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Lesley College Current (Fall, 1976)

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Dear Lesley Friends,

It is indeed a pleasure to return from a year's stay in Israel and resume my position as editor of the alumni magazine, The Current.

I must briefly share with you two incidents about my year away. One day as I sat in a small cafe in Jerusalem sipping a cup of tea with fresh mint sprigs, reading an edition of the International Herald Tribune (which gleaned information from the Washington Post and New York Times), I was surprised by a lengthy article describing a conference organized by Dr. Avis Brenner at Lesley. Surely the customers in the cafe must have thought it strange when I broke out into the grin of a proud parent; Lesley was receiving international coverage.

The other incident involved my work with young kibbutz children. I brought a copy of The Current with me, and the "metapelet" (day care worker) told me that she had heard of only one teacher-training college in America, "Leslite." Of course that turned out to be our very own Lesley.

As an article in this issue demonstrates, Lesley's "front page" reputation is truly spreading near and far. I think you will also enjoy two informative and fascinating pieces by Lesley alumni who taught in Australia and India. Closer to home, another feature article provides practical pointers on how to make a resource center from scratch, or worse. Finally, the "Alumni Profile" in this issue is a tribute to a retired teacher who refused to stop teaching.

A special thanks is owed to Mary Bohlen who served as editor for the past year. She sends her regards from Illinois, where she is continuing in the field of journalism.

Upon my return to Lesley, I was struck by the College's growth — a new graduate center, an alumni board of directors which had greatly expanded (as had alumni programs), more students, more activities. Lesley continues to be a pacesetter in the world of education. I look forward to supplying you with news and articles of special interest to the Lesley community, and I know we can all look forward to another excellent and exciting year.

C.K.
Dr. Charles Willie was one of two keynote speakers at a seminar for educators.

Lesley Co-Hosts Seminar for International Educators

Lesley College and Harvard Graduate School of Education co-hosted the orientation portion of a seminar on Managing Change in Urban Education which involved 70 distinguished international educators, as well as outstanding topical experts and learning facilitators from this country. President Don A. Orton served as Boston Coordinator of the seminar management team, which was sponsored by IMTEC (International Management Training for Educational Change), with the international educators coming from the member countries of the Organization for Economic Cooperation and Development. The participants met with American leaders to identify and analyze the processes and strategies of managing change in various urban educational systems, and explored the problems of planning, developing, implementing and managing educational reforms. They heard keynote addresses by William J. Leary, director of Metropolitan Planning Project and formerly superintendent of Boston Public Schools, and by Harvard professor of education and urban studies Charles V. Willie. Two television stations covered Dr. Leary’s talk on desegregation and social class. The group also attended meetings led by experts in early childhood, management, bilingualism and adolescent education. Additionally, the agenda included social hours in Alumni Hall and at Gutman Library, meals at Lesley and even time for Boston-area sightseeing. After all, the seminar was held in the United States to honor our Bicentennial.

Award Winning Publications

Three Lesley College publications were judged winners in the 1976 School and College Publications Contest sponsored by Nation’s Schools Report, a McGraw-Hill undertaking. More than 1,500 entries from 246 schools, 286 colleges and 25 state education departments and school board associations were received and carefully evaluated by a panel of experts in the educational communications field. Patricia Moore, director of publications, and Leslie J. Aitken, public relations/publications assistant, were responsible for the recognition, taking third place awards for the graduate school of education and undergraduate admissions catalogs, and honorable mention award for the undergraduate catalog. If you would like to receive a copy of any of the award-winning publications, please write to the Alumni Office.

Bilingual Center Opens at Lesley

The National Assessment and Dissemination Center for Bilingual Education is an exciting addition to Lesley’s ever-expanding campus. The Center is funded under the E.S.A. Title VII Bi-Linguual Education Act and is part of a national network for Bilingual Centers. There are three types of centers, and Lesley is one of only three of the “assessment and dissemination” type in the country. The Lesley Center covers 22 states, plus Washington, D.C., Puerto Rico and the Virgin Islands. Although this is the primary focus, materials will be published for other states as well. The technical expertise to collect, develop, assess, analyze, interpret, report and provide training to network centers will be housed at Lesley. The actual publication of instructional materials will be done at the Fall River component. The Center has published over 20,000 volumes of children’s books in Chinese, Spanish, French and Portuguese. Lesley hopes to utilize the expertise of the Center’s staff members and already has at the New England Kindergarten Conference, which featured several sessions on bilingual education. Lesley alumni and friends are invited to visit the Center at 9 Mellen Street by making an appointment with director John R. Correiro.

Campus Facts on File

Lesley welcomed 201 freshmen, 167 sophomores, 221 juniors and 185 seniors as the 1976-77 academic year began. Enrollment has increased 5% at the undergraduate level, and graduate statistics are equally impressive. Our increased enrollment is well above the average increase rate for women’s colleges, and our attrition rate is lower than the national rate. Lesley has approximately 500 students living on campus and 275 commuters. We still maintain an 87% placement figure! We hate to brag, but the facts speak for themselves.
Appointments

Don Orton has been named chairman of the U.S. steering committee and a member of the International Network of Teaching Training Institutions steering committee, which will sponsor a Training for Change seminar in Oslo, from December 4 - 11, 1976.

The seminar, culminating a year's work by 53 participating teacher-training institutions such as Lesley, will afford the opportunity to present practices which have changed existing patterns. Critical processes in educational change will be identified. Representing Lesley at this international forum, besides President Orton, will be vice president of undergraduate academic programs George Miller, educational division head Jennifer Page and associate dean of the graduate school Robert Sutton. The team will present Lesley's innovative projects and will publish results from the seminar in Norway upon their return.

Assistant dean of the graduate school Shaun McNiff has been appointed chairperson for "Arts for the Handicapped" in Massachusetts. The organization, whose national chairperson is Betty Ford, is committed to making educational programs in the arts available to handicapped children and adults throughout the country. As director of Lesley's Institute for the Arts and Human Development, Mr. McNiff hopes to combine Lesley expertise in special education and expressive therapies with "Arts for the Handicapped" programming.

Barbara Beatty, assistant professor and director of the Lesley-Ellis School, was a group leader for the Northeast Regional Institute of the State Department of Education at the Elliot-Pearson Department of Child Study at Tufts University. The largest Summer in-service program in the state, the Institute was started as a response to the recent law mandating kindergartens in public school systems throughout Massachusetts. Although Massachusetts has been one of the leaders of the nation in terms of progressive education, kindergartens were not required in the State until recently.

The goal of the Institute is to give public school kindergarten through third-grade teachers, specialists, guidance counselors and principals an intensive four-week exposure to early childhood education philosophy, methods and materials. Ms. Beatty believes that the focus of much of primary education is on skill training rather than on development and self-concept — important emphases of early childhood. As a group leader, she helped plan the Institute and gave a presentation on language development and language in classrooms. During the year, Ms. Beatty will do follow-up consultations in the participating school systems.

After the intense but enjoyable month at the Institute, Ms. Beatty toured East Africa. She visited friends who were doing ethnographic-anthropological field research on child rearing patterns with different Kenyan tribal groups and plans to utilize the slides from her trip for social studies resource materials in her Lesley "CORE" class.

Faculty Features — From "New History" to Big Sisters

Norman Dee, assistant professor of education and science, was asked to be a member of the National Science Teachers Association Planning Committee, which will plan the science convention to be held in Boston next year.
Psycho-History and Childhood

Paul Fideler, associate professor of history, was one of twenty-five fellows selected to attend the Summer Institute on the "New History," a month-long program funded by the National Endowment for the Humanities. The Institute, held at City University of New York's Graduate Center, was designed to familiarize college and university teachers of history with two emerging historical methodologies: psycho-history and Quanto-history.

Psycho-history, the utilization of psychoanalytic theory to improve the historian's ability to assess motivation and behavior, is particularly useful in biography and increasingly is being applied to population cohorts, such as the history of children. Quanto-history applies computer technology and advanced statistics to the study of social history.

"I gained valuable insights from the Institute for my research and teaching interests in family and childhood history," commented Dr. Fideler. Although we are unable to present more on the history and literature of these fascinating and burgeoning fields, Dr. Fideler would gladly share his experiences and findings with readers of The Current.

Please contact him c/o The Humanities Department, Lesley College, 29 Everett Street, Cambridge, MA 02138.

Historical Program for Women Execs

Dean of students and professor of education Miriam Ritvo served as lead trainer for a seminar on executive development for top-level women administrators of developing countries. The seminar was held in Washington, D.C., and was the first specifically designed for top-level international women.

Twenty-five women from sixteen countries, such as Yemen, Kenya, Java and Ethiopia, participated. Administrative and management skills were stressed by Dean Ritvo. "I believe the best way to affect change is to start with the people at the top."

Dean Ritvo was selected as lead trainer after an extensive, national search. "It was very exciting for me to be involved in this historical program. For the first time, the State Department has implemented and funded a public policy to train executive women administrators from developing countries."

Dean Ritvo is a member of the Governor's Commission for the Status of Women in Massachusetts.

Big Sisters and Lesley Join Hands

Mary Mindess, Professor of Education, has been involved in a unique study to identify and extend gifts and talents in elementary school children.

In cooperation with the Boston Big Sister Association and the Devotion School in Brookline, Mass., the study's working committee completed its preliminary work which was funded through the Dean Welfare Trust.

One unusual aspect of the project is community involvement, through which teachers will be able to coordinate out-of-school community efforts, perhaps involving senior citizens.

Another innovation is the reversing of roles in which adults learn from children. Using the Big Sister friendship model, it is hoped Lesley College students and community people will learn ways to have the little sisters be "mentors" to the big sisters as a way of encouraging the development of special talents and gifts, according to project coordinator Mindess. Resources will be available to assist the big sisters.

The project is particularly concerned with gifts and talents that may otherwise go unnoticed. For the purpose of this project, a child is considered to have a special gift or talent when he/she shows evidence of being able to put together ideas in unusual ways.
Faculty Doings

Boston Globe art critic Robert Taylor described Judith Campbell's "Beacon Hill" as being "intelligently organized." The painting referred to was part of an exhibition sponsored by Women Exhibiting in Boston, for which Ms. Campbell, art instructor, acted as chairperson. The show was held in Boston's City Hall.

"Science Explorations" was the title of a workshop led by Norman Dee at the New England Early Childhood Institute, Tufts University, this past summer.

Donna McGrath, director of placement, and Jennifer Page, educational division head, were guests of the WBZ-FM "I Am Woman" show. The articulate spokeswomen discussed careers in education and specifically the opportunities upon graduation from and programming at Lesley College.

The focus of the National Leadership Training Institute was on education of the gifted and talented, and professor of early childhood education Mary Mindess attended it to learn about current curriculum developments in that field. Several noted educators were among the staff members at the Institute, which was held in Honolulu, Hawaii.

Stanley Klein, associate professor of special education, presented a workshop — along with two politicians — entitled "Political Involvement: Practical Guidance." Dr. Klein served as a special assistant to Boston's Mayor White for two years. The workshop was held at the American Academy of Psychotherapists.

"How to Integrate Affective Techniques in the Skill Curriculum" was special education faculty member Sydney Stern's topic at the Massachusetts Association for Children with Learning Disabilities Conference.

Faculty Writings

Assistant professor of science Bennett Blumenberg will publish a paper entitled "Genetic Difference and Selection in Domestic Cat Populations of the United Kingdom and Former British Colonies" in Theoretical and Applied Genetics, an international genetics journal.

In the September issue of Counselor's Notebook, published by the Massachusetts School Counselors Association, director of financial aid Jack Joyce published an article on income verification procedures.

Stanley Klein authored the well-received and frequently reviewed text, Psychological Testing of Children, which contains ten articles previously published in The Exceptional Parent. One reviewer called the survey "thoughtful, incisive and compassionate." The book may be ordered from Dr. Klein at the Graduate School.

In a recent issue of the American Mathematical Monthly, the journal of the Mathematic Association of America, associate professor of mathematics Mark Spikell published a piece in the "problems and answers" section.

Sex-Role Study Grant Awarded

As reported in the Boston Sunday Globe, Lesley College and the Cambridge Public Schools System have been awarded a one-year federal grant to do sex-role stereotyping intervention. Work will be with students and teachers in the Peabody Elementary School and the Lesley-Ellis School.

Sheila Morfield, project director and assistant professor at the Graduate School, expressed the need to identify sex role stereotyping and to counteract it by long-range programs involving teachers and children. "Our aim," explained Dr. Morfield, "is to change attitudes and behaviors through carefully designed activities for teachers and students." She will be assisted in implementing the project by graduate students and volunteers.

Summer School Breaks Records

Dean of the Graduate School William Perry announced a record enrollment of 4,332 students for Summer Session 1976. Last Summer, there were 1,015 students, and the previous year only 688. Dean Perry attributed the tremendous success to Lesley's sensitivity to the needs of teachers.

"Our courses are richer and more varied this year. We are concerned with continuing professional growth in teaching and are aware of the increased integration going on in terms of elementary education and special education." Over 120 faculty members and 600 children also participated in the summer session. Here are but a few of the myriad of activities that took place off and on Lesley's campus this summer:

- Elementary education practicum in Winchester
- Open education practicum in Waltham
- Compass Special Education practicum at the Schools for Children
- Arts Colloquium in Andover for the Expressive Therapies program
- Lesley-on-the-Cape
- Several pre-practicum groups in the counselor education department
- Courses in conjunction with Massachusetts Association for Children with Learning Disabilities
- Lesley/Gordon College campus courses for North Shore area students
- Neighborhood Youth Corps program for inner city adolescents interested in day care administration
- Many, many exciting on-campus courses in all graduate departments
- Planning Document for the next five years at the Graduate School was published
- The Grad School awarded degrees to 210 May graduates and 195 August graduates
- The Graduate Center moved from 9 Mellen Street to its new home at 1627 Massachusetts Avenue
Compass Program Delights Children

Over 100 children, ranging in age from 3 to 14 and varying in degree of learning disability, were involved in clinical input, tutoring, field trips, small group work, music, art, physical education and other programs which combined learning with fun. The 1976 Compass Summer Program was more successful than ever. Lesley special education faculty and 30 graduate students worked with the children and planned a program that included swimming in a Cambridge pool, visiting the Swan Boats in the Public Gardens and Lexington Gardens to learn about plants, individual counseling by graduate students in our counselor education program, working on a controlled project in the carpentry shop, creating a collage which ended up to be a horse, working with clay, and psychodrama and fantasy play.

There were numerous field trips, and even the friendly driver of the van was a Lesley graduate. The environment (buildings and grounds which belong to the Lesley Schools for Children on Concord Avenue) was gaily decorated and packed with educational materials, planned and supplied by the graduate students.

As the art therapy teacher Karen Frostig observed: "The kids are changing and growing. It's going so well, especially the way these children are responding. There is a group feeling of development."

Becky Kent directed the innovative summer program and may be contacted about next year's program by calling (617) 492-1700.

Dave Johnson supervised the popular Compass Summer Shop, a highlight of the special education Program.

An Old But New Grad Center

The Graduate School purchased property at 1627 Massachusetts Avenue to meet the needs of expanded programming and enrollment. The three-story building was described in the *Survey of Architectural History of Cambridge* (published by the Cambridge Historical Commission) as the 1862 Charles Saunders house, "a handsome example of its particular style." The house also once belonged to the Jesuits. Although the Center exudes old-fashioned charm from every circular staircase and curved window, there are modern touches as well. For example, large colorful abstracts by artist Vito Sammartano decorated various offices and lounges to celebrate an opening reception at the new graduate school addition. Speaking of art, the Lesley campus has been graced with the works of several other artists. Graduate assistant dean for continuing education Peter von Mertens' photos of "The Beautiful and Gentle People of Nepal" were on view at the Arts and Human Development Institute; Elva Maltz has silk-screen prints on view at the graduate school "Compass" building; and Donna Shea, who once studied under and with Lesley art instructor Judith Campbell, had a showing of oil paintings in Vincent R. Herterick Exhibition Hall outside of Welch Auditorium.

The new graduate center offers improved facilities for grad students, faculty and staff.
A Response to a Front-Page Story on a “First-Class Teacher’s School”

It all started with a letter from the director of public relations to the managing editor of the Wall Street Journal about Lesley’s enrollment and placement figures, as well as the College’s philosophy of innovation and flexibility in teacher education.

For awhile, nothing happened; then, close to a year after the original letter had been sent, Lesley’s success story appeared on the front page of the Wall Street Journal. Thanks to exhaustive research and interviewing by Journal staff reporter Robert J. McCartney, the article is comprehensive and well written. The response by alumni, trustees, students and friends of the College has been overwhelming. The readership of the Journal is both large (4.5 million) and influential. If you have not already received a reprint of the article and would like to have one, please write the public relations office.

Here are a few of the numerous responses we received, as well as an important comment by President Orton clarifying a statement in the Journal article.

"I am very much interested in learning more about your program which incorporates such heavy practical classroom experience throughout the student’s time in that program."

Top-level administrator from Memphis State University

"My son sent me the original article, knowing I would be pleased with it. Already I have shown it far and wide during the summer."

Lesley alumna

"We have read with interest the article. We compliment you on a fine record. We are very impressed."

Administrator from the Ethical Culture School, New York City

"From the article, it sounds as though you are doing many things right at your school."

School superintendent from Kansas

"The article is a tribute to Lesley’s excellent programming and reputation."

Lesley parent

President Orton’s Comment: The Wall Street Journal article was in almost every respect accurate and up-beat, and we are delighted and grateful for it. One exception, however, was the statement, “An experiment in open education flopped.”

This was not a direct quotation by me and, understandably, it has caused concern among some students in this program. The context was my description of the responsiveness of the graduate school to changing opportunities. Quality programs are quickly introduced by the graduate school. As enrollments decline, programs are either consolidated in other existing programs—as has been the case with open education—or they are dropped. The high quality of this program was never in doubt. It has been carefully designed by the faculty so that, according to assistant professor Rebecca B. Corwin, who teaches in the open ed program, it is “neither the ‘free school’ style based upon Summerhill nor the ‘open space’ organization which is often used in upper and middle schools.” Like Lesley’s other programs, described more accurately in the Journal article, our open education program prepares teachers who are sensitive to the all-important interaction among the child, teacher and materials used for teaching and learning.

Finally, several undergraduate and graduate faculty members were asked why, according to the Wall Street Journal article, Lesley has a reputation as a first-class teacher’s school.
Lesley students become self-motivated and self-directed learners.

Rebecca Corwin

Indeed, I do feel Lesley has "earned a reputation as a first-class teacher's school." In thinking about what makes us highly respected, I feel that the excellence of the graduate school - where I teach - has been a product of a variety of forces. Graduate Dean William Perry encourages faculty and staff members to be entrepreneurial, to go out and hustle for business. As they begin to organize their departments, department heads serve in both a public relations and leadership capacity. Dean Perry is always ready to help and encourage a viable educationally related idea, until such time as it does or does not bear financial fruit. This generates a great deal of excitement and creativity in an expanding environment.

The faculty attracted to these conditions is superb. My colleagues have a great deal of classroom experience and therefore have tremendous credibility with classroom teachers. It is not uncommon for Lesley faculty to not only teach, but to handle in-service workshops and consulting work as well. They combine theoretical and practical aspects in a way which I believe is unique among teacher-training schools. They are responsive, warm and caring, and students take note of that. Teaching standards are generally high, which leads me to another force in Lesley's success.

The students we attract are excellent. We offer evening courses. We are well situated. Many teachers live nearby and are available to students. Our courses are relevant to practitioners. And our admissions counseling encourages thirty-, forty-, and fifty-year-old students who are changing careers. I think our students come because of our reputation in the field and by word-of-mouth recommendations.

More than once I have heard public school administrators say that they sort applicants into two categories - Lesley and non-Lesley - and then choose from the Lesley pile. Given that reputation, we have a challenge to live up to: to continue to encourage growth and excitement; to keep the quality of the faculty high; and to keep recruiting good students effectively. It is my hope that so-called "economic realities" will only increase the challenge without diminishing the ardor and excellence with which we have met challenges in the past.

Mary Mindess

The primary purpose of Lesley is to prepare teachers. The meaning of this is not as simplistic as it initially sounds. There are many components to the making of a good teacher. Let us look at but a few.

One attribute of an effective teacher is flexibility. In this time of very rapid social and technological changes, a flexible personality is necessary for survival. According to futuristic research, the average young person today will change occupations three times during his/her life. In terms of Lesley students, this means that the prospective teacher will very likely assume more than one occupational role. Her understanding of human nature will be an asset to her in working with children in a variety of settings.

The Lesley program attempts to insure flexibility to its graduates by fostering an understanding of human development. Graduates are able to utilize a variety of strategies in helping children to explore new vocational opportunities because the program encourages them to appreciate the need for helping children to develop flexibility in their own career aspirations.

Flexibility in relating to individuals is another value fostered by Lesley faculty members. Students learn to assess and be responsive to individual learning needs and optimal learning styles. This responsiveness will be an asset in family and social situations.

Another component of teacher education at Lesley is liberal arts education. Students become aware of political, civic, technological and aesthetic aspects of their environment. Both the liberal and professional facets of the Lesley program focus on learning how to learn. Students become self-motivated and self-directed learners; these attributes are transmitted to others with whom the Lesley graduate comes into contact, and ultimately enrich the quality of living.

Margery Miller

It is difficult not to agree with the comment that appeared in the Wall Street Journal that "Lesley has earned a reputation as a first-class teacher's school." This is especially true when I reflect upon two recent incidents: a reading specialist in a prestigious suburban school district called me to say she was leaving her job and that her principal had asked her to call me because he wanted specifically to hire a Lesley graduate; then there was another principal who said he was happy to have our students doing field work or student teaching because his staff learned so many new things while they were there.

I believe that there are three factors contributing to Lesley's existing image. First, each student is committed to children and the art of teaching, whether it be an early career choice by our undergraduates or a carefully thought-out, often painstaking decision by our graduate students. The second factor is Lesley's emphasis on many varied experiences with children throughout each student's career at Lesley. Along this same line, Lesley has earned its reputation in teaching training because we have extremely visible faculty committed to supervising and placing students in the field. Finally, as an institution Lesley encourages its facility to devote energy to developing competent professionals, whether through the liberal arts offerings or the preparation they receive in elementary education.
The Three-Career Family

Readers of The Current indicated that they would like to see more articles on topical issues, such as the "two-career family." Two faculty members describe, from a male point of view, their "two-career" situation. We encourage alumni to submit articles on any subject of topical interest to the Lesley community.

The fact that fifty-one percent of married women now work makes me reluctant to write about our two-career family as if it were something special. But it is something special to us, and I accepted the request to discuss it in The Current with pleasure, if with diffidence. I want to be very careful not to say that Carole and I share a happy marriage; rather we share a third career: we are busily engaged in creating a happy marriage. We enjoy that work, but we know we must keep at it. Our two jobs make it, for us, easier to build a good marriage, but sometimes it takes some doing.

When I arrive home, Carole—who has been home for an hour or so from one of the two school libraries she runs—is usually preparing dinner. I open a bottle of wine and pretend to help her while we talk. Our cocktail conversation is probably not very unusual. Instead of my not listening to her prattle about the house and kids, and her ignoring my pontifications on the state of higher education, we both tune out the details of the other's professional day. The major advantage over a more traditional evening chat is that the similarities in what we report enable us to recognize that neither of us is saying anything more important than the other. This allows for amusement rather than annoyance that our loved one is not paying attention. The game is played with consummate subtlety, there are no actual interruptions or shoutings down, and there are ways in which we both win.

For example, I might begin with a description of the remarkable pigheadedness of my colleagues who have not been able to see some simple point I have been trying to make. This is a tricky moment for Carole who, naturally, has not been listening to everything I have said. What she has been doing is rehearsing the lead-in for what she wants to say while paying just enough attention to me to be able to nod, sigh, frown or grunt appropriately and to identify the opening. An opening occurs when I am foolish enough to mention something similar enough to what happened in her day that she can say, "Oh, that happened in our meeting today..." and take over the control of the game. If she avoids the pitfall of having to admit that she was not listening, and she does gain control, I of course begin to nod, sigh, etc., while seeking a new opening. The game can be won by both of us when either, through force of subject or emotion, is able to catch the other's attention by presenting a problem. Then, of course, the listener begins to try to solve the problem. This soon leads to a true conversation and recognition that we care for each other, and our dialogue leaves the "workday-report" stage. The game is best played with wine.

There is one drawback to this game when played to successful conclusion: dinner often burns.

Generally, the two-career household as we know it is both very busy and very pleasant. We lack a professional housekeeper, the role once filled by a wife. (We sometimes say we need a wife, but putting it that way requires a lot of explanation about exactly what we mean.) Thus no one is home to receive deliveries, run errands, shop, or yell at the kids. As a result we often spend our Saturdays spending money—on clothes, food, tools and odds-and-ends needed for house repairs. We have become skilled at this, and we manage to eat the food and wear the clothes. The material for house repair and maintenance, however, does pile up. Still if we have the time, we will have the tools. Surprisingly it turns out that kids, given strict rules and keys on strings, can get along reasonably well and become quite self-reliant, even if yelled at only in the evening and on weekends.

I suppose I could explain all the ways in which we share housework or responsibility for the children, but that would present a false picture. Actually we renegotiate all those

(Cont'd on page 24)
Notes on a 19th Wedding Anniversary

by Norman E. Dee

Life Style (Best described as "Early Nomad."):  
Always open the mailbox in the dark.  
Always dust the oven.  
Always maintain the appearance that the car is a mobile home.  
Keep the "works" in the car simple — what else can go 100,000 miles of commuting every three years?  
Always buy socks when you get there, since matching up the sixty accumulated, unmatched pairs in the basement is now a lost cause.

Competition (Fierce!):  
Who gets the whole paper first.  
Who is the most deaf to the alarm.  
Who can be latest in the morning thus escaping making the bed.

Success and Failure:  
Neither brought a track record to the marriage.  
View successes, therefore, as ours.  
View failures as externally caused, except when it involves joint household projects — always his/hers depending upon who you’re talking to.  
Only lifestyle known, therefore no need to adapt from another pattern — single view not male/female.

Career Goals:  
Very much a product of the culture.  
Little long-range planning.  
Especially fortunate to have "drifted" into tremendously satisfying career paths.  
Realization that mobility may be tempered by the need to find two positions instead of one.  
Honesty proud of each other’s success.

Interests:  
Antiques and auctions — food bar and nearest fire station.  
Political novels — Thomas Merton and music.  
The politics of education — the Boston University hockey team.

And as has been said:  
"Grow old with me, the best is yet to come."
In July of 1975, a month after completing my master's degree in elementary education at the Graduate School, I set off for Kodakanal School in Tamil Nadu, South India. What lay ahead of me was a year of invaluable experience in international education. I had the extraordinary opportunity to teach second grade at Kodai, as the school is affectionately called.

Kodai was going through a period of enormous growth, producing both the pains and exhilarating satisfaction of such a time. Evolving from a strictly American school serving primarily the children of missionaries, Kodai was rapidly becoming an institution capable of meeting the needs of an international-intercultural community. It attempted to implement the best of what American educators had come up with and at the same time remain open to input from other resources. Whether a math-science "think tank" with the latest games and gadgets, the issue of religious education, or the introduction of the International Baccalaureate Program, each aspect of education received equal attention on the agenda. Evening offerings included everything from continental chamber music, to classical Indian dance, to hard-rock canteen.

Teaching in this "foreign" situation, I was very grateful for my Lesley training, I felt secure in basics and at the same time flexible enough to not only cope but to use to the best advantage my very out-of-the-ordinary class.

Among thirteen children, six different native languages were represented. Everyone learned a little German and Tamil. Needless to say, a very strong English language skills and arts program was essential. We read and wrote and sang and talked and talked and talked. Individualization of instruction was not just a better way to teach, it was the only way. Dietrich was doing big multiplications while Sirish was working on conceptualizing the consistencies of counting. Of course, Sirish could teach Dietrich how to deal with the candy man in the bazaar, and that was equally important.

Finding oneself living on top of a mountain thousands of miles from home can be mind-boggling whether you are seven or thirty. Thus learning "social studies" was inevitable and inescapable for us! Many of our group, myself included, had come to Kodai to live, knowing next to nothing about the area. We talked about our community with the help of old-timers and day pupils who lived there with their parents. We figured out where we were geographically, worked on understanding what was around us, how we fit into the whole picture, and what our role was in the school. We expanded outward in concentric circles from individual to larger community to universe. After all, when a young mind discovers for the first time how many miles away the sun is, home in New Jersey or Munich or Bombay suddenly seems less far away.

For me, the most exciting aspect of Kodai was that it offered pupils and staff the opportunity to live and learn together in a situation that was not bound by geographical, political or cultural borders. Normally such borders limit the possibilities for growth. At Kodai, one learns from first grade on that self-identify has incredible potential to integrate rather than to separate. To this extent, Kodai was a forerunner in today's education.

Previous to my year at Lesley, I had lived and taught abroad for seven years in Switzerland, Germany and England. In fact, it was through the progression of international experiences and realizations that I returned to study in the...
"She'll Be Right, Mate"

by Diana Clark '71

My husband and I returned to the United States in June of 1974 after two years in Canberra, Australia, where I taught Grade 3 in a public elementary school and he taught at the university level. This gave us the unique opportunity of seeing "both ends," as it were, of the educational system. Canberra, the national capital of approximately 130,000, is located in southeast Australia and is situated about halfway between Sydney and Melbourne.

After only a short time there, we were aware of a simple, almost small town atmosphere. Australians have adopted the expression, "She'll be right, mate" ("Don't worry, it'll work out, friend") and seem to live by it. Their philosophy was to relax, do the best in a situation as possible, but not to worry if perfection was not achieved. My husband and I often marvelled at how unflustered Australians were in situations which would have outraged Americans. Imagine, for example, waiting twelve weeks for a phone to be installed! There was a definite correlation between the lifestyle of this community and the approach to education.

My first memories of schools in Canberra include happy children dressed in crisp uniforms (girls in bright dresses and matching sweaters, or blazers and hats for the more elite schools; boys in shorts, shirts and knee socks); beautiful school buildings surrounded by gorgeous green lawns which always looked freshly landscaped, although hundreds of children played on them daily; and the strict approach to handling children.

My first year of teaching in Canberra proved to be an eye-opening experience. Money, even for badly needed materials, was not readily available. Students bought their own math and spelling texts, but reading, English, social studies and science texts were virtually nonexistent. I learned quickly that the classroom teacher was often in full command in determining specific lesson plans. It was here that my educational experiences at Lesley proved to be so valuable.

The relaxed approach was also evident in terms of the materials covered. No one was particularly concerned over the lack of materials or the lack of a child's exposure to a certain subject area. Somehow everything would work out. While initially these problems seemed to be inadequacies in the educational system, we later realized that they did adequately prepare the child for the kind of life he or she would lead in Australia: that is, a more simplistic education is adequate for a more simplistic lifestyle.

A new country always brings with it new and strange experiences. The most difficult practice for me to adjust to was the handling of children with great rigidity and strictness. I never quite agreed with the principals of calling children to attention before entering the school in the morning, or of maintaining strict authority over children at all times.

That is not to say I do not believe that the American educational system could not learn a lot from the Australian approach to the teaching of music and sports - elaborate programs which involved all children. Elementary students, for example, had a unique music teacher - a radio, Weekly music programs were broadcast, and the songs were related to each other by a common story. In addition, children learned to read music. At the kindergarten level they were learning to read music following an approach geared to their own level. They participated in a percussion group, sharing their knowledge and enjoyment with school mates by entertaining them at school assemblies, which were a weekly event at which one class would put on an educational assembly for others in the school. Percussion band, haiku poetry and science experiments are but a few that I remember.

Encouraged by the warm climate, sports were popular in Australia. Once a week children wore sports uniforms all day. Children from Grade 3 up participated in a vigorous program for one hour. Each child was a member of one of four school "houses," and his or her performance in weekly sports activities earned points for the house. The competition encouraged working to the best of one's ability and team sportsmanship.

A yearly swimming program was held for non-swimmers. It was compulsory for all children to swim before entering

(Dian Clark is flanked by her third-grade pupils in Canberra, Australia.

(Cont'd on page 24)
Making a Pre-School: From the Bean to the Pod

by Lynda Beane '65

With three children, one not even in first grade, I felt returning to public teaching would be difficult. But I also felt something was missing in my life. After all, I had not been teaching since 1967. I needed to do something for myself again. I decided that if I could not leave the house, I would utilize my teaching abilities right in it! In March 1975, I decided to open a nursery school. At that point all I had were two spare rooms and a crazy-sounding idea. But I contacted the Regional Office For Children and discussed the quickest and most direct approach for opening a school in the fall. And that was the birth of the "Bean Pod."

I suppose one would think it extremely difficult to open a school in a home. However the regulations ranged from absolutely minimal requirements to absolutely horrendous, depending upon the number of children I hoped to teach in the house. I decided to take the easy route. All that was needed was a degree in elementary education, two personal references, an analysis of my techniques and approach to teaching, and plans of my home and grounds. I passed with flying colors and received my certificate that spring. I could enroll a maximum of six children a day. Needless to say, I was overjoyed, although I had hesitation about taking the 3 to 5 year olds. I always preferred a third-grade age group and questioned whether or not I could relate as well teaching younger children. I enjoy using humor in the classroom and wondered if it would be lost on youngsters.

By July, through word of mouth, I had registered twelve children. I would have six per day on a staggered basis, some two days a week, others for three. I arranged for the boys to all come on the same days (I had three boys and nine girls). I had no requirements for enrollment, and if I had an opening, it was quickly filled.

That summer I was surrounded by paper, projects and ideas. I planned to run the "Bean Pod" exactly like a kindergarten, with work and play geared to the nursery-school child. I explained to the parents that no child would be forced to learn, that school would be an enjoyable experience, as I strongly believe it should be. Fortunately I live on six acres of land with a small duck pond and a cranberry bog beyond a pine grove. Thus I could take advantage of nature as an aid to learning and wonderful experience, to be appreciated to its fullest. I chose games, projects and "work" papers that would be simultaneously fun and educational - a very easy task. For example, a simple paste and construction-paper winter scene provided the children with colors, basic shapes, counting, some motor coordination, a discussion of the seasons and lots of laughs. Each day we used a calendar to count the day of the month, learning the days of the week and the name of each month as well. We also discussed weather and displayed the appropriate weather symbol.

At one point I decided to try a chart that would reward achievements. The child selected a colored star and placed it in a specific box next to his or her name when certain goals were achieved. Initially I had doubts about the star chart, but I found it to be a great success. The goals ranged from knowing one's name, address and phone number, to printing one's full name, writing the alphabet in order, and writing the numbers from one to twenty. There were also space for being helpful and polite. Teaching a child basic manners was one of my first objectives. By the end of the term, these spaces were overloaded!

One of my biggest helpers was my own daughter, who was in kindergarten half-days. Although only a year older than my "Bean Podders," they looked up to her. I remember certain occasions when she could control an outburst in a way which no adult I know has quite mastered.

There were times when the children just wanted to be children. On those days we had musical parades or dressed up in old clothes and giggled. The noise was deafening, and the school was a mess, but who really cared? I was delightfully surprised at how eager the children were to learn. By January, I had to reorganize my plans and include more advanced learning for certain pupils.

Last year "Bean Pod" was the only convenient and realistic way for me to fulfill my desire to teach. This year it is a conscious choice. I adored working with the children. It was satisfying beyond my wildest expectations. Teaching a limited number of young children was rewarding in every way. I could know, help and love each child as his or her need required. We were more than a school. We were a loving, learning and sharing family...like beans in a pod!

Did Lesley College help me? I cannot remember a time when I did not fervently want to become a teacher. It was not a decision I was coerced into, or even a question of "should I be this or that." I could never not be a teacher. I am a teacher, and my certificate has only made it legal according to state regulations. Without my training at Lesley, I would be like a carpenter nailing a board with a chisel. It can be done, but not the right way. Lesley showed me how to be a better teacher - the right way, the best way.

Lynda Govoni Beane, class of '65, lives in Kingston, Massachusetts, enjoying her bean pods.
Making a Resource Center: From Nothing

For the past nine years I have been teaching at one of the finest elementary schools in Milwaukee. Thanks to my wonderful educational background at Lesley, I was well-trained for the position.

In spite of the fact that the school has the reputation of having the best faculty in the city, it was greatly lacking in educational materials and audio-visual aids. Our intermediate and upper-grades had a mini-substandard resource center, and our primary department had only a small library in an alcove on the first floor. Other than books and bookcases, this area had nothing in it; the room was very bare, with no windows, not even a door. It was drab, dismal and unappealing. But with no other room available, I was determined to build a make-shift media center!

With a tentative plan in mind, I enlisted a couple of teachers to help me, and one early morning we pushed and shoved the bookcases to one end of the room; we had a library. The other end of the small room would be our Primary Resource Center. At that point there still remained the problem of no materials or equipment for the Center. With the help of our dedicated parent organization, primary teachers and principals, we begged and "permanently borrowed" games, records and books. A record player was donated from generous parents. From the basement came a double-door metal cabinet in need of repair, and we found tables, a cassette, eight earphones and a jackstrip. Thanks to our shop teacher we were able to have a storage area, and our principal eventually obtained a sliding door and carpeting. It was a beginning, everyone was excited, and I was completely overwhelmed. I had done some observing of resource centers and some reading, but this had been my only experience.

From a complete lack of facilities, there suddenly sprang up an exciting center, busy with many different parent and student volunteer groups. However, even before we started our center we had outgrown it. As a result, a committee of principals, teachers, parents and a library aide was formed to find available space to set up a Media Resource Center worthy of our large school. We investigated centers, acquired helpful information, observed many things we felt worthwhile, and — with the help of the nearby University of Wisconsin School of Architecture — a fine plan and model was developed. It proposed to turn our old and practically useless auditorium into a two-level modern, vital center. When our plans were presented to the school committee, they were accepted in theory, but rejected because of the lack of funds.

We did not give up! For seven years we had meeting after meeting, brainstorming, discussing and arguing. Finally, with the help of our cooperative principal, we were able to secure a huge room which had previously been a kindergarten. This was not accomplished without controversy, since teachers had to be moved from long-established areas.

Committee members watched with pride our new area being set up step-by-step. My job was completed. Once again I could devote all of my time to my class. Our Center now had a very knowledgeable library aide with expertise in Media Centers.

Last fall, we had our grand opening. At last we had a beautiful and exciting Media Resource Center. Our program has been enriched immeasurably as a result of our efforts. We have elevated our teaching methods and constantly strive to attain high standards. That is what I was taught at Lesley.

The Resource Center provides tremendous new creative dimensions to our faculty and student body. The struggle to attain the new facility was worth every minute of the devotion, patience and hard work which went into it. Together we fought for and achieved our goal.

Shirley Zilinsky Garber '56 and her husband Cantor Roy Garber reside in Shorewood, Wisconsin. Ms. Garber had taught second grade in Teaneck, New Jersey.
Alumni Currents

An Open Letter from the Lesley College Alumni Association President

Dear Alumni,

With the celebration of our country’s Bicentennial, I find myself looking back at the history of this nation. It is a history of people working together to achieve common goals. It is a story of people combining their efforts to enhance the common good, to make things better. At Lesley College, we too are embarking on a similar enterprise. Just as the building of our nation succeeded only through the willing involvement of a great many people, so does the growth and future of Lesley depend upon the willingness of its alumni to participate.

Alumni involvement in the Lesley community is continually increasing. In 1976, 1,525 alumni contributed $41,461 to the Annual Fund Campaign. This represents a $9,000 increase over last year’s figures! To a great extent, this magnificent feat was accomplished through the time, energy and efforts of Ann Cleveland Lange ’59, General Fund Chairperson; Betty Klaiman ’65G, Chairperson of the Graduate School; May Hogan ’26, Dialathon Chairperson; and Lorraine Blondes Shapiro ’42, Class-Agent Chairperson. I would like to personally thank the class-agents and dialathon workers who helped bring in the pledges, as well as the many alumni who fulfilled these pledges.

Ellen Green Bloch ’61, National Annual Fund Chairperson, is already planning this year’s campaign. With the rapid expansion of the Graduate School, there are even more alumni joining our family. Molly Sue Liechter Feldman ’70 and ’76G is recruiting “program agents” from the Graduate School. With everyone already hard at work, we are anticipating an even more successful campaign this year.

This past spring, a record member of alumni attended Reunion, thanks to Roberta Caras Fishman ’61 and her outstanding committee. The Association awarded two $1,000 scholarships to Jamie Hornberger and Karen Gallant, both of whom are juniors. This was the fourth year the Alumni Association was able to make this presentation. The funds primarily came from the profits received from the telephone directory ad-book. This year we hope to grant a scholarship to a graduate school student, in addition to the two at the undergraduate level. Jane Robertson Ryer ’59, chairperson of the ad-book, is concentrating on business contacts as opposed to individual alumni. If you and/or your husband is involved in a business and would like to place an ad in our book, we would appreciate your support.

Elaine Bernstein Berman ’68 has been recruiting class secretaries to keep in contact with classmates and compile “class notes” for the alumni magazine. She needs your help and may be contacted through the Alumni Office.

The Alumni Association calendar for the year is filled with a variety of entertaining and informative programs and events, from Erma Bombeck to an Awareness-Assertiveness Skills all-day workshop. A travel program has started with a trip to Rome as an opener, and a “Holiday Decorations Program” is in the works.

During the past year I have witnessed a continual growth of alumni involvement in the Lesley community. We have a common bond and goal. I urge YOU to become involved and help us strengthen YOUR Alumni Association, while helping Lesley to continue to maintain its first-rate place in the larger academic community.

Thank you, and best wishes for an active and fulfilling year.

Sincerely,

Margie Stone Tanzer ’64
President
Alumni Association

More than 220 alumni and friends enjoyed Erma Bombeck’s wit and humor at a delightful alumni-sponsored program held at Bloomington’s. Director of Alumni Program Joyce Snyder (left) and Alumni Association President Margie Stone Tanzer ’64 are pictured with the well-known columnist.
Alumni National Annual Fund Chairperson Ellen Green Bloch '61 is hopeful of meeting the goal for the 1976-1977 Alumni Annual Fund Campaign. Alumni from all over the country will be soliciting their friends and classmates for the financial support that is so vital to Lesley's scholarship program, library, faculty salaries, curriculum study and general growth. A new program this year enables Graduate School alumni to designate the particular Graduate School area of study to receive support. Thus both the undergraduate and graduate populations at Lesley will benefit from reaching this year's goal — $50,000.

Under the able direction of Ellen Green Bloch '61, Alumni National Annual Fund Chairperson; Lorraine Blondes Shapiro '42, Class Agent Chairperson; Molly Sue Lichter Feldman '70 & '76, Graduate School Chairperson; and May Hogan, '26, Dialathon Chairperson, the campaign is well underway. Inflationary pressures on the College's budget make it imperative that the goal be reached. The campaign will focus on increasing the percentage of alumni participation and the size of individual contributions.

Alumni will be receiving initial solicitations within the next few weeks, and answers to this first appeal will save Lesley the expense of further mailings.

Support your college now. Lesley deserves your help!

Attractive Holiday Gifts

Beautifully crafted Lesley chairs make a lovely holiday gift. Classic Captain's Chairs come with cherry ($70) or black ($65) arms, and the old-fashioned Boston Rocker ($60) with black arms. Chairs will be delivered to the College, and shipping charges are included in the cost. Please make checks payable to the Lesley College Alumni Association. Spread holiday cheer by purchasing a Lesley chair for friends and family.

SAVE THE DATES: Denise Galvin Swan '67, chairperson for Reunion '77, announced that the big day is MAY 14, 1977. Special recognition will be given to classes ending in 2 and 7. Lots of details will follow, but mark your calendars today. Other alumni important dates to keep in mind: January 29, Lord & Taylor Fashion Show; February 5, Nominating and Alumni Award Committee Meetings; April vacation — Stop & Shop luncheon.
Governor of Massachusetts Michael Dukakis and Kitty Dukakis '63 were hosts at fund-raising dinner parties for the Alumni Annual Fund.

Kitty Dukakis '63, instructor of modern dance and "First Lady" of Massachusetts, hosted two fund-raising dinner parties which helped the 1975-76 alumni annual fund reach an all-time high figure of $41,461. Many thanks to Kitty and Michael for their gracious hospitality. Those attending the dinner parties were:

Don and Leslie Orton
Dick and Joyce Marshall Snyder '61
Jerry and Margie Stone Tanzer '64
Charles and Jane Finberg Mandell '64
Bob and Roberta Caras Fishman '61
Eliot and Ruth Snider
Joel and Sue Kerstein Sherman '65
Sam and Marjorie Lebow Perlman '68
Larry and Joan Lubow Stone '64
Paul and Allene Russell
Art and Jean Lee

Sam and Doris Kimball Newman '31
Frank and Mary McCarron Mead '25
May Hogan '26 and Jean Doyle
Gladys Pollet Young '26
Joseph and Dorothy Edinburg
David and Helen Trodeman
Rosenthal '30
Jack and Peggy Dyer
Lorraine Blondes Shapiro '42
Dick Lee
Brad Higgins

New Jersey Alums Meet

At a New Jersey regional meeting, hosted by regional representative Arlene Guth Soifer '66 at her home, nine alumni enjoyed a social hour together. They were: Karen Tuzzolino '75, Phyllis Mangel Fields '69, Janis Fienstein Baer '71, Phyllis Gabowitz Kremen '69, Susan Katz Mazor '66, Edith Holt Bobbins '24, Jane Wason Llano '33 and Arlene Guth Soifer '66.

A Cruise and a Brunch

South Shore regional rep Fay Hunley Robbie '49 was chairperson of a Harbor boat cruise. Over 100 South Shore alumni and friends set sail for an evening of dancing and warm sea breezes. The guests were treated to an unexpected tour of the Coast Guard and the everchanging skyline of Boston.

Charlie Brown's in Burlington, California, was the setting for an annual luncheon of the Bay Area Lesley Alumni group. Hats off to co-presidents Lana Baily '56 and Audrey Furze '52 for a "delightful brunch, in a lovely setting and such a lovely day."

All Roads Lead to Rome

Several alumni and their friends and husbands ate pasta and saw ruins in Rome during a travel holiday program sponsored by the Alumni Association in conjunction with the Harvard Club of Boston and International Weekends. Plans are underway for future European travel programs, and the Alumni Association welcomes your suggestions.
Amuse the Lesley Muse

Readers of The Current are invited to submit their prose, poetry, photography and artwork to the 1977 Pendulum, Lesley's literary magazine. The magazine, which will be published in the spring, has consistently improved in quality. Editor Cathi Cherry looks forward to receiving submissions from alumni, parents and friends of the College. Please send them to Box #67, Lesley College, 29 Everett Street, Cambridge, MA 02138.

Library News for Alums

The increased use of library resources by alumni and others not currently enrolled at Lesley has made it necessary to charge alumni a nominal fee of $10.00 per 100 loans. Our library services are financially supported by students, and since both materials and services are now more expensive than ever, we are sure you can appreciate the need for this policy change. Even with the change, alumni can greatly benefit from the rich resources available to them in Lesley's libraries.

Ad Book Still Available

The Alumni Association "telephone ad book" is as attractive as it is useful. You may order it from the Lesley College Alumni Association for the very reasonable price of $3.50. Only a few copies remain, so please send your check to the Alumni Office today.

Scribes Needed for Class Notes

You will notice that many classes now have secretaries. If your class does not have one, and if you are willing to help in that capacity, or would like further information on responsibilities, please contact the Alumni Office. The only way to share news of your classmates is by being sure there is an organized system to collect the news.

À Votre Service

After a ten-year struggle to rewrite the copyright laws, Congress has passed a revised Bill which the President is expected to sign. The section on photocopying will greatly affect teachers and others in the educational world. For example, a teacher will not be allowed to make any copies of "consumable" materials, such as workbooks or standardized tests; or multiple copies of a work for classroom use if it has already been copied for another class in the same institution. The Lesley Publications Office has a summary of the four main sections on photocopying of which teachers and educators should be aware. Be forewarned and forwarned about the new copyright laws! Please request a copy of the new regulations from the Publications Office, Lesley College.

The Lesley College Alumni Association Board of Directors, including officers and members, has greatly expanded over the years. With a few exceptions, the entire Board is pictured above at a meeting held in Alumni Hall. The Board is proud of its continued growth in terms of presenting new and dynamic programs as well as quantitatively.
Alumni Profile: A New Career at 70

Madeline Lannin '26

Teaching is just a career to some people; but there are others, like Madeleine Lannin of Rockland, Massachusetts, who view the profession as a life's work. Dr. Lannin would have loved to keep going, but at age 70 retirement from teaching is mandatory. No mere piece of paper, however, was going to keep her from what she found most meaningful and challenging in life—working with children and the idea of starting her own day care nursery school intrigued her.

Today Dr. Lannin and her twin sister Dr. Josephine Winter have eight students (the maximum allowed by State law) enrolled in their Work and Play pre-kindergarten day care center, in their own charming wood-framed, black-shuttered home.

Children obviously adore Madeline Lannin. Even as we sat in the kitchen of the home where she was born (it once was a rectory for the Holy Church, so it is well blessed), one of her little friends called up to invite himself over for milk and cookies.

Work and Play is an outgrowth of a life dedicated to the teaching profession, and it all began at Lesley College. Dr. Lannin was a commuter who remembers fondly Mrs. Wolfard, and Mrs. Littlefield, her favorite teacher. Upon graduating from Lesley—then a two-year school—Dr. Lannin helped establish a pre-school program for 65 children at a school in Rockland, under a New Deal Program. At one point, to make ends meet, she ran a beauty salon. But as things improved, she received a master's degree in education from Bridgewater State College, a certificate of advanced graduate study from Boston University, and when she was fifty, she began working on a doctorate which she eventually received from Calvin Coolidge College. Over the years Dr. Lannin taught first-grade, remedial reading, learning disabilities and special education, for 27 years in Weymouth and 23 years in Rockland. At other points in her varied career, Dr. Lannin was an instructor in an intensive teacher-training program, a teaching supervisor and even a principal of a two-room schoolhouse in Rockland.

"I never taught for a pay check but because I loved the work," explained vivacious Dr. Lannin, who obviously knows her own mind. "Today, teachers don't teach like they used to. Many children between the ages of four and six are ready to do things other than playing. Children today run out of a classroom more than they stay in it, and that just won't do. I plan to do more teaching than babysitting!" Dr. Lannin recommends a unified method of early childhood instruction and appreciates the "old ways" of teaching.

One sunny day last May, Madeline Lannin was flabbergasted to find herself the center of attraction as educators and politicians from all over the country feted her for her 50 years of outstanding service in education. She received congratulatory letters from President Ford, Senator Kennedy and Governor Dukakis; and from the Massachusetts State Senate and House of Representatives, President of the Weymouth Teacher's Association Barbara Maguire extolled Dr. Lannin for her "outstanding educational background, which will serve as an example to all teachers of the importance of professional and personal improvement."

Ironically, Ms. Maguire had once been a pupil in Dr. Lannin's first-grade classroom.

One after another, speakers were filled with superlatives for Dr. Lannin's career; but she would have nothing to do with calling it a retirement party. Madeline Lannin exuded the excitement and tenacity of a woman who was welcoming a new career at the age of 70. "I'm not going to sit back," she said. "If I'm capable beyond 70, why shouldn't I teach? I want to keep busy, and there are children who need my help. Many children are not ready for kindergarten and they fall quickly behind. I can help them prepare. They're great at that age. Children are my life."
Class Notes

Marriages

Nancy Rosenthal '65 to Kenneth Lerner
Vivian Abeles '68 to David Pfeffer
Janet Rosenberg '69 to William Stein
Virginia Reeves '70 to James Rosenbauer
Ellen McIver '71 to Wayne Whipple
Elisa Marroni '71 to Gregory Kanaski
Carolyn Pulvirenti '72 to Robert Baron
Thelma Larkin '74 to Steve Goldberg
Barbara Leer '74 to Theodore Van Sickle
Deidre Pangaro '74 to Brooks Smith
Nancy Rosen '74 to John McDonald
Anne Willis '74 to Edward Peck
Denise Leary '74 to Theodore Van Sickle
Elisa Marro '71 to Gregory Kanaski
Margaret Sherry '76 to Nicholas Pulvirenti
Patricia McIver '71 to Wayne Whippey
Blanche Lewis Freelander (1st year) who lives in Worcester.

Mollie Ruth Bromfield '33 married Everett Lisham on Dec. 29, 1974.

'20
Blanche Lewis Freelander (1st year) who lives in Worcester, MA, and winters in Hallandale, FL, is Class Agent for 1976-77.

 Earlier this year, Mariam Nelson had one of her abstract paintings, "The Sun is There," in the Cambridge Art Association's Bicentennial Show.

'21
Helen Cutler Laiing is living in Brattleboro, VT, with her husband George, a retired assistant high school principal. They have two children and seven grandchildren. Helen taught children in the 1st, 2nd, and 3rd grades from 1921-28.

'23
Margaret Carroll Sampson (5th year) of Brockton, MA, is Class Agent.

'24
Edith Hutten Babbins writes that she and her husband George greatly enjoy travelling by car and exploring unusual places in this country and in Canada. Their two married children, Charles and Betty, and five grandchildren all are within six miles of Short Hills, NJ, where Edith and George live.

Gertrude Galvin of Chestnut Hill, MA, is Class Agent for this year.

'25
Gretta Becker Sauer (4th year) of Shawnee Mission, KS, is Class Agent.

'26
Elizabeth H. Forge retired last year as school principal. She is living in Lowell, MA.

May E. Hogan (1st year) is Class Agent for 1976-77 as well as Alumni Dialathon Chairperson (5th year). May lives in Quincy, MA.

'27
Mildred Demend Metcalf (1st year) is Class Agent. She resides at Buzzards Bay, MA.

'28
Marjorie Davidson Blomquist (1st year) is Class Agent, and she lives in Winchester, MA.

Mary Louise Streecker Champion writes that she is enjoying her retirement in "the glorious Monterey peninsula."

'29
Mary Greene Freeman (2nd year) of Medford, MA, is Class Agent.

'30
This year's Class Agent is Frances Pearl Schaffer (3rd year) of Brookline, MA.

'31
Doris Kimball Newman (5th year) of Brookline, MA, is Class Agent.

'32
Katherine Coffey Glennon (1st year) is Class Agent. She lives in South Dartmouth, MA.

'33
Gretchen Meilick Hylan, who lives in Vancouver, BC, Canada, writes that she was always appreciative of the fact that she was able to use her Lesley training to help found a private school in 1934 ("so many years ago") where both her daughter and daughter-in-law attended as students.

Sylvia Spugnardi O'Donnell (1st year) of West Roxbury, MA, is Class Agent.

'34
This year's Class Agent is Katherine Shelton Curtis (1st year) of Trumbull, CN.

'35
Irene Profof Lherault (5th year) is Class Agent. She lives in Lowell, MA.

'36
Katherine Stoddard Berg is president of a domestic science class. She writes that her husband has retired and that they "have had a ball traveling." They have a married son and daughter and three grandchildren.

Jadwiga Nowomorski Swiderski was the subject of a human interest story entitled "A Polish Family's Odyssey" which appeared in the Boston Globe last spring. The story traced Mrs. Swiderski's life as the daughter...
of Polish-speaking immigrants who came to Boston in 1912. In those days the Poles were the third largest non-English speaking group in the U.S., and Jadwiga was among the 2.5 million new Americans whose first language was Polish. But, as she said, "America was supposed to be a melting pot," and so she grew up waiting for the "pot to melt," learning English, graduating from Lesley, teaching in Belmont public schools and, eventually, moving from East Cambridge into the suburb of Belmont. The story makes the point that six decades after her parents had landed in America, Jadwiga and her husband, Stanley, have been melted into America — just as the social theorists had predicted.

Helena Cavanaugh Austin (5th year) of Portland, ME is Class Agent.

Dorothy Noon Timberlake writes that she “taught first grade for 10 years only.” For the past six years, however, she has had her own home “Barley Lollipop business — made by the thousands for Macy’s in New York, Brigham’s and Bailey’s.” She recently completed a course in Retail Candy Making to help her business along. Dorothy and her husband William, a neurologist at Boston’s Lemuel Shattuck Hospital, have five married children and six grandchildren.

'37
Eleanor M. Clancy is now Assistant Cataloguer and Reference Librarian in Newburyport, MA.

Claire O’Brien Driscoll (1st year) of Somerville, MA, is Class Agent.

Class Agent for this year is Margaret Mulligan Fulton (1st year) of Millbrook, N.Y.

At Reunion, Class of ’51: Standing, l-r: Virginia McCarthy, Janet Duncan, Barbara Clark, Donald Hart, Barbara Street, Jean Hahn, Karl Hahn, Virginia Kelley, Jean Hart, Sally Libby, Rudy Berube, Eleanor Berube; Seated, l-r: Marjorie Behrens, Joyce Aaron, Jane Carleton, Mary DeGregorio.

'Dorothy Grube Pratt (5th year) of Concord, NH is Class Agent.

'40
"It was Lesley days again and lots of beautiful memories of them" writes Clare Maney LaRochelle about a summer get-together, Barb Estabrook Cashin, Betsy Negus Way and Victor Tarr visited with Clare at her home in Andover, MA.

Rosamond O’Neil Wyman (5th year) is Class Agent. She lives in Keene, NH.

'41
A. Rita Burke Lee is working in the Personnel department of the New England Electric In Westboro, MA.

Selma Freeda Rudolph (5th year) of Swampscott, MA, is Class Agent.

'Irene Rutter Barber (1st year) of Andover, MA, is Class Agent.

Jean Hawkes Meehan writes: "I have a wonderful family which I have had the pleasure of enjoying for 28 years. My wonderful husband and our four children had a very busy life with work and pleasure in Rainbow — 4H Club work in town, county, state and inter-state activities in 4H Camp Leslie in Electric In Westboro, MA. We are all active in Church and Sunday school. Our oldest girl, Bonnie Joan, a speech and English teacher at Saugus High, Heather, our second daughter, was in banking and is now studying nuclear medicine. Holly, our youngest daughter, was in banking and also taught crafts at night school. She was killed in a one-car accident just before Christmas returning from banking classes. Our son Arthur will be a senior. His ability in cabinet making is outstanding. And I am in Special Education at the Huron Avenue School in Saugus."

Elaine Callahan Cavanaugh (5th year) of Auburndale, MA, is Class Agent.

Lauretta Finlay Martin is now teaching in Chelsea, MA.

'44
Barbara Robinson Wells (5th year) of Winchester, MA, is Class Agent.

'45
Class Agent is Margery McCusker Flannery (5th year) of Andover, MA.

'Sylvia Petlock Pearlstein (1st year) is Class Agent. She lives in Quincy, MA.

'47
Gloria Carpenter Chicarelli (1st year) of Brockton, MA, is Class Agent.

'48
Jean Peckham Clark (1st year) of Medfield, MA, is Class Agent.

Selma Wasserman Cohen writes: "I have been working with my husband in our office furniture business for the past 27 years. Our daughter, age 32, and son, 18, are out in the business world. As president of the Huntington Chapter of Women’s American Ortl, I have continued to keep my interest in education."

Robert Pellet de Gazzardi is teaching first grade in Fremont, NH, and her husband is working at the Portsmouth Navy Yard.

'Mary Felton Baruffaldi (2nd year) of Winchester, MA, is Class Agent.

'50
Betty A. Johnson is teaching kindergarten in the Collicot School, Milton, MA.

Marjorie Cree Sargent is teaching "a tremendously interesting program, with a great staff and marvelous materials in Chelmsford, MA, on a Title I program designed for K-4 with instructions in Math and Reading."

Barbara Barron Schilling is teaching in the Needham, MA, public schools. Her husband is Associate Director of Cancer Control, State of Rhode Island, and is an oncologist at the Rhode Island Hospital in Providence, RI.

Nancy C. Squatrito (4th year) is Class Agent. She lives in Methuen, MA.

'Sally McKay Libby (2nd year) of Topsfield, MA, is Class Agent.

'Dorothy Miller Newton (3rd year) of Raynham, MA, is Class Agent.

'53
Class Agent is Ann Reagan Jesse (1st year) of Newburyport, MA.
'54
Ruth Ann Murphy Connor is working as a substitute teacher in the Port Washington Schools, NY. Her husband is N.Y. District Manager of Gulf Oil Petrochemicals.

Marjorie Swartz Salmon (3rd year) of Lincoln, MA, is Class Agent. She is working as a principal social worker at the Solomon Mental Health Center in Lowell, MA. Her husband is Associate Dean of Academic Affairs at Harvard Business School.

'55
Class Agent is Barbara Paul Holzman (4th year) of Newtonville, MA.

'56
Lorraine Seth Campbell (1st year) of Acton, MA is Class Agent.

Gayle Rudner Wise Canervi of North Palm Beach, FL, writes: "Robyn Beth, 19, has made me a very proud grandmother. Michael Rudner Evanchik was born last February. He sure keeps me busy and happy. Rick, 15, is an outdoors man, on the swimming team, tennis, golf, sailing and water skiing, snorkeling, and is an A student — just like his sister, Darcy, 12. How lucky can a gal get!"

Barbara Burman Glickman was married last June to Daniel Glickman. She writes: "My oldest son is a senior in high school, my daughter is a sophomore, and my youngest Jeffrey, 10, is entering 4th grade at the Meadowbrook School in West Newton, MA." 

'57
Linda Weisberg Altman (5th year) of Harrison, NY, is Class Agent.

Elaine G. Thormer Damlin who recently resigned as Alumni Representative for the DC, MD and VA regions after five years is active in community, volunteer and religious areas. She represented the southern Prince George County area at the National PTA Convention in Louisville, KY last May. She has been a substitute teacher in Hillcrest Heights, MD. Her husband Jack is with the Federal Communications Commission and is a free lance news columnist for their local papers. Their daughters are Eva Joy, 15, a sophomore at Potomac High School, and Gayle Beth, 11, is in 6th grade.

'58
Marlene Zions Friedman (1st year) of Needham, MA, is Class Agent.

Linda Prager Lazaroff has been teaching in the New Haven, CT, school system for the past 12 years. She has an M.S. degree in Special Education. She and her husband Arnold, and sons, Larry, 17, and Stuart, 15, live in Hamden, CT.

'59
Joyce Lane Crimmings 352 Emerson Road Lexington, MA 02173

Elma Hill Chickering '59G is working as a reporter and writer for the Watertown Sun and Belmont Herald.

An Open Letter to the Members of the Class of 1961:
Dear Classmates:
At times, 15 years seem like forever. But for those of us who attended Reunion '76, 15 years seemed like a week or two.

Our weekend began with a casual get-together Friday night at Joyce Marshall Snyder's home. More of us attended Saturday's planned activities and luncheon on Lesley's beautiful new campus. (If you haven't been back to see Lesley as it is now, do make the effort. What was the word we used to use? Unbelievable! It truly is!) It was great seeing some of our professors, too; especially Dr. Oliver, Dr. Vallee and Dr. Honick.

Saturday evening, some of us went to the Boston Pops while others enjoyed dinner together, and we ended our reunion with a lovely party at Roberta Caras Fishman's home.

In all, there were seventeen of us who, at one point or another, had a chance to renew old friendships. We discovered that even after 15 years, we still had lots to talk about and much in common.

For those who attended Reunion '76, it was great being with you. I look forward to seeing you again for our 20th. For those who were unable to come this year, reserve May or June, 1981, now so you won't miss the fun of our Lesley College 20th reunion. See you then!

Della Rose Gilman '61

Jo-Anne Wales Eldridge (4th year) of Wellesley, MA, is Class Agent.

'60
Dede Sharp Hadelman (1st year), living in Needham, MA, is Class Agent.

'61
Kathleen Doyle is teaching kindergarten in Andover, MA.

Enjoying Reunion luncheon, (back row, l-r) Kitty Dukakis '63, Harry Ellis Dickson, Jane Robertson Ryer '59; (front row, l-r) Barbara Wickson, Mrs. Trentwell Mason White, Catherine Welsh '63, Elmer Benjamin.

Ann Haffer Jacob, 2nd V.P. and Chairperson of the Michigan Reunions P flirt the Michigan Foundation, hopes to return to Lesley — "maybe for the 20th."

Barbara Shea is in a new program in an E.C. Resource Room.

Golda Siegel Doyle, (5th year) of Newport, RI, is Class Agent.

'62
Helaine Finkel Saperstein 86 Chandler Road Medford, MA 02155

Penny Smith Benjamin lives and teaches in Newton, MA.

Working at "The WeatherVane," a clothing boutique, is Linda K. Edgar, of Simsbury, CT.

Residing in Framingham, MA, is Margie Wolbarst Smith, (5th year) Class Agent.

Fred and Dee Dee Berkowitz Wicon and their daughter and son moved to Oak Hill, Newton, MA. Dee Dee is president of the Women's Division of the Boston Heart Association.

'63
Jeanette Matula Smith 5 Morse Road Wayland, MA 01778

Susan Wilcon Etelman 11 Gregory Lane Wayland, MA 01778

Framingham, MA, is where Class Agent Linda Reveton Radding (1st year) lives.

Elaine Schofield Shank works part-time at the Andover Public Library. She is also Literary Editor of her church newspaper.

'64
Jane Finberg Mandall 130 Upton Avenue Providence, RI 02906

Framingham, MA, is where Class Agent Linda Reveton Radding (1st year) lives.
First-grade teacher Carol Ann Foley Leary and her husband both work in Acton, MA. He is head football coach and physical education teacher.

Francine Bradden Tenenbaum (1st year) of Langhorne, PA, is Class Agent.

'65

Carol H. Brainerd and husband Steven live in Amherst, MA, with their three daughters. Carol is involved in a local writer's club, being a licensed day-care mother, a consciousness-raising group and a woman's organization, WISE. She hopes to get into the medical field once her youngest child is older.

Linda Spill Cooley (2nd year) of Sharon, MA, is Class Agent.

'66

Jane Atwater Hale
Summer Street
Duxbury, MA 02332

Marilyn Sargon Brier (2nd year), living in Needham, MA, is Class Agent.

'67

Sussie Lelyveld Henderson
40 Butternut Lane
Rockland, MA 02370

Sheila Andelman Heller (1st year) is the Class Agent for '67. She lives in Wellesley, MA.


Lynda Dubberg Moll moved to Orange, CT. She and David have two children, daughter Nadane and one-year-old Marc.

Active in the Tewksbury, MA Camp Fire Girls is alumna Mary Nadeau Slavinsky. She has two sons and a daughter.

Linda Hocht Tunkel hopes to get some subs into her busy schedule. Having daughters in first and third grade keeps Linda on her toes.

Congratulations to Regina Rosenbaum Stein and husband Michael on the birth of their son, Matthew Jon, on April 28. All three live in Winthrop, MA.

Denise Galvin Swan has been named Reunion Chairperson for Reunion '77.

'68

Nancy Hill Matza
148 Lincoln Road
Medford, MA 02155

Maxine Price Sugarman (1st year) of Swampscott, MA, is Class Agent.

Christine E. Murdoch lives and teaches in historic Plymouth, MA.

'69

Phyllis Mangel Fields and husband Stuart live in Wayne, NJ, where she does remedial reading work with special-needs children and he is an attorney. The Fields have a three-year-old daughter.

Susan M. Sokol is a first-grade teacher in Arizona, where she and her husband now live. Susan received an M.A. In Special Ed from Columbia University.

Elizabeth Hickey Stakem (1st year), resident of Reading, MA, is Class Agent.

'70

Class agent is Marjorie Silverman Afergan (1st year) of Acton, MA.

Lynda Hecht hopes to get some subs into her busy schedule. Having daughters in first and third grade keeps Linda on her toes.

Congratulations to Regina Rosenbaum Stein and husband Michael on the birth of their son, Matthew Jon, on April 28. All three live in Winthrop, MA.

Jennifer Galvin Swan has been named Reunion Chairperson for Reunion '77.

Pamela Savage Awrach
26 Saddle Club Road
Lexington, MA 02173

Pamela Savage Awrach is a volunteer counselor at the Burlington Community Life Center, MA.

Janelle A. Brady has been appointed special needs teacher for a pre-school program in Braintree, MA.

Wyomissing, PA, is Polly Fitzgerald Fascetta's hometown. Polly is Class Agent for '72 (1st year).

Nancy Coyne Glazer recently moved to Waterford, CT. She is teaching a 4th-6th grade class.

Patricia Ann Tuof Gordon married in May and is working in a law firm as a paralegal in Hamburg, NY, where the Gordons reside.

Margaret Bogie LaCroix and Steven live in Plymouth, MA, where Margaret teaches 5th grade at the Danbrook School.
A third-grade teacher at the Abraham Lincoln School, Cambridge, Charline Constantino received tenure.

Teaching kindergarten in Plymouth, MA, is Marnie Whelen DeVos. Marnie and Elizabeth Carolin '73 spent a month traveling together in Europe this summer.

Tobi Elden received a master's degree in special education and rehabilitation of the blind and visually impaired from Columbia University. Tobi writes: "Upon graduating from Lesley, I was at a definite advantage in relation to the others in the program. While at Lesley, like many of my peers, I took our College for granted; however, after three years and numerous interviews, I have realized the excellence of Lesley." Tobi lives in New Orleans, where she is a vision specialist in the public school system.

Debbie Shapiro Kraft (1st year) of Chesterfield, MO, is Class Agent.

Deborah Stewart completed an M.Ed. in elementary guidance and counseling at the University of Maine. Now she is counseling in Greenville, NC.

Carol Shelmire
686 Oak Street Apt. 704
Brockton, MA 02401

Brian Berkowitz '74G is a second year doctoral student at UMass, Amherst. He is also teaching two courses in special education at Boston State. Brian and his wife Karen live in Malden, MA.

Celebrating their 5th Reunion, Class of '74: (standing, l-r) Nancy Greenwood, Lynne Venetucci, Georgia Apger, Norman Deo, Carol Alcasy, Sara Salomon, Ina Hyman, Linn Wilson, Susan Nee; (seated, l-r) Laura Lifshutz, Karen Bloom, Ellen Margolis, Barbara Reichard, Wendy Dubinsky.

Co-chairperson for the Alumni Council of Regional Reps, Mary Grassi reports that she is teaching at the Harrington School in Cambridge in the Title I Program. Mary is also working on her master's degree in reading at Boston State.

Working and living in Oklahoma, Lora Evans is an educational consultant for the deaf-blind. She graduated with an M.Ed. from Boston College in education of deaf-blind, multi-handicapped.

Lenore Strauss Lewis and husband Richard announced the birth of a son, Jonathan, born on June 27.

Barbara Anne McCarthy works in North Attleboro, MA, as a resource room specialist. She has a master's degree in psychiatric social work and has worked with child abuse and adolescent delinquents.

Columbus, OH, is Lois Naegle's new home. She is a faculty member at a technical college teaching a specialized English course for hearing-impaired students. Lois also tutors and interprets for the deaf.

Mary Lally (3rd year), Mattapan, MA, is Class Agent.

Jane Stucker, head teacher at a residential school for the severely and profoundly retarded/multi-handicapped, lives in Keene, NH.

Diane Crosby Talley married in July and is presently a therapist with the Bond Street School for Learning Disabilities in San Diego, CA, where Diane and Mark — a law student — live.

'75

Helen Chadwick Clough
1103 Marlboro Road Apt. D
Fayetteville, NC 28304

Rosemary Hannon
11 Presentation Avenue
Brighton, MA 02135

Teaching second grade in New Hampshire is Ellyn Derman '75G.

Jane Percoco of Cambridge, MA, is a medical technician at the Newton-Wellesley Hospital.

A son, Ethan, was born on May 5 to proud parents Suzanne Sigman and husband Daniel.

Karen P. Tuzzolino (2nd year), a Fair Lawn, NJ, resident, is Class Agent.

'76

Joni Bass
2 Intervale Road
Chestnut Hill, MA 02167

In sunny Hollywood, CA, recently married Patricia Gobbi Arone hapily lives with husband James. Pat is teaching 4th grade at Santa Teresa School in East Los Angeles.

Nunzi Scola (1st year) of Worcester, MA, is Class Agent.

Teaching special education at Zuni High School is Amy Smith. The high school is located on an Indian reservation in New Mexico.

Where available, the name and address of the Class Secretary(ies) are listed at the beginning of each section. We would like to hear from all Secretaries before December 18 with news of their class for the Winter issue of The Current.

Formed in 1971, the Council of Regional Representatives serves as a liaison between the College and alumni throughout the country. The reps sponsor social and educational programs for alumni living in their regions, as well as assisting the Lesley Admissions Office in terms of recruitment of students and the Lesley Placement Office by helping teacher candidates find positions. We thank our regional reps for the outstanding work they have done in the past and continue to do. In the next issue, we will recognize this special group of alumni and list their names and regions.
Boston area, to Lesley. When I finished my undergraduate studies at Brown University, I was certified to teach secondary English and social studies. What I really wanted to do, however, was to live in Europe for awhile; so I accepted, "sight unseen," a position at an international girls' boarding school in Switzerland. I thought I had been hired to teach American history but found myself involved in social studies of all kinds, chemistry, physics, biology, a smattering of English as a second language, geography and even some British history. Although I am sure there are many excellent schools in Switzerland, the philosophy of this particular administration was that a teacher's function was to dole out, day-by-day, what was in the textbooks and handle all the courses. Well, even before my training at Lesley I knew this was not the way to teach successfully, so I moved on after the first contract period.

Next I taught direct-method English to adults for four years. It was fun and not too strenuous. All my pupils, as you can imagine, were well behaved! It became absolutely clear to me that if they were ever to really speak English the ability had to develop within themselves. It was my task to provide them with optimal opportunities for this development to take place.

The last year I lived in Germany I taught English as a second language in a Munich public school. I worked with groups of about twenty pupils, grades five through nine. While much of what I saw in Munich fit my stereotypical preconceptions of authoritarian education, some colleagues, pupils and parents were open to and very enthusiastic about ways of learning a foreign language other than by memorizing verb declensions and pattern drills.

Having decided that I wanted to work with children, I moved to London in the hope of studying there. Although I ran into hassles in terms of my visa and admissions, I did manage to work at a private school in Hampstead which was founded and grounded in the Progressive tradition. Progressive schools in England have long since outlived their function of offering an alternative form of education. In fact, now they tend to be among the more conservative schools. There exists a philosophical schizophrenia: how to really educate children and still have them pass state exams.

For the first time, I was exposed to many aspects and issues in elementary education. The headmistress loved Piaget and Illich. The kindergarten teacher was an American Montessori expert. The language arts specialist had been at Summerhill and tutored A.S. Neill's daughter. I enjoyed the warmth, openness and willingness to try new things. And I was filled with enthusiastic expectations for my year at Lesley Graduate School.

Now I am beginning the next chapter, teaching a two-three combination at the Hobomock School in Pembroke, Massachusetts. I think that I have a great deal to bring to my pupils, from my experiences as close as Lesley in Cambridge, to as far away as Kodai School in India. And I once again look forward to learning from the new situation I happily find myself in.

Antoinette Irene Tingley received her master's degree from Lesley in 1975. She currently lives in Sharon, Massachusetts, but we have a feeling that sooner or later she will be teaching at yet another exotic spot in the world.

Diana Young Clark graduated from Lesley in '71 with a minor concentration in special education for the mentally retarded. Since their return from Australia in 1974, she and Philip have been residing in Walpole, where Diana teaches a junior high "special" class. In her spare time she enjoys weaving, spinning and natural dyeing, interests introduced to her while living in Australia.

Carole J. Slattery is librarian at two elementary schools in Newton, Massachusetts: the Burr School and the Davis School. She is also an occasional speaker on children's books, sexism in children's literature and library related teaching strategies. Dr. James Slattery is director of libraries, director of planning and an associate professor at Lesley College.
Lesley’s Future is up to you!
Where There Is a Will There Is a Way

A first-rate teacher-training school has a responsibility to live up to its name. When you read The Current, were you proud of Lesley’s reputation and achievements in teacher education? The only way for Lesley College to continue to grow in stature is through your continued support.

The old adage, “where there is a will, there is a way” has a good deal of meaning. Lesley will need your endowment in order to survive and thrive as a major and innovative force in the preparation of teachers for our children.

Bequests from Lesley alumni, parents and friends will help guarantee Lesley’s continuing quality and leadership in the years to come. Please consider a charitable gift through a bequest by will. The Lesley Development Office welcomes your questions on estate planning and endowment. Please write or call (617) 868-9600. Ask for vice president of development, Arthur V. Lee.

Update!

Please update my file to include these changes:

☐ Moving  ☐ Marriage  ☐ Birth  ☐ Other

Name __________________________ Class __________________________

please include name at graduation

Address __________________________ Phone Number __________________________

City __________________________ State __________________________ Zip __________________________

Spouse’s name and occupation __________________________

If teaching, grade, school and community __________________________

News (photos are welcomed) __________________________

__________________________

11/76

☐ I am interested in working with the Alumni Association and would like to be contacted.

Please return to the Alumni Office, Lesley College, 29 Everett Street, Cambridge, Massachusetts 02138.