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## Malcolm Knowles delivers lecture at UMB on adult ed

As older Americans comprise a larger share of the nation's population, the need to keep people in the workforce will necessitate greater emphasis on educating and re-training adults, educator and author Malcolm Knowles told about 200 listeners at UMass/Boston's Lipke Auditorium during the day-long forum Sunday with the Experts, into the 90's.

Knowles, known as the father of adult education, cited demographic shifts which by the end of the 21st century will hike the median age in the United States higher than 50.

"We're going to have to re-organize many social institutions, including education," Knowles said. "Already, we've disposed of mandatory age 65 retirement."

A prolific and provocative writer on the subject of adult education techniques, the 76-year old Knowles himself is a convincing argument for abolishing age as a barrier to productivity. He has published numerous books and articles and is credited with injecting the word "andragogy," the art of helping adults learn, into training vernacular.

A Navy veteran and former Director of Adult Education at the Boston YMCA, he has served as a private sector consultant in the human resources realm and is a former instructor at Boston University and North Carolina State University (Raleigh), where he is professor emeritus and mentor for The Fielding Institute.

He recently authored an autobiography, *The Making of an Adult Educator*. He's currently retired from teaching and living in North Carolina.

Knowles predicted that adult education will assume greater significance in the 1990's. He projected abrupt changes in the future of the American economy that will require rapid mobilization and reallocation of labor resources.

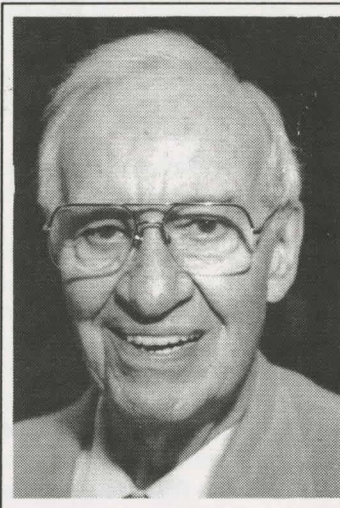


*Malcolm Knowles addresses at audience at UMass/Boston*

He said the development of electronic communication promises to make education more accessible in coming years and will eventually turn college dormitories into short-term lodging for workers taking four-week refresher courses or getting a quickie lesson in computer technology. He recalled a visit in 1981 to the University of South Pacific in Fiji, where a satellite transmission enabled students to take a course taught by an instructor based at the University of California-Berkeley.

"We'll be able to make educational services available to people at their convenience, at the time and place they want," Knowles said. "Many college campuses and school buildings will become 'White Elephants' by the year 2,000."

Knowles' approach to teaching was considered revolutionary and groundbreaking by his peers during the 1950's and '60's. In his autobiography, he recalled as a young teacher trying to forge a detached classroom style compatible with accepted norms, then discovering that he could only be truly effective by being himself; establishing



*Malcolm Knowles*

warm relationships with students and involving them in planning and evaluating themselves.

His intent was to redefine traditional classroom roles, making teachers catalysts and not merely dispensers of knowledge. Students, he argues, should be allowed to control their own learning in a cooperative, non-authoritarian environment in which motivation would run high.

Elementary school teachers who may wince at the prospect of a less structured setting should know that Knowles' ideals are

predicted on the belief that students' desire to learn is genuine, an attribute more commonly found in adults.

He generalized on the difference between age and youth.

"Adults want to know what they're going to learn and why they need to know it. Young students are always counting credits. They take courses not because they care about why they're taking it, but because they need it to complete a degree," he observed.

To an audience of adults, Knowles, whose lectures are frequently attended by standing-room-only crowds, portrayed himself as the "effective helper" he admires most. He shunned the microphone, solicited feedback from his listeners, and frequently interspersed the discussion with self-deprecating humor. But he stopped short of doing what he might have wanted most—stripping away the desks and chairs and having everybody sit around on the floor in a circle. He even begged off a closing question-and-answer period.

"I'd prefer you leave this room full of unanswered question," he said.



## — CHANCELLOR'S COLUMN —

## Three-phase plan outlines University's future direction

by Chancellor Sherry H. Penney

The series of cuts and shortfalls in the budget of the University of Massachusetts at Boston has brought us to a critical turning point in the history of the campus. I have outlined these cuts for you on several occasions; most recently, on October 23rd we were directed to cut another \$2.3 million, a total reduction in our operating budget since July 1st alone from \$62 million to \$55.7 million.

When I began my responsibilities as Chancellor less than fourteen months ago, I was excited by the vision of the immense possibilities that this young, vibrant, growing, nationally recognized urban university might achieve. My sense of the campus' strength and my vision of its great promise have not diminished. But, as a result of the series of budget cuts and shortfalls we already have taken, and the probability that we face at best continued funding at present reduced levels, I am convinced that our ability to fulfill our mission is at risk.

We must continue to provide excellent programs to a widely diverse and talented population of students. If we are to do so, however, we must plan immediately for significant changes in the University to allow us to operate with quality at lower funding levels. After consultation with representatives of various campus constituencies, therefore, I have recommended to the Board of Trustees a three-phase planning process to provide a combination of cost reduction, programs reduction and reorganization, and

new revenue generation which will allow the campus to choose wisely what it will do with assurance of quality. I have no doubt that we will be doing less, for the next few years at least, than we had hoped and planned. But we must be sure that what we choose to do, we accomplish with distinction and with pride in ourselves and our campus.

The Board approved my recommendations at its meeting on November 9th. The three phases of the process now to be implemented will allow us to: 1) meet the immediate crisis caused by the October 23rd notice that we revert an additional \$2.3 million; 2) bring the future into focus as the foundation for substantial internal changes to be implemented by July 1st, 1990; and 3) allow us to use that foundation to establish a new mode of effective campus operations, though at significantly reduced levels of expenditure, by July 1, 1991.

**Phase I:****Meeting the Immediate Crisis**

Given the size of the budget reversion required, we considered the possibility of additional reductions in force effective in January. This would have required giving notice to affected persons within a few days of our receiving the reversion notice. It was clear, however, that because it was so late in the fiscal year, the reductions in force would have to be very large in number to generate needed savings. We concluded that our present 14% va-



cancy rate and our administrative reductions in force last year have already brought us to the point where additional reductions without very careful planning would seriously affect academic and student services. This would severely affect the morale and effectiveness of all members of the university, and would not allow the assurance that such actions were consistent with necessary long-term changes. Consideration of further staff reductions therefore was deferred to Phase II.

Savings of \$400,000 are to be achieved in FY '90 through an absolute hiring freeze on non-emergency requests and reductions in part-time faculty appointments. An additional \$300,000 in reductions will be taken from subsidiary expense accounts primarily in the administrative and student service areas, such as equipment, travel and publications. The Curriculum Support Fee will be increased by \$200 for full-time students, and proportionally for others, with \$200,000 set aside for financial aid. These and other measures will allow us to meet the \$2.3 million October reversions while maintaining breadth and quality in our service to already-admitted students.

**Phase II:**  
**Bringing The Future**  
**Into Focus**

While these Phase I actions will resolve the immediate reversion crisis, they do not alone provide

the pattern of expenditure necessary for quality in our on-going operations if our budget remains at \$55 million or less. Our goals must be to establish priorities which will strengthen quality, preserve access, and set new directions for the campus while operating at significantly reduced levels of state appropriation.

To this end, I have identified several major activities for Phase II: program reduction planning, curriculum change, contractual negotiations, multi-source revenue base development, and budget realignment. These activities will produce recommendations in time that we can make necessary changes in academic and administrative organization and begin to implement the recommended changes in July, 1990.

**Phase III:****New Modes of Operation**

With the future of the campus in focus and initial steps toward reorganization having been taken, the goals for Phase III must be to strengthen existing activities and to identify potential for new growth and development. The changes planned in Phase II must be fully implemented, so that the campus will have achieved program and budget stabilization as the foundation for new growth and development. This phase will be complete by July 1, 1991.

Provost Zompa, Vice Chancellor Desmond and I will be calling on faculty, students and staff to participate intensively in Phase II planning activities during the next several months, and we will need the active assistance and support of all members of the university as the planning goes forward and as proposed changes are reviewed, discussed and implemented. I will keep you fully and regularly informed about our situation and our planning during the coming weeks and months, and I know that you join me in dedication to the present and future health and excellence of our campus.

**FLU SHOTS**

The Health Services will administer influenza vaccine (flu shots) through Friday, December 8 and recommends them for the following groups:

- Those with chronic disorders of the cardiovascular or pulmonary systems.
- Healthy individuals 65 years of age or older.
- Those who have required

regular medical follow-up or hospitalization during the preceding year because of chronic metabolic diseases.

- Any person wishing to reduce the chance of acquiring influenza, particularly people who provide essential community services.

Shots are not generally recommended for pregnant women.



# UMB awards Crocker Fellowships to public school teachers

Sixteen were inducted as Fellows in the Lucretia Crocker Teachers Academy in impressive ceremonies held at UMass Medical School. UMass/Boston Chancellor Sherry H. Penney was the featured speaker.

The program included remarks by Harold Reynolds, Commissioner of the State Board of Education; Rep. Nicholas Paleologos (D-Woburn) and Robert B. Schwartz, Special Assistant to the Governor, Office of Educational Affairs.

Lucretia Crocker was an educational reformer of the late 19th century in Massachusetts. After the Civil War, she helped to establish educational programs for emancipated Blacks.

She is remembered and honored for her commitment to increased access to educational opportunities for Blacks and women.

Each year the Lucretia Crocker Program awards Fellowships to public school teachers who have developed and/or implemented



*Lucretia Crocker graduates, front row, left to right: Carol Pelletier, Middleboro; Dr. Shirley L. Griffin, Shirley; Chancellor Sherry H. Penney; Patricia Cordeiro, North Truro; Cleopatra Peterson-Knight, Hull. Rear, left to right: Rose Beauchesne, Methuen; Glenice U. Kelley, Lynnfield; Lucille Ouellette, Beverly; Peter Kostek, Florence; Sr. Susan Bangs, Andover; Francine G. Wacht, Cambridge; Sandra L. Mears, Newburyport; Maureen R. Mahoney, Stoneham; Bobbi Fisher, Sudbury; Elaine C. Capobianco, Walpole; Anne Homza, Lawrence, and Susan C. Fletcher, Amherst.*

innovative and effective educational programs.

The Fellows inducted: Dr. Susan Bangs, Longwood Drive, Andover; Rose Beauchesne, Russ St., Methuen; Elaine Capobianco, Townside Lane, Walpole; Patricia Cordeiro, No. Truro; Bobbi

Fisher, Concord Rd., Sudbury; Susan C. Fletcher, Glendale Rd., Amherst; Dr. Shirley L. Griffin, South St., Shirley.; Anne Homza, Berkeley St., Lawrence; Glenice Kelley, Candlewood Rd., Lynnfield; Peter Kostek, Park St., Florence; Maureen Mahoney,

Hancock Street Stoneham; Sandra Mears, Water St., Newburyport; Lucille Ouellette, Northridge Rd., Beverly; Carol Pelletier, Court End Ave., Middleboro; Cleopatra Peterson-Knight, Rees Point, Hull; Francine G. Wacht, Walden St., Cambridge.

## Estelle Disch heads Ford Seminars at UMass/Boston

At the end of her senior year at Tufts University in 1965, Estelle Disch and a group of undergraduate peers traveled to Naples, Italy, where they spoke Italian and surveyed natives from various eco-

nomie classes on the roles of women within the household.

It didn't take Disch long to discover that she had found her niche. "I loved interviewing families," she says.



*Faculty members participating in Ford Seminar program this year include, front row, Betty Johnson (Human Services, CPCS); and Catherine Manton (Women's Studies, CAS). Rear, left to right: Elizabeth (Libby) Fay (English, CAS); Mary Stevenson (Economics, CAS); Connie Chan (Human Services, CPCS); Lal Chugh (Accounting and Finance, CM), and leader Estelle Disch (Sociology, CAS).*

What Disch really loved was hearing what people who lived in rural villages had to say about their life experiences. The next semester she enrolled in Tufts' masters program in sociology. Nine years later, she departed the Medford campus with a Ph.D. in her chosen study.

Disch had taught at Smith College and was in her second teaching stint at Boston State College when the campus was absorbed by UMass/Boston almost a decade ago. She has remained on the Harbor Campus ever since.

"I love this place," she says. "It's so much better than any other place I've been."

Disch is currently head of UMB's Ford Seminar "Teaching About Differences" and teaching a course in Human Services, but her numerous causes have taken her beyond the classroom.

Fluent in Spanish, Disch has travelled extensively through South America in recent years,

gaining insight into the depth of political terrorism in Argentina and Nicaragua. She has written several magazine articles chronicling the heinous nature of violence committed by the military government in Argentina and recent efforts to hold violators accountable.

A certified clinical sociologist, Disch is a member of Boston Association to Stop Therapy Abuse, a group which is trying to prevent abuse of patients by psychotherapists. She counsels therapists on ethical issues in dealing with patients.

Disch was recently quoted in a Boston Globe story on a doctor at the United States Military Academy charged with sexually abusing several patients.

She also performs feminist therapy at the Cambridge-based organization, Tapestry.

A native of Lynbrook, Long Island, Disch lives on Franklin Street in Cambridge.



# 25th Anniversary Calendar of Events

## NOVEMBER

**Tuesday, November 21 & Tuesday, November 28**  
John F. Kennedy Scholar Lectures: Nigel Hamilton on

"Leadership in the 20th Century: Three Lives"  
4:00 p.m., 11th floor, Healey Library

Professor Hamilton continues his series with a two-part lecture on the life of Field Marshal Montgomery of Alamein, Monty - The Rites of Passage, and Monty - The Call to Battle. The program is jointly sponsored by the John W. McCormack Institute of Public Affairs and the Office of Graduate Studies and Research. RSVP to (617) 929-7275

## DECEMBER

**Saturday, December 2nd**

UMass/Boston Chorus and Chamber Singers, and the  
Tufts University Chorale and Orchestra: Performance  
Cohen Auditorium, Tufts University, Medford Campus, 8:00 p.m.  
"A German Requiem" by Johannes Brahms with Mary Lee Cirella, soprano, and Jeffrey Sposato, baritone. Betsy Burleigh, conductor.

**Tuesday, December 5th**

Lecture: "Education in the Commonwealth:

What Does The Future Hold?"

by Rosanne Bacon, President of the  
Massachusetts Teachers Association

8:00 a.m., Massachusetts State Archives

The John W. McCormack Institute of Public Affairs and the Public Affairs Division of the Massachusetts Secretary of State's Office present Rosanne Bacon as part of the Fall Archives Morning Lecture Series. For Information, Call (617)727-4596.

**Sunday, December 10th**

UMass/Boston Chorus and Chamber Singers, and the  
Tufts University Chorale and Orchestra: Performance  
UMass/Boston, McCormack Theater, 4:00 p.m.  
"A German Requiem" by Johannes Brahms with Mary Lee Cirella, soprano, and Jeffrey Sposato, baritone. Ken Dunlap, conductor.

## ANNOUNCEMENTS

**November 20th - December 12th**

The Boston Printmakers. Harbor Gallery.  
Reception, Tuesday, Nov. 21st, 5-7 p.m.

**December 28-29**

25th Annual Codfish Bowl Hockey Tournament  
with UMass/Boston, Salem State, Norwich Univ. and  
St. Anselm at the Clark Athletic Center

If you have any information you would like included in the announcements or events to include in the 25th celebration, please contact Elizabeth Mock or Linda Klime, Co-Chairs of the 25th Anniversary Celebration, ext. 7500.

# Dr. Jim Green produces a history of Black rail workers

Every man has his story, UMass/Boston Labor Studies program director Jim Green is discovering in researching the history of Black railroad workers in Boston.

The efforts of Green and 30 Labor Studies graduates are being subsidized by the MBTA, which is spending \$35,000 to document and commemorate the contributions of its' Black workers.

Green has interviewed scores of former conductors and porters from the New York-New Haven and Boston & Maine railroads, most of whom are in their eighties. Their recollections of life aboard the trains are richly anecdotal and provide a glimpse into the privileged and oppressed lives of Black train workers in the early 20th century.

"Rail workers were important men in the Black community," Green observes. "They were among the few who had steady jobs at reasonable pay."

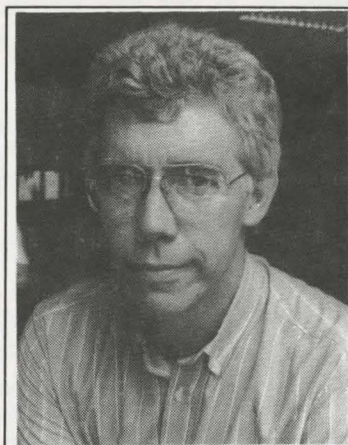
At the same time, the Pullman Car Porters union considered itself victorious when it won the right to have members called by their real names, thus eliminating the practice by which passengers would refer to porters as either "George" or "Sam."

Green said he has discovered that many rail workers, meticulous men by nature, became learned and articulate by consuming long travel hours with reading and conversation.

"These men were very worldly," observes Green. "And they're eager to tell their stories."

Green rates A. Phillip Randolph, a former Pullman Car porter and editor of a Harlem newspaper, "the most important Black leader pre-Martin Luther King."

When the oral histories are collected, Green and noted Black historian Robert Hayden will produce a publication using the data. Green, the author of several books on organized labor in America, has also been awarded \$7,800 to produce a Resource Guide to Labor Education for



Dr. Jim Green

Public School Teachers of junior high and high school age students.

United Mine Workers of America President Richard L. Trumpka recently asked Green to organize a research effort indicative of the times—Obstacles to Organizing New Union Workers. Green also will address the union's executive board on the topic of government.

Last summer Dr. Green was invited by the Swedish government to join a delegation of labor educators and to participate in labor-management seminars throughout the country.

In August, the delegation met with researchers from the major trade unions in Sweden as well as with the public and private employers associations, visited a Saab factory and other plants and held a seminar at the Center for the Study of Working Life.

Dr. Green also talked privately with labor educators at the trade union college in Brunnsick as well as with adult educators and labor historians.

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Director: D. Leo Monahan

Editor: Stephen Moniak

Assistant: Diane Vasseur