



**ADO Presentation**  
**November 20, 2019**

**ellen shapiro**

**Give Your  
Donors  
Something to  
Hold On To!**



## Our Ancestors Are Buried in Museums



## Cancer Immunity: From Guess to Goal



June 1971

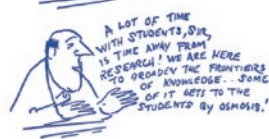
## UCLA Faculty Priorities Questioned

by Elizabeth Kerby

A significant change in the work commitment of the UCLA faculty is sought in a hard-hitting report to be issued this month by the UCLA Goals Committee. The report, in preparation for two years under the direction of Dr. Russell Hardwick, Professor of Chemistry, finds that in the past several decades, loyalties of faculty members have shifted from the University community to national-international communities of scholarly disciplines, causing "serious deficiencies in the way the University carries out its educational responsibilities, especially to undergraduates."

The study will say that while the University accepts tax dollars on the basis that students at all levels will benefit by exposure to talented research scholars, undergraduates are not receiving their fair share of the University effort.

The report will ask for the establishment



should be complementary, they become anti-theoretical only when an individual neglects the practice of one in favor of the other.

"At present the men who devote themselves to teaching do so at considerable risk to their careers. There is something seriously wrong when a man who receives a distinguished teaching award one year is judged not fit for the faculty the next.

"The key word in the situation is quality. The definition of quality depends on the person to whom you are talking. Many believe that university quality really means faculty quality and that the quality of the faculty is synonymous with research effort. Most of the faculty believes that research of highest quality will, without question, produce the best educational experience for students, that good education is an automatic fallout from research.

Good research does not necessarily mean good teaching, however. The theory that

Asian American Studies Center  
UCLA



# U&Lc.

ANNUAL DIRECTORY OF THE INTERNATIONAL TYPOGRAPHICAL UNION, NUMBER ONE, 1975

**In this issue:**

**Typography and the New Technologies**  
A retrospective by Aaron Burns of the development of the emerging technologies in the 20th Century, the challenges, the opportunities.

**Information, Please**  
The New York Times Information Bank is a computerized system that can help you find out everything about anybody or anything—that was reported in a newspaper or magazine.

**Stop the "Perpetrators"**  
A scathing indictment by Edward Bradford of the unscrupulous typeface design pirate companies which unconsciously copy for cut-rate sale the original work of creative artists.

**What's so Hot about Robert Indiana?**  
New York Times Art Critic John Canaday with some biting observations on the work of this painter, with a comparison by a graphic designer of how his "love" really should be.

**Art and Typography**  
Willem Sandberg, former Director of Amsterdam's Stedelijk Museum, considers the function of the artist in society and in the shaping of new communications graphics.

**In Avant Garde avant garde?**  
Presenting the story behind the TTC before, how it came to be designed by Herb Lubalin, and why he thinks maybe it should never have happened.

**My Best with Letters**  
Four famous designers offer their own "best" piece of typographic art.

**Young Typographers**  
Featuring each issue the best, the most unusual, the most significant work being done by students throughout the world.

**The Specimen Revival**  
Tom Carter, one of the foremost designers of letterforms, has created a brand new "specimen" through his artistic handling of this script font.



## Typography and the New Technologies

**W** hat if we were all school, I learned that most of my life low students had problems when it came to learning the ins and outs of the business side. They simply could not draw these kinds of lines.

I first became convinced of this fact when I saw that the people who appeared in their typographic work had hands or feet. Usually always seemed to be the kind of people who are in profile, if not worse always out of view, either behind a desk, or the people were stopped at the wheel of a car.

People, however, do have hands and feet, and many also like to see them. The advertisements are created for these reasons very often as well as a result of their simple but important background.

## Information, Please

**S** omeone that you know is the vice president of the Johnson Foundation?

**W** hat were the basic aims of the General Motors-Citroën merger for the "World Market"?

**W** hat are the actual names of the "Perpetrators" who copied the work of the "Perpetrators"?

**W** hat are the names of the "Perpetrators" who copied the work of the "Perpetrators"?

## Stop the "Perpetrators"

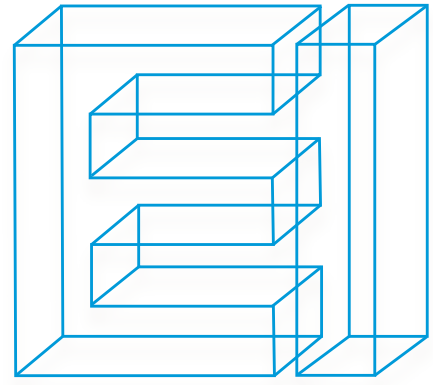
**D** o you know the names of the "Perpetrators" who copied the work of the "Perpetrators"?

## What's so Hot about Robert Indiana?

**A** rtist Robert Indiana is one of the most famous of the 20th century. His work is a blend of the visual arts and the graphic arts.

**suiisses**

**SÉBANE**



ESPACE INTERIEUR

**It's Tops.**

**THE STORY OF "O"**  
LUBALIN'S "O" IS A CLASSIC TYPEFACE...

**THANKS!**  
I want to make it perfectly clear that, as aptly as my "reputation" as a designer of exotic magazine titles, this article has no significance as a psycho-analytical exploration of...

**fact**  
1,189 Psychiatrists Say Goldwater Is Psychologically Unfit To Be President!

**COUGH**  
**spas**  
**IT TAKES ALL TYPES**  
**MASQUERADE**  
**EXPANSION**  
**ROCK ROLL**  
**AMERICA'S MOST WANTED**  
**PBS MARRIAGE**  
**TRAVEL FUN**  
**CAMPING**  
**BOATING**  
**CRAFT**  
**WASHING IN WHEEL IN REVIEW**  
**MOTHER Inflation**

**New York Teacher**  
Official Publication of the New York State United Teachers, Inc. Volume XV, No. 17, January 21, 1974

**Delegates back drive to organize school aides**

**Highlights of this issue**

**UNION NEWS RECAP**  
The 1973-74 school year was a busy one for the union. In four significant "step 3" decisions, the hearing officers have confirmed the UFT's position that the contract had been violated.

**UNION NEWS RECAP**  
In four significant "step 3" decisions, the hearing officers have confirmed the UFT's position that the contract had been violated.

**UNION NEWS RECAP**  
In four significant "step 3" decisions, the hearing officers have confirmed the UFT's position that the contract had been violated.

**UNION NEWS RECAP**  
In four significant "step 3" decisions, the hearing officers have confirmed the UFT's position that the contract had been violated.



# BARD

# THE *O'Neill* THEATER CENTER

# THE USES OF A COLLEGE EDUCATION HOFSTRA UNIVERSITY

IN COMPARING THE LIFE EXPECTANCY OF U.S. MALES WITH THAT IN OTHER NATIONS, WE HAVE BEEN LOSING GROUND STEADILY. IN 1959, THE U.S. WAS 13TH IN 1973, IT WAS 28TH.

| Country   | Average Life Expectancy of Males (1973) |
|---|---|
| Sweden*   | ~78                                     |
| Norway, Netherlands, Denmark, Iceland   | ~75                                     |
| Japan, Israel, Spain  | ~72                                     |
| Switzerland, Neth. Antilles, Puerto Rico, England & Wales, E. Germany, Bulgaria, Canada | ~70                                     |
| Malta, Ireland, France, New Zealand, F.I.   | ~68                                     |
| Northern Ireland, Greece, W. Germany  | ~67                                     |
| U.S.  | 67                                      |

## Not Simply More Care, but Care of a Different Kind.

Medical science is one of the wonders of the modern world. New knowledge, new skills, and new equipment are constantly being developed to provide better care for the ill.

Our hospitals and clinics have become agents of sophisticated medical care undreamed of even a generation ago. When we have a personal health crisis, we ask the modern hospital to marshal its considerable resources on our behalf.

ONE PATIENT OF FIVE PRESENTLY IN A HOSPITAL BED IN THE U.S. SHOULD NOT BE THERE. THAT PATIENT SHOULD BE RECEIVING CARE OF A DIFFERENT KIND.

There is no doubt that "crisis care" has made enormous contributions to the saving of lives and the restoration of health. Yet, from a broader perspective, our expectations have not been fully realized. Startling and convincing evidence shows that, despite the accomplishments of medical science, our medical care system on the whole is not delivering better health to the nation.

Progress has been made in reducing infant mortality, increasing the life span of men, and controlling some infectious diseases. However, the gains have been offset, however, by increases in lung cancer, cirrhosis of the liver, and the incidence of homicide.

INCIDENCES OF CIRRHOSIS OF THE LIVER AND OF HYPERTENSION ARE 5 TO 10 TIMES GREATER IN THE U.S. THAN IN SWEDEN.

THE DEATH RATE FROM LUNG CANCER AMONG U.S. MALES INCREASED TWENTY-ONE-FOLD BETWEEN 1930 AND 1974.

## A Hospital Without Beds.

The New Ambulatory Care Center  
St. Vincent's Hospital and Medical Center

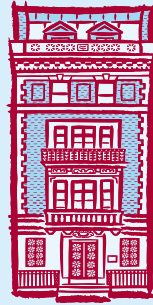
## Vassar

Your mind, our matter



Channeling Children's Anger

THE  
CAMPAIGN  
for  
STEVENSON  
SCHOOL



THE  
BALTIMORE  
MUSEUM  
OF ART



American  
Technion  
Society

BUILDING FOR THE  
FUTURE  
THE CAMPAIGN FOR

PCS



A NEW YORK CITY  
PUBLIC SCHOOL  
BARD  
HIGH SCHOOL  
EARLY COLLEGE



The Guggenheim

What a well-rounded  
museum should be.



UNION  
SQUARE  
PARTNERSHIP

NYU  
EXEC  
MBA

**BAM offers  
your employees  
important  
benefits.**

About ten years ago, Pfizer Inc. was contemplating moving its corporate headquarters from New York City. Management ultimately came to a crucial conclusion: New York City's business and cultural environment was too rich and too stimulating for the corporation to turn its back on the city.

Pfizer's decision was motivated as much by concern for its employees as it was by concern for its stockholders, and the corporation has demonstrated its commitment by attempting to make the cultural life of the city readily available to its employees.

Pfizer's concern for its employees lead to its partnership with the Brooklyn Academy of Music. The corporation has been a consistent supporter of BAM's activities for many years. When the Academy sought to implement an employee discount ticket program for its most generous corporate donors, Pfizer volunteered to share its expertise and experience to help BAM design such a program.

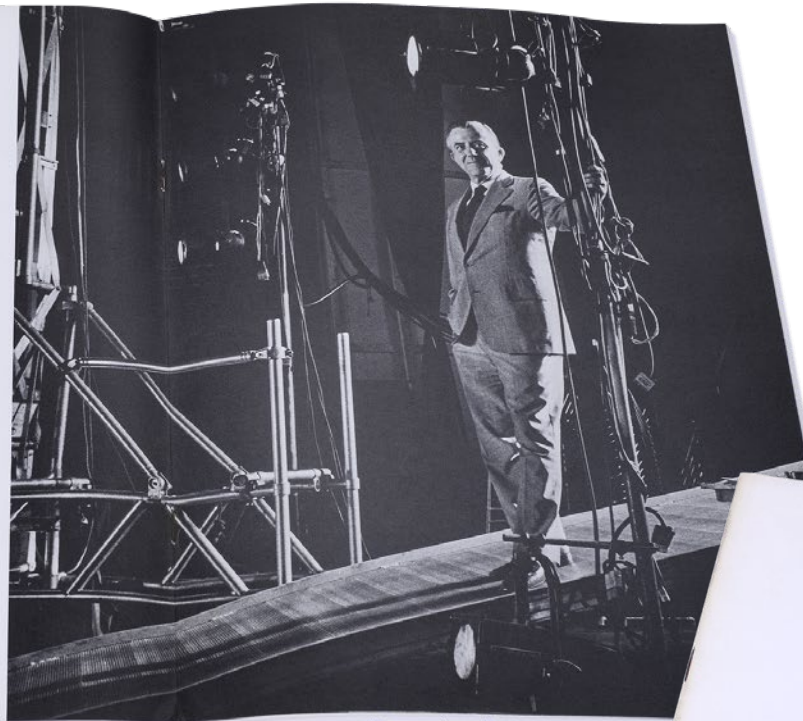
The result of Pfizer's and BAM's teamwork was the "BAMbucks" discount ticket program whereby the employees of participating corporations are eligible for

discounts of up to 45% on all BAM-sponsored events. The program has not only made the Academy's performances more accessible for the employees of BAM sponsors, but also has encouraged several corporations to increase their support of BAM to a level (\$3,000) which enables them to participate in the discount ticket program.

For many New York corporations and their employees, Brooklyn is just one subway stop away; the renaissance of the Brooklyn Heights, Park Slope and Fort Greene areas of the borough attest to their convenience and desirability. As for the Academy, its four theaters are equally convenient. The involvement of active and socially aware corporations such as Pfizer helps make BAM's cultural mission possible.



The Academy's low ticket prices are made even more affordable by BAM's corporate discount ticket program.



**"BAM's low ticket prices and the BAMbucks program have made the arts more accessible to Pfizer employees... and all New Yorkers."**  
EDWARD PRATT, JR.  
CHAIRMAN, CEO  
PFIZER INCORPORATED

# WHY WE BACK BAM.

Seven corporate leaders  
tell why it's good business  
to support the  
Brooklyn Academy of Music.

# Storyboard it!

|  |                         |   |                       |                             |  |                                      |  |
|--|-------------------------|---|-----------------------|-----------------------------|--|--------------------------------------|--|
| Presented by                             | Cover                   | IFC   | 1                     | 2                           | 3  | 4                                    | 5  |
|  | TITLE OF CASE STATEMENT | BASIC INFO ABOUT XYZ NONPROFIT              | INTRODUCE THE PROBLEM | DESCRIBE THE PROBLEM        | What goes here?<br><input type="checkbox"/> Photograph<br><input type="checkbox"/> Illustration<br><input type="checkbox"/> Collage of Photos<br><input type="checkbox"/> Chart or Diagram | COMPELLING DETAILS ABOUT THE PROBLEM |  |
| 6  | 7                       | 8   | 9                     | 10                          | 11   | 12                                   | 13   |
| HOW XYZ NONPROFIT WILL SOLVE THE PROBLEM |                         | MORE ABOUT HOW XYZ WILL SOLVE IT            |                       | WHY XYZ NEEDS THE MONEY     | This is the center spread.<br>A compelling visual goes here.   | WHAT XYZ WILL DO WITH THE MONEY      |  |
| 14                                       | 15                      | 16  | 17                    | 18                          | 19   | 20                                   | IBC  |
| MORE ABOUT WHAT THE MONEY WILL FUND      |                         | WHY YOU, THE READER, SHOULD GIVE GENEROUSLY |                       | SUGGESTIONS FOR NAMED GIFTS |  | SUMMARY<br>FAQS<br>CONTACT INFO      | INSERT TITLE<br><br>ORGANIZATION<br>YOUR NAME<br>TITLE<br>CONTACT INFO |

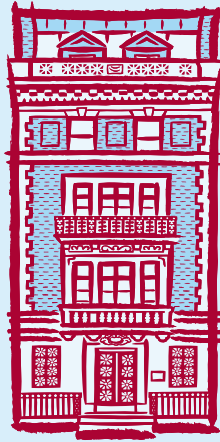
# The “Rules”

- 1** Plan your story, spread by spread.
- 2** Each spread is about one topic, and one topic only.
- 3** Write page headlines that, step-by-step, make the case for your organization.
- 4** Follow each headline with short, effective text that explains: The problem, why you need the money now; what you will do with it to solve the problem; how donors' involvement will better the world or the community; and how they can participate.
- 5** Tell most of the story in pictures.
- 6** Partner with your designer to find the best photographer who specializes in exactly the kind of images you need.
- 7** Commission diagrams, floor plans, and other graphics to will support the points you make.
- 8** Put it together in a format that gets the donor to “yes.”





# THE CAMPAIGN for STEVENSON SCHOOL



I'm the proud mom of a Stevenson honor student. When he started going off course at his former school, I couldn't just sit back and watch him lose his place in the academic stream of things.

I became his advocate and found the Robert Louis Stevenson School, a beacon of hope for New York area students and parents. Stevenson is a college prep secondary school for kids who have the ability to excel, but need a program structured to meet their individual needs. Stevenson teachers have high, clear expectations. They know how our kids learn best and give them the skills and confidence to become real students again, while the counseling program helps them make better choices. There's a plan for every class and every assignment.

After a year and a half, it's like having my old kid back: a young man who's moving in a very positive direction.



We found a school that we love.


YVONNE BROOKS AND  
SON NICK GRANT

# Case Study

We are 75 students.

ROBERT  
LOUIS  
STEVENSON  
SCHOOL



A young man with curly brown hair and a dark blue jacket is looking towards the camera in an art studio. In the background, there are several easels with various artworks, including a large abstract drawing and a colorful portrait of a woman. The lighting is warm and focused on the man.

I'm working on my painting portfolio and applying to several top art and design schools. Other kids in my school are artists—and writers, filmmakers, mathematicians, dancers, tech geeks [term that kids use].

We're far from average. We're smart. Some of my classmates have [list a few interesting things they've done, maybe built Web sites and architectural models; involvement in sports, dance, music, other activities].

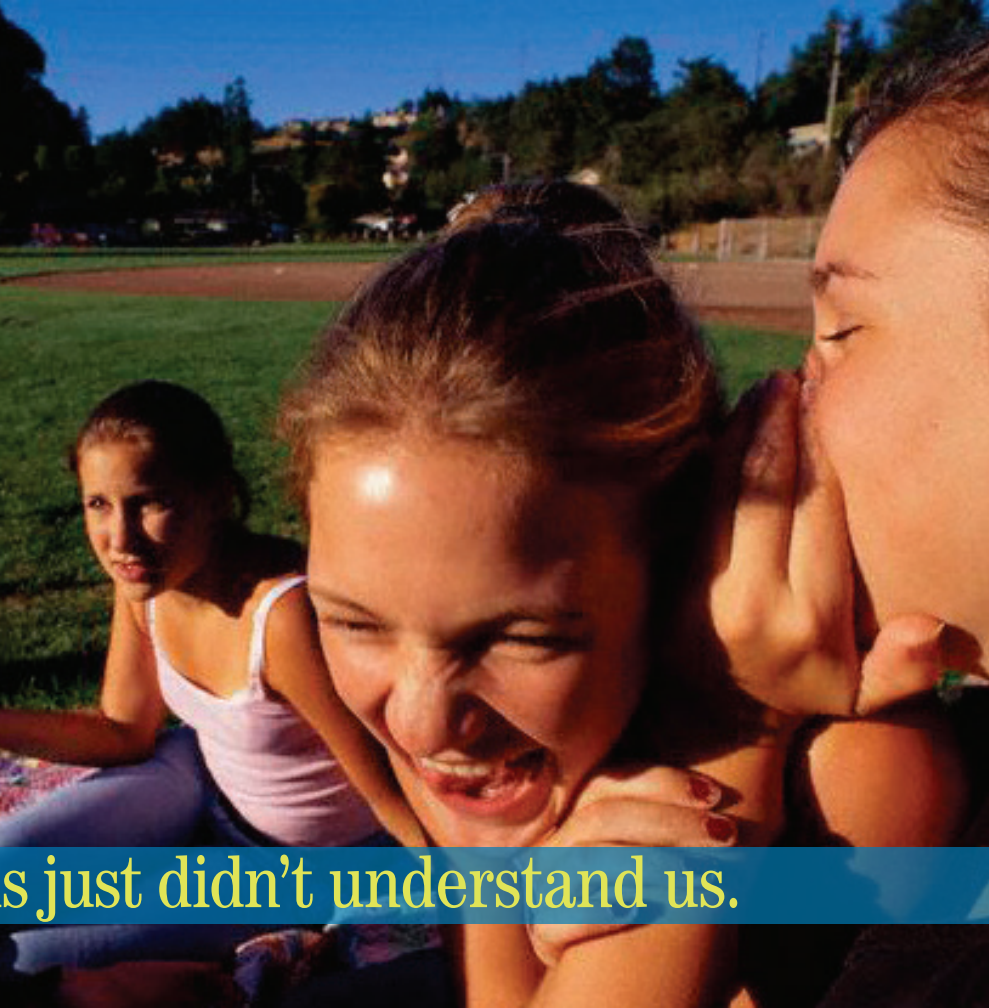
All of us are different, but one thing we have in common is that we didn't do well in traditional schools. Some of us gave our families a hard time, too. But our parents believed in us and knew we had what it takes to succeed in school. Luckily, they didn't give up.

We're not your average kids.

We'd like to leave the technical terms to the administrators. But our previous schools labeled us. They were always writing reports like, "creative impulses blocked and exhibited as negative, hostile acts." They got on our case for organization, attention, and homework issues. It's true. Some of us cut class and got into trouble. Others had different learning styles or just didn't do well in big classes or in schools without much structure.

We came to Stevenson resisting, thinking, Yeah, another school that's going to try to fit us into their mold.

But here they let us be us, in the best sense. Right away, we saw how much more fun and worthwhile school—and life—could be. Now we actually like going to school and studying.



Other schools just didn't understand us.

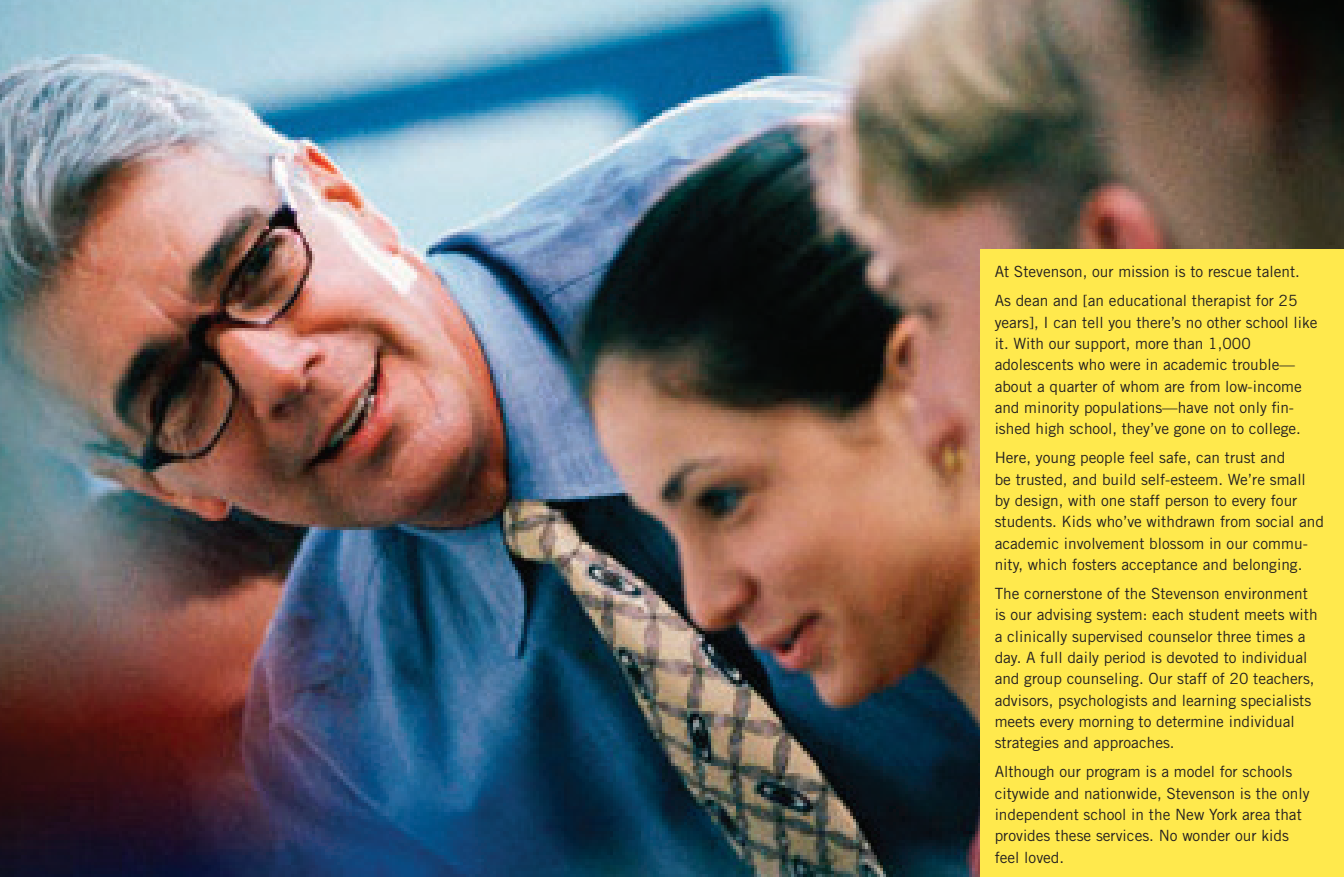


I'm the mom of a Stevenson kid. When he started going off course in high school I just couldn't sit back and watch him not live up to his potential and lose his place in the academic stream of things.

I became his advocate and found Robert Louis Stevenson School, a beacon of hope for New York area students and parents. Stevenson is a therapeutic, academically rigorous high school for kids who have the ability to excel, but don't do well in traditional classrooms. Stevenson teachers have high, clear expectations. They don't allow self-destructive behavior, and nurture each student's individual talents.

After a year and a half, it's like having my old kid back. And it's made a big difference at our house. The whole family is happy that he's moving in a positive direction.

We found a school that we love.



At Stevenson, our mission is to rescue talent.

As dean and [an educational therapist for 25 years], I can tell you there's no other school like it. With our support, more than 1,000 adolescents who were in academic trouble—about a quarter of whom are from low-income and minority populations—have not only finished high school, they've gone on to college.

Here, young people feel safe, can trust and be trusted, and build self-esteem. We're small by design, with one staff person to every four students. Kids who've withdrawn from social and academic involvement blossom in our community, which fosters acceptance and belonging.

The cornerstone of the Stevenson environment is our advising system: each student meets with a clinically supervised counselor three times a day. A full daily period is devoted to individual and group counseling. Our staff of 20 teachers, advisors, psychologists and learning specialists meets every morning to determine individual strategies and approaches.

Although our program is a model for schools citywide and nationwide, Stevenson is the only independent school in the New York area that provides these services. No wonder our kids feel loved.

Stevenson loves us, too.



I'm a real estate investor buying and selling loft properties in New York City. Not too many years ago, though, there were moments when I thought I'd never get into college, much less be a success in business.

The teachers at the elite private school I first attended told me I was smart enough to be there but just didn't belong. That's a fair assessment. Academia was not the place I wanted to be. Stevenson was my last stop—and the right one. Their one-on-one support system motivated me and helped me deal with my organizational and time management issues. At Stevenson, individual talents are recognized and you compete with yourself, not with the other kids in the class.

I'm far from the only success story; we're all success stories. Stevenson alumni have become medical and mental health professionals, stockbrokers, financial analysts, teachers, college professors, entrepreneurs.

Not every former underachieving adolescent would want to be in a brochure about the remedial school he was sent to, but it's important to tell the story of my school, Stevenson—and why everyone should support it.

# Look what we've accomplished.

president, high-tech company; physician, major medical center; high school science teacher; stockbroker, major securities corporation; Broadway actress; chef, three-star restaurant; analyst, insurance company; professor, state college; owner, chain of clothing stores; museum curator; psychologist; author, series of textbooks; web designer; dentist; yoga therapist



# Now we can own our building.

As headmaster, I have to make tough decisions every day. All with the best interest of our students at heart, of course.

One of the most difficult decisions was whether to stay in this building. Robert Louis Stevenson School has inhabited this landmark brownstone on West 74th Street for nearly half a century. Our lease is expiring, the building was put on the market, and we thought we'd have to leave. We undertook a search for space, and soon realized that the best place for us is right here.

Now we have an extraordinary opportunity. It's a great building, in a great location, with potential to be even better. A bank has issued a bond for most of the purchase price. But by September 2007, we need to raise \$2 million to make it our permanent home.

Until now, the school has persevered—and flourished—almost exclusively on tuition payments. We've never had a fundraising effort or capital campaign before.

But now we need your help.

We have launched The Campaign for Stevenson School and are reaching out to alumni, parents, friends, foundations and individual philanthropists. We'd like to count you among our supporters

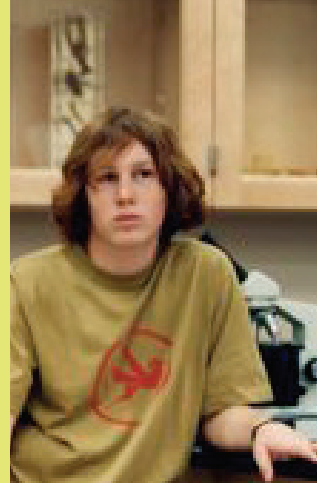




Like those at many urban schools, the facilities at Stevenson are in need of updating. Like every 19th-century New York brownstone, our building has aging mechanical systems and interiors.

As renters, we made do. Art work by our talented students partially masked crumbling plaster. As new owners of the building—with your help—we will finally be able to bring our physical plant up to the quality of our educational program. [Describe actual needs, such as:] our whole interior needs a paint job. Our science lab needs new benches and equipment. Our gym needs a new floor. Our art room needs new windows and tables.

The \$2 million we plan to raise will not only allow us to purchase the building, we will be able to make it a more functional, comfortable, and attractive place in which our students can learn—and thrive.



And spruce it up a bit.



For all our professional lives, we've been committed to New York City. We're not Stevenson parents or alumni. We're "friends of the school" who make our home in Manhattan and have built a business here.

We support New York charities and institutions. To us, there is nothing more important than the city's young people. And Stevenson kids, especially, deserve the second chance this school gives them. Put another way, we don't want to live in a city that doesn't give its young people the opportunity to live up to their potential and make positive contributions.

A relatively small gift to The Campaign for Stevenson School can make a big impact. Frankly, you could give the same amount of money to another institution and it might not make a dent. Here, you can truly change the lives of young people—one student at a time.

A man in a light-colored shirt and dark tie, and a woman in a red blazer, are walking on a rooftop terrace. They are looking at each other and smiling. In the background, there are several tall, modern skyscrapers in Manhattan. A large, dark, rectangular object, possibly a piece of equipment or a structure, is visible on the terrace. The scene is set in a high-rise building with a view of the city.

Here's why you should get involved.

# And how you can help.

## Help us take advantage of this opportunity

We need your help to make our home a permanent one, upgrade our facilities, and make our unique, innovative, successful program available for today's students and for generations to come.

The cost of purchasing and upgrading our building is \$11 million. We are well on our way to reaching that goal. Proceeds from a bond offering will cover \$7 million of the project. We have already received \$2 million in donations.

With just another \$2 million we can complete the sale and renovation.

Our need is critical and immediate. The current owners, our landlords, have been good to us. But they've given us a deadline of September, 2007, in which to raise the money—or vacate the premises while they find another buyer.

For all the reasons you've read about in this brochure, we need to stay.

We invite you to reach into your hearts and your pocketbooks and do what you can to help. Please match your giving to the power of promise encompassed in our students.

## What needs to be done:

The Library

The Science Lab

The Art Room

The Gym

Classrooms

## Opportunities for Named Gifts

Join us today

## Board of Trustees

Development Committee

For more information, contact Cynthia Toth, Director of Development, at 212 787-6400

THE  
CAMPAIGN  
for  
STEVENSON  
SCHOOL



We are 75 students.



THE  
CAMPAIGN  
*for*  
STEVENSON  
SCHOOL

I'm working on my painting portfolio and applying to liberal arts colleges with good art and design departments. Other Stevenson students are artists, too – and writers, filmmakers, mathematicians, dancers; into music, science and computers.

We're far from average. We're smart. Some of my classmates have built robots, written poetry, composed and performed songs, designed clothing; one has played classical violin at Carnegie Hall. We're also involved in sports and martial arts.

All of us are different, but one thing we have in common is that we didn't do well in traditional schools. Many of us seemed headed for failure. We gave our families a hard time, too. But our parents knew we had what it takes to succeed in school. Luckily, they didn't give up.

We're not your average kids.

MICHAEL WATTS,  
STEVENSON SENIOR

We'll leave the technical terms to the professionals. But our previous schools labeled us. They got on our case for homework, attention and organization issues. It's true. Some of us have different learning styles or just weren't able to function in big classes or in schools without much structure or with too much structure. More than a few of us cut class and got into trouble. We'd lost confidence in ourselves and were just about ready to give up.

We came to Stevenson expecting another set of promises that wouldn't come true, but hoping that maybe this time school would be better.

It is. At Stevenson we can be ourselves. The teachers value us. They really care and help us. We've learned to do better, inside and outside of school.



Other schools just didn't understand us.

I'm the proud mom of a Stevenson honor student. When he started going off course at his former school, I just couldn't just sit back and watch him lose his place in the academic stream of things.

I became his advocate and found the Robert Louis Stevenson School, a beacon of hope for New York area students and parents. Stevenson is an independent, college preparatory, secondary school for kids who have the ability to excel, but need a program structured around their individual needs. Stevenson teachers have high, clear expectations. They know how our kids learn best and give them the skills and confidence to become real students again, while the advising program helps them make better choices. There's a plan for every class and every assignment.

After a year and a half, it's like having my old kid back. A young man who's moving in a very positive direction.



We found a school that we love.

YVONNE BROOKS AND SON  
NICK GRANT



At Stevenson, our mission is to rescue talent.

As dean and an educational therapist for 15 years, I can tell you that there's no other school like it. With our support, more than 1,000 adolescents who were in academic trouble – about a quarter of whom are from low-income and minority populations – have not only finished high school, they've gone on to college.

Here, young people feel safe, learn to trust, and rebuild their belief in themselves. We're small by design, with one staff person to every four students. Kids who've withdrawn from social and/or academic involvement blossom in our community, which fosters acceptance and supports them as they risk trying again.

The cornerstone of the Stevenson environment is our advising system: each student meets with a clinically supervised counselor three times a day for individual and group counseling. Our staff of more than 20 teachers, advisors, psychologists and learning specialists meets every day to determine individualized strategies and approaches.

Stevenson is the only independent school in the New York area that provides these services. No wonder our kids feel secure.

Stevenson believes in us, too.

RIC COUCHMAN,  
DEAN OF STUDENTS



# Look what we've accomplished.

GRANT SHAPOLSKY,  
CLASS OF 1992

I'm a real estate investor buying and selling properties in New York City. Not too many years ago, though, I thought I'd never get into college, much less be a success in business.

The teachers at the elite private school I first attended told me I was smart enough to be there but just didn't belong. That's a fair assessment. Academia was not the place I wanted to be. Stevenson was my last stop – and the right one. The individualized support system motivated me and helped me deal with my organizational and time management issues. They taught me how to be a student, and I went on to graduate from Adelphi University.

I'm far from the only success story; we're all success stories. Stevenson alumni have become medical and mental health professionals, stockbrokers, financial analysts, teachers, college professors, entrepreneurs.

Not every former underachieving adolescent would want to be in a brochure about the therapeutic school he was sent to, but I think it's important to tell the story of my school, Stevenson – and why everyone should support it.

Stevenson alumni careers include: computer scientist / inventor; independent music publisher; teacher; medical school professor; actor; gourmet food company owner; founder, radio and television consulting company; physician; attorney; investment banker; chef; author; entrepreneur; restaurant owner; stockbroker; chef; executive director, children's treatment center and school; accountant; psychologist



Now we can own our building.

As Headmaster, I have to make tough decisions every day.

One of the most difficult decisions was whether to stay in this building. Robert Louis Stevenson School has lived in this landmark townhouse on West 74th Street for nearly half a century. Our lease is expiring, the building was put on the market, and we thought we'd have to leave. We undertook a search for space, and soon realized that the best place for us is right here. It's a great location— safe, convenient to transportation... the place where generations of students have learned to succeed.

We have an extraordinary opportunity. With bond financing, donations and reserves, we have raised all but \$2 million to make this building our permanent home.

Until today, the school has persevered – and flourished – almost exclusively on tuition payments. We've never had a major fundraising effort or capital campaign before.

Now we need your help.

We have launched The Campaign for Stevenson School and are reaching out to alumni, parents, friends, foundations and individual philanthropists to help us ensure the future of the Stevenson program. We'd like to count you among our supporters.

HEADMASTER B. H. "BUD" HENRICHSEN IN FRONT OF STEVENSON'S GEORGIAN-STYLE TOWNHOUSE, LEFT. OTHER HISTORIC HOUSES ON THE BLOCK WERE ALSO DESIGNED BY ARCHITECT XYZ AND BUILT IN 1892.



And spruce it up a bit.

Like those at many urban schools, the facilities at Stevenson are in need of updating. Like every 19th-century New York townhouse, our building has aging mechanical systems and interiors.

As renters, we made do. But as new owners of this building – with your help – we will finally be able to bring our physical plant up to the quality of our educational program. Our classrooms need refurbishing. The electrical, heating and plumbing systems need work, and the elevator is in need of modernizing. The installation of air conditioning could make a big difference in our comfort level. The flooring must be replaced. Our historic staircase is in need of restoration. New windows will keep out the drafts, let in more light, and help us conserve energy.

The \$2 million we plan to raise will not only allow us to purchase the building, we will be able to make it a more functional, comfortable and attractive place in which our students can learn – and thrive.



We've been committed to New York City for all our professional lives. We're not Stevenson parents or alumni. We're "friends of the school" who make our home in Manhattan and have built a business here.

We support a number of New York charities and institutions, but in Stevenson we found one of the most worthy of worthy causes. To us, there is nothing more important than the city's young people. Stevenson kids, especially, deserve the second chance this school gives them. Stevenson is about talent, and hope. It's a joy to watch young people take off and excel who otherwise might never have had the opportunity.

A relatively small gift to The Campaign for Stevenson School can make a big impact. Frankly, you could give the same amount of money to another institution and it might not make a dent. Here, you can truly change the lives of young people – one student at a time.

There's no better way to give something back to New York City.

Why you should get involved.

CAMPAIGN COMMITTEE MEMBERS  
ELLEN PHILIP AND CAL DONLY

# And how you can help:

## HELP US SEIZE THIS OPPORTUNITY

We need your help to make our home a permanent one, upgrade our facilities, and make our unique, innovative, successful program available for today's students and for generations to come.

The cost of purchasing and upgrading our building is \$11 million. We are well on our way to reaching that goal. Proceeds from a bond offering will cover \$6 million of the project; \$1 million will come from school reserves; and we have already received \$2 million in donations.

With just another \$2 million, we can complete the sale and renovation, and ensure the future of Stevenson School.

Our need is critical and immediate. The current owners, our landlords, have been good to us. But they've given us a tight deadline in which to raise the money— or vacate the premises while they find another buyer.

For all the reasons you've read about in this brochure, we need your help.

We invite you to reach into your hearts and your pocketbooks and give what you can. Please match your giving to the level of promise in our students.

## CONTRIBUTE TO THE CAPITAL FUND

Every unrestricted gift, of any size, will be greatly appreciated and will go into The Stevenson Capital Fund.

The Fund will be used to purchase and renovate the building, including refurbishing classrooms; upgrading the electrical, heating, and plumbing systems; replacing the flooring; modernizing the elevator; installing new windows and air conditioners; and restoring our historic staircase.

In addition, there are a number of opportunities to specify how you would like your gift to be used. The following gifts will be marked with donor plaques:

### OPPORTUNITIES FOR NAMED GIFTS

---

Redesigned and updated science lab  
\$250,000

---

Updated computer lab/wiring  
\$150,000

---

Redesigned and updated art studio  
\$100,000

---

Updated library  
\$100,000

---

Renovated classroom  
\$50,000

---

New desks for 5 classrooms  
\$25,000

## STEVENSON SCHOOL PROFILE

Robert Louis Stevenson School is an independent, therapeutic, coeducational, college preparatory day school serving the New York City metropolitan area, including Westchester and Nassau counties as well as nearby areas of New Jersey and Connecticut.

---

Year founded:  
1961

---

Number of students:  
75, ages 13 - 18 years

---

Number of teachers, counselors, and psychologists:  
21, most holding advanced degrees

---

Accreditation:  
Robert Louis Stevenson School is registered and chartered by the New York State Board of Regents and Department of Education and is accredited by the New York State Association of Independent Schools.

---

Colleges:  
Stevenson graduates have attended (partial list): Adelphi University, NY; American University, D.C.; Bard College, NY; Barnard College, NY; Berklee College of Music, MA; Carnegie Mellon University, PA; City University of New York; Clark University, MA; New York University; Sarah Lawrence College, NY; Skidmore College, NY; SUNY; Reed College, OR

## ADMINISTRATION

B. H. HENRICHSEN  
HEADMASTER

DOUGLAS HERRON  
COMPTROLLER

RECARDO COUCHMAN  
DEAN OF STUDENTS

SYLVIA NEUHAUS  
LEARNING SPECIALIST

LYNDA PAUL  
SUPERVISING PSYCHOLOGIST

CYNTHIA TOTH  
DIRECTOR OF DEVELOPMENT

## CAMPAIGN COMMITTEE

RICHARD AXEL, MD,  
2004 NOBEL LAUREATE IN  
PHYSIOLOGY OR MEDICINE  
HONORARY CHAIRMAN

CAL DONLY

LAUREL DUTCHER

DOROTHY KALINS

ELLEN PHILIP

LUCILLE RHODES

JOAH SAPPHIRE

ROGER SHERMAN

MICHELLE SCHNEIDER

## BOARD OF TRUSTEES

LUCILLE RHODES  
PRESIDENT

JOSEPH ALBANESE

PATRICK ALMONRODE

CAL DONLY

LAUREL DUTCHER

RUTH FINKELSTEIN

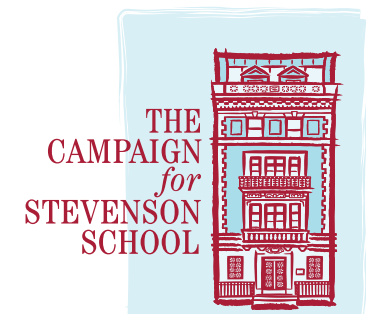
B. H. HENRICHSEN

GEORGE KALMAN

JANE LAUTERBACK

GRANT SHAPOLSKY

DIANA TOWNSEND-  
BUTTERWORTH



For more information

please contact:

Cynthia Toth


Director of Development

[ctoth@stevenson-school.org](mailto:ctoth@stevenson-school.org)

212 787-6400

THE  
MEASURE  
OF WHO  
WE ARE AS  
A SOCIETY

FUNDING  
THE ARC OF A LIFE



LIES IN HOW  
WE CARE FOR  
OUR MOST  
VULNERABLE  
MEMBERS.

The Campaign for  
Arc of Westchester

Arc of Westchester is an *innovator*  
and *leader* in providing  
compassionate, supportive services to  
people with developmental and  
intellectual disabilities.

Every day, we serve 2,000  
clients and their families.

ARC OF A LIFE  
NICOLE REUBEN, 5

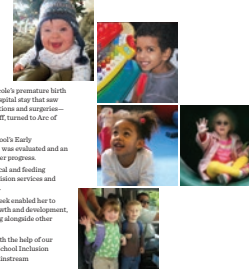
Almost immediately after Nicole's premature birth at 14.8 oz—and six-month hospital stay that saw her through several complications and surgeries—Nicole's parents, Abby and Jeff, turned to Arc of Westchester.

Through The Children's School's Early Intervention Program, Nicole was evaluated and an action plan created to guide her progress.

Her program included physical and feeding therapies, mobility training, vision services and special education instruction.

Ten hours of therapy each week enabled her to meet major milestones in growth and development, including playing and learning alongside other children.

Today, Nicole is thriving. With the help of our Preparation for Elementary School Inclusion Program, she will attend a mainstream kindergarten in fall, 2013.



STORY TING:  
NICOLE AND HER  
MOTHER ABBY REUBEN  
AND GRANDMOTHER  
ROCHELLE KESSLER

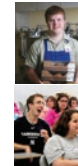
# Photography



GAINING INDEPENDENCE:  
DAVID AND HIS MOTHER,  
ANNE MAJSZAK, AN  
ARC BOARD MEMBER

We empower *children, teens*  
and *adults* with developmental  
and intellectual disabilities to achieve  
their full potential.

Our services focus on community  
inclusion, individualized residential  
options and future planning.



ARC OF A LIFE  
DAVID MAJSZAK, 24

When David was born with Down syndrome, his parents, Anne and Joe, reached out to Arc of Westchester for support and information.

David received Early Intervention and Assessment at our Children's School For Early Development and attended the Children's School Preschool full-time.

Arc helped Anne and Joe become effective advocates and work with the public elementary, middle and high schools to attain David's goals.

David took advantage of our Teen Life Skills and Recreation programs, including sleep-away camp and summer college experience.

Upon graduation from high school, Arc's Vocational Training helped him be as independent as possible, developing his job skills and exploring opportunities in the community.

Today, David is an athletic, outgoing young man who volunteers at community agencies and enjoys family, friends, sports, and his job in the cafeteria at IBM.

BUILDING FOR THE  
**FUTURE**  
 THE CAMPAIGN FOR

**PCS**



**BUILDING FOR THE FUTURE THE CAMPAIGN FOR PCS**

February 4, 2003

DEAR FRIENDS OF PCS:

On behalf of the entire Professional Children's School community, we are pleased to announce the important launch of Building for the Future, the first capital campaign the school has undertaken. As a chair of this historic campaign, it is our great honor to invite you to join us as partners in determining the forward course of this transformative institution.

Our daughter, Daniela, is in her senior year at PCS, and soon will be receiving other high levels of knowledge. You might wonder why, as near to the end of our lives as PCS parents, we chose to lead a campaign to raise \$7 million. The answer is quite simple: We believe. We believe that PCS has provided our daughter with the tools to excel academically, professionally and independently. We believe that PCS is completely unique in the way it nurtures and supports the individual talents of each and every student. We believe that future generations deserve the opportunity to experience the transformative difference PCS can make in their personal and professional lives.

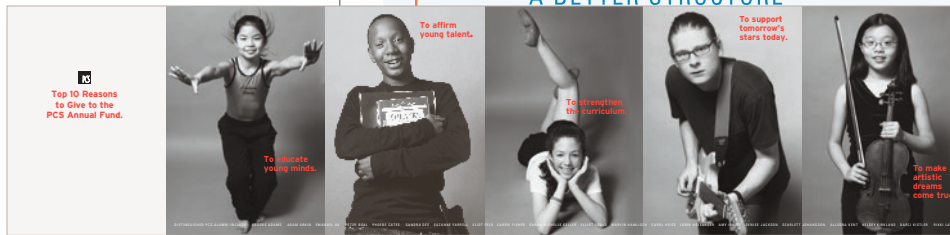
In order to build for the future, we must rely on the beneficence of those whose lives have already been touched and transformed within the very walls we now seek to fortify. The future of PCS is dependent upon funds to design and expand the school building itself to enable faculty compensation in order to keep competitive and continue to provide superior instruction, and to increase the amount of money available for before assistance—to ensure that talented young artists are not denied the opportunity to flourish.

We ask you to take a few moments of your time to reflect on the value that PCS has in your life, the difference it has made in your career or in your child's professional development, and the broader impact the school has on New York and on world artistic and cultural development. Then look over this report and see where you can join us in committing your financial support to continue our 90-year legacy of excellence.

Thank you for your generosity and steadfast support.

*Susan and Stuart Goldstein*  
 Susan and Stuart Goldstein

PROFESSIONAL CHILDREN'S SCHOOL  
 100 WEST 47TH STREET  
 NEW YORK, NY 10019-1000  
 TEL: 212 245-1000  
 FAX: 212 245-1020



**Top 10 Reasons to Give to the PCS Annual Fund.**

To educate young minds.

To affirm young talent.

To strengthen the curriculum.

To support tomorrow's stars today.

To make artistic dreams come true.

**A BETTER STRUCTURE**

**TO SUPPORT TALENTED YOUNG PEOPLE**

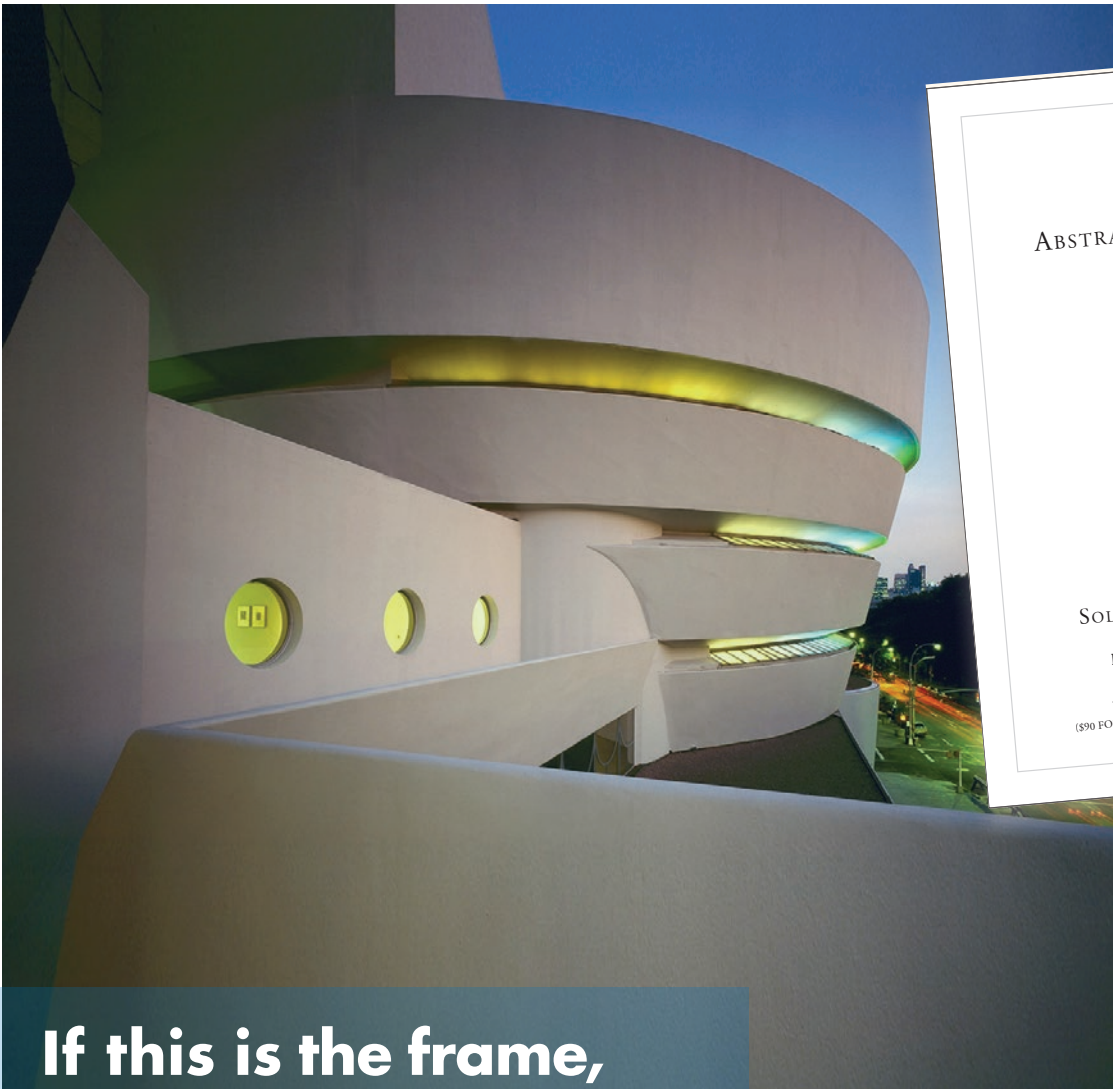
**AND PROVIDE THEM WITH A FIRST-RATE**

**COLLEGE PREPARATORY EDUCATION**

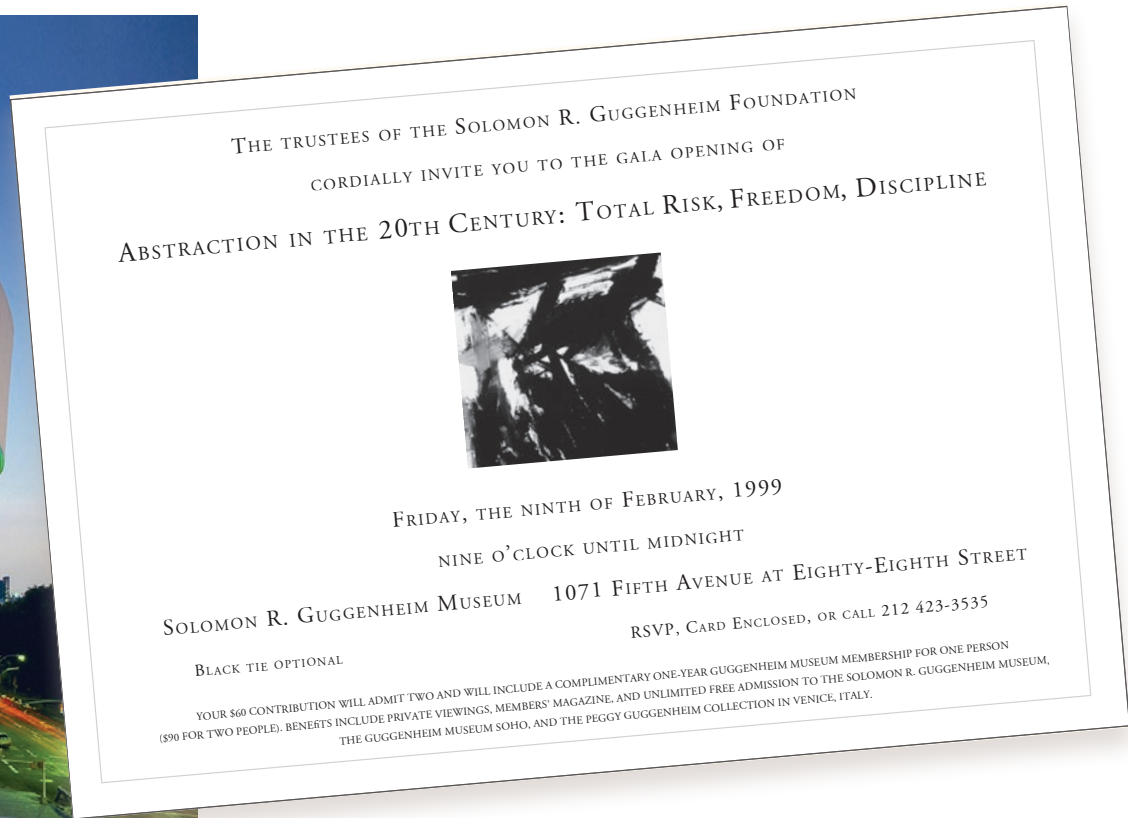
**PROFESSIONAL CHILDREN'S SCHOOL**

BUILDING FOR THE  
**FUTURE**  
 THE CAMPAIGN FOR


**PCS**



**If this is the frame,  
imagine the art inside.**



The frame is Frank Lloyd Wright's masterpiece of modern architecture. The art inside includes a world-renowned collection of works by Chagall, Kandinsky, Picasso, van Gogh and other modern masters. Plus changing exhibitions that are always significant and intriguing.



**If this is the frame,  
imagine the art inside.**

Information 212 423 3500  
guggenheim.org

5th Ave at 89th St  
Sat-Wed 10-5:45 Fri 10-7:45

**Guggenheim**MUSEUM



Abstraction in the 20th Century: Total Risk, Freedom, Discipline through May 12

**Abstraction finally makes sense.**

5th Ave at 89th St  
Sat-Wed 10-5:45 Fri 10-7:45  
Information 212 423 3500  
guggenheim.org

**The Guggenheim**   
What a well-rounded museum should be.





# Channeling Children's Anger

**Disasters Happen.**  
Shaking strongly and without warning, disasters are caused by forces of nature—and by people using force.  
Children may witness the destruction of disasters in their own homes and communities. Or they may learn about them in school or about an exciting and frightening event through the news, television, and articles in magazines.  
All are natural disasters, and they can be prevented or reduced in severity. With the right information, children can learn to prepare for disasters and weather them better.  
Source: American Red Cross

**Build the Child's Inner Strengths and Values.**  
A youngster who has witnessed or experienced a disaster may feel frightened, vulnerable, depressed or distrustful, and may lack the inner strength to deal with their feelings. He or she may express their fear of the world as well, and his or her self as helpless in the face of it. Some kids perceive the disaster as a kind of punishment for their own "bad" behavior or thoughts.  
**How to help:**  
1 Explain that disasters are real. Talk about past disasters, such as the Oklahoma City bombing, the California earthquake, or the floods in the Midwest. Explain why they happened and what (if anything) can be done to prevent such calamities from recurring.  
2 Encourage children to express their feelings about the disaster. Writing or drawing about the disaster can help them express their feelings and process the experience.  
3 Show the child that people make mistakes and do harmful things, but that becoming violent or killing people is never acceptable.  
4 Help the child understand that he or she is a good person who would never commit a destructive act—and certainly isn't responsible for the disaster.  
5 If you're in part of your life, encourage the child to pray when he or she needs strength. If your family doesn't pray, putting aside quiet time for reflection can allow the child to sort out feelings.  
6 Thank kids that expressing responsibility for the victims of disaster and doing something to help them is a great way to feel confident and in control. A child can be encouraged to contribute to relief funds by writing letters to survivors or contributing to relief funds.



The QUEST for  
INTERNATIONAL  
EXCELLENCE

MARCH 4 - 6, 2016  
FOUR SEASONS RESORT  
PALM BEACH, FLORIDA  
FRED AND CATHERINE  
ADLER, CO-CHAIRS  
SID AND NANCY LEJFER  
CO-CHAIRS  
LEONA CHANIN  
HONORARY CHAIR



Left to right: Larry Page, Google  
founder and CEO; Dr. David  
Shurkin, Cornell University  
President; Technion Professor  
Craig Gotsman, founding director  
of the Technion-Cornell Innovation  
Institute; and New York City Mayor  
Michael Bloomberg.

**AT THE TECHNION, COLLABORATION  
SPARKS GLOBAL INNOVATION.**  
Collaboration fosters innovation for the good of  
mankind. A partnership between the Technion  
and Cornell University won an international  
competition to establish an applied science  
educational center in New York City.



# The fallacy

## Designers:

*'R' goofy*

*too expensive*

*too many  
out there*

*will work  
for \$5*



*'R' unreliable*

*don't understand  
business*

*are interested  
only in their  
portfolios and  
awards*

# Where to find the right graphic designer:

- 1** A good place to start is the aiga website, [aiga.org/designer-directory](http://aiga.org/designer-directory), which showcases designer portfolios and links to their websites.
- 2** Call art schools and design departments, for example, the Communication Design Department at SUNY Purchase. Ask for referrals to faculty and recent graduates, not current students.
- 3** Ask colleagues whose projects you admire.

The screenshot displays the AIGA Designer Directory website. The header includes the AIGA logo and navigation links for MEMBERSHIP, PROGRAMS, DESIGN, RESOURCES, and EVENTS. The main content area is titled "AIGA Designer Directory" and features a search form with fields for First name, Last name, Company, City, State, Country, Primary practice, Chapter, and Available for independent projects. A "Start Search (0 Agree)" button is located below the form. To the right of the search form, there is a "Conditions of use" section. Further right, there are several featured sections: "Enhanced profile pages for AIGA members" with a silhouette icon, "AIGA Member Portfolios" showing a grid of member profiles, "From the archives" with a book cover, "AIGA Design Jobs" with a job listing, and "Featured portfolio" with a green leaf image. The footer contains "Other ways to find a designer:" with a list of options including browsing member portfolios, posting a job, and contacting the AIGA Member Gallery.

# The truth

**Designers:**

*are looking for you*

*want to make  
you happy*

*want to do  
something great*

*love small clients  
that offer creative  
freedom*



## **Don't:**

- 1** Expect more than one to two hours of free consulting.
- 2** Pretend to have board or management OK when you don't.
- 3** Get several proposals and use the best ideas from each one.
- 4** Choose only on basis of lowest price.
- 5** Give templates to someone who isn't qualified to see them through correctly.
- 6** Revert.

# Every child reading.



Do you know a child who is having difficulties with reading? Find out how to get help. For your free parent or teacher guide, call today: 1-800-ABC-1234.



# Win a Sappi 'Ideas That Matter' Grant.



## What if a child doesn't get help?

**W**hen children get the help they need before their parents, it can avoid a lot of problems later on in their lives. Unfortunately, many children with dyslexia - who aren't helped - end up feeling that they're dumb. And when children think they're dumb, they can become discouraged or angry. That may be one reason they get a reputation for misbehaving in class. Some are afraid of them and feel like outsiders. Some stop out of shame, making it hard to get and keep a job.

Being able to read well is an essential skill in life, especially when it comes to getting a good job. Studies have shown that many adults encountered in public have learning disabilities that were never diagnosed, so they never got the help they needed. These teenagers who learned to struggle were disabled in

ways learning disabilities that were not identified. If your child needs help, it's crucial to get the help now, so he or she doesn't become a statistic. An advocate is a person who speaks up for the needs of someone who can't speak for themselves. **What if your child needs help at school?** If your child has a learning disability, you must speak up to get the help he or she needs. Many students whose parents aren't involved in their child's education miss out on the help they need. Some receive services and accommodations throughout high school and college, with no extra help and extra time on tests. That way, their intelligence and knowledge are wasted, and their learning disability doesn't become a barrier.

## How can I find out if my child needs special help?

**g**o to your child's teacher. Ask if they've noticed any problems. If you're not sure, ask for a referral to a professional who can evaluate your child. The school should be able to provide a list of qualified people in the school system. When the results come back, some professionals can recommend the best course of action for your child's specific learning differences. Your child may qualify for extra services in school like spending more time with a reading specialist, or even for placement in a private school, if the public school doesn't have an appropriate placement.

## How can I help at home?

**r**ead and read to your child every day for at least 20 minutes! Choose books about things your child is interested in. As you read, there are books about everything from baseball to biology to outer space to history to chemistry. Pick out the words and the story. As you read, make your own story cards. **Use the words of the story and use them in your own sentences.** **Use the words that are in each word.** **Use the words and sentences as building blocks for the story.** **Play the story, the characters and situations.** You can also become audio books from the library and listen to them with your child. Listening along these things together will make a big difference. They provide someone to read to and make it fun. Books open up a child's imagination!



## Could your child benefit from extra help? Answer the questions on this checklist.

Does your child:

|  |     |    |
|--|-----|----|
| 1. Remember single responses such as reciting to fill, naming the days of the week, or reciting the alphabet?        | Yes | No |
| 2. Have an understanding of rhyming words, such as knowing that "leaf" rhymes with "leaf"?                           | Yes | No |
| 3. Recognize words that begin with the same sound (for example, that "leaf," "leaf," and "leaf" all start with "l")? | Yes | No |
| 4. Frequently mix up words in sentences (for example, "I went to the store to buy a pencil")?                        | Yes | No |
| 5. Frequently mix up words in sentences (for example, "I went to the store to buy a pencil")?                        | Yes | No |
| 6. Easily remember spoken directions?  | Yes | No |
| 7. Remember names of places and people?  | Yes | No |
| 8. Show understanding of right-left, up-down, front-back?  | Yes | No |
| 9. Be able to read a reasonable amount of text?  | Yes | No |
| 10. Mix up and forget things easily?   | Yes | No |

## What is a learning disability or learning difference?

**a** learning disability is sometimes called a learning difference. It is caused by differences in how a child's brain is structured. **Having a learning disability does not mean a child isn't smart.** In fact, kids with learning disabilities may be among the brightest in the class. They just learn differently. But because of this, it can be hard for them to get good grades in school. Many children with learning disabilities have problems in school right from the start. Others can learn to read simple books and spell simple words, but their difficulties begin later. When it's time to read more complex books or write paragraphs, stories, and reports. If your son or daughter learns differently, he or she may need extra help - from teachers who teach differently. Students with learning differences need to read, listen, hear, feel, and smell something to learn about it - it's really important! Learning with their eyes and ears just isn't enough.



# One Laptop Per Child

Brand Identity, Digital Design, Packaging

Identity, packaging, and laptop interface for the non-profit organization with the goal of providing laptop computers to all children in developing nations.



# One Laptop Per Child

Brand Identity, Digital Design, Packaging

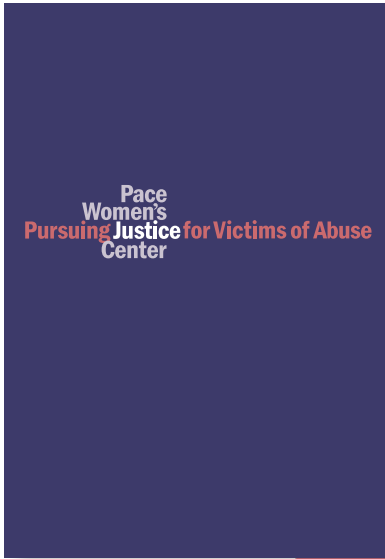
Identity, packaging, and laptop interface for the non-profit organization with the goal of providing laptop computers to all children in developing nations.





comp of  
the Case Statement

with strong words and bold new illustrations  
by Edel Rodriguez—this brochure will make  
the case for pursuing justice and for  
contributing funds to support the work of  
Pace Women’s Justice Center



School, Pace  
Westchester  
services  
elder abuse.  
3,000  
domestic  
elderly, the  
don't know  
the legal  
hundreds of  
pro bono attor-  
PWJC has built  
violence.  
ways fight hard  
is, including  
support, and  
ing programs  
attorneys,  
officers, law  
domestic  
issues.  
working towards  
environment  
elderly with  
ros, including  
agencies.  
to we can  
work.

Westchester County, New York,  
is known as an affluent and safe  
area. Yet **12,000 domestic  
incident reports** are filed here  
every year.



El Centro Pace de Justicia para Mujeres es la organización líder del condado de Westchester dedicada a proveer servicios legales civiles y de capacitación para la atención de la violencia doméstica y el maltrato de ancianos. Contamos con oficinas en la Facultad de Derecho de la Universidad Pace, y en los edificios de las Cortes Familiares de White Plains y Yonkers.

Con un personal experimentado y un equipo de voluntarios dedicados, incluyendo abogados, otros profesionales y estafantes, hemos construido una respuesta comunitaria coordinada y efectiva a la violencia interpersonal.

Cada año atendemos a cientos de víctimas y sobrevivientes de violencia doméstica y maltrato de ancianos que necesitan a clientes de pro y educamos a la comunidad en interpersonal.

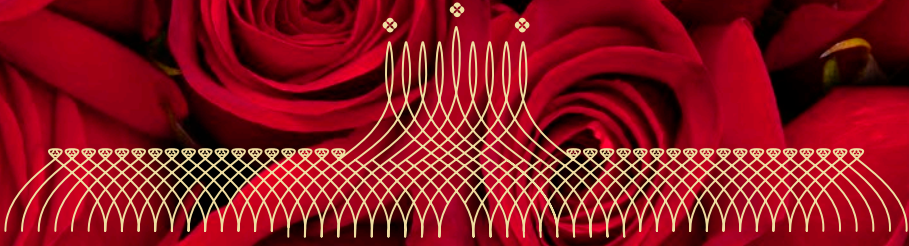
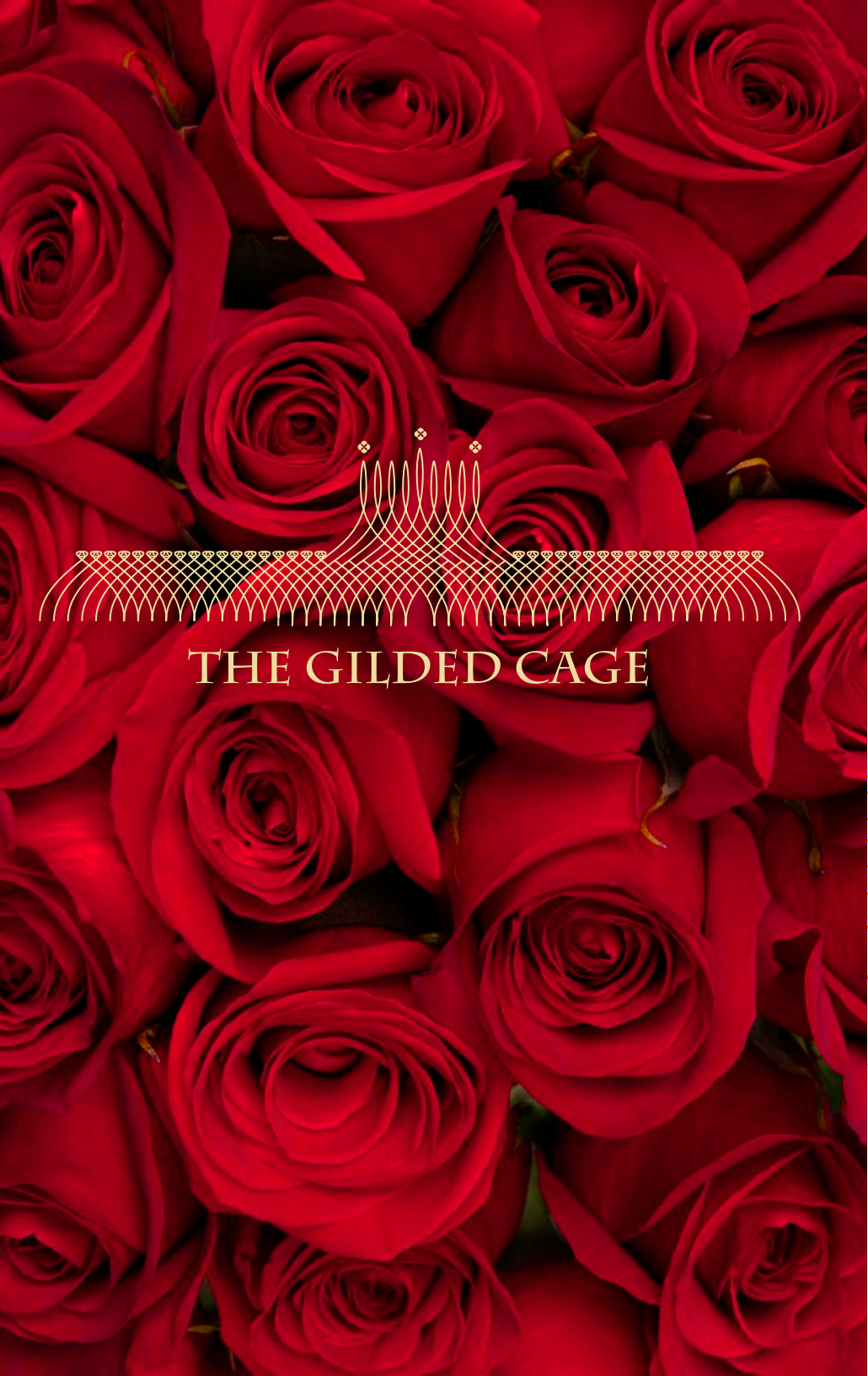
“Gracias al Centro Pace de Justicia para de un nuevo comienzo en mi vida. Pude el bienestar de mis hijos, seguir adelante”

illustrations shown here  
for size and position only  
all text is first draft copy  
and dummy copy;  
currently being written  
and edited



Only a small percentage of  
complainants go to court.  
That means that many people  
stay in abusive relationships.  
**Their safety is in jeopardy.**

This is dummy type. It is not meant to be read. It is for size and position only. Affiliated with Pace Law School, Pace Women's Justice Center is Westchester County's leading civil legal services and training provider specializing in domestic violence and elder abuse. Each year, we serve nearly 3,000 victims and survivors of domestic violence, immigrants, the elderly, the disabled, and others who don't know how to get or can't afford the legal help they need. With a staff of 19 and hundreds of volunteers, including pro bono attorneys and law students, PWJC has built an effective, coordinated community response to interpersonal violence. Our caring, expert attorneys fight hard to secure legal remedies, including orders of protection and assistance with divorce, custody support, and immigration matters.



# THE GILDED CAGE

# Become a designer's favorite cause.



[DRESS CODE]

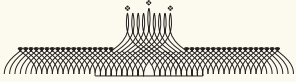
**GARDEN GLOVES  
NOT  
WHITE GLOVES.**



The pleasure of your company is requested at our gala flower show celebrating the Victorian era.

Presented by The Garden Club of Irvington on Friday, April 16 from 10 a.m. to 5 p.m. and Saturday, April 17 from 10 a.m. to 2 p.m. at Lyndhurst Mansion in Tarrytown.

See award-winning plants, cut flower arrangements, photographs, terrariums, and table settings. Enjoy hands-on-workshops for all ages, gift shop, entertainment, refreshments.



THE GILDED CAGE  
AT LYNDURST  
THE GARDEN CLUB OF IRVINGTON ON HUDSON  
APRIL 16 & 17, 2010 • FREE ADMISSION

Oversee bank's regul  
process. MS+2 yr/BS+5 yrs exp.  
Exp w/ ControllerView, Java,  
JIRA, Agile method, FedRes,  
Frank stress testing, deriv mkt  
R or MAS or FinfraG) regul re-  
g read. Apply to AxiomSL, 45  
, 27 Fl, NY, NY 10006

TRANSPORTATION  
AGENT TRAVEL CLERK  
TIME, 40,000/Y, 1/Y EXPER-  
SPANISH/ENGLISH, TAMPA,  
info@bluetravelcargo.com

Analyst—NY, NY. Develop risk  
portfolio analysis tools &  
in Python & Tableau. For  
apply, visit <http://careers.com>  
& apply to job  
EOE, AAE, M/F/D/V.  
Chase & Co. All rights  
[www.ipmorganchase.com](http://www.ipmorganchase.com)

Stanley & Co. LLC seeks  
Investment Manage-  
ment, Office of COO in  
provide support across bus.  
the standard & ad hoc di-  
ing, such as expenses,  
ce, & contingent re-  
Master's in Fin'c, Bus.  
cs, or rel field & 2 yrs

Designing and implement-  
algorithms and data structures.  
Emp will acpt any suitable combo of  
edu, trning or exp. Send resume to  
Bloomberg HR @ 731 Lexington Ave,  
NY, NY 10022. Indicate B103-2019. EOE.

**Senior Designer** (Siegel & Gale, LLC,  
New York, NY) Collaborate with De-  
sign Director & Creative Director to  
create conceptual design solutions,  
which support brand strategy. Refine &  
develop all aspects of chosen design  
concept. Min Reqs: Bachelors degree  
or US equiv in Graphic Design, Design,  
Comms, or rel, plus 2 yrs prof exp car-  
rying out design process (incl develop-  
ing, designing, & implementing design  
solutions) to create designs which sup-  
port brand strategy. Must also have: 2  
yrs exp using design tools (incl Pho-  
toShop & Illustrator) to design layout; 2  
yrs exp using design tools (incl Pho-  
toShop & Illustrator) to carry out de-  
sign process (incl Visual); 2 yrs exp  
using web publishing & graphic design  
principles (incl word press). Send re-  
sume to: Lori Almeida, Siegel & Gale,  
LLC, 195 Broadway, NY, NY 10007. Spe-  
cify Ad Code PHLM. EOE. MFDV.

**SALES**

Electrical Eng in  
ence in a related field. Prior ex-  
perience in writing large scale, high qual-  
ity, high-reliability, well tested code  
using either Go, C++, Java, or a compa-  
rable compiled programming lan-  
guage; 2 years of experience working  
with SQL or NoSQL databases; 2 years  
of experience with a scripting language  
such as JavaScript (Node.js), Python or  
Bash; and 2 years of experience work-  
ing in Unix/Linux environments and  
with CI/CD tools such as Jenkins. To  
apply email your resumes to  
lindsay@axoni.com

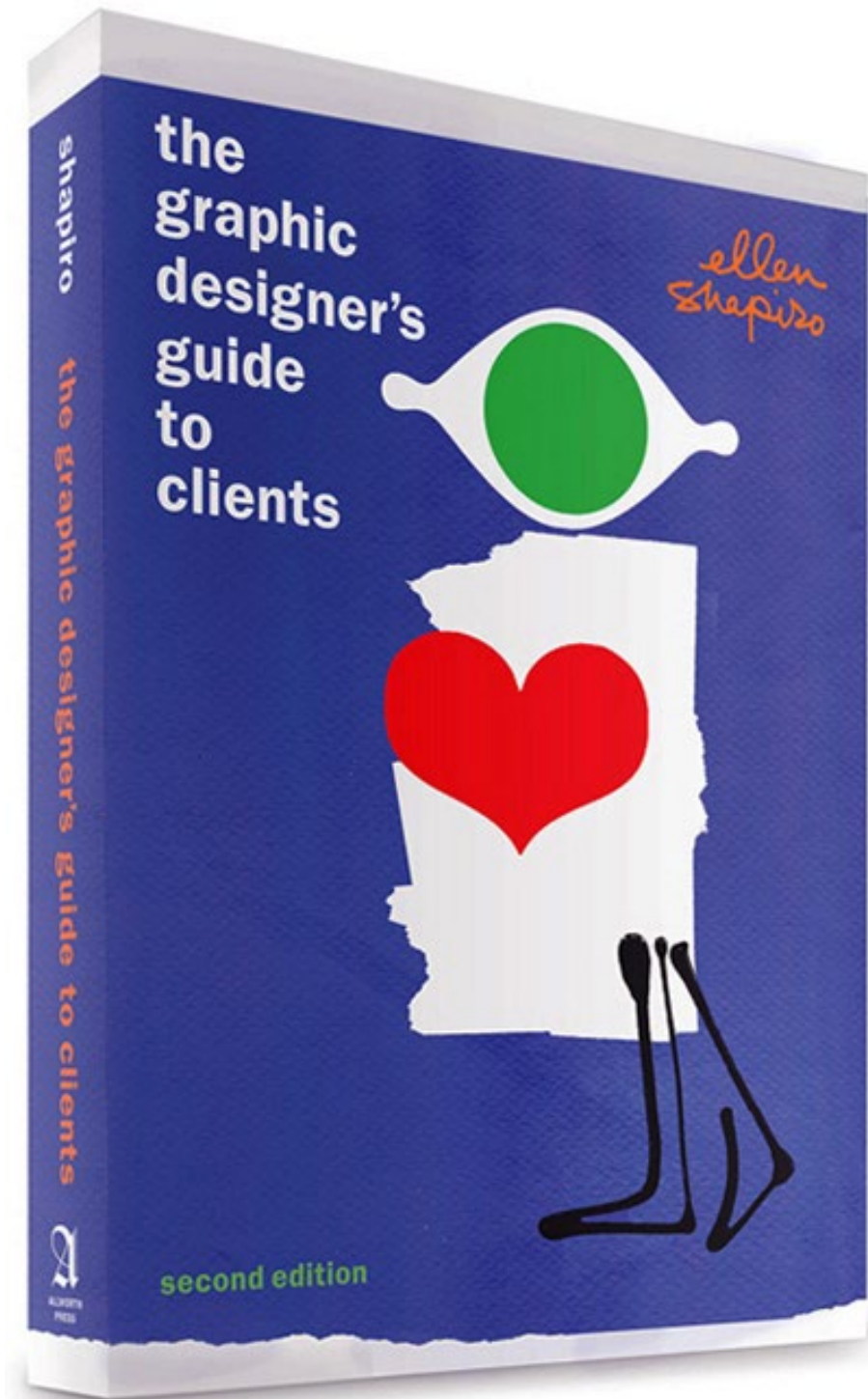
Software Engineers @ Cox Automotive  
Corporate Services, LLC (New Hyde  
Park, NY) F/T. Dsgn, dvlp & maintain  
web-based applics to enhance  
perfmrnce & reliability of current ap-  
plices. Write & maintain codes w/in ap-  
plices. Reats: Bach's deg (or frgn equiv)  
in CS, Comp Engg or rlt'd & 2 yrs exp in  
job offrd, Prgmmr Anlyst or rlt'd. Must  
have 1 yr exp in each of flwng skills:  
Dsgn, dvlpmnt & implmntn of softw  
syst & components, client facing web  
applics, & internet-oriented applics;  
Prfrmng coding in HTML, CSS & Java-  
Script; Wrkng w/ back-end server ap-  
plic, & db langs incl. PHP, Python & Ru-  
by; & Wrkng w/ lifecycle methodolo-  
gies, incl. Agile & Iterative. Emp will  
acpt any suitable combo of edu, train-  
ing or exp. Send resume to: S. Chokshi,  
HR, Cox Automotive Corp Svcs, LLC,  
6205 Peachtree Dunwoody Rd, Atlanta,  
GA 30328. Indicate job title & code  
"C52-2019" in cvr ltr. EOE.

Software Engineer — Comcast Cable  
Comm, LLC, New York, NY. Devlp  
tools used to forecast supply & demand

national  
objectiv  
higher)  
Law, or  
foreign  
mths. of  
service  
client w/  
apply, v  
us/en/ or  
in the  
please. D  
and its  
www.delo  
failed des  
of Deloitte  
Deloitte L  
equal oppo

Tax Man  
sought by  
who will be  
projects inv  
parate and  
pliance, am  
Qualified ap  
Bachelor's d  
Accounting,  
Tax, Econo  
years' exper  
lated positio  
should apply  
EisnerAmper  
NY, NY 10017

TEACHERS A  
Ge  
Search for Op  
a profile or u  
NYTIM  
Employers co



## Learn from the Experts

Illustrated case studies based on Q&A interviews with some of the smartest clients around, and their designers.

Clients include colleges and universities and arts and faith-based organizations, in addition to corporations and service businesses.

### **The Graphic Designer's Guide to Clients**

by Ellen Shapiro

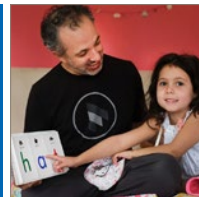
# Alphagram™

Helping all children learn to read, spell, and write.

- demo videos
- flip-books and guides level 1
- card decks and guides level 2
- spelling and writing
- for your walls
- about us
- research-based articles
- parent and teacher testimonials



**Pictograms cue letter-sounds and help all kids learn to read.**



**Developed by top literacy experts, now available for you!**



**Parent guides help you become a pro.**



**Teacher guides for tutoring, classroom, and resource room.**

**\$19.95**  
Parent Sets an "It a Word—Or Not" flip-book plus a 30-page Quick Guide to get your child reading.

## featured products



**Level I**  
The "Is It a Word—Or Not" flip-book teaches syllables and words.



**Level II**  
Word Maker: The building blocks of reading and spelling in five card decks.



**Teaching Guides**  
Two editions for parents, two for tutors and teachers.



**Card Packs**  
Single word-beginning and word-ending consonants, vowels, digraphs and blends.

# Thank you for listening.

## Questions?