

LEONARD LIEF FIRST PRESIDENT — LEHMAN COLLEGE



by **JUDITH A. WRIGHT**
Hunter in the Bronx '68

To guide Lehman College during its all-important first years, Leonard Lief was chosen president—an appointment that Porter Chandler, Chairman of the Board of Higher Education of the City of New York, describes as the elevation of "a distinguished man to the leadership of a college destined for distinction."

Dr. Lief has pursued a career of scholastic endeavors and increasing administrative responsibilities. His academic credits include a B.A. from New York University, an M.A. from Columbia University, and a Ph.D. from Syracuse University.

After teaching English at Syracuse and at Wayne University, President Lief joined the Hunter College English Department in 1955. His role as an English instructor was soon supplemented by administrative duties. In 1963, he became Bronx representative of his department; in 1965, acting chairman of the Hunter College English Department and, in 1966, chairman. Last fall he was made a full professor.

The next step in Dr. Lief's career at Hunter was his appointment in June, 1967, to the position of provost of the Bronx campus, a key office in preparation for the future Lehman College. Though Hunter College in the Bronx was already a long-established liberal arts college, the opportunities for expansion that would come with its independence necessitated a thorough examination and evaluation of the present curriculum. As chief administrator of the college, Provost Lief was responsible for charting the course that Lehman College would take.

His appointment as president-designate in December, 1967, confirmed the position that Dr. Lief would hold in shaping the future of Lehman College. An initial decision of the president-designate and the faculty: to retain "all that was good at Hunter in the Bronx and build on it."

The future of Lehman College includes a revised and revitalized undergraduate program, a greatly expanded graduate program, and the construction of new buildings to handle increasing enrollment. In addition, Dr. Lief's

plans for Lehman College recognize the importance of the college's role in the community.

At the Opening and Honors Convocation held on the Bronx campus last September, Provost Lief expressed his hopes and his plans, his dreams "about this college and its future." It is his fervent desire that the establishment of Lehman College will make the former Hunter College in the Bronx an institution in which the student will pursue knowledge for its own sake, with the "spirit of wonder that participation in the intellectual life brings." During this past year Dr. Lief has worked with the administration and faculty to make these plans and these dreams a reality, to assure the future of Lehman College.

As a former English instructor and department head at Hunter, President Lief shares the hope of all those who have entered this campus since 1931, that Lehman College will grow in stature, offering untold educational opportunities to its students. Under the firm leadership of Leonard Lief, Lehman College has a strong chance to become this "seat of learning worthy of respect."

STUDENT-TEACHING INNOVATIONS

by **DIANA BUCK**
Lehman College '69

The Education Department at Lehman College is in the process of reorganizing its Teacher Education Program to develop teachers who will be more realistically prepared to work in our city schools. TEP is attempting to achieve an effective blend between theory and experience, so that a student will have both formal courses and immediate field experiences in school and community.

The basic education courses at Lehman College have been re-structured to make classroom experience in a public school an integral part of the program. *Psychological Foundations of Education I and II* will each require 15 hours of classroom experience, including observation, instruction and social interaction with children. These courses emphasize psychological development, especially in its classroom application. Through reading, lectures, case studies, observation, and the newer approach to the teacher-learning process known as "sensitivity training," students learn about interpersonal and intrapersonal dynamics.

Student-teaching has also been expanded to give the student more experience in the classroom. Before they student-teach on the elementary level, students will devote one term to *Introduction to Student-Teaching*, a new course that requires a minimum of 50 hours of observation in a public school. Similarly, on the secondary level, before student-teaching, students will take *Secondary School Workshop*, which requires observation and community experience in secondary schools and community agencies, especially in urban areas.

One way of helping young teachers cope with the problems of urban education lies in the previously-mentioned concept of learning called sensitivity training.