LESLEY COLLEGE: AN OPEN CLASSROOM?

To me an open classroom is like a liberated woman—both have many interest areas. Both are able to generate and cope with alternatives; both need to assess themselves in a realistic way; to spontaneously question, and to be free and flexible yet with enough structure to avoid chaos.

How does a teacher training institution teach a woman to be "liberated" within the confines of a classroom? Probably the most obvious way would be for the institution to begin functioning like an open classroom—to realistically begin matching teaching and learning styles. (Wow, how often I find myself using that exact phrase in my classes.)

Now, friends, please don't think that is an open invitation to Lesley chaos. The original model of the open classroom reflects a structured framework through which institutional, teacher, and most important, individual student needs are met. It provides for multiple learning centers through which the student can learn and experience at her own comfort level. With these facts in mind, I would imagine that Lesley College could become more "liberated."

One suggestion would be to introduce the concept of modular credits. (A module is a fraction part of a college credit.) Such modules would be granted for alternative educational experiences that have been gained both on and off the Lesley campus. For example, when I was in graduate school, I received modules for working with a team of lawyers who were reviewing child abuse laws; for learning how a television works; and for designing correspondence courses for children in the performing arts. Part of my educational program became a "classroom without walls." I constantly felt myself growing, becoming more flexible, and the metropolis became a functioning part of me. A framework of required courses laid the foundation around which all of these alternative experiences were designed. Although Lesley's January Program is an exciting period in which such experiences can be planned, I hope that one day students will be granted credit throughout the semester.

A second idea would be for Lesley to provide associations with other institutions and thus enable her students to enroll (free of charge) in courses not offered at Lesley. The idea of Lesley's becoming part of a consortium is an intriguing one...not only for the unlimited course offerings, but for the social and personal growth as well. I like the idea of women being given both the choice and opportunity to enroll in coed classes.

I think the above suggestions would facilitate tremendous growth in the individual, realistically training her to meet the demands of the open classroom designs. They would provide for the student not only the recognition through college credit for the pursuit of multiple learning experiences but also affiliation with other institutions through which such experiences could be gained. I value a teacher's ability to question; to be able to comfortably deal with choice; to be aware of surrounding resources, and to spontaneously suggest extended learning experiences.

Author's note: These are very general suggestions, but nevertheless they are two ideas that reflect tremendous potential. I would greatly appreciate hearing your reactions and suggestions. For example, which of the more than sixty colleges and universities in this area would be most conducive to the consortium model? Also, what types of learning experiences would the women of this college be most excited and interested in pursuing?

Sandra B. Sokolove
SPEAR'S LEGACY: MOBI LEARNING

"A tesseract. We know it has 16 points. Now we have to discover its other properties as well. And we soon find that it has 32 lines, 24 squares, eight cubes and . . . the 16 points. Find the pattern of what you already know and then figure out the unknowns."

And so goes a session of Ellis Spear's Math 306 class. Associate Professor Spear lifts out of a notebook the model he has made to illustrate the properties of the tesseract. To the unpracticed eye, it looks very much like a cardboard cube within a cube. To Mr. Spear and his Lesley students it is a tesseract mobi: a moveable diagram which helps demonstrate this fourth-dimensional concept by combining the features of a conventional illustration with the advantages of a working model.

The term "mobi" is Mr. Spear's. In fact, the whole idea (now copyrighted) of designing and constructing models of learning concepts which can be collapsed, folded flat into a book and later taken out to help illustrate abstract mathematical or scientific ideas to elementary school children, was born when he was a youngster.

"I suppose a contributing idea originally came from Prof. Wogglebug in one of the Oz books," Mr. Spear chuckles. "The professor invented learning pills for his college students to take in class. This fascinated me as a child and I was always looking around for ways to learn things faster, to make the learning process easier, less painful. Later, the quest turned into the question of just what it was that made people learn more quickly, without forgetting what they learned.

"I think I also began to notice certain words in sentences, what they said and explained. So I thought, suppose I found a way to show what the words said was happening, to show the action and motion of the words. If you can do what you read, you learn it more effectively and it stays with you longer.

"Building mobies for myself to show what I'd read probably began in earnest in my high school geometry classes, although the very first ones were created when I was about eight."

Hence, the birth of the moveable diagrams—like the cardboard bicycle, the wheel spokes of which are exactly one inch apart. As the wheels go around, measures can be made on a surface by a child, and one complete wheel revolution constitutes the measure of one foot. And as with other mobies, the bicycle folds flat into a book, but can be taken out, reconstructed simply, and used again to make the wheel measures. A good deal more interesting as a learning device than a mere wooden ruler.

In several of Mr. Spear's classes, students were required to construct mobies as part of their course work. They maintained folders of their creations which they could then use as instructional tools in their own classrooms.

Mr. Spear has designed about 1000 mobies illustrating ideas ranging from the use of a lever to the operation of a gasoline engine.

Joining the Lesley community in 1945, Mr. Spear taught at the Dearborn School. He graduated from Bowdoin in 1929 and Harvard in 1932, and had worked as an assistant in the department of psychology at Harvard. By 1948 he was instructing parttime at Lesley College and was appointed to a fulltime position at the College in 1962.

Mr. Spear plans to retire this June, but will continue work on the mobies, seeking possible new applications of the mobi learning approach. He also plans to do some educational consulting in school systems near his Rockland, Me., home.

ON THE COVER — (Left to right, from top): Among those present at the Alumni Association annual luncheon were, from left: Barbara Barron Schilling '50, president; Professor Leslie Oliver; Joanne Lipsher Goodman '66, scholarship committee chairman, and Sue Wilcon Eitelman '63, treasurer of the Alumnae Association. Scenes from the Junior Class Presentation "On the Lighter Side" included "Good Ship Lollipop" featuring Donal Murphy '73, and a father-daughter song and dance skit. A production from "Hamlet" was presented by students in Dr. Oliver's class.
IS WOMEN'S LIBERATION MEN'S LIBERATION?

"Rarely does the little girl get erector or carpentry sets."

by Miriam M. Ritvo

Nineteen seventy-one was the year of the "Quiet Revolution," the year the press discovered a movement which started over a century ago and is now in the second wave. Some call it feminist; the more accurate term, however, would be humanist. This social movement encompasses high school students and grandmothers and seems to be destined to eclipse (or at least equal) the black civil rights struggle in the United States. The immense force of its determination and the consequences of its demands. Women have begun to voice their discontent about long denied basic rights.

Unfortunately, the Women's Liberation Movement provokes more outrage and attracts more negative attention than understanding. This is due mainly to the distorted image given to the movement by the news media. I do not wish to advocate, evangelize, or convert; my comments are not to approve or to disapprove, but to describe where the movement is going and the ways that it will touch and affect your life now and indirectly the lives of your children. I am not political about this emerging movement, nor am I anti-men; after all, I am delighted to say "some of my best friends are men."

This social revolution which tries to influence and change behaviors, laws, and practices is quite unsettling. What does liberation or equality for women mean? It means many things: equal pay for equal work, children's day care centers (with reliable services at reasonable costs), legalized abortion, equal education and job opportunities (with no discrimination against sex). Above all, the women's movement hopes to gain respect not only for women whose interests lie in traditionally feminine roles, but for those who adopt what have become exclusively male roles, such as those of doctor, manager, lawyer, scientist, etc. The equality movement is not trying to destroy the family. A look at divorce statistics, the way old people are "farmed out" with strangers and placed in institutions and the trend for young people to flee the home shows that change (or is it disintegration?) is already taking place. Perhaps there is a need for practical alternatives to these ruins.

The essential point about the women's movement is that women in our society face unique obstacles in realizing their full human worth and these obstacles are rooted in their own psychology as well as in society. It is true that a male-dominated society discriminates against women, but it is also true that very few women challenge this discrimination.

Mrs. Shirley Chisholm, representative to Congress from New York and candidate for the U.S. presidency, has said,

As a black person, I am no stranger to race prejudice. But the truth is that in the political world I have been far oftener discriminated against because I am a woman than because I am black.

A look at the academic world would lead to the conclusion that there are very few women in American society. Between 1813 and 1966, only 16 doctoral theses were on women; in the same years, there were over 30 dissertations on fur trade. Only in book prefaces does a woman find recognition: "and lastly to my wife, without whose fine typing and constant good cheer . . . ."

In the past women have lived as a devalued subgroup. The devaluation is caused by a misconception of women's capabilities which in turn perpetuate future devaluation by both sexes. A brief study of historical literature can give ample evidence of the value attributed to women in various cultures. For example, consider the ideology about women stated in the morning prayer of Orthodox Jews: "Blessed are thou, Oh Lord our God, King of the Universe that I was not born a woman." The book of Peter in the Bible exhorts, "likewise ye wives, be in subjection to your own husbands . . . wives are a weaker vessel." The sacred text of Islam, the Koran, states, "Men are superior to women on account of the qualities in which God has given them pre-eminence." Aristotle stated, "We should regard the female nature as afflicted with a natural defectiveness."

The ideology expressed in these passages is not just a relic of the past. Even our language has developed in a way that offends and oppresses women. Words such as woman and female reduce her to an appendage or extension of a male. Hurricanes and typhoons are given female names. There is designation between married and unmarried females; i.e., a
male is designated by Mr.; a woman by Miss or Mrs. This designation for a woman tells her marital status, but should only designate sex as it does for the male. Many women are now using Ms. before their names. This gives the same limited information as Mr. does for men.

In the last few years, women have reacted to the traditional stereotyped education mapped out for them by society. Their education and training is programmed and planned for them the moment the doctor says, "Mrs. Jones, it's a beautiful baby girl." Mrs. Jones begins deleting mentally—usually unconsciously—the things that she might be and adds what society defines her role to be. Parents raise their children to fit society's stereotypes. That new young woman will be wrapped in a pink blanket—the color of her caste—and the unequal segregation of the sexes begins. Parents treat boys and girls differently from birth. As the children grow, explicit sex-role training is introduced by toys, hobbies, and interests. Boys are encouraged in math and science and are given chemistry sets, microscopes, tool kits. Rarely does the little girl get erector or carpentry sets—dolls, cooking interests, dishes, yes. She will receive a nursing kit; the boy will get a doctor's kit. Yet when they become adults there will be about $35,000 a year difference in their income.

In school the young girl and boy will be subjected to blatant sexism in textbooks. Remember the Dick and Jane books? Jane never wants to be a lawyer or fireman, she always wants to be a mother in a nice little white house. A recent study of contemporary children's books reveal consistently sexist patterns in both school books and commerical readers. The following patterns are typical:

—A heavy preponderance of boys' stories.
—Boys are portrayed as smarter, with greater initiative and achievement.
—Boys "dig, build, break, push, pull and do 15 other active things, including eat. The only two things females do are watch and sit."
—Mothers wear aprons and are cast in supportive, passive roles.
—Men have a wide variety of jobs and activities.
—Women are almost exclusively portrayed as mothers, teachers, nurses and secretaries.

These books are, of course, a major tool in the socialization of children. They perpetuate a model in which boys are encouraged to be daring, achieving, successful, and dominating, while the little Janes and women are passive, helpless, inactive—and often quite "ninnny" or stupid.

Should she decide to go to college, a young girl faces official and unofficial discrimination in admissions quotas, scholarships, financial assistance. When she graduates from college and looks for a job, she often has the frustrating experience of immediately being asked, "Do you type?" A young man graduating with her is offered a job with a future. Why is it okay for her to be a secretary but not a manager or administrator? Women are discriminated against in being hired and promoted at the college level.

According to studies by Matina Horner, a bright woman is caught in a double bind—in achievement-oriented situations she worries not only about failure, but also about success. She has anxiety over what she should do, equates intellectual achievement with loss of femininity—and female role. Men don't worry about achievement; they are actively encouraged to do well. "For women, then, the desire to achieve is often contaminated by what I call the motive to avoid success." Success may lead to unpopularity and loss of femininity. Achievement is usually aggressive, masculine, competitive—a girl doesn't want to be No. 1 in med school—she feels she shouldn't reach so high for social reasons—drops to 9th in class and then marries the boy who was No. 1! She was worried about definitions of womanhood. Horner also points out that intelligence is a threat to femininity. A girl may fear telling a new male friend that she is majoring in physics. There is the stereotype of ugly girls with glasses being intellectual.

The limitations of the traditional role of man as provider, protector, and leader, as competitive, dominant and achieving, with woman as the mother and nestbuilder are based on cultural not intellectual differences. Therefore in this rapidly changing world, roles and responsibilities of men and women can change. No longer must a woman choose between career or family, both should be possible if she desires it. The average wife who has her last child in school at about 26 can look forward to more than 35 years of trying to find fulfillment while being hampered by second-class citizenship. She has been told many times in many ways that all she would need is a man and family. Her frustrations are great when she discovers that as satisfying and successful as that may be, she needs more during the second half of her life span.

A change in the traditional roles of women calls for a similar change in the roles of men. Men have become victimized by the role of male supremacy. They spend their lives away from the homes they work so hard to create. Out of the 168 hours in a week, fewer than 48 waking hours are spent by the average man with his wife and family. Many men and women are re-thinking this and feel that men need to be relieved of their role as sole breadwinners and strangers to their children. It is true that some women in the Liberation Movement are strident and enraged and the hand that rocked the cradle has become a fist. But you don't have to be bitchy, sexless, hate children, or divorced to be interested in women's rights. These rights are simply liberty, equality, and femininity. Many men and women are now accepting a common humanity and saying that his and hers should not divide the world which is ours.
Nineteen Seventy-One

Carol E. Hamer became Mrs. William G. Alcusky April 15 in Hanover, Mass. Carol teaches in the Saugus School System, and her husband is employed by Stone & Webster Engineering Corp. of Boston. § Karen Pearl Kahn (G) is the bride of Mark William Weber. The couple were married March 25 in Albany, N.Y. Karen teaches special education at School 27 in Albany and Mark is a sales representative for Vogel Van Lines. They live in Heritage Village, Guilderland. § Joan Marshall Kaiser (G) and Jeremy James Miles Hubball were married December 18, 1971 in Trinity Episcopal Church, Boston. The new Mrs. Hubball teaches retarded preschoolers at the Worcester Youth Guidance Center, and her husband teaches at Beaver Country Day School in Chestnut Hill. § Nancy C. Perednia and John Francis Brisebois were married April 15 and are living in Boylston. Nancy is a kindergarten teacher at Clark Street School and John is an industrial engineer for United Parcel Service. § Mary S. Touloupolos is teaching fourth grade in the Burlington Public Schools.

Nineteen Seventy

Linda Boucher has been appointed director of Camp Lowe, a Fitchburg YMCA-sponsored summer camp for youngsters eight to thirteen years old. Linda has been affiliated with the camp for five years and was an advisor to the camp director last year. § Jo Ann Breiner and Joel M. Stein were married December 18, 1971. She is teaching nursery school in New York and he is an attorney with the Legal Aid Society. The Steins live in New York. § Joyce Linda Mesel is a faculty member at the Chapman School in Boston. § Marilyn Nesson teaches exceptional children in Arlington and expects to begin graduate studies at the Harvard School of Education in June.

Nineteen Sixty-Nine

Arlene Haszard is teaching special education in the Woburn School System. She has also taught special education classes at the Hathorne State School. § Janice Kelleher Mazzotti and husband Jack happily announce the birth of their son, Jack Ernest Mazzotti IV, born April 2, 1972. § Susan Lee Page teaches in the Acton School System. § Linda Wickeri Shea writes that she, husband Jim and daughter Kerin Laurie, born June 26, 1971, are now living in Mattapoissett, Mass.

Nineteen Sixty-Eight

Born to Bonnie Portman Silver and husband Richard: a son, Adam Paul on December 31, 1971. Bonnie formerly taught special education in Worcester, Mass. § Joanne Klein Liberman is teaching in the Brookhaven Elementary School in Rockville, Md. while husband Michael, a certified public accountant, is studying to become a tax lawyer. The couple live in Greenbelt, Md.

Nineteen Sixty-Seven

Patricia Ives Dunning is teaching the socially and emotionally maladjusted in Wilmington, Del. Her husband John is a research metallurgist for the Dupont Company. Patricia previously taught in California. § Joan Schackman Osofsky writes that she and husband Sid are living in New Jersey where Sid is completing his studies at the New York University Business School. Their daughter, Dana, is 17 months old.

Nineteen Sixty-Six

Mary Elizabeth Quinn and Joseph Augustine Biakows, married September 26, 1971, are living in San Francisco. Mary Elizabeth completed her master’s degree at the University of Virginia after graduating from Lesley, and she is employed by I. Magnin of San Francisco. Joseph is an industrial engineer for Del Monte Corp. § Daphne Joan Voorhees became the bride of John Winsor Lovell March 25, 1972 in Rochester, N.Y. The new Mrs. Lovell is employed by the Harvard Medical School as a technical associate in surgical research. John is with Stone & Webster Engineering Corp.

Nineteen Sixty-Five

Davida Lansky McConigle will be teaching in the Northern Elementary School District, Brockton, this fall. She is currently working toward her masters in guidance at Bridgewater State College.

Nineteen Sixty

On behalf of Lesley College, Paula Rozomofsky attended the inauguration of Donald Charles Kleckner as president of Chapman College, Orange, Calif., on Friday, April 7.

Nineteen Fifty-Eight

Jacqueline Anita Quinn became the bride of Edward Paul Aiken April 23. The new Mrs. Aiken was awarded both her bachelors and masters degrees from Lesley. The couple live in Arlington.

Nineteen Fifty-Seven

Ann McCann Magaletta gave birth to her first child, Paul, Dec. 12, 1971. She taught first grade in Natick for nine years and in Framingham for five years.

Nineteen Thirty-Four

Blanche Young teaches fourth grade at the Maple Street School in Rochester, N.H. She has been teaching in the Rochester system since 1943, and was the subject of a recent feature article in the Rochester Courier.

DEATHS

Eleanor Walker Peterson, Class of 1943, died March 29 at Glover Memorial Hospital in Needham, Mass. Our sympathies are extended to her family.
Reflections '72 = 1 reunion luncheon + 1 seminar on the Images of Women + 1 Lesley Night at the Pops + 2 student productions + much more. Which all adds up to a good time for the more than 100 alumni who attended homecoming.

At the first annual meeting of the council of Regional Representatives, 30 alumni heard the following people discuss various aspects of the College: Martha Ackerson, director of admissions; Catherine Welch, director of placement; Bob Lewis, coordinator of the Core Program; Floyd Benitz, director of Schools for Children; Lenore Man, presided over the Lesley Tanzer '64 as secretary, and re-elected treasurer was Barron beginning her second year as president is Barbara Klain '65 as second vice president, Marjorie Stone Susan Wilcon Etelman '63. New members of the Board of Directors were Michele Allard DeGeorge '70, Trudy Vernon Magid '42, Ann Cleveland Lange '59 and Alfred Badger '64.

Because the April 9 Theatre Party was successful (more than $1,000 was raised), the Alumni Association Board of Directors was able to double the amount of scholarship money previously awarded. Joanne Lipsher Goodman '66, chairman of the scholarship committee, presented $500 Alumni Scholarships to Eugenia Zanetos '73 and Brenda Moskowitz '73. Mrs. Trentwell Mason White presented a $100 savings bond to Charlene Constantine '73. The students were recognized for demonstrating outstanding qualities of leadership and personal character.

Two other honors were awarded by President Barbara Schilling. The Alumni Award was presented to Marcia Hatch Fowler '52 and '64, voted the 1971 Massachusetts Teacher of the Year. This award is presented annually to a person demonstrating outstanding contributions to the Alumni Association. The Board of Directors voted to honor Marcia because she brought distinction to herself and to her College. A plaque was presented to Dr. Leslie M. Oliver, professor of English since 1954, because of his outstanding devotion to the students and alumni. Dr. Oliver is retiring this spring.

§

September 24-29 are the dates of our next travel program for alumni and their families—and London is the place. A total of $259 per person includes round trip transportation, deluxe hotel accommodations, full English breakfast, sightseeing tours, and theater tickets. Reservations are on a first come-first served basis so begin to plan now for September in London. Detailed information will be mailed shortly.
AN OPEN LETTER
To Members of the Lesley Community:

I would like to cast my vote against adopting a new name for the Alumnae Association, in other words changing it to the Alumni Association.... I think it is ridiculous for a women's college, mostly run by women, taught by women, supported by women and attended by women, to have an alumni association. Apparently some of the few male graduate students objected to being alluded to as alumnae. Perhaps they felt excluded, while we women are supposed to feel honored at being excluded under their title alumni. Lesley College is not being upgraded in my eyes because it has a few men in its graduate school. Lesley College is upgraded because it continues to work to give its students the best education it possibly can.

I suggest, if we must change the name, that we change it to the Alumnae and Alumni Association.

Yours sincerely,
Comfort Gilder Gardiner '65

FACULTY NEWS

Mary Mindess, associate professor of early childhood education, spoke about the purpose of kindergarten at the Massachusetts Department of Education Northeast Regional Center in Andover on May 10. This was the first of a series related to kindergarten education. On May 17, Mrs. Mindess also addressed a group of Ayer, Mass. public school teachers on curriculum extensions in early childhood education.

Biology instructor Ben Blumenberg was a guest lecturer on May 12 at Wheelock College where he spoke about the possibilities and forms of intelligent life elsewhere in the universe.

Recycling at the Environmental Workshop.

ENVIRONMENTAL WORKSHOP

An environmental workshop, coordinated by three Lesley students as a second semester independent study project, was held on campus May 1. Working with Ben Blumenberg, instructor of biology, were Vicki Simons, Aylene Shapiro and Ann Bosch. They developed and set up exhibits of ecological literature and a model of a paper recycling device which many of the nearly 300 workshop attendees used.

The workshop purposes were to inform the community about the environmental crisis, to provide educational literature on what can be done about it, and to suggest teaching methods for educating elementary and secondary school students about ecology.

Invited to the workshop were a number of organizations concerned with the environment. Representatives in attendance were from Zero Population Growth, the Educational Development Center, Recycling Museum, Erewhon, the Sierra Club, the Governor's Task Force on Environment, and the Environmental Protection Agency.