

# Maine Policy Review

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# FORUMS

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## *Place and Prosperity: Quality of Place as an Economic Driver*

Based on a report they did for the Governor's Council on Maine's Quality of Place, Catherine Reilly and Henry Renski examine whether quality of place is a viable driver of community economic development. Maine has a comparative advantage in quality of place, but quality-of-place initiatives need to be regional, strategic, and multidimensional, and to involve public, private and non-profit sectors.

Catherine J. Reilly and Henry Renski. . . . . 12

## *The Clean Water Act in Maine: Goals and Financing*

Andrew Fisk describes the history of the federal Clean Water Act and how its provisions are implemented in Maine. While the quality of the state's lakes, rivers and streams has improved greatly, much work still remains to be done in the areas of rain and stormwater runoff and mercury pollution and in having adequate long-term financing and support for infrastructure.

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## *The Parents as Scholars Program: A Maine Success Story*

Although federal "welfare reform" enacted in 1996 strongly discouraged states from including post-secondary education, Sandra Butler and Luisa Deprez describe how Maine's Parents as Scholars program remains a model for making college possible for low-income parents and for improving welfare recipients' chances of moving out of poverty.

Sandra S. Butler and Luisa S. Deprez. . . . . 40

## *The Role of Language Education in Maine's Global Economy*

Mainers must be able to communicate effectively across languages and cultures if they are to compete in the global economy. Laura Lindenfeld and Gisela Hoecherl-Alden examine the history and status of language policies, language education, and language proficiency in the U.S. and Maine. They offer a number of recommendations to the state, public higher education, and K-12 public schools for sustaining and improving foreign language education in Maine.

Laura Lindenfeld and Gisela Hoecherl-Alden. . . . . 54

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# FORUMS

## SCIENCE EDUCATION

*The authors describe the University of Maine's NSF-funded "GK-12 STEM" program, which placed graduate and advanced undergraduate science and technology students in public school classrooms; provided equipment for the schools; and offered training and professional development to partner teachers. They urge the state, universities, and school districts to continue to use this model to increase scientific and technical literacy.*

### *A Revolutionary Model to Improve Science Education, Teachers, and Scientists*

Susan H. Brawley, Judith Pusey, Barbara J. W. Cole,  
Lauree E. Gott, Stephen A. Norton. . . . . 68

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### *NSF GK-12 STEM: A Partner Teacher's Perspective*

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### *High School Achievement in Maine: Where You Come From Matters More Than School Size and Expenditures*

*Fern Desjardins and Gordon Donaldson report on their research on the relationship between academic achievement in Maine's public high schools and school size, per-pupil operating costs, and socioeconomic status. Socioeconomic status is the most important factor associated with achievement, while school size is not critical. Creation of larger districts and larger schools will not necessarily mitigate inequities in student achievement resulting from family and community socioeconomic status.*

Fern Desjardins and Gordon A. Donaldson Jr. . . . . 84

### *National Board-certified Teachers: Can They Make a Difference in Maine Schools?*

*Sarah Mackenzie and Walter Harris present findings from their study of the value of National Board for Professional Teaching Standards (NBPTS) certification for Maine teachers. NBPTS certification is one among many ways to support and improve the quality of teaching in Maine.*

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### *Improving the Health of Maine, One Employee at a Time*

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