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August 27, 2015

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The completed house will be shipped to Irvine, California, where the decathlon is held from Oct. 8-18.

After the competition, the home is expected to be donated to a veteran in need.

Advertisement | advertise on News 12
NYC College Students Design Stackable Home for Solar Decathlon Competition

By John Chandler

The home is designed to withstand storms like Sandy and to conserve energy. John Chandler reports (Published Wednesday, Aug. 26, 2015)
Updated at 8:33 AM EDT on Thursday, Aug 27, 2015

For a glimpse at what homes might look like in an environmentally conscious future, just head to the end of the pier at the Brooklyn Navy Yard, where workers are hustling to add the finishing touches to a solar home designed to fit neatly into the dense urban landscape of New York City.

The DURA house -- which stands for "diverse, urban, resilient, adaptable" -- is an open-concept one-bedroom with features that make it a net-zero, weather-resistant living space. It's impressive by any architect's standards -- but this home just happened to be designed by undergraduate students at New York City College of Technology.

- Woman Files Suit Against Bulls Star Derrick Rose

"To go from having to draw it to seeing it live is an amazing experience for them," says Alexander Aptekar, the City Tech professor overseeing the project.

Nearly 60 students have worked to finish this two-year project that will compete worldwide as one of 20 student teams in the Solar Decathlon. In early September, they will disassemble their modular home into three parts, which will then ship to Irvine, California for judging.
here and we want to make sure we're doing it in a sustainable way."

The DURA house is fully sustainable and net-zero, powered by solar panels. The students relied on donations of materials from suppliers around the globe to build the house, which at last estimate holds a value of $260,000 to $300,000.

- **CONSUMER ALERT** Frozen Green Beans Recalled Due to Listeria

"Best case, the city says great design, we want to build a whole complex of these in Brooklyn, in Manhattan," said Manning.

Ultimately, they intend to donate this house to someone who needs it, like a disabled veteran. They'd also like to see this house return to Brooklyn, where they can evaluate their work -- and maybe even admire it, too.

- **StarKist Settlement: How to Get Cash or $50 in Tuna**

Published at 8:33 PM EDT on Aug 26, 2015
Data Show Higher Alumni Earnings Among STEM Degrees, Law Graduates

By Brittany Hackett, Communications Staff (mailto:news@nasfaa.org)

What do CUNY-New York City College of Technology, SUNY-Maritime College, Harvey Mudd College, and Emory University School of Law all have in common? They top the list of colleges with the highest earnings for alumni of all higher education levels, according to a new analysis from PayScale (http://www.payscale.com/college-salary-report).

The 2015-2016 PayScale College Salary Report is an annual ranking of U.S. colleges and universities based on alumni salaries for associates, bachelors, and graduate degrees. Earlier this week, Washington Monthly analyzed data (/news-item/5581/Washington_Monthly_Rankings_Measure_Colleges那就是_Best_Serve_Needy_Students) from hundreds of colleges to compile a list of those that best serve low- and middle-income students, based on measures of affordability and student success.

PayScale noted in the report that the data is intended to help students "understand the typical salary they will likely go on to earn, and the corresponding amount of student debt they can afford to take on."

Associates Degrees

The report ranked more than 460 two-year colleges (http://www.payscale.com/college-salary-report/2-year-colleges) by alumni earnings, placing CUNY-New York City College of Technology at the top with median early career earnings of $40,600. After 10 years of experience, that number jumps to $72,700.

CUNY is followed in the rankings by the Fashion Institute of Technology, also in New York City, where alumni earn an average of $41,500 early in their career and an average of $72,100 after 10 years. Rounding out the top five are De Anza College in San Francisco; Bakersfield College in Bakersfield, California; and Alvin Community College in Alvin, Texas.

The two-year school with the highest early career salaries is New York City's Excelsior College,
formerly Regence College, where alumni with five years of experience or less earn a median salary of $54,300. The school is known for its "strong medical programs, possibly explaining the high earning potential," according to PayScale.

The top five highest paying majors among two-year degrees were:

1. Management information systems (MIS);
2. Construction management;
3. Economics; and
4. Mechanical engineering technology (MET), which tied with
5. Electronics and communications engineering.

Bachelors Degrees

More than 1,000 colleges and universities were ranked to determine the top schools for bachelor's degree earnings (http://www.payscale.com/college-salary-report/bachelors), which were largely small colleges with strong engineering programs, the report noted. The number one school was SUNY-Maritime College in Bronx, New York, with median early career earnings of $65,200 and median mid-career earnings (about 10 years of experience) of $134,000. According to PayScale, about 46 percent of SUNY-Maritime graduates earn degrees in science, technology, engineering or mathematics (STEM) fields.

While is was the top ranked school for higher alumni earnings for the last three years, Harvey Mudd College in Southern California was ranked second this year. The school, which has just over 800 undergraduate students and an 86 percent STEM graduation rate, showed average early career earnings of $78,200 and 10-year earnings of $133,000. Harvard University in Cambridge, Massachusetts, and the United States Naval Academy in Annapolis, Maryland, tied for third place and the California Institute of Technology (CalTech) in Pasadena, California, rounded out the top five schools for this category.

PayScale noted in the report that while schools that produce STEM degrees are at the top of the earnings list, several liberal arts schools also were ranked, including Washington and Lee University in Lexington, Virginia; Colgate University in Hamilton, New York; Carleton College in Northfield, Minnesota; and Williams College in Williamstown, Massachusetts. In addition, the elite military schools showed the highest early career earnings, with the United States Military Academy at West Point, New York, topping the list at $78,500.

The top five highest paying majors among bachelor's degree were:

1. Petroleum engineering;
2. Nuclear engineering;
3. Actuarial mathematics;
4. Chemical engineering; and
5. Electronics and communications engineering.

The analysis also looked at bachelor's degree holders who go on to earn graduate degrees, which slightly altered the rankings. SUNY-Maritime was still at the top of the list with median 10-year earnings of $139,000, but second place changed to the Massachusetts Institute of Technology (MIT) with 10-year earnings of $137,000. In comparison, MIT graduates who only have a bachelor's degree
earn an average of $127,000 after 10 years.

Graduate Degrees

Among graduate schools ranked (http://www.payscale.com/college-salary-report/grad) by PayScale, Emory University School of Law in Atlanta, Georgia, was given the top spot with median early career earnings of $72,700 and 10-year earnings of $201,000. Emory was followed by University California at Los Angeles (UCLA) College of Law, where alumni can expect median early career earnings of $80,300 and 10-year earnings of $199,000. Harvard Business School, Georgetown University Law Center in Washington, D.C., and Harvard Law School rounded out the top five.

The top five highest earning graduate degree majors were:

1. Petroleum engineering;
2. Nurse anesthesia;
3. Strategy;
4. General and strategic management; and
5. Finance and real estate.

Publication Date: 8/27/2015
The word’s out: NYC’s public institutions of higher learning offer some of America’s best deals — and biggest payoffs.

Four of Washington Monthly’s “Best Bang for the Buck” schools in the Northeast — based on tuition, graduation, student loan default rates and more — are in the City University system, with Baruch topping the list, Lehman in third, John Jay fourth and Queens College fifth.

Shifting to the New York State system, PayScale’s annual college salary report found that SUNY Maritime College grads were tops in the nation for average pay. For two-year programs, Fashion Institute of Technology alums were second nationally. No. 1? New York City College of Technology.

Let the yokels cheer their pro-football factories. New York is providing real opportunity.
Immigrant Students Not Worried About Immigration Battle

by Bernard Shusman

There is a boisterous debate raging in the U.S. presidential campaign over immigration -- sparked by the leading Republican candidate -- Donald Trump who wants 11 million illegal immigrants deported. But a group of undocumented college students in New York City, who are temporarily protected from deportation, put the issue into a different perspective.

Republican presidential candidate Donald Trump's rhetoric, including calls for mass deportations, foments strong feelings on the campaign trail.

"When Mexico sends its people they're bringing drugs, they're bringing crime, they're rapists, and some, I assume, are good people," said Trump in recent controversial remarks.

But on campuses of the City of New York University, known as CUNY, some of the students who could be most at risk are not so concerned.

"I just think he's a bully. Life is full of bullies. And the only way to get ahead of them is to not pay attention, ignore the bullies," said Tatiana Borda, a CUNY student.

Tatiana is one of many in a group called CUNY-DREAMers -- students who came to the U.S. illegally as children, but protected from deportation by President Obama. They say harsh criticism of immigrants is nothing new.

"As of recent there have been some pretty provocative things that have been said by one particular person, and, to be honest it really doesn't affect me," said Joseph A. Helstone, another CUNY student.

Hispanic television anchorman Jorge Ramos revealed just how explosive the issue has become after a testy exchange with Trump at a recent press conference ended in Ramos' ejection from the event.

Meanwhile, another Republican presidential candidate, former Florida Governor Jeb Bush, has been sharply critical of Trump's deportation plan.

"Mr. Trump believes that you can just round people up and that's just an easy thing to do because he's a successful guy and he'll have successful people do it and it'll all work out," said Bush.

Dreamer student Francisco Tecaxco just wants the presidential candidates to watch what they do.

"A lot of Republicans see undocumented students or immigrants as criminals. And all those negative comments -- and we just show them that that's not true, that there's many good students. We're in college, we're finding out way to go to college," said Tecaxco.

These students know the next president will not take office for another year and a half, and it's only then they might have to face the prospect of deportation.
What Do Dominican-Americans Really Want?

Over 1 million strong, these Latinos have their own set of political and economic concerns.

BY J. WESTON PHIPPERN

Dominicans are one of the fastest growing Latino groups in the U.S. and for the first time in New York—where the majority live—Dominicans now outnumber Puerto Ricans. (Mario Tama/Getty Images)

August 28, 2015  Last year, a wealthy Dominican sugar-baron family invested $3.5 million [http://www.nytimes.com/2014/05/23/us/a-growing-dominican-population-begins-to-flex-its-political-muscle.html] to help fund an organization that would advocate on behalf of Dominican-American voters in the Northeast. That organization, Dominicanos USA, has since registered nearly 80,000 voters. Most recently, the organization released what it calls a “first-of-its-kind” report that asks Dominican-American voters a simple question: What issues do you care about?

Dominicans are one of the fastest growing Latino groups in the U.S. [http://www.nationaljournal.com/next-america/population-2043/fastest-growing-latino-groups-20150722] In fact, according to the U.S. Census Bureau and American Community Surveys, in 2000 there were some 688,000 people of Dominican descent in the country. In 2012, they numbered nearly 1 million. And for the first time in New York—where the majority live—Dominicans now outnumber Puerto Ricans.


This study is helpful, especially around election time, when the "Latino vote" becomes a sound-bite monolith—one homogenous
group that will supposedly vote the same way. And if you pay attention to what pundits say, it would appear that the only thing Latinos care about is immigration.

But that's certainly untrue, says New York state Sen. Adriano Espaillat, who has twice run for Congress, and who is arguably one of the most prominent Dominican politicians in the Northeast. "They have their different issues that are more pronounced in one group than in others."

The study on what issues Dominicans care about was done in combination with Latino Decisions. It used interviews and an 800-respondent telephone survey of Dominicans in Rhode Island and New York (Latino Decisions polls differently. Read about it here).

So what's most important to Dominicans in the Northeast?

![Figure 1. What are the most important issues facing the Dominican community in your city that politicians should address?](image)

- **Create jobs/improve economy**: 29%
- **Improve schools/ed reform**: 23%
- **Cost of housing/rents**: 20%
- **Immigration reform/rights**: 13%
- **Health care access**: 7%
- **Lower taxes**: 5%
- **Anti-Latino Discrimination**: 5%
- **Policing issues**: 4%

**Improved Economy**

As the graph shows, jobs were most important to Dominican-Americans in the Northeast. When asked what needed improvement, nearly all respondents wanted higher pay. That could be in part because Dominican-Americans have a slightly higher rate (28 percent) of poverty than Latinos as a whole (26 percent).

"Those challenges lead to issues with affordability," Espaillat says, "because if you don't have good paying job then you can't afford to pay rent. And that's why you see migration to other states that are nearby."

Espaillat says that job creation and demand for higher pay is most likely tied to rent. In New York, people ages 22 to 34 (the median age of Dominican-Americans is 29) spend more than 40 percent of their income on rent. It's gotten so bad that he's noticed a migration of Dominican-Americans to Rhode Island, Massachusetts, Pennsylvania, and other surrounding states where rent is cheaper.

"The No. 1 complaint that I get in my district office is housing," Espaillat says. "Dominicans are renters. They live in urban areas, so housing is an important issue."
Education

Dominicans make up 13 percent [http://www.nilpnetwork.org/NILP_Report_A_The_Vanishing_Puerto_Rican_Student_in_CUNY_2012.pdf] of the student population at City University of New York, which is located in the Washington Heights neighborhood—the epicenter of Dominican migration to the U.S. And on average, Dominican-Americans tend to have a higher educational attainment than other Latinos.

Among respondents, 23 percent said they want politicians to improve schools and reform education. When pressed further, Dominicans surveyed wanted more money invested in pre-schools, as well as bilingual education.

Immigration

Dominicans share an interest in immigration with most Latinos. A 2014 poll by the Pew Hispanic Center also showed that when polled as a whole, immigration was the fourth-most important political issue.


Going Forward


"When we get a lot of young students, and they come out as professionals, you're going to see the unemployment and jobs issue come down one slot—one position," Espaillat says. "I think education will also go up, because those folks will recognize their that achievements are directly connected to education. Housing will also be less relevant, because if you make more money you're able to purchase your own home."
The Structure of University Names

Proper names for colleges and universities are of three main types, syntactically. The first, which I’ll call the XU type (for simplicity I limit discussion here to names with the head noun University) has a modifier preceding the head noun, as in Harvard University. The second, the UX type, has a postnominal complement, usually a preposition phrase headed by the preposition of and almost always specifying a location, as in the University of California (UC). The third, the the XUY type, has both prenominal modifier and postnominal complement, as in the City University of New York (CUNY).

The X in an XU name is sometimes the name of a founder or benefactor, and sometimes a location specification as in New York University (NYU) and Indiana University (IU). In a UX name the complement is nearly always a location specifier (the University of the Arts is a rare exception).

The XU/UX contrast may be the sole distinction between two university names: Washington University (in St Louis, Mo.) has a different name from the University of Washington (in Seattle, Wash.); York University (in Toronto, Canada) has a different name from the University of York (in Yorkshire, England).

In Britain, however, universities that officially have UX names are informally referred to by XU variants: Cambridge University and University of Cambridge both get tens of millions of Google hits, far too many for the former to be classed as an error (though officially it’s the University of Cambridge). Thus “York University” will be used informally for the University of York.
In North America things seem stricter: No one seems to refer to the Canadian institution as *the University of York*. UC is never called *California University* (I’ll mark ill-formed variants with an asterisk), NYU is never referred to as *the University of New York*, IU is not called *the University of Indiana*, and Harvard University is definitely not *the University of Harvard* (though I have heard that error from a BBC radio announcer).

Exceptionally, a number of UX universities in the Rocky Mountains and southern Midwest have recognized XU nicknames: The University of Colorado is known as CU, and similarly for Denver (DU), Kansas (KU), Missouri (MU), Nebraska (NU), Oklahoma (OU), and Tulsa (TU).

UC, which stresses that it is a single university, assigns its campuses names of the form UC, e.g., for example, *the University of California, Berkeley*. Strictly, *the University of California at Berkeley* is not correct (though it is house style for some newspapers, including this one). The Wisconsin system uses a dash as separator for campus names (the University of Wisconsin–Madison); Illinois uses the preposition at (the University of Illinois at Urbana-Champaign).

Some campuses of the California State University follow the UC practice (e.g. *the California State University, Monterey Bay*), but others have adopted XU names identifying them as if they were entirely separate universities (e.g. *San Jose State University*).

SUNY (see the campus list [http://www.suny.edu/about/campuses/](http://www.suny.edu/about/campuses/)) has XU names for some of its component institutions (*Binghamton University*) and UX names for others (*the University at Albany*).

This is just the barest beginning of a grammar of university names, i.e. of one very small subset of the proper names in English. The topic is peripheral to the structure of English, getting barely a mention in *The Cambridge Grammar of the English Language* [http://www.cambridge.org/uk/linguistics/cgel](http://www.cambridge.org/uk/linguistics/cgel)'s roughly 1,700 pages of description (Page 516 has a brief remark or two within a four-page treatment of proper names).

Yet if you’re an American academic you probably were already tacitly aware of just about all of my generalizations. If you can read and understand English you have somehow acquired a grasp of a large set of complex and often irregular syntactic patterns that is thousands or even tens of thousands of times more complex than that.

And that raises a question: How did you come by that knowledge? Those of a linguistic nativist (http://plato.stanford.edu/entries/linguistics/#LinNat) persuasion often claim that you cannot learn anything about what is not allowed in a language solely from positive input. That claim forms part of their case that most of our command of language must spring from innate universal grammatical principles. But the patterns of currently accepted university names surely couldn’t
owe anything significant to universal grammar.

If you know that both Oxford University and Brown University sound natural, and the University of Oxford does too, but *the University of Brown does not, then you learned at least some fiddly details of English, including some details about variants that are incorrect, through mere exposure to the positive data of other people's language use. Believe it or not, in the theory of language acquisition that's a controversial claim.
Tuition-Free Colleges - Higher Education, Lower Prices

Published August 27, 2015 | MoneyTips.com

If your grades do not merit a full-ride academic scholarship to college and you do not have enough athletic skills to stop your grandmother from dunking on you, keep your chin up—you can still attend college tuition-free. There are a handful of colleges throughout the US that offer a tuition-free education.

What’s the catch? It’s not a catch, if you don’t mind working. You simply provide labor or some form of commitment in return for your tuition. In most circumstances, you will have to pay room and board, and a few other expenses—but the savings are significant.

These colleges are not easy to categorize aside from their tuition-free status, but they can be broken down into a few general types:

Military Academies – The commitment in return for an education is obvious here, but the education is excellent. The Naval Academy at Annapolis, the US Military Academy at West Point, the Air Force Academy in Colorado Springs—even the US Merchant Marine Academy at Kings Point, NY—are tuition-free in exchange for a service commitment after graduation.

Not only do you get a free education from the service academies and the pride associated with serving your country, but after your service, you also will be entitled to various veterans’ benefits.

Religious-Based Institutions – While these colleges were all established with some religious emphasis, the curriculum is not based solely in religious studies. You can achieve a fine broad-based education—although you should not be surprised to find them ranked at the bottom of the Party School listings each year.

College of the Ozarks, located in Point Lookout, Missouri, near the tourist mecca of Branson, is known nationwide as “Hard Work U” thanks to publicity from the Wall Street Journal in the 1970’s. Students are expected to work 15 hours each week along with two 40-hour work weeks at some point in the academic year.

Alice Lloyd College offers free tuition to residents of 108 counties in the area of the Appalachians (West Virginia, Virginia, Kentucky, Tennessee, and Ohio). Located in rural Pippa Passes, Kentucky, about 2.5 hours southeast of Lexington, Alice Lloyd requires students to work ten-to-twenty hours each week.

Barclay College in Haviland, KS, offers a full-tuition scholarship to students living on-campus, but the scholarship does not include the cost of room, board and fees. Although it is a Quaker Bible school, the college admits all Christian students.

Williamson College of the Trades is a male-only, Judea-Christian college in Media, PA. Their full scholarship covers not only tuition, but also room, board and textbooks, with a choice of programs in carpentry, masonry, landscaping, horticulture, turf management, paint & coatings, power plant and machine tool technology.

Specialized Colleges – Deep Springs College is located on an alfalfa farm and cattle ranch in Big Pine, California, northeast of Fresno. This all-male, two-year college requires over twenty hours of work each week in addition to studies. Deep Springs has an excellent record of graduates continuing their education at highly prestigious universities.

The Curtis Institute of Music in Philadelphia is not only tuition-free; it is one of the world’s most highly regarded conservatories for the performing arts. Their alumni populate top orchestras throughout the nation. Leonard Bernstein is one of several famous graduates.

The Macaulay Honors College is a liberal arts college at City University of New York (CUNY). They give full-tuition scholarships to all undergraduate students that meet CUNY residency requirements for in-state tuition.

Webb Institute in Glen Cove, NY, a private college specializing in naval architecture and marine engineering, offers full-tuition scholarships to their undergraduate degree, which features both a sound theoretical education and practical industry experience.

Others – Berea College, a four-year liberal arts college located in Berea, Kentucky (about 45 minutes south of Lexington on I-75), accepts those with a demonstrated financial need tuition-free. Students are required to work at least ten hours per week. Unfortunately, the economy has forced several fine universities in this field to partially abandon their tuition-free status. Cooper Union, founded in 1859 in Manhattan and offering degrees in architecture, art, and engineering, is now offering a half-tuition scholarship for undergraduates enrolling for the first time, while those who first enrolled before autumn 2014 are still given a full tuition scholarship. Olm College of Engineering in Needham, MA, has also switched to a 50% tuition scholarship program.
If you are still looking for a tuition-free — but not labor-free — education, consider these fine colleges and other tuition-free institutions to see if they meet your needs. Alternatively, you can learn to block shots like a 7-footer or dunk like Michael Jordan.

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Community college in New Jersey struggles to break through with adaptive math courses

Submitted by Paul Fain on August 28, 2015 - 3:00am

Like most community colleges that enroll large numbers of low-income students, Essex County College has a serious graduation rate problem, with remedial math being a primary stumbling block.

Essex, located in Newark, N.J., had a graduation rate of 8 percent a couple years ago. About 85 percent of the college's incoming students place into the lowest level of developmental math, and only 10 percent of those students end up completing a college-level math course.

So the college's new leadership decided to give adaptive math software a whirl. Adaptive learning is an increasingly trendy form of instruction, typically featuring computerized courseware that adjusts to students' learning styles and levels of achievement.

The college's new president, Gale E. Gibson, made the call to spend $1.2 million on two new math labs for the project -- with work stations for 100 and 85 students. Essex got money from the Bill & Melinda Gates Foundation for some of the work, which included training for faculty members and the addition of new student support systems.

Essex chose ALEKS, an adaptive math learning system from McGraw-Hill, which experts say is one of the most battle-tested forms of adaptive software.

"ALEKS has zero multiple-choice questions," said Douglas Walcerz, vice president of planning, research and assessment at Essex, who has led the adaptive work there. "It's a very mature product. You don't get software glitches."

The college also went farther than some by designing an additional element of the curriculum for the two remedial and three entry-level math courses that feature ALEKS. It brought in John Hudesman, a psychologist and senior principal investigator at the Graduate Center of the City University of New York's Center for Advanced Study in Education, to help design a "self-regulated" learning group approach for students.

This segment of the courses features two 50-minute sessions a week, where students discuss strategies that have worked for them. They also must maintain a workbook with learning goals, discussing them with instructors.

"I never believed that just giving them content was going to be enough," said Walcerz. "We really wanted students to form a learning community."
Disappointing Results

Yet despite all the hard work, and the money spent, the adaptive project at Essex isn’t working.

“At the end of the first year our pass rates were worse than the pass rates in our conventional courses,” Walcerz said. “That hurt.”

So far, roughly 1,000 students have taken the adaptive math courses. Typically about 50 percent of students pass the first level of developmental math at Essex. That number dropped to 35 percent in the adaptive version of the course in 2014. This year it crept closer to 50 percent, said Walcerz, but the adaptive version’s success rate still lags behind that of the traditional version of the course.

Walcerz this week joined a group of experts on adaptive learning at a meeting the National Education Initiative hosted in Washington, D.C. He brought a somewhat glum tone to the discussion, which featured many executives from adaptive software vendors.

For example, during the meeting Walcerz called the project’s first semester “disastrous.” He also said the adaptive courses provide less “accountability.” That’s because students move through content at different paces in order to make sure they master concepts by a certain point. “There is no classwide mile post.”

Dror Ben-Naim attended the meeting. The founder and CEO of Smart Sparrow, an adaptive learning company, said Walcerz offered a “realistic” take on the hard work it takes to make adaptive learning work on a campus.

“There is this hope that this will be plug and play,” said Ben-Naim. “It’s really nonsense.”

He said adaptive learning “reconceptualizes the core product of higher education, which is the course.” As a result, it’s not a surprise that colleges like Essex would face some challenges while trying out the technology.

The news isn’t all bad for the adaptive courses at Essex. The college remains committed to the pilot project, which it is seeking to refine. Walcerz also stressed that ALEKS is holding up its end of the bargain.

“The technology does great,” he said. “I’m convinced it does a better job of delivering the content, given the constraints of having 24 students per instructor.”

Human elements pose the challenges, he said.

“Our problem is not content. Our problem is both student beliefs and behaviors,” said Walcerz.

For example, keeping students on task with the self-regulated workbooks has been a struggle for faculty members. About 90 percent of developmental math instructors at Essex are adjuncts. And the college leaned heavily on graduate students from nearby Rutgers University at Newark and the New Jersey Institute of Technology to teach parts of the adaptive courses during the first year.

That didn’t work, Walcerz said. Students often said they were on track in the sessions, even when that was far from the truth. So for the second year, Essex switched back to having its own faculty members run the self-regulated learning sessions.

“We underestimated the skill that you would need as a teacher to deliver that content,” he said.

Faculty buy-in has also been a challenge. In adaptive courses, instructors do not give lectures or teach in the traditional format. Instead, they circulate among students who are working on computer-based courseware, offering help when needed, much like tutors.
That feels like a job "below faculty status" for some instructors, Walcerz said. But he said others like the new format.

**Staying the Course**

Essex is hardly the first community college to use ALEKS or other adaptive programs in a computer lab-style course. This approach, called the "emporium" model, goes back decades and has had plenty of success. Many instructors at colleges where it has worked said they grew to like the model, and wouldn't go back to the traditional format.

Phil Hill, an education technology consultant and expert on adaptive learning, traveled to Essex last year. He interviewed faculty members and students about the adaptive courses, including several who praised the format. (See below for a two-part web series Hill produced about his visit.)

The adjustment to adaptive can indeed be tough on faculty members, Hill said, because it forces them to rethink their role. But he has seen converts at several colleges. "For the ones who have done it, they like it," he said.

Several students at Essex told Hill they appreciated that they had more ownership of the learning process in the adaptive courses, and more responsibility.

"They actually felt empowered to take control of their own educations," he said. "They weren't just learning math. It was a whole awakening of their education."

Failure to improve developmental math success rates might not be an option for Essex. Hill called the challenge an "existential" one. That's particularly true as colleges face increased pressure from policy makers at the state and federal levels to improve graduation rates.

For his part, Walcerz said Essex is sticking with the adaptive math project, which he said was largely his idea. And he said the college is even looking at other adaptive providers they can bring in to soup up the self-regulated pieces of the courses.

One plus for adaptive learning, he said, is that it requires a higher standard of mastery than a conventional course does.

"The students who get a C in the ALEKS-based math are prepared to succeed," said Walcerz, which isn't always the case with C students in conventional math courses. "Everybody has to learn the content, period."

Another advantage is that adaptive courses provide data on student performance, which faculty members and administrators can use to tweak their approach with course design and teaching, what Ben-Naim called a "continuous improvement process."

Over all, Walcerz said adaptive software is a tool that can help fix some problems. But improving student performance in developmental math is a particularly difficult challenge.

"You can't learn for them," he said. "It takes time and it's hard."
The numbers are staggering: 43 million Americans carried student loan debt totaling $1.2 trillion in 2014. According to a recent Wall Street Journal article, the class of 2015 is the most indebted ever, with the average graduate saddled with $35,000 in loans.

The student loan crisis is a hot-button topic, with many of the 2016 presidential candidates weighing in on the issue. But it’s also a very personal problem that leaves many young Americans stuck with bills they can’t afford to pay. Starting off your working life with a significant amount of debt and a low-paying job can make it seem impossible to get ahead. Results from a new survey by Student Loan Hero, a start-up dedicated to helping consumers organize and manage their student loans, found college grads are putting off major life decisions because of their debts.

One in seven is delaying marriage, more than one in three are not able to buy homes, and one in five is putting off plans to start a business. How will delaying these milestones affect our society and economy in the future? And what’s the solution to our student-loan woes?
Amy Joinesen, CEO of Student Loan Hero, argues that the easiest way to pay off these loans is to make more money. This is definitely easier said than done, especially when you consider the wage gap women face. He also points out that this is a marathon, not a sprint.

Student loan debt is more than just a political issue to be debated — and for the people who are weighed down by huge monthly payments, it can be hard to see the light at the end of the tunnel. We spoke with nine people — men and women of many ages who are struggling to pay down their debts — about the personal decisions they’re delaying because of those loans.

BECAUSE OF MY DEBT, I WAS NEVER ABLE TO DO AN INTERNSHIP.

"I graduated from New York University this past May with $120,000 in debt.

"I feel like my student debt has caused a snowball effect on both my career and financial situations. Because of my debt, I was never able to do an internship, since most of them are unpaid. I did the work-study program and had an office job at the university.

"When I graduated and started looking for a job, many people I interviewed with said I was under-qualified for even entry-level positions. It was a rather stressful time in my life. I felt like I had made a mistake taking on so much debt when I wasn’t seeing the benefits, especially when the majority of people I knew who were in better financial positions and able to do internships had secured jobs before graduation or just after.

"I had to move home to North Carolina, because I couldn’t afford to stay in New York with no job and the loan payments... I’ve been home for three months, and not a day went by that I didn’t send out multiple résumés to job listings all over the country and abroad. I feel very lucky that I found a job in New York that is willing to take a chance on me and was willing to conduct interviews via Skype.

"I’m starting my job in September, so at least I have a little time to prepare for my loan repayment, which should take me 10 years to pay off if I keep up with the substantial monthly payments."

— Lauren, 21

PAYING OFF MY DEBT MAKES IT EXCEEDINGLY DIFFICULT TO FEEL COMFORTABLE STARTING A FAMILY.

"I graduated from Wheaton College and CUNY Law School. As of this morning, I have a little more than $80,000 to pay off.

"What’s the true cost of student loan debt? Probably about 15 years. That is, the loans I’ve accumulated in obtaining an undergraduate degree and a law degree have, by my rough calculation, set me about a decade or two behind the trajectory I’d like for my life.
"I'm very lucky compared to many law grads: I found good employment quickly. And yet, because of my significant income-to-(non-dischargeable)debt ratio, I still live with two roommates in a fairly dilapidated apartment, far outside Manhattan. I own very little.

"Paying off my debt makes it exceedingly difficult for me to save money, travel, obtain a mortgage, and to feel comfortable starting a family. Because I work in non-profit law, I'm eligible to have the balance of my loans written off after 10 years. Add five more debt-free years to save for the above, and it will be a 15-year delay to starting the next phase of my life."

— Geoff, 34

THE DEBT WOULDN'T HAVE BEEN SO BAD IF I HADN'T LOST MY JOB.

"I graduated from the University of Phoenix in 2006. I currently have close to $27,000 in student loan debt.

"I deferred payments for a year after graduating University of Phoenix, because I could. [Then, I] paid for a year, then, [I] lost my job in 2008. I ended up missing a bunch of payments while requesting another deferral for hardship. The debt wouldn't have been so bad if I hadn't lost my job and hadn't had to go through my life savings before getting on food stamps for a year. I was a single mom.

"The student loan debt started out, I think, at $40k, and my interest rate is not horrendous at 4.5%. But that, coupled with credit card debt and the loss of my IRAs and 401(k)s, put me in a big hole I have had to dig out of. I got a temp job...which is now a permanent job, at a great firm. [I've] built my 401(k) back up to about $43,000. I've paid off my card debt, but [my] student loans, with all the deferred interest, are only down to $27,000 after all these years.

"If I pay the student loans off at the current minimum payments, I should have them paid off by 2030 or thereabouts. I have no savings, other than the retirement I've built back up. I haven't been able to put anything together for a down payment on a house, and more urgently, nothing to pay for college education for my two college-age kids."

— Mary, 54

THE DEBT IS KEEPING US FROM BEING ABLE TO AFFORD KIDS.

"My wife has $90,000 in student loan debt from a state school in North Carolina and grad school at Pratt in NYC. She had no financial support from her parents, so she had to take out the maximum loans in order to pay for school.

"The debt is keeping us from being able to afford kids. We were planning on starting to try this winter, but NOPE. Insurance only covers in vitro if you have infertility problems — you
have to actively be having unprotected sex (with a male partner) for six months to be considered to have fertility problems. It would cost us between $5,000 and $20,000 per try to have kids."

— Ash, 28

MY LOANS PREVENTED ME FROM EVER HAVING A SAVINGS ACCOUNT.

"I went to Vassar for undergrad and NYU for graduate school, and I have around $45,000 in student loan debt.

"My student loan debt has made me way more dependent on my partner than I'd like. We both earn the same amount of money, but he graduated college debt-free, so he gets to keep/spend/save significantly more of his salary than I do mine. Over our eight years together, my loans prevented me from ever having a savings account (I opened my first one this year at age 30, and it currently has a sad $300 in it).

"When emergencies happen, like an ER visit or a theft, my partner pays the difference. It's an embarrassing situation to be in, especially as a feminist, but I don't have any family to turn to in a financial pinch — so I know I'm lucky to have a partner who is willing and able to be my safety net. Otherwise I suppose I'd pull an It's A Wonderful Life and all my friends would come throw dollars in a hat."

— Amelia, 30

I FELT LIKE A FAILURE, EVEN THOUGH I HAD EARNED A MASTERS DEGREE.

"I have a bachelor's and a master's in Mass Communications from public universities, and I have over $30,000 in student loan debt.

"Because of my particular degree, I wasn't able to find a good, paying job in my field — and because of my student loans, I was living paycheck to paycheck. I couldn't save up for a new car or afford to fix mine properly when it kept breaking down. I couldn't keep a nice apartment or buy quality furniture. I couldn't even afford to buy healthy food, and I often ate things like dehydrated mashed potatoes. I also didn't qualify for any government assistance, because I made too much money ($17,000 a year before taxes). Sometimes I didn't qualify for deferments because the loan companies said I made enough to pay them.

"I felt like a failure in a lot of ways, even though I had earned a masters degree; I was barely making ends meet. Because of my student loan debt, I felt like I couldn't have the life I envisioned for myself. After living like this for a while, I changed my career goals and went in the opposite direction professionally, striving to work in an office doing more stable administrative work."

*No one ever tells you all this when you are 17 and signing on the dotted line — let alone...
"As a first-generation college student, I was able to pay for undergrad using scholarships and grants (awesome!). So I graduated in 2011 with very little debt...but that would completely change when I decided to go to graduate school.... This was right when federal education funding for graduate students was cut, and student loan interest rates increased... However, I didn't want any of that to deter me from pursuing a post-graduate degree, so I accepted the fact that I would have to take out loans. [I] applied to a private art school in NYC.

"Fast-forward to three months after graduation and me rushing to meet the school's financial advisor during the lunch hour I had during my internship (yeah...INTERNSHIP). It was during this meeting that the shock of student debt hit me — and boy did it hit me hard. After tallying up all my loans, my advisor recommended an income-based repayment plan, making my monthly payments manageable for the next 20 years (yikess!).

"As of right now, my monthly loan payment is very little, but that will change as I advance in my career and in life. My student loans weigh on my mind every day, since I know that both the decisions I make in life AND the decisions made by legislators can affect me. With the upcoming election year, I am paying much more attention to each candidate's stance on student loan debt, and [I] want to make sure my voice is heard... My life shouldn't be overshadowed by the debt I acquired from my education."

— Elliott, 25

"I am going to be paying my student loans until I am 65 years old.

"I am in so much debt due to going to art school and pursuing my dreams. I have $235,000 in student loans.

"Thankfully, I have a job in the field I studied, but due to the huge amount of student loan debt...I constantly feel like I am living and working just to pay my loans... I graduated in 2008, at the height of the recession, and Sallie Mae did not make it easy for me at all. They demanded money from me when I was flat broke and living off of $1.00 microwaveable Banquet meals.

"I currently live off of one paycheck a month, since the other one goes entirely to paying my loans. Not even a joke. I am approaching 30, my credit is fucked, I have little savings, [and] I
still struggle to meet my own needs monetarily. I can't even imagine what bringing a child into this world would mean for me. I can't have a kid; I am going to be paying my student loans until I am 65 years old.

—Lorena, 29

I HATE THE IDEA OF OWING PEOPLE MONEY.

"I had upwards of $100K in undergrad student loan debt after graduating from my fancy-schmancy private school three years ago.

"After about two years of living at home and aggressively putting payments toward [my loans], along with money my parents contributed after they sold their house, I'm down to less than half of that. I moved into the city a couple of months ago, and while I had the luxury of living at home, allowing me to pay off a bulk of the money I owed, the amount that I have left is still very much a burden.

"I hate the idea of owing people money — especially when said money is steadily growing interest — so I try to contribute more than the minimum amount each month. This, in turn, cuts into the amount of money I can save monthly, but also how much I can afford to shell out for rent, groceries, bills, and actual fun things each month.

"Sure, NYC is an expensive city to live in, debt or no debt, but I can't help but think the extra couple of hundred dollars a month I throw at my debt could allow me to live a slightly fancier life (fancy by city standards, at least). The day those black-cloud required payments cease hovering over me and I get to keep my whole paycheck will be a cause for celebration, indeed."

—Taylor, 24
Students officially welcomed by Brooklyn College

August 27, 2015

The first day of classes at Brooklyn College kicked off Thursday.

Some freshmen said they were eager to start a new chapter in their life, while others said that they were nervous.

One student told News 12 that it's exciting to be on a new campus with new people, while another found it a little stressful to see so many other people.

Brooklyn College said it has more than 1,200 freshmen starting this school year.

School officials held a welcoming meeting to encourage new students to join extracurricular activities and get involved with organizations around campus. They also touted the school's study abroad program.

< back to article
To get a green card through a U.S. citizen child, an undocumented parent must live abroad for 10 years

NEW YORK DAILY NEWS / Thursday, August 27, 2015, 4:07 PM

A view of the border separating the Mexican town of Tijuana from San Diego, Calif., in 2014. An
Q. I came here more than 30 years ago and I have three U.S. citizen children. My oldest is now over 21. A lawyer told my son that because I snuck into the United States, I can't get a green card. With U.S. citizen children, how come I can't get legal status?

Name withheld, Dallas, Tex.

A. Before you can get a green card through your son, you would have to live abroad for 10 years. That’s the sad truth.

With politicians complaining about children born here to undocumented immigrants, calling them “anchor babies,” you’d think that having a U.S. citizenship child would lead to an easy path to legal status. It doesn’t.

First, to petition for a parent, a child must be at least age 21. Then, if the parent entered without being inspected by a U.S. immigration officer, as you did, the parent must return home for the green card interview. Parents who must leave the country to get a green who have been here unlawfully for a year or more, must stay abroad for 10 years before they can return to the U.S. A waiver of this 10-year bar to reentry is available only to applicants with a U.S. citizen or permanent resident spouse or parent. Most undocumented parents of U.S. citizens don’t have the required family ties.

The complaint about anchor babies is silly, unless you think undocumented immigrants come here to give birth to a U.S. citizen just to wait 31 years (10 of these years being abroad away from their children) to get a green card.

Last November, President Obama announced a program that would grant temporary legal status to the parents of U.S. citizens and permanent residents. That program is stalled as Republicans fight it in the federal courts. If the courts allow the Obama program to proceed, you can get temporary status and travel permission. If you return travel abroad with that travel permission, you will have made a lawful entry, giving you the right to interview here for your green card. Then, the 10-year bar won’t apply to you. Let’s hope the courts uphold the President’s plan.

Allan Wernick is an attorney and director of the City University of New York’s Citizenship NOW! project. Send questions and comments to Allan Wernick, New York Daily News, 4 New York Plaza, 7th fl. New York, N.Y., 10004 or email to questions@allanwernick.com. Follow him on Twitter @awernick.
Lantheus Holdings Announces Appointment of Mary Anne Heino as President and Chief Executive Officer

August 28, 2015 09:20 AM Eastern Daylight Time

NORTH BILLERICA, Mass.--(BUSINESS WIRE)--Lantheus Holdings, Inc. (the "Company") (NASDAQ: LNTH), parent company of Lantheus Medical Imaging, Inc. ("LMI"), a global leader in developing, manufacturing, selling and distributing innovative diagnostic imaging agents and products, today announced the appointment of Mary Anne Heino as the new President and Chief Executive Officer and a director of the Company. Ms. Heino replaces Jeff Bailey, who has served as President and Chief Executive Officer and a director of the Company since January 2013 and is retiring from operational management to focus on Board positions. Mr. Bailey will continue with the Company on a consulting basis until March 31, 2016 and will work with Ms. Heino to ensure a smooth transition.

Ms. Heino, age 55, brings to the Company more than 25 years of diverse pharmaceutical industry experience. Joining the Company in April 2013 as Chief Commercial Officer, Ms. Heino was promoted to Chief Operating Officer in March 2015.

"Since Mary Anne has joined the Company, she has demonstrated impressive leadership and a deep understanding of our business and industry, first heading our global commercial team and then adding our sophisticated manufacturing and global sourcing operations to her responsibilities," said Brian Markison, Chairman of the Board of the Company. "Mary Anne's strong commercial and operational skills and strategic vision will be a great asset for us as we focus on continued growth of the Company." Prior to joining the Company, Ms. Heino led Angelini Labopharm LLC and Labopharm USA in the roles of President and Senior Vice President of World Wide Sales and Marketing. Before that, Ms. Heino served in numerous capacities at Centocor, Inc., a Johnson & Johnson Company, including Vice President Strategic Planning and Competitive Intelligence, Vice President Sales, Executive Director Customer Relationship Management and Senior Director Immunology Marketing. Ms. Heino began her professional career with Janssen Pharmaceutica as a Sales Representative in June 1989 and worked her way up to the role of Field Sales Director in 1999. Ms. Heino received her Master's in Business Administration from the Stern School of Business at New York University. She earned a Bachelor's of Science in Nursing from the City University of New York and a Bachelor's of Science in Biology from the State University of New York at Stony Brook.

Speaking about Ms. Heino, Mr. Bailey said, "I have had the pleasure of working with Mary Anne for many years at both Lantheus and Johnson & Johnson. She is an excellent leader with a proven track record, and I am proud that she will be taking the reins from here."

Speaking about Mr. Bailey, Mr. Markison said, "I have now worked with Jeff Bailey on three separate occasions, and he has again done a great job, this time as President and CEO of the Company since January 2013. During his tenure, Jeff has helped diversify our supply chain, enhance operational efficiencies, grow both revenues and margins, and deleverage our balance sheet. On behalf of the Board and everyone at the Company, I thank Jeff for all he has done and wish him all the best in his new endeavors."

About Lantheus Holdings, Inc. and Lantheus Medical Imaging, Inc.

Lantheus Holdings, Inc. is the parent company of Lantheus Medical Imaging, Inc., which is a global leader in developing,
LMI has more than 500 employees worldwide with headquarters in North Billerica, Massachusetts, and offices in Puerto Rico, Canada and Australia. For more information, visit www.lantheus.com.

**Safe Harbor for Forward-Looking and Cautionary Statements**

This press release contains forward-looking statements within the meaning of the Private Securities Litigation Reform Act of 1995. Such forward-looking statements are subject to risks and uncertainties that may be described from time to time in our filings with the Securities and Exchange Commission. Readers are cautioned not to place undue reliance on the forward-looking statements contained herein, which speak only as of the date hereof. The Company undertakes no obligation to publicly update any forward-looking statement, whether as a result of new information, future developments or otherwise, except as may be required by law.
For This Catholic School Principal, It’s More Than a Job

Joanne Walsh does everything from meeting with parents to starting the boiler at East Harlem school Pope Francis will visit next month

By MELANIE GRAYCE WEST
Aug. 28, 2015 6:00 a.m. ET

It is a sweltering August day, and Joanne Walsh is apologizing for not keeping her office cool.

She is living the principles of Pope Francis’ message of caring for our common earthly home, she said, so she’s keeping the air conditioning to a minimum. Also, if she runs two air conditioners on the same circuit at the same time, she will blow a fuse.

The wiring problem is a nagging worry for Ms. Walsh, the 61-year-old principal of Our Lady Queen of Angels in East Harlem. The Roman Catholic school, whose
students range from prekindergarten through eighth grade, will be a stop on the pope’s two-day sweep through New York City next month.

"Nobody plugs in anything," she said she warned organizers of the papal visit. "Not even a cellphone."

That Ms. Walsh is thinking about details like electrical sockets—amid a mounting list of back-to-school work and the pressure of hosting a world leader—is no surprise to colleagues past and present.

"I’m sure she’s a big part of the reason why they chose that school. You won’t see one kid out of line, one hair out of place,” said the Rev. Mark Cregan, former pastor of Sacred Heart in the Bronx, the parish home of the school where Ms. Walsh spent the first 25 years of her career.

Colleagues describe her as a workaholic, rarely taking vacations and unlikely to log less than a 12-hour day. They have seen her attend the funerals of students’ family members, lead school plays, mop floors and fix toilets.

"It can’t be a job. If this was a job, it would be impossible," Ms. Walsh said. "It’s a life, and it’s a choice I made."

As an educator, she fought for her students to have sophisticated science equipment and labs. Most important, colleagues say, she has run toward work in some of the city’s poorest areas.

“She is just remarkable in terms of seeking out those who needed us the most,” said Sister Ann Veronica Bivona, the principal of St. Margaret Mary School in the South Bronx and a colleague who has known Ms. Walsh for at least 20 years.

“That just comes right off her genes naturally. That’s who she is. She’s a woman that cares deeply about others and who is very deeply seated in her own Catholic faith,” said Sister Bivona.

Yet Ms. Walsh is no-nonsense when it comes to getting students to behave like little angels.

Allison Reyes, 8, who will be a third-grader at Our Lady Queen of Angels this fall, said she has never seen Ms. Walsh act silly.

“She doesn’t do anything funny," said Allison. “She likes being serious."
That wasn’t always the case. About 1½ years into her coursework at Lehman College, part of the City University of New York, Ms. Walsh suspended her studies, bought a used red Buick for $200 and drove cross-country solo. She camped outside and slept in her car.

The move was in line with being a “child of the ’70s,” she said. She was outspoken on social issues but retained her moral compass and regular baths, she joked.

The eldest of five children, born in the Bronx and raised in Dobbs Ferry, N.Y., Ms. Walsh had a Catholic upbringing and education. Her mother was a school nurse, and her father worked in advertising.

Her life plan was to be a social worker. But as her collegiate road trip took her to Oregon, she decided to become a teacher by the banks of the Columbia River Gorge. She finished college on time and took a volunteer teaching job on a reservation in North Dakota.

After that, in 1977, Ms. Walsh landed back in Westchester and took a job at a Korvette department store. Her plan was to begin teaching the following September.

She started even sooner, thanks to a chance encounter with an old teacher that led to the Sacred Heart job. She was 23 and “tripped through” her first teaching gig, she said, but the South Bronx was where she wanted to be, and she eventually became the school’s principal, overseeing hundreds of students.

During her tenure at Sacred Heart, Ms. Walsh spent two summers volunteering
with schools in Liberia. Upon leaving Sacred Heart, she agreed to make a one-year commitment helping schools there and began saving money for a sabbatical. But safety concerns repeatedly delayed her plans.

All the while, she continued to get offers to consult or take another job. She set a deadline of Feb. 1, 2004, to make firm plans to get to Liberia.

The day before her deadline, Ms. Walsh got a call about the principal's job at Our Lady Queen of Angels. She didn’t hesitate, knowing in her heart that it was the right move, she said.

When she arrived, the school was struggling and at risk of closure, she said. The parish attached to the school ultimately closed in 2007, sparking a public battle between some parishioners and the Archdiocese of New York.

Ms. Walsh was in charge of everything, from starting the boiler in the morning to paying bills and meeting with parents.

“If it’s too easy or too perfect, you’re not going to find Joanne there,” said Abigail Akano, who was hired by Ms. Walsh and now serves as principal of Sacred Heart. “Joanne loves to get into the nitty-gritty of things and work to make it better.”

By all accounts, Ms. Walsh has made her school better. In 2013, Our Lady Queen of Angels became one of six archdiocese schools to join with the Partnership for Inner-City Education, a nonprofit school-management organization focused on Catholic education. The six schools borrow innovations from the charter-school movement and are supported with money and operational assistance from Partnership Schools.

Ms. Walsh’s annual budget is about $2.7 million, with each student costing around $9,400 to educate. Nearly 70% of the 282 students receive some financial aid.

The added support from Partnership Schools has allowed Ms. Walsh to focus on her teachers and on raising academic standards, she said.

School officials hope the papal visit will draw attention and donations to archdiocese schools. But Ms. Walsh brushed off the suggestion that meeting Pope Francis will be the capstone moment to nearly four decades in education. Doors opened to good jobs, she said, and nothing has been coincidence or luck.
SUMMER READING 2015: HOW DOES GENTRIFICATION SUBTLY RESHAPE PUBLIC EDUCATION?

AUGUST 28, 2015

Author and urban studies expert suggests that ‘parallel’ school systems spawn charters geared toward city’s new ‘advantaged’ elite

Hoboken has long been at the center of a debate over how much the city’s gentrification has contributed to the desegregation—or further segregation—of its public schools.

Molly Vollman Makris -- an associate professor of urban studies at Guttman Community College, part of the City University of New York -- took on the topic of Hoboken’s changing face and its impact on public education, looking at hard data and research but also speaking to residents, educators and others to get their insights into the more nuanced forces at work.

In this section of her book, “Public Housing and School Choice in a Gentrified City,” she examines what she calls the “parallel” public school systems in one city. (Note: The author uses pseudonyms for the existing schools.)

Chapter 5 -- The ‘Golden Ticket.’ Gentrification, Charter Schools, and a Parallel School System

You rely on word of mouth . . . all the other moms were like, “Oh my god, the world is going to end if we don’t get into a charter school!” Interview, white advantaged mother

It’s not about being afraid to put your kid in public school, it’s like being the only one in your group that didn’t get the lottery, didn’t get the Golden Ticket. Interview, district advocate

These charter schools act like private schools . . . they kick the African Americans and Hispanics out . . . they are re-languaging Brown v. Board . . . use the free and reduced kids—use their names and criteria then treat like animals . . . they used my son to cut the ribbon and then harassed him. Field Notes, Black mother

They are opening a new charter, it’s just segregation! They don’t want the kids from the projects. That’s not who they want in their school. They don’t recruit them. Field Notes, Black mother who works with children in HHA

Hoboken is a “choice district.” Parents can choose one of the three district run public elementary schools. This has allowed one of the elementary schools in particular to “gentrify” faster than the others, while the one geographically closest to public housing, Washington School, is far behind in terms of racial and socioeconomic integration. Yet all three of the district run public elementary schools are majority minority, with more than half of the student body qualifying for either free or reduced-price lunches. So, if the advantaged parents are not sending their children to the traditional public schools, where are they sending them?

A growing number of white middle-class families are choosing to raise children in an urban setting, and many of them are choosing the charter schools. There are three charter schools in Hoboken, and many of the advantaged parents seem to view the charter schools, in addition to private schools and moving to the suburbs, as preferred alternatives to the district’s public
schools. This chapter identifies who chooses charter schools in Hoboken, who does not, why, how charter schools are influencing the education of low-income children of color in public housing, and what can be done to improve the situation.

Who Attends Charter Schools in Hoboken?
The charter schools in Hoboken look very different from most charter schools in New Jersey, where the majority are in low-income, high-minority, urban districts with a majority minority student population and higher-than-state average of students who are eligible for free or reduced-price lunches. White, middle-class advantaged Hoboken parents founded the charter schools, which are largely used by advantaged children in Hoboken.

As one founder said to me, “Someone from one of the charter advocacy agencies came to a meeting I went to; it was like all the charter schools. He was like, ‘This is first group of white charter parents I’ve ever been to.’”

In the 2012-2013 school year, 606 students were enrolled in charter schools in Hoboken (noncharter district enrollment was 1,613). There are three charter schools: (a) Dewey Charter School, a progressive school, opened in 1997; (b) Hudson Charter School, opened in 1998, presenting a service learning theme; and (c) Espagnol, opened in 2010 as a dual language school with content imparted in both Spanish and English.

Each charter school has an extensive waiting list. For example, Espagnol has 171 students on the waiting list for kindergarten. During data collection, a fourth charter school, DaVinci Charter School of Hoboken, applied to be a STEM school but did not receive a charter from the state. DaVinci is included in this chapter because it is a recent example of who attempts to establish charter schools and who is interested in accessing them.

The district public schools and charter schools are serving different student populations. The charter schools serve a population that is whiter and less economically disadvantaged than the district schools. While Washington is 97 percent economically disadvantaged, Hudson Charter is 5 percent. While Washington is 4 percent white, Espagnol is 61 percent white.

It is apparent, not only in the hard data and in my observations but also to all residents of Hoboken, that these charter schools are attracting significantly different populations in terms of race and ethnicity and socioeconomic status than the district-run public schools. One new mother in Hoboken said, “I walked by that charter school the other day—it was all White parents wearing Louis Vuitton.” Of another charter school in town, a young man (not a parent) said, “I walk my dog by that school during drop-off in the morning; the street is lined with Mercedes.” One woman who grew up in public housing and now works with a charter school in Hoboken said that the school has only one child from the “projects.”

These are not the charter schools of Harlem and Newark, and they have very little in common with schools such as KIPP and North Star. They do not have a mission, as these other urban charter schools do, to serve low-income children of color, to close the achievement gap, or to bring children out of their family and neighborhood circumstances. They are created to continue the cycle of education and advantage, not to change it for low-income children. As such, these schools do not have the intensive militaristic discipline of some “no excuses” charter schools, and they do not have exceedingly long school days or school years to prepare students for testing and keep them safe and engaged inside the school building. The test scores are generally higher than those at the district schools, but the population served is also higher income.

The charter schools in Hoboken are oriented to their particular themes and missions (bilingual education, progressive education, service learning).

These types of charter schools are at times criticized by opponents as “boutique charter schools” and are becoming increasingly popular and the center of debate in suburbs. All of the charter school administrators and advocates with whom I spoke freely reported that they were actively working on diversifying their student population. Yet, charter school advocates argue that their population reflects more accurately the current demographics of Hoboken than do the district-run
public schools.

However, an analysis of American Community Survey data shows that approximately 27.8 percent of the school-age population in Hoboken is below poverty level. Charter schools underrepresent this demographic, since they have 5-18 percent of students who are economically disadvantaged. On the other hand, in Hoboken overall, only 11 percent of the residents live below poverty level. Charter school advocates could argue that they are retaining families that would otherwise relocate, helping to make schools more reflective of the overall population, and that, if there were more charter schools, more advantaged school-age children would live in Hoboken. However, in the current climate, charter schools are under-representative of the low-income school-age population and district schools are over-representative.

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That $1.5 million painting that got punched by a 12-year-old boy might be a fake

When a 12-year-old boy tripped and accidentally punched a hole in a painting this week at an exhibition at Taipei's Huashan 1914 Creative Park, video of the incident went viral.

Questions have now arisen about who created the painting, according to an article in Taiwan's Apple Daily.

While initially, the painting was said to be by Italian Renaissance painter Paolo Porpora
(1617-1673), the new report says the painting may, in fact, be by artist Mario Nuzzi (1603-1673), a contemporary of Porpora.

Artnet's Price Database shows what appears to be the painting punched by the boy attributed to Nuzzi, titled Composizione con vaso di fiori.

Nuzzi's work failed to find a buyer in May 2012 at the auction house Casa d'Aste Della Rocca, in Turin, Italy, where it carried an estimate of €25,000-30,000 (about $28,000-34,000 in today's dollars). This, in turn, casts doubt on the painting's supposed $1.5 million value.

Organizers of the exhibition, "The Face of Leonardo, Images of a Genius," which gathers 55 paintings ranging from the Italian Renaissance to the 20th century, say that the floral still life is the work of Porpora.

However, area curator Sean Hu has cast doubt on its authenticity.

"There are too many questions," said Hu, of Hu's Art Company, in Taipei, to Agence France Presse. "No one knows if the paintings are genuine or fake." Hu's website indicates a number of exhibitions he has organized; his training includes education in mass communication at Fu Jen Catholic University and an MA in art administration from the City University of New York's Fashion Institute of Technology.

If the paintings are genuine, Hu says, why are they not subject to stringent environmental conditions?

"From a professional's perspective, if the paintings are so old and expensive, they should not have been exposed to an environment without constant temperature and humidity," he said.

The head of TST Art of Discovery, which co-organized the show, stands by the attribution.
"Of course [the two paintings] are different," David Sun told a reporter from the Catholic News Agency (CNA), who indicated that Sun was "clearly exasperated." Sun declined to elaborate but said, "We welcome any visitor who questions the painting to ask the professionals and our art appraiser at the exhibition venue." CNA indicates that by appraiser, he means exhibition curator Andrea Rossi.

Rossi has said that since the damage was accidental, and because the painting is insured, the boy's family will not be held liable. Area restorer Leo Tsai is currently at work repairing the damaged canvas.

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NOW WATCH: Marvel celebrates the release of 'Ant-Man' with a microscopic art show
Branding Gets Personal for These Job Seekers

Job readiness course includes personal branding workshop for construction workers and sales clerks

By
ANNE KADET
Aug. 28, 2015 6:00 a.m. ET

A personal branding workshop for would-be construction workers, store clerks and child-care providers? Only in New York.

On a steamy August morning, Jonathan Gaffney distributes a handout to his small class in a fan-cooled church basement in the Rockaways, the isolated, beach-front peninsula known for its bungalows, hipster outposts and vast public housing projects. The photocopied sheet displays logos of well known brands: McDonald’s, Macy’s, Coca-Cola.
"Why do these jump out at you?" asks Mr. Gaffney, a mountain of a man with a trim beard and pink tie. "What makes you keep drinking Coke?"

Daniel Ortega, a soft-spoken, ponytailed stock clerk, shakes his head. "I don't drink soda," he says.

The students taking Mr. Gaffney's 10-session job readiness course through the Ocean Bay Community Development Corporation, a small, neighborhood human services nonprofit, are clearly more comfortable with the class's more traditional topics, like interview skills and job search. But Mr. Gaffney persists.

There aren't many opportunities in the Rockaways, even for entry-level jobs, he tells his class. Unemployment is high, and there is lots of competition. "So what makes you different from the young lady next you?" he asks.

The next exercise has students making an inventory of their talents and values. Some stare at their work sheets, looking flummoxed. Not Mr. Ortega. He is happy to volunteer his conclusions.

His product, he says, is his skills and his time. His passion, working hard and taking care of his family. His talent? Stocking shelves.

"OK," says Mr. Gaffney. "But what is your passion? What are some of the things you love?"

Mr. Ortega gives his instructor a funny look. "Working hard!" he repeats. "Taking care of my family."
Mr. Gaffney offers to show them how it's done. "My name is Jonathan Gaffney," he says, launching into his elevator pitch. "I was born and raised in Queens..."

Mr. Gaffney, Ocean Bay's director of workforce development, grew up in the neighborhood. He still works evenings and weekends at the family funeral home. He majored in business and marketing at Morehouse College in Atlanta. The personal branding workshop, his own invention, is modeled on a class he took at Morehouse.

The branding issues that come up in his workshop, which caters largely to public-housing residents, have little in common with the challenges encountered by executive types, says Mr. Gaffney.

He spends little time on standard branding strategies like creating a LinkedIn profile or blog, for instance, because many of his students don't have a computer.

Some need help dealing with a criminal record. "Every brand goes through some sort of revamping," he says. "Like McDonald's is doing with their healthier menu."

Another difficult scenario: the middle-aged client who never worked a day in his life. "Now, the mother is sick and the gravy train is drying up," says Mr. Gaffney.

Such a client might emphasize his trustworthy nature, or caring personality. "It takes a couple heads to come up with creative ways to sell yourself," he says.

Manhattan branding consultant William Arruda says he's not surprised to hear about personal branding techniques applied to entry-level workers. The concept has slowly spread from the CEO set to doctors, middle managers, even high-school students seeking an edge on college admissions, he says.

And it makes sense for wage workers, he says. While employers formerly sought front-line employees who could faithfully convey the company's brand message, customers saw such scripted behavior as—quelle horreur!—inauthentic. Now, employers want sales clerks and phone reps who present the company brand with a personal twist.

"It's not corporate brand versus personal brand, it's corporate brand plus personal brand," says Mr. Arruda.

Some of Mr. Gaffney's students take his advice all the way. Rockaway resident Andrew Sampson says that after a working a long series of easy-to-land security
gigs at stores like Modell’s and the Gap, he found himself in his mid-40s with no solid career. “I’m looking around like, ‘Whoa, what happened?’” he says.

At Ocean Bay, he earned several construction work certifications and crafted his brand: An optimistic worker who can handle any situation. “That Donald Trump brashness is what I have,” he says.

He has been showing up at local construction sites at 4:30 a.m. in a hard hat, reflective vest and work boots to ask the foreman, “When can I start?”

“The guy is looking at me like, ‘Wow, this guy’s got a real set of stones on him,’” says Mr. Sampson.

Meanwhile, he says, the new elevator pitch helped land him a dispatch job that’s a bit more interesting and better paid than his security jobs. He’s also enrolled at Queensborough Community College, where he’s working on his English degree.

For Rockaway resident LaQuan Bostick, looking for an overnight shift job to keep his days free for school, the change was more subtle. He says the workshop’s emphasis on identifying his assets—he’s outgoing and a good talker—helps him in interviews.

“When you realize what your strengths are, you know exactly how to answer those questions,” he says. “It reminds you of the confidence you can have and should have.”

Write to Anne Kadet at Anne.Kadet@wsj.com
How Tech Helps Guide the Blind

New developments in accessible technology have made it easier than ever for the visually-impaired to connect.

JESSICA LEIGH HESTER | Twitter: @jessicahester | Aug 27, 2015 | Comments

Gus Chalkias challenges me to spell my name. Chalkias, who lost his vision at age 28 and now runs the demo center at the Computer Center for Visually Impaired People at Baruch College in midtown Manhattan, hands me an iPhone with a darkened screen. I'll have to do it by touch and by physical memory of the letters' location.
“Trail one finger across the screen,” he says. An automated voice barks in
quickly it’s talking. I can’t keep up.

“Take one finger and swipe it right,” Chalkias advises. “Your finger’s staying on
the screen too long. Keep the contact briefer.” A blip—like leveling up in a
video game—tells me I’m in the right place. “The lower third of the screen is
now your keyboard,” he says. “Type your name.” I find the W. Then R, T, Y, and
L. Finally, E. WLIJJ is the best I can do—three minutes later—before I
accidentally close the window. Gus spells “Jessica” in 8 seconds.

The demo center, a suite of charcoal cubicles filled with tactile keyboards, is a
place to train blind and visually impaired users on accessible apps and
add-ons. The center also hosts public events. The last one, “Love is Blind, and
So Am I,” tested the accessibility of online dating sites.

Chalkias has cloudy blue eyes and tufts of blonde hair. He’s wearing an
oversized purple shirt and pants with a tear over the knee. He sits with his body
turned towards me and laughs conspiratorially. He’s invited me to come learn
about the products that are shaping the landscape of accessible technology for
Americans with visual impairments—a demographic that numbered 20.6
million in 2014, according to a survey from the Centers for Disease Control and
Prevention.

Though technology can aid blind users’ daily lives, Chalkias tells me, it still falls
short when it comes to helping them navigate their worlds.

**Empowerment through independence**

Chalkias was diagnosed with retinitis pigmentosa, a degenerative ocular
condition, when he was 17. “I knew my vision was going to change, but I hoped
that it wouldn’t—and there was no way that prepared for the transition,” he
says. His vision was stable until he was 28. “When I did my own research
online, I skipped over the inevitable blindness,” he laughs. Then, over the
course of two or three months, his vision worsened so rapidly that he had to
quit his job as an accountant. “My eyes were getting really tired by the end of
the day," he says.

For a few months, he had a revised schedule with shortened hours. But his fatigue started setting in earlier and earlier in the day. "So then I said, 'I gotta go, I gotta go. I can't.'" he says. "It was too hard to subject myself to that daily question of, 'Will this be a good day? Will this not be a good day?'" His vision didn't degrade incrementally; for a while, it fluctuated. "I'd have 20/20 vision one day, and then be using a cane the next week," he notes. He's now in his 40s and almost completely blind.

"When I lost my vision, my whole concept of self was devastated. I walked around thinking that I was broken and defective for a number of years," he says. "It took a lot of work to undo that." Over time, that sense of doubt—projected and internalized—chips away at self-esteem. He thinks that's one of the reasons that so few people with disabilities enter the work force. (The Bureau of Labor Statistics cited it as just over 17 percent in 2014.)

"I think there are still a lot of misconceptions about what people with disabilities are capable of," he adds. "That's hard to overcome."

But now he's adjusted to life as a blind person—and that's largely because of assistive technology. He's lived in New York since he was four years old, almost 40 years now, and doesn't want to leave. "Here," he says, "I never have to worry, 'Will I get home? Will I be able to find my way back?" His first accessible cell phone, which he bought in 2004, cost $1,700. Now, free iPhone apps help him on a daily basis.

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**Gus Chalkias, who once had 20/20 vision, has adjusted to life as a blind person—and that’s largely because of assistive tech.**
Wayfinding apps and getting around

One of his favorite apps is Where The Hell Am I?, a no-frills GPS locator that he uses when he’s traveling by car, or walking down an unfamiliar street. But in Manhattan, which he calls an “urban canyon” bordered by craggy skyscrapers, his cell phone signal sometimes wavers, causing service to flicker in and out—meaning that he’s roaming without any guidance.

This is where the burgeoning field of responsive crosswalk infrastructure, such as the prototype for Responsive Street Furniture, could come into play. It works like this: Users log on to a website and select from a range of potential accommodations, including seating areas, brighter street lights, audio cues, and more time to cross. The site stores users’ data, and when they pass an intersection equipped with the technology, the environment adapts to fit the preselected preferences.

Other popular wayfinding app options include Seeing Eye GPS and BlindSquare, which uses the FourSquare data, says Chris Danielsen, of the National Federation of the Blind.
The problem is, existing wayfinding apps don’t help once you get inside a building. “It’ll get me to the vicinity of where I want to go, but it won’t get me to a door,” Chalkias says.

Chalkias is about to start his fourth year as a graduate student at Hunter College, where he has to navigate labyrinthine buildings connected via bridges that weave over Lexington Avenue. When he first started school in 2012, the complexity of the task threw him into a panic. Nothing was intuitive. Different elevators have different button sequences: sometimes there are four columns, sometimes there are two. “There were times when I was on the elevator, looking for the ‘3,’ and I couldn’t find it, and the elevator’s going up and down, and up and down,” he says. “I was near hysterics.”

Existing wayfinding apps don’t help once you get inside a building.

Chalkias found a low-tech solution to that particular problem: He worked with a mobility instructor, a service offered by the New York State Commission for the
**Blind.** The instructor helped him identify various routes from his subway stop to his classroom, considering physical landmarks, elevators, and stairs, so that he can navigate independently. "When I go through the turnstiles in the north building, I know that about 10 feet from there is a corridor that I have turn right on to go to the elevators, and then I can trail a wall until it ends." The hum of escalators also serves as an aural cue.

**To type or not to type**

A lot of blind people are overwhelmed and intimidated by smartphones and computers—for instance, Chalkias left his first iPhone in the drawer for eight months because he was worried about not being able to feel the keypad. He encounters many people at the demo center who want to access websites but don’t want to learn how to type. But he says it’s not as hard as it seems. "Once you figure out the basic layout of the keys, you know relatively where to touch the keyboard," he adds.

To help locate the position of the keys, his Apple keyboard is outfitted with adhesive dots. The keys are flush and flat, so Chalkias has marked 4, 8, and 12 on the function keypad. Instead of having to start with the Escape key and count over five, he can use the peel-off dots as tactile wayfinding cues. PC keyboards tend to be a bit easier to maneuver around, because the function keys are already grouped into clumps of 4. This is the same idea that informs the standard placement of ridges on the F and J keys of any keyboard—people can position their hands and type by feel.

But some visually impaired users do still prefer devices that have buttons. **Blaze EZ**—a multi-playing entertainment device—mimics many things about a smartphone, but it has a standard touch-tone keypad. The pads can offer the comfort of familiarity.
"It's what a lot of people grew up with," says Karen Luxton Gourgey, director of the Computer Center for Visually Impaired People. "People are used to memorizing things, especially if you grew up blind or visually impaired. Your memory is one of the things that you work on and you learn to use it as a very important tool."

**Social networking and entertainment**

Many features of a standard iPhone become immediately accessible to visually impaired users who turn on the VoiceOver option—which speaks text on the
screen. Users can also choose from a list of potential speaking speeds and pitches. (Speeds, as shown in the screenshot at left, range from "tortoise" to "hare.")

Hovering over display text reads it aloud. Chalkias uses this function to hear summaries of the salacious young adult novels that he devours via the Audible app. "I'm very big on escapist reading, like YA or paranormal books," he says. "I don't like to interact with reality any more than I have to."

Another app, the KNFB reader, scans printed material—magazine articles, or even receipts or invoices—and reads it back. "Most of us who are blind are used to synthesized speech, so we can crank it up really fast," says Danielsen. "You wouldn't be able to understand it if you started today, but you could work your way up there."

**New frontiers**

Major corporations are launching pop-up think tanks devoted to accessible technology. For instance, New York University and AT&T recently co-sponsored a three-month competition—the ConnectAbility Challenge—to develop apps for people with various physical disabilities. More than 60 projects from all over the world vied for $100,000 in prize money, Wired reported. (Chalkias was one of four test subjects.)

One entrant was the Alt Text Bot. Send a photo tweet to @alt_text_bot, and the account uses an algorithm to scan and describe the shared picture. (For instance, "Man standing in front of a sunset with a bridge in the background.") Chalkias was thrilled. "It's really frustrating when someone posts a picture on Facebook with no description, and then people comment, 'This is awesome!'" he says. "I want to know what's awesome!"
Apple products became accessible around 2008, says Danielsen, after the Massachusetts Attorney General declared that educational products released in Massachusetts must be accessible for people with disabilities. The ruling most directly impacted iTunes U, but was applied to various devices.

"We start with education because it’s something that’s definitely covered by disability laws," Danielsen explains. Some commercial products may not be covered by legislation such as the Rehabilitation Act, Americans With Disabilities Act, and Individuals With Disabilities Education Act—but educational materials are. "It’s a way to put pressure in the education space, and the education space in turn turns to industry and says, ‘We need accessible products from you,’" Danielsen continues. "That’s how we’re going to be able to serve our students."

Chalkias appreciates that developers are tackling the issue of accessibility, which may not have previously been on their radar. Sometimes, though, those good intentions are obscured by design that may be less than functional. Take
the Dot, which markets itself as an accessible smart watch with a braille display.

The product, inspired by the CEO's blind college classmate, received rapturous reviews from many media outlets. But Fast Company took aim, criticizing the fact that it only displays four letters at a time:

Imagine reading a word as simple as "ency-clop-edia." Just this one word would take four refreshes of the watch. Even a short, 140-character tweet would take 35 screen refreshes to read.

Gourgey, the center director, echoes that sentiment. "That sounds absolutely obnoxious," she says. "I need to be able to read a text as easily as you do. Frankly, with phones as they are now, I can pretty much do that," she adds. "I would throw the thing out the window."

**Staying connected**

A few weeks ago, with the help of the VoiceOver function, Chalkias went to
Astoria Park and took a photo of the sunset. He couldn’t see the clouds, but made out traces of the bright glare. "I posted it on Facebook and people were like, ‘You posted that yourself?’" he laughs. "I was like, ‘Mmm hmm, that’s right!’ all proud." He pulls up the photo for me. The sun slinks below orange sherbet clouds, underneath the bridge and flanked by two silhouetted trees. It’s beautiful.

He decides to snap one of me. VoiceOver helps him frame and focus the picture. "One face, small face, face near top-right edge," it reports. I laugh and duck out of the frame. "Zero faces," the phone blares. I stop squirming. "Face centered," it tells him. He clicks the shutter button and shows me the photo. "How did I do?" he asks. I tell him that my face is centered, and in crisp focus—and I’m smiling.

*Top image: Andrey Popov / Shutterstock.com.*

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**About the Author**

Jessica Leigh Hester is an associate editor at CityLab. Her work has also appeared in *The New York Times, Slate, and Modern Farmer,* among other publications.

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Lou Tsioropoulos, Basketball Champion, Dies at 84

By THE ASSOCIATED PRESS  AUG. 27, 2015

Lou Tsioropoulos, who played on Kentucky's 1951 N.C.A.A. basketball championship team and two Boston Celtics squads that went on to win N.B.A. titles, died on Saturday in Louisville, Ky. He was 84.

His death was confirmed by his nephew Michael Johnson.

The 6-foot-5, 190-pound Tsioropoulos played three seasons at Kentucky, then the pre-eminent college program in the country. In 1951, he teamed with Frank Ramsey and Cliff Hagan, future Basketball Hall of Famers, to beat Kansas State by 68-58 in the national final, securing the third of Kentucky's four college championships under Adolph Rupp. In the 1951-52 season, the team led the nation's top college division in points per game, going 29-3, but it lost to St. John's in the regional finals of the national tournament.

The N.C.A.A. suspended the Kentucky team for the 1952-53 season after several players from previous seasons were found to have been shaving points. The resulting scandal ensnared a number of schools, including City College of New York and New York University. It was a low point in Kentucky basketball history, but Tsioropoulos was not involved, and the next season he helped Kentucky finish 25-0 and complete the program's only undefeated season.

Tsioropoulos averaged 14.5 points and 9.6 rebounds for that Wildcats team, which declined an N.C.A.A. tournament berth. He finished with career averages of 8.4 points and 8.3 rebounds, and the university retired his No. 16 jersey.
A seventh-round draft choice of the Celtics in 1953, he spent time in the Air Force before joining the team in 1956. The Celtics won a title that season and again in 1958-59, his final year as a pro, though he did not play in the playoffs in either of those years.

Tsiropoulos averaged 5.8 points and 4.8 rebounds during a three-year pro career.

“He was a prototype for the sixth man that was developed over the years,” Tommy Heinsohn, a teammate who later became the Celtics’ coach, said in a statement.


His size and talent in two sports drew the attention of Kentucky’s football coach at the time, Bear Bryant, who went on to become celebrated as the coach at Alabama. The former Wildcats manager Humzey Yessin said that Bryant would “ask Rupp to let him have Tsiropoulos because he knew he had played football.”

Tsiropoulos is survived by his wife, Jan, and a daughter, Tara.

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