

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW

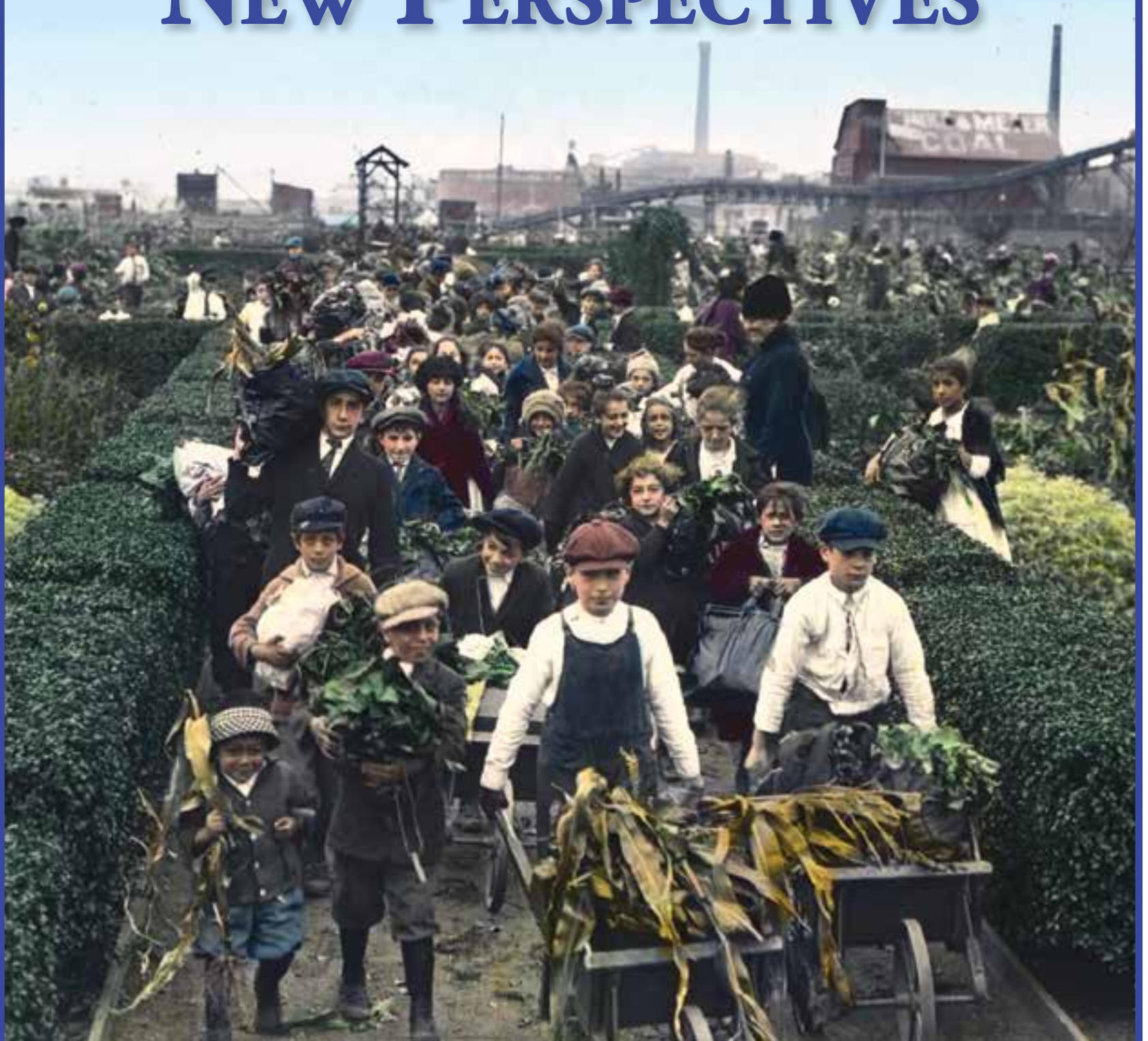


Volume XXIV, No. 4 • New York City • MAR/APR 2019  
CUTTING EDGE NEWS FOR ALL THE PEOPLE

[www.EDUCATIONUPDATE.com](http://www.EDUCATIONUPDATE.com)

Photo Credit: Harvest time at Thomas Jefferson Park, East Harlem, 1916 NYS Archives

## ARCHIVES PROVIDE NEW PERSPECTIVES



# CREATING FINANCIAL LITERACY FOR GENERATIONS TO COME

## Registration is now open for the Cowin Financial Literacy Program's session beginning March 15

With recent headlines on the pitfalls of first-time home ownership, the impact of the new Tax Cuts and Job Act, and even the potential tax bite of winning the lottery, it's clear that managing finances isn't getting any easier.

Fortunately, the Cowin Financial Literacy Program, created at Teachers College, Columbia University by alumna and long-time Trustee Joyce B. Cowin (M.A. '52), continues to train a new generation of teachers to prepare young people to be financially literate.

After witnessing the financial ruin that millions of families suffered during the 2008 economic meltdown, Cowin generously supported the launch of the program in 2012 "to teach the value of being financially literate so that no one will ever be snookered again."

Over 1,000 educators have already



Joyce B. Cowin

benefited from the program through its Summer Institute and online course.

Based on an asynchronous online learning experience, the online course provides classroom teachers, pre-service teachers and other educators with classroom-ready instructional resources, strategies, and support to teach financial concepts (savings, investing, budgeting, financial planning, credit, risk, consump-

tion, and diversification) to high school students. Those who take the course learn to use case-studies modeled on real-life experiences to teach students financial literacy and engage them as problem solvers in some of the most compelling dramas and dilemmas of personal money management.

Up to 250 Cowin Fellows will be admitted to this year's online course at no cost, thanks to generous support from Cowin. The course begins on March 15th and runs through April 30th, 2019. The online course will be taught by faculty and instructors led by Anand Marri, lead architect of the Cowin Financial Literacy program and former Vice President and Head of Outreach & Education at the New York Federal Reserve Bank. Those encouraged to enroll include Teachers College alumni, superintendents, assistant superintendents, principals and assistant principals to enlist educators in their districts and schools to enroll in the

*continued on page 27*

## GUEST EDITORIAL

# STEM for All: Everyone's Responsibility

By AMANDA M. GUNNING, Ph.D.  
& MEGHAN E. MARRERO, Ed.D.

"STEM," an acronym for Science, Technology, Engineering and Mathematics, has become a frequent buzzword across the country and internationally. Originally coined by Dr. Judith Ramaley of the National Science Foundation in 2001, it now seems that STEM is everywhere. Elementary schools and high schools boast about their STEM programming. Arts camps now bring in "STEAM" (STEM + Arts) experiences for their campers. There is much talk about STEM readiness and competition in global markets. While STEM may seem to be on the right track now, the reality is that students in groups traditionally underrepresented in STEM fields still need support and opportunities to make it to STEM careers. The National Science Foundation statistics show that women, blacks, and Hispanics do not have representation in holding STEM degrees or careers that correlate with their share of the US population.

To solve the problems of the future and to power that workforce, we need the perspectives and creativity of all members of our society, not just the traditional groups that dominate STEM. But how do we get there? The good news is that some efforts are already proving to be beneficial. Studies show that students' participation in STEM-related clubs and science fairs positively affect post-secondary admissions and STEM



Jaylene and Nicandro  
creating a bubble screen to  
protect the goldfish from  
vibrations (of bridge building)

major selections. Also, students overall, and especially from under-represented groups, who attend special STEM high schools are more likely to pursue a STEM degree in college.

For high school students in a non-STEM school, parents, teachers, and guidance counselors need to play a vital role in getting students on the right track. With the increased focus on graduation rates, high school students may be encouraged to drop 'harder' academic sequences – meeting the minimum graduation requirements and not taking four years of math and science. The reality is that if a student has not taken four years

*continued on page 27*



Emilie and Nolan exploring  
why raisins float

## IN THIS ISSUE

Guest Editorials.....	2, 6, 10
Financial Literacy .....	2
Letters to the Editor .....	3
Special Education.....	3, 6
Rebecca Seawright.....	4
Schools: PreK-College .....	4,6,10,14
Medical Update .....	4, 24
Law & Ethics.....	5
STEM .....	5, 6, 12
Books .....	8
Junior Journalist.....	16
Business Ed.....	16
Music, Art & Dance.....	18, 22, 26

## EDUCATION UPDATE

**MAILING ADDRESS:**  
695 Park Avenue, Ste. E1509, NY, NY 10065  
Email: ednews1@aol.com  
Web: www.EducationUpdate.com  
Tel: 212-650-3552 Fax: 212-410-0591

**PUBLISHERS:**  
Pola Rosen, Ed.D., Adam Sugerman, M.A.

**ADVISORY COUNCIL:**  
**April Bedford, Ph.D.**, Dean of Education, Brooklyn College; **Dominic Brewer, Ph.D.**, Dean of Education, New York University Steinhardt; **Mark Cannizzaro, Pres., CSA;** **Christine Cea, Ph.D.**, NYS Board of Regents; **Mary Driscoll, Ph.D.**, Dean, CUNY; **Shelia Evans-Tranum**, Chair, Board of Trustees, Casey Family Programs Foundation; **Scott Evenbeck, Ph.D.**, President, Guttman Community College, CUNY; **Charlotte K. Frank, Ph.D.**, Sr. Advisor, McGraw-Hill; **Joan Freilich, Ph.D.;** **Andrew Gardner**, Director, BrainPOP Educators; **Kenneth Gold, Ph.D.**, Dean of Education, College of Staten Island; **Cynthia Greenleaf, Ed.M., J.D.**, Former Dir. of Partnerships, Chicago Public Schools; **Donne Kampel, Ph.D.**, Dean, Touro College; **Augusta S. Kappner, Ph.D.**, President Emerita, Bank St. College; **Harold Koplewicz, M.D.**, Pres., Child Mind Institute; **Shenhan Liao**, Director of Education, China Institute; **Cecelia McCarton, M.D.**, Dir., The McCarton Center; **Craig Michaels, Ph.D.**, Dean of Education, Queens College; **Michael Mulgrew, Pres., UFT;** **Eric Nadelstern**, Prof. Emeritus of Educational Leadership, Teachers College; **Alfred S. Posamentier, Ph.D.**, NYC College of Technology; **John Russell, Ed.D.**, Head, Windward School; **Michael Sampson, Ph.D.**, Dean of Education, St. John's University; **Debra Shanley, Ph.D.**, Prof., Brooklyn College; **Ronald P. Stewart**, Head, York Prep; **Adam Sugerman**, Publisher, Palmiche Press

**MANAGING EDITOR:**  
Adam Sugerman

**ASSOCIATE EDITORS:**  
Heather Rosen Faulkner, Rob Wertheimer

**SENIOR ASSISTANT EDITOR:**  
Lydia Liebman

**STAFF WRITERS:**  
Jan Aaron, Joan Baum, Ph.D., Miranda Goodwin-Raab, Gillian Granoff, Merryl Kafka, Ed.D., Sybil Maimin, Kisa Schell

**GUEST COLUMNIST:**  
Dr. Rebecca Mannis; Dr. Kate Molloy; Margaux Montagner; Assembly Member Rebecca A. Seawright

**BOOK REVIEWS:**  
Joan Baum, Ph.D.

**LAW EDITOR:**  
Arthur Katz, J.D.

**LAW REPORTER & ETHICIST:**  
Jacob Appel, M.D., J.D.

**MATHEMATICS EDITOR:**  
Alfred Posamentier, Ph.D.

**MEDICAL EDITOR:**  
Herman Rosen, M.D., F.A.C.P.

**MOVIE & THEATER REVIEWS:**  
Jan Aaron

**SPORTS EDITOR:**  
Mike Cohen

**ART DIRECTOR:**  
Neil Schuldiner

**VIDEOGRAPHER:**  
Carlos del Rosario

Education Update is an independent newspaper, which is published bimonthly by Education Update, Inc.. All material is copyrighted and may not be printed without express consent of the publisher.

**POSTMASTER:** Send address changes to: Education Update; 695 Park Avenue, Ste. E1509, New York, NY 10065-5024.

**Subscription:** Annual \$30.

Copyright © 2019 Education Update

## Diana Bilezikian Writes About Her Life and Helping Others

After graduating from my Scarsdale High School in the June of 1990, I lived at home for a little while, doing some work at home and in some offices. Then I was part of Chapel Haven's Independent Living Program For Young Adults With Special Needs (a bit of history: It was founded in 1972 — a year before my time — downtown on Chapel Street before it moved up here to Whalley Avenue — up here in New Haven, Connecticut — so, hence the name Chapel Haven) was definitely the answer to my question regarding What Do I Want To Do With My Life As A High School Graduate? So, anyway, we had made plenty of good reservations for me to get accepted up there- first, during the August of 1992, as of Monday, August 10th, 1992 until Sunday, August 16th, 1992. I was a week visitor, trying it out for at least a whole week and then, one year later, as of the June of 1993, I got re-accepted up there again as a permanent resident client until I graduated in the May of 1996 and moved out into the community now that I'd gotten myself a decent paying job at Taco Bell- a good fast-food restaurant as the dining room attendant, helping to keep it nice and clean for the customers and also, taken all of those independent living courses. So, anyway, as a permanent resident, I lived in the residence building in a good transitional practice all-girls' apartment, taking those everyday classes and courses as well as occasionally allowing my vocational counselors, speech pathologists, psychologists, job coaches, public transportation travel-trainers, and support coordinators to work with me privately- other counselors were called Resource Room Instructors- in charge of the classrooms, teaching the classes to everybody. So, anyway, at first, I lived in



**Diana Bilezikian**

a very nice rented big blue house apartment at 1260 West Prospect Street on the first floor with Jill and Paige, but two years later, my parents helped me move into my very own nice condominium apartment at the Village Condominiums-999 Whalley Avenue- Unit #2E as that was also one year after I decided to move on from Taco Bell to working for the Christmas Trees Shops, keeping the Employees Only Lounge in good shape. So, that's the entire answer to my question. But I am not finished yet, because now, I can definitely get onto some of the very best parts ever- my favorite ones.

So, anyway, my parents definitely did help me to set up my nice computer and printer in my very nice condo apartment in my den area, even helping me to get my e-mail (electronic mail). And that was when I kept on sending out

lots of detailed e-mail messages to my relatives and friends regarding all of the wonderful skills that Chapel Haven was still teaching me, explaining good use of each one. Now, this is exactly how it all started some more: When I told Cousin Nancy all about how clients can definitely learn about taking the bus to and from public places, I even added lots of useful and helpful information regarding sitting quietly in your seat while the bus is in motion for safety reasons- all that relates to Bus Appropriate Safety Behaviors. And since Cousin Nancy was really enjoying all of my really very good e-mails like these, she suggested to me by e-mail writing a book- she suggested to me by e-mail, feeling absolutely impressed and proud of me this- “, I think that you could write a book on independent living since there are many other young adults with special needs just like you who sure could benefit from it. You could call it “Diana Bilezikian’s Guide To Independent Living.” And that’s when I suddenly thought to myself, “Hey, I think that that sounds like a great idea! After all, why not? Whatever has always been able to work for me sure can work for other individuals with special needs as well.” And at the exact same time, since I didn’t feel right about going around telling practically everybody what to do, but of course, they would definitely need some help, so, when I asked my parents about it, they explained to me about some good helpful advice columnists called “Dear Ann Landers” and “Dear Abby.” So, here are some good helpful examples of “Dear Diana”- pretending that lots of people were writing to me and of course, I wrote them back. Here are some of the letters that went out.

Dear Diana,

I must stay at home, waiting for my maintenance people to show up so that I can let them into my apartment and give them the instructions, but I also must go to my job. So, what do you think I should do? I want to be nice and responsible these ways.

Signed, Priority Person.

Dear Priority Person,

Either have your maintenance people come by on one of your days off from work or simply just call your job bosses and explain it to them as surely, they will understand and will not give you any trouble about it. Good luck with both these tasks as well.

Signed, Diana.

Dear Diana,

Oh, dear! I am often late for my classes because my parents are not always responsible for calling me on my landline phone. So, whatever shall I do so that I can learn to be on time for my classes instead of late?

Signed, Late Person.

Dear Late Person,

Simple. Just go to a good reliable store and get an alarm clock. And if necessary, get somebody to help you with it and once you have learned how to make it ring off, choose a decent wake-up time, set it to go off, place it on top of your dresser (If you place it on your nightstand where you also place your book, your cup of water, etc., you will hit the snooze button, dozing back off again, missing your responsibilities and all.), (Also, if you want to, you can even place a reminder note underneath the clock in order to help remind you to do something.) and the next morning, when it

*continued on page 22*

## LETTERS TO THE EDITOR

### NEW MILTON

#### *Dyslexia in the Prison Population*

##### To the Editor:

In the UK we have 2,000,000 pre- and post- 16-year-olds who are escaping education to join the 30% of our age diverse population now classified as functionally illiterate with dyslexics falling into the category between those completely illiterate and the 19% of teenagers with unmitigated visual disruptions and those in the workplace with acquired repetitive stress related visual disruptions under the WHO ICD-10 Global Pandemic in CVS / Screen Fatigue related binocular eye injuries. The educational pipeline of “approval deprivation” from not being enabled to read fluently and fully participate in text based curriculums ensures that 78% will end up excluded from life-long learning and surprise around 90% of young offenders in our secure estate are classified functionally illiterate in the revolving door of social injustice of

being socio-economically excluded.

Nigel Evelyn-Dupree

### DALLAS, TEXAS

##### To the Editor:

Thank you Dr. Kathryn Moody for being part of this groundbreaking study.... Do you how the state of Texas actively used the data from this study to reduce prison populations in Texas and increase literacy rates of Texas schoolchildren?

Christine Chien

### LAFAYETTE HILL, PENNSYLVANIA

#### *Education Leaders Joe & Carol Reich Honored by Sy Fliegel and CEI-PEA*

##### To the Editor:

I want to thank Janet for her sweet letter informing us about Carol’s untimely death. She was such a special person who could see what was needed and make things happen. Always sorry we didn’t get to see more of each other but

am grateful that she leaves a powerful legacy to her family. I feel sorry for all those who could have benefitted from her wisdom. I send to all her family from all of ours

Love,  
Cousin Suzie

### NEW YORK CITY

#### *Boys Will Be Boys*

##### To the Editor:

This is an excellent essay. You are right that, in the past, boys will be boys ruled. Thankfully those times have begun to be shattered. I grew up then, and continue to learn from the now that women are shaping.

Professor Ewen,  
Hunter College

### HERZLIYA, ISRAEL

#### *New College on Roosevelt Island Holds the Promise of New Jobs, Start-ups & Courses from K-PhD*

##### To the Editor:

Once again, Peretz Lavie, President of Technion, puts his foot in his mouth. He implies that affirmative action for prospective students of the Technion Cornell Institute of Innovation would be something bad. He hints that if admissions officers consider the race of applicants to the school, then they would be accepting students who do not really qualify for admittance. Lavia should know better. The Technion, his own school where I am a student, has their own form of affirmative action for Arab students. The Arab students of the Technion are not unqualified - rather they are qualified students who would otherwise be overlooked as compared to their Jewish and Christian peers - who have structural advantages that Muslim students in Israel do not share. I’m sure the same can be said for students of color in the United States. Affirmative action in the admissions pro-

*continued on page 27*

## CHAMPIONS OF COMPASSION AND PEACE

By **SCOTT T. NASHIMOTO**

I have a 16-month-old daughter. Her ancestors come from all over the world — she's Asian, Caucasian, Native Hawaiian. She's beautiful and she's starting to show signs that she's strong-willed, caring, persevering, artistic, and much more. And I'm terrified for her because I'm not sure our society is ready to fully accept her and help her to thrive. She'll someday be a young woman of color in a society that doesn't fully respect young women of color. There's a good chance that she'll be paid less than her counterparts, that she'll be a victim of some form of violence, that she'll be bullied, that her home of Hawai'i will be ravaged by climate change or that she'll be priced out by the wealthy, that her culture will fade. I could go on and on. My wife and I have brainstormed how we can give her the utmost freedom to pursue her own interests and passions while still feeling safe and while still developing into a young woman who possesses our two non-negotiable qualities — to be resilient and kind. And I'm terrified for ourselves because I'm not confident that we have the skills to do so. I'm able to work on both of these fears through my work with Ceeds of Peace. Ceeds of Peace is a Hawai'i-based organization founded by Dr. Kerrie Urosevich and Dr. Maya Soetoro-Ng. Over the past five years, Ceeds of Peace has reached over 7,000 community members, equipping them with the skills and inspiration to raise a generation of leaders who will create peaceful, just, and sustainable communities. Our founders define sustainable communities as communities that come together to protect their most vulnerable members, while designing

and adapting socioeconomic systems to reflect the unique needs of their people and land. We offer a number of peace-building and action planning workshops and presentations for teachers, families, community groups, and youth. We help participants to plant and nurture essential leadership skills, including critical thinking, courage, communication, compassion, conflict resolution, commitment, collaboration, and connection. Hence our name, Ceeds of Peace. We focus on proactive peacebuilding efforts that address underlying causes and risk factors — for example, efforts that raise compassionate children and prevent bullying rather than efforts that intervene and punish bullies. Some confuse us as a structured social emotional learning curriculum or a cure-all elixir to address bullying or violence. We are not, and this cure-all elixir doesn't exist. Our goal is to bring out the knowledgeable expert and the courageous leader in each of our participants. Our participants leave us more confident to create and implement action plans that work best for their unique selves (peace within), their own families and friends (peace with others), and their own communities (peace in community). This is the approach it'll take to build a community that fully accepts my daughter and other youth and helps them to thrive. At the same time, this is the approach it'll take to empower my wife and I, as well as other adults across the globe, to raise resilient and kind young peacebuilding leaders. #

*Scott T. Nashimoto is the Executive Director of Ceeds of Peace. For more information, please visit [CeedsOfPeace.org](http://CeedsOfPeace.org).*

## JOURNEY THROUGH A LIFE WITH PARKINSON'S

By **MARK DAVYDOV, DPT**

Another celebrity is diagnosed with Parkinson's Disease and the world trembles with empathy and compassion. Baseball slugger and world series star Kirk Gibson now stands in the same boat as the world's iconic heavyweight boxer Mohammed Ali, who's been there with actor and Parkinson's advocate Michael J. Fox all along. Now Alan Alda discloses that against his own will he is joining the cruise and will be on it until it reaches its final destination. These great men come out of the shadows to show the world their struggle, their new face, and their new reality.

Laypeople listen, watch, and discuss their heroes' struggles. They process the terrible news from outstanding men who achieved success beyond mere mortals' dreams and move on with their lives. After all, these individuals had a life most could



**Mark Davydov**

only envy. The dreaded misunderstood ailment will only strike those whose purpose is completed and they have to be shown a way out.

We never see it coming. More than ten million people in the world live with PD.

## Applying for Pre-K, 3-K, and Other Early Childhood Education Programs

By **REBECCA SEAWRIGHT**

As a member of the New York State Assembly and its Education Committee, one of the areas of progress I'm most proud to have been a part of is the expansion of New York City's Pre-K for All program. Very soon in the new year—between early February and March 15—families with children born in the year 2015 can apply for full-time Pre-K programs provided by the NYC Department of Education.

These programs offer full-day, high quality, no fee opportunities for four-year-olds who are residents of the City. As a working mom and former Parents and Teachers Association (PTA) activist, I understand the great importance of quality early childhood education programs. We must provide for the essential developmental needs of our children. This is critical for each of them and to all of us, as a society. Not only is it enriching for the child, but also Universal Pre-K provides a critical resource for our working families.

Pre-K is offered at a variety of settings: At our district schools, at early education centers as well as at district-level pre-K centers that have been established to offer high caliber education for our young children. In fact, in the 76th District which I represent, there are now 563 seats for four-year-olds attending full-time pre-K. This past spring, we co-sponsored a ground-breaking ceremony at what will become the East 76 Street Early Education Center, which will provide an additional 180 seats for pre-K education by fall 2019. Happily, evidence of this trend of continuous expansion is happening throughout NYC. Furthermore, the City is also beginning to invest in 3-K for All, a program that provides free, full-day early childhood education for



three-year-olds. There are not as many sites, though, and at present, admission to any 3-K program is City-wide, thus making it a very competitive process. There is a commitment to further expand 3-K.

Now is the time for parents and guardians of soon-to-be four-year-olds to research the different opportunities for their children. Consider all the options! Visit the schools and early childhood centers for a tour and file an application by March 15. This year, information materials regarding site locations and the application for Pre-K is available online at [MySchools.nyc](http://MySchools.nyc). One can also call the NYC DOE at (718) 935-2009 for an admissions guide or pick one up in person at a NYC DOE Family Welcome Center as well as at my Community Office (1485 York Avenue). You could also contact us by email at [seawright@nyassembly.gov](mailto:seawright@nyassembly.gov) or by phone at (212) 288-4607 and we will make sure you get the information you need to make an informed decision. #

*Rebecca Seawright represents the people of the 76<sup>th</sup> District on the New York State Assembly. The 76<sup>th</sup> District includes Roosevelt Island and parts of the Upper East Side.*

About sixty thousand Americans join them every year. Fifty percent more men than women are affected. Authorities now say that you're at a higher risk of acquiring PD as long as you live in a prosperous industrialized country. Most important of all you don't need to be a senior to be at risk with Parkinson's. Ninety percent of cases are sporadic, not genetically related. And, even though a staggering one percent of people over sixty years old will have it, and five percent over the age of eighty-five; you don't need to wait that long— you can get it in your teens.

Karl Robb, a successful author, activist, internationally renowned speaker, entrepreneur,

inventor with more than several patents under his belt is no stranger to PD. His symptoms first appeared at the tender age of seventeen, setting him on a painful

journey through the medical care system. Six years of spiraling down the rabbit hole of movement disorders later, he was diagnosed with PD. Early onset Parkinson's was not well known then, and doctors were more than puzzled. Diagnosis did not come to Karl as a death sentence, but rather as assurance that now there is a possibility of regaining control of his life. He rose above his affliction and in the process raised the world's awareness to it.

*Soft Voice in a Noisy World* takes you on a riveting journey of navigating the new realities imposed by both PD and the medical care system. The author takes you with him through his struggles, losses, lessons learned, and victories. He gives you an understanding of what it is like if you are an outsider looking in. He opens your world to lifestyle changes, mindset changes, how

*continued on page 27*

## LAW &amp; EDUCATION

## The Harvard Admissions Litigation Revisited

By ARTHUR KATZ, JD

Last year I wrote two articles concerning the on-going litigation instituted by a group called “Students for Fair Admission” against Harvard College. (See the November/December 2018 and the June/July issues of Education Update for information concerning the litigation.). The lawsuit challenges Harvard’s admission procedures and alleges that such procedures discriminate against Asian-Americans. However, the question raises a more critical issue — whether an educational institution receiving any federal funding can utilize affirmative action as part of its admission decision process in order to achieve the type of community which the institution believes is an essential part of its educational mission. In February, final oral arguments were heard and the Court eventually will render a decision. Irrespective of the decision, it is anticipated that the losing party will appeal the decision and, eventually, the issue will be determined by the U.S. Supreme Court.

Christopher Eisgruber, the current President of Princeton, recently commented on the litigation in his February “State of the University” President’s Letter. I so strongly agree with his well-expressed comments that I have determined to devote the balance of this column to extracts from President Eisgruber’s letter which are similar to



Arthur Katz, JD

the principles and beliefs of many of our leading universities.

“When people talk to me about the Harvard case, they sometimes ask me whether I think college admissions should focus more on ‘merit,’ by which they seem to mean test scores, grades, and other numerical indicators. I respond that I am all in favor of ‘merit,’ but I do not think that ‘merit’ is ultimately about winning some sort of test-taking competition. I believe that ‘merit’ means having the intellect, the imagination, the experi-

*continued on page 27*

## THE MATH COLUMN

## THE IRREPRESSIBLE 10989 ... AND OTHERS!

By ALFRED POSAMENTIER, Ph.D.

There are many oddities in mathematics that can motivate research and provide entertainment. We offer one here, which will leave the reader to discover why this oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose you ask your friends to write any four-digit number on a piece of paper as long as the difference between the first and last digits is greater than 1. Then have them interchange the first and last digits. Next, they are to subtract the smaller from the larger of these two numbers. Once again, interchange the first and last digits of this resulting subtraction, and then add the previous two numbers. They will have gotten the number 10989.

To illustrate how this works, we shall select a random four-digit number where the units digit and the thousands digit dif-



Alfred Posamentier, Ph.D.

## THE ETHICS COLUMN

## Fatherhood After Death

By JACOB M. APPEL MD JD

Most people have never given much thought to posthumous sperm retrieval. In fact, unless one is the close relative of a man who has recently died and is hoping to conceive a child with his gametes, or one is a specialist in reproductive medical ethics, the odds are overwhelmingly likely that one has never given any thought to the procedure at all. That is unfortunate, but not surprising: Unlike medical and psychiatric advance directives, reproductive advance directives have yet to gain widespread traction in the United States.

Posthumous sperm retrieval (PSR) has been technologically feasible since the 1980s. Most cases involve a spouse or romantic partner — often one with whom the deceased has been trying to have a child — seeking to harvest sperm for subsequent in vitro fertilization and implantation. However, other cases involve parents seeking to sire grandchildren with harvested sperm through the use of surrogates. Law vary widely regarding the practice. France, Germany, Sweden and Canada prohibit PSR entirely. Great Britain requires advance written consent, which is likely to occur only when the dead man was already pursuing IVF while alive or in rare cases where premature death was anticipated. Israel limits such retrieval to married partners. In contrast, the United States leaves such decision largely to physicians, hospitals, and families.

The ethics of posthumous conception are challenging. As a general rule, people when alive are afforded the right to choose whether or not to have children. Why should that change after death? And how serious a relationship might justify a survivor’s request? Why a wife and not a girlfriend? Or a close platonic friend hoping to conceive? If parents, why not siblings? Of course, family members may not agree among themselves — raising the question of whether parenting or not parenting should be the default.



Jacob M. Appel, MD JD

In addition, fatherhood may result in significant social and legal consequences — and it is often not possible to discern whether these accord with the dead man’s wishes. For instance: Would a man want a second child with a new partner, knowing this might diminish the inheritance of a beloved first child? What if a romantic partner wants a child, but a parent or sibling who otherwise stands to inherit objects?

None of these are easy questions. However, they are far easier to answer when the prospective father is still alive and can be consulted. So why not ask in advance? One approach might have men answer a simple yes or no question when filling out marriage licenses or when registering to donate organs. Another would have primary care physicians make such questions part of a standard intake — alongside medical advance directives such as living wills and healthcare proxies. If we are going to ask what you want done with your organs or the management of your life support, why not also ask about the future of your sperm? If nothing else, such questions

*continued on page 27*

fer by more than 1. Suppose we will select the number 3798. Following the described procedure, we will interchange the first and last digits to get the number 8793. We then subtract these two numbers:  $8793 - 3798 = 4995$ . Once again, we interchange the first and last digits to get 5994, and then add this to the previous number:  $4995 + 5994 = 10989$ , as predicted!

Let’s try this trick with the five-digit number 58632. When we interchange the first and last digits, we get the number 28635. We now subtract these two numbers:  $58632 - 28635 = 29997$ . We then interchange the first and last digits to get 79992. Now adding the last two numbers:  $29997 + 79992 = 109989$ . This will always be your final result regardless of

which five-digit number we began with.

If you want to further oppress your friends, have them select a six-digit number and follow the same procedure and they will always find that the end result will be 1099989. Starting with a seven-digit number, the result will analogously be 10999989. This then continues on with the same pattern for larger numbers. The trick can generate some genuine interest in the nature of numbers and of course make mathematics come alive. #

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.

## LEARNING & THE BRAIN PRESENTS CONFERENCE

Beginning on Friday, May 3, Learning & the Brain® will be presenting a three-day conference for educators and clinicians in New York City. The theme of this year's conference is "Schooling Social Brains: Promoting Social Skills, Interactions, and Collaborations in a Digital Age." The featured keynote will be by renowned speaker Dr. Temple Grandin. Dr. Grandin is an autism rights advocate, a Professor in the College of Agricultural Sciences at Colorado State University, and a Member of the American Academy of Arts and Sciences. She is author of several books including *Calling All Minds: How to Think and Create Like an Inventor* (2018) and *Thinking in Pictures: My Life With Autism* (Expanded Edition, 2006). Dr. Grandin will be speaking on the topic of "Educating Students Who Have Different Kinds of Thinking Minds."

Other keynotes include Professor Adam Alter of New York University who will be talking about the effects of addictive technology on children; Nobel Laureate and Columbia University Professor, Eric Kandel, who will be discussing how the study of disordered minds help us better understand ourselves; and Michelle Garcia Winner, the founder of Social Thinking, who will be discussing face-to-face communications in our digital world. In addition to these speakers, more than 50 others will be addressing educators

over the course of the weekend.

The focus of this conference is to present some of the latest research on preparing students for the social challenges of our changing world. At this event, attendees will hear about how our brains are wired for face-to-face social interactions, how digital devices are affecting social skills development and addiction, and how social groups and using classroom collaborations improve learning. You will discover ways to help all students, including the socially awkward and those with autism, feel accepted, make friends, and develop the social and emotional skills needed for school and life success.

This event is produced by Public Information Resources, Inc. and co-sponsored by the Dana Alliance for Brain Initiatives, the Program in Neuroscience and Education at Teachers College at Columbia University, the Neuroscience and Education Collaborative at New York University, the Mind, Brain, and Education Program at the Harvard Graduate School of Education, and the NASSP among other organizations.

The conference will begin at 1:00 PM on Friday, May 3, at the Sheraton New York Times Square Hotel in Midtown Manhattan. Additional pre-conference workshops for educators and clinicians will be run on the Friday morning starting at 8:15 AM. #

## In Bedford-Stuyvesant Inspiring Minds is Creating a "Communiversality"

By MIKE COHEN

Katrena Perou, the Executive Director of the Brooklyn based not-for-profit Inspiring Minds, was standing in front of 45 students from the Nelson Mandela School of Social Justice in Bedford-Stuyvesant. It was the orientation for the February 27th opening of this innovative culturally responsive community school model, which aims to make the vital connection linking the three schools on the Boys and Girls High School campus with the larger outside community.

She began by asking the students if they knew where they wanted to be in five years. Many of the students raised their hands and shared their thoughts with the group. Then when she asked how many felt they had adequate support from their community to achieve their goals, this time only five hands went up.

"That's what's missing," said Perou, a graduate of Penn State University who starred on the school's championship basketball team. "I had a lot of support from my community growing up and wouldn't have made it to college without their help. This is what we call a Communiversality."

Now, with its doors officially opened, Inspiring Minds would like each of its



**Katrena Perou, Executive Director,  
Inspiring Minds**

students to have the same uplifting experience that Perou benefited so greatly from. The organization will provide exposure to different careers through internships with local businesses and provide an arts integrated civic engagement program. There is a separate girls and boys mentoring program that culminates in taking the students to their first *continued on page 27*

## Real-Life Dreams Become Reality with Krembo Wings

By GILLIAN GRANOFF

Twelve-year old Adi Altschuler was looking for a way to make a difference in the world when she began volunteering at the age of 12 at ILAN, an Israeli NGO for children with physical disabilities. She became a personal tutor to Kobi Kfir, a three-year-old child with cerebral palsy. Kfir's mother, Claudia, had watched her son struggle with social isolation as he was unable to speak. He was longing to connect with the outside world. The moment Adi met Kfir, their connection was instantaneous. They quickly learned to understand each other, and the acceptance and love between them transformed both of their lives. Kfir's confidence soared.

Claudia and Adi were so inspired by Kfir's change that they aspired to replicate the experience for others.

In 2002, Adi joined LEAD, a leadership development program. With Claudia and LEAD's support, the *amutah* (non-profit in the Hebrew language) Krembo Wings was born. Named after the popular winter Israeli version of the Moon Pie and Mallomar, Krembo Wings is the country's first inclusive youth movement that connects children with and without special needs, in an environment free of

fear, stigma, and judgment.

Krembo Wings began humbly with four members in Hod Hasharon, Israel. Nowadays, the organization has dozens of branches and serves thousands of people ages 7-22 from all cultural, religious, and socio-economic backgrounds throughout Israel.

This growth is attributed to the Solomonic leadership of Krembo's management team past and present. Following Adi's departure in 2009, Ofira Roten became CEO. Talia Bejerano, before becoming CEO in 2016, developed and helped implement an intensive counselor training program as well as modernized procedures that allowed Krembo Wings to expand the number of communities it serves. Krembo's Senior VP, Merav Boaz, has spearheaded the *amutah's* expansion by working closely with a multitude of municipalities to transform not just the minds and hearts of its members but to change public perception of disability in each community.

Entrusting its members with the responsibility for leading the activities is a critical component of their leadership training. Each branch has a youth manager who oversees activities, matching two members with one with special needs

youth. Together they participate in arts projects, musical activities, and educational games, all centered around a theme selected by members of the Krembo staff.

In intensive trainings, members learn to manage challenges of working with the special needs population, in particular how to create activities that will engage them and their strengths. Krembo's members face a range of cognitive impairments including Autism or Asperger's, severe mental and sensory disorders, and physical impairments like cerebral palsy.

For participants the experience has been life changing. Kiara moved to Israel from Brooklyn with her family. "Krembo showed me ... no matter where you are from, or what your gender, background, or (dis)ability is, you can always accept and treat them equally. You shouldn't fear them."

Gali, a 7th grader, says: "The experiences at Krembo have helped (my) self-esteem and taught me to care for others. I have learned to understand and be more accepting of (people with) disabilities."

In a world where special needs are segregated from mainstream communities, Krembo gives people the space to work, play, sing, and dance in seamless interactions. For people with disabilities,

the acceptance receives from the Krembo community gives them confidence and normalizes their differences.

Shirelle, 17, is in her 3rd year at Krembo. "We are not here to take care of the special needs kids. We help them, have fun with them, and work with them. The first time I was here, I realized that I had made the greatest decision of my life." The success of Krembo Wings gained the recognition of UNESCO which, in 2018, honored the organization as a special advisor to the United Nations in matters of disabilities. Its success "as a world leader in the integration of children and youth with and without disabilities is in empowering social activities" regardless of differences in the communities it serves. It doesn't matter if the community is secular or religious; rich or poor; black or white; Druze, Muslim, Christian, Bedouin, or Jewish. Acceptance and inclusion as well as partnership, not patronage, are the guiding principles.

Despite Kfir's passing, his impact lives on. "Kfir was my greatest teacher," remarked Claudia, who continues to sit on Krembo's board of directors. "He taught me to love and accept myself and go beyond my dreams."

*continued on page 27*

How worried should parents be if a child has anxiety and is smoking pot? If a young adult has depression and is drinking, where should treatment begin? Are kids with ADHD more vulnerable to developing substance problems?

**Here are the answers, and more.**



*Substance Use + Mental Health in Young People: Recognizing and Addressing Co-occurring Disorders* is a guide from the Child Mind Institute and the Partnership for Drug-Free Kids that addresses these questions and provides information on common mental health disorders, tips on identifying substance misuse and steps to making informed treatment decisions.

If you are concerned about a young person's mental health or substance use, we have answers.

Learn more and download the guide at [childmind.org/educationupdate](https://childmind.org/educationupdate)



## BOOK REVIEW

AMAZING THINGS ARE  
HAPPENING HERE**Amazing Things Are Happening Here**

By Jacob Appel

Black Lawrence Press, 152 pp., \$17.95

**Reviewed By DR. JOAN BAUM**

It's long overdue to declare this now, but with his new collection of short stories (usually eight), polymath creative writer and career professional (physician, lawyer, bioethicist, social critic, playwright, teacher), 45-year-old Jacob Appel has become (at least to this reviewer) eponymous.

To reference a "Jacob Appel" story is to suggest bizarre content, usually apparent in an opening line: "I was once—briefly—a suspect in a murder investigation" is the way the first story, "Canvassing" begins. It's about a "full-fledged infatuation" the first-person narrator had on a girl in school years ago. Gorgeous, precocious Vanessa had

taken up with a gruff local guy, hardly in her intellectual or social class who shows up 35 years later, prompting the story's bizarre last line: "...for a few fleeting seconds, even I wasn't certain which one of us had crushed her skull with the stone."

In Appel stories, the reader gets a lot more than expected — info on all manner of subjects, some of it arcane. In "Canvassing" voting and politics inform the story of the lovelorn narrator and his cool lady love with an ironic and witty critique of democracy in action. In other stories, readers learn about wrestling alligators ("Grappling"), leukemia ("Embers," which features another out-of-reach Vanessa, seen through the eyes of a narrator as he looks back at his "hormone-frenzied expanse of adolescence." The story also catches the reader up with some powerful serious prose -- another Appel maneuver: "This was several years before my own father's death—before I would discover the volatility of success and the sanding effect of fear upon power." Note that image — "sanding effect." Appel handles surprise to moving conclusions. In "Helen of Sparta" Laney Beck, a brash, sarcastic, loony friend of the narrator's mother,

makes a sudden appearance in a tale about high school that evolves into a tale of admiration for the odd ball visitor, but also shows how her peculiar behavior brings out suppressed affection between the narrator and his older brother.

Names are adroitly inserted into Appel stories with such ease that it may also be said that his eponymous rep also turns on exemplifying this stylistic device — a smooth, natural way of letting the reader know who, what, where, and when. As for why and what it means, that, too, is distinctively Appel. The takeaway is not what you think it will be, and it will stay with you, after the story ends.

In "The Bigamist's Accomplice," arguably the most eccentric and engaging in the collection, third person takes over and the setting is a nursing home. It begins this way: "Arlene's husband offers her a pair of clay elephants and tells her that he intends to marry another woman."

Here, Dr. Appel delivers lore from his medical life and does so to stunning advantage, blending absurdity and compassion for Arlene, for her husband who has dementia, for the in-house inamorata and the other woman's husband, a judge.

The title story "Amazing Things Are Happening Here" could stand for the situations in the entire collection and in fact does. In an Appel story it's not immediately clear who's talking if it's a he or she, young or old, someone somewhat adjusted or ready to act out fantasy. Here, in a wild send up of a V.A. (Veteran's Affairs) hospital psycho ward, the narrator, who turns out to be a male nurse, pulls off satire and social criticism of medical care along with a hilarious con game the narrator instigates to protect himself because a patient has gone missing. The delight is seeing how he gets brings others to his way of thinking, while slyly indicting an indifferent medical staff.

Sometimes, the stories are just plain lovely. "Dyad," a wonderful look at a family of whales -- a cow, her baby and a protective bull -- follows a recently divorced and dedicated oceanographer from Catalonia and his young daughter out on the narrator's boat off Narragansett Bay, and segues seamlessly

*Jamie & Alexander  
Danielides  
are excited to announce  
the arrival of their daughter  
Zoe Elizabeth  
Danielides  
February 26, 2019  
7 lbs 2 oz*



into story about life and death. At the end of the adventure, the narrator is unsure of what she will tell her husband about her unusual day — a part of her will come home to him "for comfort," but another part "will remain out there in the sand."

To read "an Appel tale" is to be drawn into unexpected, often hilarious, poignant situations set in believable con-

texts. It's to be seduced into accepting that untypical and eccentric may be normal and inevitable. It's to acknowledge that odd-ball conclusions work because they have been made satisfying and ambiguous. For sure, other contemporary authors write of the absurdity of so-called real life, but Jacob Appel seems to have mastered that integration in a unique way.#



LEARNING & *the* BRAIN®SPRING 2019  
CONFERENCE

## SCHOOLING SOCIAL BRAINS: PROMOTING SOCIAL SKILLS, INTERACTIONS, AND COLLABORATIONS IN A DIGITAL AGE

New York, NY • May 3-5, 2019 • At the Sheraton New York Times Square Hotel

### CO-SPONSORS INCLUDE:

Mindful Education Lab, **New York University**

Neuroscience and Education Collaborative,  
**New York University**

Neuroscience and Education Program,  
**Teachers College, Columbia University**

Mind, Brain, and Education Program,  
**Harvard Graduate School of Education**

Yale Center for Emotional Intelligence,  
**Yale University**

Comer School Development Program,  
**Yale University School of Medicine**

The Dana Alliance for Brain Initiatives,  
**The Dana Foundation**

School of Education, **Johns Hopkins University**

National Association of Secondary  
School Principals (**NASSP**)

Presented by **Public Information Resources, Inc.**

*"We are by nature intensely social beings. Our children are innately prepared to construe the world they will encounter as adults, but, in addition, they also learn from other people the critical skills they will need, such as language".*

— Eric Kandel, PhD  
Nobel Laureate, Columbia University

### Educating Students Who Have Different Kinds of Thinking Minds

Temple Grandin, PhD, **Colorado State University**

### Face-to-Face Communication Even With a Digital Device in Hand: How Do We Manage It?

Michelle Garcia Winner, MA, CCC-SLP, **Social Thinking**

### Social-Emotional Learning: Its Importance for Promoting Mental Health and Nurturing Success in School and Life

Mark T. Greenberg, PhD, **The Pennsylvania State University**

### IRRESISTIBLE: The Rise of Addictive Technology on Children

Adam Alter, PhD, **New York University**

### The Disordered Mind: What Unusual Brains Tell Us About Ourselves

Eric R. Kandel, MD, **Columbia University**

### Autism: A Uniquely Human Experience

Barry M. Prizant, PhD, CCC-SLP, **Brown University**

### Creating a Social, Emotion Revolution in Our Nation's Schools and Workplaces

Marc A. Brackett, PhD, **Yale University**

### The Science of Making Friends: Helping Socially Challenged Teens and Young Adults

Elizabeth A. Laugeson, PsyD, **University of California, Los Angeles**

### Social Networks in the Brain: From Agents, to Actions, to Interactions

Julia Sliwa, PhD, **Massachusetts Institute of Technology**

### The Mindful Classrooms: Progress, Problems, and Promise

Joshua M. Aronson, PhD, **New York University**

### The Science of Why We Are Socially Awkward and Why It Is Awesome to Be Awkward

Ty Tashiro, PhD, **University of Maryland and University of Colorado**

### Adolescent Brain Development: Implications for Social Development, Peer Relationships, and Peer Pressure

Laurence D. Steinberg, PhD, **Temple University**

### The Science of Childhood Popularity: Finding Happiness and Success in a World That Cares Too Much About the Wrong Types of Relationships

Mitch Prinstein, PhD, ABPP, **University of North Carolina, Chapel Hill**

### Teachers as Learners: Developing the Social-Emotional Learning of Teachers

Vanessa Rodriguez, EdD, **New York University**

### Register by April 18 and save!

For more information or to register, go to [LearningAndTheBrain.com](http://LearningAndTheBrain.com)  
or call 781-449-4010 ext. 101 or 102.



# IS NEWS AUTHENTIC OR FAKE?

By ADAM SUGERMAN

Before the 2018 presidential election, for example, one of my friends opened up his email, saw a headline, printed it out, and exclaimed, “See, I told you this is how he/she is. Here is the proof.” And I responded, “Believe half of what you see and nothing what you hear.”

One of the challenges facing educators and students in performing research and obtaining facts is the [lack of] veracity of information. According to media professor Melissa Zimdars of Merrimack College as reported by Pace University librarians, there are four broad categories of fake news:

1. Misleading websites commonly shared on social media. Articles often distort headlines that evoke strong emotions such as anger. The goal, according to Zimdars, is to increase “likes”, “shares”, and thus generate profits.

2. Websites and printed materials that publish misleading and unreliable information. One easy item to see: Sites that have typographical and grammatical errors. If these sites do not have a human editor overseeing and questioning published material, they probably don’t double check for the truth.

3. Websites and emails with sensation-

alist headlines specifically written to lure people into believing an item with the intent of generating advertising revenue — often at the expense of quality and accuracy — especially for social media exposure to attract “click-throughs.”

4. Satire and comedy websites and pseudo news programs. Many of these offer commentary on politics and society, but are not intended for news consumption. Many readers or viewers interpret the information literally as factually accurate versus the intended purpose of satire to promote thought and conversation while entertaining.

Fake news and “newspeople” with partisan agendas have been a problem throughout human history. With publishing and broadcasting barriers less costly, and the ability to manipulate images and sound easier, the amount of information to which we are exposed has increased multifold.

The question for students and other citizens: Can a source be trusted? The Russian expression *Doveriyai, no proveriyai* (Russian: *Доверяй, но проверяй*) that Ronald Reagan frequently employed in his dealings with Mikhail Gorbachev is as apropos as ever.

The following are a few questions to

help create your own guidelines:

Is the information verified or can it be verified? Does the article contain references to experts? Are there links to the sources? Do these links contain information important for the topic? Be especially weary about bait-clicking external websites commonly found after the end of the article.

Is the author an expert in the topic? Is she or he a journalist? Did the writer witness the event? Where and how did she or he procure the facts in the story? Was the article machine generated? If yes, did a human review and edit the story? Does the story seem written with very bad grammar?

Is the information in the article fact-checked? And by whom? If you see a fact that is incorrect, it’s a good sign that other information in the article is erroneous.

If the information comes from a website, is the URL authentic, or is it a fake site? If the publication is based in the U.S., does it have a country code affixed to the name (e.g., *EducationUpdate.com.co*)? Does the logo or icon seem more pixelated than usual? Has the website been hacked?

Who supports or funds the publication or website? Is it a government? If the publication or website’s owner is a private,

independent publisher, who are its advertisers? Do the articles present a particular slant on a consistent basis? Is the article an opinion disguised as a news story? Are there opposing viewpoints presented in a fair manner? Some articles will provide a particular point of view, which makes it preferable to research other points of view, perhaps from other publications, to form an unbiased decision.

A reputable source and a competent editor help build trust between the publisher and the reader. Part of an editor’s job is to alter items in writing that must change (e.g., to make sure facts are correct, to correct grammatical and typographical errors, to remove bias and racism), that might change based on her or his—or the publication’s—criteria (ie, consistency in the publication’s writing style), and that ought to employ a subjective criteria such as making text sound more attractive through literary devices such as alliteration or removing clichés. That trust is sacred, but the reader/viewer should stay cautious and feel skeptical now more than ever before. #

*Adam Sugerman teaches, publishes education materials at Palmiche Press, and serves as copublisher of Education Update.*

## GUEST EDITORIAL

# TO CHANGE OUR WORLD, WE MUST KNOW WHAT WE’RE FIGHTING FOR

By CHANCELLOR STEPHEN  
SPAHN, DWIGHT SCHOOL

This current era of nationalism is not our finest hour. Increasingly divided and divisive, our world has retreated into shadowy days of yore marked by increased fear and violence, revoked freedoms, and the propagation of untruths.

Our current state of affairs harkens back to one of the darkest times in history when Nazism and fascism rose up from these very same ills to swallow millions during World War II. During its aftermath, a French educator heading the International School of Geneva, Marie-Thérèse Maurette, envisioned “a pedagogy of peace.” In her 1948 UNESCO handbook — *Educational Techniques for Peace. Do They Exist?* — she set the stage, acknowledging the enormity of such a pursuit rooted in internationalism and designed to teach respect and acceptance of others:

“To educate children so that they may become members of the human race as a whole, and not merely members of separate nations, is an immense task — an undertaking so vast that the old established churches have failed; and many people are prepared to resign themselves



Chancellor Stephen Spahn

to the old saying: “*Homo homini lupus.*” Man is wolf to man.

Madame Maurette’s principles served as the foundation for the establishment of the International Baccalaureate (IB) in Geneva 20 years later. Designed to bridge national biases and boundaries, the academically rigorous IB curriculum

from preschool through grade 12 “aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

When I first became a young headmaster at Dwight School in New York City in the late 1960s, the world was also in turmoil and it became evident that our traditional educational system was ill-equipped to evolve and respond as quickly as young people needed. I was a firm believer in the power of education to change lives, and of the International Baccalaureate in particular as an inclusive framework for fostering personal excellence on a global scale. I chose to champion the IB; its emphasis on educating internationally minded critical thinkers was, and continues to be, an imperative. The IB encourages learning in global contexts, respect for people whose backgrounds and perspectives differ — and in the words of Madame Maurette — educating children so that they may become members of the human race as a whole.

Our human race is at great risk because our freedom is at risk. When you know what you’re fighting for — “humanity first” — you can rally against “America first” rhetoric, tamp down autocracy, curb anti-immigration and anti-this, anti-that impulses — you can restrain the wolf. An international education is a most powerful weapon in this war we must win.

I have served as Chancellor of Dwight for more than 50 years and have seen generations of students graduate, taking with them core IB values to help make the world a better place. With schools in New York, London, Seoul, Shanghai, Dubai, and online, our students meet and collaborate across campuses and international time zones. Intuitively, they find common ground and are enthusiastic to learn about cultural differences. They team up to develop solutions to global problems. They are not afraid to find a better way, to use their voices to speak out against injustice, and to demand a better world than the one they have inherited for the human race as a whole.

Our nation and world can learn a great deal from students who know what they’re fighting for. #

*Dr. Stephen Spahn is the Chancellor of Dwight School.*

# You're actually looking forward to spending considerable time in the principal's office.

You have dedicated your life to helping mold young minds...and you still want to do more, for your students...for your school...for your school district...  
FOR YOURSELF.

## EARN AN ADVANCED DEGREE... AND ADVANCE YOUR CAREER

This September, start working toward your master's degree in educational supervision, educational administration or school district leadership. You'll be able to achieve your career goals...like becoming a school principal, a school administrator or a district leader.

When you unleash your passion here at Mercy College, there's no telling how far you can go.

**MERCY COLLEGE**

FOR THOSE WITH A PASSION TO GET AHEAD

1.877.MERCY.GO • [mercy.edu/principal](http://mercy.edu/principal)

C. VANDERHAVEN  
PRINCIPAL

### LEARN MORE AT:

GRADUATE  
OPEN  
HOUSE

3/6

SCHOOL  
OF EDUCATION  
INFO SESSION

4/4



# WATCH OUT FOR THE ULTIMATE PREDATOR

It's the star of blockbuster movies and children's imaginations, the inspiration for viral memes and inflatable Halloween costumes. Yet despite its high profile in the public consciousness, our perception of *Tyrannosaurus rex* and its relatives is often much different than the reality. *T. rex: The Ultimate Predator*, a new exhibition opening at the American Museum of Natural History this spring, will explore the latest research and discoveries about the genus of dinosaurs known as tyrannosaurs, with an emphasis on the most famous and impressive member of the family—*T. rex*.

The full tyrannosaur story includes dozens of different species and spans over 100 million years of evolution, with *T. rex* appearing only at the very end of that period. Most tyrannosaurs were not giants like *T. rex*, which, fully grown, weighed between 6 and 9 tons. Early species were small and fast, likely avoiding confrontations with larger dinosaurs. So how did mega-predators like *T. rex* evolve from such humble origins? How did *T. rex* grow so quickly in adolescence, ballooning from the size of a turkey to the size of a truck in just 21 years, gaining up to 4.6 pounds per day? And what kind of super sensory skills and traits did it use to become such an efficient killer? *T. rex: The Ultimate Predator* addresses these questions and more with life-sized reconstructions of tyrannosaurs at various life stages, real fossils and casts, large-scale video projections, hands-on interactives, and an exhilarating virtual reality experience that lets visitors work in a group to assemble a *T. rex* skeleton.

Visitors will encounter a massive life-sized model of a *T. rex* with patches of feathers—which, as scientists now know, were likely present on nearly all non-avian dinosaurs (all dinosaurs other than birds)—as well as reconstructions of a fluffy, helpless *T. rex* hatchling and a four-year-old juvenile *T. rex*; a “roar mixer” where visitors can imagine what *T. rex* might have sounded like by blending sounds from other animals; a shadow theater where a floor projection of an adult *T. rex* skeleton will come to life; and a magnetic wall where visitors will be tasked with placing various tyrannosaur family members in the correct time period. They will also encounter a life-sized animation of *T. rex* in the Cretaceous and explore real data from fossil specimens, CT scans, and microscope images at a tabletop Investigation Station.

In collaboration with HTC VIVE, the Museum will present its first interactive, multi-player virtual reality experience, *T. rex: Skeleton Crew*. Visitors will team up to build a *T. rex* skeleton bone by bone and then watch as it comes to life in what is now Montana, as it was 66 million years ago.

*T. rex* and its relatives have a long



history at the Museum. The first *T. rex* skeleton was discovered in 1902 by the Museum's legendary fossil hunter, Barnum Brown, and the Museum boasts one of the few original specimens of *T. rex* on public display, in the Hall of Saurischian Dinosaurs. Mark Norell, who is curator of *T. rex: The Ultimate Predator*, joined the Museum in 1989 and has led and participated in a number of scientific investigations into the biology and evolutionary history of tyrannosaurs and other theropods—the group of dinosaurs most closely related to modern birds—including the first discovery of

a feathered tyrannosaur, *Dilong paradoxus*, in 2004. Many of the studies led by Norell, who is chair and Macaulay Curator in the Museum's Division of Paleontology, and his colleagues and former students are reflected in the new exhibition. Gregory Erickson, professor of anatomy and vertebrate paleontology at Florida State University, is a consultant for the exhibition. #

*T. rex: The Ultimate Predator* will be open to the public starting Monday, March 11, 2019. Members will be able to preview the exhibition starting on Friday, March 8, through Sunday, March 10.



## 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.



### Register now for Spring/Summer Classes and Lecture:

#### THE ROBERT J. SCHWARTZ MEMORIAL LECTURE

##### What Basic Research on Brain and Behavior Can Tell Us About Young Children with Learning Challenges

Tuesday, April 9 • 7:30-9 pm **M**

Lecturer: Richard Aslin, PhD

No Fee – reservation required – [thewindwardschool.org/lecture](http://thewindwardschool.org/lecture)

#### READING SKILLS

##### Where Do I Go From Here?

##### Using PAF Reading Program Assessment Tools to Plan Instruction

Tuesday, April 30 • 4-6 pm **W**

##### Multisensory Reading Instruction: PAF Reading Program Part II

Spring: Wednesdays: April 3, April 10, May 1, May 8 • 9 am-1 pm **M**Summer: Monday-Thursday, July 15-18 • 9 am-1 pm **W**

##### Multisensory Reading Instruction: PAF Reading Program Part I

Thursday-Friday, June 27-28, Monday-Wednesday, July 1-3 • 9 am-1 pm **W**

##### Multisensory Reading Practicum: Using the PAF Reading Program

Wednesday-Friday, July 10-12, Monday-Friday, July 15-26 • 8:45-11:30 am

Off-site in White Plains

#### WRITING SKILLS

##### Expository Writing Instruction: Part One

Section 1: Monday-Wednesday, June 24-26 • 9 am-2:30 pm **M**Section 2: Monday-Thursday, August 19-22 • 9 am-1 pm **W**

#### LANGUAGE SKILLS

##### Classroom Language Dynamics: The Language of Learning and Literacy

Monday-Thursday, July 8-11 • 9 am-1 pm **W**

#### MATH SKILLS

##### Improving Math Competence: Strategies to Remediate Effectively

Monday-Tuesday, July 29-30 • 9:15 am-1 pm **W****M** Manhattan Campus **W** Westchester CampusFor more information, visit: [thewindwardschool.org/wtti](http://thewindwardschool.org/wtti)[facebook.com/WindwardTeacherTrainingInstitute](https://www.facebook.com/WindwardTeacherTrainingInstitute)[twitter.com/WindwardTTI](https://twitter.com/WindwardTTI)*—Be informed. —Be inspired. —Transform lives.*

# EDUCATION UPDATE INTERVIEWS

## THOMAS J. RULLER, CEO OF NYS ARCHIVES PARTNERSHIP TRUST

The publishers of *Education Update* recently chatted with Thomas J. Ruller, the Assistant Commissioner for Archives and State Archivist as well as the Chief Executive Officer of the New York State Archives Partnership Trust. The Trust is located in Albany.

**Education Update (EU):** How did you get involved in working with historical documentation? How did it become a career choice?

**Thomas J. Ruller (TJR):** I became fascinated with the idea of archives when I was in middle school. I've always had a tremendous interest in history, and in the community in which I grew up, Gloversville, NY. I was involved in our community's centennial celebrations, and in the process of doing the work — and being involved as a young person — I discovered the great value, benefit, and importance of documentary materials and recorded evidence. I realized that's the only way we can profoundly understand and interpret what really happened and how we have evidence that things are true. And the community that I grew up in had just recently moved their city government from an old city hall that was built in the mid 19<sup>th</sup> century to a brand-new one. This was back in the 1970s, and a lot of the original records from the village which was there starting in the early part of the 19<sup>th</sup> century were left behind.

I was very fortunate to be associated with something that doesn't exist anymore: The New York State Historical Association had a group of junior historians called Yorkers. I got to be part of a community of young people who were very interested in history. One of the great things that happened to me after I discovered these historical records was its connection with the State's archives. I wrote to them. The state archives had just been established in the late 1970s... and they wrote me back which blew my mind. Some folks who were here for quite some time took me under their wings. They said if you were into history and believe in documents, get a degree in history. Then get a degree in information science, or with some kind of archival concentration.

**EU:** What are some of the challenges you encountered when modernizing records? For public access at remote locations, much of what was stored ages ago needs to be digitized. How are the thousands or millions of documents organized?

**TJR:** There's the access challenge. At the state archives in NY, we have

26 miles of records, with 250 million documents. I don't anticipate that we will ever digitize all of them. Between us and our partners at Ancestry.com, which has done a lot of the digitization for us, we might have 2 million or 3 million documents digitized out of that entire collection. It's enormously expensive, but it also requires a bit of work for each individual document. Each piece needs a unique identification available to it. And one of the big challenges in archiving is determining what materials we should digitize...for improved access, for preservation. Some of the documents we have in the archives might be used once in a hundred years. That one time is essential and critical, however digitizing it isn't going to return the value back.

Each item has a level of description. If you'd like to look at Al Smith's or Herbert Lehman's correspondences, we have detailed indexes of all of the documents. We haven't digitized all of them, but you can at least say that I would like to see this document from this folder, for example a letter from Herbert Lehman to the growers in Western New York during the Depression to help them figure out how to address a labor shortage. We can give you that document, and we can give you all of the information you need to identify it. But we won't have that in advance. You'd have to discover the information yourself. That's what research is all about.

Probably the greatest challenge facing archives right now is the preservation of born digital records, such as electronic mail messages and the databases that replace letters and correspondences, that replace the large case files of information, millions of office documents, worksheets, word processor files, replace reports and letters, websites that replace publications and other resources. All of these are "born digital". How do we require it? How do we preserve it? How do we ensure that the same documentation that Al Smith, Herbert Lehman, Dewitt Clinton or whomever created on paper in the 18<sup>th</sup>, 19<sup>th</sup>, and most of the 20<sup>th</sup> century is entirely electronic. How do we ensure the continuity of that memory? How do we ensure the continuity of that information so that the history of our state and our communities doesn't have a big hole in it when all of a sudden we started to use electronic communication exclusively.

**EU:** Is the amount of information being created and recorded a challenge as well?

**TJR:** One of the things archivists do is



**Thomas J. Ruller**

something called selection. Not all information will be preserved forever. It's impossible to do regardless of whether it's on paper or in an electronic form. If you look at the production of information, when they produced information in Sumaria, it was very important but very limited. They produced on clay tablets and those were preserved and every piece is preserved because it is so rare and unique. When they had illuminated manuscripts, all of those are preserved because it's very rare and only the critical information needs to be preserved and encapsulated there.

But fast forward to World War II when they produced millions of pieces of documents and millions of pieces of information. Only a small percentage of that needs to be preserved forever. Is it worthy of an infinite investment in preservation services for those resources. And then fast forward further into the digital age and information becomes extremely cheap. It's very easy to produce emails and word processed documents, or a digital photograph instead of a roll of 36 exposures where someone painstakingly develops each one. Now a photographer snaps 150,000 photographs in one day, most of which are not worth preserving or used by that photographer. The ability to produce information makes it cheaper, but also makes it more difficult for archivists to separate the wheat from the chaff.

**EU:** What is the oldest document you have in the NYS Archives?

**TJR:** We have a document from the 1630s. It's a simple administrative docu-

ment from the New Netherland colony when the Dutch ran NY.

**EU:** Is the document in the Dutch language?

**TJR:** It is in Dutch, and despite my earlier comment, it is available online. We digitize 100 percent of our Dutch documents. There are only 13,000 of them so it's a very limited corpus of material and it was easy to make them all available.

There's a group of people working since the 1970s translating those documents into English and wherever we have a translation available in English for those Dutch documents, we make them available.

**EU:** What is the most salient, unusual, or important piece of information in the documents?

**TJR:** It's a big question, and I can't give you an easy answer because we preserve and make available the official records of the NYS government. So you could say the most essential documents are the foundation documents of the State: its Constitution and the laws. Those are critical because they are the fundamental underpinnings of our state government and they are the documents that legitimize what we do. However that doesn't tell you how that government entity operated, so you could argue that the most important document is the petition signed by Dewitt Clinton to advance to the legislature the request to build the Erie Canal, which was probably one of the most important public works projects ever undertaken in this country and had a profound impact not just on NY, but on the entire United States.

Or you could say it's the records of the Factory Investigation Commission under Al Smith's leadership and others in the Progressive Era. There was an effort in NY to understand better the plight of the working classes where they did a great analysis of the life of factory workers driven in part by the Triangle Shirtwaist Factory Fire. Again the awareness of the plight of the working class which revolutionized labor and labor laws not just in NY, but in other states and countries followed, and that's critical. So I can't answer the question as you asked it because as an archivist, every document is important because of where it came from, what it says, why it's there, and what people have done with it or learned from it.

**EU:** From a cultural and ethnic standpoint, do the archives contain documents

*continued on page 23*

# PROACTIVE, NOT REACTIVE

By MARY EDLOW, Ph.D.

Although the rate of unintended pregnancy has declined, the U.S. rate is still significantly higher than in many other developed countries. In 2011, nearly half (45%, or 2.8 million) of the 6.1 million pregnancies in the United States were unintended. However, traditional estimates understate the risk of unintended pregnancy among adolescents because these estimates typically include all women, whether or not they are sexually active. When rates are recalculated, including only those women who are sexually active, adolescents ages 15–19 have the highest unintended pregnancy rate of any age group.

Early parenthood puts adolescents at risk for a wide range of clinical issues, mental health outcomes, and educational challenges. Teen mothers have a higher incidence of preterm babies and postpartum depression. More than 50% of teen mothers will not graduate high school; 25% will become pregnant again within two years; and less than 2% will earn a college degree by age 30. These early, unintended pregnancies profoundly contribute to future educational and financial difficulties for young women.

According to Laura Lindberg, a principal research scientist at the Guttmacher Institute and co-author of "Sexual Behavior and Contraceptive and Condom Use Among U.S. High School," "many young people become sexually active during high school." Ms. Lindberg strongly emphasizes that "it is critical to ensure that all young people have access to comprehensive sexuality education and sexual and reproductive health care services to support their sexual and reproductive decision making."

Studies have shown that comprehensive sex education lowers rates of teenage pregnancy and sexually transmitted diseases, while abstinence-only education actually increases such risks. The Guttmacher Institute, which focuses on reproductive health, specifies that 37 states require that abstinence be covered, while only 13 states require sex education to be medically accurate. Astonishingly, more than half of middle schools and more than three-quarters of high schools concentrate on abstinence. Debra Hauser, President of Advocates for Youth, a nonprofit, sexual health organization in Washington, D.C., notes a recent

trend in which the teenagers themselves and young adults are mobilizing their communities on behalf of comprehensive sex education. She elaborates, "they want to take it into their own hands."

The Sex Education Initiative (SEI) at Teachers College, Columbia University, is a new professional training program for teachers with an emphasis on intentional pregnancy and family planning. Its focus is on the overlooked psychosocial dimension of reproductive decision making for adolescents as a critical component of comprehensive sex education. Professionals will learn how to engage their own personal process and in turn assist adolescents to explore their reproductive identities and its impact on their sexual behavior.

The SEI project at Teachers College aims to support adolescent development at the intersection of sexual/reproductive and psychological literacy or reproductive well-being literacy. The hallmark of all literacy is the ability to access, understand, and use information in ways that promote and maintain, in this case, the reproductive well-being of our youth. A particularly important, yet often left out dimension, is the attainment of psychological insight into one's experiences around sexual/reproductive issues that could substantively increase awareness, behavioral management and prevention. The Edlow Sexual/Reproductive Literacy Project offers a platform for school-based sexual/reproductive health educators to design holistic curricular programming for youth, ages 12–18 that would include their unique biological, developmental, social, psychological, and spiritual identities. Effective reproductive well-being literacy programs that address both the physical and the psychological dimensions will lead to a heightened awareness of the risk-factors of sexual engagement; increased medical knowledge of bodily functions; insight into beliefs and attitudes that influence decision making; and deeper understanding of family of origin and family planning expectations. It is anticipated that intentional and planned pregnancies will result in healthier children who are welcomed into loving families that are more prepared for the joys and challenges of parenthood, one of the most important life experiences any of us will ever undertake. Every Child a Wanted Child.#



## Save the Date

The Kennedy Children's Center Board of Directors

Cordially Invites You To Honor Our

# Aspiring Teachers

Please Join Us at Our 2019 Spring Fundraiser

June 6, 2019

6PM—9PM

Midtown Lofts

267 Fifth Ave, NY, NY 10016



### HONORING

**Pola Rosen, Ed.D.**

Dr. Pola Rosen is a 10-year KCC Board Member and Publisher of the award-winning newspaper Education Update. Please join us as we thank Dr. Rosen for her lifelong commitment to education.



## DR. POLA ROSEN



2019 Celebration  
Honoring Aspiring Teachers

**Together We Can Help Address  
The National Teacher Shortage on a Local Level!**

All proceeds from our 2019 Celebration will directly benefit KCC staff members who are pursuing their teaching certification.

To learn more about KCC and our efforts to increase the number of diverse, certified educators working in New York City, visit [www.kenchild.org](http://www.kenchild.org).

**Invitation to Follow.**

For more information please email [info@kenchild.org](mailto:info@kenchild.org)

## JUNIOR JOURNALIST

ENCOUNTERS WITH  
THE CUBAN PEOPLE

By WILLIAM FREEDMAN

Over the past couple of years, American politics has started a trend of looking inwards. News anchors and politicians have increasingly been looking at what happens inside the US, as opposed to the foreign policy decisions taking center stage. With the turmoil that is the US political landscape, it becomes easy to forget about the potentially life changing decisions American politicians make regarding places outside US borders. One such decision that I was able to witness the effects of firsthand was the [partial] reinstatement of the Cuban embargo. For years, in an effort to smoke out Castro's communist regime, the US and much of the western world refused to trade with Cuba. Havana, once called the most beautiful city in the world, fell into disrepair without trade from the rest of the world. This is the Havana my family and I saw when we visited Cuba last Christmas. We toured around this city, taking in the Cuban culture and life.

One clear place where we saw the effects of our US-centric outlook on the world was in our conversations with Cuban people. While we see America as "the shining city on a hill" with a mission of Manifest Destiny, to the Cuban people the US is a foreign power interfering with their way of life. They want to be

able to be integrated into the world's economy, not barred by a global superpower. Regardless of the *norteamericano's* perception of the embargo, many Cubans see it as an act that will stunt their country's growth. In conversations with local artists and shop owners, we got a clear sense of Cuban nationalism. Everywhere we went there, was a sense of pride in being Cuban. Even when discussing food, there was a sense of Cuban national honor. When asked about what we considered traditional Cuban food, rice and beans, the people defended their culture, explaining to us that Cuban food was so much richer, involving a wide array of meats and spices, and that the stereotypical rice and beans was just a result of shortages caused by the embargo.

All in all, my visit to Cuba was eye opening, exposing me to a totally different viewpoint just 90 miles away from Key West, Florida. #

*William Freedman attends The Bronx High School of Science. As a sophomore, he is pursuing his interests in science, math and world history. William is in a three-year research program which culminates in the submission of the Regeneron competition. He is on the Lincoln-Douglas Debate, the Mock Trial, and the Moot Court teams.*

The Dwight School Ignites  
the Spark of Genius

By POLA ROSEN, Ed.D.

In addition to having classes around the globe, the Dwight School has now been holding Sherlock Holmes classes at their own school on Central Park West. The latest class was to solve who broke the leg of a student on the staircase at the school exploring, analyzing the clues and reasons of the mystery similar to FBI cases on TV.

Students were attending from different states as well as with different interests. Some were tennis players, some were actors, some were musicians and all were interested in pursuing their special talents without losing the main focus on

academics and getting a degree. "We are learning to think critically and use skills that involve chemistry and psychology," according to one student in the group.

Dwight Global provides online video conferencing seminars, tutorials, and a unique combination of online and in-person experiences that ensures that all students receive a complete education. This unique program is called Dwight Global and includes students in grades 7-12.

Campuses exist in New York, London, Seoul, Shanghai, and Dubai. The Dwight School was founded in 1872 and has been "igniting the spark of genius in every child." #

NETWORK 20/20  
MEMBER OF THE MONTH:  
INTERVIEW WITH  
DR. SUSAN GITELSON

Susan Gitelson is an executive who has led a distinguished career in academia, international consulting and entrepreneurial business. She is the author of *Giving Is Not Just For The Very Rich: A How-to Guide for Giving and Philanthropy* and has had books and articles published on four continents. The former co-chair of the Dean's Council of the Columbia School of International & Public Affairs (SIPA), she has also served on the boards of the National Committee on American Foreign Policy, the Center for the Study of the Presidency, the Hebrew University of Jerusalem, the Truman Research Institute for the Advancement of Peace at the Hebrew University, and Sutton Place Synagogue.

She received a BA from Barnard College and an MIA and Ph.D. from Columbia University, and was subsequently a professor of international relations at the Hebrew University of Jerusalem. Dr. Gitelson received the Columbia University Alumni Medal for Distinguished Service, a special Columbia SIPA Outstanding Service Award, and an honorary degree from the Hebrew University. She endowed her Dr. Susan Aurelia Gitelson Award for "Human Values in International Affairs" at Columbia SIPA and founded the Gitelson Peace Prize (now the Truman Peace Prize) at the Truman Institute.

In 2018, Susan received the Marquis Who's Who Lifetime Achievement Award. Network 20/20 conducted a brief interview with Susan:

**Why is Network 20/20 valuable to you?**

Network 20/20 brings together many bright, lively people from many different countries and professions who share a

fascination with international affairs with a desire to improve the world. The programs are well chosen and lively with opportunities for intensive discussions. Network 20/20 has many women participating and asking questions, more than most other international relations organizations.

**What do you consider being your greatest achievement so far?**

Since I believe in bringing out the best in students and professionals, I have established a number of award programs for "Human Values in International Affairs," etc. at the Columbia School of International & Public Affairs (SIPA), the Columbia Human Rights Institute, the Center for the Study of the Presidency, as well as the UN seminar at the City University Ralph Bunche Institute. I also founded the Gitelson Peace Prize at the Hebrew University of Jerusalem (the city of peace) Truman Research Institute for the Advancement of Peace, which was later transformed into the Truman Peace Prize.

**The best career advice that was ever given to you?**

Follow your passions.

**Long-term aspiration/goal?**

Marquis Who's Who has just given me its new Lifetime Achievement Award, which is a stimulus for me to continue learning and to encourage others to promote innovative programs and new opportunities especially for women and for all people around the world through organizations like Network 20/20.

**Professional skillset you want to develop?**

Stimulate programs and opportunities for others in organizations like Network 20/20.

**Top three tips for success**

*continued on page 27*



# Their Dreams Have No Limits.

## Why Should Their School?

Dwight Global — **the online program of Dwight School** — offers students pursuing their passions a flexible schedule while receiving a world-class private school education. Students can train, travel, compete, and perform without missing school.

### Dwight Global Offers

#### FLEXIBILITY

- Join online classes from anywhere
- Personalize your schedule
- Take summer courses

#### ACADEMIC EXCELLENCE

- Online IB and AP classes for grades 7-12
- College guidance starting in grade 9
- Top college acceptances

#### COMMUNITY

- Participate in blended learning programs
- Study at Dwight campuses in 5 countries

[admissions@dwight.edu](mailto:admissions@dwight.edu)

212.724.2420

[www.dwight.global](http://www.dwight.global)



**DWIGHT GLOBAL**  
*Online School*

New York | London | Seoul | Shanghai | Dubai





## SENIOR ASSISTANT EDITOR LYDIA LIEBMAN ATTENDS THE 61<sup>ST</sup> ANNUAL GRAMMY AWARDS



(L-R) SHO Members Luisito Quintero, Doug Beavers, Oscar Hernandez, Sandra Dolson, Marco Bermudez, Jeremy Bosch, Carlos Cascante with Lydia Liebman

**L**ydia Liebman, Senior Assistant Editor of *Education Update*, recently attended the 61<sup>st</sup> Grammy Awards in Los Angeles. Liebman, who is the President of Lydia Liebman Promotions, a boutique Public Relations and Communications agency based in New York City, represented her client Spanish Harlem Orchestra, who went on to win Best Tropical Latin Album for their 2018 release “Anniversary”. An ArtistShare fan-funded project, “Anniversary” celebrated the renowned salsa group’s 15-year anniversary. This is Spanish Harlem Orchestra’s third Grammy win and this is the second Grammy appearance for Liebman, who represented the

Baylor Project in two categories last year.

At the Grammy awards, Liebman represented her artist on the red carpet to national media outlets such as CNN, Univisión, People Magazine, BBC, and others. “The red carpet is an amazing experience. To be able to represent a group like Spanish Harlem Orchestra as their publicist, who is the top of the line in every way, is an incredible honor and a moment that I will never forget,” said Liebman.

The award for Best Tropical Latin Album is given during the Premiere Ceremony, once known as the Pre-Telecast. After the red carpet, Liebman and the musical group made their way to the theater where it was soon announced

that they had beaten out four others in their category. Liebman described the moment of winning as “surreal”. After their win, the group made their way to Media Center where members of Spanish Harlem Orchestra took formal photographs and were interviewed by more members of the media.

Spanish Harlem Orchestra is considered one of the top *salsa dura* ensembles in the country. It is under the musical direction of Óscar Hernández, a Latin music veteran who has worked with an eye-popping list of legends from Celia Cruz to Paul Simon. “Anniversary” is their sixth album and it received critical acclaim upon its release. Recently, Spanish Harlem Orchestra performed at

the Jazz Standard in New York City for four consecutive nights. Every set was full. “The music speaks for itself. They are just the best at what they do and anyone who sees them live agrees,” said Liebman.

Liebman began working with Spanish Harlem Orchestra in early 2018. Along with launching the press campaign for the release of “Anniversary” and tours, she also worked closely with Hernández on the Grammy campaign. Liebman looks forward to continuing her work with Spanish Harlem Orchestra and her many other clients including iconic drummer Ralph Peterson, contemporary harpist Brandee Younger, and new breed vocalist John Minnock. #



**Congratulations to our Head of School  
Anne M. Glass, Ed.M. for being named  
LDA's 2019 Sam Kirk Educator of the Year**



**PURNELL  
SCHOOL**



**The Sam Kirk Educator of the Year Award**

is given annually by the Learning Disabilities Association of America to "an educator who has made outstanding contributions to the education of persons with learning disabilities."

Since her time as a graduate student at Teachers College, Anne M. Glass, Ed.M. has been steadfast in her belief that children with learning disabilities could accomplish anything that anyone else could accomplish. She had a strengths-based view of students with learning disabilities long before that view became popular, and she saw the barriers to success as a failure of our education system and a product of our limitations as teachers. If our students learned differently, it was clear to Anne, we would have to teach differently.

Since then, Anne has worked throughout her career to be an advocate for students with learning differences. Before joining the Purnell community, she was a Learning Specialist at the Chapin School in Manhattan and an adjunct lecturer of learning differences and special education law at CUNY Hunter College and at Teachers College, Columbia University.

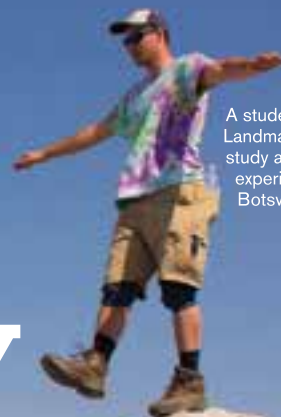
Anne was installed as the 8th Head of School at Purnell in June 2018. During her time here, she established the Learning & Wellness Department, solidified our mission to support diverse learners, and has overseen the growth of both academic and social-emotional supports, as well as a vibrant student life experience on campus.

[www.purnell.org](http://www.purnell.org)

908-439-2154

51 Pottersville Road, Pottersville, NJ 07979

**I DARE TO  
LEARN DIFFERENTLY**



A student on Landmark College's study abroad experience in Botswana.

**Saturday Open Houses**

**April 6 ■ June 8**

Register today at [landmark.edu/visit](http://landmark.edu/visit)



**LANDMARK  
COLLEGE**

The College of Choice for  
Students Who Learn Differently

Putney, Vermont

IS YOUR CHILD **DYSLEXIC** OR EXPERIENCING SCHOOL FAILURE? IF SO, WE MAY BE THE SOLUTION.

WE STRIVE TO HELP CHILDREN NOT ONLY HAVE THE SKILLS NEEDED TO LEARN, BUT WANT TO LEARN.

# TheSterlingSchool

WE TAKE OUR COMMITMENT SERIOUSLY

- ORTON GILLINGHAM TRAINED STAFF
- SMALL CLASSES WITH INDIVIDUALIZED ATTENTION
  - ART, MUSIC, CULINARY ARTS AND COMPUTERS FOR A RICH EDUCATION
- UNIQUE PROGRAM THAT INCORPORATES CARING, INTELLIGENT, SKILL BUILDING AND EMOTIONAL SUPPORT BY EXPERTS IN THE FIELD

**NOW ACCEPTING  
ADMISSIONS**

**CALL 917-909-0942**

**WWW.STERLINGSCHOOL.COM**

**RUTH ARBERMAN, DIRECTOR OF THE STERLING SCHOOL**

**134 ATLANTIC AVENUE,  
BROOKLYN, NEW YORK 11201**

# TEACHERS COLLEGE

---

## COLUMBIA UNIVERSITY

*Teacher Training Program*

# SEX EDUCATION INITIATIVE

A multi-day, fully funded Teacher Training Program on Sex Ed will be held at **Teachers College, Columbia University** this Spring 2019. Participants will receive a core skills training on *Foundations of Sex Ed* along with a special focus on intentional *Reproductive Identity Formation (RIF)*. Sexual Health Educators will share experiences with others from NYC public schools. Vouchers will be included for additional instructional materials. Complete a brief application on our [website](#) by **3/20/2019**

**At the end of this training, participants will be able to:**

- Reflect on how their own values and histories impact their teaching of sex education
- Engage students' future-orientation around pregnancy postponement & family planning
- Purchase customized instructional materials for further trainings
- Apply for Continuing Education Credit

**TEACHERS COLLEGE**  
COLUMBIA UNIVERSITY

**Become a Sex Ed Fellow!**

<https://sex-ed.tc.columbia.edu/>

# JAZZ ICON DAVE LIEBMAN DONATES PERSONAL ARCHIVE TO BERKLEE COLLEGE OF MUSIC



(L-R) Dave Liebman and Berklee President Roger Brown

**D**avid Liebman, Grammy-nominated saxophonist and recipient of an NEA Jazz Masters lifetime achievement award from the National Endowment for the Arts, recently donated his personal archive to Berklee College of Music. Liebman worked with staff from Berklee's library at his home in Stroudsburg, PA, organizing and packing manuscripts, recordings, photographs, and other memorabilia that now reside in the college's Stan Getz Library.

The David Liebman papers and sound recordings (1955–2017) are a treasure trove of materials, including published and unpublished manuscripts by Liebman. The collection presents a comprehensive picture of Liebman's professional and personal activities, from gigging and grant proposals, to teaching materials and memorabilia, with ample documentation of his recording career and professional exploits. Personal items include clippings, photographs, programs, posters, and more eccentric items such as T-shirt fragments.

"I am thrilled about the new relationship that has come my way with Berklee and my archives," said Liebman. "Beginning in the 1960s, my collection of materials that reflect my artistic path is quite voluminous. To have the number one jazz institution in the world be the repository of my life's work is beyond words."

Liebman has visited the college a number of times, including as an artist-in-residence in the Berklee Global Jazz Institute, under the direction of founder Danilo Pérez. He also presented the International Association of Schools of Jazz Conference at the college in 2016, an organization he founded in 1989 and continues as its executive director.

"Our students have been honored by Dave Liebman's presence and perfor-

mances on our campus, and the devotion he shows to jazz," said Berklee President Roger Brown. "He is a vital figure in this American art form, and his influence will continue to inspire musicians for decades to come with his archives on our campus."

Liebman's career in contemporary music stretches nearly 50 years. He has played with seminal artists including Miles Davis, Elvin Jones, Chick Corea, John McLaughlin, and McCoy Tyner, among others. Books and instructional DVDs by Liebman are acknowledged as classics in the jazz field. He has made more than 500 recordings, many of them as a bandleader, and written several hundred original compositions in styles ranging from classical to rock to free jazz.

"Dave Liebman's work in music education has been a defining point of his musical career that has, rightfully, garnered him awards and international recognition as both an educator and a supporter of the arts," said Larry Simpson, Senior Vice President for Academic Affairs/Provost. "We are honored that he has chosen to share his invaluable collection with our students."

Liebman's collection has an especially large number of audiovisual materials of commercial recordings and live performances that he recorded or participated in on a variety of media. Ensembles represented include Liebman's group, trio, quartet, and quintet; Expansions: Dave Liebman Group; Lookout Farm; and Quest. In addition to being a jazz musician who has recorded for several decades, Liebman is a passionate musicophile with a collection that spans genres. Within his personal collection, one can find Mozart, John Coltrane, Barbra Streisand, and Michael Jackson. His personal archives will provide jazz scholars and practitioners with an invaluable resource to study for years to come. #

*Diana Bilezikian*

*continued from page 3*

goes off, you must get out of bed, shut it off, remain out of bed, and get ready for your day and this way, you are helping to allow yourself enough time to have some breakfast and such before going off to work for the day instead of rushing yourself and exhausting yourself out. If it seems a bit too early for you to enter your workplace, try going out for a cup of coffee or something and reading the newspaper while you're waiting patiently for that work time to come. And you will also definitely need to set a good alarm clock on your cellphone in order to help remind you when your time is up. Also, this is one of my favorite useful and helpful guidelines: Whenever I visit my parents, during our free time before dinner, while finding myself something to do, sometimes I also even like to set a good helpful alarm clock on my cellphone to remind myself to put away my puzzle or something, wash up for dinner, come to the dinner table a little ahead of time, and count a couple of pictures on the walls while waiting patiently for dinner to begin (Also, if you want to keep yourself busy and occupied while riding for your ride, instead of doing your chores or something, missing it, count cars or something.). And these ways, you are perfectly on time for anything. Good luck with them as well for sure.

Signed, Diana.

My parents and I worked absolutely tirelessly non-stop with my previous "Dear Diana" Book with absolutely no excuses or exceptions for simply refusing to do so even if it meant having to edit some of the information that was too confusing, inappropriate, or even too repetitive for my book. And once it finally got published, practically everybody got some very nice autographed copies of my book (Of course, all proceeds will go directly to Chapel Haven so that we can pay for our nice new buildings. So, anyway, it was as of April 2015 when I got started with serving as Dr. Costa's very special guest speaker, giving clear insight on exactly what it is like to have special needs, answering each direct clarified question one at a time from each student as well as Dr. Costa and Mike. I got all groomed up, all dressed up, and stood up in front of the whole class to absolutely talk non-stop no matter what (speech impairments, for instance), even also, sometimes using the plastic board for drawing a couple of interesting things for helping to answer questions as also, of course, each student got a nice autographed copy of my book in the end. Eileen McKeatinge- Dr. Costa's Professor Friend also let me serve as her very special guest speaker. One day, she, Dr. Costa, more professors, Mike, my parents, and me, we all met in the library to discuss things and also, to be nicely treated to lunch at Carmine's Italian Restaurant by Mike. As a guest speaker, I sometimes sang some songs, gave some

good speeches, answered questions, made some nice drawings on the plastic boards, did practically everything that related to being such a good guest speaker. Of course, on our ways up and back, Mike and I stopped for coffee and also, some nice pitt stops just like I always do with my father whenever we travel to and from visiting his sister Aunty Pauline. Mike was even talking to his wife Amy on his special car cellphone and also, some other people. He and I are very close and I also love Amy, and their two children Ava and Gavin and their dog- one very special happy family, that is. My teaching activities at Montclair are mainly my giving exact clear insight on what it is like to have special needs so that the school students will know just how to work with school students with special needs and yes, sometimes, I do teach a couple of skills to these students besides answering their questions one at a time. And as far as my second book, it will be my sequel called "Dear Diana- Part Two" with lots more useful and helpful information as one of my favorite sections is *Charity-Donating Some Of Your Old Clothes To The Poor For Free*. My other books will be children's books, novels for teenagers, princesses earn handsome princes as special rewards for working on their goals, a good Christmas Story- since Mrs. Claus is so sick and tired of always having to wash Santa Claus's suit for him because of his dirtying it from going up and down the chimneys so much ("His clothes were all tarnished with ashes and soot."), he learns to use his head and use the doors instead of the chimneys, because Mrs. Claus has just about had it. Also, in signing off, just a couple of cherished memories- some of my favorite ones- I think I will try at least four of them that I sure can remember:

*1. If a family reunion was a bit stressful for me in the case where instead of watering the flowers, I watered my pants, then, I simply just changed into dry pants and sat down and made a nice caterpillar on the grass out of some of Grandma's sewing materials with absolutely no trouble at all. Good Coping Strategies- Stress Management.*

*2. I chose for myself to drink plenty of fluids when I was sick in order to get well- plenty of ice cold fluids- good.*

*3. Multiplication in school counted as one good helpful example of good Job-Training Skills- one very good idea.*

*4. And here's my favorite cherished childhood memory: I was eight years old and Babysitter Kathy took my little sister Sara and me to visit her friend Martha and her baby daughter Elizabeth in their very nice apartment in Bronxville after school. And I got to play with Elizabeth's toy doughnuts. So, I decided to neatly line them up on a table, standing behind the table, making up this song as I went along, singing it, "Come on in and get some doughnuts. We sell them right here..." and when I was*  
*continued on page 24*

**Thomas J. Ruller***continued from page 14*

from other groups that are linked strongly to the area to what is now NYS? For example, are documents available from the Iroquois nation? And do the archives have documents older than the 1630s given that people have populated the area for much longer?

**TJR:** We only preserve the records of the colonial and state governments, so there are documents that predate the existence of NY as a political entity, and you can find those records in the national archives in Holland or the public records office in Great Britain who were the primary players in NY. We wouldn't collect the records of an indigenous community. That's their cultural patrimony. However if the indigenous community and the government of the colony or the state entered into a treaty, we would have a copy of the treaty at the state archives.

We preserve the essential evidence of NY's governments in terms of both documents that have historical value, people who like to research; has some kind of evidential value—what did people know and when did they know about it and what or how they acted in that particular regard; some fiscal reason, how did the state's finances fare in some particular time, so it's a value that makes it worthwhile to preserve. A great example is the state budget. Or for some administrative purpose. We need to know what decisions we made in the past so we can ensure that there's some consistency or appropriateness in the decisions we make in the future.

**EU:** Has anybody thought of writing a book, or has it been written about the history of our state?

**TJR:** There are a number of great histories of NYS. Alexander Flick wrote a great multivolume set about the history of NYS, which have been published and are wonderful. We have some challenges and that is one of the great things about people understanding more of how to use primary source materials. Many of the older histories have a bias that don't necessarily accommodate the perspectives and the lives and the role of communities that were not necessarily the dominant culture. That's an important dimension, that some of these histories don't take into account. And then there a great number of vertical histories of things that have happened in NY or that NY has a great historical connection to. There's a lot of literature about the suffrage movement most recently and what happened here in NY. The key players were all New Yorkers from Frederick Douglass to Elizabeth Cady Stanton and Susan B. Anthony.

**EU:** Do the archives present different viewpoints of the same events during a particular period of time, for example, the multiple newspapers of NYC during the US Civil War.

**TJR:** That is the function that the archives perform. Our role is not to interpret history. It's to ensure that the

## PROGRAMS, ACADEMIC COMPETITIONS, & RESOURCES FOR STUDENTS, EDUCATORS, & NYS COMMUNITIES

New York State Archives Partnership Trust, a 501(c)3 organization, supports education, preservation and outreach programs not funded by the state in order to make accessible over 350 years of New York's Colonial and State Government records housed in the State Archives. The Trust, available online at [nysarchivestrust.org](http://nysarchivestrust.org), runs education specific programs including the following:

### TOOLS FOR TEACHERS

Archivists and teachers work together to create standards-based learning activities using historical documents. These educational resources are accessible on the State Archives and Trust websites. Teachers can quickly identify documents for lessons along with instructional videos, online exhibits, and publications.

### STUDENT RESEARCH AWARD PROGRAM - deadline July 1, 2019

Funded in part by the Chodos Family Fund, the Student Research Award program encourages students in grades 4–12 to explore the wealth of historical records found in local and county government archives, libraries, museums, and other community organizations throughout New York. Additional information is located at [nysarchivestrust.org/education/student-research-awards](http://nysarchivestrust.org/education/student-research-awards).

### LARRY J. HACKMAN RESEARCH RESIDENCY PROGRAM

The Residency Program supports advanced research in New York State history, government, or public policy, and encourages public dissemination of research products. More information is available at [archives.nysed.gov/research/hackman-research-residency](http://archives.nysed.gov/research/hackman-research-residency)

### NEW YORK ARCHIVES MAGAZINE & EDUCATOR GUIDE

*New York Archives* is the only magazine in circulation geared to the general public focused on New York State history. Teacher Resource Guides accompanying issues are now available at [nysarchivestrust.org/education/educator-guide-new-york-archives-magazine](http://nysarchivestrust.org/education/educator-guide-new-york-archives-magazine)

### CONSIDER THE SOURCE ONLINE: TEACHING WITH HISTORICAL RECORDS PROJECT

The Trust is raising support to expand its nationally-recognized *Consider the Source* resource guide which aids teachers in incorporating historical documents from a variety of sources into learning activities for students of all abilities. *Consider the Source Online: Teaching with Historical Records* is a transformative statewide project with a regional focus that will bring together teachers, cultural institutions, and content specialists to an online network of learning communities and access to new resources and tools created by educators for educators. Learn more at [nysarchivestrust.org/download\\_file/663/0](http://nysarchivestrust.org/download_file/663/0).

primary source material of the people who were there, to witness the events, the contemporaries, the contemporaneous evidence, is available for researchers to make their own conclusions.

**EU:** Are you familiar with Gilder and Lehrman? They are imbued with the love of American history. Do the NYS Archives work with them

**TJR:** Gilder-Lerman. Oh, yes. They and their work are excellent. They have another repository in NY. We have collaborated with them and shared information on our mutual collections. One of the great benefits that NY has is that it has a very vibrant historical records community of people who work together, talk with each other, and ensure that full spectrum of perspectives that are evidenced in primary source materials is available for researchers, and researchers know where to go. When you consider the creation of

the fort that the Statue was built on, built by Daniel T. Tompkins, the governor of NY. That evidence would come out of the NYS Archives. The group that raised the money to fund the Statue was a private enterprise. That information might be in the Museum of the City of NY, and the administration of the Statue of Liberty as a national monument are in the official records of the National Park Service, and in the US National Archives, which has a branch down in NYC. All of us having a piece of the story is good in the fact that we all work together and collaborate and communicate ensures that a more complete story is available for people to learn should they choose to dig deeper into it.

**EU:** How could students and teachers use the archives to teach students problem solving skills they could use throughout their lives, comparing and contrasting information, recognizing and

appreciating point of view, authenticating sources, etc.? Do the archives provide support materials for learners, teachers, and other members of the education community?

**TJR:** We absolutely do and have done so for 30 years. We recognized early on the value of primary source materials in helping students to improve their research skills: How do authenticate? What's the perspective of the particular individual? What do you learn from this? So we have developed for many years a number of online resources beginning with simple things: Here's a document or worksheet you can use to answer some particular questions connecting back to the particular learning objectives that might be established by the Department of Education. Then we move to document texts that help develop a number of different approaches to that particular question or set of questions that help set a pedagogical objective for a teacher whether it's learning how to do more analytical or deep reading, or critical thinking of the source of a particular document. Most of those materials are available online via our website under the education tab where we make many of these resources available.

Our process is to identify the document. Then we hire teachers to help us develop those curricular materials. An archivist telling you about a document is one thing. A teacher telling you how to use it is a vastly different thing.

All of that is free, and we encourage teachers to use it. We worked very closely with the NYS Council for The Social Studies because that's a particularly beneficial group that closely aligns the materials that we would make available. But English teachers and educators in other disciplines would benefit. We do a lot of teacher training through the BOCES [Boards of Cooperative Educational Services, which are shared educational support services provided to school districts throughout NYS] and at various conferences.

**EU:** What is the most exciting piece of information that you have uncovered over the years?

**TJR:** One piece of information we've started to mine much more because documents contain so much that you don't know what they contain until you really read them. We have a large collection of court records, and NY had statewide courts until 1847 when many of the courts became local courts. But the statewide courts settled estates. If someone dies that they have to get rid of someone's property. Up until the emancipation of enslaved people, some of the property that was distributed were enslaved individuals. There's no record, census, or documentation of hundreds, or probably thousands of individuals who were enslaved other than in these court records, other than in the settlements of estates of individuals. We started to encourage researchers. It's a lot of mate-

*continued on page 26*

# PHYLLIS KOSSOFF AND DELTA PHI EPSILON MAKE BREAKTHROUGHS FOR CYSTIC FIBROSIS

**P**hyllis Kossoff turned tragedy into hope in the shape of the National Cystic Fibrosis Research Foundation.

In the early 1950s, Phyllis Kossoff and her husband Burton noticed that their first-born daughter Stephanie was failing to thrive. She was beset with a chronic cough and wheezing. It was determined that their daughter had Cystic Fibrosis, a hereditary disorder affecting the exocrine glands that causes the production of abnormally thick mucus which causes blockage of the pancreatic ducts, intestines, and bronchi and often results in respiratory infection. Alarmed by the lack of public knowledge regarding cystic fibrosis, Phyllis and Burt joined with other scared parents to create the Cystic Fibrosis Research Foundation.

Phyllis, a member of Delta Phi Epsilon, knew she could turn to her sisters for help. In 1957, she traveled to Chicago to attend DPhiE's 40<sup>th</sup> anniversary celebration and national convention. There, she turned to her sisters and asked for help to fund the research needed to find a cure. She was met with much more than funds. Her loyal sorority stood behind



*Phyllis Kossoff*

her as they entered into a partnership that has lasted over 60 years.

The Foundation grew quickly. In six years, they had established 30 accred-

ited centers. For the first time, parents battling CF had resources and experts to turn to. Patients started to outlive their prognosis.

The foundation immersed itself in research and new discoveries while DPhiE continued to raise money. The life expectancy for CF patients continued to rise and new discoveries continued to be made.

In 1971, the Kossoffs lost Stephanie to CF. Though this was a heartbreaking time, the fact that Stephanie had far outlived her expectancy provided a silver lining. As the 1980s progressed, the foundation continued to grow. More than 100 care centers across the country became accredited and the group launched the Cystic Fibrosis Services Pharmacy. The money continued to come in with the support of DPhiE. Every single chapter continued to provide support for the foundation, which in 2012 would discover a major turning point in CF research. A new drug was discovered. This drug addressed the underlying cause of the disease and pointed closer than ever to a cure.

If not for the determination of Phyllis Kossoff along with her sorority's help, people living with cystic fibrosis would be living with a much dimmer outlook. #

## *Diana Bilezikian*

*continued from page 22*

*finally halfway through with my doughnut song, Kathy decided to pretend to be a customer, ordering a cup of coffee. Now, maybe I was getting the idea of working at a nice doughnut shop as a high school graduate. Or perhaps, if I played with my toy doctor's kit, that counted as practicing to become a doctor. If I got to help fold the laundry, that was good job-training regarding working in a nice hotel or cruise ship, doing guests' laundry for them. If sometimes at school, I got to bring my teachers some nice hot cups of coffee, that, too was good restaurant job-training. Helping to wash the cars was good job-training for maybe someday working at nice car wash places. If I got to take guests' coats during my parents' parties, that counted as being a nice butler or somebody, helping to make the guests feel welcome at home. If at my summer sleepaway camp called Camp Triangle, I sometimes got to help sort out the mail, that was job-training for either office work or being a mail clerk or something like that. Lots of good job-training skills for sure- good memories.*

Love, Diana.

P.S. I just love to help other people at anytime.

P.P.S. I am also so glad that we are such close friends.



**nysut**  
A Union of Professionals

New York State United Teachers is the union that represents more than 600,000 professionals dedicated to excellence in education, health care and human services.

[www.nysut.org](http://www.nysut.org)

Affiliated with AFT / NEA / AFL-CIO



FIND  
YOUR  
YORK



# Open Houses

April 23 · May 14

Register at [yorkprep.org](http://yorkprep.org)



YORK  
PREP  
SCHOOL

40 W. 68TH ST., NY, NY 10023  
212-362-0400





# BALLET HISPANICO DAZZLES AT THE APOLLO

By LYDIA LIEBMAN

Recently, the acclaimed Ballet Hispanico returned to the Apollo Theater to present the smoldering CARMEN.maquia. CARMEN.maquia is a Picasso-inspired interpretation on Bizet's classic opera that fuses sensual flamenco dance styles with Spanish paso doble and contemporary dance. Originally created for the Luna Negra Dance Theater of Chicago, CARMEN.maquia premiered in New York at the Apollo in 2014 and is the first full-length narrative dance work in Ballet Hispanico's nearly 50-year history. It is choreographed by Gustavo Ramirez Sansano, who was the Artistic Director of Luna Negra Dance Theater from 2009 through 2013.

The story of Carmen is well known; the tragic opera, written by the French composer Georges Bizet, tells the tale of Don José, a naïve sailor who kills the seductress Carmen in a jealous rage. Ballet Hispanico presents Carmen through a Modernist lens that finds the dancers performing against a stark white background made up of paper-like accordion props in striking black and white costumes that exude confident



sensuality.

Shelby Colona shines as the titular character. From her first appearance in a black ensemble amongst a sea of white, she commands your attention. She dances assertively yet gracefully and showcases her incredible physicality with each movement. She is a perfect

Carmen. Jared Bogart is an equal counterpart in the role of matador Escamillo with a palpable machismo and affecting bravado; the interplay between the two dancers is notable. Chris Bloom rounds out the lead trio as Don José with a heartbreaking, emotional performance.

Once again, Ballet Hispanico proves

why it is one of the most unique and important dance companies in the United States. CARMEN.maquia is a transcendent experience that is not to be missed.

Ballet Hispanico is the premier Latino dance organization in the United States. It has been bringing individuals and communities together to celebrate and explore Latino cultures through dance for nearly 50 years. Whether dancing on stage, in school, or in the street, Ballet Hispanico creates a space where few institutions are breaking ground.

The organization's founder, National Medal of Arts recipient Tina Ramirez, sought to give voice to the Hispanic experience and break through stereotypes. Today, Ballet Hispanico is led by Eduardo Vilaro, an acclaimed choreographer and former member of the Company, whose vision of social equity, cultural identity and quality arts education for all drives its programs.

Ballet Hispanico, a role model in and for the Latino community, is inspiring creativity and social awareness in our neighborhoods and across the country by providing access to arts education. #

## SWING LOW, SWEET CHARIOT

By DARRYL OWENS

In celebration of Black History Month, the Beacon Salon Speaker Series presented the Negro Spiritual Scholarship Foundation. The Orlando nonprofit exists to preserve the rich tradition and cultural legacy of Negro spirituals.

In a rousing closing number, the Beacon Voices, led by Beacon staffer Dr. Melody Duckins, joined the NSSF singers for a rousing melody of America the Beautiful, My Country, 'Tis of Thee, and the de facto African-American national anthem, "Lift Every Voice and Sing."



Samuel Shapiro and Christian Lucas

### Thomas J. Ruller

*continued from page 23*

rial, and not every estate had that aspect in terms of what that property being distributed was. It is one of the few places where researchers want to understand broader impact of enslavement of individuals, or even the history and the genealogy or the identities of individuals who would in no other place show up in

the documentary record other than in the official government records of the courts in NY.

That whole concept is one of the reasons why government records are so important because it did not require you to be literate or wealthy. Basically if you interacted with the government in some way, or someone interacted with on your behalf, you show up in government records. This is a perfect example of why

government records more than anything else ensured, if given the opportunity, the fullest and broadest documentation of every single person in NY.

**EU:** What happened to those enslaved individuals, whom we would call today the people of color, who were carried in those court records? They were never really freed, were they?

**TJR:** Until NY fully emancipated enslaved individuals, and slavery was

still allowable in NY until the end of the 18<sup>th</sup> century, and then there was gradual manumission of enslaved people up until the first quarter of the 19<sup>th</sup> century. The court documents would show my house, my well, my wagon these freed individuals, in many cases their names as the property. That would stop when slavery was abolished, but up until that point, many of those people remained the property of another person. #

## STEM for All

continued from page 2

of both math and science, their likelihood of attending college drops and they are not prepared to pursue a STEM major. Not every STEM career is engineering or requires a PhD – there is an increasing need for entry-level computer programmers and technical workers that have an associate's or bachelor's degree in STEM. Young people often enter college unsure of what their major will be, but by coaching them to drop math and science, we are whittling down their options and preventing them from being able to choose STEM.

While parents, teachers and guidance counselors are on the front lines, local community organizations, museums, and colleges offer additional supports to get students interested and working in STEM. By engaging students of all ages in these fields outside of school, we can help encourage their work in school to persist in the STEM pipeline. The Mercy College Center for STEM Education has partnered with Con Edison and the Thomas and Agnes Carvel Foundation to bring 65 students from high-need schools to the Saturday STEM Academy. This four-week program on Mercy College's Dobbs Ferry campus not only provides fun, age-appropriate STEM learning presented by experienced educators, but also a dose of college readiness programming, encouraging students to see themselves in college. The Saturday STEM Academy is open to the public for a fee and has classes for students in kindergarten through 12th grade. Through this program, Mercy College is working on driving STEM interest in young people, hoping to encourage them to be the STEM professionals of the future. #

*Drs. Amanda M. Gunning and Meghan E. Marrero are Co-Directors of the Mercy College Center for STEM Education. Find them at [www.mercy.edu/stem-learning](http://www.mercy.edu/stem-learning) or on social media @mercy\_stem.*

## Harvard Admissions

continued from page 5

ence, the character, and the grit to benefit from a Princeton education and contribute to the education of your peers, plus the public-spiritedness and the drive to use that education in a way that makes a positive difference in the world after you graduate. Test scores provide some useful evidence, but not the only evidence or the best evidence, of the relevant traits and abilities. At the end of the day, the numbers are imperfect proxies for what really matters.

I wish, as do many others, that as we searched for merit and talent, we no longer had any need to take race into account. When I first encountered the Supreme Court's initial affirmative action decision, *Regents of the University of California v. Bakke*, as a high school student in the 1970s, I would not have believed that the issue would remain hotly contested more than forty years

## Bedford-Stuyvesant

continued from page 6

college tour to Penn State. A main focus of the program is to develop leadership qualities that can be passed down to the next generation of students with the eventual goal of the present students becoming mentors themselves.

"This idea of a community of voices," said Tabari Bomani, the principal of the school. "In a school you get used to teachers and staff members talking the same talk, but when someone comes in that you may not see every day and begins to have parallel conversations and then introduces you to a mentor outside the building ... I want to increase the number of voices that our young people hear that are talking about the same thing."

Perou discovered that she had a passion for community organizing when she started a major educational youth initiative in Washington Heights called Pack the Palace in 2015, which is still thriving today. This is when she realized a real need and the power of connecting young people to their community. She even gave a TED talk on the subject. Her hard work was rewarded when she received funding for the program through the William Kenan Trust Foundation and solidified partnerships in the community with Oceans and Rivers, Breaking the Cycle, YeyeX and Honeybaked.

Perou is hoping this pilot program will create a model to be used for other communities in the city.

But for now the focus is on each individual who is a part of Inspiring Minds.

"I feel like I am the hope of Brooklyn," said Othwell Boothe Jr, a student in the program, "and my family and people are going to say that I never gave up on my dreams." #

*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](mailto:throwbacksports@verizon.net).*

later. I instead hoped and expected that our country would act quickly and forcefully to eliminate racial inequalities in schooling, in policing, in healthcare, in housing, and in employment. Had America done so, we would not need to consider race today when seeking the talent and perspectives essential to [our] teaching and research mission. But America's quest for equality remains unfinished, and so we ..., like our counterparts at other leading research universities, continue to believe that we can best find the students who will make a difference on our campus and beyond if we consider race as one factor among others in a holistic admission process.

The trade-offs in the admission process are complex and difficult, but this much is straightforward and singularly important: every single student on this campus is here because of merit. All of our students are here because we have made

## Financial Literacy

continued from page 2

program.

The Cowin Financial Literacy Program online course offers:

- Instructional tools and resources for teachers to guide and support students in resolving financial dilemmas
  - Thirty hours of continuing education, equaling (in most districts) three (3) professional development hours/continuing education units (CEUs)
  - Renowned TC faculty, instructors, and expert guest lecturers
  - Explicit connections to national and local standards and the Common Core
  - Eligibility to receive a certificate in financial literacy from W!SE (Working in Support of Education) Financial Literacy
- Learn more about the Cowin Financial Literacy Program – and secure your spot today at [cowinfinancialliteracy.tc.columbia.edu](http://cowinfinancialliteracy.tc.columbia.edu). #

## Fatherhood After Death

continued from page 5

might prompt meaningful discussion among family members.

Even though the instances where PSR might occur are relatively rare, the stakes are extremely high. As with other high stakes questions in healthcare, advance planning can save loved ones from many hours of uncertainty and strife. #

## Susan Gitelson

continued from page 16

Engage in conversations with people from all over the world and really listen to them.

Be adaptable when circumstances change, as they do frequently.

Be positive about yourself and others.

These principles have enabled me to succeed in several different careers when circumstances changed: academia, entrepreneurial business, authoring books, non-profit organizations.

**Recommend a book?**

The most important book to learn from is the Bible, as for example:

Joseph went from being a pampered son, to a slave, to the viceroy of the great Egyptian

a judgment, on the basis of exceptionally demanding standards, that they have what it takes to succeed at Princeton, to enhance the education of their peers, and to use their education 'in the nation's service and the service of humanity' after they graduate. That is true of our undergraduates and our graduate students. It is true of our athletes, our artists, our legacies, our first-generation students, and our students from every state and every country represented on this campus. They all have the talent needed to benefit from the transformative education made possible by our superb faculty and staff. I am proud of all the students on this campus, and I wish only that we could say 'yes' to more applicants from all backgrounds." #

## Life with Parkinson's

continued from page 4

society views you, broken dreams, and every possible pothole you may run into while navigating the medical care system. If you are personally familiar with his subject, he takes your hand and leads you into sunlight. He shows you there is life after the moment of truth, a life full of joy, happiness, and new beginnings, but a different life nonetheless.

*Soft Voice in a Noisy World* is a definitive guide to life with PD, whether you're personally acquainted with it or someone you love is.

Robb relates, "I can say here and now that, after over twenty years of dealing with Parkinson's disease, I am seeing positive changes in my condition. I would even dare to say that 'I see healing.' It is my hope that you find a spark here in my manual for healing that you may add to your toolbox of health and wellness." #

*Mark Davidoff is a licensed physical therapist who specializes in Parkinson's Disease.*

## Krembo Wings

continued from page 6

Krembo Wings is relentless in its commitment to fulfill Adi and Kfir's dream to create a world that sees only the humanity each person, able-bodied or severely disabled, brings to the world, one in which children of any background or ability can collaborate to fulfill their hopes and dreams. #

kingdom.

Moses went from being an honored member of the Pharaoh's household, to a simple shepherd, to the great leader of the children of Israel in the desert for 40 years on the way to the Promised Land.

Deborah was a great leader and judge who enlisted a military general to help conquer the enemies of the Children of Israel. #

## Letters

continued from page 3

cess should not be misrepresented as Lavia has done here.

*Ismael Abn Dumayel*

### ASTORIA, NEW YORK

*Cornell & Technion Collaborate on New College at Roosevelt Island*

**To the Editor:**

This is wonderful for both New York City's students and entrepreneurs, alike. Has the school been completed on time? Has it had the intended impact on NYC's technology community? I haven't really read anything about a resurgence in New York's famed "silicon alley" so I was wondering if all the public monies put into this project have been worth it - or was this a publicity stunt? My son who attends Wharton told me that he hasn't heard of this schools or its graduates. He would know as he is very much into technology entrepreneurship.

*Lilly DeFazio*



# BEACON COLLEGE

Success for Students Who Learn Differently



# #1 RATED BEST VALUE FOR STUDENTS WHO LEARN DIFFERENTLY.

*“When it comes to the best colleges for students with learning disabilities, none holds a candle to Beacon College.”*

- BestValueSchools.com



## WHY BEACON?

For more than a quarter century, Beacon College has been the recognized leader in offering affordable, career-focused baccalaureate degree programs for students with learning disabilities, ADHD and other learning differences. Our impressive results speak for themselves:

**70% BEACON COLLEGE 4-YEAR GRADUATION RATE**

*Beacon's 10-year average for students completing their bachelor degree in 4 years*

**37.8% NATIONAL AVERAGE 4-YEAR GRADUATION RATE**

*National 10-year average for ALL students, with and without an LD (Source: NECS)*

VS.

## THE BEACON DIFFERENCE

The College is committed to student success, offering academic and personal support services that help each student achieve his/her goals. Just a few of our impactful programs include:

- The **Summer for Success**, our 3-week summer immersion for rising high school juniors and seniors focused on preparing them for the transition to college
- Our **Breakthrough Semester** for visiting college students, a program uniquely structured to help current college students “get back on track” and secure or regain solid academic footing
- Our NEW **Bachelor of Science in Anthrozoology**, exploring the extraordinary relationships and interactions that people have with animals, for students interested in careers in animal welfare, animal behavior and/or conservation

105 EAST MAIN STREET  
LEESBURG, FL 34748

PHONE: 855-220-5376

EMAIL: ADMISSIONS@BEACONCOLLEGE.EDU

**BeaconCollege.edu**