Winter 1963

Lesley Review (Winter 1963)

Lesley College

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LESLEY REVIEW

WINTER 1963
PART 1: THE CONANT REPORT
A QUARREL AMONG EDUCATORS
Puerto Rican Report

Beautiful Puerto Rico was the classroom area this past summer for seven Lesley students who participated in a six-week course called "The Puerto Rican Intercultural Laboratory." This six credit course was an unforgettable first for Lesley College.

Recently, the three seniors in the group — Susan Golden, Charlotte McKee, and Ina Nesson — were invited to comment upon three aspects of their visit. Specifically, we asked them how they think their trip influenced the Puerto Ricans they met; what effects the trip produced on the campus following their return; and lastly, to what extent will this Latin American experience play a role in their professional teaching careers. This then is their Puerto Rican Report.

by Ina Nesson, '64

"Before we came, many Puerto Ricans didn't have a very valid impression of Americans. They thought Americans were cold, uninterested in Puerto Rico and just passive about the whole matter, but I think they really learned to love us and really have feeling for us just as we grew to share their feeling also. We felt the same way about them. So I think we were good ambassadors and we brought a lot of good will with us and we also took this good will home with us and shared it with our friends and family and the people we know at home. So, both in Puerto Rico and in America people are learning best about each other through us.

Before this, Puerto Rico was just a place to a lot of people at Lesley but now I think we have made it a place with meaning. Certainly, many others here would now like to have shared in the common venture we participated in.

I think a lot of people look at Puerto Rico from a kind of slanted view because of some of the Puerto Ricans that live in New York. The general consensus was that a Puerto Rican was a tough person who couldn't get along with people and who is causing a lot of trouble in our society. Now they hear us saying, "Wonderful Puerto Ricans," "Our friends, the Puerto Ricans," "The charming Puerto Ricans," "The hospitable Puerto Ricans." And I think this new attitude has
permeated the campus and other people are beginning to feel this same way. Even outside the campus, people talk to feel more our way than ever before.

We did find that in many cases the Puerto Rican girls had a stricter upbringing than we had. We were surprised to learn that they had to be chaperoned on dates. In America, of course, this was quite unheard of. Another difference is that students there appear to be more interested in government than we seem to be. They know more about what is going on.

You know, we Americans seem to learn so much more about Europe and the Eastern hemisphere than we do of our own Latin-American neighbors. Now that we have been to Puerto Rico, I think that many of us will tend to concentrate just as much on our neighbors than on people who are so far away, even though so much of our heritage does come from Europe.

Again, both in Puerto Rico and in America people are learning about each other through us.

by Sue Golden, '64

The first week we stayed in San Juan at the University of Puerto Rico where we got to learn more about the University and the various areas. Then we broadened our scope by traveling to different sections of the Island. In the middle of the trip, we spent a weekend at the Virgin Islands. Another weekend we spent at Ponce which is the western part of the Island. For a whole week, we lived with a family in the center of the Island in Jayuya. We separated into different families on different educational levels. This was the time we actually got a chance to speak their language and really see how the Puerto Rican lives. The people here were less educated than the people in the modern cities and in the University. While we were in the dormitories, I think the girls improved their English. It was through the "family" that we actually had the opportunity to improve our Spanish.

The families were quite different. Some of the girls lived in houses that were very plain and elegant while some of the girls stayed in homes where the children actually came into their rooms to wake them up in the morning.

None of us lived with what might be called the poorest Puerto Ricans. However, we did take a trip through the slums. We visited people living in shacks right along the river and had the opportunity of talking with them. We were very impressed by their neatness. While conditions were very poor, they were very clean people.

When we returned to Lesley, we were met with very different reactions from students and from the professors. Most were very, very interested and they wanted to hear about our experiences. In fact, the interest was so keen that President Ortun turned over one of his monthly President's Seminars to us and we showed slides and re-lived as much of the six weeks as time would allow. Then too, there have been a lot of personal interviews. People really get enthused when we tell them what happened. Our pictures and slides are still circulating around the campus. Even now, after months have passed, girls are still asking us to tell them about Puerto Rico.

I think two important things have happened. I think that there is something real now about Puerto Rico at Lesley College and I think that there is something real about Cambridge, Massachusetts in Puerto Rico.

I feel sure the Puerto Rican we came in contact with will remember us and talk about us. They'll say, "We showed them this. They were friendly." I think they got a good general idea of American students just through us and the impressions we left. I know that just by living with the Puerto Ricans in the dorms I came to realize that girls are girls anywhere and I imagine they feel the same way.

For the future? I think bringing Puerto Rico into the classroom is something we will all do—or at least I know I will. The three of us have already done a project in which we made a unit for primary and intermediate grades and we adapt it to their level. The unit included songs and poems, historic development, political development and all the range of subjects that would be interesting for children to learn about Puerto Rico. Once you've been places and can relate these experiences in the classroom, it broadens the children just as it broadens you.

by Charlotte McKeone, '64

There was one common denominator amongst all the people down there and that was their hospitality and their warmth. I think it probably surprised anything you could find in the United States. Another thing that was interesting about the trip was that we saw a complete vertical structure of the society. In the beginning, as a matter of fact, we were a little disappointed because we seemed to see just the higher echelons in all of Puerto Rico. We were traveling with government people, we were going to parties at the mayor's house and things of that type. But later on when we actually did get to Jayuya, we saw the rest of the social structure.

We developed a genuine affection for Puerto Rico and its people.

Before this, I think many people just thought of Puerto Rico as a nice place to go on a honeymoon or it was just a beautiful place. Actually, people really know nothing about it.

This trip has stimulated interest. I don't have any ideas as to how much more people really do know about Puerto Rico as a result of our experiences. What I do know is that they are now interested in wanting to know more which is so very important.

I found very few dissimilarities. The common bond, when you think of it, overshadows any differences. On, there are some obvious differences. They have a Spanish heritage.

There is an acute awareness of the possibilities involved with regard to the choice between independence or status quo.

I believe there are a lot of things we took back about which we just cannot talk. How do you communicate emotions? Some day, when I am teaching, I will find Puerto Rico a real part of my life. I think time will help me to communicate the emotions I just can't seem to express now.

In our human relations laboratory, Puerto Rican girls stressed the fact that Americans know very little about Puerto Ricans. We should know Spanish. We should know their customs and we should develop more of an awareness of South America—not just of Puerto Rico but of all South America.
The Student Christian Association of Lesley College is organized for religious and social activities of all the Protestant girls on the campus. The Association brings the girls together at least once a month for regular meetings during a girl's four years at the college. It provides a way whereby the common ideas and ideals of Protestantism may be exchanged and shared so that girls with varied backgrounds come to recognize certain primary religious goals. It helps a girl to understand the meaning that a religious and spiritual life must have for the elementary school teacher. The general conviction of the National Student Christian Association of which our Association is a member is that the moral and ethical teachings of Protestant Christianity will help any college student to make necessary adjustments as a student and will prepare the individual to live a better life after his college years.

Our Association is allied with the National Association and with regional and local associations so that we can come to have knowledge of the activities of Protestant groups on other college and university campuses of America. We are an active part of the Young Women's Christian Association, and we support and take part in the world-wide activities of the Woman's University Service.

Since we have two types of students at Lesley College, dormitory and commuters, the dormitory students are urged to take part in the denominational activities which are found in Cambridge and many of our girls attend their own denominational church every Sunday and take an active part in the College Youth groups on Sunday evenings. The commuters continue to attend the Sunday Worship services at their own churches, take part in the choir, and provide active leadership for their own local youth groups. In these ways they mature in the Christian life and recognize the meaning that active religious participation can have for them when they become professional elementary school teachers.

At the bi-monthly meetings a varied program is planned. Men and women from the religious and charitable groups of greater Boston are invited to share their ideals with the girls of the Association. Clergymen are invited to speak on inspirational topics and lead discussion periods. Invitations are extended to such charitable groups as the Morgan Memorial, the Salvation Army, the World University Service, and the College Youth groups. In these ways they mature in the Christian life and take an active part in the world-wide activities of the Young Women's Christian Association, and we support its ideals with the girls of the Association. Clergymen are invited to speak to the girls so that they might have some knowledge of the larger social aims of the Christian religion. Once a year, the three religious groups on campus come together for discussion and the similarities of the religious experiences are stressed. At Christmas time, the Association sponsors a get-together and the children from the Lesley-Dearborn and Lesley-Ellis schools present a program of national and international songs and carols.

Through the year, selected girls prepare topics of interest for the discussion at the meetings. Marriage relations, the ethics of the teacher, Christian group dynamics, the Peace Corps are discussed by the group. Through the year, selected girls prepare topics of interest for the discussion at the meetings. Marriage relations, the ethics of the teacher, Christian group dynamics, the Peace Corps are discussed by the group.

Joint meetings are held with other Student Christian groups from nearby colleges and universities; Tufts, Boston University, and the University of New Hampshire are invited on different evenings to discuss college and university affairs and the girls attend activities at other colleges. Such meetings may be a Sunday evening buffet with a speaker and discussion, or a round-table sharing of ideas with coffee, cookies and punch for refreshment. Through the year bowling and swimming parties are held and a cake and pizza party at the home of the leader finish the evening.

Our leaders are encouraged to attend local and national conferences and the Association pays a portion of the expenses of the girls who attend the conferences. Although we have a very modest sum of money to spend through the year, we send donations to the Morgan Memorial, Jimmy Fund, and Kiddie Camps.

Dr. Russell Schofield, College Chaplain, provides minimum faculty leadership for the group because the active role of the individual girl in leadership and decision making is stressed. He makes suggestions and tries to be helpful when he is needed, but the ultimate organization and planning for the group is done by the girls. In this way they learn through failures and successes how to build a stronger Student Christian Association at Lesley College.

The ultimate purpose of the Association is to provide a social and religious life during the time a student is on the campus. Difficult questions which arise during a student's four years at college may be answered and shared with older more mature leaders so that the individual may continue to function as a part of a total community.

Hillel at Lesley, as on campuses throughout America, exists to serve the religious, cultural, and social needs of Jewish students. Recognizing that the needs of students vary, Hillel provides a full program of religious worship services, classes in Jewish history and lore, and social events. The program in its totality might, not unreasonably, be likened to the laden table of the Passover service: "Let all who are hungry come and partake."

Members of Hillel at Lesley are especially fortunate because of the proximity of the Lesley campus to Harvard Yard and Radcliffe College: Lesley Hillel members enjoy the on-campus program of their own, autonomous, Lesley Hillel Society, while, at the same time, they participate in the broader program of the larger college community. Thus, under the sponsorship of the Harvard-Radcliffe-Lesley Societies religious worship services are conducted. To meet all needs several kinds of services are held: Orthodx, Conservative, and Liberal worship services for the New Year and the Day of Atonement; Orthodox-Conservative and Liberal Sabbath worship services. On campus Lesley Hillel does not conduct religious services, but it does encourage such student religious activities as the blessing of the Sabbath lights and the lighting of the Candelabrum candles.

Jewish students at Lesley participate in cultural activities too, both on campus and within the larger collegiate community. Monthly programs on-campus bring speakers on a number of subjects of student interest: intermarriage and its problems; Jews in American life, the Arab point of view towards Israel, etc. In addition, classes in Jewish subjects have been, in some years, conducted on the Lesley Campus. Within the larger collegiate community of Cambridge, the Jewish student may participate in any of a large group of activities. Typical of the comprehensiveness of Hillel's program is the September-October, 1965, Calendar of activities of the Harvard-Radcliffe-Lesley Hillel Societies: the eleventh annual Israel Goldman Memorial lectures, given this year by Oscar Handlin, Winthrop Professor of History, Harvard University; the New England Regional Institute, a week-end attracting Jewish students from more than 20 New England colleges and universities for the purpose of discussing some aspect of Jewish life or thought — this year's subject: "The Initiation of God in the Jewish Tradition," held this year at Brandeis University; reading and discussion of selections from the Talmud and Midrash (in English); Oneg Shabbat conversations with Rabbi Maurice I. Zigmond, director of B'nai Brit Hillel Foundation, Harvard-Radcliffe, with Morton W. Blumenthal, Professor of English, Harvard University, Carl M. Loeb, University Professor, Harvard University; instructions in Folk Dancing; discussions of "Ideological Conversions in Judaism"; discussions of "Faith and Perplexity in Biblical Literature"; classes in elementary and advanced Modern Hebrew; discussions of the Jewish Tradition, and classes in Modern Hebrew Literature. Here, surely, is a multitude from which the individual student may satisfy her needs.

The student has social as well as religious and cultural needs — and once again Lesley Hillel provides opportunities both on-campus and within the larger community. Several on-campus Hillel dances are held each year, usually a "mixer" in the Fall, shortly after the beginning of the school year, and another dance during the Spring. In addition, Lesley students participate in dances given by the Harvard-Radcliffe, the MIT, the Boston University, and by other Greater Boston Hillel Societies. Lesley Hillel members also share (on alter-
Admit a God and you introduce among the subjects of your knowledge a fact encompassing, closing in upon, absorbing every fact conceivable.  

John Henry Newman

This meaningful statement indicates the reason why Newman Clubs are found on the majority of secular campuses in the United States. A secular college or university, by its very definition, is directly concerned with the immediate goals of preparing young men and women to expend their talents in exclusively academic pursuits, in the fine arts, in science and technology, and in the social services. Only indirectly does the secular school concern itself with the ultimate values of life attained through faith. A Catholic who spends more of his conscious hours mastering the human arts and sciences soon recognizes the necessity of attaining a more knowledgeable faith, of integrating on a college level the ultimate values of religious belief with the proximate values of his profession. He cannot view faith and religion as irrelevant to his student way of life without destroying the totality of his personality.

In 1893, the University of Pennsylvania witnessed the birth of the first Newman Club—a group of Catholic students eager to help one another integrate their common belief and way of life with their dedication to the secular disciplines. This group chose for its inspiration John Cardinal Newman, the English scholar and man of God, who, while at Oxford, initiated a similar program for students. At the time of this writing there are over 750 such clubs on as many secular campuses in the United States. They are nationally federated and have the patronage of the Catholic Bishops of this country who have commissioned and entitled the movement “The Newman Apostolate.”

The Lesley College Newman Club strives to carry out the objectives of the Newman Apostolate to the degree that circumstances and conditions at the college permit. The prime objective is knowledge and appreciation of the unique relationship existing between man in his concrete human situation and God. In pursuit of this goal, Club-sponsored lectures and seminars in Theology are provided on campus. The need for individual counseling that arises in a student’s personal encounter with God is met by the Newman Club Chaplain and the priests of nearby St. Paul’s who are constantly available for consultation.

The Newman movement in America is maturing; the Newman Apostolate at Lesley is likewise in the process of growth. The existence of a program of help to the individual and to the student community is due largely to the students, themselves, at Lesley who work with initiative and dedication toward the realization of Newman Club ideals. Yet there is much to be done. If God encompasses, closes in upon, absorbs every fact conceivable, then the Newman effort must extend itself to every phase of college life—liturgical, intellectual, cultural, and social, “that God may be all in all things.”

LOUIS ROBERT PERINI, leader of men, civic benefactor, builder of the structures in and on which men work, live, and travel.

PRESIDENT of the Perini Corporation, with which his life has been identified since, at the age of six, he was a waterboy, builder also of this corporation from a small local company to one of international scope.

ENEMY of prejudice and discrimination in race and religion; counseling leader in the battle to abolish bigotry.

SELF-EDUCATED friend of education, interested in the welfare of several schools, colleges, and research foundations, and especially concerned with the fight against cancer, here, and in Canada.

NINTH of fourteen children; father of seven, including one Lesley Alumna; grandfather of twenty.

BY ACTION of the Board of Trustees, Lesley College bestows upon Louis Robert Perini the degree of DOCTOR OF HUMANE LETTERS.

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The vital means to the attainment of the Newman Apostolate’s purposes is Christian Worship. The altar of God is the focal point of unity and integration of values for a member of Christ. Because more than half of the Catholic girls are commuters, the ideal of student community worship is difficult to achieve. Resident students, however, are able to worship together at nearby St. Paul’s as members of this predominantly student parish.

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Louis Robert Perini was born in Ashland, Massachusetts on November 29, 1903. At the age of six, he carried water for the men in his father's construction enterprises, and along with his brothers worked in various capacities with the firm, as he grew up, when not attending school. He attended Ashland High School and also has taken a number of night courses in business administration while continuing to work during the day. In 1924 his father died, and Louis, at the age of 21, became President of Perini Corporation (then known as B. Perini & Sons, Inc., a company founded in 1918) and he has held the presidency to the present time. He has personally directed the development of the firm from humble beginnings to one of the ten largest construction enterprises in the world.

Mr. Perini travels approximately 75% of his time, but has been able to not only retain an interest in, but spark the growth of several civic, charitable and educational causes. He is a Trustee of St. Anselm's College in Manchester, N.H., where he received an Honorary Doctor of Laws degree in 1953, and has been the moving spirit behind their current building campaign; also in June, 1960, he received a degree of Doctor of Commercial Science from the College of Holy Cross, Worcester, Mass.; in 1961 he received an Honorary L.L.D. from Boston College and is a member of the Board of Regents; he is a fellow of Brandeis University, Waltham, Mass.; he is a Trustee of the Children's Cancer Research Foundation, or "Jimmy Fund" as it is more generally known, which has constructed an eight-story building for research in this dread disease in the city of Boston. He is also a Director of the Canadian Cancer Society, Toronto. He is a member of the Executive Committee, Massachusetts Conference, Catholics, Protestants and Jews, a group which has been doing conspicuously good work in promoting racial and religious understanding. He is a Director of the Greater Boston Chamber of Commerce and former Director of the Greater Boston United Fund. In January of 1959, he was invested with the Sovereign Military Order of Malta, an 11th century organisation, numbering less than 500 Catholic laymen and priests.

Perini Corporation in November of 1962 sold its baseball interests in the Milwaukee Braves, but in January of 1963 repurchased a ten per cent interest. Therefore, Mr. Louis Perini and his family maintain their interest in the national game which dates back 25 years to the time when they first became financially interested in the then Boston Braves of the National League. Mr. Louis Perini remains as Chairman of the Executive Committee and a Director of the Milwaukee Braves Baseball Club, Inc.

He once wrote, in a message to his construction executives — "With reference to time, and what we can all get from time, every human being starts each day from scratch and with an equal share . . . What you do with yours, and what I do with mine, will have more bearing than any single thing I know of in deciding the measure of satisfaction we can get out of life." Since very young manhood, Lou Perini has been spending his strength and his powers with the intensity of one who believes there will never be enough time for all of the wonderful people he wants to meet, and all of the important things he still must do.

His father and mother met on Hanover Street in Boston. Both had recently arrived from Italy. Lou was the ninth of fourteen children, ten of whom lived; he has often thought how fortunate for him that Bonfiglio and Clementina weren't satisfied with eight. Each boy entered the construction business at an early six years of age by carrying water to the men, and continuing, as schooling allowed, to learn other skills while growing up. When his father died of cancer in 1924, Lou was a brash 21 years old, and willing, probably eager to assume leadership of the company. With his brothers, Joseph and Charles, he has built the organization during the past thirty-nine years into one of the ten largest in the world. They have contracted for almost every kind of construction . . . including some of the largest and longest tunnels, highest dams, tallest buildings; they have also built industrial plants, pipelines, bridges and marine structures; their name is known across Canada as well as the U.S., and in such far places as Australia, Columbia, India, and Iran. Some of their fame, of course has spread a few years ahead, with a constant restless desire for what is newer and better, and so he is rarely content to let well enough alone. He is not one who takes the line of least resistance and he has accepted the glare of publicity when he knew he would not be popular. He is at ease with children of all ages (and they with him), as he is with another company president, or with the concrete foreman who told him that he must have rocks in his head to trade Stankly and Dark to the Giants.

The capacity and energy of this man for good are incredible. Still he remains humble, meeting everyone with enthusiasm, gentleness, humor, understanding from his truly Great Heart.
Looking At Lesley Through The Eyes Of A New Faculty Member

Q.) What are your first impressions of Lesley College?
DR. M. C. ROSENFIELD holds the A.B. and A.M. degrees from Boston University. In 1961 he received his Ph.D. degree from the University of London. He has done research for England's House of Commons and the Canadian Department of Northern Affairs and Natural Resources. Prior to coming to Lesley, Dr. Rosenfield taught history at the University of Maryland.

The following is an interview with Dr. Rosenfield conducted by Editor Frank R. Mazzaglia.

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I chose Lesley for several reasons. First, as a college community, it has much to offer in terms of its location. Lesley has the advantage of not only having facilities at any time on any matter — particularly, however, on the question of "What's happening at Lesley?"

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How long is a half note? Why do we need time signatures? What does a skip of a third sound like?

The traditional singing program becomes so much more alive when "teacher" can strum a simple accompaniment while the class sings, for example, "Kum Ba Yah." In the upper grades one of the monotone children can, with a little help from the teacher, often provide the guitar accompaniment while the others sing.

Hundreds of folk songs can be accompanied on the guitar by two or three chords. Lesley students are given guitar chords for many folk songs. Workshops in music teaching and for the benefit of these questions have often resulted in frustration. More alive when "teacher" can strum a simple accompaniment while the class sings, for example, "Kum Ba Yah." In the upper grades one of the monotone children can, with a little help from the teacher, often provide the guitar accompaniment while the others sing.

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Lesley College stacks up to Conant's recommendations.

Recently, during debates among professors, a clash of opinion has come to involve a new president to persuade the two faculties to agree to the establishment of a joint board to administer a new joint degree, the master of arts in teaching. One faculty, that of arts and science, was to certify through its usual departments that the candidate was well prepared in the subject to be taught in school — English, for example. The other faculty, that of education, was to certify that the candidate had successfully completed the courses in education that the administrative board had agreed were necessary. Since the School of Education, like the other professional schools at Harvard, was a graduate school, the question of offering courses in education to undergraduates did not arise. The candidates for the joint degree, it was assumed, would already have received a bachelor's degree. The scheme was accepted by the two faculties, but I feel sure that a similar change was taking place in other institutions, yet from what my collaborators and I observed in the 77 institutions we visited in 1961-65, I am equally sure that the quarrel between educators is not yet over. As one dean of education remarked to me, "The boys have at least agreed to check their hatchets with their hats at the Faculty Club classroom when they lunch together."

While I am not prepared to say that there was actual hostility between educational and academic professors on every campus I visited, there was a considerable gap between the two groups in a majority of institutions. Such a gap often existed in spite of fine words spoken by administrators about "an all-university approach" to the education of teachers, and the existence of a committee that symbolized the approach.
As long ago as 1944, I took the occasion of an invi­
tation to speak on the 50th Anniversary of Columbia's Teachers College to call for a "Truce Among Educa­
tors." By that time I had been thoroughly exposed to the views of the two camps, including their views about each other. After pointing out that, as is always the case in academic matters, errors had been committed by both sides, I suggested the terms for a cease-fire order. In brief, they were that the professors of educa­tion admit their failure to be sufficiently concerned with the type of youth who should go to college, and that the professors of the college subjects such as Eng­lish or chemistry admit their ignorance of the nature of the high school problems of the 1940's, which were quite different from those of the 1900's. Indeed, the warfare had started primarily because of the revolution in secondary education. I reminded the audience that the expansion of the high schools of the country since the 1900's has been nothing short of astronomical. In­ stead of being concerned with the education of a very small proportion of the boys and girls from fourteenth to eighteen years of age, the high schools now accommodate nearly three-fourths of the entire age group. The mere physical expansion, the mere change in scale, would in itself have presented a major problem to the training of teachers, but another and still more important factor entered in.

At the turn of the century, the high schools and their equivalent in public preparatory schools — were essentially concerned with a group of young people who were studying languages and mathe­matical science, while the institutions of higher education were concentrating on the preparation of teachers for the high schools. As a matter of fact, the high school syllabus was the one on which the high school teachers had been trained. In the middle of the last century, the typical college professor himself was viewing with disgust and dismay what was happen­ing in the schools. (I am reporting on personal observation, of course.) With the exception of school col­lege professors who turned their backs on the problems of mass secondary education and eyed with envy Britain and the Continent, where such problems did not exist.

My plea for a truce, made while World War II was in progress, had little if any effect. In fact the quarrel intensified in the 1950's because the professors of education, who considered that the work of their former students — classroom teachers and superintendents — was being unfairly appraised. Since practically all public school administrators who had studied at one time or another in teacher-training in­stitutions or a school or department of education, were bound by history and sympathy to the faculties of education. The attacks served to embitter the profes­sors of education, who considered that the work of their former students — classroom teachers and superintendents — was being unfairly appraised.

But those days are past. As a consequence, a graduate who has majored in an aca­demic field must by book or crook meet the state re­quirements in education. The fact that schools of education are beneficiaries of the same free choice as the faculties of education among educators. The academic professors have con­siderably if not unconsciously enlisted the support of their alumni. We are therefore today dealing with two hostile camps of equal strength and the real issue is the academic education of teachers, where the former students are bound by history and sympathy to the faculties of education. The same is true of a substantial proportion of classroom teachers. Mutual loyalty between profes­sors and former students has led to the formation of something approaching a guild of professors of educa­tion and their enwhelw students. An attack on public education is therefore automatically an attack on schools and faculties of education. As a matter of fact, the connection is not always so indirect. Many a violent critic of our public schools has specifically attacked the professors of education.

We are therefore today dealing with two hostile camps — the one on the one hand and high school on the other — and these two hostile camps have in turn raised the issue of the present-day education of teachers. As a consequence, the question is implicit in many of the att­tacks on schools of education. We are therefore today dealing with two hostile camps of equal strength and the real issue is the academic education of teachers, where the former students are bound by history and sympathy to the faculties of education. The same is true of a substantial proportion of classroom teachers. Mutual loyalty between profes­sors and former students has led to the formation of something approaching a guild of professors of educa­tion and their enwhelw students. An attack on public education is therefore automatically an attack on schools and faculties of education. As a matter of fact, the connection is not always so indirect. Many a violent critic of our public schools has specifically attacked the professors of education.

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One can understand the reaction of the members of the faculties of education, yet the criticism to which they were being exposed was not without its justifica­tion. The deficiencies in our public schools, particularly in our high schools, to which a number of writers (among whom I must include myself) have called at­tention, were in no small part a consequence of their activities. And it is true that the professors of education in public school teachers and administrators have spent many more hours in the classrooms of professors of arts and sciences than in classes taught by professors of education. Yet the deficiencies in our public schools have been largely shaped by the latter. The writings of education professors have also influenced the outlook of many parents. The emphasis of education for citizenship, on the social unifying effects of the comprehensive high school, and on the public schools as instruments of democracy, the recognition of individual differences and of the need for including practical courses in high school - as well as all these characteristics, which I detest, were the fruits of the labors of pro­fessors of education. These men, most of them not now so active, are entitled to a large measure of credit for making American schools what they are.

But the same token, the historian must charge against them some of those features of our schools that their younger successors and the general public have recently criticized so heavily. In particular, the failure to challenge the academically talented youth, to provide adequate courses in modern foreign languages, and to emphasize English composition — now widely recognized as faults of the 1930's and 1940's — are being corrected.

What happened after Spontik might be characterized as the entry of the laity in force into a battle of pro­fessors with the faculties of education of the state. The question is implicit in many of the att­tacks on schools of education. (I am reporting on personal observation, of course.) With the exception of school col­lege professors who turned their backs on the problems of mass secondary education and eyed with envy Britain and the Continent, where such problems did not exist.

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teaching office is an old one, destined perhaps to con-
tinue indefinitely.

In the United States local secular authorities early
established control, with respect to publicly supported
schools, of the total process of certification, though,
of course, religious beliefs sometimes acted as agents
of the secular community. These authorities utilized two
decisioning devices: character witnessed, and oral
or written examinations. But since local boards were
often hard pressed to find any teachers, they were sorely
tempted to tailor the examinations to whatever candi-
date became available. Indeed in some rural areas
the examiners themselves were too un schooled to develop
and apply examinations even if they were inclined to do so.
Finally, local ethnic or religious prejudices, personal favoritism on the part of some
board members, and, it must be said, simple graft often
entered the process.

As state systems of education developed in the mid-
dle decades of the nineteenth century, the emerging
state Departments of Education began to take over the
examination function. The rate of change varied
from state to state, and in some cases the system of
local examination persisted well into the present
century. Though the legal sovereignty of the state in edu-
cation had begun to accept as a basis for certifica-
tion completion of a course of instruction in one of the
state's normal schools (later teachers colleges), controlled by the state Departments of Edu-
cation, emerged simultaneously with the state system of
public schools. Before 1850, state Departments of Edu-
cation had been necessary because of the state's assumed
control of the actual certification proces-
s from such major communities as New York City,
Chicago, Philadelphia, and St. Louis.

It is important to note that such certification regu-
lations are all at present in contention. What is essentially
new is the determination of academic professors, and
their allies in the larger community, to minimize the
influence that professors of education, State Depart-
ment personnel, and other public school forces have
traditionally held over the certification process.
I have perhaps stated the issue too simply. Yet it
remains true that certification requirements rank high
among the sources of hostility between professors of
education and their colleagues in academic faculties.
This should not be surprising, for the importance of
certification requirements is such that departments of education from those of arts and sciences.

Among the bodies of knowledge, or literature, that
matured most rapidly, was that having to do with the proc-
cess of education itself. The normal-school people de-
veloped an extensive literature concerning the "science
and art of teaching," and as university departments of
education developed, research and speculation flourished
both in them and in the related social sciences fields.
In fractional material ostensibly tailored to the grow-
ing interests and aptitudes of school-age youngsters
and students came to abound. By 1900 the field of "education" had
so developed that doctoral degrees were being awarded,
and thereby to one could specialize on the doc-

toral level in such fields as educational psychology,
school administration, curriculum and instruction, and
the history or philosophy of education.

In the normal schools, material concerning curriculum and
instructional problems secured a major place. In
universities in which a minority of the students and
professors were directly concerned with teacher edu-
cation, and in which the atmosphere was traditionally
hostile to vocational education of any kind, the process
moved more slowly. Since the state came more and
more to depend for its supply of teachers on graduates of
the universities and of colleges with traditional cul-
demic orientation, those who believed in the desirability
of certification for any kind, the process
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mov...
Regional Alumnae Clubs are being formed all over the country. To date 21 clubs are operating in eight states and Washington, D.C. By the end of April, there will be 27 active clubs in thirteen states and Washington. Ninety per cent of all our "gals" will be within easy reach of a regional Alumnae Club.

This magazine is another indication of improvement and growth in the Association. The Alumnae name and address files are continually being updated — a task long overdue. (If, by the way, you don't have your name and address correct, please let us know.) In addition, the Alumnae job placement service, (which is free of course), is expanding as more of our graduates come back into the teaching field.

During 1962 and 1963 you have been reading in the Review of the rapid strides Lesley is making. In order to continue this growth and improvement in your College it is now necessary for us to go to our "family," (Alumnae, parents, and trustees), for assistance. To this end we have formed the Alumnae Committe which will start in January.

Is there a Lesley Alumnae Club in your town? Since the full issue of the Lesley Review went to press, new clubs have been formed in British-Plymouth, Cape Cod, Western Massachusetts, Worcester County, and New Hampshire. Even while this issue goes off to an impatient printer, a number of Alumnae Clubs are in the process of being formed. If you would like to start one or join a Lesley Club in your town, drop a note to Mrs. Jay Canavan, Alumnae Office, Lesley College, 29 Everett Street, Cambridge 38, Mass.

The Lesley Review proudly salutes the Charter Members of the most recently formed Lesley College Alumnae Clubs.

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Mrs. Dorothy Miller Newton '52, Co-scribe
Miss Mabel L. Phinney '38
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Lesley BARBARA BINNS RUSSELL writes: "First, let me mention the news of the death of MRS. MELBA (ABBOT) MILLER. She appeared with the Indianapolis Symphony, the American Symphony, and was the first guest soloist with the Seattle Symphony on the West Coast. Following her singing career, Mrs. Miller was a teacher in the public schools in Seattle, Tacoma, and Olympia, Washington. She specialized in teaching foreign youths in the Pacific Northwest. As a result of her association with Indians, Mrs. Miller was honored by the Blackfoot tribe at an Indian Ceremony at Glacier National Park about six years ago. The tribe gave her a special name, "Blue Star Woman.""

From ELIZABETH LLOYD ELTON of Troy, New Hampshire, came this welcome note: "I have enjoyed the mail received from the College but have been lax in informing you that my married name is Mrs. Elizabeth Lloyd Elton. I have been a Kindergarten teacher in Keene, N.H., for the last 15 years and hope to enjoy many more. At Lesley, I was a two year student as I was interested in only Kindergarten teaching so when I moved to Troy, I had to get my degree from Keene State College."

BARBARA BINN S RUSSELL writes: "First, let me say 'thanks' to the people who are responsible for the Lesley Review. I greatly enjoy it! I'm now starting my third year at Fisher Junior College in Boston where I am an Admissions Counselor. I attended my 25th class reunion last June and was terribly disappointed that more of the "girls" in my Domestic Science class were there than I thought. I thought in my head there was a list of Alumnae and addresses. In this way we could at least learn married names and address changes of the graduates, and some of us might find a Lesley neighbor we didn't know we had. I also agree with the suggestion that it would be nice to hear some news of the Faculty both past and present."

Betty CORCORAN GEREIS tells us: "Just finished three years of teaching English and history - 7th grade in Sumter, South Carolina. Have two boys: Jim, Jr., 8, and Paul, 6. We are leaving in July for a four year tour of duty in Madrid, Spain. Hope to tour most of Europe. I am very much pleased with the Lesley Review. Maybe someday we will be stationed at an air base that will allow us to be home for at least one reunion."

From JANE McCARTHY HECKLER of Maple Ave., Hingham, Connecticut, P.O. Box 252, writes: "Have just finished reading the Lesley Review. I am living in Cromwell, Conn., for seven years after our return from Navy life, we moved here to be 15 miles closer to George's work. This was almost one year ago. Our children are now 8 and 5 years old. Stephen is in the third grade in the same school where I am teaching first grade, Susan is at home until next year as we have no public kindergarten here. I agree with BARBARA BARRON SCHILLING, '50, Where are the Lesley class of '50's or near '50's around the country? I have included more "family history" than necessary, but I think it's great!"

JEAN McNIFF McGRATH is living in Waltham, Massachusetts and writing: "Little did I think that when John picked me up at noon time for 23 years, I still would miss them very much. I'm hoping to visit my roommate, Muriel Barber, next summer in San Francisco."

From Robert KARL, 4 months. My husband is an optometrist. My husband, Robert Karl, 4 months. Marcy is seven and enjoys the experience thoroughly. Once we have up to date information, we are planning a Lesley College Alumnae Directory which will include listings of our Alumnae in alphabetical order, by class, and geographic location.

From JUDITH SANBORN LEVIS come the following: "After completing two years of teaching in MANchattas and enjoying the experience thoroughly, I settled down to the enjoyable job of raising a family of four lovely little boys. This year, as the boys have all reached school age, I am planning to return to teaching. Our family has spent two happy and educational years in Canada, but now we are in the process of moving back to New England, where my husband is buying and will operate a turkey hatchery and processing plant in East Kingston, New Hampshire. I have signed a contract to teach in the Strafford Memorial School, Strafford, New Hampshire. I have included more "family history" than necessary, thinking this letter might possibly come into the hands of an acquaintance from Lesley days! It is a great pleasure to read the newly published Lesley Review, to know of the great progress that is taking place, physically and academically, and, also, to find there are still so many familiar names and faces who continue to be an active part of Lesley College. With my return to the New England area, I hope to be able to be more active in Alumnae activities which are currently growing very rapidly."

From DIANNE BUTTERFIELD HIGGINS of Faro, Iowa. She sends me the following note from Forbes Green, Plymouth, Mass.: "At long last, Enie is out in private practice specializing in Internal Medicine. We have two boys - Sandy, 4, and Ryan, 1, and a male dog, Hamel."

ELAINE BARRON ALEXANDER of 1357 Holly Lane, N.E., Atlanta, Georgia, tells us: "I have had five years of teaching experience in Connectic ut and Maine. I can't wait for the next issue of the Lesley Review. I think it's great! Would love to hear from some of the "old gang" - The address is in Bangor, Maine."

CYNTHIA REIDY CRONIN has been living in South Carolina for the past three years. Cynthia and husband, John, a CPA for Raytheon Manufacturing Company, have been married for seven years. There are four little Cronins - Lisa, Jay, Dee, and Dan. Two of each! MARILYN KLIMAN HOLSTEIN of 22 Redwing Road, Wellesley Hills, sent us this note: "Just gave birth to a third child, first daughter, Lesley Karen Holstein, future Lesley applicant - born September 25, 1953."

JEAN McNIFF MCGRATH is living in Waltham with husband, John, and three children. She is a substitute teacher at the James Russell Lowell School. The two oldest children had the pleasure of being in the same kindergarten room that Mommy did her student-teaching in. Jean tells us: "Little did I think that when John picked me up at noon time for..."
lunch at Richards, that we would be living on the same street and have our little ones attending school at the James Russell Lowell."

1956
DOROTHY L. COLBY is teaching kindergarten in Kansas City.

SHIRLEY ZELINSKY GARBER of 9800 Outlook Drive in Overland Park, Kansas, tells us: "ROY and I were married on December 23, 1956. While Roy was finishing school in New York, I taught third grade in Teaneck, New Jersey. It was a wonderful and enlightening experience. Now I am working with my own two children, Benjamin David (Benjie), 4, and Robin Hope (Robby), 15 months. We are living in our new home which we built over a year ago in a lovely suburb of Kansas City, Missouri. Roy is the "Cantor-Minister" for a congregation in Kansas City. Roy's work, outside activities, and our many and varied social engagements keep us very busy. Last summer when we went East, we had the opportunity to see the new Lesley dorms. How beautiful they are! It made me a little sad to see our old dorms gone. There was something so homey and warm about them. Something which I will never forget."

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1957
EILEEN CARLETON KELLY and husband, James, have moved to Medford from Gloucester.

We were glad to get the following note from BETTIE-LOVE to hear from other graduates of our class of 1956."

JANE BUCKOVOY NANOOG: "I was married this past July to Russell Nanoog, Harvard '50, who is in the Wholesale plumbing business with his father. We honeymooned in Hawaii and Japan. I am teaching the 5th grade in Oxford where I've been since graduation from Lesley."

BARBARA BUFFERD RASHBA received her Master's degree in Education from Southern Connecticut State College. Barbara adds: "I taught school three years and married Malcolm Rashba, an attorney. We have two sons: Steven, 21; and Jeffrey, age 1. I have enjoyed the past two copies of the Lesley Review and look forward to reading about my friends in the future editions."

My cousin, KAREN SHULMAN, '57, from Bridgeport, Connecticut, is a freshman at Lesley."

1959
Waltham will be the home city of newlywed Joyce LANE CRIMMINS and husband, Matthew. Joyce has served as treasurer of the Lesley College Alumnae Association."

TAMARA BLOOM GOULD writes: "After graduation from the College of Virginia, and we moved into a new apartme nt, and on August 6 of this year our first child was born, Adam Bloom Gould."

1960
FRAN COPERMAN TABER wrote in to say: "My husband, Bob, just received his Ph.D. from the Medical College of Virginia, and we moved to the above address. On October 5, 1962, we had twins: a boy, Scott Michael, and a girl, Stacy Robin. I thoroughly enjoyed hearing from Lesley again. Any possibility of a Lesley Club in Metropolitan New York or New Jersey?"

1961
We received the following note from VIRGINIA FAR-RELL BLAU: "I have just finished reading the Fall issue of the Lesley Review. It was very interesting to read about other "globe trotting" Lesley Alumnae. Juan and I have been in Switzerland since late August. Juan is now with the Nestle Corporation, which has its home office here in Vevey. From our apartment, we have a magnificent view of Lake Geneva and the Alps. We hope to be able to get in a little traveling and see some of Europe."

I will be returning home to Boston in Late January to await the birth of our first child due in April. Shortly thereafter, Juan, the baby, our German Shepherd, Chico, and I will be off to our new home in South America. It's a boy! Jeffrey Adam Dretler, 5 pounds, 12 ounces, born September 7, 1965, to JOAN SORKIN DRET­LER and proud new father, Sepphen. The Dretlers live on 7 Charlesbank Road, Newton. Married in Great Neck, New York, in August were DELLA ROSE to Ira Rheims GILMAN."

1962
ANNE BRYANT CASEY and husband William are residing in Los Cruces, New Mexico.

CINDY ZALYAV KATZEFF and husband, Dick, have moved into a new seven-room ranch home on 77 Savoy Road, Framingham.

LYNNE BALD was married on May 18, 1965, to John R. Kovacs, Notre Dame, '62, in Clifton, New Jersey. She is presently living in Norfolk while John is stationed aboard the U.S.S. Forrestal. He is an ensign in the U.S.N.R. Lynne is teaching sixth grade in Norfolk City Public Schools."

DORIS SOLOMON PORTER of 51 Goldthwait Road, Worcester, tells us, "My husband Mel and I have a new son, Albert Scott, born June 10, 1963. I am doing some substitute work in the Worcester Public Schools this year."

NAOMI BIELSON STAMPER writes: "I spent the year after graduation at Teachers College, Columbia University, where I received my M.A. in Remedial Reading. In June I married Bob Stamper. Bob is a student at Downstate Medical Center, and I am experiencing my first year of teaching in the Bedford-Stuyvesant area of Brooklyn. We live at 150 Hawthorne Street, Brooklyn, New York."

DIANE BURKOWITZ WILCON and husband Fred are making their home in Fort Lee, New Jersey.

1963
ROSALIE MOGAN became Mrs. Philip Angell, Jr., on August 5.

Residing in Worcester is ROBERTA RAIN GOLD­STEIN and husband Alan. He is associated with the Arthur Goldenstein Law Firm.

DOLORES GLASSER ORKIN and her husband, Don, have been living at 4 Carol Avenue in Brighton since their marriage in June, 1963. Dolores is teaching fifth grade in Newton, and her husband is an attorney in Boston. Dolores is very interested in hearing from her classmates.

SUSAN TREANOR POORE and husband Gates are living in Salem, N.H.

CAROLE STARK was engaged this summer (July, 1963) to Shep Goldstein who is in his second year at Tufts Dental School. Carole is teaching and living in Stamford this year and plans to move to the Boston area next June 20, 1964, when she and Shep will be married!

MARJORIE HAMBER was married to Lawrence B. TILLIS on June 14, 1965. Following a trip to Jamacia, B. W. I., and Nassau in the Bahamas, they are residing in Hartsdale, New York. Marjorie is teaching the third grade in Yonkers, N.Y.