

# Campion Connection

Lynch School Senate

Spring 2007

## Creighton and Boston College: Distant Cousins Coming a Bit Closer

**By Matthew Tirelli, '09**

The recent Spring Natchez trip of 2007 was an assured success. The Boston College students coalesced into a tight knit group and many goals were achieved. Among the tasks completed were: a mural of African dancing figures, many classes taught by students, a beautifully crafted step and an amazing Dr. Seuss themed walkway. A seeming slam dunk, there was one snag that turned into a wonderful opportunity for bonding, the Creighton-Boston College connection. At first it was hard for everyone to get to know each other between the schools because it was an overwhelming 23 students versus Creighton's 8. Between the disparity in the numbers and the longevity of the relationship between BC and the Holy Family School, it was tough for the Creighton kids to strike out their own individual identity pertaining to the Natchez trip.

Despite the initial awkwardness, the inevitable bonding occurred and a

superb link between the two cousin schools was forged. One memorable event of bonding was the last reflection. At that point, everyone in the two groups had become closer; and it was interesting hearing about the trip from the two varying points of view. Where once uncomfortable sentiments existed between the two groups, now only closeness remained. Creighton even discussed forming a type of Natchez Council at their school, and it was established that the leaders of future trips would maintain constant contact for trans-national fundraising and preparation. It was hard for each school to leave because it was assumed that most people involved would never see each other again. Yet, the words of the Priest of Holy Family Congregation's parting speech rang clear in our minds that day: one never knows what the future will hold, so the bonds formed today between the students of the two universities could come back in fifteen years to create future solidarity.

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## Catch the Spirit

**By Meg Commins, '08**

Every year the Lynch School Senate sponsors the Spirit of Education week to celebrate teaching, education, and LSOE. This year's Spirit of Ed week was March 26<sup>th</sup> – 30<sup>th</sup>. The week centered on events that would bring together LSOEers and foster spirit within the school. The week started with a breakfast on the first floor. Wednesday was the Human Development Forum with guest alumni panelists. On Thursday students nominated their favorite professors in hopes of winning a gift certificate to a restaurant. The week concluded with Ice Cream Sundaes at the ERC. As always, the week was successful. As future teachers or at least as people concerned about education, it is important to celebrate what so many of us dedicate our time towards whether it's as a student or as a teacher.

## Boston College and Baker School: Building a Community of Learners

**By Leslie Appleton, '07**  
Walk through the halls of the Edith C. Baker Elementary School in Brookline and you are sure to see a familiar face. Each semester the school hosts around five full practicum students and a number of pre-prac students. In addition, many of the teachers are BC alum, such as 5<sup>th</sup> grade teacher Lisa Sammarone, LSOE '04. What makes the Baker school such a popular place with Boston College students?

Baker is the second largest elementary school in Brookline with a population of 663 students. The system-wide program is the Korean English Language Learner Program. Over one-third of the student body speaks English as a second language at home. Parents are involved - volunteering their time in the classroom.

The school completed a full renovation in 2000 and has a large new library, cafeteria, and much more classroom space. Students in all grades receive music education, art education, physical education, and a

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## Senior Book Club with Associate Dean John Cawthorne: The Mystery Revealed

**By Lauren Bernstein, '07**  
I am a graduating senior.

There's this one class that I would have *loved* to take...

John would be the professor. I would be pumped if John were to formally invite me into some Book Club. There have been rumors about a club such as this through post-graduates. People didn't know much, but "wine", "cheese", and "reading" - who would complain? If I had my way, I would be invited into the club and would receive the reading list over winter break. Oh, I can see it now - each week of spring semester would be a new book and fun times.

The class would begin in January with *The Divine Secrets of the Ya-Ya Sisterhood*. Approximately thirty eager students would get together in Campion 139 and the chatter would begin.

As the semester would continue and more books would be read, I can envision the snacks becoming more elaborate and the wine would continue to flow. Simple triscuits would become a variety of baked goods and

cheese platters. Gathering with friends to reflect on novels would be a retreat from the hectic BC day. Being a close group of all seniors would help to make the atmosphere. We would all be in the same place of our college careers; we would still be struggling to figure out who we are and what we, as individuals, could do for the world. Many of us would also find that we can relate to parts of the books we read; it would be a wonderful reflection period.

I can imagine an overwhelming majority of the members having exceptionally high praise regarding this Senior Spring Book Club, saying "the discussions are always passionate and fun."

Another student would say, "I love that John's class *requires* me to read great novels because I enjoy reading for pleasure but never can take the time during the school year." This would be my dream class. In fact, it *has* been. Unfortunately, I cannot reveal any more details. I've been *sworn* to secrecy. But for a very steep price, I will tell a lucky few...

## Experiences from Ireland: Teaching Abroad

By Jessica Kelly, '08

“Say hello in your language, Jessica” that is my first request that my Irish students made of me. This past semester I had the opportunity to study abroad in Galway Ireland; it was one of the most amazing experiences of my life! While I was in Ireland I had the opportunity to teach at Scoil Bhride, a primary school located in Galway in forth class (equivalent to grade five in the US). Scoil Bhride is a public school but it is funded by the Catholic Church. There are some sisters that teach in the school and CCD is incorporated into the school day. The students pray about three times a day and hear/ read a bible story once a day. There is no state and church separation as there is in the US. The students in my class called me by my first name, Jessica, not Miss. Kelly. After a lot of observation I found that the teachers are the main authority in the classroom and also the only person called by his or her last name; everyone else is called by their first name. My title was not the only title that was different in the Irish. Almost every student got a good chuckle out of the names I would call different school related

terms. For example a pencil sharpener is called a topper in Ireland. An eraser is called a rubber. The “playground” is the yard. Math is called Maths. The first few weeks were very overwhelming for me; there was so much new information to take in. I couldn't believe how much of the American school system I took for granted as a student teacher from my days as a student. It was a strange feeling knowing so little even though I thought I knew a lot. The students were not always helpful in helping my transition into Scoil Bhride but the supportive teachers around me did. As weeks progressed, I tried to focus on the differences between American and Irish schools. By doing this I not only learned more about both systems but I also had the opportunity to question the practices of both systems. This process of questioning helped me to reshape my philosophy of education. Overall, student teaching in Ireland was one of the best experiences I have ever had. Everything from the way the classroom way run to what the students learned to my role in the classroom was much different from the past pre-pracs I have done. What I

found most amazing was how much I took for granted about the role my own K-12 education helped me to understand my role as a teacher or student teacher in the United States. For me, going abroad moved me away from the American ideas and culture. It pushed me out of my comfort zone and helped me to question why I do things they way I do. It taught me so many invaluable lessons that I will never forget. If I could offer you one piece of advice it would be to study abroad before you graduate from Boston College. Whether it be a summer program, semester program or a full year program, go abroad! If you have the chance to student teach while abroad, do it, but if not try to make it to a school for a day or two. While I can't offer you a money back guarantee, I am pretty sure it will be an unforgettable experience.

### Baker School contd.

variety of other specials on a weekly basis. When considering a placement for student teaching, think of Baker School. It's a community that welcomes Boston College students and its hard not to fall in love with the school and its students.

## The Lynch School Has Minors?

By Chris Carroll, '07

If you are a student in the Lynch School you are probably thinking to yourself that you do not have any time for a minor. Being a double major at a highly ranked university is tough enough. Not to mention that there are sports, clubs, friends and plenty of sleeping to do in addition to your academic schedule. However, LSOE has made the Special Education Minor perfect for students with busy schedules. Completing a Special Education minor requires only a total of four classes. For many students one of these classes is already required for their major making the special education major easy to complete.

Some might ask the minor's value. As a special education minor myself I will tell you that the courses I took to complete the minor were some of the most beneficial I have taken in my four years in the Lynch School. The required courses include ED044: Working With Special Needs Students, ED201 Classroom Management: Students with Special Needs and ED208 Educational Strategies: Students with Special Needs, and one just

elective from a list of possible courses.

Many students have voiced the fear of "getting stuck in the Special Ed track." This is a legitimate concern, but it is important to note that completing a Special Education minor *does not* certify you to work as a special education teacher.

According to the Lynch School website, "the minor is designed to enhance the ability of future

professionals to meet the needs of an increasingly diverse population of children in America's schools." As future teachers we are very likely to have special needs students in our classrooms.

We will definitely have students who are diverse learners. The Special

Education minor understands this fact and seeks to increase our abilities as teachers through developing a better understanding of special needs, and increasing our ability to manage a classroom and instruct the students within it.

If you find yourself with room in your schedule or are looking for some interesting and very helpful classes for your future career, consider becoming a Special Education minor. The courses are useful and

the professors are very knowledgeable. It might be worth looking into. Talk to your academic advisor or check out the special education minor website on the Lynch School website. As I look back on my decision to become a Special Education minor I am happy that made the choice.

## Echoes from the ERC

By Adrienne Calotta, '09

Question: What are you looking forward to most about spring?

"Sunlight. And spring means summer, which means no school, which means no stress."

- Chatequa C., LSOE '09

"Playing Frisbee in the dustbowl. It's so nice when the snow finally melts."

- Pamela F., LSOE '08

"Nicer weather."

- Mark A., CSOM '07

"Taking my baby to the playground."

- Nancy H., Doctoral Candidate, GLSOE '08

"Wearing skirts again."

- Catherine C., LSOE '08

## What's Your Favorite Class at Boston College?

By Jessica Kelly, '08

As you begin to plan your classes for next year, you might find the following "favorite classes" helpful!

-Culture Community and Change with Dr. Georgia Klamon-Miller: In the class, we talk a lot about poverty and other issues that face our society today. More than just talk about these issues, we look for solutions to these problems starting by generating discussion about the issues. One of my favorite aspects of the class is the community service activities. I highly recommend this class to all BC students no matter what your interests!

-Perspectives with Kerry Cronin: She was so enthusiastic and loved teaching. She made the class really great - everyone loved going to her class! I definitely recommend that class to other incoming Lynch School students.

-Family, School, and Society with Professor Lerner: It gets you thinking about some of the issues that surround education today, and I wish all classes were as fun, interesting, and relevant as this one.

-Introduction to Sign Language and Deafness

with Professor Mulligan: This class was extremely interesting and had a full schedule of very different, fun activities including talking to deaf students in class, giving a presentation in sign language and a deaf-simulation activity!

-Gender Roles with Dr. Devoy: This class really challenges you to question your traditional notions regarding gender stereotypes, roles, and relations in a sophisticated manner. I enjoy the class discussions and debates and leave the class feeling enlightened and ready to use my new knowledge towards positive change.

-John's Senior Seminar aka Book Club: It's a great class because it's all seniors who get to sit around discussing great books for a few hours once a week. I look forward to it each week.

-PULSE: It is such a great opportunity to go out and help people while making it pertain to your life here in BC. Sometimes it is hard getting out of our little bubble here so going into Boston twice a week to do community service is an awesome way to break up the week. It is fun, rewarding and a different way to get rid of all those pesky Philosophy/Theology requirements!

-Adolescent Psychology with Professor Lerner: The class integrated all forms of media including movies, news articles, and textbook readings. Students were given a range of assignments that lead to a complete understanding of adolescent life. In addition, the class was lecture and discussion based, which made classes enjoyable. Lastly, Professor Lerner is an entertaining and engaging professor who is passionate about the topic and a leading researcher.

-Secondary History Methods with Prof. Pat McQuillan: It combined both of my passions, history and teaching, into one course. It has also been the most practical course I have taken, as I used many of the strategies learned during that class and put them to use during my student teaching experiences.

### Lynch School Senate

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