Lesley College Current (Spring, 1975)

Lesley College
The Current Lesley College

Spring, 1975
Editor's Note: The July 1974 "Report on Teacher Supply and Demand—Executive Office of Educational Affairs" states that "each institution should develop a program that will provide realistic information about alternative career opportunities for prospective teachers ... education may need fewer classroom teachers but will need specialists to work in other service areas ... prospective teachers may also qualify for other public service assignments, outside of traditional teaching roles."

When Joni Geltman graduated from Lesley in 1973, she chose not to become a teacher. Instead she became assistant coordinator of the Robert's Community School in Cambridge, where she plans recreational and other programs for pre-teenagers. Although grateful for her teacher-training background, Ms. Geltman is happiest doing community work. In fact, she is asking alumni volunteers to contact her at 864-2848 about teaching courses to adolescents at the Community School.

The Spring issue of The Current looks at how Lesley is moving in new directions to prepare its students for alternatives to teaching, without lessening in any way the quality of traditional teacher-training preparation. We also look at several alternative teaching methods, from January Program to student teaching in England. Lastly, we wish all of you a joyous spring filled with flowers and sunshine. □

Susan Sodnowsky '76 holds up her creation. No, it is not a piece of twentieth-century sculpture; nor is it a giant cauliflower. Susan and other Lesley students learned the magic of changing a blob of dough into heavenly bread during January Program. See page 4.

Cover story:
Barbara Leary '74 came up with her own interpretation of the well-known "fairytale for all ages." She viewed the Little Prince in terms of his philosophy of education, one of uprooting traditional education in favor of exploration and "open education" (in his case, "open" throughout the entire universe). The Little Prince, according to Ms. Leary, combined his quest for new ways of looking at old methods or techniques with an underlying belief in the goodness of humanity.

Ms. Leary is in the Lesley College Graduate School reading program and is also working for the Bureau of Pupil Services for the City of Cambridge. She was an honor student at Lesley and co-editor of the 1974 yearbook. □
Alumni Currents

Chicago Area Alums Get Together
Thanks to Illinois regional representative Lynne Bale Kovacs '62, President Don A. Orton had an opportunity to meet with alumni living in the Chicago area. Enjoying brunch on March 1 with Don were: Donna Tufts Hopkins '52, Joslyn Hills Kirkegaard '60, Lynne Bale Kovacs '62, Jane Magee Peden '66 and Silvia Sirignano Ward '70.

Reunion '75
As we go to press, Reunion '75 is right around the corner. Plans for this very special weekend, May 2-4, include the annual reunion luncheon in Alumni Hall, seminars, class reunion get-togethers, an evening at the Boston Pops and a late night party at the Sheraton Boston Hotel. Watch for photos and more on Reunion '75 in the next issue of The Current, along with highlights of Parents' Weekend, May 2-4, sponsored by the junior class with all the Spirit of '76!

Spring Book Fair
Chairwomen Beverly Hinckly '74 and Mary Grassi '74 welcome new, used and discarded books. Turn books into scholarships! Please call the Alumni Office if you have books to donate for this important scholarship fund event.

Lesley Bicentennial Program Includes Alumni Discount
Lecturer of history Michael Fosburg announces plans for a Lesley College Bicentennial Summer Program, bringing colonial society to the classroom by planning and developing curriculum materials and activities.

The courses are: Teaching Colonial Beginnings in the Classroom; and Toward the American Revolution: An Approach for Children. The workshops are entitled Recreating Colonial Society and Curriculum Materials and Resources. Lesley alumni receive a 10% discount for the full program, which regularly costs $315.00. Three Lesley graduate credits could be earned. For more information, please contact the Alumni Office. By the way, Bicentennial enthusiasts should note that free materials, of particular interest to teachers and parents, are available from the Office of the Bicentennial, Boston 200, 1 Beacon Street, Boston, MA 02201.

À Votre Service
The Lesley College Graduate School is pleased to announce an opportunity for our teaching alumni to apply for fellowships in field research expeditions. Supported in conjunction with Educational Expeditions International, the program enables participants to become involved with field projects at sites that range from Wyoming to Mallorca to Ghana. Upon completion, three Lesley graduate credits are granted. Fellowships cover all field costs, while participants are responsible for transportation costs to and from the site. Although ineligible for fellowships, non-teaching alumni may also apply for these programs. Fees, ranging from $500 to $900, are partially tax deductible. For details, contact Jane Fisher, Educational Expeditions International, Box 1, 68 Leonard Street, Belmont, MA 02178. Take advantage of this unusual and exciting offer!

We are also pleased to offer you a substantial group discount on the new, 30-volume Encyclopaedia Britannica—a complete reference work. Included automatically is your choice of three valuable bonus options: the 15-volume set of Britannica Jr. Encyclopaedia; the 20-volume set of Annals of America; or the Britannica World Atlas & Webster’s Third New International Dictionary. For further information, contact Joyce Snyder, director of alumni programs, in the Alumni Office.

Lord and Taylor’s was overflowing as a record number of alumni and friends enjoyed coffee and fashions at the fifth annual alumni-sponsored show. Chaired by Ann Cleveland Lange '59, profits of $322 have been added to the Alumni Scholarship Fund.
Encouraging Developments

From time to time The Current will feature an article from the Alumni and Development Offices that deals with information related to financial support for the College. Major sources of support and progress reports on annual campaigns, special projects, etc., will be included among the “encouraging developments.”

Speaking of annual campaigns, Lesley College Annual Fund Chairman William Mc McConnell reports that the 1974-75 goal of $126,000 is receiving encouraging support, with $67,291.36 received as of February 28, 1975. Amy Stellar Robinson ’63, Alumni Annual Fund Chairwoman, and the various committee members and class agents, deserve credit for the $16,065.49 received to date from 853 alumni. These figures represent an increase of $3,748.49 and 309 donors over a year ago. Recognizing the need for increased alumni annual support, a group of Lesley’s trustees have established a “Challenge Gift Program” for gifts or increases of up to $500.00. The trustees have offered to match 50% of a gift made by an alumna who did not support the 1973-74 Alumni Annual Fund and 50% of a gift increase made by an alumna who contributed to last year’s Fund. This unusual and very generous offer by our trustees has already insured the fact that several thousand dollars from alumni will be matched.

With the Alumni Hall Fund nearing completion, Chairwoman Marguerite Shamon Delany ’50, thanks the many alumni and friends who contributed to its support. Further good news is that the Charles Hayden Foundation awarded Lesley $12,500 toward our renovation of Lesley’s former library into this much-needed multi-purpose room. We gratefully acknowledge the past support of our constituents and fully appreciate your interest in strengthening Lesley College as an exciting, viable leader in the field of education.

A Message from Alumni President
Ellen Green Bloch ’61

Dear Alumni,

What a fantastic year! Members of the Board of Directors and Lesley graduates from all over the country have worked and contributed toward making the endeavors of the Alumni Association a tremendous success.

Alumni Hall has a new coat of paint and will soon be ready for decorating. Once again our annual reunion luncheon will be held there, and we certainly are delighted to have a place we can call our own.

This will be the third consecutive year that we are able to award two $1,000 scholarships to members of the Junior Class. The funds for this come largely from proceeds of our raffle, theatre party, fashion show and book fair. In fact, the book fair was such a hit last spring, we are holding it again on May 17-May 18.

During the fall and spring, the Alumni Office rented facilities from Boston University, and 50 graduates and students worked on two of the most successful dial-a-thons in the history of Lesley College. All fifty-three class agents have written to their classmates, and our fifty-six regional representatives and area club chairpeople have done a superb job of holding coffees, dinners, cocktail parties, and even a Bingo Night, in order to reacquaint Lesley alumni with the College.

We are extremely grateful to the many alumni who have worked with the Admissions and Placement Offices. Our resource alumni have been exceedingly helpful in job placement of Lesley seniors, and by inviting prospective students to return with them to learn about the College, alumni have helped “prospective” students become members of the Lesley community.

Yes, we have had a good year! And that is because of your continued generosity, support and involvement in Lesley’s programs. I thank you for that, and I am proud to say that Lesley College does indeed have a strong, active, dedicated Alumni Association.

Sincerely,

Ellen Green Bloch ’61
President, Alumni Association, 1973-1975
Charles S. Clayman, associate professor of education, co-directed a two-day Action Lab on "MTA/Lesley: A New Concept in Teacher Education." Dr. Clayman was joined at the Association for Supervision and Curriculum Development Conference by Lesley faculty members Robert Lewis, Mary Mindess, George Miller and William Perry. Frederick Andelman, MTA, was co-director of the Lab, which involved participants in large and small group activities. The Leadership Team for that session included Nick Muto, Wellesley Public Schools; and William Perry and George Miller of Lesley.

Jude Campbell teaches Lesley students to prepare bread during January Program.

Instructor of art Judith Campbell '63 cordially invites Lesley alumni to her art show, which opened on Sunday, May 4, at the Copley Society Gallery II, 158 Newbury Street, Boston. Ms. Campbell describes her work as "strong, varied and occasionally startling." She has been in the professional art field for the past five years, "keenly recording her observations of life and love on canvas."

"Make policy not coffee," asserted Katharine Dukakis '63, lecturer in physical education, at a keynote address she made during an all-day conference in honor of International Women's Day. The conference was held at the Women's Opportunity Research Center in Middlesex Community College.

Faculty Notes

George E. Hein, acting coordinator of the independent study program, participated in a conference in Minneapolis on evaluation in open education. Dr. Hein, an educational consultant and writer, published an article on standardized testing that appeared in the Association for Childhood Education International's publication, Testing and Evaluation: New Views.

During the annual Massachusetts Children's Lobby Conference, Becky Higier, lecturer in special education at the graduate school, moderated a panel/workshop on "Chapter 766: How Will Existing Children's Services Be Involved in the Implementation of Chapter 766?" Ms. Higier is on the Board of Directors of the Children's Lobby. Three other Lesley graduate faculty members also participated in the discussion on 766: Robert Gass, Richard Incerto and Marie Mulkem.

The latest Lesley College TV celebrity is Shaun McNiff, who appeared on the "Good Morning Show" and discussed Lesley's innovative expressive therapies program. Articles about the program and about coordinator McNiff have recently appeared in Fortune Magazine and the Boston Globe. Mr. McNiff and Paul Knill, art institute faculty member at Lesley who is also on the faculty of the Zurich Conservatory, published an article entitled "Art and Music Therapy for the Learning Disabled," in New Ways. Together with Robert Oelman, Mr. McNiff organized an exhibition at the Massachusetts College of Art in Boston called "Images of Fear." The show, which ran from April 14-May 2, documented visual and psychological aspects of fear.

Lenore D. Parker, graduate coordinator of elementary education and early childhood, was chairperson of an application session at the National Council of Teachers of English Conference held in Boston. Dr. Parker has also been invited to present a paper at the United Kingdom Reading Association Conference this summer.

A lengthy article describing two Lesley College course offerings, "Images of Women" and "Sexism in Education," appeared in the Winter 1975 issue of Kaleidoscope (Massachusetts Department of Education resource publication). Dean of students and associate professor of education Miriam M. Ritvo teaches "Images of Women" to both undergraduate and graduate students, while Ms. Ritvo and Ellie McGowan teach the Program House course, "Sexism in Education."

Mark Spikell, associate professor of mathematics, published an article on "Using a Game to Teach Mathematics Content" in the Association of Teachers of Mathematics in New England's official publication—the ATMNE Journal.

Thanks to the efforts of Marjorie E. Wechsler, assistant professor of social science, special guest Robert Meeropol addressed a packed Welch Auditorium during March. Mr. Meeropol is the younger son of Ethel and Julius Rosenberg, who were charged with conspiracy to commit espionage in 1953. Ms. Wechsler also organized the showing of an excellent film on the famous Rosenberg case several times before Mr. Meeropol appeared in person at Lesley.
January Program Encourages Student Initiative

by Mary Bohlen

Have you ever wanted to investigate child abuse, get your hands into some clay, study Swiss Lake dwellings or be part of state government decision-making?

What about writing your autobiography, translating children's books from English to Spanish, thoroughly reading the Bible or putting together a puppet show?

Students at Lesley College had just such a wide range of opportunities during January Program 1975. They could take courses on or off campus, initiate their own independent studies, get some practical teaching experience in the field or travel to such places as Europe, Mexico, the Virgin Islands or Hawaii. Eleven exchange students from other colleges participated in on-campus programs. Additionally, Lesley alumni could audit, gratis, several January courses.

For the past four years, the undergraduate January Program has expanded learning opportunities and encouraged exploration of individualized interests, according to the Lesley College Curriculum Committee. Dr. Paul Fideler, associate professor of history and January Program coordinator, sees the Program as "providing a significant change of learning mode. Since the options for individual projects are virtually limitless, each student has the opportunity to decide what is a particularly valuable or relevant supplement to her own learning experience."

By deciding what, how and where she will study for the month, the Lesley student gains in initiative, responsibility and creativity. Faculty members act as guides and leaders rather than as pedagogic teachers. They arrange travel studies and mini-courses on campus.

Among the course offerings this January were Job Placement Seminar, Instructional Media Workshop, Teachers' Rights, Autism, Creative Movement for Children with Special Needs, Spanish, Psycho-History and James Joyce's Ulysses.

If no formal class appealed to a student, she could delve into a favorite subject independently. One woman wrote her autobiography; another looked at African and American-Indian culture; still another did a follow-up project on 750 graduates of the three Lesley Schools for Children.

Lesley students who chose to student teach had on-site field supervisors as well as faculty sponsors. Placements varied from nursery schools and kindergartens to special-needs classrooms and high schools.

Procedure for independent studies and field placements included finding a faculty sponsor, drawing up a contract for study and having the plan approved by the January Coordinator. Although some members of the Lesley community believe that the January Program presents too many choices, most agree it gives the students an unusual opportunity to learn something normally unavailable in the regular classroom.

One Lesley student summed it up well in her evaluation of the January Program: "So many students go through college with someone telling them what they must do. January is an excellent time for the students to think for themselves, to produce for themselves."

January at the Graduate School

January 1975 at the Graduate School was "one of the best ever," according to Peter von Mertens, director of continuing education and coordinator of graduate January Programs, and he thinks he knows why.

"A large part of this year's success was because the program enabled graduate degree candidates to enroll in 36 varied courses. Among them the most popular were those in the Institute for the Arts," explains von Mertens. "Our philosophy has been that January allows graduate students to have time to take interesting electives in areas they would not normally explore. It injects a bit of 'pizzazz' into heavy regular class schedules."

Von Mertens hopes that teachers will continue to use this approach in their own classrooms, after January Program, to help break up the long New England winters.

Mary Bohlen, a graduate of Southern Illinois University's School of Journalism, was Assistant Coordinator of January Program 1974 and 1975. She is a Residence Director on the Lesley campus.
January Festival Thrives

With about half the students away during January, Lesley takes on a quiet, informal quality. Many students use the month to explore the wide variety of cultural, educational and recreational opportunities offered in Cambridge and Boston.

A “January Festival” happens right on campus, providing something for everyone. This year members of the Lesley community could attend a conference on child abuse and neglect, screen four free first-rate movies or listen to a piano concerto by Sister Rita Simo.

The smörgåsbord of festivities also included a demonstration-performance by The Concert Dance Company of Natick, noted Boston poet Harold Bond reading from his poetry, and Judith Campbell, instructor in art, sharing her bread-making techniques.

The Concert Dance Company delighted a crowd of dance lovers, gathered in Welch Auditorium. The Company also performed at the Lesley-sponsored New England Kindergarten Conference.

Harold Bond read from his own poetry, much of which has been published, and from poems by children he has taught.

Lesley’s January Program enables a young woman, normally too busy with student teaching or studying, to practice her other love - movement.

Painting was another independent study project. A January Arts Festival was held in the Vincent R. Herterick Lobby, where students displayed their pottery, quilts and other homemade crafts, most of which was bought up quickly by an impressed Lesley community.
ALUMNI PROFILE

A 4-H Club Agent Trained at Lesley?

“You bet,” says Debbie Greenberg Samuels ’74

Although Lesley seniors spend a good portion of their first semester learning how to fill out applications, locating areas of interest for teaching and student teaching for the last time, they still do not seem to believe that they are actually approaching the end of their college career. It all became a devastating reality to me around April. After a very bad student teaching experience, followed by blowing two important interviews, I was left with about as much self-confidence as an earthworm. Thanks to the sensitivity of certain faculty members and the able assistance of Lesley’s director of placement (then Jane Mackenzie, currently Donna McGrath), I was told in no uncertain terms that I had better change my attitude and consider jobs other than teaching.

I began to follow leads given to me by the Placement Office. The “breaking point” was a referral to Joni Geltman, who graduated from Lesley a year ahead of me. Joan was working in the Community Schools program in the Roberts School in Cambridge. To make a long story short, Joan got word to me who to contact about an opening as a 4-H Club Agent. The extent of my knowledge concerning 4-H was that it had a lot to do with cows and agriculture, neither of which I knew anything about. But there weren’t many dairy farms or vegetable gardens in the city, so I assumed that they were going to pioneer in the urban areas. Anyway, what could I possibly lose?

A day later I met with a 4-H Agent. I asked her how many applications they had received, and when she responded with 138, my heart sank; I wasn’t even going to make out the application. Yet the more we talked, the better the job sounded. And compared to the hundreds of people I was competing against for a teaching position, what was a mere 138? That night I spent long hours on the application, sent it out the next day special delivery, and within two weeks, one day before graduating from Lesley, was asked to appear for an interview.

I had a background in urban education and various different interests and skills that seemed to fit the position like a glove. At the interview, I told them that my training as a teacher enhanced the characteristics they were looking for in an urban 4-H Agent. By the nature of the profession, a teacher is a leader and a resource person. She is constantly engaged in developing new materials and assessing the needs and desires of the group. After one more grueling interview, with about a dozen interviewers in the room, I was informed that the position was mine.

I am now nine months into my job and loving every minute of it. I guess you would have to call me a “Jack of all trades,” which is not unlike the definition of a good teacher. The focus of my job is to get kids involved with 4-H Clubs and programs, including learning about small engines, cooking, arts and crafts, nutrition, entomology, embryology and a host of other exciting areas.

I am an administrator because I coordinate the volunteer program,
funds, materials and resources to make these programs work. And I am a 4-H leader and teacher because I deal directly with kids in pilot programs. I worked with thirty-five junior high school students in a babysitting and child care workshop. Creating visual presentations is another important part of my job since we often speak to organizations and put up displays and exhibits. I also spend time with other community agencies, acting as resources and references to each other. I am constantly involved in professional in-service training and am always learning new things to help me in my job—again similar to many aspects of being a resourceful teacher.

I have only briefly mentioned what a 4-H Agent does. I am looking for Lesley students or alumni who are interested in becoming involved with the 4-H—working in the urban areas of Middlesex County in Massachusetts. Carol Cook, a Lesley sophomore, had a 4-H Club in Small Animals and is getting credit for it through “CORE.” Another Lesley student was a guest speaker on child development at our babysitting and child care workshop.

There are alternatives to student teaching that are legitimate experiences and could be most helpful in determining a viable course for the future. In no way do I profess to have all the answers. In fact, I am still a neophyte in the “working” world. However, I can share with you my experiences, my contacts, a few laughs and a shoulder to cry on. The shoulder is available only for five minutes because I know there is no need to drown in self pity. There is a myriad of interesting and challenging alternatives to teaching for Lesley graduates. Please feel free to contact me at (612) 776-2739 about exploring one of those possibilities.

Debbie Greenberg Samuels ’74 was an elementary education major with a concentration in urban education. Before transferring from Colgate to Lesley, she and her husband spent six months in Japan, where they lived with a Japanese family and where Debbie taught at a Buddhist elementary school. She also studied Japanese customs and traditions, such as dance and oriental cooking.

We welcome your “Alumni Profile” and hope that you will share your news with friends and alumni. We also look forward to receiving your Class Notes, photographs for Class Notes, artwork for the Current cover and letters to the “Lesley Exchange.” Please send all your items to THE CURRENT, LESLEY COLLEGE, 29 Everett Street, Cambridge, MA 02138.
A Visit in the Gym with Helga Braein

Q: After more than a decade, Helga, you are still teaching physical education at Lesley College. Why?

HB: Because I truly enjoy teaching and working with Lesley students.

Q: Any particular year or class which you remember with special delight?

HB: Let me first say that I think every class had something to contribute to Lesley. Let me also add that I do not particularly remember classes or students because of their excellence in physical education. But I do remember students who worked hard and improved. I remember with fondness students who were great people and not necessarily Olga Korbutts. In all honesty, I must admit that the years I worked with and for Dean LaCaro were great ones. She was a warm, sincere lady who was concerned about every single Lesley student, and she seemed to be the center of activities at the College. We both felt very close to the Class of '66—with Dorm-President Carolyn Gold Levine and Jane Magee Peden (who made me an avid Celtics fan!), and the classes which helped me through my "Achilles Years." Oh well, I could mention a lot of wonderful students and years but must stop somewhere!

Q: Why did a Norwegian settle in this country?

HB: Like many Norwegians, I wanted to travel and explore. As a student I spent one summer working on a boat and toured New York for several days. When we left the pier, I was determined to return and see more of this incredible country. So when I received an offer from Lesley, I packed up and left.

Q: Did you find what you were looking for in the U.S.A.?

HB: No, not at all. Textbooks in Norway described "The Melting Pot" in rather romantic terms. I didn't realize that American society was so complex and the enormous problems Americans must encounter.

Q: Would you comment on educational institutions there and here?

HB: Well, coming from a system with higher education for a select few and no tuition to pay, I must say there are vast differences. Norwegian teachers did not spend time motivating us. We realized we were lucky to be in school, and we were hungry to learn.

Q: What about Physical Education?

HB: In Norway, PE is considered an important subject and an essential part of a person's education. A regular classroom teacher is well trained in PE because she will educate children in their formative years. It still surprises me to find that quite a few Americans have a negative attitude about PE. Too often I hear, "It's only PE, it's only this, it's only that." To me, it is not an only but rather a must!

Q: How would you evaluate the PE program at Lesley?

HB: I am trying desperately to make the most of a difficult situation. Our facilities are rather limited, so I have concentrated on a basic fitness program and on training Lesley students for their future profession, teaching. Because the College was fortunate to land Kitty Dukakis as a modern dance instructor, we also have a dance program.

Q: Are Lesley students interested in sports? What about yourself?

HB: There is definitely a growing interest in sports among women today. Unfortunately we have no facilities at Lesley. I was very active in several sports in Norway and enjoyed them thoroughly. My reason for being active was quite typical for a Norwegian: the incentive was that it gave me a chance to travel, see other countries and meet new people. The rigorous training I went through to make a national team was not exactly enjoyable, but when we...
took off for a foreign country I always felt it worth the effort. I was never too competitive, and it didn't matter too much to me when, for example, we suffered heavy losses on a tour of Eastern European countries. What mattered most to me was the places I got to see, the families I lived with and all the new people I befriended. But for whatever reasons, I think sports should be available for everyone. Lesley students are deprived in that aspect.

Q: Is there any chance of getting some facilities here?
HB: I must say the future looked brighter when I first came to Lesley. At that time everyone was talking and dreaming about the new gym, swimming pool, etc. With the financial situation as grave as it is, I feel it would be unrealistic to think that a pool and a gym will pop up in the near future. But I do think the College has to realize the urgent need for and importance of some recreational facilities. With understanding, goodwill and cooperation from all segments of the Lesley community, I think it is possible to make an outdoor court where our students could play volleyball, basketball and tennis, and where I could introduce my favorite sport, team-handball. I would hope that everyone affiliated with Lesley will see the importance and necessity for this type of PE facility.

Q: Do you plan to stay in the U.S.A.?
HB: I don't know. Since I do enjoy working with the Lesley students and teaching, I'm O.K. where I am. And normally I spend summers in Europe so that I stay in touch with "the old country." For several summers I have been an instructor at the International Summer School at the University of Oslo, and I also take one or more courses when I go home. There are always new things happening in PE, and I guess I will always be curious to learn about them.

Q: Tell us, Helga, if you hadn't become a PE teacher, what would you like to be doing today?
HB: I had a problem choosing a profession because I had so many interests. But I guess I'll have to say that I would have become a lawyer. From as far back as I can remember, my grandfather—who was a judge—was my idol. I preferred reading his lawbooks and case studies to fairytales by Hans Christian Andersen. I was allowed to present a case for my father, who was also a lawyer, in court when I was seventeen years old. It was fascinating! Why didn't I pursue it? The ski-hills, skating rinks, the gym and the green fields at the PE college were more appealing to me than the dusty law library. So here I am! ☐
Careers in Elementary Education?  
Ask the Admissions Office  
by Patricia A. Hassett

In addition to the growing number of job openings in the fields of guidance, day care and the teaching of health on the elementary level, there are numerous professional opportunities for those who hold a Bachelor of Science degree in Education, besides the obvious one of teaching. These new options permeate the walls of the elementary classroom and go beyond them, into the community, working with children outside of the classroom.

Teacher training experience is extremely valuable for employment in related, and even unrelated, areas. I would like to briefly discuss a few of the career possibilities open to those with a background in elementary education.

The variety of tools for teaching do not "just happen." They are perfected by individual or groups of teachers trained in the area of curriculum development. Such specialists and researchers are employed by centers or corporations specifically geared to curriculum development. They do research and develop programming for science or fine arts museums and libraries, prepare programming for foreign and minority-group students, and work constantly on elementary curriculum innovation. For example, you might work for the Bureau of Curriculum Innovation, determining which proposals, submitted by school systems, will be funded by Title III.

Adoption agencies, foster care centers, child abuse and juvenile delinquency agencies prefer people with an elementary education background. I see the whole area of community and family health services expanding rapidly in the next few years. Some services exist already, and others will be in operation if budgets of various institutions, as well as H.E.W., allow for them. Is the need for such services being recognized?

Well, in a recent article in the New York Times, by Gerald Astor, some frightening statistical information was accumulated: "In New York City and elsewhere, the number of children under 16 arrested on charges of having raped, robbed or murdered is rising. But the statistics tell, as statistics often do, the smaller part of the story. The other part is that society does not now have an effective, or a just way of handling the violent young." He continues to say the the "effects of punishment on the child may be worse than the crime committed." Implicit is his assumption that children need the proper influence, love and support of a family. Unfortunately, society has created many children who are victims of their own crimes—children without family or home. On the brighter side, the intercession of an agency or family health center can revive the family. This assumes well-educated and, more importantly, dedicated personnel. Then the child may be lucky enough to receive the influence and support he or she so desperately needs in order to avoid a life of crime and violence.

Sources of employment in this area now exist in any State Division of Youth, family courts or local children’s associations. One such example is the Boston Children’s Service Association which provides foster care in family homes, schools and institutions that specialize in behavior and delinquency problems, the care of unwed mothers and infant placement and adoption.

Turning to an entirely different field, one with a more "artistic" flavor, education backgrounds go well with careers in children’s literature, writing and publishing; and with children’s libraries. Lesley College graduates have worked as consultants, illustrators, editors and writers of children's literature, in addition to storytelling and film production in children's libraries.

Elementary education and economics? Why not! There is a rather unexplored area opening up...
in the field of banking. One Lesley graduate, who concentrated in economics with her B.S. in Elementary Education, is a liaison and coordinator with a Boston bank. She in turn works with curriculum development centers, mentioned earlier in this article, and with elementary schools in helping children understand economics and finance.

Yet another area to seriously consider is educational computer programming, sales demonstration and educational TV. School systems are using television as a teaching tool; some use only existing and selected commercial programming, but others implement videotapes or produce their own materials. Although the extent of TV as an educational resource was curtailed by the early 1970's budget cutbacks, we can undoubtedly look forward to a tremendous expansion in the future.

We are all well aware that a child's development is not entirely dependent upon his or her classroom learning experience; rather it is a combination of both mental and physical activity in and out of the school setting. Community projects, such as the Y.M.C.A., Y.W.C.A., girls or boys clubs and scouts, etc., often require an Educational Program Director with an education background as well as a knowledge in music, art, dance or sports. A community center may provide recreational activities for all age groups, including a nursery school and summer day camp.

Moving from recreational to hospital and social services, we find that women and men with an elementary education background, preferably coupled with a curriculum in special education or expressive therapy, are in demand. They are needed as art, play and music therapists to work with physically ill, disabled or even terminally ill children. Hospitals are also looking for case workers whose duties include helping outpatient children and their families. Boston's Massachusetts General Hospital, for example, has hired Lesley graduates for this purpose.

Of course a survey of careers in elementary education would be incomplete without a discussion of the obvious one — teaching. Although the demand for elementary and secondary school teachers is expected to decline (and I did not say to diminish!), I would encourage counselors to be supportive of the student who has the qualifications — both personal and academic — to enter into teacher training. There is a need for people who specialize in childhood development, remedial education, programs for the handicapped and underprivileged, etc. More than ever society needs the "best teacher" for the "best education" and impact on our children. And there are definite advantages to teaching, the primary one being personal fulfillment.

Couple your elementary education major with a liberal arts minor, in economics, art or urban studies, for example. Better still, enhance that major with a concentration in a special field such as the physically handicapped, the teaching of reading, or expressive therapies. Day Care is coming out of its embryonic stage and will require teachers and administrators. Well-trained personnel in early childhood education are also in demand.

I am not ignoring or attempting to mask the reality of today's job market, but teacher training remains one of the best preparations for many careers, and for various graduate programs.

After all, a teacher named Wilson and another named Johnson became presidents of the United States. And an ex-teacher from Milwaukee, Golda Meir, became premier of Israel. Who knows what your background in teaching could lead to! □

"One peculiar myopia of the present is the failure to see that the entry of people of diverse educations, interests and backgrounds into business and public affairs is a source of new ideas and outlooks, not miscegenation. . . . Vocationally oriented education is not necessarily wasted if it is not used in a specific vocation."

The Journal of Teacher Education, October 1974

Patricia A. Hassett is an admissions counselor at Lesley. She received her master's degree from Teachers College, Columbia University, and was a college admissions assistant and admissions counselor at City University of New York. Patti recently discussed career opportunities to a group of guidance counselors and students at Everett, Chelsea and Medford high schools in Massachusetts, for the federally funded program, "Project Pyramid." Her interests include drama, guitar and sailing. Patti was assistant director for the Lesley production of "The Effects of Gamma Rays on Man-in-the-Moon Marigolds."
Emerald Key:
From high heels, nylons and white gloves, to sneakers, jeans and a leather bag. From secrecy of nomination, screening and selection, to membership by consensus or even lottery. From notification of acceptance by special delivery letter, to casual invitation to membership. From protective sponsorship of Student Government, to a separate entity with its own identity. From four officers, a constitution and training manual, to two officers, loose structure and informal training discussions. From panels in high schools for FTA's, to accompanying admissions counselors to college nights and career days.

Although Emerald Key has changed radically over the past twenty years, the spirit of service that led to its founding remains an unchanging commitment in a changing educational environment.

Chartered in 1954 so that Lesley College would have a group of students to "officially greet visitors and new students and show these people the college and the campus," Emerald Key began with twenty-four members and Margery W. Bouma, registrar and director of admissions, as its first advisor. Today there are thirty Emerald Key members and Martha B. Ackerson, director of admissions, has been advisor for the past eighteen years.

In 1956, the "symbol" was selected: a small gold key with a crest of the college centered upon it; it is still the badge of membership in Emerald Key. In 1957, Sachiko Tanaka designed and hand-made sashes for formal ushering and hostessing; the green satin sashes continue to be worn on formal occasions, such as during Commencement Exercises. Today the Lesley College administration makes a gift of the Emerald Key pin (see photograph) to its members.

Ambassadors of Good Will
Emerald Key members are assigned one hour per week to conduct campus tours for prospective students, their parents, guidance counselors, members of Visiting Teams, etc. This "initial contact" role is invaluable. As a student at Lesley and a member of the visitor's peer group, the Emerald Key member's voice is heard and respected. Emerald Key members attempt to present a positive yet honest picture of Lesley. It is essential that the members understand the College well—not just in terms of their own experience, but also that of the entire student body at Lesley.

Past Presidents of Emerald Key
Norma Burns Putnam '55; Barbara Shaw Hoffman '56; Patricia McHugh Ford '57; Maritza Herkimian Brown '58; Jane Beeten Amero '59; Joyce Leonard Cody '59; Joyce Marshall Snyder '61; Arleen Wilson Wiggetman '62; Pamela Nevins Krik '63; Carolee Gott Mountcastle '64; Elaine Saykin Weiner '65; Jane Atwater Hale '66; Rebecca Epstein Silverstein '67; Ilene Meyer Shapiro '68; JoAnn D'Amato Lyons '69; Bryna Riffkind Alviani '70; Doris Wilhousky '71; Rita Crosby '72; Joan Katz '73; Mary Lally '74; Harriet Slivka '75.

When accompanying staff members off campus, the Emerald Key member is the student voice. All members of Emerald Key write to freshmen once they have been accepted to Lesley. This often leads to a voluminous correspondence and the beginning of a friendship long before the new student actually arrives on campus.

In planning, implementing and evaluating our major on-campus admissions events—Alumni Prospective Student Day in the fall and Campus Day each spring (for all accepted freshmen and their parents)—a member of Emerald Key is fulfilling her most demanding role.

It is no easy task to establish "instant" identity in the early months of the new academic year, focus on basic issues that will affect the next three years of her life at college, and be able to convey accurate and up-to-date information to an assortment of strangers!

This fall, Emerald Key was honored at the annual Corporation Dinner in recognition of its twenty years of unstinting service to the Lesley College community. We toast each member—past and present—of this dedicated group of young Lesley women.
It is in the actual experience of working with children that student teachers come to understand the full impact of their future roles as educators.

In Lesley College Graduate Program I, a major focus of the teacher training is direct contact with children throughout the year. Several innovative arrangements have been developed, each offering a unique model for continuing involvement within a school. Two of these are the Lesley/Shady Hill and Lesley/Hamilton School teacher-training programs.

The Shady Hill School in Cambridge is an independent coeducational private day school for children from nursery through ninth grade. Students who have been accepted into the internship program at Shady Hill then apply to Lesley for admission into the Lesley/Shady Hill master's degree program. The student-interns are assigned to classrooms from the very beginning of the program and work with children throughout the year. Degree-program courses are offered at Shady Hill and at Lesley in the late afternoon or evening.

In the Lesley/Shady Hill program, prospective teachers are exposed to two different grade levels—one per semester—and also have time to observe in classrooms throughout the Greater Boston area. The "master teachers" at Shady Hill are the classroom teaching staff under the able direction of Marjorie Gatchell, supervisor of student teachers and director of the Shady Hill Teacher Training program. Dr. Lenore D. Parker, coordinator of Lesley graduate programs in elementary and early childhood education, is responsible for the Lesley involvement in the Shady Hill program.

One of the exciting features of Lesley/Shady Hill is the opportunity for students to attend classes at Lesley College with degree candidates in other disciplines.

Turning to another unusual arrangement, at the Hamilton School in Newton, graduate students become involved in field work in the very first month of the degree program. During the first semester, they spend one day a week in Hamilton's classrooms, under the direction of a master teacher who has two roles: to teach and assist a student assigned to that classroom; and to be a college supervisor on a rotating basis, so that students are supervised by five different people in the course of one semester. After the children have left for the day, students and master teachers meet in groups to consider how each student may best grow from the teaching experience.

The basic model is the same during the second semester, with students involved in seven weeks of full-time student teaching.

Lenore Parker coordinated a well-received "Young Writers' Conference," sponsored by the reading department of the Graduate School. Pictured are first and second graders from the Boston area attending a session on "Fairy Tales, Myths and Fables." Other sessions included poetry writing, interviewing and making a book—all done with an adult-style format.

Again, weekly seminars are conducted by the master teachers, who carefully and creatively plan special events to develop teaching expertise.

Close contact with Lesley is maintained in several ways. Periodically Margery Miller, supervisor of the Lesley program, meets with the master teachers. She also teaches the course “Teaching of Reading and Field Experience” which includes the assignment of projects in relation to ongoing curriculum at the Hamilton School. Lesley/Hamilton students return to the College on a few special occasions for seminars with others in Program I who meet regularly with Sheila Morfield, the Lesley supervisor of student teaching.

Lesley/Shady Hill and Lesley/ Hamilton represent but two of the several innovative teacher-training models Lesley College Graduate School offers for the preparation of elementary-level teaching. Lesley is constantly developing new and challenging collaborative efforts with public and private schools to guarantee effective and instructive teacher-training programs.

For further information, please contact Dr. Lenore Parker, (617) 547-8844.
The Student Teaching Exchange Program (STEP) between Lesley College and the Margaret McMillan Memorial College in Bradford, England, opened up new vistas for Lesley College. Only in its first year, STEP enhanced the professional preparation of eighteen seniors at Lesley by exposing them to a different cultural and educational environment. In return, twenty-five women and men from Bradford lived at Lesley and did their student teaching in the Boston area.

The purposes of the STEP program, as defined and developed by both Margaret McMillan and Lesley, were: to form implicit and explicit comparisons between the two educational systems enabling students to evaluate the methods employed in their own local school systems; to increase dramatically the fund of classroom and interpersonal techniques; to contribute to the ongoing trend toward internationalizing education; to broaden international understanding between potential teachers of young children; and to provide ample opportunity for educational, cultural and recreational activities during the “live and learn” situation at both campuses.

Last summer, Dr. Robert Sutton, assistant dean of the graduate school and an associate professor of English, visited Bradford and stayed at Margaret McMillan College. He had already met with Dr. Derek Robson, deputy principal of Margaret McMillan, who was enthusiastic about a reciprocal arrangement with Lesley. Dr. Sutton returned from Bradford elated by the prospect of an exchange program for student teachers.

Margaret McMillan Memorial College of Education is located within walking distance from the center of Bradford, a city of 220,000 which is the world center for the wool trade. The modern coeducational college offers a three-year course to 800 students training to teach children.

As soon as members of the Lesley community knew “the British were coming,” preparations began so that our English guests would feel at home. Highlights of the STEP program at Lesley included a foot-tour of the historical Boston Freedom Trail; a Halloween party thrown by Lesley students for their new friends in our version of a “pub,” Charlie’s Bookstore; a visit by the Menotomy Colonials with fife and drum music; Alumni STEP-Family Weekend; wine and cheese fests; Thanksgiving weekend with American families; a reception for the cooperating teachers of the English students; an invitation to the annual Corporation Dinner; and tours of Boston and Cambridge.

In turn, we at Lesley learned about explosive Guy Fawkes Day, what the word “homey” means in England (it is not a compliment!), the joy of a “hot potato and beer” party held for us in Alumni Hall, etc. From the time the English students arrived bleary-eyed in the wee hours of a chilly October morning, to the time they left teary-eyed in December, Lesley was the “jolly-good” place to be in Cambridge.

We would like to extend a special thanks to Jennifer Page and Robert Lewis, both assistant professors of education, and to Lesley student coordinators Julie Paige ’76 and Maureen Hogan ’76, for organizing educational, cultural and social programs throughout the Lesley STEP experience.

Lastly, we asked Rosemary Oliva, instructor of education and STEP faculty representative, to describe a few experiences of her stay at Margaret McMillan in Bradford. We have heard from the seniors who were in the STEP program that Rosemary was much more than a faculty representative. With her cheerful and perceptive nature, as well as her capability, Rosemary was greatly responsible for the program’s success.

“We are well on our way to becoming an experimental, innovational college,” wrote President Don A. Orton in his report on “The Case for Lesley.” Dr. Orton and Rosemary Oliva (seated next to him) met with Lesley students about to embark on their student-teaching trip to England. “In our philosophy,” stated President Orton, “we place a high value upon inquiry, pluralism and direct experience.”
Very early in the STEP program, the eighteen Lesley College seniors and I learned the meaning of the saying that "Great Britain and the United States are two countries separated by the same language." One of the many distinctive characteristics of Yorkshire, which had an immediate impact on us, was its rich and colorful dialect. While certainly not critical, initially these language differences did result in humorous — or is it "humourous" — situations.

One Lesley student teacher, after completing an excellent lesson, was having difficulty in getting two children to clean up and join the group. After she had exhausted the standard American phrases, the class teacher came to the rescue. In a broad Yorkshire accent she said, "Come on, luvs, pack it up." Whereupon the two girls put everything away and immediately joined the others in the class.

I was not exempt from language stumbling blocks either. One day while I was supervising, a five-year-old — seeing that I was the only unoccupied adult in the room — asked me how to spell the word "ill." Delighted by the opportunity to "plunge right in with the children," I confidently spelled "i-l-l," and the boy entered the word in his vocabulary book. Shortly thereafter, an amused student teacher showed me the caption under the picture which the child had drawn. His sentence read, "The little girl ran up the ill."

These minimal difficulties aside, the Lesley STEP students adapted quickly to the new cultural and educational environment. They were placed in eleven schools in Bradford and the surrounding area. These schools were representative of British education, at least in this industrial area. Due to the autonomy of the headmasters and headmistresses in the British educational system, the schools displayed great variety with respect to educational philosophy, curriculum development and teaching practices. The placements ranged from schools designed and built to implement open-plan education, to schools which followed more traditional educational philosophies. Thus Lesley students had varied experiences which provoked lively and sometimes heated discussions.

As a result of their STEP experiences, most students felt that they had grown both personally and professionally. A few typical responses from student questionnaires, evaluating the program, were: "I came out of the situation with new confidence in myself as a person and as a teacher." "By teaching in this type of environment, it gave me the ability and confidence to face and adjust to any type of classroom situation." "The exchange program gave me confidence in my teaching and in myself as an adult."

As a direct result of her experience in England, one student is now willing to accept a teaching position away from home. Her increased self-confidence has enabled her to state, "I now know I can do it."

For all those involved, myself included, the direct and immediate confrontation with the values and customs of another culture encouraged re-evaluation of our own values and culture. At times this resulted in greater appreciation of American education, or the American way of life. More important than the conclusions drawn, however, were the questions raised by the STEP experience. I think that this encouragement of a questioning, probing attitude is of inestimable value in the preparation not only of future teachers, but of responsible citizens of the international community as well.

One last anecdote epitomizes, I think, the role of education in achieving international understanding and cooperation. While I was supervising at the Cliffe Hill Junior and Infants School in Halifax, a five-year-old curious boy eyed me ominously and asked his headmaster, "Is that the lady come from China?" It took awhile before he learned that a foreigner could also be a friend. Just as fear and hatred are learned, so also are trust and love.

"We Teach to Learn; We Learn to Teach." Students from both sides of the Atlantic in the STEP Program.
At its December 1974 meeting, the Lesley College Board of Trustees approved a Child and Community major. Child and Community, which will prepare young women to work in educational ways with children in community rather than school settings, will be offered as an alternative to the existing Elementary Education major.

Operating on a pilot basis for the past two years, a group of ten dedicated Lesley students have been enrolled in the Child and Community program, coordinated by associate professor of education, Dr. Avis Brenner.

As part of their work, the Child and Community students turned their energies to the problem of child abuse. Two seniors became volunteer staff members in the two Boston area day care centers which specialize in working with abused children and their parents. Out of these experiences came the realization that the issue of child abuse was one which the Child and Community program needed to share with all Lesley students and faculty; that teachers are often the first group in the larger community to realize that a child is being abused or neglected by his or her parents.

During January, together with Parents' and Children's Services, a two-day, intensive on-campus workshop was designed to help teachers diagnose causes of child abuse, learn to deal with their own feelings of anger and disgust, and learn constructive ways to work with these children and their parents.

Workshop participants came to Lesley from Boston's inner city, the suburbs and as far away as New Hampshire and Rhode Island.

Lesley College students and faculty had a chance to meet and exchange ideas with day care directors, social workers, guidance counselors and teachers who were facing the very real problems of child abuse and neglect every day. The result was a sharing of insights and ways in which to cope with difficult decisions and heightened emotions.

By far the most exciting and important upshot of the Workshop was the tremendous change in attitude. As one participant explained, "It changed my feelings about these parents. Instead of feeling angry, I felt very sympathetic and sorry for these people who never had a chance to be kids, in the sense that they weren't mothered. They seemed so lost in their life of isolation, mistrust, and no sense of self." Especially touching was one Lesley freshman's reaction: "The fact that people hate and hurt the ones they love the most is indeed unnerving, but true. I suddenly realized how much went into bringing me up."

In addition to their work on child abuse, the pilot-program students struggled with issues in the current Children's Rights movement, attempting to come to terms with the weaknesses and strengths of the Massachusetts juvenile justice system. To help broaden their perspective and understanding, the students invited prominent people in the field to talk in their seminar sessions; this included a social worker, probation officer, several representatives of the Division of Youth Services, and a speaker from the Office for Children.

In 1975-1976 we anticipate 25 Lesley students enrolling in the Child and Community major. Approximately one-third of them will be women who have transferred to the College specifically to work with or for children in community settings. Majors will take a course in child and adolescent psychology, the child and community seminar and a full-time field experience in both their junior and senior years. All Child and Community majors will also involve themselves in a liberal arts minor concentration so that they will bring a well-rounded and balanced background to the major.

Community agencies have responded enthusiastically to requests for Child and Community internships. For example, a transfer student who came to Lesley this year for the Child and Community program had previously been a registered nurse with a minor in psychology. For her field placement she assisted in play therapy with very young children at a nearby hospital clinic—the perfect opportunity to utilize her past skills.

Since its conception as a pilot program, the Child and Community major has had a great deal of support from Lesley Trustees and Corporators. Corporator
Jean Weaver and Trustee Catherine Stratton were especially instrumental in opening a variety of volunteer field placements for the students. The placement picture for graduates of the program is a hopeful one. Sue Rosenberg '74 landed a job with a documentary film production company as a result of being a talented photographer and her outstanding work in children's television during a Child and Community field placement. Child and Community graduate Selina Tinsley '74 went directly to graduate school. There will be four graduates in 1975: two are still undecided between jobs and graduate school; and two will be seeking positions in day care for abused children. Nora Huvelle '75 hopes to combine a talent for working with very young children with an excellent background in research. Mary Fitzpatrick '75 looks forward to eventually opening her own day care center.

The 1975-1976 Child and Community majors are already preparing for next year with a list of problem areas they want to tackle in their seminar that include the rights of children excluded from school in America, children in adult jails, and sex and family education for children. A list of placements the students would like to try are: teaching young, inexperienced mothers constructive ways to play with and educate their infants; designing and implementing relevant after-school programs in children's libraries; counseling unwed teenage mothers; being involved in informal environmental education for families; and staffing an outreach center for troubled children.

Another important function of the Child and Community program will be to bring teachers and community child care workers closer together on the urgent issues of the day. Women at Lesley will be able to study the phenomenon of childhood in depth and breadth while preparing for a multitude of child-centered careers in addition to teaching. We know of no other small college in the country with this focus.

A complete description of the Child and Community major may be obtained by writing to Dr. Avis Brenner, Lesley College, 29 Everett Street, Cambridge, MA 02138. We welcome your inquiries.

Avis Brenner is coordinator of the Child and Community major. She has been an associate professor of education at Lesley for six years, taking a leadership role in developing new curriculum for the college. After serving as editor of a national fashion magazine, Avis taught elementary education for eight years in grades one through six. At Hunter College Elementary School, she developed innovative classroom techniques for working with gifted children, much of which was televised and used in training student teachers. For her doctoral thesis at Teachers College, Columbia University, Avis studied the phenomenon of innovation and ways of encouraging a willingness to try new experiences. Dr. Brenner is listed in the 1975 edition of “Who's Who in American Women.”

What Learning Should Be

Ellen Rosenberg Koretz '73 lives in Boxborough, Massachusetts, where she is a resource room teacher working with children with special needs. Her student teacher, Kathryn Bergeson, is enrolled at Lesley College Graduate School. Ellen wrote to us that "having a Lesley student teacher was a most rewarding experience. Also, please give my best to Dr. Dee. He has always been a pretty unusual teacher to me and to many others at Lesley."

Ellen was a student in Dr. Dee's science course on Methods and Materials and submitted the following poem to him about that class and the process of "learning to teach and teaching to learn." □

by Ellen Rosenberg Koretz '73

If I am involved in doing
then I'm surely enjoying it.
And I'm certainly learning something.
Let me explain this a bit!
One week we are recycling
and working with shadows the next.
Then we turn into weathermen
and still there's been no text.
Science can or need not be structured,
for that is not what makes it boring.
What matters is the teacher's excitement.
Presentation is what makes science soaring.
For each child in his own way
learns to observe, explore, explain.
And when we feel a glow of excitement,
we know that we have won the game.
Now I've seen me as a learner,
one who found out what science can be.
So how could I teach it in any other light
except the way that lets me be me!
I feel that it is essential
to explain my scientific approach
to parents, teachers and such
so they may learn to assist in what I "coach."

Some children work better with guidelines,
directions of what steps to take.
In this way they enjoy learning —
they are creating all that they undertake.
Other students may prefer guidance,
materials with an idea or two.
And from there go off on their own
with minor assistance from me what to do.

(Continued on inside back cover)

Avis Brenner is coordinator of the Child and Community major. She has been an associate professor of education at Lesley for six years, taking a leadership role in developing new curriculum for the college. After serving as editor of a national fashion magazine, Avis taught elementary education for eight years in grades one through six. At Hunter College Elementary School, she developed innovative classroom techniques for working with gifted children, much of which was televised and used in training student teachers. For her doctoral thesis at Teachers College, Columbia University, Avis studied the phenomenon of innovation and ways of encouraging a willingness to try new experiences. Dr. Brenner is listed in the 1975 edition of "Who's Who in American Women."
Class Notes

Ruth T. Meserve writes that she is still a volunteer remedial teacher for about 30 children in a public school in Alexandria, VA. Her interests include the “meals-on-wheels” program, bridge, knitting, sewing and her family, which she visits each summer in California or on Cape Cod. Sister Edwardus Bulger (Marie) is the director of Early Childhood Education at Aquinas Junior College in Newton.

Barbara Bullens McCrae writes “How proud I am of Lesley College! How it has grown in size and reputation since I graduated in 1932!” She taught 1st and 2nd grade in Newton for twenty years and retired to be married in June, 1952. Son Douglas was born in December, 1953, and has since graduated 3rd out of 500 from his high school in 1970, and in February 1974 he graduated from MIT with honors. Barbara says she loves life, is truly happy and would like to return to her classrooms anytime. Mary Esther Clarkshaw Johnson writes that her husband, Colonel Franklin C. Johnson, has retired from the Army Corps of Engineers and now that their 4 children are all married, the Johnsons are traveling more and loving every minute of it. The proud grandmother has 7 grandchildren “who are noticeable bright and responsive!” Helen Reimer Matson is listed in Who’s Who of American Women. She retired from her position as teacher-clinician of the Community Nursery for Retarded, Lowell Dept. of Mental Health, in 1973, but she still keeps busy.

Since graduating, Pauline Regan Rogers and husband William have lived in five different cities in the eastern section of the U.S. William is retiring in ‘76 from guidance counseling, and the Rogers will spend time traveling and at their house in Eustis, Maine.

Ella Smith Donovan is in her 33rd year teaching at her own school, the Country Day School in Plymouth. Daughter Claire Donovan Wadsworth ’54 teaches in Duxbury. Ella says her granddaughter may be enrolling at Lesley in a few years—making three generations of Lesley grads.

Jane Dubon Benson writes that she couldn’t stand the “peace and quiet” of her retirement beach house at Little Compton so she went to where the action is: the Emergency Room of Union Hospital in Fall River, MA.

Robert Grush Richardson is on the Board of Directors of a nursery school in Lexington, Kentucky where she and her family have lived for 5 years. Daughter Sue is a recent graduate of the University of Kentucky with a B.S. in Ed., daughter Kathy is attending Gallaudet College in Washington D.C., son Ken and daughter Cyndi are in high school. Anne Hoffman Sullivan’s daughter Pamela graduates from Newburyport H.S. in June. A member of the National Honor Society, delegate to Girls State and winner of the D.A.R. award, she received a tuition scholarship to Regis College where she plans to be a Biology major.

For Mary Giblin Cogswell life continues to be busy, traveling when free, teaching and doing a bit of ceramics when able. Her young son John Jr. (Jay) is now a 3rd grader, very alert, and a real boy.

Joan Weinstein Sherman, her husband Dr. Beryl Sherman and their three sons live in Lancaster, PA. She is presently active in many community and religious organizations, most recently the Lancaster Town Fair, a charity event. Lois Herbert Brower has a family of 2 girls and 4 boys, all in school. Husband Tom is an engineer and Lois has just started substituting.
'58
Doris Donnine Bayes and her husband Rev. Dr. Ernest Bayes are enjoying an 80 day Premier World Cruise aboard the Q.E. II. High spots are a safari from Durban, South Africa, a visit to Tsavo Game Reserve in Kenya, stops in Bombay, Singapore, and Bali. Hong Kong, and Kowloon are viewed with a look across the harbor into Red China. Kyotto and Tokyo will also be explored. As they pass through the Panama Canal, stops will be made in Cartagena and Jamaica before reaching New York at the end of March. Total distance from New York to New York is 34,422 miles.

'60
Joslyn Hills Kirkgaard owns and directs a learning center for pre-schoolers in her home, called the Gingerbread House Learning Center. She has also been busy working with the Cub Scouts for 5 years, the PTA Board for the past 5 years, and Advisory Committee for Lombard Schools, IL for 3 years. Joslyn and her husband Larry, an architect, have 3 sons: Dana (12), Eric (10) and Brad (6). Rae Dinner Seile is engaged to a radiologist and they have 2 children — Debby (12) and Jeffrey (11). David and Joyce MacInnes Powers and daughter Karen, Wendy, and Debbie love their new home in Andover. The girls enjoy swimming and skiing. Joyce completed her graduate work and has become certified as an Instructor of Perceptually Handicapped Children.

'61
Betye Baum Wasserman is very active with the youth in her temple in Spring Valley, N.Y. She is director of the 4th-6th grade youth programs and next year she will be V.P. of Sisterhood School Relations. Her husband Alan will be honored as Congregant of the Year in May, he is 1st V.P. of the temple. Betye plans to go back to teaching when son Andy is in school full-time.

'62
Lynne Bale Kovacs and husband John have settled in a Chicago suburb, after several moves. John is in advertising sales for a publishing company. The Kovacs's have two boys, Andy (10½) and David (6), who are attending an open-spaced, ungraded, elementary school. Lynne is active in Cub Scouts, Quescers, a national org. of antique lovers, P.T.A.; and occasional subbing.

'63
Nancy Eisen Neuman is married to an industrial engineer. She dabbles in real estate while raising three young sons.

'65
Ed and Marilyn Swinkin Lichtenstein have recently moved to Swarthmore, PA, with their 3 children, Evan (5), Laura (3), and Mark (6 months). Ed became the Asst. Principal at the Wallingford-Swarthmore H.S. last July. Linda Spill Cooksey and family have lived in Sharon two years now. Son Michael is in the 1st grade and Jonathan [8] is keeping Mother running. Husband Ben is in a group medical practice and the Cookseys have plans to visit Las Vegas and San Francisco in April. Martha Grossman Sholes and husband Richard live in Cranston, RI and are the proud parents of Nancy Lynn (6), Michael Joel (3½), and Ethan Thomas born December 4. Lynda Govoni Beane has three children: Michael (9), Jennifer (7) and Lisa (5). They are still living in Kingston and are as happy as they can be. "Hello to the Class of '65!"

'66
Susan Crockett married James Mackey in July and Susan is still working with the Burlington School Dept. as an Elementary Counselor/School Psychologist. Bryna Fine Bell has two little boys — Douglas (4) and Blaine (1). Pearl Gerber Shavitz is living in Haverhill with her husband Jerry, an attorney. They have two daughters, Abby (5) and Sarah (3).

'67
Richard and Susan Pearl Graueman have a new daughter, Jennifer, born May 30th, 1974. Patricia Ives Dunning is substituting in mentally retarded classes in Carvallis, OR. schools. John and Patricia bought a 7 acre Christmas tree farm and they have a small son, Michael Jonathan, born August 10. Dick and Maxine Watstein Kates have returned to Boston after 3½ years in Los Angeles where Dick did his residency in Ob-Gyn. They are now living in Framingham with their children, Robin (3½) and Stephen (7 months), while Dick does a fellowship at Boston Hospital for Women in Infertility Problems. "It's great to be back on the East Coast," writes Maxine. Denise Calvin Swan and husband Joseph have two children, Joseph (3½) and Tiffany (8 months). Denise writes that Joyce Williams Toomey and husband Michael have a new son, Christopher Michael, born in February. Susan Itkin Fidel '67 and husband have a second son, Scott Jonathan born September 16 who joins brother Jamey David, (4). The Fidels' are now residing at Wyckoff, N.J.

'68
Rita Ranni is the educational director of a small residential therapeutic community for adolescents. She is working on a Ph.D. in Child and Adolescent Psychology at N.Y.U. Dr. and Mrs. Charles Kneogeld (Carolyn Boume) and twin sons David and Corey live in Bayside, NY. Chuck is a resident into 3rd year in Medical Center. Carolyn would love to hear more about the class of '68 and from Lesley alums living nearby. The Rev's (Linda Leshner) are happy to announce the arrival of son Robert, born October 30, 1974. Brother Richard is now 3 years old. Larry is a management consultant in Washington D.C.

'69
Jane Resseguie Shubert is moving in June to California where husband Dennis will intern at U.C.L.A. Medical Center. Ann Carp Siegel is still teaching third grade in East Walpole and keeps bumping into former classmates in the area. Anne Marie O'Loughlin Chenette joined the Board of Directors of the Cohasset Community Center where she is completing her first year. Marjorie Levine Rito and husband Jim are living in Montpelier, VT where Margie is working part-time as a consultant to the State Dept. of Special Education. She is working on a systems project designed to explore new strategies for preparing the regular classroom teacher to serve the handicapped. Jim is a public defender, having passed the VT Bar Exam last summer. They love the hiking and cross-country skiing in beautiful central VT. Margie says she would love to hear from everyone.

'70
Elaine Reisman (G) is in the Child Study Dept. of Mt. Ida Jr. College where she is supervising student teachers and teaching Curriculum and Child Development. Joy Sulka Kant has been busy since graduation traveling through Europe, working for the Hathaway Senate Campaign (ME) 1972, and teaching for four years in the Newton Schools. Joy photographed the 1972 Democratic National Convention and has published many photographs in The Needham Times. Husband Douglas will graduate from B.U. Law School in June while Joy is working on her masters degree in history at B.U.

'72
Norma Eckert Goodfriend and husband moved to Monterey, N.Y., and she is teaching 2nd grade in the Ramapo Central School District, N.Y. while working on a masters at SUNY at New Paltz. Maureen T. Sullivan (G) supervised 5 Lesley continuing ed. students during their student teaching in Boston suburbs. She will be teaching a spring course in Reading and Other Language Arts to juniors at Lesley, while she is on sabbatical leave from Lexington Schools. Nancy Coyne recently married Dr. Edward Glazner, a chemist working for Pfizer Pharmaceutical Co., in Groton, Connecticut. Nancy is in her 2nd year of teaching the 6th grade at Arlebo, MA. The Glazners are living in Warwick, R.I. halfway between their jobs!

'73
Mitzi Finklestein married Robert Berkelhammer a March 9. They will live in Pittsburgh, PA where Bobby is an attorney with the National Labor Relations Board. Carrie Dee Huntington is currently teaching the 2nd grade in Dallas, Texas. In addition, Carrie has also taught 3rd grade and 2nd grade chorus. This summer she plans to begin working on her Masters at North Texas State University and Texas Women's University. "Come on down, the weather's G-R-E-A-T!" says Carrie. Mary Elizabeth McGlade recently married John Morton, who is attending the University of New Hampshire School of Continuing Studies and is serving with the Air Force. After a wedding trip to Disneyland, the Morton's will make their home in Hampton, N.H.

'74
Randi Grohe Latrop is teaching 2nd grade in Barrington, RI. The Latrops recently moved to Plainville, MA since Bob is working in Boston as a Systems Analyst. Susan Gilbert-Hirschorn is substituting in Arlington County, VA, while her husband David is attending G.W.U. Law School. Peggy MacVane Murray and husband David have moved to Maine and are enjoying life tremendously. Ruth Medelia (G) loves her work. She is co-teaching in a Needham school Resource Room. Part of her responsibility is to supervise student teachers.
The Lesley Exchange

To the Editor:

I was just delighted to hear that so many Current readers were interested in my columns in the Berkshire Sampler. The good news in my life is that Family Circle Magazine will be publishing two of my articles in their section, "Children's Circle." The first one will appear this summer, the second one in the fall.

Thanks again.

Susan Rea Geller '67
West Stockbridge, Massachusetts

To the Editor:

After reading the article on Lesley in the Boston Herald American, I had to tell you how impressed I was by the innovative curriculum and stimulating attitude of the administration, faculty, and students. In this unstable period, it is gratifying to see that Lesley has been so successful in student recruitment and teacher placement. I am happy to see that our College is getting the recognition it deserves.

Mitzi Zionts Friedman '58
Needham, Massachusetts

To President Orton:

I have just read the Julie O'Neil piece (Boston Herald American article, January 26, 1975) and am delighted with it. The intensive personal guidance is surely the key to building a genuine commitment to work with children. It is vital for children to have adults who love working with them.

And what a long struggle it has been to provide experience with children from the very beginning of their college program. The pattern of strict liberal arts courses for the first two years has gripped colleges everywhere, and it defeats the kind of self-knowledge students need. It is good to know the progress you are making.

Thank you for keeping me informed.

Alice V. Kelihier, L.H.D.
Tucson, Arizona

To the Editor:

I enjoyed the long article on Lesley’s "hanging up a record that well might be envied by many a larger institution," which appeared in the Boston Herald American. I so often wonder what Mrs. Wolfard and Miss Malloch would say if they could see Lesley College now! Miss Malloch used to tell me in her letters that she felt like Rip Van Winkle when she visited, even in those days. She’d probably miss her "little old Lesley School."

Rachel French Packard '29
Middlebury, Vermont

To the Editor:

I am currently teaching at Temple University Day Care Center. It serves the students and personnel of the university. The population that we serve is lower middle class (both black and white). We have a very difficult time finding funding for educational equipment as well as snacks, cots, etc.

Lesley College has not "taught" me to deal with this lack of equipment. I felt the education faculty stressed "white middle class society" i.e., a never-ending supply of toys, books, food and audio-visual equipment. Just how do you go about finding money for equipment? Who do you ask for donations?

Being in a day care center that does not provide transportation for the children, I see each parent at least once a day. We discuss all aspects of the child’s growth. I believe that one of my children has pica. Lesley College taught me to be pleasant. The worst I could run up against was dyslexia. (I never heard about pica during my four years at Lesley.)

Just how do you tell a parent that you believe their child has an iron deficiency? Prior to my current employment, I had an experience within the Philadelphia School System. Is the Lesley College Education faculty aware that corporal punishment is being administered in one of our largest cities? Even though

issues outside New England may not seem pertinent to the Lesley teaching program, I do not feel prepared to meet the exigencies brought to the educational fore by busing.

Lesley College sends its student teachers to "lily-white suburbia" ignoring the immediacy of problems facing inter-city classrooms, where many of its graduates teach. . . . It may very well be that teachers come out of Lesley after four years not because of, but in spite of, the current educational system. Change may, however, come about as a result of the program at Lesley. It is to this end that a step has been taken with this survey. I applaud these efforts.

Beth Zatuchni Waldor '73
Philadelphia, Pennsylvania

Beth Waldor was one of 147 recent Lesley graduates to be sent an evaluation questionnaire survey. Most of the 75 alumni who returned the survey responded very positively, although they pointed out a number of possible weaknesses. Lesley’s education faculty has been studying the results and are developing plans for further improvements in the program. We will have an article on various assessment studies in the Fall issue of The Current. In the meantime, we welcome your comments — both positive and negative — in relation to Ms. Waldor’s letter.

Ed.

To the Editor:

I want to congratulate you on the issue of The Current that describes the Lesley Graduate School. I was impressed by your presentation of the number and nature of Graduate School programs. Your articles also communicated the enthusiasm and professionalism of the Graduate School faculty and administration. Bravo!

Judith S. Garelick
Lecturer in Humanities, Lesley College
And there are still others who need me not there at all, except to display the materials. Let 'em loose and they'll have a ball. 

But no matter what ways they do it, there's uniqueness in what each display. They are learning, enjoying and teaching. Who would want it any other way! 

Norman Dee, assistant professor of education, received his Ed.D. from Boston University and has had nineteen years' experience in teaching. A well-known consultant, Dr. Dee recently was elected to the prestigious position of Director, District I of the National Science Teachers Association. Somehow he finds the time to chat frequently with students, on a formal or informal basis, and to support every College event, from the alumni dialathon to the Spring Cotillion.

Alumni STEP Family Weekend

Most of our British exchange students described the Alumni STEP Family Weekend as the "high point" of their visit to America. Eleven alumni and their families played host to students from Margaret McMillan Memorial College in Bradford, England.

The weekend began with a reception held in Alumni Hall. Once with their "new families," the students were treated to trips in and around Boston, home cooking and the typical weekend and the typical weekend activities enjoyed by Americans everywhere.

Hats off to coordinator Margie Stone Tanzer '64 for her superb organization of the weekend. And special thanks to the families of: Ellen Green Bloch '61, Judy Campbell '63, Gail Roberts Dustinseault '60, Beverly Hinckley '74, Mary Lally '74, Ann Cleveland Lange '59, Clare Maney LaRochelle '40, Jane Finberg Mandell '64, Marjorie Wolbarst Smith '62, Joyce Marshall Snyder '61, Margie Stone Tanzer '64, and to vice president for development Arthur V. Lee and his family who "saved the day" when an alumna, who was to take three English women, came down with the flu.

Following are comments from questionnaires completed by Lesley alumni who were willing to share a little of themselves and their homes with our visitors:

"A most enjoyable experience ... we had an opportunity to exchange ideas. It was fun trying to 'sell' the United States to an Englishman ... excellent idea and well executed!" Marjorie W. Smith '62

"I thought it was a marvelous weekend for both our guests and ourselves. My family and I learned many interesting facts about England and the British people that we never would have learned by just a visit to the country. I feel the students saw a part of American life they would never have discovered."

Margie Tanzer '64

"I thought the weekend was very meaningful for all involved and wish they could have spent the week!"

Ellen Bloch '61

"The weekend was most successful for all of us. Our children loved having them." Clare LaRochelle '40

"Making friends from another corner of the world is great! We enjoyed hearing their reactions to TV, radio, stores, etc. I would definitely do it again. My family and I enjoyed sharing the laughter and comfort of two friendly British girls." Mary Frances Lally '74

"We toured the North Shore and had a small gathering of friends over for the students." Beverly Hinckley '74

"We enjoyed the three girls who were with us and felt they appreciated a chance to be in a home situation." Jean and Arthur Lee

And from a letter Joyce Snyder '61 and her family received from their STEP Family guest: "I would just like to say that I thoroughly enjoyed my visit to Massachusetts and am glad I spent part of my time with a real American family! Thank you for inviting me into your home."

The Snyder family took their two British guests to Plymouth for a real taste of American history.
The Perfect Birthday or Graduation Gift

LESLEY COLLEGE CHAIRS:

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captain's Chair (Cherry Arms)</td>
<td>$62.00</td>
</tr>
<tr>
<td>Captain's Chair (Black Arms)</td>
<td>$60.00</td>
</tr>
<tr>
<td>Boston Rocker (Black Only)</td>
<td>$52.00</td>
</tr>
</tbody>
</table>

ORDER FORM — PLEASE PRINT

(Name) [Date]
(Street)
(City, State, Zip) [Phone No.]

Please order
_________________________ Lesley College chair(s).

Type:
_________________________ Captain's Chair (Cherry Arms)
_________________________ Captain's Chair (Black Arms)
_________________________ Boston Rocker

Enclosed is a check for $__________