



## OLD MAIN LATE SUMMER BULLETIN 2013

### Clio Scholarship Available to Teacher Candidates Spring 2014

The Clio Sorority Scholarship Endowment was established in 2008 by local Clio Sorority alumni to help provide scholarships to outstanding SUNY New Paltz education students in their pursuit of teacher certification. The scholarship is now fully funded and should be available to applicants in Spring 2014.

The selection and criteria process will follow these guidelines:

- First preference will be given to an applicant who has a family Clio legacy (mother, grandmother or aunt).
- Preference will also be given to a student who may have had their education interrupted.
- Applicants must have gained admission to a School of Education program seeking teacher certification, must demonstrate financial need, and must have a minimum GPA of 3.0.
- Applicants must also provide evidence of service to the college and/or local community with a primary focus on working with children. Alternatively,

the applicant may show evidence of service and contribution to the life of the campus and/or be active in the local community.

The ETA Clionian Sorority was active on the SUNY New Paltz campus from 1901 until the mid-1970s. When Clio, as it is known, was founded, the school was a state teachers' college.

The Clio women were avid singers and songwriters who often serenaded both the campus and the village of New Paltz. Their symbol was the daisy, and their

colors, yellow and white, can be seen gracing 40 North Chestnut Street, the former Clio sorority house. The building was sold on the condition that it always be painted yellow and white. Proceeds from the sale in the 1970s helped fund the Hopfer Admissions & Alumni Center renovation.

The Scholarship Cup was a prize the Clio sisters sought to win each year, competing with other sororities for highest combined GPA. Offering a scholarship to future students has been the Clio sisters' goal for many years,



*The Clio house on North Chestnut Street, about 1959.*

and through alumni contributions, the scholarship is finally fully endowed.

Clionian RoseMarie Mainberger McBride says, “We’re saving our wonderful memories because Clio did not rebirth itself. Eventually it will no longer exist on the campus except as a bouquet of daisies in a room in Hopfer. The idea is to keep Clio alive in a scholarship.”

The Hopfer Center houses a handsome Clio Room, where visitors may view memorabilia donated by sorority members.

— Shannon Flynn



*These women are in the Clio class of 1960. From left: Dorothy (Melville) Russell, Barbara Carter, Norma (Schenke) Stoddard, and Barbara Paterson.*

## Summer Literacy Program Brings Children to Reading and Writing

Reading storefront signs and cereal boxes out loud may be a typical phase for children who are beginning to read, but it’s a noteworthy accomplishment for resistant or reluctant readers.

It’s even more remarkable when children actually enjoy the process of reading remediation. The 59 elementary and middle school students enrolled in the School of Education’s Summer 2013



*The day was fine and the Summer Literacy Program was outdoors. Follow this path to Old Main!*

Literacy Tutoring Program were required to attend 14 daily 2-hour sessions, 4 days a week, in the middle of July — prime summer camp and family vacation time. Yet for most of these students, literacy tutoring was as much fun as camp. The children’s tutors were all graduate students in Literacy or Literacy/Special Education.

Dr. Jennifer Davis-Duerr and Dr. Kathleen Lord, both assistant professors in the Department of Elementary Education; and Karen Signor and Brian Breheny, both adjunct faculty members in that department, taught and supervised the graduate students. The clinic this year was coordinated by Sam Slotnick, adjunct instructor in the department.

At the Open House party to conclude the program and display the children’s projects, the mother of a boy in third grade said, “After the first day, he told me that ‘Literacy Camp’ was his favorite camp all summer. And last week, he asked if he could return next summer.”

An exit survey for parents indicated that about 80 percent of the students entered the program as Reluctant Readers, characterized by the attitude expressed by: “Okay... if I have to.”

Three weeks later, the parents described their child’s reaction to reading as

Interested: “Look what I found at the library!” A few of the children whose parents described as Resistant—“I hate to read!”—became interested in reading, while for others, achieving reluctance to read was progress enough.

A third grader’s mother reported, “[My son] loves to go to the library for videos, but now I’ve seen he’s more interested in going for books. He’s more interested in reading interactive stories and will do these independently now.”

The materials parents now see their children reading independently encompass everything from graphic novels to textbooks. Younger readers are delving into picture books and children’s magazines and chapter books are just as popular with the older students as online materials are.

“[He] voluntarily picks up newspapers and magazines and reads articles on subjects of interest to him,” the parent of a sixth-grader commented. Regarding writing, the same student “remarked before a literacy session early in the process, ‘I can’t wait to go on with my story!’ I’d never heard him talk about writing in this way — he was nearly phobic about writing in school last year.”

Students’ gains in writing interest and ability were noticeable, if not as dramatic as their progress in reading.

*(continued)*



Most students who had refused to write or made excuses to avoid it were beginning to write notes and stories as they completed the program, while about one-third of them now enjoy writing.

– Shannon Flynn

“(My son) has enjoyed the program tremendously. His passion and desire to read have increased, to his benefit. I no longer struggle to get him to read or write.” (parent of third grader)

## New Paltz Pedagogy Enriches Pine Bush High School Summer Academy

Unlike many high school summer schools, the Pine Bush High School Summer Literacy and Education Academy attracts volunteer students.

This academy is for future teachers, with an emphasis on drawing minority students into the profession. Twenty high school students spent the summer facilitating book groups, designing lesson plans at both the elementary and secondary levels, learning educational theory, and teaching reluctant summer school students in 90-minute blocks.

Ultimately, their training and teaching culminated to one hundred and eight hours of preparation and execution within the program. Pine Bush High School Principal Aaron Hopmayer cites the program as being “very hands-on and project-based,” and “aligned with the Regents Form Agenda, and the Common Core, and the Gradual Release Responsibility from the teachers to the students.”

Having the Academy students teach the regular Summer School students allowed them to deal with the most reluctant learners, giving these prospective teachers exposure to the more difficult side of teaching and to test their own abilities.

The design of the Academy gave high schools a college-like experience, earning three college credits, and clinically rich time in the K-12 classroom. Bethany Ganley, English teacher at Pine Bush High School, taught Multiple Voices: Diversity in US Education (SPE 106) and directed a fieldwork experience. Multiple Voices was developed by Educational Studies Assistant Professor Dr. Michael Smith.

School of Education Dean Michael Rosenberg gave the keynote address at the Academy’s graduation ceremony, held on the New Paltz campus.

Next year, the program will be classified as an “Excelsior” program and will run the entire school year, as well as during the summer, providing the students with a truly immersive and educational experience.

– Christine Retta

## School of Education Forum and Discussion Set for Alumni Weekend

School of Education Dean Michael Rosenberg has planned two special events for alumni this year. Light refreshments will be served at each. Locations will be announced at Alumni Weekend. **There’s still time to register for Alumni Weekend, and we’re looking forward to welcoming our alumni.**

### School of Education Panel on Collaborative Projects and Community Outreach Friday, September 20, 4-6 p.m.

The faculty panel will review several community, state, and national initiatives and grants. The audience will learn how we’re working with local schools and how we’re bringing the Regents Reform Agenda to higher education. The School of Education has just been made a regional center for the New York State Master Teachers program, and the Dean will introduce this ambitious professional development initiative for teachers.

### School of Education Open Discussion on Issues in Education Saturday, September 21, 10 a.m. - Noon

Bring your questions! Even more importantly, bring your opinions. Whether it’s standardized testing, teacher evaluations, or the need for math and science teachers, we want to hear what you have to say about it. New graduates and seasoned professionals alike will have a chance to question our faculty and voice their own opinions.

Thanks to Shannon Flynn and Christine Retta, graduate assistants in the School of Education. Please address comments to Amanda Merritt, editor, [merritta@newpaltz.edu](mailto:merritta@newpaltz.edu) or to Dean Michael Rosenberg, [rosenberm@newpaltz.edu](mailto:rosenberm@newpaltz.edu). Thank you for reading!