

EDUCATION UPDATE

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UPDATE

CHANCELLOR JAMES B. MILLIKEN EXPANDS THE ARTS IN EDUCATION AT CUNY

GUEST EDITORIALS

The Meaning of Music in My Life

By DAVID LIEBMAN

I have no doubts that without music in my life, I would have not understood what art and creativity were about. Although there was some opera heard in my childhood (courtesy of my father, while I loved Elvis Presley), music was considered a hobby and something you did for fun in school and at home. You took piano lessons as I did at nine years old performing little recitals, etc., and that was it. By luck at fifteen as a fledgling saxophonist I went to the legendary jazz club Birdland in Manhattan and heard the great John Coltrane performing a few feet away. When I saw “Trane” as he is referred to, my first reaction was: “That can’t be the same instrument I have at home!” I refer to that night as “seeing the light”....experiencing my personal epiphany.

The effect of that life-changing event along with subsequent visits to jazz clubs created in me a burning desire to get good, REAL GOOD on the horn. The rest, as it is said, “is history.” I got the chance to play with jazz legends, most notably with Miles Davis for a period in the 1970s. Needless to say that launched my career as a professional jazz musician. (My biography is well documented in “What It Is-The Life Of A Jazz Artist”-Scarecrow Press).

I have often thought about what it is that



makes music so special, even compared to the other arts. For me it has to do with the abstract nature and transparency of sound. One doesn’t touch music and you can’t see it visually beyond written sheets. Music goes into the air, into the universe. Who knows how far music travels through the cosmos, comparable to light’s journey? In the physical world a person’s reaction to sound is completely unique to that individual, meaning a personal relationship is forged between the purveyor of sound (musician) and the receiver (listener).

It is becoming quite clear through present day research (“Music and the Brain” from Great Courses provides a wealth of information on the research being done). that music affects different parts of the brain resulting in a feeling of euphoria, well-being and positive sensations. The effect that music has on human perception is clearly observable in the case of film scores. Watching the same scene with and without suitable music drastically influences the story line and subsequently the emotions of the viewer.

Music is non-denominational, though culturally it can be very specific reflecting the language, customs and even

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A History Lesson

By DR. STEPHEN SPAHN,
CHANCELLOR OF DWIGHT SCHOOL

As seniors graduate and educators take stock of another academic year, I am inclined to take a longer look in the rearview mirror — well beyond the last few semesters to the beginning of my career in education for a perspective on how far we have all traveled and a primer on what has stood the test of time.

When I became a young headmaster in the 1960s, it was a particularly tumultuous time — a counterculture decade marked by activism and the Vietnam War. Students reflected this era fully; they were front and center in anti-war and civil rights movements and also the ones who were drafted. Against this backdrop, I dove head first into my work and learned a fundamental lesson that has shaped my educational philosophy ever since: When you help a young person discover his/her passion or talent and nurture that uniquely personal interest or set of skills, you unlock the door to all other learning. Oftentimes during the 60s, what drove students was a call to move away



from the conformity that characterized the 1950s. As we encouraged students to find their own passions, we saw how they were transformed into great learners and leaders.

During the 1970s and 80s, as the global economy continued to grow and markets became more interdependent, education had to adapt to the new order. The International Baccalaureate answered the call. The IB, which was born in 1968, began to grow and take hold, offering a vigorous academic curriculum designed to cross — and transcend — national boundaries. IB schools envisioned a world in which students everywhere were equipped with the communication and critical thinking skills needed to bridge cultures and countries to collaborate and solve problems on a global scale. The IB has since expanded to meet this objective and today includes 4,335 public, private, and parochial schools worldwide.

The Digital Age rapidly accelerated

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EDUCATION UPDATE



LETTERS TO
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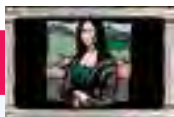
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AND MANY MORE

CLASSES BEGIN:	May 31	Brooklyn College, John Jay College of Criminal Justice, Lehman College, York College, Borough of Manhattan Community College	
June 1	Baruch College, College of Staten Island, Hunter College, Medgar Evers College	June 2	New York City College of Technology
June 6	City College, Queens College, School of Professional Studies, Bronx Community College, Queensborough Community College, Hostos Community College		





CHANCELLOR JAMES B. MILLIKEN EXPANDS THE ARTS IN EDUCATION AT CUNY

The following is excerpted from *The City University of New York Chancellor James Milliken's Leon M. Goldstein Memorial Lecture at Kingsborough Community College on May 09, 2016.*

The arts are a signature industry in New York, but too few of our students have had exposure to them, as well as too few opportunities to build careers in museums, theater, and the other performing arts. We have launched an ambitious CUNY Cultural Initiative this year, and partners have been signing up enthusiastically to give our students access to institutions that most have never visited, or even imagined visiting. The first major institutions to welcome CUNY students, at no charge, were the Whitney, the Cooper Hewitt, El Museo del Barrio, the Jewish Museum and others. We are working with our partners in New York's cultural institutions to expand arts curricula and programs and to create internship and job opportunities. BAM, the Brooklyn Museum, the Metropolitan Museum and others have agreed to work with us on this initiative. The expanding New York movie and television industry offers many opportunities and last fall we opened Brooklyn College's Feirstein graduate school of cinema in Steiner Studios in the Navy Yard. We will bring diversity to an industry that has been conspicuously lack-

ing in it and open the door to high-paying jobs for our very talented students. It is the only such school in the country in a working studio, another example of what I mean by the great opportunities in leveraging the assets of our partners.



James B. Milliken is Chancellor of The City University of New York, the nation's leading urban public university. Milliken was appointed Chancellor and Distinguished Professor of Law at the CUNY Law School by the CUNY Board of Trustees, effective June 1, 2014. Prior to his appointment at CUNY, Chancellor Milliken served as president of the University of Nebraska for a decade, where he also held appointments as professor at both the University of Nebraska's College of Law and the School of Public Administration. He previously served as senior vice president of the 16-campus University of North Carolina. He is member of the Council on Foreign Relations; the Economic Club of New York; the Executive Committee of the Council on Competitiveness; and the Business-Higher Education Forum. He is a past board member of the Association of Public and Land-grant Universities and the American Council on Education. He has been a national leader in innovation and economic competitiveness, global engagement and on-line learning.#



Carl Goodman, Exec Director, Museum of the Moving Image

By KISA SCHELL

In an exclusive interview with Education Update, executive director of the Museum of the Moving Image (MoMI), Carl Goodman, shared his views on media, education and things to come. An accomplished visionary in the arts, Mr. Goodman started his career at Moving Image as an educator in 1989, where he used his interests in digital technology to focus on its increasing use in filmmaking. From there, Mr. Goodman was appointed Curator of Digital Media in



Brian Palmer / Museum of the Moving Image

1992, followed by the successive positions of Director of Digital Media and Director of New Media Projects for the Museum and Senior Deputy Director. Mr. Goodman succeeded Founding Director Rochelle Slovin in November, 2010 and has been an integral part of moving the museum into the future ever since.

Mr. Goodman described how the Museum of Moving Image strives to inspire students to view masterpieces of cinema and “[use them] as ways to open conversation on topics such as immigration and civil rights. Our other goal is to introduce the language of film and how to talk about film, to treat film like great works of literature- as pillars of our culture. Young people take so well to our topic and subject because of its relatability. We are surrounded by moving images- we consume them, we are entertained by them, we make them- but we rarely reflect on them in our everyday experience so that’s what we do here.”

This effort to incorporate an understanding and appreciation of media with important cultural topics is what drives the museum’s many programs that benefit young people both in and

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LETTERS TO THE EDITOR

JERICHO, NEW YORK

Year-Round Honors Science Program at Columbia University

To the Editor:

How can I prepare for Columbia’s math science program test?

Krupa

NEW YORK

Herbert H. Lehman College

To the Editor:

I think this issue is worth more exploration. SO MANY of our students spend their first (and second, and sometimes third and fourth) semesters of college in developmental classrooms, and many never make it any farther. Students have such a troubled relationship to these classes they are signs of their own shortcomings, they are being forced to go backwards before they can move forwards, and so on. I think that these courses are the ideal place to start introducing students to new ways of knowing and approaching the world. Yes, the material being covered is the same material that they were exposed to in high school (or elementary school), but THEY are not the same they bring years more experience and sophistication to the table this time around. And the setting

is not the same this is college, a qualitatively different experience, and helping them gain a sense of what college is in these courses could make all the difference.

The challenge is to overcome the emotional momentum attached to these subjects, and the stigma attached to these classes, and get them to really engage. All the while covering a densely-packed syllabus and preparing them for a daunting standardized exam. I am not sure exactly how to do this, but I think there is a lot of opportunity here.

Ryo

LITTLE ROCK, AR

Dr. Sally Shaywitz, Yale U School of Medicine

To the Editor:

I am so glad to read about your work in the field of Dyslexia. The education of all people is necessary. I probably am dyslexic. I am a 67 year old retired elementary teacher. I have been working to understand my disability sense I started college in 1965. I realized that my college teachers really didn’t know how to help students with learning disabilities. They tried speed

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What does it take to inspire those who hold our future in their hands?

Global Vision

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Karen He Wins Art Award



Karen He stands in front of case displaying "Sad Man."

Recently, Karen He, grade 12 at The Child School in NYC, was one of the winners at the Scholastic Art & Writing Awards held at the Metropolitan Museum of Art. Her painting, called *Sad Man*, won a Gold Key for drawing and illustration. Her educator was Yang Zhao.

This exhibition features more than six hundred works of art and writing by New York City teens who received the highest regional recognition in the 2016 Scholastic Art & Writing Awards—the Gold Key Award. Presented by the Alliance for Young Artists & Writers, the Art & Writing Awards are the longest-running and most prestigious recognition program for creative teens in the United States. The Metropolitan Museum of Art is honored to host this year's exhibition and celebrate the creativity of these young artists.

This year as many as 3,500 students in grades seven through twelve submitted more than 13,000 works to the New York City region of the Scholastic Art & Writing Awards, encompassing more than 300 schools in all five boroughs. In addition, 150 literary and visual-

arts professionals served as judges, selecting works based on originality, technical skill, and the emergence of a personal voice or vision.

The Alliance for Young Artists & Writers' mission is to identify students with exceptional artistic and literary talent, and present their visionary work to the world through exhibition, publication, recognition, and scholarship. Established in 1923, the Alliance's Scholastic Art & Writing Awards brings the work of young people to regional and national audiences. Former recipients include artists Andy Warhol, Cy Twombly, Kay WalkingStick, and John Baldessari—all represented in the Met's collection—and writers Sylvia Plath, Truman Capote, Myla Goldberg, and Joyce Carol Oates.

The Alliance for Young Artists & Writers partners with Parsons The New School for Design and Eugene Lang College The New School for Liberal Arts to present the New York City regional Scholastic Art & Writing Awards, with additional program support provided by Pratt Institute. #

The Juilliard School Holds 111th Commencement Ceremony

The Juilliard School will confer honorary doctorates on five remarkable artists during its 111th Commencement Ceremony on Friday, May 20, 2016, at 11am in Alice Tully Hall, Lincoln Center (Broadway at 65th Street, New York City). Pianist Leif Ove Andsnes, actress and alumna Christine Baranski, jazz saxophonist Wayne Shorter, actress Cicely Tyson, and former dancer and Alvin Ailey II Artistic Director Emerita Sylvia Waters, an alumna of Juilliard, will be honored at the May 2016 Commencement Ceremony. Christine Baranski will give Juilliard's Commencement Address. Juilliard President Joseph W. Polisi will read special citations and present degrees to all five honorees, who will be garbed in Juilliard's traditional academic robes and velvet caps, and will receive their ceremonial doctoral hoods onstage. The ceremony will be live streamed at live.juilliard.edu.

Receiving Juilliard's Honorary Doctor of Music:

Leif Ove Andsnes: Norwegian pianist Leif Ove Andsnes's commanding technique and searching interpretations have won him acclaim worldwide. This past fall, *Concerto – A Beethoven Journey*, a documentary by award-winning British director and filmmaker Phil Grabsky was released. The film chronicles Mr. Andsnes's epic four-season focus on the master composer's music for piano and orchestra, which took him to 108 cities in 27 countries for more than 230 live performances. Highlights of this current season include major European and North American solo recital tours with a program of Beethoven, Debussy, Chopin, and Sibelius, as well as Schumann and Mozart concerto collaborations with the Chicago, Cleveland, and Philadelphia symphony orchestras, Bergen Philharmonic, Zurich Tonhalle, Leipzig Gewandhaus, Munich Philharmonic, and London Symphony Orchestra, among others. He is also touring Brahms's three piano quartets with his frequent musical partner, Christian Tetzlaff, together with Tabea Zimmermann and Clemens Hagen.

Last season brought the conclusion of "The Beethoven Journey," his most ambitious achievement to date. With the Mahler Chamber Orchestra, he led complete Beethoven concerto cycles from the keyboard in high-profile residencies in Hamburg, Bonn, Lucerne, Vienna, Paris, New York, Shanghai, Tokyo, Bodø, and London. The partnership was captured on disc by Sony Classical with both *The New York Times* and *Süddeutsche Zeitung* hailing the final box set release as the "Best of 2014."

Mr. Andsnes now records exclusively for Sony Classical. His previous discography comprises more than 30 discs for EMI Classics spanning repertoire from the time of Bach to the present day. He has been nominated for eight Grammys and awarded many international prizes, including six Gramophone Mr. Andsnes has received Norway's distinguished honor, Commander of the Royal Norwegian Order of St. Olav. Other awards include the Peer Gynt Prize, the Royal

Philharmonic Society's Instrumentalist Award, and the Gilmore Artist Award; Vanity Fair named Andsnes one of the "Best of the Best" in 2005.

Wayne Shorter: The music of Wayne Shorter has left an indelible mark on the development of music for the last half-century. He first rose to prominence in the late 1950s as the primary composer for Art Blakey's Jazz Messengers. He next joined the Miles Davis Quintet becoming what that bandleader referred to as the ensemble's "intellectual musical catalyst" before co-founding the pioneering group Weather Report. Since 2001, he has led his own highly acclaimed quartet.

"Mr. Shorter's mastery is in knocking down the wall between jazz and classical" (*New York Times*) and the Chicago Symphony, Lyon Symphony, Orpheus Chamber Orchestra, Prague Philharmonic and Royal Concertgebouw Orchestra are among the orchestras that have performed his symphonic compositions. Acclaimed artists and ensembles such as Renée Fleming and the Imani Winds have also performed his works.

He has received commissions from the St. Louis, Nashville, Detroit and National Symphony Orchestras, the Los Angeles Philharmonic and the La Jolla Music Society. In all, Mr. Shorter has realized over 200 compositions, works that are performed around the world by premiere artists and studied by students and scholars alike.

Mr. Shorter's outstanding record of professional achievement includes 11 Grammys including a Lifetime Achievement Grammy in 2015. He has received Honorary Doctorates from New York University, New England Conservatory, and Berklee College of Music. In 1997, the National Endowment for the Arts presented Wayne Shorter with the Jazz Master Award.

In his current symphonic work, Mr. Shorter continues to evolve the dynamic between fully realized score and improvisation creating, in his words, a "flashlight into the unknown." "I want to inspire the audience to feel what might be necessary in order to continue their journey in this life in a way that has never been done before," says Mr. Shorter, "so that we can have a new way of dialoguing based on being comfort zone free, and summoning the courage to fearlessly face the unknown and negotiate the

Receiving Juilliard's Honorary Doctor of Fine Arts:

Christine Baranski: One of the industry's most honored actresses, Christine Baranski, has achieved acclaim in every medium in which she has performed. She is an Emmy, two-time Tony, Screen Actors Guild, Drama Desk, and American Comedy Award winner.

A native of Buffalo, Ms. Baranski attended Juilliard. She received her big break being cast in Tom Stoppard's hit Broadway comedy, *The Real Thing*, directed by Mike Nichols for which she won a Tony Award and Drama Desk Award. She went on to earn a second Tony Award for her performance in Neil Simon's *Rumors*. She also appeared in *Boeing-Boeing*; *Hurlyburly*;

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YOUNG JOURNALISTS

GRAND CAYMAN ISLANDS – SIMPLY GRAND

By SAVANNAH COHEN

Palm trees, a greenish ocean which all you have to do is put your head in and you will see fish, resorts and more. What island am I talking about? The grand Caymen islands which are totally grand with it's amazing sunsets, beaches and so much more. There is one thing that totally stands out- the 7 mile beach near the Caymen island shore. The beach is 7 miles long and has incredible sunsets, amazing waters, a lot of resorts.

The grand Caymen islands are not only all about its amazing beaches, water, and more. It has the best activities. For example, swimming with dolphins, going to sting ray city and lots of other cool things. The most adventurous activity and one you can only do in grand caymen is sting ray city. Here you get taken out to a sand bar and you get to touch the sting rays you also get to kiss them or take a picture with these adorable creatures in their natural habitat.

"It's the lifestyle that's so appealing that draws people to the island from all over the world" said Walter who has lived on the island for 20 years

The climate is very warm, the lowest temperature in history is 61 degrees. The normal temperature range per day is from 84 to 95 degrees. Every day all day its's summer time in the Grand Cayman Islands. There is a hurricane season that is from June 1st to November 30th but the hurricanes rarely hap-



pen, they are mainly threats. The most recent hurricane was in 2004 which was a severe one with houses destroyed and trees knocked over. The Island recovered and is more beautiful than before. The one before that was in 1932 and it rocked the island. In 2009 there was a hurricane threat that scared the people that lived on the island. They thought back about the 2004 hurricane. Luckily there was no hurricane. Now every day is paradise.

"You come from New York. We have this weather all the time," said Annick, who has lived and worked in the Cayman Islands for 21 years. We never buy coats, scarfs, gloves, we live in this climate all year long. And it's beautiful. My son is 15 and he dreams to see snow."

One such person is Walter who came to the island to work in a restaurant. He did so well and worked so hard he ended up opening two of his own restaurants called Aqua and Catch. He didn't stop there. Because of his love for kite surfing he opened a kite surfing school. "Feels like you are free," said Walter, just you and the wind and ocean."

For Walter the best thing that has ever happened to him was moving to the Caymen islands from Italy.

"It's easy to get stuck on this island – look at me 20 years," said Walter. "But every time I look out the view of my bedroom window I am so glad that I am here." #

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 questions 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 had a huge impact on my 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

The National Park Services Celebrates 100 Years!

By HALEY HERSHENSON

The majority of what we learn in life comes from experience. The ability to absorb information through learning in a classroom or reading a textbook, does not compare to students experiencing it themselves. Especially at a young age, children can benefit from learning in an outside environment as it is often more memorable for them rather than sitting in a classroom. Some of my most vivid memories from elementary school are from the few times a year we were taken

to museums or parks. The National Learning Summit, an event held to celebrate the National Park Service's 100-year commitment to working toward the enhancement of America's civic, cultural and scientific literacy, explored this approach to learning.

This event, organized by the National Park Service and National Geographic, took place recently in Washington DC. One program that was discussed was the Teacher Ranger Program.



This program is a professional development activity where teachers get to spend time learning during the summer so they can then bring back what they experienced into the classroom. Essentially it is place-based learning for teachers. They can also learn how to use resources like technology to incorporate National Parks in their curriculum. With technology becoming more prevalent in today's society, teachers can benefit from learning how they can use tools such as virtual tours to educate their students.

This program enlightens teachers with knowledge and skills related to the National Park Service. Not every student has the opportunity to go to a Park and experience nature for themselves. There are barriers for them, whether it be lack of permission for field trips through the school or their parents. The Teacher Ranger Program is a way around this where students can still learn from teachers who now have these new experiences to share. #

What Ballet Means To Me

By JARED ZELTNER

I started ballet when I was three, at a time when my family was struggling to figure out my multiple food allergies. In most activities I am known as the allergy kid, not the kid who is good at science and math, who also has a great sense of humor. People often dismiss me because they think being around me is too much work. In ballet, I am known for my passion, work ethic, and dancing and not my food allergies. Ballet has given me a place where I am known for who I am and what I can do, and I am not labeled by my allergies. Ballet is a safe haven for me where I can be myself.

When I walk into the studio I feel at home. As I step up to the barre, a sense of joy

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 the people who were fighting for equal rights in our country and It is not just America," said Michelle. "I also think it is really nice that we have a month to think of those people". #



and peace washes over me. I love the structure and order of the class. I love the endless quest for perfection. A dancer is always challenged because you can always improve. Technique can be perfected and strength can be gained. When I am dancing, I feel like I am defying gravity.

Another aspect of ballet that I enjoy is performing. Performing makes me feel euphoric and it is exhilarating. I live for the feeling of standing on stage after dancing my heart out and hearing the audience applaud. I

love exercising my memory, and rehearsing tirelessly before a show. Ballet is not just a physical journey; it is an emotional one as well. Sometimes when I am feeling sad or exhausted and I don't feel like dancing, my body tells my mind that I need to dance. For me, ballet class is a spiritual experience.

Family and ballet have been the two consistent pieces of my life. I take comfort in knowing that no matter where I am, I will always be at home in a ballet studio. I feel so lucky to have found an activity that I am passionate about. No matter where my training takes me, I will have learned discipline, determination, and dedication. I will also know the feeling of belonging. #



Dr. Harold Koplewicz Speaks With Whoopi Goldberg About Dyslexia



Whoopi Goldberg & Dr. Harold Koplewicz

By SYBIL MAIMIN

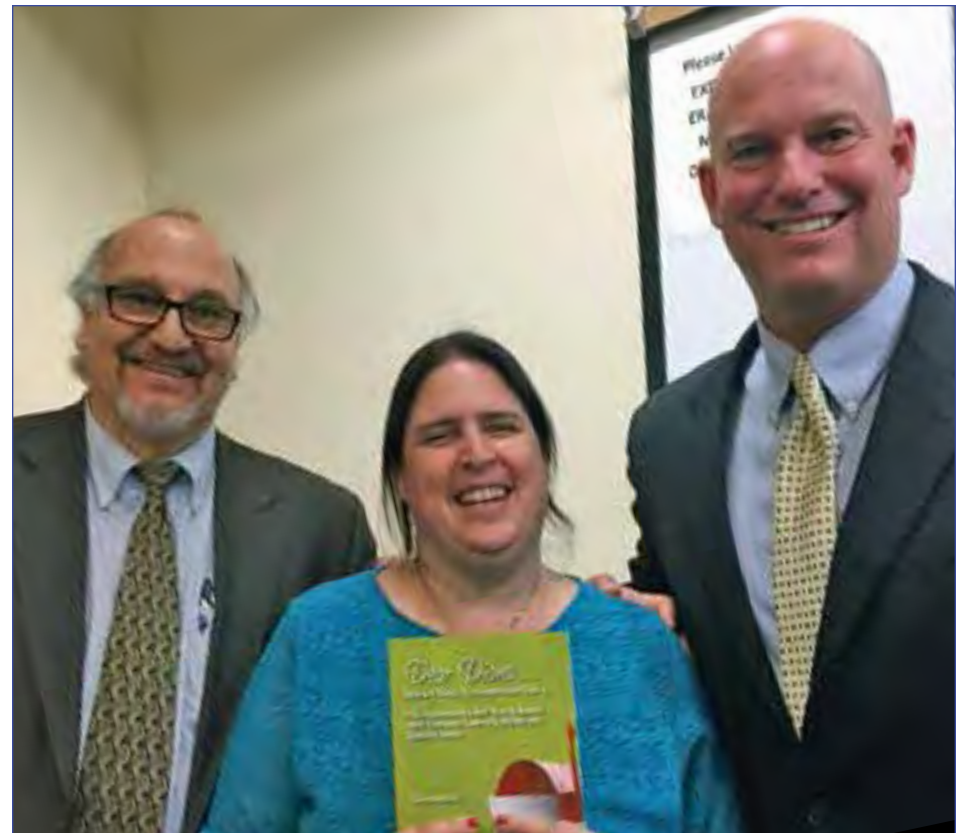
Whoopi Goldberg, one of the most accomplished and successful public figures of our time, has dyslexia. One of only 12 people (including 4 women) to win all EGOT awards (Emmy, Grammy and Golden Globe, Oscar and Tony), she has also battled drug addiction. To understand this remarkable woman, Dr. Harold Koplewicz, president of the Child Mind Institute, spoke with her at the 13th Annual Adam Katz Memorial Conversation held at Hunter College. Goldberg, currently moderator of the popular daytime talk show, "The View," was candid, upbeat, confident, funny, and wise. She described growing up poor in a housing project protected by a tough, supportive, no-nonsense, loving single mom. Her mother understood she learned differently but, Goldberg explains, "It takes people awhile to realize that something is going on, and you're not faking it." Because most school learning was by rote, she knew what she was supposed to say. Not afraid of her difference, Goldberg reasoned, "There are 2,000 ways to think. Her mother recognized she was smart and never said, "What is wrong with you," or "You're dumb." In advice to parents of children with learning disorders, she cautioned, "Be cognizant of what you say around your kids. Don't use the word 'stupid,' a terrible, horrible word. It's not the 'N' word you have to worry about. It's these kinds of words." Growing up,

she "could not do numbers" (a problem to this day), but loved having stories read to her. She discovered a love of acting at an early age and understood, "You can play anything." Her mother, of whom she is very proud, was always busy working, and Goldberg knew, early on, adults are not there to be your friends, but are there to guide you. Her mother began work as a practical nurse (blacks could not be registered nurses), then built a nursery school in her neighborhood, and was subsequently asked to direct a new Head Start program which paid for her to return to school to earn B.A. and M.A. degrees. Goldberg had difficulties in junior high and decided not to go to high school, saying, "It wasn't for me." Her mother agreed to an alternate education plan involving learning through visiting museums and other institutions. At this point, Goldberg had a drug problem. She admits to liking "altered states," but after four years of addiction and thinking "she knew it all," she met people who convinced her to seek a cure through residential treatment and pursue a better life. Her advice today: "Hard drugs will kill you. Alcohol will kill you. Anything overdone will kill you."

Now age 60, Goldberg says acting "grabbed her at birth." She had her first paid gig, at the Hudson Guild Theater, when she was 14. At age 20, she took the name "Whoopi." Because of her dyslexia, in order to memorize lines, she

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DIANA BILEZIKIAN & EXISTENTIALISM



(L-R) Dr. Gerard Costa, Director, Center for Autism and Early Childhood Mental Health, Montclair State; Author Diana Bilezikian; & Michael Storz, President, Chapel Haven Inc.

By DR. BEATRICE L. BRIDGLALL

The insights from author Diana Bilezikian's new book, *Dear Diana ... Diana's Guide to Independent Living For Adolescents and Young Adults with Different Learning Styles and Special Needs* (AAPC Publishing, 2014), took on new relevance during her book talk with faculty, staff, students and friends at Montclair State University on April 25, 2016. Diana discussed the genesis of her book, which began at the suggestion of her cousin, Nancy Barnett. The art of writing with clarity, meaning and substance is not an easy task, irrespective of whether one has special needs or different learning styles. Diana's audience was fascinated with her recounting of the long, sometimes arduous process of conceptualizing her book, to dilemmas of editing and revising and finally, the publication stage.

Diana fielded complex questions from her audience in a poised, relaxed manner. Indeed, I do not believe that someone without her experience would have emphasized the importance of not only asking the right kinds of questions in efforts to genuinely understand seemingly simple situations, but also listening deeply to the answers so that the appropriate solutions can be thought of, implemented and adapted if necessary. She spoke eloquently of several of her own teachers, who gave her new ways of approaching tasks and difficult concepts, especially in mathematics. In doing so, she

reinforced the significance of utilizing creative approaches in tailoring curriculum and instruction to enable student learning and transfer, regardless of whether or not the student is one with special needs or different learning styles.

As I listened to Diana engage with her audience for close to 2 hours, I realized that she is an existentialist in that she is not advocating for the use of current principles emerging from the scientific study of those with special needs and different learning styles, rather she trusts her own intuitions, which is at the heart of her own existence. That is, while the focus in the special needs domain uses the logic of science to understand those with special needs, Diana is guided by the logic and intuition of her heart, which as Pascal suggests, has its reasons that reason cannot and does not know. As such, she asserts, without openly advocating for it, the salience of patience, compassion, understanding and support as critical elements in engaging with those with special needs. This mature, witty and charming woman is emblematic of the success that others with special needs can enjoy when they are taken seriously and supported in ways that honors their need for independence and their potential to inspire and elevate not only themselves but the world. #

Dr. Beatrice L. Bridglall, Fulbright Specialist in Higher Education; Director, Office of Special Projects, Office of the Secretary of Higher Education, New Jersey.



DEAN MICHAEL SAMPSON SHARES A BOOK

Listen to Our World

LISTEN TO OUR WORLD

By Bill Martin Jr. & Michael Sampson,
illus. by Melissa Sweet
A Paula Wiseman Book. Simon & Schuster Books For Young
Readers, ages 4-8, \$17.99

Although this charming, attractive book has two impressive authors, it's the illustrator, Melissa Sweet who claims attention first, as is true with most children's books, and as it should be. With a surefire command of her medium, watercolor, with pencil outline, Ms. Sweet makes letters an integral part of her compositions, a natural combination for an artist whose works include *The Right Word: Roget and His Thesaurus* and *A River of Words*. Each page of this new book is a beautiful design of color, surprising hues brought together to fill out whimsical animal shapes. It's easy to see why Ms. Sweet has won so many prestigious awards for her books, both fiction and nonfiction. In an interview she gave not too long ago she said that she loved "the translucency and quality of watercolor paint . . . how certain colors react to each other, for instance, raw umber and Antwerp blue become a sort of speckled blue-brown when the paint dries."

Of course, text is important. Here it takes the form of presenting "Big, small, black, brown—all kinds of animals" that make their home in our world. "From the jungle to the mountains or your own backyard," the authors write, "all you need to do is listen." The theme is welcome in our age where loud, insistent electronic media dominate the learning world and children rarely have a chance to concentrate on subtle sound. Martin,



Dean Michael Sampson

who died in 2004, wrote over 300 books for kids, and Sampson, a *New York Times* bestselling children's book author, and dean of the School of Education at St. John's University, bring to the text wide experience and thoughtful themes, they have arranged the book where the first sounds—squawks—are given over to bright parrots that "flit and fly" around a giant kapok tree in the rain forest. These, and the sounds that follow, will be enjoyed by most of the children who will be turning the pages with their parents. Gila monsters hissing as they crawl around a cactus; bald eagles soaring "weee-aaa" over the wilderness; monkeys swinging on vines; baby pandas chewing on sprouts in a bamboo forest; croc-

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SEEKING ALICE, A NOVEL

BY CAMILLA TRINCHIERI

SEEKING ALICE

A novel by Camilla Trinchieri
(SUNY Press, Excelsior editions), 224 pp., \$19.95.

Reviewed By DR. JOAN BAUM, Ph.D.

Key words in the title of this absorbing narrative about the devastations of war on love are "a novel," because the dedication, "In Memoriam," alludes to what the story itself seems to evoke, a sense that this moving fictional narrative has a strong basis in reality. If so, it nonetheless shows what good fiction can often do that memoirs and autobiographies cannot: rise above historical facts to enunciate a theme that extends beyond the particular time and place, here central Europe in the early forties. The book's epigraph would suggest as much. It's from William Faulkner - "Memory believes before knowing remembers," a gnomic statement that might mean that the heart knows instinctively what evidence only later affirms, the point being, as it is for the central character in *Seeking Alice*, that deep and



Camilla Trinchieri

abiding bonds never die and may in fact contradict reports of the death of a loved one.

Susie, the oldest of Alice's three children,
continued on page 28

In Conversation with Ambassador William Vanden Heuvel

By KISA SCHELL

In a momentous occasion, William Vanden Heuvel, chairman of the Franklin D. Roosevelt Four Freedoms Park, former U.S. Ambassador to the United Nations, and all around Roosevelt enthusiast, spoke at the Roosevelt House about his new publication *Freedom From Fear: The Life and Presidency of Franklin Delano Roosevelt*. Part of the American Presidency series by Thornwillow Press, Ambassador Vanden Heuvel's work is beautifully printed on archival stock and hand-bound in beige Moroccan goat-skin. This exquisite production nearly rivals the quality of the words it contains, as Ambassador Vanden Heuvel provides a highly personal portrait of a president he admired so greatly.

Ambassador Vanden Heuvel's appreciation for President Franklin D. Roosevelt started as a boy, when he listened to FDR's Fireside Chats with his family. Vanden Heuvel was so determined to pay his respects to the late president that he travelled all the way from Rochester to the Washington D.C., where Eleanor Roosevelt herself, impressed by his appreciation, admitted him into the funeral.



Harold Holzer, the Jonathon F. Fanton Director of the Roosevelt House, joined Ambassador Vanden Heuvel in discussion. An enthusiast of President Lincoln himself, Holzer's recent publication *Lincoln and the Power of the Press*:
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New Books by Women:

B. Smith on Alzheimer's

Reviewed By DR. JOAN BAUM, Ph.D.

I'm impressed and I didn't expect to be by a new book on Alzheimer's. There's so much out there now about this devastating illness that afflicts over 5.2 million Americans. What could be new or engaging when the best that can be said at the moment is that Alzheimer's might be managed, slightly, in mild stages, maybe. Meanwhile the symptomatic "A's" rule: agitation, agnosia, amnesia, anomia, anxiety, apathy, aphasia. The statistics are depressing: half of the U.S. population over 85 will get Alzheimer's, typically in an advancing stage. Two out of three victims are women and blacks are disproportionately more likely to get it than any other demographic. But what TV sales executive Dan Gasby has pulled off on behalf of his wife in *Before I Forget* - part memoir, part how-to-cope - is worth reading.

Gasby has been married for 22 years to famed supermodel, restaurateur and national media celebrity B. Smith, who a few years ago in her early 60s began manifesting symptoms of early onset Alzheimers. At first, they denied it but the critical moment was when B. went missing for 18 hours. Gasby puts B's name first as co-author, and some of the most moving parts of the book are her thoughts, simply put, in italics. He also credits writer and editor Michael Shnayerson, and Harvard Medical School neurology professor Rudolph Tanzi who provides accessible accounts of the latest research. There has been progress in identifying brain irregularities in those diagnosed with Alzheimer's,



but are the suspect plaques causes, effects or just associated manifestations?

Gasby dedicates the book to Congress, urging more money for drug research and home care, which he admits he was slow to appreciate, thinking he could be B's sole caregiver . . . without getting angry, exhausted and depressed. He knows it's too late for B. but he's on a mission to bring awareness to others and press for greater participation, especially blacks, in clinical trials. The book concludes with an annotated list of foundations and organizations involved in genetic research and social
continued on page 28



7TH GRADE STEM GIRLS WOW PRESIDENT OBAMA AT WHITE HOUSE SCIENCE FAIR



Julianna Jones and President Obama

By LYDIA LIEBMAN

This past April, the Blockheads of Troop #1484 from Girl Scouts of Eastern Missouri were invited to present their innovative projects Ecobin and EcoGIoo at the 2016 White House Science Fair to President Obama. Education Update spoke with 13-year-old Julianna Jones, one of the six 7th grade members of the Blockheads, about Ecobin and EcoGIoo, meeting president Obama and her plans for the future.

Lydia Liebman (LL): When did you first become interested in science?

Julianna Jones (JJ): I first became interested in science when I was very young. When I was two, my dad started taking me to the science center, so many times in fact, that the people who worked there knew us well.

LL: What were the projects you presented at the White House Science Fair?

JJ: People told us there was no solution for recycling styrofoam. But, we put our heads together, and we did it. We created two useful, effective products, the Ecobin and EcoGIoo. The Ecobin is a metal container with nontoxic d-limonene that dissolves styrofoam when

mixed with water. Once we dissolved the styrofoam, the end product ended up being a very sticky adhesive which actually works better than our leading school glue. We called this EcoGIoo.

LL: What was the most memorable part of your visit to the White House?

JJ: Some memorable moments at the White House were the overwhelming feeling of meeting people who are important and famous, and being asked questions and filmed by the press. Definitely the most memorable was meeting the president.

LL: Who do you look up to?

JJ: I look up to anyone who tries to make a difference in the world for the better, and who respects all human beings no matter what.

LL: What do you do in your free time?

JJ: In my free time, I usually watch television, read a book, listen to music, or practice my instrument, the trombone.

LL: What are your plans for the future?

JJ: I love science and the idea of engineering, but math is not my strongsuit. I would like to go into a profession that is more on the arts side like music or journalism.#

BIG THINGS COMING FROM MICROSOFT EDUCATION

By KISA SCHELL

When most people think of Microsoft, they think of the multinational company headed by Bill Gates, responsible for the creation of Windows and the beloved Office series among other innovations. What most don't realize is that great things are happening with Microsoft Education.

In a nondescript building in Manhattan, Education Update had the privilege of touring LoftOne and meeting with representatives from numerous departments within Microsoft Education about their exciting innovations. Anthony Salcito, vice president of Worldwide Education for Microsoft and Bronx native,

described his vision for the future of the company in education: "Kids like me in the Bronx, I never really got past the couple of blocks in my neighborhood. The world was really small then but it's actually opened up quite a bit. You see the same challenges with kids in all parts of the world who don't get a chance to see the rest of the world and we'd like to bring a change to that." In his 20 years at Microsoft, Salcito has gone from teaching Girl Scouts how to code to heading initiatives to utilize the technologies Microsoft has at its disposal to improve education all over the world. His motto of "expect more, do more, and be more" has proven to be immensely

Gaynor School: From Popsicle Sticks to 3D Printers Innovative SMART Lab Fosters Problem-Solving Skills

STEAM, STEM, tinker space, maker space – these are all buzz words in the world of innovative education. At Gaynor, we've taken elements from all of these concepts and incorporated them into our new Science, Math, Art, Research, and Technology (SMART) Lab.

The SMART Lab wasn't always intended to be so. Originally, the space was slated as a Research and Writing Center – a library of the future. But it soon became clear that in order for students to succeed in the 21st century, we needed to design a trans-disciplinary space where they can be engaged in exploration, problem-solving, and project-based learning. The SMART Lab allows teachers to take curriculum from a 2D level to a 3D level, inspiring students along the way. "We see the lab as an area of opportunity for students to expand their horizons and open their minds to new opportunities," explained Mr. LeWinter, Director of Technology. "The end results may look different - from robotics and design, to video editing or 3D printing – but the goal is the same: creative exploration."

Much thought and research was put into what we now proudly call our SMART Lab. Administrators, teachers, and specialists participated in bi-weekly brainstorming sessions, as well as site visits to schools and colleges with successful design and tinker labs to examine the spaces and curricula. Determining the layout of the room to ensure creative work flow (e.g., collaborative project space and individual space) and the specific materials that would flexibly work well within the space, and more importantly, pique students' creativity, required thoughtful time and planning. Materials like cardboard, foam, Legos, zip ties, popsicle sticks, bamboo poles, repurposed plastics, modeling clay, circuitry components, and twine fill the shelves, which are surrounded by tables that fold down to make additional floor space for student work, as needed.

But most importantly, there was deep discussion on the ideal philosophy of the space. The emphasis is on being bold enough to try, not whether or not students have accurate hypotheses. A critical aspect of the SMART Lab is its ability to be a safe haven for our students where they are encouraged to problem-solve, fail, learn from their mistakes, try again, and succeed. This idea requires close collaboration with teachers to ensure the space is being used for the right types of activities and projects, incorporating Science, Math, Art, Research, and Technology.

This summer, teachers, specialists, and administrators participated in vital professional development to ensure optimal use of the SMART Lab. They took part in the "SMART Lab Challenge" where each team was tasked with developing something in a short amount of time, forcing them to experience first-hand how creative problem-solving works within the confines of the lab. This experience better informed their lesson plans and allowed them to see what type of resource the lab could become. "It's all about connecting the use of the materials to enhance what you're teaching," explained Ms. Schostak, Writing and Social Studies Coordinator, who has helped teachers this fall facilitate low- and high-tech projects in the lab.

Ms. Paterson/Ms. Janczyk's Orange Cluster students' inaugural SMART Lab visit centered on a low-tech assignment – they had to "save Fred." Fred, a gummy worm, was positioned on top of a life raft (AKA a cup) and had to be dressed in a life jacket (AKA wire), which was stuck under the life raft, to become safe. The students were armed with two paper clips and were not allowed to use any technology in the room. Mr. Koble, Lower School Technology Teacher, designed the experiment to help foster creative problem-solving. "I was looking to gauge how students worked together to deconstruct a problem. It helped me understand how to get them to the next level of creative problem-solving." Ms. Paterson added, "It was important for students to understand that technology isn't just about iPads and key boards. The goal is to work on problem-solving first, then weave in technology."

Middle School Technology Teacher, Mr. Russ, encourages his students to use every aspect of the SMART Lab. "It's typical for students to circulate the room, grab and go, build, experiment, break, damage, get dirty, and have fun exploring and solving problems," he expounded. Blue Cluster students taking his Sustainability through Technology elective have been exploring different technologies that can be used for environmental causes such as energy, gardening, and recycling. They used their time in the lab to build three different types of gardens using recycled materials, repurposed materials, and a hydroponic system to compare/contrast the best system to grow plants in an indoor environment.

Providing an opportunity and innovative space for students to tinker, explore, and problem-solve is essential to their growth. Gaynor's new SMART Lab affords our students the ability to do just that and we believe the benefits will be seen for years to come.

that has been proven right every time. When you give kids the right foundation and you expect big things, they will always exceed your expectations," said Salcito. When asked

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Assembly Member Rebecca Seawright Hosts Celebration of Women's History

By KISA SCHELL

Recently, an outstanding cohort of women were honored at the Women's History Month Awards Ceremony in New York City, hosted by friends of New York Assembly Member Rebecca Seawright. The honorees receiving the inaugural Carolyn B. Maloney Leadership award were LGBT rights activist Edie Windsor, Senior Vice President of Emblem Health Lorraine Cortés-Vásquez, Managing Partner of Latham and Watkins LLP Michele Pinzer, Chair of Planned Parenthood Federation of America Jill Lafer, Vice President of Government Affairs at Verizon Leecia Eve, and President of Kasirer Consulting LLC, Suri Kasirer.

The award, named after the esteemed New York Congresswoman Carolyn B. Maloney, recognized the outstanding efforts of women who have made a difference in their respective fields. Assemblywoman Rebecca Seawright succinctly summarized the intention behind the awards ceremony: "In March,

we celebrate remarkable, powerful, high profile women who are making strides and breaking down barriers for generations of women to come." Upon presenting namesake Congresswoman Carolyn B. Maloney with her award, Seawright stated: "I can think of no better way of celebrating Women's History Month than by honoring America's congresswoman, a tireless advocate for women's equality. It is sobering to realize that this fight has been going on in this country at least since the 19th century. In 1880 when defending the passage of the 16th Amendment, which more than 40 years later would give women the right to vote, Susan B. Anthony said 'The theory of this government from the beginning has been perfect equality to all people. Yet you and I know that 176 years later, perfect equality still does not exist for women or many others. Making this point, United States Supreme Court Justice Ruth Bader Ginsberg has commented, 'Every constitution written since the end of World War II includes a provision that 'men and women are citizens of equal stature in hearts and mind.' Congresswoman Maloney has been a leader in the efforts to pass an equal rights amendment to the United States constitution. In fact, she has introduced the ERA every single year that she has been in public office



and she has been in public office 34 years. She is just getting started."

In her speech, she also explained the need for more women to work together and demand respect and recognition for their efforts in their respective fields: "One day, my daughter Haley opened up a fortune cookie and it said 'Behind every great man is ambition. Ambition equals great leadership.'" And she asked me, "Mom, how does that fortune include me?" So I made a promise to my daughter and to women across New York State when I was sworn in that I would do everything in my power to fight for women's equality. Females are underrepresented and underpaid in every field. We represent 57.2% of the work force. The statistics are alarming; in New York, women earn \$.84 for every dollar a man makes. We need increased transparency so that equal work equals to equal pay."

The speeches that followed echoed a similar sentiment, celebrating the accomplishments of powerful women and the need for greater awareness of the inequality that occurs between the genders every day. As we celebrate the accomplishments of successful women today, we must also look towards the future and demand greater equality for future generations. #

Patrick J. Kennedy Fights For Mental Health Reform

By LYDIA LIEBMAN

This spring marked the opening of the Columbia-Smithers Addiction Treatment Program at ColumbiaDoctors Midtown. The \$7.1 million gift from the Smithers Fund for Alcoholism Prevention and Recovery, Inc, provides endowed support for clinical care, education and research in alcohol and substance abuse treatment. Dr. Jeffrey Lieberman, M.D., Chairman of Psychiatry, Columbia University Medical Center and the Honorable Patrick J. Kennedy hosted the momentous occasion.

A former member of the U.S. House of Representatives, Kennedy is considered the leading voice in the nation on mental health, addiction, behavioral brain disease and related reform.

Kennedy, who has been public with his own battles with alcoholism and addiction, has devoted his life to helping those with mental health disorders, and in particular addiction. He has utilized a variety of platforms to spread his message from the classrooms to Congress. In 2008, Kennedy was the primary sponsor of one of the largest government outlays in american history when The Mental Health Parity and Addiction Equity Act (MHPAEA) passed as a measure in a \$700 billion financial bailout bill. In 2015, Kennedy published his groundbreaking book "A Common Struggle". In it, he traced the history of the modern mental health movement and offered some solutions to bring about reform.

At Brown, where Kennedy accepted a two-year appointment at the Brown Institute for Brain Science in 2012-2013, he delivered lectures focused on advocacy. "I posed to my students: how do we advocate to accelerate brain research? It is so crucial but it's also like the Tower of Babel- there's 'addiction' in one corner, 'eating disorders' in another, and 'PTSD' over there, and so on... there's no common agenda," said Kennedy, adding, "the mission of the course was to elicit from these smart kids what their ideas were on how to convey a message that will advance a more enlightened public policy toward bringing all these groups to the same conclusion. We are stronger together than divided."

Kennedy said there is nothing more important than implementing early intervention before psychosis. "If we intervene early then we can interrupt the cycle of pathology" he said, "...Dr. Lieberman has been developing a methodology through prodromal research to determine when to intervene." There are several biomarkers that can be observed in this research including family history along with MRI scanning and imaging.

For the past three years, Kennedy has been leading The Kennedy Forum, which he says has opened his eyes even wider: "there's a miles long and miles deep vacuum... there's



such a hunger for us to fill this vacuum with some thought leadership." The Kennedy Forum agenda can be broken down into the following points: payer accountability (which means "getting insurance companies to pay for these services"), getting providers to start adhering to outcomes based metrics, integrating with overall health, utilizing technology and prevention. With these principles, The Kennedy Forum aims to set a new standard for the future of health care in the United States.

Kennedy most pointedly spoke of how the only way to truly enact change is if we start with veterans. "There is a historic hangover of the old world view... of the ingrained puritanical view that alcoholics and addicts must have made the choice to become that way," he says, "but veterans occupy a different place in society." He added that those that serve in the military are faced with physical and mental trauma in some capacity every day while serving and veterans have higher rates of depression and suicide than other groups. He asked, "if we can't do it for veterans how can we do it for anyone else?" Kennedy noted the number of Fortune 500 companies that speak publicly about the importance of hiring veterans. "They can't hire them and not have a benefit plan that covers their invisible wounds of war," said Kennedy.

Despite his challenges, Kennedy is optimistic about the future of mental health care and commented that younger generations are less "hung up on stigma" which signals a potential turning point. But still, Kennedy is hoping for a "breakthrough moment" for mental health reform, "...we need to find our moment to galvanize America," he said. #



THE CITY COLLEGE OF NEW YORK NEWS

DR. POLA ROSEN GARNERS AWARD FROM CCNY



(L-R) Marvin Leffler, Dr. Pola Rosen, Dr. Charlotte Frank and Edith Everett

By LUCAS MAUTNER

Recently the Alumni Association of The City College of New York hosted the Education Alumni Affiliate's Annual Reception and Awards Ceremony honoring those in the field of education. Dr. Joyce Coppin, President of the Education Affiliate of the Alumni Association, acted as Mistress of Ceremonies. Dean Mary E. Driscoll provided opening remarks.

The Distinguished Partner in Education award was presented to Dr. Pola Rosen, Publisher of *Education Update*. Dr. Rosen is a graduate of Barnard College and Columbia University, Teachers College, where she com-

pleted her doctoral work in special education. Dr. Rosen founded *Education Update*, which has 100,000 readers and over four million page views, twenty years ago. She has won numerous awards for her work and serves on the boards of Landmark College (Emerita) in Vermont, the Kennedy Child Study Center in New York City, Education Council at Mercy College, Education Advisory Council at the New York Botanical Gardens, Education Committee at Town Hall in New York, and is a member of the Board of Trustees of Beacon College in Florida.

The Distinguished Educator award was presented to Dr. Linda Curtis-Bey, Executive



(L-R) Dean Mary Driscoll, CCNY, Dr. Pola Rosen, Dr. Joyce Coppin, President of Alumni Association, CCNY

Director – STEM Education at Department of Education. She is a member of the NYS Science Content Advisory Panel and the NYS Math Advisory Panel; serves on the NYS Technology Policy and Practice Council; and serves as an expert advisor for 100Kin10, a national initiative to recruit and train 100,000 STEM teachers by 2021. Before pursuing a career in education, Dr. Curtis-Bey worked at IBM and at Pan Am.

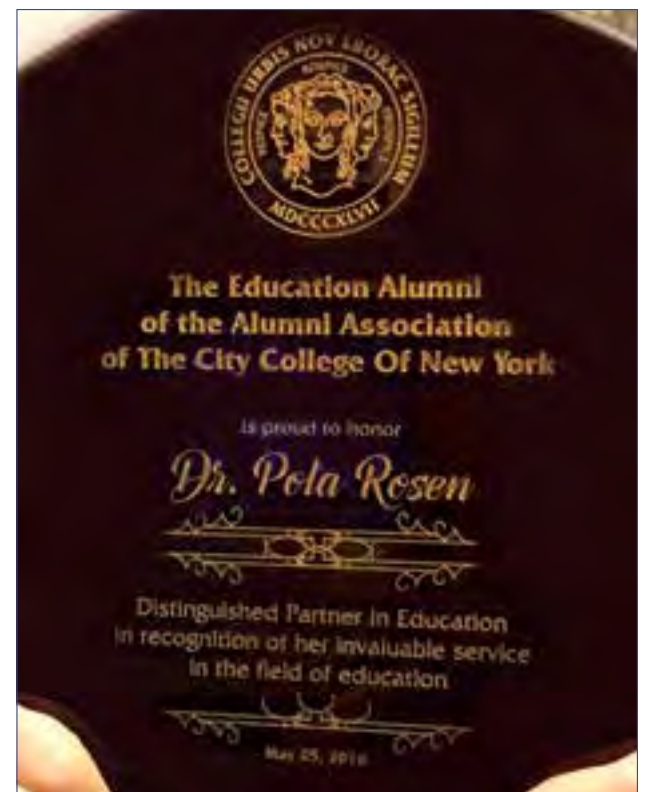
The Outstanding Teacher of the Year award was presented to Dennis Ryan, a teacher at The Renaissance Leadership Academy. He has taught at-risk students, many of whom are three to four years below grade level. Mr. Ryan

also served as Literary Coach, where he organized ELA Teacher Team meetings, among other responsibilities.

The Outstanding Administrator Award was presented to Martha Madera, Former Superintendent, District 6 – NYC Department of Education. Ms. Madera is a graduate of Queens College, where she received her undergraduate degree in education, and New York University, where she received a Masters in Bilingual Education. Ms. Madera has held various administrative positions: Director of Bilingual Education in District 6, Assistant Principal at P.S. 4, Principal of PS/IS 528, and Principal of P.S. 28. #



Alumni Association of CCNY Award Winners and Board Members



INTERNATIONAL EDUCATION

BANK STREET SCHOOL OF EDUCATION AND THE CLARION SCHOOL TEAM UP IN DUBAI

By LYDIA LIEBMAN

Dubai, the most populous city in the United Arab Emirates (UAE), is known as a global city rich with culture and innovation as well as a hot tourist destination, drawing visitors from all parts of the globe. After Dubai made its mark in construction with the colossal Burj Khalifa, in tourism with the 7-star Burj Al Arab hotel and in landscaping with the stunning Dubai Miracle Garden, it is now turning its attention to education.

For over 40 years, Scholars International Group (SIG) has been working to educate children through high caliber, achievement oriented schools and has sent students off to attend some of the world's most prestigious universities including Brown University, McGill University, University of Cambridge, and others. Now, SIG is looking forward to launching its newest initiative: The Clarion School, directed by project head Kumar Verma.

According to Verma, Dubai is in a unique position in the education sphere due to the influx of ex-pats present in the city and the diverse population. "With around 90% of the population non-native, Dubai has had to develop its own private school system to cater to the ex-pats who come there," said Verma. In fact, the UAE has the second largest private school industry in the world after China to cater to the 50-60 different nationalities that can be found in any given school there.

There are a number of different curriculums implemented in Dubai with the most popular being the UK National Curriculum due to the strongly felt British influence in Dubai.

Conversely, there are few American schools; approximately 35 use American textbooks but only five use the full curriculum and even fewer can be considered truly American. The Clarion School aims to become the leading US curriculum school in the region with exceptionally trained teachers. To do this, they have teamed up with Bank Street School of Education. "We have been working for a year and a half on a curriculum that is based upon the progressive approach of Bank Street but localized to the nuances and environment of Dubai," said Verma. The program will also offer the IB Diploma program stream.

Verma also explained an important issue with teacher retention. Because Dubai is on the international teacher circuit, many teachers move quickly on to the next posting. "Having teachers trained at Bank Street would allow us to create consistency to our approach," he said. He added that when teachers leave, their ideas and thinking go too which makes it difficult to keep consistency. With the Clarion-Bank Street affiliation, there will be positive reductions in this issue. The final reason Verma was drawn to Bank Street was because of its exceptional professional development. "There's not much teacher training in Dubai," he said, "so having access to high quality development was critical to continue pushing the boundaries of excellence. We knew that we were getting a phenomenally strong partner to help mentor and provide professional development within the same philosophy." #

The Clarion School is slated to open in September, 2016. More information can be found at clarionschooldubai.com.

DREAM Project Changes Lives in the Dominican Republic

By LYDIA LIEBMAN

Donald Rabinovich had a dream. He founded the DREAM Project in the Dominican Republic in 1995. For over two decades, DREAM (Dominican Republic Education and Mentoring) Project has been changing lives for youths in the Dominican Republic and beyond. In 1995, a group of Dartmouth students traveled to the Dominican Republic to volunteer in two Cabarete public schools for a semester. Soon after, DREAM began building classrooms, computer labs, libraries and modern bathrooms in local schools. Soon, DREAM was building entire schools, piloting new programs and greatly expanding the opportunities for young people. Since DREAM was formally recognized as a 501(c)3 nonprofit in 2002, the organization has gone on to help more than 6,000 children annually through 14 programs in 15 different communities.

A large population of youths in the Dominican Republic are unable to flourish to their full potential due to low levels of education and high levels of poverty. According to UNESCO 2015, more than 50% of children in the country live in families that survive on less than \$2 a day per family member. DREAM is combating these figures by providing youths access to high quality education and development opportunities which enables children to enjoy a life proliferated with education, possibility, health and education.

DREAM offers a variety of programs ranging from Montessori to primary education and holistic youth development. From 2014-2015, the Montessori program aided over 450 students in six different communities and boasted an attendance rate of 93%. 3 year olds in the program showed progress with socio-economic skills, kinesthetic, linguistic and cognitive skills; a pre-test score averaged 35% compared to a post-test score of 79%. DREAM also

offers education for parents to help foster education at home. In the same year sample, over 230 parents participated in weekly meetings. Additionally, DREAM offers a documentation program to ensure all children have a proper birth certificate and documents so that all potential doors for the future stay wide open.

The organization offers high quality primary education programs such as Young Stars, which provides extra hours of education with an emphasis on literacy, innovative learning and results

for 1st through 8th grade students, and Summer Schools and Camps, which provides basic education during the summer time. DREAM's intensive summer schools and camps target students from the lower end of the socio-economic spectrum who face a higher drop-out rate. More 800 participants were helped in the last school year and 70% of those passed math exams. DREAM also offers Library Programs which increases access to books, libraries, and trained teachers to more than 100 students at 6 sites and also Teacher Training, which equips current teachers and teachers-in-training with tools and strategies necessary to providing quality education.

Holistic Youth Development programs that focus on life skills, healthy decision making, job training and cultural enrichment are important as well. These programs include A Ganar, the job skills and training program that provides youths aged 18-24 with training, support and skills needed to secure a job and/or re-enter the formal education systems, Deportes Para La Vida, which is an HIV/AIDS prevention and sexual health program, music education programs that focus on jazz and rock and various volunteer programs.

Throughout the Dominican Republic, DREAM is changing lives. More information can be found by visiting dominicandream.org.#



HELPING THOSE IN NEED: A SABBATICAL, GAP-YEAR, IN VOLUNTEER SERVICE

By DR. PATRICK MCGUIRE

Volunteer service has always been an important part of my life, since childhood, committed to serving those in need. After serving in several academic leadership roles for the past 30 years on the secondary and university levels, I was privileged to take a sabbatical or "gap year" and decided to devote my time in volunteer service at many partnering agencies as a New York Cares volunteer, where I've been a volunteer for the past nine years, throughout the five boroughs in the City of New York.

I've been serving the people of New York City as a volunteer at partnering agencies such as: Gods Love We Deliver, the Coalition for the Homeless, reading to children at PS 64M, guid-

ing young adults at a pre-GRE Prep program, preparing and serving breakfast to the hungry and homeless in many Manhattan neighborhoods, serving meals to seniors at Lenox Hill Senior Center, playing math games with third graders at PS 19Q, swim and splash with KEEN at the 92nd Street Y, employment and college access projects, hosting ice cream socials for patients at New York Presbyterian Hospital, and serving as a coat ambassador collecting, sorting, and distributing coats to keep New Yorkers warm during the cold months. Each of these experiences has reaffirmed my life-long commitment to serving others in need.

Genuine care for the person is foundational to volunteer service. Many individuals simply

desired someone to *listen*. Often, the individuals I met are lonely and simply enjoy sharing their life story and experiences. Still, others have shared with me that they are hungry and are in need an extra sandwich or piece of fruit.

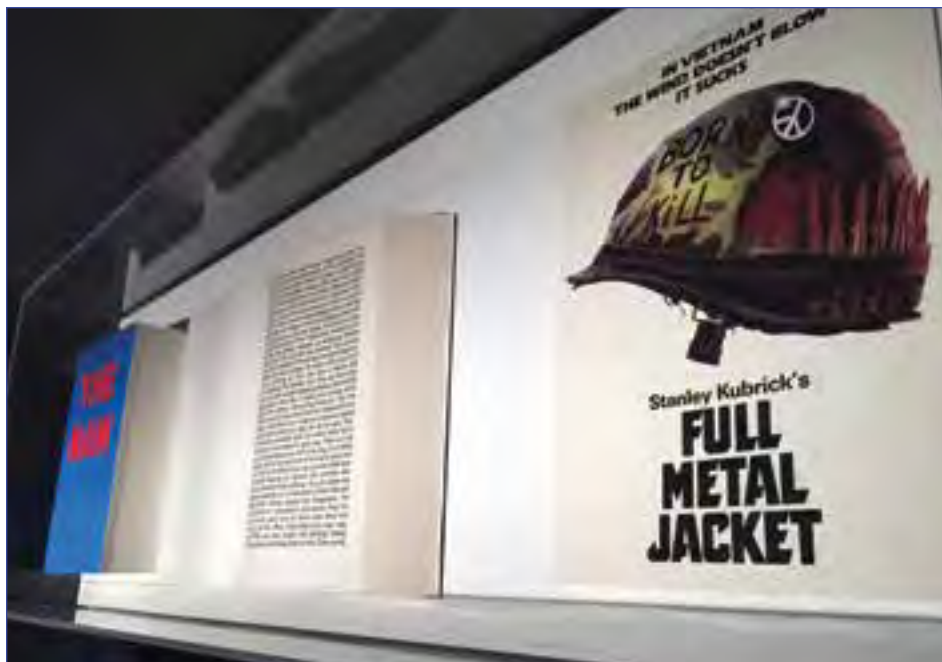
I have volunteered with many wonderful, caring, New Yorkers from all parts of the globe and professions. These caring volunteers are hope. Hope, building a better quality of life, better communities and committed to making a difference to the people of New York City in need.

Recently I was honored by President Obama, awarded the **Lifetime Achievement Award** for my lifelong commitment to building a stronger community through volunteer service and also by the New York City Mayor's Office NYC Service with the 2015 **Certificate of**

Recognition for outstanding efforts to improve the City of New York through volunteer service. While these recognitions are much appreciated, I continue to engage in volunteer service to help those in need find a better quality of life or empower individuals to reach the next step in achieving their dream, or maybe providing a much needed meal, with a delicious piece of dessert or simply finding comfort in knowing someone *cares*.

As I prepare to return to academic administration and the classroom, I will bring the wealth of experiences and stories from my volunteer service sabbatical/gap-year. I know I will continue to serve as a volunteer and guide students in volunteer service to make a difference and help those New Yorkers in need. #

The Museum of Moving Image Showcases Movies and the Making Of Them in Duo Exhibits



Original Script of Full Metal Jacket



Incognito and the Baltimore Series by Isaac Julien

By LYDIA LIEBMAN

Since 1988, The Museum of Moving Image has produced thought-provoking, eye opening, informative and entertaining exhibits rooted in the art, history, technique and technology of film, television and other digital media. Assisted by Public Information Manager Tomoko Kawamoto, Education Update was granted an exclusive tour of “Walkers: Hollywood Afterlives in Art and Artifact”, a fantastic exhibit that was displayed from November 2015 through April 2016. The multimedia filled exhibit included 11 zones filled with paintings, sculpture, photography, video installations, and music to showcase movies. Also displayed were various memorabilia, scripts, original posters, lobby cards and other artifacts.

The zones, cleverly titled “Still Lives”, “Dial M for Meta”, “It’s Good to Be McQueen”, and “The Big House”, among others, each showcased a different aspect of film history. The section entitled “Heart of Darkness” told the interesting story of Orsen Welles’s never realized “Heart of Darkness”. The Joseph Conrad novel inspired Welles so much that he wanted to bring the novel to the big screen but budget problems prohibited him from doing so. Instead, he made *Citizen Kane*. It was eventually Francis Ford Coppola who reimagined “Heart of Darkness” as the monumental *Apocalypse Now*. Richard Mosse’s images of the Congo on 16mm stock were especially intriguing to view.

The “Wax Works” section featured the stunning “Incognito”, a human sized wax figure constructed by artist Isaac Julien in 2003. Based on William Holden’s reference to “wax-works” being the gathering of silent-era movie

stars at Norma Desmond’s card table in *Sunset Boulevard*, Julien created the *Baltimore Series* which showed director Melvin Van Peebles interacting with said dummy. The photos alongside the wax figure were wonderful to observe. A favorite display that mirrored Julien’s work was the full wall of Richard Prince’s *You Bet Your Life* which conjured the comedian Groucho Marx in a Constructivist-style assemblage of shapes.

Other artifacts that were fascinating to behold included the original press kit for Stanley Kubrick’s *Full Metal Jacket*, lobby cards from *The Canary Murder Case* from 1929 and the main title camera art for *The Big Steal*.

A floor below “Walkers...” was, and still is, the ongoing exhibit “Behind the Screen”. This exhibit, considered the core exhibition at the Museum of Moving Image, offers viewers an eye opening peek behind the curtain of media making. Approximately 1,400 artifacts fill the exhibit from vintage equipment, old materials for visual effects, original props, impressive collections of licensed merchandise and more. The exhibit also includes commissioned artwork. One of the stand out pieces is the stroboscopic zetrope that uses 97 sculptures rotating on an armature entitled *Feral Fount* by Gregory Barsamian.

This part of the museum is highly interactive with many computer-based experiences. When EU toured the exhibition, students were flocked to the computers where they could create animations and add music to scenes from movies. One particularly popular attraction was the flip book – visitors are able to record their movements as a sequence of still photographs and print them out to make a flip book.

Toledo Museum of Art Exhibit Examines Political Advertising

By LYDIA LIEBMAN

This summer, the Toledo Museum of Art will present “I Approve This Message: Decoding Political Ads”. The non-partisan, 7000 square feet exhibit looks to explore the relationship between emotion and rationality in the election process and how emotion often impacts voting. The exhibition will project over 50 ads throughout several different emotion-specific theaters. Certain ads will be examined frame by frame with the goal of showing how specific elements manipulate viewers into thinking with their heart rather than head. “We will literally be decoding the ads,” said co-curator Harriett Levin Balkind.

The exhibition will begin with ads from President Dwight Eisenhower’s successful 1952 bid. “34.6% of American households had a television in 1952,” said Balkind, “and thus the first political ads were born.” The exhibit will feature material for the next 60 decades, ending with

The exhibit is highly educational and a valuable display for those interested in the history of television and film. Vintage televisions, cameras and equipment are arranged for viewers to observe and explanations are provided for each section.

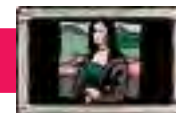
Overall, the Museum of Moving Image is a must-visit for anyone interested in film, television, or media in general. Ann and Andrew Tisch are the founders of this spectacular museum. #

the 2012 election cycle. In the middle of the displays there will be a ‘mood room’ which “will show how you have no control of your emotions” according to Balkind. This room will serve as a place to take pause and feel specific emotions encouraged by words, music and other ambient effects. Visitors will also be given the opportunity to take part in various interactive activities including one where they can create their own ad.

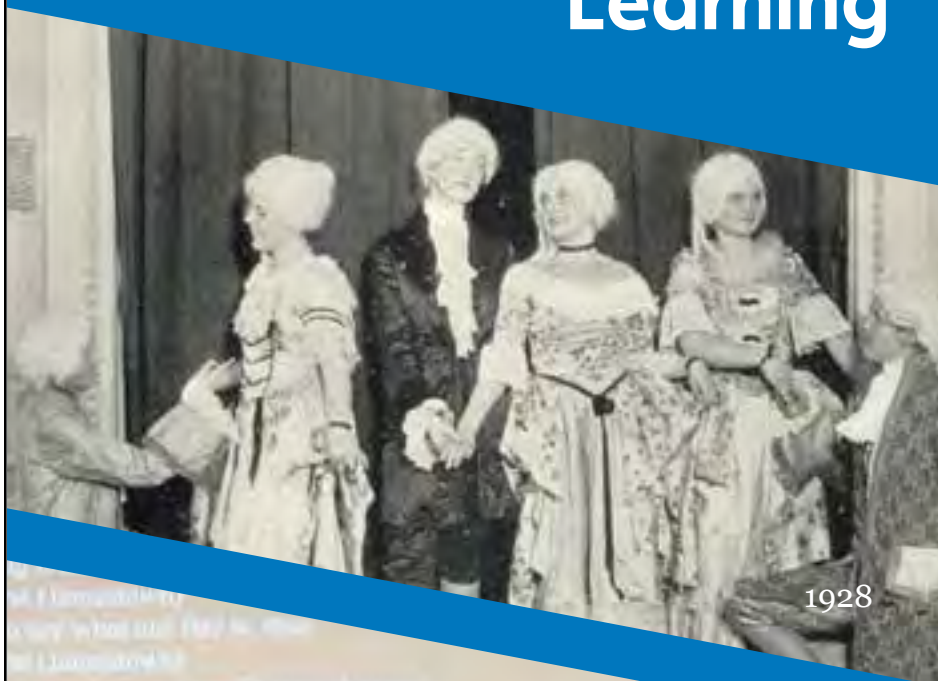
“I Approve This Message” is a partnership between the Toledo Museum of Art and HonestAds, of which Balkind is the founder of. HonestAds is a non-partisan non profit that works to mobilize voters and increase turnout by encouraging critical thinking and decreasing deception in political advertising. “What we want to show is how people feel about political advertising before they walk in, whether it’s going to influence them, how they feel when they walk out and then research just before they vote to see if they have been influenced,” said Balkind.

While there may be 50 different advertisements, Balkind stressed that the more things change, the more things stay the same. “It’s the same issues and the same iconography,” she said, adding, “the technology has changed but nothing else has. My goal is for people to never look at political television advertisements the same way again.” #

I Approve This Message: Decoding Political Ads opens on July 14 and runs through Election Day, ending on November 8.



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COWIN FINANCIAL LITERACY PROGRAM AT TEACHERS COLLEGE GROWS NATIONALLY



(L-R) Professor Anand Marri, Justin Tuck, Lauran Tuck & Joyce Cowin



(L-R) Joyce Cowin and President Fuhrman

By LUCAS MAUTNER

NEW YORK – President Susan H. Fuhrman and TC Trustee Joyce B. Cowin of Columbia University, Teachers College recently celebrated the national expansion of the Cowin Financial Literacy Program at the Joyce Berger Cowin Auditorium. Lauran and Justin Tuck, founders of *Tuck's R.U.S.H. for Literacy*, were the keynote speakers. Beth Kobliner, author of the *New York Times* bestseller *Get a Financial Life*, moderated the panel, which consisted of *Time* and *Money* magazines contributor Dan Kadlec, retired *Fortune* Magazine Senior Editor-at-Large Carol Loomis, and Anand Marri, Associate Professor of Social Studies & Education at Columbia University, Teachers College.

The Cowin Financial Literacy Program at Teachers College is the only financial literacy program in the United States aimed at increasing teachers' tools in order to better empower their students. Joyce B. Cowin, founder, stated that the mission of the Financial Literacy Program is to enable students to become "economic citizens," giving them the ability to tackle financial challenges on their own.

While delivering the keynote address, Justin Tuck drew from his own experience as a professional athlete. "In life, just as in football, you need to be prepared financially for the

unexpected," he said, referring to the dangers of career-ending injuries that athletes are subjected to. His wife Lauran said that the couple's passion for financial literacy led to them founding the Tucks' College Savers Program. "Now there are hundreds of kindergarten students who have college savings accounts that we have seeded, and we're so excited to see that program grow," she said.

In 2008, Lauran and Justin Tuck founded *Tuck's R.U.S.H. for Literacy*, whose stated mission is "to bring the same opportunities that made them successful to low-income youth in New York, New Jersey, and Alabama." The program focuses on literacy by distributing books, administering essay contests, and delivering supporting materials to teachers. The program is currently focusing on summer learning loss and financial literacy, both of which boost a child's likelihood to attend college. Before *Tuck's R.U.S.H. for Literacy*, Justin was a member of the NY Giants, while Lauran, a graduate of Notre Dame and University of Pennsylvania, served on the Board of Directors for New Yorkers for Children, Horizons National, and the 50 Fund; she is also a member of the University of Notre Dame's Performing Arts Advisory Council and the Co-Founder of the University of Pennsylvania's Nonprofit Leadership Alumni Association. #

MATHEMATICAL PERSPECTIVES

A TRIGONOMETRIC FALLACY TO PROVIDE DEEPER UNDERSTANDING IN MATHEMATICS

By DR. ALFRED
POSAMENTIER



We know that there are more than 400 proofs of the Pythagorean theorem, yet none of them uses trigonometry. Students are often asked why can we not use trigonometry to prove the Pythagorean theorem? The answer is very simple. The basis for trigonometry is the Pythagorean theorem, and therefore, it would be fallacious reasoning to use trigonometry to prove a theorem on which it is based.

In trigonometry, the Pythagorean theorem often manifests itself as $\cos^2 x + \sin^2 x = 1$. From this we can show that $4 = 0$. It is to be assumed that you know this cannot be true. So it is up to you to find the fallacy as it is made. If you don't, we'll expose it at the end of the unit.

The Pythagorean identity can be written as $\cos^2 x = 1 - \sin^2 x$. If we take the square root of each side of this equation, we get: $\cos x = (1 - \sin^2 x)^{1/2}$.

We will add 1 to each side of the equation to get: $1 + \cos x = 1 + (1 - \sin^2 x)^{1/2}$.

Now we square both sides: $(1 + \cos x)^2 = [1 + (1 - \sin^2 x)^{1/2}]^2$.

Let us now see what happens when $x = 180^\circ$. $\cos 180^\circ = -1$, and $\sin 180^\circ = 0$.

Substituting into the above equation gives us:

$$(1 - 1)^2 = [1 + (1 - 0)^{1/2}]^2$$

$$\text{Then } 0 = (1 + 1)^2 = 4.$$

Since $0 \neq 4$, there must be some error. Where is it? Here is a hint:

When $x^2 = p^2$, then $x = +p$, and $x = -p$. The problem situation may call for one or both of these values. Yet sometimes one of them won't work. Look at the step where we took the square root of both sides of an equation. There lies the culprit!

It is topics like this and presented in an enthusiastic fashion that more math teachers should use to enhance their teaching and generate greater interest in mathematics. We must get away from "teaching to the test." #

THE ETHICS COLUMN

Dying for Entertainment

By JACOB M. APPEL MD JD

The question of whether television shows may film patients without their permission, as long as they use image- and voice-distortion technologies to mask patient identities, has been brewing for nearly a decade—pitting major hospitals and media enterprises against physicians organizations and patient advocates. A \$2.2 million settlement reached on April 21, 2016 between New York Presbyterian Hospital and Department of Health and Human Services' Office for Civil Rights (DHHS) appears to have resolved the matter in favor of increased privacy protections.

This particular case, initially reported in the New York Times, began when seventy-five-year-old Anita Chanko turned on her TV in 2012 to watch "NY Med," a reality-based ABC show featuring celebrity surgeon Mehmet Oz. To Chanko's amazement, this particular episode featured footage of her dying husband, Mark, who had been killed by a sanitation truck the previous year. Despite efforts to blur the victim's image, his identity was still clear to her from both the cadence and content of his speech. Medical personnel at Presbyterian had apparently objected to the filming, but had been overruled by more senior personnel.

Chanko's family filed complaints with the network, the New York State Department of Health, ABC and DHHS. At question was whether such exposure violated the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the federal statute designed to ensure the confidentiality of patient data, or whether such media coverage is protected as free speech under the First Amendment.

Hospital-based television dramas have become a major industry in recent years. Advocates argue that they bring increased medical awareness to the public, even spurring talented young men and women to pursue careers in healthcare. Many hospitals are keen to have

the free, generally positive exposure such shows provide. Low production costs and high consumer demand make them a boon for entertainment studios.

Opponents of such filming, including many leading medical ethicists, note that nonconsensual recording flouts widely accepted norms regarding patient autonomy. Blurred images and distorted voices may not provide complete anonymity, as revealed in the Chanko case; advanced technologies may allow some viewers to reverse-engineer them. In addition, having television crews wander the care areas of hospitals exposes countless patients, even those not filmed, to unnecessary intrusion.

Presbyterian Hospital's settlement, which also included a corrective action plan, will likely bring an end to the practice of filming patients without consent. Now that the DHHS has issued clear guidelines regarding recording under HIPAA, no hospital is likely to risk the financial liability that might ensue.

What has been lost from this debate, and the media controversy over the settlement, is that it should not require draconian enforcement of a federal statute for one of the nation's most prestigious hospitals to protect patient privacy. Whether or not such filming was HIPAA compliant, and whether or not Mr. Chanko could be identified, seem beside the point. You don't need to be a medical ethicist to realize that filming people as they die and then displaying that footage to the public for pecuniary gain is wrong. Fundamentally indecent. Alas, you can teach medical ethics, but you cannot teach common decency. #



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Youth and the New York State Criminal Justice System

By LUCAS MAUTNER

The Women's City Club of New York, in partnership with Citizens' Committee for Children & Correctional Association of New York, presented a panel on Youth and the New York State Criminal Justice System. Moderated by the Reverend Dr. Emma Jordan-Simpson, speakers included the Honorable Monica Drinane, supervising judge in Bronx Family Court from 2009 to 2014, and Venida Browder, the mother of Kalief Browder. Additional speakers included Anjelique Wadlington, Dr. Jennifer March, and Soffiyah Elijah.

The panel opened with remarks by Ms. Browder, who spoke about her son, Kalief, who committed suicide after spending three years' at Rikers Island. "Once he got arrested he entered a nightmare," Ms. Browder said. When he returned, she said, Kalief was paranoid; he took to pacing the four corners of their driveway,

which was roughly the same size as his cell in solitary confinement. "He was charged with robbery," she said, "but he was the one robbed."

Dr. Jennifer March, the Executive Director of Citizens' Commission for Children, stressed that science supports the fact that children aged 16 to 17 do not have fully developed brains, leading to poor impulse control and decision-making skills.

New York is one of two states, the other being North Carolina, that automatically charge 16-17-year-olds as adults. "There is no justification," Judge Drinane said, "no reason, no moral sense, as to why we're treating minors like they're adults." She urged legislators to "have the will to change this status quo" that targets children, especially those of color.

When asked by Rev. Dr. Jordan-Simpson why this happens in New York, Ms. Elijah said *continued on page 26*



Jacqueline Ebanks, Executive Director of the Women's City Club of New York

AN INTERVIEW WITH LIFE COACH TANYA FLY

By LYDIA LIEBMAN

Lydia Liebman (LL): Tell me about the NU Method! How did you get involved in this line of work?

Tanya Fly (TF): The NU Method is a Total Body Conditioning workout that I created in 2004. I had just separated from my ex-husband with 2 little boys at the time: Hunter, 2 and a half then, now 13 and Jadun, 5 and a half, now 16. I was then a private trainer working for the Plaza Hotel but had to give that job up when I became a single mom. I had no idea what I would do. A neighborhood mother saw me at the local park one day and asked me if I had ever considered 'creating a class for moms'. I rented space in a Pre-K coop and hired baby-sitters so moms could come after work. They

would drop their kids off with the sitter(s) in one room in the loft space while they worked out with me in the other.

That class evolved to The NU Method and eventually relocated to the Dodge YMCA in Brooklyn Heights. It expanded to include a variety of members: young, old, very fit, not so active, men, women... it has now grown from the dance studio to the gymnasium and I am very proud of it.

LL: What are some challenges you have overcome?

TF: I would love to say I have 'overcome' some of the things that I have been challenged with regarding parenting alone with a limited income, (my parents deceased long ago), how-

continued on page 26



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12 Year-Old Crowned NYS High School Chess Champion



By MIKE COHEN

Alec Soiefer's only focus was his next move. It was the final match of the New York State Chess Championship, High School Reserve Section, in Saratoga Springs back in March. After surveying the chess board for a couple of minutes, Alec made his play. Queen to C6. Then came the moment he had hoped for all day: "Check mate," said Alec.

As Alec stepped away from the board, he began to realize that as a 12-year-old, and only in 7th grade at York Preparatory School, he was now a chess champion at the high school level.

"It feels great," said Alec in a quiet voice, as a big smile appeared on his face. "I just won this tournament. I just feel really proud of myself. Like all my hard work paid off."

Alec began playing chess when he was 9 years old. At that time, a teacher at his former school recognized that Alec had the talent to be a good chess player and recommended a program that was run by the school. He had played chess for fun with some friends but had never considered it to be a discipline that could be taken seriously. Growing up in Manhattan, Alec had been around culture that stimulated his imagination. He was a very good student, especially in math.

When he started playing chess and studying the game, it turned out to be a perfect fit for him.

"I enjoyed it," said Alec. "I like the academic challenge."

Alec entered his first tournament in fourth grade, six months after joining the school chess club. He is very active and enjoys playing basketball, baseball and other ball games with his friends and coaches at Throwback Sports, where he has been a participant since he was 5 years old. He also has an interest in exercising. Alec makes up many of his exercise movements himself and likes to monitor his level of fitness on his iPhone. Still, with all of this, his focus has been on participation and not on competing against other kids. None of this seemed to matter in his first chess tournament. He took home first place.

"I felt slightly nervous that I had never played in a tournament before," said Alec, "but I felt ready and confident, too."

Alec's confidence continued to rise as he became more familiar with the game. In addition to playing in as many tournaments as he can, he participates in on-line chess games and taking lessons. He has also joined a chess club.

"It's been enjoyable," said Alec, "and I feel
continued on page 26

PROGRAM GIVES iPADS TO EVERY SPECIAL EDUCATION TEACHER IN ISRAEL

Israel's Athena Fund has announced a new program: iPad for Every Special Education Teacher in Israel.

Through the new program, about 10,000 special education teachers in Israel will receive iPad computers with specialized software and applications for students with special needs and various disabilities. Each teacher also will receive 120 hours of training. The program will enable students with special needs to communicate with their teachers, while training them to integrate into society, according to a press release from the Athena Fund.

The new program was launched in two cities in central Israel with a mixed population of Jews and Arabs – Ramla (72,000 residents) and Lod (74,000 residents) – and in the Circassian town of Kfar Kama (3,142 residents), located in the north.

This is Athena's fourth program.
continued on page 26



Uri Ben-Ari, founder and president of Athena Fund, gives an iPad to special education teacher

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Confessions of an Undiagnosed Dyslexic

By **JEFFREY ARBERMAN**

In 1963, when I was in second grade, my teacher told my mother that she (the teacher), didn't have "the key" to get me reading. Can you imagine any teacher today being courageous enough to tell a mother that? I just thank goodness she did. Looking at my report card for that time, she wrote on Dec 20: "Jeffrey does not read on his grade level". And again for the second report on April 17, 1964: "Jeffrey still needs help in reading but he is eager to learn". Back then the word "dyslexia" was not known; I was just a "slow learner". My mother being the involved parent that she is, found a local reading program that I went to every Saturday morning. I remember the classes being small, about fifteen kids, with the instructor talking very quietly and slowly. We would go over short reading comprehension articles and vocabulary. I'm not sure if he did anything else but after about six months, my reading had jumped to grade level. However, for all my public school education, I always read slowly.

In middle school, I had to repeat classes in Spanish and Geometry. The key that helped me pass and eventually excel in these subjects was entirely due to the teacher. My elderly Spanish teacher made me feel comfortable participating in class and went over the material slowly and repeatedly before moving on. I became, I'm almost embarrassed to say, the "teacher's pet". By the time of the final, I was very confident of doing well. Sitting in our seats, she gave the exam papers to the person sitting in front of me and walked passed me and gave the papers to the kid in back of me. I pointed out to her that she had missed me. She replied, "It's ok, you don't need to take it." So, I just sat there throughout the period being a little anxious, watching all my other classmates take the test. In geometry, it was the same thing. By explaining the material slowly and repeatedly, I not only learned, but came to like all the proofs we did. I found a virtuous learning cycle was created: my feeling comfortable in class lead to more participation which lead to more learning which lead to being more comfortable, which lead to more participation, etc.

In high school I was never able to finish a chemistry exam and kept getting 50s and 60s on them. Finally, I went to the teacher and said I knew the material but couldn't read all the questions and select the answer in the 50 minute time limit. He replied that he would pass me if I passed the Regents. Well, since the Regents was three hours, I remember getting in the high 80s, so he passed me for the course.

College was easier for me since you generally take courses you're good at or at least interested in. My majors were psychology and art and my GPA was about 3.8 in those subjects. After college I tried getting an MSW but after six months both the university and I agreed to part ways. That was the absolutely lowest point in my entire life. They basically give you a lot of theory and then drop you into a setting and

expect you to perform; in my case, first in one senior center then in another. I had no idea what I was supposed to do. After thirty-six years I realize that their mode of instruction didn't fit the way I learn. If I had been able to follow a senior MSW around and model what they did, I would probably have picked up what was required.

After that catastrophe, I looked around for what to do next. A friend of mine worked for Brooklyn College as a computer programmer. I was over his house one day and noticed a big CRT screen sitting on his desk. At that time (1980), there were no other people that I knew of who had these in their home. I asked him what it was for and he told me what he did at the college. I was intrigued. I ended up going to this two-month intensive programming course at NYU where three hundred took the entrance test but I became only one of the thirty people who were accepted into the class. It was the best \$1500 I ever spent. I had a twenty-three year career and worked at many of the brokerages on Wall Street as well as for other companies doing different applications.

Fast forward eighteen years later and my son was going through the same thing in his school. He came home crying one day from school and told us he was "stupid". Apparently, the class had a "surprise" for the parents when they came to school for Parents/Teachers Day where they would read poems out loud they had written themselves. His distress was that there were words he wanted to write that he couldn't spell. My wife, who is a reading specialist, went to see her and told her all this and asked if she could work with it at home. The teacher said it was supposed to be a surprise, so no child could work on it at home. My wife then offered to come the next day and help my son with the poem and any other child who might need it. The teacher hemmed and hawed saying she didn't know when she was going to do this and said they really didn't emphasize spelling since they do "reading process" and the assignment was about "white spaces". White spaces? We eventually found out this meant how the poem looked on the page. She was more concerned about the aesthetics in a class of second graders than their ability to spell. Knowing that the teacher also taught Tae Kwan Do Karate, my wife asked her if it would be alright to show kids a particular kick and then let them practice it on each other. She replied, "Oh no, that would be dangerous". Why is direct instruction such anathema to today's teachers? Do they believe teaching destroys creativity? I can't think of any skill that I didn't learn from actually being taught it: tying your shoes, telling time, tying your tie, driving a car, playing a musical instrument. When you first learn to play the piano, do you just hear a Bach symphony and then told to go play it? No, you first learn the scales and then play short musical compositions. Once you know the rules, you can "break" them. Then you can play jazz and create your own music.

Full STEAM (and STEM) Ahead with The Art Deco Society of NY

By **DR. MERRYL KAFKA, Ed.D.**

What better way to support and enhance science, technology, engineering, arts and mathematics (STEAM) than to dive into the rich and beautiful history of Art Deco!

Art Deco, a decorative style characterized by rich colors, bold geometric shapes, and lavish decorative details, flourished internationally during the 1920's and 30's, although early origins may have had its roots in the ancient Egyptian tombs of King Tut. The dominant movement, however, originated in France just before WW1, and the term Deco can apply to just about anything - - - jewelry, cars, cookware, planes, trains, clocks, jukeboxes, furniture, radios, clothing, and buildings. The unique style was punctuated by the age of rapid industrialization, hence the strong sense of the machine age and technology in many of its themes.

Emblematic of its commitment to education, the Art Deco Society of NY developed curriculum and lesson plans, called "Documenting Deco" on its website

(ArtDeco.org, "learn" tab) that will escort both teachers and students into the rich art deco history and provide visually exciting images of videos and photographs, along with an interactive map and art deco building registry in NYC. Navigating through this instructional program will help students define and identify buildings, explore neighborhoods to include new entries for the registry, learn the vocabulary

of art deco lingo, and view presentations for a comprehensive education, including the policy and importance of the Landmarks Preservation Law.

Documenting Deco will encourage students to apply, analyze, and evaluate the information presented, while learning about and appreciating our rich architectural heritage. This Art Deco curriculum infuses the arts and the STEM sciences, as well as career awareness, in introducing students to the world of deco design. Art Deco can provide many curriculum extensions including international understanding of other cultures; industrial and decorative arts, math and model making, and walking tours to explore the architectural resources of New York City. Every borough has art deco treasures and the program encourages students to take pride and to value their own neighborhoods.

The Art Deco Society of NY, a not-for-profit organization, is dedicated to education and preserving and protecting New York's art deco masterpieces. Activities include school outreach, lectures, walking tours, film series, book events, day trips, and social events, such as the Prohibition Era Cocktail Party, and advocacy for landmark status

Please visit the website for upcoming events, membership information, and to learn more about classroom programs: ArtDeco.org

Roberta Nusim, President, and Meghan Weatherby, Director of Operations. 212 679-DECO #



(L-R) President Chen Gun, East China Normal University; President James B. Heimowitz, China Institute; & Dr. Pola Rosen, Education Update

Recently, the President of East Normal China University visited NYC and stopped at the China Institute to say hello to President James Heimowitz and journalist Dr. Pola Rosen, who frequently writes about Chinese topics. #

After this disaster at his school, my wife and I decided to open a school for dyslexic children in 1999 called The Sterling School. She and my son were interviewed by Marsha Kramer from CBS News. It wasn't long after it aired that our phone started ringing off the hook. The first class consisted of just my wife, son, and four other students. Today we have between twenty-four and twenty-six students with many of them continuing on to college. When we get visits from our graduates, we ask them to send us their college banners to put up on our school wall to help inspire our current students. They need this inspiration because so many of them have had so much failure. I remember one student saying I couldn't expect much of him because of his dyslexia. I replied that I

didn't accept that and he shouldn't either. Once they are taught using the Orton-Gillingham approach to read, their self-esteem soars.

Recently, my wife attended a gathering in Albany, NY, because our Assemblywoman, Jo Anne Simon, was sponsoring bill A04330. Currently, dyslexia is not recognized or permitted to be written on a child's IEP. Only a general "learning disability" is used. This bill "would require school districts to diagnose students as having dyslexia, to acknowledge the diagnosis on their Individual Education Plans (IEP), and to provide dyslexic students with teachers trained to instruct such students." Hopefully, the bill will pass and children won't have to go through the heartache that I or my son went through.#



CCNY BEGINS LEVY FELLOWSHIP



Rapid changes in the economic landscape and job marketplace present formidable barriers to success, many of which disproportionately burden our students. Despite a strong work ethic and record of achievement, most have no safety net at the starting line of their professional lives. This realization requires us to demonstrate acute focus, careful planning, and unwavering momentum to ensure they are competitively positioned to succeed in elite fields from day one.

To meet the emerging needs of tomorrow, the S Jay Levy Fellowship is a model of professional development undertaken concurrent with undergraduate studies. In an increasingly competitive job market, we are challenged to educate, prepare, and place our students in meaningful careers befitting their academic dedication.

By offering our most decorated students the opportunity to complement their academic records with a targeted professional module that links students with elite corporate internship and professional opportunities, we are confidently providing the critical advantage they will need to earn a competitive wage in a highly sought-after job immediately upon graduation. Doing so ensures the next century

of greatness and solvency for City College and our student body alike.

The S Jay Levy Fellowships attract the highest achieving students at City College. Candidates for consideration will require: Rank among the top 20% of students in their school or division, based on GPA scores; Submit resume, two letters of recommendation, one page career goal statement and transcript; Upon acceptance, an internship agreement will be signed between City College, the S Jay Levy Fellow and employer; S Jay Levy Fellows will receive a stipend of \$3,500 to offset any costs to the students from completing the internship.

At the completion of the internship, an employer and student assessment will be completed.

S Jay Levy Fellows will be required to complete a rigorous professional development curriculum in advance of their internship. Coursework titles include:

Developing a Career Plan and Professional Skills Assessment, Resume Building for Internships, Writing Effective Cover Letters, Building Your Personal Brand, Acing the Interview, Networking, Communicating in the Workplace, Professional Etiquette, Succeeding in Your Internship – Employer Expectations.#

Hunter Proudly Announces New Mellon Arts Fellows Program



Hunter College President Jennifer Raab

By KISA SCHELL

Hunter College is proud to announce the new Mellon Arts Fellows Program, made possible by a generous endowment from the Andrew W. Mellon Foundation. This program features a new internship, mentoring and career development program for talented undergraduate students who are interested in pursuing a career in the arts. Comprised of students from historically underrepresented backgrounds, the Mellon Arts Fellows Program will support those in a wide array of art related fields, including creative writing, playwrighting, stu-

dio art, dance, and much more. Students will receive financial support in their academic and professional endeavors. They will also have the opportunity to intern with prestigious cultural institutions from across the city, including Lincoln Center, Carnegie Hall, the Studio Museum in Harlem, the Museum of Modern Art, and the Whitney Museum of American Art and numerous others. Faculty and professional mentors, along with peer mentors ensure that Mellon Art Fellows will have the support and guidance they need to navigate their future careers. #

Hunter College-CUNY and Johns Hopkins Hold Technology Panel

Recently, Hunter College-CUNY and Johns Hopkins School of Education held a panel entitled “Can Education Technology Narrow the Achievement Gap?” featuring Julia Freeland Fisher, Director of Education Research at the Clayton Christensen Institute, Jamie Stewart, Co-Head of School and Lead Educator at AltSchool Brooklyn Heights, Kevin Wenzel, Blended Learning Specialist at the District of Columbia Public Schools, and David Steiner, Director of the Johns Hopkins University Institute for Education Policy, who moderated the discussion.

The panelists all spoke how new technology such as blended learning is being devised and utilized to help students succeed. Blended learning is a new technique where, Mr. Wenzel said, students receive “individual personalized



Dr. David Steiner

learning” and a “chance to work with computers.” He explained that the teacher is still central to the discussion and learning modules. The use of computers to run routine exercises such as time tables frees up the teacher to take a more active role in the development of the students’ learning. Blended learning led to an increase in the Washington, D.C. public schools’ test scores: from 2007 to 2014 reading rose 13 points, while math rose by 22.

Ms. Fisher said that “fifty percent of all high school courses will be online in some form or fashion” by 2019. Rather than doing away with the traditional system, Ms. Fisher stressed that blended learning will only “digitize the traditional system,” leading to “better differentiated models” of students’ learning achievements. Ms. Fisher was adamant that

the adoption of blended learning will not do away with the concept of the brick and mortar school. Blended learning is not an online-exclusive style of learning, she explained, hence the name. It is only a method for teachers to automate and personalize the most tedious aspects of learning, freeing them to focus their expertise on more pressing matters.

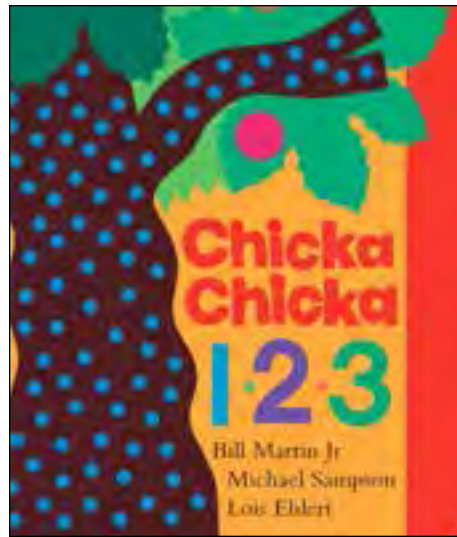
Ms. Stewart spoke to the improvements blended learning has fostered in her own students at AltSchool Brooklyn Heights. She said it leads to “whole-child education, rigorous academics, interdisciplinary project-based learning, and community involvement” in a way that the traditional, non-digital system does not. She said her students are flourishing with the personalized tests, lessons and extra attention from teachers. #

DEAN SAMPSON, SCHOOL OF EDUCATION AT ST. JOHN'S UNIVERSITY CELEBRATES NEW BOOK

By LYDIA LIEBMAN

Recently, Dean Michael Sampson of the School of Education at St. John's University celebrated what would have been the 100th birthday of author Bill Martin Jr. with the launch of *Listen To Our World*. The book was written by Sampson and Martin before Martin's death in 2004 and was published earlier this year.

Dr. Michael Sampson and Bill Martin were frequent collaborators who went on to have a close professional relationship over the course of two decades. They worked for several years in professional development. For 22 summers, they held workshops and conferences together eventually going on to serve over 100,000 teachers. Eventually, the two authors began a writing partnership that resulted in some of the most popular books in the picture book genre including *Chicka*, *Chicka 1-2-3* and *Panda Bear, Panda Bear, What Do You See?* Sampson estimated that over the course of their partnership, they wrote hundreds of stories collaboratively – which was helped along by the fact they lived next door to each other in Texas and dedicated every morning to writing. “Every year I pull out a story we wrote and try to get it published,” said Sampson. *Listen To Our World* is the latest of these to be published by Simon & Schuster. “Because Bill and I are [were] teachers, we always wanted there to be some educational value to what we do,” said Sampson, adding, “...in this book we wanted to introduce habitats around the world and the concept of family.” The book includes human



families and animal families.

At the birthday celebration, Sampson read the story aloud and shared some insider information about the writing process and his writing partner, Bill Martin Jr. Sampson also spoke of the importance of the illustrator. “The picture book genre creates a marriage between a writer and an illustrator,” he explained, “they usually work apart but the illustrator must figure out how the world would see this book through the words of the author.” He went on to praise Melissa Sweet, whose colorful illustrations grace *Listen To Our World*. The event culminated in a Question and Answer section followed by a birthday cake to celebrate the revered author's centennial. #



ART WORKS PROGRAMS

By LIZ MANOCHA

Art Works Programs provides NYC public school children with a guided introduction to the fine arts. Once a week, for four weeks a trained ArtWorks volunteer instructor visits the classroom and leads highly interactive art observations on a selection of masterpieces from architecture, sculpture, painting and decorative arts. Upon completion of the workshops the children visit either the Metropolitan Museum or the Brooklyn Museum to see up close the pieces they studied in class. The program is unique in that it combines classroom instruction with a visit to a world class museum.

Our third and fourth grade students love our program and are eager to engage in sophisticated inquiries. They learn how to slow down, look deeply and use new vocabulary to communicate their observations. They begin to understand that there can be many valid interpretations but the most convincing opinions are backed up with visual evidence. Our inquiry-based approach encourages children to develop their own voice in responding to art, thereby strengthening critical thinking and problem solving skills.

Each year ArtWorks reaches 2200 students, 90 classrooms and 20 schools across all five boroughs. The program is provided at no charge to the schools. Our success relies on the dedication of our 60+ volunteers.

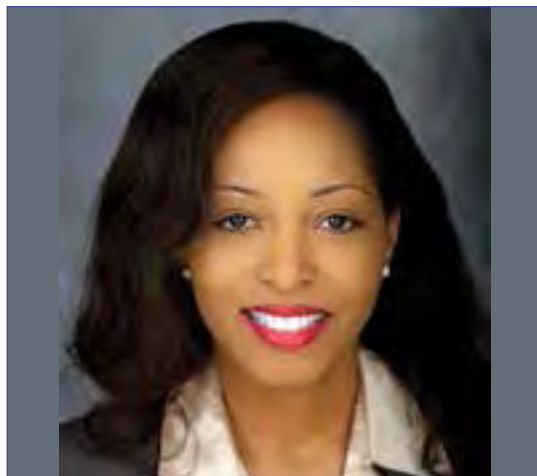


Liz Manocha is Executive Director of ArtWorks NYC. She has been an ArtWorks instructor since 1999 and has served as Board President. For more information about the program or becoming a volunteer please email: ebmanocha@yahoo.com. Or go to the website www.awnyc.org

Dr. Lisa Mars, Principal, LaGuardia High School of Music & Art and Performing Arts, To Be Honored at Harvard Club

Dr. Mars is Principal of Fiorello H. LaGuardia High School of Music & Art and Performing Arts. She has a doctorate in curriculum and assessment. She is the executive producer of many high school musicals, including *Greece, In the Heights*, and *Beauty and the Beast*. She is currently working on *Les Misérables* for its fall opening.

She is on the education advisory board for Lincoln Center and the Town Hall. Dr. Mars is working with the state department to review the New York State Arts Standards and advocating for Arts access for all children. #





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Life Coach Tanya Fly

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ever, I have not. When you do not have consistent child care it becomes almost impossible to offer the flexibility that it requires to make what I do profitable.

However, my goal was not only to create a workout that was doable yet challenging for ALL participants but that allowed me the flexibility I wanted to have as a mom. I had been hired both at Equinox and the Y at the same time but felt the Y with its Family Oriented environment was a much better fit for the personal goals I had for myself and my vision for my work.

LL: Have you had any mentors along the way?

TF: I have looked up to many women I have met, trained and/or befriended along the way. Usually mothers who find ways to not only care for their family and partners but still find ways to continue being some of their best selves as principals, lawyers, dance instructors, or stay at home moms. They make the time to also 'fill their own tank' by caring for themselves which is one of the best gifts anyone can give to themselves and their family.

Even with me doing what I do I am still challenged in finding that balance but I do continue to strive for it which I believe is better than to not attempt it at all.

LL: What are your proudest accomplishments?

TF: Outside of my children, I feel proud that I have been able to turn my work into something more than 'a workout'. It's a place where people come as a community to not only help themselves but to help and support their fellow members to strive in becoming their best selves as well. To feel I have created work/space--that is EVERYTHING to me.

LL: What are your plans for the future?

TF: I would love to expand my class to other locations. I would also like to find a way to incorporate more mind work... how to be more present. To me this is not solely based on what 'size' or 'weight' you are but how strong and healthy you feel... not only in your body but in your life spirit.

Bric TV is also looking for shows. I would love to offer more access to what I do and to address some of the day to day things that get 'in the way' of people thinking they can take the time to feel better in their own skin: family issues/upset, work, finances etc. That, however, may take some time with some of those same issues plaguing my own family due to a very long custody battle over the course of 6 years that just ended June 4th, 2015. It put a real stress on our finances so we struggle with that.

LL: How can someone interested in your work get in touch with you?

TF: Email is the best! The NU Method also has a YouTube channel and you can find more info on my work and life there.

Tanya's youtube channel: <https://youtu.be/gGhm4aQ25Gs> and <https://youtu.be/iyR18IY-eqDI>. She can be reached at the.nu.method@gmail.com. #

iPads for Special Ed. Teachers

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The first – Laptop Computer for Every Teacher in Israel – was launched in 2006, the second – Laptop for Every Kindergarten Teacher in Israel – was launched in 2012, and the third – Tablet for Every Teacher of Science and Technology in Israel – was launched in 2014.

The decision to launch the iPad for Every Special Education Teacher in Israel program was made after the positive results of an iPad usage study were reported by special education teachers and students in two schools in the city of Rishon Letzion, near Tel Aviv. The iPad enabled special education teachers and students to engage in meaningful learning. Access to the iPad was immediate, intuitive and led to enjoyment and motivation. The use of iPads resulted in challenging and rewarding learning and strengthened students' motivation. In addition, the iPad improved interpersonal communication, and students with high-level thinking and comprehension skills were discovered. The iPad opened a window to the inner world of students with special needs, and helped improve student performance and quality of life.

In addition, the use of the iPad in the two schools in Rishon Letzion substantially changed students' lives. Interpersonal communication at home was also enhanced. Children who previously found it difficult to communicate with family and teachers expressed their feelings and desires by writing on the iPad. Significant improvement occurred also in motor skills and hand-eye coordination of children with special needs. Students fully completed tasks that they could not complete before. The iPad and the special applications also allow students with physical disabilities to cope better with their difficulties.

"Improving the teaching of students with special needs and their inclusion in society is a valuable contribution to the students, their families and the country," said Uri Ben Ari, president and founder of the Athena Fund, in the release. "The contribution of iPads to special education teachers will enable them to help students fulfill their potential. Leveraging advanced technology will help reduce educational gaps, make various teaching materials more accessible and strengthen the social skills of students with special needs."

The Athena Fund is a nonprofit organization established in 2006 in order to promote the empowerment of teachers in Israel by providing them with tools for self-fulfillment and professional advancement. The fund was founded by several prominent business leaders under the direction of Ben-Ari (CEO of UBA Ventures and former executive vice president of Ness Technologies). The fund's flagship initiative is the innovative Laptop Computer for Every Teacher in Israel program. This program has so far distributed laptops to over 11,000 teachers in 939 schools and kindergartens in 430 towns, cities and small communities in regional councils, together with professional training courses. The program's goal is to provide a laptop computer and 120 hours of professional training to every teacher in Israel by 2018. #

NYS HS Chess Champion

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like I've gained a lot from it all."

Alec has more than gained a lot. He is continuing to improve seemingly by the day. When he won all of his six matches at the state tournament, every game was against a more experienced player with a higher rating. In his final victory to secure the N.Y. State title, he won in only 15 moves. He came away again victorious in his next tournament in April at All Souls Church in Manhattan.

"He has truly become a champion," said Shernaz Kennedy, founder of Top Level Chess, tournament organizer, and one of the most accomplished Indian female players. "Not only did he win 6:0 at the State Championship but he won our Championship division, first place, also."

What does the future hold for Alec in chess? Alec wants to keep playing and "get better and better," he said. But long term projections? That's just not Alec's style.

"I don't like ridiculous goals," said Alec, "like 'best in the world' or 'Grandmaster,' because I feel like if I don't make them, which is the probable event, then I just feel disappointed. If the events happen or don't, so be it. I just love paying the game of chess." #

In addition to being the sports editor at Education Update, Mike Cohen is the founder/director of Throwback Sports (a sports program for children of all abilities) and a frequent contributor to TAP into Westfield (NJ). He can be reached at throwbacksports@verizon.net

Psychiatric Disorders

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actual illness and its treatment.

The fact that we cannot yet directly translate the influence of genetic factors into practice does not mean that this research is not helpful. When we learn how to consider specific features that are more closely tied to genetic influences, and how to assess the expression and interactions of multiple genes, and when studies are conducted that are designed to compare outcomes in different and very large populations, we will be better able to start to apply gene network findings to predicting aspects of treatment outcome.

But no matter what emerges in further research, we will never be able to do without the expertise and experience of clinicians and the depth of human experience. Anything less than that would be demeaning for patients and boring for clinicians."

Thanks so much, Dr Dubovsky, for clarifying the murk that surrounds genetic testing.

Decoding the genome has been one of mankind's greatest intellectual achievements- an affirmation of all that is best in human nature. Selling the genome before its time for greedy commercial gain is an example of intellectual dishonesty that reflects a less exalted part of human nature.

The work of understanding psychiatric disorder will require decades, not years. Most seeming break-throughs will turn out to be busts. There will be no home runs, no walks,

NYS Criminal Justice System

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that "New York has a liberal fantasy" and that legislators who have failed to understand the complex system of youth criminal justice have let their constituents down. Judge Drinane said "we need to draft a bill that is clear ... because by the time these children come into court many of the systems put in place to protect them have already failed them."

Ms. Elijah said that in Connecticut, where laws were recently changed to prevent minors from being charged automatically as adults, "recidivism rates dropped after the age was raised." Dr. March said that there were "strong barriers" to changing these laws in New York, noting that activists "came close" last year in New York. The rollout of the proposed bill was not handled well, she said, and there were "issues of leadership" in both houses. She urged the attendees to be outspoken, saying "we need legislators to hear from many, many people."

Social media has been hugely influential in the campaign to raise the age of criminal responsibility in New York from 16 to 18 years old. Using the hashtag #RaiseTheAge, activists have called for state legislators of both parties to work together to reform the youth criminal justice system. Rev. Dr. Jordan-Simpson spoke about the "huge" response on social media to the story of Kalief Browder, a 22-year-old African-American New Yorker who was arrested at age 16 on charges of allegedly stealing a backpack. He was imprisoned at Rikers Island awaiting trial for three years, where he experienced abuse at the hands of prison guards and long periods of solitary confinement. He committed suicide once released.

Ms. Browder's voice was clear as she said "he may have tied that rope around his neck, but they pulled the strings." #

many strike-outs, and only occasional singles. Progress will be steady, but frustratingly slow. In the meantime, the good news is that we already have very effective treatments, if only they were much more accessible and applied more specifically to those who really need them.#

Dr. Allen Frances is professor emeritus at Duke University, where he was previously chair of its department of psychiatry and behavioral sciences. He was also chair of the DSM-IV Task Force and principle investigator on the DSM-IV Field Trials. Dr. Frances spent the early part of his career in New York City, where he did his psychiatric and psychoanalytic training at Columbia University and later was professor of psychiatry at Cornell University and then at Columbia. He is the author of numerous books, including 'Saving Normal' and 'Essentials of Psychiatric Diagnosis' and has written a number of commentaries on DSM-V.

**Read Dr. Allen Frances'
Blog online at:
www.EducationUpdate.com/allenfrances**

What You Need To Know About The Genetics of Psychiatric Disorders

By DR. ALLEN FRANCES

“For every complex problem there is an answer that is clear, simple, and wrong.” H. L. Mencken

The nature/nurture debate on the causes of mental disorder generates no end of silly controversy by proponents on both sides.

The biological reductionists act like the secret of psychiatric disorders is written in the genetic code. They are “mindless”- dismissing the crucial role of environment in how our brain develops and of psychology and social context in how it functions.

The environmental reductionists go to the opposite “brainless” extreme- arguing that a psychiatric disorder is a direct reflection of life stresses and dismissing the crucial role of biological vulnerability, particularly for the severe mental disorders.

Both sides fail to appreciate the complexity of interaction among biology, psychology, and social setting. The brain is the most complicated thing in the known universe. It contains more than 100 billion neurons (equal to the number of stars in our galaxy), each firing dozens to hundreds of times a second, and connected to each other by 240 trillion synapses. There is no way that our 20,000 genes could in any simple top/down fashion instruct the intricate wiring and firing of so many connections. The miracle is that this complex system usually works as well as it does.

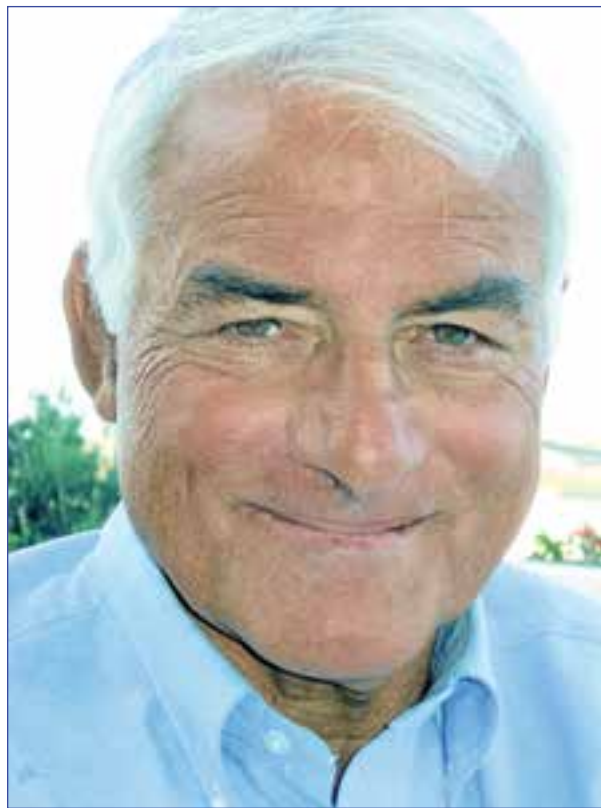
Experience must play the crucial mediating role in facilitating appropriate adaptation. Neurons that fire together, wire together. It is equally silly to deny the role of biology in providing the hardware as it is to deny the role of experience in helping to shape the software.

Having a close relative with a psychiatric disorder is usually the most predictable risk factor for developing that disorder yourself, but the relationship is not inevitable. Even identical twins (who have identical genes) as often as not do not develop the same psychiatric disorder.

The intense fifty year search to figure out how heredity works has produced many hyped claims, false starts, blind alleys, and failed replications. This is a confusing minefield of contradictory findings, difficult for the non-expert to interpret.

Luckily we have the perfect guide. Steve Dubovsky MD is Professor and Chair of the Department of Psychiatry at the State University of New York at Buffalo and Adjoint Professor of Psychiatry and Medicine at the University of Colorado.

Dr Dubovsky writes: “You can hardly watch TV or open a magazine these days without coming across advertisements for practitioners with the latest scientific and most ‘personalized’ methods to diagnose and treat whatever might ail you. Among these modern wonders is the claim that genetic testing, can tell you exactly which medication will work best for your condition. Such promises are encouraged by an escalating number of studies demonstrating associations between versions (alleles) of various genes and illness subtypes, as well as



Dr. Allen Frances

increased availability of genetic testing.

Some of the information emerging from genetic studies currently has clinical applications in limited areas of medicine, a certain amount is deceptive, and most, while promising, is not yet ready for prime time. How can we tell these categories apart?

First some basic principles. Genes do not cause illnesses; they make proteins, usually by making messenger RNA. Because proteins have discrete functions, different proteins coded by different genes frequently interact with each other to produce complex manifestations called phenotypes.

Different genotypes (patterns of genes) produce different phenotypes. A few medical illnesses are phenotypes that are the downstream result of an aberrant allele of a single gene that produces a malfunctioning protein. For example, Huntington’s disease is caused by an abnormal protein called huntingtin produced by a single defective gene. If you have the gene, you will get the illness. Not one of all the psychiatric disorders is in this category of simple gene causation.

Even though you are born with all the genes you will ever have, their expression varies over the lifetime and under different circumstances.

Many different interacting processes- environmental factors, experience, inner states, illnesses and medications- vary whether a gene does or does not get expressed. Because of ‘epigenetics’, the person’s genotype (summary of alleles of various genes) does not inevitably predict phenotype.

This brings us to risk assessment based on genetics. About 10% of cases of breast cancer have a familial pattern that suggests the

influence of a mutation of one of two genes, called BRCA1 and BRCA2. Although defective versions of these tumor suppressor genes (which produce proteins that block proliferation of cancer cells) convey a significantly increased risk of breast and ovarian cancer, only a small minority of women who have breast cancer have these genes. The breast is the simplest organ in the body, but we still don’t understand much about the diseases associated with it.

It is therefore no surprise that it is so difficult to sort out any consistent pattern for psychiatric disorders that are based on the most complicated interaction between a ridiculously complicated organ and a ridiculously complicated environment.

Every time a new study reports that a particular gene is found more frequently in people with a particular psychiatric disorder than normal subjects, it seems that the gene must be the cause of that disorder, or at

least a reliable marker. And then another disorder turns out to have the same marker. And another. Or the study doesn’t replicate at all.

What happened? For one thing, even though most major psychiatric disorders have a genetic component, that component is the sum of hundreds if not thousands of genes, each with a small effect, not to mention epigenetic influences on the expression of those genes.

It would take comparisons of millions of subjects with different diagnoses to show that a particular subtype is associated with a particular constellation of genes. And the finding would likely apply only to a very small percentage of people with the disorder.

In addition, there is a great deal of symptomatic overlap between psychiatric diagnoses (e.g., patients with schizophrenia, bipolar disorder, major depression, delusional disorder, personality disorders and dementia can all experience psychosis). The genetic factors may be more related to discrete symptoms than to overall disorders.

The conclusion? There is not yet any genetic test for any of the psychiatric disorders.

The next question is whether genetics can predict the effects of psychiatric meds.

The body’s metabolic machinery for handling, breaking down, and eliminating xenobiotics (foreign material, usually from plants) consists of enzymes. These are proteins that move material in and out of cells (transporters) and receptors. Medications, many of which resemble plants, are affected by these enzymes, some of which have different levels of activity depending on the genes that code for them.

For example, one of the best studied metabo-

lizing enzyme, cytochrome P450 2D6, has 4 major phenotypes depending on whether the genes inherited from mother and father convey great activity, moderate activity, or no activity. Even this apparent simple situation is complicated by the fact that it is possible to have multiple copies of the same functional or non-functional gene. The situation is complicated even further by the fact that most medications are metabolized by multiple enzymes, so if activity of one pathway is low, another pathway will hypertrophy to eliminate its substrate normally. Even if genotypes could predict the actual level of a medication in the blood, there is no clearly demonstrated relationship between blood level and clinical effect or side effects for most psychiatric medications.

A number of studies have attempted to take into consideration the actions of networks of enzymes and other proteins coded by multiple genes in predicting which medications will be best tolerated and/or most effective for a given patient. Of the independently funded studies, the Genome-Based Therapeutic Drugs for Depression (GENDEP), the Sequenced Treatment Alternatives to Relieve Depression (STAR*D) study, and the Munich Antidepressant Response Study, which involved a total of 2641 depressed patients, as well as the Clinical Antipsychotic Trials of Intervention Effectiveness (CATIE) study involving 738 schizophrenia patients, found no combination of genetic markers that predicted treatment response.

In not surprising contrast, two studies supported by the manufacturer of a composite report of genotypes done on a total of only 271 patients found a positive result. Unlike the independently funded studies, patients were not assigned to receive genetic monitoring or no monitoring, and treatment and assessments were not blinded to the use of monitoring to guide treatment. As a result, the finding that patients whose antidepressant treatment was guided by genetic testing seemed to have a better outcome could well be due to patients with monitoring feeling better about getting a new approach or evaluators knowing whether monitoring was used. The company did a third study of 51 depressed patients who were randomly assigned to monitoring or no monitoring and had blinded assessments, but there were not significant differences between patients whose medications were or were not chosen according to genotype. In a fourth study from the same company, only 97 patients were studied with equally inconclusive results.

The Bottom Line: The rush to apply each new genetic finding to the clinic before it can be examined critically in studies that take into account the complexity of human neurobiology and experience is an example of the aphorism that the faster you go, the longer it takes to get where you are going. Right now, genetic studies give us an early insight into interacting dimensions of illness that are influenced not just by genes, but by interactions of genes with regulatory components, experience, and the

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David Liebman

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mores of a society. The universality of music serves as a great equalizer between people towards minimizing differences and emphasizing commonalities since everyone (even animals the research says) reacts to music. When I teach in foreign countries, as soon as I say Duke Ellington or Louis Armstrong, the audience nods in recognition no matter the language. Obviously some music may emphasize the dancing/celebratory aspect, while on the opposite side there is sacred music around the world. A human being doesn't require specific learning skills to be moved by music, although of course with deeper listening to good music, the more enjoyment and sophisticated one's response will be.

Music education opens a pathway towards feeling and emotion. If only for that reason it should be part of a young person's development as a way to open the heart. The great triumvirate of all human endeavors referred to as mind, body and spirit are always striving towards balance. Music stimulates the mind, moves the body and most of all opens the spirit. It is the language of the cosmos and humanity. #

Dave Liebman is a world-renowned saxophonist and educator, granted the National Endowment of the Arts Jazz Master award in 2011. He attended Lafayette High School in Brooklyn and NYU. Website: www.davidliebman.com

Dr. Stephen Spahn

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the need for educators to prepare students to be global citizens and succeed in the competitive global marketplace, reinforcing the benefits of an IB education. Technology also transformed our markets: The McKinsey Global Institute estimates that while merchandise trade added approximately \$2.7 trillion to the global economy in 2014, international data flow added \$2.8 trillion that same year.

What does this mean for educators? We have to equip students with the ability to gather, assess, and interpret big data across disciplines — skills that we could never have envisioned 50 years ago. Yesterday's art studios, science labs, and classrooms have been digitized. Today's learning spaces must continue to evolve into collaborative information-sharing hubs.

As educational infrastructures and facilities keep pace with new media and we build ever-higher-tech schools of the future, we must remind ourselves of the second fundamental lesson that I learned at the beginning of my career: There is simply no substitute for great teachers. Excellent, caring teachers who put the student first are the bedrock of an excellent education. #

Chancellor Stephen Spahn is the longest-serving head of school in New York City. Dwight School is a founding International Baccalaureate PreK-12 school in the United States and the first to offer the comprehensive IB curriculum in the Americas.

Seeking Alice

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opens the novel with a first-person narration set in Cambridge, MA. It's 1956. She's happily married and is expecting her first child, but she's forever haunted by nightmares and faint memories of being in Prague, then Italy, with her beloved mother, Alice, or Alinka as she was called by her husband and friends. "Mama has come back into my head. I need her, want her here to guide me." But as far as Susie knows and as her younger brother insists, their mother is dead, a victim of the war, shot on Christmas Eve as she pushed Susie and her baby sister Claire through a wire fence in Nazi-infested Italy to safety in Switzerland in 1943. Before that, though, as Susie remembers, Alice was dying in another way, mentally, emotionally, incarcerated in an institution in Rome and given shock therapy. Susie's brother, Andy, a talented frail musician, had been spirited away to safety in Spain by their father. Papa was an Italian diplomat, the Vice Consul, during the Fascist and Nazi regimes.

Switch to a first-person narration by Mama, October 1941. Alice is pregnant (with Claire) and is still "awash in peace, happiness," but as much as Alice adores her handsome husband Marco, she despises the Nazis and the Fascists, particularly when, like Reinhard Heydrich, they come visiting their home in Prague. It's still early in war, but, as Alice says, "Before Prague I didn't know 'Jew' in any language." Her husband makes apologies for his position and wants her to conform. He's anxious about protecting them, especially after America enters the war. This political difference infects their relationship, despite fervent sexual passion between them and a genuine shared love of their children. But as events grow more dire, with bombings and hardships, Alice becomes unhinged and wants out, out of Prague, Rome, Europe. They lived for a while in the States (in Newport). She wants to get back. Marco says he cannot leave his post and protect them. He's often away anyway, and at least on one occasion, is discovered by Alice to have been having an affair. She may be a bit willing to forgive him for that but not for the wider deception: "He has deceived me, deceived his children, and by wearing a Fascist uniform only for personal convenience, he has ended up deceiving even those faceless men who died in Russia and Africa." She feels herself becoming a different person." Wartime is woman's time. Blame it on the war." At one point she makes Susie write 100 times: "I am an American."

It was a clever move, stylistically divide the narrative into alternating streams of consciousness of mother and child, both seeing similar events with some differences though the basic facts remain. The war is finally over and Susie is in Cambridge, awaiting the birth of her child. But what happened to Alice? Papa never talked about her and the children have only their dreams. Andy is convinced Alice is dead, and yet finds slips of paper after Papa dies, that show him paying sums of money to nuns in Rome. Intuitively, without reason or cause, Susie determines to seek Alice, to find out

Dean Michael Sampson

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diles gliding through the algae in the marshland where an adorable frog sits safely away; kangaroos hopping in the outback; lions pouncing about on the savanna; penguins waddling at the South Pole; elephants honking away as they find cool water in the grassland and finally, the cover animals, whales walloping in the blue sea. A three-page fact spread at the end provides a few details about each animal, with natural but exotic habitats indicated. The last animal listed is "children," and it's suggested that they live all over the world and some near us!

The text invites readers to contribute on their own, to relate these animals to those children see every day, small birds, cats, dogs, farm creatures. As a four-year old human animal might well say: "wowwwwwwwww." #

Ambassador Vandel Heuvel

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The War for Public Opinion won the prestigious Gilder Lehrman Lincoln Prize and the Mark Lynton History Prize from the Columbia University School of Journalism. This duo of powerhouse historians provided an impressive insight into the private and political life of Franklin D. Roosevelt through vivid anecdotes. In his closing remarks, Ambassador Vandel Heuvel summarized what made FDR a truly great president:

"President Roosevelt is a person who took a tragedy like the economic breakdown of the United States or the Great Depression, events that really break people down to their core being, and with dignity and pose, saved the Democratic system by conducting a democratic revolution and he did it successfully." #

B. Smith on Alzheimer's

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services, but throughout, he provides chapter summaries he calls "Lessons Learned" -- what to do, what NOT to do. He also interweaves into the chronological structure wonderful snippets about his wife, the beautiful, gracious, affable style guru some called the black Martha Stewart.

Not only was B. Smith a breakthrough black supermodel, but also, with her restaurants, a breakthrough cultural icon. In Sag Harbor B. Smith's was the only large black-owned business. In the city, the flagship restaurant was a "beacon of diversity in a town where black and white rarely mixed." Gasby would now have his beloved wife be a beacon for the cause. His framing of her ordeal, their ordeal, as a personal narrative with universal significance makes *Before I Forget . . .* unforgettable. #

what happened after that Christmas Eve when she and Claire were pushed into Switzerland. Suspense builds, and Trinchieri drives toward her conclusion with skill and heart. #

Microsoft Education

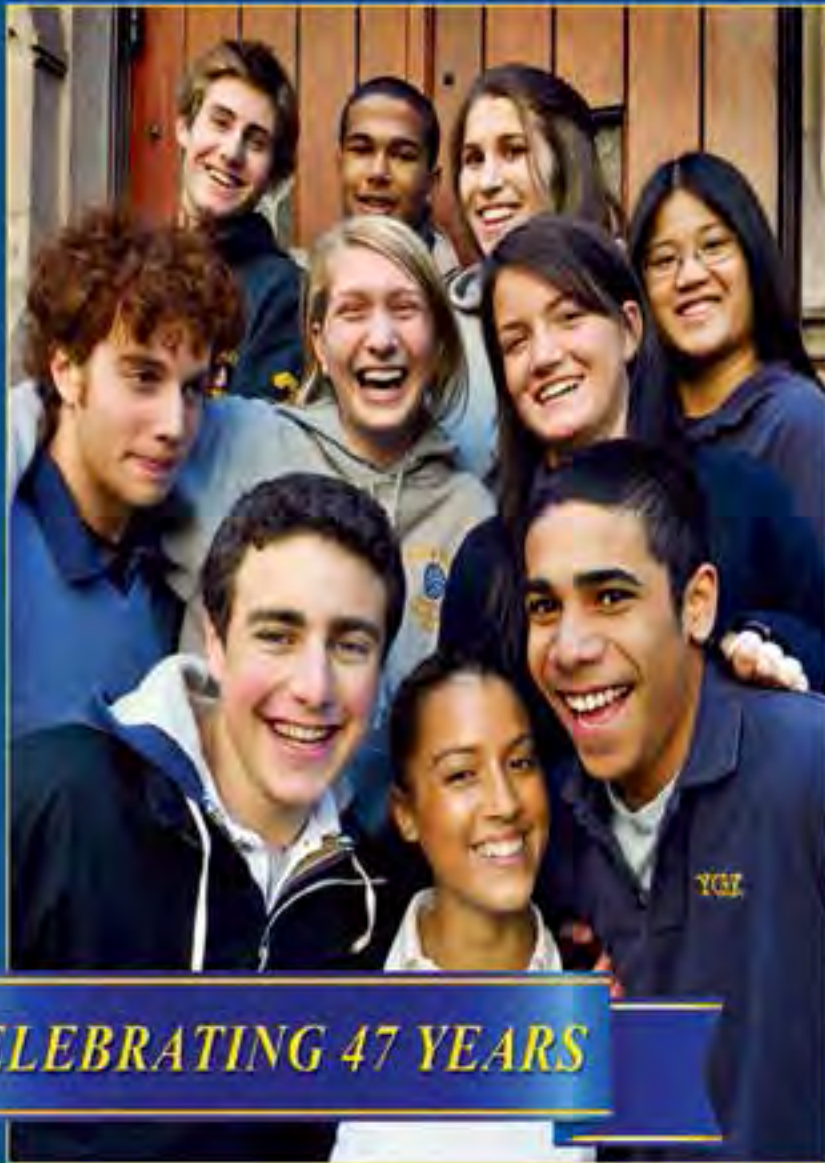
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about his favorite teacher growing up, Salcito immediately recalled his 8th grade teacher from the Bronx, Ms. Eileen Walsh. He stated that she saw potential within her students and challenged him to go beyond what he was offered.

These principles have been reflected in Microsoft's education related technology that focuses on the holistic transformation of educational resources that adapt to the needs of each student. From a dynamic textbook that adapts to the learning pace of a student to One Note, a notebook program that encourages collaboration amongst students, it is evident that Microsoft Education is focused on a much more inclusive and adaptable approach to education.

Most recently, Microsoft has unveiled an accessibility tool for their One Note program. This add-on will allow students with learning disabilities to break down information visually and audibly in interactive and accessible ways. Designed with simplicity in mind, this accessibility tool will allow teachers to "stop tech-ing and start teaching." Some of the features include a way to break down complex text into syllables to allow for greater comprehension, as well as the same speech recognition software used in phones to help students who have difficulty spelling to keep up with class notes. The prize-winning product of a Microsoft Hackathon, this accessibility package is a welcome addition to those who require supplementary materials to help comprehend complex information without being stigmatized. Additionally, because One Note is a program that allows for collaborations between remote users, students with aids can have input from their paraprofessionals without having to draw attention to themselves by having an adult present at all times.

On the other end of Microsoft Education, gaming meets schooling with the newly unveiled Minecraft Education. Minecraft, an open sandbox game that draws on the creativity of its players to create new worlds using 1x1 blocks, is an immensely popular game that was purchased by Microsoft in 2014. A third-party edition of the game that was created by and intended for teachers to use as a resource in their classrooms called Minecraft EDU was acquired from Teacher Gaming and is being released by Microsoft as Minecraft Education. This resource will allow teachers to learn the basics of the game that is beloved by their students, making it easier for teachers to use the game to teach lesson plans in history, math, and numerous other subjects. Additionally, teachers and students will enjoy enhanced maps and multiplayer capacities to allow for greater growth and exploration throughout the Minecraft world. This debut truly reflects Microsoft's desire to implement creative outlets for education. Time can only tell what else Microsoft will bring to the world of education, but clearly they are at the forefront of innovation, benefitting both students and educators alike. #



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LETTERS TO THE EDITOR

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reading remedial classes. Of course that didn't help me. I only used sight reading. I did not know the sound of the letters. When I came to a word I had to guess or ask for help. I could not take notes well...most of the time I could not read my own notes taken during class. I often ask other students if I could copy their notes. Finally, I found workbook that I used to teach myself the sounds of letters. I spent the summer in 1969 diligently studying how to pronounce the simplest one syllable words. I was difficult and laborious, but I was so happy to be able to pronounce words using the phonetic rules and going through a process that helped me get my vowel pronounced correctly. I still had a long way to go to build comprehension skills as well as spelling, writing.

To make a long story short I have spent my life trying to learn how to learn.

I can't tell you how glad I am that you and your husband have devoted your talents to research in this field. I hope school systems will take this learning disability seriously. I have horrors just thinking what my life would have been like if I hadn't taken steps to find ways to learn how read, spell, and write not to mention math.

Lucille Traylor

MONTRÉAL, NY

Dr. Harriet Fields: Health Care Activist in Africa

To the Editor:

Your inner beauty shines through like a beacon of light beckoning to the poor and infirm. Do not stop, you give out hope and courage to those you reach out to. Saw you interviewed on TCM, and looked up your bio. God bless you and keep you in His sight.

Anthony Reis

SUN CITY CENTER, FL

Dr. Harriet Fields: Health Care Activist in Africa

Hello Harriet

I watched your grandfather W.C Fields's old movies *The Bank Dick* and *It is a Gift* on TCM last night. This past Sunday my family and I also watched another old movie of his *If I had a Millions* in the living room of my apartment. I truly love your grandfather's best comedy movies.

Susan Hatch

TEANECK, NJ

Dr. Mary L. Farrell, Director, Regional Center For College Students With Learning Disabilities, Fairleigh Dickinson University

To the Editor:

How lucky so many of have been, to experience, first hand, Dr. Farrell's teaching skills. She is not only an expert in the field but her warmth and compassion for her students promotes not just their ability to read but their general love of learning. As a Psychotherapist in Teaneck for 30 years, I have referred many children to her program. I have also experienced the gift of 'Mary' who has worked per-

sonally with members of my own family. We see her as a shining star.

Carole Rothstein

CHICAGO, IL

Dr. Harriet Fields: Health Care Activist in Africa

Harriet, I remember you from Teachers College where I was in the MEd, Teaching Nursing of Children program pretty much the same years as you. I agree with you that entering (& finally leaving) those thick wood doors were a launch to a wonderful personal and professional future!

Susan Stucki

PETOSKEY, MI

Dyslexia in the Prison Population

To the Editor:

I am a dyslexic specialist in northern Michigan - took training in 1986 and was the first Director of the Michigan Dyslexia Institute Center in Harbor Springs, MI. I am a Fellow at the Academy of OGPand E. Currently have taught at University of Florida. Your article is great and so needed. Keep up the good work.

Jane Andrews

BROOKLYN, NY

To the Editor:

We need to focus on the STEM/STEAM/MARINE SCIENCE Educational Pipeline in Brooklyn that connects elementary schools, middle schools, high schools, colleges, and workforce development organizations.

Scott Krivitsky

KENT, OH

Dyslexia in the Prison Population

To the Editor:

As a recently retired intervention specialist trained in an Orton-Gillingham reading method, I have seen first hand how successful

these types of programs are for students struggling with dyslexia. Now that I am retired as of 7/1/15 I was interested in finding out more about what can be done to help inmates who are still struggling with reading and writing as adults. Thank you for your information.

Jo Pergola

ST LOUIS, MO

Dyslexia in the Prison Population

To the Editor:

Dr. Moody, I have a child with dyslexia and recently have become involved in efforts to pass legislation to ensure screening and remediation for dyslexia for kids in Missouri. I am looking for research and resources to better educate our lawmakers. Thank you.

Lee Walter

WESTFIELD, MA

Dr. Harriet Fields: Health Care Activist in Africa

To the Editor:

What a wonderful description of the beautiful, powerful woman you have become! Thank you for sharing your personal story. You continue to be a great inspiration to me and, I am sure, many others. Your partnering with me on my anti-bullying project was entirely fruitful. I will continue to inform, and perhaps include you, in my future endeavors. Love you!

Susan Dubilo

HAMILTON SQUARE, NJ

Ada Byron, 1815-1852, First Woman to Anticipate Computers

To the Editor:

Most interesting subject.

More appropriate heading: First woman to anticipate programming for computers. The Analytical Engine was never completed, but I saw a partial construction of Babbage's design in a London museum. The lady is most often

referred to as Ada Lovelace.

Victor Auerbach

FLORIDA

Ana Maria Martinez, Opera

To the Editor:

Thank you, Joan, Ana sung beautifully today - Ave Maria, on 3/11/16 at Nancy Reagan's funeral, Ave Maria is my 7th great-grandfather's composing - Franz Schubert. May the arts always portray to the glory of the Lord!

Thank you and staying well blessed to all and your beloveds ...

Charles Kolb

ARLINGTON, MA

The Road to Becoming a Piano Tuner

To the Editor:

David what a great story! I'm your age and about to retire. I have a grand piano and I have an excellent Russian piano tuner. I can tune unisons but would like to learn how to tune a piano just for the fun of it. Can you recommend how to do that in the Boston area? Thanks.

Joe Provino

KEYSER, WV

College Board President Gaston Caperton Speaks Out on Living with a Learning Disability

To the Editor:

This is a great example of over coming a disability of any kind with help and encouragement from other people.

Mary Mowen

NEW YORK

Sandra Makielski, Educator

To the Editor:

I'm 45 but I want to go back to school and be in Sandra's class!!! Very inspirational!

Jacqueline Mullen

Koplewicz & Goldberg

continued from page 8

employs someone to read the script to her, or record it. When writing a book, she dictates the words and then edits them to reflect her own style as the text is read back to her. She agrees with Child Mind Institute's Koplewicz that, things have changed for kids today. . . No kid has to put his head down. There are a ton of us out there citing such entertainment figures as Tom Cruise, Steven Spielberg, Cher, and Henry Winkler. She asks teachers to "learn who your students are, find their strengths and work with them." She asks for colleges to give help. Noting that learning disabilities are real and testable, Koplewicz wants a law requiring accommodations. Goldberg believes there are schools that want to provide accommodations but need training on how to structure and implement such programs. Goldberg advised parents, "Adolescence is really hard. You know what it's like to go through. Imagine this journey with an extra load. . . You are the only thing



they have. You may not understand it all, but you have to be their third leg." To youngsters with dyslexia, she says, "You need a conversation with your parents. Explain you don't understand certain things. Explain how things look to you. Keep them informed." Sharon Latimer Mosley, an audience member and parent of an 18 year old daughter with dyslexia, said seeing famous and successful people with

the disorder gives her hope. She emphasized the importance of parental advocacy and noted that often teachers want to help but do not know what to do.

The Child Mind Institute, founded in 2009, is an independent nonprofit dedicated to transforming the lives of children and families struggling with mental health and learning disorders. Its president, Dr. Koplewicz, believes hearing of the struggles and triumphs of a person with the stature of Whoopi Goldberg will inspire those with similar challenges to seek help. The annual Adam Katz Memorial Conversation is a public education program named for a young man who struggled with dyslexia and ADHD and ultimately died of a drug overdose. In establishing this living memorial, his parents, Ellen and Howard Katz, hope to increase awareness about mental health and learning disorders. Understood, a free comprehensive resource that empowers parents of children with learning and attention issues, partnered in producing the event. Whoopi Goldberg serves on the Understood Board of Advisors. #

Juilliard School

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The House of Blue Leaves; The Loman Family Picnic; Regrets Only; Encores! productions of Follies; Promises, Promises; and On Your Toes; and the Kennedy Center productions of Sweeney Todd and Mame. Off Broadway, she appeared in five plays at the Manhattan Theatre Club, as well as in productions at Playwrights Horizons, Lincoln Center Theater, and the Public Theater. Regionally, she performed in works by Shakespeare, Chekhov, Molière, Shaw, Sam Shepard, and Jules Feiffer.

In addition to the Emmy for hit CBS comedy, *Cybill*, Ms. Baranski received an American Comedy Award for “Outstanding Supporting Actress in a Comedy.” She also received three additional Emmy and three Golden Globe nominations. She was also seen as a guest on *Frasier*, for which she received a fifth Emmy nomination. She has appeared on multiple episodes of the CBS series, *The Big Bang Theory*, and received three Emmy nominations for “Outstanding Guest Actress in a Comedy Series” twice. She is currently starring in the hit CBS series, *The Good Wife*, for which she

received six Emmy nominations for “Outstanding Supporting Actress in a Drama Series” and two Critics’ Choice Television Award.

Her film credits include *Miss Sloane*, *Into the Woods*, *Mamma Mia!*, *Chicago*, *How the Grinch Stole Christmas*, *Bowfinger*, *Bulworth*, *Cruel Intentions*, *The Birdcage*, *Reversal of Fortune*, *Legal Eagles*, *The Ref*, *Addams Family Values*, *Welcome to Mooseport*, *The Guru*, *9 1/2 Weeks*, and *Jeffrey*.

Cicely Tyson: Actress, advocate, and humanitarian, Cicely Tyson is renowned for her portrayals of strong female characters on stage, screen, and television, from her stunning initial stage appearance as Barbara Allen in *Dark of the Moon* to her triumphant 2013 return to Broadway after a 30-year hiatus when she appeared as Mother Carrie Watts in Horton Foote’s *The Trip to Bountiful* for which she received rave reviews and the triple crown of theater awards: The Tony, Drama Desk, and Outer Critics Circle Awards for Best Actress in a Play. Ms. Tyson appeared on the Broadway stage in September 2015 in *The Gin Game*, co-starring James Earl Jones.

Best known for her double Emmy performance (Best Lead Actress in a Drama, as well as a special, unprecedented Emmy Award for Actress of the Year) as Jane in *The Autobiography of Miss Jane Pittman*, Ms. Tyson was also nominated for an Academy Award for *Sounder* and received the third Emmy Award for *The Oldest Living Confederate Widow Tells All* and was nominated for her performances in *Roots*, *King, Sweet Justice*, *The Marva Collins Story*, and *A Lesson before Dying*. Her film credits include *The Heart is a Lonely Hunter*, *Fried Green Tomatoes*, *Because of Winn-Dixie*, *Hoodlum*, *Diary of a Mad Black Woman*, *Madea’s Family Reunion*, *Why Did I Get Married Too?*, *The Help*, and *Alex Cross*.

In March 2014, Ms. Tyson served as executive producer of the film version of *The Trip to Bountiful*, presented on Lifetime television network. In 1977, as a student of the American Film Institute, Ms. Tyson directed the one-act play, *Save Me a Place at Forest Lawn*.

In recognition of her talent, dedication, and contributions, Ms. Tyson has been the recipient of countless awards, including numerous honorary doctorates, most recently by Columbia University in 2014, as well as an unprecedented number of NAACP Image Awards. Other notable honors have been bestowed on her by the Princess Grace Foundation, National Urban League, National Council of Negro Women, National Civil Rights Museum, and organizations: PUSH, CORE, SCLC, and the Martin Luther King, Jr. Center. Ms. Tyson is among the elite number of entertainers honored with a star on the Hollywood Boulevard Walk of Fame and is the recipient of the NAACP’s highest honor, the prestigious Spingarn Award.



Since 1996, Ms. Tyson has served as the guiding force of the Cicely L. Tyson Community School of Performing and Fine Arts. This \$143 million institution of academic and creative expression, in East Orange, New Jersey, serves 1,200 students from kindergarten through 12th grade. Ms. Tyson continues to develop her art as she takes on new roles and opportunities.

Sylvia Waters: Since Alvin Ailey II’s inception over 40 years ago, Artistic Director Emerita Sylvia B. Waters has been responsible for the growth and expansion of one of the country’s most vibrant young dance companies.

Ms. Waters received her Bachelor of Science degree in dance from Juilliard, where she studied with Antony Tudor, Martha Graham, Alfredo Corvino, and Mary Hinkson.

She toured in the European company of *Black Nativity* and while living in Paris, she worked with Michel Descombey, then director of the Paris Opera Ballet, as well as Milko Sparenbleck. She also performed in Donald McKayle’s European production of *Black New World* and worked with Maurice Béjart’s company performing in Brussels and at the summer Olympics in Mexico City.

Upon returning to the United States in 1968, Ms. Waters joined the Alvin Ailey American Dance Theater. In 1975, Mr. Ailey personally chose her to become artistic director of Ailey II until she stepped down in 2012. Ms. Waters is the recipient of many awards and honors, including an honorary doctorate from the State University of New York at Oswego, a “Bessie” Award, the Legacy Award as part of the 20th annual IABD Festival, Syracuse University’s Women of Distinction Award, and the prestigious Dance Magazine Award.

She has served on a number of panels including the National Endowment for the Arts, the

Carl Goodman

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out of school. Most recently, the museum has collaborated with the Mayor’s Office of Crisis Management to combat gun violence in areas that are heavily affected: “We generally like to focus on skill building rather than being prescriptive about content because you get [young people] excited about using media to express themselves and as they evolve as citizens, they’ll want to make media about things they care about.”

Goodman praised the strong partnerships MoMI has fostered over the years, highlighting the generosity of Ann and Andrew Tisch: “They funded and named a brand new education center in 2011 which allowed us to double our capacity and have an actual facility. We were nomadic! The students [now] have a separate entrance, an orientation space, places to put their book, a smaller theatre where they experience specialized screening programs, workshop and classroom spaces that are quite beautiful and allow them to take part in hands-on media making activities. They continue to be very important to us. For instance, we now have a program in collaboration with Cornell Tech and Cornell Tech has adopted a middle school on [Roosevelt] island. By introducing us to Cornell, we then went out together and got funding to do a program with their adopted school and other things like Hackathons which we call ‘Design Jams.’”

Previously, the local Young Women’s Leadership School of Astoria was another partnership fostered by the Tisches that helped kick start many MoMI endeavors: “In the earliest days they did something quite wonderful, which was to connect us with an exceptional new school. As we go and work in more challenging environments, it was important to have that initial experience with a school that in a way didn’t have the legacy that a lot of other schools have and could be really innovative and not play by the rules in certain cases and try new things and also spend a lot of time mentoring their students. That really got us going and we were one of the first organizations outside of MIT to get their hands on and employ this computer programming language for young people called scratch.”

The reach of the Museum of Moving Image has long since grown exponentially, through partnerships with the NYC Department of Education, allowing the museum to reach young people along various avenues: “We are deeply involved with the Blueprint for the

New York State Council on the Arts, and the Department of Cultural Affairs.

In the spring of 2010, she was a visiting professor at Harvard University. Currently, she leads The Ailey Legacy Residency, a lecture, technique, and repertory program for college-level students that looks definitely into the history and creative heritage of Alvin Ailey. Ms. Waters is a consultant to the Ailey Archives and is interviewing former Ailey personnel – dancers and choreographers – for an oral history project. #

Moving Image. This is a component of the DOE Blueprint for the Arts, which has been in existence for many years. There was an effort on the part of the DOE’s Department of Arts and Special projects, led by Paul King. In writing a new vertical for the Blueprint for the Arts, if you think of performing arts and the visual arts, there’s now a moving image component and we are very pleased that everyone agreed to call it the Blueprint for the Moving Image. 20 years ago, no one knew what that was. We run yearly professional development workshops here, [along with] teacher training around the blueprint. We see close to 50,000 school students a year through tours and workshops, as well as afterschool programs. I’m going to say about 30,000 are from public schools and a good percentage of those being from Title 1 schools. We have a kind of scaffolded experience where young people can come as part of a school group for an hour and a half, but a subset of those take a workshop and a subset of those do afterschool programs and on top of that, the teen digital media labs (which are a big part of what we’re doing), now with funding from the Pinkerton Foundation. These are Friday afternoon [sessions] where you can come hang out afterschool, make stuff, and get free pizza. [We’re] getting teens and tweens to come hang out at a museum, can you imagine?— and we’re packed!”

Looking towards the future, Goodman anticipates many exciting things to come: “Our biggest initiative right now is developing a new track of programming around our soon to open permanent exhibition devoted to Jim Henson. We have held a series of think tanks involving learning specialists, teachers, puppeteers, technology specialists, to map out what kind of workshop and school experiences we can develop that really platform off of the universal appeal of Jim Henson and his creative spirit and the tremendous amount of work and innovation that went into doing what he did. The Henson family members were also greatly involved, many of whom are also greatly interested in education. It’s also giving us an opportunity for the very first time to address younger audiences. Interestingly, our education programs were built first and foremost on our need to serve middle and high school age young people. Oftentimes in art museums, they start young. A tour at the museum needs to be really meaningful and work at the level of each child and student who comes here and Henson gives us a great opportunity to develop programming around the characters that people know so well and look at things that way not be obvious at first that relate to Henson. For instance, what makes a community? How do you perform in front of an audience? Puppetry provides interesting opportunities. The degree of remove that puppets have from people allow for certain more serious questions to be talked about and addressed in a safe space.”

The Jim Henson exhibit, slated to open sometime this year, is only one of the many things to come from the Museum of Moving Image. As our society becomes increasingly media-focused, this institution will serve as an important resource for reflection. #

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