

# Community College CAMPUS NEWS

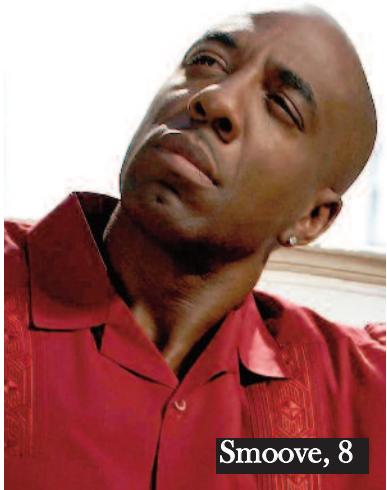
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Volume 3, Issue 5  
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May 1, 2011

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## Why assign this \$135 book?!

Darren Johnson  
*Campus News*

Even though we at Campus News have covered this story in the past and there have been some battles won – with the passage of textbook rental rules and some changes in law – the fact of the matter is that the war is still being lost when it comes to textbooks and community college students.

And the reasons why you're being hosed at the bookstore range from professorial laziness to a simple, corporate money grab. Hopefully this piece will shed some light as to why you are being ripped off and what some solutions may be.

Ultimately, it comes down to your professors – often overworked and overstressed – thinking outside the box (or the box store) and taking charge, because they are the ones with the academic freedom to select their courses' books.

But you, the student, can also do something. Once you pick your class, email the professor. Find out the exact textbook, including ISBN number, he is assigning. Practically every professor, even the lowliest of adjuncts, has an email address listed on the campus web site. Then order it on a site like half.com for a frac-

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## Picking the right transfer college

Laura LaVacca  
*Campus News*

After completing a two-year community college degree, students are faced with the decision of where to transfer to. This can be an overwhelming experience, figuring out how to transfer credits, apply for financial aid and which school to even pick! Hofstra University, Adelphi and Queens College seem to be top transfer schools in the area.

Hofstra University located in Hempstead, NY, has about 1000 transfer students a year both locally, nationally and internationally. They offer many academic programs and specialize in education, the sciences and speech pathology. Perhaps their best feature, they offer a rolling admission so that students may complete the admission process at any time.

"This was by far their best feature. I totally chose Hofstra because I graduated in December and wanted to apply and start a school right away. Some other schools only

accepted in September," stated Lauren C., marketing major who transferred from NCC.

Lisa Rouse, junior psychology major, had a similar positive experience, "I was surprised at how smooth the transition was. I sat with someone, figured out what credits transferred, registered and that was that!"

While Hofstra has a rolling admission, Adelphi is another option located on Long Island that has many support services for

also include: career development workshops, lunch with senior administrators and faculty, campus tours and a meeting with current transfer students.

Esther Goodcuff, the Associate Vice President for Enrollment Management and Student Affairs, explains the dedication of Adelphi to transfer students, "For more than two years, Adelphi University has had active committee that focuses ONLY on the needs of transfer students – from the time that they inquire through post enrollment. This Transfer Initiatives Committee has gathered data from focus groups of prospective students and, as a result, has put into place a number of initiatives meant to attract, enroll and retain transfers."

Transfer events also occur the first week of each month. They may include nights of bowling, sports tournaments, luncheons and other workshops designed to help students study and be successful.

Ms. Goodcuff continues noting that

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### Adelphi has a committee that only deals with transfer students; the goal is to attract, retain

transfers. They boast that they make transferring from other colleges extremely easy. They also strive to give students as many transfer credits as possible. Adelphi offers many programs to help students transition. There are transfer days held, in which students can mingle and meet other new students as well as old ones. Their transfer days



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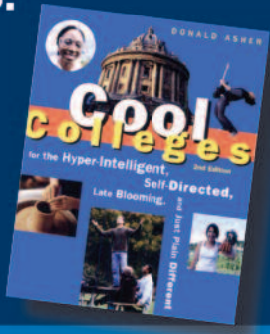
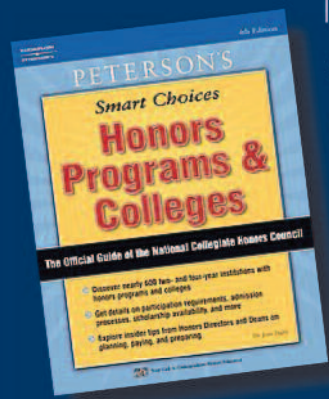
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# Flagship universities keep 84% of students

David Acosta  
*Scripps Foundation Wire*

An average of 84 percent of college freshmen at state flagship universities return for their sophomore years. That number has remained steady since the 2005-2006 academic year. From 2005 to 2010, the school with the highest average retention rate was the University of Virginia, 97 percent. The University of Montana had the lowest, just under 72 percent.

The average for state flagship institutions is higher than the national retention rate of two-and-four year colleges and universities, according to figures released in January by ACT.

The nonprofit test and research group found that 67 percent of all first-year students at U.S. two- and four-year colleges

re-turned for their second year in

2010. ACT's annual survey collects data from more than 2,500 schools.

"Retention rates haven't changed since even before we started collecting them in 1983," Wes Habley, ACT's principal associate of educational services, said. "According to our data, literally 1 out of 3 students who enter school in the fall won't return a year later."

ACT concludes that this is partly because more students are going to college.

Experts say enrollments have risen because of the large baby-boom echo generation, higher population and people who want new skills to compete in the current economy.

The Scripps Howard Foundation Wire collected data about one public university in each state, the campus the state designated as its flagship, four-year school. For states without flagships, or for those with more than one, the SHFWire chose the public university with the largest enrollment.

Data were collected from the Department of Education's website, the "common data set" of forms filled out by most universities, university websites, officials at campuses and other organizations that study higher education.

The balance between access and success can be a double-edged sword, Serge Herzog, director of the University of Nevada, Reno's Office of Institutional Analysis, said. State universities have a mission to give residents as much access as possible. These universities are faced with setting admission requirements that don't turn away too many students or admit those who are unqualified.

"We do get students that aren't prepared, and it doesn't matter how many resources you use on these students," Herzog said. "Chances are you are wasting resources trying to retain them. Some students are better off going to a two-year school and becoming prepared for a four-year."

Every school has its own solution to keep students enrolled. Herzog said that if schools can identify at-risk freshmen early, they are more likely to become

sophomores.

He developed a system to generate "risk scores" for each freshman. Data such as a student's high school course work, entrance exam scores, credit hours and socio-economic factors are better predictors than a counselor's subjective evaluation.

UNR's retention rate has increased from 75 percent in 2005 to 80 percent in 2009, then dropped to 79.4 percent in 2010

"It's easy to talk about retention, but it's hard to implement an intervention program that really helps target these students," Herzog said. "We get close to 2,500 new freshmen every fall. That's way too many for one individual to have a sense of what students to talk to."

Even schools with high retention

## But at all other schools, a third of students won't return. Many are simply underprepared.

rates, such as the University of North Carolina at Chapel Hill, find there is room for improvement. In the fall of 1998, UNC's freshman retention rate was 94 percent. The next year, UNC began efforts to "reinvigorate" its undergraduate programs, said Bobbi Owen, senior associate dean for undergraduate education.

Her job was created to deal with undergraduate issues such as retention. At such a high rate of retention, even the three percentage-point increase that UNC has made and sustained over the last five years is noteworthy, Owen said.

UNC is one of 17 public universities in the state system and can afford to be selective. It admitted about 32 percent of applicants in 2010. But in smaller states, flagship schools admit a greater percentage of applicants to fulfill the state's education mission. The University of Wyoming is the state's only four-year public institution, and it has a 95 percent acceptance rate. UW's average retention rate since 2005 is 73 percent.

Many UW freshmen may not be as well prepared for college course work as those at other institutions, Sara Axelson, UW's vice president of student affairs, said. There is a direct correlation between high school education and retention, she said.

The state is working to give school districts incentives to prepare students for college by creating a scholarship system based on high school grades and curriculum.

The University of North Dakota, another small-state school, has had an acceptance rate of more than 70 percent since 2005. UND increased its retention rate from 75 percent in 2007 to 79 percent in 2010, mainly through scholarships, student organizations and additional counseling.



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## Teachers teach, right?

Tom Mauro  
*Campus News*

As a person who tries to see most things in shades of grey... There was always one thing I saw in black and white. A student wants to learn, a knowledgeable professional should teach... right? Well, I thought so... but as I've learned, I'm somehow wrong on this one. Go figure.

I always try to help where I can. If I know how to... I want to spread the wealth. Well isn't that what professors are paid for? Could have fooled me. Not to say this as a blanket statement... by no means. There are many great professors at my college. Some others are a little too comfortable on their high-horse.

For example, there is one specific professor who by student AND professor accounts truly has a problem. His demeanor is condescending and he will not be "bothered" with students he believe are below his level. I never knew teachers could cherry-pick their students? Don't students go to college to learn something new? Last time I checked, students did not attend college for kicks.

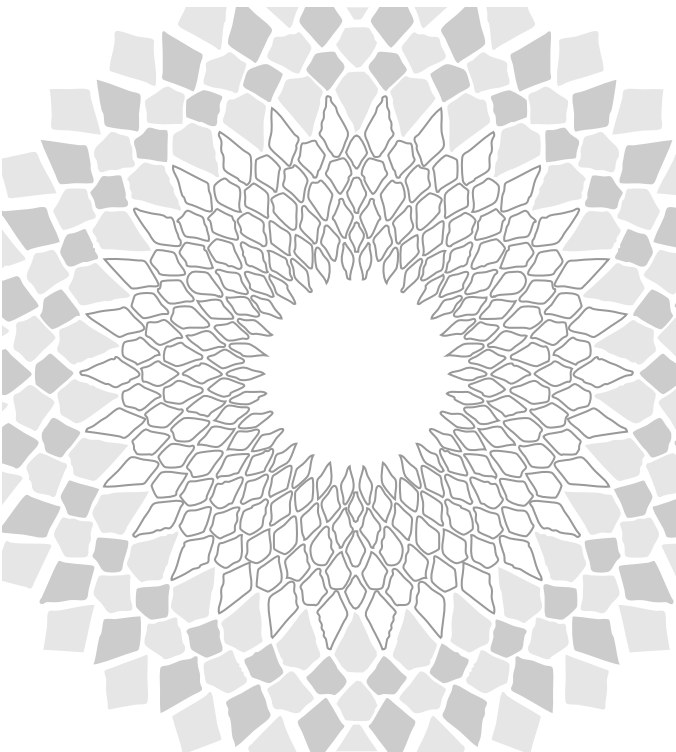
Naming a specific example: Once when asked a question by a student after class, he curtly recommended that the student take a paid lesson from him and stated this student was wasting his time. Since when is a student's question a waste of a professor's

time? Aren't students kind of who keep professors in a job? If a student wants to take continued lessons from a professor outside of class, great. But a professor should never bait a student in the manner displayed. Aren't students paying enough in tuition and books already?

The evidence of this truth is that the student involved was me. As well, I have seen this instructor countless times do this to other students. Furthermore, I have heard far worse stories (like failing an entire class). But the best would be when other professors say the same things that students are saying about this professor. In an economy where I've seen quality teachers/professors shown the door, how can someone like this have a job? It's really disgusting that things like disrespect, self-interest, callousness and ego are the makings of this professor.

Post-word: Please understand, I am not writing this as a witch hunt. Nor am I trying to burn a professor who failed me (I've never failed a class). Simply put, I am tired of a bad professor's actions not having proper consequences. If a student is subjected to the consequences of their actions, shouldn't professor be held to the same standard? In black and white, teachers teach and students learn.





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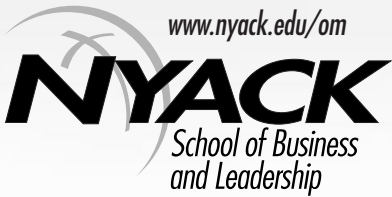
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# Expensive books (cont. from cover)

tion of what the campus bookstore charges.

In my 14 years of teaching, I’ve only had about a half a dozen students contact me about the book(s) before the class began, but it’s a smart move (and also an icebreaker for the student to begin a conversation with the professor). For example, a freshman Italian book, “Oggi in Italia,” is \$97 in the campus store. On half.com, it’s \$15.21. A basic math text, “Elementary Statistics” by Allan G. Bluma, is under \$24 on half.com but \$165 new and \$124 used in the campus store for the same exact book (you can tell by the unique ISBN number). These examples are the norm. Try researching this yourself with your textbooks.

In my own area, English, “The Norton Field Guide to Writing with Readings” is as low as 50 cents on amazon.com. That’s CENTS, not dollars! It’s over \$80 in the bookstore. That’s some expensive cellophane wrap!

Campus bookstores bank on the natural laziness of people. Professors too lazy to insist on assigning affordably priced books and students too lazy to go beyond the campus to save

course. It’s under \$20 (\$6 used). If a professor were to assign that book, the campus bookstore would be obligated to stock it (and sell it for the cover price, at most). So a student could still get the book on campus.

Perhaps an inventive instructor could also toss a Spanish language newspaper or two in there for students to translate. Another dollar? Most former Spanish students I’ve met barely remember more than the word “hola” soon after the course has ended, so why not try something different?

I know when I was a student, I used to take textbooks less seriously – they are SO generic – than REAL books. Perhaps using real books will have a better effect?

One real book I used to assign in my Freshman Composition classes is out of print, but I’d tell students to get it online. It is the “Penguin Book of Contemporary American Essays” edited by Maureen Howard. It’s 75 cents on half.com and there are plenty of the books listed there. Published in 1985, it has four or five timeless essays that work perfectly in a community college freshman composition class, including Joan Didion’s “On Keeping

## There’s no real reason as to why professors assign pricy books

up to \$100 per course or more (true, some students get financial aid that includes the cost of books, thus the gouge, but what’s everyone else’s excuse)?

### Using Old Books, a Change in Philosophy

When my daughter neared reading age, I found the first book I’d learned to read, “Pug,” for a few bucks on ebay and used that to teach her. A decade later, when she was considering taking a Spanish course in her school, I found the book I’d first learned Spanish with, “Churros y Chocolate,” on half.com for maybe a five-spot plus shipping.

I figured these books worked for me; why not use them with my daughter? Surely English and Spanish languages haven’t changed much in my four decades. Surely, there was no groundbreaking revolution in that time in how to teach these languages.

But if you’re taking Intro to Spanish at a local community college, the book, “Mosaicos,” is \$160 new (\$120 used) with a required manual at an added \$74 (\$55 used) for a total of \$234 (\$175 used, if you’re lucky enough to find used editions in the bookstore).

If you MUST get these books, you can find them for \$33 and \$11 on half.com for a total of \$44. Save \$190! What could you two with two c-notes? Maybe get pretty good seats for you and a significant other at a Broadway show or Yankees game. Have fun!

But, professors should know they are not obligated to assign new textbooks pitched by publishers. Any book in print with an ISBN number should do.

At Borders, a book titled “Read and Think Spanish” is over 200 pages, comes with a CD, and would be fine to use in a typical Spanish intro

a Notebook.”  
I would give the students a couple of weeks to get their copies, and then start introducing the essays to the class, which were great conversation starters as to the basics of writing.  
You can’t judge a book by its price.

**Free Books**  
Of course, there are free books, too. Project Guttenberg has plenty of public-domain classics on its site. As well, professors are adding to this movement with “open-source texts.”  
Mathematics professor Rob Beezer at University of Puget Sound in Washington State is one of the trailblazers in open source textbooks. He has put his book, “A First Course in Linear Algebra,” online where students can access it for free. It is an introductory textbook designed for university sophomores and juniors, but is also used in community colleges and high schools.  
It is among the texts recommended to California high schools under the Governor’s order that free online textbooks be made available in state schools. Quite a number of professors across the U.S. are now using his book, his college’s publicity director told me via email.

So I wrote to Professor Beezer. Here’s the transcript:  
**Me:** Do you find college instructors increasingly assigning your book?  
**Beezer:** Have a look at <http://linear.ups.edu/adoption.html>. [I did – about two dozen professors are using this free text for their courses.]

**Beezer:** This is an incomplete list, and I have not poked around yet this spring to see where it is being used. I did have a report it was being used at



## Transferring (cont. from cover)

“Adelphi University truly values its transfer students. We enroll almost as many new transfer students each year as we do new freshmen.”

Among the CUNY schools, Queens College offers the opportunity for students to transfer while also offering a lower tuition cost than a private school. There is an online form to fill out and help with the procedures. The school also offers The Search for Education, Elevation, and Knowledge (SEEK) program. This strives to help academically struggling students as well as those economically disadvantaged that need extra support. It specifically caters to students who are transferring from HEOP, EOP, College Discovery, or similar programs.

No matter which college a student chooses to transfer to, most offer support programs and meetings with counselors to make the transition easy. For quick information, check out each college’s website for a section devoted to the transfer process.

# We pay our writers!

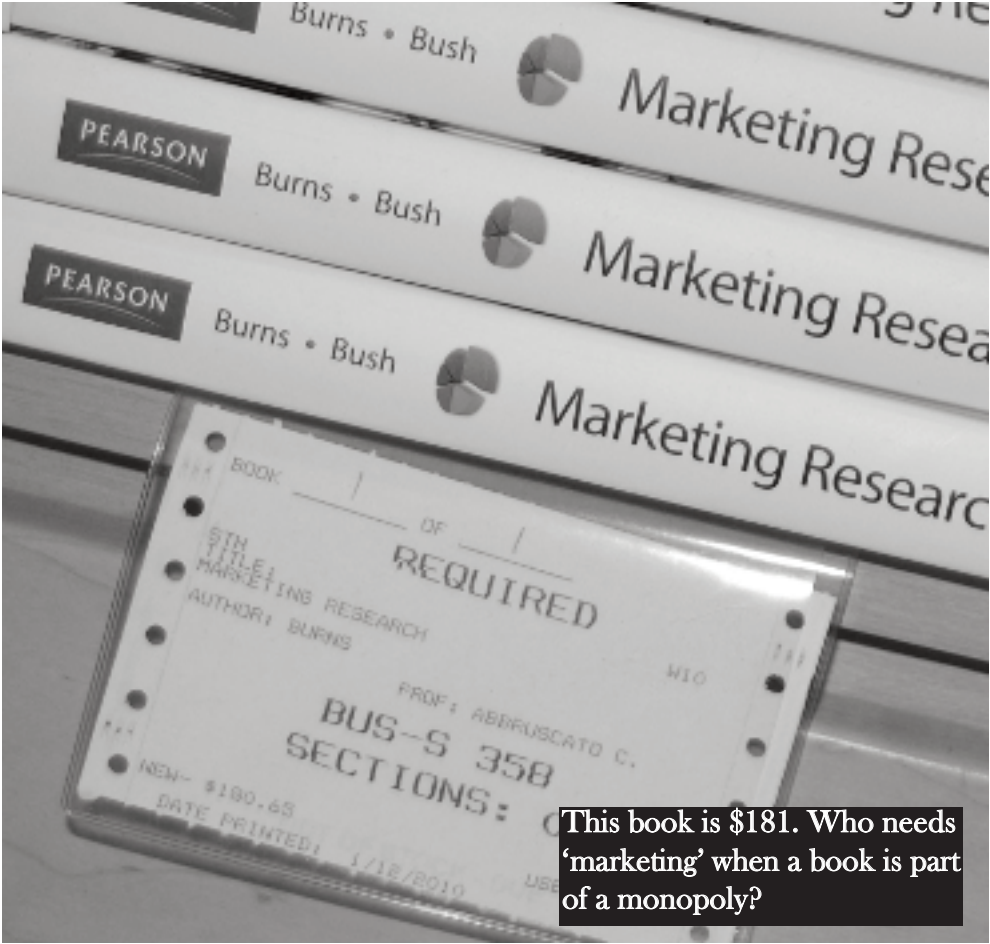
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Yale, but the instructor did not want me to post a link to the course on the adoption page.  
**Me:** Any pressures from the textbook industry?  
**Beezer:** No. Some inquires from publishers (FlatWorld Knowledge, Eleven Learning) about my material, but they use “non-commercial” clauses in their licenses, which I do not use. I am

continued on the next page





# You meet Mr./Miss Perfect. Now what?

Craig Sarich  
*Campus News*

When you're in college and beginning to get your life underway, there is pressure to date. Dating is tough. You want a girl who is nice enough to give you a shoulder rub without expecting one in return, but not too nice enough where she gives away her bank account. She can be attractive to the point of being cute, but not too hot where your friends are drooling over her. She should be smart, just as long as she's not smarter than you. This pretty much pulls me out of contention with any of girls at New Paltz.

Dating isn't any easier for women. I was talking with a female friend of mine, and she told me that finding a guy is a lot like choosing a stall in a public restroom; you take the one that is unoccupied, doesn't smell too

bad, and needs the least cleanup. So, with regard to dating, men and women have different views on it. If you think about it, it's a wonder there are any couples at all. When driving, guys constantly switch lanes while women pick one lane and commit to it. Get a remote control in our hand and you'd think we're playing hot potato with the channels while women pick one channel and seem to watch it for hours. When I order my meal at a restaurant, I still have to look at what the other guy has on his plate even though the waitress has taken away my menu. We can't commit to a lane on the parkway, a television channel, or even a meal. And women wonder why we have trouble committing to a relationship.

I was in a relationship a while back and it went on too long. The reason I know this is because when she asked what my fantasy was, it involved Heidi Klum, a bottle of baby oil, and a hula hoop. Hey, it's my fantasy. And my girlfriend was in it; I didn't leave her out. The problem was she was standing by the bed holding my pants. And to add to that, she was an earth sign and I was a water sign. It made for a real messy relationship, and I have white carpets.

So, if I can't sustain a relationship, kids are probably out of the question. I'd like to have kids someday. But first I have to get the right girl drunk enough long enough to say "I do." And we all know that women change their names when they get married. Even when they get engaged, this is the guy "marking his territory" with a ring. Everything is about letting everyone know that this is our property. Relax women, be thankful were not dogs; they have their own way of marking territory. If you think about it, marking your territory is not that much of a problem in some states in the South, which will remain nameless. Everyone already knows she's your sister, and there's no name change to worry about. And at the wedding, you cut your costs in half with only one family attending. Which side do you sit on in the church?

So, after the wedding come the kids. But before you have kids, you first have to have the pregnancy. Not only do you get bad writing from me, but I teach you about the circle of life. Disney has nothing on

me. I saw a friend having a baby, and they call the birth process the delivery. To me, a delivery is when the Fed Ex guy knocks at my door in a nice neat uniform with a clean package. This was more like 'Delivery' if you ask me. I was looking around for rubber gloves and a mop, that is until the squealing started; then I ran for the door. And we've all heard of the books "What to Expect When You're Expecting" and "What to Expect the First Year." Well, my parents just bought the book "What to Expect when Your Child is a Wanna-Be Writer and Has Decided to Move Home." Chapter 1-He Borrows Money; Chapter 2-He Borrows More Money; Chapter 3-How to Change the Locks and have a Garage Sale with All of His Stuff to Recoup Some of Your

Losses. Don't get me wrong, I do have a promising career as a writer; it's promising to

leave me broke. But you may have the privilege of me serving you coffee at Starbucks. Let me know how you like it.

Now, I have often thought of having kids sometime in the far away future. In having children, I know I'd have to explain some idiotic rituals we have in this society. One of these is Halloween. The whole concept of Halloween is quite interesting. I see the first conversation with my kids going something like this: "Now listen Bobby, I know we're doing well as a family. We have a 3000 square foot house and a BMW and an Audi. But what we need you to do is - How do I put this? - I need you to go out to all of our neighbors and beg for candy. And so no one can figure out whose kid is a beggar, we need to disguise you with this goofy costume. OK, do you think you can do that?" The funny thing about this is that we'd send our kids out wearing \$100 worth of garb and they come back with \$5 worth of candy. It doesn't seem like a sound investment. As long as no one can tell who they are, I might have them ask for a VCR, a plasma television, and a pair of socks without a hole in them.

So after Halloween, the next major holiday to get some free stuff is Christmas. And Santa is the figurehead for this holiday. How did that happen anyway? "Okay, we have the birth of a savior - who caused a spiritual revolution - and continues to inspire 25% of the world - who should we choose to adequately represent the coming of the Messiah? Hmm, an overweight jolly fellow with a bowl full of jelly for a stomach - long lines at the stores, hot lights on a dry tree, a ten-year-old hot-potato fruit cake and overeating until we puke - that makes me feel connected with my creator; the person who came to save us from our sins.

The concept of a real Santa Claus in today's day and age probably wouldn't work. Picture this: You wake up at 2 a.m. on December 25th when you hear a noise downstairs - in the kitchen, a fat man in a red suit is rummaging around for milk and cookies - 20 minutes later, the police have him handcuffed face down on the tile floor checking his pockets for weapons. I wonder what he got Jesus for Christmas? Did he deliver it himself or send it FedEx?

## Fast forward to having a kid and idiotic rituals



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## Expensive books (cont. from page 5)

not sure what sort of pressure they could bring to bear. It's a free country. :-)  
Conversely, I hope the existence of open textbooks brings pressure on them to lower prices, release electronic editions without digital restrictions management (DRM) and refrain from releasing unnecessary new editions.

**Me:** I've taught journalism and writing related courses for 14 years and, except in the early years when I didn't know better, have gotten away from the idea of using new books that have to be bought in the campus bookstore. For journalism, I have students buy different newspapers each week, and we study those along with a common stylebook. Maybe total cost for reading materials for the student is \$25.

**Beezer:** Many topical courses (political science, business, etc.) are going that way. For me it is the opposite. How much has calculus changed in the last 50 years? Answer: not much. Let's get some good open textbooks out there, and refine them until they are the best possible choice.

### **Making a Stand**

Ultimately, it's up to professors to make a stand - for their students.

Textbooks are usually a bore, and outrageously priced. Professors: Hit the B. Dalton and find some real books to assign students, at a fraction of the cost. Liven up the class, and also allow students to pocket a few extra bucks.

I once considered writing a textbook - on Practical Writing. I'm convinced that learning the art of practical writing (communiqués, business reports, etc.) is a great way for freshmen, especially those with confidence issues, to hone their skills and become competent communicators. It's a good foundation for college writing, and a textbook on the subject hasn't been written in decades.

I approached a textbook company - they couldn't care less about the importance of the book or its quality. They simply wanted to know how many students I'd have each semester and how many I could force to buy the book. It was simple math to them.

They'd pay me a couple of grand and have unlimited rights to the book. I wouldn't see a dime after that.

I'm not a sucker. And I don't treat my students like suckers.

Here's hoping other professors follow Prof. Beezer's and my examples.

Write to us -  
[cccn@twinforks.com](mailto:cccn@twinforks.com)



# On campuses, gender stereotypes linger

**Sara Dorn**  
*Scripps Foundation Wire*

Women are climbing the ladder in higher education faster than their male peers, but men tend to dominate campus culture from the classroom to dating.

More women are applying to college, and they are accepted at higher rates. Twenty-seven of 50 state universities in a study by the Scripps Howard Foundation Wire have been admitting majority female freshman classes since 2005.

The universities of Delaware, Georgia, North Carolina, South Carolina and South Dakota have had at least 57 percent female first-time freshman applicants since 2005. These five schools have the highest proportion of female applicants.

SHFWire collected data about one public university in each state, the campus the state designated as its flagship, four-year school. For states without flagships, or for those with more than one, the SHFWire chose the public university with the largest enrollment.

Data were collected from the Department of Education's website, the "common data set" forms filled

out by most universities, university websites, officials at campuses and other organizations that study higher education.

Experts say the trend toward higher female enrollment begins well before college. Barmak Nassirian, associate executive director of the American Association of Collegiate Registrars and Admissions Officers, said many boys ruin their chances of making it to college because they are less likely to enroll in college-preparatory courses in high school, more likely to become distracted by sports or take other career paths, such as the military or a family business.

"When you compare high school course taking, they're not keeping up with girls, and girls outperform them when it comes to admissions," Nassirian said.

Only 10 schools have had majority male freshmen classes every year since 2005, including the University of Colorado. Bronson Hilliard, a CU spokesman, said the Boulder campus attracts men because of its business and

engineering schools and the thriving outdoor sports scene.

Thirty-five of the 50 schools studied had more female than male applicants in fall 2010, and 42 accepted women at a higher rate.

Richard Whitmire, author of "Why Boys Fail," said this puts girls at a disadvantage.

"High school girls are forced to earn higher grades to compete for spots in selective colleges, and guys are allowed to get away with far inferior performance and still get into those same colleges," Whitmire said.

freshman class less than 58 percent female. About 60 percent of applicants since 2005 have been female. The university accepts 30 to 35 percent of both male and female applicants.

"The chilly climate is produced by a society that's built on male power and privilege," Bickford said. "Often it's about stereotypes that people bring to the table. I think we're just used to listening to what men say and not what women say, so I think that factors into the classroom."

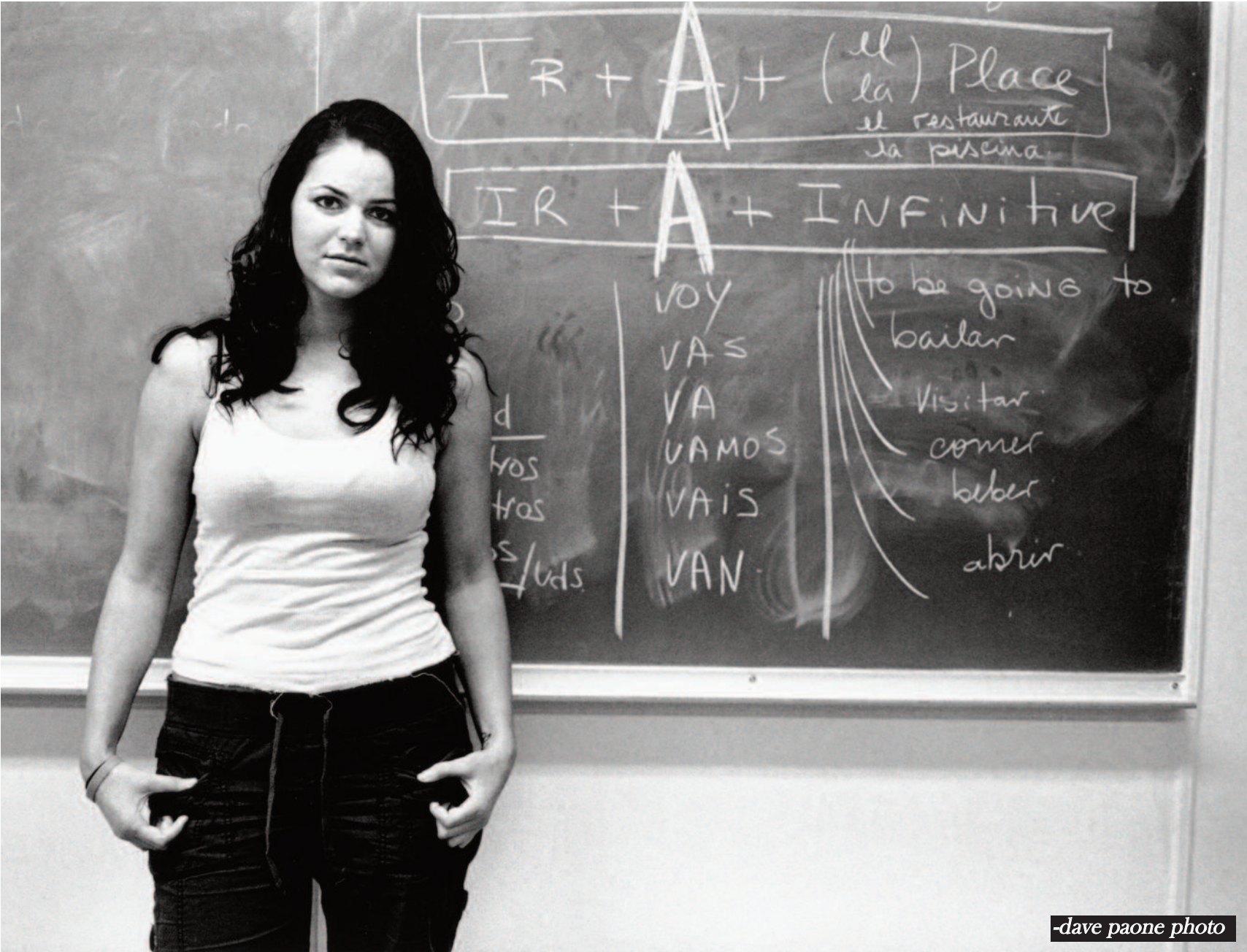
It also factors into student leadership. UNC's Student Government Asso-

are women, and every year since 2005, except 2006, the freshmen classes have been more than 60 percent female. Half of fall 2006 freshmen were female.

"If guys screw something up, they can move on to someone else if they want," Harper said. "They definitely feel like they have plenty of girls to choose from. They don't have to be as polite or make you feel as welcome because they don't really feel the need or urgency."

Whitmire's research supports Harper's claim.

"For the women, many of whom are drawn into the dating competition, the



-dave paone photo

Even with more women on campuses, gender stereotypes remain. Marianne LaFrance, a Yale psychology professor who researches gender and social interaction, said gender gaps can accentuate primary differences between the sexes.

"The way our minds work is when a group is in the minority, they tend to stereotype the other group more. You don't notice differences between groups when there's equal numbers," LaFrance said.

Donna Bickford, University of North Carolina Women's Center director, said women at UNC frequently experience "chilly climate issues" in the classroom and complain to her about them. Chilly climate is a widely used term describing classroom situations that make women feel inferior to men, such as being called on less often, interrupted when they talk or ignored by instructors.

UNC's fall 2010 freshman class was 60 percent female, and over the last five years, the school hasn't enrolled one

ciation president this year is a male student. Of the 31 schools that enrolled majority female freshmen classes last fall, 11 have female student body presidents.

Outside the classroom, men are taking advantage of the large selection of women to date. Five experts and three female students at majority-female schools (two from UGA and one from the University of Vermont) said the imbalance causes men and some women to be more promiscuous. Every UVM freshmen class since 2005 has been at least 54 percent female.

"Whatever sex is in the minority tends to have more power, because they have more alternatives," LaFrance said. "The majority group doesn't have that power and may have a reinstatement of classic gender roles, and women may toe the line a little bit in terms of what's expected of them."

Emily Harper, 22, a senior history major at the UGA, said UGA men are guilty of these behaviors. Fifty-five percent of full-time undergraduates at UGA

influence of the gaps can be demeaning, and they're trying things to attract and hold a guy that they wouldn't normally do," Whitmire said. "It's not healthy."

Even at schools with more men, however, women are going to extra lengths to attract men. West Virginia University hasn't enrolled a majority female freshmen class since before 2005.

Kasi Jackson, West Virginia University Women's Center assistant director said WVU attracts male applicants from out of state, many attracted to the school's football program, and that young women in the state often remain home to work in family businesses.

"My observation here is that there is increasing pressure on men and women to adopt stereotypical gender roles, particularly when it comes to sexualization of appearance," Jackson said. "That's something my students do talk about. They feel pressure on their appearance. I think it's part of a larger cultural trend."



# Review: JB Smoove takes Manhattan

**Laura LaVacca**  
*Campus News*

JB Smoove, who plays Leon Black of “Curb Your Enthusiasm,” headlined at Caroline’s last month. Smoove was also a writer for SNL and had reoccurring roles on the late night show as well as “Everybody Hates Chris.” His movie credits include “Mr. Deeds,” “Date Night” and “Hall Pass.”

Opening the doors to that world famous Caroline’s had to feel good to any comedian taking the stage, because it felt pretty good to me! After descending stairs, the theater opens up into a bar and lounge area where food and drinks can be enjoyed before the show. Once a second set of doors opens, you know it’s time for the laughs.

The theater is a lot more intimate than one might expect. Tables line the stage area and with one extension of your hand you can reach out and touch any fa-

mous comedian that may be up there (a good and a bad thing albeit for crazed fans).

The show opened with two beginner comedians, the second of whom had the crowd roaring with his skit on Italian-Americans. The crowd laughed as he mocked “Jersey Shore,” hitting a chord with all those in the room who probably tune in every week.

After some time, JB Smoove finally hit the stage. He came on rocking out to G-Unit’s songs, dancing and waving his hands wildly. He already had us.

His set was about an hour and a half. He made fun of everything from California to his own relationship with this wife. His act was very reminiscent of the character he plays on “Curb Your Enthusiasm.” He’s an adult who acts like a teen, yet his exact age is impossible to tell—and it all just works.

Improvisation is always a funny part of the show. At one point, Smoove

broke a chair and declared that he knew it was “17.99” because he had done it several times before and Caroline’s had made him pay.

Being a big “Curb Your Enthusiasm” fan, I did want some references to the show or at the least Larry David. Smoove didn’t provide any, but his set did leave me with pains in my side.

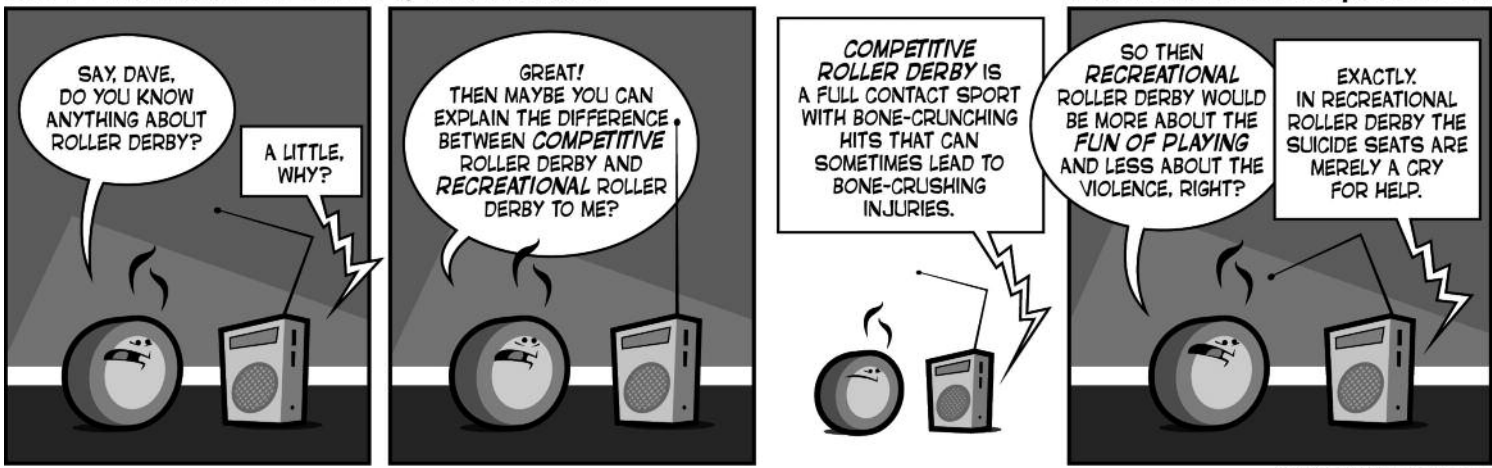
After the show, Smoove signed T-shirts and took photos. At one point, I held my camera up to snap a candid shot, and he was nice enough to pose.

Smoove was not only an entertaining act, he was a guy who took time to talk to his fans, answer questions and overall seemed to be appreciative—which only made his act that much better.

Be sure to tune into the new season of “Curb Your Enthusiasm,” which is currently being taped in Manhattan.



**SMALL MARKET SPORTS** by Bill Charbonneau



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# A fallen soldier's mother implores Obama

**Melvin Felix**

*Scrapps Foundation Wire*

Shortly after Janice Chance's son enlisted in the Marine Corps, she dreamed she saw him lying on a stretcher. Ten years later, Marine Corps officers knocked on her front door to inform her that her son had died in Afghanistan.

"I didn't want to see you, but I was kind of expecting you," she says she told them.

She was now a Gold Star mother – one who has lost a child to military service. Her son, Capt. Jesse Melton III, is one of the 5,957 soldiers to have died in Afghanistan and Iraq. He died Sept. 9, 2008.

Chance, of Owings Mills, Md., was at the White House in April as first lady Michelle Obama and the vice president's wife, Jill Biden, launched the Joining Forces campaign, a national initiative to honor and support the families of members of the armed forces. The president and vice president also spoke.

"Joining Forces is a challenge to every segment of American society to take action, to make a real commitment to supporting and engaging these families," Obama said.

She said several companies, including Sears, Kmart, and Sam's Club, will do their best to provide jobs to spouses of military personnel who move to new duty stations. Siemens will set aside 10 percent of its open positions for veterans, and companies such as Hewlett-Packard and Microsoft will train military spouses in new technologies so they can start their own businesses.

Obama announced that retired general Stanley McChrystal and Patty Shinseki, wife of Veterans Affairs Secre-

tary Eric Shinseki, will be on the new group's advisory board. McChrystal, the former top commander in Afghanistan, retired after an article in Rolling Stone quoted him and members of his staff saying derogatory things about their civilian superiors.

Mrs. Biden, a university instructor, announced that the American Association of Colleges for Teacher Education has partnered with the Military Child Education Coalition to promote training for future teachers on how to best serve military-connected students.

"Imagine for a moment not just what these small gestures mean to a family," she said, "but what they mean to a soldier thousands of miles away who knows that someone is looking out for the ones he loves back home."

Vice President Biden said he and his wife discovered firsthand how small

gestures help military families when their son, Beau, was deployed to Iraq for a year.

"We learned at that time how much it means to those who are in a war zone thousands of miles away, knowing that their family is being cared for, that the next-door neighbor has offered to cut their grass while their husband is overseas," Biden said.

President Obama said that, for the first time, the well-being of military families is a national priority, and not just a Defense Department or VA issue.

"Behind every American in uniform stands a wife, a husband, a mom, a dad, a son or a daughter, a sister or brother," Obama said. "These families - these remarkable families - are the force behind the force."

He said his administration is work-

ing on about 50 specific commitments to improve the lives of military families, on issues such as education and veteran homelessness.

"I am thrilled with everything they're doing, and I will be a part of it," Chance said.

She joined the American Gold Star Mothers, a volunteer organization and support group for mothers whose son or daughter is killed in military service, nine months after her son was killed. She has since volunteered at Walter Reed Army Medical Center and other military hospitals.

"We're not a bunch of women sitting around crying," she said. "We turn our pain into something positive."

She said she hopes the campaign will help mothers who don't know how to reach out after losing their children in battle.



Janice Chance with a photo of her late son.

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# Some students still do it in the dark

**Dave Paone**  
*Campus News*

The current crop of college students grew up with digital cameras. Some may have a vague memory of a film camera from their childhood, but chances are digital is what they're familiar with.

Digital photography courses have replaced "traditional" photography courses – that is black and white pictures shot on film and developed in a darkroom – in high schools throughout the country. Newspapers and magazines print black and white photographs less and less.

Yet colleges still maintain working darkrooms, complete with enlargers, chemicals and running water, where students can develop negatives and print black and white enlargements.

Why?  
"I think that students in an academic setting learn an enormous amount by working with their hands and their eyes and the chemistry in a darkroom, and I think they learn more about light and shadow and more about composition and how to create a beautiful image when they're really hands on," said Professor Janice Mehlman, interim art department chairperson at Kingsborough Community College.

However, she also believes digital is part of the process. "It's very essential that you have both. It's a lot like learning to walk before you learn to run," she said.

She added that photography majors at KCC understand that some images need to be made digitally and others need to be made on film and printed in the darkroom.

KCC has the students take photo one, the black and white darkroom class, followed by photo two, either with darkroom again or with digital. That's followed by independent study and each student chooses either darkroom or digital.

"I think that having had the black

and white before the digital, the digital is that much better," said Janice.

There are about 200 students each semester at KCC who make use of the darkroom in 10 classes with five teachers and one darkroom technician. One of those teachers is Maureen Drennan, who teaches photo one.

"The first assignment is aperture, so it's very technical," she said.

That's followed by landscapes, "So we're moving a little bit away from technical but I want them to think about design and where you put the horizon line," she said.

The third assignment is shadows, textures and reflections and the fourth assignment is portraits of strangers and family and friends. The purpose of shooting strangers is to make the students feel more confident.

The fifth assignment is a self portrait and the last assignment is "A Day in the Life of You," where the students are to shoot what goes on in their day, all day.

Some people may argue that these assignments could be given in a digital class and there's no need for the darkroom.

"I think that with this process you learn good habits and you learn how to be exact," said Maureen. "Because if you're not exact, you can't go back.... If you mess



Monique Fungkhee -dp photos

up the developing process, that's it."  
Both Janice and Maureen believe the slower, meticulous effort needed to produce a quality photograph in the darkroom is actually a blessing.

"They get more and more focused. They get more obsessed in a good way. And compulsive, which you should be," said Maureen. "You

have to be neat and tidy, and you have to have a system in the darkroom," she said.

Dante Hutchinson is an 18 year-old, first-year photography major who had some experience with digital before college but is brand new to the darkroom. He feels shooting a roll of film with 36 exposures, as opposed to a memory card with a huge capacity, has made him a better photographer.

"I'm precisely choosing what I want to shoot and I'm being very tightly focused," he said. When it comes time to choose a route for independent study, he thinks he may choose digital, but will still continue to shoot on film and work in the darkroom.

Samantha Pietrunti has been undeclared for four years but now that she's halfway through her first darkroom class she's considering making photography her major. She's also considering going into crime scene photography.

Kingsborough isn't the only community college in the area that maintains a darkroom. Nassau, Suffolk, Westchester and LaGuardia each have one, as does Brooklyn College and Adelphi University.

LaGuardia Community College's darkroom houses 26 enlargers, including

one for 8x10 negatives. There are six classes for beginner photographers and each class is half darkroom and half digital.

But it's not just the beginners who use the darkroom there; other classes such as the commercial photography workshop, the studio lighting class, the intermediate photography class, the photo-journalism class

and the alternate process photography class all make use of the darkroom.

At Westchester Community College Center for the Arts, there four instructors who teach six photo one classes which utilize the black and white darkroom. Additionally they have six color enlargers for printing to a Kreonite KMIV color processor.

While the number of students voluntarily taking classes that involve working in a darkroom is impressive, there's always the cloud of termination hanging over the art departments.

Talk of phasing out darkroom classes at KCC started in 2007. When administration said everyone else is getting rid of their darkrooms, Janice's reply was, "Great! It's an opportunity to buy enlargers real cheap!"

"There's a magic about that darkroom," said Janice. It appears students all over the region get spellbound by that magic which keeps the classes full.

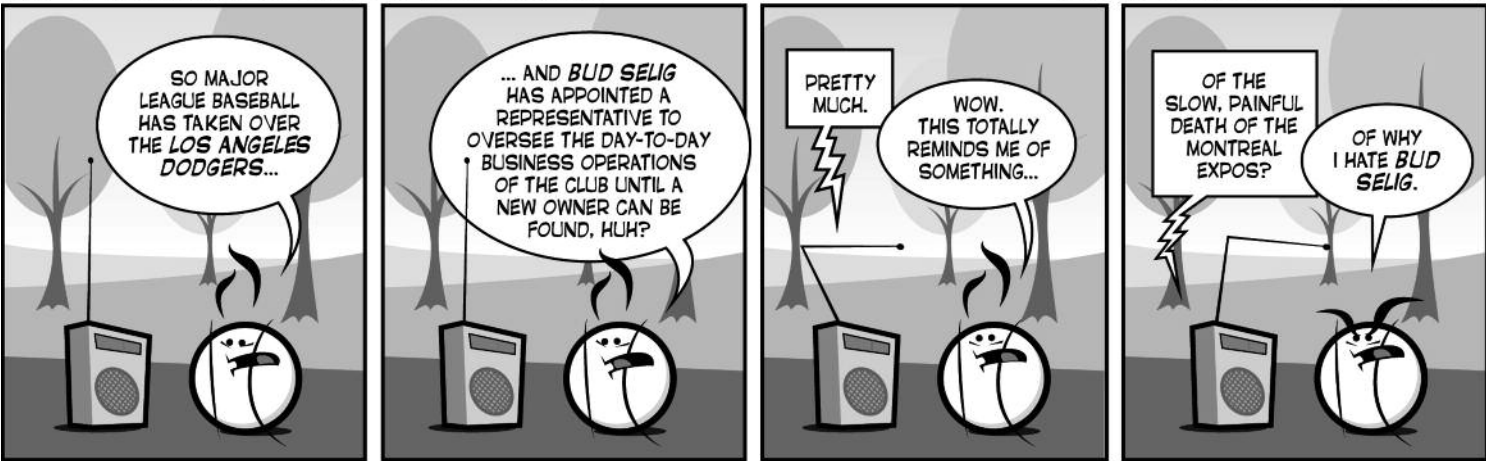
So for the time being colleges will keep darkroom classes part of their photography curriculum. The day may come when they're ancient history, but for now photography students still get to do it in the dark.



The KCC darkroom

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