

EDUCATION IN AMERICA

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New Horizons for Educated Women

45 Editorial

46 Letters to the Education Editor

47 The Reformation of the Catholic College by Robert Hassenger

50 Tension: A Tool for Reform by George B. Thomas

53 The Life and Hard Times of Parsons College by James D. Koerner

56 Feuer, Freud, and the Fathers by Otto Klineberg

58 Schools Make News

60 A View from the Campus: An Optimistic View of Campus Unrest by Paul Woodring

61 Book Review "Teaching as a Subversive Activity," by Neil Postman and Charles Weingartner, reviewed by Charles J. Calitri

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There are some two-and-a-half million college-educated women in the country today whose knowledge and skills are underused or underutilized. Many of them have no pressing financial need to work, and their primary commitment is to the welfare of their families. Therefore, although they are aware of both the practical and emotional rewards that would come from using their talents more fully, they are unwilling, or unable, to assume the responsibility of a conventional eight-hour day, five-day-a-week job. Meanwhile, society is denied the benefits that would accrue from more effective utilization of this large pool of skilled manpower in areas where shortages now exist.

In an effort to end this waste of training and talent, a national, non-profit organization was founded in 1962 to seek ways in which mature women could combine family responsibilities with work in positions that are equal to their abilities. Called Catalyst (6 East 82nd Street, New York, N.Y. 10028), the organization is enjoying increasing success in placing women in part-time positions in education, science and industry, and social work.

That substantial numbers of educated women are eager to work on a part-time basis was demonstrated last year when Catalyst contracted with the Massachusetts Department of Welfare to recruit, train, and supervise fifty women to fill twenty-five full-time caseworker jobs. More than 500 women applied, and final selection was made from the group of 300 who were interviewed.

Catalyst's most notable success, however, has been achieved in developing the concept of part-time teachers. In practice, the plan can follow a number of patterns. The simplest and easiest to initiate is the part-time kindergarten teacher, since the standard kindergarten operates for only a half-day. In other cases, part-time

teachers function as members of teaching teams, as all-round assistants to help reduce class size, or as teachers in specialized fields where full-time teachers are not available or are not required (for instance, in some sciences, languages, or the arts). Most unusual, however, is the partnership plan, developed in the Framingham, Massachusetts schools, where two teachers share a single full-time position, one taking the morning session and the other the afternoon. Through careful planning they are able to present a coordinated program to which each brings special knowledge and teaching strengths.

Significant numbers of mature women were trained and employed as teachers before marriage and family responsibilities took them out of the classroom. Many will return to full-time teaching when their children are grown, but meanwhile they are unable to accept full-time employment. If, however, they are given opportunities for part-time teaching their skills can be made available to the schools far sooner than would otherwise be possible.

Other educated women find themselves attracted to teaching as a profession after they have started raising their families. For these women Catalyst has published two booklets: a national directory of teacher preparatory programs and certification requirements in each of the states, and a compilation of teaching opportunities for college graduates. But women who turn to teaching as a profession during their mature years face special problems in obtaining the academic credentials required for certification.

In an effort to develop a solution to these problems, Catalyst is cooperating with Hunter College in an experimental "campus-linked" home study program leading to teacher certification. To be launched this coming fall, it is designed to prepare the mother who is currently homebound with

young children for part-time teaching when her children reach school age. It will focus primarily on independent study and demand minimum time away from home (two hours a week working in a public school, and a bi-weekly three-hour session of seminars and individual conferences at the college). Certification will be earned after four semesters, with the equivalent of twenty-four hours. If the project proves successful, it may well serve as a model for similar programs throughout the country.

The feasibility of hiring teachers on a part-time basis is seriously questioned by many school administrators. Problems of scheduling, of communication, of professional relationships, and of community acceptance would, they are sure, interfere with the effective functioning of the school. But it appears that their fears are ill-founded. *Part-time Teachers and How They Work*, a study of five school systems that have employed part-time teachers for a number of years, indicates that carefully designed programs to bring part-time teachers into the classroom meet with wide acceptance both in the school and the community.

Catalyst is pursuing a valuable program in providing opportunities for educated women to contribute not only to their own well-being, but to society generally. Its efforts should be applauded.

—J.C.

WIT TWISTER #121

Edited by ARTHUR SWAN

The object of the game is to complete the poem by thinking of one word whose letters, when rearranged, will yield the appropriate word for each series of blanks. Each dash within a blank corresponds to a letter of the word.

War does not _____ the
nodding fields;
With fire and _____ he
_____ the land.
The luscious _____ the
fruit-grove yields
Are plundered by his hasty hand.
Yet when his _____ and
murders cease,
The land will bloom once more
in peace.

—A. S.

Mr. Swan thanks readers for their interest, but regrets that he cannot accept any more verses at present.

(Answer on page 62)

Letters to the Education Editor

On Black Anger

IT IS VERY heartening to know that there are young, talented people of the caliber of Elliott Duane Moorman ["The Benefit of Anger," *SR*, June 21], who state their objectives with such mature wisdom and clarity. This brilliant young leader should continue to be a tower of strength in contrast to so many of his generation who lack his depth of perception and broad, humane understanding.

HAROLD E. GOLDSMITH,
Wallingford, Pa.

ELLIOTT DUANE MOORMAN writes with an irony steeped in what one feels is no doubt genuine righteous indignation: "Where was our common humanity when the teachers of black people were slave traders . . . ?"—assuming in his oversimplification of history that the slave traders were all whites.

It might be neat for Mr. Moorman's brand of public anger if this were the case; unfortunately for all of us—or perhaps in some kind of ultimate irony, *fortunately* for all of us—the people who did the original trading were both whites and blacks. If we look closely—as we all are going to have to as we look further into our "heritages"—we will find that it was certain white traders from the ships who bought the blacks for use as slaves from certain black kings and tribal chiefs.

The implications arising from a closer, more objective look may be more difficult to assimilate, but we are eventually going to have to come to terms with the complex realities. It seems to me that we should look a little closer into what was, so that we can benefit from a more

knowledgeable and complex anger as we try to tell it like it is.

R. P. DICKEY,
Southern Colorado State College,
Pueblo, Colo.

Philadelphia's Mark Shedd

I WAS MOST pleased with the article by Wallace Roberts about Mark Shedd's efforts to reform urban education in Philadelphia. The question asked in the title, "Can Urban Schools Be Reformed?" [*SR*, May 17], seems moot when one reads what opposition there is to change in these time-work and ineffective agencies, but it is rhetorical because the forces that demand improved urban schools are inexorable.

If educators such as Dr. Shedd cannot overcome the internal opposition to improvement, external agents eventually must prevail. Parents will begin to see that it is not only black children who are not being educated but all children who are victimized by rigidity, autocracy, and decadence, and all of society pays the price. Those parents and their political representatives eventually must effect a change even against the resistance of the school system. Dr. Shedd represents a refreshing and rare alternative to the kind of school administrator who traditionally has served in our large cities. He stands in leadership upon one of the most important frontiers of our age: urban education. Mr. Roberts has shown much insight into the difficulties that mark that frontier.

WILLIAM W. WAYSON, Principal,
Dr. Martin Luther King
Junior Elementary School,
Syracuse, N.Y.



"... and the last order of business is the annual nasty petition from the teachers' association asking that we vote them salaries equal to three-quarters of those of the trash collectors."