

# EDUCATION UPDATE

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UPDATE

## PRESIDENT GEORGE HAGERTY TAKES BEACON COLLEGE TO GREAT HEIGHTS

## GUEST EDITORIALS

## Improve Our Schools By Attracting and Retaining Principals

By MARK CANNIZZARO

Great schools begin with great leaders, and good leaders become great with experience. To truly improve our schools for the long term, it is time our city's leaders focus on school leadership. Stability is lacking, and we need a sustained effort to ATTRACT and RETAIN SCHOOL LEADERS. Unfortunately, good leaders are often reluctant to accept the position of principal. Many view the position as "thankless" and undoable. Of those who do agree to become principals, about half leave within three years.

Here are some ideas to increase stability within school leadership positions:

**Choose leaders carefully and support them.** A principal's job is complex. It requires instructional, organizational, and managerial expertise, the emotional intelligence to bring disparate ideas together, the ability to handle extreme pressure, and the courage to avoid decisions that may be politically expedient but not in the best interest of students.

It is the DOE's responsibility to identify, prepare, and support potentially great leaders. Assistant principals must be groomed to become principals and made familiar with regulations, laws, discipline codes, budgeting, computer applications, building plans, and the nuances of employee contracts *before* they are asked to lead schools. It must be understood that it will take time for school leaders to grow and earn buy-in from those they are leading.

Leadership often requires making changes that move individuals outside of their comfort zone. The DOE must understand this and stand with school leaders when push back occurs, often in the form of anonymous and baseless allegations. The job will be more attractive when city leaders demonstrate that they have courage too.

New principals must be mentored and made to feel comfortable knowing that mistakes are considered part of the learning process. This type of culture yields experienced principals who feel a sense of duty to similarly support the next generation of leaders.

**Reduce unnecessary obstacles.** A serious commitment to eliminate unnecessary obstacles would increase job satisfaction as:

- Fair Student Funding has been broken for too long and needs to be fixed immediately.
- The workload of a principal is not only unreasonable, doing all that is required is impossible.
- Required paper work is too often unnecessary and duplicative.

**Engender trust, evaluate fairly, and listen.** The process of choosing school leaders, granting completion of probation and evaluating them fairly must be transparent and engender trust. To do so, the DOE must:

- Carefully vet and select leaders. Ensure



them that they will be supported in another position, regardless of their previous assignment, should it not work out.

- Be transparent with prospective school leaders regarding plans for closure/consolidation.

- Ensure those leading struggling schools a fair performance review that considers the challenge they have willingly accepted.

- Use the evaluation system as a transparent tool to aid in the development of school leaders rather than to simply "rate" principals.

- Listen to school leaders. They know what needs to be done to support students and ensure a quality education for those in their charge. This will help to avoid recurring missteps and ill-advised directives that lead to frustration and career dissatisfaction.

We need to encourage our most talented leaders to accept the challenge of leading a school. A principal's job is difficult, but it is not thankless. In fact, it can be an incredibly rewarding experience. DOE and city officials must acknowledge and embrace the fact that leadership skills take time to develop. They must remove obstacles and support principals in a transparent way to develop outstanding

*continued on page 25*

### IN THIS ISSUE

Guest Editorials.....	2, 3, 4, 13
Rebecca Seawright.....	4
Colleges & Grad Schools.....	7
Special Education.....	8, 11
Financial Literacy.....	9
Spotlight on Schools.....	9, 16
STEM.....	11, 16
Poetry.....	11
Obituaries.....	12
Book Reviews.....	14
Quotes.....	17
Religion.....	17
Art.....	18, 19
Law.....	20

## Welcome Home



By RICHARD A. CARRANZA

The summer is coming to a close, and a new school year is fast approaching. It's an exciting time of year — a time to reconnect with friends and colleagues, set goals for what we want to accomplish, and refocus on our core values.

I'm ready to go.

As a student, I often had trouble sleeping the night before the first day of school, my mind racing with anticipation of what was to come in the year ahead — the people I would meet and the things I'd learn. I knew I'd have my twin brother, Reuben, by my side, but the rest was unknown and I couldn't wait to get started.

As a teacher, administrator, and superintendent, I've often felt the same energy the night before the first day, overjoyed at the thought of eager students walking and running back into schools.

Now, as I start my first full year as Schools Chancellor and welcome 1.1 million students back to school here in New York City, I can't stop thinking of a quote that captures our public schools and public school educators at their best. It's from a six-year-old student, who said, "My teacher thought I was smarter than I was — so I was."

Our students will deliver what's expected of them. So let's make this a year of high expectations.

Let's make sure that for every child, coming back to school feels like coming home. They must feel safe, supported, and challenged. In each school building, let's meet our students where they are, embracing and supporting them as a community of teachers and school staff.

Let's empower families — no matter where they come from, or what language they speak at home. Their role in the success of our schools and communities is second to none, and we need to think about ways we can truly elevate their voice — it's time to go beyond just parent-teacher conferences. We can't do things to communities, and it is not enough to do things for communities. We must do things with communities.

*continued on page 25*

## EDUCATION UPDATE

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## GEORGE J. HAGERTY: A PROFILE OF SERVICE



*Dr. George Hagerty chats with Beacon College student Nevin Yadav*

By DARRYL E. OWENS

In 2008, George J. Hagerty reached a crossroads.

For 14 years, prosperity smiled on the small New England liberal arts college he piloted. Enrollment mushroomed. The campus grew. Satellite graduate and professional centers opened around New Hampshire. The school added new collegiate sports (at a time when budget cuts kneecapped other institutions). And most impressive: the school graduated from the rural, insular Franklin Pierce College it was when he accepted the presidency in 1995 to the international Franklin Pierce University with campuses in Ukraine and Austria.

Yet, after all his success, Hagerty decided to call it a career. He retired as Franklin Pierce president in June 2009.

"I have one more career left in me," he told the New Hampshire *Union Leader* at the time.

That one more morphed into three second acts in Hagerty's life of service. Fortunately for tiny Beacon College, he saved the best for last.

He put in two years as provost and university professor at Hellenic American University in Athens, Greece and a year as president of University Advisors International, Inc. Then Beacon came calling. Soon, Hagerty brought his growth mindset and global vision to the Leesburg, Fla. liberal arts school that primarily serves students with ADHD and learning disabilities.

An apropos coda for a man whose entire professional life was carved out while navigating around his own battle with disability.

### Vision thief

Born in Quincy, Mass. in 1952, Hagerty in his late teen years received a devastating diagnosis. A rare retinal condition progressively would steal his sight and torpedo his baseball prospects.

A wicked curve ball, for sure. Yet, Hagerty rallied and stepped up to the plate.

To compensate, he employed a strategy that later became a parable for his work at Beacon College: devise workarounds to minimize his disability.

Relying on that tactic, Hagerty graduated with honors in 1975 from Stonehill College in Massachusetts with a bachelor's degree in political science/international affairs. For good measure, he added master's and doctoral degrees in education from Harvard University.

He parlayed his keen interest in special education into a post-doctoral fellowship at the U.S. Department of Health, Education and Welfare. Hagerty made such an impression that he was named to a succession of posts in the U.S. Department of Education. Ultimately, he rose to chief of compliance and enforcement in the Office of Special Education Programs — a harbinger of a unique mission to come.

### Beacon of light

Five years ago, Beacon College's Board of Trustees needed a leader to drag the distinctive school back from the brink.

Enrollment had stalled. Staff had abandoned ship. Money woes prevailed.

That was wrapped in a bow of parochial visioning regarding the school's potential.

*continued on page 25*

## ERIC KANDEL: THE "PROTOTYPICAL" NOBELIST

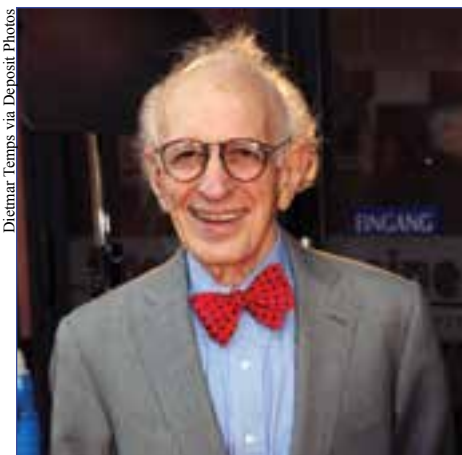
By JACOB M. APPEL, MD, JD

At age eighty-eight, Nobel laureate neuroscientist Eric Kandel—the only American psychiatrist ever to win the prize—is not slowing down; in fact, he's speeding up. His recent research in collaboration with Professor Gerard Karsenty at Columbia University has demonstrated that a bone-derived hormone, osteocalcin, which is generated by walking, reverses age-related memory decline in mice models, so he has altered his exercise routine. "I'm walking more, swimming less," explains Kandel from his summer home in Cape Cod. Like so much in Kandel's story, this small change reflects the positive, intellectually-curious and empirically-driven approach to life that has made him such a success story. And a similar attitude explains his ongoing work as a scientific researcher as he approaches his tenth decade. "I'm not doing it out of idealism," he says. "I do it because it's the thing I most enjoy."

Kandel did not start off as an aspiring scientist. "I didn't know I wanted to be a scientist until I had a chance to work in a lab," he recalls. He was born to a shopkeeper in Vienna in 1929 and immigrated to the United States a decade later, escaping Nazi anti-Semitism and persecution following the Anschluss. He initially lived with an uncle in Brooklyn; his own parents arrived in New York six months later. What followed was a classical Jewish education at the highly-regarded Yeshiva of Flatbush and then high school at Erasmus Hall, from which he graduated in 1944. At Erasmus Hall, he was encouraged by his history teacher, John Campagna, to apply to Harvard College—and when his cash-strapped parents proved reluctant to pay the \$15 fee, Campagna gave him the money out of his own pocket (more than \$200 in today's money). Kandel was admitted to Harvard on a scholarship and majored in European history and literature. His primary intellectual interest was explaining how the culture of "Goethe and Mozart and Haydn" had produced National Socialism. He received honors for his thesis on three German writers—Carl Zuckmayer, Hans Carossa, and Ernst Junger—who responded to Nazism in strikingly different ways.

"One thing that's different about me," says Kandel, comparing himself to many of his neuroscience colleagues, "is that I do a fair amount of writing. This comes from my experience as a history and literature major and it has helped me a great deal later in life. I've been able to write books for a general audience." He suspects many of his colleagues regret not having acquired a similar skillset. Kandel's latest books, *The Disordered Mind: What Unusual Brains Tell Us About Ourselves*, was published this August.

His interest in psychiatry arose under the influence of Austrian-born psychoanalyst Ernst Kris, the father of his friend Anna. Soon he was reading Freud. Kandel was also applying to medical school at New York University, where



*Dr. Eric Kandel*

he studied from 1952–56. This led to an elective at Columbia University with neurophysiologist Harry Grundfest and ultimately research at the National Institutes of Health—the only alternative to direct military service. After a residency in psychiatry at Harvard, he returned to New York University as a faculty member to study memory storage and neurotransmission in *Aplysia californica*, better known as sea slugs. He later moved to Columbia, where he is now the Director of the Kavli Institute for Brain Science and Co-Director of the Mortimer B. Zuckerman Mind Brain Behavior Institute. Oh, and he picked up that Nobel Prize along the way (in Physiology & Medicine, shared in 2000 with Arvid Carlsson and Paul Greengard). His wife, Denise, an addiction scholar, also serves on the Columbia faculty—and the pair have conducted research together. The couple has two adult children.

"My advice to parents is to be involved with your children," he urges. "Encourage them to engage.... The most obvious way that children learn is to see what their parents do."

He also has advice for prospective researchers. "Stay focused on the scientific problems themselves, not just the methodology," he explains. "There are lots of problems out there to be solved." Within neuroscience, he notes the rise of many illnesses of old age, such as Alzheimer's disease, virtually unknown in 1900, "when the average life expectancy was fifty." He encourages future investigators to explore this "whole range of diseases that we didn't see before, many involving memory storage." Outside medicine, he points out the importance of addressing the chronic scourges of poverty and discrimination.

"How medicine is taught has changed a lot over the past fifteen years," says Kandel. He notes the ongoing debate between those who favor more basic science in the medical school curriculum and those who favor a more clinical approach. "There's less basic science now than there used to be," laments Kandel. But he describes the conflict as "an honest debate."

At his core, Kandel remains the inveterate *continued on page 25*

## GUEST EDITORIAL

*The Promise of Response to Intervention*

By JOHN J. RUSSELL, Ed.D.

It has been almost 15 years since Congress passed legislation authorizing the use of Response to Intervention (RTI) as a means for identifying and remediating students with language-based learning disabilities. There are four common elements of RTI: high quality, research-based instruction in general education; continuous progress monitoring; screening for academic and behavior problems; and multiple tiers of progressively more intense instruction (Office of Special Education Programs, 2006).

These four elements of RTI are typically delivered to students through three tiers of intervention. Tier 1 calls for qualified teachers to provide a research-based reading program to all students in general education classrooms. Students who do not make appropriate progress at the Tier 1 level are moved to Tier 2 where they receive special education services in their schools. Students who do not respond sufficiently to Tier 2 interventions are then eligible for Tier 3 and placement in special education schools.

Since its inception, this very promising tool has been used to varying degrees of success. If RTI is to deliver on its promise to improve reading achievement for general education students, to efficiently identify students who need special education services, and to provide effective interventions for special education students, several steps must be taken.

First, all teaching materials and teaching practices that are labeled “research-based” must be held to certain standards. Citing Skinner (1953), Travers (2016) offers the following criteria necessary to warrant the label “research-based” or “evidenced-based”:

*Evidence-based special education depends on the acquisition of robust empirical findings obtained via meticulous experimentation. The processes of empirical inquiry are necessarily accompanied by a set of attitudes that emphasizes valuing facts over authority, accepting evidence regardless of conflict with strongly held beliefs, and abstaining from acceptance of a claim until compelling evidence is available (Skinner, 1953).*

Second, the quality of teaching must be improved.



Dr. John Russell

*“Parents who proudly bring their children to school on the first day of kindergarten are making a big mistake. They assume that their child’s teacher has been taught how to teach reading. They haven’t.” (Seidenberg, 2017)*

Schools need to recognize that during their undergraduate education, teachers have, in most instances, not received the foundational knowledge necessary to teach reading. To improve the quality of teaching reading, comprehensive professional development is an absolute necessity. Dedicated, conscientious teachers can mitigate deficiencies in their preparation through professional development programs are more rigorous and of a better quality than the undergraduate and graduate programs that are responsible for the deficits in the first place. In response to this reality, The Windward School established a professional development program that is comprehensive, demanding, and extremely effective in closing the knowledge gap between research and teaching practices. Other schools have followed a similar path in their efforts to improve teacher quality.

For RTI to be truly effective, highly qualified, trained teachers must use instructional practices and programs that have been rigorously validated as evidenced-based. #

*John J. Russell, Ed.D. is the Head of The Windward School.*

COLLEGE AFFORDABILITY AND  
EXCELSIOR FORUM TO TAKE  
PLACE ON OCTOBER 11By REBECCA SEAWRIGHT,  
NYS ASSEMBLY MEMBER

You are cordially invited to attend the Thursday, October 11th, 2018 College Affordability and Excelsior Forum that I am co-hosting with New York State Senator Liz Krueger and City Councilmember Ben Kallos to help families navigate the maze of scholarships and financial aid programs they may apply for in order to help meet the increasing costs of higher education.

For example, last year Governor Cuomo, with the approval of the State Legislature, launched a college scholarship program for eligible residents of New York State who wish to attend The City University of New York (CUNY) or The State University of New York (SUNY).

Among the eligibility requirements an applicant must have lived in New York State for at least one continuous year before the start of the academic term; in addition the applicant’s family cannot have an income of more than \$110,000 (this will increase to \$125,000 in 2019).

While Excelsior Scholarships do not cover living expenses, meals, or books and equipment which may be needed for classes, they do cover tuition costs not subsidized through other financial aid sources. Applicants must apply for other state or federal scholarships concurrently and they must file FAFSA and TAP applications.

Excelsior Scholarships are intended to supplement existing scholarship programs and fill in the gaps wherever possible. Students must take a minimum of 30 credits per semester and maintain certain academic levels of achievement. There is also a scholarship program for students at private universities that require matching funds from the host institution. Scholarship recipients must agree to reside in New York State for the amount of time that the award was granted, usually four years, and if employed, to be employed in New York State. If the recipient is unable to stay in New York,



Rebecca Seawright

the Excelsior Scholarship reverts to a “no interest” student loan and must be repaid over time.

There is a provision for attendance at graduate school out of State, thereby providing additional time for a student to return to New York. It has been reported by both higher education systems that over 80% of SUNY and CUNY graduates remain in New York State regardless of whether or not they are in the Excelsior Program.

Excelsior is the first program of its kind in the United States. Since it is relatively new, it is important that we increase awareness of its availability to eligible students. To further assure all are properly and fully informed of the many opportunities provided by the State, we are—as we did last year—organizing this forum to help you learn more about these kinds of programs. It is my strong commitment that every qualified student who wishes to seek higher education shall be able to do so; and that our State fully invest its resources in higher education to assure that high academic quality is maintained and enhanced. #

*Rebecca Seawright is the assembly member for the 76<sup>th</sup> District of the New York State Assembly. The district covers parts of the Upper East Side, Yorkville, and Roosevelt Island.*

## GUEST EDITORIAL

*Where Do We Go From Here?*

By BRENDA M. GREENE, Ph.D.

W.E.B. DuBois, born 150 years ago, prophesied in the forethought to *The Souls of Black Folk*, that “The problem of the twentieth century is the problem of the color line.” It is clear that DuBois’ prophecy is still relevant in the 21<sup>st</sup> century.

America has a race problem and we witness

it daily in our criminal justice system, housing system, health care system, educational system, and politics. The Charlottesville Anniversary of the white supremacist rally, the criminalization of Black men, women, and youth in the prison industrial complex, the killing of unarmed Black youth and men, and the poor performance of too many of our youth in our public



Dr. Brenda M. Greene

schools attest to the evidence that the color line is still a problem in the 21<sup>st</sup> century. Although these issues may appear to be related to social justice, equity and class, they are inextricably linked to race and the problem of the color line.

As I reflect on the last two years of the insidious rhetoric, racism, and sexism that we have been subjected to and witnessed in politics and the media, I am reminded of the dramatic rise in race riots and lynching during the post-Reconstruction era in our country. We are once again witnessing how people in our nation have responded to their perception of a loss in power, changing demographics, and the fact that a

*continued on page 25*



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## Touro College's Division of Graduate Studies Commencement 2018

### Israeli Tech Guru Hillel Fuld tells Graduates "The Core of Business is Passion and Giving"

David Geffen Hall at Lincoln Center in New York City was filled with thousands of exuberant graduate students and their families and friends recently to celebrate the 37th commencement of the Touro College Division of Graduate Studies. Diplomas were conferred on 1,425 members of the Class of 2018, from six Touro graduate schools: Business, Education, Health Sciences, Jewish Studies, Technology, and Social Work by President Alan Kadish, M.D., following a personal and spirited call to action by keynote speaker Hillel Fuld, an entrepreneur, journalist and blogger who has been named Israel's top marketer and collaborates with many global brands on marketing including Google, Oracle, and Microsoft.

"Today, given the tools and resources you have at your fingertips and the knowledge you have acquired, the only thing preventing you from accomplishing the impossible is you," he told the assemblage.

In his remarks, during which he traced in detail his philosophy and path to achieving his goals, Fuld stressed the core of business is "passion and giving." He said he spent his years focusing on his passion for technology and writing, while giving free help to others and ignoring advice to focus more on monetiz-

ing his talents.

"Any small piece of success that I have had traces ... back to the day when I started writing my very unstructured thoughts about the world of technology. If one of the companies I now work with sold for billions tomorrow, I would change nothing. I would continue doing what I am doing and what I have always done, followed my passion and given as much as I possibly can to all those around me who can benefit from what I have to offer. I suggest you do the same and ... right now."

Fuld's remarks followed those of Touro College President Alan Kadish, M.D., who encouraged the graduates to help make the world more enlightened and compassionate; to live for purposes higher than one's self; and to teach others. "It is time for you to take your spots in that broader scheme and determine the parts you'll play in enriching our society," the President said.

"I implore you to take your knowledge and spend your lives teaching others. The world in 2018 is complicated and stressful but I am optimistic we will overcome what divides us. Keep being dedicated, teach others, and do us proud," said Dr. Kadish. "I have no doubts that, with the education you've received, yours will be robust and beautiful contributions."



The ceremonies were imbued with an international presence, reflecting Touro's diversity. The audience sang the national anthems of the United States and Israel — Hatikvah — and heard moving speeches from six student speakers, each representing one of the graduate schools. The speakers hailed from Greece, Argentina, the Dominican Republic, El Salvador and Indonesia.

Jessica Punzal, who earned her M.S. in Industrial Organization-Psychology from the School of Health Sciences, thanked her father for taking a 22-hour flight from Indonesia for graduation, and also her mentors, including her professors. "What's different about Touro is the tremendous amount of support that I have received. Touro has such brilliant, brilliant

mentors."

Mailen Núñez, M.S. in Information Systems, shared how she came from the Dominican Republic at age 10, speaking only Spanish. Her mother worked as a housekeeper and when her father, a factory operator, was injured on the job, her mother took on a second job. She suffered through a bad marriage but persevered, obtained a bachelor's degree and applied to Touro. "Touro prepared me to be a successful project manager in the IT field and gave me the tools needed to fine-tune my management and technology skills. [Touro] taught me to value and appreciate life despite the obstacles we face and to respect and love each other regardless of our cultural and religious differences."

When he came to the United States from his native El Salvador four years ago, Miguel Monterrosa was already working as an engineer but decided he would have a better future in the U.S. He learned English on his own, landed various jobs, then came to Touro to earn his M.S. in Mathematics Education and become a bilingual math teacher. "At Touro I learned so much," Monterrosa said. "I encourage the new generations to always do their best and never give up. Life is not always easy. At the end is your attitude and effort that is going to make

*continued on page 8*

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# The Senses: An Exhibit That Provokes Beyond Vision

By KAREN KRASKOW

Can we see beyond what sight brings us in touch with? This is the premise of the exhibit at the Cooper Hewitt Museum called “The Senses: Beyond Vision,” that indeed we can, and we need to, in different ways. It all depends on our strengths — and lesser strengths — in our different senses. Every human being has different and varying levels of capacity in tasting, touching, smelling, seeing, and hearing. Through design, the exhibit claims, we can develop different languages of form and function that incorporate awareness of these differences, moving closer to the goal of including all users.

Let’s take a look at what happens when there’s a loss in the level of hearing. Hansel Bauman, architect of Gallaudet University, a college in Washington, D.C. that serves students who are deaf, writes about how he designed the interior to encourage communication, socialization, and way-finding (“DeafSpace,” in *The Senses: Design Beyond Vision*).

Many users communicate with sign language (American Sign Language) that requires more space among users, if say, they’re walking down a corridor. So Bauman created wider ramps where pedestrians can walk and sign in spatial comfort. When a communicator is seated at a table and wishes to engage in conversation with someone at another table, who may be facing away, a tap on the floor, causing it to vibrate, can alert him or her of the desire to chat. A tap or slight pressure on furniture can accomplish the same goal. Visual cues created by a reflective surface at the end of a corridor can indicate to walkers the presence of someone coming behind them ... or walking down a connecting corridor about to

turn toward them. Desk arrangements support visual interaction, enabling seated members to see each other’s faces, make eye contact, sign and thereby be more productive, collegial and engaged with each other. Lastly, when communicating through sign or even without, it is advisable to converse in a space where one is positioned before a solid wall rather than a backlit surface — such as a window — that would tend to make a silhouette of the person, thus making it difficult to see hand movements or facial expressions. Light blue and green walls are particularly good because they contrast with most skin colors. Another useful tool that we can form an effective response to is the cane that was designed for users whose level of sight is limited, perhaps not available to any degree. It’s a challenge ... to navigate a city, to reach your destination safely. Extending the power of the mobility cane, architect Teddy Kofman (then a professor at Cooper Union) and his students developed a proposal of tactile paths for city streets... that would use texture underfoot at intersection points that led to a building, a bus stop, an information panel, etc. A language of texture was developed - one texture for a building entrance, one for a mode of transportation, one for a bench, etc. so that the walker would know where to turn off to reach their destination. Construction sites, which might arise without one knowing in advance, would include a widening of the tactile path on the ground surface when they began, sound indicators on barriers surrounding them telling the pedestrian that a turn was up ahead - and then the distance till the next one - thus combining the use of multiple senses to guide one safely around the temporarily constructed work area.

## VELOCHAIR

Ken Simons developed the VeloChair after being diagnosed with ossification of the posterior longitudinal ligament in his early 50s. A lifelong runner and downhill skier, he could no longer bear weight on his legs for extended period of time. After finding that most current mobility devices did not promote user activity, the VeloChair was invented to restore his senses of independence. The VeloChair is a personal mobility device that is revolutionizing self-powered independence. While other mobility devices are designed for a passive participant, the VeloChair is designed for light cardiovascular exercise, everyday functionality, and overall comfort.

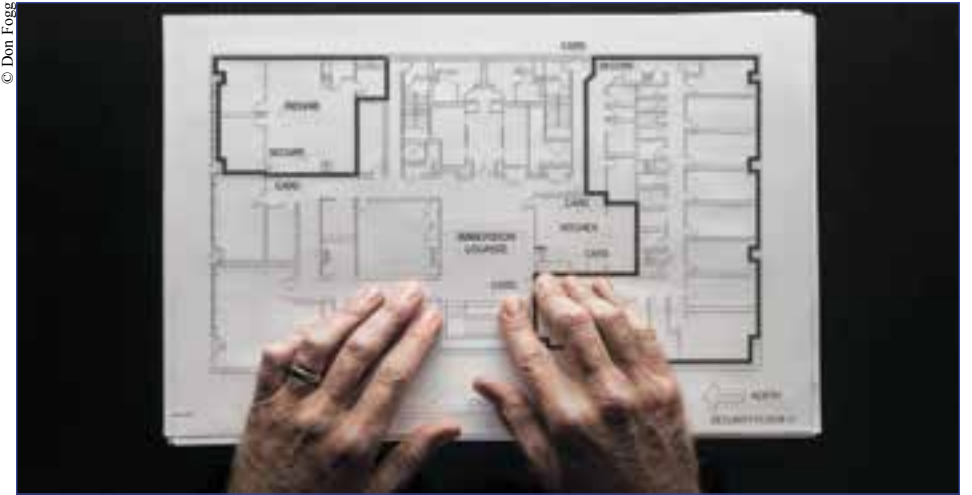
VeloChair operators use their legs to propel the “vehicle”. The VeloChair is manufactured using advanced 3D Carbon Fiber printers, weighs roughly 40 pounds, and fits in any standard SUV or hatchback for transportation.

This innovative solution can be operated by users with a wide variety of mobility challenges, providing indoor and outdoor flexibility to those who struggle with balance, strength, or walking. #



**Kenneth Simons regained his mobility and is able to exercise his legs with the machine he developed, the VeloChair**

For additional information, visit [myvelochair.com](http://myvelochair.com).



**Tactile Architectural Drawing, 2015; Mark Cavagnero Associates with Chris Downey for Lighthouse for the Blind and Visually Impaired**

A video animation of pedestrians walking around a construction site with these sense-expanding tools added to them is on display in *The Senses: Beyond Vision*, stimulating our development of sensory vocabulary and tools to apply in our lives, in situations we may not yet consider for ourselves and for any situation we find ourselves or our loved ones in. This life-enhancing, thought-reconfiguring exhibit runs until Oct. 28. #

*Karen Kraskow, M.A., M.S.W. is a Learning Specialist in private practice in Manhattan, specializing in working with ‘reluctant writers,’ struggling readers, and mathematicians experiencing confusion and other hurdles. Karen studied industrial design at Rhode Island School of Design and Pratt Institute and is a member of the American Institute of Architect’s Design for Aging Committee. She can be reached at [kkaskow@gmail.com](mailto:kkaskow@gmail.com).*

## EDGAR DEGAS HOUSE

By ADAM SUGERMAN

In the Esplanade Ridge Neighborhood of New Orleans sits a historical home, studio courtyard, and inn. This International Impressionist treasure is the only home of Edgar Degas open to the public in the whole world! Today the house is a museum and hosts guided tours, bed and breakfast guests, as well as special events and ceremonies such as weddings.

Built in 1852 at a time when the developers in the growing city were purchasing area plantations to build neighborhoods, architect Benjamin Rodríguez designed this house as his own home, and was one of many impressive mansions on Esplanade Avenue. Degas’ uncle, Michel Musson, eventually rented the house (he had lost his own Garden District mansion due to the financial hardships in the Civil War... Michel was originally a planter and exporter of cotton, but became the city’s postmaster), and in



1872, after France’s defeat in the Franco-Prussian War, took in his nephew for a prolific five-month-long stay. Although New Orleans during this time experienced a robust period of growth during the reconstruction period, Musson was suffering financial stress and became heavily indebted.

Edgar was an up-and-coming 30-year-old artist who had never exhibited before traveling to Dixie. While staying in the house, Degas produced a number of paintings, most of which were of family members. One of these works, *A Cotton Office in New Orleans*, gained attention back in Paris and was his only work purchased by a museum during his lifetime.

The fact that Edgar Degas happens to be the only French Impressionist to have visited the United States, and more significantly New Orleans, forever strengthened the historic bond between the City of Light and the Crescent City. #

## Touro College

*continued from page 7*

the difference.” #

*Touro College has 30 campuses and locations in New York, California, Nevada, Berlin, Jerusalem, and Moscow. New York Medical College; Touro University California and*

*Touro University Nevada; Touro University Worldwide and its Touro College Los Angeles division; as well as Hebrew Theological College in Skokie, Ill. are separately accredited institutions within the Touro College and University System. For further information on Touro College, please go to [www.touro.edu/news](http://www.touro.edu/news).*



## Founder Joyce Cowin's Financial Literacy at Teachers College



**Professor Anand Marri and Founder Joyce Cowin**

By PATRICIA LAMIELL

The Cowin Financial Literacy program, founded by TC Trustee Joyce B. Cowin, this past summer included 85 participants from 13 states. The Cowin Project Institute uses case studies to help teachers make topics like credit, insurance, investing, money management, and financial planning relevant for their students.

Named for its benefactor and guiding spirit, TC Trustee Joyce B. Cowin (M.A. '52), the Cowin project gives teachers basic financial literacy tools to pass on to their students and use themselves. The summer institute is designed to bring experiential learning about personal finance into under-resourced, urban classrooms. The curriculum is now available nationwide for free download at the program's website (CowinFinancialLiteracy.tc.columbia.edu).

In addition to drawing a more national crowd, this year's summer session allowed for deeper, more analytical discussions, said Anand R. Marri, Associate Professor of Social Studies and Education, who is currently on leave serving as Vice President and Head of Outreach and Education at the Federal Reserve Bank of New York.

"We're getting more knowledgeable," Marri said. "We are able to be less prescriptive with the teachers and, instead encourage them to bring their viewpoints in here." As in the past, the summer institute drew a case of prominent speakers. Linda Tirado, author of *Hand to Mouth: Living in Bootstrap America* (Putnam, 2014), raised a question that is almost taboo in personal finance classes: How can poor people make financial plans or even good short-term financial decisions if they don't know whether they'll have a job or income next week?

Tirado, a former welfare recipient, spoke from personal experience that many students

and even teachers can relate to. Tirado juggled raising two children, working two low-wage jobs, and taking classes to further her education. She spoke about how hard it is to make good financial decisions when all of the choices are bad ones, and when the work of making ends meet is day-to-day—and exhausting. She advised teachers in low-income schools to deliver their lessons with empathy. Speaker Adam Davidson, co-founder and co-host of Planet Money, a co-production of National Public Radio and This American Life who writes the weekly "It's the Economy" column for *The New York Times Magazine*, suggested to the teachers that his job as a reporter and journalist is similar to theirs as educators. The best practitioners in both professions know how to tell an engaging story that grabs attention and imparts complex information in language that lay people can understand, Davidson said.

The session did not lack for information about the American economy and Wall Street. Sam Stovall, an analyst, publisher and communicator at Standard & Poor's, provided S&P's outlook on the economy and markets. David Anderson, Executive Vice President of WISE, TC's partner in the Cowin Financial Literacy project, gave a primer on bonds; and Anja Luesink, a Certified Financial Planner, practitioner and registered investment adviser, talked about the basics and importance of financial planning and investment strategies. Marri, the highest ranking official at the Federal Reserve working to promote financial literacy, said that next year's institute would include a tour of the Fed and more discussion of monetary policy and how to teach it.

The need for financial education in high schools is clear, but while 17 states man-

## CHANGING THE CULTURE AND CLIMATE OF A MIDDLE SCHOOL

By DOMINICK D'ANGELO

As a middle school principal for the past 11 years, I've seen how we as adults can significantly impact the behavior of middle schoolers. Every adult (teachers, administrators, security) needs to model kindness and respect for our students.

The middle school years are the most challenging for administrators and teachers. Historically and currently in most schools, we report on the number of incidents of inappropriate behavior, and number of suspensions. The punitive reporting does not help create a positive culture and climate. At IS 228 - David A. Boody, we have been able to create great positive feeling among staff, parents, and students that is extremely contagious.

It starts with a vision and then a plan for each year. The theme for our school community this year is P.U.L.S.E. We need to provide Patience, Understanding, Love, Support, and Empowerment to our students, parents, and teachers/staff. This proactive approach has begun to transform our school culture comprehensively. We are now a school community that strives to enhance one another. The simple act of showing patience, understanding, love, and support empowers and inspires members in our school community to do the same.

Students and staff are being acknowledged for their positive action and engagement. This in turn creates a snowball effect of positivity throughout the entire IS 228 school community. If a student is being acknowledged for showing an act of kindness toward another student, other students will follow. We positively reinforce when our students and staff demonstrate kind behavior. We empower and make it easy for our students to do acts of kindness to others.

Our staff leads by example. The adults need to model kindness and respect for our students. The interaction among adults creates teachable moments for our students. How adults address each other as "Mr." or "Ms." shows the students how we need to show respect to each other.

We recently started a positive digital engagement program where our students and staff can

date it in public schools—and hundreds of financial literacy programs are available to schools around the country—Marri and Cowin believe that if students are to use what they learn from the study of personal finance, they must be engaged in problems and dilemmas that are intrinsically interesting. "Most teachers are afraid of economic topics, period," Marri observed. "Fewer than 20 percent of teachers have taken more than one economics course in their undergraduate days. They must realize now that they don't have to have all the answers—they just need to



**Dominick D'Angelo**

spread kindness by giving digital "shout outs", going above and beyond the call of duty. One teacher gave a shout out to her student for getting 100 percent on his math test; and in turn, the student gave the teacher a shout out for explaining the math concepts so clearly that he understood everything perfectly leading to his 100 percent. Student and staff input on our shout out digital dashboard allow members of the school community to feel more connected to one another.

We were able to successfully implement this program through the use of our Bridg-it digital platform. Students and staff are able and encouraged to compliment, acknowledge accomplishments, and show thankfulness, creating an environment that supports student empathy, caring, and positive communication. We are able to track and broadcast all of the positive communication (shout outs) throughout our school community in real time. We empower our students and staff to create their own culture of patience, understanding, love and support, and revive a positive PULSE at IS 228 - David A. Boody. #

*Dominick D'Angelo is the Principal at IS 228 - David A. Boody in Brooklyn.*

know what questions to ask."

Cowin, a generous supporter in the aftermath of the 2008 financial crisis, asked where each person had come from and made a point of encouraging them to take what they had learned back to their schools and share it with other teachers. "My hope is to see this program in every high school, in every state in this country," she said, echoing comments she made in a *Wall Street Journal* profile in May. "That's my dream." #

*This article was written by Patricia Lamiell and first appeared on the website of Teachers College, Columbia University.*



## Windward Teacher Training Institute

Windward Teacher Training Institute (WTTI) provides year-round professional development based on scientifically validated research in child development, learning theory, and pedagogy. Courses, workshops, and lectures address a broad range of developmental and curricular topics appropriate for both mainstream and remedial settings. The Institute serves as a resource for educators and professionals in allied disciplines, such as speech and language therapists and psychologists, as well as for families. The goal of WTTI is to disseminate reliable and practical information for those seeking to enhance their knowledge and expertise.



### LOCATIONS IN MANHATTAN AND WESTCHESTER Register now for Fall:

#### CLASSES AT WTTI WESTCHESTER:

##### **Expository Writing Instruction, Part One.**

Four Thursdays: September 20, 27, October 4, 11 • 9:00 am – 1:00 pm

**Positive Discipline.** Thursday, September 27 • 4:00 – 6:00 pm

**When Your Child Worries.** Wednesday, October 3 • 4:00 – 6:00 pm

**Multisensory Reading Instruction: PAF Part I.** Four Wednesdays: October 17, 31, November 7, 14. One Monday: November 19 • 9:00 am – 1:00 pm

**Teaching Study Skills.** Monday, October 22 • 4:00 – 6:00 pm

**Meaningful Math.** Thursday, October 25 • 4:00 – 6:30 pm

**Syllables Are the Key.** Saturday, November 17 • 9:00 am – 1:00 pm

#### CLASSES AT WTTI MANHATTAN:

**Executive Function Skills in Children.** Tuesday, November 27 • 4:00 – 6:00 pm

##### **Expository Writing Instruction: Part Two – Primary.**

Thursday, November 29 • 4:00 – 6:00 pm

**Language Development and Early Literacy.** Monday, December 3 • 4:00 – 6:00 pm

#### COMMUNITY LECTURE IN WESTCHESTER:

##### **Beyond the Buzzwords of Grit and Resilience.**

Thursday, November 1 • 7:30 – 9:00 pm. FREE – reservation required

**For more information, visit: [thewindwardschool.org/wtti](http://thewindwardschool.org/wtti)**



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## TIPS TO HELP LD STUDENTS APPLY TO COLLEGE

By DANA STAHL

The social-emotional component of learning disabled (LD) students when applying to colleges is often fraught with fear and apprehension beyond what their non-LD peers experience. After all, the application process demands solid skills in executive functioning, organization, time management, processing speed, reading comprehension skills, written language skills, working memory, and mature social judgment.

LD candidates often worry that they are unable to meet expectations and feel overwhelmed when moving through the various stages of the college application process. There are, however, useful tips and advice. Breaking the large process down into manageable steps will make possible a successful entry into college. Below are seven helpful ways in which parents can assist their LD children in the college application process.

1. Many parents are familiar with only the cocktail circuit schools and do not understand that these schools may not be appropriate choices for their children. They need to distinguish between what makes a good college and what makes a college a good match for the LD candidate. Parents must be reminded that because a school is unfamiliar, it doesn't mean it is not a good choice for their child.

2. Teach your LD children that their SAT and ACT performances are not accurate predictors of success. Rather, their resilience and perseverance allow them to succeed in their classes.

3. Extracurricular activities may be limited for LD candidates compared with their peers due to the need for academic tutoring after school in more than one subject as well as for more time to complete homework assignments. This may be an opportunity to emphasize character strengths that allow your LD children to distinguish themselves as strong student body members citing their determination to persevere and diligence as key qualities to possess as individuals.

4. Create a list of questions that will help your children select appropriate colleges. Questions should be self-reflective and may include:



- How do I learn best?
- What level of support do I require?
- What assisted technology will be beneficial in meeting my individual needs?

5. Identify the culture of the college community that is the best match for your child?

6. The college essay is often a source of contention between parents and their LD children. As parents, read your child's college essay for spelling and grammar errors alone. Let the authentic voice of the applicant emerge.

7. Have your LD students take psychoeducational and neuropsychological tests in their senior year after the college application process is completed. This will allow them to have accommodations and interventions for the first three years of college and they will not have to juggle these tests while taking the SATs and or ACTs.

Understanding the individual needs of your LD child is essential in determining the appropriate college and forging solid matches for LD students. Your children's social-emotional wellbeing is contingent upon this research as well as the opportunity for academic and personal success. #

*Dana Stahl is a learning specialist and author of The ABCs of Learning Issues. This article is adapted from "Insights," the newsletter of the Independent Educational Consultants Association, April/May 2016.*

### POETRY

## FIREFLY

By JACQUES DELLI PAOLI

Firefly, firefly ... so festive

Gentle light, sweet, welcoming home

A greeting from a far off place, here in this forest

Of long ago ... and a future infused with mystery

Eternal moments unfold

How lovely is your light, happiness, restful times remembered

Joy abounds

Firefly, firefly ... how beautiful

Love is around you ... Star light ... lights of years past, present and future

Inner peace, clarity arise, overcoming doubt, unease

Now as before, and into the future, love is renewed by your present, rhythmic light

A beacon of hope ... guiding all who see ...

East, South, West, North, up in the Heavens, down to Mother Earth, Center

Illuminating presence ...

Firefly, firefly ... radiate wonder

*Jacques enjoys warm summer days and spending time with nature and his grandchildren, walking, riding and kayaking. He finds the beauty of nature inspiring.*

## Coney Island Creek Estuary... Finally Getting a Little Bit of Love



Youngsters examining vintage diving helmets



High school students collecting fatal floatables

By DR. MERRYL KAFKA, NYS MARINE  
EDUCATION ASSOCIATION  
(NYSMEA.ORG)

Coney Island, more well known as the Playground of the World, with roller coasters, spook houses, the world's largest wonder wheel, shooting galleries, and even some vintage skee ball arcades, is also an ecological gem. With four miles of sandy beach, it is one of the most beautiful coastlines along the mid-Atlantic. The opposing landmasses, Rockaway Peninsula in Queens, and the Atlantic Highlands and Sandy Hook in NJ shelter the beach, rendering gentle waves upon its shores. Sometimes the water's surface is as smooth as silk. This is in contrast to the beaches in Rockaway, and Long Island, that have unprotected exposure to the open Atlantic, creating the rough waves that make it ideal for surfers.

Behind the popular beaches, on the bay side of Coney, is Coney Island Creek. Once a neglected waterway and dumping site for derelict boats, cars, WW II minesweepers, and even a yellow submarine that is still stuck in the mud since its maiden launch in 1971, the creek continues to be a part of the iconic images of Coney.

The waterway is an urban tidal creek, 1.5 miles long, with a variety of miniature habitats such as salt marshes, mudflats, sand dunes, and woodlands. Wildlife has returned including peregrine falcons, egrets, ospreys, skimmers, swans, horseshoe crabs, mud snails, oysters, and many kinds of fish from the larger predators such as bluefish and striped bass to smaller killifish and silversides. Human consumption restrictions do exist! The waters are too polluted, due to the historic industry of coal, gas, shipbuilding, gas stations, auto salvage junk yards, and the most recent discovery of sewage seepage from a nearby housing complex. In fact, a Request For Proposal has just been issued to allocate viola-

tion funds to restore the creek, The C.I. Creek Environmental Benefit Project Fund. NYSMEA is in the process of applying for this to extend and enhance our efforts to improve the creek conditions and continue to work with schools and the community for sustaining both educational and stewardship ethics.

Despite the history of decades of dumping, the creek is resilient and improving with NYSMEA's commitment to restoration, conservation, and community education. We just completed our 4th annual event "It's My Estuary Day", created by NYSMEA's Executive Director and underwater welder, Gene Ritter, along with a collaborative team of partners and environmental organizations: C.I. History Project, C.I. Beautification Project, City Parks Foundation, Brooklyn STEM (whose president is also our NYSMEA President Lane Rosen); Coastal Classroom, and other NYSMEA Board members; myself, Lisa Bresloff, Lou Siegel, and Karla Ferrero.

With over 300 student volunteers from 10 schools, more than 1.5 tons of debris was collected. In the past, hundreds of Spartina plugs were planted to mitigate erosion and rebuild a breeding ground for marine life, the nursery of the sea.

Students, teachers, and community members engaged in interactive educational stations ranging from aquatic robotics, plankton viewing, whale bone explorations with Gotham Whale, the life of an oyster with the Billion Oyster Project, networking with the Waterfront Alliance, doing a seining and fish count with the NYS DEC, and many other participating organizations. It was an amazing day and a day in which we were so proud of the youngsters willing to care and learn about our waterways. As I like to say, coastlines are our lifelines. #

*Dr. Merryl Kafka is NYSMEA's Executive Director of Education.*

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## WE REMEMBER

## ARLETTE MICHAELIS: A DEAR FRIEND & ACCOMPLISHED EDUCATOR

By EILEEN MARINAKIS,  
MEMBER BOARD OF TRUSTEES,  
BEACON COLLEGE

Life can throw you curve balls or it can deliver treasures. Arlette Michaelis was one of my life's treasures. She was a complex woman with a rich history of life challenges and accomplishments. Arlette was a lifelong learner. I first met her in 1984 while we were enrolled in graduate courses at Glassboro College, now Rowan University. Arlette at sixty years of age was registered for computer courses long before most teachers had begun to recognize the importance in gaining this knowledge and skill base.

For four semesters, twice weekly, we traveled by car together to and from Rowan. It was during these road trips that our friendship was forged and my life was enriched. In multiple conversations, Arlette shared the story of her youth time experiences growing up in German occupied Brussels, Belgium during World War II. Those stories were eventually recorded in her authored book, *Beyond the Ouija Board*, a 2005 project of the Holocaust Center of Stockton University. Following the book's publication, survivors whom she and her family had rescued came forward to verify the truth of her testimony. As a result, Arlette was inducted into the Yad Vashem by the Israeli consulate with the award "Righteous Among The Nations", an award reserved for "gentiles who selflessly aided Jews in need".

Arlette was a teacher's teacher. She taught elementary school for over 20 years and following her retirement was engaged by numer-



Provided by Stockton University

ous school districts and synagogues to share her life story. She remained a popular speaker, most especially appreciated by holocaust survivors and school aged children who enjoyed her tales of anti-authoritarian rebellion against the German soldiers, often conducted at great personal risk. Those numerous tales are recorded in her book.

Arlette was beloved by her students, who nicknamed her "Mrs. Mic". She enhanced and enriched the prescribed curriculum with personal anecdotes, among other topics. Up until the weeks prior to her passing in May of 2018, she stayed in touch with many former students through e-mail, phone calls, and personal visits. As one of her former students said at her retirement celebration in 1992, "We loved you

*continued on page 24*

## ARETHA FRANKLIN: A LEGEND TRANSITIONS

By DR. BRENDA M. GREENE

In the words of a South African proverb, 'A great tree has fallen.' The long-reigning Queen of Soul, Aretha Franklin made her transition in her Detroit home on Thursday, August 16 at the age of 76. She died of pancreatic cancer. The outpouring of love and RESPECT for her has been overwhelming. Artists, entertainers, politicians, as well as community and religious leaders have paid tribute to her at concerts, late night shows, and on the internet. Fans flocked to the legendary Apollo Theatre in Harlem to lay flowers and photos; others created memorials at subway stations throughout New York City. The internet reveals her impact on generations of people throughout America.

Aretha Franklin was born March 25, 1942, in Memphis, Tennessee. The daughter of Reverend C.L. Franklin, a Baptist preacher, civil rights leader, and gospel performer, she grew up in the Church and integrated the elements of gospel and activism in her music. She also carried forth this tradition of gospel and activism in her personal life and supported organizations such as the Southern Christian Leadership Conference (SCLC) and Al Sharpton's National Action Network. Franklin was also a close confidante of the Rev. Martin Luther King Jr. She recorded her signature song, Otis Redding's "Respect" on Valentine's Day in 1967. This was the height of the Black Power and Black Arts Movements and illustrated her steadfast commitment to issues of social justice.

A musical genius, Aretha Franklin crossed the boundaries of rhythm and blues, gospel, rock, and jazz and conveyed deep and soulful emotions as a singer, songwriter, and piano player. Many musical daughters followed in her footsteps: female vocalists such as Chaka



SharpShooter via Deposit Photos

Khan, Natalie Cole, Donna Summer, and Whitney Houston. In 2015, she brought down the house at a tribute to Carol King at the Kennedy Center. A video shows an emotional Barack Obama watching her.

The winner of 18 Grammys, Franklin was the first woman to be inducted into the Rock and Roll Hall of Fame in 1987. She was also inducted into the UK Hall of Fame in 2005 and the Gospel Hall of Fame in 2012. She performed at the inauguration of former President Obama, and in 2014, his administration honored her as one of the foremothers of American music.

A tree has fallen but a legend lives on. #

*Professor, writer and scholar, Dr. Brenda M. Greene is Founder and Executive Director of the Center for Black Literature, Director of the National Black Writers Conference and Chair of the English Department at Medgar Evers College of the City University of New York.*

## "ENORMOUS GENEROSITY WITH LITTLE FANFARE": TEACHERS COLLEGE MOURNS TRUSTEE EMERITUS JOHN KLINGENSTEIN

Teachers College Trustee Emeritus John Klingenstein passed away earlier this week at age 89. He served on TC's board for 35 years, from 1979 through 2014, and during the late 1970s established TC's Klingenstein Center for Independent School Leadership, now regarded as the nation's preeminent program for private school leadership training. In 1992, he received TC's Cleveland E. Dodge Medal for Distinguished Service to Education, the highest recognition the College accords to a non-educator.

Together with his wife, Pat, Klingenstein gave nearly \$55 million to the College, including a \$20 million endowed bequest to the Klingenstein Center, making him the most generous donor in TC's history.

"John Klingenstein was a visionary philanthropist and one of the College's staunchest supporters," said Teachers College President Thomas Bailey in a letter to the TC community. "He was a quiet, self-effacing gentleman whose extraordinary vision and belief in the power of education will endure for generations to come."

And Bill Rueckert, TC's Board Chair, called Klingenstein "one of the true senior statesmen of our board."

"John was always forthcoming with wisdom and advice, and he always backed it up with his incredible generosity to TC," Rueckert said. "He was also just a great guy. When I first joined TC's board, I admired and looked up to him, and over the years that only deepened. He always had a smile, he always asked about my

family, and his knowledge of TC was invaluable."

Klingenstein served for 40 years as President of the Esther A. and Joseph Klingenstein Fund (created by his parents), a post he relinquished to his son, Andy, in 2013. Through the Fund, he sought to advance understanding and practice in areas that mattered to him personally and that, in his estimation, were overlooked. These areas included neuroscience (a niece suffered from epilepsy); the separation of church and state in science education; and most notably, independent school education (he was a proud alumnus of Deerfield Academy).

The Klingenstein Center, which he created with guidance from consultants at the Alfred

*continued on page 27*



John Emerson via Teachers College



## Journey as a Peace Builder

By JOSÉ BARZOLA

Violence and oppression have and will continue to cause instability in our everyday lives. The micro and macro conflicts of the world do not appear to be going anywhere, but still as human beings responsible for this earth, we aspire for world peace, to have one day a better world where we are building bridges of understanding and compassion. Overall we want safety for ourselves and future generations.

The path to being actively involved in peace building was by no means straightforward. Although in retrospect, I can identify experiences in my life that have led me into pursuing this way of life. During my youth before the age of six living in Peru, I was raised by many strong independent women that were at the center of maintaining stability of over 300 family members. The family consisted of lots of extended family and friends who had become family for the shared experiences we had together. In retrospect, this is where I initially learned about active listening and communication. Then upon immigrating to the US, it has been a continuous journey in the process of acculturation as a method of survival and understanding, while still grasping onto my origins to comprehend what is at the core of my infrastructure and respect for family. Having to balance these lives have provided me with a better understanding of myself through constant introspection that has led me to new insights into who I am and the values by which I live my life. These skill sets were at the essence of what kept the family together and with which I utilize today in my everyday interactions as a peace builder. Through facilitating open dialogues in and out of the classroom is to inspire future peace builders.

During my journey I have discovered a passion for creating social change through nonviolence, nurturing relationships that transcend cultural barriers, and focusing on issues of diversity, identity, and multiculturalism. I strongly support the mission of Ceeds of Peace to create a more peaceful, respectful, and just humanity through leadership and peace building skills. I continue to develop and support peacemakers in Hawai'i



José Barzola

as a Board of Director for the Association for Conflict Resolution Hawai'i Chapter. Being able to collaborate with other peace builders has been a wonderful experience. My background in higher education as a student affairs professional for more than a decade allowed me to follow this path and also experience as an adjunct faculty (member) teaching facilitation, negotiation, and mediation at both the undergraduate and graduate level. At the Spark M. Matsunaga Institute for Peace and Conflict Resolution, I am not only an alumni of the program, but also currently am involved in managing the Institute's academic programs and outreach to promote cross-cultural understanding and collaborative problem-solving. The Matsunaga Institute's emphasis on critical thinking and collaboration to groom leaders to address contemporary and complex issues in Hawai'i, the Asia-Pacific region and the world are what allows me to grow in my journey as a peace builder. I am humbled to continue to develop my skills as a peace educator and to strengthen my knowledge on the power of nonviolence. #

*José Barzola is a Peace Educator at Ceeds of Peace and the Educational Specialist at the Spark M. Matsunaga Institute for Peace and Conflict Resolution. He partners with Professor Maya Soetoro-Ng, half sister of former US President Obama.*

## An Interview with Nathaniel Gray, Founder of The Proud Path

As Told To LYDIA LIEBMAN

**Lydia Liebman (LL):** What inspired you to create The Proud Path?

**Nathaniel Gray (NG):** After spending most of my 20s being a musical theater performer/waiter/bartender in NYC, I felt the need to find something that wasn't in the service industry as my "survivor job" between gigs. I had always loved kids, so I began babysitting and tutoring in Park Slope for a few families. Over the span of the first year I felt this tug on my heart telling me that I should devote more time to working with children; I love their curiosity,

innovation, and unbridled creativity all while learning about who they are. One of the kids was a young boy who reminded me of myself a bit at his age. I had an engaging chat with his mom about our similarities and said, somewhat cautiously, "have you given any thought that he might be gay?" She said that she had given that some thought and would be endlessly supportive, which made my heart leap.

Over the next few months I couldn't stop comparing his hypothetical coming out to mine. He had a neighborhood, a family, a city, and even a gay babysitter (or 'manny' if you will)

## GUEST EDITORIAL

### A Letter to All New Yorkers

By JOHN KERNEY

Why would anyone want to start a new high school in NYC?

- Because navigating the red tape and bureaucracy builds character?
- Because listening to the naysayers and a doubting "establishment" is rewarding?
- Because trying to keep track of a whole bunch of teenagers on multiple campuses is fun?
- Because explaining why the academic day shouldn't start until 10:00 AM or that our students will be using world class libraries, studios, and labs as their classrooms is interesting?
- Because the fact that it takes at least twice as long to do almost anything, from enrolling a student to hiring a teacher to getting a DOE or city approval builds resilience?
- Because explaining to board members that the investment of millions of dollars of capital and sustaining ongoing operating losses through the start-up phase makes us stronger?
- Because having us away from home while we have lived out of coffee shops and hotels for over a year while we have makes our spouses, partners and colleagues happy?
- Because getting told "no" or "can't be done" is rewarding?

There are lots of good reasons why few people try to open a new high school in NYC - which is probably why there are so few new schools being started.

But there are hundreds of thousands of reasons why we should ... the students and their parents. There are many great schools and wonderful teachers already in the City, but there are also way too many kids who don't love school, aren't fully engaged in their learning, or don't feel well supported and appreciated by their teachers. And, THAT is why we fight the battles and take on the dragons ... and why we need to keep encouraging others to do so too.

I can't promise that we will ultimately be successful, but it gives our entire team in New York and Massachusetts great pride that more deserving students will be better served than last year — and if we and others can keep doing a bit better each year — ultimately everybody benefits. Dramatic improvement and transfor-

all of whom support the LGBTQ+ community. I did not have that. That's when I had an epiphany: If he comes out, he still has to figure it out alone. He will wrestle, like all LGBTQ people do, with his existence and the long history of oppression our country and world has levied against queer people. He will see in media the vitriol that is hurled at LGBTQ+ people under the guise of politics, religion, cultural beliefs. How can I mitigate the isolation and despair that could happen, even to someone so accepted? And so The Proud Path was born.

**LL: How has your own background prepared you for your current role?**

**NG:** I was raised by two Marines in a town of



John Kerney

mation rarely if ever occur from within existing systems and programs. Just as we do in technology and healthcare, industry and communications, and any of the other segments that are propelling society forward, we all need to work to create a culture and climate that celebrates the idealists who are willing to take on the hard work of trying to come up with really innovative ways to better serve our students. #

*John A. Kerney is the CEO of The Winchendon School. The campuses are located at 172 Ash Street, Winchendon, MA 01475 and at 352-8 Classon Avenue, Brooklyn, NY 11238. For more information, please call (978) 297-1223 or visit [www.winchendon.org](http://www.winchendon.org) or [brooklyn.winchendon.org](http://brooklyn.winchendon.org).*

*The Winchendon School, a MA-based boarding (not-for-profit) school serving grades 9-12 & PG since 1926, opened its first day school campus to serve high school students in NYC on September 4, 2018. The School provides community-based and individualized learning experiences at a cost that is about 30% less than other leading private day schools in the region.*

*The Winchendon School provides students a dynamic and forward thinking environment in which to develop strong character, essential study skills, and learning strategies that propel each student to achieve academic and personal success.*



Nathaniel Gray

*continued on page 17*

## BOOK REVIEW

*Journeys: An American Story***JOURNEYS: AN AMERICAN STORY**

By Andrew Tisch and Mary Skafidas  
RosettaBooks; 360 pages

Reviewed By JACOB M. APPEL, MD, JD

“While Americans have a long and ignominious history of barricading the doors,” write co-authors Andrew Tisch and Mary Skafidas in their introduction to *Journeys: An American Story*, “we have an even longer and more glorious history of tearing those barriers down.” At a time when the zeitgeist seems to favor xenophobia and one of the nation’s grand political parties has been coopted by the darkest forces of nativism, these two senior executives at Loews Corporation have drawn upon a network of friends, acquaintances and strangers to collect seventy-two vibrant and distinctive essays that both capture the immigrant experience and remind readers of the myriad ways in which immigration benefits our nation. From the inclusion of Emma Lazarus’s poem, “The New Colossus,” on page one, to an appendix that allows readers to “write your own story,” this is a volume with a spirited mission. Unlike many books with an agenda, however, it is also a fascinating and highly engaging read.

The range of stories included is itself a tribute to the compilers efforts. Some are household names like singer Tony Bennett, former House Speaker Nancy Pelosi and New York Governor Andrew Cuomo. Others are successful professionals like Jamaican-born economist Peter Blair Henry, Dean Emeritus of New York University’s Stern School of Business, or members of the working class like car service driver Mario Neiman, whose ancestors came to New York from Odessa with a detour through Buenos Aires. In one inspiring yet unsettling essay, a Palestinian refugee quotes Emerson and pays tribute to Samuel Adams, but uses the pseudonym “Mohammed” to protect his own identity.

The styles vary as much as the stories. Actor Alan Alda approaches the challenges of the immigrant experience with humor, writing, “But not long after they got off the boat, my Irish ancestors were asked to ignore ads for employment, the Italians were asked to take a bath, and all of them were asked to stop having so many children.” In contrast, his wife, Arlene, a photographer of Jewish descent, writes movingly of her relatives who inhabited

the Mayflower building in the Bronx, a “beehive of working-class and middle-class Jews,” and also of relatives left behind in Europe who later perished in the Holocaust.

Tisch and Skafidas sort the narratives into categories including stories of love, survival, and trailblazing. They also include one indigenous American, Ray Halbritter of the Oneida Indian Nation, and multiple institutions that have contributed to the immigrant experience including the New-York Historical Society, where Tisch first originated the idea for the book. Yet the volume’s most powerful section, especially in light of the current political climate, contains five narratives of undocumented immigrants. What makes these

accounts so striking is not just the poignancy of each human story, but the sheer variety of experiences that defy stereotypes of immigrants without legal status: We are introduced to the father of a Jewish obstetrician who cannot cross Niagara Falls on a family vacation; a Greek aunt who lives under aliases for fear of deportation; a Persian engineer who flees the Iranian Revolution and is abetted by a sympathetic embassy clerk in Denmark; and a refugee from the Colombian Civil War who, to the horror of her teacher, writes her first essay in fourth grade on the Navajo genocide.

The central theme of the collection is the greatness of the American experience and the value of the immigrant contribution. Many of the essays independently arrive at very similar observations. Hungarian-born football star Peter Gogolak writes of the welcoming nature of the American people: “If you work hard and succeed in this country, nobody cares where you came from.” A’Lelia Bundles, the biographer of cosmetics mogul Madame C. J. Walker and also her great-great-granddaughter, echoes these sentiments: “We are our ancestor’s hopes and dreams. As Americans, we honor them by opening our hearts to those who bring new visions and aspirations across our borders and onto our shores.” Linda Hills, Andrew Carnegie’s great-granddaughter, says of her illustrious forebear: “Andrew was quick, he was dedicated, he had a strong work ethic, he was filled with passion to do the best he could, and he keenly felt responsibility to his family—traits common to many immigrants, past and present, who leave their homelands under duress to seek a new life and new opportunities in America.”

The essays are rife with fascinating and unexpected details. Former Congresswoman

*continued on page 27*



## BOOK REVIEW

*The Liars' Asylum [Eight] Stories***THE LIARS' ASYLUM [EIGHT] STORIES**

By Jacob Appel, MD, JD  
Black Lawrence Press; 168 pages; \$16.95

Reviewed By JOAN BAUM, Ph.D.

The opening line of story number one, “Bait and Switch,” would say it all, were it possible to describe, easily, the bizarre narratives this award-winning fiction writer concocts and his knack for making them believable, even humorous, as he also manages to evoke pathos for his characters’ predicaments: “Aunt Jill had been courting Mitch W. at the Citarella fish counter for eight relentless months, stockpiling our freezer with pompano filets and hand-sliced sable, when the giraffe painter swept her off her swollen feet.” Or so Aunt Jill in desperation chooses to believe, as perceived by her niece, 14 year-old-orphaned Laurie Jean who tells the tale in a passive what-the-hey-is-there-otherwise-to-do style. She goes along with her aunt’s delusional fantasies but acts out her own quiet sense of entrapment by engaging in off-kilter behavior suggested to her by a co-worker.

You never know how an Appel story will evolve but at the end of approximately 20 pages each, you’ve gone in a startling direction that nonetheless seems right, given the even-toned, weird accounts. You also never know at the start of a tale the gender or age of the narrator. Appel focuses first on situation, but as the stories develop, oddities become more pronounced and accepted. In “Bait and Switch,” for example, Laurie Jean is old enough to respond, with surprise, then interest, to the sensuality of Silvio, the older man her Aunt is wild about (and hardly knows) and for whom she works part time making artificial plants and animals. He’s kind to her and supportive about teaching her the business, but Silvio’s step sister, close to Laurie Jean’s own age, gets Laurie Jean to join her in messaging up an important job order, thus betraying his confidence. Her slight regret is muted by discovery of her adolescent “untapped [sexual] powers.” The sequence of events, related in deadpan prose — ear-perfect dialogues and interior monologues — ring true, enriched with ambiguity, irony, and paradox. Like life. How does Appel do it?

The titles are loaded and strange: “Good Enough for Guppies,” “Prisoners of the Multiverse,” “The Frying Finn,” “Picklocks in

Oblivion” (a weird beauty), “The Summer of Interrogatory Subversion,” “When Love Was an Angel’s Kidney,” and the last, which names the collection, “The Liars’ Asylum.” This may be the most heartwarming of the group, but it still evidences the Appel touch — mixing absurdity and acquiescence. The narrator is a psychiatrist who comes to understand that total honesty may not always be the best policy.

As “truth storms” rain down, propelling those caught in them to tell the truth, the psychiatrist attributes the phenomenon to mass hysteria, but he himself is caught in a truth-telling dilemma. Should he tell his wife, who wants to get pregnant, that he doesn’t want children?

Should he confess his infidelity with a young medical assistant who finally rejects him, noting that mystery, not truth, is “sexy.” Does Society imply we should live in a liar’s asylum in order to get along and be “humane?”

A psychiatrist also figures in “Good Enough for Guppies” where the narrator declares his fondness for his wealthy mother-in-law who’s going ahead with plans to marry a much younger man who owns a pet store — much against her daughter’s, his wife’s, protestations. As he laconically quips, “Early to rise, early to bed, makes a man healthy but socially dead.”

It’s amazing how Appel connects facts and fantasies, past and present, and emotions that span loony, lustful, and loving. In “The Frying Finn,” for example, the narrator remembers his earlier life as an immigrant doing service at an army base down South (his wife was at home), when he fell in love with the local librarian who fell in love with him because she was smitten that he was from Finland, a hard place where there’s “always fighting, always starving. Life is so uncertain, you eat your dessert first.” The story comes close to a violent end but then, so Appel-like, swerves into salvation that becomes a memory of fevered regret and suppressed passion.

The stories reflect Appel’s polymath erudition and diverse professional careers. A physician, attorney and bioethicist, with graduate degrees from Brown University, Columbia University’s College of Physicians and Surgeons, Albany Medical College’s Alden March Institute of Bioethics and Harvard Law School, not to mention an MFA in fiction from NYU, Appel’s written plays, novels and over 200 stories, many of them prize winners. A frequent visitor to The East End, he teaches at the Gotham Writers’ Workshop and the Mount Sinai School of Medicine. And he’s only 45. #







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## THE MATH COLUMN

## THINK BEFORE COUNTING



By ALFRED POSAMENTIER, Ph.D.

Very often a problem situation seems so simple that we plunge right in without first thinking about a strategy to use. This impetuous beginning for the solution often leads to a less elegant solution than one that results from a bit of forethought. Here are a few examples of simple problems that can be made even simpler by thinking before working on them in the traditional fashion.

Find all pairs of prime numbers whose sum equals 999.

Some of you will begin by taking a list of prime numbers and trying various pairs to see if they obtain 999 for a sum. This is obviously very tedious as well as time consuming, and you would never be quite certain that you had considered all the prime number pairs.

Let's use some logical reasoning to solve this problem. In order to obtain an odd sum for two numbers (prime or otherwise), exactly one of the numbers must be even. Since there is only one even prime, namely 2, there can be only one pair of primes whose sum is 999, and that pair is 2 and 997. That, now, seems so simple.

Here is another problem to consider.

Suppose your school is running a basketball tournament with 25 teams competing. This single-elimination tournament will be run in one gymnasium. The question is how many games will be required to be played in this gymnasium in order to get one champion?

The traditional solution is to set up a chart where you simulate games beginning with 12 teams playing a second group of 12 teams, with one team drawing a bye. This will result in the gymnasium being used 12 times. Continuing along this way, of the remaining 13 teams, have 6 teams playing another 6 teams, with one team drawing a bye. This will add another 6 games required to use the gymnasium. Continuing along this way, and counting the number of games required to get a champion will take a few minutes.

However, looking at this problem from another point of view can give you the answer in a flash. Asking yourself: how many losers must there be in order to get one champion

from the 25 teams? The answer is there would be 24 losers, which requires 24 games to be played in the gymnasium. And so, you have the answer to the question in one spurt.

Another problem where pre-planning, or some orderly thinking makes sense is as follows:

A palindrome is a number that reads the same forwards and backwards, such as 747 or 1991. How many palindromes are there between 1 and 1,000 inclusive?

The traditional approach to this problem would be to attempt to write out all the numbers between 1 and 1,000, and then see which ones are palindromes. However, this is a cumbersome and time-consuming task at best, and one could easily omit some of them.

Let's see if we can look for a pattern to solve the problem in a more direct fashion.

Range	Number of Palindromes	Total Number
1 – 9	9	9
10 – 99	9	18
100 – 199	10	28
200 – 299	10	38
300 – 399	10	48

There is a pattern. There are exactly 10 palindromes in each group of 100 numbers (after 99). Thus, there will be 9 sets of 10, or 90, plus the 18 from numbers 1 to 99, for a total of 108 palindromes between 1 and 1,000.

Another solution to this problem would involve organizing the data in a favorable way. Consider all the single digit numbers (self-palindromes). There are nine such. There are also nine two-digit palindromes. The three-digit palindromes have 9 possible "outside digits" and 10 possible "middle digits"; so, there are 90 of these. In total there are 108 palindromes between 1 and 1,000, inclusive.

The motto is think first, then begin to work on a solution! #

*Alfred S. Posamentier, Ph.D., is the Executive Director for Internationalization and Sponsored Programs, Professor Emeritus, Mathematics Education and Former Dean, CCNY-City University of New York.*

## NEWS FROM CALIFORNIA

## Mariners Outreach Foundation

By RICHARD SOMERS

The Mariners Outreach Foundation is a charitable organization, founded in 2012 by seven Marina Del Rey boating enthusiasts who wanted to give something back to Catalina Island in return for all the years of pleasure they and their families had enjoyed on the island. They learned that due to budget reductions, the City of Avalon's K-12 school had no funding for off-island field trips and there was a very low number of graduating seniors leaving Catalina to pursue a college education. For many students, leaving the island—which is about 25 miles south southwest of Los Angeles—was overwhelming. Few had experiences on the mainland during their school years prior to graduation. Consequently, the seven founding members decided to see what they could do to improve this situation.

The founders began funding field trips to educational and cultural venues on the mainland, all carefully selected to provide what the Island students had been missing. By 2018, the number of Foundation members increased from seven to 70 resulting in increased funding and allowing continuous expansion in the number of annual educational field trips it sponsored. All field trips dovetail into classroom studies, and nearly every student is allowed to participate in one or more trips during the year. The current list of venues includes:

- Griffith Park Observatory
- Maritime Law Enforcement Center
- California Science Center
- Cabrillo Marine Science Center
- Aquarium of the Pacific
- USC-Wrigley Marine Science Center
- Museum of Latin American Art
- La Brea Tar Pits & Museum
- Autry Museum of the American West

- Jet Propulsion Labs (JPL)
- Battleship Iowa & WWII Museum
- Museum of Tolerance
- Annual tour of local colleges
- Natural History Museum

To help prepare the students for success at a two- or four-year college, The Mariners Outreach Foundation began providing financial support to the Avalon Schools' Advancement Via Individual Determination (AVID) college readiness program dedicated to prepare all students for college, careers, and other postsecondary school choices. This program offers rigorous instruction in academic and college level readiness skills coupled with a visit to a local college.

The Avalon Schools has informed us that prior to our formation in 2012, only about 15% of its graduating students applied to attend two- or four-year college. Of those students, many dropped out as a result of the difficulty in adjusting to living away from the island. They have also advised us that currently approximately 75% of the graduating students now attend two- and four-year colleges on the mainland, and very few drop out.

We are very proud of our joint efforts with the Avalon Schools that has greatly improved the lives of Catalina Island's young people. We know our fund raising efforts significantly made this success possible and we intend to continue growing our membership so we can do more where it's needed. Our foundation is managed on a purely voluntary basis and over 96% of donated funds go directly to support its educational causes. We are always looking for new members and would welcome your support. To learn more about the Mariners Outreach Foundation and how you can help support its efforts, visit [marinersfoundation.org](http://marinersfoundation.org). #

## BOOK REVIEW

## How to Nourish Your Child Through an Eating Disorder

### HOW TO NOURISH YOUR CHILD THROUGH AN EATING DISORDER

By Casey Crosbie RD CSSD & Wendy Sterling MS RD CSSD  
Published by The Experiment; 324 pages

Reviewed By REBECCA MANNIS, Ph.D.  
— LEARNING SPECIALIST

Eating disorders create an ironic pull for twenty-first century parents of teens. Ninety percent of eating disorders are identified in children age twelve to twenty-five, leaving the responsibility for identification, treatment and ongoing care front and center in the home. Parents face this task at the exact time that biology and society set adolescents to embark

developmentally on a path toward the push-pull of young adulthood. And then the challenges arise: How are parents to both provide for the tightrope of control and independence so essential to this life stage? The lonely burden of identifying appropriate treatment for the teen requires recognizing the very control issues that face teens with eating disorders while also providing for the family that is drawn into each stage of the recovery process. It also places parents at the head of the table, tasked to shepherd their eating-disordered children toward improved eating as they juggle providing nutritious fare the children must accept and shifting the tone of about food intake and appearance against the backdrop of breakfast and dinner-

*continued on page 27*



## Meet Humanistic Judaism: An Alternative Practice

By SYBIL MAIMIN

Secular Jews find a warm, comfortable and honest way to connect to their heritage at The City Congregation for Humanistic Judaism. Part of a national and international movement, Manhattan's City Congregation offers an alternative means for secular Jews to come together to celebrate Jewish history and culture in a non-theistic way. An array of programs based on a secular, cultural Jewish perspective includes kids Sunday School and Pre-School, adult education, cultural Shabbat and holiday services, life-cycle events, and community service. Two Sundays a month, tots to teens have fun and thoughtful moments while receiving a thorough grounding in Jewish history, traditions, holidays, ethics, music, art, and stories. The highly regarded Bar/Bat Mitzvah program is unique, creative, and meaningful as students embark on individual, in-depth mentored journeys of

learning and self-discovery.

Humanistic Judaism is a people-centered philosophy. It sees human reason and power rather than faith as the source of truth, and human intelligence and experience as capable of guiding lives. Common Jewish history, culture, and experience are valued and explored. #

*All are welcome to services and celebrations. Cultural High Holiday services (reduced fee for newcomers) with concurrent children's programs are Rosh Hashanah, Monday, September 10, 10:30 am and Yom Kippur, Wednesday, September 19, 10:30 am at the Watson Hotel, 440 West 57th Street. Open House/Information Sessions on Thursday, September 6, 7:30 pm and Sunday, September 16, 1:30 pm at 15 West 86th Street (SAJ) are opportunities to ask questions and learn more about City Congregation. For additional information and a full calendar, please visit [citycongregation.org](http://citycongregation.org).*

### Nathaniel Gray

*continued from page 13*

about 4,500 people in the Bible Belt of southern Ohio. The men in my family all worked in construction or maintenance. In that same little town my dad and all five of his brothers grew up and had at least 2 children each. Our family alone was a sizable percentage of the population. I played every sport, begrudgingly, and didn't even know that gay people existed in reality until I was probably 15. My parents had always been supportive of me, helping me get into an exchange student program in high school, listening to hours of saxophone honking and car rides full of loud singing. But being gay was the first thing about me that I knew they

wouldn't support.

I came out at 17 during my senior year, first to my mom. It didn't go terribly, but it isn't a pleasant memory. I cried; she asked a lot of questions that I didn't have any answers to; I was so afraid. And she said she loved me, which is the most important thing a parent can say after their child shares their identity with them. Telling dad was interesting. He cried (a common response among the men in my family to just about anything to do with their kids) and I cried in turn. He said he was afraid because I was moving to NYC and he knew gay men in NYC could contract HIV and die. Looking back, they really did the best they could having zero awareness about, experience with, or coaching on raising a queer child.

Almost all of the work I've created from The Proud Path is born from this point. My parents, and most all parents, want to know how to support their kids. But without the tools, they just can't. I think about how much heartache could've been saved, how many hours of therapy I worked through, about how truly suicidal I was at 15 and ask, "what would've alleviated this?"

Professionally, after having the epiphany about the boy I babysat, I started working toward my MSW, using every class assignment to focus on queer adolescence. I read and learned and asked questions to get as close as I could to understanding what coming out really is. As a part of my Master's degree I interned with two pillars of the queer social justice community in New York City, the Hetrick-Martin Institute and the Ali Forney Center. They work primarily with homeless LGBTQ+ young people, a portion of the queer community that is vastly underserved. My MSW education kicked in and I started making connections between family acceptance and the likelihood of LGBTQ+ young people being homeless, abused, and/or suicidal.

**THIS ARTICLE CONTINUES  
ONLINE AT  
[www.EducationUpdate.com](http://www.EducationUpdate.com)**

## WHAT OUR EDUCATORS ARE SAYING?

**Every year, EDUCATION UPDATE receives many wonderful accolades from friends, parents, and colleagues. We wanted to share them with our readers. Please see them below.**

**DR. SHARON FLESCHER**  
Executive Director of the International Foundation For Art Research

"Just a small token in recognition of what you and your organization do." #

**PRESIDENT VINCENT BOUDREAU**  
President of The City College of New York  
"I'm deeply honored by this recognition. Thank you so much for this honor." #

**NICOLE LIMPEROPULOS**  
Director of the Future School Leaders Academy at Bank Street College of Education

"I very much appreciate all of the hard work that you put into honoring and recognizing educators." #

**DONALD KEPLER**  
Financial Literacy Teacher, Voyages South High School

"Thank you very much for this honor. I am beyond thrilled with this award. Teaching is my second career and the thing I knew I would eventually do when I graduated from high school. It is the greatest job on earth and it pains me when I hear other teachers complain about it. "If you love what you do, you never have to work a day in your life." #

**JEMINA BERNARD**  
Executive Director Young Women's Leadership Network

"What an absolute honor! Thanks to you and Ann Tisch for this incredible recognition of my work on helping to break the cycle of poverty for young people growing up in low-income communities through education. I'm humbled and grateful." #

**PRESIDENT SCOTT EVENBECK**  
President of Guttman Community College  
"It is such an honor for our college faculty to be recognized at your breakfast, one of the signal events for educators in NYC." #

**BILL FARBER**  
Associate Professor Mathematics Education, Mercy College

"I am honored to attend the Educator of the Year Award Ceremony. Thank you for the recognition, congratulatory message, and kind words regarding the induction ceremony. I am looking forward to participating in this prestigious event." #

**LOUISE MIRRER**  
President & CEO, New-York Historical

**Society**

"I wanted to thank you for the lovely honor I received last Friday morning from Education Update. It was quite an honor indeed. It was also wonderful to reconnect with old friends from CUNY and other walks of life. You have been a great friend to education and to educators, and I hugely admire you." #

**AARON LIEBERMAN**  
Professor in Counseling Psychology Program at Long Island University

"Thank you for your communication. I feel grateful, humbled, and honored for such recognition, and to be chosen as a recipient of your Educator of the Year award. Engaging in a worthy calling and doing the work you love, driven by the desire to make some impact and leave something behind for future generations, is certainly rewarding in and of itself. Receiving some positive feedback for this is just icing on the cake." #

**DR. JOHN BILEZIKIAN**  
Endocrinology Chief, Columbia University Medical Center

"I am deeply honored to have received the Distinction in Education Award from Education Update this year. While not thinking of myself as worthy of such a great honor, I nevertheless appreciate what it means as those of us in the field continually strive for excellence and do our best to pass on knowledge to the next generation. The program was superb and truly inspiring." #

**JODY ARNHOLD**  
Founder of 92Y Dance Education Laboratory

[Jody's response to Dr. Rosen after speaking at the Harvard Club about her illness.] "You must go to the Mark Morris Dance School. They have a world renowned program for people with Parkinsons. Please go. I know it will help and you will give this battle your all. Thank you for what you do. Keep it up. We need you." #

**JUDY REINICKE**  
Writer, Education Update

We have loved reading Education Update all these years. This comes with love and hugs. Eric painted this scene of Central Park. With warm wishes always from the boys and myself. #

**JULIA QIAN**  
Outstanding Intern from Barnard College

I want to take this time to thank you for your love and care for the past year. When I was lost and needed help with internships, you tried your best to help me with love. Most importantly, you believed in me. I really appreciate that! Have a lovely summer!

*Julia graduated from Barnard and returned to her home country, China.*

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## Linda Sirow: Encaustic Painter

By SYBIL MAIMIN

The Bowery Gallery's 27th Annual Juried Show, curated by art critic Karen Wilkin, featured a range of mediums, styles, and subjects. While eschewing politics and images of ice and snow, the 2-dimensional works did include several lush green landscapes, perfect fare for a summer exhibit. A standout in the show was a lovely encaustic painting, "Opening II," by Linda Sirow. Luminous, delicate, and mysterious, the work illustrates the magical qualities possible with the encaustic medium. A labor-intensive technique mastered by the ancient Egyptians in the first century A.D. and newly popular toward the end of the twentieth century, encaustic painting involves applying layers of hot wax mixed with pigment (color) on a very hard, porous surface, generally wood. The pigment can be a powder, oil paint, or blocks of pigmented wax. The wax, often a mixture of bee's wax and Damar varnish, is melted on a hot metal plate with a burner beneath it. The hot wax is applied to the surface with a natural bristle brush but, because the material cools rapidly, the application process is repeated in layers, perhaps a hundred times, to get desired results. The wax can be continually scraped down to achieve a flat surface, roughed up for texture, and inlaid, or collaged, with all sorts of materials and objects. As the wax builds up, the layers underneath remain visible in varying degrees, allowing the artist to create depth and multiple perceptions. Special tools, such as heat guns, small torches, and irons are used to fuse the layers.

Sirow's painting, "Opening II," done on an 18 inch square wooden board, features a large, irregularly shaped mound whose outline is created by the many layers of wax built up along its perimeter. Soft hues of orange, peach, and ivory seen through the many layers define the form. Stringlike lines and squiggles in gold, black, orange, and red float in and out, creating movement and fun. Small bits of foil embedded in the wax and painted bright orange, glitter and shine as they catch the light and the viewer's eye.



The warm colors, layered mysteries, and bright, animated spirit make for a very lyrical work.

Sirow has been an art teacher at The Dalton School in Manhattan for over 20 years, where she "teaches all sorts of media," including printmaking, ceramics with introduction to the potter's wheel, and painting. "I like to introduce new possibilities to the students," she explains. Encaustic art is not taught because it is considered too dangerous for middle school learners. She especially likes working with clay and thinks, "It's a wonderful material for students because it's so easy to manipulate and forces the use and practice of fine motor and creative skills while also providing a tactile experience." Sirow believes children, especially city children, growing up in a world of technology, often miss these important hands-on experiences. She sees the computer as an additional tool in education and reports it is used in combination with traditional practices in many art-related classes.

In her personal practice, besides encaustic painting, Sirow, an abstractionist, does oil painting and monotype print-making. In most of her work, she uses variations of similar colors in a piece, focuses on shapes and multiples of shapes, works in series, and prefers a square format. Her work can be seen on [lindasirow.com](http://lindasirow.com). #

## Didi's Toy Box: Making Playtime Educational and Education Playful

By CHRISTOPHER ATAMIAN

*Let the Fun Begin!* The tag line for Diana Rudman's exciting new company *Didi's Toy Box* belies this on-line subscription service's serious educational mission. *Didi's Toy Box* brings premiere luxury and heirloom toys for toddlers right to a client's home, which is a good thing considering the recent fate of Toys "R" Us and other traditional brick-and-mortar stores. The curated selection arrives in a beautiful box that harkens back to the days of exquisite handmade European toys—the type of gifts that some may remember receiving from parents who shopped at places like FAO Schwartz in Manhattan or Pain d'Epices in Paris—not



## THE SCHOOL ART LEAGUE

By CAROL STERLING

New York City is often cited as the art capital of the world. Our public high schools can take some credit for that designation because for the past 109 years their talented student artists have been recognized for their artistic achievements by The School Art League (SAL).

Established in 1909 and continuing up to the present, The School Art League has collaborated with the NYC Department of Education (NYCDoE) to honor public high school students for excellence in visual arts. SAL's mission to support art education, career development, and provide recognition and encouragement for student artists is achieved through scholarships, awards, and programs of artistic enrichment.

Each spring The School Art League holds its annual Awards Ceremony at the Metropolitan Museum of Art where talented art students from NYC public high schools are presented with beautiful, historic bronze medals for artistic achievement. These medals are treasured by their recipients as evidenced by requests received each year for replacement medals, dating back as far as the 1930s. Scholarships and cash awards are also provided for students whose portfolios have been selected for juried awards. Additionally, each year a prominent artist or art educator is honored.

This year the Charles Marshall Robertson Memorial Award was presented to Chancellor Carmen Fariña in recognition of her outstanding leadership of arts education during her stellar career as an educator, school and district leader, and most recently, Chancellor of the NYC Public Schools.

The NYCDoE's Office of Arts and Special Projects disseminates information about SAL's programs and awards to high school principals and art teachers who encourage their students' participation. Information about all School Art League programs and projects can be found at [www.schoolartleague.org](http://www.schoolartleague.org).

In 2018, 208 students received medals for outstanding artistic achievement: The Hancy Medal for 9th and 10th graders who have demonstrated the most growth in the field of art; and for 12th graders, The St. Gaudens Medal for excellence in drawing, and The Alexander Medal for completing a major art program with the greatest distinction.

SAL also provides the Saturday Art Career Workshops for sophomores and juniors during the school year through the generosity of The



One Club for Creativity. At these free Saturday workshops professional designers and artists share their expertise with our NYC high school art students. Students create hands-on projects and have their portfolios reviewed by major art school admissions counselors.

SAL also offers the Museum Experience Program (MEP), a collaboration with the NYCDoE and NYC's cultural institutions. Under the guidance of museum staff and professional artists, selected art students identify social justice issues in their communities and develop plans to use their artistic skills to influence positive change. Through interaction with museum professionals and art making, students learn how art can promote active engagement in their own communities and how cultural institutions can support their personal growth.

Past museum partners include the Society of Illustrators, the Rubin Museum, the Cooper Hewitt Smithsonian Design Museum, the Museum of Art and Design, the Museum of the City of New York, the International Center of Photography, The Morgan Library, the New-York Historical Society, and the Guggenheim. MEP is made possible with support from the Citizens Committee for New York City.

Most important of all, SAL is a 501(c)(3) not-for-profit organization that is run completely by our Trustees, all of whom are volunteers!

The School Art League is proud to be a Partner Project of the Fund for the City of New York. To learn more about SAL, please visit our website: [www.schoolartleague.org](http://www.schoolartleague.org) or write us at [schoolartleague@gmail.com](mailto:schoolartleague@gmail.com). #

*Carol Sterling is a Trustee of the School Art League.*

because they were exclusive but because the toys were well-made and pedagogically sound. Indeed the selections that Rudman curates with such discernment come from well-regarded companies such as Haba, Kaloo, Sevi, Trudi, Plan Toys, and Hape. Made to last a lifetime, the toys are perfect for families to pass along from one generation to the next, emphasizing as they do the importance of durability and tradition, regardless of price points.

Rudman isn't just a renowned toy expert,

she's also an early child development influencer who has deep concerns about how we are bringing up our children in America: "There's a time and a place for everything," says Rudman: "—including fooling around and being silly. But playtime should involve both children and their parents together. And they should play with toys that stimulate the imagination, where they are making creative links—this stimulates a child's motor development and

*continued on page 27*



## Treasures at The Morse Museum

By BETSY PETERS

In 1955, at their small museum in Winter Park, Florida, Hugh F. and Jeannette G. McKean organized the first significant exhibition of works by Louis Comfort Tiffany since the artist's death.

The exhibition's success set the museum—The Charles Hosmer Morse Museum of American Art—on the course that in fewer than three decades would make it the leading repository of the art of Louis Comfort Tiffany in the world. In 1957, when Tiffany's grand Long Island mansion, Laurelton Hall, burned, the McKeanes saved all they could from the estate.

Louis Comfort Tiffany (1848–1933), the son of Charles Tiffany, the luxury-goods merchant who built Tiffany & Co. into an empire, is most famous for his creations in glass and yet his artistic vision left few mediums untouched. The McKeanes continued to collect works by Tiffany and other artists of the era through five decades. Today the Morse, which was founded in 1942, attracts visitors from around the world.

Works in the Tiffany collection include his famed art glass, lamps, and windows, as well as his jewelry, pottery and paintings. Highlights include the chapel interior the artist designed for the 1893 World's Columbian Exposition in Chicago as well as surviving art and architectural objects from Laurelton Hall.

But the Morse is much more than a Tiffany museum. Its holdings also include American art pottery, late 19th- and early 20th-century American paintings, graphics, and decorative art. The McKeanes in fact, were less interested in "masterpieces" per se than in objects that exemplified important aspects of American art.

Jeannette (1909–89) founded the Museum and named it for her grandfather, Chicago industrialist and Winter Park philanthropist Charles Hosmer Morse (1833–1921). Hugh (1908–95)—who was an artist, art professor, and for 18 years, president of Winter Park's Rollins College—led the Museum for nearly



half a century.

They established the Museum on these core values: a belief that art improves lives, a passion for education, and a respect for all artists and artistic contributions. The McKeanes wanted to guide people to love art by providing access to it and a way to approach it. They believed that all art sincerely made deserves sincere consideration, and that all art enriches the lives of those who take an interest.

In 1976, they created the Charles Hosmer Morse Foundation, which with additional funding from the Elizabeth Morse Genius Foundation established by Jeannette in memory of her mother, supports the Museum without the need for public funds.

Thanks to the McKeanes, it is possible to have an unequalled experience of Tiffany's stated "quest of beauty" in the galleries of the Morse. More importantly, through all its exhibitions and programs, the Museum carries on the McKeanes' vision of unleashing for the benefit of the community the power of art to inspire and enlighten.

For more information about the Morse, call (407) 645-5311 or visit [www.morsemuseum.org](http://www.morsemuseum.org).

*Betsy Peters is the Director of Programs at The Charles Hosmer Morse Museum of American Art.*

## BOOK REVIEW

# LEARNING ISSUES IN A PARENT'S TERRAIN

### THE ABCS OF LEARNING ISSUES

By Dana Stahl, M.Ed.  
Palmiche Press; 188 pages; \$39.99

By KAREN KRASKOW

When we all started school we were taught the ABCs (or the equivalent in other languages). At later points in life we needed other kinds of ABCs though we didn't call them that. We learned to ride a bicycle, to read a map, to navigate the subways, to drive a stick shift... But for some things there's no guide. We just arrive at the scene and have to act. We just hit the ground, run, and are called on to face the challenge with love and courage.

One of those tasks that comes to us is on the day when our child exhibits behaviors around the learning experience that are perplexing, perhaps troublesome, and don't give us confidence that our child will learn to his or her potential. Dana Stahl, M.Ed., an educational diagnostician with over thirty years experience, has given us the ABCs.

Her book (entitled *The ABCs of Learning Issues*) helps parents to navigate the rocky terrain of behaviors surrounding learning issues. It also provides a language discussion of the terms used when seeking the professional assistance of teachers, psychologists, OTs, PTs, pediatric neurologists, speech pathologists, etc. Moreover, she goes over the terminology used in educational evaluations and in teaching strategies recommended for use outside of school.

She provides information that might be

a support to parents when they prepare for parent-teacher conferences or Department of Education committee meetings (such as the Committee for Special Education). Some of the topics include the following:

- Receptive Language
- Processing Speed
- Anxiety with Regard to Performance
- Anxiety with Regard to Transitions
- Decoding Skills
- Reading Comprehension
- Working Memory
- Executive Functioning Skills

Within each topic, she parses the behaviors one might observe, with whom one might consult to assist in dealing with them, what teaching

strategies are suggested for use in the school environment, and what approaches might work at home.

Let's take the section on Executive Functioning Skills. The Clinical Definition, apart from pointing to the cognitive processes that must be coordinated to control one's behavior to achieve a goal, cites the part of the brain that comes into play — the frontal lobe. A more basic definition, one more down

to earth, tells us that executive functions help us pay attention, hold onto information we need, block out that which we don't need, organize our effort, and initiate those actions which bring our work to completion. If executive functions are not in play together, your child — or adult — may work in a scattered manner, forget the order of activities, be lax

*continued on page 27*



## Touring Parsons School With Student Guide

By JAN AARON

And we're off. A group of about 20, we are on a tour of Parsons School of Design. Our student guide, Javeen Kaur, is attractively attired in an earth-toned ensemble. Her pace is brisk and we cover a lot of territory. Ms Kaur's major is fashion design. Fashion Design is just one subject here. Parsons is one of five New School colleges. Widely regarded as one of the most prestigious art design schools in the world, it's consistently the top art and design school in the United States. Before we set off, I ask if any one in the group was planning to enroll. None were. Tips to potential tour-goers: Be prepared to move fast and with few stops. We whizzed through gardens and galleries that became a kaleidoscopic jumble of overlapping images: There were students' laptops open on stairs; there were students in huge chairs with their

laptops; elsewhere were bulletin boards with announcements, and when we paused, a disgruntled student told us there was going to be a strike. We glimpsed a show rehearsal in the majestic Kimball Hall and when we were done touring, we'd seen the premises, learned some facts, but little of Parsons history. The school, a stone's throw from Greenwich Village, was founded in 1896 by William Merritt Chase, who yearned for individualistic artistic expression. It was the first school in the country to offer programs in fashion design, advertising, interior design, and graphic design. Parsons now offers undergraduate and graduate programs ranging from architecture and curatorial studies as well as textile design and urban ecology. Famous fashion designer graduates include Donna Karan, Marc Jacobs, Alexander Wang, Tom Ford, Prabal Gurung, Jenna Lyons

and Anna Sui. Parsons notable artists alumni include Jasper Johns, Alexander Calder, Roy Lichtenstein, Norman Rockwell, Ai Weiwei, and Jasper Conran.

Originally called The Chase School, Parsons was founded in 1896 by the American expressionist painter William Merritt Chase (1849–1916). He played the Pied Piper leading a small group of Progressives who fled the Art Students League of New York in search of a more relaxed, dramatic, and individualistic expression of art. In 1898, The Chase School became The New York School of Art, and Frank Alva Parsons joined Robert Henri (who founded "the Ashcan School"\* of painting) to teach at the school as did avant-garde artist-educator Arthur Wesley Dow at Columbia. Parsons went on to study, graduating in 1905 with a Fine Arts degree. A few years later, he

became president of The New York School of Art. Forecasting a new wave change tied to the Industrial Revolution, he predicted that art and design would become closely tied to industry. His foresight led to a series of firsts for the school, establishing the first programs in fashion design, interior design, advertising, and graphic design in the United States. In 1909, the school was renamed The New York School of Fine and Applied Art with Parsons as director, a position he held until he died in 1930. William Macdougall Odom who established the school's Paris ateliers in 1921, succeeded Parsons as President. To honor Parsons enormous contributions in shaping visual arts education throughout the world, the institution became Parsons School of Design in 1936. (\*Group of artists dedicated to "art for life's sake, not art for art's sake"). #

## LAW &amp; EDUCATION

*Becoming a Lawyer? – Part I*

By ARTHUR KATZ, JD

Since I started writing this column, the question that I have been asked most frequently has been “Should I become a lawyer?”

The question customarily is asked by college students whose principal knowledge of what lawyers do has been gleaned from television shows, most of which romanticize the lawyer’s role. Moreover, each year, newspaper articles discuss the seemingly astronomical “going rate” paid to starting lawyers at several “Wall Street” law firms (few of which are still located in the Wall Street / lower Manhattan area), which now is \$190,000 during the first year after law school! These two factors, in combination, appear to make the choice a simple one.

However, the cost of law school is not insignificant, and currently approximates \$90,000 annually at many law schools when board and incidentals are included. Law school is a three-year commitment and student loans aggregating up to \$200,000 and beyond are typical.

In general, law school does not teach a law student the necessary practicalities of practicing the law, but focuses on honing logical thinking skills and learning case and statutory law. Unfortunately, and while these basics are necessary, law schools don’t teach a law student how to apply the law and the other practical skills needed to be a practicing lawyer upon graduation. As a result, law school graduates, fresh out of law school, do not have the necessary skills to represent a client or prepare legal documents, skills that are learned during the first years of practice. Thus, the first year of practice, even in a law firm with supervisory attorneys, is generally unproductive from a client’s viewpoint, while the starting lawyer is taught the necessary practical skills to make the lawyer productive.

The practice of law has changed significantly since I started practicing. It has become more of a business, but less collegial and, with the advent of the Internet, with greater pressure to more rapidly be responsive (which limits the amount of time a lawyer has to consider outstanding potential issues and their solutions). Moreover, the cost of cross-training young lawyers has become burdensome at many law offices and clients balk, for good reason, at paying for such training as the hourly charge for legal services has steadily increased. As a result, most law firms now train their new lawyers with a narrow field of focus so that the lawyer can become productive sooner and the firm can more quickly recapture the lawyer’s salary and other costs. Unfortunately, narrow training puts the lawyer at a long-term disadvantage. Although the lawyer can become a specialist in a narrow field, this methodology limits the longer-term flexibility of the lawyer, requires him or her to refer the matter to other “specialists” if it wanders outside the lawyer’s narrow specialty (assuming that the lawyer is able to properly identify the issue — a task harder than it would appear), increases the pres-



Arthur Katz, JD

sure upon the lawyer to perform and does not enable the lawyer to problem solve in an unexpected situation. In my view, narrower training also leads to eventual job dissatisfaction and earlier “burn out”. Moreover, much of what any lawyer does is tedious, time consuming and unrewarding.

Most lawyers can not obtain employment at a “Wall Street” law firm due to the limited number of jobs available each year; and if he or she can get such a job, they will find that they are working far more than a forty-hour week and, then, under significant time and supervisory/client pressure. Moreover, these jobs are usually filled with lawyers from a small number of “top tier” law schools who graduate at or near the top of their law school class. The vast majority of law school graduates do not have the opportunity to obtain such employment, and a graduate of a mid-tier law school who is in the middle of his or her class will have difficulty obtaining any legal employment upon graduation.

Lastly, I believe that a good lawyer has to continue his or her education after graduation from law school and be willing to spend endless hours learning and expanding his or her knowledge base throughout the lawyer’s career. Although much of the law remains constant, the more exciting practices constantly have changing characteristics and the problems that lawyers solve today become commonplace over time, permitting the client to resolve them without legal assistance while creating new unanticipated issues.

However discouraging the facts may be, the practice of law can be a rewarding profession. Especially for a person who goes to law school with knowledge of the odds of succeeding, and who still really wants to be a lawyer and is will-

## THE ETHICS COLUMN

*Janus And The Ethics of Retroactivity*

By JACOB M. APPEL MD JD

Almost anyone with a stake in American public education is likely aware of the United States Supreme Court’s precedent-shattering decision in *Janus v. AFSCME* this past June. In brief, the question at stake was whether the First Amendment prohibits states from allowing public sector unions to charge “agency fees” to workers who refuse to join, but who benefit from collective bargaining agreements. Twenty-two states had such “union security” laws on their books. Mark Janus, a child support specialist in Illinois, objected to roughly \$45 being deducted from his paycheck each month. Writing for a 5-4 majority, Justice Samuel Alito overturned the court’s prior decision in *Abood v. Detroit Bd. of Ed.* (1977), memorably reframing Janus as “not a free rider on a bus headed for a destination that he wishes to reach but ... more like a person shanghaied for an unwanted voyage.” However one views this controversial ruling, the outcome was widely expected and appears unlikely to be revisited anytime soon. What remains unsettled is the question of whether the *Janus* decision applies retroactively.

Michigan attorney John Bursch has filed multiple class action suits across the nation attempting to claw back agency fees that were previously paid by non-union members. If the fee collection was unconstitutional, the argument runs, then the unions shouldn’t benefit from the fruit of their unconstitutional actions. By analogy, the Supreme Court sometimes—although not always—imposes criminal law protections retroactively, most notably in overruling capital punishment in 1972. Yet the stakes in *Janus* appear strikingly different.

While specific justice is an important value, so is the rule of law. Whether “agency fees” were just or unjust, both unions and non-members operated under the same set of rules and built their expectations accordingly. Unions relied upon the fees; non-members did not rely upon refunds. To impose these reimbursements in hindsight would undermine the unions and serve as a windfall to the anti-union litigants.

ing to invest the time and energy into continuously honing his or her skills.

I, for one, have thoroughly enjoyed most of my working experiences as a lawyer, perhaps because much of what I do involves constant problem solving for clients who are willing to compensate me to help them with problems that they can not easily resolve themselves.

But the question of whether one should go to law school remains, and the answer (as with



Jacob M. Appel, MD JD

The ultimate victims of such a verdict would not be unions, but social stability and public confidence in the law.

A more challenging issue arises regarding individuals who already joined public unions, but now wish to opt out—hoping not to pay agency fees in the future. (Unlike the original non-members opting out, these individuals intuitively *are* likely to prove free-riders seeking economic advantage, rather than ideological opponents.) While requiring active opt-out certainly seems reasonable, workers must be afforded a meaningful opportunity to do so. Rules should be established that allow unions to predict their revenue, so creating month-long opt-out periods for workers does not seem excessively burdensome (e.g., all opt-outs must occur annually in November). In contrast, a recent New Jersey statute limited workers to an annual 10-day withdrawal window whose timing varies with each individual worker, reducing the likelihood that even the most politically-conscious union-opponents will navigate the system successfully. That approach seems to defy the spirit of the Supreme Court’s ruling, which, whether or not one likes it, remains the law of the land. #

many things) is that “it depends”. If you are in it for the money, you may be disappointed since as with most things in life, luck and gained experiences have a lot to do with it. And to succeed, you will need to invest the time and energy not just in law school, but thereafter. #

*After earning degrees from MIT and NYU School of Law, Arthur Katz has had a distinguished law career. He can be reached at [katzlaw@pipeline.com](mailto:katzlaw@pipeline.com).*



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## MASTER DRUMMER RALPH PETERSON GIVES STUDENTS PROFESSIONAL EXPERIENCE ON NEW RECORDING



**Ralph Peterson works with students**

### By EDUCATION UPDATE STAFF

At Berklee College of Music, master drummer Ralph Peterson is giving students first-hand professional experience with his Gen-Next Big Band. Ralph Peterson, a jazz icon and drum legend who played with Art Blakey and the Jazz Messengers for several years, has been teaching at Berklee College of Music for over 15 years. Over the course of his rich teaching career, Peterson has consistently afforded students with unique professional opportunities. The Gen-Next Big Band is Peterson's latest offering and is comprised of Berklee's brightest young musicians. The 20-piece ensemble will release "I Remember Bu", a professional live recording (recorded at Boston's iconic Scullers Jazz Club last year) featuring jazz legend Donald Harrison, this October. To mark the occasion, the band will return to Scullers for another exciting performance. "Back in 1983, Art Blakey called me to perform with the Jazz Messengers at the Boston Globe Jazz Festival.

That concert was transformative in my life and now I have the opportunity to come full circle and extend that experience to these young musicians here," said Peterson.

While a musician of Peterson's stature could have had his pick of a number of available and willing professional musicians, he chose to populate his big band with students instead. "The students at Berklee are amazing," said Peterson. "Their commitment, allegiance, integrity, seeking spirit, and yes, even their naïveté" inspires me to share as much of the wisdom, experience, hope and joy that I have been lucky enough to experience in my career." To prepare for the live recording, students rehearsed for four hours, eight consecutive weekends and for an additional two hours each week. In many cases, students chose to rehearse outside the classroom in an effort to "get it right".

Represented in the Gen-Next Big Band are myriad ethnicities, ages and cultural backgrounds, thus proving that music is indeed a



**Student Jas Kayser**

universal language. Milena Casado Fauquet, a 20-year-old trumpeter from Spain and member of the group, said that while coming to the United States as an international student was a challenge, her experiences working with the big band helped to make her feel more welcomed and part of a family.

For most, if not all the students in the band, this was their first experience recording a professional album that is to be commercially available. "The most memorable experience with the band was the few hours we spent

together before our show at Scullers last fall. You could feel in the air that everyone was so excited to share this music, which we care deeply about," said Performance major Brandon Lin.

Working with Peterson has also been invaluable for the students. "We are so lucky to work with someone like Ralph Peterson," said 22-year-old drummer Jas Kayser. "As one of his students, I have been so grateful for his generosity and commitment to passing the music through to the next generation and keeping the legacy of Art Blakey alive." Senior Robert Vega-Dowda agrees. "I have grown an astronomical amount since I started working with Ralph. He is definitely one of my biggest sources of inspiration for the growth that is necessary to truly find who you are as an artist," he said.

Though he keeps a busy touring schedule and will be releasing a second recording in October ("Inward Venture: Live at the Side Door" with his critically acclaimed all-star group Aggregate Prime), Peterson loves teaching and has no plans of slowing down any time soon. "Seeing and feeling their "light" turn on when they tackle a difficult passage or happily show up for sectionals is my favorite part of teaching," he said. "Teaching for me is a duty." Through teaching, Peterson said, he can pass on his knowledge (from direct, iconic jazz sources like Art Blakey and Betty Carter), to the next generation.

*Ralph Peterson and the Gen-Next Big Band will be releasing "I Remember Bu" worldwide on October 4.*

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*Eric Souers captures a summer day's beauty in Central Park in this 2018 painting*



## Calhoun Athletic's Reach Goes Beyond the Fields and Courts

By MIKE COHEN

The Calhoun School focuses on educating the whole child. This is reflected in the athletic program, where students not only learn skills for the court or field, but develop self-awareness, teamwork and empathy. To reinforce this philosophy in a real world setting, for the past six years, the Calhoun Athletic Department has sent its Upper School teams to the Greenkill Retreat Center at the foot of the Catskills in Huguenot, New York before the start of the fall season.

"What this program means to me is the way it brings students together," said Sabrina Zurkuhlen, Director of Athletics of Calhoun, which is located in Manhattan's Upper West Side. "The amount that they grow over the four days is powerful and incredible."

The girls' volleyball program was the first Calhoun team to attend Greenkill six years ago; other teams started to attend for the past three years, and this is the first year that all fall sports teams at Calhoun have held their first practices



**Lauryn M, a sophomore at Calhoun, participating in a workshop that was being led by the seniors on the volleyball team**

at Greenkill.

The Greenkill program is designed to provide student-athletes with a support system between freshman and seniors in which the Calhoun value system is emphasized and a positive tone is set for the upcoming season.

"Greenkill is another place where our values are celebrated and experienced," said Zurkuhlen, who is an alumni of the school. "It continues to

*continued on page 25*



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**Arlette Michaelis***continued from page 12*

because you loved us and opened our minds and hearts to learning.”

Always style conscious, Arlette made a stunning appearance, donning exquisitely tailored suits that she herself had made. Well into her nineties, Arlette maintained her large home and flower garden. Her flair for home decorating endured throughout the decades. It was at her home, which was filled with European antiques, where she regularly enjoyed entertaining both international and local guests. She feverishly followed political news and stimulated political discussions. Arlette became greatly dismayed at the perils created by our country's current governmental leadership.

In spite of suffering from rheumatoid arthritis which crippled her hands in the eighth decade of her life, Arlette enrolled in formal art classes. She became quite proficient in painting with watercolors. I am most fortunate that she gifted me one of her pieces. I will treasure that gift, as I will always treasure the memory of my dear friend.#

*Arlette deMonceau Michaelis received a Righteous Among the Nations Award at Richard Stockton College in 2011.*

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**Remember To Thank School Leaders**

As our nation goes back to school, please remember to thank your school leaders for the work they do every single day on behalf of our children.

Thank them for showing up first in the morning to make sure the building has been cleaned properly, the crossing guards are in place, and there is appropriate coverage for absent staff. For standing outside no matter the weather to engage parents, assuage concerns, and most importantly to make sure every student arrives safe and sound.

Thank them for protecting our children and keeping them out of harm's way. For making sure they have backpacks and supplies, clothing for the winter and food for the holidays.

Thank them for maintaining their focus on the school's vision and goals, for effectively programming students and staff, for refining curriculum,

for providing feedback to improve instruction, for planning professional development, for cultivating leadership among their staff, for holding weekly cabinet and staff meetings, for planning assemblies and special school activities, for collaborating with stakeholders, and for communicating policies, procedures and current events through a variety of mediums.

Thank them for contending with unnecessary roadblocks that yield little while distracting them from the kind of work that really matters. For dealing with outdated computer systems, and for completing duplicative, unnecessary paperwork and excessive compliance



**Mark Cannizzaro**  
President, Council  
of School Supervisors  
and Administrators,  
Local 1: AFSA, AFL-CIO

tasks that someone insists require immediate attention. Thank them for fostering relationships within the neighborhood and creating partnerships with local businesses. For bringing in valuable resources, fighting for more funding, and planning events and programs that benefit the entire community. Thank them for taking on challenging schools and pushing past the resistance that often comes from those averse to change. Thank them for empathizing with families in distress and leading with poise and grace when tragedy strikes. Thank them for mentoring and coaching students, for never giving up on them

and convincing them to never give up on themselves. And most importantly, thank them for loving their jobs and the students they serve.

School leaders do all this and more even though their expertise, successes, and good deeds often go unnoticed. They do all this while pretending to be immune from fatigue, motivating others by their example, and giving all the credit to their team. So thank school leaders every time you see them; they are heroes and their service to the children of this city & state should be applauded each and every day.

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## George J. Hagerty

*continued from page 3*

When the dust settled, Hagerty was named Beacon's third president. He brought his suitcases and a grand vision.

He envisioned growing a college that would capture the flag as the leading institution for students who learn differently. One that would demolish the default managed expectations that society tattoos like a scarlet letter on students who learn differently. As if their "island of challenge" — as Hagerty calls it — writes their entire life's script.

He envisioned a college that would launch into the world graduates not only equipped with a sheepskin and marketable skills but inculcated with incontrovertible principles to steer their journeys toward "a life abundant."

Ever the globalist, Hagerty too envisioned a vibrant outreaching college whose singular mission knew no borders.

To complete that punch list, the school first would need to grow.

After 24 years, enrollment stalled at 187 students. To bolster recruitment, Hagerty directed the college to beef up its slim pickings of majors. Today, students major in human services, humanities, business management, anthrozoology, psychology, studio arts, computer information systems, and digital media tracks.

In 2014, he spurred implementation of a new four-year career development curriculum to better equip graduates to compete in the global marketplace. He oversaw the creation of new Bachelor of Science degrees in computer information systems, business management and anthrozoology. Beacon now is one of two U.S. colleges or universities that offers anthrozoology as an undergraduate major.

Proof lay in the metrics: from 2013 to 2016, enrollment soared by 70 percent. Today, 400 students call Beacon home. Yet, the school's education outcomes eclipse even those beefier numbers. Under Hagerty, Beacon boasts a 70 percent four-year graduation rate — which more than doubles outcomes for this population at mainstream schools.

With a newly built Resnick Alpern Plung Residence dormitory, and a second dorm in the works, Hagerty plans to open Beacon's successful learning model to more students.

### Think globally, act locally

By 2015, Hagerty decided again to scratch his global itch.

In conjunction with the King Salman Center Disability Research in Riyadh, Saudi Arabia, Beacon College launched the Compass Program. Through this pioneering five-week initiative, Saudi students learned on Beacon's campus about diverse learning styles and strategies to enhance academic success.

"We've always recognized that the issue of students who learn differently is a matter without borders and that we've been blessed here in the United States to at least have 40 years to set a foundation for understanding and serving these students and their needs," Hagerty said last year. He alluded to the passage of the Education for All Handicapped Children Act in 1975 while cementing a collaboration with Sharjah City for Humanitarian Services in the

United Arab Emirates to train Sharjah educators to help students who learn differently succeed.

Hagerty's global advocacy earned him a seat at the table at the inaugural Harkin International Disability Employment Summit, led by former U.S. Sen. Tom Harkin, the architect of the Americans with Disabilities Act.

Harkin later delivered Beacon's 2017 commencement address, noting in an interview with the *Daily Commercial*, "I was intrigued by this small school that seemed to be doing so much for people with disabilities."

Tacking global education onto that inspirational ethic, Beacon last fall launched "Beacon in Tuscany." As Hagerty saw it, it was imperative that Beacon students hone cross-cultural skills through experiential learning opportunities abroad to stake their success in the global marketplace.

Recently, the Open Doors Report on International Educational Exchange found students with disabilities accounted for only 5.3 percent of students abroad in the 2014–15 school year. Of that sliver, 42.1 percent had learning disabilities.

The program — believed to be the first semester-long study-abroad program to educate students who learn differently — grants roughly 25 Beacon students an opportunity to study art, business, literature, and psychology, and other subjects in Prato, Italy.

And the award goes to ...

Over the years, Hagerty has stuffed his trophy shelf.

His honors include The National Leadership Award from the National Council on Disabilities, the Fitzwater Medal for Leadership in Public Communication, and a Lifetime Achievement Award from *Education Update*, New York City Schools, and the NYC Commission on Persons with Disabilities.

However, for Hagerty, individual achievements pale to the recognition of the nonprofit college founded by parents in 1989 now receives on the national stage.

In 2016, *College Magazine* ranked Beacon College America's second-best college for students with learning disabilities. That same year, BestColleges.com ranked the school among the Top 10 in its ranking of "Best College or University in Florida."

Currently, Beacon College holds the top spot on BestValueSchools.com's 2017–18 list of "Best colleges for students with disabilities." Meanwhile, global-education magazine *The Knowledge Review* named Beacon College among its "50 Admirable Education Institutions 2017."

Though in his mid-60s, Hagerty isn't quite ready to retire, again. There are miles to go before his grand plan comes to fruition.

Helen Keller wisely observed, "The most pathetic person in the world is someone who has sight but no vision."

Throughout his career, and with his masterstroke at Beacon College, Hagerty proves true the inverse: the most accomplished person can be someone with diminished sight but blessed with limitless vision. #

*Darryl Owens is the Director of Communications at Beacon College.*

## Where Do We Go From Here

*continued from page 4*

Black man was President of one of the most powerful countries in the world. The rhetoric and incidents over the last two years represent "white backlash in the making."

Teachers are central to addressing these issues of race and related issues of equity, class, and social justice in our educational institutions. They can do this by creating classroom cultures that respect diversity and by providing students with curricula that present a full portrayal of the complexity of race in our history and literary texts.

As a professor at Medgar Evers College (MEC) for the last 38 years, I have been very conscious of my responsibility to make certain that the mission is a central part of the curriculum. MEC was formed as a result of community activists and leaders who saw a need to establish a senior college in Central Brooklyn and who worked to ensure that the mission of this College was grounded in the belief that an education should encompass academic as well as social and cultural values connected to service, leadership, and knowledge of self. Our academic programs and our Centers for Black Literature, Law and Social Justice, DuBois-Bunch and Caribbean Research support this mission. Additionally, our current and forthcoming degree programs in African Diaspora Literature and Africana Studies speak to the value of providing students with a curriculum that affirms and celebrates their culture.

As educators, we should think about the legacy we are imparting to current and future generations. The National Museum of African American History and Culture devoted exclusively to the documentation of African American life, history, and culture represents progress. Yet, there is still much to do. We have to heighten student awareness about racism and injustice and develop classroom cultures that address these issues. #

*Professor, writer and scholar, Dr. Brenda M. Greene is Founder and Executive Director of the Center for Black Literature, Director of the National Black Writers Conference and Chair of the English Department at Medgar Evers College of the City University of New York.*

## Calhoun Athletic's Reach

*continued from page 23*

support leadership training for our kids, which has a direct impact on a lot of other places in their lives, including in the classroom and with friends."

The Greenkill program initially started as a way of giving the players some extra practice time, and has since developed into its current form where players engage in seminars on mindset, motivation, positive self-talk, and positive communication patterns.

"Leadership isn't about bossing people around; it's about being a supportive equal," said Rea Brayshaw, a 2018 graduate of the school, as well as a former Peer Leader and co-captain of the Girls Varsity Soccer team.

Zurkuhlen has noted that she has seen that this program has had a positive effect not only on the

## Eric Kandel

*continued from page 5*

optimist. "I am a prototypical American success story," he observes. "I have had a privileged life because I have lived in a decent and civilized society, and I am extremely grateful for my opportunities." He noted that never once in his American academic career did he knowingly encounter anti-Semitism. "And it's a privilege to be at Columbia," he adds, describing the institution as highly supportive of brain science.

At Columbia, he is currently engaged in multiple initiatives to involve public school students from Upper Manhattan in the basic sciences. Looking back on his own early opportunity to work in a lab, he says of these prospective researchers, "Many have no sense of the enjoyment of being in an environment that is intellectually curious," an opportunity that will be afforded them at Columbia's new Manhattanville campus. The hope is that some of these talented youths will follow in Kandel's footsteps—big shoes to fill—especially with his own feet are still moving rather quickly. #

## Improving Schools

*continued from page 2*

school leaders and excellent schools. Hiring a school leader must be viewed as the beginning of a commitment: It is in everyone's best interest to do so! #

*Mark Cannizzaro is the president of the Council for Supervisors and Administrators of New York City Schools.*

## Welcome Home

*continued from page 2*

And as administrators and central administrators, let's support our teachers and principals on the ground and give them the tools to foster greatness in their students. In New York City, we're raising the bar through an Equity and Excellence for All agenda that invests in teachers and their training — that tells our nearly 80,000 teachers that we think the world of them and gives them the resources to go make the magic happen.

For our students, our families, and our educators: let's make 2018-19 a year of high expectations. Let's make it year of collaboration and compassion, and truly listen to and support one another.

Together, we can be stronger; we can be better. Wishing you all a wonderful start to the school year. #

*Richard A. Carranza is chancellor of the New York City Department of Education.*

athletes but the entire student body.

"At Calhoun, our focus is on the process. The experience that they get here at the school is as important as where they end up," said Zurkuhlen.

*In addition to being the Sports Editor of Education Update, Mike Cohen is the Founder/Director of Throwback Sports (a sports and educational program for children of all abilities). He can be reached at throwbacksports@verizon.net. #*

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## John Klingenstein

continued from page 12

P. Sloan Foundation and nationally known educator TheodoreSizer — and which now claims nearly 4,500 alumni at top independent schools throughout the country and the world — reflects his belief that independent schools play an important role in society by instilling a sense of civic responsibility, leadership, and public service.

“John knew what few philanthropists understand about how to motivate people, how to engender commitment, and how to act on his values,” said Pearl Rock Kane, who will step down in September after 37 years as the Klingenstein Center’s Director, but will continue to teach at TC. “He was a wonderful advocate and source of strength whose humility and respect for educators and teachers model what we try to develop in our students.”

Those sentiments were widely echoed.

“John’s life was distinguished by enormous acts of generosity, done with very little fanfare,” said TC Trustee Ruth Gottesman, who knew Klingenstein for 60 years. “He was modest, intelligent, a loyal friend, and deeply committed to education and to all the principles that TC stands for.”

And former TC President Susan Fuhrman called Klingenstein “an extraordinarily committed, caring and generous member of our board,” adding “I will always appreciate his warmth and steadfast support.”

John Klingenstein is survived by his wife and philanthropic partner, Pat; by their four children — Tom Klingenstein; current TC Trustee Nancy Klingenstein Simpkins; Andy Klingenstein; and Sally Klingenstein Martell; and by his brother, Fred.

## How to Nourish Your Child

continued from page 16

time drama.

Enter Casey Crosbie and Wendy Sterling, specialists in adolescent eating disorders and adolescent and sports nutrition, who provide a ‘plate-by-plate’ approach for this daunting experience in *How to Nourish Your Child Through an Eating Disorder*. They, along with a contributing adolescent medicine and social worker, frame their approach per the Family-Based Treatment (FBT) paradigm, with an eye toward real-time strategies that keep the family front-and-center. The book provides information for parents at each stage of the process, from identification to treatment and refeeding, appreciating the home experience as well as other contexts such as school, summer camp, and college.

Family-Based Therapy offers a perspective and action plan for parents through its three-phase approach: From the hands-on, parent directed Phase 1 to introduction of some independence in food choice in Phase 2 and toward Phase 3 when parents support their children as they maintain a consistent and healthy body mass index (BMI). The authors recognize and model a systematic, team-based approach that involves an ‘inner circle’ of medical and mental health professionals as they partner

## Journeys: An American Story

continued from page 14

Gabby Giffords, through astronaut husband Mark Kelly, reports that her father, Gif Giffords, “was a salesman who peddled harmonicas, even though he couldn’t play a note.” Arlene Alda’s entire college education at Hunter cost her family \$12.00. Transportation Secretary Elaine Chao’s mother, Ruth Mulan Chu Chao, was the first woman to have a building named after her at Harvard. Physician Richard Levine attends college at Tufts after a life-changing campus tour delivered by Antarctic explorer Robert Nichols. Yet as unique as each story is, they also all belong to a universal story of transformation and acceptance. As Korean-born Angela Warnick Buchdahl, the nation’s first Asian-American rabbi, observes: “What I find so surprising is how many different Americans, in some way, feel like a stranger...” And yet—at least until now, and despite some obstacles along the path—America has embraced those strangers, slowly transforming them into neighbors and friends and family.

If a book ever represented the best that is our nation, it is *Journeys*. Linda Hills (Andrew Carnegie’s great-granddaughter) best encapsulates the spirit of this wondrous volume: “The next Andrew Carnegie may come from Africa, the Middle East, Asia, Europe, Australia, South America or an island somewhere else. However, he or she will not come if we close our doors, and we will be poorer for it, and truly neither we, nor the world, will be safer.” #

The College will honor John Klingenstein’s legacy at a memorial on September 17<sup>th</sup> at 4 p.m. in the Cowin Conference Center. #

actively with parents and the children. The book’s unique vantage point offers practical materials to highlight information through this lens. Most notable are the nutrition charts, solutions to scenarios that may arise. What do families discuss at the table if they want mealtime to be pleasant rather than a battleground for disagreement over food intake? They also offer examples of early indicators that a child may be obsessing over caloric intake or otherwise showing a rigidity that can tip off parents to practices and rituals that put the child at risk. Brief case studies offer information and insights that bring to life the children’s and families’ experiences in a manner that can be both instructive and diminish the isolation that parents can feel during this medical and family crisis. The focus on strategies that work for behavioral change and better health is effective (research-based) and practical for families often drained by this consuming process — a helpful vantage point for families that are often tapped out with little energy left to exploring patterns of relationships or theoretical insights.

The authors remind readers that recovery, as for all developmental and learning processes, is not an even course, that setbacks and spurts are part and parcel of growth. The book, however, offers strategies and solutions for when these issues arise, whether at times that increasing mindfulness can help maintain

## Didi’s Toy Box

continued from page 18

in the end it’s also the most satisfying.” Not surprisingly Rudman believes that we should be circumspect about giving children electronic games too early on: “Everybody will get online eventually. But when children are still young—toddler age—their brains develop the quickest and they learn the most when they engage in free play and can move around and build things from scratch in good old-fashioned three dimensions.” Furthermore as the child progresses age-wise and educationally, the toys should change as well to suit their evolving needs: “I space the deliveries out regularly and make sure that they correspond to developmental, intellectual, and emotional changes that every baby and child undergoes.” Rudman says. When looking some of the toys that recently arrived in some of Didi’s toy boxes—a wooden Pinocchio doll, a leather mini soccer ball and an old-fashioned fuzzy teddy bear — one couldn’t help but be struck by how beautiful

## Learning Issues

continued from page 19

in sustaining attention and not get the job done in the time allotted. Professionals (learning specialists, teachers, parents) can create structure with the cooperation of the child or adult, help make an outline or suggest sequential steps with a logical order, and suggest the use of apps or calendars that are designed to help manage time.

Lastly, Stahl provides additional support such as a draft of a sample parent letter to the school to help initiate a discussion about the issues of concern to both parties, a glossary of education terms written for the layperson, and a compilation of community organizations that have experience in providing information and assistance in learning difficulties. Definitely this ABCs provides a plethora of resources to guide us through the terrain when we confront the challenge of parenting a child who though bright, creative, and loved, needs a “different way to learn.” #

a growth mindset, or as families adapt at the three critical FBT recovery stages to managing different eating contexts such as preparing meals or restaurant eating.

Perhaps the strength of this model is its potential to draw upon this ‘we know it takes a team, mom and dad’ approach and to expand it. For example, it would be helpful to offer a module for school faculty that extends this vantage point to school since so many of the core issues and challenges can arise, albeit in a unique way. Similarly it can be extended to provide fruitful discussion with other ongoing care providers (such as learning specialists and tutors) who can both reinforce the FBT mindset and serve as sounding boards who observe children’s successes and setbacks. Given the high overlap of learning and attention issues among individuals with eating and substance use issues, those professionals offer ongoing expertise and relationships with the youngsters

ful the toys were. They also felt lovely to the touch, so that they stimulate children’s tactile sense and memory as well.

The European-born Rudman established her first unique store in 2002 on Madison Avenue and then quickly expanded to other sites such as Bedford, New York. Her stores—and her cutting-edge approach to choosing pedagogically and developmentally appropriate toys—have been featured in leading publications such as *The New York Times*, *Parents*, *Time Out New York Kids* and *The New York Post*.

Having raised two children of her own, Diana knows how difficult it can be to discover high-quality toys that both entertain and educate: “Our objective is to create a truly unique experience for all and inspire children’s imagination and creativity. Kids need our love, nurturing, and encouragement much more than they need the latest in electronic distractions. With an endless supply of product choices, little guidance on developmental toy selection and even less time for toy shopping, many parents feel overwhelmed selecting age-appropriate toys.” Rudman’s attitude is fully in line with what Montessori and other play-centered educational theories also advocate. An article in *The New York Times* a few years back pointed out the fact that many top Silicon Valley executives sent their children to the local Waldorf School—a place where electronic toys for example are strictly verboten in early years. To my mind, that’s a pretty good indication that Rudman is on the right track. #

*Christopher Atamian is the Chief Marketing Officer of Didi’s Toy Box and a graduate of Harvard College.*

that can be reinforcing. This is particularly critical given the school stressors that adolescents face and the disruptive realities of eating disorders — whether the uneven nature of recovery or time and location disruptions that often happen as part of treatment. Schoolwork and SATs march on as the focus for teen and parents must also remain on safe foods and skirt size.

Since any medical or behavioral matter impacts the entire family, it would be helpful to extend the reach of this method in helping other stakeholders such as siblings, grandparents and stakeholders. For better or worse, parents and professionals hold the responsibility for helping teens launch at the time when access and uncertainty often loom large. The approach that Crosbie and Sterling provide offers an interesting, straightforward perspective that could help families manage similar stages of recovery for other substances essential to life and from which we can not opt out. Might the FBT stage model be the belleweather parents facing newer millennial behavioral challenges facing screenagers, as well? #

*Dr. Rebecca Mannis is a learning specialist and serves as the executive director at Ivy Prep Learning Center in NYC. She earned her B.A. in Psychology at Yeshiva University, her Ed.M. in Reading, Language, and Learning at Harvard, and her Ph.D. in Developmental Psychology with a Concentration in Neuroscience and Education at Teachers College.*



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