



AMBASSADOR

Aber Suzuki Center

University of Wisconsin–Stevens Point
College of Fine Arts and Communication
inspire, create, achieve

May, 2011

Upcoming Events

Sunday, May 8, 2011

Cello Day 2011

Noel Fine Arts Center, 10:00 am – 6:00 pm

Saturday, May 14, 2011

Solo Recitals

Michelsen Hall, 2:00 and 3:30 pm

Saturday, May 14, 2011

Central State Chamber Orchestra Spring Trio

Noel Fine Arts Center, 7:00 pm

Sunday, May 15, 2011

Piano Festival Concert

Michelsen Hall, 2:00 and 3:30 pm

From the Director's Desk

By Pat D'Ercole

I'm confused. It's April 19th and I'm sitting at my desk writing this director's column for the *May* issue of the Ambassador and noting that *May 1* is just 13 days away, but IT'S SNOWING OUTSIDE! At least 6 inches worth! So much for all of those signs of spring that I wrote about in the March column. The upshot is that I'm getting lots done since I don't have spring fever yet. Will spring ever arrive? Spring weather may be delayed, but the calendar still tells us that the end of the semester is upon us. In 3 weeks the college semester will end and in another 4 or 5 weeks the school districts will dismiss. Hopefully, our schedules will relax a bit and the weather will warm up so that when we all get a dose of spring fever we can enjoy it.

One thing I'm not confused about is that it's been a very good year at the Aber Suzuki Center and a full one

too. We've kept working at the four goals of our strategic plan-- community, curriculum delivery, parent support and recruiting and we've done quite well. Take a look at page 2 of the Ambassador for the list of initiatives that we've begun or accomplished this year. We'd like your feedback. What things would you like to see continued? What can we do more of? What can we do better? What wasn't necessary? Do you have any other ideas you'd like to pass on to us?

On the last page are a few questions to help organize your thoughts. You can copy and paste them into an email, print out the page or tear it from your hard copy available in the waiting room or from your teacher's studio. Give a little thought to the three questions and let us know how we're doing. We love to have your feedback as we as we begin our planning for next year.

Be sure to read the other pages too for ideas on how to keep your child playing during the summer. Your child might benefit from having a "buddy" to practice with or by being a "buddy" for a younger student. Also get the summer outreach performance dates on your calendar. These opportunities help to give a reason to practice. Not performing is like belonging to a baseball team that only practices and never plays an actual game.

Looking for a summer camp opportunity? Come and share a week with your child at the American Suzuki Institute. Memories made by parents and children who have attended year after year hold very special places in their hearts. Remember that our *Earn Your Way to ASI* toolkits are available to help defray costs. And even if your calendar or pocketbook prohibit you from enrolling in ASI, ASC students are welcome to join in the opening ceremonies and play-in on the Sundial on July 31 and Aug. 7, to attend 4:00 recitals Mon., Tues., and Thurs. in Michelsen Hall or the many evening concerts that are free and open to the public.

Thanks to each of you for a great 2010-11 and for the many ways you have contributed to the well-being of the Aber

Suzuki Center throughout this past year—to those of you who fulfill your role as practice partner or cheerleader for your child, to those who have volunteered your time in the office or by contributing cookies for marathons and recital receptions, for showing your support by attending high school seniors' recitals or by committing to play for community programs and by supporting the American Suzuki Foundation and the scholarships they provide for us. Working together, we are nurturing beautiful hearts. Have a wonderful summer!



2010-2011 Program Initiatives

Enriching Activities for Students

MSO Fieldtrip (Benefactor for coaches)
Improvisation class with Christian Howes (Great Artists/Great Speakers Fund)
Master class with Peter Thomas for cellists
Small group lessons for selected instruments and levels
Opera Troupe formed
Festival Concert Guest Artist –Dan Myers
ASC T-shirt
Theme Days for Marathons
Suzuki Early Child Education Classes (beginning fall 2011)

Parent Education/Support

Parent coffee and discussion each semester
New bulletin board for parents
Parent Blog
SAA Parents As Partners Online Virtual Conference
Practice Buddy program

New Scholarship Assistance

ASF Youngsters Community Day Scholarship Program
(Sponsored by ASF & effort-based)
Earn Your Way to ASI Toolkit

Outreach Efforts

LIFE classes in piano, cello & violin
16 Community Outreach Group Performances to date + many individual student performances
6 Senior recitals
YMCA Family Night Fair
REACH Homeschool Co-op Celebration
Festival Concert & CSCO Spring Trio Concert advertising to 2,250 4 & 5 yr old Kindergartens in surrounding school districts

Communication

Ambassador
Interviews of alumni
Composer of the Month
Ambassador via email & printed

Internal

Announcements at Marathon & recitals
White Board announcements
ASC invoices via email
Facebook
ASI promotional videos completed, ASC promotional video in preparation



What Dr. Suzuki Knew

By Mary Hofer

As a parent of a High School Junior looking at colleges, trying to prepare my child for the future is always on my mind. Recently, I have read several articles and one subject continues to make a strong impact on me. Due to the incredibly fast pace at which technology is changing and continues to change, it will be essential for our children to be lifetime learners.

In her article "*Where Will the Jobs Be In 2012?*" Jenny Lynn Zappala quotes Paul Saffo, a Silicon Valley based [technology](#) forecaster: "Lifelong learning will be the key to unlocking the future," and "People should expect to change careers six or seven times in their lifetime." As Saffo also states, "This is a brain race. It's no longer warm and fuzzy. Lifelong learning will be a forced march. If you stop learning, you will become unemployed and unemployable very quickly."

One of the wonderful things I have always been drawn to in Suzuki Philosophy is the statement "enjoy the process." So often we have a goal in mind, but unfortunately the learning only becomes a way to achieve the result and get to the end of the goal. Don't get me wrong, I often set goals in my teaching and parenting in order to get things accomplished, and I also think it helps children to see an end to the job at hand. However, in a future of changing technology, it will be necessary to continually learn new information—to adapt and keep up with life in general. Everyday will involve learning new technology and adapting to the changes quickly.

Webster's dictionary defines learning as "to get knowledge of a subject or skill in an art or trade." So what can we learn from the Suzuki Philosophy? What did Dr. Suzuki know? We as parents and teachers must instill the attitude of Dr Suzuki: we must be innovative and positive in our approach to learning. Dr. Suzuki knew that if we could learn a skill to a high level in one area, we could then take this process and adapt it to many areas of our life. *So, what is this learning process and how do we teach it to our children?*

To Learn with Love. You're Never too Old and Rarely Too Young to Twinkle. Nurtured by Love. Where Love is Deep Much Can Be Accomplished. These are all titles of books

about Suzuki Education and you will notice a common element. Accomplished, nurturing, love: all words that suggest the importance of positive cultivation when learning. In the book *Double Your Brain Power* (p.36) the author Stine reinforces what Dr. Suzuki knew, "all humans are natural learners: it is part of our heritage." Dr. Suzuki truly believed that all children have talent, so our first priority as parents is that we must believe that our children can reach very high levels if we have faith in them and support their learning with affirmative reinforcement at each stage of development.

From the simplest bow to the most difficult musical passages, we need to find ways in which we can create an environment that is both encouraging and nurturing. Our children must view learning as a skill that all can accomplish. It is easier to look at our children and believe that they can achieve, but we should also have the conviction that we all have the ability to learn. I remember reading a passage in the book *Nurtured by Love* where Dr Suzuki talks about a parent that slams the door as they leave the studio; the child, in turn, slams the door. Sometimes I find myself saying to my children, "I cannot learn this new computer skill," or "I cannot text." No wonder they turn around and tell me this is too hard.

We must have trust in Dr. Suzuki's first principle that all children have ability and can learn. Perhaps we need to take it a step further: all people have ability and can learn including ourselves. I have often heard the story of Dr Suzuki in his later years standing up to teach and saying new idea! He never stopped looking for a better way.

To acquire a skill, we must practice. Children love to sing and play music, and parents in turn love to listen to their children, but the practice is not always so easy. According to Webster's dictionary, the word practice means to "do something repeatedly." On page 13 of the book *Double your Brain Power*, the author states that 60 percent of what we learn is forgotten in an hour, 80 percent in a month. Oh that Dr Suzuki! He knew if we repeated what we did in the lesson every day we would remember better. He also knew that if we took the time to write down what we were supposed to learn, we could go back and check our notes every day (so cool).

I could argue that in today's world of variety and choice, repetition implies the same old same old; certainly children pick up songs from the media and repeat them endlessly, so I do not think it is the repetition that is disliked. In the book *Nurtured by Love*, Dr. Suzuki says, "a game to begin with a spirit of fun leads them on." I am not saying that practice should be all games, but we need to begin with a mindset that practice can be fun.

What can we do as parents to make practice a more positive experience?

1. Before you begin practice ask yourself, *What beautiful memory do I want my child to have of our practice today? How can I achieve this in a positive manner?*

2. Listen to the music you are learning and discuss what is special about this song or piece? *What are the dynamics? Where are the repeats? Is there a story involved?* If not, create one. Perhaps there is something about the composer that will interest your child.

3. Before you begin practice, set the goals and try to keep it specific. One of the reasons we often avoid something is because it is overwhelming and we do not know where to start. This is when we teach our children to take the task apart and to tackle small bits at a time. Encourage your child to take one little phrase and repeat it several times, then go back a few phrases and see if they can make it through the section accurately.

4. We all work better with motivation. Yes, food, candy, etc, are great, but kids really do want to please adults and for us to express our pleasure; thus, reinforcing their accomplishments is invaluable. Every correct repetition is an accomplishment. Each small achievement is to be acknowledged.

5. Be persistent but joyful when you have little ones. Ask them *how many ways can we repeat this?* Try having them sing or play while standing on one foot or turning in a circle. Suggest that perhaps a number of good practices will deserve a trip to the park. Don't be afraid to laugh. And by all means remember we are all a team: Teacher, Parent and Child. We must work together to succeed. We in turn must promote an attitude that learning is fun.

Somewhere I have seen the sign "Listen Every Day." In his book *Nurtured by Love*; Dr. Suzuki describes how he noticed that children learn to speak by listening to their parents daily. We must never underestimate the amount of education we receive when listening and watching others. Sometimes, I will ask a student, "How much have you listened this week?" The student might say, "Five times." I then proceed to ask them the question: "*If your parent had only talked to you five times a week, how well do you think you would have learned to talk?*" This will often be the same child that has listened to some song on the radio incessantly, memorized it, and now sings it with karaoke.

Yet, the connection of listening to the music we want to learn has been missed. To develop a beautiful tone, we must have models that our children can identify and emulate in their early training. Their ear must hear the subtle nuances many times, thus allowing them to strive for their own fine tone.

The quote "A Picture is Worth a Thousand Words" is so true. Watching others helps us in many ways. There are times that we can hear a direction repeated several times

and we do not understand it, and yet see the action or a picture and it suddenly becomes clear to us.

Watching television and “YouTube” are great, but what an inspiration to see the real artist walk on to the stage and perform! It brings everything to life and gives us something real that we can aspire to. Unlike television and computers, however, group classes, marathons, and concerts where we can see other, more experienced students performing are touchable experiences.

In conclusion: *What did Dr Suzuki Know?* He knew that we all have the ability to continue learning through positive reinforcement, daily practice, and listening. These are all activities that will help educate our children on the concept that learning can—and should be—a lifelong endeavor. He knew that through Suzuki lessons we could give children the tools to learn joyfully. As our children grow up and enter a demanding, complex ever changing job market, the skills the Suzuki Method has taught them will serve them well.

Zappala, Life Long Learning (2012)
Stine, Double Your Brain Power (1997)



Know Some Interested Kindergarteners???

You and every kindergartener from every school district that is represented at ASC are invited to the Central State Chamber Orchestra “Spring Trio” on Saturday, May 14 in the Noel Fine Arts Center.

This concert has three component parts. The first, is an instrument petting zoo for young children who may be interested in beginning musical instrument study. This is their chance to hear, hold and experience the various instruments taught at the ASC. Visitors to the “zoo” will have the chance to participate and learn a rhythm activity. The second element, the Prelude Concert, is for both the child and parent to see and hear what can be accomplished in the first year or two of study. One ASC student will play a book one solo representing each of the five instrument areas offered at ASC. The third component will feature an advanced pianist and vocalist and our Central State Chamber Orchestra. These advanced high school students will present a concert showcasing the high level of musicianship and artistry that these young musicians have developed during their time at ASC.

The Instrument Petting Zoo will begin at 6:45 on the NFAC balcony. At about 7:15 all the youngsters at the zoo will be invited to participate in a musical experience. At 7:30 in Michelsen Hall the *Prelude Concert* will begin immediately followed by the Central State Chamber Orchestra under the direction of conductor, David Becker.

Piano Festival Concert – May 15

If you’ve been hearing a lot of good music coming from the piano studios these weeks, then you know that the Piano Festival Concert is just around the corner. Each May every student in the ASC Piano Program plays a solo in Michelsen Hall. This year’s concerts will take place on Sunday, May 15th at 1:00, 2:00 and 3:30. These recitals offer students a chance to share the progress they’ve made during the past year, the opportunity to hear different styles of music—from classical to jazz to blues, for younger students to watch more advanced students and “catch” the vision of what they might accomplish and for more advanced students to listen to younger students and realize just how far they’ve come. Come and support your favorite pianist!



Composer of the Month David Popper

By Ann Marie Novak

David Popper was born on December 9, 1843 in Prague. As a young child, he loved to sing all of the prayers that his father sang as cantor of the local synagogue. He learned them so quickly and easily that his parents realized early on that their child was musically gifted. When David was 6 years old, a friend of the family offered to teach the young boy to play the violin. David was very excited, and he spent a great deal of time studying the instrument. He continued his singing, and he began to plunk out his own creations on the piano that his family owned. David was an excellent Suzuki student, in a sense. He heard music in the house, and he picked it up by ear, regardless of the complexity of the pieces.

David continued to advance as a musician, and, as a teenager, he was granted an audition to study at the Prague Conservatory. He impressed the audition panel with his ability to pick out complex chords and other harmonies. The director of the Conservatory offered him entrance on one condition: he had to be willing to switch from the violin to the cello! David conferred with his parents, and decided to accept the offer. He worked very hard to change into a cellist. He was successful, and his studies began with the head of the cello area, George Golterman.

After some time, Popper was pulled out of a class at the conservatory and was asked to replace his teacher in the opera orchestra that night. Golterman was ill, and he simply could not play that night. This turned out to be the break of a lifetime. His playing was so well-received that he gained much confidence, and he began to think of himself as a truly fine cellist.

After spending 6 years at the conservatory, Popper decided it was time to break out into the world of music. His first solo concert went well by his standards, but the critics gave him terrible reviews. He backed off on the concert career idea, and spent some time playing in an orchestra and composing on the side.

Eventually, Popper went back to solo performances, and this time, the critics were on his side. The reviews were great and he gained even more confidence in his playing. He got especially warm reviews when he played any of his own compositions.

Soon, Popper was drawn to the city where music was the main event: Vienna. He landed himself an orchestra job, settled into a quartet, and he met a young woman whom he soon would marry: Sophie Mentor. Sophie was a young pianist who sometimes joined his string quartet to make a piano quintet.

David wanted to stay with the security of the orchestral position, but Sophie wanted him to tour with her. He did this for a time, and he composed a great deal on the road and during the times that the couple was at home. While in Vienna, he rubbed elbows with many well-known composers and performers. There is a story about a day where Brahms showed up at a quartet rehearsal and sat in on his very difficult piano quintet. Word has it that, although Brahms missed a lot of notes, everyone had a wonderful time reading the exciting new music.

David Popper spent the remainder of his life in Vienna. He died there in 1913. He is known for his many character pieces for cello and piano, but he also wrote several cello concertos, a string quartet, and other orchestral and chamber works.

Sources:

Kendall, C. W. (1985). "Stories of Composers for Young Musicians". Kendall.
Randel, D. M. 1996. "The Harvard Biographical Dictionary of Music".
Cambridge and London: Belknap Press of Harvard University Press.



Student News

Emma Sands gave her senior violin recital on April 17. Her program was filled with a variety of delightful music. Emma performed violin solo pieces by Bartok, Mendelssohn, Mozart, Chopin and Gershwin, played a Jazz trio piece by Jesse Harris with her brother Eric on Saxophone and Tom Yang on piano, and she sang with the very fine Waupaca High School Vocal Jazz group.

Annie Yao and **Laura Josephson** were selected to be members of the Wisconsin High School Honor Orchestra of 2011.

Thanks to the **ASC Opera Troupe** who presented a performance for the home school co-op, REACH Co-op, on April 21 at The Woodlands Church. Their performance was received with great enthusiasm.



ASC Begins Suzuki Early Childhood Education Class Fall 2011

Is your child younger than 4 years old and not quite ready for individual music study?

Do you work long hours and want to spend some quality time with your child?

Want to know more about the Suzuki Philosophy?

Are you wondering if you're ready for the time commitment of daily practice of 10 or 15 minutes?

If any of these questions are crossing your mind, then perhaps the Aber Suzuki Center Preschool Education program is for you. This is a class of 8-10 preschool children ages 9 months to 4 years and their parents. It meets once a week for 50 minutes. During the class the children learn nursery rhymes, songs, have story book time, and are exposed to a math or science concept. They also learn socialization skills such as taking turns, sharing toys and helping with class routines. Parents do all of these activities with the children thereby modeling the behavior they wish their child to adopt. Within the framework of the Suzuki philosophy, parents will learn how to observe their child's growth, learn the natural stages of child development as well as how to structure a positive, nurturing learning environment. Watch for more information this fall as to class times, location and registration.

Faculty News

Ann Marie Novak lectured in the UWSP Piano Pedagogy Class on March 30, 2011. The subject of the lecture was an overview of the Suzuki philosophy and piano method.



Summer Lesson Enrollment

Summer is a time to kick back and relax a little, but while it's tempting to take a summer off from lessons it's really not a wise return on your time and financial investment to this point. Usually, parents will claim that their child will still practice, they just don't want to be committed to lessons. However, it's having to come to lessons that causes one to practice. Lessons help us to be accountable. (Weight Watchers uses the same psychology in getting success in dieting. It's the people who weigh in every week that have the best success.) So even a lesson every other week, or once a month, is better than taking one fourth of the year off. Since teachers are paid only for the lessons they teach, it's important that your contract be returned by May 13 with your payment.



Practice Buddy

Need a change of routine? Hit a plateau in practice? At a loss for how to get your child to review? Try a practice buddy. This could be a child of the same age or older that can help your child play their pieces. There are lists in the waiting room for those who are looking for a buddy and those who wish to volunteer to practice with another student. If there isn't a student on the list for you, contact your teacher for some suggestions.



Summer Performance Opportunities

Put these dates on your calendar and watch for signs as to rehearsals and meeting times and places.

- a. Portage Co. Cultural Fair May 7 Violins 11:00, Celli @ 4:00
- b. PEO State Convention, Holiday Inn, June 4, 8:00pm
- c. Parade of Gardens, July 15 Voice 3:00, Violins 6:00, June 16, Celli 10:00

What They Say Now

These three ASC alumni answered the question, "What influence has the Suzuki method had on your life??"

Anna Krawisz

1. I think Suzuki really taught me to see a project through until end, something that has been absolutely critical to getting into medical school, studying for my medical boards, working in a neuroscience laboratory which I'm doing now. I would start working on a song and perfect it and perfect it and work through difficult aspects of it until it was performance quality. My senior recital was the culmination of years of work and I think it's rare for high school students to remain so focused to complete a project of that scale and I think that long-term focus really helped me to visualize projects in the future and the steps that need to be taken to finish them.

2. Daily practice. This ability to really pound out those problem areas of songs and repeat them over and over again until I got them up to speed was a skill I used get through organic chemistry and studying for medical school exams and other things that required daily practice and identifying hard parts and problem areas.

3. Performance. I learned poise and confidence in presenting my work in front of others. During college I presented my research at the Minnesota Academy of Sciences and won the award for best presentation in biochemistry and really think that my ability to get up there, not be nervous, and show off all the work I had put into my project really came from all those recitals I performed in voice.

Anyway, I think my voice training really gave me focus and delayed gratification and I truly believe those skills got me into Stanford for medical school and will continue to benefit me. So I really have to say THANK YOU!!!! for all of those hours and devotion to me and your other students!!!!

Kelsey Vidaillet

Life is about to change for me in ways it never has before. And 13 is definitely my lucky number! On May 13, I will graduate from Northwestern University of School of Law and on August 13, I am getting married to Jason Switzer, a Michigander and the love of my life! I could not be happier or more fulfilled!

Upon reflection, as one is prone to do during moments like this, I have come to realize the impact that the philosophy and the people behind the Aber Suzuki Center have had on my life. It is clear now that during my 11 years of Suzuki training I learned much more than music from my violin lessons with Miss Margery Aber and my voice lessons with Mary Hofer. From these strong, inspiring women I learned about kindness, good citizenship, self-confidence and the ability to 'perform' in public. I learned about the

importance of sensitivity, discipline and endurance. These are all critically important skills that I will need if I am to succeed as a trial lawyer, as a wife and eventually as an aspiring 'Suzuki Mom'. As if all of these were not enough, I also have the great fortune that Jason is also a violin Suzuki alumnus who continues to play with community orchestras in Metro Detroit.

Travis Stephen

One of the most important things I got out of Suzuki voice lessons is a sense of self confidence. I've taken quite a few classes in trial advocacy and public speaking, and I also represent clients in unemployment hearings. All of that requires that I get up in front of people, speak clearly, and carry myself confidently, and I believe Suzuki taught me to do those things.

I also think that voice lessons, and particularly putting together my senior recital, taught me to work towards a long term goal or put together a big project. That sort of perseverance is the most important quality you need to get through grad school, and it really didn't come naturally to me.



American Suzuki Institute on a Budget

By Lynn Karbowski

The American Suzuki Institute was the highlight of my children's summers for many years. I remember the first year we attended. We signed up for the first week of camp. At the end of the first week of camp my children were begging to be able to come to the second week, too!

It has always puzzled me why so few of our local families take advantage of this amazing opportunity. Last year we had families at the Institute from 32 states and several foreign countries. These families not only have to pay the registration fee and tuition, but they also have travel and food costs. What makes coming to the Institute so important to them?

The American Suzuki Institute is not just about the 3 or 4 classes you get to participate in each day. It is a musical culture to participate in during the whole day. We live about a half hour from Stevens Point. Every morning we would get up early and have breakfast and be on the road to arrive for our 8:00 classes. (Since I was always bringing multiple children, we ALWAYS had an 8:00 class!) We packed lunch, and sometimes supper, in a large cooler that we tucked away in the Courtyard. Occasionally we would treat ourselves to a local restaurant or the campus meals. We stayed for classes, parent classes, recitals, swimming, biking, and hanging out with friends. We stayed for everything, and when everyone else went to their dorm or motel for bed, we went home and went to bed. We always had awesome teachers and my children would end the

week with renewed motivation for the coming year. I would attend every parents class possible and also come home with renewed motivation and ideas as the practicing parent.

If you were to look at our family budget, you would have said that there was no way we could afford Institute or even weekly lessons. At one point I had six children taking weekly lessons and going to Institute. Where there is a will there is a way. I just felt this program was extremely important to my family. My children did paper routes all year and put their pay towards lessons and Institute. I would save extra grocery money to put towards food and the occasional eating out during Institute. I really believe that since my children had put so much of their own effort into coming to Institute and taking lessons, they really appreciated the experience more.

I realize that it's getting late in the year to be able to save for Institute, but this year you have the opportunity to take advantage of the "Earn Your Way to ASI Toolkit." This toolkit will enable you to educate local businesses, family and friends about what ASI is all about and how it benefits you and your children. If we had been able to take advantage of a Toolkit like this, we would have jumped at the chance. I'm sure my children would have thought this much improved over tossing papers from bikes in the dead of winter. ☺

So make it happen. Come to ASI and immerse you and your children in a week of fun and learning.



A Note on Science

By Wade Dittburner

Lincoln High School sophomores are required to do a yearlong research project. Being a Suzuki student, I decided to see what effect different types of music had on the growth of pea plants. The types of music tested were: metal, hip-hop, classical, and a control group. Each music group had ten pea plants. The plants were watered enough to keep the soil damp and had 12 hours of artificial sunlight. The music was played to the individual groups each day for one hour. Measurements of height and branch growth were taken every other day.

At the end of 3 weeks the classical music group had grown more than all the others. Metal music came in second, and the control group, (no music at all), came in third. Hip-hop music actually seemed to have a negative effect. These results, somewhat unexpected, were very interesting. The hypothesis stated that classical music would stimulate growth, but growth was not expected to the extent that was measured. Maybe we should all listen to a little more classical music.

What do YOU think?

After reading the Director's Column, and the initiatives on page 2, use the following questions to help organize your thoughts:

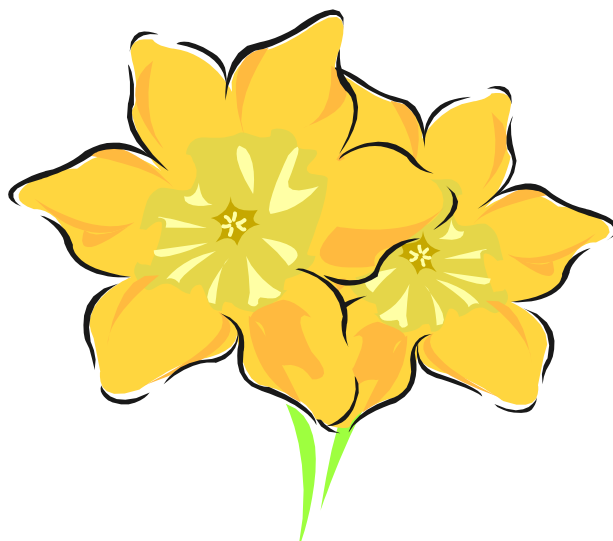
What things would you like to see continued?

What can we do better?

What wasn't necessary?

Do you have any other ideas you'd like to pass on to us?

What keeps you coming back each semester?



Have a Safe and Happy Summer!

The next edition of the Ambassador will be published October, 2011