

Community & College CAMPUS NEWS

Serving Colleges
in New York (LI,
NYC and Upstate)
and New England.

Volume 6, Issue 1
Take! Free on Campus!

Our student survival guide

September 2012

Mercy	2
The Arts	3
Government	5
New to You	6
Op-Ed	8
Places	14
Adelphi	20

Visit us at
campus-news.org today!



Lights, 6



Interns, 17



Ego, 3

Marie Frankson
Campus News

Hello fellow college students, welcome to another school year! This year will be filled with new opportunities for everyone, but with new opportunities comes new stresses. This article will explore tips to beat back-to-school stress and ways to have a great new year.

Preparing for classes after a summer of sun and fun can be very stressful for some, especially for new students. After you move in to your dorm or apartment or your bedroom if you're living at home is to set up a study space. Having a designated study space can encourage students to be more organized and to focus on their academics.

Another thing one should do is buy all of the course materials and supplies that will be needed. Purchase textbooks you will need online before classes start instead of purchasing the books at the campus bookstore. By doing this,

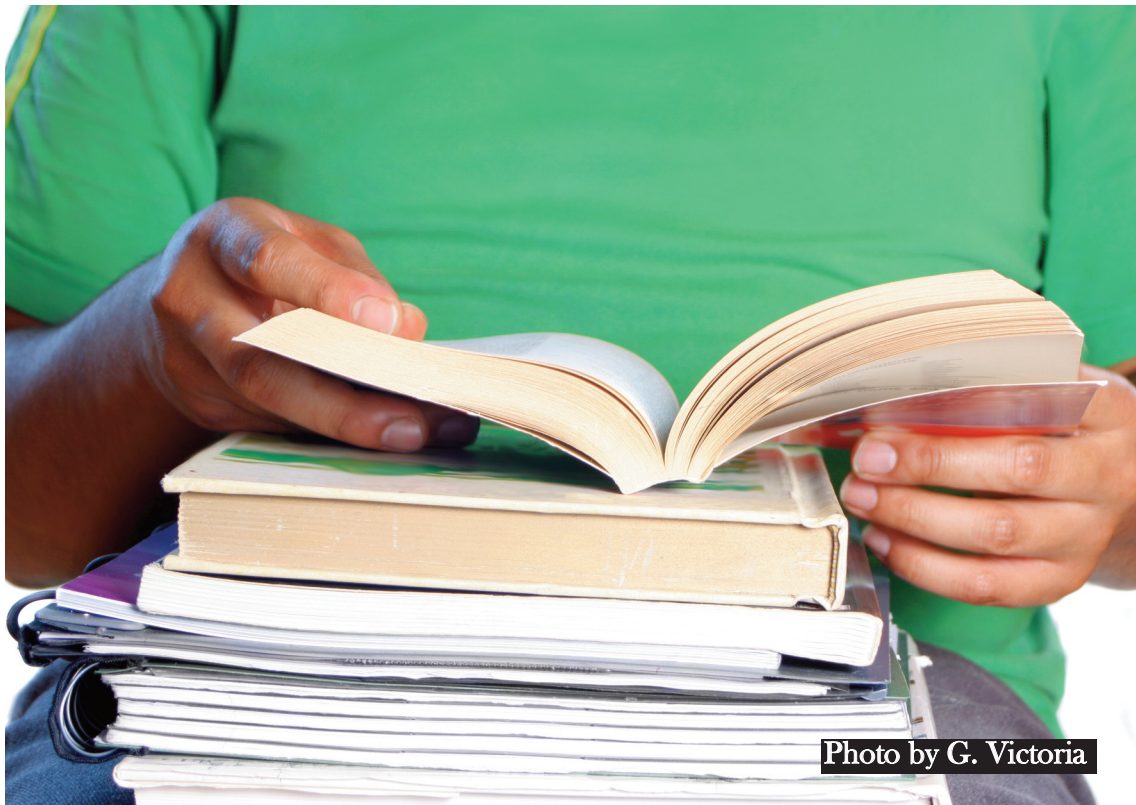


Photo by G. Victoria

you'll save money and won't

Some helpful tips for college students: Set aside a study space and discover your learning style.

have to wait in long lines to pay for the hundred and one books you'll need that semester. When it comes to supplies, I personally

find that using three ring binders and dividers aid in my organization. All of my notes for all of my classes are neat and in one place.

Also, I use acid-free paper and a BIC Atlantis black pen. The acid-free paper preserves pen ink longer than paper produced with

acid and the BIC pen never smudges and lasts really long. I've been using the same pen for six months and the ink hasn't run out yet!

For new students, it is important to get to know where your classes are located and how long it takes to get to each class. Nothing is worse than showing up to your first day of class late...well, except maybe showing

continued on page 5

Do textbooks have to cost so much?

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 apathy to a simple, corporate money grab. Hopefully this piece will shed some light as to why you are being overcharged 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 fraction of what the campus bookstore charges.

In my 15 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 a campus store. On half.com, it's \$15.21. A basic math text, "Elementary Statis-

continued on page 12

READY TO TRANSFER
STEVENSON
UNIVERSITY

COMPLETE YOUR DEGREE



Scholarships up to \$16,000 annually

Career-focused programs and a 96% job placement rate

Small classes and individual attention

STEVENSON
UNIVERSITY

Imagine your future. Design your career.®

Schedule a visit today.
Call 410-486-7001 or visit us at
www.stevenson.edu

Yellow Ribbon Participant

I AM MERCY EDUCATION.



I am *AJ Mullen* '02.

Anthony J. Mullen,
National Teacher of The Year

JOIN US. You will be in good company.

School of Education

All majors are combined BS/MS programs.

- Early Childhood Education, Birth–Grade 2
- Childhood Education, Grades 1–6
- Adolescence Education, Grades 7–12
- Bilingual Education
- Teaching English to Speakers of Other Languages
- Teaching Literacy, Birth–Grade 12
- School Building Leadership

www.mercy.edu | 877-mercy-go



What is this? The last American newspaper?

Darren Johnson
Campus News

Welcome to Community College Campus News!

Each new academic year around this time, Beloit College releases its list of reminders to college faculty about references that may not work with traditional-age freshmen.

For example:

They have never seen an airplane "ticket."

Robert De Niro is thought of as Greg Focker's long-suffering father-in-law, not as Vito Corleone or Jimmy Conway.

Point-and-shoot cameras are soooooo last millennium.

Yeah, yeah.

The goal is to remind professors that movies like "Pulp Fiction" may not be common knowledge when lecturing to today's classes.

Hey, teach' – don't make an allusion to a "Royale With Cheese" and the metric system.

But I began realizing in putting together this academic year's first newspaper, maybe you don't know what *this* is?!

Not just, "What is Community College Campus News?" but in fact, "What is a *newspaper*?!"

Maybe you are sitting there, reading this right now, trying to scroll to the next page, like that baby on YouTube.

Why isn't the page turning? (I apologize to you reading this on a tablet, who really can scroll).

And then the family and I took a trip to Atlantic City. Hadn't been there in years. One of my favorite things use to be going down to the Boardwalk and buying all the various newspapers from the boxes. Newspapers from New York, Philly, Trenton. I'm a writing grad with a journalism specialization. That's heaven for me.

But this time, I noticed that practically all the newspaper machines were gone, or abandoned and full of garbage.

As newspaper prices kept climbing, who carries that much change anymore to buy the papers, anyway?

Something similar happened to this newspaper in the past few years. I was totally content advising one college paper for a Long Island community college, but there was a significant emerging trend.

The journalism students no longer needed the school paper; they had

This paper is distributed to many community colleges and looks at trends we share.

blogs to post their work on now. Plus putting a paper together is a lot of work. Why bother if the end goal for such students is just to get "clips," electronic or otherwise?

Turns out, this trend took hold at community colleges across the country.

Student newspapers have fallen by the wayside.

It is happening at four-year colleges, as well.

I was about to move on, anyway, off the Island, so I had the idea of just taking my ball and starting a new team.

My students are all pretty loyal. They have gone on to run papers at four year schools, but they liked this idea and helped a bit. The paper stuck. Advertisers were with it from day one.

So this hits 20 community colleges instead of one. It really doesn't cover any one community college in particular, but looks at trends for students like you.

And it's completely free. No pocket full of coins needed!

Yeah, Beloit College has mentioned in its list in the past that students don't know much about traditional newspapers anymore, but this paper gets picked up in large numbers. It's way easier for a busy commuter student to pick up a paper and read it at his or her leisure than to expect him or her to spend down time on some blog site



amongst millions of blog sites.

So, welcome aboard. For returning students, welcome back. This is a newspaper. No, it doesn't scroll, but if you drop it, you won't crack the screen, either.

Please look for us each month. Consider writing for us, too.

Feedback is always welcome. Our facebook is "facebook.com/schoolpaper" and email is editor@campus-news.org.

Have a great semester!

Artist rekindles his love of comics and finds publishing

Chris Jessen
Scripps Howard Foundation Wire

Matt Dembicki started reading comics when he was 6 years old.

The son of Polish immigrants, Dembicki's first language as a child was Polish. To encourage him to read, and to read English, his mother bought him his first comics.

Dembicki collected and read "all sorts" of comics through high school, and he began drawing and writing his own mini-comics. His favorite books at the time included Alan Moore's run on "Swamp Thing" and Frank Miller's work on "Daredevil."

Now a published writer and artist, Dembicki's book, "District Comics: An Unconventional History of Washington, DC," from Fulcrum Publishing, hit shelves Aug. 7.

Though a comic book fan as a child and now, Dembicki said he lost interest during college. But 15 years later, on his first date with his future wife, Carol, he noticed her reading a copy of Neil Gaiman's "The Sandman."

His interest piqued, he began reading comics again. His love of comics was back, and he began writing and illustrating once more.

"District Comics" is a graphic anthology of the District's history, from its beginnings to contemporary times. Dembicki edited the book and wrote two of the stories, "Banned in DC" and "Ego Shine." He illustrated the latter.

The stories offer a unique perspective on D.C.'s history and were all researched using original and supporting resources, Dembicki said.

When "The Brewmaster's Castle" was well received by the Heurich House Museum, Dembicki said he realized there are a lot of other D.C. stories that need to be told.

"I think when people come to Washington, they think of politics, they think of the White House and the Capitol, but there's more to it. There's history here, there's local history, there's national history ... but maybe not the stories they're used to seeing," Dembicki said.

"District Comics" is not Dembicki's first published work. He has worked on solo and collaborative projects, including the 2009 Ignatz Award nominee for outstanding mini-comic "Xoc: The Journey of a Great White" (pronounced "shock"). He edited and contributed to the graphic anthology "Trickster: Native American Tales: A Graphic Collection," which was the 2011 Aesop Prize winner and a nominee for best anthology for the 2011 Eisner Awards, referred to as the Oscars of the comic book industry.

Dembicki is also a founding member of the DC Conspiracy, a local collective of comic book creators founded in 2005 that publishes mini-comics, collections and a free semiannual comics newspaper "The Magic Bullet."

For those who want to break into the comic book world, Dembicki said self-publishing can offer creators experience

in printing and financing and help build a fan base, all of which he said makes for "a better pitch for your book."

Jill Beaton, an editor at Oni Press and Dembicki's editor for "Xoc," said self-publishing is important because it lets people get to know every aspect of what goes into making a comic and how difficult each part of the job is, something editors at Oni Press like to see.

With the advent of print on demand, Dembicki said writers and artists can self-publish "pretty nicely."

"But how are you going to distribute it? That's the key, and that's why I think most people seek out publishers, because they have distribution channels," Dembicki said.

Beaton said exhibiting at conventions is a great way to get noticed by publishing companies. She said Oni Press staff members walk the conventions looking for new talent.

"You guys can exchange ideas and sometimes, maybe I can't make a show, but a friend of mine can bring my mini-comics and put them on his table when he does his show, and I'll return the favor later on," Dembicki said.

Evan Keeling is another founding



member of the DC Conspiracy, who Dembicki said has contributed to many of his projects.

Keeling, an exhibit specialist in graphics with the Smithsonian Office of Exhibit Central, said he wouldn't be making comics without being in the DC Conspiracy.

"The group helped in many ways. It was a resource that I could meet people like [Dembicki], who I've done a lot of work with," Keeling said. "But in other ways, I started improving my own work and my art has improved by leaps and bounds just from the time that I've been in the group."

Beaton said that, although it can be frustrating for self-publishers to get their work out there, it is worth it.

"The creative industry can be humbling and joyful at the same time," Beaton said.

continued on page 13

30 days of writing – are you ready?

Marie Frankson
Campus News

Leonard Bernstein said, “To achieve great things, two things are needed: a plan and not quite enough time.” And when it comes to National Novel Writing Month (or NaNoWriMo for short), that’s exactly what it’s like.

What is NaNoWriMo? NaNoWriMo is an event that takes place during the month of November to get people writing and maybe even to publish a work of prose. The premise is to write a novel with a minimum of 50 thousand words in 30 days. If you think that’s a feat, here’s how it really pans out: 50 thousand words divided by 30 days equals a minimum of 1,667 words per day.

That’s a lot to write though, so there has to be a catch or a prize or something. There is. The people who reach 50 thousand words (or more) win the event. Those winners get a code sometime in early December for a chance to get a free hard copy of the manuscript they spent all their time on. The code is valid until July and is for wwwcreatespace.com, a sister site of Amazon.com. The winner can choose page layout options, cover options, and can even make the book available to the public through sales channels on createspace.com, Amazon.com, and bookstores such as Barnes & Noble.

The event is free and open to anyone over the age of 13 all over the world and has every genre imaginable for participants to claim their novels as along with links to sites aimed at helping with grammar, spelling, punctuation, and other mechanics of writing...there is even a plot doctoring forum where people have left some ideas in case you can’t think of something to write.

So how did this literary adventure come to be? Freelance writer and founder of NaNoWriMo, Chris Baty, was kind enough to release a statement, “The very first NaNoWriMo took place in July 1999 in the San Francisco Bay area. That first year there was 21 of us, and our July nov-

eling binge had little to do with any ambitions we might have harbored on the literary front... No, we wanted to write novels for the same dumb reasons twenty-somthings start bands. Because we wanted to make noise. Because we didn’t have anything better to do. And because we thought that, as novelists, we would have an easier time getting dates than we did as non-novelists... If my friends and I could write passable novels in a month, I knew, anyone could do it.”

From a small group of 21 people, the NaNoWriMo craze exploded a couple of

years later, thanks largely to the bloggers. Said Baty, “I had

been anticipating 150 participants. Five thousand showed up. I blame it on the bloggers. Blogs, at that point, had yet to be discovered by the mainstream media, and I was pretty clueless about them as well. I knew of their existence, but I had no real sense of their power to drive massive amounts of traffic until NaNoWriMo began being hit by hundreds of pinpoint visitor-streams from websites I’d never heard of.”

In 2008, there was a record of 119,301 participants and 21,683 winners; in 2009, there was a record of 167,150 participants and 32,178 winners. What made people want to sign up and try their hand at writing a full-length novel in one month?

Mike Stone, a resident of Lake Luzerne in upstate New York said, “The main reason I was ever interested in the NaNoWriMo competition was due to one of my friends. I saw a young girl struggling with day to day life and writing it all down, and when the NaNoWriMo competition rolled around she thought it would be a good idea to enter it and write a book based on her diary. When she was

finished, she became the winner of the competition and her book was published and I own a copy of it, and I read it frequently. The NaNoWriMo contest is about more than just best friends deciding to join; it’s about the freedom of writing and expression that so few people take proper advantage of, and the NaNoWriMo contest gives young writers the motivation to get out there and participate in something like this, and create masterpieces like my friend did.”

Writing a novel isn’t exactly the easiest thing possible, many have tried and

failed. However, the key to being one of the NaNoWriMo winners is to write everything that

comes to mind — you only need about 1,667 words a day to make it to the 50,000 winner mark. To those who would like more sound advice, here are eleven tips and tricks to get you through 30 days and nights of literary abandon.

Use your five senses throughout your book to create realism.

Eavesdrop on conversations. This can help you create dialogue that makes sense and can show the interaction between the characters.

Write every day even if it’s just a few lines.

Don’t blab your story out to everyone. Only show it to those who will give constructive criticism.

Create sympathetic characters who readers will like. Think about what they want more than anything in the world. Then think about lots of things that can get in their way. Then there’s your story.

Raise questions early on in your book and delay the answers to make readers want to read on to find out.

Carry a notebook everywhere you go as you never know when inspiration will strike.

Don’t throw anything you write into the garbage. It may not work now, but years later, it may spark something off.

Write the first draft freely without judging it, then rewrite with the rational/critical side of your brain.

Read. Writers read. Writers read a lot.

Never give up. Persevere through rejection. Many famous novelists had their books rejected the first time around but were successful because they didn’t give up. Dr. Seuss’s first book was rejected 39 times before he got published...And now, EVERYONE loves his books.

Can you learn anything from doing this event? Sure. You’ll learn discipline — a professional novelist comes out, usually, with two books a year. Forcing yourself to write even when you may not be in the mood is like a runner training with ankle weights; once the extra weight comes off, it’ll be easier to get the job done. You’ll learn to ignore your inner editor. With a quota of four pages a day, you can’t afford to be a perfectionist and worry about comma splices in the wrong places or typos. Editing and revising is for December, the writing is for November. You’ll learn to lose control, which doesn’t have to be a bad thing. Forcing yourself to write something like this in this amount of time forces you to give up control and write whatever pours out. This, however, can cause wooden characters or unbelievable dialogue or unfathomable plot twists. All of that can be edited later into something readable without losing the spontaneity and realism in the rough draft. Sound difficult despite the advice? The goal is to write for quantity not quality, and you have nothing to lose if you don’t cross the 50,000 word finish line.

So, do you think you have what it takes to participate in NaNoWriMo 2012? If so, go to www.nanorwimo.org for more information and/or to sign up!

RCC photography talk looks at violence

Krista Wortendyke, who was born in Nyack in 1979 and now is a Chicago-based conceptual artist whose work examines violence through the lens of photography, will present two lecture/slide shows of her work at Rockland Community College on Wednesday, September 19, in the Technology Center Ellipse.

The daytime presentation, “Killing Season: A Conversation about Violence,” is sponsored by RCC’s Criminal Justice department. In 2010, Krista Wortendyke set out to track and photograph the site of every homicide in the city of Chicago between Memorial Day and Labor Day, a time she refers to as Chicago’s “killing season.” Once the crime scenes were processed and the red tape removed, she systematically photographed these locations. The 172 resulting images are shown as a data driven installation. Their form makes tangible the statistics that we gloss over in the news every day. Krista will give a slide presentation of selected images from the project while discussing her experiences and what she learned.

The evening presentation, “Violence Mediated,” is presented by RCC’s Humanities division. Krista’s images are the result of a constant grappling with the mediation of war and brutality both locally and globally. She will discuss her (re): media project, an exploration of the way imagery and information from movies, videogames, newspapers and the Internet come together to form our perception of war. She will also discuss her Interventions project, a series of appropriated historical images that have been altered in a way that forces the viewer into a new relationship with the content. She will also address her “Killing Season” projects as they relate to the mediation of violence.

Krista received her MFA in Photography from Columbia College in 2007. Her work has been exhibited at the Museum of Contemporary Photog-



Krista Wortendyke

raphy, Packer Schopf Gallery and David Weinberg Gallery in Chicago, SOHO20 Gallery in New York, and many other venues. Krista’s work is part of the permanent collection at the Museum of Fine Arts Houston. Krista is currently an adjunct professor of

photography at Columbia College Chicago. For more info: www.krista-wortendyke.com; <http://killingseason-addendum.blogspot.com/>; or <http://killingseasonchicago2010.blogspot.com>

Students ask Cuomo for role in reform

Orangeburg, N.Y., native Mark Svensson has joined student leaders from across New York State in calling for the addition of three students onto the New York Education Reform Commission.

Svensson joins student leaders across New York State to ask for place on reform commission

“Students have invaluable and unparalleled insight into the inner workings of schools,” students wrote in a letter to Cuomo. “Students must not only be heard, but also be put in a position where their ideas can be put into action.”

The students are requesting that two present secondary school students in New York State and one student who graduated from a secondary school in New York State and is currently pursuing higher education, be placed on the Commission.

“Students know best what works and does not work for them when it comes to education. Having students’ recommendations and insight is critical if we want to adequately address flaws in the system” said Svensson.

This past summer, the students received a vote of confidence from Governor Andrew Cuomo when he responded to their letter requesting student representatives be placed on the New York Education Commission.

Students will now have the opportunity to testify at every regional meeting and will work collaboratively with the

Commission members to ensure that the student voice is heard in their preliminary and final reports. It was agreed upon that the students will be able to submit their own reports should their voice not be heard in the Commission’s reports to Governor Cuomo.

Said student organizer and recent graduate of Great Neck South High School Zak Malamed, “This is a pivotal moment in youth engagement and education policy. New York has an opportunity set the bar for including students in the decision making process, as it works to fulfill Governor Cuomo’s mission to put students first.”

Cuomo established the New York Education Reform Commission in April with the goal of “bringing together nationally-recognized education, community, and business leaders to recommend reforms to the state’s education system in order to improve performance in the classroom so that all of New York’s students are fully prepared for their futures,” according to the governor’s website. Current members of the commission include Richard Parsons, a retired Citigroup chairman, Randi Weingarten, the president of the American Federation of Teachers, and Geoffrey Canada, founder and CEO of Harlem Children’s Zone.

To learn more about this student led movement visit StuVoice.org or join the weekly #StuVoice Twitter chat on Mondays at 8:30 p.m. EST.

Back to school (cont. from cover)

up to your first day of class late AND unprepared. Walk around a few days before classes start, that way the campus is quiet and you can let yourself wander in awe of the place where you will learn all sorts of new things and meet new people.

Now that you’ve set up a designated study space, gotten your course materials and supplies, and meandered around campus so you know where all your classes are, you can get to the fun parts about college.

The first thing that should be done when starting a new school year is to set your goals for the academic year. Setting goals is like having a road map—you know where you want to go and you have to follow a path to get there; those goals are your path. Choose a career or major that YOU want to do, not what someone else wants you to do. If you want to be successful and good at anything in life, you have to do what you love to do and be happy in your own decisions. Otherwise,

you’ll be spending money and time on taking classes for a major that you won’t do anything with after you graduate. If you’re not sure what you want to do, take general liberal arts courses that you will need to take for any major until you do figure out what you want to do. Another important thing that goes along with this is to write down your academic and short-term goals and review them daily. Some people write down their goals for a semester, others write down their goals for the year. Writing down your goals and reviewing them daily is a great way to be able to see if you’re on track for where you want to go.

Explore the riches of diversity.

Whether you attend a two-year or four-year college, whether it’s your first year or your last, you should always explore all the different things in and around your campus. When you open yourself up to new experiences, amazing things can happen to you.

Enjoy creativity. After exploring all of the different things in and around campus, you can enjoy creativity by joining a club you’re interested in. By becoming involved with something on campus, you can explore different interests you may have and meet people you otherwise wouldn’t have an opportunity to meet and get to know. Do you like to write? Join the campus newspaper (wink wink, nudge nudge). Whatever you like to do, don’t be afraid to show off your talents.

Discover your learning, and studying, style. There are many different learning and studying styles. There are three main types of learning styles: visual, auditory and kinesthetic learning. Visual learners tend to sit in the front of the classroom or lecture hall, take detailed notes, are usually very organized, benefit from illustrations or presentations that utilize a lot of color, and find passive surroundings ideal for learning. Auditory learners tend to sit where they can hear best, hum or talk to themselves or others when they are bored, acquire knowledge by reading aloud, and remember by verbalizing lessons to themselves so they can read maps and diagrams and conceptualize things like mathematical equations more easily. Kinesthetic learners tend to

talk with their hands and are very expressive when it comes to body language; this kind of learner learns more efficiently by being active in the class and using their hands and bodies, they usually strive in the fine arts, physical education, and even home economics and shop classes.

When it comes to studying styles, there are many and they all speak to what kind of person you may be. Some students like to study alone, others like to work with a partner or in groups; some like to use just their notes, and some like to use their notes along with textbooks, websites, and other such sources. No matter what your studying style, you should always take notes that are neat and organized so you can study more effectively.

Get to know the area. Almost the same as exploring the riches of diversity, you should get to know the area in which your campus is located. Maybe go to a library and read up on some local history, visit some

shops or cafes or see a movie. Whether you’re living close to home or far from home, getting to know the area where your campus is located is very important. When you venture out into your community, you not only get to know the area but you can even get to know some of the people who live in your community. Get to know your neighbors, get to know the regular customers in your favorite coffee shop, maybe travel a different way home from school or work one day just to see another part of town.

Make a difference. You may not think that you can make a difference in your college or in your community, but you can. Join a community outreach program where you’re involved in the beautification process of your community (planting trees or flowers) or maybe join Big Brothers, Big Sisters and be a mentor to a child. There are so many things you can do in your community and around your campus where you can help make a difference.

Take responsibility for your education. It may sound like a no-brainer, but people often blame their low grades on their professors. “The professor didn’t like me,” “The professor wasn’t a fair grader,” etc. The truth is, you get what you put into your work. If you were out partying all night before a huge exam and then get a bad grade on said exam, you have no one to blame but yourself. Your professor wasn’t the one who told you to go out and party all night, so he or she shouldn’t be blamed for your poor grade. Prioritizing is key in college and your education should always come first. After all, if not you, then your parents or someone else are spending money for you to get an education and they want to see their hard-earned money at work and most importantly, they want to see you succeed.

Have fun. Don’t take life and everything that comes with it too seriously. Drama passes, count your blessings, and remember that a regret is merely a life lesson that you didn’t learn from.

These are the building blocks to a successful first year in college. Use them wisely to go forth and to conquer!

Set your goals for the whole academic year.



ST. FRANCIS COLLEGE

THE SMALL COLLEGE OF BIG DREAMS



TRANSFERS!

EXPLORE YOUR OPTIONS

COMPLETE YOUR DEGREE
at St. Francis College and get what you want out of your college experience.

- **Generous transfer scholarship program**
- **Quick decision and transfer credit evaluation**
- **Flexible transfer credit policy**

Schedule a Visit Today!
718.489.5318
transfer@sfc.edu
www.sfc.edu



What’s FX’s loss is Netflix’s gain

Darren Johnson
Campus News

What makes Netflix shine are the long-form TV shows. Some of the shows on there, I have no clue where they appeared before and which network would even air them, but I try them out if they have more than 4 stars and hit “next” a good deal until they run out of episodes.

I’m currently in the middle of “Louie,” which is a bunch of shorts following comedian Louis C.K. around Lower Manhattan in a somewhat fictional world.

Just like “Seinfeld” had an episode for every possible situation – we all have encountered a “Soup Nazi” who runs a small restaurant, for example – “Louie” seems to operate in this same vein.

But the show is ultra-low budget. Shot with one camera, edited, written, produced and starring C.K., this proves that in this new era one doesn’t need a lot of money to make something decent that works on services like Netflix.

Researching this online, it appears that “Louie” is on the FX Channel. I guess that channel’s not on my radar, but I can’t see how that’s even possible considering how envelope-pushing the subject matter is. I guess a lot of people are not watching FX.

Like “Seinfeld,” the show usually starts with C.K. doing standup in a small club with a brick back-ground. However, C.K.’s humor is much edgier. He even kids about pedophiles.

An episode I watched last night was very funny – and, like the Soup Nazi, perhaps we’ve all been there. C.K., who is a divorced dad, convinces his young daughters to go on a road trip to visit an ancient aunt who lives in the country. She is a throwback, he tells them, to a time when people road in horse carriages and street lamps were lit by fire. She doesn’t even have a phone and only communicates by snail mail. This would be a first-person history lesson for them. The kids buy in, and when they finally get there, they are introduced to a woman who looks to be 100. Turns out, she is a racist, dropping the N-word in every other sentence. C.K. then has to explain that to the kids, who are pretty aghast.

“Louie” is a very short show, only about 20 minutes after the “Louie, Louie, Louie” theme song, and is perfect for a quick laugh or two before you go on to do something else.

‘Rocky,’ The Series
Perhaps the FX Network just dumped all of its shows on Netflix. Another one recently hit: “Lights Out” is a 13-episode boxing drama that chronicles a 40-year-old heavyweight former champ who falls into financial trouble and makes a comeback.

The show was cancelled by FX after one season as ratings dipped each episode, but it has nearly 5-stars on Netflix. Maybe that will prompt another comeback.

Maybe the problem isn’t the series, but maybe FX itself just isn’t all that great at planning and marketing, because “Lights Out” is excellent. Maybe it’s a rung or two below the top hour-long dramas, such as “Breaking Bad,” “Walking Dead” or “Dexter,” but still better than any drama on the broadcast networks.

“Lights” Leary (Holt McCallany) was a champion and lost his last fight, five years prior, in a controversial decision, after getting bad ringside advice from his father/manager. Seeing him a bit dazed after the fight, his wife, Theresa (Catherine McCormack), convinces Leary to retire with his \$11M purse. She has plans to go to medical school, anyway.

But five years later, Leary finds that his money had been mismanaged by his ethically challenged brother, and the IRS is closing in on him. At first, Leary takes some assignments from devious characters to be a bagman and break a guy’s arm who owes a debt.

Like “Rocky,” Leary is afraid of his wife, and willing to do whatever it takes to pay the bills. In fact, this film borrows a lot of ideas from “Rocky” and the Irish-tinted “The Fighter,” even a little bit from “Requiem for a Heavyweight.” The actual boxing scenes are weaker than those movies. Like in “Rocky I,” “Lights Out” had to black out the audience for its big fights. It’s hard to find 20,000 extras to sit in an audience on spec.

Midway through the series, Leary decides to get a new manager to re-



place his retiring father. He goes Upstate to find a spiritualistic guru, Ed Romeo (Eamonn Walker), who used to be known as the best in the business, but had a serious mental breakdown and was considered damaged goods. I guess this is similar to Rocky going to Apollo Creed to work out in an old-school ghetto gym and learn hunger and rhythm.

Romeo could have been a breakout character. The series definitely took a twist with his introduction, similar to this past season of “Dexter” where Dexter encounters junkyard spiritualist Brother Sam (Mos Def), and starts to see himself in a different light.

However, “Lights Out,” without much reason, gets rid of the intense Romeo after just a couple of episodes, and just brings back the father and brother to coach Leary. It must have been a ratings thing.

But, this series has closure. It has a beginning, middle and end, and is only 13 episodes; less than 13 hours in total. The whole “Rocky” series is only about 13 hours. So there you go.

McCallany is not 40; he is actually 48. I’m not sure what the producers were thinking,

anyway. At best, they could have gotten a few years out of the actor as a believable champ. Add in that the character fears he has pugilistic dementia, and this plotline could only end poorly.

I know Sylvester Stallone’s ego likely wouldn’t allow it, but – as I really do love that series – if, like “Star Trek” did a few years ago, “Rocky” were recast, but instead of catching him at midlife, we can start from when Rocky and Mickey were younger and in their boxing and coaching primes. What went wrong for each that got them to the beginning of “Rocky I?”

Now that prequel would be a great, long-form TV series.



Letter to the Editor

To the Editor:

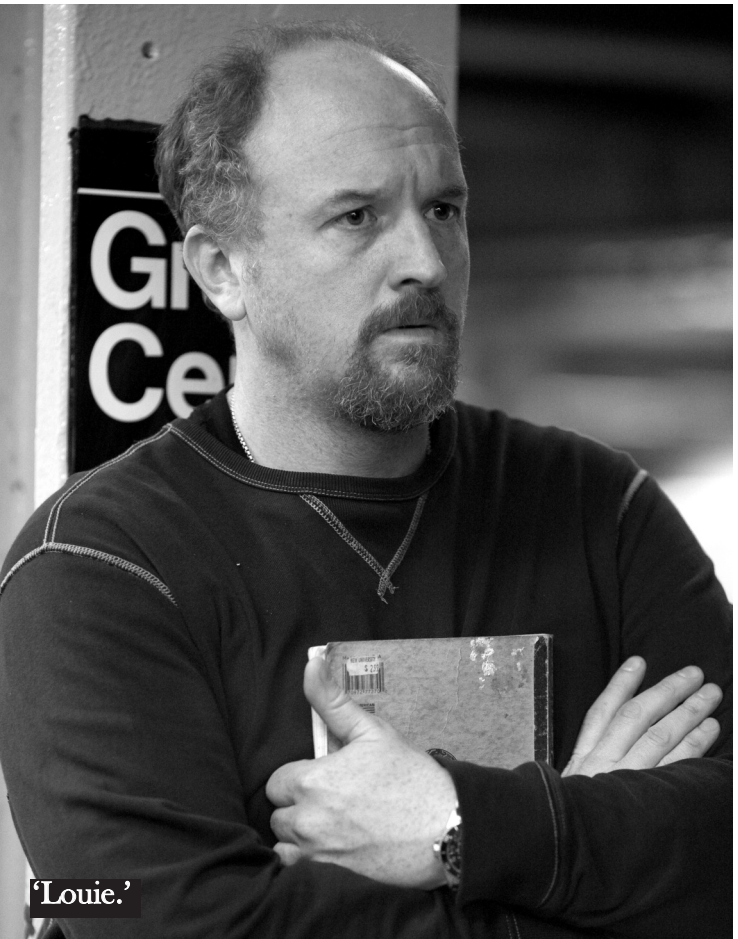
Your attempt at rating community college commencement speakers (May 2012) was not among your best efforts. Perhaps a better use of your staff’s time and energy would have been to investigate the reasoning behind each community college’s decision with regard to engaging the services of a well-known commencement speaker.

It’s been my experience that many of these institutions tend to put great emphasis on their annual May commencement ceremonies, often reflecting and

highlighting the uniqueness of their graduates (many first-time family members, returning adults, mid-career changers, etc.). In some cases a “high profile” commencement speaker might actually detract from such an effort.

Rather than having taken a “glib” approach to this issue, I believe your readers would have been much better served if you’d had you decided to tell this story from a more meaningful perspective.

John Bullis, Dean Emeritus
Executive Director - Organizational Development
Office of the President
Mohawk Valley Community College
Utica, N.Y.



President visits New York a lot; some states little

Chelsea Boozer
Scripps Howard Foundation Wire

President Barack Obama’s travel schedule has left eight states looking like school kids who sit alone at lunch and don’t get invited to parties. Residents of Arkansas, Idaho, Kansas, Nebraska, North Dakota, South Carolina, South Dakota and Utah have little chance of participating in the president’s re-election campaign festivities. Obama has not visited these states as president, although he campaigned in some of them four years ago.

“I doubt seriously that any president of any party means to be rude to any people because of not visiting,” said Geoff Skelly, communications director for the University of Virginia’s Center for Politics. “If you have finite resources and you are trying to get elected and trying to win the public relations battle, you are going to go to a place you are going to get the most bang for your buck.”

Obama’s excluded eight were “predictable,” Skelly said. The president is spending his time in states known to vote Democratic, large fundraiser states and swing states. For those living in Omaha, Neb. – a liberal city in a state that went Republican for the last 11 elections – the president’s absence doesn’t worry them much. They can always travel across the Missouri River to Iowa, a state heavily frequented by the Democratic president. Obama made an appearance at the Iowa State Fair this week and has

participated in 24 events in Nebraska’s neighbor state since he’s been president. Nebraska Democrats Data Director Kelsey Liddy was quick to point out that Obama visited Omaha in 2008 before becoming president.

“Omaha was nicknamed Obamaha for years following because it was the district that split the vote for Nebraska, giving one electoral vote to Obama,” Liddy said. “He’s a busy man, and we’re quite rational in our understanding that a notoriously red state is not at the top of his list.” Nebraska and Maine are the only two states that split their electoral votes by congressional district.

The mindset that going to every state is beneficial to a president’s campaign can be dismissed by taking a trip down history lane. Richard Nixon lost the 1960 election to John F. Kennedy even though he completed his promise to campaign in all 50 states.

“While it is technically a good idea to visit every state, since visiting a state does increase your chances of winning that state, it is not a good idea if despite visiting the state many times you would still lose,” said Jonathan Day, assistant professor of political science at Western Illinois University. Day has completed research on campaign strategy.

Leaders of Democratic parties in this year’s excluded eight states understand that visiting all 50 states could be burdensome. “It is unlikely that President Obama will be able to capture Idaho’s four elec-

toral votes,” Idaho Democratic Party Chair Larry Grant said. “We do understand and appreciate that he has more important places to be from a campaign standpoint.”

It’s no surprise that the president has yet to venture to the Gem state. Regardless of its border with Washington, Oregon and Nevada – states that went for Obama in 2008 – it hangs out in a clique of 21 other states that sent their electoral votes to Sen. John McCain, R-Ariz.

If the United States were high school and Obama’s travel plans signal who the cool kids are, New York and California would be the star quarterback and head cheerleader. He partook in 69 events in New York and 56 in California – many of them fundraisers – since his inauguration, according to data compiled by Fairvote.org.

Other states that have won the president’s attention are Ohio, Pennsylvania, Florida and Virginia – all swing states known to have had their electoral votes go to both Republicans and Democrats.

They are like the kids in school who can’t make up their minds if they’re hipsters or punk, and the one Obama should be buddying up with, Skelly said, is Virginia.

Obama frequently makes presidential announcements in Virginia and Maryland, which surround the capital city.

“If you’re mapping out the path to 270 electoral votes – for both Obama and Romney – winning Virginia is very pivotal,” Skelly said, admitting he’s biased as a Virginian. “If Obama holds Virginia, it’s really hard to see Romney winning.”

Day, though, said he still wonders how much campaigns really matter at all.

“I am holding out hope one day that one candidate would stop campaigning completely so we could finally see how much effect a campaign does have on the election,” Day said.

“We got really close with McCain suspending his campaign in 2008, but too bad it only lasted a short time. Oh well, maybe in this election someone will stop campaigning.”

We pay student writers!
Send your ideas to us!

Contact editor@campus-news.org.

Undocumented immigrant students struggle to succeed

Chelsea Boozer
Scripps Howard Foundation Wire

The bus to the University of California at Los Angeles campus took two hours to travel a distance that would take 20 minutes by car.

Sofia Campos took this bus ride twice a day during her first two years of college. As an illegal immigrant born in Lima, Peru, and brought to the U.S. when she was 6 years old, Campos can’t legally obtain a driver’s license.

That’s just one of many inconveniences these students face when choosing to attend college.

“We pretend when we see a cop pass by that we don’t get scared,” Campos said. “Youth are having to grow up a lot faster. ... Many of my fellow peers had to study through finals while their siblings or parents were going through deportation.”

It’s been a long journey for Campos, now 22, a recent UCLA graduate with a focus in international development studies and political science. She took three quarters off from school to work so she could pay tuition.

After five years, Campos accepted her degree on the same day President Barack Obama announced his plan to postpone deportation of young undocumented immigrants for at least two years and to allow them a work

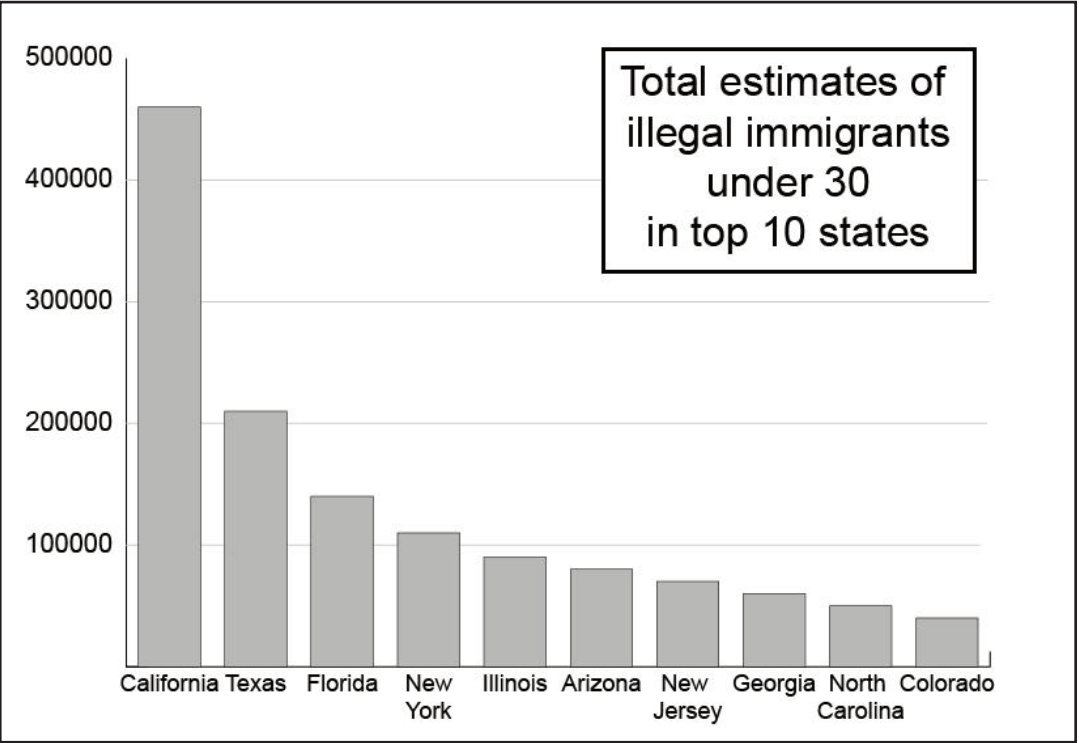
visa. Campos plans to pursue a master’s degree in urban planning this fall and will submit her application for the deferral program.

UCLA Labor Center Director Kent Wong said it’s a step in the right direction.

“This will result in a huge opportunity for over one million immigrant youth living in the United States,” Wong said. “The unfortunate reality has been that these students have grown up in this country, graduate from high school, many are attending and graduating from college and yet they cannot legally work in this country. Many of my students who get degrees are relegated to the life of underground economy.”

Undocumented students are offered in-state tuition in 12 states and only three of those – California, New Mexico and Texas – allow the students to apply for state financial aid.

Blanca Gamez, a recent graduate of the University of Nevada at Las Vegas, said the biggest obstacle she encountered was paying for school. “Just for that reason, many undocu-



mented individuals are deterred from applying,” Gamez, 23, said.

Her younger sister was born in the U.S., is a psychology major at UNLV and doesn’t face the same challenges Gamez does. At 7 months old, Gamez came to the United States from Alamos, Sonora, Mexico, with her aunt and uncle – legal U.S. residents – under the guise of being their child. An earlier attempt to cross the border with her mother failed.

State and university scholarships that don’t require students to submit a Social Security number are what helped Gamez graduate with a bachelor’s degree in political science and minor in English.

She, too, is hoping to pursue a post-graduate degree.

Campos, co-chair of United We Dream, a national group of youth-led immigrant organizations, hopes to educate people about applying for the deferred action program. Many are fearful to apply because they have a lot to lose, so they need to know they have a support group vying for them, Campos said.

“We are more than willing to be a family together. We’re going to be pushing for larger immigration reform,” she said. “We are going to be pushing for more sustainable reform, not just for youth.”

Op-ed: Imparting wisdom is not just a matter of degrees

David L. Podos
Mohawk Valley CC

Well, here we are in the fall semester, which is typically the busiest semester on two year community college campuses. As you prepare for yet another semester, or if you are a new incoming freshman, welcome. I wish all of you much success on your academic journey. For those of you who have read my past Op-eds, (I hope you have found some worth in them), I hope that you will find this one interesting and worthy as well. For those who are new to my articles, please allow me to give you a quick background bio.

For nearly 20 years, before entering into teaching, I had worked as a professional manager for a number of businesses from entry level management to regional director, and all the way to the top as an Executive Director/CEO. In 2002, I had the opportunity to teach an introductory 101 course in management for a private business college as an Adjunct Instructor; that gig lasted five years. Over the course of that time, I instructed primarily intro management courses. I then had the opportunity to teach, again, as an Adjunct, at Mohawk Valley Community College located in Central New York. I have held that position for the past six and a half years, instructing for the Center for Social Sciences, Business, and Information Sciences. I have instructed 101 management courses to economics, small business management, human resources management, marketing, and customer service, to name a few.

So, as you are preparing for another semester or starting your first, there will be many things running through your mind. Most likely, you may be dealing with frustrating campus parking, trying to maneuver into a class that is full, or needing a class that is not being offered. Perhaps you do not have the prerequisites to get into the class you want. Maybe you haven't finished your FASFA application (that's always a great one to cause additional anxiety), or perhaps the book store ran out of your books. Welcome back, or welcome to college! But, regardless of the potential pitfalls above, there is one other thing that all of you will encounter, and that is your instructor. If you had an instructor in the Spring semester who really resonated, you may be lucky enough to have him or her again this semester. If it's a new instructor, you may be wondering who the heck they are. After all, as students you are usually "stuck" for better or for worse with your professor for 15 weeks. Do they grade fairly? How do they lecture? Are they boring, uplifting; do they know their material? Can you use your electronic device in their classes, or do they have strict rules about no devices being allowed (God forbid!)

Your instructor, for sure, is one very important person; so I'd like to talk a bit about college instructors, the titles they have (Professor) or don't have, and why this should be important to you.

Before I begin, I need to say as lucidly as possible that I have the upmost

respect and admiration for any individual who has completed a Master's or Doctorate degree. This Op-ed is not to disparage my colleagues in any way. Rather, the information I offer, along with my personal feelings and convictions, begs us to take a different look at higher education and those who have been entrusted with the awesome duties of imparting knowledge to our students. My aim is to take a slightly less traditional look at our higher educational system and how it works, and perhaps change the calibration of our lens to a different view from how things are now, to how they could or (perhaps) should be.

Let's first start with a brief history of titles, in this case, academic titles. We as a world society seem to be title crazy, particularly in America. After all, titles are meant to show the world who we are, our importance in the world, what we have accomplished and so forth. The more titles we have the smarter we are and the more we have to offer ... right ? We should first take a look across the Atlantic to our European friends to see how this system of academic titles began.

It was some time during the 13th

Who wouldn't want to take a computer course taught by dropout Bill Gates?

century that a degree or title system came into being for the schools of thought that were operating in those days. These included Bachelor's, Master's, and Doctorate degrees, the "big three" academic titles. Doctorate was the supreme degree, and the title of Professor was conferred upon one who obtained this high rank. This ranking system was eventually accepted more or less throughout the world and for the most part still exists today with

Also, as point of reference, Harvard University was established in 1636 and is the oldest institution of higher education in the United States.

So, if your professor has a Doctorate degree and or a Master's degree, you would assume that he or she is highly learned, experienced, and knowledgeable in regard to the material they teach. If you were to find that your instructor has earned a Bachelor's Degree (in which case he or she would most likely be an Adjunct-Part Time Instructor if lucky enough to get a teaching position, you might assume that this person wouldn't possess the same qualifications to teach your course as the person with the Master's or Doctorate. In many cases this may be true. However, upon closer examination, you may find that the Adjunct Instructor is just as qualified to teach you and maybe more so than the professor who holds a Master's and or a Doctorate. The caveat is this: Do not label your instructor as less credible or capable as one with a higher degree. By just looking at titles, you may be doing yourself a disservice. Colleges and Universities do themselves an incredible amount of damage and disservice to their customers (you, dear student) when they do not hire or promote an instructor simply because he

or she does not have an advanced degree. Please let me explain.

Throughout history, there have been hundreds if not thousands of individuals who have made significant contributions to the study of research, the understanding of science, mathematics, technology, social sciences, management, and many other disciplines of thought and creativity. Some of these individuals have had no higher education at all or at minimum, just a few years of college, and yet, they have transformed our world in ways we are still experiencing. Without a proper academic title, they would (for the most part) never be allowed to teach a "credit-bearing" course at any institution of higher education. You might be quite shocked to know who some of these individuals are, so here is a very short list:

Bill Gates. Yep, the Bill Gates who founded Microsoft which runs nearly every computer in the world. He was a Harvard drop out, never completing his degree.

How about Ralph Lauren, also a college dropout who went on to create a massive clothing empire.

Halle Berry never even went to

college.

Ahhhh. Rachel Ray, the great and famous chef that America loves. Rachel never went to college or to a culinary school of any kind.

So, what do all of these people have in common? They virtually all have the experience and knowledge to step into most classrooms of higher education anywhere in this country and teach; yet, because they do not have that academic title, they would be disenfranchised. What a pity! Can you imagine someone of the caliber of Rachel Ray (and there are many talented self-taught chefs just like her) not being able to step into a culinary class

Vivien Thomas innovated surgical techniques, but was not credentialed enough to teach a basic 101 class.

on a community college to teach and share his/her knowledge and experience! How about Halle Berry? Do you think she might have the expertise to walk into a drama 101 class and instruct that for 15 weeks, or anyone like her with similar experience who would like to have a chance to teach? I am sure that if students understood the breadth of real life experience of some of their "professors" that it might go a long way in helping them understand that titles are not the end-all of academic knowledge.

An extreme example of someone's experience and talent I believe worthy to mention is the true story of Vivien Thomas. Vivien was an African-American, born in 1910 and died in 1985. A HBO film depicted this man's wonder-

ful life story, and starring in the title role of Vivien Thomas is the rapper Mos Def. In this film, he gives a stunning portrayal of one man's journey and legacy. The movie is titled, "Something the Lord Made," and I wholeheartedly endorse it as something worth seeing. Vivien Thomas was born in Louisiana, the grandson of a slave. He had hopes of becoming a medical doctor, but during the Great Depression, he lost everything he had, and his plans for college were irrevocably ended. In the summer of 1929, he worked as a carpenter but was laid off due to the terrible economy. A year later, was hired as a surgical research technician by the then famous Dr. Alfred Blalock, at Vanderbilt University, setting up and assisting with Dr. Blalock's surgical experimentations. Within a very short time, he was starting surgery in his own lab. This man had no college education but was a naturally gifted individual who would eventually perform surgery on experimental animals under the auspices of Doctor Blalock. In fact by the 1930's he was actually performing post-doctoral research in the laboratory, without any college education or degree at all. The story gets even more interesting...

Together, both Dr. Blalock and Vivien Thomas did groundbreaking research into the causes of hemorrhagic and traumatic shock that later evolved into research on Crush Syndrome, thus saving the lives of thousands of soldiers in World War II. Later, both Blalock and Thomas ventured into more groundbreaking research of vascular and cardiac surgery, unheard of in their time, and paved the way for future lifesaving surgery. When he was offered the position of Chief of Surgery at Johns Hopkins, Dr. Blalock asked Vivien to accompany him and help him continue his research. It was here in his capacity as Dr. Blalock's research assistant that Vivien Thomas was able to duplicate a "blue baby-like" condition in dogs, surgically correct it, and perfect it to the point where it

could be safely performed on humans. In 1944, during heart surgery on an 11-year-old girl, Dr. Blalock requested Vivien to stand at his side coaching and guiding him step-by-step through the grueling hours of surgery that he, Vivien Thomas, had perfected.

Vivien Thomas was instrumental in some of the most groundbreaking discoveries in medicine. Yet, at that time, and even today, he could not walk into a classroom to teach an introductory course in anatomy. But given the opportunity, his talent coupled with years of experience in the lab allowed him to do something extraordinary and all without an academic degree. This is not to suggest that most individuals could normally accomplish such things

continued on next page

Nyack College Division of Adult Education

“I felt a responsibility to the other students to keep up my end of the bargain, which was to be a vital part of the team and to give all I had so that we all succeeded.”

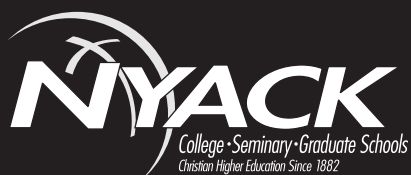
Michael O’Halloran, Cohort 403

Find out more about Michael’s story by visiting www.nyack.edu/dae

Come Visit Us!

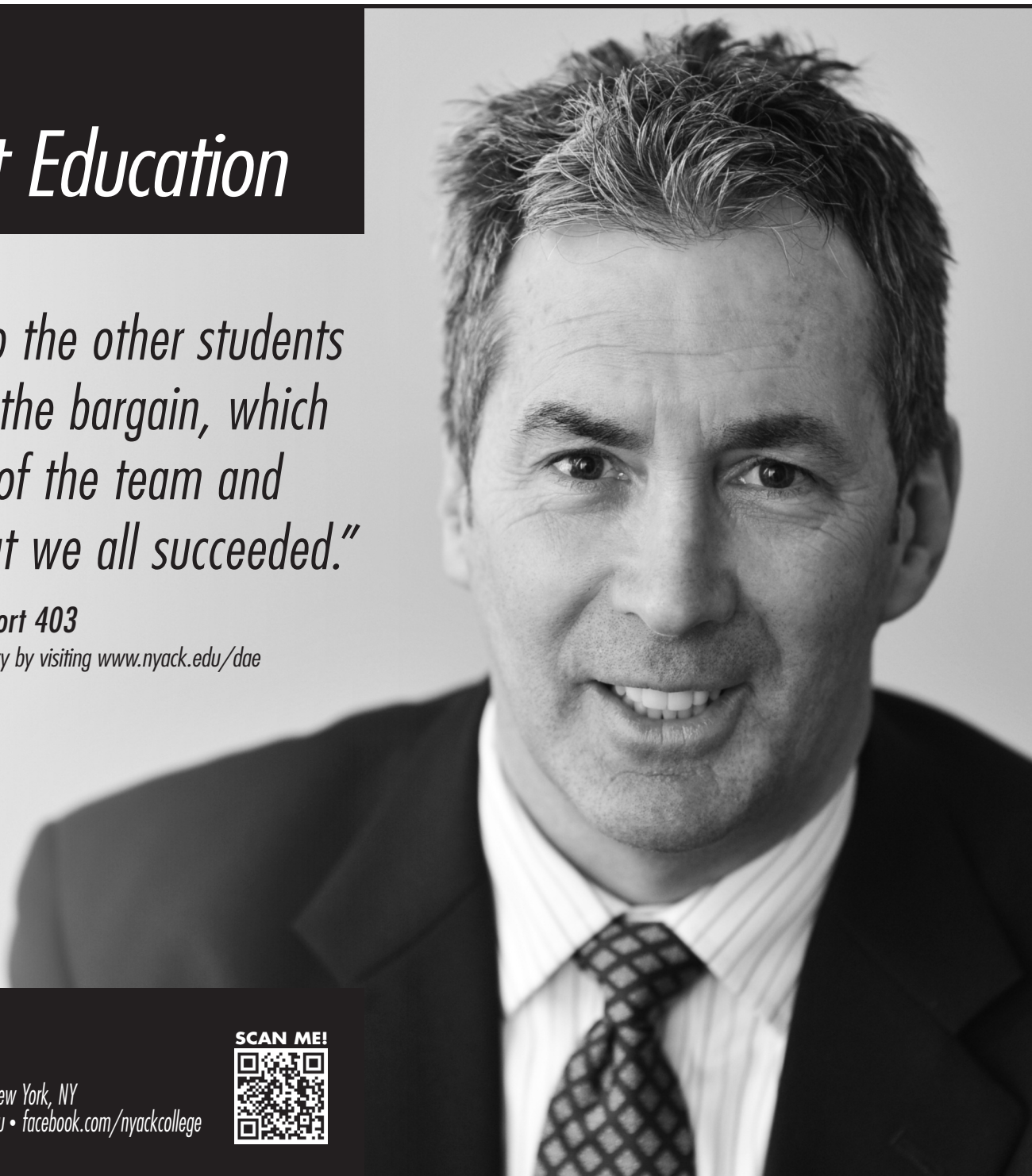
Wednesday, September 26th 2012 at 6:00pm
350 North Highland Ave, Nyack NY 10960

**To RSVP, please call: 800-876-9225 or
visit us on the web: www.nyack.edu/dae**



866-42-NYACK
Nyack, NY • New York, NY
www.nyack.edu • facebook.com/nyackcollege

SCAN ME!



Titles (cont.)

without an education or higher degree, but...???

The point I am trying to make is that with or without a degree there are many talented and gifted individuals who have knowledge to impart. There are also individuals gifted with knowledge gained through years of hard work and real-life experience. For the most part, because these individuals have not earned an “academic title of Master’s or Ph.D.,” they are not allowed to come into classrooms as instructors, and this is unfortunate, even more so at a community college level

collaborative and integrative teaching model. The Adjunct Instructor coming onto a campus to teach a course in say, supply chain management, may have 5, 10, 15 or more years’ experience actually working in that field. Why not promote a collaboration with a full time faculty member who has taught management for many years, and may have done some research into this specialized field of management? The full time faculty with a Master’s or Doctoral degree could become a mentor to the Adjunct faculty member, sharing valuable information on research, statistics, classroom management techniques, etc. Both could even share the class, working together; certainly not every class but even two or

Say colleges came up with a system of naming ‘honorary’ professors, or having practitioners co-teach with established faculty?

as “professors” are more involved in “teaching” than they are in research and being authored, compared to professors and instructors at upper levels of higher education instruction.

If we are truly concerned with giving our students the very best education and instruction, we may be completely missing the boat by marginalizing otherwise qualified individuals. Instead of pitting those who have higher credentials against those who do not, why not change the lens to a different calibration and consider a more

three during the semester would be reasonable. The student would now have the benefit of an experienced instructor who has “worked in the field” as well as the “academic knowledge and expertise” of the full time faculty member. This would be a scenario in which everyone wins.

If institutions of higher learning are bound to titles and hierarchy as one of their most important benchmarks, assigning courses at the expense of those who rank lower, then I propose one last idea — honorary titles.

Now, honorary degrees have been with us for a very long time and are still conferred. As far back as 1834, Harvard University awarded honorary Bachelor’s degrees, though this is no longer practiced.

The question, then, is, who should get a honorary title and what should that title be? I do not pretend to have all the answers, but, I do have a suggestion, not an answer. Let us say that if an individual has completed a Bachelor’s degree, has at least five to seven years of real-life experience in the arena that they will be teaching, and has taught at the Adjunct level for at least three years, then confer upon this instructor the title of Honorary Professor. If colleges are going to continue to measure an individual’s intelligence and expertise by title, then these folks will have a fighting chance for recognition and, more importantly, the opportunities to step into that classroom and instruct.

To be sure, those of you having earned your upper level degrees have walked perdition’s road; this is no small feat, and you have earned your title and your honors, and you deserve them. However, while we as Americans are caught up in titles as previously mentioned, others around the world look through a very different lens. In France, Romania, Latin America, and Portugal, for example, the term Professor pertains to anyone teaching at a school, vocational, college, or university regardless of the curriculum level taught. Interestingly, this past semester, a Burmese student taking my Economics class always addressed me as Professor Podos, even though I clearly list

myself as instructor in all my syllabi. I approached her after class one day and told her I did not hold that rank. She replied that in her country it is a sign of respect to address all and any teacher as Professor.

I have met innumerable people holding just a Bachelor degree and or Associate degree who, through life experience, have a command and understanding of their region of study and experience in medicine, political science, electrical technology and so forth, that would amaze you! Yet, because they do not hold a certain academic title they will for the most part be prevented from ever stepping into a college classroom as an instructor, and certainly never as a full time faculty member with tenure track

So, will things ever change? They will, as all things eventually do. What that change will be I am not sure, but I am hopeful for a fairer system. What we should be constantly asking ourselves, however, is this: Are we capable of changing that lens that we as educators and administrators look through? Are we giving our students the best we can? Because in the end it is you, dear student, who is the customer, and like any customer who purchases a product, you deserve the best instruction you can get. Perhaps with a slight change of the lens you eventually will.

David L. Podos is an adjunct instructor for the Center for Social Sciences, Business, and Information Sciences.

Alternative therapies offered to veterans

Charles Scudder
Scripps Howard Foundation Wire

Before they start the treatment, Alaine Duncan rests a comforting hand on her patient's shoulder and speaks softly.

"I'm going to place the needle, then invite you to inhale, and I'll push the needle in as you exhale," Duncan whispers.

Five needles go into each ear. At most, it's just a small pinch.

Johny Evans, 63, takes off a black baseball cap with "BRONZE STAR" stitched in gold letters and a pin featuring the screaming eagle of the 101st Airborne Division. He takes off his dark-rimmed glasses, leans back and closes his eyes.

The retired police officer from Oxon Hill, Md., is a Vietnam veteran who participates in a weekly complementary and alternative medicine program that seeks to help former soldiers who can't get relief from traditional medicine.

Evans served in Vietnam in 1968 and 1969, and has suffered nightmares and pain ever since.

He's seen improvement in the two years he's been coming to acupuncture on Thursdays. He doesn't have as many nightmares and is no longer afraid to go to sleep.

"At first, I didn't know what to expect, but the second time I felt something I didn't understand," Evans said. "I can't wait for Thursday. Tonight will be nice."

Within minutes, some of the veterans start to smile. They lean back, close their eyes and relax. Some bow their heads. Others fold their hands in prayer.

The patients are seated in large, black chairs in a conference room in the basement of the Veterans Affairs Medical Center in Northwest Washington.

They are all veterans. They have all been broken. They are all reaching out beyond the bounds of Western medicine to find holistic health.

Some have had nightmares that kept them awake for all but two hours each night. They've had pain so bad it was



Accupuncturist Alaine Duncan.

difficult to walk. They've harbored uncontrollable anger. They've had flashbacks to their time in combat.

With the help of Duncan and other doctors at the VA Medical Center, they've been able to find peace.

In 2011, the Department of Veterans Affairs conducted a study of Veterans Health Administration centers to investigate the extent of complementary and alternative medicine treatments across the VA. It found that 89 percent of VHA centers were using or prescribing some kind of non-traditional medicine.

At the VA Medical Center in Washington, 748 acupuncture treatments were administered to nearly 170 veterans in the first half of fiscal year 2012.

The split from traditional Western medicine is easy enough to understand. Veterans' wounds have become deeper, the diagnoses more complicated. More soldiers are coming back with not only torn bodies but also with invisible

wounds of post-traumatic stress disorder and traumatic brain injury.

The VA has been struggling to take care of new generations of injured soldiers. The doctors at the VA Medical Center do their best, but there are still holes.

According to VA estimates, 18 veterans commit suicide each day.

The VA created the War Related Illness and Injury Study Center (WRIISC) in 2001 to study new ways to treat veterans. There, doctors study post-deployment health concerns and oversee CAM treatment.

"It's really has been a grassroots effort here since 2007," Duncan said. "We didn't really go out to make banners and with a bullhorn to tell what we were doing. The veterans told their own story, and the veterans grew the program from the beginning."

Acupuncture is meant to treat the whole body. While Western medicine will send a patient to three specialists for three distinct symptoms, an acupuncturist will develop a "constellation" of points to maintain with whole-body

health.

"I think of us as particularly helpful in what I call the strange, rare and peculiar. The things that are a little bit difficult to pin down, difficult to isolate and focus," Duncan said. "We don't slice people into symptoms, we treat a whole person."

Jeanette Akhter – a doctor who specialized in obstetrics and gynecology for 35 years in the U.S., Pakistan and Afghanistan – was hired as the first full-time acupuncturist at the VA Medical Center in 2009.

"I realized that I was getting a bit older and really couldn't keep up that pace," Akhter said. "I was not interested in retiring, but I wanted to look at another way of looking at medicine and health."

That kind of holistic treatment is just what the doctor ordered for many returning veterans.

"Many times we came to the limits of what Western medicine could offer and felt like we needed to do more,"

continued on next page

"Arcadia accepted all of my community college credits."

Robin Young '13
International Studies Major
Spanish Minor



Arcadia Offers a World of Opportunities to Transfer Students

- Transfer Preview and other opportunities to go abroad. Find out more at www.arcadia.edu/transferpreview.
- Up to 75 credits accepted from a two-year school.
- Assured admission to select graduate programs including Physician Assistant and Physical Therapy.
- Scholarships up to \$16,500 as well as personalized financial aid counseling.

ARCADIA
UNIVERSITY

www.arcadia.edu/transfer • 1-877-ARCADIA (1-877-272-2342) • Metropolitan Philadelphia

Vets (cont.)

Akhter said.

In the dark conference room, soft sounds of chirping birds and crashing waves came from small speakers as 11 veterans dozed.

“This is a time that’s meant to come inside,” Akhter said. “Some sleep because some veterans will say they only feel safe when they’re asleep.”

Evans imagined himself at “a place they call the sweet place,” on the banks of a running stream in a small country town outside Birmingham, Ala., where he grew up. It’s quiet and peaceful.

Tom Delvin, 65, was a Marine in Vietnam where he was hit by a booby trap and thrown 20 feet in the air. A retired police officer from Silver Spring, Md., Delvin has been suffering from pain in his knee and lower back.

As the lights dimmed, he pictured himself on the Central Jersey Beach in Seaside Park, N.J., where he spent time growing up. He thinks back to cottages near the beach where he spent his summers as a teenager.

“It’s just a real nice, calm place. I love the ocean,” Delvin said.

Four years ago, he began coming to the acupuncture group at the VA and has seen dramatic results. He used to take high-dose painkillers that never seemed to work. Now his pain is manageable.

“My sleep’s better, I don’t have the pain. I notice, and a lot of my friends notice, that I’m a lot calmer,” Delvin said.

Most of the patients in the CAM groups are Vietnam-era veterans. Although more Iraq and Afghanistan veterans are returning from war, the majority of veterans in VA care served in Vietnam.

Karen Soltes is in charge of the yoga nidra – a guided meditation practice – program at the VA Medical Center.

Many of the older veterans take Thursday as a “spa day” with yoga

nidra in the morning and acupuncture in the afternoon.

She and others at the WRIISC (pronounced “risk”) said that they are working to find space and resources to start evening classes for veterans who are still working and can’t attend daytime sessions.

“We are still working with decades of trauma that came from that conflict,” Soltes said of the Vietnam veterans. “We haven’t even gotten to the next generation.”

Duncan was listening to the radio in 2005 when she first thought about treating veterans.

She heard the family of a young man who had served overseas. Unable to cope with what he had seen and done, he committed suicide.

“It struck me in that moment that acupuncture could have served that



Iraq war vet Joseph Stotz with needles in his ears.

young man and could have served his family with coping with the impact of the war,” Duncan said.

The idea soon faded away. Three months later, she heard the same family’s voices on her car radio.

“I recognized their voices before I heard them identified,” Duncan said. “I was scooped up.”

She began studying the relationship between traumatic stress and acupuncture. In 2006, she worked on a research project at Walter Reed Army Medical Center that studied the effects of acupuncture on PTSD patients.

In 2007, Duncan started as a part-time acupuncturist in the WRIISC. She soon had a waiting list of referrals from throughout the hospital.

That’s when she started the ear acupuncture group.

“We’re using a constellation of points that we’ve determined to be helpful in a

‘We don’t slice people into symptoms, we treat a whole person.’

kind of one-size-fits-all approach to just bring you more regulation, bring you more coherence, bring your more calm to a nervous system that’s gotten jangled,” Duncan said.

“Our time together is coming to a close,” Duncan said softly to the veterans in the dark room. “Take that way you feel overall and bookmark it.”

As the veterans mentally came back to the room, their eyes opened.

Duncan slowly made her way around to each veteran and with a few quick plucks, she removed all of the needles. She placed a small piece of medical tape with a fermented radish seed on one of the acupuncture points in the outer ear. It’s a physical reminder of the meditative experience.

“You can pinch it if you’re feeling squirrely in any way throughout the week,” she said.

One patient, Mary Lewis, 71, stayed to help clean up.

Lewis said she started coming to the sessions seven years ago. Now retired after 26 years in the Army, she commutes to the VA Medical Center from Fort Washington, Md.


She was depressed, suffered from anger-management issues and anxiety attacks, had trouble sleeping and had chronic aches and pain throughout her body.

“That part of my life is over,” Lewis said. “It really settles me down. I push my way in here on Thursdays.”

When she first came to WRIISC she was skeptical about acupuncture. Today, she’s one of the regulars who make it to every session and look forward to Thursdays.

“They had to hold my hand when I started,” Lewis said. “Now they have to kick me in the hiney to get me out.”

WHY TRANSFER TO QUINNIPIAC UNIVERSITY?



Less than two hours away in Connecticut there is a student-oriented university devoted to academic excellence and a strong sense of community. Our majors include nationally ranked programs in arts and sciences, business, engineering, health sciences, nursing and communications. And we’re committed to using the credits you’ve already earned. Visit www.quinnipiac.edu to see why Quinnipiac is your next step toward a bachelor’s degree and the career you want.

QUINNIPIAC UNIVERSITY

275 Mount Carmel Avenue
Hamden, CT 06518-1908
203-582-8612 • Toll Free: 1-800-462-1944
Transfer information: www.quinnipiac.edu/transfer

FALL OPEN HOUSES

Sept. 22, Oct. 20
& Nov. 10

Protecting journalists

Chris Jessen

Scripps Howard Foundation Wire

Sometimes journalists need to act a little outside their job description to protect themselves.

“Honestly, it feels a bit like pretending to be a spy,” said Danny O’Brien, the San Francisco-based Internet advocacy coordinator for the Committee to Protect Journalists.

To help journalists assess and prevent threats to themselves and sources, CPJ released its Journalist Security Guide on April 26. A panel discussed the guide in June at an event hosted by CPJ and Internews, both non-profits that promote free press.

The deaths of New York Times reporter Anthony Shadid and The Sunday Times reporter Marie Colvin earlier this

year in Syria are examples of the risks journalists take. The

Newseum, which maintains a memorial to journalists killed on duty, counts 21 journalists killed so far this year.

Because journalists die in the field every year, the security guide contains information about the risks reporters and citizen journalists face.

These dangers are an expanding problem, not a declining one, said Kathleen Reen, vice-president of Asia, environment and news media programs with Internews and the event’s moderator.

This is why Frank Smyth, CPJ’s senior adviser for journalist security, and O’Brien wrote the guide.

“We wrote this with the sense that journalists have much less support now than they ever did, and they have to make sure that they’re aware of that before they go into some situations,”

Smyth said.

The guide is the third of its kind from CPJ and details the latest and newly recognized contingencies, such as the risk of sexual assault.

Cyber security is another issue the guide discusses because more state and private entities have spied on the press, O’Brien said.

“Journalists are the people who protect their sources, and they’re also people who gather information ... that means that journalists are honey pots,” O’Brien said. “They’re collectors of information, and they become very valuable targets.”

Rajiv Chandrasekaran, Washington Post associate editor, said that, during his evolution as a journalist, he realized the notes on his computer

21 journalists have been killed in duty so far this year.

could not only get lost or damaged in a car accident, but they could also be stolen while sitting unattended in his hotel room or “downloaded by U.S. customs agents when I was coming back to the States.”

He was the Post’s bureau chief in Iraq during the first two years of the war there and has reported in Egypt and Southeast Asia.

Chandrasekaran said he takes precautions that he never would have only five years ago. He removes most files from his laptop before he goes, keeps his contacts on paper or in a memory stick, emails sensitive material to several email accounts and takes notes in notebooks rather than on a computer.

“There’s a risk there. If the notebook gets lost, you’re kind of screwed,” Chandrasekaran said. “But I want to at least minimize the opportunities for



other people to snoop into my material, for that material to wind up in the wrong hands and for others to identify who my sources are.”

Online storage can also be vulnerable, and the panelists said reporters should use it with caution.

Chandrasekaran said journalists need to think about basic things such as first aid kits, water purification pumps and other safety and medical items before going into hostile environments.

Chandrasekaran attended a security training seminar, but he said these can be very expensive, especially for freelance journalists and those not working in the U.S. For those who can’t afford the seminars, he suggested

basic first aid and life saving training.

Journalists should make sure they have health insurance and know what it covers, which Smyth said is one of the most important parts of security. He said reporters should know their blood type and should inform their colleagues about it in case they need someone to speak on their behalf.

While journalists may need to use spy-like precautions to protect themselves, Smyth said reporters need to remember safety is a core function of journalism.

“Journalists must take responsibility for their own security,” Smyth said.

Book prices (cont. from cover)

tics” by Allan G. Bluma, is under \$24 on half.com but \$165 new and \$124 used in a 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 unconcerned to insist on assigning affordably priced books and students too overwhelmed to go beyond the campus to save 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.

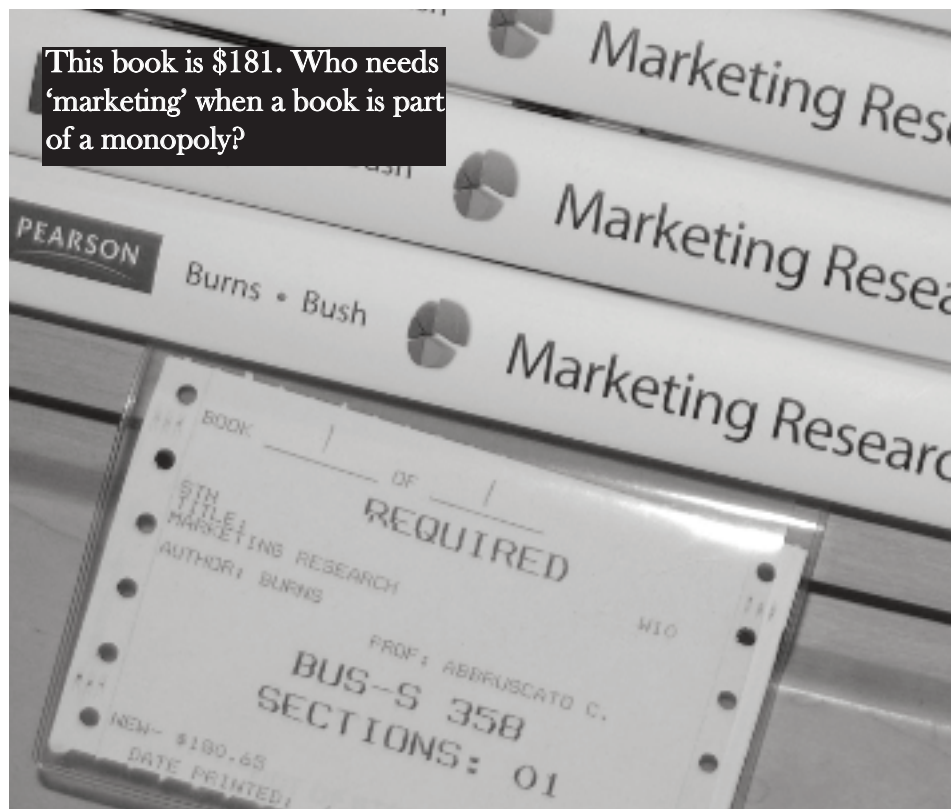
I figured these books worked for me; why not use them with my daughter? Surely English and Spanish languages haven’t changed much in my four decades. Surely, there was no groundbreaking revolution in that time in how to teach these languages.

But if you’re taking Intro to Spanish at a local community college, the book, “Moscosos,” 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 a commercial bookstore, a book ti-



tled “Read and Think Spanish” is over 200 pages, comes with a CD, and would be fine to use in a typical Spanish intro 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?

continued on page 18

Back to VHS: Rewinding my TV options

Darren Johnson
Campus News

That’s it. I’ve gone back to VHS. This is a major move for me, one who has proven pretty savvy in the digital age, and some would say a move backwards, but I do embrace older technologies that work fine, especially if they save me time and money. You read my “Ode to the Fax” in a previous issue. I still have Word 97, for crying out loud.

Time Warner just isn’t putting its best shows, such as “Breaking Bad” or “Falling Skies,” on demand fast enough. Sometimes it may take a couple of weeks for an episode to appear, and when they do, they often have the full slate of commercials and no ability to fast forward. This use to be different – on demand shows would appear right away and have greatly reduced commercials; maybe only a couple per episode.

I could get an option like TVO or DVR, but that’s about \$10 per month. Instead, I went to a local Goodwill and picked up a totally fine RCA VCR for \$5. This 4-head model was probably da bomb back in the day! They had several other models in that price range as well. After this article, maybe they all will be swiped up.

I wanted to make sure that the VCR actually worked, so also picked up a copy of “Animal House” for a buck. It looks pretty pristine. Maybe only viewed a couple

of times before. But when I got home, it turns out there was a tape in the machine – some kid’s birthday party from the 1990s. I put a note in the lost-and-found section of Craigslist reporting that I have this tape, to no response.

I did own a DVD recorder for a while, but that technology when it comes to TV seems to be unpredictable. Many DVDs just wouldn’t format correctly and would be turned into coasters. Besides, a VHS tape can be used over and over again, and if you stop it, it will be queued to the same spot when you return days or months later.

I don’t much mind the analog quality of the playback. It does look pretty crummy on a modern TV. But I was a child of the 1970s and would watch TV on tiny black and white sets, or I even had a radio where I could LISTEN to TV (no video), such information was so exclusive. Just like living in a Spartan college dorm and subsisting on Ramen Pride makes one happy to live in any home in adulthood, my old TV experiences of having, gasp, only a handful of sometimes fuzzy channels and usually corny shows, make me appreciate that I am now living in an era where some TV shows are actually better than most movies.

In any case, the VCR has proven useful. One example is the show “Friday Night Fights,” the weekly ESPN boxing feature. Usually, there are two decent fights on there. The first one is at 9 p.m. The sec-



ond is at around 10 p.m., at which time I am usually pretty beat after a long week of working. I just hit “record,” go to bed and watch the main fight the next day. Pretty ingenious, huh?

I still haven’t gotten into the full swing of VCR ownership, though. I have yet to pick up a remote for this thing, and haven’t set the timer. With all the wires and cables due to the modern digital setup of my TV, I have yet to figure out how to record one channel while watching another (I used to do this all the time back when). I don’t go to the library and take out tapes like I used to, either, though I notice most libraries are still hanging on to VHS collections.

And there must be a way to get better picture quality on a plasma TV via the VCR. Some-

thing is missing . The playback looks like I am watching one of those channels that re-plays old sporting events from the 1970s with muted, curvy lettering in one color, one font. Super Fly!

But, even as-is, I am giving the “screw you” to the cable company and the networks who won’t release their best shows on demand in a timely fashion. They think I’m going to just BUY these shows on iTunes or DVD sets or such by dragging their feet. I already pay a lot to the cable company; I can’t give them more. You should do the same.

And recording via VCR for home use is totally legal, and I’ll be able to conveniently fast forward all those commercials – once I get a remote.

Comics (cont. from page 3)

John Jackson Miller, the administrator of the Comics Chronicles site, said the industry is doing very well right now. Since the mid-1990s, Miller has been calculating monthly and annual comic book sales figures from index figures published by Diamond Comic Distributors.

According to the site, the overall North American sales figures estimates for Diamond’s comics, trade paperbacks and magazines for 2011 was \$414 million. The top comic book title for 2011 was issue 1 of “Justice League.”

The Walt Disney Company purchased Marvel Comics for \$4.2 billion in 2010, according to Disney’s 2011 annual report to shareholders.

Dembicki said he made about \$10,000 last year from his comics and workshops at libraries and schools. He said he splits royalties from the anthologies with the other contributors.

He said having a day job allows him to work on the books he wants to do, rather than “looking for that next project that maybe I’m not gung-ho about.”

But in the end, Dembicki said, people have to create comics because they love it.

“I think too many people come with this idea that, ‘Oh this is going to be an awesome comic and I’ll print 5,000 issues, make a lot of money, and [DC Comics] is going to buy it,’” Dembicki said. “They have these grandiose plans, which is fine, but I think you have to have a still dose of realism too ... and do a book that you like, that you enjoy, and then keep doing it. And eventually I think you’re going to find an audience.”

Send your ideas to us!

Contact editor@campus-news.org.

Like Us On
FACEBOOK

and get
exclusive
content

Scan
This With
Your Phone
or Tablet

Community
Colleges'
Information
Super
Highway

campus-news.org

Yes, I have lived in and around all the best places!

Darren Johnson
Campus News

I was reading CNN’s recent article on the best getaways in New York State and realized I seem to keep getting attracted to such places, as I have connections to practically the whole list.

The actual headline was “5 hideaways that aren’t the Hamptons,” so this is assuming the Hamptons are No. 1.

This was actually my No. 1, too, when I was 18. I was raised in Utica – which will never be on any best list, unless one is looking for “the best place to buy a \$5000 house” – and in one of Upstate’s worst-ever high schools, the now defunct Utica Free Academy, which I actually liked a good deal, I’d use my study halls to go to the library and read travel books and college books, with ideas of escaping, and I found a little college right in the Hamptons, with the program I’d wanted, Writing. I packed my old Impala with no hub caps (stolen while parked in the cracked out neighborhood that surrounded UFA) and never looked back.

And the Hamptons deserve to be No. 1 on the list. There are pristine ocean beaches – not these crappy lakes like we have up north that call themselves “beaches” – and most residents, rich or not-so-rich, exhibit a decent level of class.

My idea of “class” is not calling attention to oneself, and not bothering others.

While the Hamptons are pricy and home ownership is out of reach for regular people, we did get by on rentals just fine. I tend to think home ownership is a bit overrated, anyway.

Lots of celebrities live in the Hamptons, but it’s not dumpy like Hollywood, and people in general try not to treat the celebrities any differently. It’s considered bad taste to ask for a photo or autograph.

But Paul McCartney and his kids were outside their home the other day manning a lemonade stand. Cool!

The area has great weather – much more temperate than Upstate – and excellent newspapers and bookstores as well as bagel and pizza places, though a plain, regular-sized slice may cost \$4.

Southampton College was a part of LIU, but now is affiliated with Stony Brook University. I not only got my BA and MFA there but also taught and was an administrator there for much of the past couple of decades, under both universities. I also wrote for a couple of area newspapers for most of the 1990s.

Southampton is my favorite “Hampton,” as it has a big enough population to be sustainable year-round and have more than just boutiques. Westhampton is more trendy; East Hampton is trendy as well, and a bit far out. Sag Harbor is excellent for a day tripper. Montauk is a great place to clear the head.

Greenport

After the Hamptons, first on the CNN

list was Greenport. This has been a growingly popular pick for such national media outlet “best” stories. My wife and I lived there for five years, as she ran a motel there. I’d help out at the motel, but my main jobs were working at a newspaper in Sag Harbor and teaching at the College, so I’d commute to either place, often by ferry over Shelter Island.

Greenport is a good deal more affordable than anywhere in the Hamptons. Still, a basic starter home is in the \$400,000 range, but the area stores and restaurants aren’t a gouge.

Though I think Greenport is a bit too high on this list. While worthy to be on the list, it has some minuses. One is that it is fairly dead in the winter. The local movie theater closes down and the streets are pretty empty. The school is small – K through 12 – and not rated very high. The nearest full-fledged community is about a



Off the coast of Hampton Bays.

bred track along with the concerts at SPAC, but most businesses are also open in the winter and the city holds a beautiful Victorian festival around Christmas time.

The schools are ranked very well, not only in the city but its neighboring towns, such as Schuylerville and Greenwich.

There is no beach of note. Unbelievably, Saratoga Lake is surrounded by private property owners, but nature abounds 10 minutes in any direction. The parks in the city are spectacular, too. Unless one ventures outside the main part of the city toward the block where all the fast food places are, or into strip-malled Wilton, this may be the best looking place on CNN’s list, save Southampton’s Dune Road mansion district.

Lake George

From where we live, Lake George is about 20 minutes north, but the place couldn’t be much more different than Saratoga Springs.

Lake George is seasonal. Completely dead and mostly shuttered down in the winter. For some reason, they get more snow, too.

Where Saratoga seemingly has some quality control over its stores and restaurants, Lake George is mostly about more mundane pleasures – T-shirt shops, ice cream, the typically lousy tourist pizza, temporary tattoos, three video arcades, a Christmas store, mini-golf, bumper boats, the House of Frankenstein, parasailing, parking meters (bring quarters), outlet stores, a Six Flags and kitschy mom-and-pop motels. So-called Million Dollar Beach is basically a puddle and the life-guards will only let you swim in water up to your knees.

But, I have to admit, as it’s so close to us, we do go there a good deal. It’s the best of all worlds. We can get in, get out, and who doesn’t like a video arcade?

The better beach option is Moreau State Park, halfway between Saratoga and Lake George, where one can rent a row boat for \$12 and tour the lake with the family. We buy an annual pass for about \$60.

Hudson River Valley

After Lake George on CNN’s list was the ambiguous “Hudson River Valley.” Now the Hudson is 315 miles long, and we have a Hudson River view from our backyard and a metal walking bridge that goes

over it a block away. The Hudson is an everyday part of our lives, so I will claim some affiliation with this listing.

Now, the CNN write up, though vague, was mostly talking about areas an hour or two out of New York City, such as West Point.

I recently spent some time in West Point, and the area is beautiful. The Thayer is an excellent old hotel on the property of the military academy where one can see the cadets playing sports from one’s window. The price is relatively affordable, too.

Though West Point itself is a town mostly forgotten, kitschy in a 1970s kind of way, and not on purpose, with the usual college-town gift shops, though a bit ratty, and lousy pizza and ice cream. It’s off the beaten path, and a half hour on windy roads, through terrible Newburg, to get anywhere. Other towns mentioned in the CNN piece, like Rhinebeck, are fancier, though primarily residential. Not really a place where you’d pack up the Plymouth and say, “Hey, kids, let’s go to Rhinebeck!”

But I believe I can comment on Hudson River living. It’s one of my favorite aspects of where we moved. Not that I’m a big boater, and we can’t swim in the thing due to PCBs dumped by GE back when, and at the point of the river where we live it is not nearly as wide as it is Downstate, it’s just the magnitude, the power, the importance of this river, that helps with my spiritual bearings, similar to when we lived on the salt water that led to the Atlantic in Southampton.

The area where I live is known as Olde Saratoga, where the world’s most influential battle, the Battle of Saratoga in the Revolution, was fought in 1777. I’m unsure why Saratoga Springs popped up 10 minutes to the west, as opposed to on the Hudson River, but Benedict Arnold was a hero in Olde Saratoga, and then a villain down in West Point later in the war in 1780, along the same river. Where I live, first the British had a camp, and then the Americans, chasing them in retreat. This river starts near the state’s tallest mountain and feeds New York City. It is New York. But the towns along it are mostly hit and miss, so CNN should have been more specific there.

Finally, the list concludes with Skaneateles in the Finger Lakes Region. I have never been there, but have a feeling this place is in my future.

Saratoga Springs ranked after two Long Island resort areas on a list.

half an hour away – Riverhead – so shopping is an issue. There also is a crime element as what’s considered the bad neighborhood (pretty much half of one street) is right in the middle of the village. There is no beach. The rocky Long Island Sound is pretty much 10 minutes away, though.

Saratoga Springs

For all intents and purposes, this is where we currently live. Yeah, we’re about 10 minutes east of this small city in what could be considered a rural suburb, but what’s 10 minutes?

Over the past decade, Saratoga more and more had become a getaway for us, as we’d turn business conventions at the Gideon Putnam – my favorite hotel in the state – or in the center of the city into quasi-vacations. In 2010, we moved to the region permanently. Over the years since high school, I’d attended several concerts at SPAC, too.

Saratoga should definitely be ranked higher than Greenport. First, it is a full-fledged city – albeit with only about 30,000 people – so one has all the amenities of a city. Sure, like the Hamptons, there are overpriced boutiques aimed at the blue bloods and wealthy wannabes, but one can also get a hamburger, too. Unlike Greenport and some of the Hamptons, Saratoga Springs is a year-round community. Yes, it is busier in the summer, in part due to the crowds who go to its renowned thorough-

Get updates!



Our Facebook page is accessed via facebook.com/schoolpaper.

Movies where the ‘good guys’ aren’t, and die

Darren Johnson
Campus News

Ah, “Zulu Dawn,” the 1979 movie I remember watching on Channel 9 as a kid with dad on the living room sofa. I believe it was what WOR called a “Million Dollar Movie,” and it was exactly the kind of film dad and I would watch before he took off for good.

A few years ago, I had a vague flashback to the film and called my local library to get a copy for me. However, they gave me the 1964 film “Zulu,” and when I watched it, it didn’t seem as I had remembered.

In “Zulu,” the British troops, while swarmed by a mass of Zulus in the heart of Africa, hang in there and have a few survivors at the end. No, the film I remembered had no survivors. Well, at the time, I just relegated this to faulty memory, or maybe this was some “director’s cut,” and moved on.

But then I saw both “Zulu” and “Zulu Dawn” enter the Netflix sphere recently and realized the film I recalled did exist.

For some reason, I sometimes like a movie where the protagonists are all wiped out. The various movies related to General Custer come to mind. “300” is a more recent example. Such movies, I guess, have the strongest sense of finality.

While “Zulu” is critically regarded as the more important and better movie, I enjoy “Zulu Dawn” more.

In “Zulu” we find that the British encampment has gotten a report that Zulus have wiped out another British encampment. So they have to prepare. While the British are horribly outnumbered, they do have the better weapons. But in “Zulu” many of the Zulus do have rifles, which they had picked up off of dead soldiers at the previous battle. “Zulu Dawn,” even though the film was made 15 years later, is that previous battle, the prequel. So an uninitiated viewer may want to watch “Zulu Dawn” first, and then “Zulu.”

In “Zulu Dawn” the Zulus only have spears. Even the Indians in cowboys-and-Indians movies at least have horses, and often guns. These Zulus only have gump-tion!

Also, the killing in “Zulu Dawn” seems more real. I guess 15 years of improvements in cinema will do that. In “Zulu,” people just grab their hearts and fall dramatically when acting as if they were hit by bullets. In “Zulu Dawn” at least we get some fake blood spurting out.

Both “Zulu” and “Zulu Dawn” have star power with numerous Oscar winners in their casts. But the hordes of Zulus coming over the hills are what make both movies. That, and the slow build up until we get to that point. Both movies are based on real battles in South Africa in 1879.

It is interesting to see how the British arrogant, hierarchal style of command and adherence to rituals and bureaucracy led to them being out-

matched and overwhelmed. As more and more swarms of Zulus hit the British front lines, even the dispensing of ammunition is methodical and slow. No wonder why they also lost here in America! And at least our forefathers had guns!

And at Least the British Fought Fair

I can see why “Soldier Blue” (1970) is just ranked three stars on Netflix. It starts off with a Cheyenne massacre of a US convoy somewhere in the middle of nowhere in the 1800s where every American is killed and scalped except one soldier, Honus Gent (little-remembered Peter Strauss) and a sassy, street-smart woman, Cresta Lee, played by a young Candice Bergen.

The music accompanying the massacre is totally ridiculous, meant more for a



comedy, while the massacre is going on, and the acting seems stilted amidst the music. The “Indians” look more Italian and Spanish.

I’d just selected this film to keep with the theme of the “Zulu” movies I’m also reviewing – the description promised a story with white imperialists overcome by hordes of natives – and was simultaneously playing online Scrabble, anyway, so left the TV on as “Soldier Blue” progressed.

But I could see people flipping this movie off after 15 minutes and giving it a low star rating. My ambivalence toward changing the channel resulted in my catching a movie that is actually worthy of making “It’s New to You!”

And, unlike “Zulu Dawn,” this movie takes an opposite twist. By the end of the movie, we see a reenactment of the 1864 Sand Creek Massacre, where US militia men wiped out a friendly Cheyenne and Arapaho village in Northern Colorado, killing mostly women and children.

The end of the film is brutal, as children are beheaded and hung on stakes, women raped and the village burned. This movie was released during the Vietnam era, shortly after details of the My Lai Massacre were released. The film was directed by the rather unremarkable Ralph Nelson.



CAMPUS NEWS

is published once or twice monthly and distributed to New York and New England two-year colleges.

Publisher/Editor: Darren Johnson.

Regular Writers: Christine Barton,

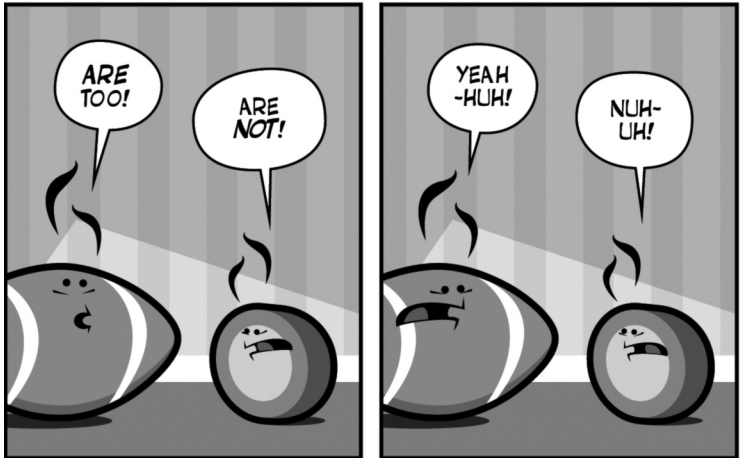
Marie Frankson, Laura LaVacca.

Design Template: Thomas Johnson.

Subscriptions (\$35/year):
Campus News, 39 County Route 70,
Greenwich, NY 12834
or, better, editor@campus-news.org
Facebook: facebook.com/schoolpaper
Twitter: campus_news
Web: www.campus-news.org

Advertising: Just e-mail us!

SMALL MARKET SPORTS by Bill Charbonneau



Follow Small Market Sports on Facebook - <http://www.facebook.com/smallmarketsports>



©2012 Bill Charbonneau.

Town justice internship program comes of age

Christine Barton
Campus News

The Saratoga Town Court offers a unique judicial internship program that has been in existence now for eight years, according to Judge David Mathis, Town Justice and coordinator of the internship program. This one of a kind internship program is designed to introduce students interested in the law to the inner workings of the town court system. The program accepts high school and college level students who meet certain criteria, have exceptional grades and have been recommended by a school faculty member. Since its inception, the court has sponsored about four interns per semester from various different schools.

“This is the best judicial intern program in the state, if not the country; it is a great program that benefits a lot of young people from a lot of different schools,” said Mathis.

Judge Mathis took office in 2004 and Judge Jack L. Ditch took office in 2003. As town justices they share responsibility for the internship program with the assistance of court personnel. By working together with different schools throughout the area, they have been able to design, support and facilitate an enriching hands on opportunity for students by allowing them to get involved with the judicial system on a grass roots level.

“We take top-notch students for this program; they are of such quality that we try not to turn any interested student down for a particular assignment,” said Mathis.

Judge Ditch supports the program from the research and statistical end



Interns Emilee Boddery of Greenwich High School and Angela Goforth of Bryant and Stratton College with Judge David Mathis.

while Judge Mathis offers the day to day guidance for the program, including working with the schools for contacts, evaluations and overall administration of the internship program. Both judges have college teaching experience, so to facilitate a program such as this comes as second nature to them.

“By the end of the summer we will have had 121 students go through the Saratoga Town Court Internship Program successfully. We have had students in the program from 14 different high schools from LaSalle in Troy to as far North as Whitehall,” said Mathis. Some college students are also admitted.

The schools involved are not limited by distance; any student from any

school is able to participate in the internship program as long as the student is able to arrange transportation to fulfill his or her internship requirements. The school counselor would make a referral to the Saratoga Town Court to recommend the student to the program. Once accepted, student interns go through an orientation provided by the town court. During the orientation period, students are educated about their duties as interns, and the rules, regulations, safety and the professional standards expected of them as members of the court team.

Town courts have jurisdiction over cases that consist of non-felony criminal matters, civil and small claims cases as well as vehicle, traffic and code enforcement violations. Saratoga also has a youth court that runs monthly. Interns may be assigned to any projects relating to the court system. Unlike many internship programs, interns are considered a part of the court team and many of the functions they perform are the same as those of the court staff. Several of the interns in the program have already been published in judicial magazines, which is almost unheard of for an intern in any field of study.

“These students are our future,” said Mathis.

Interns may be assigned to a variety of projects from filing and gathering court records to participating in day to day court functions. Additional responsibilities may be added depending on the student’s skill level. Each student would take turns at different tasks, which may include: gathering files, doing research on surcharges, fine schedules and jail sentences to sitting on the bench next to

the judge during court time. Part of the program is spent in court and the other part doing various research, gathering files and doing administrative tasks associated with court. Although a majority of the time is spent in the court building, when students are not in court they are learning about matters relating to the judicial system through reading assignments and research projects that are also a component of the internship program. Students are awarded school credit for their participation in the internship program.

“When they enter the internship program, regardless of their age or school status, we tell them that they are now a part of the court team, and they are the role models and the authority figures for others,” said Mathis. Grasping this concept helps students make the leap from being kids to being young adults.

Saratoga County Court really has many unique programs that work to educate the community and give people choices rather than dealing with issues punitively. “Saratoga Town Court is really a non-traditional court. Courts can do so much for the community,” said Mathis.

In 2009, the Saratoga Town Court Internship program received the Bar Association Liberty Bell Award for Excellence.

“It was a real honor to get it,” said Mathis, “This program has improved since then.

“The problem now is that we have more requests for placements than we have positions.”



Judge Mathis

SMALL MARKET SPORTS by Bill Charbonneau



Follow Small Market Sports on Facebook - <http://www.facebook.com/smallmarketsports>

www.smallmarketsports.com

©2012 Bill Charbonneau.

Obama signs student loan bill

Chelsea Boozer
Scripps Howard Foundation Wire

President Barack Obama signed into law a bill that he says will create or save millions of jobs and help millions of college students.

Obama wore his traditional dark suit, brick-red tie and broad grin at July 6's signing ceremony for the the bill Congress was pressured into passing the week prior. It will rebuild the country's roadways, extend the National Flood Insurance Program and maintain student loan interest rates that were set to double.

"This bill will keep thousands of construction workers on the job rebuilding our nation's infrastructure," Obama told the crowd of about 250 people in the East Room of the White House. "These steps will make a real difference in the lives of millions of Americans."

The bipartisan bill, which takes effect immediately, authorizes \$105 billion to be spent on road and transportation projects over the next 27 months. Two unemployed construction workers stood behind Obama as he signed the bill.

Obama has been quick to tout it as a job producer, and he urged Congress for months to pass the bill, which he said will "have an immediate impact on the economic security of American families."

At the last minute, just before a July 1 deadline for loan interest rates to increase and a July 31 deadline for the flood insurance program to expire,

the House and Senate came to an agreement.

The Senate approved the package on a 74-19 vote after it had passed in House 373-52.

"This is so good for America," Transportation Secretary Ray LaHood said after the ceremony. "So many people are going to go to work as a result of this, building roads and bridges."

Obama signed the bill the same day the Bureau of Labor Statistics released its monthly jobs reports that most called disappointing. It showed 80,000 jobs were created in June, and the unemployment rate stayed at 8.2 percent – 0.9 percent below the level in June 2011.

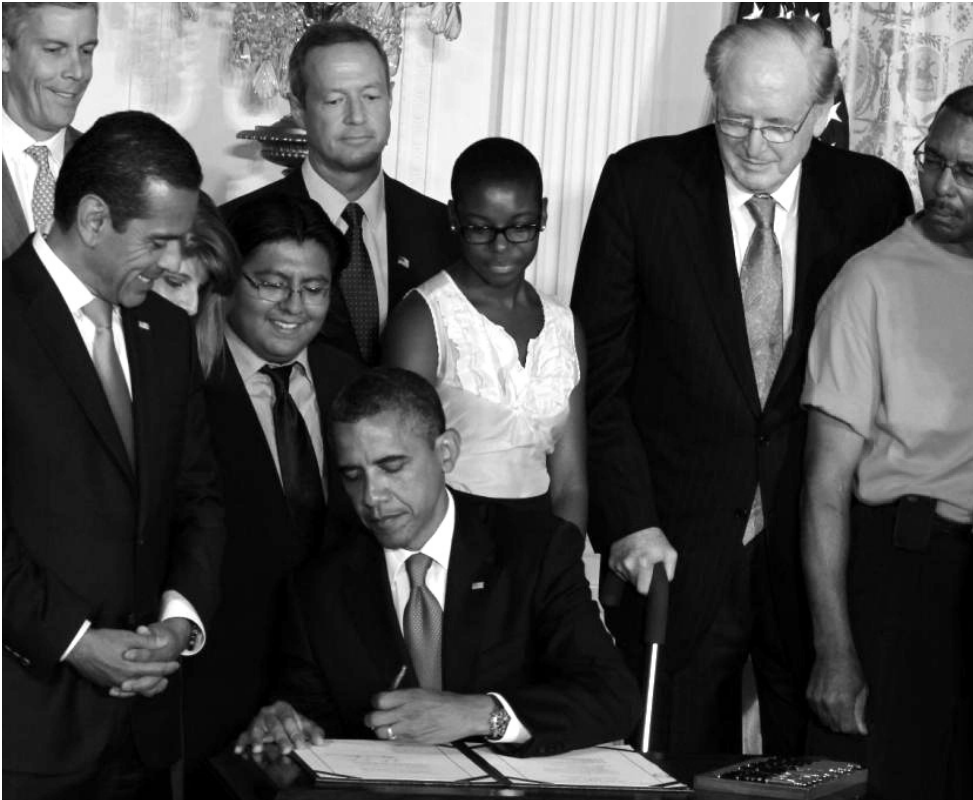
"It is important not to read too much into any one monthly report and it is informative to consider each report in the context of other data that are becoming available," Alan Krueger, chairman of the Council of

'The White House estimates that 7 million students will save about \$1000 each.'

Economic Advisers, said in a statement.

He noted the economy has added 504,000 manufacturing jobs since January 2010, which he said is the largest amount in any 29-month period since April 1995.

Obama put some pressure on Congress, asking it to go beyond this bill and use the money the nation is no longer spending on war to build roads, bridges and wireless networks.



"Let's keep finding ways to work together to grow the economy and to help put more folks back to work," Obama said. "There is no excuse for inaction when there are so many Americans still trying to get back on their feet."

Three students stood alongside the construction workers, members of Congress and other administration officials who crowded around the president as he signed the combination bill.

For the next year, college students are assured that federal subsidized loan interest rates will stay at 3.4 percent. The White House estimates that will save more than 7 million students about \$1,000 each.

Under the new law, students forfeit the six-month repayment grace period

and will have to start repaying their loans as soon as they leave school. Graduate student will have to pay interest on their loans while they are in school.

In 2007, the interest rate on Stafford loans was 6.8 percent. Congress passed a bipartisan bill to cut the rate to 3.4 percent by 2011. The new law extends that rate for the next year, but the rate could rise after that.

Although he praised Congress for "an outstanding piece of business," the president said more needs to be done.

"It's not enough just to keep interest rates from doubling. I've asked Congress to reform and expand the financial aid that's offered to students," he said.

Book prices (cont. from page 12)

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 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 Gutenberg 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 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 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 15 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.

Why transfer to The College of Saint Rose?

We value your experience and academic work.

Every year, more than 400 students transfer to Saint Rose in Albany, New York, from community colleges, major public universities, and four-year private colleges, adding an important part to our student body—bringing a diversity of educational backgrounds that enrich and strengthen the overall academic experience for all of our students.

**We are here to
help you transfer**

Contact us at
1-800-637-8556 ext. 1
or admit@strose.edu



Discover your intellectual passion.
www.strose.edu/majors



Apply today!
www.strose.edu/apply

The College of Saint Rose



Save the Date
Open House
Saturday, Oct. 27

East meets West.

When these Buddhist monks decided their temple needed a website, a member of our faculty turned it into a class project. Students put web design, writing, photography, and video production skills to work. Along the way, they overcame translation challenges and experienced a unique immigrant culture. The result, www.khmertempleutica.org, is an example of how our students combine learning with doing—gaining knowledge with helping others.

Our specialty is excellence in technology: engineering, computer science, and cybersecurity. Excellence in professional studies: business, communication, nursing. And more.

At SUNYIT, your education begins in the classroom, but it doesn't end there. Find out where it will take you.



**Engage the future.
Change the world.**

State University of New York
Institute of Technology at Utica/Rome

1 (866) 2 SUNYIT
admissions@sunyit.edu
www.sunyit.edu



CHANGE IS GOOD



ADELPHI UNIVERSITY  **ADELPHI.EDU/SUCCESS**

TRANSFER TO ADELPHI TO REACH YOUR FULL POTENTIAL

Adelphi's counselors work with students to transfer the maximum number of credits, guide them through the application process and inform them about financial aid opportunities.

To learn more, visit **admissions.adelphi.edu/transfer**.