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WOMEN SHAPING HISTORY 2016

First Woman President of Harvard Re-Examines the Civil War at the Brooklyn Historical Society

By LYDIA LIEBMAN

Recently, Drew Gilpin Faust, the 28th president of Harvard University and the Lincoln Professor of History at Harvard's Faculty of Arts and Sciences discussed her epic book *This Republic of Suffering: Death and The Civil War* with Emmy Award-winning documentary filmmaker Ric Burns at the Brooklyn Historical Society. The book, which Burns calls "one of the best books about the civil war ever written" explores the impact of the enormous death toll of the Civil War on the lives of 19th century Americans. In 2012, Burns directed *Death and the Civil War*, an award-winning documentary film for PBS based on Faust's book.

The evening began with a brief screening of the beginning of Burns' documentary. In the clip, a dying soldier named J.M. Montgomery writes a letter to his father, explaining that he has been mortally wounded in battle and would be notified by friends about the placement of his body. This letter (which was found by Faust at the Confederacy Museum in Richmond) featuring J. M. self notifying and writing his own obituary set the stage for the discussion that followed between Burns and Faust. "Whenever I see the opening to the film I am overwhelmed with the magnitude of the tragedy that the civil war was," said Faust; a sentiment that many in the audience seemed to agree with. She explained that "no one had really explained what it meant to lose such a substantial part of the population" and that in writing her ear-



Harvard University President Drew Gilpin Faust & Ric Burns

lier book, *Mothers of Invention: Women of the Slaveholding South in the American Civil War*, she came across constant discussions of death, prompting her to explore the topic in earnest. According to Faust, 750,000 people died during the American Civil War; the equivalent of 7 million Americans today. "I needed to ask basic questions: how did people mourn? What did they do with the bodies? How did they explain the death toll? What did it mean about the nation's state? What does the nation owe to its citizens?" said Faust regarding the questions that brought her to the project.

Faust and Burns spoke at length about the ways the Civil War was unprecedented and

highlighted that "scale led to a breakdown in procedure" i.e. the Revolutionary War had only 30,000 men under arms compared to the 3 million under arms in the Civil War. "It wasn't as if people didn't care about burying their dead," she said, "they just couldn't possibly have been prepared." Also noted was the disruption in tradition in the sense that 98% of the country at that time considered themselves Christians and had ideals that could be considered 'Victorian'. "In Victorian culture you die at home surrounded by friends. You show that you are prepared to die and willing to meet your maker. Death was scrutinized so family members could assure that they were going to heaven," she said, "when people died abroad they couldn't be offered that closure and the disruption in that relationship is very profound."

Burns next prompted discussion of the Battle of Gettysburg by asking Faust to give the audience a sense of what that battle was like. She compared it to the Battle of Bull Run, which resulted in 900 deaths. Gettysburg resulted in 7,000 dead and over 50,000 wounded, which was an unprecedented escalation. "So many of these dead are away from home so people started to perform rituals for those that were not family members," she said, "...soldiers looked desperately for rags to wrap fellow soldiers in... taking care of one another outside of family emerges... OUR dead became the nation's dead." This experience of death led to a series of decisions that led to the notification system

and the national cemetery. 17 acres were taken over by government contracts and were designated as a place for reburial of soldiers. This, according to Faust, marked a seismic shift in government policy.

Faust noted the reality of those that lived following the winning of the war and how that population of the 19th century is particularly different than any that came before. "This was a population of people, almost all whom were connected to someone whose fate was unknown," she said, "...750,000 dead with less than half identified. Think of how that affects a population." She also spoke about the reburial movement, which ran from 1866 to 1871 and resulted in 74 national cemeteries. The exclusion of Confederate soldiers in this movement resulted in further blistered relations between the North and South and was the impetus for the neo-Confederate cause.

In closing, Faust addressed critics of her book that said it seemed her writing implied that the civil war "should not have happened." That never occurred to her, she said. "This war cost a lot and we should know that. We shouldn't hide from that and focus only on the glory and the heroism," she said. She said that the book has been of particular interest to those in the military because "they know what war costs because they pay that cost." Historians have a role to play, said Faust: to tell the truth the way it really is and not the delusions that society engages in. #

MARY ERINA DRISCOLL DEAN, THE CITY COLLEGE OF NY

CAREER PATH: I have been fortunate over the years to learn from many individuals who share a deep respect for the important work that teachers and school leaders do. My grandparents met teaching in the Boston public schools and on both sides of my family teaching was seen as a respected and noble profession. I have been a faculty member or administrator in three professional schools, each located in an urban research university, since 1988. For me, that setting permits me to join scholarly inquiry informed by practice with a commitment to understand and improve education. Given the opportunity to work in each of these institutions with a community of scholars and practitioner, I have been allowed to learn from students and full time educators engaged in schools. Together, we can better the education and life chances for this city's children.

CHALLENGES: I am currently the Dean of the School of Education at City College. Since its founding in 1847, The City College of New York (CCNY) has been true to its legacy of



access, opportunity, and transformation. It has also demonstrated excellence in preparing professionals who serve the city in many different ways. Teacher and leadership preparation today face many calls for public accountability. We continue to respond creatively and thoughtfully to the many public demands for high quality in our programs. We do so even as we grapple with levels of diminishing state support that

WOMEN SHAPING HISTORY 2016

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

We asked each of them to answer the following questions:

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

have transformed this public college into a tuition-driven institution.

Getting teacher and leadership education right here matters, because we still offer opportunities to achieve levels of professional suc-

cess and mobility for first generation, diverse, multi-lingual students who are so needed in our schools. Maintaining that balance of excellence and access remains our greatest challenge. But

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More Than 90% of CUNY baccalaureate graduates are employed or pursuing advanced higher education three years after graduation.

More Student Award Winners than ever: Since 2011, 86 student Fulbright Award Winners, 81 NSF Fellowships, 12 Goldwater, 5 Soros, 3 Truman Scholarships – and a Pulitzer Prize for poetry.

More Faculty Award Winners than ever: Since 2011, 51 faculty Fulbrights, Guggenheims, National Book Awards and Pulitzer Prizes.

More Than 8 of 10 CUNY college students graduate free of federal loan debt.

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 a quality, accessible education regardless of background or means has been CUNY's mission since 1847. The University's unwavering commitment to that principle is a source of enormous pride. CUNY colleges offer a seemingly infinite array of academic programs taught by award-winning faculty, as well as the arts, sports, internships, scholarships and community service opportunities. The powerful combination of quality academics, remarkable affordability, financial support and the convenience of 24 modern campuses spanning the five boroughs of New York – the most exciting city in the world – makes CUNY a singular value in higher education today. The wise choice for smart students: That's the CUNY Value.



James B. Milliken
James B. Milliken
CHANCELLOR

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CUNY The City
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of
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CITY COLLEGE OF NEW YORK-1847 HUNTER COLLEGE-1870 BROOKLYN COLLEGE-1930 QUEENS COLLEGE-1937 NEW YORK CITY COLLEGE OF TECHNOLOGY-1946
COLLEGE OF STATEN ISLAND-1956 BRONX COMMUNITY COLLEGE-1957 QUEENSBOROUGH COMMUNITY COLLEGE-1959 CUNY GRADUATE CENTER-1961 BOROUGH
OF MANHATTAN COMMUNITY COLLEGE-1963 KINGSBOROUGH COMMUNITY COLLEGE-1963 JOHN JAY COLLEGE OF CRIMINAL JUSTICE-1964 YORK COLLEGE-1966
BARUCH COLLEGE-1968 LAGUARDIA COMMUNITY COLLEGE-1968 LEHMAN COLLEGE-1968 HOSTOS COMMUNITY COLLEGE-1970 MEDGAR EVERS COLLEGE-1970 CUNY
SCHOOL OF LAW-1983 MACAULAY HONORS COLLEGE AT CUNY-2001 CUNY SCHOOL OF PROFESSIONAL STUDIES-2003 CUNY GRADUATE SCHOOL OF JOURNALISM-2006
CUNY GRADUATE SCHOOL OF PUBLIC HEALTH AND HEALTH POLICY-2011 GUTTMAN COMMUNITY COLLEGE-2011 CUNY SCHOOL OF MEDICINE-FALL 2016

WOMEN SHAPING HISTORY 2016

Women's City Club of New York: One Hundred Years of Activism

By JACQUELINE EBANKS, EXEC
DIRECTOR, WOMENS' CITY CLUB

For Women's City Club of New York (WCC), 2016 is a momentous year, commemorating a century of advocacy, activism, and civic participation. WCC is a nonprofit, non-partisan, multi-issue activist organization dedicated to improving the quality of life for all New Yorkers. To promote responsive government, WCC shapes public policy through education, issue analysis, advocacy, and civic participation.

Today, WCC continues to advocate for economic, racial, social, and gender justice. "Our goal is to dismantle barriers and create opportunities to greater social and economic equality for all New Yorkers," says Executive Director Jacqueline M. Ebanks. WCC convenes member-led Task Forces that conduct research, publish reports, foster dialogue with public officials, and launch public education and advocacy campaigns in seven areas: Criminal Justice, Environmental Justice, Good Government, Health, Housing and Homelessness, Income Inequality, and Public Education.

At its centennial launch in December 2015, WCC presented its Centennial Medal for Women in Leadership to elected officials.



Recipients included New York City Public Advocate Letitia James, City Council Speaker Melissa Mark-Viverito, Manhattan Borough President Gale Brewer, Queens Borough President Melinda Katz, all the women of the New York City Council, and New York State Lieutenant Governor Kathy Hochul, who observed "New York has made great progress to achieving equality. But our work is not done...[it's] important for organizations such as the Women's City Club to continue to adapt to the needs of women today and to keep the push for equality in the forefront."

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PHYLLIS L. KOSSOFF PHILANTHROPIST

CAREER PATH: When our firstborn, a daughter, failed to thrive, beset by wheezing and chronic cough, she was diagnosed with Cystic Fibrosis (CF), an unknown genetic disease with a life expectancy of 3-5 years. Dealing as best we could with this traumatic revelation, my husband, Burt, and I sought the few known other parents of CF children. Banding together we set out to save our young.

CHALLENGES: Armed only with youth and a fierce determination, we began a long journey to combat Cystic Fibrosis. Those initial meetings in New York laid the groundwork for the creation of the National Cystic Fibrosis Research Foundation, now the Cystic Fibrosis Foundation (CFF).

During the formative years, long before cell phones or the internet, Cystic Fibrosis was not a paragraph nor even a line in any medical text. As chair of the New York area Greater New York/ Northern New Jersey Chapter, I worked feverishly. Marshalling family, friends, and an extraordinary cadre of citizen volunteers and members of the media, we mounted an intensive campaign to educate the medical profession and create public awareness. Capitalizing on this momentum, I guided the organization of the first of many public appeal crusades



that lead to over 400,000 households annually receiving information about CF as part of our multilevel fundraising, furthering the CF care and research agenda.

Beginning in 1961, aided by exceptional volunteers, expert medical representation, and the good offices of Senator Jacob Javits, I spearheaded a successful 4 year lobbying effort.

Testifying before the NY State Joint committee on Mental Retardation and Physical Handicap, we petitioned to have CF children specifically included in the New York State Aid Program of the Crippled Children's Service Act

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BARBARA GRODD US BUREAU OF PRISONS & PHILANTHROPIST

CAREER PATH: I began my career in retailing as a buyer of women's clothing for a department store. However, after getting married, raising children and volunteering for various organizations, such as Planned Parenthood (where I was appointed Acting Director of the local chapter), I wanted to be of better service to populations in need and, therefore, at the age of 51 enrolled in the School of Social Work at Columbia University, where I obtained my MSW. I grew up in Bayside, Queens, and lived in a diverse neighborhood where many of my contemporaries didn't have some of the opportunities that I had. I never forgot those young people with whom I grew up and they inspired me for the rest of my life. I am currently retired.

CHALLENGES: As stated above, I returned to graduate school at the age of 51, the oldest one in the class. Returning to school, being surrounded by so many serious disciplined students, professors much younger than I was, all presented challenges for me. I worked hard, over-compensated and was embraced by my fellow students, and eventually became comfortable with my new student status.

Following graduate school, I worked in several jobs in the Corrections field at various



institutions. At my first job, at a county jail, I was not received well by the corrections officers and faced serious resistance. They resented my helping offenders getting ready to leave incarceration, getting them jobs, counseling, health care, and so forth. It made the job very challenging. I overcame that challenge by providing social services to the officers and their families. The officers became allies and colleagues who often went beyond the call of duty providing services to the inmates themselves.

ACCOMPLISHMENTS: I am very proud
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SANDRA MAKIELSKI EDUCATOR

CAREER PATH: I was very fortunate to have inspirational teachers who worked to bring the outside world into my classroom. Learning in their classrooms was never a drudgery but a motivation to learn more. We explored our world through walking field trips and the excitement of meeting guest speakers. It was easy for me to want to model myself after such dynamic teachers.

My first job outside of my home was babysitting. In this safe and limited environment, I crafted exciting projects, cooked up many concoctions, and kept my charges busy. Babysitting provided the foundation and created a desire to work with children in the future.

CHALLENGES: A personal challenge was my desire to have a family while working as a teacher.

Fortunately, I work in a district that supported job sharing. Job sharing is where two teachers share one teaching position, one classroom. Job sharing allowed me to work part time and be a mother to my two children.

I have many bright ideas of what I want to do in my classroom. The challenge is how to fund those bright ideas. To overcome this challenge, I have spent many, many hours on the weekend writing grants in search of funds. Energized by



my success at grant writing, I have been able to bring the outside world into my classroom to generate excitement amongst my students for learning. Funding my bright ideas continues to be a major challenge as I search out sources and write grants.

ACCOMPLISHMENTS: I am most proud of being selected to participate in educators' trips that have allowed me to travel outside of the country to support my curriculum. I have been chosen by the Japan Society of NYC, the Korea Society of NYC and Teachers for Global Classrooms, a U.S. Department
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WOMEN SHAPING HISTORY 2016

KATHRYN POTTS

CHAIR, EDUCATION, WHITNEY MUSEUM

CAREER PATH: As a kid I was always interested in making art. I came from a family that was very engaged with it: my grandfather was a commercial artist, my father painted. Art was just part of how I saw the world. When I got a little older, I realized that I wasn't going to be a great artist, and I found that I got some of the same charge and passion in looking at art made by other people. That became my passion.

I have a B.A. and an M.A. in art history. Before I came to the Whitney I was a college intern at the Metropolitan Museum of Art - the museum that I had sort of grown up in as a kid and after graduate school, I embarked on a career as a curator at the Museum of Fine Arts in Boston and at the Jewish Museum in New York. During the time I worked as curator, I came to realize that everything that I really loved about working in a museum had to do with the interaction of art and the public: I liked talking about the art, studying it and sharing information about the work. I always had a really strong sense, from the time I was a kid, that art is something that I should not keep to myself. I decide to be an advocate for visitors to make sure when people come into museums that they feel welcome, informed, and supported in their learning and understanding of art. Museums over the last ten years have started to be much more



visitor-centered. I felt that by making a shift from a curatorial path to an educational one, I could be one of the leaders in making sure that museums are focused on the diverse needs of their visitors.

CHALLENGES: One of the greatest challenges of working at a museum like the Whitney, is that the art we show is often unfamiliar to our visitors. If you're looking at work that you have no context for (or no framework for), museum visitors often have a couple of different responses: some people might find the work exciting and eye-opening, but others who don't have a way of connecting, more often leave feeling frustrated

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EILEEN MARINAKIS R.N., M.A., A.P.N.

CHAIR, BEACON COLLEGE BOARD OF TRUSTEES

CAREER PATH: I've had a long history in both Nursing Education and Community Based Nursing. In my early career, I taught Nursing, first to Licensed Practical Nursing students and later to Associate Degree R.N. candidates. Later, as a parent of school aged children, I became cognizant that general education had much to learn from Nursing. I became aware that there is a natural correlation of Nursing and Special Education. My conviction developed as a result of my experiences and disappointments with the poor quality of individualized education of special learners in the public education system. In the care of patients, regardless of the setting, nurses assess, develop specific care plans and provide appropriate care for their patients, as individuals. Why, I asked did education have such difficulty in accepting their responsibility to customize education for special learners as required by the Federal Public Law 94-142? Seeking answers, I set about entering the public school system as a school nurse and counselor and pursued post graduate studies leading to certification as a Supervisor of Curriculum and Instruction. I learned that good teaching is good teaching, regardless of the ability or level of the learners. When the teacher improves instruction for the student who learns differently, they



improve instruction for all students. The teacher, like the nurse must customize the modalities and pace of instruction they utilize to fit the learners' needs, not the preferences or long held practices of the teacher.

CHALLENGES: First, I was professionally challenged to achieve graduate level education in Nursing. Educated in a three year hospital based School of Nursing, I achieved R.N. status and was inspired to earn a B.S.N. and then an M.A. from Teachers College, Columbia University. The educational pathway was slow. I enrolled in 1965 with only 40 T.C. approved credits and

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PATRICIA H. GRODD

POET, PATRICIA GRODD POETRY PRIZE FOR YOUNG WRITERS

CAREER PATH: The novel, "Siddhartha", by Herman Hesse, was one of my earliest inspirations whose tenets I still draw upon . . . in my work and in my teaching. I was introduced to it at a very young age. Early on I understood its basic teachings. Life is a journey and each journey is sacred. Sacred, because it is a form of self-discovery that brings you to your highest self and your highest potential. Each path is unique and its meaning is so personal as to be beyond teaching by others. It is experiential. This is the way of the true-seeker of enlightenment. These events are the conscious events that show each of us what is, for us all, the unifying spirit within us that connects our spirit to our life's purpose. Knowledge can be taught but not vision or wisdom. A teacher can only be a guide to the comprehension of what constitutes great poetry, but true art cannot be taught. It comes from a deep and divine well unique to each individual. Teachers of the imagination can only assume the role of a facilitator. This path guides us to our essential self and unveils our true passion. "One must find the source within one's self, one must possess it. Everything else is a detour". This is the way of the creative. The



true artist re-imagines the world.

CHALLENGES: I am often asked how I changed direction at multiple points in my career with such facile dexterity. I started in designer fashion, went back to school and became a psychotherapist, and then transitioned wholly into the world of poetry - -writing, teaching, and working with many of the most important foundations and organizations in poetry. The truth is I never felt "challenged", except to do the very best I could. And to me,

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DR. MANJU BANERJEE

PROFESSOR, LANDMARK COLLEGE

CAREER PATH: I have always enjoyed teaching. Even as a high school student, I would tutor younger students during my summer vacation. The students I have had the pleasure to work with have been my inspiration to continue on this career trajectory. Once, when I was considering leaving teaching, one of my students said, "That would be selfish of you. You are a very good teacher". That comment really was a wake-up call for me.

I started my undergraduate education in Economics and went on to get my Master's degree in Economics; but then I went back to teaching and got another Masters and Doctoral degree in special education. I am awed and inspired by the neurodiversity of learning.

CHALLENGES: Challenges do inspire me. I draw strength from team-work and being part of a team. One of my greatest challenges was finding ways to feel included as an older international student, when I came first came to this country from India. Even though I could speak English, I remember occasions where I felt out of my depth. I remember one occasion where the faculty member said, "We will get together and discuss this during Happy Hour." I finally picked up courage to ask one of my classmates how we were supposed to be happy during happy hour, and



she laughed for 10 seconds straight. I used to be quite shy, but I had to learn self-advocacy to feel included. Students with LD are often excluded from their peer group because of lack of awareness of the unwritten laws of peer group dynamics. The subtleties of communication are tricky; but it is a necessary skill for being included.

ACCOMPLISHMENTS: Smile! I am proud of many big and little accomplishments. But, I feel there is always so much more to do and accomplish, that it is never done. Sure, I can list career accolades, roles and relationships of which I am proud, but that to me is not really important.

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WOMEN SHAPING HISTORY 2016

ZAZEL-CHAVAH O'GARRA

FOUNDER, ZCO/DANCEPROJECT, DANCER, TEACHER

CAREER PATH: I became a disabled artist fourteen years ago. Up until age then, I was a dancer, actress and model appearing in several musical theatre productions, featured on covers of Essence magazine and numerous commercials. I was diagnosed with a brain tumor and the aftermath of the surgery left me partially paralyzed. In order to accept my disability, I had to transform my thinking so that I could transform my life. I still had the talent, energy, and drive to continue my life as an artist; and I realized I could show other disabled individuals that they could live joyful, creative, expressive, meaningful lives despite their disabilities.

As a disabled performer/teacher, and social worker I share my resurrection as a disabled artist by giving inspirational talks and customized movement classes at various rehabilitation facilities hospitals and schools. Demonstrating directly that physical challenges need not limit your passion for living, I convey an upbeat energy and provide them with moments of pure joy.

CHALLENGES: I come from a small Caribbean island Montserrat. People on the island look at persons with disabilities as if they were MONSTERS! When I'm on the island, friends and family ignore me. I feel like I have to go behind closed doors. I would



tell my mother if I didn't have self-esteem and confidence, I would be suicidal. I've overcome these obstacles by becoming a social worker, attending support groups and joining other disability advocacy groups.

ACCOMPLISHMENTS: I've had several amazing accomplishments since becoming disabled. Performing on Broadway in "Nothing Like a Dame" At the Shubert Theatre for the Phyllis Newman Health Initiative, Performing Inside Out.....Voices of the Disability Community Directed by the renowned Ping Chong nationwide and at Lincoln Center, Speaking Engagement at the White House, Forming ZCO/DANCEPROJECT-

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DR. MARY L. FARRELL

DIRECTOR, REGIONAL CENTER FOR COLLEGE STUDENTS WITH LEARNING DISABILITIES, FAIRLEIGH DICKINSON UNIVERSITY

CAREER PATH: I began my career at City University's Graduate Center, working as a research assistant in one of the first graduate programs in compute applications in education. We had received a grant to teach beginning reading. Despite the abundance of talent available in educational theory, technology, and curriculum, not one of us in the department actually knew specifically what to do with a beginning reader. I decided that if I was ever going to write effective computer programs to teach reading, I had to first learn about traditional reading instruction methods.

So, I went to Teachers College to explore available courses of study in reading. In the process, I learned about the doctoral program in learning disabilities, was inspired by the faculty who were passionate about this discipline— Jo Shepherd and Jean Fleschner in particular - and joined the program. The faculty demonstrated throughout our coursework that with the appropriate diagnostic and remediation skills, we could truly make a difference in the lives of students struggling to learn.. Who could resist the opportunity to help restore hope for a successful life experience to students and their families?

CHALLENGES: Perhaps the greatest challenge I have faced is finding the right balance between personal and professional responsibili-



ties. I am still working on striking that balance! . Another obstacle has been that I find almost all topics related to learning disabilities to be of interest. It has taken years to develop the discipline to focus on what have now become my two special interests within learning disabilities, i.e., dyslexia and supporting undergraduates with learning disabilities. Many years at Fairleigh Dickinson University (FDU) spent building the Orton Gillingham (structured literacy) teacher training program and the Center for Dyslexia Studies put me in a position to help respond to the country's rising demand for training in dyslexia that is cur-

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Chinese Ballet: A Modern Tradition

By KISA SCHELL

In front of a crowd of New Yorkers, embassy attachés and former ballerinas, the National Ballet of China introduced the city that never sleeps to an interesting and innovative take on the art of ballet. Followed by an introduction by the head of the China Institute, James B. Heimowitz, general director and artistic director of the National Ballet of China, Feng Ying, gave a lecture on the fundamentals of Chinese ballet. Speaking in her native tongue, she gave a concise overview of the relatively new art of Chinese ballet against the backdrop of the incomparable age-old traditions of Chinese expression.

Ying started her discussion with an explanation of the development of ballet in China. The first ballet school of the country was established in 1954 and quickly the discipline was transformed and adapted to reflect Chinese values and traditions. One of the first adaptations of classical western ballet was of Swan Lake, which was staged in only four years. Ying emphasized how the people of China wanted to



see this new art form from a Chinese perspective, which led directors, choreographers and dancers to think about Chinese traditions, folk art, music and even the opera could be incorporated in their productions.

In one of their most successful ballets, The Red Detachment of Women, the National Ballet adapted this popular film from 1964 into a production that truly emphasized the Chinese spirit. Taking movements from everyday life— including former military training experience— the dancers, choreographers and composers collaborated to collectively cre-

China Institute Spring 2016 Program Lineup

For Educators

March 10, 2016: Windows Into China: A Short Course for Educators - From Mao till Now, 4:30-6:30 PM, K-12 Educators all subjects

March 17, 2016: Windows Into China: A Short Course for Educators – Understanding Chinese Educators, 4:30-6:30 PM, K-12 Educators all subjects

March 31, 2016: Windows Into China: A Short Course for Educators – Mongols in World History, 4:30-6:30 PM, K-12 Educators all subjects

April 7, 2016: Windows Into China: A Short Course for Educators – The Confucian Tradition, 4:30-6:30 PM, K-12 Educators all subjects

ate a performance that emphasized a sense of pioneering spirit and innovation. At the time of the production, the costumes that featured short pants and vibrant colors were an avant garde reworking of a respected tradition. Coupled with expert lighting and set design, the audience was truly captivated by this contemporary

April 14, 2016: Windows Into China: Education in China Past and Present - From Mao till Now, 4:30-6:30 PM, K-12 Educators all subjects

Saturdays, March 12 – April 9, 2016: Plan for Better Teaching - A Pedagogical Short Course for Chinese Language Teachers, 4 sessions, 9:30 AM- 3:30 PM, Chinese Language Teachers

Public Lectures

March 15, 2015: Public Lecture: From Jingdezhen to the Forbidden City: Porcelain for the Imperial Household, 6:30-8:00 PM, General Audience – Adult

Thursdays, April 21- May 26, 2016: China's Great Emperors Lecture Series - 6 sessions, 6:30-8:00 PM, General Audience- Adult

take on ballet.

Now, The Red Detachment of Women has been performed over 4000 times all over the world. Ying expressed great pride and pleasure in the National Ballet of China and noted that she would love to continue to educate the world on the traditions of Chinese ballet. #

Hunter College Celebrates 212th Commencement Ceremony

By LYDIA LIEBMAN

In January, Hunter College celebrated its 212th commencement at its own Assembly Hall. The extraordinary event, which featured a commencement address by Ford Foundation President Darren Walker, celebrated three valedictorians: Elizabeth Schneider, Nicola Kriefall and Deena Chanowitz.

Hunter President Jennifer Raab delivered an impassioned speech that highlighted the accomplishments of several Hunter students. Many of those mentioned overcame adversities such as cancer, homelessness, family pressures, immigration issues and political strife in their native countries. The victorious stories that President Raab shared demonstrated Hunter's unwavering dedication to student success through their many scholarship and financial aid opportunities, engaged faculty and staff and open door application policy to all prospective students, even in the case of being undocumented.

She also imparted wisdom to the graduates. In reference to the impending Academy Awards ceremony, President Raab said "you may not go home with a gold statuette... but you are leaving with something far more valuable," she said, "...your Hunter diploma and the

chance to make a better life for yourself and a better world for all of us. The Oscar goes to the Hunter College winter graduating class of 2015!"

Ford Foundation President Walker presented an exuberant address, stating, "today is a great day in New York City... today we marvel at your accomplishments, your resolve and your resilience." He also challenged the graduates: "Will you right the wrongs of history with your actions? We all have a role to play. You are Hunter. You come from one of the great institutions of this country. You are up to the task."

The commencement also noted the particularly wide age range of graduates; the oldest of the graduating class was 71-year-old Mariano Laboy, who moved to New York from Puerto Rico fifty years ago and now plans to attend graduate school at Hunter in the fall. Also in attendance was 104-year-old Helen Poser Fried '31. Fried, a retired New York City teacher was one of the few to earn a license and joined the school system during the Great Depression; she was honored with the Alumna of the Year Award. She expressed her great love for the city and Hunter College when she received her award. #



ROOSEVELT HOUSE, NEW EXHIBIT ON SUFFRAGETTES

By KISA SCHELL

In honor of the upcoming Women's History Month, Roosevelt House hosts its first ever exhibition titled *Women Take the Lead: From Elizabeth Cady Stanton to Eleanor Roosevelt*. This exhibit, featured on the main floor of the Roosevelt House from January 14th through April 2nd, features original relics from the Women's Suffragette Movement. The collection, including some 75 posters, pamphlets, manuscripts, books and broadsides, are on loan from the privately held Dobkin Family Collection of Feminist History, built from a birthday present some 25 years ago. For the first time in history, 22 rare suffragette posters from the 1912 presidential election year are featured together.

The opening reception, hosted at the Roosevelt House, featured welcoming remarks from Hunter College President Jennifer Raab, Roosevelt House Director, Harold Holzer, Hunter College Foundation Trustee, Mrs. Elbrun Kimmelman, U.S. Congresswoman (NY), Rep. Carolyn Maloney, Manhattan Borough President, Gale Brewer, and a dramatic reading of a speech by Women's History Movement leader Bella Abzug

by theatre student Jillian Stevens, Hunter College '13. In her opening remarks, President Raab noted the ongoing struggles women face for equality: "This event focuses on one of the great events of human history, the long uphill struggle to give women the vote. But it covers more than that, because winning the right to vote was only one stage of women's ongoing battle for equal justice. Hence the subtitle 'from suffrage to human rights.' Now, note that I said the ongoing battle because as we all know, the struggle continues to the present day. Issues like equal pay and equal protection against sexual abuse are still unresolved." Director Holzer noted the significance of such an exhibit being held at the Roosevelt House, where Franklin D. Roosevelt asked Frances Perkins to become the first female cabinet member.

This exhibit, which runs through Women's History Month in March, features some of the most important artifacts from women's history in the public eye for the first time. President Raab expressed her hope that the exhibit would highlight the long and arduous journey that has been women's rights as we look towards the future for a more equal tomorrow.#

Al Posamentier

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part of the fun of it (not to mention its instructional value – seeing number patterns and relationships).

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

Let us analyze what values can be taken by the sum (S) of (two or more) consecutive positive integers from a to b . ($b > a$)

$$S = a + (a + 1) + (a + 2) + \dots + (b - 1) + b = ((a + b)/2)(b - a + 1)$$

by applying the formula for the sum of an arithmetic series*. Then doubling both sides we get: $2S = (a + b)(b - a + 1)$

Calling $(a + b) = x$ and $(b - a + 1) = y$, we can note that x and y are both integers and that since their sum, $x + y = 2b + 1$, is odd, one of x, y is odd and the other is even. Note that $2S = xy$.

Case 1. S is a power of 2.

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

Case 2. S is not a power of 2.

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

The two numbers 2^{n+1} and m are not equal, since one is odd and the other is even. Therefore one is bigger than the other. Assign x to be the bigger one and y to be the smaller one. This assignment gives us a solution for a and b , as $x + y = 2b + 1$,

giving a positive integer value for b , and $x - y = 2a - 1$, giving a positive integer value for a . Also, $y = b - a + 1 > 1$, so $b > a$, as required. We have obtained a and b .

Therefore, for any S that is not a power of 2 we can find positive integers a and b , $b > a$, such that $S = a + (a + 1) + \dots + b$.

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

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

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

Dr. Alfred S. Posamentier is the Chief Liaison for International Academic Affairs and is the Professor Emeritus of Mathematics Education - CCNY- City University of New York.

A Million Stories, A Million Visitors: The Garden Celebrates 125 Years

The New York Botanical Garden serves as home to decades of moments and memories, each one an important scene in the ongoing story that defines this iconic institution. In honor of that story, and in celebration of the Garden's upcoming 125th anniversary in 2016, NYBG invites you to share your own stories, be it a moment enjoyed here with friends and family, a memorable first visit that inspired a Membership, or a particular spot in the Garden that holds special meaning for you.



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Joyce Cowin, Founder of Heritage School, Inspires Excellence



By LYDIA LIEBMAN

Recently, Dyanand Sugrim, Principal of The Heritage School in East Harlem spoke with Education Update and Heritage School founding funder Joyce B. Cowin. The Heritage School, which was founded in 1996 with support from Teacher's College, Columbia University, seeks to provide a dynamic education to students in grades 9-12 with a focus on the exploration of history and culture through the arts.

Since Principal Sugrim took the helm in 2011, The Heritage School has enjoyed a steady upward trajectory of progress perhaps best demonstrated by rising graduation rates; the current graduation rate is 80%, up from 70% the previous year. Applications to attend the school are also climbing; when Sugrim first started working at Heritage "there were 100 students applying for 100 seats," he says, adding, "now we're up to 700 applicants for 100 seats! Applicants are flooding our doors."

Over the past few years, Cowin's generous funding has been allocated to three major areas linked to college preparedness, says Sugrim. The first program is called College Summit. College Summit is an organization that comes in with an entire curriculum that aims to prepare students for the college application process starting in 9th grade. Secondly, in an effort to expose students to areas of New York outside of the East Harlem community, the Heritage School has coordinated services with Go Campus. Through Go Campus, at least 50 students are taken on a field trip to tour 5-6 SUNY colleges in New York State. To jumpstart the college application process, 9th grade students are given the opportunity to go on this trip as well as older students. Thirdly, the Princeton Review is purchased for students preparing to take their SAT's- an especially helpful endeavor due to the large population of Heritage School students living at or below the poverty line.

Further attention is paid to college preparedness through the use of 10 College Summit Leaders. In this intriguing summer program,

10 rising seniors went to Rutgers University to be trained in the College Now Student Ambassador Program. These students returned and then served as mentors to both their class and the grade below for those who are thinking about and in the process of applying to college.

The Heritage School also works with teachers to improve the quality of education. Each week, committees of 5 teachers each with one teacher leader meet to develop specific programs and activities. One committee, for example, focuses on developing a skills map which tracks the skills students need per grade and how they evolve as students move through high school. Another committee, called the College Summit Committee, works with the aforementioned College Summit curriculum, and another is the Student Life Committee, which works to organize trips for the school and all school events such as holiday festivals.

When asked where he would like to see the school in 5 years, Sugrim said he'd like to see the graduation rate improve to 90%. In addition, he'd like to see students go to more 4-year colleges and/or colleges outside of New York City or to more private schools. "I want them to be prepared for those colleges because of the challenging courses they're taking here," he said.

While the school does focus on the arts and has a successful partnership with Urban Arts that results in after school art, photography, dance, and film classes, he wants students to "have a richer experience with instruments, music and the arts" and wants "every child to have a chance to be involved in those programs."

In general, college preparedness is always at the forefront of Sugrim's mind. "The majority of students want a college education and wants to go to school," he said, "the culture is changing. We have so many more students who want to apply and go to college. It's taken over the culture. It's not something that's out of reach."

And for those that attend The Heritage School, those dreams are indeed in reach. #

WOMEN SHAPING HISTORY 2016

KAZUKO MINAMOTO DEPUTY DIRECTOR, EDUCATION & FAMILY PROGRAMS, JAPAN SOCIETY

CAREER PATH: For over 17 years I have been fortunate to work closely with highly motivated and dedicated K-12 educators who teach about Japan and East Asia through various education programs offered at Japan Society, including our highly regarded Educators' Study Tour to Japan. Interdisciplinary teams of educators (social studies, literature, arts and science) and individuals are selected annually from across the nation to visit places such as Tokyo, Hiroshima, Nagasaki and Fukushima. Later these teachers bring this exciting first-hand experience, in-depth knowledge of Japan, and authentic materials back to their classroom here in the U.S. I have also been fortunate to introduce diverse aspects of Japan to a large number of New York area students by providing immersive experiences in the performing arts, language, history, art, music, anime and documentary film production, journalism, and Japanese cuisine workshops along with seasoned professionals in each of these fields. Did I always envision myself doing what I do now, when I was a teenager? The answer is "not exactly." Looking back, it'd be more accurate to say now that it was a series of events, inci-



dents, and encounters with key persons that have brought me to where I am now.

I moved to the U.S. from Japan as a college student and majored in International Marketing as I was interested in exploring ways to contribute in the area of US-Japan relations and exchanges between the two countries. Upon graduation, I was offered a marketing position at a New York branch of one of Japan's major TV networks. The job was to introduce and sell rare American goods that had a unique history

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DIRECTOR OF LOWER SCHOOL

The Gateway School is seeking an experienced educator and leader as Director of Lower School effective July 1, 2016. The Director will report to the Head of School and provide administrative and programmatic oversight for the faculty and students in the Lower School. Working closely with the Head of School and key administrators, the Director will be responsible for furthering Gateway's mission to transform the lives of its students by developing them into confident, motivated, independent learners.

The Gateway School exemplifies the maxim that schools are best when they focus intensely on the needs of students. Based on the philosophy that all children can learn, Gateway's proven approach to teaching students with language-based learning challenges and attention issues makes it an ideal place for children to learn. Its overall size, its well-qualified and trained faculty, the

school's skilled leadership team, and a warm, friendly culture make the opportunity to lead Gateway's Lower School exciting.

The Director of Lower School will work with students, parents, faculty and an administrative team. Just as Gateway students benefit from close attention, so do their parents. The Director will need to know each student and his family situation well and be responsive to parents' concerns. In concert with the administrative team, the Director will train and support faculty and enhance the integration of curriculum within and across divisions. Since there is a plan to grow Gateway, the next Director of the Lower School will need to be ready to adapt the program and the use of time and space as enrollment increases. Whether working internally or with families, the Director of Lower School will be responsible for continuously fostering a sense of community in and around the Lower School.

To learn more about The Gateway School please visit our website:

www.gatewayschool.org.

To view the complete position description and application instructions, please go to:

<http://www.carneysandoe.com/Schools/Leadership-Search-Services/Current-Searches/Gateway-School-of-New-York.aspx>.

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YOUNG JOURNALISTS

Attending College in High School

By **HALEY HERSHENSON**

As rigorous as high school classes can be, imagine also taking a college class as a high school student. This year I decided to enroll in a college introductory class at Hunter College, CUNY. This may seem challenging, but most high schools already offer college level courses, as advanced placement (AP) classes. The first day of my class, psychology 100, I was a bit overwhelmed by the fact that I had written the same amount of notes in one class that would amount to a week's worth of notes in one of my high school classes. Besides the amount of information you're presented with at once, I also noticed a difference in the way one is treated as a student by a professor versus a teacher. A teacher in high school constantly reminds students about homework assignments and other necessary actions needed to be successful in the class like being on time. While in a college class, it's up to you to remind yourself of what needs to be done, and if you do show up late to a class or even miss one, the professor won't even mention it to you. You are responsible for keeping up with the class.

I realized after the first class, that the professor's job is to present us with information in ways we can obtain it, but we have to take the initiatives necessary to understand the infor-



mation. Every class, when the professor is setting up her lecture and PowerPoint, it's almost completely silent as we wait for her to get started. We all respect her, as we should, but in high school classes, there are always students talking, even after the teacher starts teaching. Perhaps this is because with the college

class, none of us have to be there, we choose to be. On the first day of class, the professor described how we are the ones who determine our grade at the end of the semester. So whether we choose to come to class or not is up to us, but to remember that our fate for each exam during the semester is in our hands.

The idea that I was enrolled in a college class, hadn't settled in until I got my Hunter College ID card. During the orientation, we were told that as students enrolled in Hunter College Now, we could have access to all the facilities available, and to take advantage of this. We were also reminded that no one would know we're actually high school students, which certainly allows us to have the full college experience!

At the start, I was slightly intimidated by the fact that it is a college class, but now that I've attended several classes, I see it as an opportunity to challenge myself, take a class in a field I might want to pursue, and gain insight into what the college experience will be like. #

Growing Up: Reflections by a High School Student

By **ANGELINA FRANCES**

Bringgg! My alarm screams, beckoning my eyelids to open and my feet to hit my cold wooden floor. However, my bed grips me, a warm hold that wraps my entire body. My mind flickers to all the obstacles I will be expected to overcome today, and remaining in the safe haven of my bed seems all the more appetizing. Despite my deep desire, I finally rise to meet the morning, my will power strong. I trudge to the bathroom and brush my teeth. Up, down, side, top, up, tongue, spit, repeat. I meet my own gaze in the mirror and I'm appalled to see a mountain on my chin. There it sits, mocking me, a zit the size of Africa. My self control is once more tested as I fight all urges to cut open my face, to pick and pry until it bleeds out. After examining it until I feel even worse, I return to my room to pick out my garments for the day. I pull out my phone, dig through notifications, and check the weather report. I do this every morning in order to obtain an attractive outfit that is also



appropriate for the weather that day holds. I pull out my favorite leggings, jumping up and down until they feel properly snug in all of the right places. Then, I pull an olive green sweater over my head, the soft wool brushing over my face. I scuff my way back to the bathroom to look at my potential outfit only to be disgusted. How

did I ever think that those two pieces could work together when they clash so very badly? I rip them off and find myself back in front of my closet. After twenty minutes and all of my hangers on the ground, I dig my way out of a swamp of clothing and run downstairs to scarf down some cereal before I have to leave for early period.

Once again I pull out my phone and check all of my social media. I have a series of Snapchats from my friends awaiting me and over half a dozen texts to respond to. Then, I pull up my Instagram to see how many likes my latest post got. Eeks! That's less than usual...I wonder if there was something about the picture my

Michelle Staggers Soars for Duke Lacrosse

By **SAVANNAH COHEN**

Who won two national awards for lacrosse and is a great student and surprisingly did not have lacrosse in her high school? The answer is the freshman Michelle Staggers who plays at Duke University. Michelle won the William Swan Formwalt '32 Athletic Award given to the top high school female athlete and the Thomas Moore Carruthers '20 Memorial Award as the top scholar athlete. "I just love playing the game of lacrosse it is so much fun," said Michelle.

Michelle grew up in Safford, Virginia with seven siblings. An interesting fact is Michelle's dad was the owner of an ice cream catering business and Michelle's mother takes care of the family. Michelle and her siblings worked for her dad in the summer. "My family is great," said Michelle. "We have a big family and we have a lot of different things going on". Michelle's younger brothers play lacrosse and her older brother briefly played college lacrosse at George Mason University. He left because he wanted to concentrate on his studies.

On the field Michelle is Defense and Midfield. "I like the community at Duke and the people on my team they are like family" said Michelle. She seems like she has a really good time with her teammates when a reporter asked her ques-



tions on February 19th. Michelle began lacrosse in second grade on a rec. team. "I watched the high school lacrosse team play and went with them on away games," said Michelle and that's what inspired her to play lacrosse.

Michelle loves working with kids. In the future she wants to be a journalist, teacher or lawyer. "My parents have been and huge impact on life" said Michelle. Another huge impact on Michelle's life was not having a high school lacrosse team. She played on a club team called the Storms, in Richmond, Virginia. Later she went to a boarding school to play lacrosse.

Michelle who is African American is thankful for all of those who helped her achieve her goals. Since February is black history month a reporter asked her about what it means to her.

"I think Black History Month is a great time to remember African Americans that were fighting for equal rights in our country and it doesn't just have to be in America," said Michelle. "I also think it is really nice that we have a month to think of those people". #

Savannah Cohen is a third grader at Tamaques School in Westfield, New Jersey. In addition to a zest for writing, Savannah loves to read and play sports. She plays lacrosse for the Steps club team in New Jersey.

Young Women Journalists: Helena Lubin

Helena Lubin is a seventh grade middle school honor student in the Shenendehowa School district in Saratoga County. Diagnosed on Dec 12, 2012, Helena learned quickly how to control Type 1 diabetes. Last year Helena, along with five other brave young men and women received the Courage and Perseverance award from Education Update in March 2015. Now at 12 and ½, she continues to battle this life threatening disease and continues work-



ing to help fund the research to find a cure. The Juvenile Diabetes Association (JDRF) has a slogan, "Turn Type 1 to Type None", and Helena is working to help make that happen. In addition to baking and selling cookies to raise money for research, Helena and her parents will again be marching in the JDRF Albany walk to

raise funds for the research and development of medical equipment and solutions to end this life threatening disease.#

followers didn't like...? Slightly dampened, I pull on my backpack and head to the car. My father takes forever to get out of the house and my already bad mood worsens. After many attempts at prodding him to hurry up, to show more of a sense of urgency, I find myself snapping at him, biting his head off. As we finally head towards the school, I feel a frown pull at my lips. When did I get so bitter? With one last glance in the mirror, and at my horrendous blemish that seems to almost appear bigger

despite the powder I applied, I run to my first class of the day. Physical Education at 7 am isn't exactly my cup of tea, but it could be worse. At least it's a breezy class. Okay so I have had a bad morning. That doesn't mean I can't turn it around. Right? Wrong. I get to Chemistry, one of the only freshman in the class, to be enlightened on the fact that we have a pop quiz. Although it is my favorite subject and I know the material, a wave of

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THE ETHICS COLUMN

Germline Editing: Red Line or Panacea?

By JACOB M. APPEL MD JD



Ever since Theodore Friedmann and Richard Roblin proposed “gene therapy” for human diseases in a seminal 1972 paper, physicians and ethicists have grappled with the implications of altering our DNA. Such treatments still remain in their infancy. Experimental gene therapies have notably shown promise for several vision disorders, immunodeficiency syndromes and leukemias. The first gene therapy approved for general medical use in Europe, alipogene tiparvovec or “Glybera,” only entered the marketplace in 2015. While initially controversial, genetic therapies in somatic cells have become widely accepted by the bioethics community. In contrast, interventions that change the human germline—and can therefore be passed down to future generations—are among the most debated in the field.

Several recent, high-profile events have fueled the ongoing debate over germline editing. In 2015, researchers at Sun Yat-sen University in Guangdong, China, reported using a technique known as CRISPR to target a gene in human reproductive cells that causes β -thalassemia, a deadly blood disorder. Earlier this year, Great Britain’s Human Fertilisation and Embryology Authority granted Professor Kathy Niakan of the Francis Crick Institute permission to use the CRISPR method to study the development of healthy embryos. It is important to note that neither of these efforts were designed to produce a child. In fact, the International Summit on Human Gene Editing that met in Washington last December found that it would be “irresponsible to proceed with any clinical use of germline editing” at the

present time. Concerns include the safety of such interventions, such as the fear that they may damage off-target genes, as well as a nebulous concern for protecting the rights and welfare of future generations. But what about future use?

Speaking for many of the naysayers in an Op-Ed in The Telegraph, American ethicist Donna Dickenson wrote:

“Future generations...are not able to consent to germline editing that will manipulate their welfare in ways that we cannot yet predict or alter if things go wrong. Looking back, our descendants might or might not accept our decision as legitimate, but they will have no way of changing it.” Such an approach to this challenge, while widespread, resorts to a dubious appeal to the status quo: a belief that things are better as they exist, solely because they exist as they do. After all, why is it not equally reasonable to ask whether our progeny would consider our decision not to use germline therapy as legitimate or illegitimate? Both slamming the accelerator and the breaks when it comes to germline therapy are decisions that impact future generations. Consent, in either case, is impossible. To treat one as more of an intervention than the other seems misguided.

Needless to say, caution in such a field is prudent. Germline therapies ought to be subject to the same painstaking scrutiny as all other medical interventions. Yet the prospect of eradicating genetic disorders from our DNA—in short, of eradicating many of history’s worse scourges from our entire species—is a tantalizing prize. One worthy of some inevitable risk. Otherwise, our grandchildren may resent us for leaving them a legacy of disease.#

MATHEMATICAL PERSPECTIVES



Sums of Consecutive Integers

By DR. ALFRED
POSAMENTIER

It’s about time we had some fun with mathematics. While we having fun, we can also learn something about the nature of numbers. So let’s get started. Which numbers can be expressed as the sum of consecutive integers? You may want to have your students experiment a bit before trying to generate a rule. They might try to express the first batch of natural numbers as the sum of consecutive integers. We will provide some in the following list.

2 = not possible 21=1+ 2+3+ 4+5+6
3=1+ 2 22 = 4+5+6+7
4 = not possible 23=11+12
5 = 2+3 24 = 7+8+9

6 =1+ 2+3 25 =12+13
7 = 3+ 4 26 = 5+6+7+8
8 = not possible 27 = 8+9+10
9 = 4+5 28 =1+ 2+3+ 4+5+6+7
10 =1+ 2+3+ 4 29 =14+15
11= 5+6 30 = 4+5+6+7+8
12 = 3+ 4+5 31=15+16
13= 6+7 32 = not possible
14 = 2+3+ 4+5 33=10+11+12
15 = 4+5+6 34 = 7+8+9+10
16 = not possible 35 =17+18
17 = 8+9 36 =1+ 2+3+ 4+5+6+7+8
18 = 5+6+7 37 =18+19
19 = 9+10 38 = 8+9+10+11
20 = 2+3+ 4+5+6 39 =19+ 20
40 = 6+7+8+9+10

LAW & EDUCATION

Justice Scalia and Education

By ARTHUR A. KATZ, JD



Justice Antonin Scalia, who died on Saturday, February 13, 2016, was one of the more conservative Justices serving on the U.S. Supreme Court and, at the time of his death, was then the longest serving Justice on the Court, having been appointed thirty years previously by President Ronald Reagan. Justice Scalia was a strict constructionist, believing that our U.S.

Constitution had to be interpreted narrowly, in accordance with the plain meaning of the words in the Constitution as it was written, and, unlike his more liberal colleagues, did not look at the Constitution as a living expansive document that changed with the times. Although Justice Scalia was a brilliant scholar and brought a high level of scholarship to the Court, his conservative views on many matters were diametrically opposed to my point of view, and I usually did not agree with the opinions rendered by him, many of which were written as dissents from the Court’s majority view.

Justice Scalia believed (unlike the majority of his brethren on the Supreme Court) that student-led, student-initiated, prayers at public schools, as well as religious invocations and benedictions at public school graduation ceremonies were not a violation of the First Amendment to the Constitutional prohibition against government establishment of religion and that the action of the majority of the Court resulted in social engineering.

Likewise, Justice Scalia (as several other Justices, most notably Justice Clarence Thomas) believed that affirmative action violated the equal protection clause of the Constitution. In a previous column, I mentioned his comment during the Fisher v. University of Texas oral argument which was before the Court last December (but, as of the date of this column, has not yet been decided). At that time, Justice Scalia said “There are those who contend that it does not benefit African-Americans to get them into the University of Texas where they do not do well as opposed to having them go to a less-advanced school, a slower track school, where they do well. . . . I don’t think that it stands to reason that it’s a good thing for the University of Texas to admit as many blacks as possible.”

Moreover, Justice Scalia issued the only dissent when the Supreme Court ruled that women had the right to enroll at the Virginia Military Academy. Although Justice Scalia did not

condone the action that had been taken by the State of Virginia in barring women, he believed that, under the First Amendment to the Constitution, it was up to the State to determine when it was time to change VMI’s admissions policy, and was not an action to be taken by the Court.

There are several pending cases to be decided this year by the Supreme Court that were argued before Justice Scalia’s death, the

outcome of which may be influenced by the absence of Justice Scalia. Two of these cases dealt with educational issues.

The first, Fisher v. University of Texas, will determine the continuation of affirmative action in the college admission process. Before Justice Scalia’s death, and based upon comments made by the Justices during oral argument in December, it was probable (as a result of the recusal by Justice Elena Kagan) that (depending on how Justice Anthony Kennedy decides) either affirmative action would be ruled unconstitutional or, at best, no precedent would be reached. Now, with only seven Justices voting and with the vote of Justice Kennedy not known, the decision either will support the continuation of affirmative action or, at worse, will not be precedential (since if the Court has a tied vote, the lower court decision is upheld but does not have precedential value).

The other pending education case before the Court, Frederichs v. California Teachers Association, challenged the mandatory collection of union dues from public (school) employees, the overturning of which would be considered to be highly detrimental to (teachers’) unions. Up until now, non-union teachers in California have been required to pay “partial dues” to the teachers’ union to compensate the union for the benefits received from collective bargaining. Based upon comments made by the Justices during oral argument, it had been anticipated that the Court would reverse the lower court decision and find that the union did not have the right to collect “in lieu” dues from non-members. The best that now can be anticipated is that the Court will have a four-to-four tie, which would leave standing the lower court’s decision permitting the continuing of the collection of partial union dues from non-union members.

It will be interesting to see the Supreme Court’s determination on these matters. #

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

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

This is an interesting fact. It is not something

that one would expect. By making a list of these consecutive number sums, your students ought to begin to see patterns. Clearly the triangular numbers are equal to the sum of the first n natural numbers**. A multiple of 3, say $3n$, can always be represented by the sum: $(n-1) + n + (n+1)$. Your students may discover other patterns. That’s

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Touro College Graduate School of Social Work Takes Part in NYC's Eleventh Annual 'HOPE' Survey

Students, faculty, administrators and support staff from the Touro College Graduate School of Social Work (GSSW) braved freezing temperatures after midnight Monday to help New York City with its annual count of the numbers of homeless living on the streets, and offer to take them to shelters.

Since 2008 the graduate school has participated in the count, which draws thousands of volunteers from throughout the boroughs to canvass parks, subways and other public spaces as part of the New York City Department of Homeless Services (DHS) Homeless Outreach Population Estimate (HOPE). Over 3,000 volunteers turned out for the federally-mandated survey.

"Homelessness is a complex, 300-year-old social problem. The approximately 60,000 people who sleep in city shelters each night and the 3,000 more who make their homes on subways and public thoroughfares are the most vulnerable members of society," said Professor Elhanan Marvit, MSW, director of administrative services at the GSSW, who leads the graduate school's team every year on the HOPE count.

He continued: "Homelessness stems from a confluence of multiple factors, social structures and community circumstances. This annual count is critical to helping overcome homelessness, and is aligned with Touro's mission – which is to train clinical social work practitioners to help individuals, families and communities meet their needs and enhance well-being."

Georgia Van Cooten, a GSSW student on the count Monday for the second year in a row, said

she encountered multiple homeless veterans and individuals and offered them transportation to a shelter or drop-in center, but many refused. She attributed the response to "past experiences of assault, unhealthy conditions and an overall sense of fear surrounding the city's shelter system."

In spite of the cold, Ms. Van Cooten said she'd like to participate again next year as an alumna, "remembering how great it was to be surrounded by alumni during my first year, able to see how it's done and realize that it's not just a survey filled with questions but a conversation between people living in a city plagued with homelessness."

The City announced that to help boost the efficiency and productivity of HOPE this year, the count piloted a new HOPE mobile app, allowing one team in each borough to use GPS-powered maps of their assigned routes and submit digital questionnaires. The digital capabilities, the City said, would increase efficiency, accuracy and accountability in the data collection process, as well as improve analytic efforts.

Touro is a system of non-profit institutions of higher and professional education. Touro College was chartered in 1970 primarily to enrich the Jewish heritage, and to serve the larger American and global community. Approximately 18,000 students are currently enrolled in its various schools and divisions.

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Teachers College Presents: The Provost & The Professor Discuss Current Issues

By DR. PATRICK MCGUIRE

There is a significant crisis looming across the country, but specifically in the City of New York, directly affecting African-American and Latino young men. As part of the Teachers College, Columbia's Provost's Series, led by Provost Tom James, faculty member Dr. Michele G. Knight-Manuel presented her findings and well thought recommended action plan based on data collected from 40 DOE schools. Knight-Manuel is co-author of *College Ready: Preparing Black and Latina/o Students for Higher Education – A Culturally Relevant Approach* (2013).

The focus of her work and presentation is rooted in college access AND success (graduation) for African-American (Black) and Latino young men. The most significant alarming finding she presented was that in 2012, 52% Black and Latino youth graduated from DOE schools, however, 14% Latino and 12% Black were college ready, according to the academic entrance standards of the CUNY system. She addressed possible roadblocks to college access and success for many Black and Latino young men: inadequate education opportunities in high school, teacher expectations, and inequitable access to high quality learning instruction. One strong roadblock not mentioned but plays a significant role as a roadblock is violence.

The data became a springboard for teacher conversations and professional development activities, but most important, creating from



Tom James and Michelle Knight

participants a strategic plan for college access to success. One comment from a participant was that everyone shared in college readiness of students, not only guidance counselors, but all teachers and support staff, parents and most probably coaches.

Knight-Manuel asked guests (TC alums and friends) attending if they were first-generation, to which an overwhelmingly majority raised their hands. This is indicative of our commitment to our students to be college ready and succeed in graduating. Shared also was McDonough's (UCLA project) nine critical principles of college going cultures from her work and high school to college transition. One challenge to instructors presented by Knight-Manuel highlighted was how does the curriculum in high schools speak to Black and Latino young men and their interests? Teachers, as they revise their instruction activities, can subtly

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CAREERS

An Interview with Ornithologist Benjamin Van Doren

By LYDIA LIEBMAN
& DR. POLA ROSEN

Benjamin Van Doren, a senior biological science and biometry and statistics major at Cornell University set to graduate this year, has recently been named as a 2016 Marshall Scholarship. The prestigious honor will enable him to attend the Edward Grey Institute of Field Ornithology at Oxford University where he will pursue a graduate degree in ecology and evolutionary biology with a focus on bird migration.

Education Update spoke to Benjamin about his life-long love of all things birds and his exciting future.

When did you become interested in ornithology?

There was a program when I was in elementary school called Classroom Feeder Watch. My teacher placed bird feeders outside of our windows. From this activity, we learned how to identify different species. Then we would conduct systematic counts of the birds species identified at different points in time in a scientific protocol that was developed by people



from Cornell's Feeder Watch program. We would count the birds and enter the data online and I thought it was great that real scientists were using our information.

I became very motivated in 3rd and 4th grade. My parents bought me a bird feeder and I would go on local trips to Audubon Societies. In 8th grade I met another young birder in Central Park and he told me about a club called "The New York State Young Birder's Club."

The club really reinvigorated my interests and motivation because I finally had people around my age to connect with.

What does it mean now that you have received this scholarship?

I have at least two years of tuition covered plus living and travel expenses for attending a university in the UK of my choosing. I chose Oxford because it has a great ornithology institute. I know it was the one place I would want to go. I'll be staying in the UK for three years.

Did you have any mentors?

Andrew Farnsworth guided me through an important high school research project and to do this day we still collaborate. He was instrumental on the aspect of research, which was one of the reasons I was chosen for the scholarship. Additionally, at Cornell there have been several great people who have guided me.

What will you do after your three years in the UK?

I plan to return to the US and do one or more post-doctoral fellowships. My prime goal is to get an academic job at a university.

What is your primary area of study?

I would say my primary fascination is with migration. I think it's an amazing feat to accomplish. For example, there's a bird species that travels from Alaska to New Zealand nonstop over open water and somehow they have the ability to both undertake this very taxing flight and navigate extremely precisely. If there's one small error in the directional sense NZ would be totally missed.

What advice would you offer to someone interested in a similar career path?

I would advise people to pursue what fascinates them. Sticking to that for me has led to great opportunities that I appreciate immensely. Doing something that is interesting to you is a great motivator. Learn about the mysterious and find out the answer to questions. Don't be afraid to explore. For me, following that particular philosophy has given me incredible opportunities to travel and learn new things.

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WOMEN SHAPING HISTORY 2016

MIRA JEDWABNIK VAN DOREN
ARTIST AND DOCUMENTARY PRODUCER

CAREER PATH: I have had two careers, both creative, both different and both very challenging. I am an artist and a documentary filmmaker. My career as an artist had its beginning as I watched my mother painting in her studio. I knew then that I wanted also to be an artist. My parents encouraged my interest in painting. That early encouragement has stayed with me forever.

One of my interests as an artist was to combine art in every day life. Vitreous enamel on metal was an excellent material for this purpose. I saw endless possibilities where art could be incorporated into everyday life. While I was studying at Cranbrook Academy of Art we were encouraged to experiment in various mediums. Besides painting in oils and watercolor, I decided to experiment in enamels on metal. It was also at that time that I became interested in the work of Le Corbusier, particularly the entrance doors of the chapel of Notre Dame du Haut. The artwork was enamel on metal. I was also inspired by the work of the architect Walter Gropius and the Bauhaus movement which strived to bring creative efforts together to renew the disciplines of art, sculpture, paint-



ing and handicrafts as inseparable components of architecture.

My career as a documentary filmmaker came much later in life. I was born in Vilna, Poland (now Vilnius, Lithuania) before World War II. In August of 1939 my parents and I went on a six-week trip to the United States to visit the World's Fair in New York. While we were on the high seas the Germans invaded Poland. It was the beginning of World War II. We were one of the few lucky families that survived the destruction of the Vilna Jewish community.

My good fortune has always weighed heavily on me. As a survivor I believed that it was my obligation to devote myself to document the community for present and future generations.

CHALLENGES: As an enamel artist my greatest challenge was in figuring out how to fabricate my commissions. The kiln at my studio was much too small. I had to collaborate with plants that produced commercial porcelain enamel. The use of their facilities enabled me to produce my enamel art pieces. Through the years I used the facilities of a number of porcelain enamel plants to do my artwork, murals, elevator doors and tables.

Later in my career my vision was to produce a documentary film. It was a monumental decision. It required a totally different energy than my artwork. My education as an artist gave me confidence and courage to follow my visions and imagination. As an artist I was a professional. As a film producer I was totally innocent. My goal was to produce a historical film depicting the remarkable Jewish community of Vilna before its destruction in WWII. I couldn't do this alone. I had to work with producers, scholars, photo researchers and an editor. I was fortunate to find a film editor who was very experienced and spoke Polish, English and Yiddish.

ACCOMPLISHMENTS: When I returned from Cranbrook Academy of Art to my studio in New York, I continued to experiment with

vitreous enamel. I produced a line of jewelry, which was sold by department stores as well as prominent designers. I was then most fortunate to be commissioned to create enamel artworks for the newly built SS United States ocean liner, which included tabletops and wall décor. For a young artist of just 21 it was an auspicious start and one for which I am continually grateful.

I enjoyed a celebrated career as an artist, pioneering the art of vitreous enamel on steel. My clients were mostly prominent architects. I created murals, doors, elevator panels, furniture and decorations for ships, banks, hotels, building lobbies, synagogues and churches. Some of my most notable commissions included the elevator doors for Liberty Mutual Life Insurance building, elevator doors and murals at the Regency Hyatt hotel in Chicago, commemorative doors at Temple Emanuel in Chicago, murals for the Sheraton hotels, Loews hotels, the Fairchild Engineering building at MIT and numerous other projects. I completed hundreds of art panels and elevator doors. I was featured in Elevator World for my work.

In the years that followed, my interest turned towards the historical past of Vilna, the "Jerusalem of Lithuania"—the city from which my family narrowly escaped World War II decades prior.

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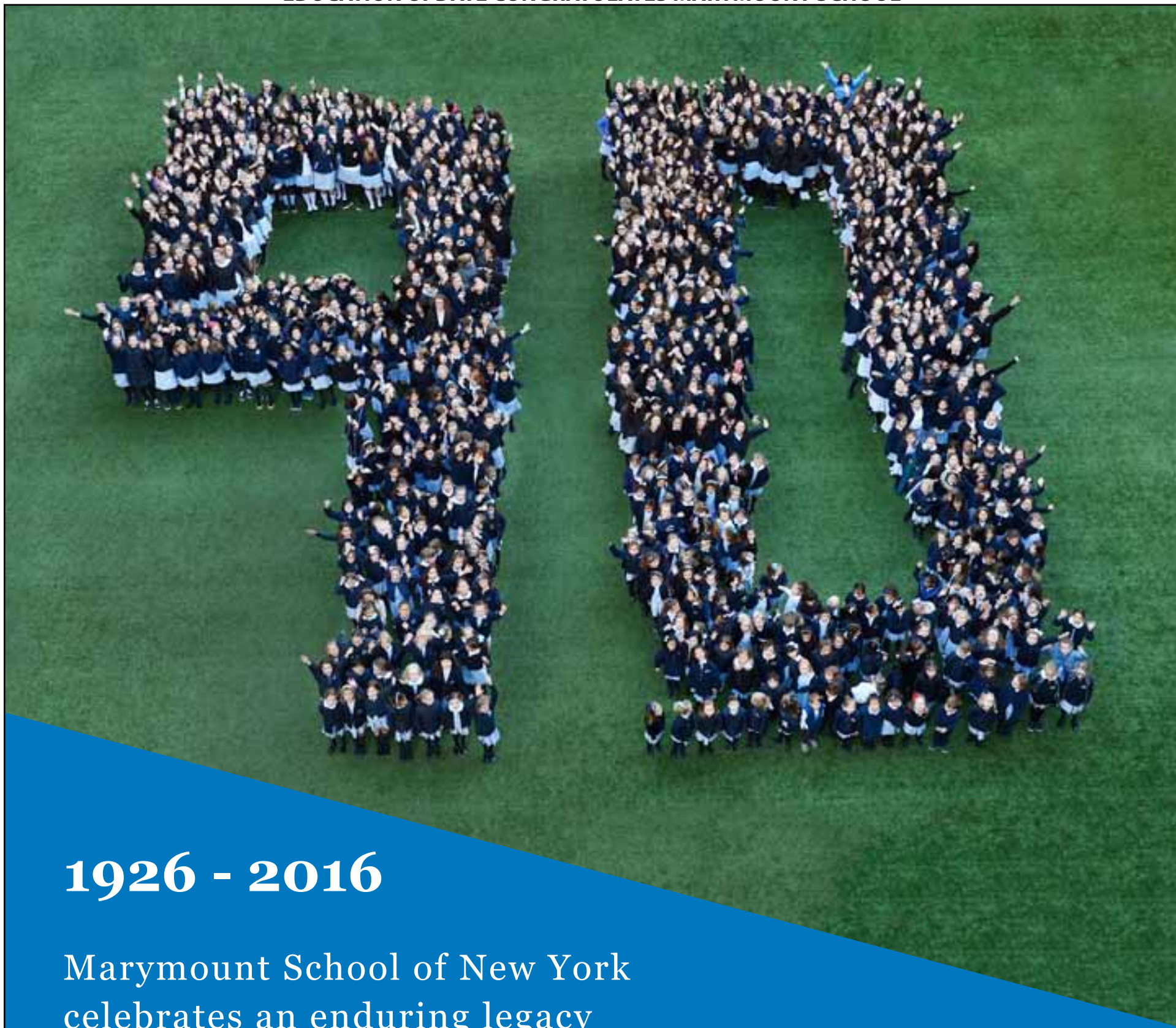
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The Provost & The Professor

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challenge students to ask what is their direction or goal(s) and what do they need to do to get there? Significant support (academic, cultural, identity, social) must be part of the lives of the Black and Latino young men if we are to increase the low 2012 college ready numbers and assist them to succeed.

One interesting comment on one of Knight-Manuel's findings was to incorporate early exposure of Black and Latina/o students was to college (and graduate/doctoral studies – when they are ready) at an early age, as early as in sixth grade at the age of 11-12. The issue of fitting in on the college campus culture

as a Black or Latino young man was also addressed. Knight-Manuel stated college campuses must meet the needs of diverse students and play a more significant role in creating a better fit for the cultural and social needs of Black and Latino young men.

The most significant takeaway from Professor Knight-Manuel's presentation on college readiness and access to success of Black and Latino young men was our challenge, as educators/instructors, to make a difference to a (quiet) student by reminding them, "Your voice is needed in class". This one short statement can open a world of possibilities for a young man and can become an invitation to college and college success for all, but especially Black and Latino young men. #

EDUCATION UPDATE

salutes



**Charlynn Goins, J.D.
& Warren Goins, M.D.
for their contributions
to education.**

**Dr. Pola Rosen, Publisher
& Dr. Herman Rosen**

UFT President Michael Mulgrew Honored at Annual Conference on Dyslexia

United Federation of Teachers President Michael Mulgrew recently received Everyone Readings's Priscilla T. Vail Literacy Award. Mulgrew is the fifth president of the United Federation of Teachers, UFT which represents 200,000 teachers, paraprofessionals, school secretaries and other professional staff in New York City public schools as well as home day-care providers, nurses, adult education instructors and retired members.

Mulgrew spent 12 years as a classroom teacher at William Grady High School in Brooklyn where he also served as chapter leader before becoming the union's vice president for career and technical education high schools and later its chief operating office.

During Mulgrew's tenure, the UFT has sought to improve schools in NYC by advocating for smaller classes, increased funding from both the city and state, greater parental involvement and reduced reliance on standardized testing.

Mulgrew is active on promoting a range of issues that include economic fairness, immigration reform, equality and social justice. #



LACROSSE FOR SPECIAL NEEDS PLAYERS SCORES BIG

By MIKE COHEN

Anthony, 25 years old, is down in the ready position with his lacrosse stick held upright. Then with a quick reverse pivot to break free from a defender, he catches the ball and begins his move to the goal, dodging around another defender, and splitting two more before it's just Anthony and the goalie. In this case the goalie is Michaela, a high school volunteer who plays on her school lacrosse team. She has no chance to block Anthony's bullet-like shot, which is perfectly placed in the upper right corner of the net for a score. As his coaches, teammates and fans cheer the play, Anthony's already beaming smile becomes even brighter and wider.

"It makes me happy that he has something to live for," said Anthony's Mother, Eileen. "Sports are his world. When he's happy, I'm happy."

For Anthony and the other participants who have special needs such as autism, Down syndrome, and other disabilities, playing lacrosse has been a great outlet to learn a new game, overcome physical and cognitive obstacles and, perhaps most importantly, provide a much needed social environment for the players and their families.

"It's the action," said Eileen. "It's the greatest thing for him. He looks forward to it. He likes to be on a team, the uniform, lining up at the end and shaking hands. Really, everything about is exactly what he needs."

The program is run by the Nassau County Police Activity League Special Needs Unit and runs throughout the winter months on Saturday mornings at the Levittown Memorial Sports Center. Participants can begin as young as age

5 and go into their 20's. Each session, which is run by professional coaches, consists of stick skills, fun fitness movements, modified game play and always with an emphasis on lots of fun and camaraderie. Mike Nelson is the county's PAL lacrosse director who has also been credited with having developed the concept of lacrosse for special needs players on Long Island. Mike came up with the idea when his youngest son, now age, 7, was diagnosed with a hearing disability as a toddler. Mike had been an avid lacrosse player himself, having played four years at Adelphi and then gone on to play professionally. Mike wanted to get his son involved in the sport.

"I was thinking about the other kids," said Mike, who began the program roughly five years ago. "Their daily struggles and the things that the families have to go through. How can I help? What can I do to make a difference?"

The difference can begin immediately when the kids get to hold their first stick in their hands. When a kid holds a stick, a bat or a ball there is a feeling of freedom and an outlet for pure play. For the players with special needs, lacrosse is no different. As they become more adroit at developing their stick skills, the game takes on more meaning. Running around scooping up balls, having catches with their friends and enjoying playing is what Mike envisioned when he thought about special needs lacrosse. Since the success Mike has had in Long Island, he has been asked to go to national conferences for special needs athletics to expand the program to other parts of the country.

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ReelAbilities Film Festival Focuses on the Challenges We All Face

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

What does it mean to us to focus our attention on a film about a person whose life includes the challenge – and opportunity – of a disability? Will it make us feel down, or lift us up in the face of a human being courageously making an opportunity out of - what is usually seen as - a difficult situation. Will their stories inspire, uplift, challenge our preconceptions, and more? The ReelAbilities Film Festival - now in its 8th year – will enable us to share in such inspiring and moving lives. We will learn about their lives, and those of their families, through award-winning films and performances. At the JCC in Manhattan, on 76th and Amsterdam Ave., and at 40 plus venues in and around NYC – including Lincoln Center for the Performing Arts, branches of the NYPL, the Whitney Museum – from March 10th to 16th life stories of wisdom and courage will unfold. Each film will be followed by a discussion with the audience, led by a representative(s) of the community related to the work of the film or, more often, one of the actors/actresses, filmmakers or protagonists themselves. The film festival will also feature arts events, such as a dance performance by the Heidi Latsky

Dance Company, a troupe of performers with and without disability.

The films include both feature films and shorts. One of my favorite shorts, “Still Running,” (dir. Wayne de Lange & Sven Harding) recounts the life of Pieter du Preez, a runner and analyst, who was injured in a bike accident with a car. He begins the film with the utterance “I was running before my accident, but I’m still running - maybe in a slightly different way.” Paralyzed from the breast down, he participated in the Iron Man Triathlon, a combination of swimming (3.8 km), bicycle - for him a hand cycle - (180 km) and a 42.2 (full) marathon of running (in a racing chair). Determination, perseverance are only some of the words that come to mind - hope, self-awareness and belief, generosity, are others. More important, he does it today for others who, faced with a similar tragedy, had greater difficulty in finding their place while aided by a wheelchair.

As we perceive the opportunities that individuals with blindness, learning differences, autism, etc. create, we are inspired by how much we can learn about our own lives when we relate to their stories. Tickets are available at ny.reelabilities.org or 646 505 5708. #

Patricia H. Grodd

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these different arenas, where all inter-connected from the start, which to the poet is usually the case.

There’s a “poetry” to fashion, particularly for the designer with whom I worked, Ralph Lauren, who tells stories and visualizes our inner longings for other times and places. Psychology explores the inner workings and desires of the human mind and spirit in order to find deeper meaning in one’s life, which is aligned with many of the tenets of poetry. Poetry is, clearly, the connecting factor, making deeper meaning out of life. All spoke to the creative within. A “job” became about imagination and possibility. This came, I believe, from the power of applying poetry to transform the ordinary. Poetry was my singular passion, my education, my guide and a spiritual connection that infused every endeavor. Consequentially, it made me better, more imaginative and inspired in all my professional life.

ACCOMPLISHMENTS: Being a part of a small group in 1979 whose mission was to re-establish the iconic “Kenyon Review”, one of the top literary reviews ever in publication. This was initiated by a book that this group published aptly named, “The Kenyon Poets”, which justly restored these essential and ground-breaking school of agrarian poets to their essential place in the history of American poetry.

The creation of The Patricia Grodd Poetry Prize for Young Writers, an international poetry prize that is widely considered to be one of the most prestigious and most sought after prizes in poetry. This award was specifically targeted to inspire young writers to embrace and nurture their formidable talents. Many of these highly gifted recipients have gone on to enrich the discipline and have become

significant contributors to the world of poetry.

Teaching poetry, not only to formal, academic students, but developing a new, highly effective teaching modality for adult education. This modality was more specifically designed for outreach to populations in need to whom poetry would be beneficial and healing. For the most part, these populations would generally not be expected to embrace, understand, and reap the rewards of poetry. However, as W.B. Yeats said, “Poetry is not for the writer, but for the reader”. I have taught homeless schizophrenics, terminally ill cancer patients and prison inmates, among others. The results have proven amazing as each embraced poetry in unique and diverse ways.

MENTORS: My legendary father, Clifford Grodd, whose vision showed me that there is nothing you cannot accomplish as long as you possess true passion.

Ralph Lauren who taught me to believe in myself and that I would always find the way.

The philosopher, Mournir Sa’ Adah, who believed I had the gift of insight and inspired me to trust in it.

The many teachers along the way who exhilarated my spirit with the written word and instilled their faith in my own work and ability. . . Dr. Galbraith Crump, Dr. David Rosenberg, and the great Russian poet, Yevgeny Yeutushenko, among others.

TURNING POINT: In truth, I don’t believe that there was a specific turning point in my life. My underlying passion was always the world of poetics and that world, regardless of whatever other endeavor in which I was engaged, was always a constant.

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DOUG WILSON & BREAKTHROUGH TECHNOLOGIES

By JACOB SONENSHINE

We know that today's technology market is extremely competitive and innovative. However, one technology company in Chicago created a successful model, at the company's launch in 1998, that aims to "disrupt the economics" of technology use in education. Doug Wilson, Managing Partner and co-founder of Breakthrough Technologies, has over ten years generated web based product solutions. Breakthrough Technologies has begun to change online education and testing.

The main objective: create technology that better trains teachers, gives students easier access to information and makes testing assessments more efficient. The main operation is called open source technology. Its definition: a way to build and license software at a low cost, making it accessible to entire communities. That technology is the very innovation that Wilson says will "disrupt or change the industry."

Wilson, who has worked with publishers that are heavily involved in education, like McDougal-Littel, says that these developments are "the next wave of technology." The company also creates what they call usability workshops, in addition to marketing and branding strategies.

Wilson calls his technology "better, smarter, faster," and pegs that efficiency as a reason his company has flourished. What's the company's secret? It packages web information efficiently, in part, because it cuts costs tremendously. Wilson said that many technology companies and organizations deliver tests to clients that cost over \$200 million, but Breakthrough makes the same delivery at roughly \$6 million. This "exciting crucible" of new ideas, Wilson says, is meant to "change testing for students," and he



Doug Wilson

believes it has been a "benefit for students."

Wilson noted that the cost-cutting model of Breakthrough creates more opportunity on a macro level. "Anytime you've got large operational efficiencies, you're freeing up capital to do more things," he said. Wilson then made remarks that speak to the macro scale even more. "We are modeling for a community of people; you can build a business, you can pay people well and you don't have to ring your money on proprietary assets." He calls the business model "a revolution—"one in which he is "rejecting the old model."

To further the point on economic growth, the company also advises young technology professionals who want to start up technology companies. One such program the company runs is called 'financepeace,' listed on the companies site. Wilson says he is "excited about those businesses," although, like any start up, the odds of success are low.

So, you may wonder how exactly Wilson and his partners ignited such a powerful charge. He hired the right people and developed the know-how, the intellectual property. "Our intellectual property is not a piece of code," he noted. "It is a team" of seventy people "that takes on these systems." He compared his team to a factory. He says that his team of technology professionals collaborate to find these low cost solutions.

Wilson asserted that he "believes in the economics behind" the business model- and indeed- he has had over 18 years in product development. He is known for his innovative technology solutions in business.#

Zazel-Chavah O'Garra

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PHYSICALLY INTEGRATED DANCE COMPANY

Who has been the most influential mentor in your life? Donna Rena Walton, Ph.D. -A disability advocate diagnosed with a life threatening bone cancer and lost her leg at eighteen years old. Donna has achieved personal significant personal and professional success and guides those of with disabilities. Her motto is "What's a leg got to do with it!!" She started the organization *divaswithdisabilities* "which aims to showcase the beauty, diversity and normalcy of women with disabilities with the goal of impacting and transcending the definition of what disability looks like from perspective.

MENTORS: Donna Rena Walton, Ph.D. -A disability advocate diagnosed with a life threatening bone cancer and lost her leg at eighteen years old. Donna has achieved personal significant personal and professional success and guides those of with disabilities. Her motto is "What's a leg got to do with it!!" She started the organization *divaswithdis-*

abilities "which aims to showcase the beauty, diversity and normalcy of women with disabilities with the goal of impacting and transcending the definition of what disability looks like from perspective.

MENTORS: My mother and sister are the most important people in my life. My mother taught me to work hard and to always keep a smile on my face. That's how I was able to deal with my illness and begin a new life. My sister is a Supreme Court Judge. She is very proud of my perseverance and the fight I have to continue the journey of life.

TURNING POINT: The turning point in my life was when the neurosurgeon said expect "partial paralysis, speech impediment and possible blindness after the surgery!! Fortunately, after an 11 ½ hour surgery they were able to remove the entire tumor!! My vision was not affected but I did become partially paralyzed and my speech was delayed.

GOALS: I want ZCO/DANCEPROJECT to become global.

ZCO/DANCEPROJECT will be presenting 'Progression', their inaugural show of 2016 at Leonard Nimoy Thalia at Peter Norton Symphony Space on March 18 at 7:30 PM. #

Eileen Marinakis

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finally earned the B.S.N. in 1969 while holding full time Nursing positions. Aided by financial support through the Federal Nurse Traineeship Program, administered by T.C., I earned my M.A. in Nursing Education in 1973.

My greatest personal challenge was to partner with my spouse in rearing emotionally healthy, educated, moral and highly functional sons, one of whom was diagnosed as having a non-specific learning disability at age 5. Together, we succeeded in both instances through sheer determination, ongoing commitment and awareness of the law as it applies to the rights of students who learn differently. Today, I can proudly say that both of our sons have achieved academically, professionally and personally. As a result, we share a strong and loving relationship as a family.

ACCOMPLISHMENTS: I've been provided professional preparation, both academic and experiential, which has paved the way for me to achieve in multiple Nursing roles in a variety of health care and educational settings. I've been awarded multiple awards for professional practice at the community level with such agencies as the Cape May County Traumatic Loss Coalition and Municipal Alliance against Drug and Alcohol Abuse. Additionally, I was awarded the New Jersey Governor's Teacher of the Year Award and was appointed to the position of Nursing Coordinator for the Volunteers in Medicine, also of Cape May.

In 2007, I was appointed to the Beacon College Board of Trustees; first serving as the Board's Secretary for three years and eventually elected to the Chairmanship, a position I've held for five years. I can proudly point to the advancements of Beacon College and its Board of Trustees under my leadership, including the appointment of George J. Hagerty Ed.D. as our third President. Beacon College, located in Leesburg, Florida is the first and foremost college in our country entirely dedicated to the baccalaureate education of students with learning disabilities, A.D.H.D. and other learning differences. Our enrollment numbers are soaring and we have been recognized for achieving a 83.3 % graduation rate.

Dr. Mary L. Farrell

continued from page 7

rently sweeping the country. In developing FDU's Regional Center for Learning Disabilities, a support program for college students with learning disabilities, I faced many challenges: myriad, new administrative tasks dealing with the loss of grant funding, occasional inability to fill staff vacancies, turnover in senior administrators. But, surrounding myself with a team of staff members equally enthusiastic and persevering has kept us moving forward.

ACCOMPLISHMENTS: Professionally, I am very proud of having developed through the FDU's Center for Dyslexia Studies? a corps of instructors who train teachers in the Orton Gillingham (structured literacy) approach to reading instruction for children with dyslexia. These teachers comprise a network of professionals who make it possible for FDU to train teachers throughout New Jersey. I am proud of the teachers in this network because of their dedication to children with dyslexia and

MENTORS: I have learned and been influenced by multiple people throughout my life experiences and learning opportunities, afforded to me over decades of both personal and professional experiences. I hesitate to name just one or only a few of the many people who have positively contributed to my development as a person and a professional. However, recollecting, I believe that I have been most influenced by and learned the most at the hands of the of the hundreds of patients and students with whom I have partnered in the provision of their care and education. Among them are the many special needs learners and their families who day in and day out fight a largely intransigent educational system that only minimally meets their needs and limits their ability to achieve full functionality in their lives

TURNING POINT: My son's enrollment in 1993 and completion of a B.A. degree from Beacon College in 1997 marked a significant turning point in my life. The completion of my son's formal education, along with his emotional growth, as well as his establishment of solid and healthy peer relations, marked his readiness for independence in his personal life and readiness to fill a professional role. My son's achievements allowed me to reprioritize my professional goals. In 1995, I earned licensure by the state of New Jersey as an Advanced Practice Nurse, with prescriptive authority, in the specialty area of Mental Health and Psychiatry.

GOALS: My primary professional goal for the future is to change the educational landscape for children and their families who are challenged by learning disabilities and differences, so that there will exist an established educational trajectory whereby the opportunity to continue formal education, beyond the high school level, becomes the norm, not the exception. I envision a better day, marked by a future where the goal of reaching one's individual maximum potential is given more than lip service, but, instead becomes a reality for all learners who hereto fore have been denied access to high quality, appropriately staffed and adequately funded, higher education. I envision programs leading to the development of marketable skills.

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their advanced instructional skills but also because of their consistent support of each other and the program.

I am also very proud of what we have accomplished at FDU's Regional Center. First and foremost, I am most proud of our students' success. More than half of our students graduate with a GPA of B or better; they study successfully in all disciplines at the university and play a large role in campus life – sports, theatre, newspaper, student government.. I am proud that our Center strives consistently to do the best for our students. As a group, we welcome and incorporate the latest products in assistive technology, continuously provide professional development to keep our pedagogical strategies at their most effective, maintain a clinical perspective on students that permits us to differentiate our support, and always attend to the social and emotional well-being as well as the academic success of the students we support.

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WOMEN SHAPING HISTORY 2016

SHENZHAN LIAO

DIRECTOR OF EDUCATION & DEAN, CONFUCIUS INSTITUTE AT CHINA INSTITUTE

CAREER PATH: At the beginning of the winter semester for the language classes at China Institute, where I work as Director of Education, I was asked to say a few words to a small group of new volunteers, who were all young, energetic and passionate international students from China, reminding me a lot of myself years ago. I welcomed them, appreciated their support and also shared what drove me staying with what I have been doing for seven and a half years: because “it is not a job that we do, it is who we are”. Dr. Meng Chih, who became the second President of China Institute in 1930 and stayed for 37 years, expressed a similar feeling towards his career in his autobiography, *“Chinese American Understanding: A Sixty-Year Search”*, which is the most inspirational book I have read directly relevant to the career I chose.

CHALLENGES: For me, there are two sources for most challenges. One is the feeling of not being motivated; the other is the belief that I have a lack of the ability. Regardless of the scale or importance of the task in question, lacking of motivation and disbelief of your own ability present the worst worries for any accomplishments. And it’s a constant, if not daily, fight to overcome these challenges. Of course, there are always external challenging circumstances, socially, culturally and financially, but to me the bottom line is how I, as the person dealing with the circumstance, can stay motivated and take actions.

ACCOMPLISHMENTS: I grew up in a small town in south-west China. Very few of my families have had higher education and none of them have got the chance to study abroad. Now as I’m presenting programs for extremely sophisticated audience to enjoy Chinese culture in New York City, I do feel the pride for the distance, geographically, culturally and socially, that I have come across. There are always a brief moment of feeling the pride when I see participants coming to our program enjoy what they see, when I hear people thank us for presenting a good event, and when I see fully engaged students in our classrooms.

Mostly, I am personally proud of a trip I undertook to west China for two months after two years at Teachers College to reconnect with and search for myself. I set out on my own with a big backpack and pushed my comfort zone on a daily basis during the two months, by taking buses (or whatever vehicle I could find), walking remote hiking trails, and passing snowy mountain entrances, unfamiliar villages, markets and people. There were moments on the trails I literally felt I was pushing to the very end of my limits, physically and mentally. And it was precisely those moments I was closest to myself, mind and body. And I am proud I



reached the point to understand the true meaning of focus and persistence.

MENTORS: My mother, and Dr. Jinghuan Shi. I just had a mini vacation with my mother last December in China. Because I live and work in New York and my mother still lives in the small town where I was born, for over a decade, we can only see each other once a year. At 67 this year, she looked astonishingly young and energetic. One night we were chatting in a small hotel in Sanya, a beach town in the very south tip of China, and I said to her, “I wish I could raise a child just like you raised me.” I said it not because I am in any sense perfect, but I find myself, at the age of 38, fully embracing what I have and who I am, with all my strength and weakness, still curious and always looking for new things to explore. For that I deeply appreciate my mother, who, over the past 38 years, in her own way, raised me how to be a person.

Dr. Jinghuan Shi was my academic advisor when I was studying Comparative Education at Beijing Normal University. She was, and still is, the example for me as a woman who is intellectual, feminine, professional, and graceful. With the care she gave to every student of hers, she guided me academically when I was at Beijing Normal University, as well as in life. In a more strict sense, she was my first and most important mentor since I left my hometown.

TURNING POINT: Coming to Teachers College at Columbia University certainly changed my life significantly. And, like some critically important things in life, when I first decided to accept the offer from Teachers College, it first felt like only greater things would happen: I would study with great scholars; I would meet wonderful classmates and new friends; I would have exciting experiences, career and life wise, unimaginable in my own hometown, or anywhere in China! All of those did happen, and much more. I found out my English was not at all sufficient to excel academically in Anthropology and Education in the first week of my classes; I was sure how I could finance the entire graduate study in New

HBO Documentary President Sheila Nevins at Barnard College, Athena Film Festival

By LYDIA LIEBMAN

With 59 Emmy Awards, 31 Peabody Award and 21 Academy Awards to her name, HBO President of Documentary Films Sheila Nevins is the undisputed queen of the screen of the documentary. This past February, Nevins visited her former alma mater, Barnard College, to speak at the Athena Film Festival. The Q&A style forum, which was hosted by Athena Film Festival Artistic Director and co-founder Melissa Silverstein, touched on a myriad of topics including Nevins’ own life stories, the current state of the documentary film business, and the films themselves.

Silverstein set the tone with a broad, but poignant question: what is an HBO documentary film? Nevins’ replied with her own question: “what is a good documentary?” She went on to say that the best films are the ones that motivate the audience to have empathy. “The best documentary films are those that do not leave that person alone because you’re left there... caring about them,” she said. She also noted that when she reads the newspaper, she always pays special attention to the obituaries. “I’m curious to read what is worth a picture,” she said.

Silverstein brought to focus the fact that the landscape of documentary has changed dramati-



cally in the past years with a shift on more celebrity driven pieces as opposed to ones about “the people”. “It’s become a numbers game,” said Nevins, “but we were the first to tell stories of people who are not famous. I’m interested in

ordinary people. I’m not name conscious, I’m people conscious.”

Nevins offered insight into how she’s gotten where she is today, and said “I wouldn’t be here if I didn’t demand credit.” She explained how she “pushed” her way up. “I never left,” she said, “I was a cactus!” She shared her early experiences including the sexism and “putting up with pig language” as the only woman working her department.

Nevins has been regarded as an important feminist figure though she said she never made this a priority- it was something that just “happened.” “I don’t really notice that I hire females,” she said, “I don’t see them in the shower,” she said to laughs.

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York; I felt a great degree of disconnection with the cultural and social life in New York for the first couple of years because I was struggling with life-study balance, and an increasing distance from the familiar culture I enjoyed back in China..... And it was at this turning point that I learnt deeper about myself. There were moments when I asked myself whether I should have just turned back to China, or what my life would look like had I never come to New York. Looking back, I cherish those years as it was through this time I felt I was building the

character of myself that are still valuable now in my career.

GOALS: In a very broad way, I’d like to think of living a life that’s beyond myself. It’s very likely that for a very long time, if not a lifetime, I will be doing things related to introducing China to people in the U.S. and beyond. To be able to help others understand more of China, particularly Chinese language, and the beauty of its culture, traditional and contemporary, is a joyful life-long task. Essentially it’s about opening the minds and bridging understandings.#



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NEWS FROM THE CHILD MIND INSTITUTE

HOW CAN WE HELP
KIDS WITH TRANSITIONS?

By KATHERINE MARTINELLI

Many children struggle with transitions, which are common triggers for behaviors that range from annoying (whining, stalling) to upsetting (tantrums and meltdowns).

There are many ways parents and teacher can help kids have an easier time with transitions - and be able to behave better but it may take a little experimentation to find out what clicks with each particular child.

These tools are useful to help kids of all stripes with transitions. But for kids with ADHD, anxiety, autism, or sensory processing, this kind of scaffolding is particularly crucial and can make the difference between a good day and a bad one. Over a period of time it can help pave the way for success.

Create routines: If a child “doesn’t want to transition because he likes consistency and routine and structure,” says Michael Rosenthal, a clinical neuropsychologist, “then start by building in consistency and routine and structure into the transition process itself.”

For transitions that will happen every day, like turning off the phone to go to bed, consistent routines can have big payoff. A bedtime routine, for example, might seem like something for babies, but having a predictable structure in place can be reassuring and helpful even for older kids (and adults!).

Preview and count down: Along with routines, previewing and countdowns are key. In the morning you might lay out what the day is going to look like. Dr. Rosenthal suggests doing a role-play in which you practice moving from activity to activity to “engage them in the process.”

Then before each transition, give a timeframe and description of what will happen along with countdowns (in 20 minutes, then 10, then 5 it will be time to finish breakfast and head to

school). This is “allows them to emotionally get ready for an event,” explains Dr. Rosenthal.

Give it a sound track: For younger kids in particular, songs can be especially effective tools to help implement routines and ease transitions. The “clean up” song can be heard in preschools throughout the country for good reason, but there are countless other songs to be found (and made up!) to suit a variety of situations from tying shoes to brushing teeth.

Visual cues: Other kids may benefit from visual cues. Being able to point to a chart with drawings about what to expect from a particular transition or the steps involved can help some people immensely. These are common in lower grade classrooms but could be easily adapted at home.

Get their attention: For kids with ADHD in particular, says Matthew Rouse, a clinical psychologist in the ADHD and Disruptive Behavior Disorders Center at the Child Mind Institute, it’s important to make a connection with the child to ensure that you have their attention and that the information is sinking in. This could mean eye contact, sitting next to them, a hand on their shoulder, or asking them to repeat back what you have said. Simply yelling at them from the other side of the room and assuming it’s gotten through won’t work and will only lead to frustration on both sides.

Use rewards: Rouse points out that rewards can be an effective tool for all kinds of kids and issues. These can be things like stickers, snacks, or a point system that leads to tangible rewards. Schools and parents alike can implement reward systems, and once the kid gets into the habit of seamlessly transitioning you might be able to phase it out. #

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Growing Up

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anxiety splashes over me as I fill out my exam. After practically getting a stress rash over it, I am relieved to turn it in and check my grades shortly after. Good job, Angelina. All A’s. But you’re barely hanging on. Do you know how much smarter some kids are? More talented kids there are? Sure, you’re doing fine. But fine isn’t good enough. I slam my computer shut in frustration with my grades, with my teachers, with myself. I shove the laptop into my backpack which holds a plethora of papers that start to overflow.

Organize that later. After my theatre program CoSA but before study group.

In some miracle, I make it to lunch time. My friends rush over to me, comment on anything they can, laugh with each other, discuss, judge, hug. I love them, but my brain is overflowing too much right now to even really hear what they are saying. We gather on the field to eat.

When did lunch turn into sitting on grass? Where are the tetherball poles? Or the wall ball courts? I sit down and bite into my salad. I wish it were animal crackers... Brinnngggg! I pack up my lunch bag and bid farewell to my friends. When did my life become so controlled by alarms and bells? The rest of the school day feels like a prison sentence, an eternity, a never-ending stream of lectures and notes. Now, despite the fact I’ve already attended enough classes to well fill out a regular school day, I find myself realizing, as I do everyday, I have three and a half more hours of class left. Woo! CoSA! I swing by my locker real quickly to pick up my music for vocals, my ballet shoes, my tap shoes, my notebook. I miss Girl Scouts...and trips to the museum... and whatever happened to playdates? Now, hanging out is either going to Starbucks or Panera. I want to go to the zoo....

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Abraham Auerbach Establishes
First Library in His European
Town, circa 1900’s

The article below was written by the father of publisher Dr. Pola Rosen, of *Education Update*. He was a man who loved words and books. Erudite and fluent in 8 languages, he was a role model for the young people of today. He fostered a love of reading, philosophy and literature in many languages, taught adults when he retired and read the *New York Times* and the *Forward* every day.

One of the many expressions he incorporated into his conversations was this one in the Italian: “*Si non è vero, è ben trovato!*” [“Even if it is not true, it is well conceived.”]

SHERESHOV’S
LIBRARY:
A LETTER TO
THE FORWARD
NEWSPAPER
IN 1982By ABRAHAM AUERBACH
(Sunday, February 21, 1982)

Dear Friend,

Having published your memories of Jewish libraries of Polish cities and villages, they inspired me to also write something about the founding of my village [shtetl] Shereshov’s [Shereshovo] library.

Shereshov, a small far-flung village nestled amid a background of the thickets and mud of the Polish province of Polesie, counted among its inhabitants, about 300 Jewish families. They lived in near isolation from the larger world around them partly due to geographic reasons and partly due to the destruction of World War One.

The younger generation, raised during the war years, longed for connection with the ‘wider world.’ I was one of those youths. Educated in a traditional *kheyder*, I developed an early and deep love for Yiddish thanks, in part, to my beloved compassionate *Bobe Peshe*, may she rest in peace. Every *shabes* she’d read the *Tsene-rene* [Yiddish adaptation of Jewish texts typically read by women] and the Yiddish version of the *khumesh* [bible] and I used to sit by her side as though welded there. I knew a bit of Russian I’d *noshed* up from my older brother Yankl (now in America), who prior to the war had studied in the Gymnasia in Brisk (one of only seven boys, who were able to separate themselves out of our *shtetl* and go study elsewhere.) In 1922, already a *bar-mitsve* boy, I poked among my brother’s Russian books and to my delight found two Hebrew journals: ‘Hachaim V’Hateva’ [Life and Nature] and ‘Olam Katan’ [Small World]. My awe was indescribable, witnessing periodicals written especially for youth with finely wrought text and magnificent illustrations.



Abraham Auerbach (1909-2009)

In ‘Olam Katan’ a letter to the editor was published from a boy describing a small group of children who founded a library called ‘Hatkiya’ [The Revival] in their village. The letter was the spark igniting my enthusiasm. I read it to a few friends (not telling them it was from a journal published in 1912) and we decided to do the same thing. Within a few months we organized a group of 24 boys and girls, who decided on a monthly fee of 50 grosze to be used to purchase books. We named the library ‘Plagiat’—‘Hatkiya,’ [plagiat=plagiarism] just like in that letter published in ‘Olam Katan.’ Slowly the library grew. The small shelf of books was kept at my house and for three years I was the librarian.

Naturally, I had some influence on the choice of books. Firstly, we purchased the works of ‘our’ classics: Mendele, Perets and Sholem Aleichem. Also, those of the first line of the enlightenment—A. Mapu, YL”G [Judah Leib Gordon] and others. After them, the moderns—then Yiddish and Hebrew writers such as Sholem Asch, Z. Shneur, Bialik, Tchernichovsky; translations of novelists from world literature such as Victor Hugo, Tolstoy, the Brothers Grimm, Jules Verne and others. I believe I can recall the names of most of the over 250 volumes we acquired.

I’d like to recall a few of my steadfast friends who worked alongside me: my best and closest friend Dovid Farber, Yitskhok Lifshits, Yitskhok Kirzshner, Khatskl Patchinski and others. They were all murdered in the *Shoah*. May god avenge their blood.

Of help to us in bookbinding were the Sheynboym brothers—Simkhe, Moyshe and Khayem who live in Canada now.

Later on, the library was turned over to others and enlarged so that it became the town library that continued to exist until near the time of the destruction of our community.

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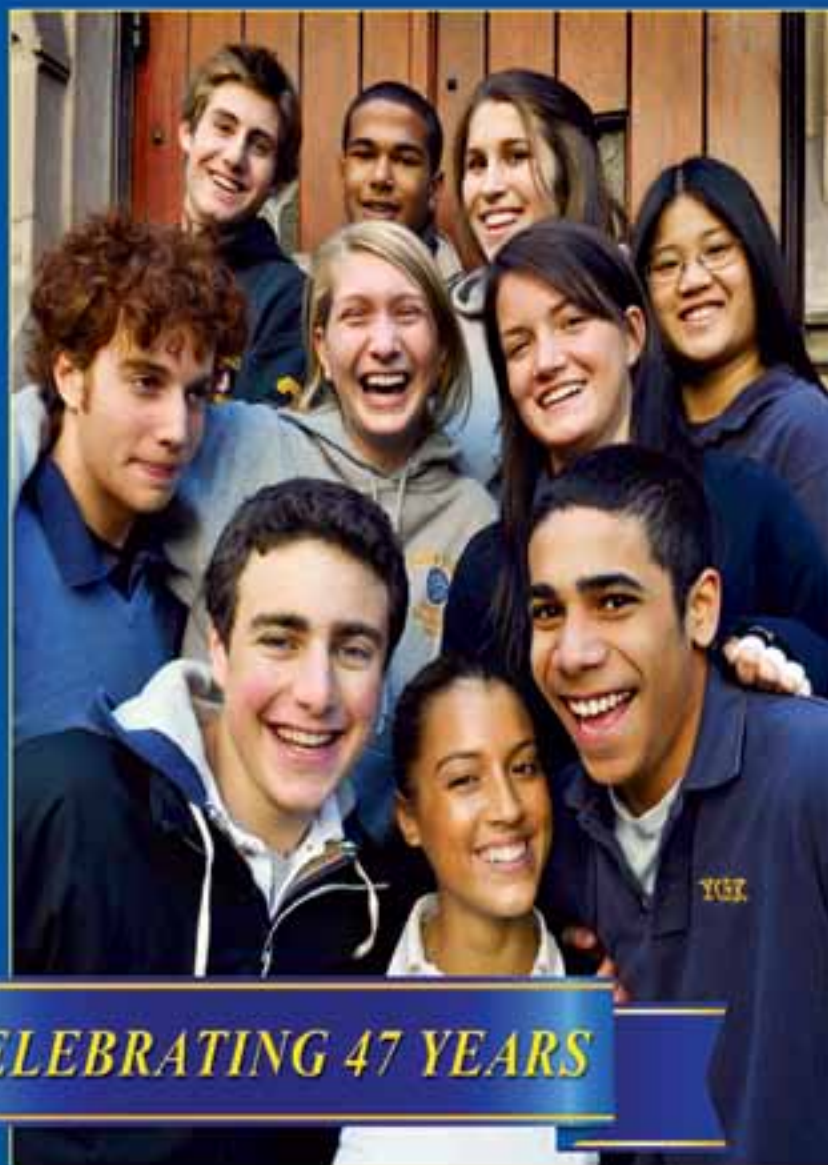
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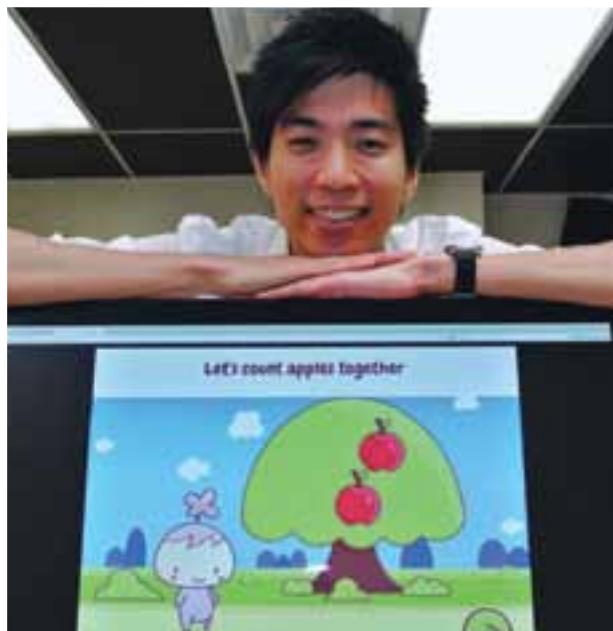
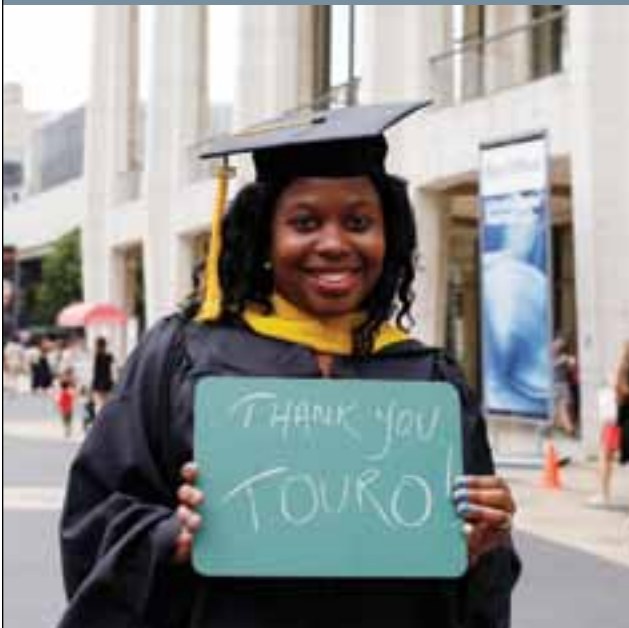
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WOMEN SHAPING HISTORY 2016

SISTER THERESA KANE

CAREER PATH: I was born in 1936 in the Bronx of New York City. I was a child of Irish immigrant parents and one of 7 children. Both parents were pious Catholics and, although we were considered to be economically poor, they were committed to a Catholic education for their children. Fortunately for us, back in the 1940's, the Parish itself provided a good education with no tuition. Upon finishing High School, I wanted very much to be a High School Business Teacher. Also, through the inspiration of women religious during my formative years, I was attracted to a life as a Catholic nun. The best way to describe my vision was I wanted to do something worthwhile with my life; I wanted to make a difference; I wanted to be part of a life that served people, especially those in need. Simultaneously with that vision, my life's desire was spiritual also. I knew I wanted God as a significant dimension of my future. It was hard for me to articulate this two-fold vision but it was very clear and strong throughout my teenage years amidst my dating, dancing and socializing with some wonderful friends to whom, to this day, I am connected.

Why would such a future be attractive to me? At the time I was unaware of the cultural



realities which were that young women in my social and economic category were destined to work for a few years, make some money and then get married. The question of College was not present; the young men from the neighborhood who were drafted into the military were given a college education from the government, if they took advantage of it—which unfortunately very few did.

So at the age of 18 and a half, I entered the Sisters of Mercy, a Roman Catholic Order, in Tarrytown. My sister, Anna, known to us as Nancy, had done so four years earlier. During my training, I demonstrated natural gifts to be

BEFORE AND AFTER THE
FRENCH REVOLUTION:
A WOMAN WHO PAINTED EUROPE

By KATHARINE BAETJER,
CURATOR, EUROPEAN
PAINTINGS DEPARTMENT

Elisabeth Louise Vigée Le Brun (1755-1842), a French portraitist, was an unusually gifted woman working in difficult circumstances. Having completed her education at eleven, she became a constant visitor to the studio of her father, a pastelist. (Pastels, neat and portable, were then used almost exclusively for portraits.) Monsieur Vigée died a year later and although her mother remarried, she was nevertheless obliged to contribute to the family income. As a teenager she was a working professional, excluded from the school of the Académie Royale de Peinture et



de Sculpture because instruction in this very important fine arts institution took the form of drawing from the (male) nude. Nevertheless, semi-nude female allegorical figures were among the first works she exhibited at the artists' guild in 1774. She learned to paint principally by looking at great works of art in public and private collections and on the art market.

In 1776 Elisabeth Louise married the art dealer and critic Jean Baptiste Pierre Le Brun.

**THIS ARTICLE CONTINUES
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in the business world as well as to the finance world. So, the Sisters of Mercy assigned me to Manhattanville College where I majored in Economics. Soon after, I was assigned to a Catholic Hospital where I served for seven years—five as Director of Finances and 2 as the CEO, due to the untimely death of the previous Administrator.

So, I can truly say in many ways my career goals were perhaps arranged or designed for me. I knew such was to my liking; however, I never did get to teach business subjects in a high school!

After many years in congregational administration for the religious order—11 years at the Regional headquarters and 7 Years at the National Level, I returned to NY and, in a few years, began to teach at Mercy College. I was almost in my 60th year when I began teaching at Mercy College. I have been on the Faculty in different capacities for over 20 years and continue to be energized by the great mission of Mercy, very especially teaching the Bronx students to whom I feel a very close affinity and know they, like me, have great potential.

CHALLENGES: This coming September 2016, I will celebrate my 80th Birthday. From the late 1960's until now, I have been gifted with a passion for social justice for women, domestically, internationally, in church and in society. Because of the privilege of leadership in a religious order of women who heard and incorporated into our lives the renewal revolution since Vatican II in the Catholic Church where our lives have changed dramatically, the singular most urgent and passionate issue and vision for me is that women from all walks of life in church, in society, in our more than 206 countries have by our very existence the right of radical gender equality. I know from many years of experience that we are very far from

this vision. So many powerful opportunities have become a part of my life, very especially participation at the two United Nations Conferences on Women in Nairobi, Kenya and in Beijing, China. There were myriads of women with whom I companioned during these graced events. I had the distinct privilege of being with Bella Abzug in 1996 when she, supporting our "Third World Women, persuaded us that indeed women in all countries need to be an integral part of the GPA whether as homemakers, mothers or in the public arena.

In 1995, our present Democratic candidate for President, Hillary Rodham Clinton, represented the USA and was an inspiring presence for all women, but especially a sign of great hope for women in the developing world. Candidate Hillary Clinton called out loud and clear: "Womens' Rights are Human Rights; Human Rights are Womens' Rights."

My sadness is that this message has far to go but I gather with women regularly who are committed to this vision and feel great support as we live, dream, pray and work for the realization of the God given and natural right: Radical Gender Equality!

ACCOMPLISHMENTS: I am proud to be a woman, to be a woman of faith with a passion for spirituality and social justice. I have been privileged to be blessed with an extraordinary loving family, many close relatives, deep friendships with women and men who have been beacons of love, light, and laughter for me in sickness and in health, in sad times and in joyous ones. Each of us is on a journey; however, indeed we are not "Islands"; we do not stand alone. I believe every human being created by the Deity is gifted.

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A Vote Against Forced Arbitration

By **REBECCA SEAWRIGHT,**
NYS ASSEMBLYMEMBER



On February 10th, I participated in a hearing to discuss the growing prevalence of forced arbitration clauses in contracts. Arbitration was initially introduced as a voluntary alternative to the traditional judicial process. Over the years, however, forced arbitration clauses have seeped into every consumer contract imaginable, from phone companies to senior living facilities to employment contracts. In theory, arbitration is hoped to be a less expensive and less time consuming method of resolving disputes; in practice, arbitration is a forfeiture of one's constitutional right to seek redress in court and is often a long, costly and unfair process.

At the February hearing, representatives from the Office of Court Administration, the National Consumer Law Center, MFY Legal Services, the National Employment Lawyers Association and NYPIRG, among others, all testified against forced arbitration and class action bans.

Last year, the Times raised public awareness about the issue in their three part series about forced arbitration. The piece revealed some of the alarming realities of the secretive practice, which is not tracked by any government agency. Because arbitrators are paid by the parties involved, there is an enormous incentive for arbitrators to rule in favor of companies who will likely return for repeat business if pleased with the outcome of the case.

Kazuko Minamoto

continued from page 9

behind them to Japanese viewers. Although the job was interesting in the beginning, I became a little uncertain of whether I was actually helping Japanese viewers to buy what they really needed; namely, was I promoting and enriching their lives and making them happier? At the same time, to earn extra income, I also started a teaching job at Japan Society and at Baruch College of The City University of New York to teach Japanese as a part of the continuing education opportunities. I quickly became fascinated by the power and enjoyment of helping others to learn something that might actually contribute to enhancing their lives. I enjoyed receiving direct feedback from people I provided service to, which was not often the case during the time I was in media marketing. My teaching experience then led me to teaching 8-12 graders at Columbia Grammar and Preparatory School, an independent school in Manhattan, before entering Japan Society's Education Program in 1999.

CHALLENGES: One of my biggest challenges was probably when I learned that I was one of 10 or so staff members let go when the Japanese media company decided to downsize their New York office operations in the mid 1990's during the economic downturn. But

Additionally, arbitrators are not required to have any legal training, nor are they required to decide the case based on evidentiary rules. The New York Times even found that some contracts bind parties to Christian arbitration in which one's legal fate is decided by the arbitrator's interpretation of the scripture.

Another disturbing aspect of forced arbitration clauses

is the class-action bans inherent to the clauses. The danger of banning class-action lawsuits is particularly apparent when considering small injustices done on a large scale. Individual persons are not likely to sue or arbitrate over a small discrepancy on a bill, but a large group (or "class") of aggrieved parties is much more likely to take on a company due to the defrayal of cost and time among the group. Unable to join together to right the wrongs, most aggrieved individuals simply remain aggrieved.

As Chair of the Subcommittee on Consumer Fraud Protection and a member of the committees on Consumer Affairs and Protection and Judiciary, I am especially outraged by the growing incidence of forced arbitration clauses in everyday contracts. I proudly co-sponsor legislation that requires certain private arbitration organizations to maintain a public database containing information about their arbitration cases. By mandating more transparency, it is my hope that arbitrations will become fairer, more impartial proceedings. #

luckily, I was able to see the sudden shift in my career as a great opportunity as I was about to step into the field of education. Although it appeared as an unpleasant, forced change, I was able to welcome the change and decided to train myself by taking various workshops and courses to become an effective language teacher. At my current position where I introduce Japan to American educators, and students, I often find myself discovering and relearning various aspects about my own country's rich history and traditions to which I did not pay much attention to before. I am now thankful for the whole experience of re-directing my career path and it has turned out to be a blessing in disguise.

ACCOMPLISHMENTS: I am a little hesitant to enumerate my "accomplishments" as I am still a work in progress. However, I am proud to say that I am honored to have been able to assist other accomplished individuals in their remarkable peace building initiatives. In 2007, I was able to assist family members of Sadako Sasaki, a Hiroshima peace icon, whose 1,000 paper cranes have become a symbol of the call for world peace when her family shared with me their ideas to donate Sadako's remaining paper cranes to various parts of the world. As a volunteer docent at the 9/11 Tribute Center in New York City, I was able to assist the Sasaki family as

Sandra Makielski

continued from page 4

of State's Bureau of Education and Cultural Affairs program. The competitive selection process reinforced my desire to travel and the travel experiences have provided me with first-hand accounts and artifacts to share with my students. Overseas networking connections allow me to establish pen pals for my students, swap projects with students from around the world, and converse with teachers struggling with similar challenges in different countries.

MENTORS: Two elementary school teachers were instrumental in shaping my teaching career. My fifth grade teacher, Mrs. Northrop, worked very hard to bring the outside world into the classroom by bringing in speakers, planning enriching field trips, and taking a personal interest in me. Mr. McGraw, my elementary physical education teacher, was an excellent role model because of his fair approach to handling students, he was an excellent listener and my biggest fan while I was mastering the craft of teaching.

The Japan Society of New York City has provided me with opportunities to go beyond my comfort zone through an overseas travel trip. The three-week adventure proved to be a cultural immersion trip. We took public transportation that included riding the high speed train, the Shinkansen. We visited traditional Japanese restaurants where we ordered noodles from a Ramen noodle bar, ate the dangerously delicious fugu (puffer fish), and ate lots of sashimi. Amidst rousing chants, drums, and orange waving towels the twelve us mimicked the words and movements of the home team, the Yomiuri Giants, as we watched a baseball game in the Tokyo Dome.

To deepen our understanding of Japanese culture we were placed in two home stays, one in an urban setting and one in a rural setting.

TURNING POINT: Two professional encounters have greatly shaped my life. When I was chosen as one of 10 teachers to travel to Japan with the Japan Society of New York City, this experience opened my eyes to a new

they donated one paper crane to the 9/11 Tribute Center in 2007. Five years later, with a help provided by Mr. Clifton Truman Daniel, President Harry Truman's grandson, I was again able to assist the Sasaki family to donate another paper crane to World War II Valor in the Pacific National Monument, Pearl Harbor, Hawaii in 2012-- a gift from Hiroshima where the Pacific War ended to Pearl Harbor where it started as unveiled in Pearl Harbor in 2013.

In that same summer, I was given the opportunity to accompany Mr. Daniel, President Truman's grandson, and his family to visit Hiroshima and Nagasaki as their guide and interpreter. Mr. Daniel met over 22 atomic bomb survivors and promised them we would share their stories with as many people as he can so that the same tragedy would never happen again. Mr. Daniel became the first member of the Truman family to visit Japan.

Perhaps the one thing that I can call an accomplishment is when I published a book

culture, a network of like-minded teachers, and a burgeoning partnership between my school district and the Japan Society. The travel experience and partnership has helped me to make Japan come alive in my classroom. I am able to offer my students firsthand accounts that a textbook cannot replace. Now, many of my students dream of visiting Japan, have established pen pals, and participate in online language building sites.

Another life-changing event was the collaboration with theater artist, Beth Hettrick Berry, from GEAR Productions, and the incorporation of theater into my social studies curriculum and classroom. Through her guidance and encouragement, I began writing grants to finance my bright ideas. We worked to create large scale performances that included ALL of my seventh grade students. We have produced and performed African folktales, shadow puppets from the Silk Road and poetry inspired by American conflicts and wars. For some seventh-grade students, this may be their first and only theater experience. Students learn how to block, create sets, write scripts, make props, and integrate accurate content into their performances. Beth Berry inspires me to take healthy risks and create art with my students.

GOALS: I have many goals for my future. In order to present authentic and accurate material to my students, I want to travel to Africa. This would allow me to share firsthand accounts and supply my students with many artifacts for them to handle and explore.

A second goal is to continue searching out funding and writing grants to make great things happen in my classroom. A genuine struggle is to find adequate funding. I am continuously searching for partnerships that value and support the integration of arts in the core subject areas. All my students benefit from a multidisciplinary approach to education and they are more likely to retain the content if they do more than read a textbook. To make this happen, I must continue searching for and writing grants. If more teachers travel, then more teachers will help their students go beyond their classroom walls to become global citizens. #

in Japan in 2013 for young readers about the above-mentioned episodes, which I was fortunate to witness and be involved in. Publishing my book led to a series of lecture invitations from K-12 schools in the U.S. and Japan that enabled me to share the powerful, true story of Sadako's paper cranes that continues to inspire young people even now.

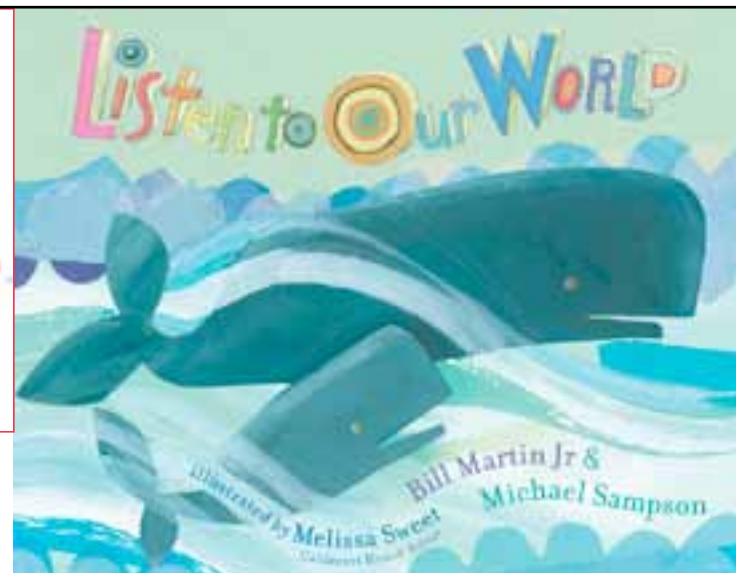
My five year involvement with an UN affiliated NGO Hibakusha Stories brought the voices of atomic bomb survivors from Hiroshima and Nagasaki to Japan Society. What gratified me the most was when I was able to bring the Sasaki family and Mr. Daniel to Japan Society onstage to jointly share their stories to the New York audience in which students and teachers of U.S. History classes were able to engage with this joint session of talks by the Sasaki family and Mr. Daniel in November, 2015.

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Bill Martin Jr Conference

100TH
BIRTHDAY
BASH



Join us March 30 as we celebrate the 100th Birthday of Bill Martin Jr in an hour of fun and books!

Encouraging a child to love books is a pathway to lifelong learning. As an institution devoted to teaching, The School of Education at St. John's will celebrate the 100th birthday of educator, publishing executive, and children's author Bill Martin, Jr on March 30 on our Queens campus—and we proudly invite you to join us!

Bill's birthday is important for educators and parents everywhere. Teachers, students, librarians, reading specialists, administrators, faculty, alumni, and parents are welcome to join us as we celebrate the immense impact of this beloved author.

Often considered one of America's favorite children's authors, Martin wrote books for almost 60 years. He was the author of the classic text *Brown Bear, Brown Bear, What Do You See?* as well as more than 300 other books for children. Martin was elected into the Reading Hall of Fame by the International Literacy Association. *Brown Bear* remains at the top of the Publisher's Weekly bestseller list.

Location: St. John's University,
8000 Utopia Pkwy,
Queens, New York 11439
D 'Angelo Center, Room 128

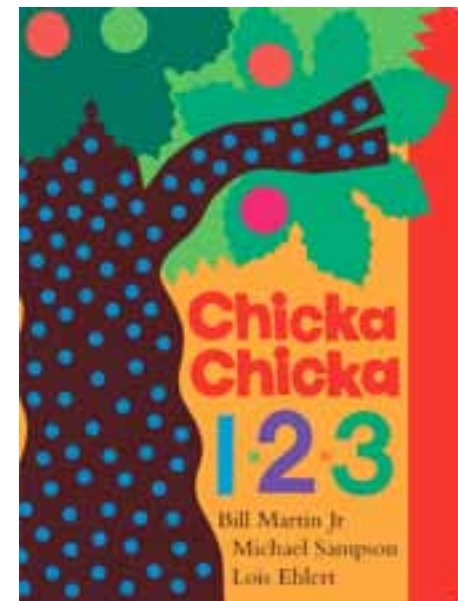
Date: March 30, 2016

Time: 1:30-2:45

Admission: Free

The commemoration has special significance for St. John's because Michael Sampson, Ph.D., Dean of The School of Education, co-wrote 30 books with Martin, including *Chicka Chicka 1, 2, 3* and *Panda Bear, Panda Bear, What Do You See?*

There will be cake, balloons, and the publishing launch of the latest Bill Martin Jr & Michael Sampson books—*Listen to Our World* and *The Mirror in Time*, written before Martin's death and both published in March 2016. They will be available in an autographing session at a discounted price. Profits will support School of Education student scholarships. Sampson will present a short multi-media, biographic session on Bill Martin, and he will perform the latest Martin book.



Please join us for this important celebration of a great children's author. Admission is free. For more information, contact Madeline Larsen at 718-990-2577 or larsenm@stjohns.edu.

New York Prudent Management of Institutional Funds Act - "...unless otherwise restricted by the gift instrument pursuant to N-PCL 11553(b), St. John's University may expend so much of the endowment fund as it deems prudent after considering the factors set forth N- PCL 11553(a)"...

Phyllis L. Kossoff*continued from page 4*

and Title IX Medicare. These programs still benefit CF families today.

Elected to the National Board of the CFF, I served as Region II Trustee. As founding President of the New York Chapter, incorporating the Junior Committee and Professional Businessmen's Committee, always with the assistance of my husband and a singularly dedicated Board, I directed a vigorous 17 year education, research and care program resulting in historic net monies to the advancement of national CF medical research.

ACCOMPLISHMENTS: Proud is a difficult word. I am immensely gratified to have been a part of the monumental effort that has seen the dramatic climb of Cystic Fibrosis median life expectancy from 3-5 years to over 40 years today. With current advances in quality of life, sophisticated medicines specifically targeting the basic genetic, enhanced airway clearance techniques and transformative treatments, Cystic Fibrosis poised to become a manageable disease for many.

Personal satisfaction has been mine through the vibrancy afforded my life's existence by the interaction with students, faculty and the towering personalities that have become the hallmark of the Kossoff Lectures.

For true pride in accomplishment, I point to my beloved and supportive family—my extraordinary son and daughter-in-law, and my four incomparable grandsons. #

MENTORS: Circumstances of my life confluenced, I think, to prepare me for the challenges to come. Having been raised in a single parent household, (my father died when I was two), needing to care for her family, my mother was the first woman manufacturer's representative in the paper industry. I grew up schooled in the dictum that No was the beginning of a conversation. Notwithstanding, my childhood was happy as I recall, but always with the knowledge that it was my responsibility to "get on with it". Graduated from Hunter College, at 20 years of age I was teaching as a substitute in the New York School System. Securing an appointment after multiple examinations, I had a full position on a common-branch license teaching in junior high school in East Harlem while finishing my M.A. at Teacher's College, Columbia, at night. Living in a different time, I had no opportunity to "find myself". At 21 years of age, I was married.

Coping with my daughter's illness, in uncharted waters, I was for the most part, self-mentored. My lifelong habit of collecting aphorisms just segued here where at the onset I thought, "better to light a candle than to curse the darkness". During the ensuing more difficult years, I exhorted myself with "man stumbles over pebbles, but never over mountains." As time went on my personal and often spoken mantra became "no matter how long the night, the day is sure to come".

TURNING POINT: In her freshman year at Barnard, Stefi, my daughter lost her battle with cystic fibrosis. Scant solace that at 19 she had exceeded the CF median life expectancy, then 10 years of age. The outpouring of grief and

sorrow gave testimony to the beauty and grace of this young life lived with incomparable inner strength and courage. "Before she died, she lived."

Devastated by this loss, I cut back my work in cystic fibrosis. After a few years, driven by what I perceived as my unfulfilled mission, and a relentless imperative to validate my daughter's legacy, I once again assumed leadership service.

In 1983, as a founding member and President of the reconstituted Cystic Fibrosis Association of Greater New York, with nearly all of the overhead costs covered by donated services, we enlisted a wide spectrum of support of representatives of the arts, sports, broadcast and print media, business and medical community, area organizations, with city, state and national governmental representation. With continued emphasis on Cystic Fibrosis research, care and education agenda, we expanded program inaugurating three new concentrates.

Taken before his time, in April 2000, my beloved husband and CFA's magnificent leader and benefactor, lost his battle with melanoma. In 2001, The Burton Kossoff CF Young Adult Memorial Grants Program was initiated. The program, tailored to their special needs, served to facilitate the transition of CF patients to complete support and adult care. With improvement in quality of life, and median life expectancy at 30 years, and a now foreseeable control and cure for cystic fibrosis, I retired.

GOALS: After "my retirement", I thought to go on a nice long vacation. Encouraged, however, by the impactful annual lecture in pathogenesis and treatment of cystic fibrosis, established in my daughter, Stephanie's, memory at the Babies Hospital Columbia Presbyterian Medical Center 37 years ago, I decided to inaugurate a similar discourse in honor of my husband. At Baruch College, Burton Kossoff was a founding member and 20 year Trustee of the Baruch College Fund and Trustee Emeritus of the College.

The Burton Kossoff Leadership Lecture established in 2003 is an enormously eventful annual showcasing corporate heads who share their perspectives on the most pressing business issues of the day, and strategies of the most successful business leaders. This series has included Jack Welch, CEO of General Electric; Richard Parsons, Chairman and CEO of Time Warner and Ian Cook, Chairman, President and CEO of Colgate-Palmolive.

My attention gravitated towards my alma mater, Hunter College, where citing "significant achievement and contributions to society", I had been privileged to be inducted in 1997 into the "Hunter Hall of Fame". I expanded my new growing network with the annual Phyllis L. Kossoff Lecture. This lecture provides a forum that brings leading figures in public life to Roosevelt House (where Franklin and Eleanor had lived).

Since 2001, I have served on the President's Advisory Council (PAC) of Teacher's College, Columbia University. On February 4th of this year, the first major policy address of the new State Commissioner of Education, Mary Ellen Elia was delivered at TC. Teachers College has characterized the Kossoff Lecture as "helping to establish TC as the nation's premier address for the national conversation on education." #

Kathryn Potts*continued from page 6*

even angry. They can even feel like they're being hoodwinked, or that the artist (or the museum) is trying to pull a fast one on them.

It is really important for contemporary art museums to create the right conditions for visitors. So, while the art can be challenging, the experience of being at the museum shouldn't be challenging. It should be that the museum supports people, that we welcome people, that we create beautiful and aspirational spaces that people want to be in, so that they can open themselves as much as possible to new perspectives and new experiences that may be totally unfamiliar. That's why our education programs play such an important role—we create a space for learning where visitors can think critically about what they see, ask questions and ultimately find their own meaning in the works on view.

ACCOMPLISHMENTS: Last spring the Whitney Museum opened in our new downtown location in New York City's Meatpacking District. The new building is the culmination of years of planning and, for me, working on the new building was the professional opportunity of a lifetime. We designed a brand new museum for the 21st century and what we created is a very different kind of museum. The architecture of the building (particularly its transparency and outdoor space, free gallery in the lobby and welcoming public spaces) makes the Whitney feel accessible and part of the fabric of our new neighborhood. I am especially proud, that for the first time in its history, the Whitney has a dedicated space for education. The Laurie M. Tisch Education Center has brought visibility to the Whitney's educational mission and provides opportunities for museum educators to work in new ways, offering spaces for an array of drop-in activities, hands on learning experiences and in-depth and interdisciplinary programming.

MENTORS: I have had the good fortune to have had mentors—both men and women—at every step of the way in my career. From a college professor who took me under his wing and set me off in the right direction to the dynamic Director of Education who first hired me at the Whitney, I have learned so much from the great people I've worked for over the years. Now that I am in a senior position in the field, I take seriously the responsibility of mentoring colleagues

Dr. Manju Banerjee*continued from page 6*

The best way I can answer this question is to say, I am most proud when others I care about are proud of me.

MENTORS: There have been many mentors along the way. I can remember certain faculty during my doctoral program. My daughters have inspired me to be the best I can be and to not set any limits on possibilities. Students I have worked with in the past and even now, continue to amaze and influence me and teach me. This is going to be life-long.

TURNING POINT: Oh! I would definitely say the turning point was coming to the US. At the age of 23 years. Prior to that I was protected, as many females are in my country. I didn't know

who work for me. I also devote a portion of my time teaching classes of students and young professionals in the field.

At the same time, at this point in my career, I'm not so interested in playing that "senior statesman" role. I can honestly say that one of the things that has kept me engaged and continuing to learn and develop as a professional is the energy I draw from working with the talented team of people we have at the Whitney. In museums, we constantly have a flow of people coming in, that is, we have museum visitors, interns, we have the students, we have teens, research fellows and we have community people who pass in and out of the institution.

A good leader is one that can be attuned to and can hear about needs and about what is important, what the priorities are, from people who are not you. I think a good leader has to have a vision of where things are and where she wants things to go. On the other hand, that process of determining what's important has to be informed by the voices of many people, both inside and outside of the institution. I think that's the thing that I've really learned, particularly in the last seven years.

TURNING POINT: Seven years ago I was appointed Helena Rubinstein Chair of Education at the Whitney. Prior to that I had held a number of different positions at the Whitney so I knew the institution from the inside out, which was certainly an advantage. At the same time, I felt tremendous pressure to make a success of the opportunity I had been given. The Whitney was in the middle of a strategic planning process for our new downtown building. The stakes were high because the decisions that I and the rest of the senior staff were making would determine the future of the Whitney Museum. All of us involved in the new building project felt a great sense of responsibility to the artists whose work we supported and collected as well as to Whitney audiences now and in years to come.

GOALS: One of the things that I've learned in the course of my time at the Whitney is that learning is about change. In order to do this work well, you have to be responsive. You have to listen. You can't be a good educator if you're not sensitive to your audience.

**THIS ARTICLE CONTINUES
ONLINE AT
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how to drive, cook, or work for myself. All decisions were made for me by the men or elders in my family. Also, I was protected from failure. I came to Penn State as a spouse and learned there was so much I could do on my own. I learned to be self-sufficient and so much more. I would definitely say it was a turning point.

GOALS: I genuinely believe in the mission of Landmark College, that is, the goal is to transform the way students learn, teachers teach, and the public thinks about education. My goal is to be a part of that future, where ALL students think learning is enjoyable, and all educators feel empowered to teach all students, including those who learn differently. I believe in the power of research to inform practice and my goal is to be on the cutting edge of research which seeks to shine the light on learning and diversity. #

Mary Erina Driscoll*continued from page 2*

every time a new teacher walks across the graduation stage into a city classroom full of children, I think we have made a contribution.

ACCOMPLISHMENTS: During my career we have seen the profession of educational leadership grow to encompass diversity, first in terms of gender, but more recently with respect to many other characteristics as well. I was among the first women to be hired in the first two academic departments in which I served; I was proud to be part of that transformation, and am delighted that few who look at the profession of educational leadership as it stands in schools and universities today would find the lack of diversity that was so evident thirty years ago.

I am very proud as well of the work that is done every day in collaboration with the faculty here at CCNY. Coming to this community I have been gifted with a group of faculty and staff whose dedication to this work seems to know no bounds. To the extent I can support and sustain their work, I feel some sense of accomplishment.

MENTORS: As a parochial school student I was educated from kindergarten through grammar school by talented and dedicated women who were members of two religious communities. In high school I was taught by members of the Order of St. Ursula (the Ursulines,) in one of their schools that embodied their long tradition of service to women's education. I attended two post secondary institutions that had been formed as women's colleges, but had recently become coeducational. My first job was teaching music in another Ursuline school for girls. Until I got to the University of Chicago (where I never had a single women professor in my educational administration and policy doctoral program), it never occurred to me that women did not rule the world in general and run schools in particular. I certainly had plenty of evidence that they could. That was an important lesson to carry with me in the years ahead, because it took a long time for the profession of educational leadership to reflect the gender diversity of the teaching force.

One mentor I always note with gratitude and respect is the late Sr. Dorothy Ann Kelly, o.s.u., who was a long time leader in American higher education and a visionary in every sense of the word. I was proud to call her a friend.

TURNING POINT: The night before my 44th birthday, I was diagnosed with ovarian cancer and had to face major surgery and chemotherapy with little preparation or delay. It was a transformative experience, one that was simultaneously humbling and yet perhaps the greatest learning experience of my life. I have been fortunate enough to recover and to flourish since, but I will always remain grateful for the love and support I received, the wonderful access I had to excellent care that saved my life, and the enormous good luck I had in having this disease found at a relatively early stage. Every day counts.

GOALS: To get a little better each day at doing what I do, and to try to imagine and envision where we need to be next. #

Barbara Grodd*continued from page 4*

of the inmates and offenders that my staff and I helped during my years (1980 – 1992) as Deputy Director, United States Bureau of Prisons, Community Treatment Center in New York City and Director of Substance Abuse Services, Montefiore Medical Center, Rikers Island, NY.

I am particularly proud of being the co-founder of Friends of Island Academy (FOIA) with Norma Green, Rikers Island Academy, Principal. FOIA helps young people who have been discharged from Rikers Island to continue their education, find employment, get drug and family counseling and otherwise help them re-enter the community. Since 1993 thousands of young people have benefited from the services of FOIA. Friends has continued to grow and is now financially supported by City, State and Federal funding programs as well private donations.

MENTORS: My father, Ralph Ostrove, who went to work every day until his death at the age of 82. He always encouraged me to work, even as a teenager. My work ethic, which has served me well, came from him.

TURNING POINT: When I obtained my Masters in Social Work from Columbia University in 1979 my life changed dramatically. I was able, at the age of 53, to begin an entirely new career.

GOALS: Although retired, I intend to continue to be involved both programmatically and financially in Friends of Island Academy and the Business Council of Lincoln Center of which I am a member. I also intend to continue to spend as much time as possible with my grandchildren. #

Women's City Club of NY*continued from page 4*

On January 31, 2016, exactly 100 years after its first meeting, WCC held its Inaugural Founders' Day Celebration, featuring a keynote address by U.S. Senator Kirsten Gillibrand, who received a Centennial Medal along with WCC's former Presidents. In her address, the Senator noted, "members of this organization have fought hard on every major women's issue of the last hundred years, from the right to vote to equal pay in the workplace. And as the Women's City Club begins its second century, it's more important than ever that we keep encouraging women to raise their voices to demand change."

Recent programs included Lunch with Legislators, an ongoing series featuring City and State elected and appointed officials; forums on workplace support for breastfeeding mothers and on reforming the youth criminal justice system, presented in collaboration with the Citizens' Committee for Children and the Correctional Association of New York. A one-day conference on social programs and policies that tackle inequality is planned for the fall.

Among the visionary Founders and early members of the WCC was Frances Perkins, the first woman appointed to the U.S. Cabinet and the longest-serving Secretary of Labor, hold-

**LETTERS
TO THE EDITOR****BRONX, NEW YORK**

Response to: An Interview with Lin-Manuel Miranda, Author of Hamilton

To the Editor:

Awesome article! I remember this gentleman from his first play "In The Heights" several years back! He is, indeed, an absolute playwrighting genius! He is absolute living proof that something good can come out of the minority communities of New York! Creativity! Inspiration! And, of course... vision! This play can serve as an inspiration to many!

Bryan Briggs

ERIE, PENNSYLVANIA

Teachers Deserve Thanks, Not Blame

To the Editor:

It's time to stop blaming and criticizing teachers and start thanking and acknowledging them.

Our schools reflect society, and society has undergone a dramatic shift from previous generations. A typical classroom today consists of many students with severe behavioral problems, limited knowledge of English usage, emotional and psychological difficulties, learning disabilities and attention-deficit disorders. And many suffer from abuse and other adverse home and socioeconomic conditions. Unlike previous generations, many parents today send their kids to school unskilled, unprepared and with little or no basic skills nor social skills. In many neighborhoods, it's the school building, not the child's home, that provides a safe, secure and predictable haven. Despite these societal problems, we need to focus on the success stories of what's right with our schools rather than what's wrong with our schools. In my previous work as a motivational speaker and professional development trainer, I have personally worked with thousands of teachers nationwide. I have found them to be caring, hardworking, dedicated, industrious and sincerely committed to the success of their students.

Tom Staszewski

CHICAGO, ILLINOIS

Response to: Harvard Grad Ed School

To the Editor:

I would like to know if this pedagogy has ever been tried for colleges or graduate schools. It seems critical for adult learning as well as children. Thank you!

David Frenchak

**"THE TEST OF A CIVILIZATION IS IN
THE WAY THAT IT CARES FOR ITS
HELPLESS MEMBERS."
—PEARL S. BUCK**

ing the position under Presidents Franklin D. Roosevelt and Harry S. Truman. Perkins implemented many aspects of the New Deal, including unemployment benefits, pensions for the many uncovered elderly Americans, and welfare for the poorest Americans through the Social Security Act. #

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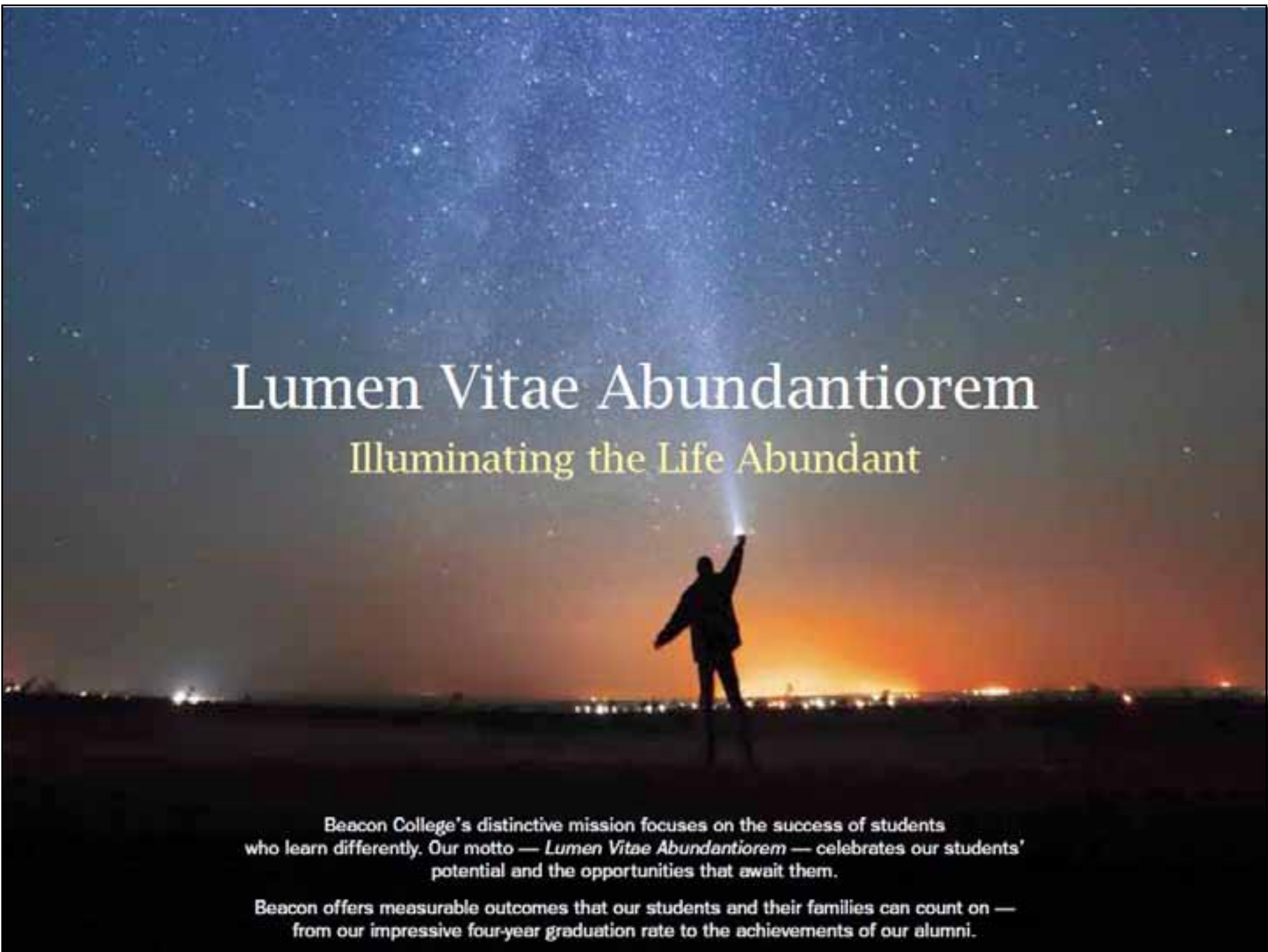
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