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# CURRENT

LESLEY COLLEGE

NOVEMBER — DECEMBER 1972





# ORFF INFLUENCES MUSIC EDUCATION



Harmonizing with Orff instruments are Prof. Ostrander and Francie Canter '74.

Remember when you were in elementary school and the class misbehaved. One form of punishment pronounced by the teacher was, "There will be no music today." And then there were the times when the class did poorly while reciting the multiplication tables. More drill was a definite necessity. But when? Once more Miss Conscientious Teacher said, "I guess we will have to skip music again today."

Associate Professor Edmond Ostrander, along with many other music teachers and students, shudders at those frustrating situations. Ostrander, who has taught music at Lesley since 1967, said, "Music is not the whipped cream aspect of the curriculum. It is a vital part of education, culture and life." Commenting that music is for everyone, he added, "Through music you can work with a child of any intellectual or cultural background."

But why is music too often neglected in classrooms? Ostrander maintains that teachers themselves do not have adequate background to direct effective music lessons. He said, "There is more to music appreciation than the teacher who puts on a record and ask the students to listen quietly." The pure listening technique does not work in other disciplines, so why should we expect it to work in music?"

At Lesley the music department offers a comprehensive two-part program which includes music appreciation and creative methodology. Classes are conducted to reflect a philosophy that students can later bring to their classrooms: one of active rather than passive participation. "If the teacher and child become involved in making their own music right from the start, then creativity as well as enjoyment result," said Ostrander.

Lesley students learn how to work with Orff instruments, a method of music making currently used by innovative educators throughout the country. Designed by the German composer, Carl Orff, these keyboard instruments (metallophones and xylophones) are practically indestructible and can be manipulated freely by youngsters.

"Because of their simplicity," said Ostrander, "children can play and hear harmony from the very first musical experience. More important, they receive the rhythm and ear training vital to a satisfactory musical experience." During the first few years of

(Continued on page 8)

## CURRENT LESLEY COLLEGE

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Lesley College  
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The *Current* is published by Lesley College, Cambridge, Massachusetts, and is produced and edited by the Office of Public Relations. The purpose of the magazine is to portray the various aspects of the College—its achievements, aspirations, diversity and controversies — to alumni, parents, students, faculty, staff, governing boards and friends of Lesley.

Editor: Edna Maleson  
Assistant editor: Grace Girsch



# 1500 ATTEND KINDERGARTEN CONFERENCE

Over 1500 kindergarten educators danced, gyrated, pasted, puppeted, scissored, ecologized and hustled and bustled their way energetically through the tenth annual Kindergarten Conference sponsored by the Lesley Graduate School of Education at the Boston Statler Hilton Hotel on November 17.

Billed as a "Kindergarten Kaleidoscope" the conference provided 19 diverse sessions on topics of interest to teachers of young children.

The conference creatively dramatized that child-like enthusiasm is not reserved for children alone. The tone of the gathering, as well as the two pre-conference workshops, was one of involvement.

Conferees actively participated in projects which could be taken back to their respective school rooms through workshops and clinics on open education, science education, and ecology for kindergarteners. Hundreds of teachers danced with abandon during the session with Hap Palmer, originator of creative dance records for use with children.

Visitors to the ecology clinic learned everything from recycling paper, building a terrarium, to growing bean sprouts.

"It is hoped that the unique structure of the conference, offered participants an extended range of involvement possibilities and provided an in-depth understanding of the open classroom," stated Mrs. Mary Mindess, coordinator for the conference and Lesley professor.

## COVER PHOTO

Youngsters at The Children's House learn very early how to get along with and help other children, as illustrated by this photo of Nichole Stanley, 4, (left) assisting Kelly Juarez, 3. The picture is from an exhibit photographed for the day care center by Howard Smith of Cambridge.



**RECYCLING MATERIAL** for kindergarten use was the story told by 23 ecologically-minded groups through the Ecology Clinic . . . from nature lessons by the Sierra Club (top left) to the making of paper (top right). Teachers became involved during a story circle in the Open Education Clinic (bottom).



# THE ENCOUNTER GROUP:

## An Experience in Peopleness

What really goes on in an encounter group? A question often asked.

Unfortunately, the best reply is also the least satisfying: you must experience it yourself!

Since Lesley began its series of voluntary T group weekends in 1965, over 500 have participated. This does not include the many juniors who between 1966-69 attended 5-day T group sessions prior to their student teaching as a part of the Education Program.

Not only have a considerable number of Lesley students participated, but numerous faculty and administrators. In fact seven faculty/administrators now on campus are T group trainers. However, because personal experiences remain difficult to convey, T groups are often visualized as vague, sometimes threatening processes.

Carl Rogers, noted psychologist and author of **Carl Rogers on Encounter Groups**, compares the complex interaction that arises in such a session of intensive group participation to "a rich and varied tapestry, differing from group to group, yet with certain kinds of trends evident . . . and with certain patterns tending to precede and others to follow."

Although an itemized list of "happenings" seems a rather antiseptic and cold way of describing such an intense personal experience, perhaps it will provide a framework. Rogers lists these types of occurrences at a human growth encounter group:

1. a certain milling around, or frustration, initially because of awkward silence or the seeming lack of structure or purpose.
2. resistance to personal expression or exploration. Initially there are doubts and fears about revealing the inner feelings.

3. description of past feelings.
4. expression of negative feelings.

The first expression of genuinely significant "here and now" feeling, though not always, is apt to be negative attitudes, such as "Why doesn't the trainer give more direction."

5. expression and exploration of personally meaningful material. Some individual may reveal himself to the group in a very significant way, a climate of trust develops.
6. the expression of immediate interpersonal feelings in the group. Feelings experienced in the immediate moment by one member toward another are expressed.
7. the development of a healing capacity in the group. Members of the group offer support and help after another has expressed a personal fear, hurt or other meaningful emotion.
8. self-acceptance and the beginning of change, a feeling of greater realness and authenticity grows, and because the individual is closer to his own feelings he is more open to change.
9. the cracking of facades. More group members interact on a genuine level.
10. the individual receives feedback. Members of the group share personal impressions of one another.
11. confrontation. At times feedback is too mild a term when one member of the group "levels" with another member. Generally members do leave the group with a great-

er acceptance of one another, and with more understanding following these encounters.

Finding more authentic ways of relating to other members of the group and to oneself becomes a major thrust of the human growth encounter sessions.

Not all of the T group sessions sponsored by the Lesley Human Relations Council have been personal growth sessions; some have been specialized weekends using T group methods with a focus on leadership, educational roles, prejudice and isolation. However, my own experiences with a Lesley Human Relations Weekend encompassed many of the situations mentioned by Rogers, with this particular group being highly supportive, caring and warm toward one another's feelings.

The weekend I attended met on the wooded estate of Rolling Ridge, near North Andover located 30 miles north of Boston. Each session was held around an open fireplace within the large library room of the old mansion, complete with books lining the walls floor to ceiling. An inviting setting for the 15 hours we would spend in sessions between our arrival on a Friday evening and departure on Sunday afternoon. Fifteen hours of an experience in peopleness.

The Human Relations Council, now called the Human Resource Center (HRC), had its origin at Bethel, Me., in 1965, during the usual summer session of the National Training Laboratories, then associated with NEA. Initially these T groups fitted the description of their name. They were training groups in human



**ROLLING RIDGE**, a lake-side estate near North Andover, is the site for Lesley's Human Relations Weekends.



relations skills in which individuals were taught to observe the nature of their interaction with others and of the group process. More recent emphasis upon the therapeutic type aspects of T grouping has brought considerable debate and criticism.

During this summer of 1965, twelve individuals associated with Lesley (students, faculty, and administrators) brought back to the campus plans for a committee to sponsor T group weekends. It was their feeling that such sensitivity training had something to say to future teachers, to the individual, and to a small, private campus community such as Lesley.

The attitudes of openness, frankness, trust and affection emphasized in sensitivity training were seen as valuable qualities for the teacher, as well as any individual, by the early organizers of this Human Relations Committee.

Two somewhat trial weekends were held in spring 1966, and during 66-67 five conferences were sponsored. What were the reactions to these first years of the weekends? Generally, a tone of enthusiasm and the feeling that the experience was meaningful and worthwhile to the participants. Some comments included, a **faculty member**: "The opportunities for participants to develop new insights and greater awareness of self and group are further enhanced by the small size (10-14) of the group and the intensity with which dialogue is pursued . . . Conferences involving both faculty and students are consistent with much that is valued at Lesley."

**A teaching alum**: "Sensitivity training is the best training a teacher can have . . . I can now put myself in the child's place and not just ignore or cast off his feelings." **A student**: "I sincerely believe that lacking those opportunities (sensitivity weekends) would have markedly reduced the possibilities of my becoming more, as person and teacher combined."

The number of conferences was increased to eight between 1967-70, and yearly attendance averaged approximately 100. Faculty support was also high

with 21 faculty attending during one year. (Discouraging for the HRC, no faculty attended last year, although 57 students participated in 4 weekends.) A **Globe** reporter attending a T group session with Lesley back in 1968 and who later wrote an article for the **Sunday Magazine** put it this way: "The T group experience changes you. One session could be a little solvent, leaving the hide still safe. A second session could fill the hide with holes. Two or three weeks of sensitivity training might leave you a Humpty Dumpty, with your prejudices about people and your defenses about yourself too shattered for even the National Guard to put the pieces together again."

The council recognized and other participants noted that one of the unfavorable aspects of the experience could be "the risk



**NANCY NEWMAN AND MIMI FLICOP, '74, co-chairwomen for the Human Resource Center, talk while walking along the wooded paths which surround Rolling Ridge.**

of pushing a person beyond his or her present emotional limits" and "the risk of complicating and intensifying the emotions and problems of a person who might need additional professional help before this type of experience." This particular criticism has been voiced more strongly recently, as the attitudes toward sensitivity training have become more polarized.

For this reason, the council attempted to secure competent, extensively prepared trainers for each session. The council set the tone for "conferences which are

a bit low-keyed as a result of these precautions."

Other current criticisms of the intensive group experience are that the behavior changes that occur, if any, are not lasting; and that the individual may be left with problems which are not worked through. Obviously an enormous amount of perceptive study and research is needed in these areas.

During the seven years that Lesley has offered sensitivity weekends, the Simon-Lt. Gutman Foundation affiliated with the Temple Israel Brotherhood of Boston has continued to act as the main benefactor for the program with generous grants of \$2,000 to \$3,000. However, next year the HRC faces the problem that the Foundation funds will be greatly diminished or eliminated. The Foundation's goal is to 'seed new ideas' and provide funds for new programs. During the last two years, the HRC has expanded its role by sponsoring speakers and workshops relating to human relations.

In the face of severely limited financial resources, (the College has allocated \$1,000 for the past several years), this year may mark the demise of sensitivity training weekends at Lesley. Other HRC programs which require funding would also need to be limited.

As Dr. Leslie Oliver, now retired professor and chairman for the Council from its early beginnings, wrote of the Council in 1968: "For the future it must do its best not to stagnate as establishments so often do, not to become rigid, not to let its own past successes or failures weigh too heavily in its decisions. It must look for ways to stay flexible, to go on to new things, not merely to repeat things already done. Assessment and reassessment must be constant and searching. Let's get on with it!"

The Human Resource Center has scheduled two more conferences for this year. A time for assessment and re-assessment about the thrust of human relations at Lesley for the coming year rests in the hands of concerned faculty, administrators, alumni and students.



# CLASS NOTES

## Nineteen seventy-two

WENDI J. CARTON wed Barry M. Scheinberg, an attorney for Connecticut State Employees Association. Wendi is teaching in Granby. They live in Windsor, Conn. □ It was a Sept. 2 wedding for MARY LOU GUTHRIE and William McDonough. Living in Attleboro, she is a special class teacher in Seekonk, and he is a dealer representative for Shell Oil, Providence. □ SUSAN ELIZABETH LANE was married Sept. 24 to Richard Shriner, Jr., a graduate of Columbia University Graduate School of Business Administration. □ BARBARA RIFKIN and Craig D. Shuffain were married in Aug. and now live in Stoughton, Mass. She teaches in Braintree; he is with H. Miller & Co., Boston. □ MARY ANTHONY WALSH and Brian Curry were wed Aug. 19 and now make their home in Winchester. Brian is with Hartford Insurance Co. □ Mr. and Mrs. Arthur Schwartz (CHERYL ANN YOUNG) are living in Brookline, where she is a teacher at the New England Hebrew Academy. He attends Harvard Dental School. □ JANICE M. SHAPIRO (G), married to Peter Shumsher on Aug. 18, is now teaching in Foxboro. □ MARGARET BURN (G) was married June 24 to John Petry. □ Several of the class are involved in graduate work: NANCY R. COYNE at Boston University; SANDRA WILFAND at Boston College and CARYN LEWINTER at Lesley. Caryn also teaches at Kingly School for Learning Disabilities. □ Having taught for three years at Kennedy Memorial Hospital, DEBORAH ANN WAINER ABRAHAMS now teaches learning disabilities in Cambridge. Her husband Mark is a city planner in Worcester. □ News of teaching careers: ELAINE HUFFERT, teaching emotionally disturbed at Haskins School in North Adams, Mass.; ANGELA M. POLCARI, fifth grade at Lincoln School, Revere;

SANDRA LAWSON, grades five and six in Franklin, Conn.; ANITA MACK, third grade in Burlington; LINDA MILLARD, third grade at West Elementary in Andover, Mass.; MARGIE HILL, first grade in Needham Public Schools; DEBORAH KATZ MANN, fourth grade in Brockton, and LINDA FOX KATZ second grade in Bucks County, Pa.

## Nineteen seventy-one

Best wishes to the recent '71 brides: Married in Winthrop were NANCY MELILLO and Edmond Racicot. □ MARCIA MINNICH (G) and Edward Underwood, Jr., were married on Sept. 16. Marcia is teaching in Moorestown, N.J. and Edward is at the University of Pennsylvania in the Medical School Development Program.

## Nineteen seventy

The marriage of ROBERTA CHARATON to Ronald Sachs took place on Oct. 15. The couple is living in N.Y.C., where Roberta is teaching. Michael is employed by Queens Supreme Court. □ GAYLE MACSWEENEY and Ralph A. McIntosh, married July 22, are now in Lexington, Va., where the groom attends Wash-

ington and Lee. □ MARILYN NESSON and Michael G. Smith, a student at the Sloan School of M.I.T., were married in August. Marilyn is teaching special class children in Arlington, Mass. □ ROBERTA TILLMAN is teaching remedial reading in Billerica.

## Nineteen sixty-nine

Washington resident NANCY DEAN is working as a special assistant in the office for Civil Rights Department of Health, Education and Welfare. □ Also in the Washington area are TOBY ANN SILBERSTEIN, a 5-6 teacher in Landover, Md., and LINDA ALEJOS MITCHELMORE, a diagnostic prescriptive teacher in Kensington, Md. □ FERN S. LEVINE, who received her master's from Boston University, is a reading teacher in Everett. □ SUSAN LEE PAGE and Steven M. Wheeler, a student at Cornell Law School, were married in July.

## Nineteen sixty-eight

News from Washington, D.C. area alums includes: BARBARA BRADLEY is teaching fourth grade at Greenwood Elementary in Brookville, Md. □ LINDA LOW COTTON and Norman Nore, who were married in July, are living in Laurel, Md. Linda is teaching fourth grade in Prince George's County and Norman is attending Montgomery College. □ BEVERLY TASH is a special education float-er at Carmody Hills Elementary School in Prince George's County. □ LINDA LESHNER REVZAN,



Alumni who helped organize the successful October 13 Wine Tasting Evening were (l. to r.): Judith Clifford Campbell '63, Roz Heifetz Abrams '67, Barbara Barron Schilling '50, Ellen Green Bloch '61 and Marguerite Shamon Delany '50.



who taught elementary school in Rockville, Md. is now busy taking care of her year-old son Richard.

### Nineteen sixty-seven

CAROL CUSHER is teaching fourth grade in Upham School, Wellesley. □ Mrs. Thomas Sos (MARJORIE DANER) is currently working for Payne Whitney Psychiatric Clinic in N.Y.C. while husband Tom has a fellowship at New York Hospital.

### Nineteen sixty-six

MARTHA HAUSCHILD BAKER writes from Elk Green Village, Ill. that she and husband Bob have three sons. Bob is a freight sales manager for American Airlines in Chicago. □ Mr. and Mrs. Fred Bell (BRINA FINE) are living in Potomac, Md. and are the parents of a two year old son. □ CAREN KLEIN GOULD and husband Jack are living in Bowie, Md. with their two children Jill, 3, and David, 6. □ JUDIE KAYE HASS, now living in Chelmsford, Mass. taught in Newton from 1966 until her daughter Susan was born in 1971. Judie is active in the League of Women Voters, serving as chairman of voter services. □ Some class members currently teaching are: KATHERINE WELCH in Old Lyme, Conn., DIANA ABRAHAM SAWYER in Hyannis, SUSAN BRIGGS SYLVIA in Marion and ARLENE ADRIAN in Bethesda, Md.

### Nineteen sixty-five

ROBERTA ETTER DALLIN of Merritt Island, Fla. has been named as one of America's Leading Young Women. The recipients are recognized for "unusual abilities, dedication and service for bringing distinction to themselves, their families and their communities."

### Nineteen sixty-four

FRANEE ABRAM WEINTRAUB of Bethesda, Md. and her husband William have two daughters. William is now chief resident of pediatric surgery at D.C. General.

### Nineteen sixty-two

SUSAN HARLOW HOWE is on the board of the local cooperative nursery school in Alexandria in addition to working as a teacher's aide in her daughter's ungraded elementary school. □ PENELOPE SMITH, a third grade teacher in Newton, was an honor award recipient in The Boston Globe's photography contest.

### Nineteen sixty-one

ANN HAFFER JACOB writes that she and husband Tom, who is vice president of Cadillac Plastic and Chemical Co., are living in W. Bloomfield, Mich. with their two children Karen, 5½, and David, 1½.

### Nineteen fifty-nine

SHEILA BERGER HELLER of Maple Glen, Pa., the mother of three children, is a nursery school teacher in nearby Abington. She is also the regional representative for Philadelphia.

### Nineteen fifty-seven

LOTTIE GRIFFIN CORBIN and her husband Richard have two children, Adrienne, 8, and Edward, 5. Lottie is teaching Chinese speaking preschoolers at Calvary Baptist Church in Washington, D. C.

### Nineteen fifty-four

MARY ANN RYAN BLACKWELL and her husband Robert have two teenage children, Robert, Jr. and Jeanne. Mary Ann teaches fourth grade at Langley School in McLean, Va.

### Nineteen thirty

ALICE SILVIA is retired from teaching in New Bedford, where she is living.

#### Deaths

We express deep sorrow for the deaths of BARBARA STARRY '50, EUNICE GRANT LORD '30, VERA CROSSLEY SALMOND '28, EILEEN M. DESMOND '25, HELEN R. LYONS '15 and MABELLE PUTNAM TITSWORTH '16.

## ALUMNI CURRENTS

by Joyce Marshall Snyder '61

**Congratulations** to the following winners of the raffle drawing at the Oct. 13 Wine Tasting Evening: Simon Spill '65, Golda Siegel Doyle '61, Jerrilyn Kirschbaum Smith '68, Elizabeth Moran Polachi '50 and Georgia Christopulos '47. The raffle profits amounted to \$1,525 for the Alumni Scholarship Fund — an all time record.

□

**The Board of Directors** has voted to create two types of alumni achievement awards. The Alumni Award will be given to either an alumna or non-alumna who has made an outstanding contribution to Lesley; the Alumni Recognition Citation will be awarded to one or more alumni who have received recognition for personal achievement. Nominations for both awards should be sent to the Alumni Office by Feb. 1.

□

This fall area meetings were organized by Nancy Gore Goff '65, Worcester; Elaine Thorner Damelin '57, Washington, D.C.; Ruthellen Liston Hastbacka '64, Merrimack Valley; Sheila Berger Heller '59, Philadelphia; and Melba Kyriacos Collins '47, Sara Rubin Cohen '25 and Thelma Rubin Leshner '34, North Shore area.

□

The following chairmen were recently named: Selma Freede Rudolph '41, 1973 Annual Fund Alumni Chairman; Marguerite Shamon Delany '50, Alumni Award Chairman; Ann Cleveland Lange '59, chairman for the Jan. 20 Lord & Taylor Fashion Show . . . Lorraine Blondes Shapiro '42, nominating committee chairman, announced that recommendations for 1973-74 board members should be sent to the Alumni Office by Feb. 1.



## Music (continued)

music training with Orff instruments, an enjoyable atmosphere is maintained in which games are played to stress fundamental concepts such as loud and soft, fast and slow, high and low. Rhythms and speech exercises are combined with clapping, stamping and finger snapping.

Through limiting the notes to the pentamic (five-tone) scale, Ostrander said that "singing in tune and playing with Orff instruments is made elementary, thereby providing immediate success for children. The resulting musical and accurate response to simple satisfying material is valued above the learning of difficult music for its own sake."

A final reason for the success of Orff instruments is that children have the joy of playing in an ensemble from the start, thereby gaining experience not possible through private instruction or in other classroom situations.

The Lesley music department\* provides students with opportunities to participate in this "joy of playing." In turn, Lesley students experience ways to make music come dynamically alive in their own classrooms and to become a vital part of the curriculum.

\* Other members of the music department are Dr. Linda Ostrander (Mrs. Edmund) and Associate Professor Elmer Benjamin.

## NEW CORPORATORS

Nine new members were named to the Lesley College Corporation during the fall, including two new trustees.

The 75-member corporation, the college's legal governing body, delegates operational responsibility to the Lesley Board of Trustees.

New trustees are Edwin D. Campbell, Cambridge resident and president and managing director of the Education Development Center, and Ernest F. Stockwell, Jr., Dover resident and president of the Harvard Trust Company in Cambridge.

Other corporators are Robert A. Abeles, Worcester resident and president-treasurer of the

Elfskin Corporation in Cherry Valley-Worcester; Martin Straus, president of Julius Rothschild & Co. in Lynbrook, N.Y., and a resident of Rockville Center, N.Y.; and Henry M. Fawcett, of Akron, Ohio, and president and chief executive officer of the Mohawk Rubber Company, Akron.

Also elected were Erwin H. Blonder, of Pepper Pike, Ohio, and president of the H. Blonder Co. of Cleveland, Ohio; Richard Lee, president of the Dimond Union Stamp Works in Boston and a resident of Brookline; Marguerite Delany, a Lesley alumni and a resident of Chestnut Hill, and Sue Etelman, alumni representative to the Board.

If you know a high school student who might be interested in Lesley College, please send us her name and address. We'll forward appropriate information.

PROSPECTIVE STUDENT'S NAME \_\_\_\_\_

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