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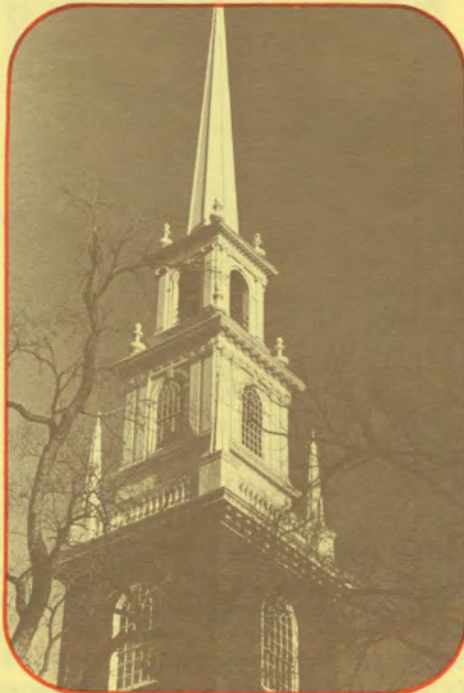
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CURRENT

JAN. — FEB. '73

LESLEY COLLEGE



WHY CHILDREN'S POETRY?

by Judith Garelick



Dr. Judith Garelick, an English instructor, and her daughter Laura illustrate that children can truly enjoy poetry. Dr. Garelick received an A.B. from Radcliffe and an M.A.T. and Ph.D. in English and English Education from Harvard.

1 Lisa Factor, *Bakers Dozen*, Vol. II, No. 5, Dec., 1972, p. 4.
2 Vanessa Howard, *The Voice of the Children*, eds. June Jordan and Terri Bush (N.Y., 1970), p. 86.

Children are instant image-makers. Tickle a five-year-old and she's apt to giggle that you have "spidery fingers." Tell a nine-year-old that people don't swim in the canals of Venice because the water is polluted and he'll ask if lovers in gondolas kiss with clothes-pins on their noses!

Second graders, returning from a science museum and planetarium trip, recreate what they saw and felt in cinquain, a fixed poetic form, for their school newspaper:

Planetarium
Round circle
Big stars shining
Children's surprise
Planetarium! 1

Thirteen-year-old Vanessa Howard writes with power:
i am frightened that
the flame of hate
will burn me
will scorch my pride
scar my heart
it will burn and i
cannot put it out
i cannot call the fire department . . . 2

Why is it good that children write poetry? Why is it right that they should? The answers lie in the subjective, creative and game-like nature of poetry itself.

You don't have to do research to write poetry. You can, of course, but you don't have to treat facts objectively, truthfully or logically after studying them. What is important in poetry are the poet's feelings about his observations, his sense of significance of sensations. The poet studies himself most of all. In asking a child to be a poet, to write of his feelings, you tell him that he is important, that his unique way of looking at the world is worth attention.

Making meaningful marks on paper is a creative act. "Pain has an element of blank," says Emily Dickinson. But blankness has an element of pain, as well. We want to fill our world with things we have made and our time with activity. "I have nothing to do" is the child's lament that expresses the universal human need to create. We

(Continued on page 8)

CURRENT
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 and photographer: Grace Girsch
Class notes: Melinda Mitchell

JANUARY: A MONTH OF OPTIONS



EXPLORING INDIVIDUAL INTERESTS during January were Christine Kardos '76 through a project in macrame; Joyce Abrams '75 listens as Meryl Tack '74 explains the art of card reading during a project delving into the occult; Tony Guarneri '76 improves her flute expertise with assistance by Assistant Professor Marjorie Wechsler and Helene Medevia '76, left, and Diana Hachikias '76 participate in a folk guitar workshop.

Although a thorough follow-up of Lesley's first all-campus January Program will not be completed for some weeks, an unofficial glance at this individualized approach to learning gives us an exciting picture. This month-long session allowed for student-oriented projects and a wide variety of other options or independent directed studies to enrich the curriculum. A few of these projects included:

- A group of eight return with stories of Montessori schools in Italy and open classrooms in England.

- Physical education was never so diverse with students studying karate, fencing, life saving, golf, skiing (in Austria) and gymnastics.

- January allowed for more intense community involvement, with students working in a pregnancy counseling center, a psychiatric ward, at over 44 schools

and several hospitals.

- Eleven students journeyed to California to study seven institutions in the field of affective education.

- Independent studies were as different as the students with research concerning Victorian morals or Vietnamese culture; while others improved talents on the flute, violin or guitar.

- A view of alternative high schools in Denmark and a theater tour of London claimed the January attention of two groups.

- Plans for a photography course in the fall and the renovation of Lesley's darkroom were the outgrowth of the choice of photography by 15 students.

- Studies in Zen Buddhism, transcendental meditation, transactional analysis and the occult may bring an element of "other worldliness" back to the campus.

- Other experiences that will bring tales of far-off places to

the campus atmosphere include the return of one student who lived on a commune in Iowa; another who lived in Mexico; another living on the Hoopa Indian Reservation in California, and still another working in a youth center in the Virgin Islands.

- Creative art and writing endeavors produced a range of projects from ceramic pots to soap operas.

- Miscellaneous projects included studies in wine making, child abuse, films of the '40s, black literature, the history of vaudeville, diagnostic testing, cake decorating and gourmet cooking.

Even a capsule look at the January Program speaks of the originality and diversity of the participants. However, the program's ultimate effectiveness may lie in the coming months as experiences are shared and integrated into campus life.

SURVEY REVEALS JOB HUNTING EXPERIENCES OF '72 GRADUATES

A job hunting survey of the 1972 graduates was conducted as a January project by Jodi McCarty '73, Jane Sheridan '74, Nancy Soden '74 and Avis Brenner, associate professor of education. Of the 122 graduates, 74 women or 61 percent of the class responded.

In addition, the survey team checked with the Placement Office to determine the job status of all graduates, even those who did not respond to the questionnaire. Their findings indicated that of the 95 graduates who actively sought full-time teaching positions 87 women or 92 percent are employed full-time.

WHEN SHOULD I START APPLYING FOR JOBS? The majority of the Class of 1972 began making applications in January and February. Those women who began applying earlier did not get jobs any sooner. It seems superintendents are not ready to start reading applications until February.

TO HOW MANY SCHOOL SYSTEMS SHOULD I APPLY? The usual pattern was to apply to between ten and 20 school systems. One graduate made a single application (and landed a full-time teaching job), while others who also got jobs applied to 50 or more systems. After initially making ten or 20 inquiries and receiving no job offers, a graduate was likely to apply to a new group of school systems.

SHOULD I APPLY FOR JOBS THAT ARE NOT RELATED TO MY MINOR? Superintendents respect the training Lesley College gives its students who choose minors. They generally hire graduates to teach in areas in which they are best prepared. We found that 85 percent of the surveyed 1972 graduates teaching full-time had jobs directly related to their minors.

WHAT QUESTIONS WILL I BE ASKED DURING MY JOB INTER-

VIEWS? The following five questions, which were asked most often during interviews, are listed in order of the frequency with which they were mentioned:

- What is your theory of discipline?
- Tell me about your student teaching experiences.
- How would you set up a reading program?
- What is your philosophy of education?
- How would you set up your class?

If these questions sound difficult to answer, here is some advice from a 1972 graduate. "In my experience it was a lucky thing to have an interviewer who asked questions. Most of them just sat there and you had to make conversation."

Another graduate advised this year's seniors not to show that they're nervous. "The principal kept asking me if I was nervous and I said I wasn't, but when I left I had ridges in my arms from bearing down on the chair arms! Be very positive about yourself. I finally realized I was the only one who really knew me—so I had to tell them about me."

WHEN WILL I GET MY JOB?

Among the Class of 1972, only 17 percent had been hired by May graduation time. However, by the end of June, more than half had full-time teaching jobs. Only a few were hired during July. (Is that when superintendents go on vacation?) In August 17 percent got jobs, in September 8 percent and in October, November and December an additional 8 percent. As of the end of January, at least one 1972 graduate is negotiating for a full-time teaching job which she expects will open up in April. If you don't have a job by June, take heart! Today's employment pattern provides superintendents with information on fall openings a good deal later than in the past so contract offers are more likely in August or even September.

WILL I HAVE MORE THAN ONE JOB TO CHOOSE FROM? For the 59 graduates teaching full-time who responded to our survey, about half had only one job offer—and accepted it right away. Sixteen women had two attractive jobs to choose from. In addition, 14 women had at least one offer which came after they had already signed a contract.

WHAT WERE LAST YEAR'S SALARIES? The average salary as reported to the Placement Office (less than half of the graduates gave such information) was \$7400 a year. The range was from \$5200 for one woman working in an inner city private school to \$10,400 for a graduate working in an institution for the retarded in a small town.

WILL MY CUMULATIVE AVERAGE AFFECT MY CHANCES OF GETTING A JOB? Our survey located eight 1972 graduates who had cumulative averages of 3.4 or higher and were employed as full-time teachers. Two were hired as late as August and six others in April, May and June. It seems likely that a high cumulative average may be helpful in getting a job earlier in the year.

On the other hand, of the five graduates questioned who had averages of 2.7 or below, only one was hired in June. The others got full-time jobs in August, September and December. Although a low cumulative average may make it more difficult to land a job, other factors (outstanding student teaching, persistence and contact) function to override this handicap.

IS MY NATIONAL TEACHERS EXAMINATION SCORE IMPORTANT IN JOB HUNTING? In those few systems where the NTE is required, high scores can be helpful and low ones damaging to the candidate's chances of being hired. In other cases, the score does not in any way affect a graduate's chances.



REVIEWING THEIR SURVEY relating to the job hunting experiences of the 1972 Lesley graduates are Nancy Soden '74, Dr. Avis Brenner, associate professor of education, Jane Sheridan '74, and Jodi McCarty '73. The four held a question-answer period with seniors on February 13 regarding the survey.

WHERE WERE LAST YEAR'S TEACHING JOBS LOCATED? Almost two thirds (64 percent) accepted full-time teaching jobs in Massachusetts. Of these, 60 percent were within 50 miles of Boston and only 4 percent were located in other parts of the state. More than a third (35 percent) chose to teach in other states, and one woman took a teaching job abroad.

DID LAST YEAR'S GRADUATES HAVE HELP IN GETTING THEIR JOBS? Only one-fifth reported that they had no help of any kind. All the others welcomed assistance from the following kinds of contacts, beginning with the most frequently mentioned:

- Lesley College contacts, including student teaching contacts, Placement Office, student teaching supervisor, professor's recommendation, co-operating teacher, core fellow, interview at Lesley College
 - Hometown people
 - Personal friends
 - Parents' friends, including school committee member, secretary in the school committee
 - Notice in a professional publication
 - Massachusetts Teaching Agency (employment agency)
- The 1972 graduates had ad-

vice for seniors on how to use contacts. One woman reported, "In July I wrote the Lesley Placement Service a letter naming every system I applied to with the phone number. They called the systems for me and found out their interest in me. I received a letter from Lesley noting all the calls and what was said. This was helpful."

In checking with the superintendent's secretary to see if her name was on the list of teachers hired in one community, a 1972 graduate found it was not. Rather than give up hope, she requested a second interview in that school system, got it and was hired!

WHAT DID LAST YEAR'S GRADUATES WISH THEY HAD LEARNED AT LESLEY? The five most mentioned desires of last year's graduates are listed, beginning with the most frequently suggested:

- More language arts, particularly how to teach reading
- More about discipline
- More about how a school system works, the politics and budget
- More about curriculum
- More varied teaching experiences (primary grades, intermediate grades, open classrooms, traditional classrooms)

The realities of teaching were vividly brought home by our interviews. For example, an inner city teacher wished for, "more training for tough urban situations. All my permissive philosophies had to be severely altered to meet my needs and the needs of my class. Some of Lesley's philosophies are much too idealistic. What do you do when you have no pencils, not enough books, 40 kids and no chairs?"

One graduate wished that, "more could be done with teacher vs. parent. It's scary those first few conferences. How do you tactfully tell a parent that his child is not a prodigy?"

WHAT LESLEY EXPERIENCES PROVED MOST USEFUL TO LAST YEAR'S GRADUATES ON THEIR JOBS? The five experiences mentioned most often, in order of the frequency with which they were mentioned, are:

- Student teaching
- Contact with specific professors
- Core
- Mathematics
- Methods courses

Most graduates felt that Lesley had given them the kind of preparation they needed. As one woman said, "Basically, Lesley taught me ways to be a good teacher, but the practical experience was the real thing—CORE and student teaching. No amount of preparation can prepare you for the shocking feeling when you are alone in front of a class for the first time and you are being held accountable for those squirming bodies in front of you."

Another graduate commenting about the closeness with professors added, "Once you have experienced closeness with a professor, you strive to develop the same relationships with your own students as a teacher."

ANY JOB HUNTING TIPS? The following tips were made most frequently, beginning with the suggestion given most often:

- Call the school system periodically to see where you stand.
- Be confident, positive, aggressive.
- Be yourself.
- Have questions to ask the interviewer.
- Be honest.

CLASS NOTES

Nineteen seventy-two

PAMELA BURT FARRILL (G) is a learning specialist at Meadowbrook School in Burlington, Mass. □ SUSAN MARY KYTE (G) and Russell William Carrier, wed earlier this year, are now at home in Northampton, Mass. Russell is a graduate of Westfield State College and is presently a history teacher in Springfield. □ JOHANNA JO PASCARELLI recently wed Terrence Thomas Driscoll in Norwalk, Conn. She is a special education teacher at Heyden School for Boys in Dorchester. He is a Harvard graduate, now credit manager with the Berenson Company of Boston. □ At home in Boston following their marriage are MARJORIE HELENE SHRUT (G) and Max Peter Schechner, a graduate of Curry College currently in his final year at New England School of Law. □ SELINA STUBENHAUS was married December 24 to Louis Yudkovitz of Wilkes-Barre, Pa. They will reside in Kingston, N.Y., where Selena is a resource teacher and Louis is an IBM computer programmer. □ MRS. COLLEEN E. TIERNEY (G) joins the staff of the Hamilton-Wenham Regional High School to teach students showing needs in English development. □ Mrs. Toni Curry (TONI WALSH) is now teaching second grade at Meadowbrook School in Burlington, Mass.

Nineteen seventy-one

Residing in Rochdale, Mass. since their wedding earlier this year are MARY ELIZABETH MERCER and William P. Mattei. The bride is a kindergarten teacher for the Spencer School System and the groom, a graduate of Nichols College, is employed by the County Commissioner's Office. □ Now living in N.Y.C. are ELIZABETH ROSSMAN and her husband David S. Novick, a graduate of Cornell. □ JUDITH STEPNER is the bride of William Power, a student at Salem State

College. □ MARY TOULOPOULOS is now Mrs. Nicholas Koskores. Mary is teaching in Burlington while her husband attends Suffolk Law School.

Nineteen seventy

ROBERTA CRAFTIN became Mrs. Joseph Greenberg in August. Joseph is doctoral fellow in education at Boston University. □ MRS. ELAINE REISMAN (G) is the teacher director for the Longfellow Nursery School of Mt. Ida Junior College.

Nineteen sixty-nine

BARBARA SUSAN CHESIS and Dr. Larry Addison Olney were married recently in New Jersey. Barbara attended graduate school at Northeastern University and is now an elementary school teacher in Framingham. The groom is a graduate of Hamilton College and Tufts University School of Medicine.

Nineteen sixty-seven

Mr. and Mrs. Philip Abrams (ROSALYN HEIFETZ) of Brookline announce the birth of a baby boy, Mark Solomon, on November 23. □ REGINA ROSENBAUM is the recent bride of Michael Stein. Both are teachers in Chelsea. □ ARLENE GLIDEAR ZITOMER and husband Burton have moved to 28 Woodruff Court, New Providence, N.J. They have 2 children Marc Howard, 2½, and Dara Jill, 8 months. Arlene's husband practices law in Union, N.J. SUSAN TENDLER KOTLEN and her husband Jason are living in West Paterson, N.J. with their 2½ year old daughter Melissa. They are expecting another child in June. Jason is a senior financial analyst at Genesis One Corporation in N.Y.C.

Nineteen sixty-six

Mr. and Mrs. Michael J. Brier (MARILYN SARGON) are the new parents of Henry Joseph, born October 20. Their daughter Dorothy Marcy is now 2 years old. Michael is a lieutenant in the Public Health Service, Computer Systems Branch of the National Institute of Mental Health.



MICHELE ALLARD DEGEORGE '70, (front left) was one of many who attended the Alumni Continental Breakfast and Fashion Show at Lord & Taylor's on January 20. Chairman for the show, Ann Lange, '59, reports that \$307 was contributed to the Alumni-Scholarship Fund through the event.

Nineteen sixty-five

Dr. and Mrs. Steven Hershenow (RACHEL FREEDBERG) wrote that their second son, Andrew Brian, was born November 28. Andrew has an older brother Barry David, 15 months old. Steve is an internist at the Deaconess Hospital in Boston.

Nineteen sixty-three

DELORES GLASSER ORKIN wrote from her Randolph, Mass., home that she is currently conducting the story hour in the Randolph Library and tutoring students in the Randolph Public Schools. She and husband Don, a partner in the law firm of Mills and Orkin, have three children: Jeffrey 8, Lisa 6½ and Laura 4.

Nineteen sixty-one

MRS. GOLDA SIEGEL DOYLE has taught first graders within a deprived area in New York for 10 years and is now at home with her new daughter Meredith Lynn, born December 5. She and her husband live in Manhattan and write they would "love any visitors who are passing through. Our number is 212-683-6284."

Nineteen fifty-nine

A note from DORIS M. DONNINE (G) told of her marriage to the Rev. Dr. Ralph Ernest Bayes, who recently retired after 42 years as minister of the Mariners' House, North Sq., Boston. Mrs. Bayes is a retired teacher and vice-principal of the Somerville School System. After a honeymoon in England, they are living in Cambridge. □ Mr. and Mrs. James Poepoe (JOAN PETRAGLIA) wrote from Hawaii that their first child Rochelle Malia was born December 3. Joan said, "We are leaving Molokai and moving to Vermont in March. May get to see the new Lesley next summer."

Nineteen fifty-eight

ANNE SOCKOL SEGAL (G), who lives and teaches in Hanover, N.H., was chosen as one of America's Outstanding Elementary Teachers for 1972.

According to a citation, she earned the tribute by "her exemplary performance in the classroom, her contributions to the field of education in general and her many services to her community."

Nineteen fifty-seven

Mrs. Alice N. Maples (ALICE NOVICK) is teaching specific learning disabilities in Belmont.

Nineteen fifty-five

JEANNE RAYNARD DOYLE, a crafts teacher at Stratford, Conn. High School, has been awarded a sabbatical to pursue a free lance study of the American craftsman. Jeanne has recently had an article and photographs published in the national art educators' magazine, "School Arts." She and her husband Raymond, an attorney, reside in Newtown, Conn.

Nineteen fifty-four

Mrs. Anne Fioravanti (ANNE MORRISON) has a new appointment as second grade teacher at Central Elementary School in Saugus.

Nineteen forty-eight

FLORENCE SHERRY retired as principal of Mary C. Burke School after 40 years of service in the Chelsea Public Schools.

Deaths

We record with sorrow the deaths of PATRICIA DAVIS '62, EVELYN GALE BARR '28 and RUTH GILLIS McNALLY '14.

□

Lesley alumni who would like to share news, please write to the **Current** (Class Notes), Lesley College, 29 Everett St., Cambridge, Mass. 02138.

ALUMNI CURRENTS



by
Joyce
Marshall
Snyder '61

Last call for sending suggestions to the nominating committee for candidates for the 1973-74 Board of Directors — and to the Alumni Award Committee for those alumni achieving personal recognition. (Don't be shy. If you've done something special, we'd like to know.) □ Class Agent Chairman Ellen Green Bloch '61 reports that agents are writing classmates asking support for our 1973 Alumni Annual Fund. When contacted, please respond generously and help us reach our \$100,000 goal. □ Homecoming co-chairmen Sue Wilcon Etelman '63 and Marilyn Saltz Bernheimer '63 ask that you circle May 5 on your calendar. An exciting homecoming program is planned, including special recognition for classes ending in 3 and 8. More details shortly. □ Catherine Welch, director of placement, asks that alumni knowing of available teaching positions in their communities, contact her office. □ Marjorie Stone Tanzer '64 and Betty Klaiman G'65, Council of Regional Representatives co-chairmen, are planning the Second Annual Regional Representative Workshop on May 5. All regional reps are urged to attend. □ Raffle Chairman Roz Heifetz Abrams '67 reports that our 1973 raffle is in the planning stages. Anyone willing to donate a prize for this program should contact her immediately. Ticket sales will begin on May 5. □ Remembrance fund cards are available by writing the Alumni Office. Donations are \$2 per card or six cards for \$10.

(Continued from page 2)

respond to those words with a crayon and a blank piece of paper, and the chance to symbolize soothes the child, satisfies the need, and quiets the cry, whether the symbols be graphic or verbal.

But why not draw pictures? Why not express emotion in a diary? Why try poetry? Because poetry requires pattern and order: rhythmic pattern, rhyming pattern, stanzaic pattern, alliterative pattern, syllabic pattern, image pattern, tonal pattern. Playing with words for a poem is like designing a puzzle and putting it together. Words get pushed and jostled and changed around until the pattern pleases, the voice sounds right.

If you play with words, you cannot be afraid of them. On the contrary, the experience of fitting one's words into a form, shaping haiku, limerick, sonnet, cinquain or a pattern of one's own, out of gray word clay, brings the satisfaction of mastery.

AUTHOR'S NOTE:

Each month **Kids Magazine** publishes poems by children for each other; they are vivid, musical and mature. Similarly skilled in language are the children whose poems appear in **Wishes, Lies and Dreams**, edited by poet-teacher Kenneth Koch; in **Mirades**, edited by Richard Lewis, and in **The Voice of the Children**, collected by June Jordan and Terri Bush.

ODDS & ENDS

ONE HUNDRED AND SEVENTY EDUCATORS attended the New England area's first IOTA Orientation Workshop sponsored by Lesley College on January 11 at the Holiday Inn, Cambridge. IOTA (Instrument for the Observation of Teaching Activities) is a method of evaluating teacher competence for the purpose of improving instruction through self-evaluation.

Organized in 1958, IOTA's philosophy is based upon a nationally accepted definition of effective teaching entitled, **The Role of the Teacher in Society**. It examines six areas of the teacher's role: director of learning, counselor and advisor, mediator of the culture, link with the community, member of the staff and member of the teaching profession.

Dr. James Carpenter of Arizona State University, who conducted the workshop, was assisted by Dr. William Perry, dean of the Graduate School; Dr. Paul Walsh, assistant professor of education, and Robert Lewis, coordinator, student teaching.

Because of the success of the IOTA workshop, plans are under-

way for similar workshops at Lesley this spring.

□

LESLEY COLLEGE AND HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION will co-sponsor the U. S. Office of Education Exhibit on March 13, 14 and 15. The exhibit to be displayed at Harvard features eight self-contained multi-media exhibits describing innovative education programs and associated products. The exhibit is open to members of the Lesley Community. For more information, contact the Public Relations Office, 868-9600 ext. 124.

□

ON THE COVER are photographs taken by three of the 15 students who selected photography as a January study. From top, left to right, are: a photograph of an art project and of a Harvard tower by Joyce Ruggiero '74; the fence behind Bisbee Hall by Vicki Claerhout '75, and a country scene in New York State by Deni McGrath '76.

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