



Testimony
of
Clark “Skip” Hults
Superintendent of Schools
Newcomb Central School District

&

Bryton Chikukwa
International Student from Zimbabwe
Newcomb Central School District

**Tuesday, August 28 from 1:00PM - 4:00PM – Lake Placid Convention Center, 2nd
Floor, 2608 Main Street Lake Placid, NY 12946**

Table of Contents

Article 1 The PowerPoint given to potential international students

This PowerPoint reflects the strengths and resources available at our school. Anyone who contacts us receives a copy of this document.

Article 2 The New York Times

We were honored with this article explaining our reform movement.

Article 3 British Broadcasting Company

It is not often worldwide media publication comes to the North Country to examine the success of our international program.

Article 4 Issue Brief by National School Board Association

This brief clearly reflects the problems associated with the current F-1 Visa law

Article 5 Immediate Release by Congressman Owens

This law cannot be changed without a bill passed in both the House and Senate. This is our goal, and currently it has bi-partisan support.

Article 6 Potential Bill

This is the rough draft of the present bill in the Senate. It is in the Judiciary Committee, but it is hoped that it will pass this fall.

Article 7 Chronicle of Higher Education in Canada

This article written in Canada shows the financial impact of having F-1 Visa students. It is a \$6.5 billion dollar business.

Article 8 List of International Students for 2012-2013

In 2012-2013 we have 17 students from 12 different countries in our school for the year. The impact will be immeasurable.

Article 9 Potential Path to an Associate of Science Degree

While we are pleased with 55 credits, our ultimate goal is the 2 year degree. Rural New York has no problem sending kids to college, for us it is keeping them there. This gives them a tremendous advantage.

Article 10 Testimony of Superintendent Clark Hults

Article 11 Testimony of Bryton Chikukwa

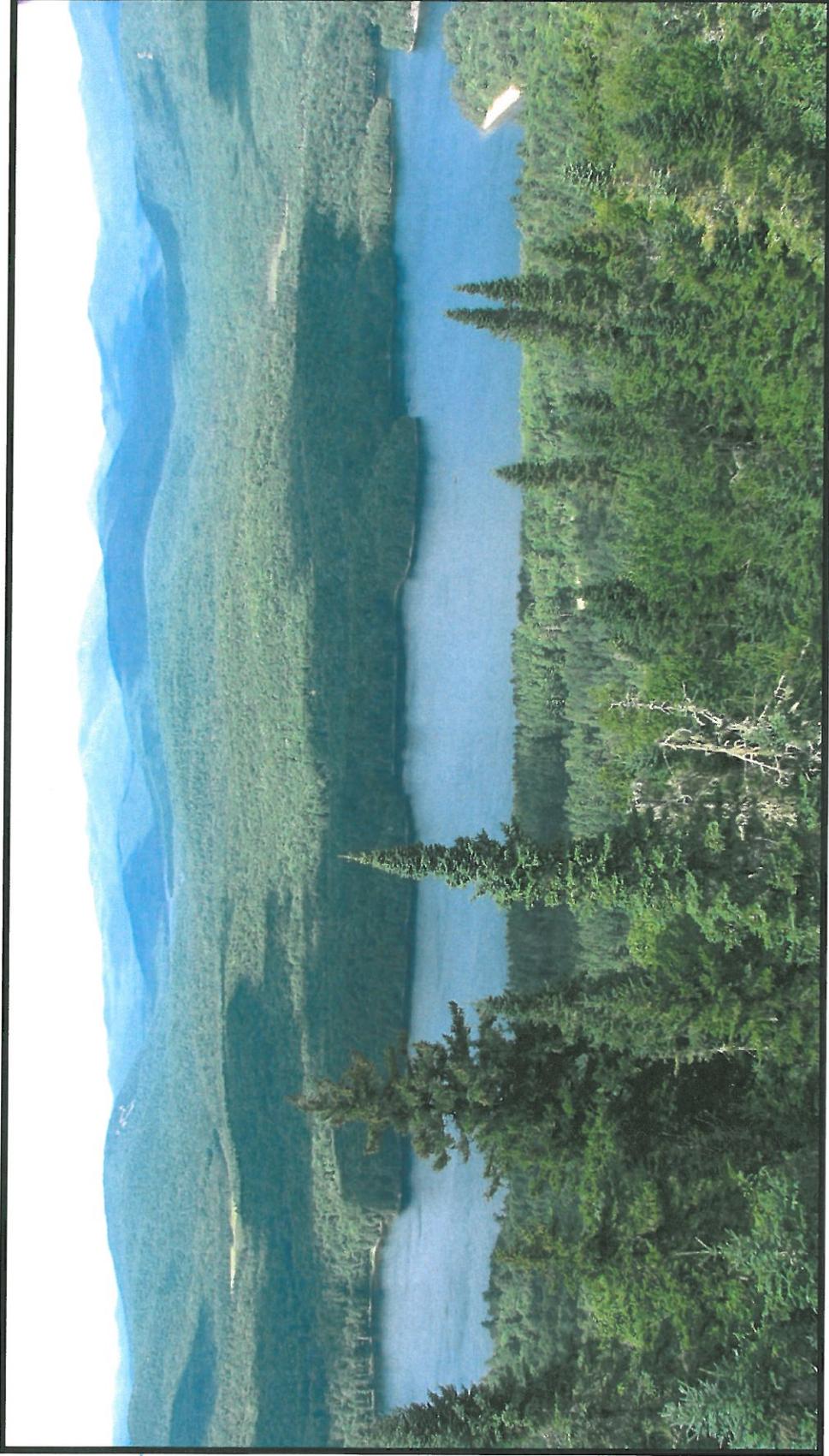
Article 1

PowerPoint on

Newcomb Central

School's International

Program



Newcomb Central School District

In the Heart of the Adirondacks

2012-2013 School Year



Imagine...



- attending a school located in the geographic center of a six million acre state park

- being located just 4.5 hours from New York City

- classes smaller than the most elite private schools

- a school with test results among the highest in New York State

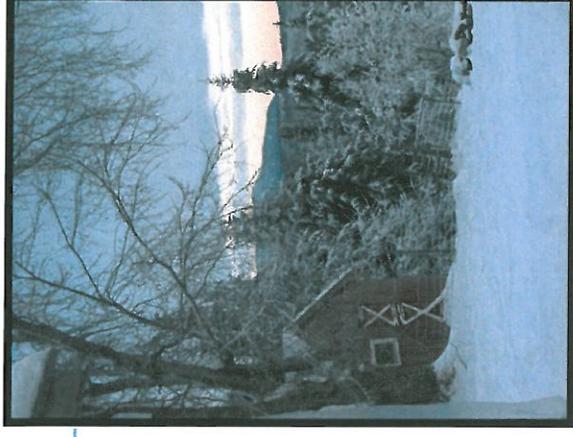
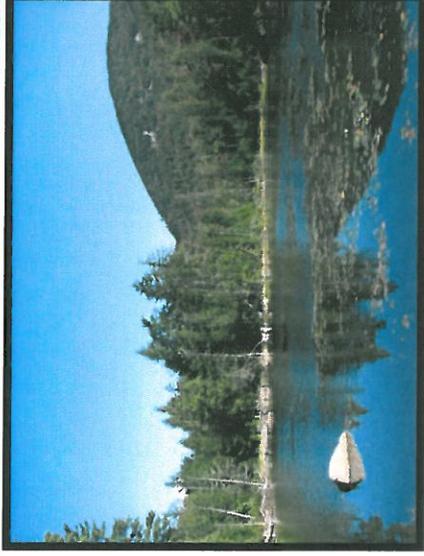
- SmartBoards in every class and more computers than students

- a beautiful, modern facility with highly qualified teachers

- all the support a student needs to excel

- FINALLY, the only F-1 school where students can earn both a NYS Regents Diploma AND 55 college credits.

**WELCOME TO NEWCOMB
CENTRAL SCHOOL**

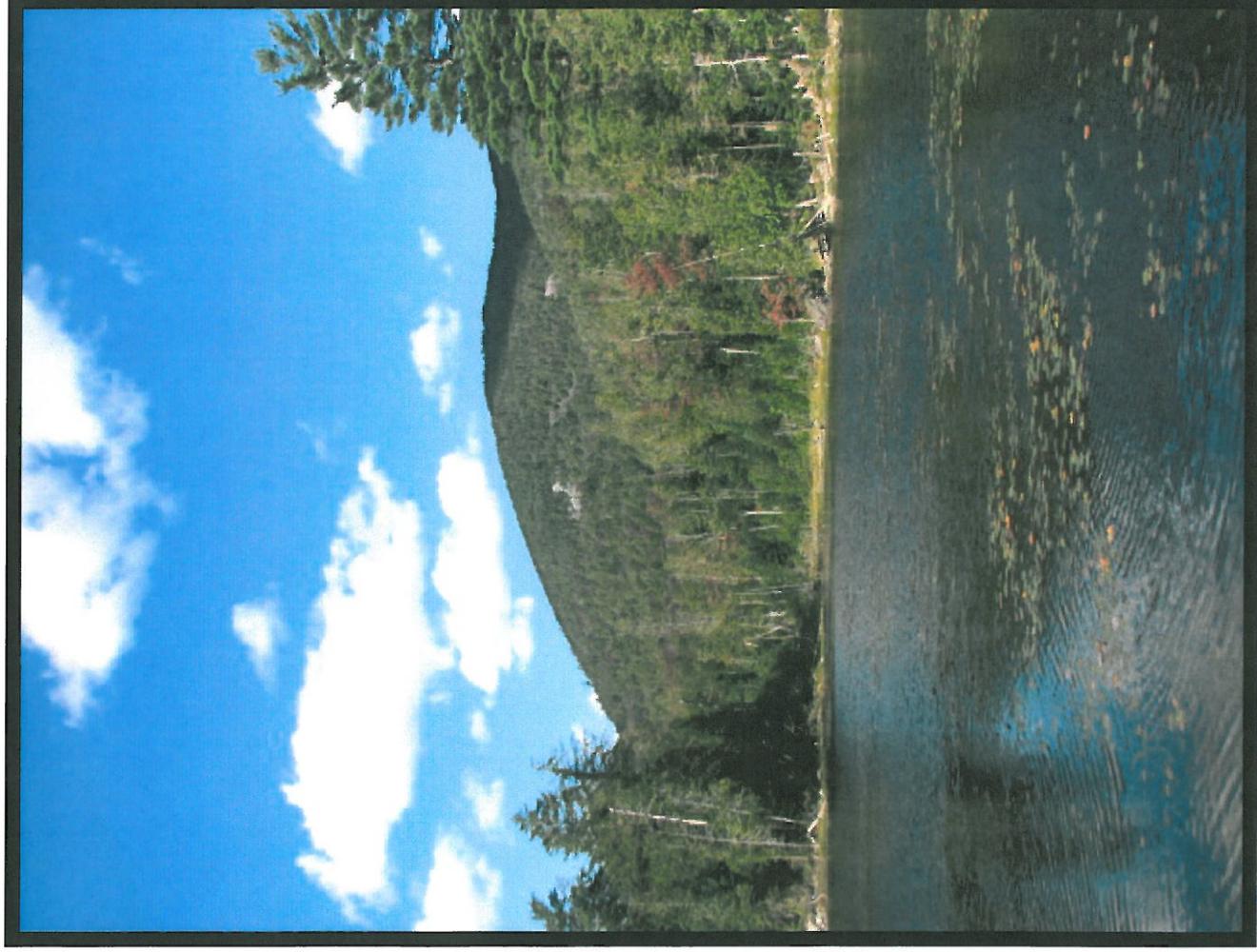


The Adirondack Park, located in northern New York, is one of the most unique places in our country, if not the world. It is an international model of the perfect balance between human and natural communities. It is also the largest park in the continental United States. Newcomb, in the heart of the Adirondacks, provides all that nature has to offer including hiking, climbing, canoeing, kayaking, water skiing and tubing, white water rafting, snowshoeing, cross country skiing, hunting, fishing, golfing, camping, skiing and snowboarding, snowmobiling, four wheeling, and last but not least, just sitting back and enjoying the unmatched beauty. This is the home of Newcomb Central School.



**Newcomb has no strangers,
only friends who have not
yet met!**

Parents of our international students love knowing that their children are safe. Newcomb Central School has been described as a large family. Visitors to our community can not believe there is still a town where the people can leave the doors to their cars and homes unlocked.





Over the last four years Newcomb Central School has created an international program that has welcomed 60 students from 25 different nations, including Germany, Bolivia, Italy, Serbia, Zimbabwe, France, China, Sweden, Brazil, Bangladesh, Israel, Switzerland, South Korea, Iraq, Suriname, Lebanon, Australia, Japan, Finland, Thailand, Vietnam, Russia, Armenia, Spain and Uruguay. During Fall of 2008 and Spring of 2010 the School District received groups of Russian educators who came to visit a successful American educational system. In Spring of 2011 we also enjoyed a group of Chinese educators who came for the same reason.

At Newcomb Central School our students and international students not only go to class together, they are classmates enjoying shared free time. International students are housed with local families and they become members of their adopted homes.





There have been years when over 38% of our high school has been made up of international students. We are often asked why we have so many foreign students in our little school? We do so for many reasons, but the greatest reason is diversity. Newcomb is a wonderful place, and the school is one of the finest in the state, but we don't have people from other cultures. We believe to properly prepare students for the flattened world, our students must be exposed to students from all cultures. We have also found that because we are such a welcoming community it is a great place for the international students. The heart of the United States is not in our urban areas, it is in our rural communities, it is in places like Newcomb.





Newcomb Central School District is a school of distinction. While one of the smallest schools in New York State, our students historically have excelled in college, military and/or career.

New York State provides a standards based education and one of the few states that is Regents based. Students take a series of state wide exams necessary for graduation.

Our dual college/high school courses currently leading up to 55 college credits. We are working with North Country Community College to eventually earn an Associate of Science in Math and Science. Our Distance Learning allows our students to receive courses from all over the state that our tight schedule might not allow.

NEWCOMB PROVIDES A PRIVATE EDUCATION, AT A PUBLIC SCHOOL COST





The biggest advantage of a small school is that everyone does everything. At Newcomb students who have never played a sport or instrument have learned to do so while with us.

It is not unusual for a student to sing, play an instrument, create in art, get involved in all sports, join Youth and Government, perform in drama, and run for student government.





Other Newcomb distinctions:

- A school Physician Assistant for diagnosis and treatment
- Alternating rural and New York City trips
- Distance Learning
- Private music lessons and drama club for high school
- Extra help and support from teachers that are always available
- School TRIP (Thesis Research Investigative Paper) requirement
- RTI (Response to Intervention) approach to student support
- Youth and Government to better explain the governmental process to students

Newcomb Central School District
5535 RT 28N Newcomb, NY 12852 518-582-3341
www.newcombsd.org
Clark "Skip" Hults, Superintendent

WELCOME TO
NEWCOMB

HEART OF THE ADIRONDACKS



Article 2

New York Times

June 13, 2011

On Gay Marriage, State Senate's Undecided Eight Are Feeling the Strain

By MICHAEL BARBARO

ALBANY — State Senator Greg Ball worries that if he votes to legalize same-sex marriage, his father may never speak to him again.

Senator James S. Alesi is agonized by a constituent's simple plea: He wants someday to dance at his daughter's wedding — but cannot, because she is gay.

And Senator Andrew Lanza keeps thinking about the words of his recently deceased mother, who urged him, despite his reservations, to back same-sex weddings.

"Be a leader," she insisted. "Don't be afraid. Do it."

Conflicted and uneasy, they are

members of a closely watched, endlessly lobbied and emotionally frazzled club in the State Senate these days: the Undecided Eight, whose votes will determine whether New York this year becomes the largest state in the nation to allow gay couples to wed.

The outcome remains uncertain with just a week left before the Legislature is scheduled to adjourn for the year, and as pressure builds for a vote within days. The undecideds are three Democrats and five Republicans — and those involved said some or all of the Democrats could endorse legalizing same-sex marriage as early as Monday, intensifying pressure on the Republicans to

take a stand.

But the undecided senators are animated by a powerful mix of personal and political motivations, which means anything could happen. They are black and white, from upstate and downstate. Most of them voted against same-sex marriage two years ago, when a bill was passed in the Assembly but defeated in the Senate.

A parade of Hollywood celebrities, civic leaders and grass-roots activists are lining up to try to influence them. Joan Rivers has taped a video testimonial. Wall Street donors have contributed \$1 million. Church leaders have held rallies. And political heavy-hitters are wielding promises of

campaign support, or punishment.

The situation — so much depending on so few — is a burden that each of the legislators is bearing differently, but all of them describe, to varying degrees, as torturous.

"Being undecided does not make anybody happy," said Mr. Lanza, 47, a Republican from Staten Island and a former assistant district attorney in Manhattan.

Their phones ring constantly. Senator Joseph P. Addabbo Jr., 47, an undecided Democrat from Queens, has heard from 3,100 constituents on the issue. On most sensitive topics, he hears from about 25. "With little urging,

people feel compelled to call me and weigh in on this," he said, sounding a bit weary from the attention.

Their mailbags are full — and forbidding.

"If you do vote for this legislation, you will not get my vote, and I will convince my friends as well," a constituent wrote in bright red capital letters to Mr. Ball, 33, a Republican from Putnam County.

Mr. Ball, sitting in his office here the other day, tossed the letter on his desk. "I have many more just like that," he said.

But it is the dozens of personal conversations with constituents, over coffee and lunch, in district offices and on parade routes in

places like Brooklyn, Carmel and Rochester that have proved the most difficult and persuasive for the ambivalent senators.

Mr. Ball, a former Air Force officer, said he thought of his father as the embodiment of his political base: He is a retired postal worker and an active Tea Party member who is uncomfortable with the idea of gays marrying.

"He said he wouldn't vote for me, maybe not even talk to me," Mr. Ball said. "It would create a big divide."

Mr. Lanza, who is Roman Catholic and voted against same-sex marriage in 2009, found himself on the phone recently with a

Continued on Page A18

Tiny Town Recruits Students Worldwide

NEWCOMB, N.Y. — When Clark Hults was hired to be the school superintendent here in 2006, Newcomb was just another dying mining town in the Adirondacks North Country.

The population had dropped to 477 from a high of 1,500 in the 1980s. Young people who could get out, did; the median age was 55.

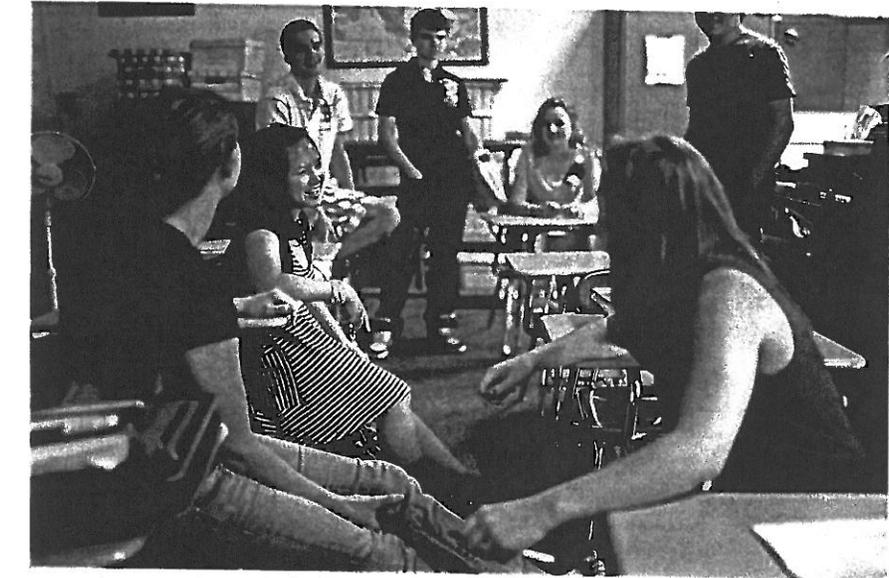
Enrollment in the Newcomb Central School District — actually a single brick building along Route 28N — was at an all-time low, 55 students from kindergarten to 12th grade. And George H. Canon, the town supervisor, feared the worst: "If the school died, the town would lose its purpose." The school system, with 35 jobs, is Newcomb's biggest employer.

Then Mr. Hults, known as Skip (who is also principal, assistant principal and van driver, and who answers the phones when Pam Bush, the receptionist, steps away) had a bright idea. America is known around the world for its education system, he reasoned. Newcomb needed a niche to stand apart from other dying towns. Why not bring in students from all over the world and give the local economy a much-needed boost?

On its face, it sounded preposterous. But in the last four years, 30 students from 19 countries (including Iraq, Vietnam, Russia, Israel and Lebanon) have spent a year studying in Newcomb, of all places. This, in turn, has attracted students from surrounding districts, who, as Mr. Hults put it, want something more from a school than an all-Caucasian experience. Enrollment has climbed to 85 and is expected to hit 100 next year.

It does take a while for foreign students to acclimate. When Marnon Vermette, 19, of France, learned her parents had signed her up for a New York school, she was thinking "Empire State Building." Then she did a Google Earth search. "It was all trees," she said. "I said, 'What the heck, where do you go shopping?'"

When they told her there was no cellphone service, she wept.



PHOTOGRAPHS BY NATHANIEL BROOKS FOR THE NEW YORK TIMES

Anh Pham, second from left, from Hanoi, Vietnam, at Newcomb Central School in upstate New York. Flags of foreign students' home countries adorn a hallway at the school.



her boyfriend, Lukas Marra, 17, a sophomore, no longer need Google Translate to express their love. Ms. Vermette likes the rope swing at Mill Creek; she likes jumping off the Santanoni Bridge into Lake Belden. Last week, she saw a mother and baby moose standing along Route 28N.

Of course, even in Newcomb, not everything is perfect. "It snowed in May," she recalled. "I said, 'What the heck?'" June is black fly month in the Adirondacks, and Ms. Vermette said, "What the heck, time to go."

Foreign students pay \$8,000 for the year. Half goes to the host family, half to the school district.

If they pass all the necessary state Regents tests next week, they earn a New York high school diploma. Mr. Hults has also created a program that allows his students to earn college credits. The foreign students generate little extra state revenue, but costs are also minimal, since no extra staff members are needed.

"Nobody is doing what Skip is doing," said Carl Springer, an American in Thailand whose agency, Aslamera, places 600 foreign high school students a year in the United States — most-

ly at private schools. "Newcomb is one of the most affordable," he said in an interview via Skype. "A typical private school is \$25,000."

There are more big plans ahead for little Newcomb. Next fall Mr. Hults expects to have his largest group yet, 12 foreign students. "We're working on getting two from Ethiopia," he said. On Friday, he conducted an admissions interview with a boy in Russia, using Skype. In Thailand, Mr. Springer is working to line up investors to build a 60-bed dormitory in Newcomb.

If that happens, Mr. Hults plans to raise tuition to \$20,000, which would add \$1 million to the district's \$5 million budget.

Word has spread through the North Country. Sterling T. Goodspeed is town supervisor of nearby Johnson, but he and his

Continued on Page A20

Claims of Mountain Lions Roaming in Connecticut Drew Groans . . . Until Saturday

By MOSI SECRET

In the not-so-wilds of Connecticut, the sightings have come with some regularity for years: immense, muscled cats, with tails nearly as long as their torsos, emerging out of the forest, appearing first as a flash in the corner of the eye, and then suddenly, shockingly, in front of a motorist's car.

And for years, the responses to those who said they were roaming mountain lion were as if they had said they had seen Bigfoot ripping through the Appalachians: "You must have been mistaken. A wild eastern cougar? Never. Those are extinct."

Last week was no different, as various reports began trickling in of a mountain lion roaming around, in all of places, Greenwich, Conn.

There was a sighting near the Branwick School on June 5. In another incident, a paramedic and an emergency medical technician were driving in an ambulance when they said a large cat jumped in front of them. A homeowner made a report around the same time.

said the sightings were unlikely. But then someone came forward with a photograph. And early Saturday came indisputable evidence: flesh and bone.

Someone driving a Hyundai SUV struck an animal on the Wilbur Cross Parkway in Milford, about 45 miles east of Greenwich. The authorities were called, and the animal was confirmed dead. More to the point, it was also confirmed to be a mountain lion.

Officials took the mountain lion, a 140-pound male, to a state Department of Environmental Protection office; officials said they believed that the dead animal was the same one that had been seen around Greenwich.

The discovery and confirmation of the mountain lion's existence was an undeniable to-do-you-moment for all those whose accounts of encountering a mountain lion were ever questioned, laughed at or worse.

Jeremy Joyell, 68, of Bristol, Conn., said he saw one in 2004. "I was driving up Route 63 in the evening," he recalled.

"It was August, so the sun was an hour away from setting in the

bound down about 200 yards away. For once in my life I was driving at the speed limit. I saw it and it stopped."

"He ran right in front of the car. And I saw him. He was about eight feet long, four feet of body and four feet of tail!"

Mr. Joyell said that even though his sighting was never officially verified, the news that an actual mountain lion was found left him feeling vindicated.

"When I saw that today I felt better because those of us that have seen them know damn well what we saw," he said.

Patricia Sheeran, of Bloomfield, Conn., said she also saw a mountain lion about a quarter-mile from her home in 2007. "I was driving very slowly. And something caught my eye, and it was a mountain lion. It stopped, and I stopped. It had the standard black tip to its tail. It was big. And it walked off, and it walked back into the woods."

Earlier this year, the United States Fish and Wildlife Service released a report that said the eastern cougar was extinct. Other varieties of cougars, which are

areas, can be found in Manitoba, Canada, North and South Dakota, Eastern Texas, Florida and possibly Oklahoma.

"We recognize that many people have seen cougars in the wild within the historical range of the eastern cougar," said Martin Miller, the service's Northeast region chief of endangered species.

"However, we believe those cougars are not the eastern cougar subspecies. We found no informa-

tion to support the existence of the eastern cougar."

During the review, the federal agency reviewed 108 confirmed accounts of cougar sightings from 1900 to 2010 and concluded that all the cougars were not native to the Northeast. They were different species mostly from South America or the West Coast.

The agency says there are thousands of unconfirmed reports of cougar sightings in the

Eastern United States.

Officials suggested the lion killed in Milford may have been released or escaped from captivity.

"We still believe there is no native population," said Dennis Schain, a spokesman for the state's Department of Environmental Protection.

"We've never been presented with any credible evidence of a native population," he added. "There is a school of thought out there that we are knowingly denying, but there is no reason the Department of Environmental Protection would do that."

Mr. Schain said the state was conducting tests to determine definitively that the dead cat was the same one that was spotted in Greenwich. They can compare paw prints and samples of the cat's droppings.

They were also fielding calls of new sightings: On Sunday, the Greenwich Police Department announced that a homeowner and his family saw "a large tan cat" in their backyard Sunday morning. "The cat was described by the family as a mountain lion,"



The mountain lion that was killed Saturday in Milford, Conn.

A Tiny Town Recruits Its Students Worldwide

From Page A17

wife, Susan, pulled their son Taylor out of school there and transferred him to Newcomb. They feared Taylor was growing up narrow-minded. "If a boy took art or music they'd call him gay," Ms. Goodspeed said.

At Newcomb this year, Taylor was a lead in the school play. The Goodspeeds are housing a Vietnamese student, Quan Luu. In Katherine Larkin's history class, Taylor and Quan debated the Vietnam War. Quan said reports of torture at the prison known as the Hanoi Hilton were exaggerated.

"It makes history exciting," Ms. Larkin said. The boys are now friends. Taylor gives Quan a hard time about how Vietnamese people eat dogs; Quan gives the Goodspeed's dog, Rusty, a big hug and says, "You look delicious."

All middle and high school students spend a month working on a research paper. Four years ago, Arcane Huang, from China, wrote his on Tiananmen Square. "He didn't know about all the deaths," Ms. Larkin said. "They don't teach that in China."

The other Vietnamese student this year, Anh Pham, is living with the family of Charles Minke, a retired photographer who did four tours with the Navy in Vietnam. "Needless to say, we have interesting conversations," he said. "I think we've both learned

a lot. I tell Anh, Vietnam is the only country we've gone to war with that hasn't sent an automobile back."

The foreign students were surprised by the sophistication of the technology at the little school. Newcomb is located within Adirondack State Park. As compensation for keeping the area forever wild, the state provides

much of the revenue to the local schools. Homeowners here pay an average of just \$700 in property taxes a year. Even so, Newcomb has interactive teaching displays, known as Smart Boards in the classrooms, a computer for every student and the latest teleconferencing equipment to enable distance learning with bigger districts.

"I was surprised," Ms. Vernette said. "There's more than at my school in France."

Still, as much as the foreign students have liked living in the near-wild, they look forward to returning to dependable cell-phone service. They've seen what Taylor Goodspeed goes through. "I went around town with my phone, experimenting," he explained. "I was walking down the driveway to go up on the roof and see if I got a signal, and by accident, I realized I could get one bar if I sat on a lawn chair at the bottom of the driveway."

Word spread quickly. "People come by to sit in the lawn chair and use their cellphones," Taylor said. "Some people pull up in cars."

Alas, even in Newcomb, not everything is perfect.

E-mail: education@nytimes.com



A map at Newcomb Central School depicts current students' homelands. There have been 30 foreign students in four years.



GOUL MURRAY/THE NEW YORK TIMES

Out for a Whirl

The National Puerto Rican Day Parade on Sunday in Manhattan. Despite forecasts for rain, the weather mostly cooperated.

Woman Sexually Assaulted in Inwood Hill Park, Police Say

By REBECCA WHITE and JOSEPH GOLDSTEIN

An attack at dusk has people in northern Manhattan concerned about safety.

A woman was sexually assaulted while walking through Inwood Hill Park late last week, the police said on Sunday. The attack has left many women uneasy about using the park late in the day.

The police said the victim, 28, was approached by a shirtless man sometime after 8 p.m. Friday. The man struck up a conversation and then grabbed her, pulling her toward a secluded area of the park, past the baseball fields, where he sexually assaulted her, the authorities said.

The assailant, believed to be in his 30s, fled on a red mountain bike, the authorities said. The victim was taken to a hospital and was released, the police said.

After learning of the attack, several women said they often

felt uncomfortable in the park around dusk.

"It's part of the scene here: men broking, hassling women, checking women out," Diana Zavala, 35, said.

Ms. Zavala, a speech therapist, said that in daytime she often ran through the park, which is on the northern tip of Manhattan. But she said that on Friday, she happened to be in the park at night, walking home with a girlfriend shortly before 9 p.m., and that a man riding a bike slowed as he approached them and asked, "You

need a boyfriend?"

The two women ignored him, and he rode off.

"I did feel scared," Ms. Zavala said. "When he said that, I thought, wow, this is really not a good place to be at night."

Ms. Zavala said Sunday that she wondered whether the man could have been the perpetrator of the sexual assault.

A 17-year-old, Maria Canela, said she was often at the park on weekends but made sure to leave by 7 or 8 p.m. because of the crowds — mostly young men — that gather near a parking lot at the end of Dyckman Street.

At about six hours after the attack in the park, a 37-year-old woman in Washington Heights, also in northern Manhattan, was sexually assaulted by a stranger who had gained access to her apartment building, the police

said. The police said there was no evidence suggesting the same man was responsible for both attacks.

The Washington Heights assailant confronted the woman as she climbed the stairs and then forced her at knife point to the eighth floor. He sexually assaulted her in the hallway and robbed her, the police said.

The police, who reviewed images from a security camera in the building, said the attacker appeared to be in his 20s and shorter than 5 feet 5 inches.

The police did not release the address of the building where the attack occurred.

Everything you need to know for your business day is in Business Day. The New York Times

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Article 3

BBC New Business

June 6, 2012



BUSINESS

6 June 2012 Last updated at 19:12 ET

The US school selling places overseas

By James Gordon

BBC News, Newcomb, New York

US colleges have long seen international students as a rich source of revenue with 750,000 studying at US universities.

But it appears more and more high schools across the country, with shrinking budgets and fewer enrolments, are starting to do the same.

Across the US public high schools in struggling small towns are putting their empty classroom seats up for sale to foreign students.

In Pennsylvania, Arkansas, Maine and New York, administrators are recruiting international students.

For the school it means extra income, while the pupils experience a year in an American school and a chance of admission to a US college.

Nestled in the middle of the Adirondack Mountains, Newcomb Central School is located in one of the least densely populated regions in the country. A five-hour drive from New York City, the region offers spectacular scenery and sublime solitude.

It is to this overwhelmingly white town of just 400 that students from around the globe are coming.

School principal Skip Hults was one of the first administrators to recruit from abroad.

"We were facing under-enrolment with 55 students in a building that holds 350. We were a dying school district. You can't have a classroom when you have a class of one," he says.

"In the words of my daughter, we were just 'so vanilla'. The school had no racial diversity and our kids were not prepared for a globalised world - so we decided to bring in international students."

Diversity of countries

The international student programme has now been running for five years.

The situation is not unusual in New York's shrinking rural communities, which dot the vast Adirondack Park.

Across central New York state, nearly every school district has seen a drop in enrolment over the last 20 years. Some districts have merged and in other cities schools are being closed.

At Newcomb's school, in 2007 there were 55 students. This year 101 pupils are in the classrooms with more than 10% coming from abroad, from countries including China, Russia, Spain and Brazil.

"The international programme has really redefined who we are. It's more than a student, it's a country that's coming along being represented with that student," says Mr Hults.

"We've had 43 students from 21 countries over the last five years. We hope to have students from as many countries of the world as we can."

Good value

Few public school principals ever dreamed of charging tuition for Chemistry or American History, but as public funding has been eroded and education budgets cut, they have been forced to look at alternatives to bring in cash.

The programme brings in \$9,000 (£5,800) per student per year with the costs split between tuition and accommodation.

The money goes towards school funds and the host families. The students stay with other families who live in the town.

It is pretty good value compared with many equivalent private schools that can charge up to \$30,000 a year with the aim of making a healthy profit.

18-year-old senior Rebecca Bolen grew up in Newcomb and says it is not always plain sailing for the newcomers.

"There are good and bad things about the town. It's pretty difficult," she says with a smirk.

"Everyone knows everyone. There's always that one person that says something but overall the community has been really open to the international students.

"Our school has grown because of it with people from other towns wanting to come here."

'Big shock'

With the annual prom just a few days away, the school is in an excitable mood. Some of last year's international students have come back for the event.

An evening concert is taking place with almost every student involved. Many of the town's residents will be coming to watch as well as take part in a fundraising dinner. At more than 60 miles from the nearest big town, the school is the centre of the community.

Outside the school, virtually no traffic passes by during the day. There's also no mobile phone service.

For international students like 17-year-old Caio Benyuneszatz from Brazil it's like nothing they've ever experienced.

"I chose New York but I thought it was the city," he says in near-perfect English.

"When I came here it was a big shock for me. I've been here for nine months so everything's fine. I like it."

Jorge Cristobal from Madrid made the same mistake and quickly realised that upstate New York is not the same as New York City.

"When I heard about Newcomb I looked it up on Google maps. I was like 'Wow! Where am I going? There is nothing here! It's green, it's just trees!' But it's great fun - there are no cars in the road so it's pretty safe too."

College opportunities

The school's isolation means all the students focus on extracurricular activities like sport and music - and of course learning English, which is a valuable benefit as the students look to the future.

Lucy Couston and Manone Vernetta have just turned 20. They studied in Newcomb last year and are now at universities in France. They credit their success at home with the time they spent in the US.

"Because we came over here we got into better colleges," says Lucy.

"We graduated from here, our English was much better and it was easier to get into good colleges in France because of that," agrees Manone.

School recruiters in the US say the year abroad is a chance for students to perfect their language skills and build ties with US teachers who can serve as personal referees on applications to American colleges.

There is a diverse mix of students applying for places for next year including from Thailand, Vietnam, Bolivia, Italy, Zimbabwe and Russia.

School principal Skip Hults says with agencies finding the students he no longer worries about filling the places.

The only requirements are that they speak some English and have a sense of adventure.

"I am trying to bring in students from countries and cultures that we haven't had before," he says.

"From a school that people really gave no future for we have been recognised and people are intrigued by this bringing of the globalised world into this tiny little school and finding out that students love it."

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Article 4

Issue Brief

National School Board Association



ISSUE BRIEF

Restoring Eligibility for F-1 Visas

BACKGROUND

Current Federal law permits foreign students to enroll in public elementary and secondary schools if they have been granted an F-1 visa. However, these students may not be enrolled beyond 1 year under this Visa and must return to their country of origin. Please note that foreign students attending postsecondary schools may be enrolled beyond one year.

In recent years the National School Boards Association (NSBA) has met with members of Congress and other stakeholders to seek amendments to the current law. One example of this issue is the Newcomb Central School District in the Adirondacks. The concern expressed by this superintendent is that school districts that have low enrollments could recruit foreign students more successfully if the students would be permitted to stay beyond the one year restriction. These students must demonstrate that they can afford the tuition, and are charged tuition to cover the educational services provided.

NSBA and the New York State School Boards Association (NYSSBA) have been supportive of the issue and advised the superintendent that someone from the New York congressional delegation on Capitol Hill would have to introduce such legislation; and that NSBA would be engaged in securing additional congressional support. In 2010 a resolution was introduced in the New York State Senate calling for the State Legislature to support the ability of a school district to accept international students on a tuition basis

With strong lobbying by NYSSBA, on April 14, 2011, Senator Charles Schumer (D-NY) introduced *Strengthening America's Public Schools through Promoting Foreign Investment Act, S 823*. Co-sponsors include Senator Susan Collins (R-ME), John Kerry (D-MA), and Patrick Leahy (D-VT). The bill, as expected, *would permit aliens who lawfully enter the United States on valid visas as non-immigrant elementary and secondary school students to attend public schools in the United States for longer than 1 year if such aliens reimburse the LEA that administers the school for the full, unsubsidized per capita cost of providing education at such school for the period of the alien's attendance*. Unfortunately, the bill has not been scheduled for Judiciary Committee action.

In early summer, NSBA contacted Sen. Schumer's office and Sen. Collins' office who had also expressed some interest in this issue. Senator Schumer's office indicated that the Senator is still supportive, but that the Rep. Smith (R-21-TX), a member of the House Immigration Subcommittee, had expressed concerns and that Smith's support would be necessary before the Senate Judiciary Committee would move the Senate bill any further. Conversations with Rep. Smith's office (George Fishman, Chief Counsel, House judiciary Committee) revealed that Rep. Smith had in fact introduced the amendment that would restrict elementary and secondary students to 1 year, based on concerns expressed by Sen. Dianne Feinstein (D-CA) over broader immigration issues. Further, Rep. Smith's office indicated that the congressman would not take a different position unless Sen. Feinstein (D-CA) would reconsider her position.

Subsequently, NSBA contacted Sen. Feinstein's office who referred NSBA to Kim Alton, Immigration Counsel. It was confirmed that Sen. Feinstein's position remained unchanged. Ms. Alton clarified that the Senator's concerns relate specifically to the Department of Homeland Security's lack of capacity to effectively track those on F-1 visas in terms of location (should the students change schools), or whether they have left

OFFICE OF ADVOCACY

the US (as required when no longer enrolled). There are also issues around the legal custody of students when students no longer are able to pay the tuition and fees and are expelled.

In November 2011, NSBA received correspondence from Rep. Owens's (D-NY-23) office that he was planning to introduce a House companion bill to Sen. Schumer's S. 823, and requested NSBA's support. NSBA indicated its support, requested a copy of the draft legislation, and suggested that a meeting be scheduled to discuss the issues and options in view of Senator Feinstein's concerns and the impact on Rep. Smith whose support would be necessary to move the House bill.

A meeting is scheduled with Representative Bill Owens on Wednesday, November 30, 2011. Participating in the discussion will be Reginald M. Felton, NSBA and Clark (Skip) Hultz, superintendent, Newcomb Central School District in New York since 2006.

NSBA POSITION

NSBA seeks legislation to restore F-1 Visas to foreign students enrolled in public elementary and secondary schools that would allow them to remain in the United States beyond the current 1-year restriction similar to foreign students who are enrolled in private and parochial K-12 schools and postsecondary schools.

For additional information contact Reginald M. Felton, assistant executive director for congressional relations at 703-838-6782; or by e-mail at rfelton@nsba.org.

November 2011

Article 5

For Immediate Release

Congressman Owens

February 8, 2012

RELEASE: Owens, Gibson Legislation Invests in Rural Schools at No Cost

Tacconi, Andrea [Andrea.Tacconi@mail.house.gov]

Sent: Wednesday, February 08, 2012 11:55 AM

To: Little, David [david.little@nyssba.org]; Hults, Skip; Felton, Reginald [RFelton@nsba.org]



FOR IMMEDIATE RELEASE: February 8, 2012

Owens, Gibson Legislation Invests in Rural Schools at No Cost

WASHINGTON – Representatives Bill Owens (NY-23) and Chris Gibson (NY-20) introduced legislation today that will help schools in rural areas combat the threat of closure due to decreases in student enrollment. The *Strengthening America's Public Schools Through Promoting Foreign Investment Act*, invests in rural schools like those in Upstate New York at no cost by easing restrictions in the nonimmigrant F-1 visa program for public secondary schools. These restrictions target public schools by only permitting one year of study for foreign exchange students who pay the full cost of their education, while these same students may attend private and parochial schools with no restrictions.

“This bill is a no-cost, direct investment in the nation’s rural education system and will give local school officials a wider range of opportunities to keep their schools open and educate the next generation,” said Owens. *“Many public schools, particularly those in rural areas, face the threat of closure due to recent decreases in student enrollment and the inability to cover operating costs. Innovative school districts across the country are ensuring their longevity by increasing enrollment and revenue through recruiting foreign exchange students from around the world who pay for their education.”*

“This bill levels the playing field to ensure that our public schools can compete fairly with private and parochial schools for foreign exchange students. I have heard directly from local educators and school board members about the importance of the F-1 visa program and how they need this commonsense reform,” said Congressman Gibson. *“As a father of three children enrolled in public schools, I am committed to strengthening our local education systems, and this bill is a zero-cost measure to do just that.”*

Local public schools need a change to the nonimmigrant F-1 visa program because current rules only allow foreign exchange students to attend these schools for one year. Allowing foreign students who pay tuition to attend public school in the U.S., to do so for longer than one year will allow for better long-term planning by school districts and help them financially by generating revenue at no cost to the taxpayer.

“If the current F-1 law changes, we have investors willing to build a dorm to house more students. A dorm means revenue and jobs to a small community in critical need of both. Besides the diversity we have enjoyed, the income F-1 students brings to underutilized rural schools is critical to keeping staff and programs,” said Skip Hults, Newcomb Central School District Superintendent. *“Having enjoyed 43 students from 21 different foreign countries, our international program has redefined rural Newcomb Central School District academically, culturally, socially and financially.”*

“Having the public schools demonstrate an entrepreneurial interest is a great opportunity for all of us,” Owens added. “This legislation will make it easier for our school districts to succeed.”

The legislation is a companion bill to S. 823, introduced in the United States Senate by Senator Charles Schumer.

###

Andrea Tacconi | Legislative Aide

Office of Congressman Bill Owens (NY-23)

431 Cannon House Office Building | Washington, DC 20515

Phone: 202.225.4611 | Fax: 202.226.0621

Visit Rep. Owens' Online Resources:

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Article 6

Potential Bill in the Senate

112TH CONGRESS
1ST SESSION

S. _____

To permit aliens who lawfully enter the United States on valid visas as nonimmigrant elementary and secondary school students to attend public schools in the United States for longer than 1 year if such aliens reimburse the local educational agency that administers the school for the full, unsubsidized per capita cost of providing education at such school for the period of the alien's attendance.

IN THE SENATE OF THE UNITED STATES

Mr. SCHUMER introduced the following bill; which was read twice and referred to the Committee on _____

A BILL

To permit aliens who lawfully enter the United States on valid visas as nonimmigrant elementary and secondary school students to attend public schools in the United States for longer than 1 year if such aliens reimburse the local educational agency that administers the school for the full, unsubsidized per capita cost of providing education at such school for the period of the alien's attendance.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Strengthening Amer-
3 ica’s Public Schools Through Promoting Foreign Invest-
4 ment Act”.

5 **SEC. 2. NONIMMIGRANT ELEMENTARY AND SECONDARY**
6 **SCHOOL STUDENTS.**

7 Section 214(m)(1)(B) of the Immigration and Na-
8 tionality Act (8 U.S.C. 1184(m)(1)(B)) is amended by
9 striking “unless—” and all that follows through “(ii)” and
10 inserting “unless”.

Article 7

The Chronicle of Higher

Education- Canada

November 1, 2009

THE CHRONICLE

of Higher Education

International

Home News International

November 1, 2009

International Students Play a Big Role in Canadian Economy, Report Says

By Karen Birchard

Foreign students contributed 6.5 billion Canadian dollars to the nation's economy in 2008, or about \$6-billion in U.S. dollars, more than did either lumber or coal exports, a government minister told university leaders last week.

That figure, which does not include exports of educational services, illustrates why the government has placed a high priority on promoting Canada as a destination for international students.

The financial information comes from a report commissioned by Canada's department for foreign affairs and international trade, which the minister of international trade, Stockwell Day, released on Wednesday at the fall meeting of the Association of Universities and Colleges of Canada.

The report, "Economic Impact of International Education in Canada," measured the economic impact of visa students who were in the country longer than six months and found that they spent "in excess of \$6.5-billion on tuition, accommodation, and discretionary spending." It compares that figure with two traditionally key segments of Canada's wealth, exports of coal (\$6.07-billion) and of coniferous lumber (\$5.1-billion).

It also credited international study in Canada with creating over 83,000 jobs and generating more than \$291-million in revenue.

There were 178,227 international students in Canada in 2008 according to the report. Those numbers are expected to rise this year as Canada steps up its marketing.

The department of foreign affairs and international trade now spends around \$2-million to market Canada as a study destination. However, the universities would like to see the government increase that amount tenfold. The Association of Universities and Colleges of Canada, in a prebudget submission to the House of Commons Finance Committee, suggested that an "appropriate level" of spending on recruiting international students and promoting Canada's universities to potential students abroad "would be \$20-million per

year for five years."

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The Chronicle of Higher Education 1255 Twenty-Third St, N.W. Washington, D.C. 20037

Article 8

List of International Students for the 2012- 2013 School Year

Newcomb Central School 2012-1013 International Students

Student	country	Host family	agency	arrival date	grade
Heyraud, Juliette	France	Stith	Educatius	24-Aug	10
Thapthanee, Pranchanok(Eye) Le, Ngon	Thailand Vietnam	Goodspeed Goodspeed	EXI Educatius	27-Aug	12 11
Espana, Tania(Camilla)	Bolivia	Bush, T&M	Exchange Service Int'l	1-Sep	12
Espana, Natalia(Gaby)	Bolivia	Bush, T&M	Exchange Service Int'l	1-Sep	11
Piva, Maria	Italy	Bush, T&M	Exchange Service Int'l	1-Sep	12
Weerasorn, Warisara(Tulip)	Thailand	Bush, T&M	Exchange Service Int'l	1-Sep	11
Feng, Fan	China	Comeau	EduAbroad	29-Aug	11
Genis, Jorge Bertomeu	Spain	Hults	Amer. Int	25-Aug	11
Chikukwa, Bryton	Zimbabwe	Hults	Quest	22-Aug	12
Portera, Federico	Italy	LaCourse	Exchange Service Int'l	31-Aug	12
Gafitulín, Kirill	Russia	DeLoria	Lana	26-Aug	9
Romero, Borja	Spain	LaBar	Amer. Int	25-Aug	11
Leal da Silva, Joao Marco	Brazil	LaBar	Educatius	31-Aug	11
Przuljevic, Petar	Serbia	Klippel	Educatius	29-Aug	12
Arens, Elias	Germany	Klippel	Exchange Service Int'l	26-Aug	10
Zhao, Xuan(Sean)	China	Klippel	Exchange Service Int'l	25-Aug	11

Article 9

**Newcomb Central
School- Potential Path
to an Associate of
Science Degree**

Newcomb Central School District

Potential Dual Enrollment with North Country Community College College Bridge Program

Newcomb Central School District, in partnership with North Country Community College, is offering dual or concurrent enrollment courses that hopefully will eventually lead to a two year college degree. Generally these NCCC college courses satisfy *SUNY General Education* requirements.

Current Courses are in white. Potential Courses awaiting approval are in Yellow.

A.S. Liberal Arts & Sciences: Math & Science			
(HEGIS 5649) This degree is intended as a transfer program leading to the Bachelor's degree. By appropriate course selection with a faculty advisor, students may prepare for transfer to upper-division study in a variety of Liberal Arts majors. The program requires a distribution of courses selected from the principal disciplines of Liberal Arts and Sciences. The program requires a distribution of courses representing the freshman and sophomore years of a four year Bachelor's program, although graduates possess skills and knowledge to take their places in the work force.			
NCCC Class & Credits	NCCC Code	NCS Course	Credit
PROGRAM CORE COURSES (26 credits)			
Mathematics 6 Credits	MAT 130	College Algebra & Trigonometry I	3
	MAT 240	Calculus I	4
Natural Science 8 Credits	CHE 101	College Chemistry I	4
	CHE 102	College Chemistry II	4
Math and Science Electives 12 Credits	MAT 132	Pre-Calculus II	3
	MAT 241	Calculus II	4
	PHY 101	Physics I	4
	PHY 102	Physics II	4
HUMANITIES AND SOCIAL SCIENCE (24 credits)			
History & Social Science Elect 6 Credits	HIS 151	US History I	3
	ECO 101	Introduction to Macro-Economics	3
English Composition I English Composition II 6 Credits	ENG 101	English 11 (Sem 1)	3
	ENG 102	English 12 (Sem 1)	3
Electives from ART or MUS 6 Credits	ART or MUS 104	Art or Music Theory/Composition	3
	ENG 112	Literature Appreciation	3
	POS 102	American Government & Politics	3
Humanities and Social Science Electives 6 Credits	ECO 102	Introduction to Micro-Economics	3
	COMPUTER SCIENCE ELECTIVE (3 credits)		
CIS Elective 3 Credits	CIS 230	Multimedia Software	3
GENERAL ELECTIVES (7 credits)			
General Electives 7 Credits	BUS 101	Accounting I	4
	CRJ 101	Intro to Criminal Justice	3
	SOC 110	Sociology of Contemporary Problem	3
	PHYSICAL HEALTH (2 Credits)		
Personal & Family Health	HED 100	Physical Health	3
Minimum Total Credits: 62			70

Article 10

Testimony of Clark Hults, Superintendent of Newcomb Central School District

Newcomb Central School District's Effort to Reform Education in Rural New York

Imagine in the spring of 2007, a school district losing two students! Not an issue, well, what if that represented almost 4% of the total population. This is where I was as a brand new superintendent. Our population declined from 57 students to 55 students in our K-12 district. Often we hear of consolidation, but Newcomb, located in the heart of the Adirondacks, is so isolated, this was next to impossible. We have worked diligently over the years to consolidate numerous services including the office, sports, summer school, transportation, distant learning and special education. With a Masters in Organizational Management, I began to take a business look at the school. I understood that the answer was not to consolidate, but to grow. How do rural schools do this? Newcomb set out to reform the school through a growth model, but in fact, we have redefined our district.

As a third generation "Adirondacker" with an adopted son of color, I know that our schools and communities lack racial, cultural and religious diversity. It is for this reason I first chose international students as our method of reform. When I began my research I was amazed to find that international students are the 3rd largest industry in Australia and in 2008 a \$6.5 billion dollar a year industry in Canada. I eventually realized that this is not only a Newcomb solution, but a promising one for all underutilized rural schools. For example, in our school district I have a building which once housed over 300 students. We have desks, books and teachers! All I needed was students, and additional revenue would also be welcomed. In bringing F-1 Academic Visa students, we have brought diversity, academic stimulation and revenue to our district. Over the last 6 years we have hosted 60 students from 25 different countries. This also drew students from neighboring districts and we have seen our enrollment grow over 90% in just six years.

It is difficult to share in minutes the benefits of students from Iraq, Palestinian Israel, Russia, China, Vietnam, Bangladesh, Lebanon, etc. Our young lady from Iraq was able to share perspectives not possible in a book. Having a discussions on Vietnam with a student from Hanoi and a French student, brought alive our studies. Today, having a student from Zimbabwe, a country with an average life span of 40 years, and such hyper-inflation that money must be carried in bag, cannot happen in the North Country without our unique program. Newcomb Central School has grown numerically, matured socially, blossomed culturally, and been enriched academically. We would continue this program without financial remuneration, but it is wonderful to have host families reimbursed for their expenses, and the district to grow financially.

There is a hindrance that needs to be addressed. Current Federal law permits foreign student to enroll in public secondary schools for **only** one year. They can go to private schools as long as they would like, but we are restricted in public schools to one year. There is a bill on both the Senate and House side to correct this injustice. Senators Schumer, Collins, Kerry, and Leahy are co-sponsoring the bill in the Senate. Congressmen Owens and Gibson are co-sponsoring the bill in the House. It is important for New York State to get behind this effort. This bill alone has the possibility of filling thousands and thousands of empty seats in New York State, and financially impacting our public school districts by tens of millions of dollars. It is also important to realize that if these students stay in public schools for

multiple years, graduate from our high schools, then they will attend our New York State universities. Because of the improvement of their language skills, our universities will not need to pour the resources they currently must into English as a Second Language classes and support.

Newcomb is also at the forefront of post-secondary credit in high school. This reform is possible through a close collaboration with North Country Community College. All of our core teachers are adjunct professors of North Country, and the teachers meet the requirements of both the college and our district. We have raised the bar high, and students are responding. We have had numerous students go to college as second semester sophomores. While 55 college credits is a remarkable feat, I would love the support of the Governor, the Commissioner of Education, and this committee to become the first public school to issue to their seniors both Regent Diplomas and Associate of Science Degrees in Math and Science. This is possible and can happen within the next few years. Your support will make this possible!

Finally, my vision does not end with these two reforms. We have a state that has in urban places classrooms that are overcrowded and students that are not academically successful. While in rural areas, we have underutilized schools with thousands and thousands of empty seats. Their success is documented in our 3-8th Grades Assessment scores, our Regent scores, and our graduation rates. The state's answer to the problem is to go down the street and build a charter school. We are investing large amounts of money in the possibility of a solution. My vision is to see students from these schools come to rural New York. For the resources and monies used to send students to questionable charter schools, the students could have the opportunity to go to proven solutions- rural public schools. I would love to have 20-25 students come from urban areas. I have no doubt these students could be housed and educated for what is spent to educate in a charter school. Urban students are being placed in newly created classrooms, when we already have the classrooms. I would love to see a meaningful discussion on this topic that could mutually benefit students from both urban and rural areas.

Article 11

**Testimony of Bryton
Chikukwa, International
Student from Zimbabwe**

Ndokukwazisai mese nomufaro? (In my native language it means I greet all of you with great joy in my soul)

In Zimbabwe some say life begins at 40, but to me I would say it begins when you have the opportunity.

It started off as dreams, wanting to study in America and I also didn't believe that someday I would be here.

I would like to thank Patricia Decker, my sponsor. Shyna Ferullo, who works at Quest International and John Davis. These people are all who made it possible, for my dream to come true. I even had Senators Schumer and Gilabrand and Congressman Owens write letters on my behalf.

My greatest challenge in Zimbabwe was obtaining a VISA at the USA Embassy. It was very tough, I had all my papers that were in support of my core aspects in USA, to seek better education, and for cultural exchange.

At the Embassy, we paid \$160 dollars which was non-refundable, to be interviewed. To my disappointment the interview lasted less than 4 minutes, I opted that maybe he would look at my papers but he showed no interest. I was given a regards later that I had failed the interview. This was heartbreaking both to my parents and my sponsor.

Because such opportunities do not come so easily to us in Zimbabwe, we opted to try again my sponsor, Miss Decker sent some money to try again, she also had some letters written to the Embassy in support of me. My second interview went well. We all rejoiced after struggling to obtain a VISA. Words can't explain how excited my family was for such an opportunity.

I think most people are all aware of the political, economic and corruption crises in Zimbabwe . The education in Zimbabwe is deteriorating and everything is just going down. Even in universities there are less programs that a student may opt to study. Entrance into a university is difficult to limited vacancies and a corrupt system . More so on technology, Zimbabwe is very far less advanced than America.

I feel honored to study in America , it's like opening my eyes after being blind folded in Zimbabwe. We never had computers nor internet at school and also we often run short of text books, but here in America students have it all.

To mention the American culture, it's wonderful. Everyone I have come across, is very polite and very nice to me. I feel secure and safe to be around them, I would also like to thank my host family, the Hults family, they are good people. I was amazed that people around here don't lock their doors and they even leave money on tables in a restaurant.

What I also admired about the American culture is the variety of food, I never had a hamburger nor a variety of drinks. In Zimbabwe I never had the opportunity to eat as much food as I wanted to. Truly being in America it's a wonderful place to be.

I think my greatest challenge here, is to obtain a college degree and pursue a university program of my own choice. And I believe through hard work and knowing where I come from, I can do it.