



# THE BEACON



UMASS  
AMHERST

## SCHOOL OF EDUCATION Educators for Excellence and Equity

Access *The Beacon*, on-line at: <http://www.umass.edu/education/publications.htm>. If you have problems accessing this link, go to the School of Education home page, click on *The Beacon* button on the left. Earlier issues may be found by going to *Publications* on the School of Education home page.

### FACULTY/STAFF/STUDENT ACTIVITIES, HONORS, AND AWARDS

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#### CALL FOR NEWS

If you know of a student, faculty or staff member, who has been honored with an award or is involved in an interesting activity, please email Linda Neas at [llascell@educ.umass.edu](mailto:llascell@educ.umass.edu). Thank you for your assistance!

#### NCATE

##### **Standard 6: Leadership and Authority**

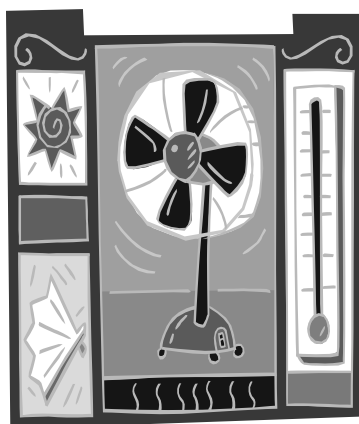
The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

##### **UNIT LEADERSHIP AND AUTHORITY**

##### UNACCEPTABLE

Unit leadership and authority arrangements do not result in coherent planning, delivery, or operation of programs for the preparation of teachers and other school personnel. The unit does not effectively manage or coordinate all programs so that candidates meet standards. The unit does not effectively engage cooperating P-12 teachers and other practicing educators in program design, implementation, and evaluation. The unit's recruiting and admission practices are not described clearly or consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are inaccurate, inconsistent, and/or out of date. The

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**BEACON DEADLINE:** Please submit *Beacon* announcements to: **Room 123A Furcolo Hall or to [llascell@educ.umass.edu](mailto:llascell@educ.umass.edu)**. The deadline remains 3:30 p.m. on Monday. All assistantships will run for two issues unless otherwise indicated. Examinations and dissertation proposals run for only one issue.

**ATTENTION: GRADUATE ASSISTANTS**

A copy of the School of Education Graduate Assistantship Appointment and Reappointment Policies and Procedures, revised as of February 2007, is attached to this week's Beacon and is available at the Provost Office at <http://www.umass.edu/provost/appoint/index.html>.

**FALL 07 ASSISTANTSHIPS AVAILABLE**

*(by department)*

*Please note: All available positions are contingent upon funding.*

**Educator Licensure Office**

**Fall/Spring 2007-2008 - Project Assistantship**

One half-time (10 hours per week) project assistantship is available for Fall/Spring (2007-2008) in the Educator Licensure Office.

**Responsibilities include:** assisting the Licensure Officer on various projects. Other duties as assigned.

**Qualifications include:** The candidate must have knowledge of teacher education, work well with undergraduate students, and have good organizational skills, including some knowledge of web maintenance, are important. Previous teaching experience is desirable.

To apply, please submit a letter of application addressing the above qualifications (which will be used as a writing sample) and resume to: **Dr. Marge Magouirk-Colbert**, Educator Licensure Office, Room 130 Furcolo Hall. **APPLICATION DEADLINE: June 15, 2007**

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**Fall (2007) Project Assistantship - MTEL Workshop Coordinator and Lead Instructor**

One full-time (10 hours per week) project assistantship is available for Fall, 2007 in the Educator Licensure Office.

**Responsibilities include:** provide leadership in program development and instruction for workshops preparing students for the Communication and Literacy Skills Test of the Massachusetts Test for Educator Licensure (MTEL).

**Qualifications include:** The candidate must have teaching experience in public schools in English or communication and literacy related areas, a strong background in English language arts, and excellent teaching and computer skills. Administration and leadership experience is required.

To apply, please submit a letter of application addressing the above qualifications (which will be used as a writing sample) and resume to: **Dr. Marge Magouirk-Colbert**, Educator Licensure Office, Rm. 130, Furcolo Hall. **APPLICATION DEADLINE: June 15, 2007**

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**Fall/Spring 2007-2008 - Project Assistantship**

One half-time (10 hours per week) project assistantship is available for Fall/Spring 2007-2008 in the Educator Licensure Office.

**Responsibilities include:** Under the direction of the Assistant Dean for Educator Licensure, organize and execute the annual job fair for k-12 school professionals. This includes follow-up duties after completion of the job fair (i.e. surveys, reports). Duties will also include Tk20 data input and assessment building. Other duties as assigned.

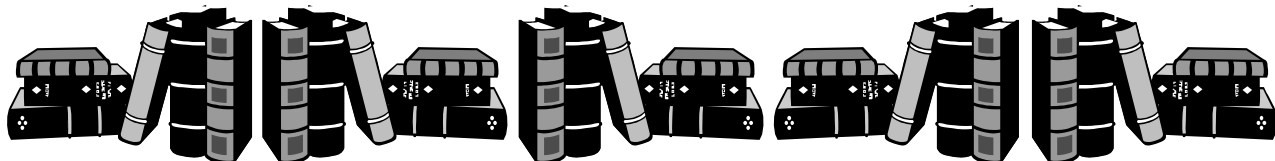
To apply, please submit a letter of application addressing the above qualifications (which will be used as a writing sample) and resume to: **Dr. Marge Magouirk-Colbert**, Educator Licensure Office, Room 130 Furcolo Hall. **Application Deadline: June 15, 2007**

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**Fall/Spring 2007-2008 - Project Assistantship**

Three half-time (10 hours per week) project assistantships are available for Fall/Spring 2007-2008 in the Educator Information Office.

**Responsibilities include:** advising students interested in



pre-licensure and the education minor. Assist the Educator Information Coordinator to maintain and update the advising system and office advising materials. Under the direction of the Educator Information Coordinator, attend and advise at fall open house, orientations for accepted students, and other orientations, recruitment or resource fairs related to pre-licensure advising. Other duties as assigned.

To apply, please submit a letter of application addressing the above qualifications (which will be used as a writing sample) and a resume to: **Assistant Dean Marge Magouirk Colbert, School of Education**, Educator Licensure Office, Room 130 Furcolo Hall, 813 N. Pleasant St., Amherst, MA 01003. **Application deadline: June 15, 2007**

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**Summer 2007 - Project Assistantship**

Half time (10 hours per week) Project Assistantship is available in the Educator Licensure Assessment Office for Summer 2007.

**Responsibilities include:** Work as part of the Tk20 Team to assist the NCATE Data Coordinator, Assistant Dean for Educator Licensure, and Licensure Officer with data management, analysis and reporting. Under direction of the NCATE Data Coordinator, assist Educator Licensure Faculty in implementing NCATE assessment plans through Tk20. Learn to use the Tk20 data management system; assist faculty in putting assignments, assessments, and rubrics on the system; and train students, faculty and cooperating teachers to use Tk20 data management system. Work with Placement Office to get information for Field Experience Placements and Binders. Conduct online and face-to-face Tk20 support sessions as needed by Tk20 office. Other duties related to the work of the Educator Licensure Assessment Office.

**Qualifications include:** Preference given to candidates with the following qualifications: doctoral student; excellent technology and computer skills; ability to learn new technology quickly; high level of initiative; excellent communication skills; team spirit; ability to work assigned hours which will include some evening hours and flexible hours as assigned.

To apply, please submit a current resume and letter of application which addresses your qualifications for any of the specific duties listed above to **Dr. Marge Magouirk Colbert**, Room 130, Furcolo Hall. **Application deadline: June 15, 2007.**

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**Fall 2007 - Project Assistantship**

Half time (10 hours per week) Project Assistantships are available in the Educator Licensure Assessment Office for Fall semester 2007.

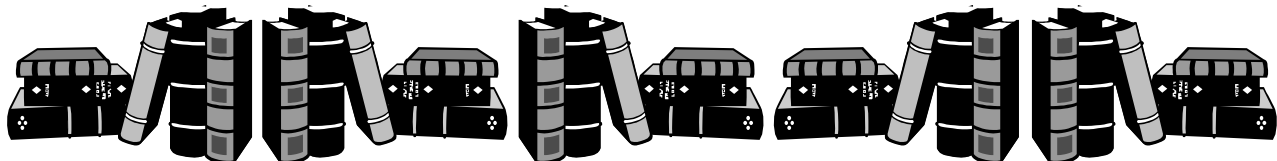
**Responsibilities include:** Work as part of the Tk20 Team to assist the NCATE Data Coordinator, Assistant Dean for Educator Licensure, and Licensure Officer with data management, analysis and reporting. Under direction of the NCATE Data Coordinator, assist Educator Licensure Faculty in implementing NCATE assessment plans through Tk20. Learn to use the Tk20 data management system; assist faculty in putting assignments, assessments, and rubrics on the system; and train students, faculty and cooperating teachers to use Tk20 data management system. Work with Placement Office to get information for Field Experience Placements and Binders. Conduct online and face-to-face Tk20 support sessions as needed by Tk20 office. Other duties related to the work of the Educator Licensure Assessment Office.

**Qualifications include:** Preference given to candidates with the following qualifications: doctoral student; excellent technology and computer skills; ability to learn new technology quickly; high level of initiative; excellent communication skills; team spirit; ability to work assigned hours which will include some evening hours and flexible hours as assigned. All Project Assistantships are contingent on available funding.

To apply, please submit a current resume and letter of application which addresses your qualifications for any of the specific duties listed above to **Dr. Marge Magouirk Colbert**, Room 130, Furcolo Hall. **Application deadline: June 15, 2007.**

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# **ANNOUNCEMENTS**

## **ANNOUNCEMENT OF FINAL ORAL EXAMINATION**

**DWAINE ERIK LEE** June 27, 2007, 9:00 a.m., Room 287, Hills South. "Taking the pulse of a sick doctor: A case study of HIV/AIDS-related knowledge, attitudes, and practices of education personnel in Malawi, Africa."

**Chairperson: Dr. David R. Evans.**



## **ANNOUNCEMENT OF FINAL ORAL EXAMINATION**

**HSIU-LIEN LU** July 26, 2007, 10:00 a.m., Room 20, Furcolo. "Mentor Teachers, Program Supervisors, and Peer Coaching in the Student Teaching Experience: A Phenomenological Study of the Experiences of Mentor Teachers, Program Supervisors, and Interns."

**Chairperson: Dr. Linda L. Griffin.**

## **FORMATION OF DISSERTATION COMMITTEE**

**SAHADAT H. CHAUDHURY** Proposed Dissertation Title: "Who Needs Adult Literacy and Why? A Synthesis of Rural Perspectives and Literary Practices: Implications for Rural Societies in Bangladesh." Statement of the Problem: Many researchers agree that the history of adult literacy is one of failure. Studies exploring reasons for modest outcomes indicate that one of the possible reasons could be that most of these programs did not offer literacy relevant to the life and experiences of the program participants. Program objectives did not meet the literacy needs of participants. The gap has implications for motivation and sustainability of literacy in rural areas of developing countries. The main focus of the proposed study is to examine the utility of literacy in relation to the life and work of the rural population in Bangladesh.

**Chairperson: Dr. David R. Evans.**



## **FORMATION OF DISSERTATION COMMITTEE**

**JENNIFER L. FISETTE** Proposed Dissertation Title: "An Exploration of Adolescent Girls' Embodiment in the Context of Physical Education." Statement of the Problem: Limited research has been conducted on the way schools educate students about the mind/body con-

nection, the female socially constructed body within the context of physical education, and how adolescent girls make meaning of their bodies. Thus, future research studies are needed that focus on ways to provide adolescent girls the opportunity to learn and understand about their bodies, why they feel the way they do about their bodies, and suggestions for physical education teachers on how they can establish a more comfortable and safe environment for students. A ground theory qualitative research design will be utilized to provide the richest description of the way adolescent girls describe and make meaning of their bodies and navigate how they can feel comfortable within their own bodies. This study intends to explore the power relations present within physical education that influence how adolescent girls perceive and feel within their bodies and the way these perceptions affect their engagement in physical education.

**Chairperson: Dr. Linda L. Griffin**

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## **UPCOMING CONFERENCES/ WORKSHOPS**

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### **12TH ANNUAL NEW ENGLAND CONFERENCE ON MULTICULTURAL EDUCATION**

This year the 12th Annual New England Conference on Multicultural Education moves to the beautiful new Connecticut Convention Center, Hartford, CT on Oct. 11, 2007 where the conference will easily house 42 great workshops and two outstanding keynote speakers. This conference is ideal for Pk-12 teachers, higher education faculty and others interested in educational equity.

Download brochure at :  
<http://www.sde.ct.gov/sde/lib/sde/pdf/equity/necmeconvention.pdf>

Register online at <http://www.aces.k12.ct.us/conferences/>

### **THE 9TH ANNUAL AUTISM SUMMER INSTITUTE**

Raising Expectations: Presuming Competence!  
The Importance of High Expectations for Learning,  
Communication and Friendship

The goal of the Autism Summer Institute is to provide strength-based perspectives about students with Autism Spectrum Disorders (ASD) to improve the quality of education in inclusive settings. Participants will gain skills and knowledge that will help support the full participation of

*(Announcements continued from page 4)*

students with ASD in their schools and communities. This Institute offers a unique combination of keynote presentations and workgroups. The registration fee includes participation in all four days activities. A separate fee has been established for those interested in attending one or more keynote presentations.

**Dates:** August 13-16, 2007

**Time:** August 13-15: 8:00 am to 3:30 pm; August 16: 8:00 am to 12:00 pm

**Location:** University of NH, Holloway Commons, Durham, NH

**Registration Fee:** \$399\*

\* *Self-Advocate, Student, & Parent rate: \$299*

\* *Keynote only rate: \$60 each*

Keynote Presenters:

Monday - **Ros Blackburn**

Tuesday - **Jamie Burke**

Wednesday - **CarolAnn Edscorn**

Thursday - **Donna Williams**

#### **Course Credit :**

Participants may earn 4 academic credits by attending the Autism Summer Institute and registering for the associated class in the Fall 2007 semester. To download a complete description of the class and its requirements go to: <http://iod.unh.edu/pdf/ASI%20Course%20Info.pdf>

Please contact the course instructor, **Cheryl M. Jorgensen, Ph.D.**, at [cheryl.jorgensen@unh.edu](mailto:cheryl.jorgensen@unh.edu) with questions and permission to register.

*Full participation in the Autism Summer Institute qualifies for 22 Staff Development Hours*



### **ENGLISH FOR SPECIFIC PURPOSES (ESP)** **INSTITUTE**

The Indiana Center for Intercultural Communication (ICIC) in the I.U. School of Liberal Arts at Indiana University-Purdue University (IUPUI) is pleased to offer the Eighth Annual English for Specific Purposes (ESP) Institute on July 9-20, 2007. Coordinated by Dr. Ulla Connor, courses taught by Dr. Ulla Connor and Dr. William Rozycki.

#### **What is the ESP Institute?**

An intensive, two-week institute to introduce ESL practitioners and English language educators to English for Specific Purposes.

Two courses, offered through IUPUI meet for two weeks:

**Linguistics T600:** Issues in ESP (3 credit hours), M-F

This course will provide learners with the historical and theoretical background of ESP, especially ESP in the U.S. Theories and models for teaching ESP will be evaluated.

**English G541:** Materials Development for TESOL (4 credit hours), M-F

This course looks at needs analysis and the creating/adapting of ESL teaching materials for use in specific settings.

Workshops by visiting ESP researchers/practitioners, guest speakers from Indiana companies addressing workplace issues, presentations by ESL professionals.

#### **For whom is the ESP Institute designed?**

- Individuals currently involved in English for academic or professional purposes
- Teachers of English as a second language (ESL) or as a foreign language who wish to acquire skills for teaching ESP in the workplace

#### **What are the benefits of completing the ESP Institute?**

- Acquisition of the skills and knowledge base to set up a basic ESP program (needs analysis, syllabus and course design, materials development, program implementation, evaluation)
- Accessibility to ICIC staff and resources on future language training issues
- Opportunity to continue studies toward a 21-credit hour certificate in TESL with emphasis on ESP
- Insight into an innovative teaching approach

#### **How do I register?**

IUPUI/IU students can register via the internet at: <https://onestart.iu.edu/my-prd/Portal.do> or (317) 274-1501

Non-IUPUI/IU students should contact the Graduate Non-Degree Program at: <http://www.iupui.edu/~resgrad> or (317) 274-1577

Those wishing to take this for no university credit should contact ICIC directly (\$1,000 for both courses, \$600 for either T600 or G541 individually)

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For more information, please contact: ICIC at (317) 274-2555, [icic@iupui.edu](mailto:icic@iupui.edu), [www.iupui.edu/~icic](http://www.iupui.edu/~icic).

**Information for international participants:** For non-credit registration we believe that a tourist visa accommodates this activity. For credit options, internationals would need J-1 visas.



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## **CALL FOR APPLICATIONS/ PROPOSALS**

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### **HAWAII INTERNATIONAL CONFERENCE ON EDUCATION**

Submission Deadline: **August 16, 2007**

Sponsored by: Pepperdine University - Graduate School of Education and Psychology; University of Louisville - Center for Sustainable Urban Neighborhoods; New Horizons in Education - The Journal of Education, Hong Kong Teachers' Association

Web address: <http://www.hiceducation.org>  
Email address: [education@hiceducation.org](mailto:education@hiceducation.org)

The 6th Annual Hawaii International Conference on Education will be held from **January 5 (Saturday) to January 8 (Tuesday), 2008** at the Waikiki Beach Marriott Resort & Spa, and the Hilton Waikiki Prince Kuhio, in Honolulu, Hawaii. The conference will provide many opportunities for academicians and professionals from education related fields to interact with members inside and outside their own particular disciplines. Cross-disciplinary submissions with other fields are welcome.

Topic Areas (All Areas of Education are Invited)

Submitting a Proposal: You may now submit your paper/proposal by using our new online submission system! To use the system, and for detailed information about submitting see:

[http://www.hiceducation.org/cfp\\_edu.htm](http://www.hiceducation.org/cfp_edu.htm)



### **2008 CONTEMPLATIVE PRACTICE FELLOWSHIP COMPETITION**

Now Accepting Applications  
**Deadline: November 15, 2007**

**Regular full-time faculty members** at colleges and universities in the United States and Canada are eligible to apply for the 2008 Contemplative Practice Fellowships. These fellowships are intended to support scholars for the development of courses that employ contemplative practices to address issues of social conflict and injustice, the amelioration of suffering, and the promotion of peace. Individual scholars, partnerships, or groups of scholars may apply. Approximately ten fellowships will be awarded.

We invite proposals from the full range of disciplinary and inter-disciplinary perspectives in the arts, humanities, social sciences, and sciences. Methodologies that include practical and experiential approaches to the subject matter are especially welcome.

If you have questions, please contact Sunanda Markus, Academic Program Coordinator, at: [fellowships@contemplativemind.org](mailto:fellowships@contemplativemind.org).

For further information, application and guidelines go to: <http://www.contemplativemind.org/programs/academic/fellowships/index.html>



## **CALL FOR SUBMISSIONS**

### **Equity & Excellence in Education**

#### **Special Issue: *Bilingualism & Biliteracy: Issues of Equity, Access, & Social Justice for English Language Learners***

Guest Editors: Karen Cadiero-Kaplan and James L. Rodriguez, Department of Policy Studies in Language & Cross-Cultural Education, San Diego State University *Equity & Excellence in Education* is currently soliciting manuscripts for a special theme issue on *Bilingualism & Biliteracy*. We welcome scholarly research that focuses on the array of equity, access, and social justice issues embedded in theory, research, and practice on bilingualism, biliteracy and the education of English Learners in pre-K through 12 classrooms as well as well-documented descriptive articles that examine topics such as the following: sociopolitical factors surrounding bilingualism, biliteracy, and English language learning; educational experiences of children & adolescents in bilingual and English learning classrooms; family and/or community involvement of students in dual language, bilingual and English learning classrooms; the preparation of teachers working with bilingual children/English Learners; research that high-

lights successful dual language, bilingual, or English learner program models.

In addition, we would like to feature new research and theoretical perspectives that address programs and curricula that: promote bilingualism, biculturalism and biliteracy; promote social justice for bilingual/multilingual children and adolescents; promote academic achievement for all students with a focus on bilingual/multilingual children and adolescents.

**Submission Guidelines:** Complete manuscripts are due **October 1, 2007**. Submit three "masked" paper (hard) copies plus a disk with separate cover title page including author contact information. Suggested article length: 25 double-spaced pages. Please indicate in your cover letter that the submission is for the special issue on *Bilingualism & Biliteracy*.

**Mail to:** *Equity & Excellence in Education*, Hills South 370, School of Education, University of Massachusetts, Amherst, MA 01003.

**For author guidelines**, please visit the journal website (<http://www.eee-journal.com>). All submissions are peer reviewed. **Contact Karen Cadiero-Kaplan**, with any questions related to this special issue: [kcadiero@mail.sdsu.edu](mailto:kcadiero@mail.sdsu.edu)

(NCATE continued from page 1)

unit does not ensure that candidates have access to student services such as advising or counseling. The unit is not recognized as a leader on campus or within the educational community.

#### ACCEPTABLE

The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. Faculty involved in the preparation of educators, P-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.

#### TARGET

The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in P-12 schools. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. The unit and other faculty collaborate with P-12 practitioners in program design, delivery, and evaluation of the unit and its programs. Colleagues in other units at the institution involved in the preparation of professional educators, school personnel, and other organizations recognize the unit as a leader. The unit provides professional development on effective teaching for faculty in other units of the institution.

(Assistantships continued from page 3)

## **Educational Policy, Research & Administration**

### **Research Assistantship in Higher Education Administration**

One part-time (10 hour/week) research assistantship is available for the fall 2007-spring 2008 academic year with the possibility of continuation for a second academic year. The position will entail working with a early career faculty member in the concentration of Higher Education Administration.

**Responsibilities include:** 1) *Teaching Related:* Researching and preparing course reading lists and reviewing existing curricula. 2) *Writing Related:* Assisting with research for publications, compiling references into 'Endnotes', assisting with all phases of editing, and compiling bibliographic database. 3) *Research related:* conducting literature reviews, transcribing interviews, and conducting statistical analysis. *Grant Related:* Assisting in finding grant applications, and assisting in all stages of grant preparation.

**Qualifications include:** The ideal candidate will have both quantitative and qualitative research skills, be a self-starter, have strong organizational and time management skills, and be able to complete projects independently.

To apply, please send a brief letter of application and your resume to **Benita J. Barnes:** barnesbj@educ.umass.edu.

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### **Teacher Education & Curriculum Studies**

#### **Project Assistantship for CTEP**

15 hour PA position doing field placement and other liaise work for a licensure program.

**Responsibilities include:** The position will involve coordinating large numbers of individuals involved in student teaching and practicum organization and supporting the many complex relationships involved. Additionally, the candidate will be expected to become familiar with program and state requirements and conceptual framework. Specific tasks include: communicating with students, cooperating practitioners and program faculty; preparing bi-weekly progress reports for relevant program faculty; confirming placements for large number of students for both fall and spring semesters; managing

database for placements and developing/managing tracking system for student progress and field-based licensure requirements; revising and managing program handbook and database; working with program faculty to develop outreach initiatives; coordinating, planning and conducting trainings and orientations for students and cooperating practitioners; attending and organizing program meetings; liaising and potentially problem-solving with stakeholders across sites.

**Qualifications include:** Experience in educational research, higher education, early childhood and elementary contexts highly desirable. Candidates should demonstrate exemplary organizational, creative problem-solving and communication skills.

For further information, please contact **Sally Galman** at: sally@educ.umass.edu

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#### **Teaching Assistantship for EDUC 482**

10 hour Teaching Assistantship to place pre-practicum undergraduate students in area elementary schools.

**Responsibilities include:** act as liaison between university and public schools, communicate with supervising practitioners, and respond to student's journals three times during the semester.

**Qualifications include:** Excellent communication and writing skills, understanding of teacher education and excellent time management/organizational skills.

For more information, please contact **Cynthia Rosenberger:** CTEP@educ.umass.edu.

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#### **Teaching Assistantship for EDUC 377**

**Responsibilities include:** Assisting in teaching a section of 377; holding weekly office hours for students enrolled in the course; collaborating with other Teaching Assistant to plan course activities, readings, and requirements; grading student papers and other course requirements; meeting with supervisor as needed to review progress of the course.

**Qualifications include:** Excellent communication and writing skills, understanding of teacher education and excellent time management/organizational skills.

For further information, please contact **Masha Rudman** at 545-4325.

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**Teaching Assistantship in Child and Family Studies Concentration**

Fall 2007 Graduate Teaching Assistantship in undergraduate Child Development course, Human Development 270. This is a 10 hour per week position.

**Responsibilities include:** Development and preparation of class materials, including reading lists and packets and scanning non-PDF articles on to the course web-site; preparing and leading discussion groups; assisting in the review and evaluation of student projects; assisting in Lecturing; preparing, selecting and returning audio-visual materials; preparing hand-outs.

If interested, please submit your resume and a cover letter that highlights your relevant experience and qualifications to:

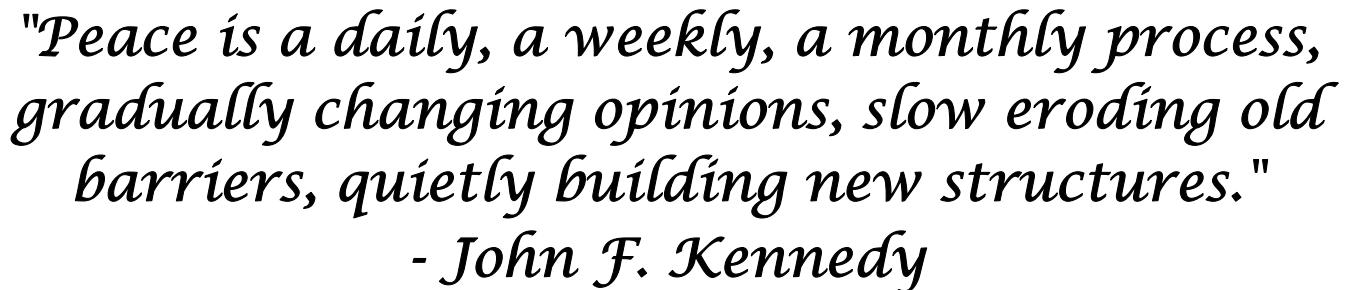
**Dr. J. Kevin Nugent, [jknugent@educ.umass.edu](mailto:jknugent@educ.umass.edu).**

Review of applications will begin immediately.

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No positions available this week in the following:

**Dean's Office,  
Office of Academic Affairs,  
School of Education Business Office,  
Student Development and Pupil Personnel  
Services**



*"Peace is a daily, a weekly, a monthly process, gradually changing opinions, slow eroding old barriers, quietly building new structures."  
- John F. Kennedy*