Maya Angelou's NYC milestones and honors
By ZOE LANE sapotol to amNewYork May 28, 2014

Many of Maya Angelou's accomplishments and milestones happened in New York City. From her first shared apartment on the Upper West Side, to the 2004 purchase of a fixer-up Harlem brownstone, here are a few of Angelou's defining New York moments:

- In 1958, Maya Angelou moved to New York City, sharing an Upper West Side Apartment with friend Rosa Guy.
- In 1960, a then-31 Angelou performed at the Apollo Theatre for a week-long stint. Against the manager's wishes, Angelou closed each night asking the audience to join her in singing "Ushuru," meaning freedom in multiple African Languages.
- Angelou was awarded the Langston Hughes Medal in 1991, for African American heritage writers, through the City College of New York.
- At a 1994 tribute to singer Marian Anderson at Aaron Davis Hall, Angelou opened the program by singing, rather than reading (as was expected), "Coming through the Rye," the first song of Anderson's that she'd ever heard.
- On Oct. 29, 1996 Angelou was sworn in as an American Ambassador to UNICEF at the United Nations.
- In February 2002, a combination celebration was held in Chelsea to honor Angelou's 70th birthday and the launch of her Hallmark line, which included greeting cards, pillows, and other collectible items.
- Angelou was a recipient of a Columbia University Honorary Doctor of Letters degree in 2003.
- In 2004 Angelou purchased a 3,500-square foot brownstone in Harlem's Mount Morris Park neighborhood.
- In 2010 Angelou announced that the Schomburg Center for Research in Black Culture in Harlem would acquire 343 boxes of her personal papers and documents including letters to and from the likes of Malcolm X and Coretta Scott King.
- In 2013 Toni Morrison presented Angelou with the Literary Award for Outstanding Service to the American Literary Community at the National Book Awards in New York City.
- Angelou was a 2013 recipient of the Norman Mailer Lifetime Achievement Award at the New York Public Library.
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Deputy mayor says pre-K will add billions to economy

Updated: May 28, 2014 4:38 p.m.

Mayor Bill de Blasio has been known to make eyes roll when he starts gushing about his universal prekindergarten program. But on Wednesday the aide in charge of it raised eyebrows in forecasting its potential return on investment.

The de Blasio administration estimates that every dollar invested in universal pre-K could yield $7 in "individual and social return over the lifetime of students," said Deputy Mayor for Strategic Policy Initiatives Richard Buery at a breakfast forum hosted by Crain's.

Citing a recent analysis by the city's Economic Development Corp, Mr. Buery said the $300 million budget for universal pre-K "implies a benefit of $2 billion over the lifetime of each class of 4-year-olds."

The program is worth $692 million in payroll to the local economy because it could restore 30 million hours lost to child care, assuming one working parent per child, Mr. Buery said. And the Department of Education estimates cost savings to its own budget of between $36 million and $60 million by the time the first pre-K cohort graduates from high school, apparently because the program obviates the need for expensive services for struggling students in kindergarten through 12th grade.
Skeptics have bristled at the sort of extrapolation done by the Economic Development Corp., noting that it is typically based on studies of small, high-quality early-education programs that have never been replicated at the scale envisioned by the de Blasio administration. Critics also note that even with superior pre-K programs, benefits fade over time if their students move on to low-performing elementary schools, middle schools and high schools.

With the money won in Albany, the city will offer 30,000 additional pre-K seats this fall, and 20,000 more next year. Including seats that already exist, the city expects to have 70,000 available by next year. The deputy mayor said the city would take steps to ensure the program is effective, though he could not say yet which metrics would be used, except that assessments would not hinge on standardized tests where children fill out bubbles on answer sheets.

Mr. Buery said that 20,000 slots are currently available at public schools and 15,000 through community-based early childhood centers. On Friday, the mayor will announce an additional 10,000 seats available at these centers. And next Thursday, parents will begin to receive notices of placement offers. Those who do not receive seats at public schools will be encouraged to enroll at the community-based centers.

Pre-K is just one aspect of Mr. de Blasio's three-pronged education strategy. The city will also invest $145 million to expand after-school programs for middle-school children. And this summer it will begin to make good on Mr. de Blasio's commitment to open 100 community schools by the end of his first term in office.

Community schools are "an educational strategy designed to ensure that schools have the resources they need to address the multiple barriers that can stand in the way of children's ability to learn," Mr. Buery said.

Teachers will need to be trained in early education and more will need to be hired to meet the demand of the city's expanded pre-K program, he said. To that end, the city is partnering with the City University of New York to encourage teachers to become certified in early education. The state provides $3,000 more per student to programs taught by certified teachers versus uncertified.

Mr. Buery said the city will certify up to 400 teachers by September 2015, funded through a $6.7 million partnership with CUNY. It also plans to hire 1,000 additional pre-K teachers this fall. CUNY administrators at the breakfast said 800 applicants had applied for the first 200 seats in the 14-month program, which would allow the university to be selective in its admissions. Students will get extensive opportunities to train in the field, they said.

Asked whether the community schools will be modeled on the Harlem Children's Zone charter school network, which provides a range of support and resources to families, Mr. Buery said the model would be more aligned with one used by the Children's Aid Society, which he ran before joining the de Blasio administration. (Mr. de Blasio has clashed with some charter school operators over the contentious issue of co-locating charters in public school buildings.)

The City Council is calling on Mr. de Blasio to add universal free school lunches to his budget in order to help students with issues of food insecurity. The mayor has so far declined to do so, arguing it could cost the city federal funding that schools need to purchase supplies for needy students. But Mr. Buery left the door open for free lunch.

"I think it's fair to say the Department of Education continues to explore the issue," he said.

On the issue of school segregation, Mr. Buery said he was alarmed by the dearth of African-American students at the city's specialized high schools, notably Stuyvesant, which he attended in the late 1980s. Stuyvesant admits roughly 800 students each year but in 2012 only nine were black. The deputy mayor said Mr. de Blasio was committed to reforming the admissions process at those schools, which by state law must base its decisions on a single entrance examination.

"Tragic when you look at the admissions of Stuyvesant High School, with only nine black students' offered seats in 2012, he said. (Only seven black students were admitted to Stuyvesant) the following
Mr. Buery said the expansion of pre-K and after-school programs were critical to the mayor's goal of reducing inequality. He even made an attention-grabbing comparison to contrast the administration's focus on education with other sorts of investments.

"I think if we look at the amount of money we as a society spend on research for drugs to combat erectile dysfunction," he said, "if you compare that to the amount we spend in research to understand what drives education forward ... it's shameful."
5 Colleges That Aid Programs For Free

By SiliconIndia | Thursday, 29 May 2014, 04:27 Hrs

Macaulay Honors College:

Location: New York City

Tuition: It's free for in-state residents. All Macaulay enrollees also receive a laptop and $7,500 in opportunity funds that can be used for research projects, study abroad programs, internships and service initiatives.

Value: $5,730 per year for in-state students

Macaulay Honors College commonly referred to as Macaulay is a flagship program provided by William E. Macaulay. With over 1,400 students at its campus at the City University of New York, the students of its institution are drawing upon the resources of CUNY and New York's cultural, scientific, political, and business communities and other related arts education. Macaulay Honors College since its existence has aimed to provide a broad-based and rigorous liberal arts education for students with other privileges like internship programs and so on.
CUNY Launches New Online Guide

"Crossing the Bridge: A Map to Your College Success"

A new online resource guide designed to connect New York's college-bound and current college students with a wealth of academic support, college readiness and honors programs leading to graduation and career success was launched today by Graduate NYC!, a non-profit partnership, with funding from the Carroll and Milton Petrie Foundation.

The comprehensive guide, Crossing the Bridge: A Map to Your College Success, features 295 programs administered by The City University of New York, New York University, The New School, Fordham University, and Purchase College, State University of New York, among 23 contributing colleges and universities, in an effort to promote graduation from high school and college, academic success, and to broaden access to the many higher education opportunities available in New York City. In today's economy, possession of a college degree is one of the strongest predictors of a person's lifetime career success and earning potential.

The online guide is designed to promote broader college access and success in New York City. Programs featured include high school-based programs that promote college readiness and access to financial aid, and college-based programs that provide mentoring, tutoring, professional development, internships, and other extra-curricular supports designed to foster academic success and on-time degree completion.

The guide—now publicly available on NYC College Line, a website run by Graduate NYC!—is easily searchable and provides detailed descriptions of each program, along with direct-contact names and information. Over time, the guide is expected to expand to include programs offered at all NYC-area colleges and universities. The majority of the programs featured in Crossing the Bridge are offered to students at no additional cost; other programs offer substantial scholarship support—making the guide an indispensable resource for students, families, high school guidance counselors, and teachers.

"This is the only online directory of its kind that we are aware of in this country," says Beth Lief, Executive Director of the Carroll & Milton Petrie Foundation, which together with New York University spearheaded the development and publication of Crossing the Bridge. "Aligned with President Obama's recent challenge to raise U.S. college graduation rates and bring them in line with our global competitors, we hope this guide will measurably improve college success throughout New York City."

Families and students understand that a college degree opens the doors of opportunity, leading to more fulfilling careers, better job prospects, and higher earning potential. But for many New York City students, earning a college degree is still a challenge. Although NYC public high school graduation and college-enrollment rates have risen substantially in recent years, with 72% of graduating seniors attending college in 2012, college degree attainment rates remain persistently low. According to a recent report by the city comptroller's office, just 21 percent of New York City public school students go on to complete a two- or four-year college degree within twelve years of entering high school.

That's why Graduate NYC!, the Petrie Foundation, and a group of NYC-based colleges and universities have joined
together in an unprecedented collaboration to develop a comprehensive online guide for New York students, including high school students, community-college transfer students, and working adults returning to college. When students are connected to programs that provide financial aid, tutoring, mentoring, and other extra-curricular supports tailored to their interests, backgrounds, and needs, they are far more likely to stay on track, experience academic success, and graduate on time. “Issues of college access and success are of critical importance to all New York students, but especially to low-income students and first-generation college students,” says Ms. Lief. “Together, we are working to make sure everyone has the tools they need to access higher education and successfully complete their degrees.”

To promote the guide, publishers of Crossing the Bridge are working closely with the NYC Department of Education (DOE) and community groups, including the Goddard Riverside Community Center’s Options Institute, to make sure professionals in college-advising programs throughout the region are aware of the guide and the many programs across the region listen within. One of the major training initiatives at Goddard, working is close collaboration with the DOE, will provide training for 1,600 guidance counselors as college counselors by 2015. Crossing the Bridge on nyccollegeline.org will be promoted as an important resource for this and other groups working closely with students.

Graduate NYC! (GNYC) is a collaborative initiative, launched through a 2009 seed grant from the Bill & Melinda Gates Foundation, involving the New York City Department of Education (NYC DOE), the City University of New York (CUNY), and various community-based organizations. Its work is based on the premise that only a coordinated, targeted, citywide effort to improve high school and college outcomes for all New York City students will bring about a significant shift in local college readiness and completion rates. GNYC aspires to see a doubling of the college readiness rate among NYC public high school graduates and the rate of Associate and Baccalaureate degree completion at CUNY by 2020.

NYC College Line (NYCCL) is a major initiative of Graduate NYC!, launched in 2013 in partnership with the NYC DOE, the Options Center at Goddard Riverside Community Center, and CUNY. NYC College Line aims to provide a one-stop, web-based solution to the information gap surrounding college exploration, application, financing, and completion in New York. NYCCL is a “living library” for vetted, easily searchable resources, information, and programs to help students succeed in college. It also features an “Ask an Adviser” link, where professional advisors are available to answer questions within 48 hours, every day, all year.

The Carroll and Milton Petrie Foundation is dedicated to improving the lives of young New Yorkers, particularly disadvantaged ones, through improving public education. The Foundation provides all the CUNY senior colleges with Emergency Student Grant Funds to help students stay in school in case of short-term financial emergencies. More recently it has extended this support to CUNY’s community colleges and some private colleges as well, for the purpose of increasing college access, persistence, and success. The Foundation also supports grantees who are working on implementing common course standards in middle and high schools.
Twisting itself in partisan knots, Fox News can't keep track of when denying health benefits to Americans is a good thing and when it's a bad thing. Here's a helpful crib sheet: Denying health care by expanding Medicaid is cheered by Fox News. Denying health care through Veterans Affairs backlogs is not.

The current VA controversy has unleashed waves of right-wing media attacks on the organization, which conservative commentators now depict as a failed government-run health care agency. (It's not.)

Fueling their five-year obsession with trying to undermine and obstruct The Affordable Care Act at every turn, right-wing pundits have denounced the backlog that veterans face, the allegations of secret waiting lists at a Veterans Administration hospital in Phoenix, and claims that dozens of vets reportedly died while on a waiting list to see a VA doctor. Looking to score points politically, Fox News talks have proclaimed the VA mess to be a preview of some sort of Obamacare debacle for the general public.

Fox's Kimberly Guilfoyle recently labeled Obamacare "one big fat VA system." (False.) Colleague Ben Carson tactlessly called the veterans health care failure "a God send" because it highlighted how awful Obamacare is going to be. And Fox's Eric Boiling claimed delays that took place at the VA in Phoenix would repeat themselves nationwide under Obamacare, and 500 people "are going to die waiting" every year for treatment because of the president's health care reform law.

The larger Fox message machine has been focused: There's nothing worse, nothing more callous and unimaginable, than vets being denied the government health care they're entitled to, and some dying as a consequence.

Left unmentioned from Fox and friends? In the case of the recent implementation of Obamacare and the federal government's effort to expand Medicaid benefits, Republican governors and lawmakers in 24 states have refused, for partisan reasons, to accept the federal funds to insure more of their citizens. The result? Citizens are being denied government health care they're entitled to, and thousands may die as a consequence.

The Affordable Care Act was passed into law with the assumption that all states would expand Medicaid. But a Supreme Court decision ruled that states could opt out. Twenty-four did (five of which are either seeking waivers for alternate plans or currently debating adopting the expansion), immediately creating a coverage gap that engulfed millions Americans who are denied the benefits of expanded Medicaid and who don't qualify for premium subsidies under Obamacare.

Figure 1

Current Status of State Medicaid Expansion Decisions, 2014
Hardened ideologically, governors such as Louisiana’s Bobby Jindal, Florida’s Rick Scott, South Carolina’s Nikki Haley, and Wisconsin’s Scott Walker, took the extraordinary step of denying coverage to its citizens. Despite the fact taxpayers in those states are paying for the federal expansion of Medicaid, they’re not eligible to receive it. The boycotts affect approximately five million people, including more than 250,000 U.S. veterans in those states.

From Vox:

- Florida: Obamacare’s Medicaid expansion would provide 1,212,000 poor Floridians with comprehensive health insurance, including 41,200 veterans. But the state has refused to let the expansion go forward.
- Georgia: Obamacare’s Medicaid expansion would provide 599,000 poor Georgians with comprehensive health insurance, including 24,900 veterans. But the state has refused to let the expansion go forward.

The list goes on.

Fox News championed that deliberate political calculation to deny people insurance in red states. The same Fox team that now demands VA resigations over the fact too many vets have been denied health care and some have died while waiting for it, is the same Fox team that led the public charge to block Medicaid’s expansion.

Of course the VA should held accountable and service to American veterans needs to be improved. But Fox News has shown absolutely no concern for the estimated 7,000-17,000 Americans who will die each year because of their state’s failure to accept expanded Medicaid. That was the projection made in a study this year by professors at Harvard University and the City University of New York, and published in Health Affairs.

From the study (emphasis added):

| We estimate the number of deaths attributable to the lack of Medicaid expansion in opt-out states at between 7,116 and 17,104. Medicaid expansion in opt-out states would have resulted in 712,037 fewer persons screening positive for depression and 240,700 fewer individuals suffering catastrophic medical expenditures. Medicaid expansion in these states would have resulted in 422,650 more diabetics receiving medication for their illness, 195,462 more mammograms among women age 50-64 years and 443,677 more pap smears among women age 21-64. Expansion would have resulted in an additional 658,998 women in need of mammograms gaining insurance, as well as 3.1 million women who should receive regular pap smears. |

All of those health care benefits, paid for by the federal government, are being denied to people in places like Florida, Georgia, Idaho, Louisiana, Tennessee and Texas. (Prior to Obamacare, an estimated 45,000 Americans died each year due to lack of health insurance, according to a study by Harvard researchers.) And then there is the economic impact. “By refusing to expand Medicaid, Texas will forgo $6.2 billion in federal funding in 2022, the authors said. Florida, another state that has said it won’t expand Medicaid, stands to lose more than $5 billion,” according to the Washington Post.

Radical? Absolutely.

As CBSNews.com reported in 2012, “Some health care experts said it was unthinkable that state leaders would really opt out, since the vast majority of the cost is covered by the federal government—taxes their citizens will pay, regardless of whether the state opts in or out.” “Unthinkable,” indeed. But the policy quickly went mainstream within the Republican Party and was widely cheered by conservatives in the media.

As Media Matters noted, when GOP governors began announcing they would reject the Medicaid expansion in July 2012, Fox & Friends praised Florida governor Rick Scott for doing so. That same day Fox News contributor Sarah Palin appeared on On the Record and said she “would like to see governors be tough and opt out” of the expansion.

How’s that for Orwellian? Denying people health benefits they’re entitled to, which in turn leads to thousands of deaths each year, now represents being “tough.” In the two years since, Fox has consistently attacked GOP governors who adopt the Medicaid expansion.

Laura Ingraham slammed Republican Ohio Governor John Kasich—a former Fox News host himself—for embracing the Medicaid expansion. While guest-hosting him on The O’Reilly Factor, she termed Kasich Obama’s “BFF” and suggested he wasn’t governing in a fiscally responsible way. Neil Cavuto has questioned whether Republican governors who accept the Medicaid expansion but still say they oppose Obamacare are “just as pregnant, just as a little bit pregnant?”
Ben Carson said that if he was advising the governor of Maryland on Medicaid expansion, "I would say we need to start talking about something that makes sense. It doesn't make a lot of sense to invest a lot of our eggs in something that doesn't work." And Sean Hannity demanded that Republican party head Reince Priebus explain why GOP governors were "going along" with the expansion.

As the Harvard/CUNY study made plain, "Political decisions have consequences, some of them lethal." The difference between denying Medicaid benefits and the VA troubles today is that nobody from a political party or movement set out to make sure U.S. vets couldn't get access to the health care the government wanted to provide to them. But that's exactly what's happening in Republican states that have boycotted Medicaid's expansion. It's a deliberate move to deny health care.

People are dying because of it and hypocrites at Fox News don't mind.
CSR Press Release

L’Oreal USA Celebrates 15th Anniversary of Support for New York Coalition of One Hundred Black Women’s Annual Role Model Program

35th year of providing career readiness for young women through mentoring.

NEW YORK, May 28 /CSRwire/ - L’Oreal USA celebrated its 15th anniversary of providing support for the New York Coalition of One Hundred Black Women’s Role Model Program with four days of presentations and workshops culminating in the award of scholarships.

The New York Coalition of One Hundred Black Women (NYCOBW) celebrated its 35th Anniversary presenting the Role Model Program, an initiative that allows young women to learn practical workplace skills and to shadow professional women in their chosen careers for one week during spring semester break.

L’Oreal USA and NYCOBW hosted 28 college students and 11 high school students at its Fifth Avenue headquarters for four days of workshops and a special presentation on beauty designed primarily for girls and young women by Demetria Gibson Boccetta, Founder & Artistic Director / FashionAFRICANA.

"L’Oreal USA is at the forefront of creating and supporting programs that empower women and girls. Since 1999, we have partnered with the New York Coalition of One Hundred Black Women to support the Role Model program. Our initial grant enabled the program to expand its reach beyond the borough of Manhattan, into Brooklyn and Queens, to students of Medgar Evers College and Queens College. We are pleased to celebrate fifteen years of sustaining a program that has positively affected the lives of hundreds of college and now high school students throughout New York," said Antoinette Hamilton, L’Oreal USA’s Assistant Vice President of Diversity & Inclusion.

"Today, through our 15-year partnership, we are proud to have contributed more than $320,000 to the Role Model program including more than $15,000 in grants and scholarships awarded annually to program participants," Ms. Hamilton noted.
"The Role Model Program, now in its 35th year, is a shining example of the impact that mentoring has on the lives and career successes of those who participate in programs such as ours. Past participants in our program regularly share with us the significant impact our program has had on their personal and professional development," said Avalyn Simon, President of the New York Coalition of One Hundred Black Women.

Throughout the week, L'Oréal USA hosted workshops and presentations, a highlight of which was "Have A Beautiful Day," a skincare, hair care and make-up presentation by professionals from L'Oréal USA brands Mizani and Maybelline. Garnier consisting of mini-makeovers on the students, demonstrating great skin care as well as 'how-to' tips on creating a beautiful work look and extending the look into the evening.

The featured speaker of the evening was Demetria Boccella, Founder & Artistic Director / FashionAFRICANA, an annual production she created as a vehicle and voice for broadening the standard of beauty and cultivating a more life-giving and globally aware approach to African-inspired fashion and culture.

As curator of GLAMAZONIA by Mario Epanya, Boccella collaborated with Cameroon-born and Paris-based fashion photographer Mario Epanya to present the multi-media exhibition - which features images of Black women with African-inspired hairstyles, garments, and accessories, and offers testament to African beauty.

Ms. Boccella co-presented with Antoinette Hamilton on "The Beauty of Identity," asking the participants to define beauty for themselves. As a part of the program, the students attended a specially curated "pop-up" exhibit of GLAMAZONIA created especially for the Have A Beautiful Day evening, featuring the work of Mario Epanya and created 'Beauty Boards' illustrating their personal interpretations of beauty.

On day one the students were greeted by 2013 Role Model alumna and scholarship winner Carlene Bobb, a student at John Jay College of Criminal Justice; the young women got Dress for Success tips from Stephanie Grigg and Money Management tools from Coalition member and financial advisor, Monica Noel. The evening culminated in a 2-hour, hands-on demonstration of Dining Etiquette facilitated by L’Oréal’s Aleksander Kiprovski, Director of Food Services.

Additional workshops included: "Keeping it Real" The Politics of Work and Life, featuring panelists psychologist Dr. Erika Woods; Raven Robinson, Founder and CEO Pr2Politics and a Role Model Program participant from 2012; 1990 Role Model alumna Zevilla Jackson Preston, a Registered Architect and Founder and Principal of her Harlem-based firm, J-P Design, Inc. which opened in 1993; Edward Bullock, former L'Oréal USA Vice President of Diversity & Inclusion, Amanda Clarke, Life style blogger for Six Inches & Higher and Andrea Chilaka, a New York City based attorney and RMP mentor.

The Closing Ceremony and Scholarship Presentation for the 35th Anniversary Role Model Program celebrating the 15th Anniversary of L'Oréal USA's partnership featured Sonia S. Pearson, SPHR, CUNY Executive Director of Human Resources, who spoke about "How to Impress a Potential Employer by Highlighting Your Strengths."

Pearson said that many of the issues that disqualify candidates for employment are things that are repeatedly stressed, but often overlooked. For example, she said that it is important to submit a well-organized and thoroughly edited resume that shows that the applicant knows what the employer is looking for and how she/he can contribute.

Role Model Essay winners among the high school students were:
- 1st place - Shemaia Cumberbatch - Xenos, National Sorority of Phi Beta Kappa
- 2nd place - Brianna Howard - Xenos, National Sorority of Phi Beta Kappa
- 3rd place - Keiana Noble - Xenos, National Sorority of Phi Beta Kappa

College Scholarship Winners were:
- 1st place - Hjordy's Perez-Matos, LaGuardia Community College
- 2nd place - Fatoumata Tine, City College of New York (CCNY)
- Tie for 3rd place
- 3rd place - Asha N. Whale, CCNY
- 3rd place - Shanna Regina Bell, John Jay College of Criminal Justice

"I want my prize to go back into the Coalition. That will be my way of being a part of this organization because I believe so deeply in what you are doing and the message you are sending the young girls," said Hjordy’s Perez-Matos, first place college scholarship recipient.

Two recipients, Simone Michelle Jackson from CCNY and Simmone Isaac from John Jay College of Criminal Justice, were
awarded the Evelyn Payne Davis Scholarship — named in honor of one of the Coalition’s founders and first President and awarded to students who have had to overcome many obstacles in their educational pursuit.

The college students were selected from City College of New York (CCNY), LaGuardia Community College, Medgar Evers College, Queens College, York College and John Jay College of Criminal Justice. The high school students attended the Women’s Academy of Excellence in the Bronx or are members of the Kinos Group of the National Sorority of Phi Beta Kappa in Queens.

To commemorate both the 35th Anniversary of the Role Model Program as well as the 15th Anniversary of L’Oréal’s sponsorship, women who participated in the program from as far back as 1988 returned to share the significance of the program to their growth and development.

The Role Model Program is chaired by Cheryi Green-Foster, Second Vice President, Programs. Committee members are Elizabeth Carde, Barbara Kairson, PhD., Denise Branker, Laura Green, Sharon Long, Lakisha Odlum, and Yvonne Sterling.

L’Oréal USA

L’Oréal USA is the largest subsidiary of the L’Oréal Group, the worldwide leader in beauty. L’Oréal USA manages a portfolio of 28 iconic global beauty brands, including Clarisonic, Essie Cosmetics, Garnier, Giorgio Armani Beauty, Kérastase, Kiehl’s, Lancôme, L’Oréal Paris, Maybelline New York, Redken, Soft-Sheen Carson, Urban Decay and Yves Saint Laurent Beauté. In addition to corporate headquarters in New York City, L’Oréal USA has Research & Innovation and Manufacturing & Distribution facilities across seven other states including Arkansas, Illinois, Kentucky, New Jersey, Ohio, Texas and Washington with a workforce of more than 10,000 employees. For more information, visit www.LorealUSA.com or follow on Twitter @LOrealUSACorp.

New York Coalition of One Hundred Black Women

The New York Coalition of One Hundred Black Women is a non-profit organization addressing social, economic, political, cultural and other issues of concern to Black women in the five boroughs of New York City and beyond. The organization is dedicated to improving the quality of life for its members, their children and extended families, as well as in local communities and the larger city, state and nation. For more information about the organization go to www.cobwfounders.org or contact the NYCOBW Executive Offices at 208 East 79th Street, Suite 250A, New York, NY 10021, 212-517-5700.
QUEENS COLLEGE STUDENTS FACE MORE THAN $20K IN DEBT: REPORT

The average student at Queens College will graduate with more than $20,000 in debt, reports showed, and lawmakers are honing in on ways to make learning not require lifelong payments.

U.S. Sen. Charles Schumer (D-NY) pushed legislation last week that would allow outstanding student loan debt to be refinanced at lower interest rates not being offered to new borrowers. He stood beside a crowd of young students just beginning their college careers and said now was the time to act before their student loans took a stranglehold on their futures.

“High interest rates on student loans are creating an anchor around the necks of our young professionals throughout New York City and the state as they enter the workforce,” Schumer said. “I am pushing a plan that will aid those individuals drowning in debt.”

Roughly 912,000 students borrowed money for college in New York City in 2012, according to the Federal Reserve Bank of New York, and Schumer said they were the key demographic for his “Fair Shot” legislation to stifle interest rates before they stifle the students. The lawmaker said the plan was the next logical step after he celebrated another piece of legislation that made undergraduate loans for the 2013-2014 locked in a 3.86 percent interest.

The Project on Student Debt released a report outlining how severe student loan debt as become throughout the country and found that seven out of 10 college seniors graduating last year were close to $30,000 in debt on average. That report found that 2012 grads at Queens College left the school with about $20,624 in debt on average. St. John’s University grads were much higher, with an average student leaving with about $29,199 in debt, the report said.
"At Queens College, we feel we offer extremely competitive tuition and value for the money," said Maria Matteo, a spokeswoman for Queens College. "That said, we also provide several different loan opportunities for students to ensure they can make ends meet."

The Consumer Financial Protection Bureau studied how student loan debt could impact the country’s housing market between 2007 and 2011 and found the number of Americans between 25 and 34 living with their parents increased from 4.7 million to 6 million. Only nine percent of 29 to 34-year-olds bought their first home from 2009-2011, compared to 17 percent 10 years prior, the Center for American Progress reported.

Schumer said his legislation would allow all eligible federal and direct student loan borrowers and eligible private borrowers to refinance their high-interest loans down to rates offered to the new federal borrowers in the 2013-2014 school year under the Bipartisan Student Loan Certainty Act. It was the necessary next step, he said, to keep rates from soaring up above 14 percent in the current market.

"This new legislation will allow New York City’s over 900,000 annual student loan borrowers, with interest rates up to 14 percent, to refinance their debt at the lower rates of today, so that they can look to the future and eventually save for a car, a home or even retirement," Schumer said. "All Americans deserve access to a good education – it’s truly a necessity – but with skyrocketing student loan debt, plus exorbitant interest rates on top of that, college grads are struggling to make ends meet."
Carriage drivers want OK for horses as city eyes ferret ban's end

By Laura Italiano and Frank Rosario

Stuff the ferrets, Mr. Mayor — and save the horses.

That's the loud-and-clear message from the city's horse-carriage drivers, who couldn't understand Wednesday how the de Blasio administration could consider lifting the city's ban on ferrets while still vowing to run the iconic steeds out of Manhattan.

"Maybe we should get ferrets to pull the tourists around in carriages," said a fuming Ian McKeever, spokesman for the Horse and Carriage Association.

"I'm glad he's feeling kindly toward small, furry animals," McKeever said of news that the city Health Department is considering lifting the 1999 ban on ferret ownership. "But why isn't he feeling kindly toward the big, furry animals?"

Or, as carriage driver "Sal" said as he stood on Central Park South with his Percheron mare, less, "Ferrets can go to hell."

Meanwhile, the city's outlaw ferret owners, and advocates for the furry, friendly pets, were rejoicing. "Right now, the city can remove the ferret from your home, place it in a shelter and give you no information for where it is," said Ariel Jasper, a 23-year-old Brooklyn College student who successfully lobbied the city to consider lifting the ban.

Jasper, of Staten Island, won't say whether she owns a ferret herself but asserts they are clean and affectionate pets that sleep 18 hours a day.
"They bond with their owners, and they'll wag their tails and even giggle when they're happy," Jasper says.

Giggle? "It's this funny little sound they make," she explained.

Ferrets are legal in the vast majority of the United States, including the rest of New York state. But they were banned under the Giuliani administration 15 years ago due to the since-remedied lack of a rabies vaccine and misconceptions about viciousness.

"The Giuliani administration made them sound like killer shrews from some 1950s sci-fi movie," said one Manhattan-based ferret rescuer.

"If cats and pit bulls are legal, how could a ferret be illegal? It's absurd," said Robert Shapiro, director of Social Ties Animal Rescue on the Lower East Side.

"Hopefully, hedgehogs will be next," said Trisha Kiefer, a hedgehog advocate and breeder from Suffolk County.
Queens seventh grader does us proud at Scripps National Spelling Bee

Sai Vishudhi Chandrasekhar, a 12-year-old Hunter College High School student, revealed her trick to avoid memorizing thousands of obscure words. Now she’s ready to compete for the national title on ESPN.

BY DAN FRIEDMAN / NEW YORK DAILY NEWS / Published: Thursday, May 29, 2014, 4:11 AM
/ Updated: Thursday, May 29, 2014, 8:14 AM

Queens kids Sai Vishudhi Chandrasekhar, 12, (right) and Anil Singh, 11, (left) spell success.

OXON HILL, MD. - A 12-year-old from Flushing, Queens advanced Wednesday in the Scripps National Spelling Bee - but don't call her a walking dictionary.

Unlike many spelling champs who memorize thousands of obscure words, Sai Vishudhi Chandrasekhar, a seventh grader at Hunter College High School in Manhattan, said she focuses on "the roots and patterns, so I can use it for more than one word."

"I try to not memorize. I don't even think it's a productive way to study," she said. "I have a really short attention span. I don't think I can memorize a dictionary."

Her methods worked Wednesday when she spelled "halaq," food allowed under Islamic dietary laws, and "fossiferous," which describes an object containing fossils.

The results made her one of 46 contestants, all 14 or younger, who will compete Thursday on ESPN for the national title.

Another spelling whiz from New York City, Anil Singh, 11, of South Ozone Park, Queens, nailed "roodebock," an African gazelle, and "toque," a narrow-brimmed hat.

But he fell short on a computer-based spelling test that was used to reduce the field.
Anil and Sai made it to the nationals by winning the annual Daily News Spelling Bee, which was co-sponsored by the Municipal Credit Union, Medieval Times and P.C. Richard & Son.

Wednesday's competition featured 281 spellers from around the nation and world.

Sai was eliminated on the first day of last year's nationals, but she "prepared more this year," she said.

"I was a little nervous," Sai said. "But I knew I studied, and I did my best. I wasn't like hyperventilating."

Anil said he was "disappointed" but hopes to fair better next year.

Both hope to follow in the footsteps of Arvind Mahankali, another youngster from Queens who won last year's competition.

dfriedman@nycheral.com
Feds investigate sexual violence charge at Elmira College

Written by Bob Jamieson
3:42 PM, May 28, 2014 | stargazette.com

Elmira College has joined the list of 60 colleges and universities under investigation for its handling of sexual violence and harassment complaints, the U.S. Department of Education confirmed Tuesday.

The schools, including five each in New York and Pennsylvania, are being investigated for possible violations of Title IX, which prohibits discrimination on the basis of sex in all federally funded education programs.

The U.S. Department of Education's Office for Civil Rights released a list of 55 schools on May 1 and on Tuesday confirmed five more, including Elmira College.

No specific information on the cases was released, such as the number, the nature or where or when it took place. The agency did say the Elmira College investigation was launched May 12.

The college responded for this report in a statement released by Michael Rogers, vice president of government relations and chief of staff for Elmira College:

"Elmira College is fully cooperating with the Department of Education's Office of Civil Rights with regard to this inquiry. The college is preparing its response to the inquiry. Because of the ongoing investigation, the college will have no further comment on the inquiry itself," the statement read.

Other New York schools being investigated, all announced on the earlier list, are Binghamton University, Hunter College, Hobart and William Smith Colleges, and Sarah Lawrence College. Pennsylvania schools being investigated are Penn State, Temple, Carnegie Mellon, Franklin and Marshall, and Swarthmore.

Assistant Secretary for Civil Rights Catherine E. Lhamon, in a written statement released earlier in May, said a college or university's appearance on the list released "in no way indicates at this stage that the college or university is violating or has violated the law."

"We are making this list available in an effort to bring more transparency to our enforcement work and to foster better public awareness of civil rights," she said. "We hope this increased transparency will spur community dialogue about this important issue."

Brian Tumulty of Gannett's Washington Bureau contributed to this report.
U.S. Immigration law does not restrict the number of visits by immigrants with multiple entry visas who never overstay

However, a border officer will sometimes question a visitor who seems to be spending most of his or her time here, to make sure they have a residence abroad

Wednesday, May 28, 2014, 9:19 PM
Long lines of travelers wait for security checks at JFK Airport

Q: This winter, my mother came to visit me and stayed six months. She left before her stay expired. Can she come back after just three months abroad? My mom has a 10-year, multiple entry visitor’s visa. She has been here to visit several times.

Agnes, Cortlandt Manor
A: The law does not restrict your mother visiting whenever she wishes. However, a border officer will sometimes question a visitor who seems to be spending most of her time here. The officer will want to make sure she has a residence abroad. Given your mother’s travel history showing many visits and no overstay, she shouldn’t have a problem returning to visit after three months abroad.

Q: I petitioned for my wife, but once she got here, she left me. Can she nevertheless naturalize after only three years permanent residence? I am a U.S. citizen. I petitioned for my wife in Jamaica in 2009. Her case took longer than normal and she immigrated in February 2013. A month later she left me.

C.R., Roosevelt Island
A: Unless she marries another U.S. citizen or joins the military, your wife cannot naturalize until she has been a permanent resident for at least five years. As I wrote just last week, to qualify to naturalize after only three years, under the special rules for the spouse of a U.S. citizen, the applicant must have been 1) married to a U.S. citizen for three years, 2) living with the U.S. citizen spouse for those three years, and 3) have been a permanent resident during the three years. Since your wife left you, she cannot meet the “living with” requirement.

The law provides for an exemption from the “living with” requirement for involuntary separations, for instance where the couple work in different cities. Also, a short break followed by reconciliation may satisfy the requirement.

Q: I read your articles explaining that individuals with Temporary Protected Status qualify to enlist in the military under the MAVNI program. I am in college and I want to join the Reserve Officer Training Corps. I have TPS, but the military recruiters I have spoken to say that I need a green card to enlist in the military. Can you help?

Katya, Naples, Florida
A: ROTC is for officer training. However, to be an officer, you must be a U.S. citizen, so ROTC scholarships are not available to you. But you may be able to enlist and serve, though not immediately as an officer, if you qualify for the Military Accessions Vital to the National Interest program. Then, once you enlist.
you qualify immediately to naturalize. To enlist under MAVNI, you must speak a
needed language or have a needed medical skill. Under MAVNI, you can enlist if
you have been here legally for at least two years and you are an asylee,
refugee, a person here with TPS or you are in one of many nonimmigrant
categories. Many recruiters don't know about the MAVNI program. Try printing
out the MAVNI fact sheet and showing it to a recruiter. Find it at

Allan Wernick is an attorney and director of the City University of New York's
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Essay on why a professor is adding a trigger warning to his syllabus

Submitted by Angus Johnston on May 29, 2014 - 3:00am

Trigger warnings in the classroom have been the subject of tremendous debate in recent weeks. (1) but it's striking how little the discussion has contemplated what actual trigger warnings in actual classrooms might plausibly look like.

The debate began with demands for trigger warnings by student governments with no power to compel them and suggestions by administrators (made and retracted) that faculty consider them. From there the ball was picked up mostly by observers outside higher ed who presented various arguments for and against, and by professors who repudiated the whole idea.

What we haven't heard much of so far are the voices of professors who are sympathetic to the idea of such warnings talking about what they might look like and how they might operate.

As it turns out, I'm one of those professors, and I think that discussion is long overdue. I teach history at Hostos Community College of the City University of New York, and starting this summer I'm going to be including a trigger warning in my syllabus.

I'd like to say a few things about why.

To start off, I think it's important to be clear about what trigger warnings are, and what purpose they're intended to serve. Such warnings are often framed — and not just by critics — as a "you may not want to read this" notice, one that's directed specifically at survivors of trauma. But their actual purpose is considerably broader.

Part of the confusion arises from the word "trigger" itself. Originating in the psychological literature, the term can be misleading in a non-clinical context, and indeed many people who favor such warnings prefer to call them "content warnings" for that reason. It's not just trauma survivors who may be distracted or derailed by shocking or troubling material, after all. It's any of us, and a significant part of the distraction comes not from the material itself but from the context in which it's presented.

In the original cut of the 1933 version of the film "King Kong," there was a scene (depicting an attack by a giant spider) that was so graphic that the director removed it before release. He took it out, it's said, not because of concerns about excessive violence, but because the intensity of the scene...
ruined the movie — once you saw the sailors get eaten by the spider, the rest of the film passed by you in a haze.

A similar concern provides a big part of the impetus for content warnings. These warnings prepare the reader for what’s coming, so their attention isn’t hijacked when it arrives. Even a pleasant surprise can be distracting, and if the surprise is unpleasant the distraction will be that much more severe.

I write quite a bit online, and I hardly ever use content warnings myself. I respect the impulse to provide them, but in my experience a well-written title and lead paragraph can usually do the job more effectively and less obtrusively.

A classroom environment is different, though, for a few reasons. First, it’s a shared space — for the 75 minutes of the class session and the 15 weeks of the semester, we’re pretty much all stuck with one another, and that fact imposes interpersonal obligations on us that don’t exist between writer and reader. Second, it’s an interactive space — it’s a conversation, not a monologue, and I have a responsibility to encourage that conversation as best I can. Finally, it’s an unpredictable space — a lot of my students have never previously encountered some of the material we cover in my classes, or haven’t encountered it in the way it’s taught at the college level, and don’t have any clear sense of what to expect.

For all these reasons, I’ve concluded that it would be sound pedagogy for me to give my students notice about some of the challenging material we’ll be covering in class — material relating to racial and sexual oppression, for instance, and to ethnic and religious conflict — as well as some information about their rights and responsibilities in responding to it. Starting with the summer semester, as a result, I’ll be discussing these issues during the first class meeting and including a notice about them in the syllabus.

My current draft of that notice reads as follows:

Course Content Note

At times this semester we will be discussing historical events that may be disturbing, even traumatic, to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. (You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually.)

If you ever wish to discuss your personal reactions to this material, either with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework.

That’s it. That’s my content warning. That’s all it is.

I should say as well that nothing in these two paragraphs represents a change in my teaching practice. I have always assumed that if a student steps out of the classroom they’ve got a good reason, and I don’t keep tabs on them when they do. If a student is made uncomfortable by something that happens in class, I’m always glad when they come talk to me about it — I’ve found we usually both learn something from such exchanges. And of course students are still responsible for mastering all the course material, just as they’ve always been.

So why the note, if everything in it reflects the rules of my classroom as they’ve always existed? Because, again, it’s my job as a professor to facilitate class discussion.

A few years ago one of my students came to talk to me after class, distraught. She was a student teacher in a New York City junior high school, working with a social studies teacher. The teacher was white, and almost all of his students were, like my student, black. That week, she said, one of the
classes had arrived at the point in the semester given over to the discussion of slavery, and at the start of the class the teacher had gotten up, buried his nose in his notes, and started into the lecture without any introduction. The students were visibly upset by what they were hearing, but the teacher just kept going until the end of the period, at which point he finished the lecture, put down his papers, and sent them on to math class.

My student was appalled. She liked these kids, and she could see that they were hurting. They were angry, they were confused, and they had been given nothing to do with their emotions. She asked me for advice, and I had very little to offer, but I left our meeting thinking that it would have been better for the teacher to have skipped that material entirely than to have taught it the way he did.

History is often ugly. History is often troubling. History is often heartbreaking. As a professor, I have an obligation to my students to raise those difficult subjects, but I also have an obligation to raise them in a way that provokes a productive reckoning with the material.

And that reckoning can only take place if my students know that I understand that this material is not merely academic, that they are coming to it as whole people with a wide range of experiences, and that the journey we’re going on together may at times be painful.

It’s not coddling them to acknowledge that. In fact, it’s just the opposite.

Angus Johnston teaches history at Hostos Community College and is the proprietor of the website studentactivism.net.
WEST HARTFORD >> David W. Carter, president of the Board of Directors of the American School for the Deaf, has announced the appointment of Jeffrey S. Bravin as the 13th executive director of the American School for the Deaf.

Bravin succeeds ASD's current Executive Director Edward Peltier, who is retiring.

"I am delighted that Jeff Bravin has accepted the position of executive director for the American School for the Deaf. His unanimous selection by the school's search committee and ratification by the full Board of Directors follows an extensive national search," said Carter. "Jeff is an energetic, visionary leader who will use ASD's new cutting edge education facility to develop the next generation of deaf learning breakthroughs. Also, Jeff has been active and visible in the Greater Hartford community and the school for 11 years, and I am certain he will continue to be a visible and strong leader as we approach ASD's bicentennial in 2017."

"I also want to offer my thanks and appreciation to Edward Peltier, who is stepping down after four decades of service to ASD, including the last eight as Executive Director," added Carter. "Ed has made an important impact on the field of deaf education and all of us associated with ASD – faculty, staff, students, alumni and the board — are thankful for his dedication."

Bravin, a member of the deaf community, has been with the school since 2002, serving most recently as the assistant executive director and chief operating officer. His responsibilities included supervising all aspects of the academic and residential programs, as well as expanding ASD's role as a comprehensive center providing education and resources for deaf and hard of hearing individuals, their families, and educational partners in Connecticut and beyond.

"I am very grateful to the ASD's Board of Directors for this wonderful opportunity," said Bravin. "As the next executive director, it is my simple vision to maintain ASD's preeminence in the deaf education community by carrying the mantle of deaf education that was started by Thomas H. Gallaudet and Laurent Clerc."

Bravin's new role begins Aug. 1, 2014. Until that time, he will continue in his current role.

Bravin graduated from Gallaudet University in Washington, D.C., with a B.A. in government. He received his M.S. in Deaf Education from McDaniel College (formerly Western Maryland College) and a M.S. Degree in School Administration and Supervision from Queens College. Bravin currently serves on the Advisory Board for State of Connecticut Department of Rehabilitation Services – Deaf and Hard of Hearing Services; a Board member of American Society of Deaf Children; a Board member of Conference of Educational Administrators of Schools and Programs for the Deaf; serves on statewide Task Force on Early Hearing Detection and Intervention Programs; and a representative for Connecticut Council on Organizations Serving the Deaf.
Poaching of schoolboy talent under spotlight as top schools cut ties

May 29, 2014 | Liz McGregor

Simmering hostility over the poaching of schoolboy rugby talent has finally broken out into open warfare, writes Liz McGregor

Simmering hostility over the poaching of schoolboy rugby talent has finally broken out into open warfare. The South African College School (Sacs), one of the oldest and best boys state schools in the country, has cut all ties with another venerable educational institution, King Edward High School (KES) in Johannesburg. Sacs’ rugby, water polo, cricket and hockey teams will no longer play against KES teams. What precipitated this dramatic gesture was the fact that Sacs arrived at the St Stithians Easter Rugby Festival last month with a squad of 23 boys and left with 22. One of their grade 10 black pupils is now a KES boy. It is suspected that the boy was offered a scholarship to persuade him to switch schools.

The top 24 state boys schools agreed just a few months ago on a sports charter "born of the concern that some of the high-profile sports at our schools are increasingly being driven by noneducational imperatives and affected by questionable (unethical) practices". The charter rejected the practice of "approaching and offering money to boys to allow or encourage them to switch schools".

It was agreed that scholarships and bursaries should be offered for academic achievement and financial need respectively, and should ideally be offered only in grade 8.

The charter follows a much angrier response on www.saschoolsports.co.za from Eastern Cape headmasters after last year's Grant Khomo Week trials for under-16s, a popular hunting ground for talent scouts. At least Sacs and KES are fairly equal. This is not the case for Eastern Cape state schools, the country's chief incubators of black rugby talent and largely based in much poorer communities.

The headmasters of Dale College, Queens College, Selborne and Hudson Park High School weighed in. Roy Hewett, headmaster of the last-mentioned school, was the most scathing: "Young men are approached in a clandestine way either at, or shortly after, the Grant Khomo Week. They are made financial offers which include free schooling, all expenses paid, clothing and a significant monthly payment, for a contractual commitment to the franchise in question. They are strongly encouraged to keep the knowledge of these negotiations from their schools and often disappear during the third-term break."

These headmasters argue that the practice impoverishes their schools — they and their coaches have nurtured these boys for many years.

The boys have developed strong loyalties to the school: they are part of a healthy ecosystem in which sporting prowess is only part of their development. Academic achievement and character building are equally important. As rugby stars, these boys are regarded as heroes by their peers and provide inspiration and mentorship to younger boys.

Usually it is the Super Rugby franchises that initiate and fund the transfers. They place boys in stronger rugby schools in Pretoria or Durban. Sometimes, rich schools by promising players to boost their first teams or their quota of black players.

One could argue that these boys are being given a chance to move up in life: a life-changing opportunity for a better education and new networks that could enhance their career prospects.
Too often, though, it does not work out this way.

Frequently the transfer happens in grade 11 because schools don’t want to be saddled with a boy who then doesn’t perform, so they snaffle him to provide the X factor for their first teams in the last two years of school. The boys face hostility from other pupils because they are given a place in the team over others who have worked for it throughout their school career.

Being catapulted into a new school, particularly a largely white, much richer school, for the last two years of one’s school career is bound to be disorienting. The pupil will have been separated from family, community and culture.

And because he has been admitted to this institution purely to boost the rugby team, if he doesn’t perform, he is made to feel a failure.

This cynical use of young boys speaks to the power of rugby. A school whose first team performs well at rugby is considered a good school, regardless of other weaknesses. Parents with resources flock to such schools. Old boys open their wallets more eagerly. Greater resources mean schools can employ more teachers than the government will pay for, which means smaller classes and more individual attention. They can afford playing fields, libraries, computer labs and swimming pools.

Even if a black boy achieves his dream with an under-19 contract at one of the franchises, how far will he get? The racial composition of our elite teams does not bode well.

There is only one black South African Springbok with a regular starting position — Siya Kolisi. Super Rugby teams are overwhelmingly white. This year’s introduction of racial quotas for the lower rung of professional rugby, the Vodacom Cup, shows how many Saru unions have to be forced into giving their black players a proper opportunity.

The increase in tension between schools is regrettable but hopefully will result in the issue being properly addressed.
Scintillating works you can sink your teeth into

By Maya Rajamani

Three words came to mind while curators Alexi Rutsch Brock and Elizabeth Saperstein planned the Pelham Art Center’s latest exhibit.

"Lexi said, ‘I just want an exhibit of big, fat and juicy paintings.’ And I looked at her and said, ‘That’s going to be the name,’ recalls the center’s executive director Lynn Honeysett.

In their search for paintings that lived up to the exhibit’s name, the curators sought out large-scale abstractions that pushed the boundaries of what the physical act of painting could be. The exhibit showcases works by four female artists who use lush colors, broad but definitive brush strokes and ebullient textures in their works.

“All four really handle the paint masterfully,” said Ms. Rutsch Brock.

Brooklyn-based artist Dorothy Robinson has the largest piece in the show, an abstract rural landscape that began as two separate paintings. Over time, however, the artist merged the two images.
"She doesn't have a plan when she starts — it's more like a mood," said Ms. Rutsch Brock.

Ms. Robinson's vistas twist and turn to evoke a sense of turbulence within the viewer.

"I view the painting process as a portal to my interior life and responses to environmental and global events," she explained in her artist's statement. "It has evolved out of a deep fascination with the metaphor of landscape and the expressive possibilities of oil paint."

In *Crate*, a 2013 oil-on-canvas work, a ship bursts from the edge of the painting into a neon orange sea.

"You can hear it, it's bubbling," Ms. Rutsch Brock said of the vivid piece.

Hunter College Master of Fine Arts graduate Emily Noelle Lambert describes her works as being about vulnerability.

It is "about running towards what you are scared of — because that's where the important stuff is," she declared in her statement.

Much of her work is pieced together with wood found on beaches along with various everyday items. For instance, the 2013 work *Shield* includes a painted salad bowl.
Talented teacher turns middle schoolers into recording artists

By Maya Rajamani
Posted 5/29/14

Eighth graders from the New School for Leadership and Arts’ (NSLA, M.S. 244) jazz band can add “recording artist” to their resumes.

As cameras rolled in the BronxNet studios on May 22 and bright studio lights shone down, students performed jazz classics like “Wade in the Water,” “Sir Duke” and “Superstition.” A series of microphones surrounded the band, hooked up to a soundboard that sent the sound through to a recording application on a laptop.

Along with appearing on “Giant Steps from the Bronx,” a collaboration between Lehman College and BronxNet showcasing music education in the borough, each student will receive a CD with recordings of the studio session. The band’s performances also streamed live online during the recording process. They will air on BronxNet this summer.

NSLA band teacher Uma Karkala said while many of the students only started playing last year, they were ready to record.

“These kids are really special, and it was something I wanted to do for them. They’ve
never had an experience like this before," said Ms. Karkala, 34, who also teaches strings and woodwinds graduate classes at Lehman College.

When she arrived at NSLA four years ago, after student teaching at Celia Cruz Bronx High School of Music, the school did not have a band program.

"I pretty much started it from the bottom," said Ms. Karkala.

At first, the band had only six students. Now, 40 students participate in the band; the band's 11 eighth graders were present during the recording on Thursday.

A lifelong musician from the town of New Paltz, Ms. Karkala received a bachelor's degree in performance from the New School, where she played jazz flute. After graduating, she freelanced around the city and went on to Lehman College, where she received her Master's degree in music education. Along with her two teaching jobs, she plays with Lehman's band, as well as various groups around the city.