ARCHIVES PROVIDE NEW PERSPECTIVES
Creating Financial Literacy for Generations to Come

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

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

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

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

Over 1,000 educators have already benefited from the program through its Summer Institute and online course. Based on an asynchronous online learning experience, the online course provides classroom teachers, pre-service teachers and other educators with classroom-ready instructional resources, strategies, and support to teach financial concepts (savings, investing, budgeting, financial planning, credit, risk, consumption, and diversification) to high school students. Those who take the course learn to use case-studies modeled on real-life experiences to teach students financial literacy and engage them as problem solvers in some of the most compelling dramas and dilemmas of personal money management.

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

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

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

To solve the problems of the future and to power that workforce, we need the perspectives and creativity of all members of our society, not just the traditional groups that dominate STEM. But how do we get there? The good news is that some efforts are already proving to be successful. These efforts show that students’ participation in STEM-related clubs and science fairs positively affect post-secondary admissions and STEM major selections. Also, students overall, and especially from under-represented groups, who attend special STEM high schools are more likely to pursue a STEM degree in college.

For high school students in a non-STEM school, parents, teachers, and guidance counselors need to play a vital role in getting students on the right track. With the increased focus on graduation rates, high school students may be encouraged to drop ‘harder’ academic sequences – meeting the minimum graduation requirements and not taking four years of math and science. The reality is that if a student has not taken four years continued on page 27

For generations to Come
After graduating from my Scarsdale High School in the June of 1990, I lived at home for a little while, doing some work at home and in some offices. Then I was part of Chapel Haven’s Independent Living Program For Young Adults With Special Needs (a bit of history: It was founded in 1972 — a year before my time — downtown on Chapel Street before it moved up here to Whalley Avenue — wise here in New Haven, Connecticut — so, hence the name Chapel Haven) was definitely the answer to my question regarding What Do I Want To Do With My Life As A High School Graduate? So, anyway, we had made plenty of good reservations for me to get accepted up there— first, during the August of 1992, as of Monday, August 10th, 1992 until Sunday, August 16th, 1992. I was a week visitor, trying it out for at least a whole week and then, one year later, as of the June of 1993, I got re-accepted up there again as a permanent resident client until I graduated in the May of 1996 and moved out into the community now that I’d gotten myself a good transitional all-girls’ apart- ment, taking those everyday classes and good transitional practice all-girls’ apart- ment client until I graduated in the May of 1996 and moved out into the community now that I’d gotten myself a good transitional all-girls’ apart- ment, taking those everyday classes and good transitional practice all-girls’ apart- ment, taking those everyday classes and good transitional practice all-girls’ apart- ment, taking those everyday classes and good transitional practice all-girls’ apart- ment, taking those everyday classes and good transitional practice all-girls’ apart- ment, taking those everyday classes and good transitional practice all-girls’ apart- ment, taking those everyday classes and good transitional practice all-girls’ apart- ment, taking those everyday classes and good transitional practice all-girls’ apart- ment, taking those everyday classes and good transitional practice

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**Journey Through a Life with Parkinson’s**

By MARK DAVYDOV, DPT

Another celebrity is diagnosed with Parkinson’s Disease and the world trembles with empathy and compassion. Baseball slugger and world series star Kirk Gibson now stands in the same boat as the world’s iconic heavyweight boxer Mohammed Ali, who’s been there with actor and Parkinson’s advocate Michael J. Fox all along. Now Alan Alda discloses that against his own will he is facing the disease – Parkinson’s. As a 76 year-old, setting him on a painful journey through the medical care system. The author takes you with him on his own journey, making sure our society is ready to fully accept him and help her to thrive.

Mark Davydov

**Champions of Compassion and Peace**

By SCOTT T. NASHIMOTO

I have a 16-month-old daughter. Her ancestors come from all over the world — she’s Asian, Caucasian, Native Hawaiian. She’s beautiful and she’s starting to show signs that she’s strong-willed, caring, persevering, artistic, and much more. And I’m terrified for her because I’m not sure our society is ready to fully accept her and help her to thrive. She’ll someday be a young woman of color in a society that doesn’t fully respect young women of color. There’s a good chance that she’ll be paid less than her counterparts, that she’ll be a victim of some form of violence, that she’ll be bullied, that her home of Hawaii will be ravaged by climate change or that she’ll be priced out by the wealthy, that her culture will fade. I could go on and on...

Laypeople listen, watch, and discuss her heroes’ struggles. They process the way out. It is completed and they have to be shown a way out. We never see it coming. More than ten years of spiraling down the rabbit hole is storming how we can give her the utmost care. We are not, and this cure-all elixir doesn’t exist. Our goal is to bring out the knowledgeable expert and the courageous leader in each of our participants.  Your child will create peaceful, just, and sustainable communities (peace in community). This is the approach it’ll take to build a community that fully accepts your child and other youth and helps them to thrive. At the same time, this is the approach it’ll take to empower your wife and I, as well as other adults across the globe, to raise resilient and kind young peacebuilding leaders.

Scott T. Nashimoto is the Executive Director of Ceeds of Peace. For more information, please visit CeedsOfPeace.org.

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

By REBECCA SEAWRIGHT

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

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

Pre-K is offered at a variety of settings: At our district schools, at early education centers as well as at district-level pre-K centers that have been established to offer high-caliber education for our young children. In fact, in the 76th District which I represent, there are now 563 seats for four-year-olds attending full-time pre-K.

This past spring, we co-sponsored a ground-breaking ceremony at what will become the East 76 Street Early Education Center, which will provide an additional 180 seats for Pre-K education by fall 2019. Happily, evidence of this trend of continuous expansion is happening throughout NYC. Furthermore, the City is also beginning to invest in 3-K for All, a program that provides free, full-day early childhood education for three-year-olds. There are not as many sites, though, and at present, admission to any 3-K program is City-wide, thus making it a very competitive process. There is a commitment to further expand 3-K.

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

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

**Continued on page 27**
The Harvard Admissions Litigation Revisited

By ARTHUR KATZ, JD

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

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

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

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LAW & EDUCATION

The Harvard Admissions Litigation Revisited

By ARTHUR KATZ, JD

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

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

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

In addition, fatherhood may result in significant social and legal consequences — and it is often possible to discern whether these accord with the dead man’s wishes. For instance: Would a man want a second child with a new partner, knowing this might diminish the inheritance of a beloved first child? What if a romantic partner wants a child, but a parent or sibling who otherwise stands to inherit objects?

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

Continued on page 27

THE MATH COLUMN

10989 ... AND OTHERS!

By ALFRED POSAMENTIER, Ph.D.

There are many oddities in mathematics that can motivate research and provide entertainment. We offer one here, which will leave the reader to discover why this oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the reader with a curious mind will leave the reader to discover why this oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide the reader with a cute little “trick” to share with friends. For example, suppose the oddity works; however, it will also provide...
Real-Life Dreams Become Reality with Krembo Wings

By GILLIAN GRANOFF

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

Claudia and Adi were so inspired by Kfir’s change that they aspired to replicate the experience for other children.

In 2002, Adi joined LEAD, a leadership development program, with Claudia and LEAD’s support, the amudah (non-profit in the Hebrew language) Krembo Wings was born. Named after the popular song from the 1970s, Krembo Wings is the country’s first inclusive youth movement that connects children with and without special needs, in an environment free of fear, stigma, and judgment. Krembo Wings began humbly with four members in Hod Hasharon, Israel. Nowadays, the organization has dozens of branches and serves thousands of people ages 7–22 from all cultural, religious, and socio-economic backgrounds throughout Israel.

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

Entrusting its members with the responsibility for leading the activities is a mainstay at Krembo. Talmidim (students, as Krembo members are called) are trained through leadership training. Each branch has a youth manager who oversees activities, matching two members with one with special needs youth. Together they participate in arts projects, musical activities, and educational games, all centered around a theme selected by members of the Krembo staff.

In intensive trainings, members learn to manage challenges of working with the special needs population, in particular how to create activities that will engage them and their strengths. Krembo’s members face a range of cognitive impairments including Autism or Asperger’s, severe mental and sensory disorders, and physical impairments like cerebral palsy. For participants the experience has been life changing. Kiara moved to Israel from Brooklyn with her family. “Krembo showed me ... no matter where you are from, or what your gender, background, or (dis)ability is, you can always accept and treat them equally. You shouldn’t fear them.”

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

In a world where special needs are sometimes stigmatized, Krembo Wings gives people the space to work, play, sing, and dance in seamless interactions. For people with disabilities, the acceptance receives from the Krembo community gives them confidence and normalizes their differences.

Shirelle, 17, is in her 3rd year at Krembo. “We are not here to take care of the special needs kids. We help them, have fun with them, and work with them. The first time I was here, I realized that I had made the greatest decision of my life.”

The success of Krembo Wings gained the recognition of UNESCO which, in 2018, honored the organization as a special advisor to the United Nations in matters of disabilities. Its success “as a world leader in the integration of children and youth with and without disabilities is in empowering social activities” regardless of the differences in the communities it serves. It doesn’t matter if the community is secular or religious; rich or poor; black or white; Druze, Muslim, Christian, Bedouin, or Jewish. Acceptance and inclusion as well as partnership, not patronage, are the guiding principles.

Despite Kfir’s passing, his impact lives on. “Kfir was my greatest teacher,” remarked Claudia, who continues to sit on Krembo’s board of directors. “He taught me to love and accept myself and go beyond my dreams.”
How worried should parents be if a child has anxiety and is smoking pot? If a young adult has depression and is drinking, where should treatment begin? Are kids with ADHD more vulnerable to developing substance problems?

Here are the answers, and more.

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

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

Learn more and download the guide at childmind.org/educationupdate
BOOK REVIEW

Amazing Things Are Happening Here

Reviewed By DR. JOAN BAUM

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

To reference a “Jacob Appel” story is to suggest bizarre content, usually apparent in an opening line: “I was once—briefly—a suspect in a murder investigation” is the way the first story, “Canvassing” begins. It’s about a “full-fledged infatuation” the first-person narrator had on a girl in school years ago. Gorgeous, precocious Vanessa had taken up with a gruff local guy, hardly in her intellectual or social class who shows up 35 years later, prompting the story’s bizarre last line: “. . . for a few fleeting seconds, even I wasn’t certain which one of us had crushed her skull with the stone.”

In Appel stories, the reader gets a lot more than expected — info on all manner of subjects, some of it arcane. In “Canvassing” voting and politics inform the story of the lovelorn narrator and his cool lady love with an ironic and witty critique of democracy in action. In other stories, readers learn about wrestling alligators (“Grappling”), leukemia (“Embers,” which features another out-of-reach Vanessa, seen through the eyes of a narrator as he looks back at his “hormone-frenzied expanse of adolescence.”) The story also catches the reader up with some powerful serious prose -- another Appel maneuver. “This was several years before my own father’s death — before I would discover the volatility of success and the sanding effect of fear upon power.” Note that image - “sanding effect.” Appel handles surprise to moving conclusions. In “Helen of Sparta” Laney Beck, a brash, sarcastic, loony friend of the narrator’s mother, makes a sudden appearance in a tale about high school that evolves into a tale of admiration for the odd ball visitor, but also shows how her peculiar behavior brings out suppressed affection between the narrator and his older brother.

Names are adroitly inserted into Appel stories with such ease that it may also be said that his eponymous rep also turns on exemplifying this stylistic device — a smooth, natural way of letting the reader know who, what, where, and when. As for why and what it means, that, too, is distinctively Appel.

The takeaway is not what you think it will be, and it will stay with you, after the story ends.

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

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

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

Sometimes, the stories are just plain lovely. “Dyad,” a wonderful look at a family of whales -- a cow, her baby and a protective bull -- follows a recently divorced and dedicated oceanographer from Catalonia and his young daughter out on the narrator’s boat off Narragansett Bay, and segues seamlessly into story about life and death. At the end of the adventure, the narrator is unsure of what she will tell her husband about her unusual day -- a part of her will come home to him “for comfort,” but another part “will remain out there in the sand.”

To read “an Appel tale” is to be drawn into unexpected, often hilarious, poignant situations set in believable contexts. It’s to be seduced into accepting that untypical and eccentric may be normal and inevitable. It’s to acknowledge that odd-ball conclusions work because they have been made satisfying and ambiguous. For sure, other contemporary authors write of the absurdity of so-called real life, but Jacob Appel seems to have mastered that integration in a unique way.#
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“...we are by nature intensely social beings. Our children are innately prepared to construe the world they will encounter as adults, but, in addition, they also learn from other people the critical skills they will need, such as language...”

— Eric Kandel, PhD
Nobel Laureate, Columbia University

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Presented by Public Information Resources, Inc.
By ADAM SUGERMAN

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

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

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

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

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

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

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

The question for students and other citizens: Can a source be trusted? The Russian expression Dovveray, or proverya (Russian: Доверяй, но проверяй) that Ronald Reagan frequently employed in his dealings with Mikhail Gorbachev is as apropos as ever.

The following are a few questions to help create your own guidelines:

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

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

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

- If the information comes from a website, is the URL authentic, or is it a fake site? If the publication is based in the U.S., does it have a country code affixed to the name (e.g., EducationUpdate.com.co)? Does the logo or icon seem more pixelated than usual? Has the website been hacked? Who supports or funds the publication or website? Is it a government? If the publication or website’s owner is a private, independent publisher, who are its advertisers? Do the articles present a particular slant on a consistent basis? Is the article an opinion disguised as a news story? Are there opposing viewpoints presented in a fair manner? Some articles will provide a particular point of view, which makes it preferable to research other points of view, perhaps from other publications, to form a better understanding.

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

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

GUEST EDITORIAL

To Change Our World, We Must Know What We’re Fighting For

By CHANCELLOR STEPHEN SPAHN, DWIGHT SCHOOL

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

Our current state of affairs harkens back to one of the darkest times in history when Nazism and fascism rose up from these very same ills to swallow millions during World War II. During its aftermath, a French educator heading the International School of Geneva, Marie-Thérèse Maurette, envisioned “a pedagogical handbook —...”

Madame Maurette’s principles served as the foundation for the establishment of the International Baccalaureate (IB) in Geneva 20 years later. Designed to bridge national biases and boundaries, the academically rigorous IB curriculum from preschool through grade 12 “aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

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

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

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

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

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

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

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

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

*T. rex* and its relatives have a long history at the Museum. The first *T. rex* skeleton was discovered in 1902 by the Museum’s legendary fossil hunter, Barnum Brown, and the Museum boasts one of the few original specimens of *T. rex* on public display, in the Hall of Saurischian Dinosaurs. Mark Norell, who is curator of *T. rex: The Ultimate Predator*, joined the Museum in 1989 and has led and participated in a number of scientific investigations into the biology and evolutionary history of tyrannosaurs and other theropods—the group of dinosaurs most closely related to modern birds—including the first discovery of a feathered tyrannosaur, *Dilong paradoxus*, in 2004. Many of the studies led by Norell, who is chair and Macaulay Curator in the Museum’s Division of Paleontology, and his colleagues and former students are reflected in the new exhibition. Gregory Erickson, professor of anatomy and vertebrate paleontology at Florida State University, is a consultant for the exhibition.

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

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

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Where Do I Go From Here?
Using PAF Reading Program Assessment Tools to Plan Instruction
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Spring: Wednesdays: April 3, April 10, May 1, May 8 • 9 am-1 pm M
Summer: Monday-Thursday, July 15-18 • 9 am-1 pm W

Multisensory Reading Instruction: PAF Reading Program Part I
Thursday-Friday, June 27-28, Monday-Wednesday, July 1-3 • 9 am-1 pm W

Multisensory Reading Practicum: Using the PAF Reading Program
Wednesday-Friday, July 10-12, Monday-Friday, July 15-26 • 8:45–11:30 am
Off-site in White Plains

WRITING SKILLS
Expository Writing Instruction: Part One
Section 1: Monday-Wednesday, June 24-26 • 9 am-2:30 pm M
Section 2: Monday-Thursday, August 19-22 • 9 am-1 pm W

LANGUAGE SKILLS
Classroom Language Dynamics: The Language of Learning and Literacy
Monday-Thursday, July 8-11 • 9 am-1 pm W

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

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

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

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

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

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

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

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

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

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

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

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

**TJR:** We have a document from the 1630s. It’s a simple administrative document from the New Netherland colony when the Dutch ran NY.

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

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

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

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

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

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

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

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continued on page 23
By MARY EDLOW, Ph.D.

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

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

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

Studies have shown that comprehensive sex education lowers rates of teenage pregnancy and sexually transmitted diseases, while abstinence-only education actually increases such risks. The Guttmacher Institute, which focuses on reproductive health, specifies that 37 states require that abstinence be covered, while only 13 states require sex education to be medically accurate. Astonishingly, more than half of middle schools and more than three-quarters of high schools concentrate on abstinence. Debra Hauser, President of Advocates for Youth, a nonprofit, sexual health organization in Washington, D.C., notes a recent trend in which the teenagers themselves and young adults are mobilizing their communities on behalf of comprehensive sex education. She elaborates, “they want to take it into their own hands.”

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

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

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

One clear place where we saw the effects of our US-centric outlook on the world was in our conversations with Cuban people. While we see America as “the shining city on a hill” with a mission of Manifest Destiny, to the Cuban people the US is a foreign power interfering with their way of life. They want to be able to be integrated into the world’s economy, not barred by a global superpower. Regardless of the norteamericano’s perception of the embargo, many Cubans see it as an act that will stunt their country’s growth. In conversations with local artists and shop owners, we got a clear sense of Cuban nationalism. Everywhere we went there, was a sense of pride in being Cuban. Even when discussing food, there was a sense of Cuban national honor. When asked about what we considered traditional Cuban food, rice and beans, the people defended their culture, explaining to us that Cuban food was so much richer, involving a wide array of meats and spices, and that the stereotypical rice and beans was just a result of shortages caused by the embargo.

All in all, my visit to Cuba was eye opening, exposing me to a totally different viewpoint just 90 miles away from Key West, Florida. William Freedman attends The Bronx High School of Science. As a sophomore, he is pursuing his interests in science, math and world history. William is in a three-year research program which culminates in the submission of the Regeneron competition. He is the Lincoln-Douglas Debate, the Mock Trial, and the Moot Court teams.

The Dwight School Ignites the Spark of Genius

By POLA ROSEN, Ed.D.

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

Students were attending from different states as well as with different interests. Some were tennis players, some were actors, some were musicians and all were interested in pursuing their special talents without losing the main focus on academics and getting a degree. “We are learning to think critically and use skills that involve chemistry and psychology,” according to one student in the group.

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

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

Network 20/20 Member of the Month: Interview with Dr. Susan Gitelson

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

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

The best career advice that was ever given to you?

“Follow your passions. Long-term aspiration/goal?”

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

Professional skillset you want to develop?

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

Top three tips for success

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Their Dreams Have No Limits. Why Should Their School?

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

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

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

The award for Best Tropical Latin Album is given during the Premiere Ceremony, once known as the Pre-Telecast. After the red carpet, Liebman and the musical group made their way to the theater where it was soon announced that they had beaten out four others in their category. Liebman described the moment of winning as "surreal". After their win, the group made their way to Media Center where members of Spanish Harlem Orchestra took formal photographs and were interviewed by more members of the media.

Spanish Harlem Orchestra is considered one of the top salsa dura ensembles in the country. It is under the musical direction of Óscar Hernández, a Latin music veteran who has worked with an eye-popping list of legends from Celia Cruz to Paul Simon. "Anniversary" is their sixth album and it received critical acclaim upon its release. Recently, Spanish Harlem Orchestra performed at the Jazz Standard in New York City for four consecutive nights. Every set was full. "The music speaks for itself. They are just the best at what they do and anyone who sees them live agrees," said Liebman.

Liebman began working with Spanish Harlem Orchestra in early 2018. Along with launching the press campaign for the release of "Anniversary" and tours, she also worked closely with Hernández on the Grammy campaign. Liebman looks forward to continuing her work with Spanish Harlem Orchestra and her many other clients including iconic drummer Ralph Peterson, contemporary harpist Brandee Younger, and new breed vocalist John Minnock. #
The Sam Kirk Educator of the Year Award is given annually by the Learning Disabilities Association of America to “an educator who has made outstanding contributions to the education of persons with learning disabilities.”

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

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

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

Congratulations to our Head of School Anne M. Glass, Ed.M. for being named LDA’s 2019 Sam Kirk Educator of the Year.
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Ruth Arberman, Director of The Sterling School

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

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

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

“I am thrilled about the new relationship that has come my way with Berklee and my archives,” said Liebman. “Beginning in the 1960s, my collection of materials that reflect my artistic path is quite voluminous. To have the number of materials that reflect my artistic path for decades to come with his archives on our campus.”

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

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

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

Barbra Streisand, and Michael Jackson. His personal archives will provide jazz scholars and practitioners with an invaluable resource to study for years to come.

My parents and I worked absolutely tirelessly non-stop with my previous “Dear Diana” Book with absolutely no excuses or exceptions for simply refusing to do so even if it meant having to edit some of the information that was too confusing, inappropriate, or even too repetitive for my book. And once it finally got published, practically everything had got some very nice autographed copies of my book (Of course, all proceeds will go to charity—Donating Some Of Your Old Clothes To The Poor For Free. My other books will be children’s books, novels for teenagers, princesses earn handsome princes as special rewards for working on their goals, a good Christmas Story—since Mrs. Claus is so sick and tired of always having to wash Santa Claus’s suit for him because of his dirtying it from going up and down the chimneys so much (“His clothes were all tarnished with ashes and soot”), he learns to use his head and use the doors instead of the chimneys, because Mrs. Claus has just about had it. Also, in signing off, just a couple of cherished memories- some of my favorite ones- I think I will try at least four of them that I sure can remember:

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

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

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

4. And here’s my favorite cherished childhood memory: I was eight years old and Babysitter Kathy took my little sister and me to visit Grandpa Martha Stoffel and her baby daughter Elizabeth in their very nice apartment in Bronxville after school. And I got to play with Elizabeth’s toy doughnuts. So, I decided to neatly line them up on a table, standing behind the table, making up this alphabet for sure with it, “Come on in and get some doughnuts. We sell them right here...” and when I was...
from other groups that are linked strongly to the area to what is now NYS? For example, are documents available from the Iroquois nation? And do the archives have documents older than the 1630s given that people have populated the area for much longer? TJR: We only preserve the records of the colonial and state governments, so there are documents that predate the existence of NY as a political entity, and you can find those records in the national archives in Holland or the public records office in Great Britain who were the primary players in NY. We wouldn’t collect the records of an indigenous community. That’s their cultural patrimony. However if the indigenous community and the government of the colony or the state entered into a treaty, we would have a copy of the treaty at the state archives. The key players in NY. We wouldn’t collect the records of an indigenous community. That’s their cultural patrimony. However if the indigenous community and the government of the colony or the state entered into a treaty, we would have a copy of the treaty at the state archives. We preserve the essential evidence of NY’s governments in terms of both documents that have historical value, people who like to research; has some kind of evidential value—what did people know and when did they know about it and what or how they acted in that particular regard; some fiscal reason, how did the state’s finances fare in some particular time, so it’s a value that makes it worthwhile to preserve. A great example is the state budget. Or for some administrative purpose. We need to know what decisions we made in the past so we can ensure that there’s some consistency or appropriateness in the decisions we make in the future.

EU: Has anybody thought of writing a book, or has it been written about the history of our state? TJR: There are a number of great histories of NYS. Alan Carlin wrote a great multivolume set about the history of NYS, which have been published and are wonderful. We have some challenges and that is one of the great things about people understanding more of how to use primary source materials. Many of the older histories have a bias that don’t necessarily accommodate the perspectives and the lives and the role of communities that were not necessarily the dominant culture. That’s an important dimension, that some of these histories don’t take into account. And then there is great number of vertical histories of things that have happened in NY or that NY has a great historical connection to. There’s a lot of literature about the suffrage movement most recently and what happened here in NY. The key players were African American men from Frederick Douglass to Elizabeth Cady Stanton and Susan B. Anthony.

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

TJR: That is the function that the archives perform. Our role is not to interpret history. It’s to ensure that the primary source material of the people who were there, to witness the events, the contemporaries, the contemporaneous evidence, is available for researchers to make their own conclusions.

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

TJR: Gilder-Lerman. Oh, yes. They and their work are excellent. They have another repository in NY. We have collaborated with them and shared information on our mutual collections. One of the great benefits that NY has is that it has a very vibrant historical records community of people who work together, talk with each other, and ensure that full spectrum of perspectives that are evidenced in primary source materials is available for researchers, and researchers know where to go. When you consider the creation of the fort that the Statue was built on, built by Daniel T. Tompkins, the governor of NY. That evidence would come out of the NYS Archives. The group that raised the money to fund the Statue was a private enterprise. That information might be in the Museum of the City of NY, and the administration of the Statue of Liberty as a national monument are in the official archives of the State archives. We have a large collection of court records, and NY have statewide courts until 1847 when many of the courts became local courts. But the statewide courts settled estates. If someone dies that they have to get rid of something. Up until the emancipation of enslaved people, some of the property that was distributed were enslaved individuals. There’s no record, census, or documentation of hundreds, or probably thousands of individuals who were enslaved other than in these court records, which settlement of estates of individuals. We started to encourage researchers. It’s a lot of mate-
Phyllis Kossoff and Delta Phi Epsilon Make Breakthroughs for Cystic Fibrosis

Phyllis Kossoff turned tragedy into hope in the shape of the National Cystic Fibrosis Research Foundation.

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

Phyllis, a member of Delta Phi Epsilon, knew she could turn to her sisters for help. In 1957, she traveled to Chicago to attend DPhiE’s 40th anniversary celebration and national convention. There, she turned to her sisters and asked for help to fund the research needed to find a cure. She was met with much more than funds. Her loyal sorority stood behind her as they entered into a partnership that has lasted over 60 years. The Foundation grew quickly. In six years, they had established 30 accredited centers. For the first time, parents battling CF had resources and experts to turn to. Patients started to outlive their prognosis.

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

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

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

Phyllis Kossoff

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

Love, Diana.

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

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

Diana Bilezikian
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By LYDIA LIEBMAN

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

The story of Carmen is well known; the tragic opera, written by the French composer Georges Bizet, tells the tale of the seductress Carmen in a jealous rage. Ballet Hispánico presents Carmen through a Modernist lens that finds the dancers performing against a stark white background made up of paper-like accordions. Shelby Colona shines as the titular character. From her first appearance in a black ensemble amongst a sea of white, she commands your attention. She dances assertively yet gracefully and showcases her incredible physicality with each movement. She is a perfect sensuality.

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

Carmen. Jared Bogart is an equal counterpart in the role of matador Escamillo with a palpable machismo and affecting bravado; the interplay between the two dancers is notable. Chris Bloom rounds out the lead trio as Don José with a heartbreaking, emotional performance. Once again, Ballet Hispánico proves why it is one of the most unique and important dance companies in the United States. CARMEN.maquia is a transcendent experience that is not to be missed.

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

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

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

By DARRYL OWENS

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

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

Thomas J. Ruller

... continued from page 23...
of both math and science, their likelihood of attending college drops and they are not prepared to pursue a STEM major. Not every STEM career is engineering or requires a PhD – there is an increasing need for entry-level computer programmers and technical workers that have an associate’s or bachelor’s degree in STEM. Young people often enter college unsure of what their major will be, but by coaching them to drop a high school class, we are whittling down their options and preventing them from being able to choose STEM.

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

Drs. Amanda M. Gunning and Meghan E. Marrero are Co-Chairs of the Mercy College Center for STEM Education. Find them at www.mercy.edu/STEM-learning or on social media @mercy_stem.

Harvard Admissions

ence, the character, and the grit to benefit from a Princeton education and contribute to the education of your peers, plus the public-spiritedness and the drive to use that education in a way that makes a positive difference in the world after you graduate. Test scores provide some useful evidence, but not the only evidence or the best evidence, of the relevant traits and abilities. At the end of the day, the numbers are imperfect proxies for what really matters. I wish, as do many others, that as we searched for merit and talent, we no longer had any need to take race into account. When I first encountered the Supreme Court’s initial affirmative action decision, Regents of the University of California v. Bakke, as a high school student in the 1970s, I would not have believed that the issue would remain hotly contested more than forty years later. I instead hoped and expected that our country would act quickly and forcefully to eliminate racial inequalities in schooling, in policing, in healthcare, in housing, and in employment. Had America done so, we would not need to consider race today when seeking the talent and perspectives essential to our teaching and research mission. But America’s quest for equality remains unfinished, and so we … like our counterparts at other leading research universities, work every day to believe that we can best find the students who will make a difference on our campus and beyond when we consider race as one factor among others in a holistic admission process.

The trade-offs in the admission process are complex and difficult, but this much is certain: students matter, and we want to offer as many of them as possible the opportunity to pursue their higher education dreams. #

Business-Stuyvesant

college tour to Penn State. A main focus of the program is to develop leadership qualities that can be passed down to the next generation of students with the eventual goal of the present students becoming mentors themselves. “This idea of a community of voices,” said Tabari Bomani, the principal of the school. “In a school you get used to teachers and staff members talking the same talk, but I’d much rather have students in that you may not see every day and begins to have parallel conversations and then introduces you to a mentor outside the building … I want to increase the number of voices that our young people hear that are talking about the same thing.”

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

Perou is hoping this pilot program will create a model to be used for other communities in the city. But for now the focus is on each individual who is a part of Inspiring Minds.

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

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

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Fatherhood After Death

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

Susan Gitelson

Engage in conversations with people from all over the world and really listen to them. Be adaptable when circumstances change, as they do frequently. Be positive about yourself and others. These principles have enabled me to succeed in several different careers when circumstances changed: academia, entrepreneurial business, authoring books, nonprofit organizations.

Recommend a book? The most important book to learn from is the Bible, as for example: Joseph went from being a pampered son, to a slave, to the vizer of the great Egyptian kingdom. Moses went from being an honored member of the Pharaoh’s household, to a simple shepherd, to the great leader of the children of Israel in the desert for 40 years on the way to their promised Land. Deborah was a great leader and judge who enlisted a military general to help conquer the enemies of the Children of Israel. #

Life with Parkinson’s

ability can collaborate to fulfill their dreams.” #

Krembo Wings

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

Letters

cess should not be misrepresented as Lavia has done here. Ismael Abn Damayel

Aストリア, ニューヨーク

ASTORIA, NEW YORK

Cornell & Technion Collaborate on New College at Roosevelt Island

To the Editor:

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

Lilly DeFazio

Life with Parkinson’s

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MAR/APR 2019 • FOR PARENTS, EDUCATORS & STUDENTS • EDUCATION UPDATE 27
When it comes to the best colleges for students with learning disabilities, none holds a candle to Beacon College. ”

– BestValueSchools.com

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

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