NEW CAMPUS...
SHOULD WE INTEGRATE THE SPECIAL CHILD?

by Jill Hamilton

Jill Hamilton is coordinator of Graduate Programs III C and D in Special Education. She received a B.A. from Middlebury, and an M.Ed. from Harvard.

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Schools voluntarily accepting responsibility for educating the academically and/or emotionally handicapped child have a professional obligation to ask, "How do we do it?" Schools facing education of the academically and/or emotionally handicapped due to a recent legislated mandate have a professional right to ask, "How can you expect us to do it?"

Certainly one area of strategic action for any school dealing with children with special needs is insight about its vulnerable population. This is not in terms of test scores of children or credentials of staff; this is in terms of sensitivity to the many layers of population co-existing in the microcosm of the elementary school.

Education has always generated extreme pendulum swings from one policy polarity to another. The present legislation mandating integration of normal and deviant children on an across grade, across label basis is controversial to the point of triggering professional panic. Catalyzed by legislation and controlled by funding, the policy faces a tortuous implementation. Over the years it has been easy to remove children who didn't "fit" to the sanctioned isolation of special classes or tutorial settings. Schools have not faced internal changes in special programming because the luxury of isolation was always at hand. Sharing the label bound islands of special placement for children have been the special staff; as isolated from the mainstream of the building as their charges. The years of isolation have perpetuated attitudes of a depth and rigidity that demand sensitive analysis in the new policy of total change of educational style. This particular change is one confronting long term accumulation of prejudicial thinking.

In my years as a classroom teacher, I was exposed to many methodologies of change, each evoking certain threats or ambiguities. The constant thread in all of these approaches was the element of imposed innovation. The mode of entry for change in the elementary school is that of a complete new structure being imposed from above or outside. There is usually total absence of on-going staff process as a part of the development of the change. Seldom consulted during the formative period of proposed change, the teachers are included only at the final stage, that of implementation. When implementation procedures include role (Continued on page 5)
UNDERGRADUATES OFFERED A READING CONCENTRATION

Hopefully, at that point when a child takes his plunge into the abstract world of words and letters, he will surface with the gentle assistance of a teacher who has the concern and ability to teach reading in all its aspects.

However, in reality, many children are not getting the reading instruction they deserve. As a result, there is an increasing demand for expertly trained teachers of reading. Lesley, recognizing this need, will offer an undergraduate concentration in the teaching of reading beginning in September.

Martha B. Ackerson, director of admissions, expresses her enthusiasm for such a concentration based on the "interest and need" that she has heard from others. "Prospective students have expressed a definite interest in reading so frequently during the last three years that I included a recommendation for the undergraduate emphasis in my annual report," Mrs. Ackerson stated. "In the course of our recruitment, we talk with guidance counselors, school board members and educators who mention the dynamic need for reading teachers."

Mrs. Ackerson makes particular reference to the findings in a January project conducted among last year's graduates. When those surveyed were asked what things they wished they had learned while at Lesley, the most frequently mentioned topic was for more language arts, particularly how to teach reading.

"I hear educators in the field saying two things," she continued. "There is a definite need for trained people to teach reading; and often this need is relative to the community's budget because an undergraduate with reading training may reduce the need for so many specialists."

Reports from the Placement Office substantiate the view that school systems are looking for teachers with reading education in their background. At the end of March, over 20 positions for those with special training in reading were available. Frequently, interviewers specifically ask for reading coordinators or language arts coordinators, according to Jane Mackechnie, assistant to the director of placement.

Dr. Lenore D. Parker, who was instrumental in the development of the undergraduate programs, also coordinates the Master's Degree Program I which prepares those without previous elementary education background to become classroom teachers with expertise in the teaching of reading. Master's Degree Program II is offered for experienced teachers and graduates of teacher training institutions who wish to become reading teachers or reading specialists.

"Lesley's undergraduate reading program is a response to the growing awareness in the country that large numbers of children are not learning to read as they should," commented Dr. Parker. "With an in-depth approach to reading at the undergraduate level, teachers will be better prepared to implement reading programs and deal with reading problems immediately upon entering the classroom," she added. "There are so many complex demands made upon the teacher that learning how to cope with organizing reading programs and dealing with reading difficulties while on the job is too late."

"The specialization will enable the Lesley College graduate to provide expertise in a variety of situations—the self-contained classroom, the open classroom and in team teaching situations. Students will be trained to deal with the remedial reader, the average and the gifted reader within these kinds of classroom structures," she continued. "It is hoped that those pursuing the teaching of reading as an area of minor concentration will have a commitment to reading as an aspect of elementary education where the child must succeed if he is to succeed at anything," she said.

Dr. Parker sees reading education as a preventive measure—an important step to prevent later adolescent difficulty, or even adult illiteracy, and as a basic foundation for success in other subject areas and career choices.

A specialized sequence of courses has been designed to include some graduate level topics. (Continued on page 8)
COMPASS (kum' pás) n. 1. pivoted instrument for describing circles, etc. 2. an instrument showing the magnetic north 3. the building to be used by the Special and Open Education Programs at Lesley College Graduate School.

At Lesley College the word compass has a new meaning. It is the name selected for the building at 14 Wendell St., currently Doble Hall dormitory, which will soon be the home of the Graduate Programs of Special Education and Open Education. When the students move out in May, members of the Special Education Department will move in with paint, brushes, nails, hammers, wall hangings, saws and creativity to prepare the building for housing a six-week Summer Practicum in Special Education.

"Planning the interior of The Compass is generating great excitement," said Jill Hamilton, coordinator of Special Education Programs III C and D. "The plans call for converting the three-floor dormitory into a setting which will provide space for preschool or primary class, individual tutoring and therapy, arts and crafts, an adolescent unit and varied diagnostic services. The much needed office space for faculty, seminar rooms and a student lounge will increase opportunities for student-faculty interaction."

By July 2 when the summer session begins, the building will be ready for its new daytime occupants: a varied population of children with special needs (emotionally disturbed, mentally retarded and youngsters with learning disabilities); their families and teachers, and Lesley graduate students and faculty. A permanent population of children will be at The Compass throughout the academic year.

Further renovations will be carried out during the summer as a therapeutic project by an adolescent unit, a demonstration class for the Summer Practicum. The young teenagers will renovate the basement of The Compass into an area for carpentry, water and sand play and general rainy day activities.

In the late summer, The Open Education Department, which will also be housed at The Compass, will be setting up two rooms as model teaching environments. Cynthia Cole, Coordinator of The Open Education Program (IV B), said, "A stimulating environment is an important part of successful education. At The Compass we hope to create two models—one for quieter activities like reading and another for arts, crafts and more active classes."

The selection of the name, The Compass, reflects the educational philosophy of the Department of Special Education. Like a magnetic compass used to find direction, the Lesley Compass will strive to help children, their families and teachers find a positive sense of direction. In a wider scope, the whole area is undergoing much upheaval and change; the staff looks toward understanding and effectively dealing with the new directions in special education.

The Compass can also be compared with a drawing compass which has a fixed point from which an arm is stretched to enclose a whole area or circle. Likewise, The Compass aims toward extending its diagnostic and tutoring services for children, families and teachers into the entire community.
change for the teachers, the demands are particularly complex. Not only are role changes proposed, but the dimensions have been established by administrators far from classroom events. Often the new policies for the teacher do not fit the total classroom situation. This confrontation of expectations at a final stage of mandated policy is painful and overwhelming for the teachers.

The degree to which real intervention and change will be assimilated and implemented depends on the flexibility of each individual teacher. No amount of expertise or administrative mandate from outside the classroom will effect attitudinal change at the individual level. Involvement in change internalizes the process. When a teacher is subjected to, rather than involved with innovative policy change, separation of goals and implementation results.

Exploring a school situation from the teachers’ points of view with attention to their suggestions and feelings is not common policy. The sources for new ideas are to be found with the university consultant, the educational hardware consultant, the specialists from other disciplines, and administrative personnel elsewhere in the system. The very nature of their discrete specialities compounds difficulties of mode of entry into the tight structure of the elementary school. There is little dialogue between teachers and agents of change.

When we attempt to combine the many years of isolating policies for special children with an administrative decision of such extreme impact as integration of all children, we can well shudder at possible outcomes. We are not speaking here of a new social studies unit or an innovative math approach; we are speaking of attitudes towards the human condition that are gut level. Behavioral reactions to exceptional children are in direct proportion to the spatial vocabulary of deviance: behind, below and outside. Behind in academics, below their chronological classmates in developmental milestones, and outside the peer culture, the special children remain squarely in the teacher’s line of vision. These spatial boundaries fix the non-functioning children in the regular classroom teacher’s mind more firmly than any seating chart. Co-existing in equal degrees of vulnerability, the classroom teacher and the newly integrated members of her world look at one another across a chasm created by years of special class isolation.

The reality of integration is really not an issue that a simple “for” or “against” stance answers. There is to be no choice as to its occurrence. Our responsibility as educators is to explore the dimensions of preparation for implementation. It is easy for administrators and trained special educators to be altruistic and speak in sweeping generalizations about getting children into the mainstream. One group speaks from a distance; the other from the comfort of special training. The regular classroom teacher has neither rationale; she will be there every morning facing specific children and she will be threatened by her small daily failures with the “unreachable.” These teachers did not choose special education and they should not have to bear the personal guilt involved in failing with or being repelled by certain children.

Our responsibility as specialists and trainers of specialists is to reach out to the regular teacher with supports based on acceptance of the degree of her anxieties. The efficacy of mixing deviant and normal children is background for a new foreground issue; that of specialists and regular teachers working in a deeper sharing relationship conceived in trust and nurtured in mutual recognition of well justified adult professional anxieties.

If we do not look with great sensitivity at the burden of the regular teacher in this new scheme of things, we will perpetuate alienation as the main element in our integrated classroom atmospheres. Alienation of individual children from one another, alienation of teacher from certain children, and alienation of groups within the class will serve to accentuate differences and prevent open communication about issues directly connected with integration. A network of small daily failures will nurture compensatory styles of resistance, hostility, denial and rejection.
Nineteen seventy-three

December graduate, JEAN BARTOLUCCI, has been named second grade teacher at Memorial School in Burlington. □ LINDA OHANESIAN and Peter J. Kohn, wed on Jan. 28, have made their home in Ridgefield Park, N.J., since their wedding trip to Puerto Rico and the Virgin Islands. Peter, a graduate of Babson College, is a CPA.

Nineteen seventy-two

MRS. ROSE RUBIN (G), director of the Temple Beth Shalom Nursery School, announces a new approach in the school's curriculum for 1973-74. A positive Jewish involvement in holidays, songs and traditions will be combined with the best of early childhood teaching techniques. Mrs. Rubin is a guest lecturer in Early Childhood Curriculum on the faculty of Lesley as well as Tufts University. □ In the wedding column, PATRICIA (ANDIE) RUOF wed Joseph Buongiovanni on July 1, 1972, in Hamburg, N.Y. Andie is a first grade teacher and Joseph is with John Hancock Insurance Co. □ MARILYN B. SPANIER was married Feb. 18 to Dr. Norman James Gould, a graduate of Bowdoin College and the Medical Faculty of the University of Munich. Marilyn is employed by the Whitman School System; Norman, by Beth Israel Hospital.

Nineteen seventy-one

WENDY COHEN writes that as of Aug. 20 she became Mrs. Michael Dubinsky and now lives in Winthrop. She teaches fourth grade there and Michael is working as a title examiner, while attending the evening division of New England Law School. □ CAROL HAMER writes that her name and address have changed since April 15, 1972. Now Mrs. Carol E. Alcusky, she lives in Melrose and teaches grade five at Central School in Saugus.

Nineteen seventy

DOROTHY L. GREENBAUM was married Jan. 28 to James K. Seder. Dorothy is an interior decorator and James, a graduate of the University of Michigan Law School and New York University, is vice president of General Discount. They reside in Cambridge, following their wedding trip to Europe. □ ANN E. GREENBERG was married to Mr. Richard H. Rogel on Nov. 25 in New York City. Richard, a graduate of the University of Michigan Graduate School of Business Administration, is employed by Seligman and Associates as chief financial officer. Ann is substitute teaching in school districts around Southfield, Mich., where they are now living. □ MAUREEN SUSAN REEDER wed Jack T. Wicks on June 24 and now teaches first grade at Guilford School in Sterling, Virginia, where Jack is an engineer with IBM. □ MRS. ELAINE REISMAN (G) is now the teacher-director of the Longfellow Nursery School at Mt. Ida Junior College. In Sept., 1973, the nursery school plans the addition of an afternoon kindergarten program to its existing classes of 3½ and 4 year-olds. □ DEBORAH SLUTSKY, graduated two years ago from Columbia University Teachers College with a degree in remedial reading, is now conducting a pilot reading program at Colonial Park Elementary School in West Haven, Conn. The program involves various reading materials such as reading kits, paperbacks, and a listening center with tapes and headsets. She gives children “specialized” reading assignments, according to their own interest. Fifth graders have shown as much as one year’s advancement in reading ability over a four-month period and Deborah has been asked to write up a similar proposal for use in the New Haven middle schools.

Nineteen sixty-eight

MRS. FRANCIS E. DWYER, JR. (LORRAINE LOVELESS), married on Nov. 22, 1969, is now living in Pittsfield with her husband and son, Brian. □ SUSAN KRAVETS GREENSTEIN writes she is living in Wellesley with husband Gerald and son Brandon Alexander, born Sept. 27. □ Enjoying their newly built home in Woodstock, Conn., are Mr. and MRS. HENRY W. MEDLYN (CHERYL BARR), married Nov. 9, 1968, and their seventeen-month-old daughter Melissa Lee. Since graduation, Cheryl has taught first grade in Pittsfield, Mass. and Woodstock, where she now substitutes in an open classroom program. Henry is a state trooper in Connecticut.

Nineteen sixty-six

ROBERTA HEIMLICH SHANE writes that she and husband Jeff are presently living in New York with their son Steven, 2½, and their new daughter Heather. Jeff will complete his residency in OB-GYN at Albert Einstein College of Medicine in June, 1973, and begin a two year service in the Army. □ ADRIANNE WOLF SILVER (G), featured in the January issue of Pageant Magazine, is now managing editor of Pyramid Books in New York. Adrienne made her speedy rise from secretary in the editorial department to managing editor in just one year and four months!

Nineteen sixty-five

Nineteen sixty-four

The Scituate school committee appointed MRS. MARY SLINEY FINNEGAN kindergarten teacher in February.

Nineteen sixty-one

SUSAN SCHEFF of Sudbury is a member of the new "Exploring the Arts" program in Massachusetts, designed to teach drama, music, art and dance to pre-schoolers (3 to 7 years). Susan, with eight years teaching experience with preschoolers, feels the "Exploring" program, set up by the Institute for Creative Arts Education, is a valuable tool in the education process because "it allows the child a sense of freedom."

Nineteen fifty-four

MARY ANN RYAN BLACKWELL christened the new container ship, Export Patriot with the traditional bottle of champagne in a ceremony held Feb. 3 at Bath, Maine. Mary Ann, now living in McLean, Virginia, is wife of the Assistant Secretary of Commerce for Maritime Affairs.

From Sunnyvale, California! ... MRS. CHARLES E. KNEIB (MURIEL BARBER) writes she has completed nine years of teaching there in the elementary grades. She and her husband, a retired lieutenant colonel, are making plans for semi-retirement on two acres of land in Palo Cedro, Cal., to build their dream house overlooking Mt. Shasta. Following graduation from Lesley, Muriel taught two years at an all boys' school, then went to Boston University for her degree. Married 31 years ago, the couple are parents of four children and have six grandchildren. Muriel's teaching career has found her teaching elementary grades in Vermont, Massachusetts, New Jersey, Hawaii, Japan and the Canal Zone.

We solemnly note the death of MRS. LOIS BARROWS MOORE '25 on Jan. 30: MRS. RALPH FIFIELD '20 on Feb. 4: MISS BRENDA T. WHITE '20, and MRS. RUTH T. LECLAIR DESAULNIERS '33 on March 1.

DEATHS

HOMEWEEKEND!

We hope you're planning to be on the campus this weekend. If you haven't mailed your homecoming reservation form, do it today . . . Selma Freede Rudolph '41, the Alumni Annual Fund Chairman, reports that alumni support is most encouraging. With $10,000 pledged to date and your continuing support, we will probably set new fund raising records . . . Judy Mazenko, head teacher at Lesley-Ellis, invites alumni to learn about recycling at a workshop held at the school on May 1. For more information, contact Lesley Schools for Children, 868-1160 . . . Margie Stone Tanzer '64 and Betty Klaiman G65, the Council of Regional Representative co-chairmen, are recruiting new representatives to fill vacancies. If interested in serving as liaison between the College and your community, contact the Alumni Office . . . Larry Marble, Director of the Lesley College Library has initiated a new library card system. If you'd like to have library privileges, please write to Larry for an application form . . . Would you like to buy a week's vacation in Spain or a ten-speed bike or a case of champagne, each for $1? Those are among the prizes in this year's raffle to benefit the Scholarship Fund. Chairman Roz Heifitz Abrams '67 announced that tickets go on sale May 5. If you would like to sell tickets, please notify Roz.

The container ship, Export Patriot, received a hearty christening from Mary Ann Ryan Blackwell, a 1954 graduate.
LESLEY'S ASSOCIATION OF AFRO-AMERICAN STUDENTS held a cultural weekend on March 9, 10 and 11. There was something for everyone—a fashion show, workshops, a soul dinner, social hours, a soul train dance contest, and an original play. In the above photo, Mr. Ahmad Atthar works with some young girls at a jewelry-making workshop.

COVER STORY
A LOT OF FOLKS will be seen on campus on May 4-6. Attracting the crowds will be Parents Weekend, Homecoming and the open house activities for Lesley's urban academic village. Tours of the new campus will be conducted on May 5.

(Continued from page 3)
courses and to offer a solid background in the various methods of teaching reading and understanding the reasons underlying reading deficiencies. Some of the 21 credits planned for the reading concentration include courses in: The Teaching of Reading, Teaching the Language Arts in the Elementary School, Children's Literature, Diagnosis and Treatment of Reading Difficulties, Introduction to Exceptional Children, Developmental Reading, Language Development and Introduction to Learning Disabilities.

During the senior year, students will participate in tutorial sessions with children in a laboratory setting. This culminating experience, coupled with classroom instruction in theory and methods of remediation, will acquaint the students with formal and informal techniques for assessing reading difficulties. On the basis of analysis of test results, the student will develop a treatment program for the child, and under supervision, will tutor the child for one semester.

Lesley shares a concern for reading as more than just a basic skill in today's complex world. Through its reading programs, both graduate and undergraduate, the College will prepare teachers to view reading as a necessary part of the fulfilled life.