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CURRENT

May — June '73

LESLEY COLLEGE



COVER STORY — PAGE 12

Commencement Address

TELEVISION AND TEACHING: THE SECOND GENERATION

by David D. Connell



William C. McConnell, Jr., (left) chairman of the Lesley College Corporation, presented a certificate of honor at the May 25 Commencement to the Children's Television Workshop. David D. Connell, vice president for production, accepted the award for the Workshop, the creators of "Sesame Street" and "Electric Company."

My title today—pertaining to the second generation of television and teaching—is not a counter-commercial to zero population growth.

But the second generation I have in mind relates to the development of television. What I want to discuss briefly is: the incredible impact of the medium on our society; some questions about its future directions, and my hopes for its use in teaching. Author, Arthur Clarke, says the greatest single industry of the future is education and the second greatest industry will be entertainment. Now that might be news to those among you who, in testing the temperature of the job market, have felt the heat of increased competition for fewer good positions, not to mention such current professional hazards as a declining birth rate and public criticism of the schools.

Clarke is perceiving a larger context in which knowledge is increasing at a rate so fast that traditional methods of imparting, absorbing and acting upon it are no longer adequate.

It has been estimated that the total of human knowledge doubled between 1775 and 1900, doubled again between 1900 and 1950, again from 1950 to 1958, and is now doubling approximately every five years.

One result of this, according to Margaret Mead, is that "We are at the point where we must educate people in what nobody knew yesterday and prepare in our schools for what no one knows yet, but what some people must know tomorrow."

In this explosive environment, television is one of several technologies that is destined to play a major role in both education and entertainment—in school, at home, and wherever else. And, contrary to what some people believe, learning and fun are not incompatible. Indeed, I hope our experience at the Children's Television Workshop has made that point abundantly clear.

Commercial television is entering its second 25 years. Charles Kettering, the brilliant inventor, emphasized that the second 25 years of an industry were its true period of development.

He cited the telephone and electric light as examples. In both cases, the fundamental development took place in the first generation, but with the invention of the metal filament and the more recent fluorescent lamp

(Continued on page 8)

CURRENT
LESLEY COLLEGE

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Editor: Edna Maleson
Assistant editor: Grace Girsch

NEW CAMPUS OPENS



President Orton (center, back) welcomes guests in the new library to the May 3 Formal Opening of the new campus, the first of a series of dedication events. Lorraine Blondes Shapiro '42, a Lesley corporator, served as general chairman for the dedication and Rosemary Hurkamp, assistant dean of students, was assistant chairman.

The formal opening of Lesley College's "Urban Academic Village," a five-unit complex unique in educational architecture, was held on May 3. It was the first of a series of events to celebrate the opening of the new campus.

Lesley corporators, faculty, administrators, students and friends attended the opening, which included a banquet, tours, and entertainment by The Proposition. Directed by Allan Albert, The Proposition is an improvisational revue with music, stories and games.

Other events included a new campus open house during Homecoming/Parents' Weekend; a seminar for educators on May 18, "Educating Children for Tomorrow" (see page 4); and a panel discussion on May 24, "Business Looks at Education" (see page 6).

In describing the new campus, Lesley President, Don Orton, said, "The new buildings provide a total learning community and, of course, improve the general appearance of the campus."

"The new Lesley facility results from several years of careful planning. The urban academic village will be an environment architecturally programmed to encourage increased fruitful interaction among students, faculty and administration," he said.

The new "Village" includes five separate five-story towers totalling approximately 100,000 square feet. The first two levels in each building intersperse lecture and seminar rooms, faculty offices and general services. The upper stories contain four residences for 35 students, each with its own patio, lounge, recreation area and kitchen.

The complex, designed by the San Francisco architectural firm Smith, Barker, Hanssen, is integrated by a pedestrian mall or "Main Street," which connects directly with Cambridge streets. Landscaped areas on both sides of "Main Street" surrounding the area create the atmosphere of a park which blends the new campus with its setting in a residential neighborhood.

The new buildings, which replace several pre-1900 wooden structures, add the following new facilities to the Lesley campus: a 100,000-volume library, a 200-seat auditorium, four classrooms, four seminar rooms, faculty offices and administrative office, a coffee shop, and outdoor parking for 40 cars. Sydney Construction Company of Newton, Mass. was the prime contractor.

The interior design features bright wall hangings, with warm color schemes selected to offset the austerity of the architecture. Attractive dorm furnishings, which provide ample storage space, reflect the results of a student survey.

The total cost of the building was \$6 million. One million two hundred thousand dollars was raised by donations from corporators, alumni, businesses, and friends. Nearly \$5 million was funded through federal grants and loans from HUD and HEW and a bond issue from the Massachusetts Health and Educational Facilities Authority.

EDUCATORS VIEW TEACHER'S ROLES

"Teachers not interchangeable parts ..."

"Many teachers are pseudo-professionals, neither first-rate technicians nor first-rate theorists. They are a little of each, trying to do the enormous tasks that are put upon them." This was the opening comment made by Dr. Harry S. Broudy, professor of philosophy of education, University of Illinois, one of four educational leaders speaking at Lesley on May 18.

The educators participated in a panel discussion titled "Educating Children for Tomorrow," held in the Welch Auditorium before two hundred teachers, guidance counselors, superintendents and other school administrators from throughout the area.

Other panelists were: Dr. Jerome Kagan, professor of developmental psychology, Harvard University Graduate School of Education, and Dr. Mary Jo Bane, research associate, Center for Education Policy Research, Harvard University. Fred Hechinger, education editor of the **New York Times**, was moderator.

The discussion included the topics: teacher responsibilities, community involvement in the schools and student-teacher relationships.

In his remarks, Broudy said that both para-professional and professional teachers were needed to meet the variety of tasks required in tomorrow's classrooms. "We can only hope for the day when the teacher is no longer expected to play the combined roles of Dr. Spock (both the early and latter day versions), Dear Abby, Rollo May, a Radcliffe or Vassar type of mother, Socrates, Bucky Fuller, and a radical chic social worker..."

Dr. Bane carried Dr. Broudy's point one step further recommending that schools of the future enroll individuals from the community to teach specific disciplines and skills. "I think everyone ought to learn to type, play soccer, and repair an automobile engine.



Harry S. Broudy, (right), professor of philosophy of education, University of Illinois, responds to a question during the education panel. The other panelists were (left to right): Jerome Kagan, professor of developmental psychology, Harvard; Mary Jo Bane, research associate, Center for Education Policy Research, Harvard; and Fred Hechinger, education editor, **New York Times**.

That's probably not everyone's cup of tea, but I think we need to spend more time on physical and motor skills.

"Personal relationships in the schools now are very limited in a number of ways. There is a very narrow range of ages, and there is basically only one way of dealing with people. If we expand the activities people do in schools, we naturally expand the variety of personal relationships as well. I think we should also expand the kinds of people who live and work together in a school—kids of different ages, maybe old people. All these people ought to treat each other in natural ways. Adults are different from children, and everybody ought to have that clear," she added.

colleagues on the primary function of education. He felt that teacher-pupil relationships should take the "center stage." Kagan said, "This is a period of depression where society is characterized by depersonalization, which makes it all the more important for the teacher to remain the focus for learning human qualities and not to become a living

machine... We must respond to this depression in society; we must begin to celebrate the reward of the most humane qualities in our children. We must make this as important as academics."

Kagan added, "... curriculum and structural changes in the classroom and mechanical gadgetry are secondary."

Broudy continued that line of thought, "In some instances the use of a teaching machine is more humane than a situation where a human is trying to act like the perfect machine and failing." Broudy referred to prevalent thinking of teaching as a "product game." "Teach the teacher to perform an identifiable task and then check the performance. In practice, this may not yield what most people expect from schooling, but if taxpayers want to increase productivity this is one way of doing it," he stated.

The panel directed much of their concern toward a more humane approach to teaching the children of the future and toward the preparation of those who will teach these children.

LEE NAMED VICE PRESIDENT



Arthur V. Lee

Arthur V. Lee of Weston joins the Lesley College administration as vice president for development on July 1. Mr. Lee comes to Lesley from the Harvard University Graduate School of Business Administration, where he held the position of director of corporate relations for eight years, and for the past year, served as director of resources.

Prior to his position with Harvard, he served in numerous executive positions with McKesson & Robbins, Inc., holding the position of vice president and division manager in the Providence, R.I.; Boston-South, and Pittsburgh drug divisions.

Mr. Lee received his bachelor of arts degree in political science from Williams College, Williamstown, Mass. He also holds a degree in Industrial Administration for the Harvard University Graduate School of Business Administration.

Mr. Lee replaces F. Weston Prior, who resigned after seven years at Lesley, to accept the position of director of development for the Boston Opera Company.

"It is important to distinguish between a child's relative retardation on the culturally arbitrary skills of the school—reading, writing, arithmetic—and absolute retardation on the universal cognitive competences of children. The main point is that many poor children are a year or two behind middle class youngsters in acquiring basic competences but eventually attain them. Therefore, it is fallacious to label poor children in first grade who are having some difficulty learning to read as irretrievably lost or permanently retarded," Kagan stated.

Panelists agreed that the children of the future, as well as the future itself was highly unpredictable. Stated Dr. Bane, "It is difficult to know what knowledges and skills will be needed by adults twenty or thirty years from now. We may need complex electronic processing skills or we may need to know about subsistence farming. Making predictions is a risky business."

She also warned of the danger of adults conducting their moral experiments on children. "It's impossible to integrate neighborhoods so we integrate schools. We can't avoid Watergates so we punish kids for cheating and pressure teachers to avoid politics. This sort of thing puts an unreasonable burden on kids—and unreasonably takes the burden off adults."

The issue of power structure development in a classroom with several adult leaders was considered in the follow-up discussion. Dr. Bane noted that, "We must avoid setting up a hierarchy of responsibility. Instead of professionals and para-professionals, why not say we have a bunch of adults working with a group of kids?"

Dr. Kagan countered with, "I don't want power of responsibility divided. The teacher is ultimately responsible." Dr. Broudy

tended to agree in that "there will be a fractionation between para-professionals who are just plain good technicians; who know how to follow the rules and the professionals."

Hechinger summarized the two-hour panel discussion saying, "I hear the panelists discussing the old varieties...being humane, at peace with ourselves as opposed to at war with the wrongs of our society.

"I detect an old-fashioned note in what was said. Not conservatism, which implies rigidity, but an opposition to gadgetry, too radically chic solutions," he added.

"Teachers are not interchangeable parts, and we need to get this idea across to the public and to those who prepare teachers," he summarized. "Are changes needed in teacher education? We must consider that teacher certification should include a humane and descriptive report, moving away from a description that satisfies those who want teachers to be interchangeable parts."

Each participant has contributed extensively to the field of education. Hechinger has served as education columnist on the **Washington Post**, and education editor for the **New York Herald Tribune** and **New York Times**. Dr. Bane is co-author with Dr. Christopher Jencks, Harvard professor of education, of the recent controversial book, **Inequality: A Reassessment of the Effect of Family and Schooling in America**. She has also served as chairman of the editorial board of the **Harvard Educational Review**.

Dr. Broudy's major books include **The Real World of the Public Schools** and **Democracy and Excellence in American Secondary Education**. Dr. Kagan's works in human development and education include **Learning by Discovery**, **Personality Dynamics** and **Understanding Children**.

PANEL CITES EDUCATION / BUSINESS GAP



Massachusetts businessmen attended a panel discussion held in the Welch Auditorium on May 24. The panelists were (left to right): James M. Howell, vice president and chief economist, First National Bank of Boston; Sheldon A. Davis, vice president and director of employee communications, TRW, Inc.; Edwin A. Francis, business and financial editor, Herald American; Eliot I. Snider, president, Massachusetts Lumber Co., and Harriet A. Udoff, 1972-3 Student Government Association president.

"Business has shunted confrontation with education, politics, and other realities of the world. We have generally been too apprehensive to deal with them. In the future, business will need to go more than half-way to meet its social responsibility."

Those were the remarks of Dr. James M. Howell, vice president and chief economist, First National Bank of Boston, one of five participants in a panel discussion, "Business Looks at Education," held May 24 at Lesley.

The other participants were: Edwin A. Francis, **Herald American** business and financial editor; Sheldon A. Davis, vice president and director of employee communications, TRW, Inc.; Eliot I. Snider, president, Massachusetts Lumber Co., and Harriet A. Udoff, Lesley '73.

Howell noted that "we have broken the link between educational attainment and job security, and this will provide serious problems for education and industry for the next several years . . . We have never done a good job in matching people to the right jobs and we train people

too much for roles they won't fulfill."

Davis, who is responsible for coordinating internal communications among 75,000 employees at 300 TRW branches, attributed "the credibility problem facing most businesses" as contributing to the lack of communication between these two areas. He said, "We need to promote candor in the manner in which we report our business operations. If business stinks, let's say it stinks."

Snider, a Lesley trustee since 1961, cited the fact that "many of the young are alienated, withdrawn, retreating, objecting and escaping from society." The reason, he said, was that "educators are failing in their responsibility to provoke students to develop their own personal understanding of the terms and conditions of the world."

Snider pointed out, "Education is the largest business in the U.S. with more customers and the largest budget, and certainly in the Boston area, more people involved than almost any other industry. Customers are required by law to use its services at the lower levels and at the higher

levels, they respond to social pressures and use it."

He described education as a "happy monster" that does not handle all of its responsibilities in a realistic manner. He suggested that educators should deal with three specific areas: the economic problems of our times; the basis for democratic systems of our governments, and an understanding of our legal systems.

Harriet Udoff further developed the need for economic education, saying that it should be part of the primary grade curriculum. "It is important that each of us, whether student, teacher or businessman, understand today's economic world."

Francis, the panel moderator, centered the blame on businessmen, saying they often see education as "the mother of their adversaries in the public forum."

In conclusion, the panelists agreed that most effective step to eradicate the existing gap between education and business education and business education could be to increase "on target" communications between the two entities."

A Look at the New Campus....



At the May 3 Formal Opening Cambridge Mayor Barbara Ackermann extended greetings to President Orton (left) and Robert Fawcett (right), chairman of the board of trustees.



Collegium Musicum, directed by Edmund Ostrander, performed in the Welch Auditorium during Parents Weekend.



A Grassy Pedestrian Mall lined on both sides by building units, as well as numerous outdoor terraces, encourages informal class sessions.



Students stop between classes to talk informally on the new mall. In the background stands the wishing well, a symbol of the "old Lesley" to many alumni.



The new library provides a pleasant environment in which to study.



PHOTOS BY ANTONIO MENDOZA

COMMENCEMENT ADDRESS (Continued from page 2)

more than 25 years after the electric light first came along, the really constructive development didn't begin until the second generation.

And that doesn't cover some of the difficulties of getting the real possibilities of an invention accepted. When news from the United States reached England that a Mr. Edison had invented an electric light, the British called a parliamentary commission at which expert witnesses assured the gas companies that nothing further would be heard of this impractical invention.

Let's look for a moment at the first 25 years of television. In 1947 there were 14,000 TV receivers in this country. In 1950 there were five million. By 1960, ninety percent of all homes in the United States had TV sets. Today more homes have two or more sets than had one set in 1955.

Television has sneaked up on us. It has altered the world. It has changed us all. Television has importantly affected: how we dress; what we eat; Vietnam; Watergate; who is elected to public office; how we talk; what sports we prefer; the use of deodorants; how we perceive ourselves, our nation and the world; the aspirations of our children; and even Bobby Riggs' tennis match with Margaret Court.

In testing Swiss children, Piaget asked them, "What do you think with?" Most replied, "The mouth." Even children in the most diverse cultures make this association. It may, until recently, have been a universally held concept. In the United States today, however, there are reports of children who associate thinking with television.

Today, barely one generation after television became a mass medium, no less than 97 percent of all homes in the United States have television sets.

This season the rating firm of A.C. Nielson reported that the average set is turned on for more than seven hours each day, the highest average in history.

Television is not only long past the state of introduction and ac-

ceptance—it is the most pervasive medium in our culture, especially among youngsters.

A nationwide poll this year reported that the average child watches TV about 21 hours a week. Put another way, television occupies some 15,000 hours of the average American youngster's life before graduation from high school, compared with 11,000 hours, during the same period, that he or she will have spent in the classroom.

Such pervasiveness by any medium in such a short time is unprecedented. It took the printed word centuries to reach the masses. It took television but a generation.

Television burst so quickly into the national scene, and into the national consciousness, that it's hard for us to imagine that it had any history. One result was that questions about the objectives of the medium went begging.

I return to Kettering's idea: it's the **second** generation that counts. We not only deserve more of our medium, I think we can get it.

Every day one hears about the evils of technology. I'm sympathetic up to a point, but I'd

like to suggest an alternative for you to think about an alternative to the rejection of what will be, no matter what.

The technology is here to stay. That is an irrefutable fact, and the true task is to contemplate ways of turning technology to human purposes.

Those of us who have worked with "Sesame Street" and "The Electric Company" realize only too well that we have made but faltering feeble first steps toward turning one form of technology to worthwhile purposes.

But I hope we can claim that we have demonstrated one self-evident point—that television—that technology if you will—is neutral; it merely exists to be used.

Someone must make the decisions about how it is to be used. Behind every computer there is a person who decides how that computer is to be programmed. Behind every television signal there are persons who decide what message the signal shall carry.

Our view, when we began in 1968, was that television was not about to go away, that we who



DR. LELAND P. BRADFORD, former director, NTL Institute for Applied Behavioral Science, addressed the commencement audience after being awarded an honorary Doctor of Humane Letters. Commencement ceremonies were held at Sanders Theater, Cambridge.

were interested in the education of children had better capture some of television's methods and turn them to our own purposes—including spelling out some of those ABC'S.

"Sesame Street" obviously is no substitute for the home or school or the relationship between a teacher and a student. But it has proved to be a valuable supplement. The children were helped, they learned—and that made it worthwhile.

Most innovations in education are exceedingly slow to penetrate school systems. But in contrast, "The Electric Company," was being used by 23 percent of the elementary schools in the United States within two months after it went on the air. In schools having full TV capabilities, that figure jumps to 45 percent.

I'm not suggesting that "The Electric Company" is going to solve our national reading crises. It is merely a supplement to the teacher in the classroom. But his experience does illustrate how technology—television in this case—can quickly and effectively be employed to help solve a problem.

A myth holds that television is for entertaining and that classrooms are for learning. We have enough experience in both areas to know that the polarization is false and potentially damaging, especially in this era of accelerating demands for more and better education and expanding access to knowledge through a variety of media.

Teaching and television are a logical and necessary match, and they must become the best of allies and most trusting of partners. This is more than a challenge for both educators and broadcasters—it is a responsibility for all of us who seek greater fulfillment in the lives of children everywhere.

I think the application of television for purposes of education was in the wrong rut for the first generation of the medium. For all of its prevalence in the culture, the medium has been misunderstood and underused as an educational tool.

Television must break out of the straitjacket of pure instruction and pure entertainment and



PRESIDENT ORTON PRESENTED AN HONORARY DOCTOR OF HUMANE LETTERS TO MRS. ALMA B. MacCORMACK, associate professor of English, during graduation exercises. Mrs. MacCormack retired after teaching 42 years at Lesley.

relate to real learning environments.

You will inevitably run into some other ruts in the educational systems where you work. But you have an advantage peculiar to teachers. It is the fact that knowledge is a strange economic resource because, unlike other resources, it tends to increase the more widely it is used. As we have seen, this process is accelerating dramatically.

The teacher remains crucial in the sharing and expansion of knowledge. Though your roles might change, and the tools available to you will expand, you remain pivotal in the development of our human resources.

I envision a synergistic relationship between you and people like ourselves who are working to provide you with better tools. Co-operation between educators and broadcasters achieves an effect that is greater than the sum of results they can produce independently.

I have outlined the rapid and pervasive development of television. But for all of its impact, the potential of the medium is barely tapped. The question still remains: What are we going to do with this medium?

I have suggested that we have just enough experience to tell us that we can put it to work effectively in behalf of educating the next generation. There is enough potential there for us to feel, like Pogo, that we are "surrounded by unsurmountable opportunities."

There is a challenge in this next generation for all of us who are concerned with the young—teachers, producers, broadcaster, parents and citizens.



The Class of 1973

CLASS NOTES

Nineteen seventy-three

Congratulations to the recent graduates named to the following teaching positions: MAXINE ADELSTEIN, media specialist, Lesley College; JEAN BARTOLUCCI, second grade teacher, Burlington, Mass.; ELAINE BURKE, second grade teacher, Arlington, Mass.; SALLY-ANN CAPLIN, special education teacher, Framingham Children's Center; GWEN CLARK, second grade teacher, Needham, Mass.; ROBIN CUMMINGS, fifth grade teacher, Conway, N.H.; PATTIE DEBON, kindergarten teacher, Norton, Mass.; LINDA DISKIN (G), special education teacher, Brockton, Mass.; NANCY DOYLE, kindergarten teacher, Marshfield, Mass.; LIVIA GELZER, first grade teacher, Lakewood, N.J.; SANDRA HALADY, second grade teacher, Falmouth, Mass.; GWEN HERSTAD, third grade teacher, Hingham, Mass.; KRISTINA HRIBIK, second grade teacher, Weymouth, Mass.; JEAN LINZEE, second-third grade teacher, Orange, Vt.; CYNTHIA LOWENTHAL, kindergarten teacher, Wilmington, Mass.; MARTHA MIGLIORI, MR teacher, Haverhill, Mass.; MARCIA PACKER, MR teacher, Port Jefferson, N.Y.; LINDA KRON PINANSKY, fourth grade teacher, Mansfield, Mass.; FRAN POMERANTZ, fifth grade teacher, Paradise Valley, Ariz.; ELLEN ROSENBERG, ED teacher, Amherst, Mass.; BARBARA SEITZ, fourth grade teacher, Pembroke, Mass.; DINA SHAPIRO, resource teacher, Syracuse, N.Y.; SUZANNE STRAUS, second grade teacher, San Mateo, Cal.

Members of the Class of '73 who will be attending graduate school include: LINDA FRIEND and DEBORAH FLETCHER, both accepted at Tufts Graduate School of Education; BARBARA GREENLAND, Adelphi University Lawyer's Assistant Program; CLAIRE PUTNAM, Smith Graduate School of Social Work, and DIANE

SCHWARTZ, N.Y.U. Graduate School.

Nineteen seventy-two

Now living in Brooklyn, N.Y. are LESLEY BADER SCHREGER and husband Ira, wed in Sept., 1973. □ ROBERTA KEAT GAETZ writes that she and West Point Cadet, James R. Malcolm, are planning to be married in June, 1974. Roberta is leaving her job as director of admissions for a girls boarding school (where she succeeded in doubling the enrollment for next year) to return to school full time to finish her degree.

Nineteen seventy-one

Living in Newton since their April 14 wedding are Mr. and Mrs. Robert Greenberg (MARJORIE SCHACHTER). □ Another April bride was JENNIE FONG, married to Ens. Ming Lee. He is a Navy instructor at Marc Island in California.

Nineteen seventy

ARLENE MERRILL RUBIN (G) became Mrs. Tom Ellis on March 15. Arlene was a principal and teacher at the Wellington Hall School in Salem. Tom is the anchorman for WBZ-TV, Boston. □ SUSAN NORTH MITCHELL has joined the staff of the National Alliance of Businessmen in Portland, Me. The Alliance was formed in 1968 to find meaningful jobs for chronically unemployed or underemployed people. Susan will interview disadvantaged people and refer them to jobs for which they are specifically suited.

Nineteen sixty-eight

ANN DRINKER (G) married Earl Retherford of Waterford, Conn. on April 15. The couple

is living in Quaker Hill, Conn. □ Claymont, Del. residents SHELLEY RAPHAELSON TIBER and husband Abe are the proud parents of a son Matthew, born on May 21.

Nineteen sixty-seven

REBEKAH HOFFMAN was the spring bride of Gerald Mark Farber of Marblehead. The new Mrs. Farber is a teacher in Cambridge, Mass. and her husband, a graduate of Bryant College, is director of a therapeutic residential community.

Nineteen sixty-six

Now living in Rochester, N.Y., are Mr. and Mrs. (JUDY GOOTKIN) Robert Harvey and their son Jonathan Michael, born this past January. Bob practices law with the firm of Nixon, Hargrave, Devans and Doyle. Updating her experiences since graduation, Judy wrote, "When Bob was in the Navy, we lived in the Bahamas for 2½ years. While there, I started my own kindergarten for military and island children. There had not been any scheduled activities for children younger than first grade. One of my students was Michael Thomas, son of ANN BRONSON THOMAS '57. □ CONNIE MURPHY TREEN writes about the arrival of her third child, first son, J. Michael. Connie has been appointed registrar of the Little Folks School in Attleboro.

Nineteen sixty-one

PRISCILLA HENRY CURRIER is currently a teacher for the Pre-School Nursery of the YMCA in Middletown, Conn.

Nineteen fifty-nine

JANE ANN ROBERTSON RYER writes that she and husband Bill and daughter Victoria, 2, are moving to a new home in Winchester. After graduation Jane received a master's in education from Boston University and later graduated from the Learning Disabilities Course at the Massachusetts General Hospital Language Clinic. She is currently a part

time learning disabilities teacher in Cambridge. Jane also mentioned, "I see KAY HALLORAN BRENAN and BARBARA HARRISON DINE often. Kay has two boys and Barbara is the mother of two girls."

Nineteen fifty

MRS. GEORGE HECKLER (JANE McCARTHY) of Higganum, Conn. and family are planning a summer reunion with SUZANNE STETSON SHOWN and her family, now living in California.

Nineteen thirty-four

An article in the **Cambridge Chronicle** recently featured DOROTHEA MASSE, who retired after 34 years as a kindergarten teacher with the Cambridge Public Schools. A dedicated and enthusiastic teacher, she said, "Kindergarten is being alive. It's going places and doing things. Kids are people and in their own minds they think they're all grown up."



ALUMNI AWARDS WERE PRESENTED at the May 5 Homecoming Luncheon held at the Holiday Inn, Cambridge. F. Weston Prior, former vice president for development, was the recipient of the 1973 Alumni Award. Anne Sockol Segal G58 (right), chosen as one of America's Outstanding Elementary Teachers for 1972, was the recipient of an Alumni Recognition Award. Marguerite Shamon Delany '50 (left) presented the honors.

Nineteen thirty-two

JOSEPHINE PERKINS writes that she retired after 40 years of teaching first grade in her hometown of Georgetown, Mass. She said, "I want you at Lesley to know that I owe a great deal of my enjoyable teaching years to the valuable background of that wonderful school." Josephine is keeping extremely busy during her retirement working as a substitute teacher and as a tutor.

DEATHS

We record with great sorrow the death last December of MRS. ELINOR McDERMOTT GALVIN '40.

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

AWARDS PRESENTED AT HOMECOMING LUNCHEON. Congratulations to F. Weston Prior, former vice president for development, recipient of this year's Alumni Award, and to Anne Sockol Segal 'G58, Roberta Etter Dallin '65, and Deborah Lavigna Shaw '64, recipients of Alumni Recognition Awards. Marguerite Shamon Delany '50, chairman of the Alumni Award Committee, presented these awards along with certificates of honorary membership to Eleanor Eddy, a Lesley incorporator, and Alma MacCormack, retiring faculty member Janice Alston '74 and Janet Gary '74 were awarded scholarships of \$1,000 each by Joanne Lipscher Goodman '66, chairman of the Alumni Scholarship Committee Nominating Committee Chairman Lorraine Blondes Shapiro '42, installed Ellen Green Bloch '61 as president of the Alumni Association; Ann Cleveland Lange '59 as treasurer; and Marjorie Hill '72, Alfred Badger 'G 64 and Mary LaMarche '68 as members of the Board of Directors. Installed for a second term were Marguerite Shamon Delany '50, first vice president; Elizabeth Klaiman 'G65, second vice president; and Marjorie Stone Tanzer '64, secretary.

Ticket sales for the 1973 Alumni Raffle will continue through mid October. Won't you help your Alumni Association offer increased scholarships by selling raffles? If yes, contact the Alumni Office.

Mrs. Aphia Crockett, wife of Dr. Mark V. Crockett, former Lesley faculty member, is currently living in Sturbridge Village, Mass. She cordially invites alumni traveling to Old Sturbridge Village to visit her.

California Artist Designs Tapestry

"To touch a child's dream—to reach a child's hopes—to help discover the possibilities are without end is to be a teacher."

These words appear on an original tapestry collage created by Helen Webber, a designer/illustrator from San Francisco. They express the artist's thoughts about being a teacher—thoughts which undoubtedly are the hopes of teachers everywhere. The eight by ten-foot tapestry, which is made of heavy upholstery fabric, is displayed on the first floor of the New Library.

Although Ms. Webber feels that the interpretation of the tapestry should be left to the viewers, she expressed some thoughts which went into the design. "The child flies a kite in which there is a repeat of everything in the environment. I think of the kite as representing a transformation of reality into another realm—one of aspirations, hopes and creativity."

She continued, "The birds represent the growing and going, non-static aspect of living, and I see the sun as a source of light and inspiration. The children on the bottom, with their faces looking upward, symbolize hope."

Ms. Webber earned a masters in art education from Rhode Island School of Design. Her extensive experience includes designing animations for children's films and illustrations for records and books.

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Cherry Arms	\$54.00	\$1.62	\$55.62
Black Arms	52.25	1.57	53.82
Boston Rocker (Black Only)	41.75	1.25	43.00

* Out-of-state residents are not required to pay Mass. sales tax. Mass. residents must add sales tax to basic cost in order to obtain total cost of each chair.

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Examples of shipping charges for rocker:

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