depends on attracting the best and the brightest to our college, like our current admitted students here today. We're committed to supporting their educations and encouraging their careers in public service."

Rosella Garcia, Senior Director of Alumni Relations, presented the Teachers College Distinguished Alumni Awards to Dr. Anne Gayles-Felton, M.A. '47, Robert Sherman, M.A. '53, Dr. Mildred Garcia, Ed.D. '87, Dr. William Howe, Ed.D. '91, and Dr. Christine Kim-Eng Lee, Ed.D. '92. Garcia also presented the Early Career Award to Dr. Monisha Bajaj, Ed.D. '05. Dr. Bajaj is the Associate Professor of International and Multicultural Education



at the University of San Francisco and has developed curriculum for non-profit organizations and inter-governmental organizations such as UNICEF and UNESCO.

President Fuhrman honored Bruce Vogeli, the Clifford Brewster Upton Professor of Mathematical Education, for his fifty years of teaching in the College. Vogeli was unable to attend the festival, but Fuhrman mentioned

plans for a golden jubilee.

Goldie Hawn received the President's Medal of Excellence; her keynote address focused on what education meant to her. "Everything isn't about acumen: what we learn and the fact you can add or subtract or do calculus. It has to do with how well we do in life. It has to do with how well you feel about yourself. It has to do with the nurturing you get from your parents and from your teachers."

Hawn praised teachers for their role in shaping children's lives, and encouraged them to do even more. "Teachers are without a doubt, one of the most important professions. This is the beginning of our children's lives. They spend most of their time in school, and what they get out of school cannot just be learning academia. Today we have to infuse humanity; we have to infuse things that actually create more well-rounded, healthier, more mindful people." Hawn spent the remaining part of her speech talking about her work in education, citing the need for children to be more aware of their brains and bodies.

"Why is it that we're not teaching our kids about the brain?" Hawn asked, "You're going to school, telling these kids to pay attention, and these kids don't know what attention means. They need to understand the tool with which they're working."

MindUp, the child development program Hawn helped develop, emphasizes the need for the child to understand their brain, and to connect this science in the classroom. The program is taught in seven countries and has served almost 500,000 children.

While she did not take any of the credit in creating MindUp, Hawn showed her love for

the project and gratefulness for the educators in cultivating the future generation. She closed her speech with testimony from a former student in the MindUp program, saying afterwards, "This is what keeps my heart going. This is what gives my life meaning. When you go into schools and you hear things like this and you really care about humanity, that actually matters to you, not just about the future, but now. What are we creating? How are we making a difference? What is our responsibility in all of this? How can we get better and hone our skills? We always can become better, if we intend to do so."#

Jazz Masters

continued from page 19

emony continued with an award to saxophonist Charles Lloyd. Lloyd, who has had a legendary musical career since the 1960's was one of the first and only jazz artists to sell a million copies with his 1966 album "Forest Flower". Upon accepting his award, Lloyd stated that the "history of who I've played with has been great for my soul." He concluded his portion of the ceremony with a riveting twenty-minute performance of an excerpt from his latest album "Wild Man Dance," a six-part suite that blends modern jazz with world music and sounds from antiquity.

The final award of the evening, the A.B. Spellman NEA Jazz Master Award for Jazz Advocacy, was presented to Chicago club owner and presenter Joe Segal. Since 1947, Segal has presented jazz shows at approximately 63 different locations over the years, including the world-famous Jazz Showcase, which he has owned and operated since the 1970's. NEA Jazz Master Jimmy Heath introduced Segal to the stage stating that Segal has booked him

since he was 18 years old. "By virtue of that, I have played with every major jazz musician in the world," said Heath. "I don't consider that I've done anything," said Segal during his acceptance speech, "I've done this for myself because I love the music... jazz is the most important and beautiful music in the world."

In addition to recognition, the NEA included a monetary award of \$20,000 for each fellowship. Included among those who have received NEA Jazz Fellowships in past years are Count Basie, Herbie Hancock, Miles Davis, Clark Terry, and more recently, Wynton Marsalis, Keith Jarrett, and Dave Liebman, among many others.#

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— RALPH WALDO EMERSON

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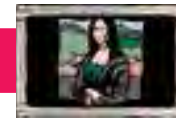
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THE AMERICAN MUSEUM OF NATURAL HISTORY CELEBRATES EARTH'S MOST UNUSUAL CREATURES

By LYDIA LIEBMAN

Recently, the American Museum of Natural History debuted their newest endeavor, *Life at the Limits: Stories of Amazing Species*. The exhibition, which will run until January 2016, showcases a variety of 'superpowers' organisms use to survive and thrive on Earth.

"While the Museum in its entirety showcases the glorious diversity of life on Earth, this exhibition shines a special light on some of the most unusual, extreme, and truly bizarre creatures, and their ingenious adaptations to unusually challenging habitats and environments," said Ellen V. Futter, President of the American Museum of Natural History. "The extraordinary and amazing species showcased in *Life at the Limits* are manifestations of the great story of evolution and, as such, offer powerful and inspiring testament to the persistence and tenacity of life on Earth."

Life at the Limits displays the extraordinary range of ways different organisms such as plant and animal, aquatic and terrestrial, vertebrate and invertebrate, have become tailored to conditions on this planet. Creative courtship and reproductive strategies are explored with, among others,



Observing the Coral Reef

a life-size recreation of Australia's Great Barrier Reef, which releases billions of eggs and sperm in unison during a full moon. Also displayed is a true to size (and fragrant) version of the corpse flower, which emits a powerful odor to attract pollination. A 20-foot life-size model of the elephant seal, which can dive down nearly a mile underwater for up to two hours while hunting, is part of the exhibit to exemplify adaptive breathing techniques. To showcase the different and adaptive ways creatures mobilize, a live nautilus can be found in the exhibition's aquarium. Boreal owls with extremely sharp hearing and scallops that can see 360 degrees, among other fascinating creatures, represent some of the super

sensing abilities species have had to develop to survive. Around the corner, a live mantis shrimp accompanied by a video shows extreme hunting and eating abilities while a diorama shows a hydrothermal vent deep in the ocean featuring tube worms and a treehopper model demonstrates some dramatic defense systems needed by creatures to survive. Closing out the exhibit are ten foot models of death defying microscopic tardigrades that can survive dehydration, extreme pressures and radiation as well as an interactive opportunity to test some of the 'super powers' displayed during the exhibit through use of guided gestures using whole-body, motion-sensing Microsoft Kinetic technology.

Co-curators of *Life at the Limits*, Mark Siddal, curator in the Museum's Division of Invertebrate Zoology, and John Sparks, curator in the Museum's Department of Ichthyology, shed light on what drew them to this particular project. "This exhibit was particularly appealing for me because it draws on a lot of what I'm

currently working on, which is deep sea organisms and bioluminescent organisms (those that produce their own life)," said Sparks, "basically, I wanted to explore how species develop in a big open environment like the deep ocean. I also like that this exhibit focuses a lot on caves, which is interesting because people think life ends when it enters a cave, but in the exhibit we bring them to life and show that they're a crucible to evolution." For Siddal, it was the connection to diversity that really resonated with him.

Among all the 'superpowers' presented in the exhibit, Siddal cited the flea being able to jump 200 times its own body length as one of the most fascinating along with the power of the mantis shrimp, which can punch a clam with the force of a .22 caliber bullet. For Sparks, he chose the groups of fish that live deep in the Amazon that don't use sight or produce light and instead communicate through electrical pulses and waves. These brilliant creatures, among so many others, are explored in *Life at the Limits*. #

National Science Board Awards American Museum of Natural History Public Service Award

National Science Board (NSB) announced that it will award New York City's American Museum of Natural History with its 2015 Public Service Award. This prestigious award honors exemplary public service in promoting public understanding of science and engineering.

"Each year, the American Museum of Natural History shares the excitement and wonder of science with millions of students, teachers, families and other members of the public with its exhibitions and public programs," said Vint Cerf, Chair of NSB's Committee on Honorary Awards. "Additional initiatives of the museum contribute to the teaching and learning of science and the training of the next generation of scientists."

Founded in 1869, AMNH's mission is to "discover, interpret, and disseminate—through scientific research and education—knowledge about human cultures, the natural world, and the universe." The museum's scientific assets feature more than 33 million specimens and artifacts, 200 scientific staff, and interdisciplinary research in areas that include genomics, computational biology, and astrophysics. In recent years, the museum has leveraged its education and science resources to address science education needs and help develop future scientists. These initiatives include partnerships with urban schools, a Master of Arts in Teaching program with a focus on Earth science, a museum-

based doctoral program in comparative biology, and a mentoring program to provide research and laboratory experiences for under-resourced high school students.

"We are honored to receive this award from the National Science Board in recognition of the Museum's efforts to address the national crisis in science education, to increase the public understanding of science, and to prepare the next generation of scientists, science teachers, and scientifically literate citizens," said Ellen V. Futter, President of the American Museum of Natural History. "We live in a time when many of our most pressing problems and opportunities are science based, a time in which scientific advancement and science literacy are essential elements in our nation's continued leadership and key to a shared global future that is sustainable, responsible, and peaceful. Museums like the American Museum of Natural History have an important role to play in this, and we are honored to be recognized by the National Science Board."

The National Science Board (NSB) is the policymaking body for the National Science Foundation. NSB also advises the President and Congress on science and engineering policy issues. The Board's 24 members are drawn primarily from universities and industry and represent a variety of science and engineering disciplines.#



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