

EDUCATION UPDATE

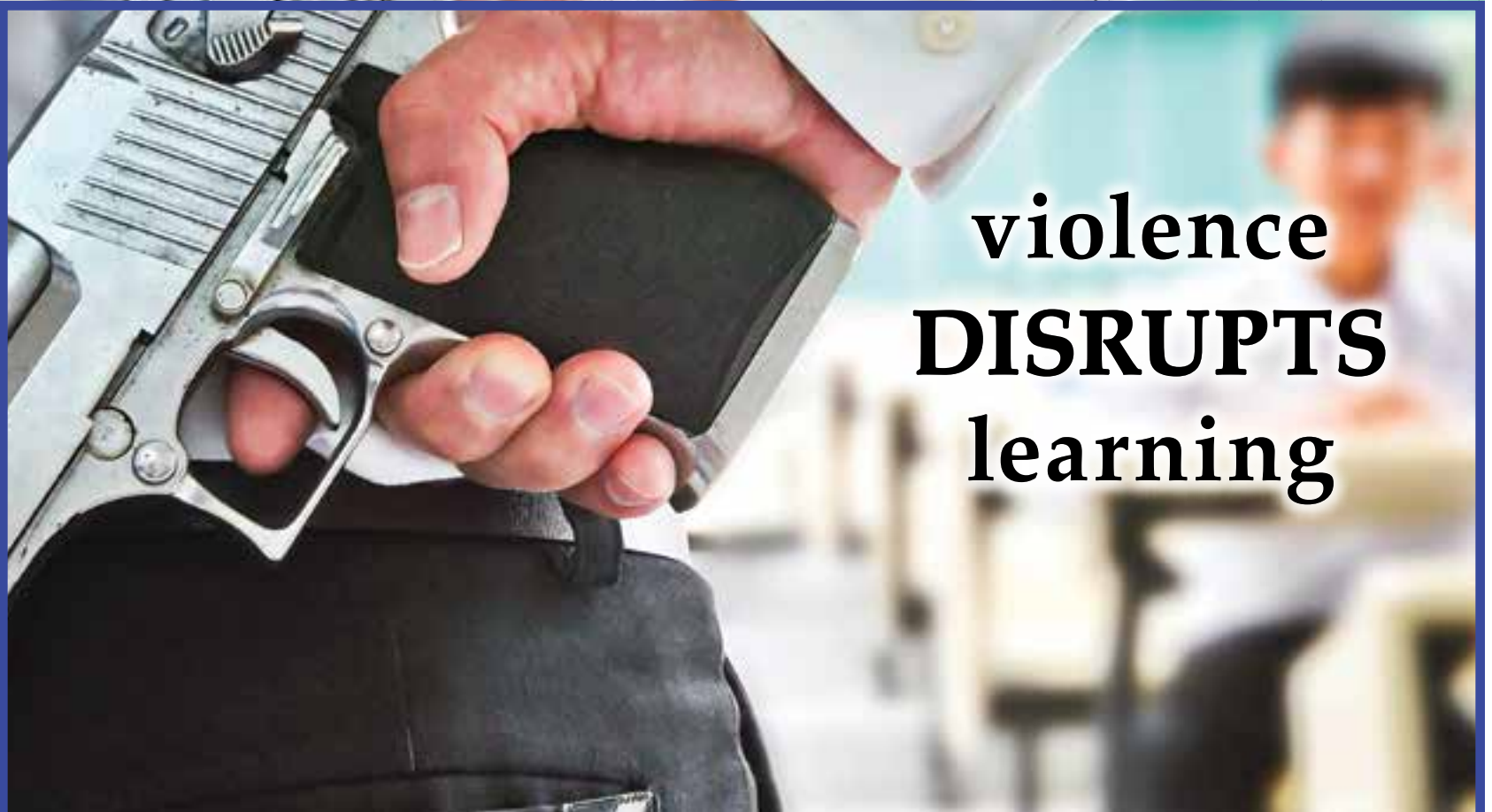
EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



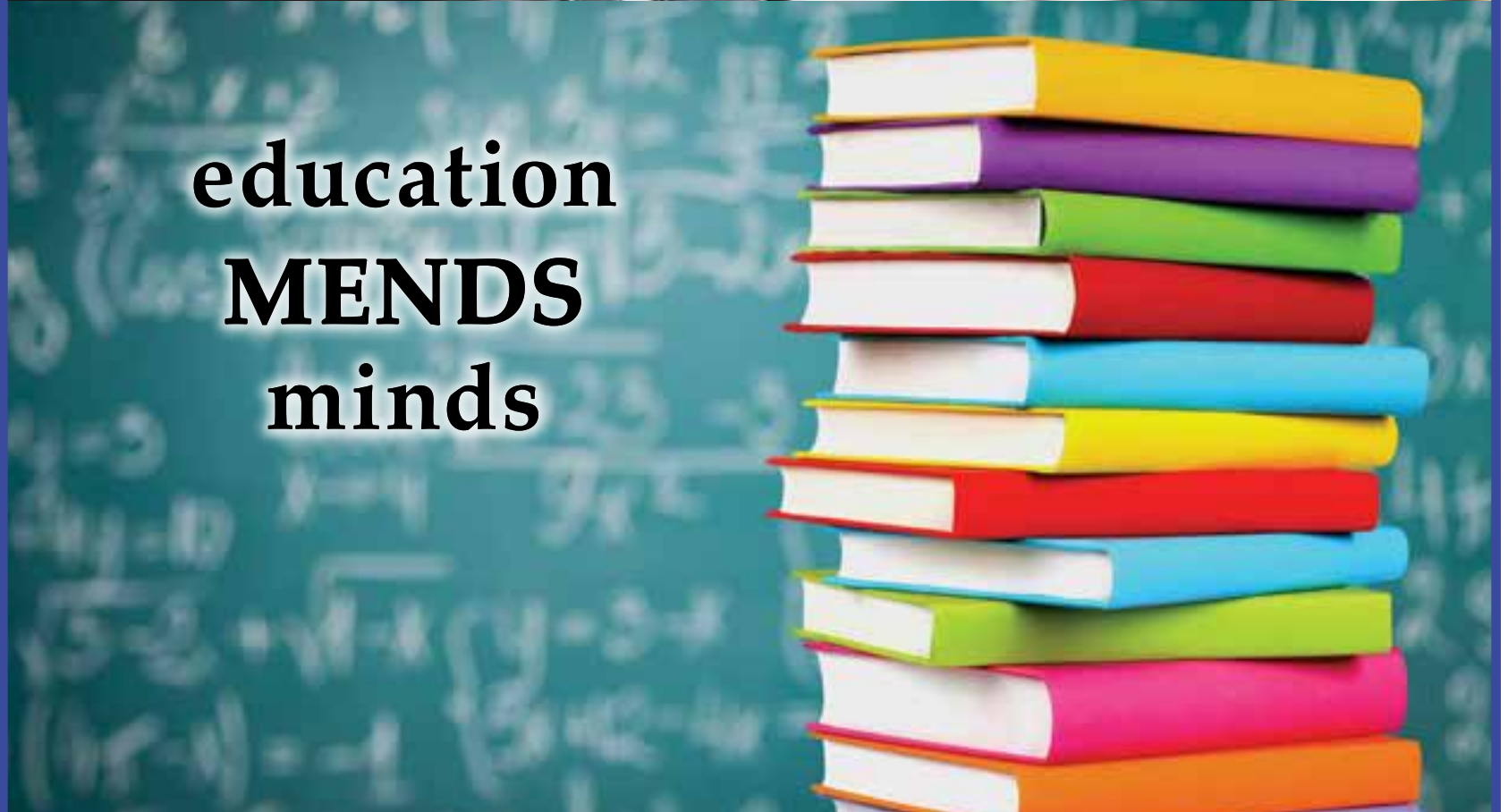
Volume XXV, No. 1 • New York City • SEP/OCT 2019
CUTTING EDGE NEWS FOR ALL THE PEOPLE

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violence
DISRUPTS
learning



education
MENDS
minds

GUEST EDITORIALS

EXCLUSIVELY PREPARED FOR EDUCATION UPDATE

Hunter College President Looks Ahead to the School's 150th Year



By JENNIFER J. RAAB,
PRESIDENT, HUNTER COLLEGE

Even after 18 years as President of Hunter College, the start of a new school year is still very exciting for me. Returning students reconnect with classmates and faculty, while new students make their initial choices on classes and clubs. The halls are abuzz with promise and possibility!

New faculty join as well—26 new faces

this year, perhaps our most diverse group ever. Nicholas Bloom brings expertise on subsidized housing, Ashley Jackson on orchestral harp, Collin Craig on African American rhetoric, Anita Raja on computer science, Lázaro Lima on poetry and documentary film... Each brings fresh ideas and perspectives.

From overseas, our students who have earned prestigious academic awards—like the Fulbright, Marshall, and Luce—are also getting underway. I just heard from three recent grads who have arrived in Beijing, each the recipient of a Schwarzman scholarship, a competitive national award that funds a year of graduate study in Beijing to promote a richer understanding of China's role in global trends. I know they'll do Hunter proud.

But this year is extra special because we are celebrating Hunter's 150th anniversary—the perfect time for reflection.

Fleeing his native country over his role in the Young Ireland movement

continued on page 31

Teaching Democracy



By RANDI WEINGARTEN,
PRESIDENT, AMERICAN
FEDERATION OF TEACHERS

Teachers have always had a huge responsibility for the next generation: To teach and nurture students so they have the opportunity to live fulfilling lives. To make our classrooms and schools safe and affirming. To help young people develop the skills, confidence, and sense of responsibility to be engaged citizens.

As schools reopen this season, the role of America's teachers is even bigger—they are called on to be defenders of decency and guardians of democracy because, while our democracy has never been perfect, today its very existence is threatened.

Our freedoms are under attack by a president who threatens to imprison his political opponents, who openly wishes he could “get rid” of journalists, and who props up white nationalism.

Our elections are undermined by widespread voter suppression, by extreme partisan gerrymandering (which was just upheld by the Supreme Court), and by open invitations to foreign interference—with Trump even joking about it with Vladimir Putin recently.

Our very moral character as a nation is tested when government leaders portray immigrants and asylum-seekers not as people in need, but as invaders so threatening and worthless that the government's inhumane treatment of them—denying even children adequate food, sleep and hygiene—is somehow deserved. The shooter in El Paso, Texas used the president's own language in his hate-filled manifesto, and since then, the administration has gone on to wage a continued war against immigrant families, raiding their workplaces, and subjecting them to inhumane conditions in detention centers. I have come to the chilling realization that the president of the United States, by his actions, is leading a homegrown hate movement.

continued on page 31

Children Hear the Message of the Gun



By HAROLD KOPLEWICZ, M.D.

What must our children think?

Again and again, a terrible spree of gunfire takes 10, 20, 50 lives. The nation flirts with addressing the elephant in the room — the gun — but as the funerals pass and the shocking pain subsides, we retreat to a stalemate.

What must our children think? They must think it's open season and nowhere is safe. High school, college, elementary school, church, concert, Walmart, out on the town. Columbine, Virginia Tech, Newtown, Charleston, Las Vegas, Parkland, and now El Paso and Dayton.

When we fail to act on gun violence,

we model a surprisingly un-American attitude: that there is nothing to be done. This should ring false to the nation that has confronted everything from the Great Depression to traffic fatalities to the AIDS epidemic.

As a child and adolescent psychiatrist, I can see my field being used as a scapegoat and a cop-out in the fight over gun policy. “Mental health” is trotted out to blame when a shooting occurs. What everyone needs to know is that people with psychiatric disorders are no more likely to be violent than the general population. And the most important risk factor for violence, whether it's to oneself or to others, or even accidental, is the presence of firearms. They have the capability of magnifying sad stories and making poor decisions irrevocable, whether it's a person who is angry at his boss or one who feels desperately alienated from his peers.

If lawmakers are serious about the health of our children, they will see that guns are the primary poison that threatens them. Guns are the method of death. We need only look at the statistics from our own states' different approaches to

continued on page 31

Blaming Gun Violence on the Mentally Ill



By ALLEN FRANCES, M.D.

Our country now lives in a perpetual state of terror. The rate of gun violence in the United States is 50 times higher than in the United Kingdom resulting in an alarming 40,000 deaths per year and 80,000 injuries. We have, on average, one multiple shooting/day and frequent enough mass murders that kids are afraid to go to school and grownups fear assembling in malls and places of worship.

This unprecedented murder and mayhem arises from our ubiquitous gun culture: Almost 400 million guns in civilian hands (half the world's total according to the watchdog group Small Arms

Survey); more than one gun for every man, woman, and child; many arms of military grade (able to kill dozens of people in seconds); and virtually no control over who owns a firearm and the power of the firearms they own.

The evil expertise of the National Rifle Association lies in defending this indefensible firestorm. It spends lavishly to buy and bully politicians into passive acceptance of gun death as an acceptable part of the American way of life. Any

continued on page 31

IN THIS ISSUE

Guest Editorials.....	2, 3, 7, 11, 17, 18
Violence in Schools & Society....	2, 16
Colleges ...	2, 3, 7, 8, 9, 11, 16, 17, 19, 23
STEM Education.....	8
Law & Ethics.....	10, 15
Museums	12
Learning Specialist	12
Math	13
Medicine.....	14, 16
History.....	14
Sports	19

GUEST EDITORIALS

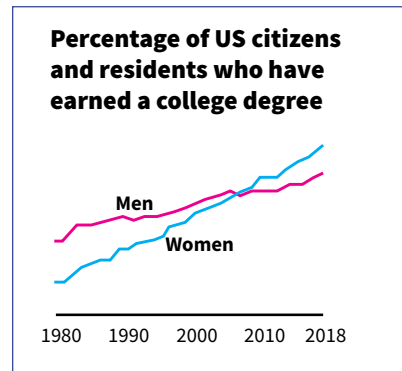
By Empowering Women, We Improve the Lives of Everyone

By CHARO UCEDA

In March 2018, the Pew Research Center published a set of promising yet discouraging statistics concerning gender equality: Over the past half-century, women had strengthened their position in the U.S. labor market with higher wages, yet their leadership roles at top levels of government and business were still lagging. The Pew researchers found the following:

- Women comprise 47% of today’s U.S. labor force, up from 30% in 1950.
- Women have seen steady growth in labor force participation over the past several decades. In 2017, 57% of women 16 years and older were either employed or looking for employment; in 1980, the percentage was at 51%
- Growing wages for women have narrowed the gender pay gap, however, women still earn less. Women’s median hourly earnings were \$16.00 in 2016, up from \$12.48 in 1980, while men earned \$19.23 in 2006, down slightly from \$19.42 in 1980
- In educational attainment, women have made gains which has contributed to progress in the work force at large.

Women are now more likely than men to have a college degree.



Source: US Census Bureau, US Bureau of Labor Statistics, Pew Research Center

- In business and government, women still lag in top leadership positions although there was a recent jump to 23% of women in the most current US Congressional period session from the 19% in 2013–2015. However, women continue woefully underrepresented as only 6.6% of Fortune 500 company CEOs are female.
- These preliminary figures show that *continued on page 29*

Serving Our Students

By TIM HALL,
PRESIDENT, MERCY COLLEGE

At Mercy College, we take seriously the obligation to serve our students. It is an obligation we inherited from the Sisters of Mercy, who gave the college its motto: *inserviando consumeri*, “to be consumed in service.”

We don’t call the service owed to our students “customer service,” though, since we don’t think of our students as “customers,” any more than a physician would call her patients “customers” or a Jewish rabbi her congregants “customers.” In fact, our college founders would probably be astonished at the notion that service finds its highest expression when located in a commercial transaction. They would say, I think, “Can’t you imagine service in contexts other than where money is changing hands?” So, we serve our students, even though we don’t think of them as customers.

Our students can’t opt out of taking final exams or writing research papers “because they are paying *our* salaries.” That’s what makes them students and not simply customers. But even as students, they deserve our best service. Why?

First, because even though they may not be our customers, they are some-



President Tim Hall, Mercy College

one’s customers and they increasingly understand what good service looks like. Institutions interested in attracting today’s students can’t afford to have lousy cultures of service. Why should students put up with burdensome registration processes when they know what it’s like to shop on Amazon? Why should they tolerate inhospitable offices when they know what talking with a Zappos customer service representative is like? *continued on page 29*

The Charo Uceda Lectures on Women’s Empowerment at Teachers College

The Charo Uceda Women’s Empowerment Lecture Series aims at advancing the conversation about issues affecting women in the areas of educational policy, nutrition and psychology. The goal of the series is “to raise awareness, provide possible solutions to women’s challenges and inspire actions from students, alumni and faculty” by bringing national and international speakers to TC who will “share their experiences about topics that promote and celebrate women’s achievement over diversity and overall empowerment.”

Dr. Amra Sabic-El-Rayess
November 7, 2019 at 6:00 pm
Cowin Auditorium
Teachers College Campus

The Cowin Auditorium is located on the east side of Broadway between 120 and 121 Streets in New York City.

3040 Broadway
New York, NY 10027

No RSVP Needed



Dr. Amra Sabic-El-Rayess is a research assistant professor in TC’s Department of Education Policy and Social Analysis.

Originally from Bosnia-Herzegovina, Dr. Amra survived the country’s civil war.

A prolific writer and researcher, she developed expertise in a number of topics including the effects of extremism in education as well as the exclusion of women in economic development.

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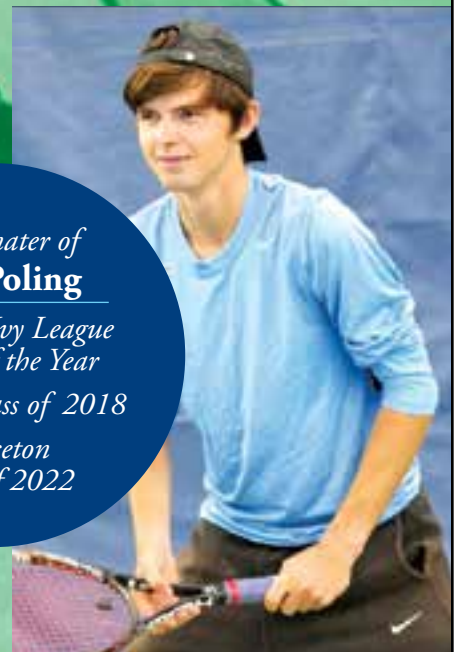
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GUEST EDITORIAL

THE CENTER FOR STUDENT SUCCESS AT BEACON COLLEGE

By SHERYL NICHOLS, M.A.

Beacon College was founded in order to serve students who learn differently — those with diagnosed learning disabilities, dyslexia, ADHD, and related conditions. The Center for Student Success at Beacon is one of the college's important services designed to provide advising and individualized learning support/assistance. In research published in 2004, researchers James Parker, Laura Summerfeldt, Marjorie Hogan, and Sarah Majeski concluded that predictive factors of academic success include post-high school transition programs, academic and social engagement emotional intelligence. The Center for Student Success focus includes all of these areas.

The goals of the department include a successful transition from high school or their previous college to Beacon, retention, along with increased emotional intelligence, and successful postgraduate transition from Beacon. Our ultimate goal, though, is to help Beacon students become independent learners and join the workforce possessing the knowledge and skills necessary for competent performance.

Learning specialists who are experi-

enced in educational and developmental psychology, applied behavioral analysis, mental health counseling, and other areas related to special education work toward helping students reach their academic goals by assisting with multifaceted aspects of the learning process.

Beginning with acceptance to Beacon College, each student's admissions file is reviewed to identify their social, emotional, and anticipated academic needs for support. Upon review, students get matched to the learning specialist who will be working with the student to help them to best support their needs throughout the academic year. This may include individualized meetings, group sessions, tutoring, and assistance registering for courses as well as referral for additional campus support services and scheduling for individual advising sessions.

During advising sessions as students progress through their degree programs at Beacon College, learning specialists work toward assisting students as they increase their academic independence using various strategies that include integrating how to learn with what to learn; developing critical thinking skills; taking effective notes during class and



Sheryl Nichols, M.A.

while studying; enhancing performance on tests; finding balance in selecting course loads and meeting the requirements of their majors; learning when and how to access other support services; and becoming effective self-advocates.

In addition to academic support, learning specialists also assist with social integration. Through collaboration with the Department of Student Affairs, learning specialists help students identify which

clubs or organizations may help create greater engagement and which counseling groups may best support their students' social-emotional needs.

All in all, the most important responsibilities of learning specialists are actively assisting students in the development of skills necessary to be successful in college; motivating students toward achieving academic and larger personal goals; networking with other learning specialists, faculty, and staff; and celebrating students' success and helping them overcome difficulties.

The individualized supports that Beacon College's Center for Student Success provides to its students' results are a strong component of the impressive 66% graduation rate within four years which exceeds the national graduation rate of 37% of students at traditional colleges, according to the National Center for Special Education Research. The Center for Student Success is just one of the facets of student support which makes Beacon College the right choice for so many of the students who learn differently. #

Sheryl Nichols is the Director of Beacon College's Center for Student Success.

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For the ASPIRE Program: **Contact Dr. Maureen Sanz**
516.323.3405 or msanz@molloy.edu

These programs are funded by a grant from the National Science Foundation

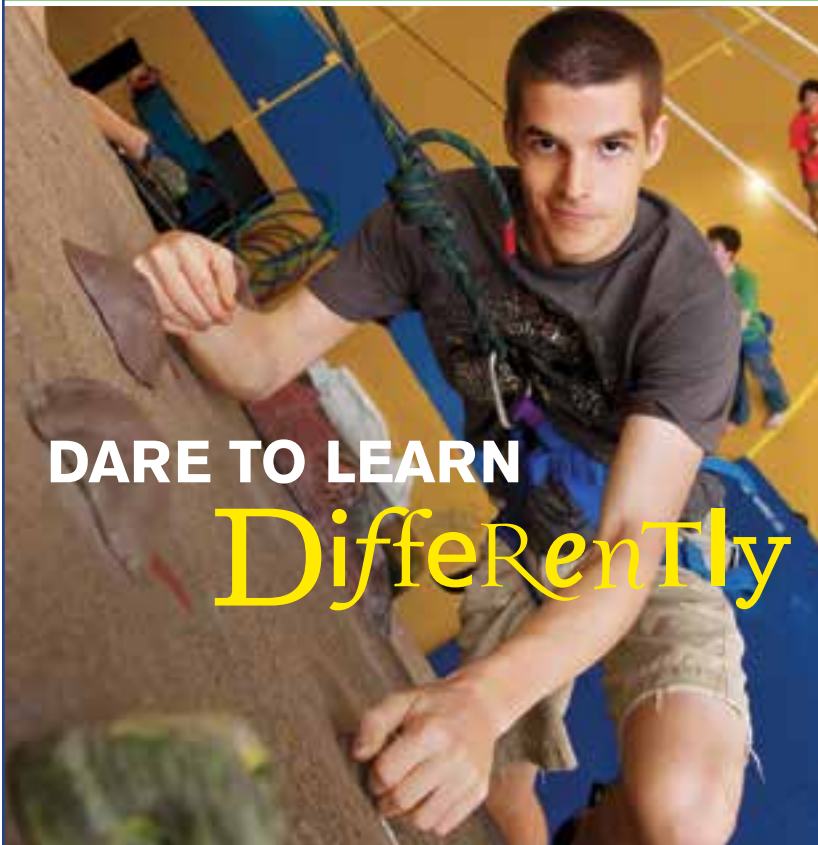


OPEN HOUSE

Saturdays, October 5 & November 2

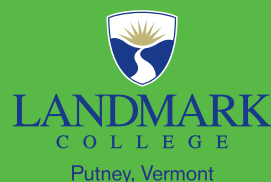
For more than 30 years, Landmark College has provided opportunities for students with learning differences (such as dyslexia, ADHD, and autism) to identify their strengths and develop strategies for academic success. Visit our campus to:

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My Working Life: “All Paths in Science Are Meandering”

By JOHN T. TANACREDI, Ph.D.

Beginning twelve years ago, to help a colleague who became very ill and subsequently passed away at a way too early age, I continue to host a special Saturday morning breakfast/lecture series by academicians I know, or work with, to talk to high school science students about how one gets to where they are in their careers. The “Saturday Science for Students at the Explorer’s Club” in Manhattan has reached out to budding scientists each Fall and Spring semester with one career talk per month, amounting to over 3,200 students participating to date. I bring this up in *Education Update* because authentic career guidance in the sciences was not available as I grew up in the 1960s in New York City. I tell these students that my path to my working life some 55 years into the making is definitely not a straight line. So, I share this with all readers interested in science and STEM careers for themselves, their students, and their children. As a 16-year-old growing up in a housing project in Brooklyn, I would walk to Coney Island to go fishing and to volunteer as a docent at the New York Zoological Society (today the Wildlife Conservation Society, or WCS), NY Aquarium in the Osborn Laboratories of Marine Sciences. That is where I started my science career journey. I met the director of the NY Aquarium, Dr. George Ruggieri, whose book *The Healing Sea* I read, and it was my first inspiration to be a scientist. I was a biology major and devoured anything in writing about science: William Bebees’ *Half Mile Down*, John & Mildred Teal’s *Life and Death of a Salt Marsh*, Rachael Carson’s *Silent Spring*, Thor Heyerdahl’s *Kon Tiki*; and René Dubos’ *Man Adapting*. I also watched “Mr. Wizard” on a black-and-white TV as well as all the Jacques Cousteau shows and films.

In 1967 I volunteered to serve in the US Navy and was set to a Weather Reconnaissance Squadron and flew as a aerographer’s mate (“Hurricane Hunter”) in the 1969/1970 hurricane seasons, and flew the tail end of 1969 Camille, one of only four Category 5 hurricanes recorded ever to make landfall in the continental United States. Camille had a landfall intensity of 150 knots (about 175 miles per hour); the storm surge west of Pass Christian, Mississippi was measured at 24.6 feet.

I was honorably discharged and went to complete my undergraduate Biology degree in 1972 under the GI Bill, and went to graduate school for Environmental Health Sciences under an HEW Fellowship. After completing the MS degree, I started working for the US Coast Guard in 1974 as an Environmental Administrator preparing environmental impact analyses/assess-



John T. Tanacredi, Ph.D.

ments for bridge and highway construction projects in six states on the east coast of the US. In 1978, I continued my career as a biologist with the National Park Service as a Research Scientist and subsequently received my PhD in 1988 from Polytechnic University (today the Tandon School of Engineering at NYU-Polytechnic) in Environmental Engineering. I worked on coastal environmental issues and had the unique opportunity to work on a World Heritage program specifically with the Chilean National Park system on Easter Island where a new species not previously known to science was identified in the 1,400 specimens collected on three expeditions to Easter Island. The species, now named *Cryptopontius tanacredii*, is one of my greatest honors!

I retired in 2000 from the National Park Service and started a fulltime academic career as Chairman of the Department of Earth and Marine Sciences at Dowling College, establishing what is today the CERCOM Field Station supporting the Earth and Environmental degree programs at Molloy College in Rockville Centre, New York. CERCOM is a seminal component to all natural sciences at Molloy College and is an interdisciplinary program emphasizing the research and conservation efforts I have worked with students since those early days as a docent at the NY Aquarium [on the study of] horseshoe crabs. I am now an integral member of the first Scientific Specialist Group for Horseshoe Crabs within the world’s largest conservation organization, The International Union for the Conservation of Nature (IUCN). CERCOM is the only Horseshoe Crab Aquaculture Facility in the U.S. and only one of two such academic centers globally, the other HSC breeding lab at Hong Kong City University. I have come full circle and today reveal to students the interconnections of all the sciences we explore, as we say at the Explorer’s Club, “from outer space, to inner space.” My life’s passion for horseshoe crabs has only been exceeded by my continued attempts to inspire students to pursue a career in science. I know it will be

continued on page 31

DAVID BELL, ED.D., TO LEAD THE SCHOOL OF EDUCATION AT ST. JOHN'S UNIVERSITY

St. John's University announced that David Bell, Ed.D., became Dean of The School of Education effective August 1, 2019.

Dr. Bell earned his B.S. in Finance from the University of Illinois Urbana-Champaign and his M.Ed. and Ed.D. in Curriculum and Instruction from Loyola University at Chicago. As a faculty member, Dr. Bell has extensive teaching experience at the undergraduate and graduate levels. He has been awarded more than \$1.6 million in external funding and has published in the field of diversity, equity and inclusion, and teacher professional development.

Dr. Bell comes to St. John's from West Chester University, Pennsylvania, where he served as Associate Dean for Curriculum and Accreditation in the College of Education and Social Work. During his tenure, he was instrumental in developing a valid and reliable assessment system and coauthored a grant to recruit veterans into the teaching profession.

Prior to joining West Chester University, Dr. Bell was an Associate Dean at Saint Xavier University in Chicago. In his role as Associate Dean, Dr. Bell oversaw aca-



Yvonne Pratt-Johnson, Ed.D.

dem program and curricular development, assessment, faculty development, and accreditation.

Dr. Bell brings outstanding leadership skills to St. John's in many critical areas in higher education, including planning and operations, student enrollment and budget forecasting, student recruiting, student advising, and external outreach. Examples of his many accomplishments include the development of a pre-fresh-



David Bell, Ed.D.

man bridge program, a junior faculty development mentoring program, a community-based principal preparation residency program, and urban high school partnerships to serve minority students.

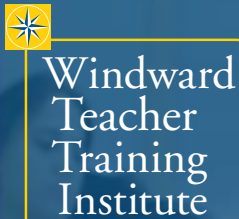
Dr. Bell has also served as an Instructional Leader for the Illinois State Board of Education, as an Illinois State Regional Evaluator for Chicago Public Schools, and as a Lead Coach for the implementation of the Illinois Response

to Intervention at schools within the Archdiocese of Chicago.

Dr. Bell replaces Yvonne Pratt-Johnson, Ed.D., who served as Interim Dean of The School of Education and will now serve as the School's Chair of the Department of Education Specialties.

About St. John's University

St. John's University is a private, coeducational, Roman Catholic University founded in 1870 by the Congregation of the Mission ("Vincentians"), with its main campus located in Queens, NY. St. John's University also has campuses and locations in Staten Island and Manhattan, and on Long Island, NY; and in Rome, Italy; Paris, France; and Limerick, Ireland. St. John's University is comprised of six colleges, including the College of Pharmacy and Health Sciences, College of Professional Studies, St. John's College of Liberal Arts and Sciences, The Peter J. Tobin College of Business, The School of Education, and St. John's School of Law. As of fall 2018, the University has 1,559 full-time and part-time faculty, 16,884 undergraduate students, and 4,759 graduate students who come from 47 states and 123 countries. #



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PREPARING FOR THE LSAT EXAM

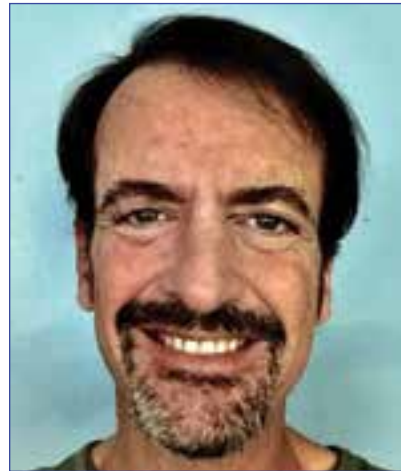
By STEVEN STEIN,
ATTORNEY-AT-LAW

Preparation for important tests is often worthwhile!

I began teaching LSAT preparation while earning my JD at the University of Virginia (UVA) Law School, and I found one misconception to be a curious and recurring theme: many students believe (and some are told) that preparation for such tests is not likely to have much effect on the outcome. While this is a convenient belief to adopt for those who might not be interested in the prospect of preparing — and from my experience, taking and teaching such tests — performance can improve (in some cases dramatically) with the right kind of study and preparation.

With some perspective, preparation can be productive (and even enjoyable!).

I have certainly found this to be true from my own perspective; I very much enjoy teaching, from when I was casually tutoring friends early on, to when my teaching took on a much more structured approach under the tutelage of a great teacher and friend back in 2004. I have found that a good perspective and approach can reduce the stress that



Steven Stein, J.D.

is often considered an inherent part of such efforts — and, importantly, help to ensure that such preparation can indeed be worthwhile. #

Steven Stein began preparing students for graduate level admissions tests over two decades ago. A graduate of UVA, The Law School at UVA, and the Fuqua School of Business at Duke University, Steven scored in the 99th percentile on the LSAT, the GMAT, and the GRE.

LONGTIME NYSUT LEADER LUBIN AWARDED UNION'S HIGHEST HONOR

Alan Lubin — whose work fighting for public education, civil rights and working people has spanned a half century — received New York State United Teachers' (NYSUT's) highest honor: the Albert Shanker Award for Distinguished Service.

"Albert Shanker taught me everything, including the skill of listening," said Lubin, who in 2015 was named NYSUT's executive vice president emeritus. "He used to throw out outrageous ideas and then he'd sit down and listen as they were transformed into debates and arguments."

A former fourth-grade teacher from Brooklyn, Lubin served for decades in leadership roles in both the United Federation of Teachers and NYSUT, and spent 17 years as NYSUT's executive vice president and head of the union's legislative and political action operations. His work in that capacity helped establish the union as one of the most powerful forces in New York and his leadership helped secure numerous victories for NYSUT members across the state.

His many successes include protecting public employees' pensions from inflation through enactment of a cost-of-living adjustment; winning record school aid increases; and gaining passage of legislation that requires schools to be equipped with automated external defibrillators — a move that has been credited with saving dozens of lives in schools and on athletic fields across the state.

Lubin was a young teacher and unionist in New York City when Shanker — the legendary UFT and AFT leader who pioneered a militant brand of teacher unionism — invited him to participate in meetings with other leading labor figures of the time.

"Those meetings were tough, really tough, but in retrospect, fantastic," Lubin recalled. "Picture this: a chubby kid from Brooklyn sitting in a room with Al Shanker, Bayard Rustin, A. Phillip Randolph, Norman Hill. Those meetings were the genesis of my saying: If you are doing this alone, you are doing it wrong."

Lubin said that saying is worth keeping in mind as the union confronts the numer-

continued on page 29



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THE FULBRIGHT PROGRAM

By **JOHN P. ALLEGRANTE, Ph.D.**

When Senator J. William Fulbright of Arkansas introduced legislation in 1946 that established the cultural exchange program that bears his name, he understood the value of Americans engaging the world.

Since then, 390,000 students, scholars and professionals have called themselves Fulbrighters. Many of them have changed the world for the better. They have served with distinction in many fields representing education, culture, and science, with over 250 Fulbright alumni counted among heads of state or government, Nobel Prize Laureates, MacArthur Fellows, and Pulitzer Prize winners.

Today, over 1,600 students from the United States and approximately 4,000 students from around the world participate in the Fulbright Program each year. Two of New York's premier research institutions—Columbia University and New York University—were among the nation's 15 top Fulbright producers in 2018–19, with 40 of their almost 200 applicants being selected for awards. New York's Hunter College and Pratt Institute were also on this past year's list of top producers of U.S. students going abroad on Fulbright awards.

Fulbright supports students to study, conduct research, and teach English. But it is the opportunity to engage with their global counterparts in host institutions, communities, and families throughout over 160 countries that is at the heart of the program. The cross-cultural exchange of ideas and perspectives always presents the potential to catalyze new solutions for solving problems of shared global concern.

Columbia and New York University are also perennially among the top producers of faculty scholars and other professionals who win awards, and both are among the leading destinations for foreign Fulbright Visiting Scholars. According to One To World, which plays host to Fulbright and other foreign students and visiting scholars in the New York metropolitan area, last year over 175 Fulbright Visiting Scholars and over 620 Fulbright Foreign Students representing 166 countries arrived at campuses throughout the region to study everything from biomedicine to urban planning.

Fulbright supports foreign scholars in the United States in many ways. Through its Enrichment Program and Visiting Scholar Seminars, Fulbright offers activities designed to help scholars experience America and study topics of shared global importance in seminars that are convened in cities throughout the United States. In addition, U.S. institutions of higher education can apply for the Fulbright Scholar-in-Residence Program,



John P. Allegrante, Ph.D.

which supports visiting scholars to teach at institutions that do not have a strong international component; or the Outreach Lecturing Fund, which provides funding to bring a Fulbright Visiting Scholar that is in the United States to a host institution's campus for short-term lecture visits. Minority Serving Institutions, Community Colleges, Small Liberal Arts Colleges, Women's Colleges and Art Colleges, as well as geographically underrepresented institutions, are prioritized for both of these programs.

Established scholars interested in Fulbright have a variety of U.S. Scholar Programs from which to choose: the core U.S. Scholar Program, the Fulbright Distinguished Chair Awards and the Fulbright Specialist Program, as well as the Postdoctoral and Early Career Awards that support young scholars. Several programs—the Fulbright Arctic Initiative, Fulbright Global Scholar Award, Fulbright-Hays Program, Fulbright Public Policy Fellowship, and Fulbright Teacher Exchange Program—provide opportunities for study and research in areas of special focus. And administrators in higher education are eligible for the International Education Administrators Seminars, which provide an opportunity to learn about a seminar host country's education system while engaging U.S. and international colleagues during an intensive two-week seminar experience abroad.

Fulbrighters speak of their experiences as being transformative, even life-changing. A Fulbright is an opportunity to change your perspective in the most remarkable ways. #

For information about the Fulbright program, go to cies.org/programs

John P. Allegrante, PhD, LHD (Hon.) is professor of health education and the Fulbright Campus Representative at Teachers College, Columbia University. A former Fulbright Ambassador, he has been a Fulbright Specialist and Fulbright Scholar in Iceland, and is a member of the Board of Directors of One To World.

ASSEMBLYMEMBER REBECCA SEAWRIGHT SPEAKS

In a historic legislative session for New York State, we passed the Climate Leadership and Community Protections Act (CLCPA), which I was proud to cosponsor. Ever since the 2016 presidential election, President Trump has unleashed an all-out assault on climate protections. His administration has worked hard to abolish Obama-era climate policies, such as the Paris Climate Accord and many more. Overall, the Trump administration eliminated 70 nation-wide environmental rules and laws created during the Obama administration. At a time when American leadership is needed on this issue, we are continuing to send the wrong message to the rest of the world.

However, there is hope. While the Federal government is shredding carbon regulations and other environmental protections, it is up to State Legislatures across the country to enact protections that curb the rate of climate change. During the last legislative session, New York passed one of the strongest climate protections in the country. In the CLCPA, we are joining seven other states in passing substantive climate policies in the past year. The CLCPA targets net-zero Carbon emissions by 2050, and require New York's greenhouse gas emissions are lowered by 60%, of the 1990 emissions, by 2030. The CLCPA also targets 70% renewable energy by 2030, and 100% by 2040. By making electricity greener and switching electricity grids to cleaner energy sources, meaning less coal and more renewables, we are making every device contribute less to the overall carbon emissions. These measures also include heavy investments in renewable energy sources such as wind and solar, which will transition New York's energy sources into the future, and establish one of the first net-zero economies in the U.S.

The legislation will also provide necessary funds to the communities most impacted by the results of climate change, which are usually low-



Assemblymember Rebecca Seawright

income and minority neighborhoods. The CLCPA requires 40% of all state climate and clean energy spending will go to disadvantaged communities. We have also disproven the widespread and false narrative that any climate change proposal hurts our economy and takes away jobs. Through transitioning to net-zero carbon emission, 150,000 jobs will be added in New York State.

I have always believed that there is no greater responsibility for elected representatives than to protect our environment for generations to come. I am proud that I have always supported the issue of climate, represented by my perfect rating by the League of Conservation Voters. Our planet is in peril, and I am frustrated by the inaction and indifference so many have toward this issue. However, I am also encouraged by the activism, especially from our youth, that have planned protests, scheduled walk-outs, and sent clear messages that protecting our climate is of utmost importance. We must never forget that there are no second chances when it comes to our planet. We must sustain the sense of urgency and continue to send the message to our leaders in Washington that nationwide climate reform, such as the measures instituted in New York, must be enacted. #

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EDUCATING GIFTED STUDENTS, OUR 'OUTSIDE THE BOX THINKERS'

By REBECCA MANNIS, Ph.D.

As the calendar turns to September, parents and educators turn their daily focus toward providing supportive and effective educational experiences for the children they cherish. We know that there is a paradox to child development. There are predictable patterns of growth and methods of instruction that foster students' development. At the same time, each child is unique and will develop skills in a distinct way. This individual blueprint is a function of many variables, such as the child's emotions, motivations, thought processes, physical development, community, family, and social experiences.

Not surprisingly, there are times when matters arise that necessitate thinking about how to make that course a better one for a particular child. This often places the parent at the helm of a process where the parent's instincts are central, while the parent's understanding of how to navigate those waters is less clear. It may entail partnering with the current school, identifying outside supports, or perhaps investigating alternative academic options. This requires a parent to wear many hats while also keeping support for the child front and center. It can

be stressful for parents to maneuver this course, often learning about the philosophies, methodologies, and world views of various professionals and programs, all this while also integrating technical information about their child's needs. The varied roles that parents must play, particularly in helping gifted students and 'outside-the-box thinkers' is a shared passion for Dr. Barbara Brown and me. Barbara is Head of The Marin School, a collaborative learning community that provides a backdrop for each student's unique potential. She and I developed a friendship over the past ten years, forged when we were appointed to the Alumni Council of Harvard's Graduate School of Education, an institution committed to training innovative educators who are informed by solid theory and practice. Barbara and I recently had an opportunity to update one another about our observations about trends in education for gifted children. Barbara's perspective as Head of School frames the questions she raised of me as a Learning Specialist, a person whose function is to bridge these islands of information for parents of gifted children.

A follow-up article in the November issue of *Education Update* will provide



Rebecca Mannis, Ph.D.

Barbara's responses to questions I posed to her.

Barbara: What are some current themes among the clients who seek you out in what they need and in terms of needs that feel are not currently being met in the classroom?

Rebecca: One of the challenges that many students face is balancing the ability to learn material along with developing insights about themselves as learners. Parents and schools often seek me out so that students can learn, in a way that is attuned to their developmental course, how to both master course material and develop skills that transfer.

Also, we live at a time when there's access to information that can be grasped and mastered. But that's different from basically learning how to be your own CEO, or what we refer to as 'executive functions.' And that's also different from understanding one's own thought process, which is sometimes called 'metacognition.' So ideally the learning process for a student involves that synergy of learning content and developing problem-solving skills, while also developing techniques that can be utilized in various situations.

Barbara: Where does self-advocacy fit in when students come to you? Do they have this skill, and how do you think about this aspect?

Rebecca: That's one of the hallmarks of a developmental process that starts in middle school and really is a lifelong process. At my center, our students develop those self-advocacy skills as individuals and also as a function of the culture of their particular school. So, for example, one school might have a prep period at the end of the day when students are able to meet with the teachers. So a student at that school may learn self-advocacy through routines that enable him to spend

continued on page 28

BRILLIANT EXHIBIT AT THE AMERICAN MUSEUM OF NATURAL HISTORY

By JAN AARON

An extraordinary exhibit "T. rex: The Ultimate Predator" at The American Museum of Natural History features a Tyrannosaurus rex model said to be the most accurate ever assembled. The show runs through August, 2020, and is one of many exemplary shows that mark the museum's 150th anniversary. "Dinosaurs" and "Tyrannosaurs rex," in particular, are such important icons of the Museum and have been throughout our history," said Ellen V. Futter, President of the American Museum of Natural History. "So it seems fitting to launch the Museum's 150th Anniversary celebrations with a major new exhibition on the ever-intriguing 'King of Dinosaurs.' This fascinating new exhibit does what the museum has done throughout history and continues to do today, to share the latest scientific breakthroughs with the public, to introduce visitors to researchers on the cutting edge of discovery, to shed new light on the greatest story of life on Earth, and to inspire wonder and curiosity for visitors of all ages," she said. Cute and fuzzy when very young, but smarter than its peers, the "average T. rex" grew into a ruthless beast. It stomped and chomped its way across the Earth's north-



ern subcontinent. For a mind-blowing hundred million years, the T. rex made mincemeat out of everything in its way to becoming some of the largest animals ever. I first encountered this champ in 2011 on a press trip to Montana where paleontologists briefed me when I visited a Hell Creek's dinosaur dig. It still is possible for interested amateurs to participate in a dig here. In 1905, the AMNH's team first discovered this massive predator's bones and put them on display in New York in 1906 to elicit oohs and aahs from astonished visitors! The current museum show pres-

ents many other dinosaur specimens from that era. But the star of the show, T. rex, is said to be the largest and most predatory of the dinosaur family. The exhibit engages with interactive sites. On one of my recent visits, one of these visitors, Tommy, who said he was 8, giggled at glowing flowers. At another site in the exhibit, visitors were placing various Tyrannosaurus rex family members in the correct period on a magnetic wall; another part of the show permits experimenting with a praxinoscope that animates the difference between walking and running as T. rex could only run when it was young. Here the exhibit lets visitors pin the proper sized tail to create a correctly balanced T. rex (when people draw a T. rex, they incorrectly misdraw the posture with the T. rex upright with tail dragging). Meandering visitors learn how modern technology has aided research in this field. We also learn that more research continues: The golden age of paleontology is now," said Michael Novacek, curator of T. rex: the Ultimate Predator. Our readers will welcome the excellent Educators Guide with easy-to-follow instructions on teaching the exhibition. There's a color-coded numbered guided map keyed to Projections, Case Display,

Virtual Lab, and Interactive Opportunities. It introduces T. rex as a helpless chick; provides opportunities for students to discuss what they already know about T. Rex (from films and toys) and what they expect to see. Guide in hand, I explored the show. Engaged by interactives, I discovered how scientists calculate a dinosaur's age by counting rings in fossilized bones; at the "Survival Challenge" and at "Hear Me Roar," I mixed my own blending sounds of a roaring T. rex with birds, crocodiles, and other living animals; I was also asked how I'd survive if I were a chick left alone in a nest. My answer? "Yelp! Yours? It's up to you." At "Getting Bad," I brought a T. rex shadow to life and saw it watch prey, learning that its keen senses and unique traits made it an effective killing machine. I also saw scars left by the attack. "Sensitive Side" sheds light on new paleontologists who have made new discoveries about the social behavior of the powerful hunter. In this section, especially engaging here is the interactivity that lets viewers create their own color scheme and feather designs for a virtual T. rex. Be sure also to stop at the Virtual Lab Touchscreen Table

continued on page 29

THE MATH COLUMN A CONUNDRUM OF PROBABILITY IN GEOMETRY

By AL POSAMENTIER, Ph.D.

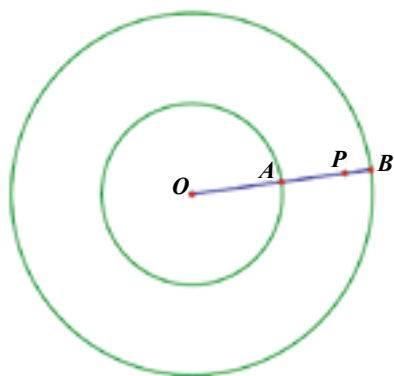
There are times when seemingly-simple issues can be stretched to producing a conundrum that is not easily rectified. One such example is with two concentric circles, where the radius of the smaller circle is one-half the radius of the larger circle as shown in the figure below. The question is: What is the probability that if a point is selected in the larger circle that it is also in the smaller one? The typical (and correct) answer is 1/4. This can easily be shown by letting a smaller circle's radius, OA , be represented by r , and the large circle's radius be represented by R , where $r = (1/2)R$. Then the area small circle is $\pi((1/2)R)^2 = (1/4)\pi R^2$, that is, 1/4 of the area of the larger circle, which is πR^2 .



Alfred Posamentier, Ph.D.

do this for any other point in the larger circle, we would find the probability of the point being on a radius line and in the smaller circle is 1/2. This, of course, is *not* correct, although it seems perfectly logical. Where is the error? Here is where you expose the trick, which is actually an attempt to explain a conundrum. The "error" lies in the initial definition of each of two different sample spaces, that is, the set of possible outcomes of an experiment. In the first case, the sample space is the entire area of the larger circle, while in the second case, the sample space is the set of points on a radius such as OAB . Clearly, when a point is selected on OAB , the probability that the point will be on OA is 1/2. These are two entirely different problems even though (to dramatize the issue) they appear to be the same. Conditional probability is an important concept to stress. And what better way to instill this idea than through a demonstration that shows obvious absurdities. Perhaps this conundrum will motivate the you to investigate this further. #

Dr. Al Posamentier is professor emeritus and former dean, CCNY. Now Distinguished Lecturer at NYC College of Technology, Brooklyn, NY.



Therefore, if a point is selected at random in the larger circle, the probability that it would be in the smaller circle as well is 1/4.

Now here is where the conundrum comes in, as you look at this question differently. The randomly-selected point P must lie on some radius line of the larger circle. Let's say we will use radius OAB , where A is its midpoint. The probability that a point P on OAB would be on OA (i.e. in the smaller circle) is 1/2, since $OA = (1/2)OB$. Now, if we were to

EDUCATION UPDATE CELEBRATES 25 YEARS WITH AN ODE TO POLA...PAST & PRESENT

To a Wonderful, Extraordinary, Visionary Leader

Who has been a Shining Light in the Field of Education

Pola is a Beacon For Those Facing Challenges in their Earliest Years

She is a thoughtful, Intelligent, Comforting Person

Who is Committed to Humanitarian Work
I am Proud to Call Her My Best Friend
Congratulations to You, Pola!

—JOYCE COWIN

Ms. Cowin is the founder of the Cowin Financial Literacy program at Teachers College.



I just received the June-July issue of *Education Update*. Congratulations on Your Lifetime Achievement Award from the Kennedy Children's Center and informative speech that you gave at that event.

Congratulations also go to you and your team for the tremendous work that you have done in developing *Education Update* into the impressive bimonthly it is. It was very like you to put the announcement of your own award on page 33 [and not on page 1]! You've persevered with creativity and determination for almost two decades in developing an independent newspaper that provides real public service to the city of New York.

—ANITA REETZ

Anita Reetz, Anacortes, Washington. Anita Reetz is a graduate of Barnard College, lived in Japan, and taught in Rwanda for several years.



Thank you again for the honor and wonderful breakfast at the Harvard Club this last Juneteenth. What a truly inspiring event it was! I will always cherish having been a part of it.

—STEVEN M. NEIER

Steven M. Neier is Assistant Dean for Mission, Media and Outreach at St. John's University in Queens.



Many thanks to you, Herman, and your team for inviting me to *Education Update*'s Educator of the Year awards event in June. What a glorious tribute it was to the outstanding educators. I was honored to be in the audience and help applaud these dedicated public servants whose contributions to our nation's most precious resource, our children, deserve the recognition and respect of our citizenry. Bless you and *Education Update* on continued success for many more years to come.

—CAROL STERLING

Carol Sterling, a graduate of Barnard

College and head of Arts and Education Director for Brooklyn Arts Council, was selected as a Fulbright Program Specialist and a teaching artist. She represented the US in working with adults in Uganda and India.



Dear Pola,

Thank you for taking the time to come here to interview me.

It is always so good to be exposed to your wide-ranging ideas, your grasping of big subjects and your enthusiasm. You are a breath of hope of future plans, of connecting everyone.

—SANDY PRIEST ROSE

*Sandy Priest Rose (1923–1999) supported literacy programs for decades and became one of NYC's leading matriarch's for the arts, sciences, and education. She was the founder of the Rose Institute of Learning and Literacy at Manhattanville College and the widely admired Reading Reform Foundation. In her note, she was referring to the oil on canvas, *Girl with a Pearl Earring, c. 1665, painted by Johannes Vermeer (1632–1675). The painting at The Frick Collection could be viewed at frick.org/exhibitions/mauritshuis/670.**



I applaud Pola, Herman, Adam, and the *Education Update* team for highlighting models of success throughout our city and look forward to all that the organization will accomplish in the years ahead.

Featuring journalism that imparts new research and focuses on trends and developments in classroom instruction and leadership practices, *Education Update* helps to fulfill my team's mission to support educators and empower the next generation to rise.

—BILL DE BLASIO

Bill de Blasio is the Mayor of New York City.



Throughout the years, *Education Update* has been connecting educators, highlighting effective leadership, and supporting academic achievements in our schools. All of these efforts have helped educators throughout the country establish transformational and sustainable change within our education system.

—RICHARD A. CARRANZA

Richard A. Carranza is the Chancellor, NYC Department of Education.



I commend [Pola Rosen and her team at] *Education Update* for creating this important opportunity to come together

continued on page 29



GILDER LEHRMAN SCHOLARS

Meet the 2019 National History Teacher of the Year Finalists

Congratulations to the ten 2019 National History Teacher of the Year Finalists!

These educators were chosen from the 53 exceptional 2019 State History Teachers of the Year for their innovative methods of bringing history to life for their students through the use of historic documents and artifacts, field trips, demonstrations, and hands-on projects. The National History Teacher of the Year, who will be announced in September, will receive a \$10,000 prize and a special ceremony in New York City, where the Gilder Lehrman Institute will present the National History Teacher of the Year Award in October.

Learn more about these ten talented educators:

Alysha Butler, McKinley Technology High School, Washington, DC



Alysha Butler is a social studies teacher and department chair at McKinley Technology HS in Washington, DC. She won the 2019 Daughters of the American Revolution Outstanding Teacher of United States History

Award, was a 2019 GrantEd Recipient, and was selected as the 2010 Miramar High School Teacher of the Year.

Karen Cook, Norwich Free Academy, Norwich, CT



Karen M. Cook has been a history teacher at the Norwich Free Academy in Norwich, Connecticut, since 1998, where she has been the head of the social studies department since 2007 and the director of the honors program since 2015. She has served as an Executive Board member, vice president, and secretary for the Connecticut Council for the Social Studies, among other organizations. Her awards include the 2014 Excellence in Course Instruction Award for the UCONN Early College Experience and the 2005 National Council for the Social Studies Outstanding Secondary Teacher of the Year award.

Ellen Fisher has been a social studies teacher at Frances Richmond Middle School in Hanover, New Hampshire, since 2010. Previously she worked in the Washington, DC area, Israel, France, and

Ellen Fisher, Frances Richmond Middle School, Hanover, NH



Ellen Fisher has been a social studies teacher at Frances Richmond Middle School in Hanover, New Hampshire, since 2010. Previously she worked in the Washington, DC area, Israel, France, and

Japan as a teacher and library media specialist. She has been a NCSS Conference 2018 presenter, a PBS LearningMedia Digital Innovator in 2015, and a National Endowment for the Humanities Scholar in 2011.

Carla Flanhofer, Peak to Peak Charter School, Lafayette, CO



Carla Flanhofer has been a secondary social studies instructor since 2003 at Peak to Peak Charter School in Lafayette, Colorado, where she was the department/Curriculum lead from 2011 to 2018.

She has been an Innovation Grant Recipient 2017/18 and 2018/19 and a Jared Polis Foundation 2015 Teacher Recognition Award Recipient.

Amy King, Chatham Central High School, Bear Creek, NC



Amy King is a history teacher at Chatham Central High School in Bear Creek, North Carolina, where she received the Most Innovative Digital Lesson Design Award in 2019 and was selected as the Teacher of the

Year 2017–18. She was also Teacher of the Year at Randolph County Schools in 2008–09 and at Eastern Randolph High School 2006–07.

Doug Logan, Randall K. Cooper High School, Union, KY



Doug Logan is a social studies teacher at Randall K. Cooper High School in Union, Kentucky, who has also taught extensively in middle school. In addition to being a frequent presenter at libraries, clubs, and historical

societies, he has been a state finalist for the Kentucky Teacher of the Year award in 2017, the Sons of the American Revolution 2014 American History Teacher of the Year, and a state finalist for the Missouri Teacher of the Year award in 2011.

Karalee Nakatsuka, First Avenue Middle School, Arcadia, CA



Karalee Nakatsuka has been a US and world history teacher since 1990 at First Avenue Middle School in Arcadia, California, where she has been recognized with the

continued on page 26

A FAMILY PRACTICE THAT BUILDS FAMILIES

Founded in 1987 by Dr. George Kofinas and based in New York City, Kofinas Fertility Group (kofinasfertility.com) is one of the leading fertility care practices in the country with an impressive track record of success that has helped bring more than 25,000 babies in the world. Now in its 32nd year, Kofinas Fertility Group is making headlines with the opening of the Manhattan Reproductive Surgery Center “MRSC” (located at 65 Broadway in Lower Manhattan), which will be the first standalone reproductive ambulatory surgery center in New York State.

Education Update (EdUp): What brought you to the field of fertility medicine?

Dr. George Kofinas (GK): I was lucky in my curiosity to be guided to this field. When I was finishing medical school in the 1970s, there was no such thing as fertility medicine. It began to form as a sub-specialty within obstetrics and gynecology after the first successful in vitro fertilization (IVF) birth in 1978; around the time I came to the US. And I jumped right in. The emerging science and the surgery were so exciting to me. With that, you could say that I’ve lived the entire history of fertility medicine – I was there at its conception, I’ve evolved with the field every step of the way, and I’ve also had the opportunity to conduct significant research over the decades which has helped us secure better outcomes for patients. It’s the most beautiful field in medicine.

Dr. Jason Kofinas (JK): I decided to specialize in fertility medicine because I love helping create human life for people who can’t. Every day, I feel like I’m making a difference in someone’s life in a very positive and personal way, and through this process, I also get to know my patients very well because we spend so much time together. For me, while the medicine is important, it’s not just about tests and procedures. The emotional side to fertility treatment is tremendously important and taking the time to know and support my patients establishes a connection that goes beyond any specific treatment. Also, growing up with my father in this field and with my mother who worked in neonatology was a wonderful introduction, though neither of them ever pressured me to go into medicine or into the fertility field, more specifically.

EdUp: What do you think has been the key to your success?

GK: Well, there are a lot of factors that have contributed to our success. For one, it’s our comprehensive approach, which is to always investigate every aspect of a patient’s infertility challenges first. It’s only after this in-depth investigation that we move forward with a treatment plan. This initial discovery process can be a tedious and time-consuming process

that many fertility practitioners don’t spend as much time on anymore before proceeding with fertility treatment, but we think it’s absolutely essential to optimizing the patient for success from the very beginning. Of course, once you know the source of the problem, you then need the expertise and skillset to address it, and we have the surgical expertise and resources to correct the anatomical problems that cause infertility, such as fibroids and endometriosis. In both these cases, surgery can be complex, and we often see and successfully treat cases that other physicians aren’t willing to operate on.

EdUp: What’s endometriosis and how does it affect fertility?

JK: Endometriosis is a condition where endometrial tissue is found outside the uterus. It’s a condition that unfortunately goes undiagnosed by many physicians and which many avoid operating on because the surgery is complex and requires a high level of expertise. But this condition is a fertility killer. Many clinics will go right to IVF, but we ask very specific questions that are associated with this condition. We go deep into their history, and if we suspect it, we’ll perform a diagnostic, minimally-invasive laparoscopy and remove any lesions we find. We believe that diagnosing and treating endometriosis before IVF is beneficial to the overall success rate of the patient, and this approach has allowed us to have higher fertility success without fertility treatment once the endometriosis is treated.

EdUp: Designing and building this new facility from scratch must have been a huge commitment and undertaking. Why make this investment?

GK: MRSC was built with one important purpose in mind: to enhance every aspect of a patient’s surgical experience and optimize her reproductive health. And so, in addition to the convenience of offering patients the full range of advanced fertility treatment capabilities under one roof – including lab testing, examinations, and surgery – we strongly believe that this centralized approach to fertility care will significantly improve patient outcomes beyond what we are already delivering, including shorter post-surgical recovery periods and extremely low infection rates due to the facility’s advanced sterilization techniques. It will also be the first standalone reproductive ambulatory surgery center in New York State dedicated to the treatment of patients who suffer from a wide scope of gynecological conditions, including fibroids, endometriosis, pelvic pain, congenital abnormalities of the uterus, and infertility.

JK: Everything in this facility has been designed around improving patient outcomes and optimizing our ability to

continued on page 26

LAW & EDUCATION

Becoming a Lawyer? Part 2

By ARTHUR KATZ, J.D.

A year ago, I wrote about the practice of law, how it has changed since I became a lawyer and various misconceptions concerning the practice of law. (*Education Update* – Sept/Oct 2018). In the past month, the *Wall Street Journal* (Aug 10-11, 2019 – pages B1 and B6) published a page and a half article entitled “The Flip Side of Making Partner” and the American Bar Association rendered a 96 page report “ABA Profile of the Legal Profession” (americanbar.org/news/reporter_resources/profile-of-profession). Anyone who is contemplating a legal career should read both.

The WSJ article is an eye-opener for those who are not familiar with the current state of the very large law firms today. The WSJ states that there are at least 29 law firms with over 1,000 lawyers (each with multiple offices both in the United States and abroad), and discloses information concerning some of these huge firms, in which lawyers most in demand may charge more than \$1,500 an hour for their time and a handful earn more than \$10 million annually. However, and as the article points out, not all partners are treated equally, with some partners receiving more than 43 times the compensation paid to other partners at the same firm, and the



Arthur Katz, JD

probability is that these lower-compensated partners will not move up the ranks to become higher-paid partners. Moreover, becoming a partner can easily take more than ten years and, with the billable hours demanded by law firms, an attorney may need to spend more than 80 working hours a week merely to have 40 billable hours (a minimum working requirement at many firms) – the only benefit being that they still may be paid several hundred thousand dollars for their labor and devotion to their law firm and, in return, may need to give up having a significant

life outside of their working environment. Although this may still sound good, the vast majority of law school graduates are unable to obtain employment at the larger law firms.

The ABA Profile puts the information from the WSJ in prospective. Since I started practicing law, the number of lawyers has grown four-fold and the percentage of women and minorities attending law school has increased at a healthy clip from less than 5% to more than 50%. However, the percentage of law school graduates who pass the bar exam continues to hover at the 60% level.

Most lawyers make significantly less than the small number who are employed by the large law firms. Although it still is more than a ‘mere living wage’, the mean annual compensation for all lawyers (from a novice out of law school to an experienced attorney) is approximately \$144,000 according to the U.S. Bureau of Labor Statistics. However, this is skewed with starting lawyers at large law firms making almost double the average amount paid to lawyers at firms of 50 or fewer lawyers. Unfortunately, the median starting salary for lawyers in public service jobs (in many instances the only entry jobs available to law school graduates)

continued on page 31

THE ETHICS COLUMN

Research and the Race Paradox

By JACOB M. APPEL, MD JD

Racial minorities in the United States have historically been heavily underrepresented in the clinical trials of pharmaceuticals. The result is that many medications have been tested for both efficacy and risk in predominantly Caucasian subjects. Historical mistreatment of minority research subjects—most notably in the case of African-Americans victimized by Tuskegee Syphilis Experiment—makes recruiting participants difficult, as does the exclusion of non-English speakers from many studies. To combat this disparity, Congress included in the National Institutes of Health Revitalization Act of 1993 requirements that the NIH seek more underrepresented subjects, while the Food and Drug Administration declared 2016 to be “The Year of Diversity in Clinical Trials.” So far, success has been limited.

One area of supposed progress is the development of drugs specifically targeted at particular racial groups. The first of these, Arbor Pharmaceuticals’ BiDil, is a combination of Isosorbide dinitrate and hydralazine found to improve congestive heart failure outcomes in self-identifying African-Americans and specifically approved by the FDA in 2005 for use in this group. Pharmaceutical



Jacob M. Appel, MD JD

companies continue to invest research money into finding similar race-based drugs. Hospitals and medical schools are glad to accept such funding and IRBs generally approve these studies with little controversy. On the surface, this appears to be a narrative of scientific progress and inclusion.

Yet while pharmaceutical companies have been pursuing the next BiDil, the scientific community more broadly has embraced the concept of race as largely a social, rather than a biological, construct. While Ashkenazi Jews or ethnic

Finns or the Alutiiq people of Aleutia may represent meaningful genetically-conserved populations, self-identified African-Americans are not a meaningful biological group, but reflect both widespread genetic diversity on the African continent and the exchange of genes with European and indigenous populations in the Western Hemisphere. (And that’s ignoring European- and Indian-descended populations in South Africa, as well as Arab and Berber peoples of the Maghreb.) Being African-American was largely defined by Jim Crow laws and physical appearance, not by underlying genetic make-up. That is not to say that race may not have some biological implications, drawn the epigenetic effects of environmental exposure and systemic racism. For comparison, some research suggests that the descents of Holocaust survivors have lower levels of stress hormones as a result of inherited epigenetic changes. Yet these rare possible biological features have little to do with most ongoing research.

By testing enough pharmaceuticals in a racially-targeted manner, researchers may find some that work on Blacks or Asians better than whites—and vice versa. But the same would be true if

continued on page 29

EDUCATION UPDATE

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Bystanders, Sticks & Stones: The Unintended Accomplices to the Pain of Being Bullied

By JEFF ERVINE

When I first started my journey into building safety and wellness tools to better protect students from bullying and cyberbullying, my goal was to empower students to always feel safe and secure at school. When children feel safe at school, they are willing to take more risks and subsequently learn more and faster. I continue to believe that almost every bully was once a victim of bullying. Bullying and cyberbullying are learned behaviors; they are behaviors we either model from others or learn from our personal experiences of being bullied. And I know that forgiveness and reconnection after an incident of bullying is essential to a bullying victim's continued social, emotional, and academic growth. But what I did not know at the beginning of my journey was that the majority of the social pain experienced by a bullying victim is not caused just by his bully. I will come back to this point, but first let's look at how society addresses bullying in schools.

Most everyone in every community approaches solving a non-physical, social bullying incident by responding to the bully with a combination of punitive discipline (i.e. detention) and having the bully make amends (i.e. apologize to

the victim); and in the most advanced schools, restorative discipline is applied to the bully (the bullies understand why what they did was wrong and they feel true remorse). Meanwhile, the parents of victims, more often than not, support their child with the timeless sticks and stones mantra, "sticks and stones will break your bones, but names will never hurt you." And after the bully serves out his detention, gives his apology and after the victim receives his parental support, fortified with a rendition of "sticks and stones", everything is expected to return to normal. But things do not immediately return to normal for the victim and sometimes never return to normal. This is because the victim is still hurting from the continuing effects of social rejection and pain. The social pain is caused by the bystanders' inaction! And their inaction is rationalized by saying [that] no one will do anything about it, and sadly they would be right in school communities that lack "connected" school leaders.

The reason the victim continues to feel pain is that he or she believes the bully speaks for the entire school. That is because the bystanders do and say nothing, and the victim starts to believe

continued on page 28

Chinese Fashion: A Bridge Between Two Nations

By SYBIL MAIMIN

A unique collaboration between two young purveyors of contemporary Chinese fashion and accessories and one of the biggest real estate development companies in China resulted in a pop-up shop and fashion party in a cutting-edge Manhattan building. A striking example of a popular marketing tool, the pop-up fashion party, which attracted over 200 visitors, was designed to highlight Asian fashion and design and promote exchanges between Asian and American markets. It was co-sponsored by Velvet. Co, a New York and Shanghai-based international marketing and public relations firm founded in 2017, and Verafied, a marketer of Asian fashion and accessories brands founded in 2016 by Beijing native Vera Wang (not the bridal gown star) to "connect fashion and lifestyles across two continents." Many attendees were members of Velvet.Co Club, home to over 350, mostly female, Chinese millennials living in the United States who gather together to socialize, network, and share ideas about their common passion — fashion and design.

Charming and vivacious, Vera Wang,

now a New Yorker who has 700,000 followers, aims to celebrate and help the Asian fashion community by bringing small boutique brands on to one platform, making them more accessible to consumers. Also at the pop-up was Jenny Zheng, a Shanghai-born fashion and lifestyle blogger now living in New York, who established the media platform A.F.L. (Art, Fashion, Lifestyle) in 2016, to give voice to the life stories and experiences of people in art and fashion. With an MA in Art Management from Boston University, she has worked in fashion marketing and is now marketing and social media manager at an international cultural institution in New York. Selling her wares at the pop-up was Beijing native Yun Gao, owner of Absolute Error, an online gift brand that includes whimsical candles, chocolate bars, and jewelry from worldwide manufacturers. Yun Gao studied design management at Parsons and hopes to do future pop-ups. She should have many opportunities as, in addition to online platforms that sell goods, pop-up shops proliferate in spaces ranging from SoHo storefronts to Los Angeles outdoor marts to scenic rooftops. #

Crohn's and Colitis Foundation Gala in NYC Raised More Than \$1.8 Million

By DR. POLA ROSEN

Crohn's disease is a chronic inflammatory disease of the intestines, especially the colon and ileum, associated with ulcers and fistulae. The inflammation of the digestive tract caused by Crohn's disease can involve different areas of the digestive tract in different people, and can lead to abdominal pain, severe diarrhea, fatigue, weight loss, and malnutrition.

The disease was named after gastroenterologist Burrill Bernard Crohn, who in 1932, together with Dr. Leon Ginzburg and Dr. Gordon D. Oppenheimer at Mount Sinai Hospital in New York, described a series of patients with inflammation of the terminal ileum of the small intestine, the area most commonly affected by the illness.

Recently, *Education Update* attended a spirited program, Women of Distinction, hosted by the Crohn's and Colitis Foundation, an organization dedicated to finding cures for Crohn's disease and ulcerative colitis, and improving the quality of life of people affected by these diseases. Among the founders are Irwin and Suzanne Rosenthal, William and Shelby Modell, and Dr. Henry Janowitz who started the Foundation over 50 years



Molly Roberts

ago. The Foundation has invested \$350 million in research since its inception to find a cure for Crohn's disease and ulcerative colitis. The fastest-growing patient population is children under the age of 18.

Heartwarming were the personal anecdotes of students who battle Crohn's and continue to be successful in school. In attendance at the gala and fashion show were family members of students who over the years have donated tirelessly to the Foundation. The parents of Molly Roberts were in attendance. Their daughter

continued on page 26

Hunter Celebrates This Year's Student Fulbright Winners

For ten of the past 11 years, the U.S. Department of State has recognized Hunter College as a "Top Producer" of Fulbright award winners. This year, there's more good news: The U.S. Student Fulbright Program has selected seven members of the Hunter Classes of 2018 and 2019 — awarding four with full funding for their 2019–2020 Fulbright proposals and three with alternate status (candidates awaiting additional Fulbright funding). In a few months, Darsen Hover, Anastasiya Matveyenko, Bressni Neary, and Kevin Tang will travel abroad for their Fulbright year of teaching, conducting research, and building lasting relationships with the people of their host countries. Hunter applauds these outstanding young scholars and takes a brief look at their backgrounds, college studies, Fulbright projects, and plans for the future:



**ANASTASIYA
MATVEYENKO,
BA/MA,
Class of 2016,
Destination: Italy**



**BRESSNI NEARY,
Class of 2019,
Destination: Spain**



**KEVIN TANG,
Class of 2018,
Destination: Jordan**



**DARSEN HOVER,
Class of 2018,
Destination:
Hungary**

Hunter also congratulates the 2019 alternate candidates, who are still in the running for 2019 Fulbright grants:

• Elizabeth Mashkow, Class of 2019,
continued on page 26



THE SEASONS BY DIANA BILEZEKIAN

The leaves turn colors and fall off the trees

And onto the ground at the starting of any breeze. We rake them up — yes, we sure do rake them all.

So, this is the season — yes, this is the FALL.

The tree branches are bare without any leaves at all. The snow falls on the grounds — icicles everywhere — so, don't fall.

Do have some hot chocolate — have some nice and minty. So, this is the season — yes, this is the WINTER.

The flowers start blooming — new leaves on the trees. On the dandelions, do be careful of the bees.

The snow starts to melt away as the birds start to sing. So, this is the season — yes, this is the SPRING.

The sun shines so brightly — so hot — so, stay cool. Have fun as you enter a nice beach or pool. You can have barbecues outside for the warm days sure are coming.

So, this is the season — yes, this is the SUMMER.

Four seasons in a year — when they're hot, try to stay cool As you enter a nice beach or swimming pool.

When they're cold, bundle up — have hot tea — stay nice and warm

As you stay inside your home during any big snowstorms.

Thank the Lord for the rain as well as for the sun And thank Him for creating everyone.

Thank the Lord for the sun as well as for the rain And thank him for the trees as many times again.

For any season, do have a super time As I now end my season rhymes.

Diana Bilezikian is an instructor at Montclair State University in Montclair, NJ and a student at Chapel Haven School in New Haven, CT. She has been a writer for Education Update for several years.

GUEST EDITORIAL

Shaping Artists as Entrepreneurs

By JANA LA SORTE,
FOUNDER & CREATIVE
DIRECTOR, AMBASSADORA

When you are the daughter of an English teacher and trained opera singer and also the granddaughter of a woman who taught art from her home studio, perhaps it was destined that I would work in arts and entrepreneurship and become a teacher myself.

Over the course of my almost 20-year career as an arts consultant, I often tell artists they are entrepreneurs who are running businesses. Not many welcome this framing, although some do attend my Ask the Experts annual workshop to learn from the masters in the music industry as to how they can develop more effective pitches, products, marketing, and ultimately careers.

While teaching corporate social responsibility to undergraduate students at The City College of New York, I was asked to create a six-week entrepreneurship summer boot camp for young girls ages 14–20 for the Zahn Innovation Center, the start-up incubator at City College. I named it the Boss Girl Boot Camp and just completed the third one in late August with our exciting finals pitch competition. The program helps students learn how to collaborate to develop business ideas — some that may even address pressing issues in society such as education, transportation, and healthcare — into achievable plans that include prototypes and operations, marketing, and financial plans. The ideas that have emerged over the last three summers from high school and first-year college students have been amazing and so needed, and some of them are still being moved forward by the teams. The students inspire me to not only keep learning more but also to get some of my own business ideas off the ground.

One of them is to package more cultural entrepreneurship learning for artists who increasingly are recognizing — and embracing — their roles as CEOs and chief marketing officers of their own cultural companies. This has been exciting to see and be a part of through teaching at graduate and undergraduate levels for SUNY New Paltz, Northeastern University, and Hunter College among others. Colleges and educational programs at all levels are taking note of the rising demand arts and culture students have for startup business acumen and are also beginning to understand the STEAM movement of teaching to which I fiercely belong. The arts utilize research, science, technology, business, and tap innovative ideas.

The MBA elective course I will launch and teach this fall at SUNY New Paltz is especially exciting as I have tailored it to the outstanding music students coming from the school's music department and



Jana La Sorte

to the burgeoning Hudson Valley cultural scene. The students will emerge not only with the ability to plan, finance, develop, launch, and grow a music (or arts) organization of any kind, but also with their own launch plan to get underway. I will be working on mine right alongside them.

Jana La Sorte runs a creative agency Ambassadora which advises global arts and social impact organizations on growth strategies. Her consulting includes organizational strategy and operations; program development/management; funding and strategic partnership development; creating story narrative and marketing materials; and comprehensive community engagement. An arts curator and producer, she is a former executive director of the international arts organization Urban Bush Women. While there, she executive produced three season presentations; booked the company in the New York City regional area and oversaw worldwide bookings; co-produced a tour to South America working with the U.S. Department of State and BAM (Brooklyn Academy of Music); developed and managed programs; secured funding; and managed all operations. She was selected as an international Chief Executive Fellow by the prestigious arts industry organization National Arts Strategies. A former jazz saxophonist and music DJ, she has worked in music for over 25 years and has led / managed initiatives for GRAMMY Award-winning artists and organizations in jazz including Terence Blanchard, Wynton Marsalis and Jazz at Lincoln Center; and Motema Music. She has taught cultural entrepreneurship and policy for Northeastern University and Hunter College and teaches entrepreneurship for the Zahn Innovation Center at The City College of New York. #

LEADERS IN EDUCATION



L-R: Pola Rosen, Belle O'Brien, Joyce Cowin

NOTRE DAME FIRE STUNS THE WORLD & SPURS RESTORATION DEBATE

By SHARON FLESCHER, Ph.D.

The Cathedral of Notre Dame has stood for more 800 years at the very center of Paris, literally and figuratively (the spot from which all official distances from the city are measured). Although other French Gothic cathedrals are architecturally purer (Chartres, for example), it is Notre Dame that everyone knows and visits. Statistics show that it is the most visited tourist site in Paris. Adding to its aura is its fame from Victor's Hugo's 1831 novel, *The Hunchback of Notre Dame*.

So, it is no surprise that when tragedy struck on the evening of April 15, 2019, and flames shot high in the air, toppling the cathedral's wood and lead spire — a 19th century addition by the architect Viollet le Duc — and destroying much of the roof beneath it, the world was mesmerized. French President Emmanuel Macron vowed to rebuild the cathedral quickly (too quickly, many experts say) and to start a fundraising campaign. Within days, approximately one billion dollars was raised, spurred by a competition between two of France's wealthiest businessmen as well as contributions from the general public.

We still do not know for certain what caused the fire, but arson and terrorism were quickly ruled out. What is clear is that the building's construction — with its "forest" in the attic (actually called *la forêt* in French) of 1,300 ancient dry oak beams — and the absence of sprinklers and firewalls in the attic where the fire started, facilitated the spread of flames. The lack of firewalls was intentional, an esthetic and art-historical decision that is now being second-guessed. Fire security procedures are also being reviewed — as a misunderstanding when the initial alarm went off, cost dearly. By the time a second alarm sounded twenty-three minutes later, and firefighters were called, the fire had a disastrous head start.

But it could have been much worse. Early fears that the *entire* cathedral would crumble didn't materialize, due in part to the heroic efforts of hundreds of firefighters. The main cathedral structure and its stained-glass windows "appear to be" intact, but it is feared that the stone façade and mortar are still at risk due to exposure from the intense heat, and later water. Only meticulous inspection

will tell. Many of the cathedral's precious objects were saved; some were removed during the fire, while others were removed even before, to protect them while the cathedral was undergoing renovation, ironically intended to shore up the spire and attic beams. Mercifully, no lives were lost.

Recently, much of the focus has been on the risk of lead contamination to workers and the nearby community. The destroyed roof had lead sheathing, as did the spire.

Restoration plans have aroused controversy — how to resolve the tension between architectural

purity, modern technology, conservation ethics, and long-term preservation. Should the oak "forest," for example, dating to the 12th/13th century, be replicated? *Could it* be replicated? What about the spire, which, after all, wasn't original to the Cathedral? *Should it* be replicated?

An open letter signed by more than 1,000 conservators, academics, and other art specialists — including former Met Museum director Philippe de Montebello — was published in *Le Figaro* on April 28 asking President Macron to proceed cautiously with the renovations, rather than rush to rebuild in time for the 2024 Paris Olympics. But it appears that Macron does have a 2024 goal. The complications of restoration and clean up (the latter still on-going as of this writing) may require a serious adjustment to that target date.

3D Scans and an IFAR Evening

The restoration process will be aided by the existence of detailed 3D laser scans of Notre Dame that were made in 2015 by the late Professor Andrew Tallon of Vassar College, which will be made available to the French authorities. His colleague, Professor Lindsay Cook, also of Vassar, will be showing those digital scans at an *IFAR Evening* program organized by the International Foundation for Art Research. Several other specialists in medieval art and stone conservation will also be speaking. The edited and illustrated proceedings will be published in our *IFAR Journal*. This is a story that will be around for years. #

Sharon Flescher is the Executive Director of the International Foundation for Art Research (IFAR). For additional information, please visit ifar.org.



ROADS AFTER HIGH SCHOOL

By DR. POLA ROSEN

Two students, graduates of Regis were recently interviewed by Education Update to find out what their next steps were. Harry Brett-Butcher plans to go to St. Andrews in Scotland. Part of his family lives in England. He plans to focus

on Russian, German and International Studies.

Thomas Gilmore will attend Ave Maria University in Florida on a half tuition scholarship. He plans to play on the men's volleyball team and have a double major.#

GUEST EDITORIAL

Cuba: A World Leader in Human Rights

By KATE MOODY, Ed.D.

Many conservative critics of Cuba have hijacked the words "human rights." They use the term narrowly to refer to past abuses of dissidents and ignore the human rights imperatives of healthcare and education, for which Cuba is a world leader. And the critics who target Cuba seem to turn a blind eye toward others. Where is their outrage about Saudi Arabia where women until recently were prohibited from driving or working without the permission of their husband or other male relative? How about the Philippines where a president has endorsed the murder of thousands of suspected drug dealers without due process? And the United States, where millions of people can't claim the fundamental human right of well-funded health care or a quality education.

On this point, Raúl Castro got it. He said, at a press conference with President Obama in 2015, "Countries that do not provide universal healthcare, education for all, and equal pay are in no position to lecture Cuba about human rights."

Before we hammer Cuba or other countries about human rights, we need to look more carefully at the human rights picture here at home. Both education and healthcare are in such disarray that their lack could be considered a human rights abuse. We know that we need to train more good teachers and increase numbers of mental health counselors—yet the federal administration's budget for this year cut 3.6 BILLION dollars (which is five percent compared to the 2017 budget, according to the US Department of Education) from education services. Education is a human right.

Health care is also a fundamental human right, but the U.S. grossly underperforms in providing healthcare for all. Many people are refusing to go to their doctors because of the high cost. We don't even provide core preventive measures such as contraceptives, prenatal and maternity care, as do most developed countries, and Cuba.

Some politicians point to the jailing of political dissidents in Cuba, seemingly oblivious to our own practices. The incarceration rate in the U.S. is the highest in the world. The United States has about five percent of the world's population, but

25 percent of the world's prisoners! Have their rights to freedom been abridged?

Cuba has been praised by the UN for its education, including universal preschool, achievements in reading, math, science, and the arts. Its literacy rate is 98 percent. It outperforms most other countries including the U.S. All education is free in contrast to the US, where many parents pay thousands of dollars in tuition for preschool alone. In Cuba, state sponsored daycare centers were established in the 1960s with the purpose of enabling parents to work.

Technical schools also are free and provide post-secondary education for those who do not attend university. By contrast, in the U.S., most who attend college must borrow dangerously large sums of money resulting in 1.4 trillion dollars of outstanding student debt.

Another human rights achievement in Cuba is universal free healthcare. Since the revolution in 1959 Cuba has educated more than 250,000 medical doctors who serve as local family doctors, or work in polyclinics or hospitals across the country. The infant mortality rate in Cuba is lower than the U.S. and their life expectancy is comparable to the world's most advanced countries.

In addition to caring for its own people, Cuba has sent tens of thousands of doctors to underserved areas of 67 other countries — mostly in the Americas and Africa — to provide for the human rights of those individuals to medical services. Dr. Antonio López Rodríguez, *rector* of the Latin American School of Medicine (ELAM) in Havana explained, "In Cuba we provide medical service according to need, not checkbook." ELAM also trains medical students, having graduated 29,639 doctors from 115 countries in the last 20 years.

There are many kinds of human rights, and we must not overlook the fundamental right of all people to healthcare and education. Give credit where credit is due. #

Dr. Kate Moody, a lifelong educator, now retired from the University of Texas Medical Branch at Galveston, is author of *The People's Professors of Cuba: How the Nation Achieved Education for All*. Lexington Books (a division of Rowman Littlefield), 2018. Contact info: K. Moody at kcmoody77@gmail.com.

SPORTS

Judo: Nick Delpopolo Learns From the Past with Bronze in Pan Am Games

By MIKE COHEN

Nick Delpopolo did what Olympic Judoka's do and fought back. After losing his first round match in the 2019 Pan American Games in Lima, Peru this summer, Delpopolo won his next two bouts to win the bronze medal in the men's middleweight division. The 17-day multi-sport event ended on August 11 with a spirited closing ceremony in front of a capacity crowd of 50,000 people at Lima's National Stadium. There were nearly 7,000 athletes from 41 competing countries. For Delpopolo, who has competed in two Olympics, this was his first Pan American Games.

"It's a bittersweet performance," said Delpopolo, 30, who grew up in Westfield, New Jersey, and presently lives in Fort Worth, Texas. "You always want to win gold, however I injured my knee in March and only fought one match since then and it was a brief encounter in which I lost. I have a lot of competition rust to shake off.

I felt pumped after the bronze medal match, especially after losing such an ugly first encounter. It shows me that I still belong out here and have a lot of resilience and experience to go off of."

With his bronze medal secured, Delpopolo continues to write a comeback story that seemed beyond improbable when he was suddenly sent home before the end of the 2012 games in London for a positive marijuana test. He said that he had accidentally eaten a pot brownie. Delpopolo had already posted a respectable 7th place finish in London when the test results were made public. He had his wins stripped from the record books and embarrassed in front of the world. For someone who was a gold medal hopeful before the games and a star on the rise for USA judo, Delpopolo, 21, at the time, found himself on the outside of the sport looking in.

"The London experience is something I'll still never ever forget despite the glaring asterisk," said Delpopolo. "It was my first Olympic team and I fought well placing 7th. Coming home early and fighting my way back shaped who I am today as an athlete, a person and most importantly, mentor to others."

Delpopolo did make it all the way back. Again placing 7th in the 2016 Olympics in Rio. This time his finish was official. Still, he had to fight an intense wave of negativity directed at him along the entire training period leading up to the games, resulting from his failed drug test and the stigma attached to it. He was unsure if he wanted to continue competing for USA Judo after all he had been through. He mulled over becoming a professional



Two judoka, Nick Delpopolo and Eduardo Araujo, prepare for competition in the 73 kg division

MMA fighter, but with the lure of a third Olympics in front of him, his focus is now squarely on 2020 in Japan.

"The road to success isn't always upwards as much as we would like it to be," said Delpopolo. There are some bumps and bruises to be had. I know I have it in me to go back to the Olympics and take a medal. That's been my lifelong goal."

For Delpopolo, judo is his passion. He was a wrestling star in high school before a serious knee injury sent him back to the sport he trained in as a youngster, at the Cranford Judo Karate Center, in New Jersey.

"The Olympic dream was instilled in me from the day I walked in the door," said Delpopolo.

As he looks ahead to the next year of intense training leading up to all the qualifiers for the 2020 Olympics, he knows that he is only as good as the team that surrounds him. His girlfriend of 11 years, Carrie Chandler, a five-time national champion in the sport, not only helps him with his judo moves but she does all the behind the scenes work from managing his social media to booking his travel plans.

"She's my rock, she's my best friend," said Delpopolo.

His parents, Dominick and Joyce Delpopolo, along with his sister, Helen, have always been there for him throughout his entire judo journey. He trains out of the Fort Worth Judo Club and credits it with giving him the confidence needed to excel.

"Things actually haven't gone better for me in a long time," said Delpopolo. "I could not have done this without all of their efforts." #

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 people of all abilities). He can be reached at throwbackports@verizon.net.

BEACON COLLEGE... 30 YEARS YOUNG

By EILEEN MARINAKIS

Imagine if you will the frustrations faced by students with learning and attention issues, along with their parents, when they are repeatedly told, overtly or subtly, to lower their educational achievement expectations. Meanwhile, these individuals are hopeful that provided the right programs delivered by education specialists prepared in the field of special education, assisted by qualified ancillary support, and delivered in the right community, these heretofore underserved students could reach their maximum potential. Those with grit may embark on the search for an appropriate post-secondary education placement. However, all too often the search for thousands upon thousands of these learners fails and they are destined to lives of frustration, disappointment, and underachievement.

For them the higher education horizon remained dim until late in the 1980s when a small group of parents of students with learning and attention issues organized to found Beacon College. The college's start-up was challenging, the outlook daunting and the outcomes uncertain. The financial resources were limited, but the determination of the founding members was strong. They came from varying backgrounds, but shared the common experience of parenting young men and women for whom there was no collegiate fit. They organized, pooled their resources,

and in 1989, founded Beacon College. The college was awarded a license to operate by the state of Florida. Its early growth in Leesburg, Florida was at a glacial pace, but slowly the word began to spread and the enrollment incrementally grew. Several baccalaureate and associate degrees were available to the Beacon undergraduates.

Beacon College earned accreditation by the Southern Association of Schools and Colleges (SACS) in 2008. The Board of Trustees grew to include an enlarged body of individuals, some of whom were well informed about the issues these learners faced while others were new to the challenges. All became committed to the mission of the college and contributed their knowledge, talents, and treasures.

By 2011, the Board of Trustees faced the reality that a change in leadership along with a reaffirmed mission and expanded vision were essential if Beacon College were to advance beyond its start-up phase. The Board was determined to change the national trajectory for this underserved population by first perfecting the Beacon College model. A highly intense one-day retreat was conducted by the Board, inclusive of members of the Senior Staff of the Administration. The result was a framework clarifying the role description and expectations for the next President. Following a national

continued on page 26

BACK TO CAMPUS GREETINGS

By MARTHA E. POLLACK,
PRESIDENT,
CORNELL UNIVERSITY

As we begin the 2019–2020 academic year, I want to take this opportunity to welcome all of you to—or back to—campus. The first days of a new semester are, for all of us, a time of excitement and potential: a time to look ahead at the boundless possibilities that await all of us at Cornell. They are also a time of ambition: a time to reassess what we wish to achieve and whom we aspire to become, both as individuals and as a community. As those of you returning to Cornell will remember, last semester we undertook a community-wide process of developing, through focus groups, listening sessions, and feedback, a statement of Cornell's Core Values. The creation of such a statement, recommended by the Presidential Task Force on Campus Climate and the Provost's Task Force to Enhance Faculty Diversity, was intended both to develop a shared sense of what it means to be a Cornellian, and as

a way to share Cornell's culture, standards, and expectations with those new to our community. I am now pleased to share the statement of core values. Cornell is a uniquely American university built on uniquely American ideals of opportunity, diversity, and free speech. "Any person... any study" is a reflection of that legacy—of our founding principle that an institution that is open, to people and to ideas, will create a better environment for discovery and learning than one that is narrow in whom it will admit or what it will teach. This belief, at the heart of Cornell's identity for 154 years, is now our responsibility: to strive always for excellence and purpose, to be open to the ideas and people we encounter here, and to take an active role in building a community of scholarship and engagement where every member has the chance to thrive. I wish you all the best for a wonderful and productive start to the semester. #

This article originally appears in The Cornell Daily Sun. Used with permission.

OUTSTANDING EDUCATORS OF THE YEAR 2019



(L-R) Alan Sebel (Leadership Prof., Grad. School of Ed., Touro College), Dominick D'Angelo (Principal IS 228 David A Boody, Brooklyn), Shenzhen Liao (Dir. of Ed., China Institute, accepting the award for Prof. Ben Wang), Forest Fisher (Prof. of Mathematics, Guttman CC), Mary Gatta (Sociology Prof., Guttman CC), Filippo Dispenza (STEM Teacher & Robotics Coach, John Dewey HS), Doreen Esposito (Principal PS 290 Manhattan New School), Sereida Rodríguez-Guerra (Principal PS 84 José de Diego, Brooklyn), Akeem Barnes (Social Studies Teacher, Riverdale Avenue Middle School, Brooklyn), Steven M.P. Neier (Assistant Dean, St. John's U.), Ilene Rothschild (Spec. Ed. Prof., Mercy College), Anthony Conelli (Leadership Dept. Chair, Bank Street College of Ed.), Marian Stoltz-Loike (Dean, Lander College of Women, Touro College), Atara Grenadir (Art Prof., Touro College), Alexandria Timoll (Dean of Curriculum and Instruction, Uncommon Schools, Brooklyn), Charo Uceda (Founder & CEO, Uceda Schools), Deirdre A. Deangelis-D'Alessio (Principal, New Dorp HS, Staten Island) & Michael Wiesenfeld (Head of English Dept. & Mock Trial Program Coach, Dwight School, New York)



(L-R) Felix Matos Rodriguez (Chancellor, CUNY) & William Thompson (Chairman of the CUNY Board of Trustees)



(L-R) Katy Coppinger (Executive Director of Development, Mercy College) & Charlotte Frank (Senior, Vice President, McGraw-Hill Education)



(L-R) Erminia Claudio (Executive Director of Operations, Council of School Supervisors and Administrators), Doreen Esposito (Principal, PS 290), Amy O'Brien (Assistant Principal, PS 290) & Henry Rubio (Executive Vice President, Council of School Supervisors and Administrators)



(L-R) Adam Sugerman (Publisher, Education Update), John Kerney (CEO, The Winchendon School) & Sean Duncan (Head of School, Winchendon)



(L-R) Lee Hall, Tim Hall (President, Mercy College) & Pola Rosen (Publisher, Education Update)



(L-R) Herman Rosen (Education Update) & John Russell (Executive Director, The Windward Institute)



(L-R) Scott Evenbeck (President, Guttman Community College) & Tim Hall (President, Mercy College)

OUTSTANDING EDUCATORS OF THE YEAR 2019



(L-R) Pola Rosen presenting a Distinguished Leader in Education award to Joyce Cowin for founding the Cowin Literacy Program at Teachers College



(L-R) Windward School Patricia Wolff presenting award to John Russell



(L-R) Tim Hall (President, Mercy College) & Brian Johnson (Vice President, Mercy College Manhattan)



Scott Evenbeck
(President, Guttman Community College)



Michael Sampson
(Dean, School of Education, St. John's University)



The entire room responded when CUNY Chancellor Matos Rodríguez asked how many people in this room attended one of the CUNY schools?



(L-R) James Basker (President, Gilder-Lehrman Institute of American History) & Joyce Cowin (Founder, Cowin Financial Literacy, Teachers College)



Enjoying the festivities, including (standing and laughing) Andrew Gardner (Vice President Professional Learning, BrainPOP Educators), (sitting) John Kerney and Sean Duncan (Winchendon), (laughing at left) Henry Rubio (Executive VP, CSA)



(L-R) Jay Hershenson (Vice President, Department of Communications and Marketing, Queens College), Vita Rabinowitz (Executive Vice Chancellor and University Provost, CUNY), Pola Rosen (Publisher, Education Update), Félix Matos Rodríguez (Chancellor, CUNY) & William Tramontano (President, Queens College)

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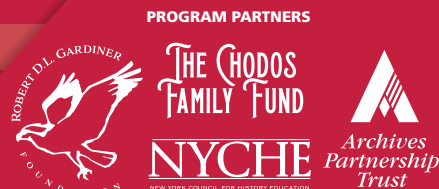
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HIGH SCHOOL REUNIONS: MUSIC AND ART HIGH SCHOOL, NYC

By DR. POLA ROSEN

Originally, the “Castle on the Hill,” as its students called Music and Art High School in the 50s and 60s, occupied a lofty perch almost adjacent to The City College of New York on 137th Street and Convent Avenue. Comprised of talented and gifted students from all parts of New York City, from all ethnic groups, from all socio-economic levels, long before the concerted effort to integrate all groups became the education mantra, the school was an idyllic place for study and music. The dean, Mr. Kane, a walking lexicon of eight letter words, was certainly not a figure to be feared. The string ensemble and violin teacher, Mr. Isidore Russ, was indelibly etched in the hearts and minds of his students. To this day, 40 years later, all his students can echo the familiar refrain, “make your fingers into little hammers and come down hard on the strings!”

Recently, graduate Steve Lubin, a pro-

fessor of music at the Conservatory of Music at SUNY Purchase, gave a brilliant performance of the Schubert Sonata in Bb and the Chopin sonata No. 3 in B Minor at the Bechstein Piano Center in New York City. He ended with his own delightful composition called “Rag.” Computer, performer, intellectual, professor, he personifies the term “Music and Art High School graduate.” Other students in the class were Erica Jong, Caroline Birenbaum, Paul Shapshak, Vivian Fenster, Gloria Stern, and so many more.

“Meet me under Toscanini,” most students said to their friends, referring to the sculpture in the main lobby of the old building, which still occupies a place of honor in the relatively new quarters near Lincoln Center. Alumni can still echo the refrain as they meet after many years, devoted to the ideals and education that the school provided to its community of students. #

MANDARIN IMMERSION AS A GATEWAY TO THE FUTURE

By SHENZHAN LIAO, SENIOR
VP OF ED., CHINA INSTITUTE

Does the future still speak Mandarin?

As parents exploring potential schools for their children (for some it might be before the children were born!), this may be one question that is worth considering.

Today, Mandarin has never been more popular as a language to learn in early childhood education for a myriad of reasons, not just when we consider the advantages knowing Mandarin may hold for the future.

Studies have demonstrated many benefits of starting one’s early childhood education with learning a second language, especially in an immersion program, where 50–100 percent of the instruction is given in the target language. The goal of such programs is for children to be bilingual, i.e., age-appropriate proficient in a language in addition to their native tongues. In a Mandarin immersion preschool in the U.S., it’s aimed toward bilingualism in English and Mandarin Chinese (acknowledging that Chinese has a variety of sub-dialects including Mandarin, Cantonese, Shanghainese, Fujianese, etc. in addition to completely different languages among ethnic groups in China). Ultimately, bilingualism deepens a child’s cognitive and social/emotional learning while sharpening executive functions of the brain, especially when exposed at a young age.

Contrary to some concerns that learning two languages at the same time might confuse a developing brain and lag development in the first language, research consistently demonstrates that bilingual children are able to achieve a higher level of reading in English, *as well as math*. Indeed, as Dr. Tara W. Fortune from the Center for Advanced Research on Language Acquisition at the University of Minnesota points out, being bilingual helps with the first language, as the child learns to understand how different parts of languages work, referred by linguists as “metalinguistic awareness”.

What sets Mandarin Chinese apart is that it is a tonal language, that is, the meaning of a sound changes by its pitch. The written Chinese language is not based on the alphabet, like Roman languages such as English or Spanish, but on “characters”, pictographic symbols visualizing the meaning of the sound. As a result, Mandarin Chinese by nature triggers completely different parts of the brain for children who are native English speakers. Especially for those between the ages of 2–5, a critical time for language development, exposing the brain to a different “wiring system” helps maximize its capacity to make sense of differences and denote specifics. For example, the ability to tell the nuances of pitches that may be natural for toddlers might be

continued on page 26

THE LACK OF STUDENT ATTENDANCE: FEED THEM CARROTS, THEY WILL COME

By DIMPLE J. MARTIN, Ph.D.,
MILES COLLEGE,
BIRMINGHAM, ALABAMA

As a professor who just completed their first academic school year, I was naïve to believe that students regularly attended class. As college students, I thought they would demonstrate a level of commitment and focus regarding their future. To my chagrin, my initial assumptions were in stark contrast to my expectations. Unaware, I was often lectured to by my colleagues about the chronic absenteeism among students. As I intently listened about a behavior that somehow became normalized, I often had nothing to add to the conversations because I was not experiencing the effects of chronic absenteeism. For the most part, my students regularly came to class. Therefore, I viewed student absence from a different lens than my colleagues. As I continued to reflect on my experience, I asked the following questions: “Why were my students committed?” and “Why did they feel obligated?” In retrospect, there could possibly be three carrots that I gave my students to nibble on.

Carrot of Preparedness

As a teacher, I feel compelled to provide my students with quality instruction. In doing so, I am respecting their time, monetary investments, and dreams. Whenever my students came to class, I intentionally modeled preparedness and organization because I value their existence. Therefore, I plan and study to



Dimple J. Martin, Ph.D.

improve my own skill-sets to exceed the status quo. I am constantly thinking about ways to enhance the students’ learning experience. Contrary to what many believe, students are keenly aware of teachers who are prepared. I feel that when students notice that you have methodically given consideration to what you teach, they in turn will respect your efforts. This level of preparedness signals that you are totally invested in the outcome of their future. Be prepared, they will come.

Carrot of High Expectations

As we all know, your reputation precedes you. This is true in my case. In the hallways and in the classrooms, I am often scrutinized and misunderstood. From the voices of students, “Dr. Martin’s classes are tough!” Of course, I beg to differ, but I am able to accept

continued on page 29

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A Family Practice

continued from page 14

serve our patients. This facility has been five years in the planning and building and has been informed by decades of experience. We calculated the space we need and designed it to support the way we work as a team. For example, we designed the operating rooms and the laboratory so that they don't get in the way of each other, but so that we can also work together through pass-through windows. This feature, which doesn't exist at hospitals, is absolutely essential because it will minimize the time that an embryo is outside of the incubator down to around thirty seconds. On top of that, everyone in the facility — from the surgeons to anesthesiologist to nurses to administrative staff — is dedicated to fertility medicine. We all work together every day and operate as a cohesive team.

EdUp: For people considering fertility treatment, what's the most important thing you want them to know?

GK: For any woman who is interested in building a family at some point in her life, I would say the following: consider a family as early as possible to ensure that your eggs are healthy. And if that's not possible now, I'd recommend that they consider freezing their eggs at an earlier age. We've now reached a point with our technology where frozen eggs have the same success rate as fresh eggs, so the benefit of taking action early on and preserving this option is tremendous. Along with advances in technology, which have taken more than twenty years to perfect, the cost of this procedure has also come down considerably, so it is often much more affordable than many women realize.

JK: I think it's important that people

Beacon College...30 Years

continued from page 19

search, the Board in 2013 selected Dr. George J. Hagerty, President Emeritus of Franklin Pierce University, to serve as Beacon College's third President. President Hagerty continues to serve as Beacon's President and has provided the excellence in leadership that was desperately needed in order to advance its mission.

Today, Beacon College is celebrating its 30th Anniversary. Now educating over 400 students and offering an expanded number of baccalaureate and associate degrees inclusive of a comprehensively structured career development program, along with a high quality student life program, Beacon College was recently ranked #1 in our nation by Peterson's in their evaluation of colleges educating students with learning and attention issues. The Board and Administration are now in discussions planning for an enrollment goal of 600 learners. #

Eileen Marinakis is emeritus of the staff of Public Health Service Hospital on Staten Island and served as the chair of the Board of Trustees of Beacon College.

see the fertility process as a journey. It can sometimes take time to diagnose and treat an infertility problem, which can be quite frustrating. However, if they are committed to the process, we will eventually know what the cause of their infertility is. This is very important, because understanding what the problem is and why you have to undergo fertility treatment helps people find the strength and patience to go through the process. I spend a lot of time with my patients helping them to understand this because I think it's so important.

EdUp: What is the biggest misconception that women who are looking to conceive have about the fertility treatment process?

GK: Many women believe that no matter what their age, they can get pregnant, but this isn't true. It is all about the quality of eggs a woman produces, and this quality naturally decreases with age. Again, that's why I recommend, to any woman who wants to have children at some point in her life but who isn't ready yet to freeze her eggs when she is younger to preserve this option.

JK: Many people believe that IVF is a year-long process. I've had some patients go through the whole process in months and others who take a slower approach. So much depends on the individual. Another misconception is that IVF is cost-prohibitive. The cost has come down significantly, even from ten years ago, and the fact is that a lot of insurance companies will now cover a significant portion of the cost, so it's good to investigate what your benefits are before concluding that it's beyond your financial reach. #

Mandarin Immersion

continued from page 23

largely diminished in adulthood. While it is not the only time for one to develop a second language proficiency (I myself didn't start to learn English until I was in middle school), it certainly helps tremendously for children to obtain a much more "natural" command of the language (and much more effortlessly!) if they choose to continue studying the language later in life.

In his book *The Bilingual Revolution: The Future of Education Is in Two Languages*, Dr. Fabrice Jaumont rightfully notes that parents choose bilingual programs for different reasons: some want to sustain their heritage, others are interested in the benefits for cognitive development, yet others might be interested in planning for a career path with more alternatives. Regardless of the motivations, the shared understanding is bilingualism / multilingualism is good for our children as their brains will be challenged, their world views will be broadened, and their ability to deal with uncertainties and solve problems will be refined. In a world that is constantly more connected at a speed outpacing any previous generations, the best gift to give

Crohn's & Colitis Gala

continued from page 16

ter, now a college student in Atlanta, raised tens of thousands of dollars by designing, manufacturing, and selling bracelets since the age of eleven.

Honorees included Nicole Pozzi, Esq., Woman of Distinction in Law; Tanya Zuckerbrot, MS, RD, Woman of Distinction in Health and Wellness; Barry Salky, MD, FACS at Mt. Sinai in Manhattan, and Brooke Stimmel, a Rising Star who is an emerging investigator in the field of Inflammatory Bowel Disease.

The main dining room was packed with parents and students during the luncheon; as students spoke about their victories, many parents wiped tears from their eyes. Resilience and fortitude were the mantra of the day. #

Hunter Fulbright Winners

continued from page 16

Destination: Netherlands

- Sean O'Hara, Class of 2019, Destination: Macedonia

- Aidana Razhap, Class of 2019, Destination: Georgia

To get expert help with applying for Fulbright grants and other national awards, Hunter students and graduates should contact The Ruth & Harold Newman Office of Prestigious Scholarships & Fellowships at (212) 396-6910 or e-mail ops@hunter.cuny.edu. #

our children is a mindset open to explore anything new equipped with the ability to do so.

While language immersion is proven to be beneficial, given the current tensions between the U.S. and China, parents may also wonder whether it is still worth it. Five years ago, this wouldn't be a question as curiosity and demand for Mandarin Chinese instruction coincided with China rising as a world economic and political power. For parents who see learning Mandarin as a long-term career investment, this might seem problematic in the moment but educating a child is never a momentary project.

Beyond individual development, learning Mandarin Chinese opens the door to a civilization with over 5000 years of rich history, which goes beyond what's at stake between the U.S. and China over trade. More so, it is important to recognize that the U.S. and China will be the two most important and influential countries in the next decade and in our children's lifetime. Learning its language — currently the most popular spoken language in the world — and culture creates a connection sure to provide an advantage when looking at future educational and career-based endeavors. Case in point, Mr. James B. Heimowitz, President of China Institute, who studied Chinese at the Little Red School in New York City at the peak of the Cold War

continued on page 30

History Teacher of the Year

continued from page 14

Outstanding Teacher Award in 2017 and the Rotary Teacher of the Year in 1999 and 2012, and appeared in Profiles in Excellence for the Arcadia School District in 2001. She has been published in the *Social Studies Review*, the *Journal of the California Council for the Social Studies*, and has presented throughout California at conferences.

Michael Neagle, Pyne Arts Magnet School, Lowell, MA



Michael Neagle has taught history at the Pyne Arts Magnet School in Lowell, Massachusetts, since 2012. He has been recognized as a 2020 Massachusetts Teacher of the Year Semi-Finalist and the 2014

Lowell Teacher of the Year, and received the 2018 Don Salvucci Civics Award and 2017 Teacher Change Maker Award from Generation Citizen.

Scott Noet, Owatonna Public Schools, Owatonna, MN



Scott Noet has been a 7th and 8th grade social studies teacher at Owatonna Public Schools in Owatonna, Minnesota, since 1996. He has been recognized with a 2019 NEA Award for Teaching Excellence and has

been a Minnesota Teacher of the Year Finalist in 2017 and the president and vice president of the Minnesota Council for the Social Studies 2008–2016. Among other publications, he has written chapters and lesson plans on biodiversity and green architecture for a STEM book published by Deutsche Bank.

John Zingale, iTech Preparatory, Vancouver, WA



John Zingale is a history teacher at iTech Preparatory in Vancouver, Washington. He has been a Vancouver Public School K–5 social studies curriculum specialist and a board member for the

University of Portland Teacher Learning Network, and has presented at conferences in the integration of technology in education, such as the 2016 Google Summit and Northwest Council for Computer Education conference in Seattle. #

The Writing Center at Hunter College has been renamed "The Lewis Burke Frumkes Center for Writing and Culture" for its founder and director.



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Educating Gifted Students

continued from page 12

some time listing tasks he can do on his own and also a 'hit list' of material he needs to review with an adult's support. For a student who has a fast-paced curriculum and who commutes, the self-advocacy skills may develop by learning how to e-mail a teacher to communicate her concerns. Another school whose curriculum I support encourages students to create a meeting agenda in advance of meeting individually with a teacher. So rather than telling the Chemistry teacher, 'I don't understand stoichiometry,' the student is encouraged to consider what she didn't understand about the data from

her lab to get more targeted guidance about the topic. In any of these situations, my function as a learning specialist is to help students learn how to take charge of their learning so that they have increased agency, confidence, and ability as independent learners.

Barbara: If you could give a message that you knew that people would hear, what would it be?

Rebecca: First, I think we're living at a time of great opportunity to embrace the individual. But we need to help that individual learn how to appreciate himself or herself as part of a community of learners. Also, this is a time when there's great opportunity to aim for passions

GLOSSARY: TERMS RELATED TO GIFTEDNESS EDUCATION

Differentiated Instruction — A trend in education toward teachers providing each student with instruction and tasks that speak to that student's learning profile, including various ways of taking in information and modifying to ensure mastery.

Educational Remediation — Customized instruction designed to address underlying difficulties using methods and materials that are attuned to strengths or deficits in processes related to learning, such as language, memory, spatial skills, motor planning, and executive functions. This methodology enables strengthening of skills in tandem with increased awareness of one's own thought processes.

Enrichment — Extension of basic curriculum that encourages students to apply concepts in new formats. Students who are gifted in one area are often strong candidates for activities that enable them to link material they have mastered in creative and interdisciplinary ways.

Executive Functions — Thinking processes, often ones that develop into young adulthood, that help a person plan, stay focused on, attend to, remember and juggle aspects of a task.

Gifted — A term used to describe children or adults who possess an ability that is significantly above the norm for their age in an area that is intellectual, creative, in social leadership, athletics, or a specific subject matter. Gifted individuals, whose abilities are typically not at the same level across all areas of functioning (often described as 'asynchronous'), tend to require less instruction to master certain subject matter and require specific instruction that is attuned to their patterns of growth and to the depth of their interests.

Learning Specialist — Educator with advanced (postgraduate) cross-disciplinary training and supervision in instruction, intervention, and enrichment that is attuned to specific developmental profiles. This is an unlicensed field at present, though educators may have certification in specific assessment and teaching methodologies. Educational remediation is a collaborative process that bridges an understanding of typical development, an individual student's neuropsychological profile and instructional needs as these factors relate to the person's specific learning (or, for the adult student, workplace) context.

Neurodiversity — A vantage point that recognizes differences, such as ones impacting attention or social relatedness, in terms of how the brain is wired. It appreciates that individuals are all wired differently: We all exist under this broad, variable, and diverse umbrella.

Neuroplasticity — The capacity of our brains to change its neural pathways and synapses (signaling sites) over the course of our lives. Children's brains are constantly developing through a process of cell growth and pruning, which leads to strengthening of specific pathways into young adulthood. The brain remains plastic, or adaptable, throughout life and changes as a function of biology, genetics, environment, and exposure to positive or negative experiences and interventions.

Twice Exceptional (2e) — A term used to describe children and adults who possess significant strengths that can contribute to great achievement, while also possessing disabilities that require interventions and accommodations. The difficulties they experience can be learning, attention, behavioral, or emotional and necessitate interventions that are aligned to both the significant strengths and challenges that they face and are entitled to under Federal law.

ASK THE LEARNING SPECIALIST

We are excited to announce Dr. Rebecca Mannis' monthly column, where she responds to questions posed by Education Update readers. Dr. Mannis will use your submissions as a springboard for discussion with experts in medicine, education, and child development. We believe this will serve to encourage dialogue from different perspectives and enable parents and educators access to critical information and insights. Please submit your questions at AskTheLearningSpecialist@EducationUpdate.com. We look forward to a rich conversation about ways to translate neuroscience and education into action plans that enhance the experiences of children, families, schools, and society.

that are of interest. But we also want to consider a given person's role in society for the long run because we don't know how careers or other avenues are going to develop over time. Careers that didn't exist when we attended Harvard's School of Education are now disciplines unto themselves, and ones that our students' grandparents honed no longer exist. So let's help students be conscious of who they are and grasp for the golden ring that they want, while also learning how to be flexible, and work or communicate in a novel situation. That will give them skills and the ability to cognitively and emotionally adjust to life's curve balls.

Barbara: You know that reminds me that I recently had a really meaningful conversation with Jim McManus, the former Executive Director of the California Association of Independent Schools (CAIS). He was talking about diversity and inclusion. He feels that our society has adjusted in some ways by being more inclusive and accepting of diversity in race, gender, and age. But Jim feels we are not there yet in what he called the fourth frontier of diversity. There is not yet an acceptance of neurodiversity in how we think and learn. I believe that schools will be different after we've achieved a greater acceptance of the fact that people learn differently. And there's nothing wrong with that.

Rebecca: I agree. There's so much to be gained for the individual and for the

community in appreciating neurodiversity. But we also know that the brain is plastic and that there's tremendous capacity for adaptability. From my point of view, we want to embrace differences and help students learn toward what they particularly love and via approaches that align with their cognitive profiles. But we also know what Charles Darwin found, that the species that developed were those that were able to adapt. So hopefully a next trend in education combines appreciation for neurodiversity and the capacity for students with skills to adjust to differences that await them.

Barbara: So you are saying that at some point, schools are going to celebrate and parents will celebrate the broad range of styles of students within the same classroom, right? It's just a fact that we all learn in different ways, and we've been sold this bill of goods that you have to learn in a particular way, and it has to be assessed whether you've learned it in a particular way. But that perspective can discount a lot of the really creative and interesting out of the box ideas that people have had, people who have been taken seriously and made a difference in the world, like Albert Einstein, Steve Jobs, Bill Gates, all of whom had passions or a path that led them to learn in a different way. So in the future, I believe we're going to see a greater acceptance of different ways of learning and even an appreciation and celebration of that right. #

Pain of Being Bullied

continued from page 16

the bully speaks for everyone. Why else would everyone watch the bully tease the victim. Additionally, victims often believe since a bully is singling them out, they must not be liked by the rest of the school community. In instances of bullying, absence of any social support is perceived as mass rejection. So in today's bystander-dominated schools, the pain and social rejection of being bullied is immediately amplified by the bystanders themselves (the students, teachers, coaches, and administrative staff) just watching, unwilling to do what is right: to deny, in public, what the bully is saying about the victim. The bystanders become the bully's accomplices, unleashing real pain, the social pain of being bullied.

Based on studies from around the world, we know that approximately 10% of students between ages 12-16 are bullied on a regular basis. These students are in real pain every day. We also know that these bullied students are seven times more likely than other students to report being depressed. They experience more suicide ideation and are four times as likely as others to make a suicide attempt and more likely to succeed. This is the status quo and represents the horrible truth that all of us, who are "bystanders," have to live with. No more need be said. #

Jeff Irvine is a recognized expert in online defamation, student online safety, restorative practices, and social networks. Jeff is the CEO of Bridg-it. He and his Bridg-it team are committed to helping school leaders everywhere improve the social and psychological safety of their students.

Student Attendance

continued from page 23

the criticism without rancor. Instead, when the comments are stated, I listen as if I were on the receiving end of my perceived raft. Surprisingly, the students who resentfully succumb to taking my classes, begin to unravel their sentiments. In the midst of their disequilibrium, students often struggle with the comparison between being tough versus having high expectations. Being committed, I dare not lower the expectations that I have for my students because productive struggle is engaging, intellectual dissonance is healthy, and accountability is necessary. In knowing so, why would my expectations differ to placate the students? It's my responsibility to ensure that students understand the lack of value in being mediocre. I often tell them, "Your intellectual currency is determined by hard work, accountability, and commitment." In my class, students are expected to think at a higher level because the cognition does exist. If I know that students have the mental capacity to perform, but I'm only exposing them to low-level and irrelevant curriculum, I have committed educational malpractice. I am gratified when I see my students transition from a defeatist attitude. Unexpectedly, the light bulb comes on and they realize that my intentions come from a mindset of excellence. Raise your expectations, they will come.

Carrot of Accountability

I only teach students who have been classified as juniors and seniors. These students are taking their major courses in the fields of Early Childhood Education, Elementary Education, or Child Development. According to their degree paradigm, at this point, students are enrolled in 400-level courses; therefore, I tend to elevate their expectations regarding accountability. In order for students to become employable, they need to understand the consequences for not being accountable in the workplace. From my life experiences, I have learned that accountability raises consciousness, empowers people, and builds character. Student accountability is woven in the fabric of my classroom because students need to know what is expected. To many, accountability is a dirty word, but I view it as a way for people to improve in their performance and to understand their purpose. From Day 1, in class, we discuss what is acceptable and expected of them as students. My personal mantra to all students, "Every six-year-old deserves a qualified teacher." As teachers, we have to teach the "whole student" because I have found that my classroom protocols regarding accountability have made my students more responsible. Also, I share with them that the reward for being accountable is becoming a college graduate. Hold them accountable, they will come.

I can conclude that my classroom absenteeism is very minimum because

Longtime NYSUT Leader

continued from page 10

ous attacks on multiple fronts these days. "We're in for the fight of our lives," he said.

Attending the recent Representative Assembly to see Lubin honored were his wife of 50 years and extended family, whom he thanked, noting they "spent many nights at home not seeing me" because of his union work. He also individually recognized his granddaughter, who already has established an impressive record of activism, having taken part in several marches and demonstrations in both Albany and Washington.

The co-founder of the Business and Labor Coalition of New York, Lubin remains active in union issues today. He serves on the board of the New York Rural and Migrant Ministry, as well as other social justice groups.

"His reputation precedes him and his actions speak louder than words," said NYSUT Past President Karen E. Magee. "Alan is a humble servant."

Promising to keep active as long as his legs "hold him up," Lubin smiled and said, "I'm having a great ride." #

Research/Race Paradox

continued from page 15

these researchers picked many other categories that include numerous subgroups, some of which may be genetically similar: people with shorter thumbs or a dislike of cilantro. But nobody studies how thumb size correlates with the efficacy of cardiac medications. Nor would it be harmful if they did, because there is no longstanding history of prejudice against short-thumbed individuals. In contrast, tying biology to race has a pernicious history.

If race is largely a social construct, IRBs should not be approving research based on the opposite foundation. Rather, they should insist that all clinical trials strive for broad diversity, even if this promises less financial payoff than racially-targeted drug. #

Jacob Appel is a psychiatrist at Mt. Sinai Hospital in NYC. A maven on multiple topics, Dr. Appel is an attorney, bioethicist, and nationally acclaimed award-winning playwright, novelist, and writer of short stories.

of the expectations I have for myself. My students come to class because they respond to preparedness, high expectations, and accountability. Students inspire me not to change because at the end of each semester, many students tell me, "Dr. Martin, I did not want to come to your class, but you challenged us to think and I know that's what we needed. As the end result, the carrots ultimately becomes a metaphor for ... SHE CARED. #

Dr. Dimple Martin is an assistant professor in Early Childhood Education and Faculty Professional Development at Miles College in Birmingham, Alabama.

Serving Our Students

continued from page 3

Asking these questions doesn't mean students are "always right." They aren't. Excellent service to our students doesn't assume that they are right, only that they deserve our respect.

Second, students deserve our best service because this kind of service contributes to their ultimate persistence and graduation. At Mercy College, we're not interested in seeing students acquire a few college credits and a mountain of crippling college debt. We're trying to structure our affairs to support our students' ultimate success. For us, that means we are working every day to create conditions in which they will cross the finish line and graduate. Accordingly, once we admit students, we stop being preoccupied with whether they are "college ready." At that point, we are laser-focused on whether we are "student ready." For us, being student ready means being ready to offer our students the kind of service that will support their ultimate success. We think it's better for them to spend time preparing for their classes rather than wandering around our campuses trying to handle some bit of college business, like getting a parking pass or making arrangements to obtain financial aid.

Service excellence has joined a roster of success-oriented strategies at Mercy College. We know there are strategies—mostly at scale—that impact all or most of our students and create an academic environment where our students are more likely to succeed. We call these strategies collectively the Mercy Success Toolkit. The toolkit consists of practices such as intrusive advising, co-requisite remediation, guided pathways, and choice architecture. Across the past ten years, the Mercy Success Toolkit has seen our freshmen retention rates increase by fourteen percentage points. Service excellence, the excellence our students deserve even if they are not our customers, is a key element of increased success for our students. #

Ode to Pola

continued from page 13

and honor the amazing work that our nation's educators do on a daily basis. A great teacher, principal, or college professor can change a student's life forever. We all remember the one educator who opened our eyes to our passion and inspired us to pursue it.

—CARMEN FARIÑA

Carmen Fariña is the former Chancellor, New York City Department of Education



Congratulations to the sterling work of *Education Update* and its publisher, Dr. Pola Rosen, who truly care about Education and Special Needs Individuals.

—PEG OGDEN

Peg Ogden (died, 2018) was a staunch defender and supporter of all students, especially the schools of NYC District 75.

By Empowering Women

continued from page 3

women continue to experience gains toward equality, but workingwomen are more likely to face gender discrimination. Forty-two percent of women claim they experience it, against 22% of men. It also indicates that the public seems to be divided on whether we have made adequate progress.

Since there are always two sides to every coin, it is important to mention that the National Domestic Violence Hotline posts that nearly three in 10 women (29%) have experienced rape and or physical violence. A report from the U.S. Census Bureau reveals that 62% of new mothers in their early 20s are unmarried, while the U.S. Census found that 36% of all mothers were unwed in 2011, up from 31% in 2005. In families with incomes of less than \$10,000, that number goes up to 69%. Single mothers are one of the most disadvantaged groups in the U.S.—nearly 30% of their families live under the poverty line.

However, if we take a worldwide look at the treatment of women, the situation is much more dire. In the 21st Century, we still see millions of women who suffer abuse and the resulting lack of opportunities show that they are not able to exercise their full rights of citizenship in the countries in which they are born. Millions of women are denied basic rights to freedom and access to education, resulting in zero participation in carving their own futures and condemning members of their communities to continue to endure poverty, health crises, and isolation, both for them and their children.

Gender equity and equality are vast and complex topics, and we need to become empowered to improve the lives of disadvantaged women throughout the world. Remember, statistics are only good if they are the basis for action plans! #

Charo Uceda is the founder and CEO of Uceda Schools and has started the Charo Uceda Women's Empowerment Lecture Series at Teachers College, Columbia University. Charo earned graduate degrees at both Harvard and Columbia.

Brilliant Exhibit at AMNH

continued from page 12

where students can analyze virtual fossils and investigate questions by applying data from CT scans and microphotography. Here students can experience T. rex in its Cretaceous environment. You'll conclude that T. Rex deserves extraordinary attention.

Considering a career? How about paleontology? There are downloadable activities and worksheets to help you prepare at AMNH.org/plan-your-visit/school-or-camp-field-trips. (The museum is located at Central Park West & 79th St. and is open daily from 10am-5:45pm; closed Thanksgiving and Christmas). #

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Mandarin Immersion

continued from page 26

when China barely had any relations with the U.S. After a successful career in China for over a decade, Mr. Heimowitz returned stateside to lead China Institute, the most renowned and oldest bi-cultural non-profit organization in the U.S., building bridges between the U.S. and China.

In fact, China Institute will open its own full Mandarin immersion preschool in downtown Manhattan in Fall 2020. While its School of Chinese Studies has long taught Mandarin to children as young as 18 months of age, China Institute recognizes the ongoing demand for multi-cultural understanding and language proficiency today. “Our classes are full and our Summer Camp Programs have never been more popular. As a result, the next step is building on our history to open China Institute’s Mandarin immersion preschool to extend the many benefits of Mandarin instruction to the youngest generation,” Mr. Heimowitz says.

So, does the future still speak Mandarin? Not only will the future, but the present is currently doing so. Mandarin is more than just another dialect. It is the gateway to a vibrant and diverse culture, a passport to cross-cultural understanding, and the language through which a limitless future can be accessed. #

Shenzhan Liao is Senior VP of Education and heads the School of Chinese Studies at the China Institute in NYC.

Blaming Gun Violence

continued from page 2

sane country would have by now (at a bare minimum) prohibited all semi-automatic weapons, instituted strict background checks, required gun registration, allowed liability lawsuits against manufacturers and dealers; and encouraged research aimed at reducing gun violence.

Up until now, we have done none of these. But, increasingly backed against the wall by mounting public outrage, cynical and cowardly politicians are looking for ways to appear to do something while not offending the NRA or really attacking the core problem of excess guns in circulation.

The mentally ill are a sitting duck target for such fake legislative responses. NRA propaganda spreads the after-the-fact lie that all gun murderers are mentally ill, while all other gun owners are perfectly safe “good guys” ready and able to protect us from the “bad guys with a gun”. In fact, most gun violence is unpredictable and done by people who don’t have a mental illness. People with mental illness have a somewhat elevated rate of violence if untreated and/or using substances, but account for only a small percentage of violent crime and are far more likely to be its victims than its perpetrators.

Tragically and stupidly, it is far easier for someone with mental illness in the US to get a gun than to get treatment. This must be corrected both ways — much more treatment, much fewer guns. But let’s be clear — the US would still be an intolerably violent country even if we had a perfect system of mental health care and no one with a mental illness ever committed a murder.

The rate of mental illness in the US is no higher than in other countries. And every country has its share of angry losers. It is the prevalence of guns that distinguishes us as uniquely prone to gun

Becoming A Lawyer

continued from page 15

ranges from \$49,000 to \$58,000 and experienced legal aid attorneys, with more than 10 years of practice, are paid an average salary of less than \$70,000.

The cost of going to law school has never been insignificant and the average law school graduate has more than \$145,000 in student loans upon graduation. Since this amount is an average, many lawyers graduate with loans exceeding \$250,000 and, even with a reasonably-paying job after law school, reducing such indebtedness has become difficult for many except for those fortunate enough to be hired by a large well-paying law firm.

Lastly, as a result of the demands on the legal profession and the pressures on a lawyer, the ABA found, in a 2016 study, that 28% of lawyers suffer from depression, almost 20% suffer from severe anxiety and 21% qualify as problem drinkers (almost double the rate for other highly educated professionals and more than triple the rate for the general population).

Children Hear the...Gun

continued from page 2

gun legislation to see how potentially transformative this solution is. According to research at Boston University and the Law Center to Prevent Gun Violence, states with fewer guns have fewer gun deaths. Gun death rates are lowest in states that score high marks on restrictive gun legislation. Across the nation, when firearm regulations are tightened, the second leading cause of death for adolescents changed from homicide to suicide.

A gun in the home is linked to gun violence. I’ll go further: All our children are in a house with a gun, and it’s called America. But the damage is not just in the periodic loss of life. It’s also in the message we send to these children: that we cannot come together to find solutions. And that we don’t mean what we say when we say our children are the most important thing to us. #

Harold Koplewicz is the founder of the Child Mind Institute in NYC.

violence along with the copy-cat glamor that comes from such intense media coverage.

The NRA must be investigated for its recently exposed financial and political corruption and ties to Russia. Gun irresponsibility must be exposed as a sign of weakness, not macho strength. Gun control must have teeth. Gun buyback programs must have funds. The second amendment must not be read as a phony excuse for gun violence. And our epidemic of gun deaths and injuries must be seen as a public health problem, requiring practical research aimed at rational policies. We must end this preventable reign of terror. #

Allen Frances has been a psychiatrist at Weill Cornell Medical College as well as the Chair of the Psychiatry Department at Duke University.

My Working Life

continued from page 8

rewarding at every possible turn or bend in the road. #

John T. Tanacredi is Professor of Earth and Environmental Sciences in the Biology, Chemistry and Environmental Studies Department, and Director of CERCOM (Center for Environmental Research and Coastal Oceans Monitoring) at Molloy College, Rockville Centre, New York. He thanks all those who were inspirational to him, especially M. Schreiberman, R. Cardenas and S. Hornstein.

Should the foregoing information deter someone from going to law school? As with any decision, it depends on what the person hopes to gain from the educational experience and the person’s drive and desire to become a lawyer. The law can be a rewarding profession and a competent attorney can gain satisfaction from his or her career, but it is not an easy path, and requires commitment.

Teaching Democracy

continued from page 2

Americans must be clear-eyed about the perilous time we are in. In a civil society, there is no “both sides” on matters of human dignity, equal rights, tolerance of diversity, truth or the rule of law. These are not options against which other beliefs can be regarded as equally worthy. But today these values need defending.

That’s why this summer I gave a speech (aft.org/news/weingarten-educators-must-save-democracy) to 1,200 educators at the American Federation of Teachers’ TEACH conference about the gravity of our situation. The fight to safeguard democracy begins in America’s classrooms and schools, where we both embrace America’s diversity and forge a common identity. Our public schools are where young people develop the skills they need to be engaged and empowered citizens—voice, latitude, and the ability to think for oneself. Teachers must have the freedom to teach these skills—which may not be measured on standardized tests, but which are the measure of a vibrant citizenry.

When classrooms are freed from the tyranny of standardized testing and test prep, there is time for students to analyze problems in their communities and advocate for change. When teachers don’t have to adhere to lock-step pacing calendars, they can model democratic deliberation—where disagreements are over ideas, not people, and dissenting views are respectfully heard, not shouted down; and where opinions need to be supported with logical arguments and evidence, and not simply asserted.

Public education at its best provides a ladder of opportunity, a path out of poverty, and a place where America’s pluralism is celebrated. Democracy in education has always been the foundation for providing education for democracy.

Alexis de Tocqueville, the 19th-century observer of American democracy, wrote: “America is great because she is good. If America ceases to be good, America will cease to be great.”

When this moment in history is written, let it be said that Americans defended what is best about our country, and fought the worst. That hope won against fear, aspiration over frustration, and humanity over cruelty. That we defeated demagoguery. And that our public schools were a sturdy cornerstone helping to preserve our democracy. #

Randi Weingarten is president of the 1.7 million-member American Federation of

Having said all of this, I personally continue to find the law a rewarding, albeit demanding, career and I have not looked back and questioned my decision. However, if I was starting today, I am not at all certain that it is a path I would follow as the profession has significantly changed since I started practicing. #

Arthur Katz is Of Counsel at Otterbourg P.C.

Hunter College President

continued from page 2

and bringing his progressive ideas to New York City, Thomas Hunter founded Hunter College in 1870 with a fierce commitment to provide opportunity to women of all backgrounds, no matter their race, class, or education. Hunter was just the ninth college in the United States to admit women.

From that inclusiveness was forged a unique and lasting legacy that has shaped the experiences of countless thousands of Hunter students and faculty over the ensuing century and a half. In that time, we have made important changes, including the addition of new schools, departments, and programs—as well as male students, who were first welcomed in the ‘40s. But we have always stayed true to Thomas Hunter’s essential values of equality, opportunity, and excellence.

The students who begin their college career this fall will each build on Hunter’s important tradition in their own way. We’ll welcome students from more than 60 countries and speaking more than 40 languages. Young adults and senior citizens, experienced workers embarking on a second career, parents, veterans, and athletes will all contribute to our incredibly rich learning environment—each with something unique to share. At Hunter, our differences are something to celebrate.

And that diversity translates to amazing and varied Hunter experiences. This summer, some students in our Grove Fellows program visited Nepal, where they discussed human trafficking and women’s rights with a Nepali Supreme Court Judge; others traveled to Detroit to volunteer with several non-profits. Still other students applied their computer science classroom training to internships in local businesses, paving the way for future careers. And our faculty were busy, too, including our experts on Puerto Rico who witnessed the fast-changing political developments there and shared their expert perspectives with the media.

As summer quickly turns into the start of the fall semester, I look forward to continuing to support our students as they select and pursue their individual paths to promise and possibility. #

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