Hunters School of Education plays a major role in building New Yorks future. Its graduates are crucial to the development of tomorrows work force, says Professor Shirley Cohen, the schools acting dean. "They are in great demand." A key reason for the schools excellent reputation is that Hunter education students have been passing New York State teacher-certification exams at record rates. In 2003/2004, 98 percent of the Hunter students who took the Liberal Arts and Sciences Test, which measures general knowledge, passed the exam, while 99 percent passed the Assessment of Teaching Skills exam, which measures professional and pedagogical knowledge. These are among the highest rates in the state. Adds Professor Deborah Eldridge, chair of the Department of Curriculum and Teaching, "Our graduates hit the ground running. We give them practical knowledge and experience as well as educational theory. And Hunter grads know how to handle urban schools, not only because most come from urban backgrounds themselves, but also because our faculty are dedicated to city schools." Hunter sends about 500 new teachers into New Yorks public schools every year. 

For more on the outstanding people and programs in the School of Education, see pages 4, 5, 6, and 7.

Rockowitz Writing Center Dedicated

A ribbon-cutting ceremony dedicating the Dr. Murray and Anna C. Rockowitz Writing Center was held at Hunter on February 8. The event celebrated the gift of $500,000 that Anna Cohen Rockowitz, Hunter 39, gave to support the Writing Center, a much-needed facility that provides one-on-one tutorial services, computer-assisted instruction, and group workshops for Hunter students seeking to improve their writing skills. The Center is located on the fourth floor of Thomas Hunter Hall.

Speaking at the dedication ceremony, President Jennifer J. Raab said: "I wonder how many of us here would have the strength to go to another country to start college in a new language. Many Hunter students do exactly that, and Anna Cohen Rockowitz" gift will forever help those students."

The ceremony also celebrated the lives and achievements of Anna Rockowitz and her late husband, Murray (1920-2002), who dedicated their lives to each other, their children, public education, and Jewish causes. In an address that brought forth laughter as well as tears, Anna told the audience how she and Murray got to know each other while rehearsing a school play in French. (She was at Hunter and he was at City College.) "The hardest part," she recalled, "was the kissing scene, which we didn't know how to do properly. So we rehearsed and rehearsed— even on the weekends. My parents couldn't understand why we needed to rehearse this play so much!"

Murray went on to graduate from CCNY magna cum laude and Phi Beta Kappa and Anna graduated Phi Beta Kappa from Hunter. From the time they met until Murays death, they were separated only when Murray served in the military during World War II. After his return from the army, Murray went on to build a distinguished career in the New York City public school system. He began as a teacher, then over the years became an English department chairman, a principal, and, finally, the chairman of the New York City Board of Examiners. In this last position, he oversaw the preparation and administration of exams for all teachers and supervisors in the city's school system.

During this period Murray earned a masters in comparative literature from NYU, a masters in education from CCNY, and a PhD in secondary education from NYU. He published over 40 books including educational works and anthologies of fiction and poetry. Most well-known is his GED—How to Prepare for the High School Equivalency Examination, which has sold two million copies. Dr. Rockowitz also served for more than 50 years as a contributing editor for the magazines of Scholastic, Inc.
To see a list of the upcoming events at Hunter, go to www.hunter.cuny.edu/events

The Theatre Department's fall production was an innovative staging of A Midsummer Night's Dream set in 1920s Manhattan. The cast of graduates and under graduates was directed by Professor Barbara Bosch.

World Wrestling Entertainment stars Maven and Hurricane conferred with the Hunter mascot in October as part of a drive to get students to "rock the vote." The college and the League of Women Voters sponsored the visit as part of a weeklong effort to urge students to register and then vote in the November elections.

Former Marine Corps General Anthony Zinni spoke about the situation in Iraq at a lecture sponsored by the Foreign Policy Association in October.

Author Anne Crittenden (second from right) celebrated with (from left) New York City Public Advocate Betsy Gotbaum, President Raab, and Sociology Professor Pamela Stone after addressing a Hunter seminar on her book If You've Raised Kids You Can Manage Anything.

Author Jamaica Kincaid read selections from her novels and spoke with faculty and students in November as part of the Hunter College Distinguished Writers Series.

Salman Rushdie signed copies of his novel Haroun and the Sea of Stories after a colorful and humorous reading that kicked off last fall's Hunter College Distinguished Writers Series.

Oscar-winning director Pedro Almodovar spoke to a standing-room-only audience at Hunter, where he introduced his 1973 film The Spirit of the Beehive as part of the college's Romance Languages Film Festival. With the filmmaker is Romance Languages Professor Cecile Insdorf.

Author Jane Kramer (seated) celebrated with (from left) President Jennifer J. Raab, Student Government President Miles Gerety, theatre student Jennifer Artesi, Councilwoman Eva Moskowitz, Loewe Foundation President Floria Lasky, and architect Sherida Paulson broke ground at a ceremony last November to mark the beginning of renovations to the Frederick Loewe Plaza.

In November, Music Professor Nicholas Ross led the Hunter College Symphony in a concert of "Symphonic Jazz"—music for a small orchestra with a "big band" sound. The concert featured works by several giants of 20th-century music, including Aaron Copland (Music for Theatre), Scott Joplin (Maple Leaf Rag), Michael Daugherty (Sunset Strip) and Igor Stravinsky (Ragtime). The featured work of the evening was a new orchestration by Paul Whiteman of George Gershwin's Rhapsody in Blue. The symphony was joined by guest pianist Professor Stephen Graff.

Author Jane Kramer (seated) celebrated with (from left) President Jennifer J. Raab, Student Government President Miles Gerety, theatre student Jennifer Artesi, Councilwoman Eva Moskowitz, Loewe Foundation President Floria Lasky, and architect Sherida Paulson broke ground at a ceremony last November to mark the beginning of renovations to the Frederick Loewe Plaza.

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The President’s Perspective

This issue of At Hunter focuses on education. It is a proud Hunter tradition to be at the forefront of educational innovation. Thomas Hunter, an Irish immigrant, created Hunter College 135 years ago to prepare young women to become teachers. Until then, women in New York began their teaching careers after eighth grade with little or no training. Among his many breakthroughs, Thomas Hunter established a laboratory school so his student teachers, like doctors, would have clinical experience. This lab school is, of course, now known as Hunter Elementary.

Today, Hunter continues to be a leader in education, breaking new ground across the spectrum: Our programs in Special Education have earned us a national and international reputation. A new Center for Gifted Education, launched in February, will be the definitive source of new programs and best practices in teaching gifted students. In three short years, the Hunter College Mathematics Center for Learning and Teaching has helped hundreds of teachers become more effective math instructors. And we are training a new breed of school leaders with our programs for principals, administrators and counselors. In these and other areas, we are pushing the education envelope so New York City schools can offer children the best.

To keep our flagship programs moving forward, we are embarking on a five-year, $50 million capital campaign, the first in Hunter’s history. We’re off to a good start even before the formal launch of our drive. Students can now hone their writing skills in the Dr. Murray and Anna C. Rockowitz Writing Center, thanks to a $500,000 gift from the Rockowitz family. We will use gifts from The Frederick Loewe Foundation, headed by Hunter Alum Floria Lasky ’42, to turn the Frederick Loewe Theatre into a state-of-the-art facility. Thanks to Roger and Susan Hertog ’95, creative writing students will benefit from the Hertog Fellowship Program. And students in the School of Health Sciences will benefit from a commitment of $100,000 from The Grove Foundation.

We are setting up new opportunities for you to give the gift of a Hunter education to others. Our new Mother’s Day Scholarship Program celebrates Hunter mothers and their contributions to both family and community. Gifts of $2,500 and above will be acknowledged in an advertisement in The New York Times on Mother’s Day. To learn more about how you can support your alma mater, please contact the Development Office at 212-772-4085.

Faculty Profile

Tina Howe Says Hunter is Her Muse

Nominated playwright and Hunter theater professor Tina Howe is going to get an enviable... about herself. As the recipient of the Distinguished Achievement in American Theatre Award from the prestigious William Inge Theatre Festival, Howe is to be honored at the 24th annual Inge Festival in Independence, Kansas, this spring. During the four-day festival, there will be tributes to Howe by directors, actors and fellow playwrights; panel discussions; and retrospectives. Theatre scholars will present papers on Howe’s works, which are known for their lyrical language.

“Tina Howe has had an huge impact on American theatre and is universally respected by her peers, has productions of her plays all over America, but is not, yet, a household name. We hope that honoring her at the Inge Festival will introduce more of the American public to her unique voice. She joins an impressive list of past William Inge winners, including Arthur Miller, Stephen Sondheim, Neil Simon, and Wendy Wasserstein, the only other woman to win this award. Howe’s plays include Pride’s Crossing, a finalist for the 1997 Pulitzer Prize, and Coastal Disturbances, which received a Tony nomination for Best Play. She came to Hunter in 1990 as an adjunct in the Theatre Department, where she currently teaches a graduate course in playwriting. She still considers it an exciting moment when she meets a new class.

"There are older people, single parents, people with day jobs, so you know that they are sacrificing to be here," she says. “They have valor and commitment and they are eager to learn and to surrender to writing a play." Howe is pleased at her latest accomplishment. "It will show my students that hard work does pay off.”

Howe recently retranslated two of Eugene Ionesco’s plays, The Bald Soprano and The Lesson. She says that her inspirations for the translations came after she appeared in a student production of The Bald Soprano at Hunter. Howe decided the script needed a change. “The English translation was cumbersome so I decided to revisit the original French and make the play more actor-friendly,” she says.

The play’s the thing when it comes to Tina Howe. Graduate students in Playwriting I stage readings of their own work and await their professor’s critiques.
The School of Education consists of the departments of Curriculum and Teaching, Educational Foundations and Counseling Programs, and Special Education. (See articles on special education on page 6.) The school offers both undergraduate and graduate courses, and undergraduates who wish to become teachers must major in a liberal arts subject. They may take a sequence of courses that will prepare them for teaching in pre-schools, elementary or secondary schools.

Graduate programs offer master’s degrees in a wide range of fields, including adolescence education (the sciences, English, Latin, Spanish, social studies, music, and other academic subjects); childhood education; early childhood education; rehabilitation and school counseling; TESOL; bilingual; and special education. A adolescence education programs are given in conjunction with Arts and Sciences departments.

Natalia Jackson, a second-grade teacher studying for a master’s in early childhood education, “Hunter gives me really practical skills: how to plan a lesson, how to organize a theme, how to understand children’s developmental levels. I also appreciate Hunter’s diverse population, as that’s the population I’ll work with.”

Producing Excellent Teachers

One of the innovative programs making an impact on New York schools is the Teaching Opportunity Program (TOP), which offers high-achieving college graduates a curriculum combining course work with on-the-job teacher training. What makes TOP so successful? Ask Antonio Salgado, an eighth-grade Spanish teacher at I.S. 145 in Queens, who is also a student in the program. “We talk about real-life issues in TOP classes,” he says. “We have mock situations where we work out ways of solving problems we’ll meet when we teach, and we share our ideas and experiences.”

Building Leadership Qualities

Hunter trains school principals and other administrators as well as teachers. Led by co-coordinators Professor Janet Patti and Professor Marcia Knoll, the Program in Administration and Supervision (ADSUP) offers educators a post-master’s program leading to an advanced certificate. “Hunter’s ADSUP Program is unique in the nation,” says Patti. “It is highly competitive and is the most effective for preparing leaders. Hunters have a unique opportunity to work with administrators and supervisors at the regional level.”

Training Insightful Counselors

Like the other programs in the School of Education, the master’s programs in school counseling and rehabilitation counseling are highly competitive. This past fall 281 students applied for 35 openings in the school counseling program. Graduates are “virtually assured of excellent jobs,” says Professor John O’Neill, coordinator of the program. “The School of Education’s success,” says Acting Dean Shirley Cohen, “is measured by the success of its students—how well they perform in the classroom, how far they advance in their careers. The challenge never ends, of course, but the college can take pride in the contributions its graduates have made and are making to New York and to the nation.”

Future Music Teachers Will Bring Students the World

Professor Victor Bobetsky, director of Hunter’s Teacher Education Program in Music (Music TEP), believes the language of music can help students express themselves in ways not possible through any other means. “Music also gives children the chance to learn about different cultures and to achieve great things working as a team,” says Bobetsky. Music TEP trains future teachers to lead general music education classes, as well as vocal and instrumental performing ensembles, in grades Pre-K through 12. Approximately 30 students are enrolled in all stages of the program and about eight students graduate annually with MA degrees in music education and New York State teaching certificates.

Ninety percent of the program’s graduates go on to teach in public schools; the rest pursue doctorates or employment in related fields. Out of 25 graduates since 2002, 15 are teaching music in New York City public schools, including Hunter College Elementary School. Music TEP alumni agree that the program prepares them exceptionally well for teaching in public schools. Jessica Lopa (’04), a Staten Island middle school teacher, says, “I thought the program was great. It prepared me mentally and emotionally.” The sequence of courses gave me a balanced set of resources which I draw upon every day,” says Fran Vogel (’92), director of the Music Department at Robert F. Wagner Middle School (Manhattan), commented, “All the Hunter student teachers we have on staff are well prepared and well trained. They add a great deal to the Music Department.”

Music TEP students take classes in instrumental and vocal pedagogy, musicianship, and piano, in addition to general education courses offered by the School of Education. Students spend their final semester student-teaching in the New York City schools. “Music can be a valuable teaching tool,” says Bobetsky. “Learning about form and structure in music is similar to learning about phrases, sentences and paragraphs in language arts classes.” In social studies classes, he noted, “Learning and listening to music gives students a vivid feel for the cultures they study.” Hunter students study ways to bring world music into the classroom in the requisite World Music Education course that Bobetsky designed for this purpose.

Bobetsky came to Hunter in 2001 after 15 years in public education, first as a music teacher and later as a school district supervisor of music and art education. He specializes in arranging folk songs for young singers and he helps choir directors—including current Hunter students and alumni—to find high quality repertoire.
Over the years, Hunter has graduated thousands of talented, caring men and women who have devoted their lives to one of society’s highest callings: education. Some work where it all starts, in the classroom. Others enrich tomorrow’s classrooms by becoming education professors. Still others become the leaders of individual schools, regions or school systems. We salute our dedicated education alumni and are proud to introduce four leaders in the field.

Rose Albanese-DePinto

Throughout her distinguished career as an educator, Rose Albanese-DePinto (BA ’73, MA ’76) has always considered her Hunter experience to be at the core of her success. Albanese-DePinto, who is now a senior aide to New York City Schools Chancellor Joel Klein, says of her days at the College: “I was able to study with the most brilliant second-language teachers in the country. But they were more than teachers—they became mentors and friends whose advice I rely on to this day.”

A mong her professor-mentors was Mario Fratti, the playwright best known for his Broadway hit Nine, who was for many years a Romance Languages professor at Hunter.

After graduating with a major in Italian and a minor in secondary education, Albanese-DePinto studied at the University of Bologna. She recalls sitting in a classroom “and wondering which seat Dante sat in when he was a student there.”

Albanese-DePinto was born in Calabria, Italy. Her family immigrated to New York when she was a child, and she attended primary and secondary schools in Brooklyn. After earning her master’s at Hunter, she began her career as a high school teacher. She rose steadily through the ranks, and by 2000 was senior superintendent of the high school system. In 2004, she was appointed senior counselor to Chancellor Klein with responsibility for the safety and security of city schools.

What her Hunter education gave her, she says now, is an enduring understanding of “the need to match classroom theories about education with real-world teaching experience.”

Charlotte Frank

Dr. Charlotte K. Frank (MSEd ’66) is a leading figure in the effort to help America’s schools do the best possible job for their students and the nation. As vice president for research and development for McGraw Hill Education, she works with major business groups and school systems nationwide to help ensure that schools prepare their students for today’s work force and that businesses are actively involved with education.

The recipient of more than 60 awards for her achievements in education, Frank began as a teacher and supervisor in the New York City public schools and went on to hold key posts in the Board of Education, including executive director of the Division of Curriculum and Instruction, where she designed and developed curriculum and professional development programs for the entire school system.

Frank, who holds a bachelor’s in business administration from City College and a PhD in education from NYU, has lectured at Teachers College, Harvard, and Fordham and has been a consultant and advisor for many national organizations seeking to improve education. “Hunter played a large part in my career,” she says. “It taught me that you had to work hard to achieve, but you can gain great joy from your work.”

Thandiwé M. C. Peebles

Thandiwé M.C. Peebles (MSEd ’74) has risen, over the course of a 40-year career, from New York elementary school teacher to head of the Minneapolis public school system. Her story is a classic example of how Hunter helps train the nation’s leaders in education.

Dr. Peebles received a master’s in education from Hunter after getting her BA at St. John’s University in Queens. She continued on to Nova Southeastern University in Fort Lauderdale, FL, to earn her doctorate.

Of her time at Hunter, Peebles says, “I’ll always remember how accessible the professors were, how they made a real effort to understand you as a person and how they taught us the real-life applications of textbook knowledge.”

Starting as an elementary school teacher in Harlem, she advanced through a series of positions in New York, including district administrator and principal of elementary and middle schools. She was recruited as a senior administrator by the Cleveland, Ohio, school system and was named superintendent of Minneapolis schools in July 2004.

Besides her talents as an administrator, Peebles is also an expert in reading, language arts, African history and culture, African-American history and culture, and early childhood education.

Joseph Shenker

Dr. Joseph Shenker (BA ’62, MA ’63), Provost of the C.W. Post Campus of Long Island University, is a widely respected leader in higher education. After earning undergraduate degrees from Hunter, Shenker received his Ed.D. in higher education administration from Teachers College, at age 29, he was the Acting President of Kingsborough Community College and a year later was appointed the first president of LaGuardia Community College before the school was even built. He also served as Acting President of Hunter College for one year.

After an 18-year tenure at LaGuardia, Shenker left to head up the Bank Street College of Education. For the past ten years he has served as Provost of the C.W. Post Campus, presiding over a period of growth and development with more than $70 million in new construction and a burgeoning enrollment.

“The primary reward I get from working in higher education is being able to assist students towards their personal goals and to help them overcome obstacles at the personal and educational level as they move toward their degrees,” says Shenker. “It’s gratifying to see them a few years after they’ve graduated and know that I had a little to do with their success by having been supportive.”

Shenker believes his Hunter education helped him with his profession. “The support and assistance I received from the faculty and administration set a tone and served as a model for me which I try to emulate as I relate to students,” says Shenker. His advice to his students: “Have a dream and don’t be discouraged by the vicissitudes of life. Keep moving forward to your dream.”
PIONEERING PROGRAMS

Making a Difference in Special Education

Hunter's Department of Special Education, the most comprehensive special ed program in the CUNY system, has a major impact on thousands of children—and their parents and communities. Begun in the 1930s, the department is now recognized nationwide both for providing first-rate training for teachers of children with special needs and for broadening knowledge about the education of these children.

Since its beginnings as a program aimed at preparing teachers to educate children with physical, mental, and visual impairments, the department has expanded steadily in the wake of growing public and governmental recognition of the need to provide appropriate, specially designed instruction to exceptional children—those whose special traits range from severe/multiple disabilities including deafblindness to giftedness. Launched as a separate department in 1981, the Department of Special Education now offers master's degree programs leading to New York State certification in childhood special education (with specializations in learning disabilities or behavior disorders, and an annotation in severe/multiple disabilities); early childhood special education; deaf/hard-of-hearing; and blind/visually impaired. Also offered are advanced certificate programs in blindness/visual impairment and in autism. An advanced certificate extension in education of the gifted is expected to be granted state approval soon.

Among its many distinctions, Hunter's Department of Special Education is the only institution in either CUNY or SUNY that prepares teachers to work with blind/visually impaired students and with deaf/hard-of-hearing students.

Helping Children, Training Teachers

A cornerstone of the Department of Special Education is the HC Learning Laboratory, an innovative facility that helps children with special needs as it trains teachers. Initiated and coordinated by the department's chair, Professor Kate Garnett, the lab is an after-school tutoring program for children with a variety of learning disabilities. It focuses on pupils in grades 1-6 and provides one-on-one remediation in areas ranging from basic reading and spelling to comprehension, writing, math, self-regulation, and social learning.

The tutors—graduate students in the Program in Learning Disabilities—are supervised by Hunter faculty. For these students, notes Garnett, the facility is "a real laboratory that helps them to develop, refine, and elaborate their teaching skills."

One of the defining attributes of the HC Learning Lab, says Garnett, is its physical arrangement. The lab consists of large, open rooms in which tutors, children, and faculty supervisors interact with one another—with each tutor/child couple at its own table.

"The psychological impact on the child of having the exclusive attention of one caring special educator, while at the same time being part of an open community, is striking," says Garnett. "The tutors exchange ideas and materials and integrate the coaching of their supervisors. The kids, who come from all social classes and diverse cultural backgrounds, come to know one another and form kinship groups. It is a powerful experience for everyone involved."

In addition to serving children at its home base at Hunter, the Lab, in a partnership with the New York City Department of Education, is providing tutoring to children at two school sites and has initiated special summer collaborations with public schools.

Targeting and Treating Autism

Professor Shirley Cohen, acting dean of the School of Education, specializes in an area that has been getting an increasing amount of public attention in recent years: the education of children with autism spectrum disorders (ASDs). In the past, notes Cohen, "many children with ASDs would have been labeled as having learning disabilities, emotional disorders, and/or mental retardation. But with our increased understanding of autism," she continues, "more children are now being identified as having ASDs, and they are identified earlier."

Once considered relatively rare, Cohen says, autism is now viewed as one of the most common developmental disorders of childhood, with recent studies indicating that at least one out of every 165 to 250 children has the disorder. The Early Childhood Special Education program developed by Cohen, which has about 125 matriculated students, includes two required courses about autism spectrum disorders.

Aided by a New York State Education Department grant awarded in 2002, Cohen developed Hunter's Advanced Certificate Program in Autism, which was approved by the state in 2004. Cohen has also received a planning grant from the FAR Fund, a private foundation, to develop an Autism Center for Professional Development at Hunter. In addition, she is involved in training new staff in the New York City public schools for a program for young children who have Asperger's Syndrome, a form of high-functioning ASD. Cohen's many publications include Targeting Autism: What We Know, Don't Know, and Can Do to Help Young Children with Autism and Related Disorders.

Dr. Mac: Behavior Advisor to the World

A lively and innovative Web site developed by Professor Tom McIntyre helps teachers from all over the world identify and deal with behavior disorders in children and youth. McIntyre, who is coordinator of the behavior disorders program in the Department of Special Education—and is known to his readers as "Dr. Mac"—started www.behavioradvisor.com in 1997 as a means of sharing course materials with his students at Hunter. He then added a bulletin board feature to provide them with a way to apply their book knowledge to real-life situations as they offered much-needed advice to New York City teachers.

Word about the site spread rapidly, and requests came pouring in from more than a hundred countries for advice on issues ranging from attention deficit disorder to defiance and aggression. The site provides many ways to help children learn to make better behavior choices on their own.

Following the success of his site, in 2003 McIntyre's book The Behavior Survival Guide for Kids: How to Make Good Choices and Stay Out of Trouble, was published. It is one of the first guides for kids labeled by their schools as having a behavior disorder.

Dr. Mac's Behavior Management Advice Site

Welcome to Dr. Mac's behavior management advice site!
Hunter College celebrated the opening of its Center for Gifted Studies and Education on February 16 before a standing-room-only audience of elected officials, Department of Education representatives, school principals, educators, and parents. Hunter established the Gifted Center as a place for educators involved in teaching motivated, talented, and high-achieving young people to use for research, teacher training and curriculum development.

Sharing the stage were President Jennifer J. Raab, Dona Matthews, Director of the Hunter College Gifted Center, and New York City Department of Education’s Deputy Chancellor for Teaching and Learning Carmen Fariña. Fariña delivered a keynote address in which she reiterated New York City Mayor Bloomberg’s commitment to adding more gifted education programs in the city’s public schools.

Saying the Hunter Center “will provide a vital link in the development of best teaching practices for our city’s most gifted and talented students,” Fariña described her own experiences in teaching and found that “gifted educational models have the potential to make life changes for children.” Fariña tried to allay the audience’s concern about the future of the gifted programs in New York City by emphasizing that the “New York City Department of Education is maintaining and supporting existing gifted and talented programs and expanding these opportunities for students across the city, including in traditionally underserved neighborhoods.”

In addressing the need for more gifted programs in the city, President Raab said that Hunter has a long franchise in the area of gifted education. “Our elementary and high schools were created as laboratory schools, to be used to research, develop and test the best practices in education. We believe it is time to rejuvenate this mission and we believe it is our obligation to use Hunter’s expertise to support public gifted programs and schools throughout the city and the country,” said Raab.

“New York City’s neighborhoods are rich with bright students, who are performing years beyond grade level,” continued Raab. “These children need to know that it’s okay to be smart. They need classes that will challenge them and teachers who know how to inspire them.”

In her remarks, Dr. Matthews said it’s important to match education to ability and that “with all the mandated criteria, far too many of our bright learners are not being intellectually challenged.”

The Hunter College Center for Gifted Education will serve as a “go-to” place for gifted education, where professionals can come to exchange ideas and promote dialogues. It will provide technical assistance to schools initiating, modifying and evaluating gifted programs. The Center recently initiated a graduate program in gifted education, where teachers who work with gifted and talented children can study for the newly-created New York State gifted education certificate. For more information on the Gifted Center, contact Dona Matthews at dmatt@hunter.cuny.edu or 212-772-4703.

HuntersMath Teachers’ Classroom Skills—and Their Grasp of Math

Many New York schoolchildren lack the math skills that are essential to economic survival in today’s world—but a new program is out to change that by focusing on a key element of the educational equation: the teacher.

The Hunter College Mathematics Center for Learning and Teaching was launched in 2002. Its first undertaking, in collaboration with the Teacher Center of the United Federation of Teachers and the New York State Department of Education, was to set up a series of workshops designed to enhance the teaching skills of high school and middle school math teachers.

The workshops, which deal with subjects taught in the public schools, have covered such areas as geometry, statistics, numeration, and algebra for middle school teachers; and linear equations, quadratic equations, and exponential functions for high school teachers.

A prime goal of these workshops, says Frank Gardella, executive director of the Center, is to “improve math teaching by helping teachers gain a deeper understanding of mathematical concepts. Many teachers need a fuller grasp of the underlying thinking behind math formulas and equations.” Adds Robert Gyles, the Center’s director, “Especially in elementary schools, where many middle school teachers begin, the emphasis is on learning to be teachers of children rather than teachers of subjects. We want to increase teachers’ knowledge of content.”

An equally important workshop goal is to enhance teachers’ ability to communicate their knowledge, especially to students who have different needs and different learning styles. Many public school math teachers, says Gardella, have not been adequately trained to communicate with “all levels of learners.”

Hunter is uniquely qualified to impart the two different skills—learning a field and teaching it—because, says Gardella, Hunter’s math educators and pure mathematicians work together more closely than their counterparts at most other colleges.

While continuing to offer its workshop series, the Center has developed a host of additional projects. It has begun a series of colloquia on teaching math to different student populations, including very young students (pre-K to 2nd grade), students whose first language is not English, and students with various disabilities. It regularly conducts research on effective teaching methods and prepares sample teaching materials. At the request of a Brooklyn region (a group of about 100 elementary and middle schools), it developed a program to train school administrators in math education. To aid a Queens region, it designed programs in specific mathematical areas. And it frequently conducts special projects to upgrade math teaching and learning at underachieving schools throughout the city school system.

Underlying the Center’s work is the conviction, said Gyles, that “teachers have a domino effect: one good teacher will transform the lives of hundreds and hundreds of students.”

For more information regarding the work of the Hunter College Mathematics Center for Learning and Teaching or issues pertaining to mathematics education, contact Dr. Frank Gardella at fgardella@comcast.net or 212-772-4676; or Dr. Robert Gyles at rgyles@hunter.cuny.edu or 212-772-5762.
Congressman Rangel Takes a Stand At Hunter Graduation

U.S. Representative Charles Rangel (D-NY) addressed more than 1,600 graduates and their guests at Hunter College’s 190th Commencement on January 10. He received a President’s Medal from President Jonathan J.严重 for his “commitment to public service.” Hunter alumnae Barbara A. Scott (’53) and Shirley E. Scott (’52), sisters who grew up with Representative Rangel in Harlem and have known him since childhood, presented the medal to him.

Hunter Grads Keep Trying... and Succeeding

Hunter graduate Papa Seck is living proof of the familiar adage, “if at first you don’t succeed, try, try again.” Looking to fulfill the American dream, Seck came to New York from Senegal. He opened a clothing business, but it failed. He then opened a restaurant, but it, too, failed. Yet, Seck was determined to succeed. He enrolled in Hunter to study economics, working toward a joint BA/MA. To earn money for tuition, Seck found a job at a parking garage, where he could study for classes and exams during his overnight shift.

Seck focused on family economics in developing countries. He even found time to tutor and mentor his fellow students. After 10 years of hard work and persistence, Seck graduated with two degrees and a 3.9 GPA. He intends to continue his studies and work toward a doctorate. In the meantime, he plans to capitalize on what he learned from his developing nations classes and help the children left without parents after the tsunami disaster in Southeast Asia.

Growing up in an ultra-Orthodox Jewish community, Malka Schwartz seemed destined for a life bound by strict traditions. She was told what to eat, what to think and how to dress. In this environment Schwartz’s quest for the knowledge that the outside world provided would be impossible. She had to make a difficult choice—stay in the Lubavitch community with her parents and eight siblings or break with tradition and attend college.

For a year she grappled with the conflict between the powerful sense of purpose supplied by her community versus the pull of a college education and a secular life so different from the one she was leading. Her love for learning won and Schwartz enrolled at Hunter, with the support of her grandmother, who had attended Hunter in the 1940s.

Four years later, Schwartz graduated magna cum laude. She now heads up a nonprofit that supports those seeking to explore a world beyond the religious environments in which they were raised. Her organization, Footsteps, was created in honor of her grandmother who died before she could see Malka graduate. 
Sophomore Ron Kagan plans to go into one of the most competitive fields in the world—acting. But he has the edge: his Hunter mentor.

Kagan is a participant in the college’s recently launched Mentoring Program, which pairs students with alumni and friends of the college. The mentors draw on their own work-world experiences to offer the students academic, professional and—sometimes—cultural advice.

Kagan says of his mentor, film industry executive Roe Bressan (BA ’83), “She really knows the industry, and learning about her experiences has been inspiring.”

But he adds, “It’s also been sobering. Because she tells me about the realities of the field, I now have a much better idea of what I can expect. She’s given me the tools I need to make decisions about my future.”

## Connecting Classrooms and Work Places

The Mentoring Program was run as a pilot project in spring 2004 and is now in its first full year of operation.

The chief goal for most students in the program is assistance in career planning, and many work with a mentor who has achieved professional success in a field that interests the student. Avinash Mehrotra, a managing director at Goldman, Sachs & Co. and a member of the Hunter College Foundation Board of Trustees, is able to give Williams, a psychology major who hopes to be a doctor, advice that includes how his company recruits, what you need to know about the realities of the field, and a mentor can tell them about the various career possibilities open to them.

But, as Hunter student Gwen Williams emphasizes, the program can be helpful even when the mentor and the student have made different career choices. “Being with my mentor, Eve Haberman (BA ’54), is a learning experience for life in general,” says Williams, a psychology major who hopes to be a doctor. “I’ve always wanted to help people, and I feel that my mentor—who is deeply involved in humanitarian volunteer work—has taught me so much about how to interact with people.”

### More Than Career Guidance

Sophomore Abigail Asare, who is considering a career in international relations, also gains “much more than career guidance” from David Hurwitz, chair of the Mentoring Program’s advisory committee. (See picture on this page.) “He tells me how to write a resume, but it’s also helpful for us to show students how to write a talk, dress, act, and interact.”

“Group sessions are productive in that they enable large numbers of students to learn from a speaker’s experiences,” says Jacqueline Wilson (BA ’51), president of the Alumni Association and a former administrator for the U.S. Department of Health and Human Services. “But whether mentors and students meet one-on-one or in a group, they agree that the mentoring process helps students plan careers, get the most out of their education, and improve their ability to operate in the world. Not only is it useful when we show students how to write a resume, but it’s also helpful for them to see how leaders in different industries and professions talk, dress, act, and interact.”

“Many students need exposure to specific areas in the outside world, and a mentor can tell them about the various career possibilities open to them.”—Avinash Mehrotra

## Mentors Help Students With Some Worldly Advice

Mentors not only help students clarify their educational and career goals, says David Hurwitz, who was instrumental in creating the mentoring program, but “they can also help young people develop culturally, socially, and personally.” And to be successful, he emphasizes, mentors must “let the students know they’re genuinely committed to working with them.” Hurwitz, a lawyer and a former head of a major newspaper group, also points to the benefits a mentor gains. “Helping to build young people’s futures is deeply rewarding,” he says, adding: “It’s an extension of parenting and grandparenting.”

### In Memoriam: Jack Newfield

Hunter alumnus Jack Newfield (BA ’60), one of the country’s leading journalists and authors, died on December 21, 2004, at the age of 66. In his honor, and with an initial anonymous donation of $25,000, Hunter is working with Jack’s wife and family to establish the Jack Newfield Visiting Professorship in Journalism, and to maintain his legacy through special classes, other programs and activities.

A native of Brooklyn who grew up in Bedford-Stuyvesant, Newfield majored in English at Hunter, and began his journalism career as editor of the Hunter Arrow. He went on to become not only a brilliant writer but a powerful voice for the causes he believed in. He was, said The New York Sun, “a passionate assailant of corruption, inequity, and violence.”

After college Newfield was drawn to the civil rights movement, and his first book, A Prophetic Minority, was about his experiences in the South. He was arrested at a sit-in in 1963 and spent two days in jail with Michael Schwerner, one of three civil rights workers who were slain in Mississippi the following year.

Newfield went to work at the Village Voice in the 1960s, and while with the Voice he traveled with Robert Kennedy during the latter’s presidential campaign. He was at Kennedy’s hotel when Kennedy was assassinated; his Robert Kennedy: A Memoir came out the following year. Newfield gained considerable fame as a crusading journalist for the Voice—among his initiatives were his annual lists of “Ten Worst Judges” and “Ten Worst Landlords”—and he continued exercising his investigative zeal when he joined the Daily News and, later, the New York Post. More recently he wrote for The New York Sun.

Among Newfield’s 10 books were Only in America: The Life and Crimes of Don King; Somebody’s Gotta Tell It: The Upbeat Memoir of a Working Class Journalist; and The Full Rudy: The Man, the Myth and the Mania, about Rudolph Giuliani. He won a George Polk Award for investigative reporting for a series of Village Voice articles on state and city politics, and an Emmy for a documentary on Don King.

A mong the scores of public figures who have lauded Newfield are Mayor Michael Bloomberg, who called him “a writer who, guided by his conscience, shaped his times”; and former Governor Mario Cuomo, who deemed him “a terrific fighter for causes, with his typewriter and his brilliant mind.”

The Hunter community sends its deepest condolences to Jack Newfield’s wife and family.
Did Your Mother Go to Hunter to?

This Mother’s Day give your mother a gift that honors her Hunter heritage and gives a new generation of students the opportunity for a Hunter education.

The College has created a Mother’s Day Scholarship Program that celebrates Hunter mothers (and other family members as well) by funding scholarships for current and future students—many of whom are immigrants, first-generation Americans, or the first in their families to go to college. Your gift will make a tremendous difference in the lives of Hunter students.

There are many ways to participate:

• Endow a scholarship in your mother’s name.
• Support a student for a semester or a full year.
• Underwrite a dorm room for a year.

Gifts of $2,500 or more will be acknowledged in a special advertisement in The New York Times on Mother’s Day (May 8).

To find out more, please contact: Katy McNabb Hunter College Foundation, Inc. Phone: 212-650-3349 E-mail: katherin mcnabb@hunter.cuny.edu

The Alumni Association of Hunter College cordially invites you and your guests to

The 135th Birthday Celebration of Hunter

Saturday, May 7, 2005

11:00 am Milestone Class Reunions
11:30 am Spotlight Series—featuring some of Hunter’s most exciting programs and professors!
12:30 pm General Reception
1:00 pm Luncheon
3:30 pm Afternoon Reception

Sheraton New York Hotel and Towers
Seventh Avenue and 53rd Street, New York, NY 10021

Seventy-Five Dollars R.S.V.P.
For more information please contact the Alumni Association at (212) 772-4087 or alumni@hunter.cuny.edu

This is your only invitation unless you are a member of a milestone class.


_________________________ Ticket Number ________________________ Table Number

135th Birthday Luncheon
May 7, 2005

The U.S. Civil Rights Movement
Professor Jonathan Rosenberg

Art History 101:
The Power of Conversation: Jewish Women
and Their Salons
Professor Emily Braun

Social Sciences 101:
The Future of Social Security: Political Myths
and Economic Realities
Professor Marianne Pahs

Regina Resnik

Regina Resnik Presents

Regina Resnik is a member of Phi Beta Kappa, and has received a Hunter Alumni’s Outstanding Career Achievement, and an honorary doctorate. This Mother’s Day give your mother a gift that honors her Hunter heritage and gives a new generation of students the opportunity for a Hunter education. The College has created a Mother’s Day Scholarship Program that celebrates Hunter mothers (and other family members as well) by funding scholarships for current and future students—many of whom are immigrants, first-generation Americans, or the first in their families to go to college. Your gift will make a tremendous difference in the lives of Hunter students. There are many ways to participate:

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Regina Resnik

Regina Resnik Presents
Please keep up— and your fellow alumni— informed about your accomplishments by sending your news by e-mail to: alumnirelations@hunter.cuny.edu. Due to space limitations, we cannot publish all submissions, but please visit our Web site at www.hunter.cuny.edu/alumni for these and other class notes.

1920s
The New York City Council honored Sadie Baris Turak (BA ’29) as a Pacesetter during the Pacesetter Awards celebrating Women’s History Month. Turak, who earned a law degree at Fordham, is a retired administrative law judge for the Department of Transportation.

1940s
Actress Ruby Dee (BA ’44) and her late husband, Ossie Davis, were recipients of the 2004 Kennedy Center honors in the performing arts, awarded for lifetime achievement. Dee and Davis made their joint film debut in 1950 and over the years received the National Medal of Arts, the Life Achievement Award of the Screen Actors Guild, and the Silver Circle Award of the Academy of Television Arts and Sciences. Individuals and institutions nationwide, including Hunter, have paid memorial tributes to Davis since his death in February.

1950s
Rosalia Gioia (BA ’50) was inducted into the National Lacrosse Hall of Fame in June as an alumni/sister member.
Post Sonia Sanchez (BA ’56) read some of her works at the Tribeca Performing Arts Center in December. Last summer Sanchez performed at Atlanta’s National Black Arts Festival, where she was named a Living Legend.

Jeanette Elizabeth Brown (BA ’56) is the 2005 recipient of the American Chemical Society’s Award for Encouraging Disadvantaged Students in the Chemical Sciences. Brown is a pioneering research chemist whose work at Merck & Co. led to a host of patents.

Ellison Cosmas (BA ’77), an associate scientist of the Research Division at the Hospital for Special Surgery, died in the summer of 2004.

1980s
The Chicago Sun-Times named Northeastern Illinois University President Salme Harijn Steubing (BA/MA, ’62) one of Chicago’s top five educators. Newsday profiled Lawrence Mandell (BA ’85), president and chief executive of United Way of New York City. Mandell has been with United Way since 1987 and was previously executive director of the Grand Street Settlement. He has a master’s in social work from Fordham.

1990s

Joseph Rutkowski (BA ’97) is instrumental music director at the National North Secondary Schools on Long Island, where he has taught since 1991. Under his direction the district’s orchestra band has performed at venues such as Avery Fisher and Carnegie Halls.

The University of Michigan/Dearborn named Rababi I. Abdulhadi (BA ’94) the director of the Center for Arab American Studies and professor of sociology. Abdulhadi was formerly an assistant professor/faculty fellow in the Center for the Study of Gender and Sexuality at New York University. She earned her PhD at Yale.

Armstrong recently won the top prize in the African Film Commission’s International Screenwriting Competition. Francis has worked on such TV productions as “The West Wing,” “Numb3rs,” “Joan of Arcadia,” and “ NYPD Blue” as well as the movie “The Duke of Hazzard.” Along with his producing partner he is currently developing a movie of Malidoma Patrice Somé’s autobiography Of Water and the Spirit.

Artwork by william CROW (MFA ’98) was included in the exhibition “Ordinary Adornments” mounted at the Gallery in Denver last summer. crow’s work is in the collections of such prestigious venues as the Brooklyn Museum of Art and the Chicago Art Institute.

2000s
Sisters Aleksandra and Margarita Goronatskaya (BA ’00, both) were awarded doctor of philosophy degrees by the Pennsylvania College of Optometry.

The New York Daily News named Rolanda Pyle (BA ’01), the director of the New York City Department for the Aging, an “Angel” in the Resource Center, one of the “100 Women Who Shape Our City” for her work with grandparenting who are raising grandchildren. Pyle’s first book of poetry, Finally, published last August.

For more information or to make a contribution to the Fund, please call our offices at 212-772-4902 or e-mail us at swhfund@hunter.cuny.edu.

NEWS HAVEN CHAPTER
June 4, 2005, 3 pm
Tea: location TBA

For information please contact Beth Enoch Schafer at 203-795-4236.

Palm beach chapter
For information please contact Ellen R. Bronson at 561-499-7768 or Ebr@almail.com.
Please put “Hunter College” in the subject line of e-mails.

Queens chapter
June 5, 2005, 7:30 pm
Spring Lotusian, Pasha Levans Restaurant, 124-18 Queens Boulevard, Kew Gardens

For information please contact Helene Goldberg at 212-517-3144 or ndgf@almail.com.

Alumni Association Events Club Book
May 18, 2005, 7 pm
Hunter Library, Level Two, Archives Room
The Nameake by Jumpy Lahiri

June 15, 2005, 7 pm
Hunter Library, Level Two, Archives Room
Crossing to Safety by Wallace Stegner

For information on additional alumni events, please visit www.hunter.cuny.edu/alumni/events.shtml