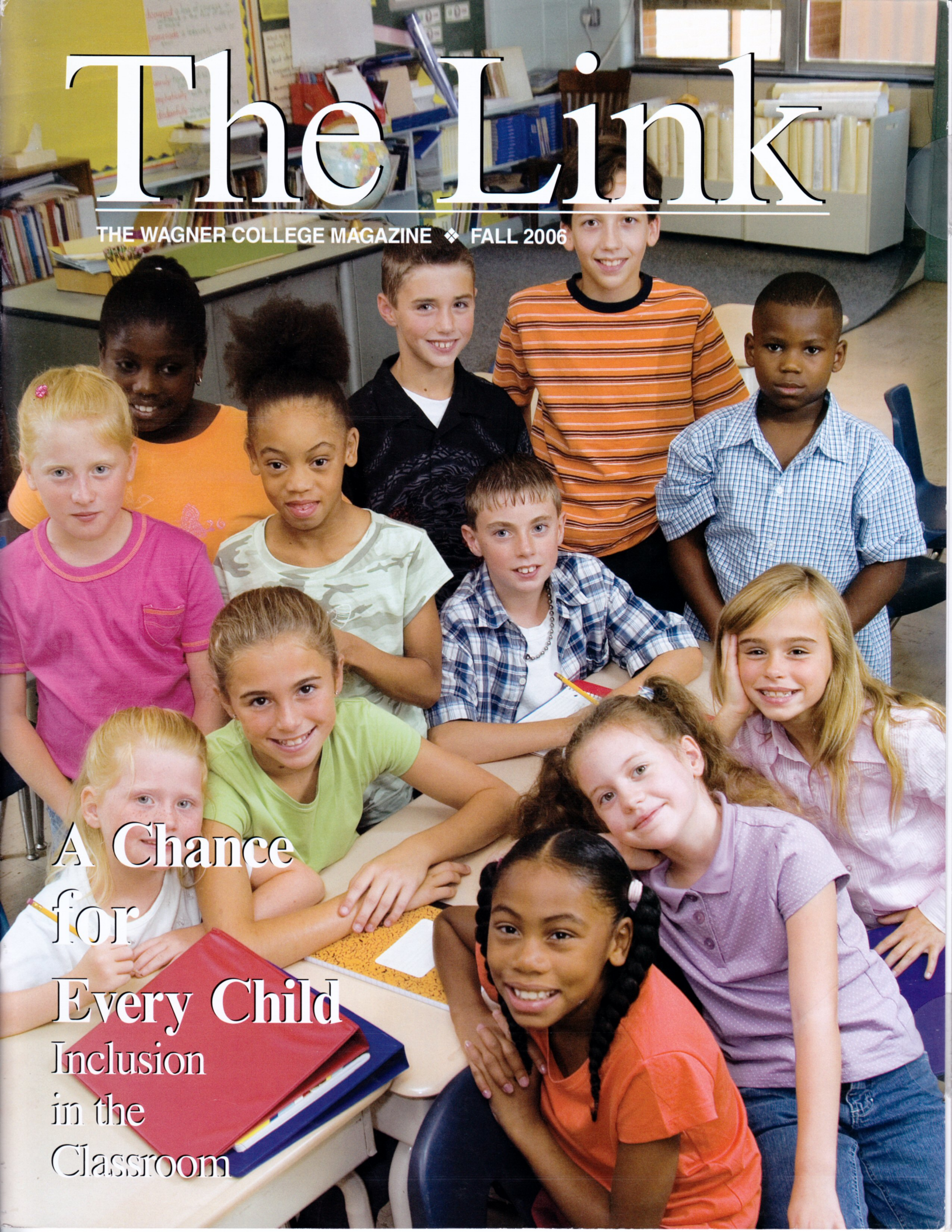


The Link

THE WAGNER COLLEGE MAGAZINE ♦ FALL 2006



A Chance
for
Every Child
Inclusion
in the
Classroom

Annual Fund Nudges \$2 million in Record-Setting Drive

The Wagner College Annual Fund flew across the finish line on August 31, 2006 and surpassed all goals. More than 3,905 alumni, parents and friends contributed to this year's Annual Fund and provided \$1,957,600 in revenue for student scholarships and other campus projects. We appreciate the time and effort of all the volunteers (alumni, parents, friends and students) who helped us realize these results.

Our commitment is to provide each Wagner student with a challenging educational experience provided by our dedicated faculty and administrators who nurture and guide each student to achieve his or her full potential.

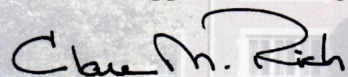
Our students are strong intellectually and a very cohesive group. They are often in need of a great deal of financial support. We turn to you and ask that you continue to support our students by making your gift to the Annual Fund. For the fourth consecutive year all gifts to the Annual Fund are being directed to student scholarships.

Your financial support helps bridge the gap between tuition and fees and the actual cost of educating a Wagner student. Whether you have been a consistent donor or are considering a gift for the first time, please give today in support of educating the next generation of Wagner alumni.

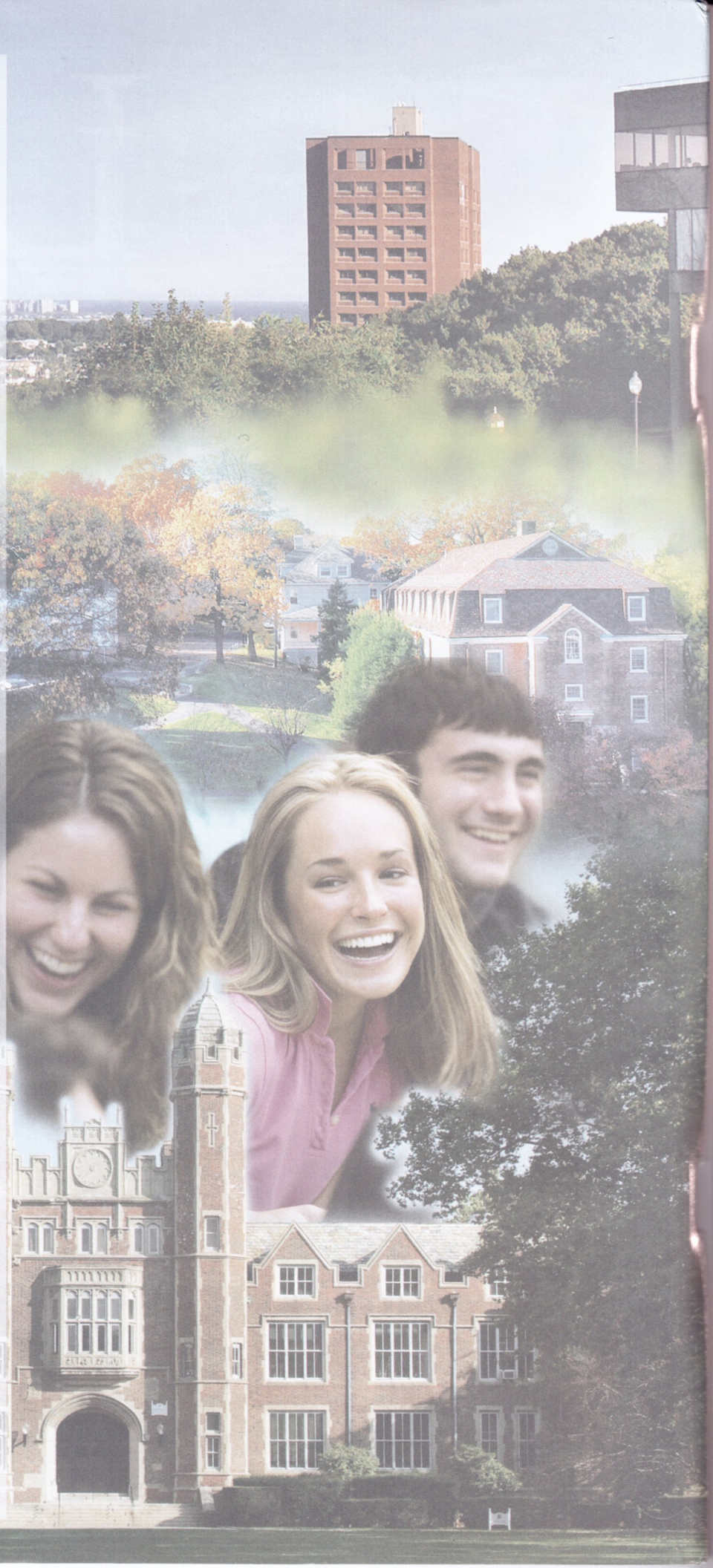
You can double or triple the value of your gift if you are affiliated with a matching gift company. Take a minute to stop by the Human Resources Office where you work and pick up a matching gift form, fill it out and return the form with your gift in the enclosed business reply envelope. You also can choose to make your gift on-line by accessing the Wagner College website at www.wagner.edu or by calling the toll free gift line number at 888-231-2252.

You are the life line that will help the next generation of Wagner alumni realize their dream of a college education and become the healers, educators, artists, scientists, business and community leaders of the future.

With much appreciation and gratitude,



Clare M. Rich
Director of Development



The Link

THE WAGNER COLLEGE MAGAZINE
FALL 2006 ♦ Volume 4 Number 2

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The Link welcomes signed letters and article submissions. All correspondence may be edited for length, style and clarity. Correspondence may be sent to the editor at the address below. Class notes and alumni updates should be directed to the Alumni Office or e-mailed to alumni@wagner.edu.

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WAGNER COLLEGE

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A Chance for Every Child

Dr. Jeffrey Glanz, professor of education, along with other education faculty, talks to writer John Ross about the pedagogy of inclusion in the classroom in conjunction with the College's signature curriculum.

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Future Teachers Club

Great Teachers in the Making

Juniors and seniors at the Michael J. Petrides School in Staten Island, prepare themselves for becoming teachers by participating in a club that allows them to assistant-teach and receive Wagner College credits.

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P.S. 57 Third Graders: Connect to Themselves With Art

Wagner history professor, Dr. Lori Weintrob, and her colleague in art history, Dr. Laura Morowitz, team up with P.S. 57's literacy coordinator, Karyn Polenco to form "Connect with Art," a program that uses stories about artists to help the 8-year-olds improve their literacy skills and better understand themselves and the world around them.

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Dr. Jeffrey Glanz, professor of education, examines the social, political, and economic factors to help understand why schools are failing.

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A humor prize, established by Kenneth and Janet DeRoche '63, contributes to a sense of humor on the Wagner campus. See article on page 36.



A LETTER FROM THE EDITOR



John Ross, Editor

In a recent column in the Washington Post, economist Robert Samuelson noted that creativity – not manufacturing, not service – is America's greatest strategic resource. If that's true, and I think it is, then the most important component of national defense is education. Only through investment in education can we develop the vision and concepts and will to implement them that will prepare our citizens, drive our economy in the future, and keep our nation strong.

The feature: *A Chance for Every Child*, explores cutting-edge theories and practices that guide Wagner's department of education. Our education curriculum is based on the pedagogy of inclusion which holds that children with special needs learn best in regular classrooms. While this theory has been around for a long time, it is only now being implemented and with great success in New York City's public schools. Many of the schools in the vanguard of that movement are here on Staten Island. They are our partners in preparing teachers to teach students who otherwise might have been shunted off into special education classrooms and denied the best chance to learn to the height of their abilities.

In this issue, you'll also meet seniors Erin Bussard and Nicole Filippazzo, two of the first Spiro Nursing Scholars; learn of more than \$1 million in new grants; catch the buzz about Wagner from this year's college guides; celebrate Reunion and Homecoming with fellow alumni; and get a chuckle out of a very serious endowment for a new prize for campus humor.

The Link is like a visit to campus. I hope you enjoy your stay as much as I have mine as communications consultant in residence this summer.

COLLEGE & CAMPUS

Teaching Education and Government

Former Sen. Seymour P. Lachman named Distinguished Professor in Residence

Former N.Y. State Senator Seymour P. Lachman joined the faculty this fall as Distinguished Professor in Residence. "Sen. Lachman knows public service from the inside out," said President Richard Guarasci of his appointment. "For four and a half terms, he struggled to bring reason to the inner workings of Albany," he added.

Elected to a member of the Senate in 1996, Lachman quit in disgust, "fed-up" as he puts it, by the unchallenged power wielded by the Governor, Speaker of the Assembly, and Senate Majority Leader. According to Lachman, the triumvirate subverts the will of the citizens of the state and costs taxpayers millions of dollars each year.

From 1969 to 1974, Lachman was a member and later the youngest president of the New York City Board of Education. When his term was complete, he taught educational administration at CUNY's Baruch College and eventually became University Dean for Community Development at CUNY.

Founder and chair of the National Collaborative of Public and Nonpublic Schools, he was appointed by President Jimmy Carter and reappointed by

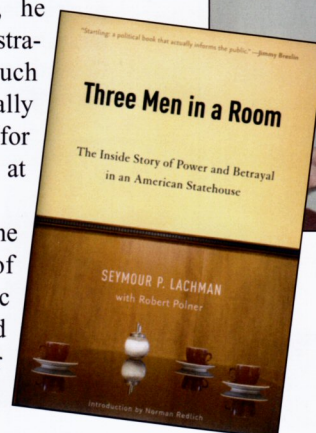
President Ronald Reagan to the National Advisory Council on Bilingual Education. While president of the National Committee for Middle East Study, he edited a volume on the U.S. and Middle East that was published by SUNY Press.

"Sen. Lachman is that rare individual who combines first-hand experience in education with service in the shaping of public policy at the local, state, and national levels," President Guarasci said. "Imagine being a student in one of his classes." The former senator will teach in Wagner's departments of political science and education.

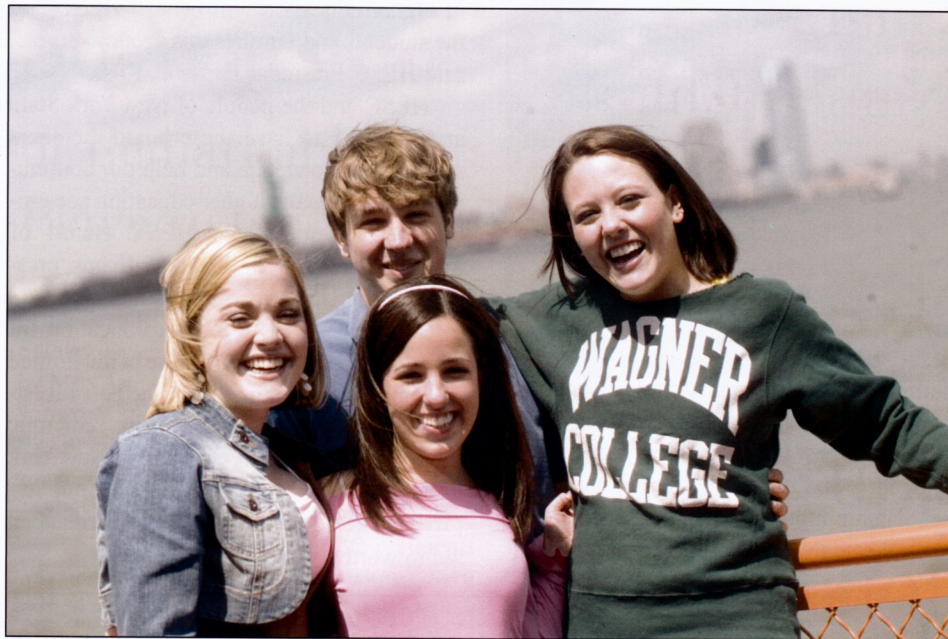
Among Lachman's other major books is *One Nation Under God: Religion in Contemporary American Society*, co-authored with Barry Komsin, (Random House/Harmony Books, 1994). Based on 15,000 interviews, *One Nation...* offers one of the most comprehensive looks at the practice of faith in a country that some have called the most religious and most secular in the world. It was an alternative Book of the Month Club selection. He is also the co-author, along with David Bresnick and Murray Polner, of *Black/White/Green/Red: The Politics of Ethnic Education in America* (Longman, 1978). ♦



Professor Lachman's book pillories the practice of politics-as-usual in Albany and promotes a 13-point plan for reforming New York state government.



Wagner: Increasingly Popular and Selective



Enrollment numbers for Fall 2006 provide tangible evidence that the reputation of Wagner is spreading. The College accepted 59% of freshman applicants, moving it into the ranks of the nation's highly selective institutions. The freshman class numbered 530; total undergraduates, 1935; and graduate students, 335.

At the same time the College's selectivity is increasing, so too is the quality of students. Average entering SAT scores have reached 1128 (1690 for the three sections) and high school GPAs average 89%. Current enrollment contains 15% from the NYC metropolitan region and 62% from outside New York State. This year, 80% of first-year students are living on campus, and the College has achieved a 90% freshman to sophomore retention rate for the second year in a row. ♦

\$3.5 Million Invested in Summer Renovations

Over this summer, more than \$3.5 million has been invested in upgrading campus facilities to enhance teaching and learning, to ensure student safety and security, and to maintain historic structures. Among projects undertaken:

- Main Hall B31, 30, 29 and 10 have been converted to a dark room for the art department. These rooms were previously used by the theatre department as their costume shop and costume storage area.

- The old clay room, used by the art department, in the basement of Main Hall has been renovated and is now a costume and lighting room for the theatre department.

- The department of government and politics has moved from Parker Hall to 3rd floor Main Hall in newly constructed offices.

- The dance studio in Main Hall, B-9, has been completely renovated.

- Guild Residence Hall has been upgraded to include fire sprinklers and a new central fire alarm system.

- Four new offices have been added to the student affairs/activities area on the second level of the Union. In addition, student mail

boxes were relocated to a new space that includes new mailboxes for all commuters.

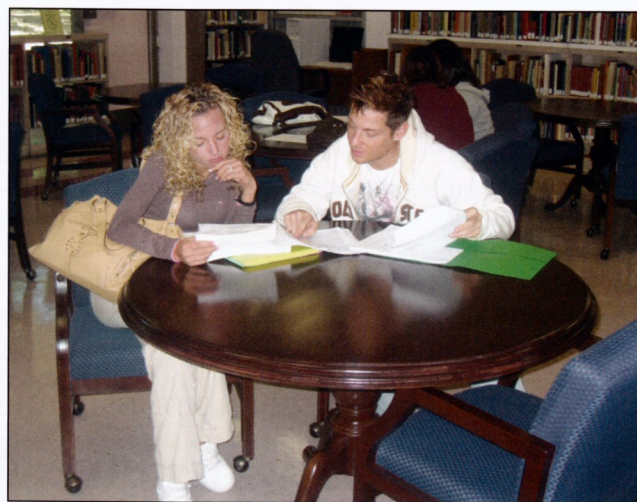
- A new, state-of-the-art artificial surface has been installed in the stadium for use by football, soccer, and lacrosse. (See story in page 19)

- Exterior work is continuing on Main Hall, Wagner's landmark academic building, to preserve its architectural features and improve safety.

- Food service stations in the Union dining hall have been replaced. New equipment is more efficient and ensures that items will remain appetizing and safe.

- New environmentally effective windows have been installed in Megerle Science Building.

- Twelve smart classrooms have been completed. Each includes overhead projectors,



Sophomore Jean Farinella and Senior Thomas Tauriello enjoy studying in the refurbished lounge in Hormann Library.

motorized screens, white boards, and Internet capabilities.

- Additional remote security cameras are being installed in 10 strategic areas throughout campus and the parking lots. This should improve safety and security. ♦



President Guarasci Named Chair of New York State Student Aid Agency

Nominated to the board of the New York State Higher Education Services Corporation (HESC) this summer, Richard Guarasci, was elected the board's chair early this fall. HESC is the nation's largest in-state student loan guaranty agency, and it provides more grant and scholarship money to college students than any other state agency. President Guarasci

was one of five selected for the board.

"We welcome these new board members, and we know their expertise and involvement in higher education will benefit HESC and the students and families this agency serves," said HESC President James C. Ross.

"HESC and the people of New York State are fortunate to have these board members share their knowledge and help our continuing efforts to make higher education accessible to everyone," said HESC Board of Trustees President, Philip M. Williams, president of the Utica School of Commerce.

"Ensuring access to higher education for all students, particularly those with limited financial resources, is one of the best investments any state can make in its economic future," said President Guarasci. "New York has every reason to be proud of the public-private cooperation in providing financial aid to worthy students." ♦

Wagner Invited to Join National Initiatives

Wagner has accepted invitations to become engaged in two broad nation-wide programs both of which further strategic goals of the College.

The first is a three-year program through the University of Michigan entitled, "Imagining America." The goal of the program is to strengthen the public role and democratic purposes of the humanities, arts, and design. In order to fulfill this mission, the program supports publicly-engaged academic work in the cultural disciplines and the structural changes in higher education

that such work requires

"Imagining America" is based on the conviction that making universities more civic requires ongoing collaboration with partners in the public and non-profit arenas. Programs focus on building a national community of public scholars, researching the scope and practices of public scholarship, creating models of program infrastructure, making new scholarship visible and audible, establishing platforms for civic conversation, carrying out strategic educational and policy initiatives, and forging regional alliances.

A salient long-term goal of the College is

to expand opportunities for students to become engaged with the world's global cultural and economic communities. In pursuit of this goal, Wagner accepted the invitation of the American Council on Education, the nation's leading presidential higher education association, to participate in its three-year campaign entitled, "Internationalizing the Curriculum." The program helps member colleges and universities integrate best practices for global education in their teaching, scholarship, and community service. ♦

For outstanding scholarship, teaching, or service Seven Faculty Receive Awards

Scholarship, teaching, and service are the foundation upon which the success of the college is based. To celebrate outstanding performance, each year the College recognizes faculty whose achievements significantly enhance the quality of the educational experience for all students.

For outstanding scholarship:

Mohammed Alauddin - Chemistry
Ann Hurley - English
Nick Richardson - Chemistry

For outstanding teaching:

Wendy deProphetis - Chemistry
Miles Groth - Psychology
Jennifer Lauria - Education

For outstanding service

Pat Tooker '79 M'95 - Nursing

Four faculty to pursue scholarship during spring semester sabbaticals:

Zoltan Fulop – Biological Sciences, "Proliferation of neuronal precursor cells (stem cells) in the adult zebrafish optic tectum maintained in organotypic culture: A live cell imaging study"
Ann Gazzard – Education, "Education for the 21st Century : Early Childhood Intervention and Cultural Regeneration"
Miles Groth – Psychology, completing book: *Has Anyone Seen the Boy*
Anne Schotter – English, "Sex and Gender in Medieval Latin Poetry." ♦

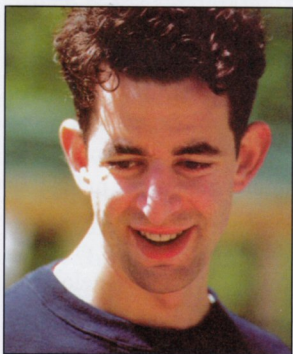
Celebrating 50 Years of Remarkable Playwrights

For half a century, Wagner has been honoring aspiring playwrights through the Stanley Drama Awards. Established in 1957 by Mrs. Alma Timolat Stanley in conjunction with the Stanley-Timolat Foundation, Inc., the Stanley Drama Award encourages and supports aspiring playwrights.

Since its inception, the award has grown from \$500 to \$2,000. Among the recipients was the late Jonathan Larson whose *Rent* earned the award in 1993 and opened on Broadway in 1996.

Offered for an original full-length play or musical, or a series of two or three thematically related one-act plays, which have not been professionally produced or received tradebook publication, the award attracts up to 200 submissions per year. Winners are selected by panels of judges which, in the past, have included Edward Albee and Paul Zindel, actresses Geraldine Page and Kim Stanley, and TV producer David Susskind.

Each year an awards ceremony is held at the Lambs Club in New York City, which is the world's oldest professional theatrical club, featuring honored guests and keynote speakers including Terrance McNally, A.R. Gurney, Tina Howe, Mel Shapiro and Allan Larson, Jonathan's father.



Famous playwright, Jonathan Larson, was presented the Stanley Drama Award in 1993 for *Rent*.



Dr. Wendy deProphetis, Chemistry (on right)

Wagner supports faculty scholarship with internal grants

What do Peru, nanotechnology, and brain trauma have in common? They're fertile fields for faculty scholarship and research. Thanks to funding from generous donors, here's what faculty, often assisted by students, are working on this year.

With funds from a donor who prefers to remain anonymous:

- Dr. Brian Palestis, Dr. Zoltan Fulop and Professor Linda Raths, department of biological sciences, "Effects of Ethanol on Recovery of Function after Traumatic Brain Injury: A Combined Behavioral and Morphological Study of Adult Zebrafish (*Danio rerio*)."
- Dr. Nick Richardson, department of physical sciences, "Iron-based MRI Contrast Agent for the Detection of Cancer."
- Dr. Adrian Ionescu, Dr. Florin Pop, department of math & computer science, "Use of Maple and Computer Modeling in Undergraduate Education at Wagner College."
- Dr. Wendy deProphetis, department of physical sciences, "Research Experiences in Nanotechnology."
- Dr. Maria Gelabert, department of physical sciences, "Directed Hydrothermal Growth and Photoluminescent of ZnO Crystals."

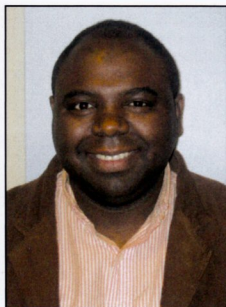
- Dr. Ammini Moorthy, department of biological sciences, "Drosophilia and All Its Facets."
- Dr. Mohammad Alauddin, department of physical sciences, "Selenium in Food as Chemoprevention to Arsenic Cancers in Bangladesh."

Projects undertaken with grants from the Mollica Family Fund:

- Dr. Mohammed Alauddin, department of physical sciences, "Speciation of arsenic in rice and vegetables from arsenic poisoned areas in Bangladesh with a view to combating arsenic poisoning and minimizing health risks through intervention measures."
- Dr. Wendy deProphetis, department of physical sciences, "Nanotechnology Activity Kits: Adding Kits to Developed Workbooks."
- Dr. B.N. Kumar, department of education, "Healthy Lifestyles Curriculum of the middle school."
- Dr. Gordon McEwan, department of anthropology & sociology, "Archaeological Excavations at the Chokepukio Site, Cuzco, Peru."



Brian Toberman



Curtis Wright



Foued Ayari



Dr. Hillary DelPrete



Lauren Swierc



Dr. Seymour Lachman

12 New Faculty and Staff Join Wagner Community

• **Anthropology and Sociology** - *Dr. Hillary DelPrete*, visiting assistant professor, received her Ph.D. from Rutgers in May, 2006. Her area of study is biological anthropology, and her dissertation focused on "secular changes in the morphology of the modern human pelvis and the implications of human evolution."

• **Anthropology and Sociology** - *Ronald Nerio*, visiting assistant professor, is a doctoral candidate in the Graduate School, City University of New York. His dissertation focuses on science, relations, and the sociology of knowledge.

• **Arts Administration** - *Todd Price*, J.D. and assistant professor, is our first permanent tenure-track faculty position in arts administration. Mr. Price has a long and successful career in theatre management, entertainment law, theatre production, and building theatre companies.

• **Biological Sciences** - *Dr. Horst Onken*, associate professor, was educated at the Free University of Berlin. He comes to Wagner from Washington State University and the University of Sao Paulo and has conducted extensive externally funded research on mosquitoes.

• **Business Administration** - *Dr.*

Foued Ayari, visiting assistant professor, earned his doctorate in financial economics and econometrics, May 2006, from City University of New York, Graduate School. Con-currently he worked as a research assistant at New York State Banking Department.

• **Co-Curricular Programs**, *Curtis Wright*, director, comes to Wagner from New York University where he was program administrator for the office for African-American, Latino and Asian-American student services. The office provided orientation, advisement, and recognition events for student communities and organizations, facilitated discussion groups on issues that affect the Black and Latino male community, and facilitated a colloquium on the global effect of Dr. Martin Luther King Jr.'s legacy. Mr. Wright earned a master's degree in education from the University of Arkansas - Little Rock and a bachelor's degree in sociology from the University of Arkansas - Fayetteville.

• **Co-Curricular Programs** - *Carly Myers-Darger*, assistant director, was the assistant to the director of student activities at Worcester State College before joining Wagner. Ms. Myers-Darger's experience includes advising student organizations, planning campus-wide events,

and providing leadership development to residence hall communities, fraternities, and sororities. She earned a bachelor's degree in English at SUNY-New Paltz where she was a resident assistant; community development assistant; and a member of many organizations including the New Paltz Equality Initiative, Take Back the Night, NYPIRG, and the campus disciplinary board.

• **Education and Government and Politics** - *Dr. Seymour Lachman*, is a distinguished scholar in residence. New York State Senator for the 22nd and 23rd Districts, he also served as a professor of educational administration at Baruch College and the president of the New York City Board of Education. (See related story page 2)

• **Financial Aid** - *Lauren Swierc*, new assistant director, comes to Wagner from Seton Hall University where she earned her master's while serving as assistant director of enrollment services/financial aid. She received her bachelor's from Drew University and previously worked at the Geraldine R. Dodge Foundation.

• **Financial Aid** - *Darby Biggart '06*, has joined the staff as a Financial Aid Counselor. While a student she was a

standout on the women's lacrosse team and served as a writing intensive tutor. Ms. Biggart will be coordinating the Student Employment Program.

• **History** - *Dr. Chinnaiah Jangam*, assistant professor received his doctorate from the School of Oriental and African Studies at the University of London and was an assistant professor at Osmania University in India. He will come to Wagner in the spring from NYU where he was a post-doctoral fellow. Among his areas of interest and research are intellectual history and history of ideas; anticaste ideas; and movements in South Asia, colonialism, nationalism and dalits.

• **Residence Life** - *Brian Toberman*, director, was with the University of Alaska - Anchorage where he was the director of leadership and ethical development. Prior to that, he was a residence life area coordinator at Western New England College. He has experience in development and coordination of residential interest community programs, judicial processes, leadership development, and co-curricular programming. With a bachelor's degree from Millikin University, he earned a master's degree in college student personnel from Miami University. ♦

First JHH Spiro Nursing Scholars

“Nursing is not something I want to do, but something I HAVE to do”



Seniors **Erin Bussard** of Bellevue, Wash., and **Nicole Filippazzo** of West Islip, N.Y., chat during a break in their duties as clinical nurse externs at Johns Hopkins Hospital in Baltimore. Bussard and Filippazzo were among five students who received scholarships from the Evelyn and Donald Spiro Foundation to the 10-week summer program.

By Nicole Filippazzo '07

For ten intensive weeks, I was employed by Johns Hopkins Hospital as a clinical nurse extern in the department of surgery. I worked on the Cardiac Progressive Care Unit (CPCU) which is a step-down unit for all open heart and open chest surgeries.

My eyes have truly been opened to the wonderful, exciting, and challenging field of nursing, and I leave this experience enthused to be a part of it. My preceptor, a registered nurse, told me the very first day that part of being a nurse is learning something new every day, and this is absolutely true. I have learned from the best nurses and doctors in the best hospital in the country.

Because the floor I worked on was a critical care floor, the CPCU nurse educator enrolled me in specialized classes to further

my knowledge of heart and thoracic surgery. I learned how to interpret telemetry readings, hemodynamic monitoring, new research being conducted for the Heartmate II, and ventilator management.

My preceptor inspired me with her love of nursing. Instead of simply helping out by doing vital signs and bed baths, I was challenged. As a clinical nurse extern I performed EKGs and sterile dressing changes; assisted with bedside procedures; obtained bloodwork; prepared patients for surgery; took part of a code; and helped patient's perform activities of daily living, transport, ambulation, and physical therapy.

I strive to be the kind of nurse my preceptor is: intelligent, personable, and always yearning to better her practice. One thing I admire about Johns Hopkins is that nurses there aren't doctor's assistants that carry out orders that the doctor's feel necessary.

Nurses at JHH are a vital component of the multidisciplinary team that helps sculpt a patient's critical pathway while being in a hospital. RNs question orders, and suggest changes because of things they view while at the bedside - they are independent. For this reason, I would love to return to Johns Hopkins Hospital once I obtain my license.

My greatest challenge while working this summer was realizing how precious life truly is. For many patients, surgery is a success; they remain stable, get discharged from the hospital, and are expected to have a full recovery. But other patients are not as fortunate. Sitting and talking with a patient one day and then to come back one shift later to hear they bounced back to the intensive care unit is humbling for me. I learned not to take things for

granted, that a patient's status is critical all the time, and that nurses serve the most crucial role because it is the nurse that gets to know a patient at the bedside.

My greatest reward this summer was my patients. I admire each patient I interacted with because I cannot imagine going through lung resections or awaiting a heart transplant. They are all so emotionally strong and positive about their conditions that every day when I left work, I left more excited to return the next. I will forever cherish the opportunity that was given to me this summer.

I return to Wagner College as a senior confident, knowledgeable, passionate and knowing that nursing is not something I want to do, but something I HAVE to do. I am confident that I have found what makes me happy - helping people through the beauty and science of nursing. ♦

Funds Teaching Initiatives More than \$1.1 Million in



Richard Guarasci, president; Devorah Lieberman, provost; Amy Cohen, of the Corporation for National Service; Congressman Vito Fosella; **Lou DeLuca '59**, United Activities Unlimited; **Terry Troia H'06**, Project Hospitality; Jeffrey Kraus, social sciences; and **Dr. Kathy Ahern '78 M'81**, nursing, at the press conference announcing the \$550,000 Learn and Serve America grant.

Since spring, Wagner has received more than \$1.1 million in funding from external private and public sources to support teaching and learning. “This is a mile marker in the history of the College,” said President Richard Guarasci. “These grants represent the enlightened thinking of our academic team with excellent support from administrative staff.”

Provost Devorah Lieberman is the lead architect of the proposal that led to a \$550,000 award from the Learn and Serve initiative from the Corporation for National Service. The three-year grant will fund “Civic Innovations,” an intensive partnership that focuses the college’s commitment to civic engagement on addressing the needs of disadvantaged youth and adults on Staten Island and the other four boroughs of New York City.

In addition, the Richmond County Savings Foundation (RCSF) awarded the College \$500,000 for support of media-rich classrooms. The foundation has been instrumen-

tal in the refurbishing of classrooms on campus in the past, and the new grant – matched dollar-for-dollar by the College – funds a \$1 million commitment to expand the availability of teaching and learning technology on campus.

“These two grants, different as they are in focus,” said Vice President for Advancement, Terry Karamanos, “indicate that Wagner is increasingly able to compete for major grant funding. From among scores of proposals, ours was one of only nine to be funded.”

Learn and Serve

Civic Innovations builds on the college’s highly effective curriculum that integrates theory and practice with civic engagement. Over the next three years, six academic departments will modify their courses so that they directly address specific needs of at-risk youth through partnerships with community-

based not-for-profit agencies in New York City. Government and Politics and Nursing will be the first two departments.

Students taking courses in these departments will be required to spend 30 to 100 hours per semester working with community organizations that serve at-risk populations. The organizations will work collaboratively with faculty in these departments to co-design the course curricula. The goal will be to broaden and deepen the impact of community organizations by adding the energy, skills, and civic participation of college students and the perspectives of faculty.

“Where other colleges have partnered with their local communities, those relationships tend to be characterized by lack of continuity and consistency from semester to semester. This grant will provide the structure for long-term collaboration between departments and partnering agencies,” Provost Lieberman said.

First-round partners are United Activities Unlimited – a youth organization recognized for providing superior and effective programming (evening youth centers, after school tutoring, summer camps, employment training, and preventive services) to more than 15,000 youth on Staten Island – and Project Hospitality, a social service agency that provides the most indigent of youth and mentally fragile residents of Staten Island with transitional housing.

The grant also funds the new Youth Advocacy Consortium that will link youth agencies with each other and with additional human, programmatic, and financial resources. The Youth Advocacy Consortium will function as a central clearing house for dissemination of information, access to addi-

Grants Received

tional volunteer services, and collaborative assistance in times of urgent need. The goal of this element is to focus community assets – human and financial – where the greatest opportunity to make a difference exists. Wagner College students will facilitate the Youth Advocacy Consortium and also provide skills-based workshops for consortium participants.

Approximately 200 of Wagner's students will participate in the first phase of the program. When the program reaches maturity in its third year, it is anticipated that more than 1,200 students – about two thirds of the College's undergraduate enrollment – will be involved. The program will also attract some 150 additional adult volunteers during the first year which will then grow to 550 new volunteers in year three.

RCSF Media-Rich Classrooms



A smart-cart allows bundled technology equipment to be rolled from room to room depending on where and when professors need it.

Technology funded by the RCSF grant will be used by departments participating in "Civic Innovations" and by other departments as well. This grant with Wagner's matching funds creates 18 media-rich class and seminar rooms, and five carts that can move multi-technology capabilities to other classrooms on campus. It extends the availability of wireless connections in the Wagner Union where students and staff gather and on Sutter Oval where outdoor classes are frequently held. And it provides training for faculty on how to integrate the new technology with their teaching, said Pat Schoknecht, Wagner's director of information technology and architect of the system.

"The RCSF is proud to make this contribution to Wagner College and to the community that builds upon the foundation's historic commitment to expanding and improving teaching and learning," said Michael F. Manzulli, president and CEO of the foundation. "Wagner College is an integral part of Staten Island and our partnership signifies our commitment to investments in technology to enhance the faculty and student experience and ensure a quality education."

New Grant from NSF

A third six-figure grant was obtained recently by Maria C. Gelabert, assistant professor of chemistry. With a \$120,000 award from National Science Foundation in the Small Grants for Exploratory Research (NSF-SGER) program. Dr. Gelabert's project - synthesizing and characterizing crystals of ZnO - will support several students and enable purchase of a fluorescence spectrometer for optical measurements. The research might develop strategies for crystals of particular shape, and may influence a host of other technologies. SGER is expressly for at small scale, exploratory, high-risk research like Dr. Gelabert's.



Cover Shot

Natalie Johnson, director of corporate and foundation relations, unveils the billboard on Broadway celebrating her appearance in The Learning Channel's "Cover Shot" episode about her continuing recovery from breast cancer which aired Oct. 20th.

Based on votes from 1,300 colleges and universities

Wagner Listed in 5 of 8

“Programs to Look For” in 2007

U.S. News’ America’s Best Colleges

Wagner College is listed in five of the eight “Programs to Look For” in the 2007 issue of *U.S. News & World Reports’* guide to *America’s Best Colleges* which was released this fall. The five areas are all key components of Wagner’s signature curriculum: The Wagner Plan for the Practical Liberal Arts.

Wagner’s inclusion was based on the written votes solicited from presidents, provosts, and deans at about 1,300 colleges and universities across the country. “They did not pick from a list,” said Angelo Araimo, vice president for enrollment and planning, “but wrote in the names of up to 10 schools they felt had the strongest programs in each category.”

In the print edition, Wagner is cited for “first-year experiences,” “learning communities,” and “service learning.” The on-line edition also includes Wagner in “internships” and “writing in the disciplines.” According to editors of *America’s Best Colleges*, these eight fields are those most likely to lead to student success.

With its multiple listings Wagner College stands alone among New York City institutions. New York University is the only other school in the metropolitan region with a program – “study abroad” – included in *America’s Best Colleges* lists of “Programs to Look For.”

Wagner’s program for first-year students has been widely recognized by a number of professional higher education organizations, including TIAA-CREF which presented it with the prestigious Hesburgh Award. Learning communities – small groups of students and faculty studying together – reflect the cornerstones of Wagner’s curriculum.

“Service learning is a euphemism for learning from working on projects that benefit the community,” said Richard Guarasci, president of Wagner. “This concept is deeply imbedded

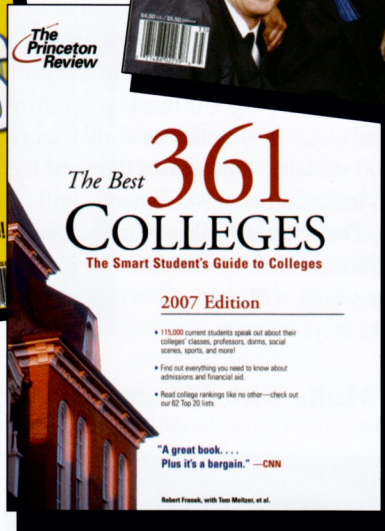
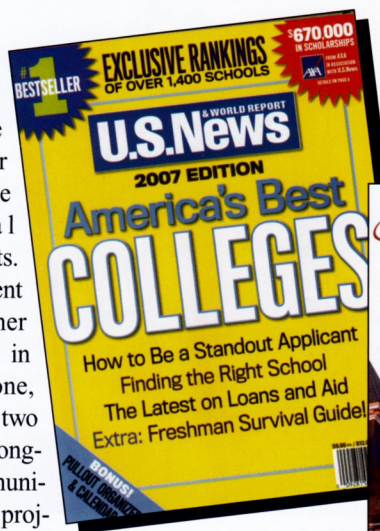
in our landmark curriculum, The Wagner Plan for the Practical Liberal Arts. Every student at Wagner participates in at least one, and often two or more, long-term community service projects.” Annually, Wagner students devote more than 85,000 hours in service to New York and metropolitan community agencies.

In addition to their work on community projects, many Wagner students take part in internships with Fortune 500 companies in Manhattan and other corporations in the five boroughs of New York.

“We’re especially delighted to be recognized for writing in the disciplines,” said Devorah Lieberman, Wagner’s vice president and provost. “Writing includes the ability to formulate and express ideas and is one of the attributes of an educated person.”

Wagner’s ascent in *America’s Best Colleges* rankings is evidence of the elements of its signature curriculum: The Wagner Plan for the Practical Liberal Arts. Since the Wagner Plan was adopted nearly a decade ago, undergraduate enrollment has increased by about 40 percent, the endowment has grown from about \$2.4 million to \$36 million, and the College has become a national model for the integration of the liberal arts, professional studies, and civic engagement.

And for the third year in a row, Wagner’s



theatre program was cited as among the most popular within schools profiled in The Princeton Review’s *The Best 361 Colleges*. ♦

Special Feature:

The Making of Great Teachers at Wagner

Opening Essay:

Teaching as Liberal Learning

By
Richard Guarasci,
President Wagner College

In our current moment of national debate about the readiness of students, national and local educational policy makers have challenged K-12 teachers and school administrators as never before. So much is on the line. Our country's greatest asset is the American mind. Our national security depends upon an educated workforce and a public knowledgeable and engaged with

domestic, economic, environmental, and international issues. The rich tapestry of the world's cultures make up our fragile democracy, and it is critical that we build on common respect, a commitment to equal opportunity, and personal freedom if we are to flourish as a society.

Successful schools are essential for national security. In every successful school works a cadre of knowledgeable and committed teachers and administrators. What do we really know about the successful preparation of future teachers? What do we understand about the forces that produce those legendary teachers who sustain that fountain of creativity born in all of us and who mold the habits of investigation and problem solving in today's young learners? What type of undergraduate and graduate programs provide the best preparation for future teachers? The education of our teachers is the real key for solving the nation's educational, social, and economic challenges.

For too long higher education has artificially divided liberal and professional education. This is a false dichotomy and somewhat oxymoronic. To teach in its true essence, is to be open to discovery, curiosity, investigation, research, evidence, and presentation of persuasive arguments. Successful elementary and secondary teaching is an engagement with the best of what educational philosophers call liberal learning.

Let me propose three factors in the preparation of great teachers. First, great teachers believe in their students. They love learning and discovery. In *The Aims of Education*, noted philosopher Alfred North Whitehead wrote about "the romance with learning" that forms the foundation of great teaching.

Secondly, teachers must have a deep and broad educational background emphasizing the breadth and depth of the human and social experience and our relationship to the natural and scientific realms. Such an education "liberates" us from the prison of our own limited experience and prepares us to better engage the unknown and unscripted problems that are presented to us in our daily lives. Each child sitting in a classroom presents a teacher with an incredible array of challenges, and the liberal arts educated teacher is better prepared to address them than those trained otherwise.

Third, extensive exposure in the field – deep within schools and classrooms – is essential in the preparation of teachers. Professional teacher education is about the application of conceptualization, implementa-

tion, and assessment of strategies to help students learn. The real-world experience of working with a child who is not reading as well as he might, who comes to school fearful or exhausted, or who is utterly precocious challenges teachers-to-be to find solutions by linking what they have learned from both their pre-professional and liberal arts coursework.

By joining a liberal education (context) and professional education (applications), future teachers engage in reflective practices where ideas and experience are integrated, leading to professional growth based on new knowledge about subjects, students, and schools. Don Schoen explored this concept in his legendary book *Educating the Reflective Practitioner*.

At Wagner College, we have rich tradition of bridging liberal and professional learning. We predicated "The Wagner Plan for the Practical Liberal Arts" on this very mix as a representation of the very best preparation for all students no matter what career they choose to follow. We teach them to design, build, and cross bridges through our interdisciplinary course clusters combined with the field experiences. At Wagner reflective practice is learned everyday.



President Richard Guarasci

You might think of it this way. Great bridges like those that join boroughs of New York City are anchored in massive abutments. The liberal arts and professional application constitute those abutments, and "reflective practice" is the span that bridges the wide gulf of meeting the nation's need for great teachers. ♦

Inclusion in the Classroom A Chance for Every Child

By John Ross

Sandra Barnes loves her tough job. You can hear it in her voice. For the past five years, she's been assistant principal of PS 57, the Hubert Humphrey School, on Staten Island. Eight years ago, she transferred from PS 284 in Brooklyn where she'd taught for 16 years. She's a veteran educator and right in the thick of the fray – just where she wants to be.

By most standards, PS 57 is the island's most diverse. Of its 670 pre-kindergarten through fifth grade students, about 35 percent are West Africans, mainly children from refugee families from Nigeria, Liberia, and Ghana. Another 30 percent are of African-American descent. Fully a quarter of the students identify themselves as Hispanics or Latinos. Fewer than 2 percent are white, and a shade more than 2 percent are Asian. Many live in nearby public housing.

Some of the children, placed in the upper grades because of their ages, have never been to school before. Helping her and the 48 teachers at PS 57, are a number students from Wagner who come as sophomores and sometimes freshmen to observe and assist and as seniors for their student teaching.

"The Wagner College student teachers are extremely well prepared," Ms. Barnes says. "They bring a wealth of knowledge, curiosity, and competence in the skills of teaching. They understand diversity, the developmental differences related to age, and the needs of individual students. They are more willing to get 'hands on.'"

Small wonder. Wagner is a hands-on kind of place. The College's signature curriculum, The Wagner Plan for the Practical Liberal Arts melds classroom theory with field work in every field. Experiential education permeates Wagner's curriculum the same way that the ever-changing vista from Grymes Hill across the lower harbor and over to Brooklyn and Manhattan

reminds students and faculty that this college is located in New York, one of the world's greatest and most diverse cities.

These two assets, learning by doing and the infinite ethnic, cultural, and economic circumstances found among New York's 1.2 million residents, create the ideal laboratory for developing teachers and school administrators who are equipped to lead the revolution spreading through the country's best public and private schools.

The pedagogy of inclusion guides the philosophy of today's most successful schools, says Dr. Jeffrey C. Glanz, chair of Wagner's department of education. Earlier teaching strategies segregated students with behavioral problems or learning disabilities into separate classrooms or which allowed them to participate in classes mainstream students only when they were able to perform at the same grade level. Instead the philosophy of inclusion holds that students with special needs learn best – as do gifted or advanced students – when they are included in a regular classroom.

"We have a deeply seated con-

viction," says Dr. Glanz of the underlying theme of inclusion, "that all students can learn, but not at the same rate or the same way.

"In an inclusive environment, there is no special education classroom. When a special needs student requires a speech pathologist, a behavioral psychologist, or an English-as-a-second-language teacher, the specialist is brought into the classroom, rather than having the student taken away to another room." He adds, "We call this 'push in not pull out.' When you look at the class you can't tell who's regular ed or special ed."

That is not to say, adds Dr. Rhoda Frumkin, assistant professor of education, that students who have severe learning disabilities or behavioral issues are not better assisted in self-contained classes, or in schools like P.S. 37 that are devoted to teaching the most physically and emotionally challenged students.

Generally speaking, as long as special needs students can function in a regular setting, "the benefit from the role modeling pro-



vided by regular students,” Dr. Frumkin says.

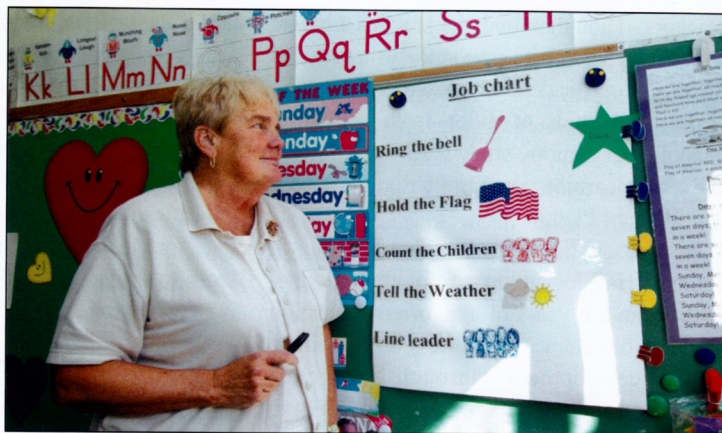
Integrating special education, regular, and advanced instruction is a terrific challenge. It requires students who have not only mastered content, teaching tactics appropriate for a set of grade levels, but also strategies for helping students who are autistic, suffer from downs syndrome, are confronted with physical handicaps, etc. “We prepare students exclusively to work in inclusive schools. We’re one of the very few programs that do so.”

Every student who enrolls in Wagner’s baccalaureate education program pursues a double major. The first is in a liberal arts field and the second is in childhood education. In addition, students who want to teach in high school can major in a discipline and achieve teacher certification at the master’s level.

Schools committed to inclusion staff their classrooms under the Collaborative Team Teaching model with two teachers in each room of 25 to 35 students. Explains Dr. Glanz, “When I was trained, I was trained to be in the classroom alone. But now we train candidates to co-teach and team-teach where they work with another teacher: regular teacher with special ed, special ed with regular.”

“One of the greatest challenges,” Dr. Glanz goes on to explain, “is ‘How do you deal with, in one classroom, students who are learning disabled and students who are gifted? How do you deal with students who are two years below reading level, students on reading level, and students two years above reading level in the same classroom?’

“We prepare our teachers to differentiate instruction which means teaching one lesson but on different levels meeting the needs of the advanced learner and the student who is learning at a slower pace. It’s done by individualization of instruction, cooperative learning groups (small groups of students learning at the same level) and



“The Early Childhood Center functions as a lab school,” says Claire Maher, director of the center for more than 30 years.

other specialized techniques,” he continues.

“There are times when you need to provide enrichment for gifted students, there are times when you need to remediate students who are below grade level, but to do so in an inclusive setting takes away the embarrassment of being segregated.”

CONSTRUCTIVISM: BUILDING KNOWLEDGE AND UNDERSTANDINGS

The philosophy underlying Wagner’s teacher preparation program integrates inclusion with constructivist theory. Simply put, “students learn best by ‘constructing’ meaning,” asserts Dr. Ann Gazzard, associate professor of education. “Knowledge is an invention. It is created, not discovered.” What she means is that each of us creates knowledge by filtering information and ideas that we receive in the context of our own experiences.

“A classroom is a place where everybody – students and teachers alike – comes with their own ideas and beliefs,” she says. “Everybody’s point of view adds something to the knowledge of the others.” An effective constructivist teacher knows how to pull ideas and impressions out of each student enriching



Amy Tyler, a senior from Staten Island, practices teaches in P.S. 57, one of the most diverse of New York’s city schools.

WAGNER’S EDUCATION CURRICULUM

BACHELOR’S DEGREE PROGRAMS

The Department of Education offers two undergraduate programs. The first education program leads to New York State initial dual certification in Childhood Education Grades 1-6, and Students with Disabilities Grades 1-6. Requirements for the Childhood Education Program include a major in one of the 10 following areas: art, English, history, mathematics, music, natural science, psychology, sociology/anthropology, Spanish, and theatre/speech, and prescribed courses from the education major. The program culminates with a supervised student teaching experience for the dual major.

The on-campus Early Childhood Learning Center provides an opportunity for practical field experience. The emphasis on practical experience contributes to a high placement rate of graduates from the program.

The second program, a minor in Educational Studies, is available for students who have an interest in education, but do not wish to teach, or who wish to enter an MSED program to achieve New York State certification to teach. As an Educational Studies minor, students take 6 prescribed units to enter either the Childhood 1-6 or Adolescent 7-12 MSED program. Childhood 1-6 candidates must major in one of the ten disciplines above. Adolescent 7-12 candidates must major in one of the following disciplines: biology, chemistry, English, history, mathematics, physics, or Spanish.

MASTER’S DEGREE PROGRAMS

The Department offers five Master of Science in Education degree programs: Childhood Education 1-6, Adolescent Education 7-12, Early Childhood Education Birth-Grade 2, Middle Level Education 5-9, and Teaching Literacy Birth-Grade 6.

CERTIFICATION IN EDUCATIONAL LEADERSHIP

The Wagner College Executive (weekend) Graduate Program in Educational Leadership is intended for educators wishing to pursue advanced certification as School Building Leader and/or School District Leader. Educators wishing to pursue advance certification in school building leadership and/or school district leadership need a master’s degree and at least three years of teaching experience. The program is designed in a unique weekend, cohort format so that the program may be completed in either 12 or 18 months.



Dr. Rhoda Frumkin, a specialist in special education, staunchly supports the pedagogy of inclusion.

the learning and understanding of all.

Dr. Gazzard offers a simple example of a constructivist lesson: “If I bring to class a picture of a red rose and ask my students to draw it, each of them will draw the red rose. But if I ask them to draw a flower of their choice, we’ll have lots of different pictures and then we can discuss why students chose the flowers they did, how their flower differs from other flowers, etc. In that discussion, constructivist learning takes place.”

“Call it learning by doing, active learning, or experiential learning,” insists Dr. Glanz, “our commitment is that all students can learn and they learn best by doing, not by listening passively.”

Wagner students receive their first introduction to the realities of teaching through their first course: Foundations and Principles of Education, Classrooms and Teaching. Each is assigned to one of 12 partnering schools for a total 30 hours during the semester. They observe, provide assistance much like teacher aides, tutor students, may sit in on parent teacher conferences, and help school administrators with management tasks.

Prior to their student teaching, students in introductory education courses will spend half again as much time observing and learning in public school classrooms as required by the state for certification. Sophomores and juniors enroll in intermediate learning communities focused on literacy or the use of technology in schools. These, too, include practical experience in schools.

And that’s before the rigorous student teaching schedule during their senior year. Here students participate in two, seven-week practica, working full-time with supervising

teachers. Though paired, the practica are held in separate schools to give students a sense of how building leadership, classroom teaching styles, and students differ from school to school. For seniors, student teaching fulfills the senior learning community required under The Wagner Plan.

In addition, the Early Childhood Center in Campus Hall for children from approximately 2 through 6 years of age, offers education students the chance to witness and facilitate child development through programs designed to encourage preschoolers to explore, imagine, create and discover in a small-group settings. Staffed with a director, 5 teachers, and 11 graduate assistants who serve as co-teachers, the center enrolls about 120 children in full- and half-day sessions.

Established in 1946, in many ways the center functions as a laboratory school for students studying early childhood education. The center also provides experiential learning opportunities for students from nursing who assist in monitoring preschoolers’ health, and for psychology students who observe the behaviors of the youngsters.

In addition to hands-on opportunities presented by the Early Childhood Center, education students take part in learning communities that may include field work in area schools. While most education majors don’t begin the teacher preparation program until their sophomore year, a number of freshmen take enroll in first-year learning communities, such as Creativity and Conflict in Modern Times taught by Dr. Laura Morowitz, associate professor of art, and Dr. Lori Weintrob, associate professor of history, which gives students with personal and practical experience in schools. Freshmen in this learning community participate in Connect with Art, a program that teaches literacy, art, and history to third graders at P.S. 57.

Not only does the diverse population of New York City and its many different types of schools and universities provide opportunities for students, but the city is also a favored venue for meetings of education associations, says Dr. Gazzard. For example, the Council for Exceptional Children met this summer in Manhattan and a number of professors took students in to the conference for the day. Being less than an hour from mid-town provides stu-

dents as well as faculty with inexpensive access to gatherings featuring some of the nation’s top-flight practitioners and policy makers in education.

The range of coursework and potential experiences available through professional education program curriculum leaves little time for electives in other fields, but students seem to thrive under it and alumni love what it has done for them.

ACQUIRED SKILLS AND COMPETENCIES

In addition to mastering one of ten liberal arts disciplines, to be successful in today’s inclusive classrooms, students must hone a special set of skills and competencies. Dr. Glanz and the faculty list five:

- Curriculum, development, and instructional planning – Students must be able to plan a lesson, accommodate learning differences among students, answer such questions as ‘How am I going to get this idea across to students who need help in reading as well as to those who need enrichment?’
- Instructional methods and strategies – Cooperative learning, peer tutoring, pair and share are important techniques for today’s students in Collaborative Team Teaching classrooms.
- Design of learning environment – The old straight rows and desks don’t suffice. Students need to create physical settings that facilitate learning. Sometimes students should be in rows and chairs, sometimes in horse-shoes. They need to learn how to design a classroom setting that works best.
- Communication – A wide range of cultures – sometimes as many as a dozen or more – are found in today’s urban classrooms. “You must communicate well,” Dr. Glanz says. Students



Education students prepare for a test in the lounge on the third floor of Campus Hall.

are encouraged to study a foreign language and several each year take off-campus signing courses to better communicate with students who are hearing impaired.

• **Assessment and technology** – The core question, of course, is “How to you assess learning?” Holistic assessment, portfolio assessment, Web-based assessment, and standardized testing are among the specific strategies that students learn. Similarly, the utilization of technology is a critical component in the preparation of candidates to teach. Students need to have a working familiarity with major tools from the Internet to PowerPoint and assistive technology which can help physical-challenged students.

Among a number of technology initiatives, the department has partnered with Intermediate School 27, teacher Connie McGinn, in a pilot program that trained middle school students who had no computer background how to use Microsoft Word and PowerPoint. The project was funded by a \$20,000 “Bridging the Digital Divide Grant” obtained with the assistance of former New



Dr. Mapy Chavez-Brown, whose fields include auditory repertoire and language acquisition, counsels a graduate student on the preparation of research.

York Senator John Marchi.

The senator was also instrumental in securing a second \$20,000 grant to provide the equipment – laptop computers for use as a mobile technology lab, two new MiniDV camcorders, two new desktop computers with the ability to edit the video from the new video cameras – so Dr. Jennifer Lauria, assistant professor, with the technological assistance of Jonathan Deutsch can develop a mini-curriculum that increases the capacity of student teachers to incorporate technology into their teaching and to create digital portfolios of student work.

In addition, Wagner is broadening and deepening the teaching of literacy to candidates for teacher certification. “Literacy across the board is an important issue emerg-

ing in today’s schools,” Dr. Glanz reports. “Reading and literacy used to be synonymous. Now reading is only one part of literacy. We no longer prepare reading specialists; we prepare literacy specialists early childhood, middle school, and high school levels. History teachers, social science teachers, science teachers, all have to engage students in literacy.”

ON THE HORIZON

As stated in its strategic plan, the ultimate goal of the department of education is to create and nurture *Caring, Curious, Competent, Committed, and Community-active* professionals who can think and work within a constructivist and inclusive paradigm. The faculty of the education department and the team of faculty from other disciplines that help the department coordinate its programs within the liberal arts have set a series of long-term goals for the continuing evolution of the program.

Area educators consistently report that Wagner candidates for certification and alumni who are practicing in the field are among the best prepared in the region. Nearly 95 percent of the college’s education graduates successfully secure New York state teacher certification. The college is rapidly moving toward national accreditation that will enhance the department’s ability to recruit students and faculty of the highest quality, increase the likelihood of grant support for special initiatives, and expand opportunities for partnerships within New York City and beyond.

Given the litany of successes accruing to the department under its current focus, its strategic plan is to become even more intentional in using assessment data to refine and strengthen existing programs and identify opportunities to meet new needs in the community. The department is intent on recruiting faculty from diverse backgrounds and to maintaining an appropriate balance between full- and part-time professors. And rapid evolutions in technology assisted learning make this a priority for the future of the department.

The future is always more exciting than the present. “Our overall goal is to remain focused,” Dr. Glanz says, “on this thought: All children can learn at a developmentally appropriate level. A good teacher, a teacher committed to inclusion has the requisite knowledge, skills, and dispositions to provide that instruction. We will continue to prepare good teachers.” ♦



WAGNER’S FULL TIME EDUCATION FACULTY

Jeffrey Glanz, Department Chair, Professor - Expertise in educational leadership, action research, instructional supervision, teaching strategies and professional development.

Mapy Chavez-Brown, Assistant Professor - Expertise in special education and teacher development. Research interests include effects of an auditory matching repertoire on children’s echoic behavior, instructional delivery, peer tutoring, language acquisition, among other related areas.

Rhoda Frumkin, Assistant Professor— Expertise in literacy/reading and special education. Areas of research include literacy acquisition for diverse learners and professional development for teachers.

Ann Gazzard, Associate Professor - Expertise in the philosophy of education. Areas of research include emotional intelligence in early childhood, philosophic thinking and the development of emotional intelligence.

Bhuall Nand-Kumar, Assistant Professor - Expertise in middle level education with special interests in science, mathematics content, and teaching methods; secondary science and math. Areas of research include cognitive acceleration in mathematics and science, reform in teacher education and polar motion technology.

Jennifer Lauria, Assistant Professor Expertise in childhood education. Areas of research include learning styles theory and practice, individualized instruction, and technology in education.

Daniel Skurtart, Assistant Professor - Expertise in adolescent education and technology. Areas of research include the nexus of technology, learning, and teaching practice.

In addition, Wagner depends on a score of dedicated professional educators – teachers, principals, and superintendents – who serve as adjunct professors bringing personal and professional experience into the College’s education classrooms.

Future Teachers Club

Great Teachers in the Making

It might be said that great teachers are made, not born. And there is no better time to light young peoples' fire for a profession than when they are in high school. At P.S. 80, the Michael Petrides School on Staten Island, The Future Teachers Club has sparked interest in teaching as a career among 40 young high school juniors and seniors.

The club is the shared inspiration of Principal Joanne Buckheit '85, Allison O'Donnell, assistant principal, and Dr. Rhoda Frumkin, associate professor of education. The first cohort of club members was established in the fall of 2005 and a second group became active this fall.

The trio has created a beginning teacher preparation curriculum for club members. One day a week, the principal, assistant principal, and professor teach an hour-long course for the students. On the other four-days a week

they assist Petrides teachers in their classrooms.

"They're doing real work," says Ms. O'Donnell. They function in a manner similar to the role of teacher aides, preparing materials for class, assisting in group activities, and tutoring students where appropriate.

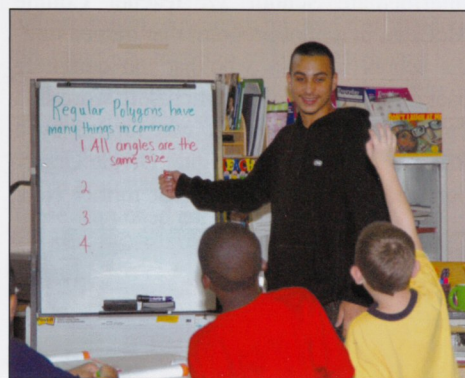
Petrides is an excellent location for the Future Teachers Club, says Dr. Frumkin. The school contains all grades from pre-kindergarten through senior high. It is the only public pre-K – 12 school on Staten Island. "Here high school students can work with students in elementary and intermediate grades," Dr. Frumkin says. "It's a wonderful environment for high school students who think they might want to become teachers."

After two-years, when club members complete the program and are ready to go on to college, they'll receive college credit for the first "foundations" course

in education.

In many ways, Petrides serves as another laboratory school for Wagner students. That all grades are located in one building makes it especially appealing. Says Ms. O'Donnell, all classes are heterogeneously grouped, team teaching is the norm, the school practices inclusive pedagogy, and it boasts an extensive arts program. As well, all middle and high school students are given laptops, and elementary classrooms are also 'technology rich' with i-Macs.

In addition to Principal Buckheit, eight Wagner alumni serve on Petrides staff and faculty. ♦



Through the Future Teacher Club, this senior at the Michael J. Petrides School on Staten Island is gaining first-hand experience as he prepares for a career as a teacher.

P.S. 57 Third Graders Connect to Themselves with Art

Less than a mile east and down the hill is P.S. 57, the Hubert Humphrey School, one of New York City's most diverse. Many of its students live in nearby public housing. What would they know of Diego Rivera, Benjamin West, Jacob Lawrence, Monet, or Picasso?

The answer is plenty, thanks to "Connect with Art," a program now in its third year that brings 28 Wagner first-year students to the school to serve as mentors and tutors to P.S. 57's third graders.

Conceived by Wagner history professor, Dr. Lori Weintrob; her colleague in art history, Dr. Laura Morowitz; P.S. 57's literacy coordinator, Karyn Polenco; and a number of the school's third grade teachers, "Connect with Art" uses stories about artists to help the eight-year-olds improve their literacy skills – reading, writing, speaking, and communicating in art – and to better understand themselves and the world around them.

For instance, take Jacob Lawrence (1917 – 2000), a member of the Harlem Renaissance school. Colors in his paintings are bright and strokes are bold. His works relate strongly to Civil Rights and issues of inequality. Among Lawrence's subjects are every-day street scenes from his adopted New York and the South and images of his heroes like Harriet Tubman.

"Children connect with his work," said Dr. Weintrob. "They feel it because they see it in their daily lives.



"Connect with Art" is one of the factors that led to P.S. 57's jump in literacy achievement among the school's third graders.

His work reminds them of the jazz they hear in their neighborhoods—they can make sophisticated connections. And, it creates pride in African-American culture—for the college students too. Introducing students to art of their cultures is one way of instilling a sense of pride in their heritage."

For each of 10 weeks during the semester, the 28 students in Drs. Weintrob and Lawrence's learning community will visit third grade classrooms, will read to the children and show them works of art, lead discussions, ask them to write about their feelings and then create an artwork.

The results have surprised Wagner faculty as well as teachers and leaders at P.S. 57. A year after "Connect with

Art" was introduced in 2004, literacy rates among third graders there made the 15th highest one-time jump of any comparable class in New York's public schools. While "Connect with Art" is certainly not wholly responsible for increased student achievement, teachers in the school acknowledge the role of the program and the students from Wagner.

Wagner students do a lot of reading about diversity, says Dr. Weintrob. But for those who take part in "Connect with Art," "Diversity is not just an idea anymore. It's about talented artists from around the world and about local children who are as curious as they are about it, but with fewer resources," she said. ♦

A Holistic Approach to Educational Reform



By Jeffrey Glanz

Reports continue to abound that urban schools, in particular, are failing. One in eight children never graduate from high school. Two in five, by the way, never complete college. Every nine seconds a public high school student drops out.

These are startling statistics for certain. Many in the public arena place the blame at the feet of educators, more specifically, teachers and principals. Others see the problem more globally and feel that schools are in need of a major overhaul; i.e., massive educational reform. In fact, the federal government has stepped in as we know. The federal law passed by Congress in 2001 known as "No Child Left Behind" has dramatically affected public education in the United States. A reauthorization of the Elementary and Secondary Education Act Legislation of 1965, NCLB, signed by President George W. Bush, has addressed important issues including, among others, ensuring highly qualified teachers and providing for dramatic curricular and instructional reforms in schools.

A main emphasis of NCLB is a focus on teaching and teachers. Viewing educational reform myopically, I believe, NCLB ignores other vital social, political, and economic factors that must be considered in order to fully understand why schools are failing. Addressing the ills of urban education requires attention to all of these aforementioned factors. Historically, we have always placed the blame for poor student achievement squarely at the feet of educators (see, most recently Berliner, 2006). The truth, however, is much more complex.

Jean Anyon, for instance, in *Ghetto Schooling: A Political Economy of Urban Educational Reform*, makes the case for sensible, levelheaded reform efforts to make real

strides in urban education. She demonstrates convincingly "that because the failure of urban education is rooted in a social and historical context of concentrated poverty and racial isolation, reform efforts with any hope of success will be cognizant of that context and will address it directly and radically." Anyon shows that localized "poverty and racial isolation result from a long historical evolution, in part the product of political and corporate decisions about which the urban poor had no say." She studies "Newark New Jersey, one of the oldest major cities in the United States and among the first to experience industrial decay and a majority black population." "She powerfully demonstrates through her analysis that educational inequality is inseparable from class and racial inequality." "The history she details explains how poverty has come to be so concentrated in hypersegregated inner cities and their schools" (comments here are drawn

from a comprehensive plan or "movement," as she calls it, to address the woes of American education. Outstandingly, one of the most readable and valuable books on the subject that I personally think is a must read for everyone is Richard Rothstein's (2005) *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap*. He argues that providing children stable housing facilities, adequate health clinics, early childhood pre-school education, and after-school programs are at least equally, if not, much more important than developing a good lesson plan. Clearly, Rothstein maintains that educational reform alone is insufficient and inadequate to turn around our schools.

The work of Gary Orfield (1996) makes the case even stronger (Ashwell, 1999). Orfield recognizes that if we are to break up the concentrated poverty that plagues urban schools, we must racially desegregate urban school

"The decline and fall of America's urban public school systems is the greatest educational tragedy of this century."

Jeffrey Mirel (1993) in The Rise and Fall of an Urban School System

from Ashwell, 1999).

Anyon provides convincing evidence that the economic and political decay of America's inner cities has robbed schools and teachers of the capacity to successfully implement current strategies of educational reform. She argues that without fundamental change in government and business policies and the redirection of major resources back into the schools and the communities they serve, urban schools are destined to fail, and no effort at raising standards, improving teaching, or boosting achievement will help (Ashwell, 1999).

Anyon advocates a renewed war on poverty, a throw back to the efforts in the late sixties by the Johnson administration. Moreover, she emphasizes programs to address joblessness, taking the WPA jobs of the 1930s as her model. She feels that if we are to eliminate ghetto schools, we must ultimately "eliminate poverty" itself (p.164). Such radical proposals are reminiscent of William Julius Wilson's (1987) suggestions in *The Truly Disadvantaged*. James Comer's (1996) proposals are also significant. Also see Anyon's (2005) latest book *Radical Possibilities: Public Policy, Urban Education, and a New Social Movement*, where she lays out a comprehen-

sive plan. He suggests that such efforts be combined with housing desegregation, as has been the case in Charlotte, North Carolina--one of the nation's success stories for its metropolitan desegregation. Such an approach, according to Ashwell (1999) is surely no more visionary "than that of Wilson and Anyon and has the added advantage of addressing the entwined problems of concentrated poverty and racial isolation."

Without attention to these deeply rooted social and economic factors for urban decay, educational proposals will inevitably fail. Jean Anyon (1997), scholar and educator, reminds us that school reform without social and economic reform is like washing air on one side of a screen door -it makes no sense and accomplishes nothing. The problem of student failure goes beyond the realm that educators can address. This fact doesn't, of course, mean that educators can neglect their responsibilities to provide high quality instruction. The point, however, is that if we are to seriously address urban school failure it will take a concerted commitment by society, not just educators. What do you think?

Dr. Jeffrey Glanz is professor and chair of the Department of Education, and the author of What Every Principal Should Know About Leadership: The 7 book series released by Corwin Press last fall.



Photo credit: Dave Saffron

Homecoming fans cheer the Seahawks toward their first victory on the new grass-like artificial turf.

New surface reduces injuries State-of-the-Art Artificial Grass Sewn on Wagner Field

The new artificial turf in front of the stands in Wagner Stadium got its first work-out on Homecoming when the Seahawk's prevailed 7 to 3 over a stubborn Iona defense.

"FieldTurf feels like grass, but its design reduces injury and produces better traction than earlier versions of artificial surfaces," says Walt Hameline, Wagner Athletic Director and Head Football Coach. "With this new surface, we'll better protect student-athletes from head and lower leg, ankle, and foot injuries.

The polyethylene fibers in FieldTurf are a little longer and spaced further apart than other synthetic surfaces. In between, is poured an artificial soil comprised of rounded silica sand, rubber granules, and soft

grains of material made from - imagine this - re-ground athletic shoes.

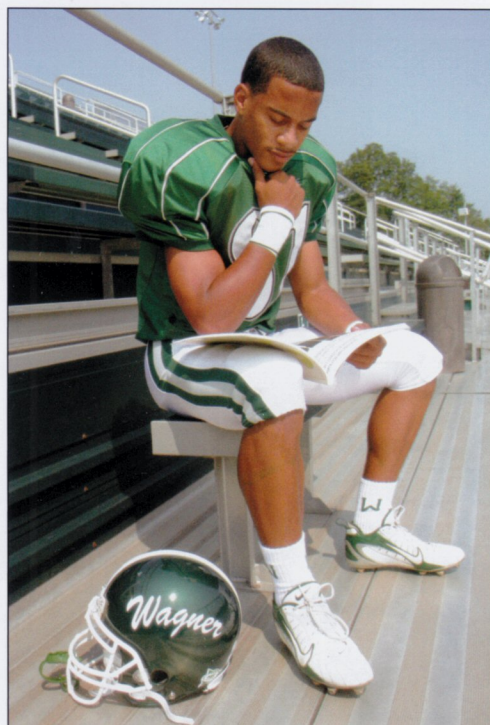
Combined, the fibers and loam-like fill create a surface that, when walked across, feels like soft luxurious sod. Athletes can plant their feet and pivot, tackle and slide, and run in wet or dry weather knowing that their footing is secure.

"There's another important advantage to the new surface," adds Coach Hameline. "We'll be able to use the stadium field for workouts. By expanding the number of practice fields from two to three, athletes won't have to wait as long for fields to become available, and will therefore have more time to devote to their studies and other facets of campus life." ♦



To cushion the surface grains of recycled athletic shoes, rubber, and soft silica are sprinkled between the blades of the turf.

Photo credit: Marissa Rotondi



Wagner receives NCAA Athletics Certification

After its regularly scheduled review, NCAA Division I has recertified Wagner for its compliance with the core operating principles of institutional control, governance, rules compliance, academic integrity, and equity and student-athlete welfare. And reviewers expressed admiration for many facets of the College's intercollegiate athletic program. They cited the quality of the overall oversight of Wagner athletics by the College's Board of Trustees, President, and Athletics Advisory Committee.

They were also impressed by the Student Athlete Advisory Committee and that the profiles and graduation rates of student athletes are comparable to the student body as a whole, a fact that is not necessarily the norm at many Division I schools.

To maintain membership status as a NCAA Division I institution, an institution

must be "certified" or "certified with conditions." Members are reviewed every ten years.

In 1998, Wagner received the status of "certified." An interim report was filed in 2002, and Wagner maintained its "certified" status. During 2005, through broad based campus participation, Wagner completed a year long self-study, and an institutional athletics certification self-study report was submitted to the NCAA.

A group of peer reviewers visited Wagner in May and was impressed by the engagement of campus constituencies in compliance with NCAA regulations, and the quality of the overall student-athlete experience. On August 1, Wagner was notified that the association had again issued the College "certified" status. ♦

NCAA was impressed by the quality of the student-athlete experience.

Mikalauskas adds Seahawks Hall of Famers Hannafin and Redmond

Head women's basketball coach Gela Mikalauskas announced the hiring of former Seahawk standouts and Wagner Hall of Fame members Maureen "Moe" Coughlin Hannafin and Art Redmond as assistant coaches.

Prior to coming to Wagner, Hannafin spent the previous 15 years as the head coach of the Notre Dame Academy girl's varsity basketball team, helping them to 250 wins while also teaching for the last four years at Public School 53. In addition to the team-success, Hannafin has seen 16 of her former players parlay their talents into college scholarships and an impressive 75 percent of her players achieve National Honor Society status.

Hannafin is no stranger to the Seahawk community or Mikalauskas as she was a four-year starter for her from 1985-89 and was inducted into the Wagner College Hall of Fame in 2004. She helped lead the Green & White to its only Northeast Conference (NEC) title in 1989 and was named the NEC Player of the Year.

Redmond like Hannafin played his collegiate basketball on Grymes Hill from 1981-1986 and was elected into the Wagner College Hall of Fame in 2001. He was a 1,000 point scorer for the Green & White and ranks seventh all-time in school history in field goals and ninth in field goal percentage.

"We are very excited to have Art and Moe back in the Wagner program," said Mikalauskas. "Their accomplishments as student-athletes and in the professional world speaks for itself." ♦



Christine Catalanotto, **Art Redmond '86**, and **Maureen "Moe" Coughlin Hannafin '89** with head coach Gela Mikalauskas (center).



Wagner College
The National Alumni Association
Staten Island, NY 10301

The Wagner College National Alumni Association
Staten Island, NY 10301
1883
June 3, 2006
PAY TO THE ORDER OF Wagner College Annual Fund \$675,000
Six-Hundred and Seventy-five Thousand Dollars DOLLARS
Annual Fund 2005-2006
Memo: Student Scholarships Aletta Kipp Diamond '65, President
AUTHORIZED SIGNATURE
0056789542 01883

ALUMNI NEWS & EVENTS

A MESSAGE FROM THE DIRECTOR OF ALUMNI RELATIONS



Greetings from the Hill!

Each issue of *The Link* is assembled with great thought and care. We cover campus news and general College information in the front part of the magazine and as you flip past athletics you arrive at my favorite section focusing on alumni!

There is so much going on for alumni at Wagner; ways to get involved and to reconnect with classmates as well as to establish new friendships. We are constantly thinking about new ways to bring Wagnerians together. One of my favorite events this year mixed incoming freshmen with their parents and alumni at Tony Capetola's restaurant The Carlton on the Park on Long Island.

From Reunion through Homecoming, we've got plenty of reasons for you to come back to campus or to come to a regional event near you. The next several pages will update you on events from the past 6 months or so. On the last page there is a calendar of upcoming events. I encourage you to read it and to pick one event you might enjoy. Call a former classmate and see if they'd like to join you.

Young alumni are proving to be the most engaged. Their friendships are strong and their memories of Wagner are fresh. **Drew Babitts '03 M'06** is working on ways to give them an opportunity keep in touch with

Wagner as they establish careers, have families and sometimes move away. Check out the photos from a summer event down at the New Jersey shore on page 24 – over 80 young alumni were in attendance!

The National Alumni Association Board recently sent out The WAG (Wagner Alumni Guide) in which you could see that we have alumni living in every state! Regional events are organized to bring a little bit of Wagner to you. If you're interested in getting together with alumni in your neck of the woods, please call me. We plan events from coast to coast and in many places in between.

Or, if you're looking for your old roommate or favorite classmate whose address you misplaced years ago, it's easy to make a connection. Simply give us a call or drop us a line. While we strive to protect the privacy of all alumni, it is very easy for us to send him or her a note with your contact information. Odds are they've been wondering what happened to you as well and will be excited to be in touch.

We are always interested in your input on ways we can make *The Link* better. We also need your stories, your photos and your news. Update us often about your marriage plans, your children, your job promotions or your visits with other alumni.

There will be no excuse to miss out on our year-long (plus) celebration of the 125th birthday of our alma mater. Watch the Wagner web next spring for a calendar of 125th anniversary events. It will surely be a celebration to remember.

From the Hill,

Gail E. Kelley '97

Director of Alumni Relations
718-390-3224 or gkelley@wagner.edu

p.s. "From the Hill" is the closing I use each month on my e-newsletters which go out to approximately 25% of our alumni. If you're not receiving this e-mail, but would like to, please let us know. You can simply e-mail alumni@wagner.edu or fill out the card enclosed in this issue of *The Link*, and we'll add you to the list! ♦

2006 Reunion & Homecoming

A combined total of nearly 1,000 Wagner alumni, parents, and friends returned to Grymes Hill for Reunion, June 2 – 4, and Homecoming, Sept. 9. For some, it was their first time back in years. For others, getting together on campus with old classmates is an annual highlight.

Reunion weekend kicked off with the President's cocktail reception and a trip into Manhattan to see Broadway's shows "Jersey Boys" and "The Wedding Singer." NAA President **Aletta Kipp Diamond '65** said "folks were dancing in the aisles" to the music of Frankie Valli and the Four Seasons.

Fred Whitte '42, Bob Peirano '50, Butch Savage '64, and Megan Robbins '07 all celebrated Kappa Sigma Alpha's 75th anniversary. Alumni College was followed by the annual luncheon where NAA awards were given to honorees, and the 50th reunion year class was recognized.

To the music of a great band, alumni "Sailed Away" during Saturday evening's dinner dance. Alumni young and old danced into the wee hours. A yacht cruise around New York Harbor culminated the weekend. Alumni enjoyed brunch while taking in the sights.

Not only did Homecoming christen Wagner Stadium's new artificial turf with a Seahawk win, but the sunny day drew more than 350 folks to the alumni tent, festive with green and white balloons. They heard **Kathy Brier '97** perform songs from her new CD *Heartbreaker*, attended inductions into the Hall of Fame, participated in class agent training sessions, and toured their old stomping grounds. Homecoming is a great time to rekindle old friendships and to start new ones too!

JUNE 1-3

"2007 WAGNERIAN NIGHTS"

Come experience an Arabian Night themed evening as Wagner is transformed into a vision of Morocco! Call 718-390-3224 to get involved with your class committee.

To see more photos from the 2006 Reunion/Homecoming visit
www.wagner.edu/alumni/eventphotos

Nominations Sought for 2007 Alumni Awards

The Wagner College National Alumni Association (NAA) annually recognizes outstanding alumni, friends, faculty, and staff who have given distinguished service to Wagner College and the community at large.

The 2007 awards will be given out on Saturday, June 2 at the alumni luncheon as part of the Reunion Weekend activities.

Read the descriptions of the awards below and send your nominations to the Office of Alumni Relations, call us at 718-390-3224, or e-mail us at alumni@wagner.edu.



President Richard Guarasci and Carin Guarasci with Alumni Key winners **Katherine M'67** and **Dr. Egon "Ed" Wendel '49**.



Gail Kelley '97, director of alumni relations, **John "Bunny" Barbes '39**, **Lila Thompson Barbes '40**, the 2006 Barbes Alumni Laureate winners **Michael Nicolais '49** and **Margaret Christie Nicolais '49**, the 2005 Barbes Alumni Laureate winners **Ruth Traeg '56** and **Howard Braren '50** with President Richard Guarasci.

THE SERVICE AWARDS

The **John "Bunny" Barbes '39** and **Lila T. Barbes '40** Wagner Alumni Laureates

The Wagner Alumni Laureate is presented to Wagner Alumni who have given very long and distinguished to service to the College.

Wagner Alumni Leadership Medal

The Wagner Alumni Leadership Medal is presented to those who have provided consistent leadership and service to the Wagner National Alumni Association for an extended period of time.

Wagner Alumni Key

The Wagner Alumni Key is presented to those who have provided positive leadership and service to the Wagner National Alumni Association over several years.

Wagner Alumni

Certificate of Appreciation

The Certificate of Appreciation is presented to an individual who has recently become active in the work of the National Alumni Association.

THE ACHIEVEMENT AWARDS

Distinguished Graduate of Wagner

This award is presented to a graduate who has made unique career contributions to his or her community, state, or the nation. The accomplishments of such an individual bring honor to Wagner.

Wagner Alumni Fellows

Wagner Alumni Fellows are recognized for holding distinguished careers in a defined element of the college's academic program.

Legacy Families Gather for Breakfast before Commencement

Families with more than one Wagnerian gathered prior to Commencement in May. Wagner alumni are sending their children to Wagner more now than ever with about 50 current students having at least one parent who is an alumnus.



1. Dr. James "Jay" Guariglia '74, **Dana Guariglia '06**, President Richard Guarasci and **Joyce Rina Cini Guariglia '75**.

2. Rita Driscol Magnusk '78 and John Magnuski with their twin daughters, **Kristen** and **Mary**, both from the class of 2006.

3. Richard Zinn '71 with his wife Lucille and son Michael celebrating with daughter **Kristen '06** and her friend Eric Grunwald.

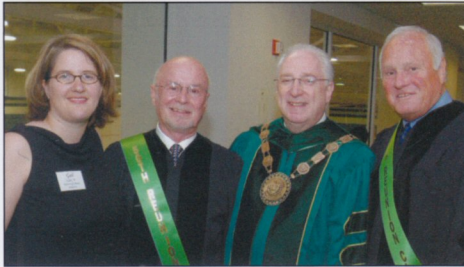
4. Elyse Marciano '06, just before graduating, with her mother **Annemarie McNerney Marciano '79**.

5. Richard Igneri M'72 with his daughter **Tara '06**.

6. Patricia Marrone '06 with her mother **Mary Lahey Marrone M'87**.

50th Reunion Class

Alumni Lead Procession at Commencement Exercises



Alumni Relations Director **Gail Kelley '97**, **Rev. Roy Roderick '56**, President Richard Guarasci and **Bob Piela '56**. These two "Golden Seahawks" led the procession at Commencement.

Two members of the 50th Reunion Class had the honor of leading the Class of 2006 into their Commencement. **Rev. Roy Roderick '56** and **Robert "Bob" Piela '56** were officially "robed" and given "50th Year Reunion" banners to wear as they followed the bag pipers down the aisle. If you are from the Class of 1957 and would like to represent your class in the 2007 exercises, please contact the Alumni Office at 718-390-3224. Any member in the 50th Reunion class is invited to participate.



Dave Whelan '71 having fun on the golf cart in between holes.

Fore! Delta Nu brothers got together for their 5th annual golf outing at the Glenwood Country Club in Old Bridge, N.J. in July. After endowing a named scholarship, the brothers contributed funds raised from this outing to the Delta Nu War Memorial which is located in front of the Spiro Sports Center.

Clinton Foundation Director Speaks at Wagner



Laura Graham '95 and political science professor **Jeffrey Kraus**.

On Thursday, April 27, **Laura Graham '95** came to Wagner to speak to Pi Sigma Alpha, the National Political Science Honor Society, and the department of government and politics. Laura is President Bill Clinton's former scheduler and is currently the Executive Director at the Clinton Foundation. She attended Wagner from 1991 – 1995 and was a founding sister of Alpha Sigma Alpha sorority.

She was the guest speaker as part of Pi Sigma Alpha's Induction Ceremony. Laura graciously stayed after the program to meet with current students answering their questions and giving advice.

Fun in the Sun at the Jersey Shore!

Over 80 young alumni enjoyed a beautiful Saturday afternoon at the Jersey shore's famous Bar-Anticipation (Bar A) on Saturday August 5th. Wagner alumni participated in an egg-toss and "Wagner Trivia" for great prize giveaways. This will be an annual event so plan on an event next year "down at the shore."



A group of Alumni after a round of "Wagner Trivia."



Wagner College Young Alumni competing in an egg-toss.



Friends found Bar A the perfect spot to meet up at the Jersey shore.

Bridging our Legacy with our Future

Tony Capetola '67 once again hosted an elegant evening at The Carlton in Eisenhower Park on Long Island. Over 60 alumni, parents, and friends attended as well as prospective students and their families from the area.

President Richard Guarasci and Angelo Araimo, vice president for enrollment and planning, talked about Wagner's recruiting efforts on Long Island and how Wagner is attracting some very bright students from the area.

Jake Browne '05, assistant director of admissions, who recruits from Long Island introduced the prospective students and their families to the alumni. Alumni, in turn, were able to share their experiences at Wagner with this next generation of Wagnerians.

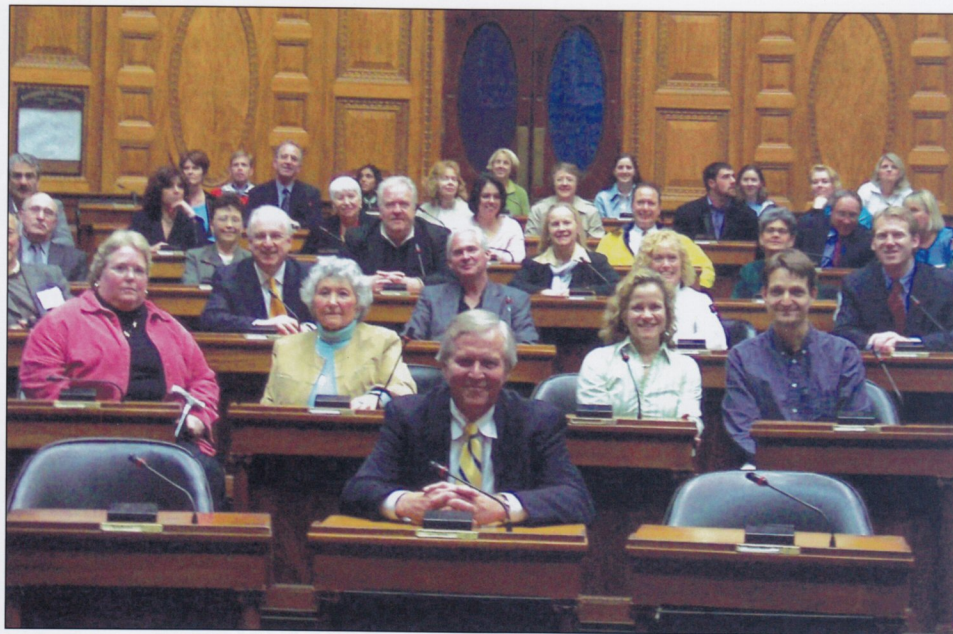
Our sincere thanks and gratitude go out to **Tony Capetola '67** who has hosted this event annually for 3 years!



Christine Herlich Caso '71 and **Vivian Wilkerson Stuart M'73** enjoy catching up at the event.



Joachim Ketly '76 and **Ronald Wright '76**.



Doug Petersen '70 (front, center) with Wagner alumni, parents, students and friends in the House chamber.

Seahawks at the State House

In May, alumni, parents, and friends from the Boston area were treated to a very special event: an exclusive tour of the Massachusetts State House by Representative **Douglas Petersen '70**. Doug spoke about the history of the magnificent building which has served as the setting of Massachusetts state government for over two centuries. After posing for this photo in the House of Representatives Chamber, guests enjoyed a cocktail reception in the "members only" lounge where President Richard Guarasci gave an update on the College and answered questions about Wagner.

2006 Senior Class Gift is

A Huge Success

The Class of 2006 had a goal: raise \$2,500 – 3,000 to purchase a dozen banners to decorate the campus. After several fund-raising efforts (a student solicitation, a letter to parents, selling 50/50 raffle tickets at a basketball game, etc.) the Class of 2006 ended up raising over \$5,000!

President Guarasci liked the banners so much that he contributed the balance needed to purchase 40 banners which would circumnavigate the Sutter Oval and hang on light posts around the campus. The banners were hung in time for the 2006 commencement exercises and add to the beauty of Wagner's campus. ♦



Banners bought by the Senior Class gift brighten the campus.

Wagnerians Gather in the Pacific Northwest



Dr. Vivian Gulbrandsen Rockwell '74, Terry Karamanos, vice president for advancement, and **Greg Gulbrandsen '70** at Robby J's in Bend, OR.

For the second year in a row, Wagnerians from around the State of Oregon had a opportunity to meet each other---as well as welcome a visit from Terry Karamanos, vice president for advancement. With only a total of 38 alumni state-wide, gatherings were held in Portland, Bend, and Ashland bringing together alumni spanning 50 decades. Portland-area alumni lunched at the historic Heathman Hotel and shared the dining room with famed celebrity chef Anthony Bourdain, who was also there to do a book

signing. Terry was joined by three classmates from '66 the **Rev. Fred Sickert**, **Kathleen Fleming** and **Paul Blattner** in addition to **Dr. Patricia Martin '75**. Prior to arriving in Portland, she traveled to Ashland, home of the International Shakespeare Festival, to visit with **Fred Jacobsen '54**, who recently relocated to the state from California with his wife Ellie. From

Ashland, she traveled to Bend and met with the brother/sister Wagner duo **Greg Gulbrandsen '70** and his sister, **Dr. Vivian Gulbrandsen Rockwell '74**.

The Oregon connection to Wagner remains strong---Jackson and Perkins---the country's major rose grower ---is responsible for the flourishing rose garden behind Main Hall with annual donations from its nurseries. Roses from the garden grace a number of reception tables around campus during the year. Oregonians will also have a voice with

the alumni. **Pat Martin '75** joined the National Alumni Association Board in September 2006 and **Greg Gulbrandsen '70** recently volunteered to become the Class Fund Agent for his 1970 class.



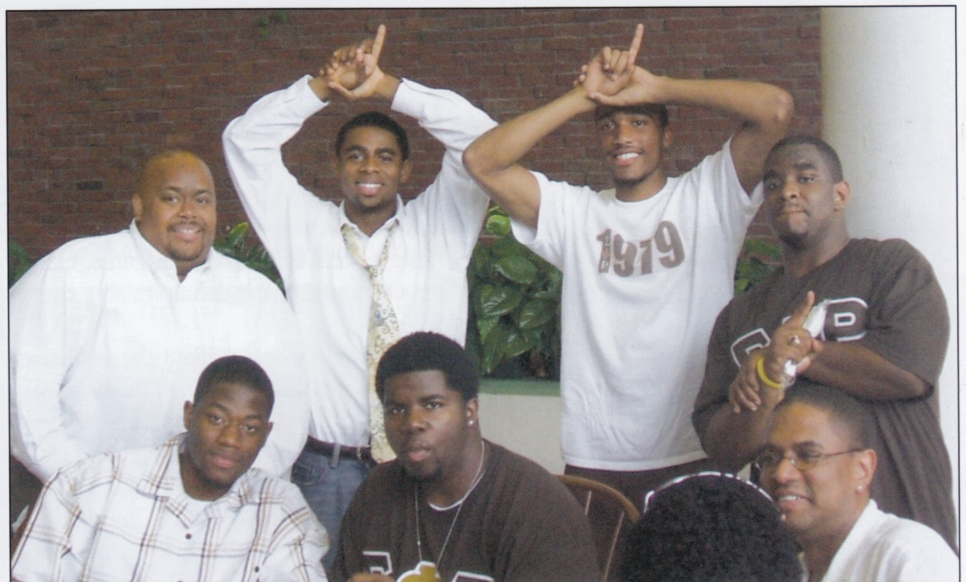
The rose garden blooms well into fall.

TKE Softball Game

Play ball! Tau Kappa Epsilon brothers, TKE, got together on a sunny summer afternoon for a softball game on Saturday, August 12th. They enjoyed a great barbeque lunch, a great game of softball and enjoyed seeing their old friends.

Sigma Phi Rho brothers meet at Wagner

The Brothers of Sigma Phi Rho had their annual national reunion on Saturday, July 22. Brothers came from up and down the east coast and enjoyed a barbeque lunch while reuniting with old friends. Sigma Phi Rho is an African-American fraternity started at Wagner College in 1978 and now has chapters all over the country. In attendance were organizers **Quintin Trammell '85** and **Courtney Bennett '81** and Nyam Smith, national fraternity president.



Brothers of Sigma Phi Rho made use of the Wagner College Dining Hall after rains threatened their outdoor barbeque.



**“Who loves not wine, women, and song,
Remains a fool his whole life long”
- Martin Luther**

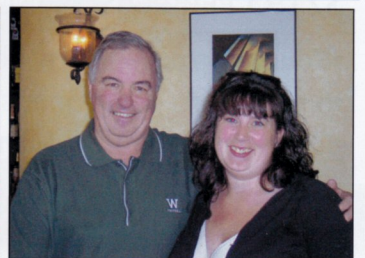
Wagnerian Vinters’ Trail

Two bus loads of Wagnerians headed out to the “North Fork” of Long Island on a sunny Saturday in July. After a delicious luncheon at Andrews by the Pond, owned by alumnus **Andy Senese '72**, the buses departed for several wineries where they would taste and buy wines of the region. Crowd favorites were Martha Clara Vineyards and Macari Vineyards where this group photo was taken.

If you're interested in future wine excursions, please contact the Office of Alumni Relations at 718-390-3224. Interest was expressed in making a wine tour an annual event and future events are already being planned!

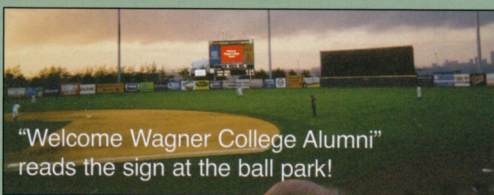


Lauren Lebowitz '06 and Molly Kollar '06 at Andrew's by the Pond.



Our host **Andy Senese '70 M'73** and his niece **Erin Donahue '00**.

Root, Root, Root for the hometeam!



“Welcome Wagner College Alumni” reads the sign at the ball park!

Alumni and friends of all ages enjoyed a great night at the Richmond Country Ballpark in St. George as they watched the hometown Staten Island Yankees take on their cross town rival, Brooklyn Cyclones, on July 28. It was a great evening capped off by an amazing fireworks display that lit up the New York Harbor sky. The Yankees may have come up a few runs short but Wagner alumni still had a blast!

“Relay for Life” held at Wagner College

“Team Wagner” headed up by **Aletta Kipp Diamond '65** raised over \$2,500 which added to the event's overall success of raising over \$53,000. Relay For Life is the American Cancer Society's signature event celebrating survivorship, remembering those who have lost their lives to cancer and raising money for research and programs. Teams and individuals were sponsored to walk around Sutter Oval in front of Main Hall.



Team captain **Aletta Kipp Diamond '65**, Donna Sinagra, **Gail Kelley '97**, and Letty Romero at the “Team Wagner” table.

IN IRELAND

There are no Strangers...only friends you haven't met



Enjoy gorgeous views of the Cliffs of Moher, tour Muckcross House, kiss the "Blarney Stone," buy some Waterford Crystal and have a pint of Guinness in a true Irish pub!

Contact the Office of Alumni Relations for more information at 718-390-3224 or to reserve your space today contact our travel agent at 732-292-0034.

JOIN US FOR THE FUN AND PLEASURES OF IRELAND.

March 30 - April 7, 2007

Where the pubs and people make everyone at home!

\$2195 PER PERSON INCLUDES:

- Round-trip airfare New York/Shannon and Dublin/New York
- 6 nights first-class "tourist" hotel
- One night in an Irish Manor House with dinner
- Breakfast daily
- Escorted sightseeing with guide
- Special escorted "Pub Crawl" in Dublin
- Private motor coach
- All transfers including round-trip transportation from Wagner College

Calling Young Alumni

Relive Spring Break on an all-inclusive cruise aboard the Norwegian Spirit. Price from \$960 per person. APRIL 1-7, 2007.

Ports of call: New York, N.Y., Port Canaveral, FL, Nassau, Bahamas and Great Stirrup Cay, Bahamas

Call: 718-390-3224 for more information.

A Special Thanks

A special thank you to former Wagner President Norman Smith; his wife, Dr. Susan Robinson; and their daughter Caroline for hosting Wagner alumni in their home during our London trip in March, 2006.



Be a Sight "Seeing" Hawk

The alumni travel program has grown into an exciting series of opportunities for alumni, students, parents and friends of Wagner to enjoy group travel. Upcoming trips were voted on by alumni via e-mail and the results are in:

Ireland

March 30 - April 7, 2007
(see details left)

Rochester, NY (upstate NY)
October 6-8, 2007

Visit Wagner's first campus to kick off the College's
125th Anniversary Celebration

Greece

January 3-10, 2008

Napa Wine Tour
February, 2008

Italy - March 15-22, 2008

Bregenz, Austria and Germany
Fall, 2008

Wagner's 125th Anniversary Celebration will culminate with a Bregenz Reunion and "Martin Luther Tour."

Alumni Cruise
Spring, 2009

For more information, e-mail us at alumni@wagner.edu

CLASS NOTES

a l u m n i @ w a g n e r . e d u

Send your Class Notes to the Office of Alumni Relations, Wagner College, One Campus Road, Staten Island, NY 10301. Any class year with an asterisk indicates we are looking for a class agent. Please contact the Alumni Office at 718-390-3224 or alumni@wagner.edu if you are interested in this position.

1939

John D. Barbes
Class Fund Agent
85 Cloverdale Avenue
Staten Island, NY 10308-2633
718-984-8547

1940-1941*

1942

Theodore W. Gibson
Class Fund Agent
778 Ynez Circle
Danville, CA 94526

1943 -1948*

1949

Margaret Christie Nicolais
Class Fund Agent
1215 Latham Court
Livingston, NJ 07039
973-992-1312

1950

Robert S. Peirano
Class Fund Agent
67 Meisner Avenue
Staten Island, NY 10306-1235
718-351-8535

1951

Harry A. Volz
Class Fund Agent
64 Linden Street
Massapequa Park, NY 11762
516-541-5517
hvolz@optonline.net

1952*

1953

Albert Tosi
Class Fund Agent
70 Woodcliff Lake Road
Saddle River, NJ 07458-3114
201-327-3448

1954

Manfred W. Lichtmann, MD
Class Fund Agent
3112 Lahinch Drive
Myrtle Beach, SC 29579
843-903-5715



Bob Praisner, Carin Guarasci and **Wanda Schweizer Praisner '54 M'57** at Reunion Weekend.

Manfred W. Lichtmann (Myrtle Beach, SC) shares some "Grandfather Brags": 6 year-old William, in Kansas City, had a hat trick in ice hockey and 15 year-old, Trevor, in New Hampshire, just became scuba diving qualified.

1955

Allan K. Brier
Class Fund Agent
67 Round Cove Road
Chatham, MA 02633-1242
508-945-3729

1956

George E. Lewis
Class Fund Agent
5043 Kelsie Court
Florence, OR 97439
541-997-7778
mrclor@charter.net



Pat and Ed '56 Peterson with **Reg Kennedy '56** at the alumni luncheon during Reunion Weekend.



President Richard Guarasci, **Marie Alberti '57**, co-chairs **Ron Bibbo '64** and **John Campi '62** and **Bob Peirano '50** at the Sal Alberti Golf Classic in Flemington, NJ.

1957

Marie Attonito Alberti
Class Fund Agent
109 Patio Drive
Endwell, NY 13760
607-754-3400

The Class of 1957 will be celebrating their 50th Reunion June 1-3, 2007!

Also, all members of the 50th

anniversary class are invited to lead the procession of Wagner's annual commencement exercises on. As our newest members of the "Golden Seahawks", we congratulate you!

Call the Alumni Office at 718-390-3224 to help lead the march or to get involved with your class committee.

1958

H. Milton Keen
Class Fund Agent
10581 Lees Mill Road
Warrenton, VA 20186-8450
540-439-1262
mk10581@copper.net

1959

Phyllis Donahue
Class Fund Agent
20 Pinebrook Drive
Neptune, NJ 07753-3365
732-922-2139



Alpha Sigma Phi Brothers at Reunion: **Al Palladino '61**, **Tony Franchina '61**, **Ralph Cannarozzi '61**, **Don Cavalli '62**, **Joe Metzger '61**, **Wally Pagan '61**, **Fred Williamson '64** and **Lou DeLuca '59**.



The newest "Golden Seahawks" – the class of 1956 is honored at Reunion Weekend.

CLASS NOTES

1960

Peter Welker

Class Fund Agent
PO Box 485 700 South Shore Rd.
Caroga Lake, NY 12032-0485
518-835-3198
pwelker@nycap.rr.com

1961

Alma Costie Vincent

Class Fund Agent
3115 Stowe Lane
Mahwah, NJ 07430
201-760-2703

1962

Rita King

Class Correspondent
5801 E Edgemont Avenue
Scottsdale, AZ 85257-1029
480-947-3693
ritabee@att.net

1963

John Donovan

Class Fund Agent
141-A Main Street
Yonkers, NY 10707
914-282-8982
jvd@concordia-ny.edu

1964

Butch Savage

Class Fund Agent
1130 Morningside Avenue
Schenectady, NY 12309-5630
518-372-9422
bsavage@prudentialmanor.com

1965

Barry Faden

Co-Class Fund Agent
4637 Torrey Pines Drive
Chino Hills, CA 91709-3388
909-606-2005
bifmarla@msn.com

Jack Felver

Co-Class Fund Agent
25244 Pelican Creek Cir Unit
201 Bonita Springs, FL 34134
239-495-8861
jrfelver@aol.com

1966

Gerry Magliocca

Class Correspondent
gerrymaglio@aol.com
908-407-3104

1967

Maureen L. Robinson

Class Correspondent
160 Jockey Hollow Road
Bernardsville, NJ 07924-1312
908-953-2939
mrobidwolf@aol.com

1968

Richard W. Ball

Class Fund Agent
13 Jeffro Drive
Ridgefield, CT 06877-4646
203-431-6062

1969

Philip Straniere

Class Fund Agent
3 Saint Austins Place
Staten Island, NY 10310-1539
718-447-4717



Director of Alumni Relations,
Gail Kelley '97 with honoree
Robert Van Caneghan '69 and
President Richard Guarasci at
the NAA awards ceremony
during the alumni luncheon.

1970

Gregory Gulbrandsen

Class Fund Agent
2184 NE Meadow Ln
Bend, OR 97701-3974
541-382-6910
greg@cascadecreative.com

Nancy Langman (Cape Coral, FL) was recently appointed CEO of Lee County Mental Health System in Ft. Myers, Fla. They plan to return to Martha's Vineyard every chance they get to enjoy New England but probably not in the winter!

1971

Kathy O'Donnell

Class Fund Agent
3322 Woodland Drive
Tobyhanna, PA 18466-3036
570-894-4731
katcod0221@yahoo.com

1972*

1973

Henry E. Gemino

Class Fund Agent
5 Strickland Place
Manhasset, NY 11030-2716
516-467-4191
pipe.ny@prodigy.net

1974

Diane R. Recio

Class Fund Agent
11 Holly Place
Larchmont, NY 10538

914-833-0202
nrc917@aol.com

1975

Richard G. DePaul

Co-Class Fund Agent
8 McKay Drive
Bridgewater, NJ 08807-2387
908-218-1418

Patricia Martin

Co-Class Fund Agent
1341 NE Market Dr. Apt 355
Fairview, OR 97024-3810
503-669-8421
phood@mhcc.edu

Celia Ficken Broomhall (Gilead, ME) married William on July 4, 2006. The wedding was held at their home, Morning Star Farm. She is a health coordinator at the Maine Conservation School, Bryant Pond.

1976

John M. Zawisny

Class Fund Agent
56 Howard Avenue
Staten Island, NY 10301-4405
718-447-4290
jzawisny@aol.com

1977

Jeanne Delaney-Malikian

Class Fund Agent
6 Walden Street
Somers, NY 10589-2425
845-277-8571



Alumni from the 60s at the Reunion Weekend cocktail party.



KUDOS TO JODI PULICE-SMITH '78

Jodi Pulice has served as Founder and President since 1996, when she established JRT Realty Group, Inc. as a woman-owned, full-service commercial real estate services firm to address indus-

try-wide supplier diversity initiatives. In its tenth anniversary year, JRT Realty is nationally recognized as the largest certified woman-owned commercial real estate services firm today.

Among her accomplishments are leasing and sales transactions totaling more than \$2 billion, including the sale of the Seagram Building in Manhattan for \$370 million, and representing the FDIC's national field offices at 92 locations and TIAA-CREF on leasing and managing assignments nationwide. She also manages more than 12 million square feet of commercial real estate space in New York, Florida, California, Massachusetts, Washington, Illinois and New Jersey.

As an acknowledged leader dedicated to advancing supplier diversity initiatives and the employment of certified, women-owned businesses, JRT Realty has been recognized with some of the real estate and business industry's most prestigious awards. Notable achievements include the Top Diversity Owned Business Award of 2004 and 2002 Minority/Woman Business of the Year award given by the National Minority Business Council, which recognized Pulice's efforts to award the most number of assignments to other M/WBE vendors. Pulice also was named one of the Top 50 Women in Real Estate by the Association of Real Estate Women.

An innovative business leader with more than 24 years of commercial real estate experience, she is an outspoken leader on behalf of women-owned businesses and widely published in numerous articles and industry publications, including The New York Times, Crain's New York Business, Real Estate Weekly and Real Estate Forum.

1978

Maria Lind Jenkins

Class Fund Agent
31 Gower Road
New Canaan, CT 06840-2606
203-966-5999

Jodi Pulice-Smith (New York, NY) was named executive leasing agent of the United Nations Federal Credit Union. (see sidebar at above for more information on Jodi).

1979*

Roberta Cavendish (Brooklyn,

NY) was promoted to program coordinator of the new bachelor of science degree program in nursing at New York City College of Technology.

Jerry Mandala (Brooklyn, NY) served the City of New York for 24 years as a member of the FDNY. He retired in October of 2002 as a lieutenant, and is a survivor of the World Trade Center collapse on September 11, 2001. For the past 23 years he has been involved with Bay Ridge Real Estate, and he now has quality time to devote both to

his family and properties.

Robert Wedinger (Randolph, NJ) was appointed vice president and general manager of process chemicals and polymers at Chemtura Corporation.

1980

Edward L. Garlock

Co-Class Fund Agent
132 Highland Drive
Bedford, PA 15522-9766
814-623-1124
legarlock@earthlink.net

Billy K. Tyler

Co-Class Fund Agent
1807 North Gramercy Pl Apt 5
Los Angeles, CA 90028
323-462-7111
billyktyler@aol.com

Mitchell Feldman (Parkland, FL)

has been named market vice president for Tenet Healthcare Corporation in Palm Beach County.

1981

Lauretta Zitano

Class Correspondent:
732-449-4883



Joseph Delaney '81 M'86 and **Greg (Rick) LaMorte '81 M'83** catching up at the alumni luncheon during Reunion Weekend.

1982

John Spadaro

Class Fund Agent
117 Old Town Road
Staten Island, NY 10304-4227
718-987-5073

Alyson Bruu (Hampstead, NH) recently celebrated the 6th anniversary of her advertising agency, December Marketing, a full service agency based in

Hampstead, N.H. (www.decembermarketing.com). Alyson also recently launched a new line of inspirational clothing with her life partner, Kristine, called Liv'n Out Loud! Clothing. They founded this company after Alyson experienced a near-death experience and realized that life had to be lived inspirationally and authentically. It is a full line of 100% cotton 'comfort-stuffs' in sun-washed colors that embodies the human spirit. The clothing is being sold globally and online. Alec Baldwin personally endorsed the brand. Liv'n Out Loud! Clothing can be found online at www.livnoutloud.com.



Kristine Fichera, New Hampshire Governor John Lynch and **Alyson Bruu '82** sporting their Liv'n Out Loud! Clothing.

1983

Donald T. Browne

Co-Class Fund Agent
90 Saint Marks Place North
Apartment 1B
Staten Island, NY 10301-1661
718-556-2508
dbrowne100@aol.com

Linda Romani

Co-Class Fund Agent
40008 N. Integrity Trail
Anthem, AZ 85086
623-551-9136
momofdm@qwest.net

1984*

1985

Andrew G. Williams

Class Fund Agent
5192 Round Lake Road
Apopka, FL 32712-5164
407-889-3524
Andy799062@aol.com

CLASS NOTES

1985 continued

Denish McQueen (New York, NY) married Jacqueline Abram on March 11, 2004. The reception was held at the Holiday Inn, NC. Denish works for New York City Transit.

1986

Wade C. Appelman
Class Fund Agent
6 Aaron Road
Lexington, MA 02421-6827
301-869-6508
wadeapp@yahoo.com

1987

Meredith Acacia
Class Fund Agent
5 Aspen Court
Jackson, NJ 08527-4903
732-928-8452

Keli Gainey McClarty (Mount Pleasant, SC) was promoted to assistant manager at new South Mortgage.

1988

Kenneth Nilsen
Class Fund Agent
807 Castlepoint Terrace
Hoboken, NJ 07030
201-222-0182
knilsen@stevens.edu

1989

Jennifer Solaas Nilsen
Class Correspondent
807 Castlepoint Terrace
Hoboken, NJ 07030
201-222-0182
ramsjord@yahoo.com

1990

Levent Bayrasli
Class Fund Agent
72 Kyle Drive
Phillipsburg, NJ 08865
908-213-9598
sonicbros@verizon.net

1991

Jennifer A. Norton
Class Fund Agent
802 Schley Avenue
Toms River, NJ 08755
732-458-1412

1992

Natalie Migliaro
Class Fund Agent
510 DB Kellyway
South Amboy, NJ 08879-1582
732-952-8577
natmig@rci.rutgers.edu

1993

Stuart Plotkin
Class Fund Agent
211 Brighton 15th Street Apt 4D
Brooklyn, NY 11235
718-982-6898
SPlotkin@pclient.ml.com

1994

James J. Hickey M'96
Class Fund Agent
jhickeyphd@aol.com

1995

Nancy L. Salgado-Cowan
Class Fund Agent
185 Heywood CT
Matawan, NJ 07747-3569
nursenancy1@hotmail.com

1996

Rebecca Wallo Rose
Class Fund Agent
41481 NYS RT 180
Clayton, NY 13624
315-778-8419
harrypotter71674@yahoo.com



Debra Vigar Mirabella '96 and **Stephanie Jianetto Alesi '96** celebrating their 10th reunion at the alumni luncheon in June.

1997

Alison N. Boyd
Class Fund Agent
14 Essex Drive
Ronkonkoma, NY 11779
631-451-8220

Jennifer Cafiero (Keyport, NJ) is engaged to Michael Therien.

Robin Lefkowitz M '97 (Staten Island, NY) recently joined Northfield Savings Bank as director of business development.

1998

Tara Yeo Lagana
Class Fund Agent
11465 Harlequin Ln # 504
Fishers, IN 46038-2444
765-748-9088
TLLagana@hotmail.com

Darren L. Greco

Class Correspondent
24 Daniella Court
Staten Island, NY 10314-7874
718-761-6069
dgreco25@mac.com

Gregg Gavioli (Staten Island, NY) joined Solomon Page Group as the managing director for the accounting and finance division.

1999

Vinnie S. Potestivo
Class Fund Agent
226 Shippen Street 2nd Floor
Weehawken, NJ 07087
201-558-7922
Vinster19@aol.com

Brian Landano (Staten Island, NY) was appointed co-director of the Father Drumgoole-Connelly Summer Camp for the children of Staten Island. The camp ran from July 5 – August 18, 2006.

Michael Turcotte (Jersey City, NJ) is engaged to Jamie Heckler. An October 2006 wedding is being planned.

2000

Erin K. Donahue
Class Fund Agent
5 Inverness Court
Wading River, NY 11792
516-463-9070
edonahue45@optonline.net

Kristy Jones Levine (Staten Island, NY) married David on May 13, 2006. The reception was held at Sirico's, Brooklyn. She is a hedge fund accounting supervisor in the alternative funds services division with HSBC, Manhattan.

Cheryl Moore Lordi (New Hyde Park, NY) married Michael on November 12, 2005. The wedding was held at Marco Island Marriot in Marco Island, Fla., and the reception was on the beach. She works for Atlantic Blueprint Co, Inc. in Roslyn.

Jennifer Siudy Lotito (Staten Island, NY) married Brad on May 5, 2006. The reception was held at the Palace at Somerset (N.J.) Park. She is an english teacher with Moore Catholic High School in Graniteville, and a member of the Who's Who Among America's Teachers for years 2003-2005.

Damon Plonczynski (Penfield, NY) is engaged to Dana Bradford.

Kristi Murdolo (Staten Island, NY) is engaged to Anthony Bracco. A June 2007 wedding is being planned.

2001

Simone Diaz
Class Fund Agent
1655 N Colony Road Unit 19
Meriden, CT 06450-1967
203-639-4855
simoneamcbride@yahoo.com

Christopher Curti (Valley Cottage, NY) married Kimberly Corbisiero on April 28, 2006. The reception was held at the Old Bermuda Inn, Rossville. He is a global finance manager with The Bank of New York, Manhattan.



Shane Morgan '01 and **Kathryn Cannizzaro**.

Kathryn Cannizzaro married **Shane Morgan '01** on June

CLASS NOTES

10th, 2006, on Long Island, N.Y. He is a physician assistant and partner at Rhode Island Dermatology and Cosmetic Centers. She is a pediatric registered nurse. Other Wagner alumni and students that attended the wedding were **Dr. Tom Hopkins '01**, **Kelly Baldwin '02**, and **Justine Cannizzaro '09**.

Jennifer Corbett McFarland (Staten Island, NY) married Brian on May 19, 2006. The reception was held at the Old Bermuda Inn, Rossville. She is a special education itinerant teacher with Volunteers of America, Tottenville.

Kristy Barth Morales (Staten Island, NY) married Desmond on April 21, 2006. The reception was held at the Water's Edge, Queens. She is a psychiatric social worker with Brooklyn Psychiatric Center, Inc.

Steven Vilardi (Fishkill, NY) is engaged to Gina Clark.

2002

Peter J. Herbst
Co-Class Fund Agent
24 Bethke Road
Killingworth, CT 06419
203-314-6465
Herbstpe@bc.edu

Cindy M. Sforza Maley
Co-Class Fund Agent
Hauppauge, NY

Renee M. Sudol
Co-Class Fund Agent
764 Constitution Drive
Brick, NJ 08724-1059
732-840-2069
nay537@yahoo.com

Desiree Dimizio (Staten Island, NY) is engaged to Timothy Fox. A September 2006 wedding is being planned.

William (BJ) High (Staten Island, NY) is engaged to Christie Casalino. A November 2006 wedding is being planned.

Jacqueline Shall (Staten Island, NY) is engaged to Michael McCumiskey. An April 2007 wedding is being planned in Key West, Fla.



Angie Bombardier '02 and **Tim Heaney '03** on their wedding day.

2003

Cari A. Christopher
Co-Class Fund Agent
173 Van Cortlandt Avenue Apt 1
Staten Island, NY 10301
917-873-7808
cchristo@wagner.edu

Robert J. Hamm
Co-Class Fund Agent
14 College Avenue
Staten Island, NY 10314
718-981-0515
bobby7770@yahoo.com

Nicole Lopes Steed
Co-Class Fund Agent
2218 2nd Avenue
Toms River, NJ 08753
732-270-3660
nlopes55@yahoo.com

2004

Alexis D. Hernandez
Class Fund Agent
4066 Albatross Street Apt 24
San Diego, CA 92103
619-269-2702
lex382@aol.com

Joseph Augello (Staten Island, NY) is engaged to Jessica Guardabasso. A May 2008 wedding is being planned.

Stacey Dunham (East Setauket, NY) graduated on May 22, 2006 from Adelphi University with a masters degree in literacy education.

Adam Rosenfeld (Hoboken, NJ) is engaged to Holly Shooman. A July 2007 wedding is being planned.

Ryan Walsh married Diana Marano (Staten Island, NY) on July 8, 2006. The reception was held at The Palace at Somerset Park, Somerset, N.J. He is president of Mandarin Enterprises and Redux Recycling. She is a first-grade teacher at PS 22 in Granitville.

2005

Jacob Browne
Co-Class Fund Agent
935 Castleton Avenue Apt. 1
Staten Island, NY 10310
718-876-9390
jbrowne@wagner.edu

Melissa D. Powers
Co-Class Fund Agent
313 Vesta Court
Ridgewood, NJ 07450
201-394-2408
powers.mel@gmail.com

Matthew L. Sheehan
Class Correspondent
114 Farmstead Lane
Glastonbury, CT 06033
860-659-0247
msheehan05@gmail.com

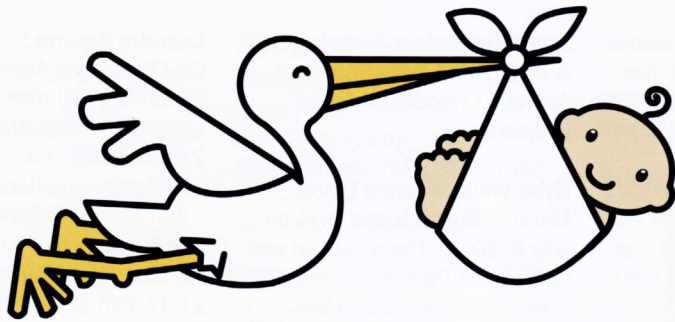
Cari-Ann Graziano (Staten Island, NY) is engaged to Jonathan Goldberg. A May 2007 wedding is being planned.

2006



Sarah Rhine '06 and **Tad Bender '06** got into the cruise-theme spirit at their first reunion as alumni!

CRIB NOTES



Welcoming the Classes of 2027 and 2028!

Flynn Christopher born on October 20, 2005 to **Kathleen Kelley Dempsey '92** and husband Steven. Flynn Christopher joins big sister Allison Kelley who is 4.

Dominic Van Peter born on January 26, 2006 to **Christine Rizzi Intervallo '94** and husband Joseph.



John (Jack) Michael III (above) born on January 23, 2006 to **Jack Scholz, Jr. '92 M'94** and wife Nancy Scholz.

Celeste Victoria born on January 30, 2006 to **Kimberly Kovach Nugent '94** and husband John. Celeste Victoria joins big brothers Evan Christopher and Simon Timothy, and big sister Abby Moriah.

Giavanna Lucia born on March 31, 2006 to **Lydia Zeniou Loschiavo '96** and husband Gregory.



Jack Benjamin (above) born on June 18, 2006 to **Ralph Parmegiani '95** and wife Amy.

Jenna Chloe born on March 20, 2006 to **Janene Gerardi-Diglio '98** and husband Christopher.



Jordyn Rose Maher (above) celebrated her first birthday on April 17th. Jordyn is the daughter of **Lisa Coppola Maher '97** and her husband James.



Grace Merriman (above), **Lou DeLuca's '59** granddaughter attended her first Wagner College event in June. She came to Reunion Weekend to congratulate Lou on his alumni leadership award. She is seen here in her favorite Wagner College hat!

In Memoriam



Any alumnus or friend of Wagner College who has passed away since June, 2006 will be remembered in a memorial service at Reunion Weekend on June 2, 2007 at 2:00 p.m.

ALUMNI

Rev. Howard Alexander Kuhnle '29
 Rev. Herbert D. Hrdlicka '37
 Dr. Abraham Kobren '37
 Gulborg Nilsen Tellefsen '39
 Louis P. Agoliati '41
 George Tamke '48
 Alexander F. Patterson '49 M'63
 James J. Styles '49
 Hon Mary E. Cerbone '50
 William Powers '50
 Rev. Henry W. Reenstjerna '50
 Dr. Edgar F. Stillwell '51
 Henry J. Koch '52
 Dr. Edward H. Marshon '52
 Vito V. Pavia '54
 Arthur W. Herbert '57
 John S. Myhre '57
 Frank L. Merlo '59
 Mildred Nelson '59
 John H. Tyres '69 M'73
 Anthony Wallace '69
 Carol Bruno '82
 Hon. Elizabeth Connelly H'96

FORMER EMPLOYEES AND FRIENDS OF WAGNER COLLEGE

Irving R. Boody
 Audrey Kirsch
 Sarah Molyneux
 Craig North
 Joy Woodall

IN MEMORIAM

MILDRED NELSON '59



A dedicated alumna, faculty member and administrator.

Veteran Wagner faculty member and administrator, Mildred Nelson, passed away Sunday, June 25, 2006.

Born in Brooklyn, NY, Dr. Nelson received a degree in nursing

from Wagner College in 1959, and earned a doctorate in nursing from New York University, Manhattan. She later relocated to Pittsfield, MA in January 2005 in order to be closer to her family.

Dr. Nelson began her 33-year career at Wagner College in 1968 as a faculty member in the nursing department. She served as the chairwoman of the department for nearly five years, and then took on the role of dean of academic services and registrar in 1989.

Among her various responsibilities were dealing with students and professors, overseeing all official student records, and composing reports to submit to state agencies.

"Mildred understood the multi-dimensional reality of responsibility—beginning with her own and then her responsibility to those she worked with, and then to those she worked for and had to answer to, and, maybe most importantly, to those whose records she was charged with safe keeping and accurately keeping," said Rev. Lyle Guttu, Wagner's chaplain. "Simply put, she cared."

She was very conscientious, a very hard worker and very respectable. She took pride in treating the Wagner College community like a family. She retired in 2001 as vice provost and registrar, and was praised by the then-provost and vice president, Richard Guarasci, as being a truly heroic individual notable for her outstanding service to the College.

Dr. Nelson was a member the Deipnosophistical Society, a book group founded in 1960 that read and discussed philosophy, science and classic books. Additionally, she was also an active parishioner of Messiah Lutheran Church in Annadale.

CRAIG NORTH



A dedicated faculty member and founder of Wagner's Dance Program.

Craig D. North, 49, passed away on June 27, 2006 in New York City after a lengthy illness.

Craig attended Jordan-Elbridge High School, Auburn Community College and SUNY Geneseo and had spent his adult life in New York as an artistic director/choreographer as well as at many regional theatres.

Craig had been an instructor at Wagner College since 1986, teaching dance composition, dance history, musi-

cal theatre seminar, and all levels of dance technique. Wagner Theatre audiences have seen his work in over twenty-five productions, including *The Music Man*, *A Chorus Line*, *On the Town*, *Cabaret*, *Mame*, *Little Shop of Horrors*, *Stagedoor*, and *A Funny Thing Happened on the Way to the Forum*. He was also the founder of the Dance Program at Wagner College, as well as the originator of the annual Dance Concert Series that continues at Wagner today.

After his tenure at Wagner, Craig continued to do great work. As a freelance director/choreographer, Craig's work has also been seen at numerous regional theatres throughout the US and Canada. From 1995 until he passed away, he continued to travel around the country as an adjudicator for dance competitions, was a regular contributor to *Dancer's Magazine*, and was a recipient of the NY Backstage Bistro Award. He conceived and choreographed his lifetime achievement that he was most proud of, an original dance piece - *Gathering Stones, Dances for Endangered Species*. It began in small form at Wagner College, went on to a full production with some Wagner alums at NYC College of Technology, and then onto Mill Mountain Theatre in Roanoke Virginia, as well as at theatres in upstate NY and in Connecticut. It will still be performed in the future at various locations.

Craig lovingly leaves us all with this thought, as written by him, in reference to *Gathering Stones*:

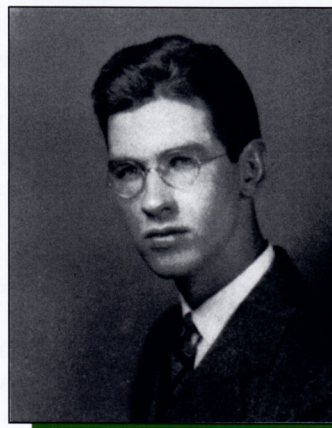
"As you gather your stones (examining life's lessons/giving thanks for blessings) I wish you peace, and a little spontaneous ritual, to help make your days and nights on earth more magical and meaningful."

Survivors include his beloved partner, Richard Matos, his parents, Jack and Joyce North of Bonita Springs, Florida, a brother, Scott North of Skaneateles, a niece Tracy, and nephew Travis.

REV. HOWARD A. KUHNLE '29

Wagner's oldest alumnus passes away at age 100.

June 19, 1905 – May 19, 2006



In the 1929 yearbook, Howard is described as follows:

"Howard is a man who knows what he is talking about even if no one else does. When he heard who the two candidates for the presidency of the student body were, he said, 'They're both no good,' flipped a coin and voted. When asked what the nitrates were, he answered that he thought they were the same as the day-rates! We firmly believe that Howard will be successful in his work when he

leaves us and it will be largely due to the well-balanced application which he has made to his studies. He has read widely and 'digested' well."

Indeed he had! "Well done, good and faithful servant."

ADVANCEMENT

And Now, a Bit of Levity Please

DeRoche Family Endows Humor Prize



Throughout their four decades of marriage, humor has sustained Kenneth and Janet DeRoche '63 much the same way we're refreshed by a breeze that flutters the window curtains or by the occasional gust that causes the blinds to clatter against the frame.

You have only to sit at their kitchen table over coffee and cake and listen to their gentle stories, of how they emigrated from Staten Island in 1964 to Franklin, N.Y., where they became cattle farmers because there was no other way to rid themselves of the hay which, at the behest of their neigh-

bor, they'd cut, baled, and stowed in their barn. Of how both their fathers were named Kenneth (as have been a son, a brother, and nephews). Of how Kenneth's father was famous for his sense of practical jokes, and his mother was given to no more than a smile. She was, it must be said, a child of the strict Victorian age, where laughter, like dancing and playing cards, were things that a lady simply did not do in public.

A 1963 education graduate of Wagner, Janet feels no such constraints. Wry and vigorous in her ways, you can feel her mind bustling about as if she were straightening out a closet, putting things in cheerful order, just where they should be reached. Humor bubbles from deep within this couple. Hers' always simmering. Kenneth's is like a geyser-like building with no more than a faint trace of steam until it erupts in a letter to the editor or article for the paper or an ironic story that begs to be told.

For them, humor is nature's lubricant of civility. A drop or two reduces the friction and eases us over the rough spots. A timely quip, a one-liner, a self-deprecating remark

delivered in a Will Rogers-esque style relieves tension and promotes harmony. That's why the couple, along with Elsie DeRoche Grabe and Kenneth Norman McIver, has endowed The DeRoche/McIver Humor Prize at Wagner with a gift of \$82,000 to the College.

By establishing the DeRoche/McIver humor prize, they hope to foster excellence in and appreciation for all genres of humor writing as well as contributing to a general sense of humor on campus. A committee comprised of faculty and administered by the English department will award \$1,000 annually to the student whose work is judged most humorous. (Rules for this are evolving. But it's pretty well agreed that it's not appropriate for one to submit another's work without the latter's expressed consent.)

Why a prize for college humor? Janet explains: "There's a need for it. Students are so pressed by grades, social life, all kinds of things, that they don't have time to find the humor in life." She adds that humor is an ingredient in good health, an effective way of venting pressure which if contained can be corrosive.

Kenneth, of course, concurs. "There's such a shortage of humor, today. We take ourselves too seriously."

Funds from the endowment will enable the college to bring today's leading humorists to campus, to hold workshops for aspiring humor writings, and to print collections of materials submitted for the prize. ❖

Janet '63 and Kenneth DeRoche sought appropriate attire for the announcement of the award which they and their family endowed.

Alumni Endow Four New Scholarships

Wagner College takes pride in the work and success of all of its students. Most of the talented students who attend the College receive some form of financial aid. The scholarships awarded to students at the time of admission are, in part, made possible through generous donations to the College's endowment from alumni, friends, foundations, and corporations.

This year four new scholarships have been established at Wagner.

- The **Sandra Povall Kennedy '65** and **Reginald Kennedy '56** Scholarship was established by **Reginald Kennedy '56** in memory of his wife and in appreciation for the educational opportunities that they experienced while at Wagner.
- The Virgil Markham Scholarship has been established by **Doris Bensen Bucky '44** in honor of Virgil Markham, a former chair of the English department.
- The Honorable **Vincent J. Monterosso '63** spent many years serving the people of Staten Island as a judge. His family and friends established The Honorable **Vincent J. Monterosso '63** Scholarship in his honor for a student who shares his commitment to public service.
- The Anne Colligan Pape and Margaret Vreeland White Scholarships were both established via funding from the Estate of **Henry Pape '36** for students of Protestant background.

For more information on establishing a scholarship or to make a gift to an existing one, please contact Clare Rich, director of development at 718-390-3304 or crich@wagner.edu.



Inter-religious Explorations Reviving the Faith and Life Series

“Raising Understanding between and among Islamic, Christian, and Judaic Cultures and Religions” is the theme of the Faith and Life Series, reinvigorated this year thanks to a recent \$50,000 gift from Ruth Qualben, wife of the late **Paul '44** who passed away in 2004. In sum, the Qualbens have created a \$100,000 endowment for the Faith and Life Lecture Series.

Paul and his younger brother, **Philip**, who graduated in 1951, were both ordained clergy and highly trained medical counselors. Paul was a psychiatrist and Philip, a psychologist, initiated mental counseling at Wagner in 1968. “They integrated spirituality with behavioral and mental sciences in one of the first holistic health services for students in the country,” said Lyle Guttu, campus chaplain.

In keeping with the brothers' interdisciplinary approach to counseling, the Faith and Life Series fosters inter-religious understanding by presenting workshops, speakers, and travel that explore similarities and contrasts among Christian, Islamic, and Judaic religions. The vision for the series will be to create campus programming and research that would make inter-religious inquiry a

permanent and ongoing part of the Wagner College curriculum.

Iranian scholar, Dr. Mahmoud Sadri, inaugurated the Faith & Life Lecture Series in September with a well-attended talk: *Suicidal Homicide: Three Models for Understanding New Terrorism*.

Also this fall, students are participating in sessions that are delving into religious, political, and economic issues in the Middle East. Nine of these students will travel to Israel with Dr. Jeffrey Glanz, chair, department of education, and Bishop Stephen Bouman to visit holy sites discussed in the fall sessions. They will also meet with Arab-Muslim, with Israeli-Jewish and with Christian political and religious leaders in mIsrael.

Upon their return to campus, the students, Dr. Glanz, and Bishop Bouman will lead a series of focus groups designed so that faculty, staff and students can examine their perceptions of Arab, Christian, and Jewish groups with the aim of resolving stereotypes and establishing a more informed understanding of their beliefs.



The Chai Society



The DaVinci Society



The Guild Luncheon



The Guild Luncheon

Chai Society ribbon cutting.

Students traveled to Italy for the seventh annual "City-As-Text" experience.

Lila Thompson Barbes '40 has been the president of The Wagner College Guild for over 15 years.

Christine Thing Gilmartin '51 M'77 and Jim Gilmartin '50 have been long-standing members of The Guild.

Chai Society

A Group that Connects!

The Chai Society is the first organization of its kind dedicated to strengthening a Jewish presence on campus while deepening the ties between Wagner and the external community.

With the support of alumni, parents, and friends, and in less than a year, the Chai Society has been able to promote the richness of the Jewish experience by presenting a rich and varied slate of events that complement the College's curriculum. Among the activities are: the Jewish Culture Series, a Torah study series, High Holiday services, monthly Shabbat dinners, Holiday celebrations, Hillel, a Jewish Scholar-in-Residence a Rabbi, and a birthright Israel trip.

Tangible evidence of efforts to solidify the Jewish experience at Wagner College was the dedication of the new Hillel office in the Union Building on September 12. This initiative strengthens the relationship between the Chai Society and Hillel and was achieved through the generosity of the Avis family.

On May 4, members of the society had the opportunity to meet with Hillel students and learn first-hand the impact of it. Karen Karper, parent of **Kimberlea Karper '09**, noted that "The support of a strong Jewish presence on campus has been the factor that made the difference for my daughter."

"One of the greatest rewards one can have is to participate with the students in their Jewish activities to see and feel firsthand, the appreciation they express because we have created the opportunity for them to practice their Judaism in these so important, formative

years," said Rabbi Abraham Unger, Wagner's Scholar in Residence.

The Chai Society at Wagner College is facilitated through the joint efforts of the office of development and the office of the provost and is led by Devorah Lieberman, provost and vice president for academic affairs; Dr. Ronald Avis, chair of fund raising for the Chai Society; and Rabbi Abraham Unger.

Continuing and sustaining the growth of this wonderful and worthy initiative needs your support. For more information about the Chai Society and to join, contact Clare Rich, director of development at Reynolds House at 718-390-3304 or crich@wagner.edu.

DaVinci Society

Scholars visit Florence, Venice

With funding from the DaVinci Society, six new alumnae – **Megan Brandt-Meyer '06** (from Freeport, Maine), **Elisabeth Cardillo '06** (currently pursuing her masters in accounting at Wagner -from Staten Island, N.Y.), **Tracy Dickinson '06** (from Staten Island, N.Y.), **Jessica Friswell '06** (from Natick, Mass. and currently living in New York, N.Y.), **Laura Pike '06** (from South Portland, Maine and currently living in New York, N.Y.), and **Jennifer Wiech '06** (from Egg Harbor Township, N.J.) - accompanied by Dr. Miles Groth, director of the honors program, traveled in May to Italy for the seventh annual "City-As-Text" experience. The students, who represented four disciplines, were all recipients of DaVinci travel scholarships.

Among the great treasures of Italian culture the group visited were the collection of the Correr Museum, San Marco Basilica and the ducal palace for which the basilica was designed as the doge's "chapel," and the churches of the Frari, Salute, San Giorgio Maggiore and the Gesuiti.

In Florence, students climbed to the top of the Duomo and studied the great art of the Uffizzi Gallery. Back in Venice proper, they reached the top of the basilica's bell tower for a spectacular view of the city, lagoon and outlying islands.

Before leaving, students had an opportunity to explore all of the Grand Canal and the neighborhoods of Venice, including Dorsoduro, where a memorial to the victims of the Holocaust was erected by the city of Venice in the world's first ghetto which evoked moments of profound reflection by this otherwise cheery group.

The timing of the trip allowed students to watch the centuries-old annual ritual of the city's mayor (once the *doge* himself) sail out into the lagoon between Venice and the Lido to "marry" Venice to the sea, the source of the city's early great wealth and power.

Friends of the Theatre

Name that Seat!

Headed up by **Lisa DeRespino Bennett '85** and **Charlie Seidenburg '95**, The Friends of the Theatre are campaigning for new theatre seats for the Main Hall Auditorium.

"Over 40 seats – at \$500 each – have already been named raising more than



The Guild Luncheon



The Parent Association BBQ



The Parent Association BBQ

Marilyn DeSario (standing) happily selling raffle tickets.

Enjoying the barbeque at the home of Frank and Dianne Powers are **Stefanie Rebholz '10, Meghan Krotulis '10, Nikki Grizzle '10, Kimberlea Karper '09, and Seth Habacht '10.**

Carin Guarasci, Dr. Richard Guarasci, President, and Frank and Dianne Powers, Parent Association Co-Chairs.

\$20,000. Naming a seat is a unique way to honor or memorialize a friend who loved theatre" said **Annemarie Lambiasi '85**, development officer for special projects. Shall we reserve one for you? For more information on how you can name a theatre seat please call her at 718-420-4163 or e-mail her at alambias@wagner.edu.

Friends of the Library

Remember with Books

Want to create an important memorial to a family member or close friend? Consider the Friends of the Library's new campaign: "**Remember with Books.**" For a \$75 gift one gets to dedicate a book to a friend. All gifts are tax deductible to the full extent of the law. Make your check payable to Wagner College Annual Fund and write in the memo portion of your check "Library, Book Program."

During Reunion weekend, more than two dozen alumni toasted each other and the library during a champagne reception sponsored by the Friends of the Library. They enjoyed the latest exhibit in the Horrmann Library Spotlight Gallery which presented Wagner as it was in 1956, the year the college's department of psychology was founded. The exhibit featured photographs and memorabilia that evoked many fond memories of Wagner College as it was a half-century ago.

Recognizing the need for additional study spaces, Dean Dorothy Davison initiated a summer project to refurbish the lower level of the library's Study Center. Adding more comfortable furniture and art on the walls has

made the lower level of the library a favored place for students to study.

The Guild Conversations for Scholarship Aid

Founded in 1918, the Guild is the longest standing fund-raising group at Wagner College. Comprised of alumni and friends of the College, members each year raise funds to provide a worthy student with a scholarship. This year's recipient is Rebecca Vogel-Woodall, a freshman from Denver, CO.

Four times a year, the Guild meets for lunch at Wagner. During lunch, faculty and others make presentations on such topics as music, theatre, and local government.

During the coming year, the Guild will meet on December 13, April 11, and June 20. "If you'd like to come, joining is easy," says **Lila Thompson Barbes '40**, President of the Guild. Simply call **Gail Kelley '97**, director of alumni relations at 718-390-3224. Membership is \$25 per year or \$200 for a lifetime membership.

Heritage Society

During Reunion Weekend, Alan Blair, Ph.D, CTFA of the Planned Giving Advisory Committee, presented sessions on the hows and whys of charitable gift planning. And he met privately with alumni who are interested in making a planned gift. Said Frank Young, director of major gifts, "Alan's advice is uniformly excellent and always appreciated by those who are considering the best use of

their estates."

If you wish to learn more about the tax and income benefits of planned gifts, contact Frank at 718-420-4494 or Frank.Young@Wagner.edu. Ask about *The Legacy*, The Heritage Society's newsletter. The current issue describes the process for donating a residence to a not-for-profit such as Wagner. *The Legacy* also contains profiles of alumni who have donate their houses to the college.

Parent Association

A Summer Event for the Newest Wagnerians

More than 75 new Wagnerians and their parents attended a delightful barbeque on August 3, at the summer home of Frank and Dianne Powers, Co-Chairs of the Parents Association, in Mantoloking, N.J.

"This was truly a family affair," said Clare Rich, director of development, who coordinated the event. "Frank and Dianne's two sons, **Doug '00 and Brian '07** served up hamburgers and hotdogs from the grill. And Brian and **Gina Ferreri '03 M'05**, development officer for donor relations, dreamed up a series of wacky games and questions in which members of the 2011 class competed for prizes.

"Despite the 100 degree heat," added Clare, "everybody mixed and mingled." President Richard Guarasci and Carin Guarasci said afterward how much they enjoyed getting together with the newest members of the Wagner family. We're so grateful to Frank and Dianne for sponsoring the barbeque."

Nurturing our Most Important

Natural Resource

By REV. LYLE GUTTU

My father was seven years old when he arrived in the United States with his parents and seven siblings. He never attended a day of school, not a day, but he became a skilled blacksmith and then became known as the “car doctor” in the town in which I was raised. The phone could ring at any hour of the night: And my father would go. He was uneducated but skilled in his trade, took pride in doing a good job, was eager to help, and maybe most important had a quiet, calm spirit that brightened the night for many a stranded traveler.

But he wanted his children to have or get as much education as they could benefit from. And he thought of education as attaining a skill, like becoming a blacksmith or a mechanic or a doctor.

My own thoughts on education weren't much formed when I became a college student. I remember having difficulty, trouble figuring out what was expected of me. Near the end of my first semester, I got a term paper back, with no grade on it, that I had written for a history course; there was a note however that said, “please make an appointment to see me,” signed by the senior tutor who had read the longest paper I had ever written, but had failed to give me a grade.

When I did meet with him, he told me there was no doubt I had done the reading and research required and had meticulously and appropriately foot-noted all quoted material. The problem was that the paper was almost entirely quotes. “You haven't written a paper; you have merely quoted somebody else's work, somebody else's thoughts. What do you think? No teacher had ever asked me that before. This teacher didn't want, wouldn't accept my merely regurgitating what I had read. He wanted me to assess and judge what I had read. His request both frightened and excited me.

And so I discovered that a college education is meant to teach one, force one, to think, to respond to material critically and creatively; to question the validity, indeed the truth of what you have

read or heard in a lecture. Think and question. That young faculty members' refusal to accept what I had submitted caused me some pain; I had to rewrite the whole damn thing! But he could not have done me a greater favor.

It is, of course, much easier to quote or paraphrase the thought of others than it is to think for oneself; easier but not nearly as exciting as discovering one's own voice, one's own mind. And great teachers don't wish so much to be quoted as they wish to be understood and then challenged by their students. Granted, I'm thinking primarily of college education whereas most of the teachers that Wagner produces tend the territory known as elementary and secondary education, and that may be the most exciting territory of all; but we need not argue the case, as teaching at any level can be supremely rewarding.

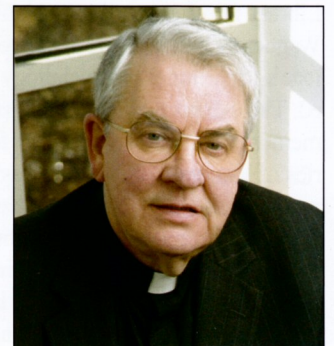
What could be better (certainly nothing is more basic) than teaching the alphabet and then watching that grow into the recognition of words, strung together to make a sentence. But we, that is the United States of America, are not doing that necessary and basic job well. Forty percent of U.S. high school graduates cannot read at a ninth grade level, and more than 20 million Americans cannot read at a fourth grade level and solutions to the problem, including dwindling funds, seem increasingly scarce!

So the good news that Wagner's education department is experiencing something of a renaissance could not be happening at a more propitious time.

Think of the signature slogan of the United Negro College Fund: A mind is a terrible thing to waste. The other day a colleague said to me, “the mind is our most precious natural resource.” I agreed. We, our minds, are a more important natural resource than coal, iron ore, oil, even more important than water and air, because our minds have the ability to mine, dig, drill for those resource without polluting our water and air. Of course, we don't always live up to the standards we are capable of attaining. In addition to our minds, we need the will to do what is right and good, an attitude or attribute that in “Damn Yankees” is expressed as “you've got to have heart.” But I am wandering...

Suffice it to say that educating younger minds is as meaningful work as life offers – and we have thousands of alumni who have done and are doing just that.

A great legacy. ♦



Rev. Lyle Guttu is Wagner's chaplain.

2006 - 2007 CALENDAR OF EVENTS

October 28

Steeplechase at the Far Hills Race Meeting
\$50 per person and \$30 for a parking pass.

November 2

Christian Crowder: *Forensic Anthropology of U.S. Military Missing in Action: Search, Recovery, and Analysis*
9:40 a.m., Main Hall 41

November 2

Linda Gould Levine:
"Saved By Art: *Entrapment and Freedom in Iciar Bollain's "Te doy mis ojos"*"
6:00 p.m., Spiro Hall 2

November 3

Sigma Theta Tau 25th Anniversary Gala
Celebration
6:00 p.m., Staten Island Hilton

November 5

Wagner College Choir Fall Choral Concert
3:00 p.m., Trinity Lutheran Church

November 8

Paul Shepherd, novelist:
More Like Not Running Away
Evening reading commentary/ Q & A,
Spiro Hall 5

November 9

Alumni Gathering in Lafayette, Calif.
hosted by David '66 and Naomi Klc Pockell '66

November 11

Alumni Gathering in Laguna Beach, Calif.

November 10

Dr. Hilda Speicher: *How do People Differ in their Intimate Relationships? Assessing Intimacy Negotiation*
11:30 a.m., Spiro Hall 4

November 14

Rabbi Dr. Weinreb: *On the Boundaries of Three Worlds: American Orthodox Confronts 21 Century America*
Chai Society/Hillel Student Dinner preceding lecture
8:00 p.m., Spiro Hall 5

November 15 – December 3

The Dance Concert
Main Hall Theatre

November 16

Shaman Itzhak Beery:
Alternative Constructions of the Self: Dreaming and Drumming
1:00 p.m., Campus Hall

November 28

Sheila Estacio Dennis: *Forensic DNA Analysis and the Identification of the Victims of the WTC Disaster*
9:40 a.m., Main Hall 41

November 30

Parent Association Dinner and a Show

December 1

Reynolds House Holiday Open House

December 3

Wagner College Choir Holiday Concert
3:00 p.m., Trinity Lutheran Church

December 4

Chai Society Chanukah Lunch and Learn

December 13

Guild Holiday Luncheon

December 14

Graduate Holiday Party

December 16

Holiday Gathering for Wagner Inner Circle
Supporters
Horrmann Library

January 27

Men's Basketball Alumni Event
Spiro Sports Center

February 9-11

Ski/Spa Weekend in the Berkshires
Cranwell Resort

March 31 – April 7

Alumni Trip to Ireland
<http://www.wagner.edu/alumni/travel>

April 1 -7

Young Alumni/ Senior Class Cruise

April 11

Guild Luncheon

April 23

Stanley Drama Awards, Manhattan, N.Y.

May 18

Commencement
Class of 1957 alumni invited to lead the procession

June 1-3

Reunion Weekend
We're looking forward to another fantastic Reunion Weekend – the theme of the dinner-dance is "Wagnerian" Nights

June 20

Guild Luncheon

July 27

Alumni Gathering: Polo Match in Long Island

For more information on any of these events, contact the Office of Alumni Relations at 718-390-3224 or alumni@wagner.edu. Visit www.wagner.edu for continually updated activities.

SAVE THE DATE!



ALL ARE WELCOME • REUNION • JUNE 1st - 3rd 2007



WAGNER COLLEGE

Office of Institutional Advancement
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Staten Island, New York 10301
www.wagner.edu

