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The Educator

The 1972-1973 Editorial Board of the Educator
Pam Gale—class of '74
Bonnie Griffin—class of '74
Joan Katz—class of '73
All students interested in joining next years Educator staff please contact one of the new editors.

VOL. 2 NO. 12

LESLEY COLLEGE

MAY 12, 1972

Mass. P.I.R.G. East

By Sue Glaser

Mass. P.I.R.G. East, what is it? What does P.I.R.G. stand for? Where is it? What can I do for it? These might be some questions which have floated through your mind at one time.

P.I.R.G. stands for Public Interest Research Group, which was designed by Ralph Nader for students. Students finance and direct the organization. They will work with a full-time staff of professional lawyers, economists, and scientists. P.I.R.G. provides students with a vehicle to conduct in-depth research of existing problems such as pollution and rising prices, educate the public, and interact with community groups, legislative bodies, and government agencies.

P.I.R.G.'s have been established and are very successful in Oregon, Minnesota, and Washington, D.C. Other P.I.R.G.'s are also being established in Texas, West Virginia, Connecticut, Ohio, New Jersey, Vermont, and Western Massachusetts.

Many college campuses throughout the Boston and Cambridge areas have been petitioning the students at their colleges to voluntarily assess themselves a \$2 fee increase to be added on

to next years fees. The money is used to pay the salaries of the full-time professionals.

Local chapters of Mass. P.I.R.G. East are located at each school which has successfully completed a referendum or a petition drive. The schools which have completed petition drives or referendums are: Boston College, Cardinal Cushing College, Clark University, Curry College, Dean Jr. College, Harvard Law, Harvard School of Public Health, Lesley College, Newton College of the Sacred Heart, Pine Manor Jr. College, Simmons College, Boston State College, and Northeastern University. Many schools are just beginning to organize.

At Lesley College, we had about 55% of the student body sign in favor of establishing Mass. P.I.R.G. East and having P.I.R.G. related courses and independent studies. The members of the faculty whom we spoke with were in support of Mass. P.I.R.G. East. The \$2 fee increase was not added on to the term bills for next semester. Hopefully, the Mass. P.I.R.G. east fee can be added on the second semester bill.

Mass. P.I.R.G. East will be officially operating in the fall, whether Lesley College is a part of it or not. But if you are not happy with the rising prices of food, consumer fraud, rising telephone rates, higher rents, and pollution get involved and take part in Mass. P.I.R.G. East.

There is an office for Mass. P.I.R.G. East in Harvard Square at 12 Arrow Street. The phone number is 661-1631 if you have any requests, suggestions, questions, or complaints.

Mass. P.I.R.G. East will return to Lesley College in the fall. There is always a need for effective citizen action to insure that government and corporate processes are responsive to the public interest.

REWARD OFFERED
For the return of Roxanne Leary's painting of blue boats which was displayed in White Hall. Will whoever borrowed this painting please return it to the Art Building or the White Hall Lounge office.
Gratefully,
Liza Steig



On behalf of the Lesley College Community the Educator would like to thank Dr. Leslie Oliver and Mr. Ellis Spear for their many years of teaching, kindness and dedication.



On To Greener Pastures

By Magee Buso

Ed. Note: The views expressed in this article are solely those of the author; they do not necessarily reflect the opinions of the Educator.

I was both saddened and excited to learn that Lucy Ulman has accepted a three year contract with Tufts' University as Assistant Professor in Education. I was saddened because I feel that Lesley is losing a stimulating and innovative professor, yet at the same time I am excited because I feel certain that the new position will offer Ms. Ulman many more opportunities to use the excellent skills we all know she has.

Concerning her leaving, Lucy feels that "I have been treated unjustly and that makes me both angry and sad because for me it focuses on the discrepancy between what the administration says, and what they actually do. If my leaving pinpoints the need for on-going, non-tenured faculty evaluation, then I feel that at least others can benefit from my recent experience."

The need which Ms. Ulman mentioned in the above statement is on its way to being met. Just this week, members of the student population, randomly selected, of course, have been asked to evaluate non-tenured faculty using an evaluation developed at the University of California at Davis. I doubt that this sudden interest in evaluation developed out of real caring about the standards of the college, but rather as camouflage for the neglect that has preceded.

During a discussion with

Lucy, she also commented that "I have learned a great deal as well as contributed much to the Lesley College Community and I hope that my friendship with administrators, faculty and students will continue for many years to come."

How does her leaving affect students? Joni Greenberg, '74 feels that "if one wonderful, outstanding human being will remain in my mind as a result of my affiliation with Lesley College, I am certain that it will be Lucy Ulman."

Libby White, President Class of '72: "The standard set for elementary school teachers in 1972 is very high. The standards for faculty must also be high within the institutions that train these teachers. Tufts' University is keeping within its goals by hiring Lucy Ulman as Assistant Professor in Education."

Robin Sherman, '75: "There must be something wrong with the machinery of Lesley if they are losing Lucy and others like her."

Judie Weinstein '75: "I am excited for Lucy but saddened because Lesley is losing such a fantastic professor and person."

Laurel Kloomok '72: "It's too bad that a person who wants to share her wealth of knowledge and experience with others has to be bogged down and deterred by the politics of administrators!"

Migse Bogle '72: "After having taken 27 credits under Lucy Ulman I am very upset by her leaving. Lesley is losing its finest professor."

Caryn LeWinter '72: "During my four years at Lesley I have never had a professor that has inspired me as much as Lucy has. Outstanding professors are too few and I think the administration is making a terrible mistake."

A Transfer Student '74: "We have just lost one of Lesley's best teachers to Tufts'. Are you blind? Can't you tell a real human being when you see one? In my estimation you and President Richard Nixon belong in the same zoo!"

Noble Turner, Graduate Student: "Lucy Ulman is a phenomenal human being who deserves to have administrators that appreciate her skills and brilliance as much as her students do!—Congratulations Tufts' University!"

The statements by these students capture, in my opinion, a great deal of the feelings about Lucy Ulman and about Lesley. Lesley College is by definition a laboratory for learning. It is here that young women train to become elementary school teachers. It is the job of the administration to provide good professors to fulfill its moral and ethical obligation to its students as established in the catalogue. Read page three in the new one or the old one, it really doesn't matter because they are both exactly the same. Are these the kind of ideals that Lesley really stands for? Someone better take a long hard look at just that, because if those statements are false then we are being cheated to the tune of \$3500 per year!



Commencement Speaker

Dr. Jeanne S. Chall, professor of education in the Harvard Graduate School of Education, has been selected as this year's commencement speaker and honorary degree recipient by the College Committee on Honorary Degrees.

Dr. Chall, who is currently director of the Harvard Reading Laboratory, will receive an honorary Doctor of Humane Letters (L.H.D.).

She was recently cited in the *Phi Delta Kappan*, March 1972 as an educational leader, a "scholar-scientist," for ideas and theories developed through her analysis of research in the reading process. Phi Delta Kappa is a professional fraternity for men in education.

A graduate of The City College of New York and Ohio State University, Dr. Chall has several publications to her credit including: *Learning to Read: The Great Debate* (McGraw-Hill, 1967); *Readability: An Appraisal of Research and Application* (Ohio State University, 1957); and *Dale-Chall Formula for Predicting Readability* (Ohio State University, 1948).

She is also a member of

several distinguished professional organizations—among them, the American Psychological Association, American Educational Research Association, the National Conference on Research in English, American Association for the Advancement of Science, the New York Academy of Science and the Massachusetts Commission for the Development of Programs for Perceptually Handicapped Children.

Dr. Chall was awarded an honorary degree by Harvard in 1965, and she was presented with the Distinguished Alumna Award at the Centennial Celebration of Ohio State University in 1970.

Commencement will be Sunday, May 21.

Dean Mikki Ripvo announced this week that arrangements are being made to offer selected organic foods in the dining hall next year at no extra charge. These will include such foods as granola, brown rice, sunflower seeds, lima beans, etc.

EDITORIAL

To the Administration:

I am angry. I am saddened. The Lesley College Administration has made a stupid and tragic error. It has connivingly and subtly forced one of Lesley's finest professors to leave.

Lucy Ulman is leaving. She is going to teach at Tufts University. It's a fine school, and Lucy is a fine teacher; they deserve each other, so, Congratulations, Lucy. But Lucy Ulman is leaving. She is *not* going to teach at Lesley next year. And Lesley students, faculty, and administration are going to be much the poorer for it.

For reasons of internal personal and/or political strife within the administration, an excellent, stimulating, and innovative teacher has been ousted. I guess the idea is that Lesley College has been getting along just fine on mediocrity for the past fifty years, and it can continue to do so. (I certainly do not mean to imply that the faculty as a whole is only mediocre, but I do maintain that Mrs. Ulman stands out as a marvelous teacher, and she shines brightly enough to perhaps point out certain failings within the faculty.)

I am unable to comprehend the reality of this. I was a witness on Lucy's behalf at a hearing before the Advisory Council to the President on Academic Personnel and Freedom, which makes recommendations to the president. Evidence presented by coordinating teachers and principals of the schools in which Lucy has supervised, students, both undergraduate and graduate, and alumni seemed quite sufficient to insure any teacher of Lucy's caliber of tenure, title, and security. In spite of this, and without any real on-the-spot evaluation of Lucy's competence as a professor, Lucy has not received any semblance of contract.

So, Lucy Ulman is leaving. Thank you, Lucy, for the classes I loved, the time you have given, and the motivation which you instilled.

Gwyn Brown

We would like to express our gratitude to the staff of the Educator for their diligence and endurance. The loyalty of our staff has made the weekly appearance of the Educator possible, especially in view of the necessity of a mid-year reorganization.

We cannot claim consistent excellence; however we have achieved a basic solidity in terms of quality, quantity and interest. We feel that our goals of community participation, interest and relevance have been met.

We would like to thank the community as a whole for its involvement in the form of letters, guest articles, verbal feedback and readership.

We extend personal thanks to Paul Fideler who as advisor has provided us with valuable guidance and constant support, and to Francie King who has given us her excellent journalistic advice.

We hope that next years Educator will prove to be as fruitful and rewarding an endeavor as this year's has been.

The Editorial Board

Gwyn Brown

Lynne Goldberg

Debbie Greenberg

From The Advisors Desk

Throughout the year I have had the honor of sharing a place on the masthead of *The Educator* (undeserved for the amount of work I did, for sure) with a group of talented and courageous women, the editors and staff of the paper. I wish now to acknowledge publicly my homage and gratitude—and presumably that of the entire community—to them for their exemplary endeavor.

This group not only recognized the need for a campus paper, but they made sure that one was regularly published. This involved exacting—and drudge—work week in and week out, and the ever-present strain of public opprobrium or passivity, which always accompanies this kind of community service. Their task was never easy nor without frequent discouragement and uncertainty. Yet, they persisted; and, we all benefitted.

One of the essential supports for any community of free

and inquisitive people (and a college should strive to cultivate this sense of community above all else) is a secure platform for the communication of ideas. This platform should provide necessary information to the community, an opportunity for concerned members of the community to speak out on matters that they consider to be important to all, and an arena for the reasoned contention of ideas and viewpoints.

This year at Lesley *The Educator* has provided the all important communications platform so necessary to the community. Not that everyone has used it, or that all those who used it necessarily used it well. The crucial fact is that the platform was there!

I salute the commitment and the accomplishment of this year's staff and earnestly hope that their work will be carried forward next year.

Paul Fideler

To the Editors:

It gives me a strange feeling to think that after all these years, I am now about to leave Lesley College. There is a great deal to say; I must leave most of it unsaid, but here are the few thoughts I must share with you.

In the first place—"thanks!" I am grateful for the opportunity of having been here. Lesley has provided some of the happiest and most stimulating years of my life, both here and in the Laboratory Schools. I am grateful for those years.

I am awed a bit as I think of the warmth and friendliness I have experienced. This would make leaving hard were it not for the fact that I expect to visit often.

Uppermost in my mind is the thankfulness for the chance to be myself, and to exercise my own talents and skills. I know from experience that this is seldom the case elsewhere. Thanks for this must go to the Administration and to the leadership of Dr. Orton,—I add *thank-you-Don!*

Thank you all, Administration, Faculty, Staff, and Student body for all you have done for me, more than you realize. Your expressions of parting have been kind, but I do know that it is time for me to go.

Fellow faculty members, I hope you experience here what I have experienced. Students, may you find a place in the educational world as happy as mine has been. I can offer you no greater wish.

Sincerely,
Ellis Spear

To the Editors:

This is a memo that I wrote to George Miller about my visit to the University of California at Santa Cruz the week of April 17. George suggested that it might be of interest to the college community. While there I gave two hour individual interviews to a number of undergraduate students in the course of research I was doing about experimental colleges.

As a background, the students at this experimental university are exceptionally able and well prepared. They are organized into about seven different colleges, each of which contains about 800 students. The small size of the individual colleges brings to mind a number of parallels with Lesley College, several of which I want to make explicit shortly. The curriculum has almost no requirements and all grades are Pass-Fail. A student may get credit for an extraordinary range of experiences from reading *Finnegan's Wake* to working in the biodynamic garden. Much of a student's work may be independent study and many courses are ably taught by students.

Two things strike me as particularly important in relation to Lesley: the question of motivation and the question of standards.

While many of the students at Santa Cruz do excellent work, thriving on the freedom to plan

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Letters to the Editor

and pursue their own studies, many students simply play frisbee. Many students say they need grades to motivate them and they wish that the faculty took greater initiative in prodding them and in upholding standards for them to achieve. It is well to say that we should all learn for the sake of learning, and indeed, with freedom many students will do so. Many it appears, will not, whatever their intelligence. What is our responsibility to them?

If our Education faculty graded Pass-Fail as most of us, myself included, were inclined to do last year, I would now be seriously concerned about the effects on the motivation to do quality work for most students. The outstanding student will be so inspite of teachers and requirements. But what of the cause of the average student? I am one myself. How best can most students achieve quality work? I think that this is a cause to which we at Lesley must dedicate ourselves.

My research also caused me to reflect on the standards we uphold for our students. I hope that we can explore in various college groups to what degree our standards are clear and are expected to act as motivating forces. When we grade a Student Teacher "Outstanding" what do we and she both know that she can do? What quality of thought, verbal and written, do we expect of our graduates, and how do we as faculty members help our students achieve these standards?

I am delighted that we are moving towards more options for our students. I hope, nevertheless, that we will continue to have clear structures in mind, because I believe most people need guidance in the course of their discovery. (This will be no surprise to the students who have taken Ed Psych with me this Spring.) I suspect that most people here might agree that there are certain things that Elementary teachers should know such as phonics and lesson planning. There are many other concerns, however, which we might consider essential, such as understanding group dynamics and how to ask thought provoking questions.

I think that this faculty should thrash these essentials out among us, make them clear to our students and teach them. I think that we have begun to do this as a faculty, and in this respect have shown more wisdom than many of the faculty at Santa Cruz who have been reluctant to state their convictions and to

take strong stands. I think this behavior has been a disservice to the large portion of their student body which looks to them for guidance. I think that most of us have shown a greater commitment to our students, and that our good intentions can be strengthened by clarifying our goals.

Sincerely,
Judy Grant

To the Editors:

In spite of your generally good reporting I must object to being quoted out of context in your article "Steig Speaks" in your April 14 issue. If I am to be quoted, please quote me correctly. I did not say, "I see the intellectual level at the third grade." And this I can document with drawings. The reason for this beginning low level is the lack of inspired training in the Elementary and Junior High Schools. Very often Lesley students go from third grade to tenth or twentieth in a single term. I also said, "Judging from the comments I happen to hear around the tables in the Art Room, the level of art conversation was about third grade." I was trying to emphasize the Importance of Teacher Training, not trying to denigrate brains—Lesley kids have very good ones. This and other phrases were taken out of context. As an artist, I speak using hyperbolies and shortcut analogies which, if taken out of context, make me look at best a contemptuous and unserious person.

I have great respect for my students, past and present, but I also believe I should push them to do better. Perhaps they may then be able to check the disastrous wheel of events in the education of children. Lesley is certainly committed to trying.

Sincerely,
Liza Steig

To the Editors:

Dr. Oliver's report card for the administration was written with a certain journalistic flair. The reader is not likely to begin his long article, "Of Cabbages and Kings," then put it aside half finished. Interest is aroused immediately and nurtured throughout. Professor Oliver uses language very skillfully. It is a shame that so much of his analyses and many of his judgments are *bad*, perhaps mischievously bad.

Sincerely,
George L. Miller
Vice President for
Academic Affairs

THE EDUCATOR STAFF Lesley College 1972

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