Welcome New C.U.R.E. Cohort

We are pleased to welcome seven new students to the C.U.R.E. family.

Autumn Bifano is a freshman Adolescence Physics Education major.
Sheri Cuevas is a freshman Adolescence Math Education major.
Keith Greene is a freshman Physical Education major.
Samuel Lemus is a freshman Childhood Education major.
Lauren Ortiz is a freshman Childhood Education major.
Tameka Stephenson is a sophomore Childhood Education major.
Wilfred Trye is a freshman Physical Education major.

Dates to Remember

ALL-C.U.R.E. Meetings
All C.U.R.E. Meetings take place in Corey Union and run from 7:15 to 8:45

Tuesday, October 5
Exhibition Lounge

Tuesday, November 9
Fireplace Lounge

Peer Mentor Meetings
Peer Mentor meetings take place in Corey Union and run from 7:15 to 8:45

Tuesday, September 14
Room 301-303

Tuesday, October 12
Room 204-208

Tuesday, November 16
Fireplace Lounge

President’s Reception for C.U.R.E.
President’s Home
Thursday October 28
4:00 to 5:30

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The Urban and Multicultural Education Club was created two years ago by C.U.R.E. students Tory Walley, Mike Witkowich and Maria Fuentes. In the past, the Urban and Multicultural Education club has raised money for New York City schools, led a multicultural activity at the SUNY Cortland Children’s Museum and volunteered at Festivus. This year the Club will be working with the Education Club and has many exciting activities planned. They are planning another fundraiser for a NYC School, an on-going volunteer mentoring project in collaboration with a local school and an Art and Literacy Expo in collaboration with the Bldgett School in Syracuse. Please contact C.U.R.E. member Maria Fuentes for more information.
Teaching is not the most lucrative profession. I am very confident that I will not become a millionaire being a teacher. In a society where people can be driven and motivated by money, it can be difficult to understand why someone would pursue a career that involves so much time and energy, for such small financial reward. When asking teachers why they teach, it is common to receive a response that they are not “in it for the money.” Many will say that they teach because the rewards are in the children – in seeing their cute faces and smiles and in their love and respect. Some teach because they had a teacher who had a significant impact on their lives and now they want to have the same effect on their students. When I first decided I wanted to teach, these were my reasons as well. I felt that I had had teachers who changed my life and that I would one day want to have that kind of impact on students. Yet, after a year in college, I have come to realize that these are no longer the motivating factors behind my pursuit of a teaching degree. These reasons now seem overused and worn thin by too many who do not truly mean it. Although I still feel that these aspects of teaching, however cliché they sound, will be rewarding and are worth the time and effort of becoming a teacher, I am working to become a teacher for different reasons. After my last three semesters of classes, I realize I now want to teach because there are simply not enough good teachers – and I am working hard to be a very good teacher. For similar reasons I want to teach in an urban school district.

When I think about what I’ve learned about schools and teaching since coming to college, and I compare it to some of the teachers I have had before, I realize that many of them were not as good at teaching as I think I can be. All too often teachers look at teaching as a job, when it is more than that. Jobs are things you do without much passion to make some money; teaching is much more important. Teaching is more than just getting some kids to learn what is required by the current curriculum or standardized test. Teaching is inspiring kids to want to learn so much they will eventually learn how to learn what they need to know throughout life, as well as to pass “the test.” The teacher should only be there to guide them through. I think that too often teachers do not realize this and instead they drag kids through lesson plans and textbooks until there is no motivation left in the students and they have no sense of the wonder of learning.

Teaching in an urban school is something that most teachers and prospective teachers would least like to do. I have decided to become an urban educator, because it is not a job that many people want to do. It is not an easy job and people are afraid of the challenges, real and imagined, that urban education presents. Yet, these are the very reasons it appeals to me. I am up to the challenges. I also want to teach in an urban school because it is unfair that so many of the schools in these areas are so poor, while other districts have such huge budgets. I want to teach in the city, because I think that, in whatever small way, it may help to even the playing field. Especially after observing at an elementary school in the city of Syracuse for a semester, I realize that these children deserve the same opportunities as any other children.

Looking at why I want to teach and seeing how I have changed my views, I realize that I may be more motivated because I would like to make a change for the better in society, even if it seems as trivial as going to teach somewhere that nobody else wants to teach. By teaching in an urban school, I am not going solve the problems of urban education in America, but I will be making a small change. And if enough people make small changes, big changes can happen.
C.U.R.E. PROFILE: AMY PROSSER

Amy Prosser is the Graduate Assistant this year in the C.U.R.E. office. She is originally from Middle Island, NY and completed her undergraduate degree in Physical Education here at SUNY Cortland. Amy is currently in the Masters program for Physical Education, but wants to switch to the Health Education program. Amy wants to be a health or home economics teacher “...because I feel that those areas are lifetime skills that can truly enhance someone’s quality of life.” She believes that Health and Home Economics give people a sense of independence and can be a place where all students can excel, even if they have not done so elsewhere.

In her free time, Amy likes all things outdoors including camping, photography and traveling. She has a long-range goal to visit all fifty states before she turns fifty, and says she is more than halfway there. She also enjoys sewing and quilting. Amy hopes to one day get married and have an “army of children,” and live and teach in upstate New York.

Welcome Amy, it’s a pleasure to get to know you!

MY SUMMER IN THE CITY

BY LATOYA PAIGE

My summer in the city experience was fun yet challenging. I worked in the 3rd grade at P.S. 65 in the Bronx. The number of students that had failed either the reading or math test or both was so great that there were four 3rd grade summer school classes preparing to take the test. The school was combined with another school that was a few blocks down. On the first day there was a lot of confusion. This was the first time that I ever worked with a group of children that were all considered to be performing below their grade level and many of them were below their reading level.

The most challenging thing was the fact that a couple of them couldn't read very well and couldn't even count backwards. That was the most frustrating thing, knowing that the children were so far behind that summer school wasn't going to help.

The most interesting thing about the summer was when a child that I was helping actually understood what I was trying to teach and appreciated me being there. It was a very good experience and I would recommend that everyone try it!
C.U.R.E. students visit with John Gaynor, a teacher at Blodgett Elementary School where they will be observing this semester for the first C.U.R.E. class.