



**NYSRSAS ENDORSEMENT PROCESS FOR 2020**

*Eugene Goldwasser*



As the New Year begins, we intend to engage in a process that will result in our endorsing candidates for office in November. An Elections 2020 Focus Group met in November to begin our efforts, which will involve NYSRSAS members during the spring and summer months.

The candidates for office we will be assessing include the following: President, U.S. House members in districts one through four, and New York State Senate Districts one through nine.

Quoting from the minutes of the December 11, 2019, Executive Board Meeting, "After extensive discussion considering previous criteria used, membership concerns, current political climate..., we agreed upon the following issues [by which to assess the candidates]:

Federal Issues

- Medicare/Social Security – maintaining or increasing benefits, funding
- Immigration
- Restoring full SALT deductions
- Gun Safety
- Climate/Environmental concerns

State Issues

- Education – Standards, funding, universal pre-K, Career and Technical Education, Charter Schools
- Free 2-year community college, perhaps free 4-year college if funds are available
- Problems facing the Homeless
- Senior Care – Long Term/Medical

Time Line

- December 11, 2019 – Focus Group Reports to Executive Board
- June, 2020 – Individual members assigned candidates to be researched. Research will be based on websites, campaign materials, voting records, and personal contacts
- September, 2020 – Members make recommendations for endorsement. Executive Board votes to support candidates based on consensus. If no consensus can be reached, then a 2/3 majority vote of those present will determine the endorsement
- Endorsements appear in October Newsletter

In addition, a rubric to assess the responses of the candidates will be developed by a sub-group of the Executive Board to create a more objective decision-making process. The rubric will be presented at the April 22, 2020, Executive Board Meeting.

If this process piques your interest and you would like to help assess the candidates, please send an e-mail to [info@nysrsas.org](mailto:info@nysrsas.org) – we will contact you so you can participate.

*Gene Goldwasser served as principal of several NYS elementary schools. Since his retirement, he has been an adjunct professor at Hofstra, a coach with the Institute for Student Achievement and president of NYSRSAS.*

**EXECUTIVE BOARD MEETING DATES**

Members are welcome to attend our meetings. They begin at 10:00 a.m. and will be held at the Western Suffolk BOCES offices, 31 Lee Avenue, Wheatley Heights, NY 11798 on :

- Wednesday, April 22
- Wednesday, June 10

If you are able to join us, please call 631-761-5451 so we can arrange for seating.

## FROM THE DESK OF: *The Reflective Retiree*

### How Safe Is Safe?

Corine Lipset-Huberman



Within the last few weeks we have seen a number of shootings in various parts of the country and in a variety of settings. School shootings are particularly heartfelt since they involve the lives of innocent children. Thus, the following article emerged!

Mrs. Newton was very worried about her son, Jonah, who was 12 years old and a student at Carolee Middle School. Each day when she sent him off to school she fretted about the security at school and whether he would be safe if a terrorist should attempt to enter the school and hold students hostage. Jonah was a very obedient child and followed her instructions to the letter and so each day she gave Jonah some direction or object to help keep him safe in an emergency situation. She also worried about Jonah's safety at home, especially when he was left alone for a few minutes before she got home from her job.

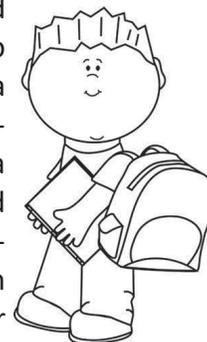
Mrs. Newton researched all aspects of security and became so obsessed with finding new instruments of safekeeping that she began to dream of different devices and would awake each morning as though someone during the night had informed her of some means of protection – some old and some new.

Jonah's mom began with the house. She had a handyman install a shatterproof, glass block door insert so that she could see anyone approaching the entryway. She had a two-way intercom system installed in the hallway so that she could speak to anyone outside without opening the door. She had a special device connected to her cell phone so that she could respond to someone at her front door even when she was not at home, hopefully to thwart anyone with intention of harm. Of course, she had a state-of-the-art alarm system installed and meticulously maintained.

Next came the car that Mom used to drive Jonah to school. Mom discovered that she could

buy a gun with an attached magnet that she could hang on a metal strip in her car should she be stopped on the road by a menacing stranger. She had a device that could be activated by a button on the dashboard that alerted any driver exhibiting road rage with a loud message, "This car is equipped with sensor devices that will repel any automobile that threatens our road space. It will immediately send sprays of black paint in the direction of the offending vehicle. Have a nice day!"

Finally, Mom researched devices to keep Jonah safe at school. It began with the Kevlar vest. "But Mom, I'll look ridiculous in this vest. Everyone will laugh at me." But his mother prevailed and Jonah dutifully wore the vest to school every day. A backpack with a Kevlar back panel and a cap with a Kevlar visor followed. Then Mom found a pen that, with a flick of a switch, could eject mace at a human target. A key-chain hung from Jonah's backpack with a built-in alarm system. In the locker room, Jonah was instructed to put on a headband along with his gym clothes that could activate an alarm with a touch of Jonah's pointer finger. As



the *piece de resistance* of Mom's dedication to Jonah's safety, Mom discovered, at an outdoor market featuring unique gun models, a miniature gun encased in a simulated banana-shaped cover that would fit inside Jonah's soft-sided lunch box.

All went well for several months. And then one day, Mrs. Newton received a phone call from the principal of Jonah's school while she was still at work. "Mrs. Newton, this is Mr. Ogilvy, principal of Jonah's school. We need you to come to the school right away. There's been an accident. We regret to inform you that Jonah . . .

*Dr. Corine Lipset-Huberman has had extensive experience at all levels of education. She spent the last 19 years prior to retirement as principal of the Village School in the Syosset CSD.*

## NYSRSAS

### EXECUTIVE BOARD

Eugene Goldwasser, President  
 Joseph Quinn, 1<sup>st</sup> Vice President  
 Patricia Galaskas, 2<sup>nd</sup> Vice President  
 Edward Price, Treasurer  
 Edward Bellomo, Recording Secretary

### COMMITTEE CHAIRS

Mary Louise Haley, Education  
 Stewart Mortman, Political Action  
 John Wallace, Membership  
 Corine Lipset-Huberman, Newsletter  
 Ken Forman, Website Liaison

### MEMBERS AT LARGE

Sherry Alessandro  
 Vincent Deland  
 John Fogliano  
 Jeff Hollander  
 Elliott Kigner  
 David Long  
 Martin Mandelker  
 Stan Opas  
 George Pincus  
 Lois Small  
 Seth Weitzman  
 Jack Zamek

*We welcome your comments on articles or current issues. To start a discussion, contact us at [info@nysrsas.org](mailto:info@nysrsas.org)*

**Check Our Web Page!**  
<http://nysrsas.org>

## In Memoriam

We mourn the passing of two of our NYSRSAS members. **Diane Druckman**, 72, retired principal of Wing Elementary School in Islip and member-at-large of the NYSRSAS Executive Board passed away in July, 2019.

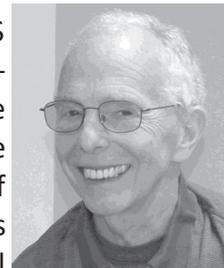


**Edwin Blaauw** passed away in May, 2019, at the age of 92.

We extend our condolences to their families and friends.

## RESPOND TO THE 2020 US CENSUS IT'S IMPORTANT

*Edward Price*



Article 1 Section 2 of the US Constitution requires a census every ten years of people living in the component states for the purpose of allocating seats in the House of Representatives. The next census will be taken in April 2020. By April 1 (Census Day), every home will receive an invitation to participate online, by phone or through the mail. In addition, census takers will visit the homes of people who have not responded, as well as senior centers and college campus dorms, to ensure that everyone is counted.

It is important that you respond to the census, since the information is used for a variety of purposes. The Constitution requires that census results provide the basis for redistricting of seats in the



House of Representatives. Following the 2010 census, New York State lost two seats. Equally important is census data used for distribution of Federal funds to the states. New York receives about 5.34 percent of the allocation

and cannot afford to lose this critical resource. Census data also has more esoteric uses such as providing the basis for business decisions and social science research.

Please remember to respond to the census questionnaire and encourage your friends and neighbors to do so as well. It's particularly important to encourage traditionally under-represented populations to participate. Every response will have political and economic consequences for the state.

*Dr. Edward Price served as superintendent in several New York and New Jersey school districts. He is currently a lecturer in educational leadership at Stony Brook University and serves as Treasurer of NYSRSAS.*

## PREPARING KIDS FOR CAREERS— INSIGHTS FROM A CTE CONFERENCE

*Mary Louise Haley*

The 9<sup>th</sup> Annual Collaborative CTE (Career and Technology Education) Conference was hosted by the CTE Technical Assistance Center and Hofstra University, School of Education. The keynote speaker, Mark C. Perna, a regular contributor at [Forbes.com](http://Forbes.com) and numerous national publications, is a nationally recognized voice in student and employee engagement and success in the competitive global marketplace.

Perna is the founder of TFS, an organization which works with businesses and schools across the nation to help them attract and retain significantly more of the right employees and students for their programs. His best seller, *Answering Why: Unleashing Passion, Purpose and Performance in Younger Generations*, was written to help educators, employers, and parents inspire Generations Y & Z to greater performance.

In his presentation, Perna identified a number of key challenges in preparing young people for the workforce: increasing college costs, decreasing degree-required jobs, and the country’s increasing skills gap between existing need and supply in the



job market. He believes the question shouldn’t be just about getting young people ready for college. Rather, it should be about getting

young people ready for a career path for which college is one of the available options.

Getting kids into college is currently the main focus of high schools in America, but many students fail to graduate and achieve the degree that they set out to acquire. Additionally, the job market is not solely based on college degree positions. As technology jobs increase and play a key role in the economy, there is an increased need for employees with specialized licenses and certifications in the

fastest growing occupations.

Perna points out that the phrase “college and career ready” has become interpreted to mean “college for all.” Rather, educators should be thinking about the ultimate goal as preparing all students to be “career ready.” The goal should be to develop multiple pathways that prepare students for different career paths, which might require a four-year college degree, two-year associate degree, or technical programs that lead to certifications, licensures and apprenticeships needed in their desired field.



He argues that the following facts support the need to rethink how we mentor, educate and prepare students for meaningful wage-earning jobs in the new economy:

- The number of college students in the United States who actually complete the degree they set out to acquire is by some reports as low as 50%.
- More than 50% of individuals in the workforce are either unemployed or significantly underemployed, with a wage not commensurate with their education. (Kaitlin Mulhere, “One Quarter of College Grads are Overqualified for Their Jobs”, *Money*, February 2, 2017).
- Another damaging aspect of the college-only mindset is the outcome for young people who aren’t ready or able to go on to college after high school. If high schools celebrate 60% of their graduates wgi go to college what happens to the other 40%?
- According to a recent study from Georgetown University’s Center on Education and the Workforce, by 2025 the United States will be short 11 million certificate holders and degree holders to support the economy.

These facts raise the following questions:

*Are kids, parents, and educators aware that there are living-wage career paths that do not require college?*

*Can we arm students with real skills earlier in life so they can succeed whether they go to college or not? If not, how can we expect* (cont’s on page 5)

## PREPARING KIDS FOR CAREERS

(cont'd from p. 4)

*them to land meaningful employment?*

### Insights from Fortune 100 Executives

As a longtime consultant in the related fields of education and workforce development, Perna has participated in many round table discussions with Fortune 100 Executives who have shared their insights into the skills gap between the needs of employers and lack of qualified people. Executives report that the workforce is starving for people who have developed hands-on skills and work experiences that come from certifications, licensures and experiences that come with technology education. In contrast there is a significant decrease in the number of entry-level jobs requiring a four-year degree. Employers have shifted hiring goals to prioritize candidates with real work experience rather than academic knowledge alone.

Perna acknowledges that a major obstacle in expanding and improving Career Technology Education (CTE) is the stigma that is associated with our vision of Technology Education with the 'shop class' of the past. The exit jobs and skills associated with that model provided limited occupational and economic mobility.

### New Vision of CTE

Perna advocates a new vision for CTE as one that provides embedded academics, which when combined with



powerful technical skills, gives students a distinct competitive advantage. CTE is not about making one choice for the rest of a student's life, rather a gateway to more

and better career choices and opportunities. For example, students might:

- Go to college while using his/her career-tech skills to earn a high wage to pay for college and living

expenses

- Pursue advanced postsecondary training in his/her chosen field
- Go to work in his/her career immediately following high school and start working his/her way up the career ladder.

He points out that many of the fastest growing occupations fall under the umbrella of technical careers.

### Fastest Growing Occupations Projected Change 2018-2028 (ONet.com United States

Department of Labor Statistics):

- |                                    |     |
|------------------------------------|-----|
| • Solar photovoltaic installers    | 63% |
| • Wind turbine service technicians | 57% |
| • Home health/Personal care aides  | 37% |
| • Occupational Therapy assistants  | 33% |
| • Information Security analysts    | 32% |
| • Statisticians                    | 31% |
| • Software application developers  | 26% |
| • Physical Therapy aides           | 23% |
| • Medical assistants               | 23% |

Students can begin to pursue dozens of technical careers through certifications, apprenticeships, specialized training available through high school CTE programs. Students can continue to progress into professional careers within these fields by obtaining advanced education with 2-year associate and 4-year degrees.

Perna argues that the real power of Career and Technology Education is that it helps students to find their passion, make more informed career decisions and inspire them to achieve success. The new vision for CTE is embedding high quality academics which, when combined with technical skills and real life work experience, give students a distinct competitive advantage. Thus, CTE is an important gateway to success for individuals in their chosen field through multiple pathways to entry level, technical and professional jobs.

*Mary Louise Haley [Mel] started her career as a special education teacher. She retired as an Elementary School Principal from the Herricks Public Schools. She is presently serving as Education Chair for NYSRSAS.*

**QUARTERLY QUERY – AUTUMN 2019**

**What's the most wonderful gift you have ever received?**

In October, we asked our readers to think back and consider memorable gifts (tangible and intangible) that they have received over the course of their lifetime. Here are the responses we received:

*I think there are some things that come to us over a period of time, and it's only in retrospect that we realize what great "gifts" they were. For me, the love of reading was that sort of gift. One of my fondest childhood memories was of visits to the local library to "read" the picture books. When it came time to start 1<sup>st</sup> grade it was so empowering to be able to "sound out" words and make sense of stories – all on my own! Of course, there were also examples at home—my mother used to clean up after breakfast and then have a second cup of coffee and read the latest Good Housekeeping magazine. Newsday was delivered every day and my sister and I "read" the comics long before we became interested in any other part of the paper. When growing up, Dad's most frequent comment after we'd done something stupid was to say "I don't know what's wrong with these girls, we tell them, we give them books to read . . . " And Mom always said, "You can learn to do ANYTHING if you can read." (Many years later, my son maintained that when you need to know how to do something YouTube was the "go to" but I also like a good "how to" book with illustrations.) At Christmas, I looked forward most to finding out which books Santa had selected from a LONG "wish list" I'd make up each year. Christmas day I could always look forward to being transported into a new story! From Babar the elephant to Pearl Buck, stories opened new worlds and stimulated understanding and empathy*

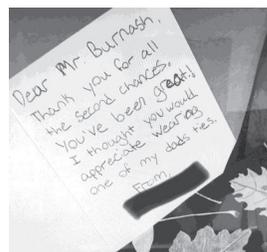


*for those in situations that I, in my more restricted, Long Island upbringing, would never otherwise experience. I've always felt that passing on a love of reading was one of the most important things we could offer our students.*

**From Pat Galaskas, served as Curriculum Coordinator, Syosset CSD**

*This story came from a teacher who was kind enough to share it with me and was very agreeable to sharing it with the members of NYSRSAS:*

*A middle school boy was enduring an excruciating time after his father died of cancer. During lunchtime and after school, he would hang out with his social studies teacher. At Christmastime, the teacher received a box with this short, hand-written note from the boy.*



*Dear Mr. Burnash,  
Thank you for all the second chances.  
You've been great!  
I thought you would appreciate wearing one of my father's ties.  
From,  
(student's name)*

**From Seth Weitzman, served as Principal, Hommocks Middle School, Mamaroneck, NY**

*My Greatest Gift*

*"I just delivered a tiny baby girl at midnight – are you interested?" This was my introduction to the best gift of my life, my daughter. My heart stopped and I was barely able to whisper yes. Later that day I went to the hospital to meet my new daughter. The moment I saw her in the nursery I fell in total and complete love. She was tiny at barely 5 pounds with soft red fuzz on her head and beautiful blue eyes. She also had very shriveled skin and trouble eating among other issues, due to lack of prenatal care and an attempt to hide the pregnancy by her birth mother. But she was beautiful. I was able to hold and care for her in an isolation area so that there could be no contact between myself and the birth mother. And just like that, I became a mom. Four days later I brought her home from the hospital and the real work of parenting began.*

*When I was 23, a bout with cancer had left me unable to conceive. I ignored the thought and threw myself into completing a Master's and my career. I never imagined I would become a parent. My husband and I had accepted that. The phone call from my doctor turned our lives upside down in a very wonderful way. My parents were coming for a weekend visit so my mother was able to (Cont'd on p. 7)*

**QUARTERLY QUERY – AUTUMN 2019**  
*(continued from page 6)*

*accept my daughter from the birth grandmother in the hospital and bring her to me while I waited anxiously in the doctor’s office. That forged a bond between my parents and their newest grandchild that was incredibly strong. At times this bond was too strong and I would have to remind them that I was the parent and they were the loving grandparents!*

*We were very open with her about being adopted to the point that on Mother’s Day we celebrated that she had two mothers who loved her – one who loved*



*her enough to give birth and one who loved and raised her. Once she asked me why her birth mother had left her at the hospital and I responded that she knew that I wanted her very, very much. We knew very little about*

*her birth mother other than the fact that she was a college athlete. I see that athleticism in my daughter. I think she was also musically inclined since my daughter can play several instruments by ear while I can only play the radio!*

*When my daughter was inducted into the National Honor Society, she wrote her essay and then like most teenagers came to me around 11 pm to type it for her. I began typing and grousing about her lack of planning. My complaints turned to tears of joy as I read what she had written – a beautiful essay about her adoption and how she was a true example of the alternative of adoption over abortion. I was so proud of her as I continue to be today.*

*I am eternally grateful to the college girl who was brave enough to give life to my daughter and to my GYN who thought of me when he delivered her. There could never be a more precious gift. I named her Joanne which means gift from God.*

**From Sherry Alessandro, served as Assistant Superintendent/HR and Administration, Rocky Point UFSD.**



**Quarterly Query**  
**WINTER 2020**



As we compose this newsletter, the country is in a state of dire apprehension regarding many issues. Queries come to mind, most of them with potential for highly partisan responses. Thus, we reserve those queries until tempers have hopefully calmed down.

Instead, we turn to a much lighter issue. We note that 2020 is a leap year – when February 29<sup>th</sup> will soon be upon us. So our query to you is twofold: **(1) Is there a February 29<sup>th</sup> in your lifetime that was especially meaningful to you? If so, what happened on that day of that year?**

**(2) Retirees often say that they are so busy now that they don’t know how they ever had the time to work, let alone play. Now that you will have an extra day in 2020 . . . how will you spend February 29<sup>th</sup>?**

**e-mail your response to**  
**[clipsethuberman@gmail.com](mailto:clipsethuberman@gmail.com)**  
*(Please include your name and the district from which you retired.)*  
**We hope to hear from you.**

**PORT CITY PONDERINGS**  
*(cont’d from page 8)*

asserts, “She would probably accuse me of being a “rebel rouser” for putting this in print. Just know I changed her name here because, as Nadine used to say, “it takes two to tangle.” She really had a “sick sense” for eggcorns. In concluding his discussion of eggcorns, Honeycutt advises, “Please note I’ve put all eggcorns in this article in “flotation marks” so that you know you’re not seeing an “optical delusion.” I just wanted to “nip that in the butt” so you didn’t “take it for granite” that the Grammar Guy would ever make such an egregious error; that certainly would be “disconcerting.”

As I end this article to take care of some other obligations, I remember an old saying: “A rolling stone gathers no moths.”

*A former editor of the NYSRSAS Newsletter, Joe Marchese received his Ph.D degree from St. John’s University. He retired as Assistant Principal of Half Hollow Hills H.S East.*

**PORT CITY PONDERINGS**

*Joe Marchese*



As I write this column at the end of October, all the media – newspapers, television, radio, sales catalogs *ad infinitum* – abound in advertisements for Halloween accoutrements and sweets. Candy corn still seems to be a leading confection for the season. However, my literary effort today will be a discussion of eggcorns. No, they are not a bigger version of candy corn, nor are they a larger-sized affliction of the toes. Eggcorn is a term used in linguistics.

Despite my years of studying English, from Old English to Modern English, I had neither heard of nor seen the term until recently when I read an article on eggcorns by Curtis Honeycutt, the Grammar Guy, whom I referenced in the July 2019 issue of this newsletter. He describes an eggcorn as “an unintentional word substitution we sometimes make in a phrase because we misunderstand or mishear the original phrase.” A good example is saying “mute point” instead of “moot point.” Eggcorns are related to puns, except that puns are intentional and meant by the speaker to be humorous, whereas eggcorns are unintentional, and the speaker (or writer) is unaware of the error.

Searching the internet, I found that in September 2003 Geoffrey Pullum, a professor of linguistics, coined the term *eggcorn* from an item in Mark Liberman’s website “Language Log” referring to a woman who consistently used the phrase “egg corn” for the word “acorn.” Noting that there was

no name for this type of verbal anomaly, Pullum suggested *eggcorn* which became accepted by the linguistics community. Because of the date of this incident, it is no wonder that I, and probably most of you, had not previously heard of this term in our language studies.

My mother, God rest her soul, had a great affinity for eggcorns. My children, who are now in their fifties and sixties, still remember and laugh about some of Grandma’s funny expressions. When she came indoors on a very cold day, she would say, “I was shaking like a leech.” To describe a situation when she and others were experiencing the same difficulty, she might remark, “We’re all in the same boots.” Her favorite comment criticizing undue exaggeration was, “Don’t make a mountain out of a mole.” I saw nothing amiss about this expression until I was around five years old. As a little kid living in a six-story apartment house in New York City’s Borough of Queens, I did not know what a mole was. I assumed from the expression that it was some sort of hill. Then an older cousin corrected my impression and explained that a mole was an animal that created a small hill of dirt when burrowing into the ground. Now the expression made sense.

The Grammar Guy states that a former co-worker, whom he calls “Nadine,” was unwittingly a master of eggcorns. Since the term eggcorn did not yet exist, he called her expressions “Nadinisms.” He

*(continued on page 7)*



**N.Y.S. Retired School Administrators and Supervisors**

1300 Veterans Memorial Highway

Suite 330

Hauppauge, NY 11788

FIRST CLASS  
U.S. Postage  
**PAID**  
Deer Park, NY  
Permit No. 173

*first class*