Dorchester School Receives College Board Inspiration Award

Congratulations to the Jeremiah E. Burke High School for being one of three schools to receive the College Board Inspiration Award! The Inspiration Awards recognize outstanding achievement in broadening students’ access to college, especially for the economically disadvantaged. The Jeremiah E. Burke High School is being recognized for its five-year journey from the loss of accreditation to seeing 100% of its seniors admitted to a 2- or 4-year college. The Burke is an urban school with a student body of 800, nearly 50% of whom learned English as a second language. The Award includes a prize of $25,000 to use toward furthering the school’s academic goals.
Profile: Meghna Majmudar, Project Success Alumna
by Emily Rickards

This summer marked the 10th year of Project Success, Harvard Medical School’s summer research program for Boston high school students. Over the past 10 years, Project Success alumni have gone off to colleges and universities, been accepted to graduate and medical schools, and have continued to make their marks in the fields of biomedical science and public health. To celebrate this anniversary, we checked in with a program alum to see what she has been doing since completing Project Success in 1995.

When Meghna Majmudar was a high school senior, she wanted the opportunity to work in a laboratory. At the time, Meghna thought that she wanted to attend medical school, and she knew that research experience would be an important aspect of her academic career. Project Success gave her the opportunity she was looking for. That summer, Meghna worked in an orthopedic surgery lab with Dr. Julie Glowacki on a project that dealt with estrogen receptors in bone marrow.

As it turned out, the seminars and discussions that are also part of Project Success were just as valuable as the research experience. These talks, and the exposure to scientists and medical personnel of all types, gave Meghna new appreciation for the wide variety of careers that are available in the biomedical and health care fields. After her summer at Project Success, Meghna attended Harvard University, where she studied Anthropology and spent a semester in Tanzania. Ultimately she decided to pursue her interest in public health issues rather than medical school. As we talked about her decision, Meghna remembered conversations she had with Dr. Joan Reede, Director for Project Success and Dean of the Office for Diversity and Community Partnership. Dr. Reede’s message at the time was, “life happens, you will do things you never expected”. Just back from a sixteen month stay in South Africa on a Rotary Foundation Ambassadorial Scholarship, and working towards her Masters in Public Health, Meghna took that message to heart.

Currently working as a Project Manager at a healthcare/internet services company here in Boston, Meghna is in the process of completing her thesis on the private-sector costs of HIV treatment in South Africa. She hopes to utilize her knowledge and experience to make positive changes in public health policy. Achievements such as hers make the Project Success 10th anniversary something to truly celebrate.

Project Success: Opening the Door to Biomedical Careers 2002 Photo Gallery

Left Column, Top to Bottom

Student from Boston Latin School presenting “The Movement of a Transposable Element Across the Drosophila Genome.”

(L-R) Harvard College student and Tufts University student. Both have participated in Project Success for 4 years.

Right Column, Top to Bottom

2002 Project Success students with MFDP staff.

(L-R) Cambridge Rindge and Latin High School student with her advisor, Dr. Cesario Bianchi, Beth Israel Deaconess Medical Center.

(front row, L-R) Newton County Day School student with advisor Dr. Jean C. Lee, Channing Laboratory, Harvard Medical School and lab staff.
**SAT Prep Summer Program**
*by Faye Holmes*

Practice quizzes and summer vacation do not usually go hand-in-hand, unless you are enrolled in the SAT Prep Summer Program sponsored by Harvard Medical School’s Minority Faculty Development Program. This free six-week course, open to participants from the various student programs run out of the Office for Diversity and Community Partnership, is designed to prepare students for one of the most important tests that they will ever take.

Twenty high school students spend five hours each week learning ways to improve their test-taking skills in hopes of gaining an edge come test-time. Unlike other test prep courses, this program’s goal is to build students’ confidence and to boost their skills sets, not to teach them how to beat the test. Through the use of practice tests, homework problems and vocabulary lists, co-teachers Jenny Chen and Basil Kim build on, and reinforce, student knowledge.

Chen and Kim take an informal approach to teaching that puts students at ease, allowing them to have fun while learning. Classes are held both indoors and out on the lawn, and student input is encouraged. Whether students are preparing to take the PSAT or SAT, they leave the program with a better sense of their skills and what they can accomplish with a bit of practice. Practice not only makes perfect- it takes the fear out of the unknown.

**Teacher of the Year**

In June 2002, Darren T. Wells was one of fifteen teachers to receive the Boston Teacher of the Year Award. An HMS Teacher Fellow since 2000, Darren has taught at the James P. Timilty Middle School in Roxbury for over a decade. He was recognized for his commitment to science education and for his unflagging dedication to his students. The fifteen honorees were chosen by a Selection Committee comprised of parents, principals, staff members, and former award-winning teachers. “The winning teachers go above and beyond - tutoring students, mentoring new teachers, and reaching out to parents,” said Mayor Menino. “They come in early and leave late.” We congratulate Darren T. Wells on his prestigious award.

**Teachers Institute Break-Out Session**
*by Emily Rickards*

On April 30th, Harvard Medical School (HMS) Teachers Institute Fellows participated in the Spring Break-Out session. The Break-Out session featured guest presenters from the National Institutes of Health (NIH), who came to coach teachers in the implementation of their “Emerging and Re-emerging Infectious Diseases” curriculum supplement. This curriculum supplement complements the medical case “Tina’s Tale” that teachers learned about during the March Mini-Sabbatical at HMS. The activities presented by Dave Vannier, Ph.D. and Bruce Fuchs, Ph.D. from the NIH Office of Science Education were well received by teachers. “I expected a simple presentation of information. This was much more than anticipated. I believe it will fit into my health program and into our biology and physiology classes” commented one teacher. “Very useful. Excellent ideas for motivating students by making connections between the subject matter and its application” commented another. NIH curriculum supplements can be requested on-line at [http://science-education.nih.gov/Customer.nsf/Supplements](http://science-education.nih.gov/Customer.nsf/Supplements).
DVD Technology in the Classroom

by Emily Rickards

Many of us use DVD players to watch recent blockbusters in the comfort of our homes. But can the same technology that lets us watch the Director’s Cut of “Titanic” in Spanish, be used in classrooms to teach science? This is the question that the Howard Hughes Medical Institute (HHMI) seeks to answer with a new pilot program for teachers. Nine Boston-area teachers were selected to participate in the HHMI DVD Program, sponsored by the Harvard Medical School’s (HMS) Teachers Institute in collaboration with CityLab.

Unfortunately for teachers, while popular movies are now produced in DVD format as a matter of course, there aren’t many educational DVDs available. HHMI is trying to change that. The DVD Program is a way for HHMI to gather information from teachers in order to inform the development of educational DVDs designed specifically for the classroom. The nine teachers involved in the program will review two educational DVDs produced by HHMI from their Holiday Lecture series, and create lesson plans or other products to accompany them. As teachers watch the DVDs, they will identify aspects of DVD technology that are useful classroom tools. For example, the DVDs can be programmed to play “scenes” in a sequence other than the one in which they were originally presented. In return for their input, and the lesson plans they create, teachers receive a free DVD player for use in their classrooms.

The nine teachers participating in the DVD Program here at HMS are in good company- this program is being implemented with groups of teachers across the country in preparation for an even larger DVD give-away by HHMI. The HMS group has met twice already, and will meet two more times in the fall to share ideas and get feedback on their products. Eventually, the products that teachers create to accompany the Holiday Lectures will be posted on the HHMI Web site. The 1999 and 2001 Holiday Lecture DVDs are available free of charge on the HHMI Web site at www.hhmi.org/lectures.