

THE DETROIT teacher

VOL. 47 — NO. 4

POSTMASTER: All forms 3579 are to be forwarded to Detroit Federation of Teachers, 2875 W. Grand Blvd., Detroit, MI 48202



DECEMBER 2008

DPS Consent Agreement Causes Concern

A preliminary consent agreement with a state Financial Management Review Team raises serious concerns for Detroit teachers.

The agreement to correct continual deficit spending calls for the district to develop a deficit elimination plan that includes the closing of schools and reductions “in positions, wages, employee retirement systems, other fringe benefits...”

The consent agreement also stated that the terms of an existing collective bargaining agreement cannot be extended if those terms are “...inconsistent with the deficit elimination plan.”

“That cannot be allowed to stand,” Patrick Falcusan, DFT financial analyst, said at the Nov. 13 general membership meeting. “It appears to violate labor laws in the state of Michigan under PERA — the Public Employment Relations Act.”

Falcusan said that wages, benefits and other items will be subject to negotiations when the contract expires June 30, 2009 and cannot be simply imposed.

The district must deliver its plan to the state the first week in December. Mike Flanagan, the state superintendent of public instruction, will decide whether to accept the plan. If the plan is not accepted, the state may appoint an emergency financial advisor to take over the district’s finances.

The state got involved after reviewing the district’s 2008-2009 budget and a 228-page audit by the Washington, D.C.-based council of the Great City Schools. The audit and the state’s review team noted serious accounting problems, years of deficit spending, and deficit reduction plans that didn’t go into effect. Flanagan’s action followed months of revelations about the district’s financial woes and a plan in the summer to cut \$522 million over the next two years.

The consent agreement is likely to hold the district to strict monthly accounts of the district’s spending or a financial advisor may take over.

The Teacher Behind the Parade Winners

Love it. Love it. How do you feel about Clippert Academy? How do you like middle school?

Clippert Academy art teacher Ruth Goldfaden doesn’t mix up her feelings about her job. She sees tons of talent in her middle school students — some of whom have never had art before.

“There’s so much talent here,” she says.

The fine arts major had a run of success with her recent move to Clippert last year after 20 years at Gardner Elementary School. Last year, her student won the Thanksgiving Parade float contest. The design from eighth-grader Guadalupe Barrera featured dancers from Mexico in a ballet Folklorica. The float featured nine-foot tall twirling dancers in eight-foot wide flowing, multi-colored skirts. Barrera called it “The Dancing Flower Garden.”

This year eighth-grader Emirene Munoz was the grand prize winner of the balloon contest. She designed a circus elephant balloon called “Elephante.” The 25-foot balloon floated down Woodward Avenue in the 82nd America’s Thanksgiving Day Parade.

“They were really true to her drawing,” said Goldfaden, a Cass Tech graduate, who has taught in Detroit Public Schools for 22 years. After 20 years at the elementary level, Goldfaden lost her art room at Gardner.

“I was a little nervous about middle school but I love it,” she said. “It couldn’t be a better fit. I was ready to work with older kids. You can do more sustained work.”

The fit has been a good one too for the school, which didn’t have an art room.

Goldfaden says the students feel a tremendous amount of achievement when they win a contest like this.

“Some of them may not have had success in other parts of their life,” she said. “What I



Ruth Goldfaden is the art teacher behind two Thanksgiving Parade designs.

see on their face when they succeed — it’s a wonderful sight. It can change them a great deal. They think of themselves as being able to accomplish something.”

Turning a Historic Election into a Thematic Unit

Howe Elementary School on Detroit’s east side turned the historic election into a thematic unit on democracy, keyboarding skills, research, speechwriting, and much more.

Each of the 438 students got the opportunity to cast a ballot prepared by the City of Detroit Elections Department.

“We want them to understand the democratic process and be part of it,” said Lee Wright, second grade teacher. “We want them to have a say in what’s going on in their community.”

Howe teachers took the opportunity during the election fever to drive home some other skills. Luciana Simpkins, a teacher of the Early Child Developmentally Delayed, ran a pizza party contest for the class who registered the most people. Sixty real voters got registered



Luciana Simpkins helps a student at a voting booth.

through the project.

And Latoya Wilson, a language arts teacher, ran a speech contest. One student would present his argument to elect

Sen. John McCain and another student would present as Sen. Barack Obama. The students had to research on the internet, study polls, type on the keyboard, and draft and rewrite.

“I didn’t have to type reports until I was in college,” Wilson said. “By the time they enter middle school, they’ll know how to do it.”

“They not only learned grammar, they worked on their oratorical skills, making sure their reports were really well written,” Wilson said. The best two research project winners presented to the entire school in an assembly.

Although the glory of the election was a memory for not only this school, Wilson said all the keyboarding and grammar and research skills made for a long campaign.

“I’m exhausted,” she said.

Let's Start Bargaining Our Contract Early

On Nov. 17, I gave the official handshake to start contract negotiations with the Detroit Public Schools. For the earliest time ever, we started the process of negotiating.

President's Report

Virginia Cantrell



I never could understand why we waited until February or March to open negotiations when we know that our contract expires on June 30. I remember only one other time – under Superintendent David Snead — when we left for summer vacation with a contract signed.

There's a big reason I wanted to start negotiations, and at least set the parameters, the dates we'll meet, and the place where we'll be negotiating (a neutral environment).

The parents of this city have

started voting with their feet. They are leaving the school district, their neighborhood schools, because of the very instability that is portrayed on a daily basis in the news media about this district.

The parents know this is a contract year. If they see us just getting started in February or March, they may figure we won't have a contract. They might start looking at other schools – charter schools – to enroll their children.

I want early bargaining as a symbol that we are trying to stabilize the exodus of students from our public schools. There is no reason to continue to project a picture of instability and a "can't do" attitude in this district.

This union, for one, wants to



THE OFFICIAL HANDSHAKE – DFT President Virginia Cantrell opens 2009 contract negotiations Nov. 17 with an official handshake with Gwendolyn de Jongh, chief labor negotiator for the Detroit Public Schools. The current teachers' contract expires on June 30.

project a professional attitude that it's possible and right to stabilize this district, to clean up our finances, and to have a fair contract in place for the next

school year.

In Washington, we will have a completely new way of doing things and, most important, a new attitude with which to do the hard work we need to do to make things right.

Let's plunge in and do it right. Yes we can!

Communication Tips for Teachers

Parents can be a teacher's strongest allies or greatest concern. And it usually depends upon how a teacher treats not only the student, but the parents. Just a few moments of a teacher's time to let parents know how he or she values their input into their child's education can make all the difference in the world. Try some of these methods for keeping in touch with parents:

✓ At the beginning of school and each new grading period, address small note cards with

each student's name and place the cards in your desk drawer. Each week, pull out a few cards, jot down a positive note about the child, and send it home. By the end of the grading period, every child will have received a positive note from you. These are often kept by mom as a memoir or placed in a scrapbook.

✓ Be sure that parents have access to your school email address. Send quick test reminders, fun learning reinforcement activities, and class news as a group email. Send personal notes as a private email.

✓ Keep a journal page on your computer with each child's name. Take a few moments each day or week to note problems, praise, conferences, etc. This is a great back-up for memory loss!

✓ Either manually or on the computer, document on a com-

munication log each note you send or phone call you make to parents. This documentation can be invaluable in parent conferences and guarantees that your principal knows of your effort.

✓ Monthly or during each grading period, send home a class newsletter. This can be written by older students as part of an assignment or by you if students are younger. Always include a space for parents to write questions or comments to ensure two-way communication.

These types of communication assure parents that you as a teacher value their input into the educational process, and they give you an opportunity to let parents know that you truly care about their child. After all, that's why teachers teach.



Courtesy of Cut & Paste

THE DETROIT teacher

(ISSN 0011-9695)

The Detroit Teacher is the official publication of the Detroit Federation of Teachers, American Federation of Teachers Local 231, AFL-CIO. Member of the Union Teacher Press Association, International Labor Press Association and Michigan Labor Press.

The Detroit Teacher is published monthly, except for July and August, for \$4 per year by The Detroit Federation of Teachers, 2875 W. Grand Blvd., Detroit, MI 48202. Periodical Postage Paid at Detroit, MI.

POSTMASTER: Send address changes to The Detroit Teacher, 2875 W. Grand Blvd., Detroit, MI 48202.

Editor — Margaret Weertz

UPDATES...

Ronald Brown Teacher Appointed

Angela Evans, a preschool teacher at Ronald Brown Academy, has been selected to participate on the Advisory Committee for the development of the five new frameworks for the Michigan Test for Teacher Certification (MTTC). Evans will serve on the Early Childhood Education Advisory Committee at the Objective Review Conference in Lansing.



Angela Evans

The MDE selects exemplary teachers to serve in these roles. Members of the Content Advisory Committee will include school educators and faculty from Michigan teacher preparation institutions. As a member of the Advisory Committee, Evans will be responsible for reviewing the test materials produced during the test develop-

ment process.

“As a teacher with the Detroit Public Schools System, I look forward to utilizing the skills and knowledge that I have acquired at Ronald Brown Academy and through the Office of Primary Education,” Evans said. “I would especially like to thank all of the outstanding professors I had at Wayne State University in the College of Education, my principal, Nancy Ross, and other staff members and mentors who have supported me and given me the necessary tools to become one of the best preschool teachers.

“It is my belief and the belief of the MDE that as educators, it is so important that all certified teachers in Michigan have the necessary basic skills and content knowledge to serve in Michigan schools.”

Retirements Announced

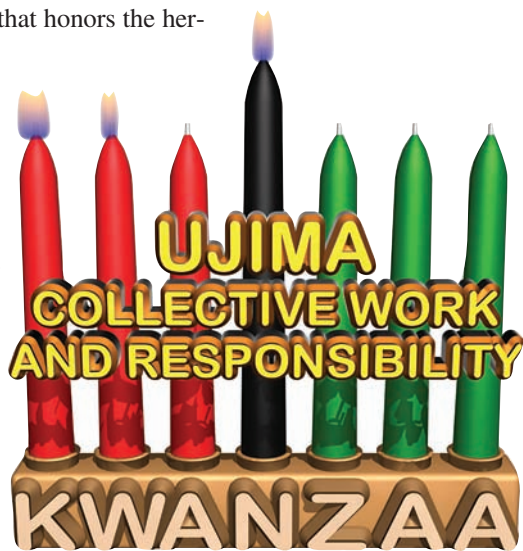
The following DFT members retired this year: Vicki Bell, Dorothy Brown and Patricia Oliver. If you have retired in the last three months and would like it announced, please call the editor at 875-3500 ext. 776.

Kwanzaa to be Celebrated by All

Kwanzaa is a week-long event that honors the heritage of African-Americans. It is observed from Dec. 26 to Jan. 1. While most observers are African-Americans, the celebration continues to become more inclusive.

Kwanzaa was created by political activist Ron Karenga in 1966. Though it was originally intended to be a holiday for African-Americans, in 1997 Karenga amended his position.

While still honoring African heritage, Kwanzaa should be celebrated by any individual of any culture or race. Karenga hopes it will become similar to Cinco de Mayo and the Chinese New Year, which are commonly celebrated outside of their original cultures.



THANKSGIVING PARADE SHOWCASES DPS

You have to wonder what the Michigan Thanksgiving Day Parade would be without the Detroit Public Schools. The Detroit Public Schools is a continual presence at the parade with marching bands, floats and balloons designed by Detroit students. The Martin Luther King High School band, above at this year's 82nd Annual Michigan Thanksgiving Day Parade, is a parade mainstay.

Book Shows How School Discipline Practices are Failing

Kids with social, emotional, and behavioral difficulties present enormous challenges to schools. And when their difficulties are poorly addressed, everyone loses—the child, his parents, classmates, teachers, administrators and the community at large.

A new book, *Lost at School*, reveals how current discipline methods are failing our children and offers a new model for managing challenging children inside and outside the classroom. The book offers teachers, administrators and parents practical tools for working with children in the school setting and beyond.

Lost at School focuses on two premises. Hard to manage kids lack the skills to behave adaptively and when adults teach kids the skills they lack (rather than relying on detention, suspension, and expulsion), the results are profound.

On a national telephone briefing to be held on Wednesday, Dec. 10, 1:00 p.m. EST, the author of the book, Dr. Ross

Greene, PhD, will discuss his model—called Collaborative Problem Solving—and how it can be used by teachers, administrators and parents to help challenging kids get back on track. Greene will be joined at this briefing by staff from schools where his model has been implemented.

Greene is associate clinical professor in the Department of Psychiatry at Harvard Medical School. Greene is the author of the book, *The Explosive Child*, and originator of the Collaborative Problem Solving approach. His research has been funded by the U.S. Department of Education, the National Institute on Drug Abuse (NIDA)/National Institutes of Mental Health (NIMH), and the Stanley Medical Research Institute. His frequent media appearances have included *The Oprah Show*, *Dateline NBC*, *Good Morning America*, *The Morning Show*, and *National Public Radio*.

Visit the New

DFT Web site

www.DFT231.com



Turning Point teacher Mariann Watson with students.

Academy Focuses on Behavior

The gym at Turning Point Academy was rocking Oct. 28 for the second annual harvest party. The staff at the special education day treatment school for severe Emotionally Impaired students held a Halloween costume contest, face painting, sack races and dance.

The school was celebrating autumn, Halloween and the end of taking the MEAP.

“We got through the last three weeks without any major problem,” said science teacher Mariann Watson. “That in itself is something we can celebrate.”

Watson said many of her students are academically above grade level. It is behavior that’s the focus of the school. And she has concerns that the predominant students sent there are boys.

“I have a theory,” she said. “Boys are aggressive and most teachers are women. That’s not how we are.” Still, many of her students need to learn how to function in social situations, thus the reason for harvest parties and dances.

“They want to be someplace with girls but they know girls don’t want to be with them.”

Watson teaches — and better still, models — a better way to behave.

“You can teach them there’s a different way to respond,” she says. “If they address me wrong and say something about my mother, I can let it roll off my back. They see there’s a different way to react.” For her part, Watson loves her place at the east side school. She loves middle school and special ed.

Improving Citizenship through ROTC

When Finney High School student Desirae Littlejohn helped at the Capuchin Soup Kitchen, some of the hungry thought she was from the Army. From appearances, the Junior ROTC students look like troops in training.

But ROTC gives the Finney junior much more than a military perspective of things. It was such good training that Desirae was recruited by her brother Julian.

“I wish we could put everybody in ROTC,” said Julian Littlejohn, a Finney senior. “Maj. Knop got me in in ninth grade. I was a little rough around the edges. We feel like they care about us.”

The cadets learn such diverse skills as leadership, controlling anger, financial responsibility, physical fitness, history and civics. There’s reading and writing skills and the Heimlich maneuver. It’s all in the mission to motivate these young people to become better citizens.

The students are so motivated they publish the only newspaper in the school — The Finney Highlander Battalion.

Maj. Jeff Knop is one of 66 ROTC in-



Left to right: Julian Littlejohn, Desirae Littlejohn and Maj. Jeff Knop

structors in DPS. Half of their salaries are reimbursed to the district from the U.S. Government. And the Army funds the students’ uniforms and shoes, textbooks and computers.

Knop sees the role of learning going in two direc-

tions. “I tell them, ‘You’re teaching me how to deal with teenagers. And I’m teaching you how to succeed in society.’” After 22 years in the Army, Knop retired and found his way to DPS. His mission now is to teach the discipline and life skills he’s learned in those years.

Many students gravitate to ROTC because of the very structure of the environment, the quiet of the classroom and a teacher who is in charge. The books are organized and the materials secured.

“I want these kids to graduate on time, be able to read and function as a citizen,” Knop said. “I don’t care if they go into the services. I want them to be good, productive citizens.”

For senior Julian Littlejohn, he’s applied to seven colleges with hopes of attending Georgetown University in the fall.

DETROIT NEWSM

Outstanding Te



Work is Play fo

Kathryn Meloche’s hom
The middle school science
Chemist.

“Teaching science to me
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Because of this enthusias
Meloche started the Clipp

to make toys without lead o
“We design it, package it,
directors via Power Point.

Clearly Meloche succeed
“There’s something about

when parents are about to ki
And clearly Meloche is h

“This is an incredible sch

“They have to kick me ou

Renaissance Teacher Takes a Risk in French

Several years ago, Todd Losie didn’t like what he saw with his students.

“I wasn’t happy with what I was seeing in class with the traditional approach, with the textbook,” High School French teacher said. “I wasn’t seeing the proficiency.”

Losie slowly started taking risks, specifically using the TPRS model — Teaching Proficiency through Storytelling. He said TPRS is how we learn our first language. That is — repeating over and over in a specific content area.

“There’s no expectancy of productivity,” the 16-year teacher said.

Losie slowly went toward the research and away from the textbook.

It’s something he was interested in doing for years. He slowly entered the model and then stayed for four years ago. And never looked back.

“It’s scary to release yourself from the textbook and trust research and theory,” he said.

Losie is one of three outstanding Detroit Public School teachers honored in 2008 by Wayne State University for their contribution in teaching.

“He has really innovative ideas and he’s really passionate about French,” said Lauren Adams, a fellow teacher. “He takes a lot of risks and he sees it pays off.”



Preschool Teach

What looks like chicken
dents will grow from Septe

The Northwest Early Ch
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“I like to be the beginnin
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Williams was honored as
through third grade gives h

The energetic and bubbly
parent program. She makes

“I didn’t know my child
Early Childhood Center is a

Williams, though continu
the foundation comes back
sees loads of success.

The school holds family
and nature walks. “They lo
That’s because I make it fu

DETROIT teacher MAKERS

Teachers of 2008

For Science Teacher

is just a storage bin and a place to sleep. Her life is at Clippert Academy. The teacher runs the Science Olympiad, HOTS (Higher Order Thinking Skills) and You Be the Boss. "It's like playing," she said. "It's what I do and think and feel all the time. Where else can you bring science up or mix chemicals or dissect animals?" Meloche was honored as a 2008 Teacher of the Year by Wayne RESA. She works for Bert Labs Inc. to hire student scientists and have them solve today's problems. This month: how to make better batteries. "I want to make and advertise it," Meloche said. The students test the toys then present them to the board of directors. "I work with the students – 81 percent of her students met or exceeded the state standards in the MEAP. I'm hooked," she said. "My favorite age kid I found out is 12 to 16 – right in the middle. I'll kill them." Meloche is happy in her environment. "The school is a good school," she said. "The teachers work well together. It's well run and managed. I don't want to shut the door."

textbook," the Renaissance
through Reading and
over again the verb tenses
took a complete plunge
the RESA for their innova-
mo, Losie's student



Phyllis Williams Lays the Foundation

scratching, Phyllis Williams sees the beginning of writing. Her four-year-old preschool student starts to write from September to June by leaps and letters. "I like to give them a good start. I know how far I can get with them because I've been a teacher for 20 years." Williams is one of the 2008 Outstanding Teachers of the Year by Wayne RESA. Having taught preschool for 20 years, she has an understanding of how preschool learning will play out in third grade. "I'm a preschool teacher and I'm moving in many directions at once – applying for another grant, or setting up a home visits to each family and is surprised daily by her students. She has played the violin," she said. "One person spoke Japanese – I didn't know that." The Northwest Michigan State Readiness Program for at-risk preschoolers. Williams is usually surprised by kids, is grounded in differentiated instruction and multiple intelligences. But she is committed to reading, exposure to the world, and bringing parents into the learning cycle. So far, she has had many successes.

feasts, picnics and fundraisers to get parents involved. She takes her 16 students on field trips. "I love coming to school," Williams said. "The lady in the office said, 'Your kids are never absent.'"



OBAMA HAS LEFT THE BUILDING — For the last five months, the DFT has hosted the Obama Campaign Michigan Headquarters on the second floor of its building. The busy headquarters brought in numerous speakers, politicians and personalities including Michelle Obama, Bill Cosby, Usher, Forest Whitaker, Doug E. Fresh, Sen. Debbie Stabenow, U.S. Rep. John Conyers, former Detroit Mayor Dennis Archer, and AFT President Randi Weingarten.

Tour of Japan Opens Eyes

In a country of 128 million on a tiny island, Shawn Forman didn't see a piece of litter on the streets of Japan. The Detroit elementary teacher saw such paradoxes as over-crowded schools and calm orderly kids.

"Every school we went to, there were no custodians, the children cleaned the schools," said Forman, who spent three weeks in Japan touring schools. Forman saw the Japanese children mopping, vacuuming and dusting their own schools.



Shawn Forman

"The most amazing thing is to see the kids taking responsibility for their school," said Forman, a first-grade teacher at MacDowell Elementary School. "They truly are buying into their environment. Not only does it give them responsibility for their environment, it's a place they should care for because it's where they go to learn."

Forman said the schools are so eco-friendly they produce hardly any waste, using plates and chopsticks during lunch. The children even break down the only disposable item — their milk cartons to be recycled.

Forman said Japan has some of the same issues we have in Detroit — over-crowded classrooms and crowded schools. But, she said, the kids were calm and orderly, even with 700 students in an assembly with long-winded presentations.

Forman has been teaching 10 years in Detroit and applied for a Japan Fulbright Memorial Fund scholarship to observe teaching and learning. She was impressed that the students got a 15-minute recess after each class to unwind. Many went in the courtyard to weed or jump rope. Teachers didn't address each subject every day, but only tackled three core subjects. After the core subjects, the children learned judo, kendo, brass band or tea ceremony.

Forman stayed with a host family in Takeo, Saga and visited Nagasaki where the U.S. dropped the atomic bomb. She also visited the Diet — the Japanese Parliament, and the Imperial Palace in Tokyo.

"I had the chance to see Kimono wrapping as well as visiting the busiest intersection in the world, in the Shibuya," where 1,000 people cross at an intersection every time the light changed.

She will introduce her students to the customs, traditions and food of Japan, where she learned to make tempura, miso soup and rice balls.

GRANTS...

Literacy Research

The International Reading Association (IRA) supports research on literacy with a grant opportunities of up to \$100,000. The Elva Knight Research Grant supports promising research that addresses questions for the discipline of reading/literacy research and practice. At least one grant will be awarded to a high-quality, teacher-initiated research project. Applicants must be IRA members.

Deadline: Jan. 15, 2009. For more info visit mmoore@reading.org.

The Big Read

The National Endowment of the Arts (NEA) and the Institute of Museum and Library Services and Arts Midwest are offering grants of \$2,500 to \$20,000 for organizations that wish to participate in The Big Read, a program to revitalize reading and bring literature back into the lives of America's citizens.

Deadline: Feb. 3, 2009. For more info, visit TheBigRead@artsmidwest.org.

Science Education

The American Honda Foundation makes grants to nonprofits that work in the areas of youth and scientific education. The foundation looks for programs that have a clear purpose, a commitment to the best use of resources, and a history of accomplishing their objectives. The foundation looks for programs that align with Honda's ideals: dreamful (imaginative), scientific, creative, humanistic, youthful, innovative and foresightful.

Grants of \$10,000 to \$100,000 are made on a one-time basis, paid in a lump sum. Applicants may download an application from the website.

Deadline: Feb. 1, 2009. For more info, visit <http://corporate.honda.com/america/philanthropy.aspx?id=ahf>.

Athletic Programs

The Finish Line Youth Foundation supports organizations that give youth opportunities to participate in athletic programs, encouraging healthy lifestyles and team building. The foundation also supports camps that emphasize sports and active lifestyles. Grants from \$1,000 to \$5,000 are given to fund scholarships for camps and youth athletic programs.

Deadline: Dec. 31, 2008. For more info, visit Youthfoundation@finishline.com.

Professional Development

The Horace Mann Companies support educators with financial assistance and scholarships to further their professional development. Horace Mann is offering \$30,000 total in scholarships for public and private school K-12 educators to take college courses. The company will award one \$5,000 scholarship payable over four years, while 15 recipients will receive \$1,000 each payable over two years. Twenty other recipients will receive one-time awards of \$500 each. The funds will be paid directly to the educator's university or college.

For more info, visit www.horacemann.com/resources/scholarships.

Musical Instruments

Established and sustainable music programs are eligible to apply for grants from the Guitar Center Music Foundation. The foundation makes grants of musical instruments ranging from \$500 to \$5,000 in value. Qualifying applicants have ongoing music programs that provide music instruction for people of any age who would not otherwise have the opportunity to make music.

For more info, visit info@guitarcenter-musicfoundation.org.

Music Education

The Muzak Heart & Soul Foundation seeks to support and redefine music education to help children achieve their full potential. This year's grant program focuses on educational reform for school and independent music programs. The annual, one-time grants range from \$1,000 to \$12,000 each. Eligible applicants are public school music programs serving at least 70 percent low-income students, or independent music programs serving economically disadvantaged children.

Deadline: Feb. 4, 2009. For more info, visit heart@muzak.com.

Aerospace Grants

The Air Force Association provides educational opportunities for youth in the United States with its Civil Air Patrol

Aerospace Educator Grants. The AFA wants to ensure that future generations will appreciate the role of aviation and space in America's future and have the technical knowledge and educational background to pursue aerospace careers. Grants of \$250 are available.

For more info, visit aadmin@capn-hq.gov.

Radio Clubs

The National Association for Amateur Radio Foundation offers mini-grants of \$1,000 to support youth activities in radio clubs. The purpose of the Victor C. Clark Youth Incentive Program is to support the development of amateur radio activities among high-school age (or younger) youth. Grants can be used to purchase equipment, buy training materials, or support local service projects that bring favorable public exposure to amateur radio activities.

For more info, visit foundation@arrl.org.

Humane Society

The Humane Society Youth selects one young person each year to be designated the KIND Kid Award winner. Children in grades K-6 who have made a positive difference for animals are eligible for this award. The KIND Kid will receive \$100 and two runners up will receive \$50 each from the Humane Society Youth. To find out what other KIND Kid Award winners have won, visit the website and view their projects.

Deadline: Jan. 15, 2009. For info, visit www.kindnews.org/kids.

ROLL CALL...

Detroit Federation of Teachers Membership Meeting — NOVEMBER 13, 2008

Adult Education	Clinton	Edison	Houghten	McKenny	Robinson
Bagley	Clippert	Edmonson	Howe	McKinney	Rutherford
Barbour	Cody	Emerson	Jamieson	McNair	Scott
Barsamian	Cody Nine	Farwell	Jemison	Mumford	Sherrill
Barton	Coffey	Finney	Joyce	Munger	Social Workers
Bennett	Columbus	Fitzgerald	Keidan	Murphy	Southeastern
Birney	Cooke	Fleming	Kettering	Neinas	Southwestern
Bow	Cooley North	Ford (HS)	King (ES)	Nichols	Spain
Boykin	Coolidge	Gardner	King (HS)	Noble	Stark
Brown	Crary	Garvey	Law	Nolan	Stewart
Burt	Crockett	Glazer	Lessenger	Northwestern	Substitutes
Burton	Davison	Greenfield Union	Lodge	NW Early Childhood	Taft
Butzel	Denby	Guyton	Logan	Office of Mathematics	Thirkell
Campbell	Detroit Academy	Hally	Loving	Osborn	Turning Point
Carleton	of Young Women	Hamilton	Ludington	Pasteur	Van Zile
Carstens	Detroit City	Hancock	Macomb	Pershing	Vernor
Carver	Detroit Open	Hanstein	Malcolm X	Priest	West Side Alternative
Cass	Detroit Transition East	Harding	Mann	Psychological Services	Western
Central	Detroit Transition West	Harms	Mark Twain	Pulaski	Westside Multicultural
Cerveney	Dixon	Head Start	Marquette	Randolph	White
Chadsey	Dossin	Heilmann (ES)	Marshall (JC)	Renaissance	Wilkins
Chrysler	Douglass	Holcomb	Marshall (T)	Retirees	Winterhalter
Clark	Drew Attendance	Holmes (AL)	Maybury	Richard	Wright
Clemente	Durfee (ES)	Holmes (OW)	McColl	Robeson ELC	Young (CA)
Cleveland	Earhart	Homebound Teaching	McFarlane		



Clyde Lewers, Joyce Principal Diane Goins and teacher Mearon Lewers with Joyce students.

Detroit Teachers Keep Students Warm

Detroit winters might as well be Alaskan winters. But some kids dress as if they're in balmy Florida.

Twelve years ago, Joyce Elementary School teacher Mearon Lewers noticed too many kids dressed inadequately for the weather.

"I noticed kids standing at the bus stop with their shirts pulled over their hands," Lewers said. "I stopped and was giving kids gloves out of my car."

"It started with the children in my class, then the kids in my building," she said. Last year, Lewers and her husband, Clyde, expanded the program district-wide.

She began collecting coats for the students. Then she realized it was about more than coats. They needed to bulk up in layers. They needed undershirts and thick socks, gloves and hats.

Lewers' Coats for Kids Drive transformed into an "Accessories for Kids" drive.

This year Lewers wants to give warm accessories to Detroit schoolchildren from December through March.

Lewers is asking for donations of six purchased items: hats, scarves, gloves, undershirts, socks, and tights. The items should be in children's sizes of x-small to x-large.

The items can be dropped off at four locations: the Detroit Federation of Teachers, 2875 W. Grand Blvd.; the Detroit Public Schools Welcome Center, 3031 W. Grand Blvd.; the Charles H. Wright Museum of African American History, 315 E. Warren; and the Comerica Bank branch in the lobby of the Fisher Building.

To receive goods from the drive for students at your school, complete the form below.

Accessories for Kids Request Form

School _____

Item: H S G U S T
 H=HAT S=SCARF G=GLOVES U=UNDERSHIRT S=SOCKS T=TIGHTS

Child's Name _____ M/F _____

Size: XS S M L XL

Return to Mearon Lewers at Joyce Elementary School

Educating Children about Harmful Ideas of Sexual Identity

By Ron Seigel

Education can help young people evaluate the harmful ideas they may have about sexual identity.

As I wrote in past articles, when boys associate masculinity with aggression, a willingness to cause pain and a shame about feeling, this can lead to school misbehavior, teasing, bullying and even violence.

When girls equate femininity with their ability to please and attract others and judge their self-worth by other people's approval, this can lead to low self-esteem, psychological pain, joining in a mean competition for popularity and a conformity to nasty cliques.

Such attitudes also create a hostility to learning. Boys who achieve academically are often considered sissies. Smart girls are often considered unattractive.

Psychologist William Pollack suggested adults talk with young people "about ways their feelings and behavior are triggered" by such misconceptions about what is masculine and feminine. This can be done in academic subjects. In literature, teachers can relate plots, themes and characters to problems in students' lives, including those of identity.

The late Mary Rose, who chaired the English Department at West Bloomfield High School, noted that literature can provide young people with insights from observers of many cultures and show them that their situation and emotions are neither unique nor odd.

Pollack suggested we "teach boys there are many different ways to become a man."

Both literature and history can provide a perspective on this by pointing out ideals of manhood in other ages, for example the Pericles' Athenian ideal combining "manly vigor" with a love of wisdom and medieval chivalry, where strength was combined with gentleness.

Elizabeth James from the University of Michigan Department of African American and African Studies suggests the Zulus in South Africa can also be a model. She noted their code represented the spirit of community and their courage arose from a sense of tradition, honoring of their ancestors and service to the community, and involved a strong sense of discipline. These values, she said, not only helped in their struggle for freedom but in finding community solutions in the current fight against AIDS. One might add that all hero stories involve strength and courage being used to protect victims of bullying.

For girls, psychologist Mary Pipher calls for "more stories of women who are strong, more examples of women in a variety of roles." She noted, "Most of what girls read in school is written by men about men." Pipher suggested, "History ought to include the history of women, psychology the psychology of women and literature the writings of women."

In addition, Jacqueline Campbell, who worked in Wayne State University's College of Nursing, suggested health classes might discuss questions of respect between men and women in dating situations.

Ron Seigel is a freelance writer living in Highland Park, Mich.



HOLIDAY BAZAAR – Dozens of vendors sold their wares at the DFT Holiday Bazaar on Nov. 22. The Holiday Bazaar is held each year at the DFT office. Proceeds fund COPE (the Committee on Political Education).

The Best Motivation is Useful Advice

Good leaders can be counted on to do what's necessary under pressure — but exactly what they do can change from moment to moment.

In the 1968 National Basketball Association Eastern Division playoffs, Philadelphia took a commanding three-game lead over Boston in a best-of-seven series — one more win would eliminate Boston. During the next — and must-win — game, Boston fought back and had a two-point lead with seconds left.

Bill Russell, Boston's star center, was fouled and went to the free-throw line to shoot two baskets. If he made just one, Boston would be far enough ahead to win the game even if Philadelphia scored again; but if he missed both, Philadelphia could tie the game with one basket.

Russell, normally a cool competitor, missed the first shot — leaving his team only one more chance to lock up the game.

Then Sam Jones, a Boston guard and team leader, whispered a few

words to Russell. Russell promptly sank his remaining free throw and won the game (Boston also went on to win the series). Afterward, reporters clamored to know what Jones had said to Russell. Was it an inspirational gem that motivated Russell to do his best in the face of adversity?

Hardly. Knowing that Russell shot free throws better when he remembered to relax his muscles, Jones simply said, "Flex your knees, Bill."

As Russell puts it in his book, *Russell Rules* (New American Library), "It was about as inspirational as a car manual, but it was the only thing I needed to hear at that moment for us to win."

It's a great lesson for high-pressure situations: Effective leaders figure out what to say — and sometimes that means saying only what's absolutely necessary. The greatest inspiration may simply be quietly helping someone do his or her job better.

Courtesy of Cut & Paste



Obama T-shirts Still Selling

Johnnie Jackson, owner of Universal Merchandising, sold rhinestone studded Obama T-shirts at the DFT's Holiday Bazaar in November. Although he sells an array of T-shirts, he said the Obama shirts were heavy sellers throughout the fall.

"It got to the point that Obama was all I was selling." Jackson, who also does his own printing, is designing both an inaugural T-shirt and a Black History Month T-shirt. "I did much better than anyone expected."

For info on T-shirts call 313-982-2137.

THE IMPRESSION A TEACHER MAKES



Volunteers from the Junior League of Detroit have been helping to open the Carstens Elementary School library two mornings a week for students. Students from Rochelle Haye's second grade class were personalizing tote bags to carry back and forth when Hayes noticed how familiar one face looked. What a surprise to realize it was Cheryl Harvey, her own second-grade teacher from Hubert Elementary School. After she saw Harvey, Hayes went home and found a certificate — a spelling award — that she had received from Ms. Harvey back in the second grade.

Calendar

All meetings will be held at 2875 W. Grand Blvd., Detroit, unless otherwise noted. Dates and times are subject to change. The DFT telephone number is 313-875-3500.

DECEMBER

- 9** Retirees Chapter luncheon, 11:30 a.m., Breithaupt Voc/Tech
- 11** General Membership Meeting, 4:30 p.m.
- 17** Attendance Agents Staff Meeting, 3-4 p.m.
- 19** Schools close at end of day, Christmas Break

JANUARY

- 5** Schools reopen
- 5** Counselors Chapter, 4:00 p.m.
- 8** General Membership Meeting, 4:30 p.m.
- 12** School Social Workers Chapter, 3:45 p.m.
- 19** Schools closed, Martin Luther King Jr. Holiday
- 20** Retirees Chapter, 11:30 a.m.
- 21** Attendance Agents Staff Meeting, 3-4 p.m.
- 22** Ed Tech Chapter Meeting, 4:15 p.m.
- 26** Special Ed Chapter, 4:30 p.m.