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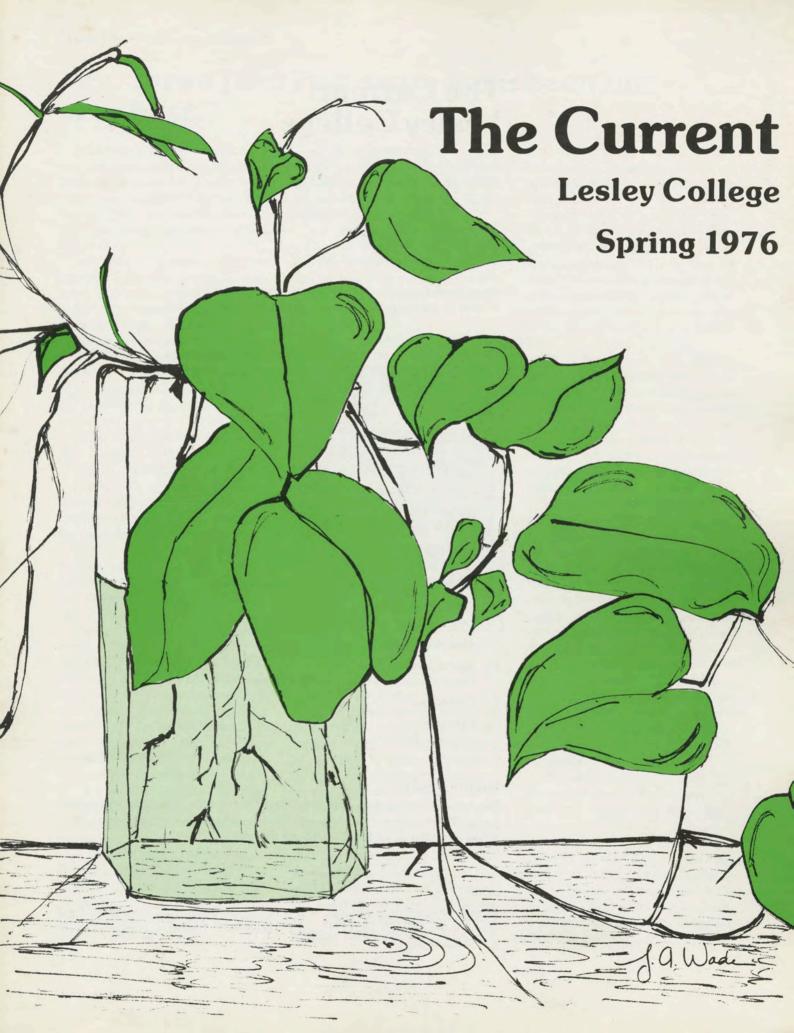
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### The Current Lesley College

Vol. IV, No. 2 Spring, 1976

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   ... these past two years have been our very best."
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#### On the cover:

Pen and ink drawing is by Jolynn A. Wade '76 from Brockton, Mass. An elementary education major with a minor in art, Jolynn hopes to teach in an elementary school and enter an art therapy graduate program.

#### Photo credits:

Brian P. Fullington, 1, 3 (top), 4 (upper and lower right and lower left), 5 (all except lower right), 9, 10, 12, 14 and 15; Bradford F. Herzog, 4; Jeannine Tardiff, 6; Ted Zalewski, 8.

#### From the President's Report

# "... these past two years have been our very best."

• Growth, qualitative and quantitative, has characterized our institution from its very modest beginning in 1909... The net worth of the College (in 1941) was \$50,000; June 30, 1975, the net worth of the College was \$6,226,006.

• In spite of the restrictive income base that tuition income alone represents, Lesley has never operated at a deficit. This enviable record will continue to be one of our preeminent goals – and challenges.

• Evidence abounds that the reputation of the College for preparing highly qualified professional educators has increased significantly during the past several years.

In his recently published Report of the President, 1973-1975, "Lesley College in the Mid-Seventies," Don A. Orton expands on the above themes, looks at the College in a historical perspective and projects basic challenges for the future of the institution.

"The over-riding question of course for all of us at Lesley is: what must we do in order to continue our remarkable history of securing our goals?" he asks.

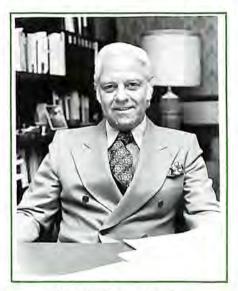
Orton cites statistics that show between 1970 and 1973, half of the accredited four-year private colleges in the nation operated at a financial deficit. The Carnegie Commission on Higher Education described the time as a "peril point" for some 850 small colleges — a time in which 78 private institutions closed and 33 merged with other colleges or universities.

"It was a time when Lesley College flourished," Orton says.

Other key points in his report include:

• The total gross enrollment in the College fall term for 1975-76 is 2,222 students. Contrast this with the 1960-61 enrollment of 363 students, or with the 814 students who attended Lesley only five years ago. • Vitality, innovation and responsiveness to the needs of prospective graduate students have characterized the activity of the Graduate School during the first half of the '70's.

• It appears that Lesley College is well on its way to securing approval from the State Board of Higher Education to offer sixth year programs (the Certificate for Advanced Graduate Studies) in six specializations.



President Don A. Orton

• Within the past few years not only have classes operated around the clock, but the campus is now in use the year round....Between one-fourth and one-third of our graduate students take courses conducted off campus.

• It is common knowledge that the supply of teachers far exceeds available openings. One of our constant efforts is to persuade our graduates that their career world is not bounded by Route 128. Teaching opportunities exist throughout the United States and the world. In my view every elementary school in the country needs at least one Lesley teacher. Orton continues, "in this report I have used the 60's, in part, because the world was then our oyster. During the 60's we enjoyed a 'seller's market." Now, obviously, it is a 'buyer's market.' I use these business phrases deliberately; we *are* engaged with deadly seriousness in an enterprise that depends for its success upon producing a quality 'product' (a highly qualified professional educator) at a cost that leaves us each year with a modest reserve.

"A healthy concern for planning and serious probing after new opportunities, as well as consolidating existing areas of excellence, have marked our work during the 70's. Lesley has responded to the realities of both the external and internal environments with creativity, innovation and a wide variety of changes.

"There have been adaptations in our programs, organization, our ways of making decisions. We are more successful, I believe, in managing our conflicts. Insofar as I can anticipate the future, an intensification of these efforts holds whatever promise there may be for our continuing success in coping with these threatening and unpredictable times," he continues.

Some basic challenges for the future are, according to Orton: broadening the base of financial support, developing more adequate personnel policies, maintaining our institutional identity and strengthening our governing boards.

He concludes his report with "the strong impression that these past two years have been among our very best."

Complete texts of Report of the President, 1973-1975, "Lesley College in the Mid-Seventies" may be obtained by writing to the Office of the President, Lesley College, 29 Everett Street, Cambridge, Mass. 02138.

### **News of the Campus**



**Dr. Benjamin Spock** spoke to a capacity crowd in Welch Auditorium at Lesley on April 12. The noted physician and author, whose book Baby and Child Care is considered a classic guide for child-rearing, discussed "children in today's society" during his appearance sponsored by the Student Council Association.

#### **Certification Requirements Changed**

New special education certification requirements have been passed by the Commonwealth of Massachusetts and will go into effect September 1, 1976. Under these provisions, the only certifications which will be awarded to graduates of Lesley College and the Graduate School of Education will be: Generic Special Teacher of School Age Children with Mild Special Needs, Teacher of School Age Children with Moderate Special Needs and Instructor of School Age Children with Severe Special Needs. Each certification assumes a competency-based program of studies. Persons with degrees in special education and specializations in certain areas such as E.D., L.D. or M.R. may be "grandfathered" into moderate or severe certification if they have obtained certification under the interim criteria before August 31, 1976.

Alumni with questions about new certification requirements including generic should contact Assistant Dean **Jill Hamilton** at The Compass, Lesley College, 617-868-4100.

#### **Lesley and Phase 2**

As part of the Boston Public Schools' Phase 2 Magnet School Program, nine Lesley graduate students have been placed in the Hennigan School in Boston as interns for four days per week. These interns have been providing direct services to children with special needs who are in the regular education program.

Such services include identification of children's special needs through informal and formal assessment. "Interim educational plans" for modifying regular programs to suit individual children have also been written and implemented.

Courses and workshops on topics relating to special education and individual programming are available to teachers at the School.

A community worker has also been hired by the project to facilitate involvement of parents in school activities and planning. Parents are encouraged to request workshops they would like to attend at the School.

Parents, teachers and project staff members are now meeting to discuss plans for 1976-77. One proposal seeks to replace the special education emphasis with a general reading/language arts program. There may also be a bilingual component.

Coordinator of the Lesley interns is Becky Higier, lecturer in Special Education at the Graduate School.

#### Summer in Cambridge

Flexibility, variety and specialty are key words that describe Lesley's 1976 Summer Sessions. A series of short day and evening sessions is scheduled. This is designed to provide students the opportunity to arrange educational experiences on campus around summer vacation and employment plans.

Day sessions will include two threeweek sessions (June 28-July 16 and July 9-August 6) and one two-week session (August 9-August 20). Two five-week evening sessions are scheduled for June 14-July 16 and July 19-August 20.

Summer practicums will be offered in Elementary Education at Winchester, Mass.; Open Education/Personalized Education: New Approaches to Elementary Education at Waltham, Mass.; and Special Education at the Lesley Schools for Children in Cambridge, Mass.

Alumni interested in receiving a Summer Sessions catalogue should contact the Graduate School of Education at 617-876-4738.

#### Lewis Named VP



Robert A. Lewis has been named Executive Vice President of Lesley College. He was formerly Education Division Head. In his new role, Bob will serve as President Don A. Orton's representative with heads of support services, various college administrators and designated committees of the Board of Trustees.

#### Lesley to Host Bicentennial Seminar

Lesley College and Harvard University will co-host a Bicentennial seminar on Managing Change in Urban Education in October, 1976. Sponsored by International Management Training for Educational Change, a decentralized project of the Organization for Economic Cooperation and Development, the seminar is designed to bring foreign and American leaders together to discuss problems and strategies and explore educational reforms.

President Don A. Orton, a member of IMTEC/OECD, is also a member of the seminar management team.

Making headlines for Lesley in January was Kitty Dukakis '63, dance instructor. Ann Levine '78, Kim Mandly '78, Sherry Quaintance '78 and Marcy Stempler '79 were photographed with Kitty on a January Program trip to Israel. Photos and news stories about the trip appeared on UPI wires and were seen in newspapers across the country.



### Campus Viewpoints Who Do You Want for President in '76?

In late February, 1976, Lesley College sophomores Patty Kovach and Kathy Wall surveyed students, faculty members and administrators about the Presidential race. The Current presents this unscientific sampling to provide our readers with some insight into political preferences on the Lesley campus today.



Peter von Mertens; Graduate School Assistant Dean for Continuing Education, January Plan and Special Programs; Lincoln, Massachusetts: I voted for Udall in the Primary even though I tended toward Fred Harris. I like Harris because he is more liberal, and I like his baked bean suppers and his sleeping on people's couches. But I was afraid conservatives were taking too much of the vote so I wanted to support a liberal who had a chance to win.



Christine Igo; Class of 1978; Burlington, Massachusetts: I do not have a definite candidate because I don't believe that any candidate has a significant platform. I will probably vote Democratic. I am looking into Udall.



Jack Joyce; Financial Aid Officer; Framingham, Massachusetts: I am still waiting for a candidate to speak on higher education. I will probably vote Democratic.



Natalie Vallee; Professor of Biology and Health; Brookline, Massachusetts: I will most likely vote Democratic, but I have not yet decided which candidate I will support.



Norman Dee; Professor of Science; Concord, Massachusetts: I haven't made a decision yet. I am waiting until a candidate speaks on higher education and aid for private schools. But I will probably vote Democratic.



Marsha Hunter; Receptionist at the Compass; Somerville, Massachusetts: I support Fred Harris for President in 1976 because he is the only candidate speaking for working people. He is concerned with equalizing economic privileges for all, and his support of minority and women's issues is straightforward and uncompromising.



Michael Fosburg; Instructor of History and January Program Coordinator; Groveland, Massachusetts: Udall is the best of the liberals. Henry Jackson scares me; he appeals to all the passions of the country and cleverly, so that he doesn't sound like a Wallace. Hopefully, Udall isn't a "more-government" liberal.



Leslie O'Toole; Residence Director; Class of 1976; Westport, Connecticut: Being an idealist, I would vote for Fred Harris in the primaries, but being realistic I'd vote for Mo Udall for his support of environmental legislation.



Leslie Fabian; Class of 1977-1; Freshmeadows, New York: I am a registered Democrat and will probably vote Democratic. But from the choice of the candidates from the Democratic party, none are worth my vote.



David Honick; Professor of English; Chestnut Hill, Massachusetts: I voted for Morris Udall as the clearest speaking of the liberal Democrat candidates. I could vote readily for most of the Democrats; I could not vote for Wallace or Reagan. I would prefer not to vote for Ford or Carter. Humphrey, a grand old line Democrat, would be O.K., but I prefer a younger, more energetic man for the President of the United States.

Patty Kovach is an English minor with a reading specialty from North Haven, Connecticut. A psychology minor with a special education specialty, Kathy Wall calls Wakefield, Massachusetts, home.

### Kids' Country on Concord Avenue

#### by Beverly White

Serving more than 200 children from the Greater Boston area, the Lesley College Schools for Children include the Lesley-Ellis, Dearborn Elementary, Carroll-Hall and Dearborn Pre-Vocational Schools.

These lab schools, located on Concord Avenue in Cambridge, provide individualized programs for children aged two and one half to seventeen. Excluding the Lesley-Ellis kindergarten/nursery school, the Schools constitute New England's largest day facility for children with special needs.

#### Lesley-Ellis

If educators were to design a preschool program based on research, observation and innovation in a laboratory school setting, their result might be a school very similar to Lesley-Ellis.

The School's underlying philosophy is that children learn best when exposed to novel and diverse learning situations and materials. By encouraging the children to move freely through these learning activities, the staff hopes the children will develop self-initiated learning patterns.

The program attempts to foster growth of the "whole child" by allowing students to express themselves in a variety of ways. Cognitive development is therefore integrated with physical, social and affective development.

Although flexibility within the classroom is stressed, Program Director Barbara Beatty is quick to point out that structure does exist, although it is more subtle than routines in most traditional classrooms. She believes that organized activities should be combined with less structured ones and that the children should be gradually led into the program.

Founded by Arthur Gilman in 1886 as the Cambridge School, Lesley-Ellis was the lower school of what became the present Cambridge School of Weston. In 1948 Lesley College assumed control of the Cambridge Lower School and named it in honor of Miss Harriet Amé Ellis, the school's headmistress for over 30 years.

Since 1968, Lesley-Ellis has provided a lab school setting for experimentation and innovation.

Children now attending Lesley-Ellis range in age from 2½ to 6 years and come primarily from Cambridge and neighboring communities. Both morning and afternoon classes are available; each has two sections broken down by age groups. The classrooms are, however, interconnected to take advantage of selected cross-age activities. This year 45 children attend the morning class, and 27 students are enrolled in the afternoon.

"Although we're not a parent cooperative," says Ms. Beatty, who has been director since 1973, "parent involvement is very important to the School's success. We always encourage parents to stop by the School frequently and share their diverse talents and expertise in classroom projects and activities.

"One important project the parents nearly completely took charge of was renovation of the concrete playground. When I first came to the School, the playground was the traditional combination of concrete and steel bars. It offered individualistic, rather alienating activities and sparse possibilities for interaction between children. In one weekend the parents transformed this old-fashioned playground into something new and dynamic. Children can now go down the slide three abreast, and the jungle jim has platforms for them to gather with friends," she continues.

"One of the things that makes working here so rewarding is the interaction with parents," she adds.

Parents are an integral part of the School's spring fair and make up working groups such as the advisory and scholarship committees. The School has become committed to increasing the range and diversity of its children.





#### **Carroll-Hall**

Though a small school, it maintains an active scholarship program.

The atmosphere at Lesley-Ellis is friendly and open. Classroom procedures and activities stress learning and creativity with a humanistic approach. Ms. Beatty and her staff strive for more emphasis on peer group relationships and less on the teacher as authoritarian.

The School attempts to capitalize on the learning possibilities inherent in children's natural exploration and play; teachers, therefore, serve both as resource persons and as supervisors.

One of the children's many projects is an organic language arts program which "stresses individualized expression and is not a traditional pre-packaged, pre-fabricated program," according to Barbara. As part of this, the children begin "word boxes" which are collections of words they find interesting. They also keep "news books" which contain drawings and captions. "Plots often emerge in these books," she says, "and teachers are often amazed at their originality. This year has got to be the year of the shark. Because of 'Jaws,' I guess, sharks are even beginning to pop up in versions of Little Red Riding Hood."

Barbara sees the Lesley-Ellis program as a compromise between the lengthy hours of a day care center and the traditionally short, inflexible schedule of the majority of kindergartens and nursery schools. She says, "we offer a modified extended day which meets the needs of many working parents. When families come to observe, I really try and make sure we're the right school for them and their children.

"I think, however, it's important to provide many types of extended day programs for children. I would like to see other institutions experimenting more with creative approaches to child care which combine the needs of the parents with those of the child. I think we're having some success in fulfilling both sets of needs." The Carroll-Hall School is a 19-yearold school. It serves boys and girls, ages nine to fourteen, from approximately 20 communities in and around the Boston area.

The School's program is designed for children who have been experiencing difficulties severe enough in their present school system to preclude their attendance there or who present special problems which can best be solved in small groups.

To be eligible under Chapter 766, children must first be referred for a core evaluation by persons who have previously worked with them. If no suitable program within the child's present school system exists, a screening process will follow to determine whether a school such as Carroll-Hall could meet the child's needs.

Following an educational evaluation at the School, an individualized program is developed for each child.

Carroll-Hall takes charge of all aspects of its pupils' education: academic subjects plus fine and industrial arts. Classes are small, with only eight or nine students. This allows for a greater measure of achievement and minimizes stress due to unequal competition.

Instruction in speech, physical education and other weak areas is also provided.

Although there are only seven classes at the School, they are designed to encompass children with similar learning difficulties. Instruction in basic reading, language arts and math, utilizing a variety of commercial and teacher-made materials, takes place regularly. Science and social studies are also taught in a manner that provides students the opportunity to experience hands-on learing. Studying plants, experimenting with electricity and running a class business are some of the units that have been taught at Carroll-Hall.

Development of a well-adjusted personality is a major emphasis at the School, and every effort is made to eventually return the child to a public school setting. According to Eric Gordon, Assistant Director of Carroll-Hall, 80 to 85% of the students do return to public schools.

"Because we stress academic learning," explains Gordon, "our student's behavior is expected to be appropriate to a classroom setting. Behavior that is inappropriate is dealt with by a variety of methods including behavior modification. Instances of misbehavior often offer opportunities to develop more appropriate patterns of behavior."

The focus of Carroll-Hall is on education within a therapeutic environment. Students there often have problems centering around feelings of inadequacy, inability to make friends, "scapegoating", shyness, hypersensitivity and over-anxiety. Episodic, actingout behavior and erratic classroom performance are typical of some students.

According to Gordon, "most of our children are labeled as having learning, behavioral and/or emotional disabilities." They also tend to be slow learners with perceptual motor difficulties and language problems. Difficulties involving auditory and visual discrimination, memory and reception are not uncommon. Reading and language problems are, however, most prevalent. These range from dyslexic characteristics to difficulties in oral expression and comprehension.

Such children often become frustrated in school when their problems are not perceived or understood. Says Gordon, "this is why individualized programs which are designed for each student's success are so important. For without success experiences, the child's confidence cannot improve nor can his self image."

Continuity between activities at school and in the home is maintained through parent conferences. Detailed evaluation of achievements and abilities are presented to the parents. In its second year, the School's extension program allows teachers to visit and work with parents so that positive gains made by the children in school can be continued in the home.

#### Hodges Brown: Someone Special

The Lesley Schools for Children are run by a competent, dedicated and diversified staff. Ted Zalewski '73G, a former counselor and administrator at Dearborn Elementary, briefly profiles for The Current one of the many interesting personalities at the Schools.

Whenever an MBTA bus goes by, many of the children at the Lesley Schools for Children look to see who the driver is. They hope it might be Hodges Brown, one of their favorite teachers at Dearborn Elementary. Hodges might wave, smile or even invite the students to take a ride. For in addition to being a full-time teacher at the Schools, Hodges is a full-time bus driver for the Massachusetts Bay Transit Authority. He drives evenings and weekends.



Hodges Brown

Hodges has always enjoyed working with children. He has coached field hockey, gone on camping trips with children and helped at the Boys' Club.

Since coming to the Schools in 1970, he has done scores of different things with the children. He taught one group to play the harmonica, and the group then performed at a Christmas program. He has taken several students to Boston harbor for fishing expeditions; buckets full of flounder are often the result. Hodges has taught woodworking, jewelry making and photography and is a charming magician. Over the years he has taken well over a thousand photographs of the children and has put together four yearbooks.

"It really isn't important for me to see a kid learn to read or do math at first," he says of his experience with children. "Once he learns to trust me as a friend, then he will learn to read and do math better.

"I am now able to predict what a child's day will be like from day to day. Over the years I have seen so many different personalities in children that I am no longer surprised or shocked by them," he continues.

Hodges likes to get close to children, and he sees that goal as one of the most important in his work. One student was particularly challenging, according to Hodges. "I couldn't get close to Bob at first. He comes from a neighborhood where people were prejudiced against Black people. He would use a derogatory word to describe them. I worked a long time with Bob. He finally asked, 'Why aren't you like the rest of them?' Bob finally saw me as a guy that could be trusted, as a guy that he could like.

"I really enjoy seeing a child leave here and go on to public school, knowing that I might have had something to do with it," he says.

It is plain to see that from Hodges Brown the children receive warmth, humor and fun.

#### **Dearborn Elementary**

Approximately 55 children, ages 3-13, who have experienced learning and/or behavioral problems at home or in school, are finding help this year at the Walter F. Dearborn Elementary School. Its students reflect a variety of problems ranging from primary learning difficulties to lack of self-control or withdrawal.

Dearborn students, like those at Carroll-Hall, have either never entered school or have failed within a regular school setting. They are able to function in group situations with varying amounts of support. The groups can vary in size from two to nine children.

According to the School's director, Lois Carra, "there are overlapping similarities between Dearborn Elementary and Carroll-Hall Schools, especially concerning the types of children served. There are also certain specific differences. For example, Dearborn serves younger children in general and has a three to one student to teacher ratio."

Through its supportive setting, Dearborn Elementary seeks to improve and develop each student's social and emotional skills. Development of academic skills, however, is the School's major emphasis.

Says Dr. Carra, "we consider ourselves a school above all else. Because we're here to teach, we'd rather be good teachers than mediocre therapists. We therefore stress the improvement of social learning through an academic approach."

The School maintains an extensive supportive service staff which includes psychiatrists, a psychologist, a social worker and a behavioral consultant. Specialized attention constantly takes place through diagnostic testing and observation in order to provide programs that are "tailor-fitted" to each student.

"Teachers are also continually aware of *how* a child is behaving," Dr, Carra says. "There are definite signs we look for such as how the child acts, sits or even holds his pencil that help us determine the child's special need." The intellectual potential of most children at Dearborn is often difficult to determine due to inappropriate behavior and/or uneven performance in school and even on standardized tests. Dearborn's curriculum is therefore devised "developmentally." Individual programs are formulated to advance gradually from the student's lowest discernible level of competence.

"When developing a teaching program," she says, "we must first determine which learning methods are effective with each student. We then implement a step-by-step program deliberately designed for success. Finally we must recognize success with attention and praise." Dr. Carra adds that, although such praise is never insincere, "the real trick is devising a program that is challenging but not threatening.

"Children many times become frustrated with their school work," she says, "and may get caught up in a failure cycle where they just stop trying. Often we must then alter both our approach and material because of too many alleged cases of indigestion that occur when it's time for certain lessons.

"We find, for instance, that if we employ topical reading material dealing with somewhat advanced subject matter that is written at a relatively low reading level, we receive a far better response," she continues.

Every effort is made to increase student independence so that return to less supportive educational settings will be successful.

Most students are able to return to their local school systems. Those who cannot are placed where they will be likely to have continued successful experiences; this is sometimes at the Dearborn Pre-Vocational Unit.

#### **Dearborn Pre-Voc**

One of the few day school programs for adolescents with special needs is provided by the newest of the four Lesley Schools for Children. In its sixth year, the Walter F. Dearborn Pre-Vocational and Secondary Unit successfully integrates social and behavioral skills with academic and vocational learning. This year 47 students, ages 12-17, attend the School.



Students enrolled in the three-year program are vocationally oriented adolescents with special needs. Says School Director John Verre, "our program strives to motivate students who would not be motivated in a regular academic setting."

Because the School's program of instruction is vocational in orientation and experiential in style, it differs from most other schools. "In fact," Verre explains, "it is the only special needs pre-vocational program in this area."

Instruction at the School is based on the "life experience curriculum" originally developed by the School's first director. David Groppenberger. Traditional subjects such as reading, writing and math are taught in the curriculum but with a vocational approach. Says Verre, "although we teach most of the same subjects as other schools, our presentation and especially our application are less traditional. This, we find, makes activities more valuable."

When, for example, students are studying electricity, their other lessons relate directly. Students might read about electricians' unions, learn math to solve electrical problems and perform experiments to learn more about electricity. Some of the instructional units in this year's curriculum include: woodworking, power mechanics, food service, drafting, printing and building construction.

Teachers at the School, according to Verre, take a behaviorist approach. Through reinforcement and non-crisis counseling, teachers act as the School's prime problem-solvers. "Most teachers," he says, "not only have a background in special ed. or psychology but are also well-grounded in one or more vocational skills. In fact, although books are used for references, there are no text books. Instead, teachers research, prepare and present their own material."

The purpose of the pre-vocational program is to encourage academic and vocational success as well as increased self-confidence. "Although," explains Verre, "we would like to enlarge the School, we would only do so in terms of subject offerings. For we've found small class settings to be critical to our students' success."

Verre believes that under Chapter 766, certain adolescent needs are finally being served. "Over the last four years," he says, "50 of our students have returned to public schools, although there are often no programs for students older than age 17." The School's guidance counselor, however, does help place students in vocational educational or training settings according to their abilities.

Beverly White, a senior at Simmons College in Boston, is working as an intern in the Office of Public Relations during spring semester. A communications major with an art/ government dual minor, Beverly hopes to graduate in May.

### **Saturday Seminars: Formula for Success**

#### by Marie Gannon

No one ever sees Saturday Seminars. Few people are on campus to notice us on Saturdays, and during the week we are tucked away on the third floor of the Graduate Center. Although it is one of the least visible activities on campus, the Saturday Seminar Program remains one of the most successful in-service programs in the Greater Boston area.

The program consists of 25 one-day, intensive training sessions, each directed at specific classroom topics and designed to make a practical and significant impact on teacher effectiveness in the classroom. Five different seminars are offered each Saturday, from 9-5, on Lesley's main campus.

The workshop situation is a unique one; it presents its own set of problems and special requirements for success. In meeting the unusual demands of the one-day model, the Seminar Program must concentrate on three major areas: presenting a varied yet balanced set of course offerings, assembling an outstanding and unusually resourceful faculty and enrolling an enthusiastic group of participants.

The range of offerings is a broad one, consisting of 25 titles and a variety of approaches. The Program offers sessions dealing with topics in special education, arts in the classroom, behavior management, value development and open education, as well as seminars in specific subject areas such as reading, science and math. Some seminars provide a very practical, hands-on experience within a well-defined area, while others may provide an overview of a more general area. All seminars, however, emphasize the practical application of the material to the participants' classroom situations.

Reading Resource Games, taught by Mabel Revaleon, reading resource specialist at the William Trotter School in Boston, is one of the most popular seminars. Mabel displays dozens of self-correcting games and all-purpose game boards which she uses in her resource room and which children and their parents may borrow for home use. She also demonstrates some simple game-making strategies. Participants, supplied with word lists, dictionaries and all the materials they can use, spend the day brainstorming game ideas and making reading games which can be used in their own classrooms. At the end of the day all the games are displayed so that participants may leave with dozens of game ideas, as well as their own work.

Diagnostic Prescriptive Techniques, taught by Francine Sitomer, speech and language specialist with the Acton Schools, is less materials-oriented and must cover broader areas of issues and methods. In this seminar, participants discuss the roles of the classroom teacher and the specialist in relation to the needs of special children and, with the use of film or video-tapes, participate in exercises of observation and informal diagnosis. The class then discusses behavioral objectives and practices the writing of prescriptions for individual remediation programs.

Each year the list of seminars is reviewed, and new titles are introduced to reflect the current needs and topical interests of area teachers and school systems. This year we will include participant input in the planning stage by asking teachers to identify their own in-service needs and suggest new areas of interest.

Because all the normal problems of teaching become more acute in the one-day situation, the Program makes great demands on its faculty. Unlike the regular course situation, where the instructor has repeated contact with her/his students and a 14-week development of ideas and assignments, the workshop situation offers a single exposure to the participants and requires the planning of several activities to condense the material into a single presentation. The major problem faced in the workshop situation is one of expectations. The instructor must find some common ground on which the expectations of twenty participants, from different grade levels and of different specializations, can meet her/his own. She/he must be especially resourceful and flexible in dealing with the diversity of needs and interests of a new population of students for each session.

The Program is fortunate to have an outstanding faculty which includes such educators as: Bartlett Hayes, director of the Visual Comprehension Program at the Landmark School; Esther Kattef and Jane Manzelli, coauthors of Multiple Choice - A Handbook for Individualized Instruction; Phyllis McCawley, education coordinator of the Massachusetts Association for Children with Learning Disabilities; Adelaide Sproul, author and advisor to the Greater Boston Teachers Center; and Ann Wiseman, artist and author of Making Things (I & II) and Bread Sculpture, the Edible Art.

The orientation of each particular session is, however, most influenced by the participants. Students are encouraged to bring their own specific cases and experiences to the seminar, and enrollment is strictly limited to



Marie Gannon is Director of Saturday Seminars at the Lesley Graduate School of Education. She was graduated in 1973 from York College with a major in anthropology.

20. Most participants are experienced classroom teachers who are seeking assistance in a specific area, some refinement of their teaching skills or an exposure to new materials and methods. This year we have attracted an especially dedicated group of teachers whose response, the most important factor in program evaluation, has been very positive and encouraging. The students evaluate each seminar session, commenting on the overall quality of the course and its relevance to their classroom situations. They are also invited to suggest to their instructor what activities might be changed or what new materials might be included to make the seminar more valuable. This immediate feedback has been very useful to instructors in their planning for future sessions. This year we will also be sending participants a follow-up reaction form asking for an evaluation of the one-day workshop as an in-service model. We will seek to document what changes in classroom activities and teacher effectiveness have resulted from the seminar experience.

In addition to our on-campus offerings, this year we are again sending seminars to area school systems which have requested us to supplement their in-service programs. We will be working with some in designing new seminars, specifically tailored to meet the particular needs of those schools.

A brochure explaining the Program and its offerings is available through the Saturday Seminar Office at Lesley College. Constance O'Mara and friends

New Hampshire's 1975 Teacher of the Year says, "I have attended the Saturday Seminars, and they are the greatest!"

Constance West O'Mara of Nashua, New Hampshire, says she first enrolled in the Lesley program to earn graduate credits. 'However, the practical knowledge and 'hands on' experience gained from each seminar was so stimulating that the credits earned became less important than the knowledge gained," she adds.

New Hampshire's Commissioner of Education testified to her teaching ability when he noted, in announcing her selection, that Connie's work "indicates a wide variety of program instruction and professional development which touch the lives of students and colleagues in imaginative and productive ways." Connie has been a teacher for 16 years, remains active in elementary education teacher training and has conducted workshops for her Nashua area co-teachers. A graduate of Plymouth (N.H.) State College, she completed graduate work at the University of New Hampshire and the University of Massachusetts.

She currently is a readiness teacher at New Searles Elementary School in Nashua. "Not only have my own classes benefited from the skills acquired at the Lesley seminars, but my enthusiasm for the program has encouraged approximately 15 of my teaching colleagues to register," she points out. "I can't say enough about the 'carry over' from the seminars to the classroom."

### 5,000 Forge Ahead

#### by Joyce Snyder



"Lesley College is outstanding in its field; the Alumni Association is efficiently organized and well run." This comment came from Elizabeth Bowers Dexter '31, who lives in Rutland, Vermont. But when you read Elizabeth's comments, do you perhaps wonder what the Alumni Association and Fund are all about, what kinds of things are being done, who does them and what our plans are for the future?

If you have ever wondered whether our constant pleas for time, support and money are meaningful, the answer is "they are." You have responded to a significant degree. The columns in the accompanying graph tell the story and clearly indicate an increasing concern for the College. This is gratifying but is, I believe, only the beginning of of a much greater success story.

We now have a remarkably wellorganized group of 200 alumni volunteers who are working very hard to encourage the 5,000 Alumni Association members to support Lesley College.

These volunteers include 15 elected members of the Association's Board of Directors, 15 committee chairpersons and their respective committee members, 58 class agents and 54 regional representatives from Maine to California. All organizing, record-keeping and clerical work is done on campus by my assistant, Simone Bloom, and me with part-time help from alumni volunteers and student aides. This is the behindthe-scenes motivating force, but it is your response as an Association member that makes the difference.

The Board of Directors meets each month to discuss and plan such things as reunions, regional meetings, assistance to the College Admissions and Placement Offices, continuing education programs offered to alumni, alumni-student relations, scholarships and a variety of fund-raising activities. All of the topics have a central theme: how can Lesley alumni better serve their College and how can the College better service its alumni.

The Board believes it has an important part to play in fostering alumnistudent relations. Alumni welcome new students to the College, provide treats for students during exam weeks, entertain resident students in their homes for weekends and holidays, take seniors "out on the town" and offer annual scholarships to members of the incoming senior class. Consequently, a growing number of students spend their time working for the Association by participating at dialathons, conducting campus tours and serving as non-voting members of the Board of Directors.

The desire to increase student scholarship support has further motivated the Association to sponsor such fund-raising events as theatre parties, raffles, book fairs, fashion and home decorating shows and, most recently, the publishing of an "ad" book.

A second Pa	nnual Giving	
Year	No. of donors	Total dollars
1970-71	649	\$ 5,138
1971-72	778	13,044
1972-73	902	18,232
1973-74	1,199	27,023
1974-75	1,557	32,194

As most of you know, we now have a beautiful, newly renovated Alumni Hall, which was formerly the Livingston Stebbins Library. Back in January, 1973, the Association's Board began to raise funds for this project, and financial support came from hundreds of Lesley's alumni and friends. The College now has a spacious and comfortable room in which alumni, faculty, governing board members and guests can meet.

The Association, College and Graduate School work to include alumni in Lesley's continuing education programs. Alumni now have the opportunity to audit, free of charge, some of the January Program courses offered to undergraduates. They may receive a ten per cent discount on all regular three-credit courses offered at the Graduate School and may participate, at a reduced rate, in the Saturday Seminars program. The Association also hopes to continue such programs as this year's two seminars on "Exploring Alternatives for Personal and Professional Growth."

Plans for the future include more active alumni involvement, with recruitment of prospective students, placement of teacher candidates, a range of new programs suitable for the ever-expanding group of Graduate School alumni and some new programs designed to meet the needs of our younger alumni.

You are invited to help, to participate in one or more of your Association's programs and to give us your ideas for further expansion of alumni programs. Please consider giving and receiving the benefits of your affiliation with Lesley College.

### **Alumni** Currents

#### Alumni Calendar

Tuesday, April 27

Home Decorating Show at Cabot House, Burlington (Mass.) Mall

Monday, May 3 Alumni Association Board of Directors meeting

Saturday, May 15 Reunion '76, Lesley campus

Monday, June 7 Alumni Board of Directors workshop

Saturday, June 19 Boston Harbor Boat Cruise, sponsored by South Shore alumni

#### **A Votre Service**

In cooperation with the Lesley College Graduate School of Education, the Alumni Association offers 10% discounts to alumni enrolled in regular three-credit Graduate School courses. Vouchers are available in the Alumni Office or may be filled out when registering for a course. Effective September, 1976, vouchers must accompany registration forms.

#### **Encouraging Developments**

Alumni Annual Fund Chairperson Ann Cleveland Lange '59 reports that, as the final phase of the 1975-76 campaign begins, alumni are well on their way to reaching the goal of \$40,000. Dedicated class agents, hardworking dialathon volunteers and a loyal group of alumni account for this success.

The campaign ends June 30, 1976; if you have not mailed in your contribution, please do so now. Remember your gift makes a difference to the Annual Fund, and the Annual Fund makes a great difference to Lesley College.

#### **Calling All Singers**

Associate Professor of Music Ed Ostrander invites alumni who were members of Collegium Musicum while students at Lesley to contact him if interested in joining the current group. Ed may be reached by calling 617-868-9600, extension 183.

#### **Reunion** '76

Roberta Caras Fishman '61, chairperson of Reunion '76, and her committee members have planned an exciting day for all alumni on Saturday, May 15, 1976. Special recognition will be given to graduating classes ending in 1 and 6.

Included in the day's events will be reunion class get-togethers, campus tours, a state of the college report by President **Don A. Orton**, a dance program, a Collegium Musicum performance, the reunion luncheon, a nostalgic revue presented by alumni and displays of miniature furniture, artwork and crafts. Lesley at the Pops in Symphony Hall, Boston, will close the day's festivities.

Alumni are urged to return their reservations promptly. For more information on the day's events, contact the Alumni Office.

**Correction:** Apologies are extended to **Joanne Lipsher Goodman** '66 whose name was omitted from the list of Reunion committee members in the Winter, 1976, issue of *The Current*.

#### **College Chairs for Sale**

Prices effective April 1, 1976, are: captain's chair with cherry arms, S70.00; captain's chair with black arms, S65.00; and Boston rocker (black only), S60.00. Cost of shipping to Lesley College is included, and all chairs will be delivered to the College. The purchaser will be notified of the delivery date so that arrangements may be made for pick-up. Checks should be made payable to the Lesley College Alumni Association.

#### **Alternatives to Teaching**

If you are an alumna or alumnus who has chosen a non-teaching career, please call or write the Alumni Office.

#### **Illinois Gathering**

Illinois alumni held an informal luncheon on Saturday, February 28, at the Conrad Hilton Hotel in Chicago. President Don A. Orton was present to talk about Lesley's growth and accomplishments. Alumni who attended were: Patricia Belisonzi Comiskey '74, Carol Creelman Fitzsimmons '74. Donna Tufts Hopkins '52, Joslyn Hills Kirkegaard '60. Jane Magee Peden '66, Donna Chickering Summerville '53 and Sylvia Sirignano Ward '70. Thanks go to Illinois Regional Representative Lynne Bale Kovacs '62 and Donna Tufts Hopkins '52 for organizing the luncheon.

#### **Fashion Show a Success**

A bleak winter morning was brightened by a continental breakfast and fashion show for the sellout crowd of Lesley alumni and friends who gathered at Lord and Taylor's in Boston. Special thanks go to Lorraine Blondes Shapiro '42, program chairperson, for arranging the January 24 morning gettogether, which raised money for the scholarship fund.

#### Remember Someone Special

Remembrance Fund cards sold through the Alumni Office at \$2.00 each or 6 for \$10.00 recognize and/or honor special events. Proceeds from the sale of these cards are applied to the Alumni Association scholarship fund. Orders should be placed with the Alumni Office.

#### **Alumni Profiles**

### **Lesley Grads Conquer the Business World**

#### by Simone Bloom



May Hogan '26

I first met May Hogan in November, 1974, when I started working in Lesley's alumni office. May was then busy working on updating cards for a forthcoming dialathon. As chairperson of this annual fund program, she made a point of assisting with the clerical work. May now continues to volunteer her time in order to repay the obligation she feels she owes her college. With her friendly disposition and interesting conversation, she has become a welcome friend to the College staff.

Many a pleasant lunch break has been spent in May's company. She brings images to mind of the Lesley School as it was in the 1920's: students having "tea dances" on Saturday afternoons, folk dancing in the hall on Brattle Street, drinking sodas at Bence's Pharmacy and taking nature walks.

After being graduated from the Lesley School in 1926, May tried teaching primary school. She soon found that her professional goals were in business and, contrary to the advice of family and friends, embarked upon an administrative career.

She started working for a psycholo-

gist, taking notes, and went on to work for Dr. Daniel Starch who was affiliated with Dr. George Gallup (of Gallup Poll fame) in marketing research. She worked in the field of advertising research, interviewing customers to learn of their interests and dislikes, and became the New England Representative for Dr. Starch.

She had also taken a federal examination and was soon called upon to work as a supervisor in the Federal Bureau of Census. This was no small achievement for a woman. She advanced to the U.S. Board of Public Health, working on surveys, and then went on to the U.S. Board of Labor Statistics.

In 1936, when Social Security was coming into existence, May was chosen to be trained in this field. Some 500 federal workers from all over the nation joined May in Baltimore, where they were schooled in the intricacies of Social Security. From that point on, it was "to the top" for May Hogan. She advanced from a supervisor and an assistant manager to manager of the Quincy and Boston Offices of Social Security, positions she held from 1941 to 1969.

In the role of Office Manager, she was in charge of 56 employees: field representatives who worked with employers on discrepancies, took applications from disabled persons in their homes and spoke publicly about individual rights concerning Social Security; claims representatives with similar responsibilities working from their offices; service representatives who assisted claims representatives; clerical workers; secretaries and administrative support staff. The Boston Office. which actually comprised three separate offices in Roslindale, Roxbury and Dorchester, administered the Social Security Program to approximately 75% of the City of Boston's population.

Today it is difficult to imagine the "brick wall" of a man's world that May faced in her career. In the 1920's and 1930's, when a woman had to give up her teaching job if she married, women had to fight to achieve any measure of success in business. Time and time again, May was passed over for promotion in favor of less competent men. Ironically, when she retired from her position in 1969, three men were recruited to replace her.

May chose to have an early retirement in order to travel and enjoy life, and that she has been doing ever since. Her travels have taken her all over the United States, Europe, North Africa, Hawaii and the Caribbean islands. Her most exciting trip was on a seaplane from Georgetown, British Guiana, across the Amazon jungles to Kaieteur Falls in Brazil.

Her advice to those about to retire is to prepare well in advance: take up old hobbies again, plan to do some volunteer work, but most of all, plan to keep busy. This is advice she follows. In addition to volunteer work at Lesley, she works at Nazareth Children's Home in Jamaica Plain, travels both locally and abroad, lunches with fellow retirees monthly and visits with friends.

I have great admiration for May's personal and professional accomplishments. I am sure that anyone who meets her will share this feeling.

#### by Fran Dreier

Ten years ago, as part of a course in comparative religions at Lesley College, I had my tea leaves read. If the lady who looked into my future that afternoon had told me that I would be selling stocks and bonds today, I would have laughed it off as ridiculous. But that is just what I am doing, eight years after my graduation from Lesley, armed with my B.S. in elementary education!

For as long as I could remember, I was going to be an elementary school teacher. When it came time to apply to college, someone suggested Lesley as being the perfect place for me.

It was the fall of 1963, and Lesley College looked far different than it does today. I visited the College and was immediately taken with its somewhat run-down charm and the warmth of everyone I met. I knew then that I wanted to be part of the Lesley community. I was delighted to subsequently be accepted as a member of the Class of '68.

Junior year came very quickly and with it, of course, my first student teaching experience. I taught third grade in Wellesley, and the following year was in a 4-5-6 team situation in Lexington. As graduation approached, I still expected that I would teach for at least a year and then perhaps pursue other interests.

Desirable teaching jobs were difficult to find in New York City in 1968. I therefore sought to turn my interest in writing into dollars sooner than I had expected. The glamorous world of *Vogue* and *Mademoiselle* beckoned me and every other female college newspaper editor. But, despite my impeccable credentials (Feature Editor and Editor-in-Chief of the *Lantern*, as the college newspaper was then known. and Literary Editor of the yearbook!), there were no jobs. I didn't type fast enough! Many women today won't admit to a knowledge of typing for fear of being pigeon-holed in a secretarial job. It can, however, help in getting an entrance-level job that can lead to something better.

It was pure chance that brought me to Wall Street. I answered an ad for a job writing for an in-house publication. What I didn't know was that in all likelihood, if a New York employment agency is downtown in the financial district, many of its job listings will be as well. That job didn't pan out, but another one did: as a secretary for the president of an exciting young firm. I hated the typing, but I learned a great deal. And since I had no working knowledge of business, I had a lot to learn. With the exception of a year's interlude, when I found out that writing suited me as an avocation rather than a vocation. I have been in the brokerage business since 1968. I became a registered representative in 1973 when I was with the firm of Lehman Brothers, Inc. and joined Salomon Brothers in 1974.

Opportunities for women in business have expanded greatly in the last several years. But while companies in many fields are seeking capable women, the competition for jobs is keen. A college degree is essential, and more and more women are getting graduate degrees in business and law. An M.B.A. is not essential to be a registered representative dealing with individual customers or institutional clients such as I do, but certainly a working knowledge of economics and accounting is advisable. I have taken graduate courses but have not completed a master's degree. For some careers in the financial community, however, an M.B.A. is almost a pre-requisite.

When Edith Lesley founded Lesley College, there were few acceptable occupations other than teaching for women. Things are different today. I have an exciting, challenging job in a field that not too long ago was a man's world.

Almost 200 people who buy and sell securities to provide a marketplace for Salomon Brothers' institutional customers work in the firm's famous Room. The pace on the trading floor is frantic but also often fun. I meet interesting people and have opportunities to travel within the geographic area covered by the New York office, one of ten such offices.

Old prejudices die slowly. There are still many hurdles for women in business to overcome. It is easier in some fields than others. It is very encouraging, however, to attend a meeting of the Financial Women's Association of New York, of which I am a member, and meet the many bright and successful women who are also members. In addition, other professional associations, formerly all-male bastions, are also admitting women, recognizing the contribution that women are making to business.

The business community and Wall Street in particular, I think, present fantastic opportunities for women today. It's an exciting challenge well worth taking.

Fran Dreier '68



### **Class Notes**

#### '21

Hazel M. Ross taught 46 years in Connecticut and New Bedford, MA. She was also a substitute teacher for 5<sup>1</sup>/<sub>2</sub> years in New Bedford.

#### '22

Marion Allen Folger and her husband Joseph returned to Nantucket ten years ago after almost 38 years in Hanover, NH, where Joseph was a professor of romance languages at Dartmouth College.

#### '24

Mary Susan Donohoe retired in 1974 after 45 years as a teacher and principal. She enjoyed the "tea" at Winchester Country Club last spring, and she was happy to hear Dean Mikki Ritvo describe the activities and progress at Lesley.

#### 25

Sara Rubin Cohen tutors at her home.

#### '26

Nora M. Mullarkey retired in 1970 after 44 years of teaching at the Daniel Webster School in Quincy.

#### 27

Constance Leonard had been in library work for 32 years when she retired from the Turner Library in Randolph at the end of October. She had worked mostly in the children's room.

#### '28

Eileen Markham Curtin teaches at the Lee School in Lowell, MA.

#### '29

Thelma Gale Green is teaching third grade at the North Street School in Tewksbury, MA. Beatrice Armstrong Chase writes that although she is still teaching, she is due to retire in a couple of years... Lora Standish Brouhard writes that her son Edward was married last November to a lovely Dutch-American girl. He is a Special Ed. teacher, presently in his third year of graduate school. Her husband Leroy is still working for the Post Office, and Lora is delighted by the progress at Lesley... Marjorie Truesdell Servis plans to retire in June.

#### '30

Frances Pearl Schaffer teaches K-2 in Roslindale, part of the Boston Public School system.

#### '31

Mary Mullins Hare teaches for the city of Somerville, MA . . . Frances Cronin teaches at the Franklin D. Roosevelt School in Hyde Park, MA.

#### '32

Julia Flanagan Corbett teaches kindergarten at the Greenhalge School in Lowell, MA.

#### '33

Pauline Regan Rodgers and her husband William will be dividing their time between Maine and Florida after his retirement from the West Essex High School, NJ, in June... Marian Smith Hilton works for the Wentworth-Douglass Hospital in Dover, NH, and for the "Strawberry Banke" Restoration in Portsmouth, NH. Marian returned to Lesley and completed her B.S. in '66.

#### '34

Mildred Billings Clarke teaches second grade at the Harris Mason Dolbeare School in Wakefield . . . While teaching kindergarten in Oakland, NJ, Kathleen Cail Dahlquist is working for 45 credits beyond a master's. She currently has 18 credits and is taking a course at Monmouth College. Kathleen has six children, three boys and three girls, and ten grandchildren, ages spanning from 1 to 14 years. She is also a "gray lady" at Valley Hospital in Ridgewood, NJ, plays tennis weekly and rides horseback at a local stable. "Busy, busy."...Norma Lowekamp teaches at the Wilson School in Mt. Lakes, NJ.

#### '36

Harriet Woodsum Hall retired after teaching kindergarten for 23 years.

Anne Kimball Millett has been teaching kindergarten at the Cole School in Boxford for seven years. Previously she was the director of Tower Kindergarten in Lynnfield, MA, for nine years.

#### '37

Gladys Tourtillott Sundell teaches grade 3-4 in Melrose, MA. She received her B.S. from Lesley in '64.

Claire O'Brien Driscoll is teaching the kindergarten at the Procter School in Somerville, MA.

#### '38

Mabel Phinney teaches at the Country School in Norton, MA.

#### '40

Isabelle Szygula teaches at the Bentley School in Salem, MA.

#### '41

Esther MacDonald Schmiederer teaches at the Ezra H. Baker School in Dennisport, MA.

#### '42

Doris Dimery Amos teaches at the Libertyville (IL) Coop Nursery School ... Marie A. Sullivan is a supervising principal in the Danvers School system . . . Edith Nilson Conti volunteers her time to help first graders in Reading, MA ... Trudy Vernon Magid teaches at the Roxbury-Weston Pre-School. Phyllis Johnson is teaching in the Lincoln Public Schools.

#### '43

Mary Louise Hood Harvey and her husband David are busy with their academic, church and community life... Elaine Callahan Cavanaugh teaches in the Child Study Center at Lasell Junior College . . Jane Emery Walker works at the Cambridge Savings Bank . . Elizabeth Kelley Cook writes that she has retired and "do I ever enjoy it!"

... Lourdes Correia sends a special hello to Elaine Callahan Cavanaugh.

Barbara Gould Hamer is doing volunteer work. Her daughter is Carol Hamer Alcusky, a '71 graduate of Lesley.

#### '46

Shirley Canning McGowan is teaching at MIT.

#### '49

Sarah L. Adams teaches grade 2 in Natick, MA . . . Jane Spaulding Morman is teaching children with learning disabilities as well as working in a California program for a special education credential.

#### '50

Ann Perkins Briggs teaches at the Loft School in Marion, and daughter Melinda is a junior at Lesley College . . . Sally Parker writes that she is doing the "same old stuff," and she is teaching 2nd grade at the Washington Park Elementary School in Cincinnati, Ohio . . . Lois Berk Grayson has had two successful art shows.

Edith Marr Vokey writes that with their oldest son Mark working towards a MBA at Babson, middle son Scott a junior at Connecticut College and youngest son Craig a freshman at Babson, she and her husband Mark are "broke."

#### '51

George and Virginia Egan McCarthy have two children: Michelle (15) and David (11) ... Elna Fore Nugent is writing a weekly column for The Berkshire Eagle (Sunday Sampler), lecturing at Berkshire Community College in Cont. Ed. and doing radio work. Doris Carter Griffin teaches at the Beebe School in Melrose, MA ... Marjorie Behrens teaches in Great Neck, NY .... Maria De-Gregorio (also '64G) teaches second grade at the Healey School in Somerville, MA.

#### '52

Brenda Gorey Garvin, class president in '52. is looking forward to the 25th reunion of the class of 1952. She remembers that a good number turned out for the 15th reunion in 1967 and hopes to see more in '77 . . . Connie Jeffrey Harris teaches in Wakefield, and she writes that her daughter Ellisa will become a student at Lesley in the fall, a member of the Class of '80.

Judith Sanborn Levis writes that her sons Bruce Jr. and Edward are both at Northeastern University and Richard is at University of New Hampshire. Ronald graduates from Exeter High in June, while Brenda is in 3rd grade. All are hockey fans. Judy spends her time making "all-meat turkey pies" for the Maplevale Turkey Farm and Hatchery which her husband Bruce owns and operates.

#### '53

Diane Butterfield Brosnan teaches at the South School in Plymouth . . . Nancy Tremblay Bean teaches in the Concord Union School District, NH . . . Bill and Peggy Vincent Fisher took a trip with the Wentworth alumni to Munich, Germany, last August. They have five children: Dana graduated from Eisenhower College last June, Billy attended Colorado State University and is between colleges, Mark and Bruce are in high school and Mary Lou is the eighth grade . . . Margaret Barton Cook is teaching second grade at the Lewis School in Foxboro. Daughter Carol is a junior at Lesley.

#### '54

Dena Waldman Lavine is an L.D. Specialist in the Newton (MA) Elementary Schools. Ann Lynch Adams teaches at the Pearl Street School in Reading .... Virginia Haines Hull is teaching in Marlboro, MA .... Claire Donovan Wadsworth is teaching at the Chandler School in Duxbury, MA .... Lavina Dallahan Lawless is teaching grade 1 at the Luce School in Canton, MA.

#### '55

Maria Deros Pappas loves living in sunny Arizona. She has two teenage children and is interested in meeting other Arizona alumni. Maria teaches kindergarten in Phoenix . . . Elaine Barron Alexander has recently been appointed to the Georgia Commission on the Status of Women, and she served on its executive board. Elaine is also on the executive board of the Atlanta Bicentennial Commission . . . Carol McKenna Mead was director of a day care center two years ago, and she calls the Mead's latest addition, Jennifer, now one, "our caboose." . . . Polly Munroe Furbush is teaching at Wellesley and Salem State Colleges.

#### '56

Bob and Barbara Dennett Howard enjoyed a 10-day vacation in Bermuda in September ... Donna Flood O'Shea teaches in Woburn, MA.

#### '57

Maurine Locke is teaching in Shreveport, LA.

#### '59

Elaine Belisle Searcy is working at Digital in Maynard, MA.

Barbara Lamkin Wolkon is an adult education ceramics instructor for the city of Santa Monica, CA . . . Marilyn Young Folta is in her 17th year of teaching in Somers, CT.

#### '60

Rae Dinner Seife writes that her husband Irwin is chief radiologist at Binghamton (NY) General Hospital. Rae is very busy being a housewife and mother of Debbi (13), an eighth grader, and Jeff (12), a seventh grader. She would love to hear from some of her class friends . . . SaraLee Fineman Gordon is working at the Pittsburgh Travel House, Pittsburgh, PA .... Carol Scipione Fialkosky is working as a legal secretary.

Susan Martin teaches a multi-aided first and second grade in Topsfield. She also serves as chairman of the Topsfield P.S. professional status committee.

#### **'61**

Golda Siegal Doyle gave birth to her second child, Jeremy Andrew, on November 11. The Doyles have a summer home in Newport, RI, and would love to see any 1961 classmates this summer ... Barbara Smith Effenson spends her time singing professionally and fund raising for various organizations . . . Sandra Wiles Marquis teaches grade 4-5 at the Winthrop School in Melrose . . . Louise Shapiro Levine teaches at the Plymouth House Nursery School in Framingham ....

Inglee Harding teaches at the Hacionda School in La Puente, CA.

#### **'62**

Gail Kaplan Reiter has accepted a parttime teaching position now that both her sons Chip (9) and Robby (6) are in school all day. She also attends Adelphi University where she is completing her master's in special education, with a major in learning disabilities and a specialization in reading. Cindy Zalvan Katzeff writes that she works for Data Communications as does her husband who is presently running the Interface Trade Show in Miami Beach, FL. The Katzeffs are living in Framingham with daughters Wendy (14) and Tammy (61/2) .... Joan Perlroth Gelpey teaches nursery school in Peabody . . . Faith Bowker is teaching in the Cohasset Public Schools.

#### '63

Marilyn Saltz Bernheimer has returned to Lesley for a master's in remedial reading. Her husband Lenny plays competitive squash and is #1 in Massachusetts and #14 in U.S.A. Her daughter Beth (91/2) is in grade 4, and son Jonathan (8) is in 2nd grade. All the Bernheimers are busy and enjoying themselves.

Naomi Nason Tabello teaches Title I reading at the Quincy Dickerman School in Roxbury . . . Rosalyn Cohen Kaufman is substituting and tutoring in Randolph, MA . . . Judith Kimball Emerson is teaching at Jackson Park School in St. Louis, Missouri . . . Dolores Glasser Orkin is a substitute for the Sharon Public Schools.

#### '64

Robert and Francine Braddon Tenenbaum have three sons: Jeffrey (7), David (5) and Andrew (15 months) . . . Lovisa Wells Hill and family have moved to Somerset, NJ, where husband Art works for Johnson and Johnson . . . Jane Finberg Mandell has been teaching at Wheeler School, a private school in Providence, RI, on a voluntary basis two days a week. Her husband Charles has become chief of radiology at Union Hospital in Fall River. They have two sons David (18) and Kenny (6), and the family still lives in Providence . . . After moving across country and spending one year in California, Frances Hennessey Connelly and family again packed their bags and landed back in New England, specifically Trumbull, CT. Frances will be very happy to stay put for awhile and get settled, and that goes for John, Brian and Amy . . . Paula McKinnis Drewett is teaching in the Methuen Middle School ... Joyce A. Finkelstein is teaching at the Winthrop School in Melrose, MA . . . Jean Campatelli Ciampa is teaching for the Reading Public Schools.

#### '65

Beverly Siskind Kahn is subbing in Swampscott. She is active in Swampscott civic affairs and the League of Women Voters. The Kahns have three children: Lawrence (7), Jonathon (3½) and Victoria (2) ... Matilda Deraney Khiralla retired this year from her teaching position as Ass't Professor at Lesley College Schools for Children ... Elizabeth Klaiman '65G teaches in the Reading School system ... Suzanne Straub Fee tutors home-bound students in Wisconsin.

#### '66

Nancy Bogg is working at the Institute for Scientific Analysis in Berkeley, CA, researching Berkeley Experimental Schools' Projects ... Katherine Lamonakis Batsis teaches at the North Dover Elementary School in Toms River, NJ ... Pamela Wilson is teaching at the San Juan School in San Juan, Puerto Rico ... Janet Marguiles Goldstein is an educational vocational counselor for the U.S. Navy.

#### '67

Irwin and Sheila Andelman Heller have 3 children: Jennifer (4) and twins Noah and and Laureen (5 months). Irwin is an attorney in Boston after graduating from Tufts '67 and Columbia Law '70 . . . Congratulations to Rosemary Ilvento Penta on the birth of Michael Carmen. Rosemary and Carmen also have a daughter Kristen Lucille (5). The Penta family are still living in Middletown. NJ, although Carmon has recently relocated his CPA office to West Long Branch, NJ .... Susan Tendler Kotlen and husband Jason have two daughters: Melissa (6) and Robyn (3), and the family lives in Bridgeport, CT ... Mary Rezendes Brown was nominated and is now listed in 1974 Outstanding Elementary Teachers of America. Mary teaches third grade and is a unit leader in an I.G.F. School in Newton . . . Judith Weiner Menkes teaches at the Ahavath Torah Congregation Hebrew School in Brockton . . . Pamela Baughman Mitchell teaches second graders at the North School in Chelmsford . . . Ina Zatulove Segal teaches the third grade at the Joshua Laton School in Reading ... Louise Lane Parker '67G is teaching at the Hosmer School in Watertown, MA.

Susanne Lelyveld Henderson has just relurned to Rockland, MA, after 6 years in South Africa. The Hendersons have two children: David  $(4\frac{1}{2})$  and Michelle (2) ... Jim and Andrea Poolner Glovsky are moving to Prides Crossing, MA. The Glovskys have two children: Alexander Seth  $(6\frac{1}{2})$  and Gillian Ann  $(4\frac{1}{2})$ .

#### '68

Barbara Greenberg Zdziarski teaches at the King School in Framingham . . . Beverly Tash is employed by the Prince Georges County Board of Education, MD . . . Barbara Bradley is teaching 4th grade at Greenwood Elementary School in Brookeville, MD.

Karen Brandsema Brunstrom and her husband are currently living in Sturgeon Bay, WI, with their two daughters Erika (4) and Linnea (6 mo.) ... Vivian Vaccaro Nelson teaches kindergarten at the Foxhill School in Burlington, MA.

#### **'69**

Jack and Janice Knight Mazzotti have two sons: Jack E. IV (4) and Dominic Knight (5 mos.) . . . Sylvia Davis Vatolaro is involved with Home Health Care in Greenfield . . . Fern Sherri Levine is teaching in the Everett Public Schools as a reading specialist.

#### '70

Penny Spinazola Hogan is on a two-year leave of absence from the Beverly school system after the birth of a daughter, Heather Owen. Her husband Brian is an attorney in Boston.

Joy Sulka Kant is still teaching grade 3 in Newton while working on a master's degree in history at B.U. and free-lancing in photography. Her husband Douglas graduated in June from B.U. Law School, passed the Mass. Bar and works for the Life Company of Liberty Mutual. He is also completing a master's degree in tax laws . . . Nancy Vogler is employed by the Federal Reserve Bank of Boston . . . Dale Feigenbaum Gordon 70/75G teaches Title I math at the Paul A. Denver School in Boston . . . Marjorie Silverman Afergan is teaching at the Felton and Lundin Street Schools in Hudson, MA . . . Nancy Siegal is working at the B'nai B'rith Women's Organization in Washington, D.C.

#### '71

Linn Wilson is teaching first grade in Bennington, VT, serving as the local Right to Read leader, attending training sessions and conferences throughout the state, planning in-service days for teachers, publishing a newsletter and will be at the University of Vermont this summer finishing a master's program in reading. She writes that it is all very exciting . . . Jennie Fong Lee teaches grades 2/3 at the Beverly Hills Elementary School in Vallejo, CA . . . Jean Schulman Dougan teaches learning disabilities in Bixby, OK ... Deborah Ohlsohn Worth is teaching at the Warren Walker School in San Diego, CA . . . Suzanne Palmeri is a science specialist for the Cambridge, MA, Schools, Ellen Camer Garaffo has taught the 3rd grade in Norwood, MA, for four years. Her husband Richard is a structural engineer.

#### '72

Stuart and Joyce Goldstein Brink and daughter Marcy (1) are returning in July to Boston where Stuart has been awarded an endocrine fellowship at Children's Hospital .... Barbara Rifkin Shuffain teaches at the East Junior High, Braintree . . . Elaine Huffert teaches with the Weymouth School System ... Peggy Robbins Jacobson teaches nursery school in Westchester, NY . . . Brina Einstein Neustat teaches special ed at Peaslee Elementary School in Northboro . . . Polly Fitzgerald Fascetta is teaching second grade at the Tobin Elementary School in Cambridge, MA . . . Angela Polcari '75G is teaching at the A. Lincoln School in Revere, MA. Pamela Foster Fisher teaches at the Meeting Street School in Providence, RI.

#### '72G

Eileen Cunningham teaches at the Walpole High School.

#### '73

1973 Secretary: Leslie Aitken 109 Warren Street Watertown, Mass, 02172 924-6411

Carol Ciampa teaches in the Burlington School System . . . Charlotte Krupp Lerch teaches in the Norwood Public Schools . . . Randie Roth is teaching at the International Play Group in NY . . . Susan Solmonson teaches with the Weymouth School System . . . . Joy Ford Berezin is teaching grade 3 at

the Dolbeau School in Wakefield, MA.

Beth Kaplan Bresky lives in Cincinnati, Ohio, and works as a full-time learning disabilities tutor. She is also attending Xavier University Graduate School part-time for a master's in special education. Her husband Jan is a rabbinical student at Hebrew Union College.

#### '73G

Judith Goldhammer Kates teaches in the Quincy Public School System. Roberta M. Buccitelli is the Director of the Ingram Nursery School ... Nancy Towle Farrar teaches at Acton-Boxborough High School ... Patty Blosten teaches for the Cambridge school system ... Zelda Rubenstein teaches at the Amego School Inc. in Quincy.

Nancy Widmer Madden teaches at the Locke School in Arlington . . . Nancy Marcus teaches at the Milliken School in Cleveland Heights, OH.

#### '74

1974 Secretary: Carol Shelmire 685 Oak Street, #704 Brockton, Mass. 02401

Bonnie Kraemer is an E.D./L.D. teacher at the Westview Jr. High School in Miami, FL. ... Jane Abesh is currently a learning disabilities specialist with the Foxboro Public School System. She completed coursework for her master's degree in special education at Boston University ... Amy Weiss is now working as the head teacher at the University of Pennsylvania Children's Center in Philadelphia. Amy invites anyone in the area to please stop by ... Beverly Hinckley is teaching at the Horace Mann School in Melrose, MA ... Laurie Rubenstein is teaching in the Wilmington Public Schools.

Nancy Newman Pearlstein is teaching special education for the Dover-Sherborn Public Schools . . . Christine Cannell Jones and her husband Pat are both enlisted service members in the U.S. Army. Pat is a medical specialist, and Chris is a finance specialist. They were married March 19.

#### '74G

Ruth Fellman Block teaches at the Newtowne School in Cambridge . . . Carolyn E. Fish teaches at the Ellen H. Richard School in Dorchester . . . Susanne Sandberg teaches in the Lexington Public Schools . . . Dore Gardner teaches at the Bell School in Marblehead . . . Beverly Rissman teaches under the C.A.S.E. Collaborative in the Lincoln School System . . . Catherine Stone is employed by the Museum of Science in Boston . . . Dana Markarian teaches 3rd grade near her home in Tenafly, NJ. She is taking graduate courses in guidance counseling at Villanova University during the summer . . . Janet Damelin teaches at the Lincoln School in Lowell . . . Barbara Younger teaches at the Buker School in the Hamilton-Wenham School District . . . Carolyn R. Fellman is teaching at the West Hill School and Ithaca College in Ithaca, NY.

Jane Abrams Walsh teaches at the Community School in Long Beach, NY ... Richard Blake is working towards a C.A.G.S. in counseling at the University of New Hampshire and working as a counselor in the Pelham, NH, Schools.

#### '75

1975 Secretaries: Helen Chadwick 1103 Marlboro Road, Apt. D Fayetteville, N.C. 28304 919-485-5847

#### Rosemary Hannon

11 Presentation Avenue Brighton, Mass. 02135 254-7039 Lynne Abramowitz teaches at the Parkway Day School in Philadelphia, PA . . . Susan Strouse teaches at the Bala Elementary School in Bala Cynwyd, PA . . . Elizabeth Kerrigan Snell has been taking graduate courses in art history at Columbia University part-time and working at Twin Donut on W. 112th Street, NYC, with another alumna Leslie Glenn Peck. Leslie is taking graduate courses in social work at Columbia. Elizabeth was married to Baslo Snell in April. They plan to move to West Virginia and open an art school for coal miners.

Amy Levin teaches at the Peabody School in Cambridge . . . Karen Lewis is teaching at the Whitter Regional Vocational Technical High School in Haverhill . . . Lianie Philips is directing the retardation program at Boston State Hospital. She is teaching psychotic and retarded adults . . . Robin Rogers teaches K-1 at the Sarah Greenwood School for the Boston Public Schools . . . Ann Tieger Baker teaches at the Bergen Center for Child Development . . . Susan Mayhew is teaching at the Robbin Hill Nursery School in Spring Valley, NY . . . Meredith Leonard is teaching at the Hanscom Middle School in Lincoln-Bedford, MA.

#### '75G

Elizabeth Summers is teaching at the Ripley School in Melrose . . . Verena Rybicki teaches in a self-contained L.D. classroom at Muzzey Junior High in Lexington . . . Ruth Beckwith teaches at the Cox Street School in Hudson, MA . . . Wendy Friedman is a student at Nova University working toward a Ph.D. in clinical psychology . . . Nancy Scheib Edwards teaches at the Ledge Street School in Nashua, NH . . . Rosemary Schorr teaches at Community Day Care in Lawrence . . . Beth Goldstein teaches at the Churchill School in NYC . . . Joanne DiMattia teaches at Central Junior High in Weymouth . . . Benjamin Braasch, Jr. teaches at Concord-Carlisle Regional High School . . V. Jane Cohen teaches learning disabled children in the Wareham Public Schools .... Doreen Feldman teaches at the Beacon Hill School in Beaconsfield, Quebec, Canada .... Ellen G. Weathers is a substitute for the Brookline Schools . . . Ormsby Matthieson is teaching at the Hyannis Elementary School.

Class secretaries are responsible for gathering news about classmates, compiling this information and sending it to the editor of *The Current*. Those interested in becoming class secretaries should contact the Alumni Office.

#### Marriages

- Christine Cannell '74 to Patrick A. Jones Margaret Gregoritch '72G to Kenneth Spaulding
- Elizabeth Kerrigan '75 to Baslo Snell

Judith Einstein Ziegler '58 to Burton J. Finkle

#### Births

- To Robert and Carolyn Coghlin Bennett '68, their first son, Robert I. Bennett III, on February 25, Robert has two older sisters, Kristin (4) and Kimberly (3).
- To Steven and Karen Brandsema Brunstrom '68, a daughter, Linnea, born November 13, joins sister Erika (4).
- To Guy and Gail Condon Heald '69, their first child, Guy Estabrooke Heald III, born on February 11. The child is called Brook.
- To Irwin and Sheila Andelman Heller '67, twins Noah and Lauren joined Jennifer (4) on November 25.
- To Brian and Penny Spinazola Hogan '70 a daughter, Heather Owen, on October 21.
- To Brian and Darlene Lescovich III '71, their first child, Marissa Dawn, on March 26.
- To Jack and Janice Knight Mazzotti '69, a son, Dominic Knight, joined brother Jack E. IV (4) in November.
- To Carmen and Rosemary Ilvento Penta '67, a son, Michael Carmen, joined Kristin Lucille (5) on January 26.
- To Henry and Berta Gallin Samson '69, a son, Michael Steven, on January 22.
- To Louis and Selina Stubenhaus Yudkovitz '72, a daughter, Janice Rose, born March 21.

#### In Memoriam

Bertha Vialer Reardon, residence director of Concordia Hall, Lesley College, from 1954-1958. **Faculty Notes** 

### **The Lesley Exchange**

Professor of Education Avis Brenner was quoted in a column on parents and children in the New York Times. Times Columnist Richard Flast attended the workshop on "Children of Alcoholic Parents: The Teacher's Role," coordinated by Avis on January 16 and 17 on campus, and interviewed her for the column. The column showed up in papers throughout this country and abroad after it was syndicated by the New York Times news service.

Graduate School Assistant Dean of Special Education Jill Hamilton received recognition at the Massachusetts Association for Children with Learning Disabilities Spring Conference banquet on March 4. She was awarded a certificate in recognition of her services as a teacher in training.

Margery Staman Miller, Assistant Professor of Education, has been awarded her doctorate from the University of Pennsylvania.

Assistant Professor of Education Jennifer Page has been named Education Division Head and Coordinator of Field Placement.

George Hein, Director of the proposed C.A.G.S. Program at the Graduate School, was host to 50 people active in the open education movement at Lesley February 6 and 7. Most of those attending were members of the North Dakota Study Group on Evaluation and came from all over the U.S. The educators discussed such topics as problems with evaluation and teachers' centers.

Dean of Students Miriam Ritvo participated in a "Blueprints for Women" conference at Marlboro, Mass., in March. She was education coordinator for the conference.

A summer grant to participate in a seminar on "The Road to Hitler" has been awarded to Marjorie Wechsler of the undergraduate history faculty. The award, from the National Endowment for the Humanities, is designed for college faculty members who want to do research in connection with their teaching.

#### To the Editor:

I was so excited to read the article in the New York Times (about Lesley's "Children of Alcoholic Parents Workshop") last Friday and had to share my feelings with you. It was indeed a pleasure to read about (Avis Brenner's) accomplishments at Lesley College which bring fame to our school. A student should cherish the honor of attending Lesley College, because the warm feelings and inspiration found there are rare.

I attended New York University Graduate School of Education immediately following my graduation from Lesley in 1973, and I must say that I was well prepared for my graduate studies as a result of the fine education I received at Lesley College. I enjoyed Graduate School very much and received a master of arts degree after one year in a combined program of Early Childhood and Elementary Education. I owe it all to Lesley College and its fine faculty.

#### Carol Goulian '73

Editor's Note: This letter is excerpted from one received by Professor of Education Avis Brenner.

#### To the Editor:

Wow! Just Fantastic!

These were the thoughts that ran through my mind as I drove home. The Lesley seminar for alumni and friends on "Exploring Alternatives for Personal and Professional Growth" was a most gratifying experience. Thanks to all those concerned for creating such a rewarding and informative day.

One aspect, however, bothers me. It is such a shame that more alumni do not avail themselves of seminars like this one. They are missing so much. . . .

> Beverly Siskind Kahn '65 Swampscott, Massachusetts

#### To the Editor:

Thank you for the advance copies of the fall issue of *The Current*. I enjoyed reading all the articles and was particularly struck by the cover and cover design. Thank you for letting me share in small part in the undertaking. Congratulations on what I know was a hard job.

> Caroline Harvey Coordinator of the Community Schools Program

#### To the Editor:

I much enjoyed the fall, 1975, Current. Donna McGrath's and Caroline Harvey's articles were especially interesting. The cover setting of Ann Lange's sculpture is tasteful, striking and effective. Cheers and congratulations.

#### Jim Slattery Director of Libraries

#### To the Editor:

As we all know, finding a teaching job is not an easy task. I have, however, discovered a wonderful group of people who have made the task a much more pleasant and encouraging one. They are the Lesley alumni living in the Chicago area. For people who have never met me before, they have committed themselves to helping me find a job in any way they can. They have been extremely kind, and I would like to thank them for it.

I think it is fantastic that our alumni are willing to help us, and I wish more undergraduates took advantage of their kindness. I would also like to let the alumni know that I think the world of them and hope that all alumni are as helpful and willing as I have found in Chicago.

Jackie Ross '76

### **Help Us Serve You**

We are continually striving to make *The Current* interesting and responsive to the needs of our alumni, parents and friends. We welcome your honest and careful observations about this magazine. Please return this questionnaire to Editor, *The Current*, Lesley College, 29 Everett Street, Cambridge, Massachusetts 02138. Thank you.

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Lesley College is compiling an employment profile of its alumni and wishes to learn where alumni are employed and what kinds of positions they hold. Please complete this form and return it to Editor, *The Current*, Lesley College, 29 Everett Street, Cambridge, Mass. 02138. We are appreciative of the many ways in which our alumni assist Lesley College.

Name(please include name at graduation)	Employer (school or firm)
Address	Address of employer
ZIP	Total number of years of professional experience
Class of Degree (check one):	I am willing to have Lesley faculty or administrators contact me for information about the job market in
Bachelor's Master's	my area.
Present position:	I am willing to have my name on file as a contact person for <i>Lesley students</i> seeking employment in my area.

## The **Current** Lesley College

29 Everett Street Cambridge, Mass. 02138

Address correction requested

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