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The
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LESLEY COLLEGE



Winter, 1975
Graduate School issue

The Current Lesley College

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Cover story:

Last June, the Lesley College Graduate School of Education acquired two properties on top of the hill at 49 Washington Avenue in Cambridge. "Washington Hill," a brisk ten-minute walk from the main Lesley College campus, consists of classrooms, converted offices, student lounges, practice teaching facilities, a reading laboratory and a carriage house.

Because of its architectural and historical significance, Washington Hill has been described and pictured in a survey published by the Cambridge Historical Commission. The gracious atmosphere of the new campus—with its resplendent carved woodwork, marble fireplaces and stained-glass windows—provides an appropriate setting for the many new students who reflect the tremendous increase in enrollment at Lesley's innovative Graduate School of Education. In 1970, there were 180 students at the Graduate School. Today, over 1,000 are enrolled in various degree and non-degree programs.

Washington Hill was built in 1887. The well-known architects were Henry Walker Hartwell and William Cummings Richardson, and its style constituted the very core of the Queen Anne movement in Architecture. The new but old campus contains a magnificent paneled stair hall, a variety of projected bays, and rich stained-glass windows (detail on Cover).

Alumni, parents and friends of Lesley College are invited to visit and tour Washington Hill. □

Editor's Note: We could not publish this special issue devoted to Lesley College Graduate School of Education without first mentioning the person most responsible for the tremendous changes—Dean of Graduate Studies and Vice-President, William L. Perry. Dr. Perry's superb leadership has changed the Graduate School from the relatively quiet place it was five years ago with only 170 students, to a bustling center with 1,000 students. There are also 145 full- and part-time faculty members at the graduate level, and there is a new campus, "Washington Hill." The Graduate School, with its multifaceted programs for teacher education and its outstanding faculty, is rapidly earning a reputation as one of the finest teacher-training institutions in the country.

Barbara Leary '74, a talented artist, is currently a Lesley graduate student in the Reading Program.

Unfortunately, space limitations do not allow us to report on several noteworthy, graduate-sponsored programs in this issue of *The Current*. Among them were Lesley-on-the-Cape courses, IOTA workshops, outreach programs in Weymouth, Beverly and Wenham (Gordon College), Massachusetts, the MTA/Lesley program, McLean Hospital Facility for Continuing Education/Lesley conferences, Greater Boston Regional Education Center projects, the Lesley College Experience in Comparative Education in Russia and England, and many other in-service and community-oriented programs. However, if you would like information on any of these programs, you may contact the Lesley College Graduate School of Education Office at (617) 868-9600. □



Alumni Currents

Lesley Alumni Cited in *Interim*

The Council for Advancement and Support of Education (CASE) has recognized Lesley College in the January issue of *Interim*. The article mentioned how Lesley "enables alumni to use the placement services to look for jobs; it gives them access to the new library and the Kresge Center for Teaching Resources; it permits them to audit, free of charge, courses in the January Program; and it gives them a discount on the Saturday Seminars which offer 'hands on' experiences for teachers during intensive, one-day sessions." CASE sends its publication to 8,000 professionals in college public relations, alumni and development. □

Alumni Continue Their Education

Speaking of the successful Saturday Seminars, Lesley alums already taking advantage of the special alumni discount are: *Patricia Sweeney '63, Ilda Carreiro '74, Judith Sher '70, Jeanne Blatchford '59, Elvira Draghetti Nannini '61, Lynn Kopins '72, Betty Carlisle Bascom '54, Janey Kuchinsky Frank '69, Sally Quinn Ralph '68, Donna Gladden Manning '72, Sandra Malloy '73, Ann Morisi Gatti '74, Eleanor Corcoran '63, Maxine Lazovick Kaufman '72, Susan Sweeney Hutson '71, Yvonne Hayes Young Butler '38, Jilda Freeman '74, Peggy Coppola '74, Catherine Holland '70, Dorothy O'Neil '74, Rita Heller '69, Jane Place Weaver '70, Sally Waters '72, Mary Grassi '74, Sheila Klein Gottehrer '63, Linda Nawrot '72, Deborah Solomon '72, Leslie Woodfin Carroll '65, and Hinda Goodstein '73.* □

Merrimack Valley Alumni Hold Dinner

The Lanam Club in Andover, Massachusetts, was the setting for the Annual Fall Dinner meeting for the Merrimack Valley Alumni. Dean of Students and Associate Professor of Education, Miriam Ritvo, was the featured guest speaker. "Mikki" discussed "Contemporary Issues at Lesley." Enjoying the dinner, speaker and socializing were: *Irene Rutter Barber '42, Betty Carlisle Bascom '54, Katherine B. Concannon '32, Anne Scribner Crane '37, Elizabeth Hill Faye '26, Dorothy McFadden Hudak '67, Claire Maney LaRochelle '40, Janice Kimball Lyons '53, Elizabeth Fleming McMorrow '57, Nancy Mellen Meehan '65, Dorothy Sullivan O'Connor '31, Helen Cynthia Johnson Reynolds '54, Consie Rizzo Russo, '37, Lorraine Blondes Shapiro '42, and Nancy Squatrito '50. Claire LaRochelle and Janice Lyons were particularly interested in "Mikki's" comments since Claire's daughter, Kathy, is a sophomore at Lesley, and Janice's daughter, Gail, is a freshman. □*

Lesley College Press Established

Theodore Zalewski '67, Graduate School faculty member and editor of the Lesley College Press, is inviting queries or manuscript summations from the outside community, as well as from members of the Lesley College faculty. The Press, a separate entity from Lesley College, hopes to publish a small number of works that reflect the College's expertise in early childhood, elementary education, special education and related disciplines. Alumni and parents should address their correspondence to the Editor, Lesley College Press, *The Compass*, 14 Wendell Street, Cambridge, Mass. 02138. □

Annual Fund Keeps Growing

Amy Stellar Robinson '63, Alumni Annual Fund Chairwoman, announced recently that the number of alumni, contributing to the fund has almost doubled figures of a year ago. Although we are well on our way to reaching our goal, we need the support of all Lesley alumni. □

Reunion '75 May 2-4, 1975

Reunion Chairperson *Michele Allard DeGeorge '70* announced that plans for Reunion '75 are well under way. Michele urges Reunion Class members (classes ending in 0 and 5) to promptly return questionnaires to the Alumni Office. Watch for all the exciting details of Reunion '75, the best ever, in the Spring issue of *The Current*. If you would like a Reunion Class list, please contact the Alumni Office. □

À Votre Service— At Your Service

Dr. Norman Dee, Assistant Professor of Education at Lesley, recommends the following resource for readers of *The Current*.

Multiple Choice, by Esther Kattaf and Jane Manzelli, is a handbook for teachers looking for ways to individualize and informalize their classrooms. Directed towards both the beginning and experienced teacher, *Multiple Choice* offers practical activities and suggestions in each subject area. Topics include how you go from reading groups to individualized reading, how you move from group math lessons to having your students working independently, etc. To order *Multiple Choice*, write to New England School Development Council, 55 Chapel Street, Newton, Massachusetts 02160. The price is \$5.00 per copy. □

Faculty Notes

Norman Dee, Education, is a candidate for the prestigious position of Director of District I of the National Science Teachers Association. Dr. Dee was invited to submit a position statement for the mid-March elections.

Dr. George Hein is acting program director of Independent Studies while **Cynthia Cole, Independent Study Program**, is on leave of absence from the Graduate School until June 1975.

George Miller, Academic Affairs and Teacher Education, was a member of the Visiting Team to Suffolk University in Boston. The creditation review was under the Interstate Certification Compact, and Dr. Miller was on the Team with respect to teacher education administration at the University.

Serving on another Visiting Committee, this one to examine sixteen elementary schools in Cambridge, were **Mary Mindess** and **Robert Lewis, Education**. Currently, Ms. Mindess is conducting a series of four workshops in child development for the Catholic Charities Family day care program. She was invited to do so by **Nancy Rosenthal '65**, an educator and coordinator in the day care program.

Mark Spikell, Mathematics, conducted a series of lectures for the Association of Teachers of Math in New England at their annual Institute for Professors and Teachers of Mathematics. We are pleased to report that Dr. Spikell is recovering very well from a heart attack he suffered earlier this fall, and that he will be back at the campus, "playing Math games" and teaching, in the near future. □

The Lesley Exchange

To the Editor:

Both my wife and I read the second chapter of the Nonnie Goodale Wilson story with great interest (see *The Current*, Spring 1974). I am returning it to you for "recycling."

Harold Conner, Associate Dean of Students, Director of Residences, Lesley College

To the Editor:

As always, I enjoyed the last issue of *The Current*.

After raising three children, it is so much fun to be back at Lesley, working part-time for Catherine Welch, sending out transcripts and credentials for all the alums who are also going back to work.

I would like to say hello to alumni friends, so many of whom I remember fondly over the last 17 years. I saw your section on "Class Notes," but I don't fit in there!

Is there ever an "Administration Notes" column?

Carolyn Knibbs, Transcript Officer, Office of the Registrar, Lesley College

Yes. The Lesley Exchange welcomes letters from all members of the Lesley community, including administrators and faculty members, on any subject which may be of interest to readers of The Current. **Ed.**

Associate Professor of Early Childhood Education Mary Mindess talks with a Lesley student at the 1974 New England Kindergarten Conference, sponsored by the Graduate School and held in the Hynes Auditorium in Boston. Over 2,200 teachers attended more than 40 intriguing sessions and workshops. Following the conference, the Alumni Association hosted a lovely "Sherry Hour."



To the Editor:

While reading your recent issue of the *Current News*, I found your article on Susan Geller most interesting. I would appreciate your sending me a copy of her column, "Show and Tell Suzy."

Pamela Orkus Becker 'G71

To the Editor:

As an active alumna, I have had the chance to marvel at Lesley's growth and development over the past several years. I have seen a gorgeous new campus erected, watched the College's academic and educational programs change to meet current needs, met with dynamic administrators and faculty members from both the College and the Graduate School and have worked and taught with bright and dedicated Lesley students.

Because I am extremely proud of Lesley and her many accomplishments, I was so pleased to read Julie O'Neil's excellent article, "Lesley College: Rx for Survival," that appeared in the January 26 magazine section of the *Boston Herald American*. She certainly said it all!

Ellen Green Bloch '61

For the past two years, Ellen Bloch has been president of the Lesley College Alumni Association. **Ed.**

What is it like to teach at the school which you attended? To find out the answer, Theodore (Ted) Zalewski, one of sixteen Lesley graduate alumni now teaching at the Graduate School, interviewed three of his "alumni-teaching" colleagues. We then interviewed Ted and asked him how he felt about Lesley College, past and present.

Dale Padnick

"I looked forward to Lesley's small classes and laboratory settings," said Dale, who enrolled in Lesley College Graduate School after attending an undergraduate school of 20,000 students. "Through careful planning of my courses with Drs. Elizabeth Berglund and Mark Spikell, I was able to do an independent and personalized program."

Dale went on to receive her Master of Education Degree in Math Specialization for Elementary Education. Currently she works at Lesley with women and men of all ages. As Residence Director of Court Hall, she works and lives with undergraduate women. "Court Hall is home for me; it has such character." Court Hall is one of several older dormitories on Oxford Street, as opposed to the new "urban academic" complex of dorm-classroom buildings that houses most of Lesley's undergraduate students.

In another role, Dale is part-time faculty member in the Divi-

They Went to Lesley, They Teach at Lesley

sion of Continuing Education, where she teaches mathematics to adults in the Lesley/Boston Teacher Aide Program (see *The Current*, Fall 1974). "I find the students to be incredibly exciting and honest. Many are older with families. It's a wonderful feeling to be part of their class."

Dale also works with adolescents as a teacher-counselor with the Adolescent Counseling in Development program. "I have experienced so much diversity at Lesley, being involved with both students and faculty, that I now feel I have the appropriate background to explore any number of fields in education." □

Roberta Pasternack

"We are open to children with a variety of learning and developmental needs. Our emphasis is to respond to the intellectual and emotional needs and strengths of each child." Roberta was referring to the new Early Childhood Unit located on Mellen Street, of which she is director and head teacher.

"We attempt to provide a warm, accepting atmosphere in which children freely explore their environment and learn by doing, at their own pace. By encouraging the child's natural tendency toward worthwhile activity, the school opens up avenues in language arts, creative dramatics, nature study, arts and crafts, music, math and free play."

Roberta's commitment to working (and playing) as a community is not new. For two years, in Marlboro, Massachusetts, Roberta owned a preschool that offered alternative education to kindergarten children. She then worked towards her Master Degree in Special Education at Lesley.

"The children in the Early Childhood Unit have specific responsibilities in caring for the environment and each other. They learn about the process of beginning a project and ending one." As director and head teacher of the school, Roberta is responsible for the education of fifteen young children with both normal and special needs. Like Dale Padnick, Roberta works with adults as well as with children. A number of Lesley graduate students in the early childhood program observe, participate and do their practicums in the Early Childhood Unit under Roberta's supervision.

When asked about her time-consuming work at Lesley, Roberta was quick to reply. "Although it does take a great deal



Cont'd on page 16

Alumni Profile

Kitty Dukakis '63 is an instructor of modern dance at Lesley College. She is also the First Lady of Massachusetts. This is not the only time a Lesley alumna has been directly involved in Massachusetts politics.* But as wife of Governor Michael S. Dukakis, it is Kitty who has been making the headlines lately.

Besides teaching dance at Lesley, Kitty also works at the Brookline Arts Center. She is the mother of three children — John, Andrea and Kara, and is trustee of the Children's Museum in Boston. Kitty is actively concerned with improving programs such as day care, child abuse and prison reform.

The Dukakises have been married for eleven years. They are lifelong Brookline residents who enjoy working in their community, in their vegetable garden, attending local dance recitals with their children, or entertaining informally in their bright and homey duplex.

Kitty, 38-years-old, is dynamic and impresses you immediately with her vitality, social awareness, wit and warmth. Music and dance have filled her life, her father being Harry Ellis Dickson, associate conductor of the Boston Pops, director of the Boston Symphony Orchestra's Youth Concerts and the BSO's First Violinist.

The following interview took place last December after Kitty had finished a rehearsal with the Lesley College Dance Group, which she has organized. □

* **Lillian Backman '674** is the wife of Sen. Jack Backman of Brookline. **Denise Galvin Swan '67** is the sister-in-law of Boston's Mayor Kevin White; **Patricia Hagan White '23** is the Mayor's mother; and **Ella Swanson Galvin '27** is Mayor White's mother-in-law and a former faculty member of the Lesley-operated Carroll-Hall School.



Mother, Teacher, Dancer, and First Lady

Q: I suppose the first thing we would all like to know is if, with all your new responsibilities and commitments, you plan to continue teaching at Lesley?

KD: As I said all during the gubernatorial campaign, I will definitely continue working at both Lesley College and the Brookline Fine Arts Center. I don't intend to be a full-time First Lady. I have my own job and my own life. Every woman should have something important of her own.

Q: Before you began teaching at Lesley six years ago, were you involved with dance professionally?

KD: I've been dancing from the time I was twelve. I began teaching dance for the Recreation Department in Brookline, and while a student, I was a dance instructor at Pennsylvania State University. I also taught for brief periods of time in California and Texas. Next I went to Lesley, graduating in 1963 in elementary education, and soon had children. As a mother of a young child, full-time teaching was out of the question, so I was a substitute teacher and later joined the Lesley faculty.

Q: Are you satisfied with the facilities for dance instruction?

KD: Fairly. However, I would love to see Lesley have a bar and mirror in the gym, which I have at the Brookline Arts Center and which make an enormous difference. Of course I think that the entire physical education program at Lesley could be improved by better facilities. In my opinion, Lesley is now in the position to add to its physical education program — with tennis courts or a swimming pool, for example.

Q: Are more students taking your dance course at Lesley now than in past years?

KD: Absolutely. And I think it reflects the growing interest in dance throughout the country. Can you imagine, when I was a child looking for a modern dance teacher, there was only *one* in the entire Boston area!

Q: Moving from the world of dance to that of politics, do you have any particular role model?

KD: Yes. I think the person who I look up to more than anyone else is Eleanor McGovern. She did a great deal for candidates' wives, and I admire her courage and ability to get out and really speak to the issues. She was speaking her mind in 1973 at a time when politicians' wives were expected to

say nothing but pleasantries, to be mere appendages of their husbands.

Q: You sound glad that those times are gone.

KD: You bet! I hope to be a conscience for Mike and a sounding board for the inclusion of women in his administration. Fortunately Mike is sensitive to the role of women in society and government. Although I haven't "pushed" him into feeling that way, I am sure my influence has heightened that sensitivity.

Q: Betty Ford told the *New York Times* that when she retires she is going to lobby for a salary for "First Ladies" because theirs is a full-time position. Do you agree?

KD: I have some misgivings about Mrs. Ford's philosophy. I feel that it's terribly important for a woman—and I don't care what position her husband holds—to have something in her own right. When she is put in the position of having to work for pay, then it no longer is "her thing."

Q: Do you and Mike fantasize about moving from Brookline, Massachusetts, to the White House in Washington, D.C.?

KD: Not at all. I'm just beginning to adjust to the fact that Michael is governor. I would wake up in the morning not quite knowing what had happened. The children would leave, and the mailman would ring the bell at 8:20 a.m., with thousands of post-election letters. I would pinch myself and realize that yes, he had actually won! Michael has no interest in national politics in terms of his personal career. Because he is an aggressive leader, I think you will be hearing about his ambition; but he really is not interested. We have our hands full with one state!

Q: Mrs. Francis Sargent, wife of the former governor of Massachusetts, was actively involved in the area of mental retardation. Do you have any similar *cause célèbre*?

KD: There are several areas that interest me at this time. One of them is day care, and I am upset by the fact that Massachusetts is not getting its share of federal reimbursement for day care programs. Another is women's equity, and I was asked to sit in on a meeting on the Status of Women. Also, I am taking a long, hard look at prison reforms and, of course, at the state of the arts.

Q: Are you planning to move from your present home into a Governor's Mansion?

KD: No. One of the delightful things about Massachusetts, and there are many extremely positive things, is that we do not have a Governor's Mansion. Almost every other state has one. I would resent the energy and effort that must go into running one of those homes. Michael and I are limiting the amount of entertaining because of the economic situation, and because there are more important things to be done with our time.

Q: Does your family feel a lack of privacy—the secret service looking over your shoulder, etc.?

KD: The public has a right to know about our finances, especially after Watergate. Michael has very strong feelings about being with the people, and he will continue taking public transportation to work, rather than a limousine. But we did have a threat recently, and we have to be careful about opening our mail. Our children, fortunately, are only vaguely aware of the security. I don't pick them up from school; they walk home—a five-minute walk—and are watched. But they have no idea that they are being "protected."

Q: How do the children respond to having their parents constantly in the political limelight?

KD: They have mixed feelings. John, our oldest, is already a politician. He is active in student government at Brookline High School and is on the student advisory board to the state department of

education. Michael keeps saying that some day John is going to run against him. Andrea, our oldest daughter, is rather negative about the whole business. She feels that Michael has been taken away from her, especially during the campaign when she was hospitalized. It was quite an ordeal for her during that period. Andrea just isn't terribly interested in watching Michael on T.V., or reading about him. She is a very creative and artistic child. Kara, the little one, is gregarious and outgoing. She totally enjoys the spotlight and the excitement.

Q: As a graduate of and instructor at Lesley, do you feel ties with the College?

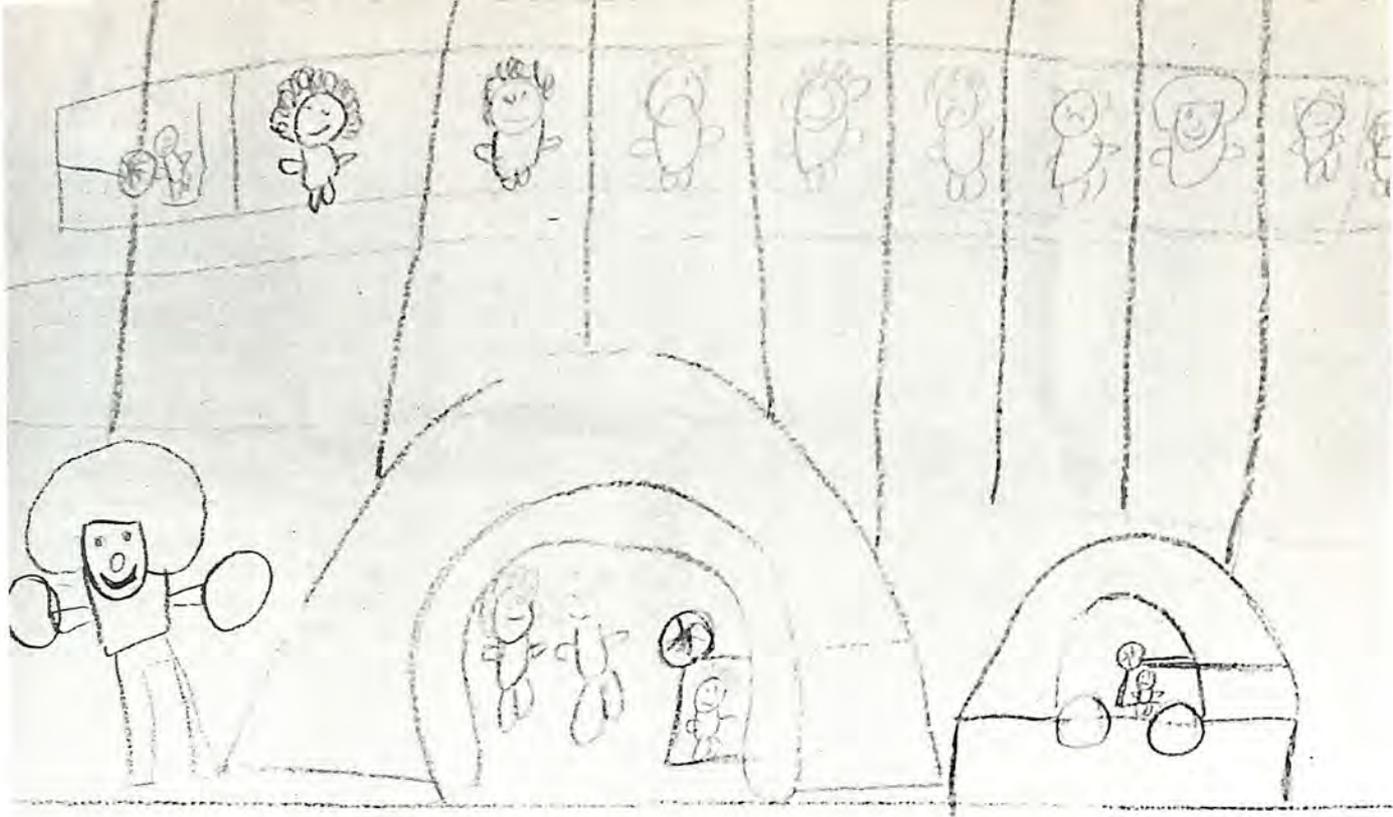
KD: Yes, very strong ones. Lesley is so much a part of my life. During the campaign I talked about my affiliation with the College, how much it has meant to me and what a blessed strength it has been for me.

Q: Will success spoil Mike Dukakis?

KD: I sincerely don't think so. Michael is a very simple man. The trappings of a new office won't get to him—he's just not into all of that. He is an aggressive, decent and hardworking man who doesn't have the time or the inclination to be weighted down by a swelled head. Michael reads, plays with the kids, jogs, ice skates and works with me in our front-lawn vegetable garden. We relax together, simply and often, as a family unit.

Q: Kitty, is there one final message for all your classmates and Lesley friends reading this interview?

KD: Just tell them that a new day is dawning in politics, not just in Massachusetts but in the whole country. I hope that teachers who graduate from Lesley College will encourage their students to get involved in politics and have a sense of the governmental system. It isn't a distasteful experience but rather a growth-producing one. □



New Careers in the Arts

by Shaun McNiff

With the creation of the Institute for the Arts and Human Development in the Spring of 1974, the Lesley College Graduate School made a serious commitment to the arts in both education and therapy and became the first college in New England to offer graduate training in the area of expressive therapies of art, dance, drama and music. The Institute also offers courses in the arts for students in the elementary and special education degree programs and for the division of continuing education. Although these courses have been well received, it is the demand for our curriculum in the expressive therapies that has been most impressive. I would like to look briefly at why there is such a growing interest in this newly emerging field.

The professional recognition of the role that the arts can play in therapy has increased during the last few years. Although historically there has been a general sensitivity in the mental health field to the therapeutic value of the arts, formalized training programs in the expressive therapies have not existed until recently. In the past, the arts were introduced to therapy by psychiatrists, psychologists, occupational therapists, social workers and other counsellors merely as adjunctive forms of treatments. All this changed when research and psychological publications scientifically documented the successful role the arts can play in therapy. The mental health field then began to radically re-evaluate long-standing theories on the power of the creative process to stimulate psychic integration.

During last fall's busing turmoil in Boston, resource room teacher and Lesley graduate student Diane Sher asked her anxious students to talk about the tense situation. None responded verbally, but they remained agitated. Diane then asked them to "draw busing." This seemed to free the children, exemplified by the above picture. The 10-year-old artist had been doing nothing but stereotypic pictures for the last two years. This assignment proved to be a breakthrough for the girl, and ever since that time she has been more expressive, trusting and open. Of her picture, the child commented: "The boy is throwing rocks. My mother's car is in the bus. They hit the sad people. The police came." Diane Sher is in the expressive therapies program coordinated by Shaun McNiff.

Through the expressive therapy experience, the individual is given the opportunity to communicate intense emotions, develop problem solving and critical thinking abilities, organize perceptual processes and build a positive self-image through artistic activity and the sharing of this work with others. The Massachusetts Department of Mental Health is therefore placing a high priority on developing man and womanpower resources within the expressive therapies. To date, Lesley College has assumed a key position in the department's efforts to integrate these therapies into a new approach to mental health training which is directed toward the development of multi-disciplinary mental health professionals. For example, a small group of Lesley graduate students

are currently representing the expressive therapies in an experimental training program called the Greater Lawrence Mental Health Training Consortium, funded by the Massachusetts Department of Mental Health. The trainees receive closely supervised clinical experience in a variety of community settings, including the Greater Lawrence Mental Health Center, St. Ann's Home for emotionally disturbed children, storefront counselling centers, and a special art therapy program run by the Addison Gallery of American Art in Andover, Massachusetts. The Lesley trainees work with clinical psychology, social work and nursing trainees toward the creation of a new kind of multi-disciplinary community mental health worker. Previously distinct, these mental health disciplines are now establishing stronger and closer linkages. Professional isolation, it has been demonstrated, promotes fragmentation in treatment and makes it difficult to relate to the whole person and to the totality of his or her life in the community.

Similar trends toward professional integration have also been apparent in the schools. With the passage of Chapter 766 and its mandate to integrate children with special needs into the regular classroom, school systems have become increasingly clinical in their approach to children. Teachers are looking for clinical skills which will enable them to assess individual strengths and weaknesses and design individualized programs. Within this new environment, there is a burgeoning demand for teachers in the arts who have been clinically trained, and who can relate the arts to the remediation of perceptual disorders and to the therapeutic treatment of emotional difficulties.

When considering these realities together with the inherent appeal of the arts and psychotherapy, it is no wonder that student interest in the expressive therapies is extraordinarily high. Only in its first year, Lesley's Institute for the Arts and Human Development has attracted outstanding graduate students and faculty who are working closely together to develop new and innovative mental health and educational programs. These "human resources" will become our greatest assets. □

Shaun McNiff is the director of the graduate school's Institute for the Arts and Human Development. He is a member of the Commissioner of Mental Health's Manpower Development Policy Committee and the author of the book, Art Therapy at Danvers, as well as of numerous articles which have appeared in Art Psychotherapy, The Schizophrenia Bulletin and the Academic Therapy Quarterly. Shaun is the former coordinator of Art Therapy at Danvers State Hospital. His art therapy exhibitions have been shown at many prestigious universities, museums and galleries throughout the Northeast.



Self-Directed Study and Open Education

by Cynthia Cole

Beginning next July, Lesley College Graduate School of Education plans to consolidate itself so that the principal programs will consist of teachers of Early Childhood/Elementary Education, teachers of Children who have Special Needs, Arts in Human Development and the Independent Study Program.

Cynthia Cole, a Smith College graduate who attended Harvard Graduate School of Education for her master's degree, is coordinator of the Independent Study Program and a specialist in the area of open education. We asked Cynthia to comment on the Independent Study Program and to define what she means by "open education."

Independent Study

We're very excited about the Independent Study Program at Lesley. It is particularly suited for those men and women who want a graduate program tailored to their own special interests rather than predetermined by prescribed courses. Most of our current students utilize their on-going professional activities or special internships as part of their program; they also take whatever courses at Lesley, or other institutions, they choose. Finally, they undertake independent reading and major projects under the direction of advisors and evaluation team members.

Each student's work is very individualized, depending on his or her background, professional goals, immediate learning needs and the make-up of the evaluation team.

There are currently about fifty students in the Independent Study Program, and the focus of their study ranges from psychodrama with adolescents, or the value of teacher resource centers, to the cultural and physiological significance of movement and gesture.

We are convinced that this program offers a positive style of education for increasing numbers of professionals during this period of change and exploration in the educational world.

Assistant Professor Cynthia Cole is flanked by open education specialists Diane Levin (left) and Rebecca Corwin at the Carriage House, Washington Hill campus.

Open Education

To move onto the other area you mentioned, "open education," we do often find this alternative teaching method to be misconstrued by both parents and educators as an unstructured "Summerhillian" approach. In fact, I see it as an approach that utilizes the child's natural interests and the teacher's knowledge of children, along with a vast array of classroom skills to help each child become as independent a learner, and as competent a problem solver, as possible.

Good open classroom teachers attempt to stretch the potential in each child with appropriate challenges so that he or she is continually growing in self-confidence, social responsibility and intellec-

tual inventiveness. Because this style of education requires so much of the teacher, it takes a great deal of time and practice to do well.

Open education's effectiveness must be evaluated in new terms, over longer ranges of time and with consideration to the child's emotional well-being. Children who are involved in work which they find worthwhile and relevant to their lives are likely to be found in an open classroom. Any classroom has its ups and downs, but a well-functioning open classroom shows real concern for individuals, developing the child through sustaining work and respecting his or her efforts to achieve serious goals. □



So That They All May Read

by Lenore D. Parker

During recent years a great deal of attention has been drawn to the issue of reading and particularly to how well our schools are preparing children to cope with literacy demands imposed by contemporary society. One of today's basic concerns is that a segment of the school population is functioning at a level of reading retardation which makes the need for remediation critical and underscores the importance of training teachers who can alleviate and, possibly, prevent this problem.

In response to the need for teachers who are properly prepared to deal with children at *all* levels of competence, Lesley College Graduate School developed its reading program three years ago.

There are two major thrusts to the graduate degree programs. One is designed for people without background in elementary education who wish to be certified as classroom teachers and also want in-depth training in the teaching of reading. The other, for certified teachers with classroom teaching experience, is designed primarily to train reading specialists to work with children who need special help and to assist classroom teachers in planning and implementing classroom reading programs.

One of the most startling revelations of recent years has been the research relating to the number of children who leave our schools each year without adequate skills in reading. Estimates vary from 8% to 40% of the school population who can be identified as in need of remediation in reading, or as children who are reading appreciably below grade level. In considering this, it is clear that the classroom teacher needs to take increased responsibility for reading instruction geared to the needs

of children reading at various levels. With that idea in mind, Lesley's major area of concentration in reading has been developed.

For those people who have no background in elementary education, the program was designed with the classroom teacher in mind. Within the scope of the training in elementary and early childhood education, graduate students who include a major concentration in the teaching of reading focus on reading and reading-related experiences throughout their program. This full-time degree program includes one academic year plus a summer. Students complete all elementary education requirements for certification, plus more than 20 credits of work in reading and reading-related courses leading to certification in reading.

Their program culminates with a six-week summer practicum, in which each student works with one child. At the beginning of the practicum, a series of tests is administered which the graduate student-tutor analyzes to develop a profile of reading difficulties. Based on the diagnostic profile, the tutor develops a plan of instruction for the remaining five weeks and spends one hour each day with the child working diligently to improve reading ability.

Through this careful sequence of classroom instructional experiences, coupled with training in the teaching of reading for all children, Lesley graduate students are especially suited for responsibilities in open classrooms, team teaching situations, traditional classrooms and special resource areas.

One of the important facilities available to graduate students in our reading program is the Reading Laboratory. It contains an extensive collection of materials currently in use in classrooms, resource centers and instructional libraries throughout the country. These materials, which circulate

Cont'd on page 16

Lenore D. Parker, who developed both the graduate and undergraduate reading programs at Lesley College, is coordinator of graduate programs in elementary and early childhood education. She began her professional career in journalism and later switched to the field of education, where she has taught extensively at both the elementary school and college level. Dr. Parker, who represents Lesley on the Higher Education Coordinating Committee and on the committee of Concerned Boston Citizens for Elder Affairs, has served as consultant to various groups and school systems. She is an active member of numerous professional organizations, including the recently formed group of College and University Reading Educators.



Especially For Special Education

by Jill Hamilton

Visitors to the Lesley College campus who see the sign on the Gothic-looking brick building on Wendell Street inevitably ask, "What does *The Compass* mean?" For one thing, it is neither a boutique nor a sporting goods outlet! It is the newly decorated home of the Special Education Department of the Lesley College Graduate School.

The Compass was chosen for two reasons: firstly, we felt that a center to which many children and families with special needs come for services should have a comfortable, non-threatening name; secondly, we see ourselves as a central point with a wide-swinging arc of services reaching into many communities, and lending a sense of direction to those caught in the confusion and complexity of the new Massachusetts mandates for special education.

Lesley's graduate special education programs have virtually exploded over the past two years, growing from 40 to 260 students. The faculty also has grown from a handful of part-time lecturers to a strong corps of full-time professors and advisors interwoven with numerous part-time staff members.

Recent areas of development in our programs include the addition of an Early Childhood and Special Education Specialization, combination programs such as Emotional and Learning Disorders, a Child Development and the Arts Program which explores therapy

for disturbed children through the arts, the Severe Multiply-Handicapped Master Unit in reciprocal arrangement with the Walter E. Fernald State School, and the successful installation of "Alphabus" (see *Current News*, Nov. 1974).

Additionally, students in our special education program provide direct services to communities, in terms of designs for kindergarten screenings, assessments for children with special needs, in-service workshops for regular teachers, tutoring and play therapy, and a variety of back-up services involving Chapter 766 – the special education legislation. To that end, a massive department-wide compilation by our students of state-wide services for parents and children with special needs will be published and made available to school and community agencies.

No picture of our special education programs, even a capsule one such as this, would be complete without mention of two areas which most directly involve children: the Early Childhood Unit and the Summer Compass Session.

During the academic year, the Early Childhood Unit services a variety of four- to six-year-old children with and without special needs. During the summer, *The Compass* becomes a beehive of activity for 100 children from eighteen school systems, aged four to twelve. Like the children, practicum and master degree students are enriched by both of these experiences. The daily reality of emotional uncertainty is a poignant and concrete lesson to those of us on the staff who tend to get buried in the adult world of academe and material written about children.

Looking to the immediate future, the Special Education Department has the following important and exciting projects on the planning board: a major school-wide reciprocal arrangement with the Cambridge Public Schools to strengthen supports to

teachers dealing with Chapter 766; the placement of our students in the Boston Public Schools for a year to absorb the complexities of the current urban situation and its effect upon children; new in-service courses based on the premise that Lesley must move into the public sector and ease the sense of isolation for teachers already in the arena; a visit by key faculty members to campuses outside the New England area in a move toward national dissemination of information about Lesley's special education programs; the development of a Counsellor-Education Specialization; the establishment of a center to write educational prescriptions for CET evaluations; the creation of multiple placement models whereby students work in regular classrooms as well as with special children; full-year, paid internships for master degree students; and the ongoing development of the role of the generic special educator.

Clearly the Special Education Department of Lesley's Graduate School is exploring a multitude of new directions in programming, special services and educational innovations. We hope that many of *The Current's* readers will visit *The Compass* as it swings its arc of services across an increasing number of communities. □

Jill Hamilton is coordinator of several graduate special education programs and assistant professor at the graduate school. She has had ten years of public school teaching and administration, as well as extensive consultant experience in school program development and in-service training. Jill is a member of the task force created to rewrite certification regulations and the Lesley-McLean Hospital representative for the planning and implementation of Chapter 766; she also serves on the central committee of the State Department of Education to analyze special education program approval.

The Compass

the place

where

everywhere is naturalness

everywhere is differentness

the place

where it was natural to be different

where the different could be natural

children and adults

alive together

live togetherness

the uniqueness in each

sparking

the uniqueness in the other

filling in

for each other

the gaps created by

uniqueness

all puzzle pieces

alone part of many pictures

together one whole picture

adults and adults

layers of invisible fencing

cushioned safeguard

for

the wandering fearful

the bombarding fearsome

a parachute

to carry

to cover

to release

the weight of differentness

accessible enough

distant enough

for falling stars to curl up

for shooting stars to stretch out

a place to be

children and adults

the compass

marie

summer '74

Currently finishing her doctorate at Boston University, poet **Marie Pappas** teaches seminars and does field supervision at Lesley's Graduate School. Her areas of expertise include emotionally disturbed children and clinical observation.

Learning to Teach at the Lab Schools

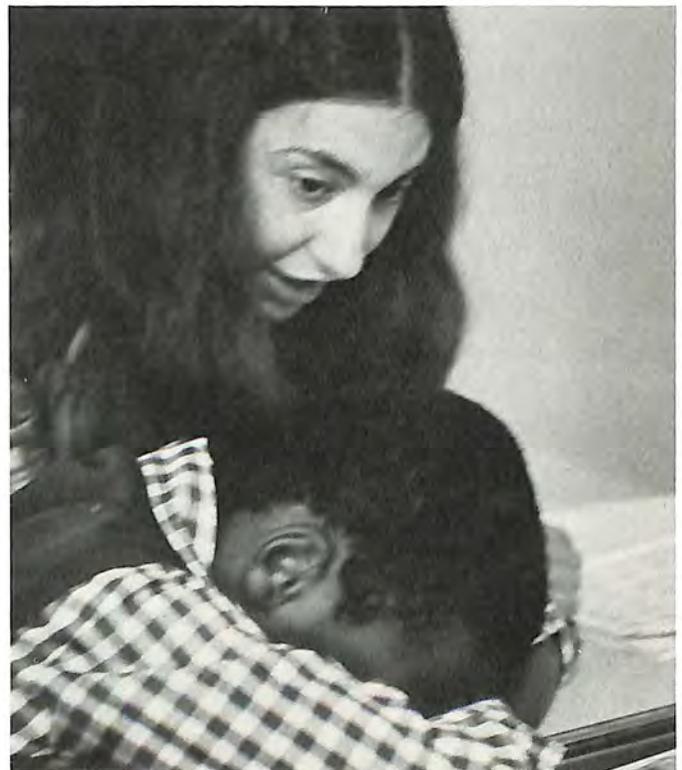
The three Lesley-operated "laboratory for learning" elementary schools located in Cambridge near the Lesley campus not only meet the special needs of the children enrolled, but also provide Lesley graduate students with invaluable field experience in teaching.

Freelance photographer **Howard Smith** spent several days with nine graduate interns at two of the Lab Schools – Walter F. Dearborn and Carroll-Hall, both of which are geared to education and training programs for children with special learning, social and emotional needs.

With camera in hand, Smith captured the moods of three of the nine graduate students as they learned to support, befriend and teach at the Lesley Schools for Children. □



Above, **Katherine Wimmett** gently coaxes a Carroll Hall child away from the playground equipment. Katherine taught fourth grade for four years in Boston. **Francine Ladd** is in the combined Learning Disabilities/Behavior Disorders graduate program. Below left, at Dearborn Francine discusses inappropriate behavior with a child during recess. At Carroll Hall **Doreen Feldman** skillfully and sensitively attempts to place in perspective, for a distressed pupil, his one addition error during a math lesson.



Continuing Education—Its Time Has Come

by Peter von Mertens

Peter von Mertens, a Yale graduate who received his M.A. in Education from the University of California in San Francisco, is director of Continuing Education at the Lesley College Graduate School of Education. Before coming to Lesley, Peter taught at various levels and joined the Peace Corps in Nepal, where he recently led an expedition to the foot of Mount Everest.

For one thing, continuing education enables students who do not wish to enroll in degree programs to register for our regular on-campus undergraduate courses. In fact, almost all of our "regular" offerings are open to continuing education students.

In terms of who takes continuing education courses, our constituency comprises teachers or other educators interested in furthering their professional growth. Some enroll for increment credit, or perhaps to have a student teaching voucher honored. The program has become the largest single source of graduate degree students at the College. This year, we will have over 600 women and men enrolled at the Graduate School as continuing education students.

One of the reasons for this successful track record is that continuing education, an alternative to our ongoing residential undergraduate program, is designed to provide mature adult students with opportunities in liberal arts—on an individually designed basis—as well as with professional preparation for work with young children.

Our students have often been out of school for a decade or two and are teaching or working with children in an educationally related field. They usually wish to complete a baccalaureate degree. Most will study on a part-time basis, taking only one or two courses per semester. Our two largest groups of students are involved in day care and the Boston Teacher Aide Program (see *The Current*, Fall 1974).

The graduate school has developed a series of programs designed to provide professional educational opportunities to students not served by our graduate degree programs. Over the past year, the programs have been consolidated into the Division of Continuing Education. We asked Peter—an enthusiastic, forward-looking young administrator—who enrolls in continuing education and what the addition of the division means for Lesley College.

Returning to an academic environment after years of being away from one can be extremely difficult. Lesley's continuing education program is small enough to counsel directly all students before they enter the program, as well as during the time they are enrolled. Also, a number of courses are offered at convenient, familiar locations in the student's community, and friends often take courses together. Thus the program provides supportive services and deals with issues and problems unique to continuing education students.

The expense of completing a bachelor of science degree in continuing education is prohibitive to many students. However, we have been vigorously pursuing alternative methods of funding. For example, we recently received word that The Blanchard Foundation will grant us \$7,500 for our Boston Teacher Aide Program if we can raise matching funds. That would mean that each of the 30 students in that program could take four courses free during the 1975-76 school year.

Other exciting news for continuing education at Lesley is that

students in the program can now earn academic credit for life experiences which have contributed to their teaching skills, such as having been a teacher's aide (three credits per year for a maximum of fifteen credits), or for having participated in the Peace Corps.

Lesley's continuing education division is flexible. It travels to communities when necessary, providing in-service education opportunities to practicing teachers in the field. We have conducted courses in several school districts in the Greater Boston area. And we have offered courses, such as our well-attended Saturday Seminars (with a special discount to Lesley alumni), at times convenient to teachers. Another aspect of our program is to link up with other groups which may provide additional resources to our students. We work, for example, with the Greater Boston Teacher Center's classroom consultation, as well as with in-service course work.

I believe that the success of the continuing education division stems largely from its ability to respond efficiently to requests by students and teachers for relevant courses geared to meeting *their* needs. If we are currently enjoying popularity and growth, it is a reflection of our willingness to see a wide range of experiences beyond the traditional classroom as being important to the teacher or educator. We welcome requests for our continuing education catalog and hope to see many of you either at Lesley, or in your community. □



Class Notes

MARRIAGES

Charlotte Krupp '73 to Lawrence J. Lerch. They reside in Canton. **Janice Gardner** '72 to Andrew H. Crivelli. The couple live in Acton. **Lois Gould** '73 to Paul Feldman. Lois teaches L.D. in Hopkinton. **Melody Gail MacInnis** '74 to Larry A. Bearfield. They are living in Marlboro. **Ellen S. Grob** '73 to Norman A. Erlich. They reside in Woburn. **Kathleen McCarthy** '73 to Robert F. Boland. Kathy is teaching in Malden. **Kathleen McAleavey** '73 to Richard Nahn. Kathy is teaching 5th grade in Reading. **Patricia Curcio** '74 to Richard Guliani. They live in St. Louis, MO. **Janice Sherman** '72 to Jimmy D. Epps. Janice and Jimmy teach in Salem, NH. **Janet Gary** '74 to Richard M. Eskin. Janet teaches 2nd grade in Norwell. **Mary Yee** to Christopher P. Nichols. Chris is an attorney in NYC. **Joanne Woller** '72 to William M. Wurtz. They reside in Elberon, NJ while Joanne teaches 4th grade in Long Branch, NJ. **Martha Grodd** '74 to Harold DeMoss. They live in Oklahoma City, OK while Harold attends Oklahoma Univ. Med. School. **Jane Abrams** G74 to Stephen Walsh. They live on Long Island. **Gwen Herstad** '73 to Jeffrey A. Runge. They live in Seattle, WA. **Jane Woodley** G74 to Barry R. Hughes. **Sherri Kritzer** '71 to David B. Rindler. She is teaching in the Montgomery County, MD schools. **Ann H. Johnson** '73 to Gordon T. Grimes. **Marcia L. Killam** '70 to Brian Evans. They live in Watertown. **Susan Metters** '70 to Mark Segar. They live in Cambridge.

'22

Marion Allen Folger was glad she was able to attend her fiftieth reunion at Lesley in 1972. This past September 27th, Marion and her husband Joseph celebrated their fiftieth wedding anniversary among family and friends.

'23

Madeline A. McDonald retired from the Boston Schools in June, 1973.

'25

Elise Parker Owen writes to us from West Barnstable where she has many varied interests, the main one being her three grandchildren who live close by with her son and "charming daughter-in-law."

'26

Gladys Pollet Young has been busy. For two years she has been a trustee for the Boston Ballet Society, and is Vice-President of the Governor's Council for Public Action for Performing Arts. Gladys is also Vice-President of Friends of

Retarded, and she and her late husband Jacob have had a room dedicated in their honor at Clark College.

'31

Currently retired, **Alice Ramsdell Russell** taught kindergarten and first grade for 25 years. Alice has traveled over the United States, Canada and four European countries. **Elizabeth Hawley Mason** has retired and is enjoying life!

'38

Muriel Barber Kneib and her husband have been retired for almost two years, so they are both going to college. Muriel is taking ceramics, sculpture and painting. She is also writing, playing the organ and, in general, enjoying life "doing her own thing." The Kneibs' four children are grown, and they have seven grandchildren, two of whom are twins. Muriel would like to hear more from the classes 1936-1940.

'47

Betty Rauch Brensinger taught elementary school for 8 years, married Edgar Brensinger, a banker, in 1952. They had their first son, David Drew, in 1956. He now is a freshman in music education in West Chester State, PA. Larry Craig was born in 1958 and is a junior at the Redley High School, PA. Betty has retired from her position as supervisor in a junior high cafeteria and is looking forward to relaxing in Florida.

'49

Alice Quinlan Stewart just finished college and is half-way through her master's, after raising seven children. Alice is teaching and living with her family in Kokomo, IN. **Roberta Sibor Braley** is a learning disability specialist and director of grades K-12 in Fairhaven Public Schools, MA.

'50

Edith Marr Vokey works part-time in a small boutique, and her husband Mark is in insurance in Chatham on Cape Cod. Son Mark is a graduate of Conn. College, Scott is a sophomore there, and Craig is a senior at Mt. Hermon.

'51

After spending six years with Pinellas County Head Start, Florida, four as head teacher and two as curriculum supervisor, **Barbara LeMay Gulla** is now enjoying a leisurely life with her husband travelling, fishing, painting and gardening. Barbara's oldest son, Frank, graduated from M.I.T. in May and is working as a design engineer, youngest son, Peter, is at Florida State majoring in psychology and music after traveling for a year with "Up With People."

'52

Ruth Shore Mordlick writes to us from Albuquerque, NM, where she is teacher and coordinator of

a fifth-sixth grade open class. She graduated from the University of NM in 1969 and became certified in 1970. **Shirley Patros Hoey** and husband David have a granddaughter Jennifer Ann Hoey, born September 28. Shirley is teaching at the South School in Raynham. **Mary Lea Webb Johnson** writes that she and Joe have lived in Southington since they were married, two years after her graduation. Joe is kept busy in his own leasing business and she is occupied "taking care of and keeping up with" three teenagers: Jeff, 14; Rick, 16, and Pam, 18. Mary Lea is active in town and church activities, also substituting. She would like to see more notes from the class of '52.

'53

June Cutler Harris is married and the mother of two boys, Jon 18, a freshman at Bates College and Scott, a student at Rivers Country Day School. June works in Newton as a Chapter 766 tutor of children with special needs.

'54

Ruth Welensky Roblin is currently attending Lesley College Graduate School for a master's degree in Special Ed. and Learning Disabilities. **Jane Olga Johnson** is working at the University of CT as an assistant to the Human Experimentation Committee. Her daughter Jacqueline is a freshman at Bates College where she studies chemistry and is a member of a select 12-member chorus. Martha, 10, is in the 6th grade and taking up the trombone. Fred is still with New Britain School System as an instrumental teacher, as well as serving on the State Board of Education Advisory Committee for CT.

'56

Carol Levine Pozefosky illustrated the Albany Medical Center Pediatric floor. She is a free-lance artist. She, lawyer husband Bill, and sons Ashley and Joshua Adams have recently moved to Delmar, NY. Carol's latest interest is politics, and she was "advance man" in Albany for Robert Abrams' campaign for Attorney General.

'58

Margaret Russell Heyer writes from Santa Barbara, CA, where the family has lived for the last three years. Her boys are almost 8, and her daughter 9. Meg is working part-time in a Night Counseling Center, singing, ceramics and even taking up the violin. Her children are also in a beginning strings class. And to show what a small world this is, Meg's babysitter is Diane Crosby '73. **Helen Klahn Hirskhorn** is living in Stamford, CT, with husband Gordon and daughters Rachel, 12; Rebecca, 11; and Jennifer 9. Helen is into her sixth year at Mead School, an alternative school in Greenwich, CT, working in admissions.

'60

Saralee Fineman Gordon has stopped teaching and is working as a reservationist for a Pittsburgh, PA, travel company. "Quite a charge!" writes Saralee. **Mary Lou White Denardis** reports that

husband Larry won re-election to third term in the CT State Senate. Mary Lou is busy with the P.T.A., club work and four children, Larry, Jr., 12; Mark, 11; Lesley Ann, 8; and Gregory, 2. She is looking forward to the "15th Reunion" to see the old gang at Lesley.

'61

Kathryn Donnelly married Keith Moeller in December of 1971. They are living in Williams Bay, WI, with their son Todd, 2, and daughter Gretchen, born in May. **Marlene Steinman Chorges** tells us that her husband Martin is an attorney in Hartford and they have a fifth-grade son and a second-grade daughter. Marlene does volunteer work in children's classrooms and subs occasionally in a nursery school. She sees **Bettye Baum Wasserman** and her family biannually and would like to hear about **Susan Shelton Whitney**, **Sue Hruska Nagler** and other old friends.

'62

Helaine Finkel Soperstein has a new addition to her family, Sheri Lynn, born June 21. **Sybil Nassau Koplowitz** finds herself working but not teaching. She is doing Inventory Control on a new I.B.M. system, which she says is fun but not quite the joy of a classroom. Girl Scouts, organizations and three daughters are also keeping her busy.

'64

Frances Hennessey Connelly writes that she moved to Southern California in June with their three children, John, 7; Brian, 6; and Amy, 3. Frances works as a full-time mother while husband Tom works for Travenol Laboratories. **Paula McKinnis Drewett** and her husband Ian became the proud parents of Ian Peter last May 3rd. Paula is a reading specialist at Methuen Jr. HS.

'65

Natalie Sparrow Fischer is living in Trumbull, CT, with husband John, and three children, Debbie, 5; Kristen, 3; and Scott, born December 4. **Carol West Scully** writes that she and her family have a new home in Weston, CT, and a son Michael, born December 18, 1973. **Enid Burrows** taught elementary and junior high reading, language arts and French in Newton until 1973. She spent several months traveling and living in France and Switzerland. Enid currently teaches reading and language arts at the Middle School in Duxbury. **Sandra Davis Flower** writes from Falls Church, VA, to tell us she has two sons, Jamie — almost 4, and Joel, 5 months. **Rachael Freedberg Hershenow** and husband Steve have two boys, Barry, 3 and Andrew, 2. Steve is an internist on the staffs of the Deaconess and Baptist Hospitals. **Rhoda Schoolnik Smolensky** is living in Clearwater, FL and getting sunburned year round. **Linda Turkanis Engleman** and her husband recently moved to Newton. Linda participates in a program teaching children with special needs and Lewis is a partner in a Boston law firm. "Three-year-old Michael is a delight," says Mom.

'66

Marty Hauschild Baker writes that husband Bob was promoted to Director of Ramp Services for American Airlines in NYC. Marty, Bob, and their three young sons Richie, Robbie, and Billy, will move to Yardley, PA. Michael and **Marilyn Sargon Brier** are living in Newtonville with their three children Dorothy Marcy, 4; Henry Joseph, 2; and Jody Marilee, born October 3. Marilyn writes, "We sure are busy!" **Joanne Lipsher Goodman**, husband Bill, and son Geoffrey (2½ years) have returned to Brookline after spending a wonderful year in London where Bill was a surgical registrar at Guys Hospital. Joanne writes that they returned with some reluctance, so that Bill could complete his last year of residency at Beth Israel.

'69

Deborah Schwartz Raizes writes that husband Gary is doing his first year of residency training at Duke Medical Center, NC. They had a son on May 15th, and in July the Raizes will be moving to Washington, DC, where Gary will be working at the National Institute of Health for two years. **Shirley Culgin Drury** and husband announced that a new son has arrived — Craig Michael, on July 12 — to join brother David, 3.

'70

Harriet Rifkin Fingeroth and husband Rick have a second daughter, Toby Lynn, born September 17th. Older sister Tanya is certainly pleased. **Carole Kozanjian Smith** has been teaching fourth grade since graduation, while husband Bob passed the New York State Bar Exam and entered into private practice with the firm Reilly, Honig, and Smith. **Nancy L. Siegal** has moved to Arlington, VA, and is working as a field representative for B'nai B'rith Women in Washington, DC. **Ann Greenberg Rogel** received her master's from Brooklyn College in February and is teaching second grade in Taylor, MI. Husband Richard started his own real estate development business (Strick-Style Homes, Inc.) in Detroit. **Sandy Bimbach Hoagland** is teaching sixth grade in Mesa, AZ. **Anita Bailey Bolger** is team teaching kindergarten in Arlington, VA, after teaching primary in CA. Her husband, Bill, is a lawyer for the Dept. of Transportation in Washington, DC. The Bolgers took their first trip to Europe this past August, touring England and Wales. Anita saw the "new campus" in June and was extremely impressed. Since graduating, **Jill Dicair** has been teaching third grade in Philadelphia. In August, Jill was married to Michael Kleeman, a Phila. attorney, and she received her master's from Villanova University in secondary counseling.

'71

Norma Green Sokolowsky and husband Jim have a new baby girl, Leslie Ann. This is Norma's third year teaching 4-6 grade in Madison Township, NJ. **Linn S. Wilson** is presently teaching first grade in Bennington, VT. She is involved in the Right to Read Program for Southwestern Vermont, while taking courses in reading, and is very active in local and state activities of the teacher's association.

'72

Barbara Beck received her Master of Science in Developmental Reading in August from S.U.N.Y. at Albany. She is working on her Ed.D. in reading while teaching first grade in Watervliet, NY. **Jeanne Fico Fletcher** has returned to MA with her family. She has two children, Amy, 4, and Christopher, 1½.

'73

Joy Ford Berezin is teaching third grade and modern dance in Wakefield. During the summer months, she was a music teacher. **Gwen Herstad Runge** and husband Jeffrey are living in Seattle, WA. Gwen is attending the University of Washington for her master's in Learning Disabilities. Jeff is in his second year of graduate school studying biological oceanography. **Linda B. Mirijanian** has just returned to Fitchburg from Corfu, Greece, where she was tutoring English to Greek children. Linda loved every one of her eight months there. Presently she is a teacher's aid for kindergarten in Pepperell. **Marcia Packer Schechter** is teaching severely-retarded teenagers and adults at the National Children's Center in Washington, DC. **Lisa Sharrino** is working as a fourth grade teacher in a private school in Miami, FL. **Renee Flothow** has returned to Spain, after summering in New York, where she is teaching and excited about the prospects for this year.

'74

Joyce Ruggiero is part-time assistant kindergarten teacher at the Tufts School in Medford and works in Lesley's Office of the Registrar. **Andrea J. Herwitz** joined VISTA and has been working for the Legal Aid Society in Cleveland, OH. Her assignment has been to teach in a free school. **Meryl Aarons** is teaching a nursery-kindergarten combination class in Fairfield, CT. **Caroline A. DeLoury** writes that she is enjoying her first year teaching at the Pooch's Corner Nursery School in Waltham. **Mary Lally** tells us that she is head teacher (5-year-olds) in a day-care center and works part-time at the Star Market as a produce wrapper with **Pat Mucciarone Solomon '73**. **Lori Stein Mishcon** and her husband have a beautiful daughter Alyssa, born April 4. **Nancy Newman** is teaching special ed. in the Dover-Sherborn Public Schools. **Sandra Shanbaum** teaches kindergarten in Brookfield Elementary School.

IN MEMORIAM

Effie Flood King
Alma Allison Kerr '13
Gertrude Kelley Buffum '26
Lorraine MacPherson Gasset '32
Lydia Jones Spiers '32
Dorothy Colfin Amon '39

Overwhelming response to our request for alumni news, and a strict deadline prevented us from including all "Class Notes" in this issue of *The Current*. The Spring issue of *The Current* will have additional space devoted to news from alumni. Ed.

Cont'd from page 3

of time and energy to keep track of the kids, I absolutely love it! Children this age are alive, natural and 'straight' with you. I enjoy facilitating their growth." □

Mabyn Martin

"People at Lesley are here because they care about the students. They care about people. I am learning, and I look forward to learning more," said Mabyn, comfortable in her relationship with Lesley College as student, teacher, consultant, advisor and supervisor.

During four years as teacher and assistant coordinator of learning disabilities for the City of Newton, Massachusetts, Mabyn was a graduate student at Lesley. Although an adroit and experienced teacher, Mabyn found the master degree program in learning disabilities to be very useful. She also could apply her first-hand knowledge of being a Lesley graduate student to her later position as advisor to Lesley graduate students.

Last Fall, Mabyn became a graduate lecturer and student teacher supervisor in special education. Yet another "alumni-teacher" who wears a coat of many colors, Mabyn teaches a course in methods and materials, advises students at her office in *The Compass*, supervises student teachers, visits different school systems, and — this past summer — was a consultant for an MTA/Lesley in-service course. The course, attended by nurses, principals, specialists and teachers, developed training materials for teachers involved in Chapter 766.

"I'm in close touch with students and feel directly part of their learning process. I like my work, especially visiting school systems and comparing teaching styles. My main objective is to help students get in touch with the experiences they most need to prepare them as teachers." □

Ted Zalewski

"Graduate students are dedicated professionals who want to improve themselves as teachers," insisted Ted. "Special education is a demanding profession that involves the highest level of maturity, emotional strength and understanding of people."

Special education programs counselor and assistant professor of special education, Ted holds the multifarious position at Lesley of counselor, administrator, teacher and editor.

While assistant director and adjustment counselor at the Walter F. Dearborn School — one of three Lesley College Schools for Children — Ted was able to attend the Graduate School on a part-time basis and earn his master's degree last spring. More recently he was named editor of the newly established Lesley College Press. (See "Alumni Currents" for details.)

Although Ted enjoys journalism and creative writing, his first love is special education. "It takes many years to become a special educator. A master's degree is only one step in becoming a good teacher. A combination of practice and theory is the best possible way a teacher can grow." □ □

Cont'd from page 9

freely, include reading series, kits, games, audio-visual equipment, etc.

The second major thrust of the graduate degree programs in reading is the training of reading specialists. These students, already certified to teach, have usually had several years of teaching experience. Their program includes the core courses required for all students in reading. Additionally, they investigate the field of special education in relation to reading instruction; explore aspects of cognitive development and language development; and take additional courses designed to include the teaching of reading at the jun-

ior and senior high school level. The program may also include researching the role of the reading specialist as it is implemented in the public schools around instructional and supervisory responsibilities.

The new facilities at the Washington Hill campus have enhanced Lesley's program and made it possible to provide for a larger number of students. Adjacent to the Reading Laboratory is an audio-visual room with study carrels and built-in record equipment for individualized instruction through the use of earphones.

Washington Hill has also enabled the Reading Department to sponsor a Young Writers' Conference. On January 17, a hundred children from the Greater Boston area convened for a one-day conference, modeled after adult procedures. The children shared their creative writing with one another and tried out new writing techniques. Each session was run by a Lesley graduate student, while the children's own teachers participated in a workshop run by the well known educator and author, Albert Cullum, who was presented with an Honorary Doctor of Human Letters Degree at Lesley Commencement Exercises last May.

January also saw the creation of "The Reading Forum," an afternoon guest lecture series attended by students in the reading programs and the larger community.

It has been gratifying to see the rapid growth of the Reading Department. As we begin planning for the fourth year of the reading programs at the Graduate School, many more special events for both the reading specialist and classroom teacher will become a reality. We anticipate that even more students will come to understand the importance of gaining in-depth preparation for the teaching of all children — whether they be gifted, competent or special. □ □

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All chairs will be delivered to Lesley College, and the purchaser will be notified of the delivery date so that arrangements may be made for pick-up.

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Please order

_____ Lesley College chair(s).

Type:

_____ Captain's Chair (Cherry Arms)

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_____ Boston Rocker

Enclosed is a check for \$ _____