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TOUCH A CHILD'S DREAM TO REACH
A CHILD'S HOPE TO DISCOVER
THAT THE POSSIBILITIES ARE WITHOUT END
IS TO BE A TEACHER
Commencement Address

TELEVISION AND
TEACHING: THE
SECOND
GENERATION

by David D. Connell

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)
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."

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.
“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 ahumane 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. He 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.
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 halfway 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 could be to increase "on target" communications between the two entities."
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.

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

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

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.
more than 25 years after the
electric light first came along,
the really constructive
development didn't begin until the sec-
ond 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 re-
ceivers 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 re-
cently, 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 per-
cent of all homes in the United
States have television sets.
This season the rating firm of
A.C. Nielsen 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 perva-
sive medium in our culture, es-
pecially among youngsters.
A nationwide poll this year re-
ported 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 me-
dium 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:
its 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 sym-
pathetic 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 fal-
tering 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 deci-
sions 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
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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 cer-
emonies 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 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.
Nineteen seventy-three

Congratulations to the recent graduates named to the following teaching positions: MAXINE ADELSTEIN, media specialist, Lesley College; JEAN BARTOLOCCI, 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.; ELAINE BURKE, second grade teacher, Needham, Mass.; who will be attending graduate school full time to finish her degree.

Nineteen seventy-two

Now living in Brooklyn, N.Y. are LESLEY BADER SCHREGER and husband Ira, wed in Sept., 1973. □ ROBERTA KEAT GAETZ, married to 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 (MARGORIE 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 teacher at the Wellington Hall School in Salem. Tom is the anchor 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 GOTT-KIN) 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 2 1/2 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."

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.
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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LESLEY COLLEGE CHAIRS

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"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. Make checks payable to Lesley College Alumni Association. Checks must cover cost of chair(s) plus the Massachusetts sales tax is applicable.

Shipping charges will be due upon delivery to destination. Chairs will be shipped directly from Gardner, Massachusetts. Allow two to four weeks for normal delivery.

Examples of shipping charges for rocker:
Gardner, Mass. to: Shipping Cost (Approximate)
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San Francisco 27.80
New York 16.80

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Type _______ Captain's Chair
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Ship to:

(Name)
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(City, State, Zip Code)

Enclosed is a check for $______