7-1972

Lesley College Current (July-August, 1972)

Lesley College

Follow this and additional works at: https://digitalcommons.lesley.edu/lesley_current

Recommended Citation
Lesley College, "Lesley College Current (July-August, 1972)" (1972). Lesley College Current. 18.
https://digitalcommons.lesley.edu/lesley_current/18

This Book is brought to you for free and open access by the Special Collections and Archives at DigitalCommons@Lesley. It has been accepted for inclusion in Lesley College Current by an authorized administrator of DigitalCommons@Lesley. For more information, please contact digitalcommons@lesley.edu.
HONORARY DEGREE
AWARDED TO
DR. CHALL

Dr. Orton presents citation to Dr. Chall.

"You are not 'just a teacher.'"

Dr. Jeanne Sternlicht Chall, professor of education and director of the Harvard Reading Laboratory (Harvard Graduate School of Education), was Lesley's commencement speaker and recipient of an honorary Doctor of Humane Letters degree during graduation ceremonies May 21 at Sanders Theater, Cambridge.

Dr. Chall's short address to the 122 bachelors degree candidates and a record 65 masters included five suggestions to remember during their coming teaching careers. "It is as a teacher that I speak to you," she said.

First, Dr. Chall said, "Try to remember the value and dignity of your work. You are not 'just a teacher.'" Research studies have shown that major problems simply cannot be solved without the help of teachers, she added.

Second, "Try to remain a student yourself — keep the job of learning." It is this that one must have while teaching children.

Third, "Remember you aren't alone in the work of building men and women — there are other professionals working with you. And a good teacher knows when and who to ask for help."

Fourth, "Try not to be intimidated by fads in education." Examine all approaches, modify them and question them for yourself.

And fifth, "Be concerned with defects in learning abilities in children always." We need to learn much more about them through many disciplines.

Dr. Chall, who is a graduate of the City College of New York and Ohio State University, was recently cited in the Phi Delta Kappan (March 1972) as an educational leader, a "scholar-scientist," for ideas and theories developed through her research into the reading process. She is the author of three books and is a member of a number of distinguished professional organizations.

She was awarded an honorary degree by Harvard in 1965 and was presented with the Distinguished Alumna Award at the Centennial Celebration of Ohio State University in 1970.
PATHS TO CHANGE?

by Paul Fideler

Lesley College co-educational? Offering liberal arts majors? Preparing social workers? Sharing academic programs with neighboring colleges? While some of these possibilities are far from imminent, they are all being considered by the faculty and administration as the college works with the legacy of turmoil and uncertainty that has dominated American higher education in the last six to eight years.

In February, an ad hoc Curriculum Study Committee was authorized by the faculty to ascertain an appropriate mission for the college for the next decade and to design the best curriculum for that mission. This sweeping mandate came in spite of the fact that over the past three years a considerable amount of curriculum change had been achieved, most notably, the CORE Curriculum in Education (1969), the revision in General Education requirements (1971), and the January Program (1972). Clearly, questions persisted about the reasonableness of the college's academic posture in the face of changing cultural, economic, and demographic conditions; and, they had to be resolved.

As this deliberation has proceeded four directions for the further development of Lesley's mission, four possible paths to change, have been most frequently mentioned.

- Diversification of Professional Preparation. Even though at present eight minor concentrations are available, all Lesley students must major in Elementary Education. Considerable encouragement to re-evaluate this commitment comes from the forecasts of a steadily diminishing demand for elementary school teachers throughout the 1970's. According to the National Center for Educa-

Dr. Paul Fideler is assistant professor of history and social science and a member of the Curriculum Study Committee.

tional Statistics, the projected annual demand for teachers in the elementary grades by 1979 will be at least 30,000 below the 1971 level. Placing prospective elementary school teachers upon graduation, which has become difficult, is not going to get any easier. It might be wise to expand the scope of professional preparation offerings, in effect making Elementary Education one of several professional majors open to students. Our already existing Special Education programs and the new Pre-School Child Care Program are candidates for alternative majors. Other possibilities include Junior High School Education and Child Service, which would prepare persons to work in school administration, libraries, or social agencies.

- Clarified Role for the Liberal Arts. The purpose of the liberal Arts, or general education, at Lesley has been ill-defined for some time, especially since the institution of the CORE program took away most if not all teaching methods responsibilities from the liberal arts convener groups. The impact of the liberal arts on the curriculum at present reflects ambivalence over whether their mission should be primarily to supplement the professional training of the student (thus concentrate on issues related to childhood and children) or to prepare the student as a person to meet life with verve, compassion, and insight.

With opinion sharply divided, suggestions for the proper weight for general education in the all-college curriculum vary predictably from further reducing the autonomy of the liberal arts disciplines to offering major concentrations in a limited number of areas.

Ironically, the impact of the CORE freshman field experience with children has in its own way produced more pressure for expanded liberal arts. At present students who decide against a teaching career after their field experience have but two alternatives: transfer or continue disingenuously preparing for a profession they do not plan to practice. Many of these students would find a third alternative attractive, namely, the possibility of pursuing in depth some liberal arts specialty while reducing or eliminating the professional training component in their programs. Such an arrangement would not only deal with the out transfer problem but it would also help to give a much needed foundation and sense of purpose to the general education effort here.

- Consortium with Other Colleges in the Boston Area. Since the early 1960's a growing number of colleges, recognizing that their limited resources had little chance of matching their growing needs, abandoned their independent stances and began to share students, courses, facilities, and some funds with other institutions.

(Continued on page 5)
DAY CARE CENTER—NUCLEUS OF LESLEY'S NEW DAY CARE PROGRAM

A Day Care Center, to be opened in Reed Hall this September, will be the nucleus of Lesley College's expanded day care program for graduate, undergraduate and continuing education students. Lesley is among the first colleges in the nation to have an on-campus day care center as an integral part of day care training.

Serving as a teaching center and laboratory, the Day Care Center will accommodate 50 to 60 children ranging in age from one month to five years. The children will come from a cross section of the population: rich, poor, black, white, handicapped and normal. The Center will be opened Mondays through Fridays and staffed by 12 professionals headed by George Saia, director of the Day Care Center.

Reed Hall, formerly a two-story brick dormitory, is currently being renovated into what Saia called "a day care center with an ideal homelike atmosphere." Because children are often at a day care center for eight hours a day, the size and design of the space is extremely important; there must be places for sleeping, eating and living. With his wife, E. Belle Evans, Lesley's new coordinator of nursery school and day care education, Saia has done extensive research on day care in the United States and other countries and hopes to incorporate the best features at the Day Care Center.

The comprehensive day care curriculum, developed and organized by Ms. Evans, goes into effect fall semester '72. Lesley will offer a master's degree in day care; candidates will be trained to be directors of child development centers. On the undergraduate level, students can elect day care as a minor concentration area.

The major thrust of the day care program, however, is in the continuing education division where a four-level core program, which allows a student to enter at the level appropriate for her background, has been designed to meet the community needs. Core I, which already began in the North Shore area this summer, is a fifteen credit off campus program to prepare assistant teachers. (A community contracts with the College to teach the courses.) Core II offers an additional fifteen credits, designed to improve teaching skills and to prepare students for jobs as head teachers. Core III, building on Cores I and II, is designed for preparation of day care directors, and successful completion leads to an associate degree. Core IV offers a liberal arts program leading to a bachelor's degree.

In developing this comprehensive day care program, Lesley has responded to the growing need within the past few years for qualified day care personnel. "A day care teacher requires different preparation than a nursery school teacher," said Ms. Evans. "While nursery school is mainly for education, day care incorporates education and assumes responsibility for basic child care. Teaching does take place in day care centers but in a less structured way throughout the day."

According to Evans and Saia, studies show that day care has no negative effects except children develop more colds and has many positive influences on social development. Children learn to make friends easily and they develop naturally, with the younger children learning from the older children.

Ms. Evans indicated that because of the woman's liberation movement, the day care movement has picked up momentum. Since the industrial revolution, a mother's role has steadily diminished in responsibility yet a woman who did not enjoy being a housewife could only fulfill herself through her role as a mother and wife. With the appearance of good day care center, this picture is changing. Day care can enrich a child's development while allowing a mother to work who must supplement the family income and, more recently, a mother who wants to work to fulfill herself through her own accomplishments.
HUSBAND-WIFE TEAM HEADS DAY CARE

A husband and wife team, E. Belle Evans and George Saia, will head Lesley College's new Day Care Program. Ms. Evans has been named coordinator of nursery school and day care education, and Saia is the director of the Day Care Center.

The co-authors of "Infant Day Care" published by Beacon Press this summer, they bring to Lesley an extensive background in day care and child development. On a personal level, they will also bring their thirteen months old son Evan, who has been in day care since he was three weeks old and about whom some day care experiences are related in their recently published book.

A former consultant in day care for the Massachusetts Department of Education, Saia will be responsible for the overall development and administration of the Day Care Center. Among his lengthy experience in working with children are serving as a Headstart teacher in Lowell and an elementary school teacher in Lincoln, Mass. Saia earned an M.P.H. from Yale University, an Ed.M. from Boston University and an M.S.W. at Brandeis University. He is currently a Ph.D. candidate in medical sociology at Brandeis.

Ms. Evans, formerly the director of the Career Development Center and Castle Square Day Care Center, Boston, is responsible for developing and supervising the new Day Care Program. Previously an instructor at Wheelock College, she has been a teacher at the Yale Child Study Center, head teacher with the Lowell Headstart, a community agent with the Elizabeth Peabody Neighborhood House in Somerville, and a nurse in the Beth Israel Hospital nurseries.

With a doctorate in policy planning in progress at Brandeis, Ms. Evans holds a B.A. in Education from Boston University, a B.S. in Nursing from B.U. School of Nursing, an Ed.M. in Child Study from Tufts University, and an M.P.H. from Yale University.

CHANGE (Continued from page 3)

Certainly the consortium idea lends itself to Lesley's needs at present. There is little likelihood that we can avoid expanding both our professional and our liberal arts programs if we are to attract and maintain good students in the next years. Yet, we are an institution small in faculty numbers and in operating budget. There are definite limits to the number of things that we can do well. It makes sense to seek out liaison with other colleges in the Boston area (e.g., Wheelock, Simmons, Northeastern, U. Mass. Boston) to see if some sharing of resources could benefit all of us. Certainly our well-thought-of Early Childhood and Special Education programs would attract interest from some of them, while we could gain greater depth in the liberal arts and greater breadth in such child service areas as library science and social work by utilizing some of their competencies. Given our needs, it is almost certain that consortium possibilities will have to be explored.

Co-Education. Lesley and many other schools have proud traditions of either male or female exclusivity. There is much to be said for it, as well as for co-education. One pragmatic consideration on the side of co-education merits being pointed out, however. It has to do simply with numbers. By opening our undergraduate admissions to men we double the potential population from which our students can be drawn. This is not to suggest that hundreds of qualified male students will immediately seek admission and save us from the perils of diminishing enrollment. Our present program probably would attract a few men. However, in conjunction with some expansion of the professional and liberal arts components in our curriculum co-education could mean a greater possibility for a modest increase in our student population.

To what degree these paths to change will be followed as Lesley seeks its bearings for the 1970's is still not clear. Yet, what does seem clear is that some significant innovations are in the offing.

MICRO-TEACHING: MEANS FOR SELF-OBSERVATION

A major part of a Lesley student's education consists of actual classroom teaching and observing beginning in her freshman year. She will hopefully learn to be aware not only of her students and their reactions to their environment, but aware too of herself and the effects of her own behavior on her students. To increase this awareness, many Lesley women are involved in micro-teaching as a means for self-observation.

Micro-teaching is a system wherein a student conducts a short (5-10 minutes) lesson with a small group of children, and is video-taped while she teaches. When the lesson is over, she and either a peer or an instructor view the tape and together criticize her teaching methods, including such things as voice tone, physical gestures and general presentation of the material. On tape, teaching skills which can be seen or heard (i.e. body movements, facial expression) are generally easier to observe and improve than the actual lesson content; but given the opportunity to watch herself in action often gives the student teacher clues for improvement of both lesson content and the methods for presenting it effectively. After the student and her co-observer have discussed the video tape, she teaches the same lesson again with the needed improvements to another small group of children. She may again be taped and further improvements can be made.

Research has shown that approximately the same information about teaching effectiveness can be demonstrated in a five-to-ten-minute time segment as can be shown in a whole day; hence the term "micro-teaching," or the teaching of a small lesson.
Nineteen seventy-two

June is the time-honored month for summer weddings, and at least four of this year's class kept faith with tradition: Melani Dixon and Richard E. Kuzminski in June 23 in Middletown, Conn.; Leslea B. Gitlin and Robert N. Harel in New Bedford; Roberta Susan Kessler (G) and Ronald Allen Harris on June 17 in Natick; Beatrice Lafrance Korab and Thomas Gene Jackson in Rye, N.Y., and Carol Moberg and David Eric Floren in Belmont. The new Mrs. Harris is teaching mentally retarded adolescents in the New York City School System, and the new Mrs. Jackson will teach school in the Charlottesville, Va. area where the couple is living. □ November, 1971, was the wedding month for Lorraine Manccine and Francis Marino. They live in Southbury, Conn. □ Connie Martin has been named 1972 Community Ambassador to Kenya by the Melrose Council of the Experiment in International Living. She is living this summer with a Kenyan family and is participating in a variety of work assignments which include construction and agricultural projects. This fall she will enter Boston University to study for a master's in mathematics. □ Maris Meltzer is enrolled as a graduate student at Temple University and will seek a master's in the psychology of reading. □ Congratulations to the 1972 graduates named to the following teaching positions: Nadine Brenner - primary grades teacher, Haverhill; Susan Clark (G) - teacher of emotionally disturbed and mentally retarded, Shriver Center, Fernald School, Waltham; Lucy Collingwood (G) - tutor for learning disabled, Cambridge; Norma Eckert - fourth grade teacher, Cohasset; Brina Einstein - teacher of emotionally disturbed, Framingham; Mary Fitzgerald - fourth grade teacher, South School, Hingham; Laurel A. Glocheski (G) - special education teacher, Springfield, Mass.; Kristine Johnson - special education teacher, Attleboro; Robin Klintskey - fifth grade teacher, Haverhill; Phyllis Kritzman (G) - learning disabilities specialist, Randolph; Deborah Mann - elementary teacher, Brockton; Carol Pulvirenti (G) - specific learning disability tutor, Belmont; Bina Sareen (G) - Children's Center, Lexington; Janice M. Shapiro (G) - learning disabilities teacher, Foxboro; Ruth Small (G) - resource teacher, Learning Center, Watertown; Linnea Turner - Mt. Desert Island, Me., and Susan Wolfe - second grade teacher - Colchester, Ver.

Nineteen seventy-one

Diane Ruth Brinn and Stephen L. Rogers celebrated a June wedding in Portland, Me. He attended the University of Massachusetts at Amherst and Northeastern University. The couple makes their home in Portland. □ Frances Carol Foti became Mrs. Peter Anthony Nonni April 15. The bride teaches in Cambridge and her husband is an electronics technician. □ Linda S. Lipson has been appointed as a teacher for emotionally disturbed children in the Mansfield, Mass. Public Schools. After Leslie, Linda earned her master's at Teachers College of Columbia University. □ Susan Toabe (G) will teach in Northampton in September, bringing to her job a variety of experiences, including Headstart in Maine, Peace Corps in Ethiopia and the Virgin Islands, and a substitute teacher in the Cambridge School System.

Nineteen sixty-nine

Deborah Ann Wainer is the new Mrs. Mark David Abrahams. The couple were married in New Bedford this June and plan to make their home in Boston in the fall.

Nineteen sixty-eight

It was an April 15 wedding for Vivian Ann Vaccaro and William H. Nelson. Vivian, who is now teaching second grade in Burlington, earned her master's in education from Boston State College. William is an engineer with the New England Power Company. Their home is in Somerville. □ Janie Maltrack Zimmerman writes that she and husband Barry and son Eric are living in Portland, Me. She taught first grade for three years after graduation until Eric was born. Barry is a lawyer in his second year of practice. □ Jean McDonald Diemart is a new member of the A Cappella Singers and will be the group's new social chairman. The choir consists of 46 women who sing for various organizations in the Newton - Wellesley area. □
Sarah Hardcastle writes that she and family (husband Hugh, sons Fitz and Tommy) are living now in Simsbury, Conn.

Nineteen sixty-seven

Dr. Neal Gerald Bornstein took Phyllis A. Menkes as his bride in May. The couple is living in Pittsburgh. Phyllis formerly taught in the Cambridge schools.

Nineteen sixty-five

The Brookline Library Society of Artists chose Carole Orgel Einstein as Artist of the Month for June. Carole, who lives with her husband and three daughters in Wellesley, is a member of the society and of the Winsor Society of Artists. Her work has been shown in South Hampton, L.I., and in private galleries in Boston and Brookline.

Nineteen sixty-four

Carolyn Erbe Gangloff, living in Harwinton, Conn. with husband Raymond and two sons, is a candidate for a master of science degree in remedial reading at Central Connecticut State College in New Britain.

Nineteen sixty-three

Kathleen Delaney Schenck and Raymond J. Laplante were married in May. They live in Derry, N. H., where Kathleen teaches third grade at the Bakersville School. Raymond is accounting manager of the Sacred Heart Hospital.

Nineteen sixty-two

Arleen W. Wiggetman, who received her masters from Lesley in June, is teaching reading with the Title 1 Program in Lynn where husband Allan owns a drugstore. The couple have three children: Abby, Andrea and Joseph.

Nineteen fifty-nine

Marilyn Young and Stanley Walter Folta were wed April 22. He is an employee with the experimental production test department of Pratt and Whitney Aircraft in East Hartford, Conn. Marilyn teaches in the Somers School System, and the couple live in Enfield.

Nineteen forty-six

Marjorie Curtis Cole, a kindergarten teacher at the Glover School in Marblehead since 1958, has retired effective this summer.

Nineteen thirty-two

Alma Gline Schweiger, first grade teacher at Bedford Elementary School, was honored at the 11th Annual Recognition Dinner by the Board of Education of Baltimore County, Md. Mrs. Schweiger has been teaching for more than 36 years, working primarily with children who have learning difficulties.

Deaths

We express sincere sympathy to the family of Ethel Doherty Tiffany G'63 who died April 28. A Marblehead resident for 25 years, she taught there beginning in 1949.

Our warmest sympathies are also extended to the family of Bertha Levine Goldberg '26 who passed away Feb. 25 at the New England Baptist Hospital in Boston.

ALUMNA HONORED

Special congratulations to Deborah L'AuViga Shaw '64, recently named one of four 1972 recipients of the Princeton Prizes for Distinguished Secondary School Teaching in New Jersey. A creative writing teacher since 1970 at Park Ridge High School, Mrs. Shaw was recognized for "significant contributions to the education of young men and women," and "fruitful teaching and devoted service."

CALENDAR HIGHLIGHTS:
September 16 — Mass. Regional Representative Meeting; September 24-29 — London Travel Program; October 13 — Wine Tasting Evening-Raffle-Art Show, Boston College Alumni Hall; November 4 — Alumni-Prospective Student Luncheon for High School Students, White Hall; November 11 — Children's Magic Show - Walnut Park School, Newton; November 17 — Kindergarten Conference Sherry Hour; December 2 — "Images of Women" Workshop — Dean Miriam Ritvo.

The Board of Directors has voted to create a Remembrance Fund to be used by alumni for any occasion. Contributions will be applied to our scholarship program... Have you purchased your ticket for the October 13 raffle? For your chance to win the seven-day Roman Holiday or one of the four other prizes, contact your regional representative or the Alumni Office... The Alumni Office is considering updating "Miss" and "Mrs." to "Ms." Any reaction... The 1971-1972 Annual Giving Report will be included in the next CURRENT. Support now to be included with your class.
SEND THIS APPLICATION TO:

Lesley College Alumni Association
29 Everett Street, Cambridge, Mass. 02138

Deposit of $100.00 per person required at time of booking

Make check payable to:
Lesley College Alumni Association

Final payment due 5 weeks prior to departure

Enclosed please find $______ to apply as deposit for______ person/s.

Name_________________________ Phone_________________________

Address_________________________ City_________________________ State______ Zip__________

Travel Arrangements by Ambassador Tours, 131A Belmont Street, Belmont, Mass. 02178 Phone (617)489-3880

CURRENT
LESLEY COLLEGE

29 Everett Street
Cambridge, Mass. 02138