Spring 1974

Lesley College Current (Spring, 1974)

Lesley College

Follow this and additional works at: https://digitalcommons.lesley.edu/lesley_current

Recommended Citation
Lesley College, "Lesley College Current (Spring, 1974)" (1974). Lesley College Current. 7.
https://digitalcommons.lesley.edu/lesley_current/7

This Book is brought to you for free and open access by the Special Collections and Archives at DigitalCommons@Lesley. It has been accepted for inclusion in Lesley College Current by an authorized administrator of DigitalCommons@Lesley. For more information, please contact digitalcommons@lesley.edu.
"May we walk in beauty
With beauty before us
And beauty behind us
And beauty
All around us."

A NAVAJO CHANT FROM "BLESSING WAY"

INTERVIEW WITH DR. PAUL WALSH
ALUMNA SHARES ADOPTIVE EXPERIENCES
AND MORE — INSIDE
A Message from Jane Mackechnie, Assistant Director of Placement, to all Alumni of Lesley College.

The Placement Office is pleased to announce that 90% of the members of the Class of 1973 who sought teaching or educationally-related positions are employed in fifteen states and one foreign country. Much of our success is due to alumni support of the Lesley Senior and Graduate Student.

Once again this year, the Placement Office — in cooperation with the Alumni Office — is maintaining a file of active alumni willing to offer information about their community and schools to Seniors interested in teaching in their respective area. In the past, Lesley alumni have proven themselves an excellent resource for job possibilities.

As one Lesley alumna recently stated after being hired by another alumna, “The older we get, the more we realize the value of a Lesley education. We seem to value it in each other.” Thankfully, Superintendents of Schools realize our value too!

If you are not already on our list of alumni able to offer assistance, and you would like to do so, please let the Alumni Office know of your interest.
How did you originally get involved with American Indian Affairs?

As a consultant to various departments in Washington, D.C., I secured a contract from the Bureau of Indian Affairs for overall economic development for the Havasupai Indians in Southern Arizona — an economically disadvantaged population that exists in the bottom of the Grand Canyon on the southern rim. This program was all encompassing in that it dealt with tourism, housing, economic development, manpower skills, education and health services. It was very successful in developing access to additional federal resources for the Indians. As a result of this project I became familiar with similar problems other tribes were having.

Who are the Southern Arizona Papago?

I have worked a great deal with the Papago tribe. It’s difficult to integrate with their culture because of an anthropological situation involving emotional in-breeding — basically a tight clanship family structure; and on the reservation, the Papago don’t easily accept people outside their clans. They’re spread out in dribs and drabs all over the southern Arizona desert. Therefore, no central population center exists. They have been under great stress due to barren land, and now the discovery of enormous copper deposits on the reservation will result in a tremendous economic boom and radical social change. This raises questions about their ability to maintain their cultural heritage, or at least to control their own rate of social change.

Do the Indians resent your visits and studies of them?

I would never study Indians in a sense of using them as guinea pigs. I think most of my work has been action-oriented — an attempt to take a problem identified by the Indians and help in some way with the solution. I do believe that at the outset all Indians are somewhat suspicious of “white-eye,” as they refer to the white man. If you work with their variables and are able to deliver results, then they are grateful. Unlike many other cultural minorities in the United States which cannot get over their hatred, the Indians do not classify all white men as bad, though they have suffered perhaps more than most. I’ve been lucky in having a good staff. As a result the Indians welcomed our visits and worked with us when we attempted to assist them.

Did you actively participate at Wounded Knee? Do you think it was a “victory” for the Indians?

As a consultant to the Government, I had the opportunity to visit the first weekend during the Oglala-Sioux Wounded Knee situation, to meet with Indian leaders and government agents in an attempt to isolate an issue which could be negotiated. I don’t consider it a “victory” for the Indians. The problem was different than presented by the press. Actually, it was a question of tribal council power structure. I was only involved in the early issues which revolved around three hereditary and two elected chiefs, one of the hereditary chiefs being the tribal chairman. After some work in translating the constitution, the tribal council was expanded to seven members — four elected and three hereditary. Therefore much of the economic exploitation, which was carried on by an outside white tourist trading post company with the concurrence of the hereditary tribal council chairman, was greatly reduced.

The economic situation became more favorable for the Indians. What really happened at Wounded Knee was that the National Council of Churches and AIM (the American Indian Movement) both exploited the situation to dramatize overall Indian problems. This situation was uncharacteristic of the Oglala-Sioux. Many other tribes have a more militant stand, but the Oglala-Sioux are an extremely peaceful people. Generally the consensus of the tribe was that it was somewhat used in the crisis situation by several of the younger leaders. There is a very definite generation gap on many reservations.

Recently the American Indian Movement suffered a severe blow when their candidate for the Oglala-Sioux tribal president lost. AIM was defeated in its attempt to take over the government of the huge reservation by election, as they had also been when using force.

(continued)
Paul, do you plan to publish any of your research on the Indians?

I've done a number of publications on the Papago which have appeared in government and Indian publications. With the Navajo, I published an article called "Custer's Victory: Dick and Jane on the Navajo Reservation," which appeared in several periodicals and journals. I examined elementary reading on the Navajo reservation and how ridiculous it is to utilize white middle-class symbols, such as Dick and Jane, which are the antithesis of Indian culture.

What do you personally think of adopting American Indian Children?

I think it's great! I would like to see abandoned orphans and Indian babies adopted by white, middle-class couples. I think it's good for both the child and for what it brings to the couple.

Have Lesley College students shown any interest in American Indian Affairs? Do you do any work on it in your classes or through the January Program?

I utilize my background of having worked with various Indian tribes in my classes when I can. Indian affairs are not really established at Lesley College, or, for that matter, at any other eastern seaboard university with which I am familiar. I have had January Program students who wanted to live on reservations, and I've made arrangements for some of them in Maine and Arizona.

Can the Lesley community do anything to help the American Indian plight?

I would think the first step would be to identify a Lesley concern for American Indians. Lesley is unique in that it deals primarily with early childhood education and has expertise in that area. It would probably help the College to take on a project, one specific tribe, and use its skills in field programs of an on-going nature. Many schools have departments of Indian Studies, and interest in Indian Affairs in the past five years has dramatically increased. One must still emphasize the enormous difference between Indian and White culture. Rather than become involved in "liberal do-gooderism," any commitment to assist Indians should be continuous, with benefits designed primarily for the Indians. Such a commitment, of course, would do a great deal for the educational nature of Lesley College.

* * *

Paul A. Walsh has been Assistant Professor of Education at Lesley College for two years. He earned his B.S., Ed.M., C.A.G.S., and Ed.D., from Boston University. Dr. Walsh has a wide background in working with economically disadvantaged populations. While in Hawaii, he developed educational programs with native Hawaiians, Samoans, Chinese, and Japanese. He developed the insights reflected in this interview while working with Indian tribes such as the Havasupai, Hualapai, Cocopah, Apache, Papago, Hopi, Choctaw, and the Navajo.
Alumni Profile: Nonnie Goodale Wilson '64
A Very Special Christmas Gift

It has been many years since I lived in White Hall overlooking the Harvard Law School. I met Bob my freshman year at Lesley. Both of us look back on our five years in Cambridge with great fondness. Harvard was so large, however, that Bob found Lesley a much warmer, friendlier place for relaxation. The two years I was housemother in a freshman dorm, Bob was an integral part of my life with the Lesley students. We will always remember the engagement party the girls gave us. In fact, those two years were so rewarding that we decided to spend our first year of marriage as Lesley's first houseparent team! I taught at the Lesley-Ellis School, and Bob finished his Ph.D.

Bob then served his military commitment, and we spent two years in Georgia and Maryland. He then accepted a position as science teacher, housemaster and coach at Phillips Academy in Andover. We have been there for seven years and love it. Two years ago I was offered a job as social worker at the New England Home for Little Wanderers in Boston; and for the past two summers we directed Tamarack Farm, a co-ed wilderness work camp for teenagers in Vermont.

Presently we are in Colorado on a sabbatical leave. Bob is studying chemistry and writing a new course on resources, energy and pollution. I have a job as a guidance counselor. Although I enjoy being back in education, I think that after you have read about my experiences, you will understand why I plan to return to social work and locating parents for children with special needs.

I hope that by sharing this with you, the Lesley community will better understand what these children go through.

* * * * *

This article represents the first in a series of Alumni Profiles. I hope you too will share your experiences with the Lesley community, or let me know of an alumna who should be contacted. Nonnie Goodale Wilson '64 explains why she has chosen to share her gripping, sometimes humorous, always memorable narrative with you.

In the fall of 1969, after many long discussions, Bob and I finally decided that we should adopt our next baby. Chris was a bright, happy, athletic, healthy three-year-old, and Meg was pretty, cheerful, delightful, age 1½. We felt very fortunate and grateful. We wanted more children, yet we could not justify having more naturally when we kept hearing about over-population and children who were in need of homes.

We called several agencies to inquire about adoption procedures and prospects, but each time we were told that the only children available were older and emotionally disturbed or handicapped. Each agency indicated we would have to wait six to twelve months for a home study. This lack of encouragement was difficult for us to understand because we were certain there were scores of children needing parents.

We discussed very honestly what kind of child we would like to adopt. He had to be athletic, bright, handsome, stable and very young. Four would be the oldest we could possibly consider, but we were not even keen on that. We talked with our son Chris very casually about a third child for the family. As far as he was concerned, "big brother" had to be able to play hockey. Chris began a collection of items for him: a hockey helmet and stick, football and numbered shirt, etc. In 1969, sitting upon Santa's lap in the usual Christmas department-store scene, when Santa popped the question, "the only thing I want is a big brother. But you better be careful getting him down our chimney."

(Continued)
It became clear that no very young, bright, athletic, etc., little boys existed who needed homes. We were discouraged but equally confident that there must be a child for us, somewhere. I will never forget the day we were told about one boy who was not at all what we had in mind; but perhaps we would like to hear more about him. He was 9½-years-old, small for his age, extremely slow in school, not terribly well coordinated, withdrawn, and part Menominee (American Indian). As a youngster, he had been put in an Indian foster home. At five he was put up for adoption, but his foster family could not afford him. He was then put on a list of children who needed parents and was placed in a white, middle-class home in Massachusetts.

Due to personal problems, however, the family decided they could not go ahead with the adoption, though they had been with them nearly a year. He was then placed in the New England Home for Little Wanderers — a frightened, confused, withdrawn, angry, untrusting little boy. At New England Home, with the help of an excellent professional counseling staff, he began the difficult struggle of developing a sense of self-worth and confidence. His name was Jon.

After hearing about Jon, we had to admit to ourselves we could not refuse a needy child simply because he was older, slow in school, “not athletic,” and so on. These considerations began to appear to us increasingly superficial. We wanted to find out more about him, hopefully meet him, and then decide. But from the day we learned of Jon, he unexplainably began to grow in our hearts.

Due to Jon’s past severe disappointments, we could not meet him until we had made a final commitment that we definitely wanted him. That was one of the most difficult decisions we have ever made. Although somewhat frustrated, we were eventually able to say yes, we would take Jon, without ever having met him.

Finally in March the day came when Jon was ready to meet us briefly. It makes me cry, even now, to think of the feeling I had the first minute his big, brown, cautious but twinkling eyes met mine. Something happened inside me that is hard to describe, but I knew Jon was ours. I just wanted to grab him; but I could see he was apprehensive and distant. We played with the toy we had brought him, and then he took us to see his rather barren room.

After the visit, Bob and I left New England Home hugging each other with tears of joy and happiness. He was ours without question. We both felt an immediate love and attraction for him. For three months we saw him only on weekends. At the end of the school year, Jon was finally permitted to come to live with us in Andover. No more Sunday night fears of leaving him at New England Home; no more casting a last look at his hand waving at us from a window as we drove away.

Our first year was fairly easy. Jon was quiet and seldom did anything seriously wrong. But he felt and acted like a guest, perhaps because we often treated him like one. We later realized that Jon still had a very real omnipresent fear of rejection.

Jon related to our animals (dog, cat, gerbils, goldfish) extremely well, but not to people. Animals held his attention, offering a simple, secure relationship. He trusted them, but not us. He would laugh when tickled; but never just laugh or smile because he was happy. When something did not go his way, he would just fold his arms and stare.

Jon did play endlessly with Chris and Meg. They worshipped him. There were almost no fights or any problems when they all played together. Jon tended to dominate the play by directing the roles, but the others did not seem to mind.

In school Jon was withdrawn, quiet and very disinterested. His work that next fall was on about a first-grade level, and his progress over the next couple of years was slow. It was discouraging for Jon and for us. Bob and I became involved with helping in the school as much as possible, and Jon claimed this made him somewhat better about school and his teachers. They tried hard to work with him but I suspect that, much like Bob and I, they frequently made exceptions for him, which was not what he needed.

During his third year we started an activity program which operated during school time after lunch. Children could choose various special activities led by teachers and parents. On those days Jon was insatiant about not missing school. He would even mumble a slightly enthusiastic comment about what he had done. I remember his smirk when he said, “Hey Mom, want me to cook supper?” He had learned some cooking in school. That was a start, but it was a long time before Jon really enjoyed and looked forward to school.

We used to worry about the fact that Jon had no friends, other than Chris and Meg. He just was not like the other nine-year-olds in our neighborhood. He was not terribly sad, but he was far from happy. Jon was also extremely modest and consistently closed his door to get undressed. He religiously locked the bathroom door. We will never forget the day when Chris, who usually wore as little as possible, came running out and gleefully exclaimed, “Hey, guess what, Jon does have a penis after all.” It took Jon almost a year to feel secure enough to join the other kids for a bath; or to allow them to be in his room when he undressed.

A minor though irritating problem was that Jon had no respect for personal belongings. He lost 17 pairs of socks that year, three pairs of shoes, endless jackets, shirts and sports items. Suddenly toys that had been in the family for years would be mysteriously broken. When Jon was asked about a broken toy or lost article, he usually responded with a cool, aloof stare and said, “I don’t know.” It was obvious that Jon had never known what it meant to own something, especially a possession that required some care.

Whenever we were leaving for a trip of some kind, even just going into Boston for the afternoon, Jon would often stall, break something, or somehow cause a slight scene. We would be an hour late and frequently end up not going at all. I would try talking to him, leaving him alone, or asking questions I knew he could answer. But nothing seemed to work. I remember many occasions when I knew he wanted to cry, or to be held, but something inside forced him to just stare out the window, hiding his deepest thoughts. We desperately hoped he would cry, play tricks, show anger, laugh, anything instead of being the unemotional “good little boy.”
In June 1971, one year after Jon had been placed with us, Chris, Meg, Jon, Bob and I went to court to legally adopt Jon. Even though it was a bit of a letdown—you stand in line, walk in, and sign a paper—it was a psychological turning point for our family. Four months after we legally adopted Jon, he fell off his bike and cracked his knee. At first I was alarmed; but I was thrilled that he let me hold him with tears streaming down his face—and mine, too.

Not long after that, Jon and I had a long discussion on what legal adoption meant. He openly asked if it meant we could not give him back, "no matter what." I told him that no matter how bad he was, or how much he wanted to go back, that he was ours and we would have to stick it out together. He smiled and said that he would have to stay at home until he was thirty to make up for the lost time; and to "catch up with Chris," meaning the time Chris had been with us before he arrived.

Then we began to notice Jon was doing some rather strange things: he would plop down on my lap and ask me to read a story; he would crawl on the floor and eat with his hands occasionally; or he would act like an infant, giggling and continually baby-talk. We grew alarmed when this behavior continued for a month. I was too embarrassed to call someone because I was afraid they might say, "See what you've done to him." After being with us for a whole year, I was sure this infantile behavior was somehow a product of our influence.

One incident was particularly memorable. Bob and I were having a rare, quiet dinner alone while the children were taking a bath. Suddenly we heard gales of laughter and ran out to find not only Meg, Chris and Jon in the tub, but Fritz—our obse lab retriever—in with them as well. Water was gushing over the sides, and the walls of the bathroom were decorated with gobs of wet toilet paper. We sternly asked them all to get out and clean up the mess. Fritz sat there, contentedly, tongue hanging out with a "what, me worry?" look, water dripping from his ears. Jon stood there naked while Chris and Meg began to slowly pick up, amidst vociferous claims of injustice. After asking Jon several more times, and his retaliating, "No, make me," I finally lost the composure I had so carefully cultivated for over a year. I grabbed him and branded his wet bottom with a nice, hard slap. We were shocked to see Jon screaming and acting as though he had suffered an excruciating sting. He proceeded to throw things while screaming and kicking on the floor. I was certain I had maimed him for life. Bob and I had an emergency huddle, and I ran off to phone a social worker friend of ours while Bob attempted to calm Chris, Meg and Jon. Fritz, meanwhile, howled his mournful concern over the chaos.

As I was dialing, Jon walked in, tears all gone. He appeared mildly miffed and confused as to why I was calling the social worker. I explained that it was because of what I had just done to him. He smiled warmly and said, "Oh, Mom, don't worry about that. Now I feel like part of the family." I can still hear those words. We hugged, and I cried a silent sigh of relief.

That night Bob and I talked endlessly about what we both saw Jon doing. Bob felt that Jon was going back to being a baby and reliving the various stages most children go through. Perhaps I was just too involved to be able to see this. He suggested we let Jon continue to be a three-year-old, and that we not stifle his regression. We agreed to let his behavior continue with no interference from us. Within four months Jon was much less demanding and suddenly became a delight to have around. He began sharing toys again, became cheerful, and would usually do what we asked. Jon continued to go through other stages, almost as though he had taken the notes from my Lesley child development course and memorized them as a script. The bathroom stage was his longest one, complete with a "poo-poo" vocabulary that drove us nuts. By this time, two years after Jon had joined us, we were feeling more secure. As we became more relaxed, he moved on through some of the stages more quickly.
MORE RECENTLY, he proudly announced that he has lost only four pairs of socks, one pair of mittens, no jackets and no sports equipment for an entire year. He had made one close friend in Andover last year and was crushed at first about our leaving for Colorado. Out here, however, Jon developed a friendship with a Japanese boy. He told us they never fight because they cannot understand each other. Jon tends to be unusually moralistic in his relationships with peers. More than once this has put other kids off because he would too readily judge something they did or said. Several times Jon found it easier to write an "I'm sorry" note to his friend Hal than to verbalize his feelings.

Jon still has problems, of course, but most of them are fairly normal ones. He recalled that it used to take him two hours to get to the heart of a problem; whereas now it is only a matter of minutes. Jon can now cry, shout at me or his siblings, and express his anger more easily. Most important of all, he has developed a beautiful, natural laugh.

Jon is still hesitant about bringing up feelings, without being asked, but there is an infallible sign that tells us when something is amiss: he sleepwalks and talks at the same time. He appears awake, but he babbles incoherently. When we talk to him there is no response, and it is obvious he is in a trance. The next day it eventually comes out that some schoolmate had called him a "dumb Indian;" or a teacher blew up at him; or he broke or forgot something.

CHRIS, NOW AGE 7, is still totally devoted to Jon. As Jon began to play more away from home, Chris had a feeling that Jon had rejected him; but he would tell him this, and Jon would then make an effort to spend extra time with him. Chris, meanwhile, is very sensitive to the fact that Jon has some trouble in school. One day last year they walked in the house and tossed the exact same papers on the table. Chris noticed it immediately and, in an encouraging tone, said: "Hey Jon boy, your writing is sure better than mine."

Every time we watch Chris and Jon walk off together with their hockey sticks, or football gear, we have to smile and muse that somehow — perhaps providentially — Chris knew exactly what he was doing when he asked Santa for a "big brother" that special Christmas in 1969.

***

photographs by Nonnie Goodale Wilson

Editor's Note: Believe it or not, there is much more to the Wilson's story. Because of space limitations, I could not include the section on Steve, a battered child who "came for the weekend and has been with them ever since." I would be happy to send upon request an unedited copy of this equally moving and informative "second episode." Nonnie is currently in the process of writing a book on her amazing experiences with special-needs children. I extend to her, and to her family, the very best of luck.
ANNUAL FUND FIGURES UP

HANKS TO THE COMBINED EFFORTS of Alumni Annual Fund Chairman Elizabeth Moran Polachi '50, Graduate School Chairman Betty Klaman G55, Class Agent Chairman Trudy Vernon Magid '42, Dialathon Chairman May Hogan '26, and our 52 devoted Class Agents, the Annual Fund drive to date has far exceeded last year's figures. There has been three times as much participation this year, and contributions received suggest that we will raise twice as many dollars! These encouraging figures indicate that more and more Lesley alumni are joining in support of their college, and as generously as possible. Mrs. Polachi thanks all who have thus far supported the Annual Fund Drive.

CONSTITUTION AMENDMENT ACCEPTED

AT THE JANUARY 1974 OPEN MEETING of the Lesley College Alumni Association Board of Directors, it was unanimously voted to accept the proposed Constitution change. All alumni are now eligible for chairmanship positions relating to activities and programs sponsored by the Alumni Association. If you would like to share your talents and interests with your Association, please contact President Ellen Bloch, or fill out the card on the back cover.

Patti Schwartz

The Lesley College Alumni Association cordially invited all alumni and friends to a Sherry Hour following the Conference. Pouring the punch is Myrtle Peirce Aulenback '39, a teacher in Lexington for many years, on her extreme left is Virginia Maloney '55, heading a child care and development program at Bryant-Stratton Junior College; and Mary Wright '56 & G58, currently involved with "Zoom" on WGBH-TV, as their Training Director of Volunteer Workers.

Alumni Hall

IN 1924, LESLEY’S ASSEMBLY HALL served as a setting for teas, Christmas parties, convocations, and vesper services. In 1950 it was converted to Livingston Stebbins Library as a study and reference room. Remember all the hours you spent there, cramming for exams, sipping tea, having parties, and finding materials to use for student teaching? When our new library facility opened last spring, Stebbins was emptied. But not for long. In January 1974, the Alumni Association voted to raise $25,000 toward renovating Livingston Stebbins Library and renaming it Alumni Hall. Enhancing the image of the Association, this multi-purpose function room will fulfill practical needs of the College. It will give alumni a "place of their own" in a setting used by Lesley students for the past 50 years. Already over $5,000 has been raised for Alumni Hall, and students sponsored an Alumni Hall Fund Benefit Evening of mixed entertainment in Welch Auditorium in late March. News of future fundraising events for alumni will be forthcoming, but we need your support now. Those interested in playing a part in making the venture a cooperative success are urged to contact Alumni Hall Committee Chairman, Margaret Shamon Delany '50.

HOMECOMING — MAY 3-5

HOMECOMING IS JUST AROUND THE CORNER, with a potpourri of activities slated for May 4. Highlights include the Annual Reunion Luncheon to be held in Alumni Hall, class meetings, workshops, campus tours, evening entertainment, and much more. Plan to come early and stay late. It will be great to see old friends and familiar faces on our lovely new campus. Homecoming Committee Chairman, Marjorie Stone Tanzer '64, and her committee are in the process of planning an unforgettable, active homecoming weekend.

Homecoming Committee members include: Gladys Chisholm Callaghan '24, Helen Mather Benjamin '29, Thelma Robin Leshner '34, Eileen O'Leary O'Loughlin '39, Mary Phillips Law '44, Norma Perkins Barrows '49, Joan Cole Collins '54, Joyce Lane Grimmings '59, Judith Diggs Potter '64, and Arlene Glaser Sobol '69.

CREATIVE TEACHING IDEAS AS A RESOURCE

IN COOPERATION WITH LESLEY STUDENTS, the Alumni Association is planning to jointly publish a book full of successful and exciting teaching ideas. Most of you were or are creative teachers: so jot down all those terrific lessons you taught, scrounge around for your old lesson plans, and record the best of the ones you are using now. We’ll be telling you more about the publication and asking for your ideas soon.

Speaking of publications, Graduate School catalogs 1974-75 are available upon request from the Alumni Office to those of you who have not received them by mail.

A WAY TO REMEMBER

REMEMBRANCE FUND CARDS are sold by the Alumni Association and used by our alumni to acknowledge personal occasions in the lives of friends or relatives. Attractive and practical, they may be purchased for $2 each, or in packages of six for $10. If interested, please contact the Alumni Office.

SPECIAL RECOGNITION FOR SPECIAL ALUMNI

AT THE 1973 ANNUAL REUNION LUNCHEON, Anne Sokol Segal G58, Deborah Lavigna Shaw '64, and Roberta Etter Dalin '65, were recognized for personal achievements. If you, or an alma mater you know, have done something outstanding, unusual, or just special — or have been recognized or honored for a personal accomplishment — please let us know. Alumni Award Chairman, Lorraine Blondes Shapiro '42, and her committee welcome and await your suggestions.
A full house of alumni and their friends enjoyed continental breakfast while taking in fashions at the Alumni Association's 4th annual Scholarship Fund Benefit, at the Lord & Taylor Bird Cage Restaurant. Ann Cleveland Lange '59, Treasurer of the Alumni Association, was Chairwoman of the event — and a very skillful one at that: a profit of $330 was raised for the scholarship fund. Do you have a Lord & Taylor nearby in your community? It is both easy and fun to sponsor a fund-raising fashion show, and a good way to meet informally with alumni in your area. Please contact Mrs. Lange or the Alumni Office for organizational details.

Leslie Orton (left) and Barbara Barron Schilling '50, last year's alumni association president, chat while waiting for the next model to appear.

Winifred Linehan '55 and G57 (right) and her friend enjoyed the fashions. Both friends which she brought to the Bird Cage were raffle winners. Miss Linehan must have brought them good luck.
Faculty Notes

News of Faculty and Administration

INSPECTOR OF SCIENCE, BENNETT BLUMENBERG, will co-author, with Neil B. Todd of Boston University, two articles in "Current Anthropology: "On the Adaptive Radiations of Hominids" and "On the Associations between Homo Austra - lophilicus."

At the December Modern Language Association Convention, Judith Garellick, Lecturer in Humanities, was invited to present a paper on "Marianne Moore, Social Moralist." Dr. Garellick is teaching — among other things — a course on modern poetry. To this end, she arranged for Lesley's participation in the Poets-in-the School Program, funded jointly by the National Endowment for the Arts, the U.S. Office of Education, and the Massachusetts Foundation on the Arts and Humanities. We are fortunate to have KATHLEEN SPIVACK as our spring semester Poet-in-Residence in Dr. Garellick's course, and we heartily welcome her — one of twenty poets selected from the many qualified applicants for this exciting, enriching Program. Ms. Spivack, author of "Flying Inland," will publish a second book of poetry this year. Her work has appeared in numerous magazines and anthologies. She is currently teaching an Advanced Poetry Workshop for Radcliffe College. Ms. Spivack commented that she is extremely pleased with the quality of the poetry coming from the Lesley workshop.

Dr. David Honick, Professor of English, was honored by the most worshipful Donald W. Vose, Grand Master of Masons in Massachusetts, who recently announced the appointment of worshipful David Honick as Grand Steward of the Grand Lodge of Masons in Massachusetts. Dr. Honick has been active in Free Masonry for the past twenty years and has delivered papers on such esoterica as "18th-Century Deism and the Second Degree in Free Masonry," and "Rudyard Kipling's 'The Man Who Would be King' — A Masonic Tale." During January Program on campus, Dr. Honick — together with five students — read exhaustively the Book of Genesis.

Arthur V. Lee, Vice President for Development, served on a panel entitled "Major Gift Solicitation — Motivating and Utilizing the Peer Person," at the American Alumni Council - American College Public Relations Association Conference. Mr. Lee specifically dealt with the topic of corporate giving. Joyce Marshall Snyder '61, Director of Alumni Programs, and Ellen Green Bloch '61, President of the Alumni Association, also attended the Conference in Montreal and returned with new ideas and contacts for the Alumni Association.

Jill Hamilton, Director of the Masters Programs in Learning Disabilities and Emotional Disturbance at the Graduate School, was a resident staff member at a conference on special needs children, sponsored by McLean Hospital in conjunction with Lesley. The conference was designed to explore and develop strategies for classroom integration of children with special needs. Ms. Hamilton also spoke on "What Do I Do When..." at the Cape Cod Instructional Materials Center.

Due to the able leadership and assistance of Lawrence W. Marble, Director of Libraries and Audio-Visual Aids, Lesley College was presented with an Award of Merit for noteworthy achievement in support of the 1973-1974 United Way of Massachusetts Bay Campaign. Larry reminds alumni that they may receive library privileges by contacting him. If you already have a card and are using the 65,000-volume new library, please be certain to return books on time so that the rights of other alumni are not jeopardized.

Dr. Lenore D. Parker, Associate Professor of Education, has been invited to chair a session at the International Reading Association Convention to be held in April in New Orleans. Dr. Parker will introduce the session on "Competency-based Teacher Education" at this annually-held convention attended by over ten thousand members. Dr. Parker teaches, among others, "The Teaching of Reading" course, designed to prepare classroom teachers with in-depth training for the teaching of reading in the elementary school. Lesley is unusual, if not unique, in that it allows the teaching of reading program to serve as an area of minor concentration for its undergraduates.

Dean of Students, Miriam Ritvo, has been asked to be this year's commencement speaker at Garland Junior College. Dean Ritvo will speak on women's issues.

Dr. Mark Spikell, Associate Professor of Mathematics, attended the Southwest Regional Meeting of the National Council of Teachers of Mathematics. Dr. Spikell presented a paper entitled "The Minicomputer and Arrow Diagrams," and conducted a workshop on "Open Ended Discovery Problems" for higher education math instructors.

Chairman of The Board Elected

Eliot I. Snider, President of the Massachusetts Lumber Company of Cambridge, has been elected chairman of the Board of Trustees at Lesley College. A graduate of Harvard College and Harvard Business School, Mr. Snider has been active in higher education for a dozen years. He chaired the Trustees Campus Building Committee for ten years and headed the campaign that financed and built the College's new campus.

"Mr. Snider has a deep concern for the educational programs in which the College is engaging and for those it should undertake," President Don A. Orton said.

Mr. Snider became a Trustee of Lesley College years ago "because an institution that prepared highly qualified teachers has such a strong multiplier effect." He succeeds Robert W. Fawcett, who was chairman of the board for six years. Mrs. Elsa G. Sonnabend was re-elected vice chairman.
NEW ENGLAND KINDERGARTEN CONFERENCE

THE NOVEMBER 30, 1973, NEW ENGLAND KINDERGARTEN CONFERENCE, sponsored by the Graduate School, was bigger and better than ever. Next year, in order to easily accommodate large sessions and workshops, the Conference is moving to the spacious Hynes Auditorium in Prudential Center. Mary Mindess, Conference Chairman and Associate Professor of Early Childhood Education at Lesley, extends her gratitude to the many alumni who again supported the annual meeting. If you would like to participate as a member of a steering committee for future Conference programs, please contact Mrs. Mindess. In the meantime, we will keep you well informed of the developments for what will undoubtedly be another sensational Conference.

Assistant Professor of Education, Robert D. Lewis (left), was one of several staff members from Lesley College who led the Iota Program Workshop. Mr. Lewis, also the Coordinator of Student Teaching, explains the usage of the Instrument for the Observation of Teaching Activities. Two other Pre-Conference Workshops were simultaneously held on campus the day before the New England Kindergarten Conference took place in Boston. They were Record Keeping in the Open Classroom and The Forgotten Language Arts: Speaking and Listening. All three pre-conference workshops were extremely successful, and registration was closed shortly after they were announced.

Edmund W. Ostrander, Associate Professor of Music, gives piano lessons, utilizing the finest electronic equipment. Piano study has become increasingly popular both during January Program, and throughout the remainder of the academic year at Lesley.
RESHAPING GRADUATE EDUCATION

MTA/Lesley

THE MASSACHUSETTS TEACHERS ASSOCIATION AND LESLEY COLLEGE have recently been working together on a number of innovative programs. Beginning in January, for example, MTA/Lesley offered — in a "University Without Walls" project of workshops based on teacher demand — six courses for Lesley graduate credit. As Phyllis Coons reported in the Boston Globe, "Massachusetts teachers are moving to take charge of their own refresher courses thanks to a unique partnership between the MTA, a teachers' union, and Lesley College." The more successfully enrolled courses, such as "Special Education in the Regular Classroom," and "Curriculum Development," will be offered again somewhere within Massachusetts. "The best thing is that teachers will be trying out what they learn in their own classrooms as soon as they learn it, not writing a paper on methods which they plan to use later," commented Associate Professor of Education, Charles S. Clayman. Dr. Clayman is also knee-deep in planning a unique inservice training program, to be jointly sponsored by MTA, Lesley, and The Executive Office of Educational Affairs, Commonwealth of Massachusetts. The theme of the one-day conference, to be held on campus April 4, will be improving in-service education. A follow-up, four-day summer institute, also to be held at Lesley, will enable teams from school districts in the state to design and plan their own relevant inservice training program for the coming year.

Other MTA/Lesley programs, such as alternative proposals for advanced graduate programs, culminating in the C.A.G.S., are being developed to upgrade instructional and professional development of educational personnel. We at Lesley who are involved with this unusual collaborative effort are most enthusiastic about the burgeoning partnership. Dr. Clayman welcomes feedback and suggestions as to what you would like to see established in the way of in-service education.

ANOTHER CONFERENCE, A DIFFERENT THEME

ALSO ON THE SUMMER AGENDA AT LESLEY is an entirely different, but equally exciting conference. As a part of the new graduate programs at Lesley designed to enable educators to prepare for roles as school mathematics resource personnel for K-8 mathematics, Dr. Mark Spikell, Director for the School Mathematics Resource Personnel Program at the Graduate School, has organized the first annual School Mathematics Summer Conference, to be held July 29 - August 6. Outstanding resource people from throughout the country have been invited to Lesley as workshop leaders. Each workshop will be limited to 30 participants, each is one week long, and each carries two graduate credits. Special advanced registration privileges are being extended to our alumni. Take advantage of being a privileged class and contact Dr. Spikell at Lesley to receive a brochure with all the details.

Lesley students read children's mail for the "Zoom," WGBH TV Program, where Mary Wright '56 & '58 worked with 30 Lesley students from Dr. Winifred Lair's psychology class. The learning experience provided a saturation in children's thoughts, ideas, and concerns as expressed in the letters.

LESLEY PROVIDES A ONE-MONTH MODULE IN JANUARY during which students have the opportunity to pursue highly individualized and specialized learning interests both off and on campus. Largely due to the efforts of January Program Coordinator, Dr. Paul Fideler, on-campus activities included an impressive festival of arts. First-rate film classics were screened frequently. A stimulating and engaging panel on sexism and education — co-sponsored by the Lesley Spokeswomen Series — was also very well attended. Other cultural events included an evening with the Vieuxtemps String Quartet. And every morning, the Dean of Student's Office sponsored a "happy hour," where students, faculty and administration met informally over coffee and goodies. Of course the crux of the January Program is the actual sponsor-approved independent study contracted by the students.
Class Notes

1973

On November 18, Diane Corrazini married Thomas Moran Jr. The couple are residing in Waltham. Tobie Elden is working on her masters in L.D. & E.D. at Lesley Grad School. Barbara Selz was wed to John Murray on February 16. Barb is teaching in Pembroke, and the couple live in Weymouth. Anne Lalines Welles (G) is the author of Sound-off 1,2,3,4, and she is a language therapist, Grades 1-6 in Medford. Marguerite Whalen married Stephen Marrano on Oct. 13. Peggy and her new husband are living in Wilmington where she is teaching kindergarten. Eugenia Zanatos married Richard Buba on July 8. They are living in Boston, while Eugenia is teaching F.D. in Lowell. Leslie Ogden (G) and Michael Goldberg were married on November 18 in Marblehead. Leslie is teaching in Canton while her husband attends Suffolk Law. They live in Brighton. Claire Putnam is doing graduate work at Smith College for Social Work. Ellen Block is working for the Los Angeles County school system with disturbed children. Jane Albert is teaching nursery in a school for the retarded and disturbed in Chicopee. Susan Boyson teaches kindergarten in Dracut, Mass. Teaching first grade in Burlington is Carol Clampa. Hilda Cohen is presently teaching 2nd grade in Jonesboro, Ga. Joani Gelmam is the Coordinator of Robert's Community School in Cambridge. Barbara Greenland is in Concord teaching kindergarten. Mary-Jane Heyman is teaching kindergarten in North Providence, R.I. Kathleen McCarthy is teaching the 6th grade in Malden. Congratulations to Kathy, who is also the new regional representative for the Malden-Medford-Melrose area. Katherine Pollis is presently teaching the 4th grade out in Matapoissett, Mass. Clarissa Quints is in South Weymouth teaching kindergarten. And Helen Young is a substitute in the Clark County School District, Las Vegas, Nev.

1971

Patti Baker has taken a position as a librarian at Montgomery (Md.) County School for the Educably Mentally Retarded after having completed work for her master of Librarianship at Emory University, Atlanta, Ga. Jerry and Ellen (Glassband) Margolis are the proud parents of Scott Adam, born January 13. Ellen was formerly a Resource Teacher for the Retarded in Hartford. The Margolis are living in Winsor, Ct. Ellen H. Blumberg has been named regional representative to the Alumni Association of the Brockton-Randolph area. We urge area alumni to contact Ellen.

1970

Susan Finstein Brine has moved to Wheaton, Md., and would love to hear from the alumni in the area. Her husband is working for the IRS in Washington, D.C. Elaine Reisman (G) is the teacher-director of Longfellow Nursery School on the campus of Mt. Ida Junior College, Newton. She has been at the school since its opening in 1970.

1969

Barbara Kirshenbaum was wed to Lawrence Abramson on December 22 in Newton. The bride is teaching and the groom practicing law. Patricia Nesson (G) married Dr. Gerald Marlin in November. Patricia is teaching in Wellesley, and the couple is living in Bright- ton. On December 24, Linda Rochelle and Dennis Laskin were married in Washington, D.C. Linda is teaching in Montgomery County (Md.). Dennis is practicing law.

1968

Carole Haskell Epstein writes that she and her husband, Kenneth, have moved to Wellesley. They also proudly announce the birth of their first child, Daniel, on October 15. Regina Ross was married to Derek Cohn on February 14. The bride is teaching nursery school and living in New York.

1967

Linda Dannin was married on January 18 to William Walton. They are living in Los Gatos, Cal., where Linda is teaching. On November 18, Susan Schneider became the bride of Edward Gannon. Susan is a research assistant at Children's Hospital, Boston.

1966

Arlene Guth Soifer and her husband have moved to Glen Rock, N.Y. They now have two sons — Donny and Brian.

1964

Carol Foley Leary is teaching kindergarten in Acton. She and husband, Edward, have two children.

1963

Walter and Martha (Sauntry) McLoughlin have recently moved with their three children — Martha, Susan, and Trey — to Columbus, Ohio. Walter is Division Counsel for National Electric Coil, a division of McGraw-Edison Company.

1961

Golda Siegel Doyle represented Lesley at the inauguration of Gerson D. Cohn as 5th academic head of the Jewish Theological Seminary of America. Golda is the regional representative for the N.Y.C. area and is serving as class agent for the 1973-74 Alumni Annual Fund Campaign.

1943

Mary-Louise Hood was married to David Harvey in Keene, N.H., on October 14. David is Assistant Professor of History at Keene State, and Mary-Louise is a reading specialist in the Monadnock regional schools. Mrs. Harvey served on the Alumni Board several years ago and has held the position of Secretary.

Deaths

We note with sorrow the passing of Ruth Beinmeister Wilson '18 of Nashua, N.H., and Elwin Eustis MacDonald '32 of Biddeford, Me.

We also regret the passing of Frank W. Grinnell, who died after a short illness on January 3. He had been associated with Lesley as a faculty member of the Walter Dearborn School since 1946. Prior to employment at Lesley, Frank worked with model railroading and toy companies as a specialist in the engineering and repair of foreign and domestic models. He developed one of the largest model railroads in the East. Frank Grinnell was appreciated as a man with varied and unusual interests. His sensitive rapport with boys having learning and behavioral difficulties will be remembered by faculty, students, and friends.
WOULDN'T YOU LOVE to be in the Paris of North America for a weekend with alumni and friends? If the answer is "oui," then plan to leave from Lesley on Thursday, April 18, and return on Sunday, April 21, by chartered bus. Let yourself be whisked off to beautiful Montreal. Hotel accommodations, French cuisine and Quarter, are only part of the wonderful three-day Holiday. Leave the driving and gasoline problems to us, and visit Montreal for only $99 plus tax and service. For additional information, contact the Alumni Office. If you can't spend April in Paris, then spend it in Canada with other alumni. Amusez-vous bien!

KEEP IN TOUCH

M ANY ALUMNI HAVE SUBSCRIBED TO THE WEEKLY NEWSLETTER which is mailed each Friday, fresh off the presses, and provides the on-campus community with up-to-date information on all events at the College and in the nearby vicinity. A typical Weekly in March included news of the Spokeswomen Series ("Women and the Law: Realities," and "The Professional Women and Sexism: Realities"); the opening of the Peer Counseling Service in the Women's Resource Center, where professionally trained student counselors offer free advice and literature on a completely confidential basis; Alumni Board of Director's meeting and Alumni Hall meeting; "Lysistrata," performed by the Lesley Drama Club; a freshman coffee house; and much more. If you would like to stay in touch with what is happening at Lesley when it happens, complete and return the form to the Lesley Weekly.

PLEASE ENTER MY SUBSCRIPTION FOR THE LESLEY WEEKLY
Name _____________________________ Class ______
Address _____________________________ Class Notes _____________________________

I am enclosing a check for $5.00 payable to LESLEY COLLEGE.
Please send to: Lesley Weekly, Lesley College,
29 Everett Street,
Cambridge, Massachusetts 02138

We Want Your News!

THE CURRENT prints pages of class notes, yet scores of alumni remain overlooked because we do not receive news about them. Won't you take a few minutes to tell us about your teaching position, other professional work, family, travels, hobbies, etc.? Please return this form to the Editor, The Current, Lesley College, 29 Everett Street, Cambridge, Mass. 02138. We Need Your News.

Name _____________________________
Class _____________________________
Address _____________________________

Class Notes _____________________________

The Lesley College Peer Counseling Service celebrated its gala opening in the beginning of March. The Center is currently developing a library relating to health, sexuality, and women; they would welcome any contributions. About to cut the ribbon and make it all "official" are President Don A. Orton and Dean of Students, Miriam Ritvo, flanked by several counselors, including Mary Butler '75 and Joan MacFarlane '75.
Margie Stone Tanzer '64, Book Fair Chairman, suggests that you simply take your books to the nearest post office and mail them book rate (16¢ for the first pound, 8¢ each add'l pd.) to the Alumni Office.