Summer 1979

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Lesley College

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The Summer CURRENT demonstrates again why Lesley College is such an exciting institution beginning with President Carter’s obvious enthusiasm for the National Center of Economic Education for Children. Director Stanley Mengel is now on board and the Center has become a reality. With Julian Sobin’s commitment to provide the funds for the building, you can almost see the bricks rising.

Lesley’s prime commitment, however, is to the total education of professionals in the world of children. Who are these professionals we are educating? How do they find their way to Lesley College? Admissions Directors Martha Ackerson and Carmella Featherstone give us some insight on recruitment efforts and how alumni can help in seeing that the high quality young women they know learn about the Lesley experience.

And what is that experience? Winnie Lair, who has just retired as head of the Science Division, explains that in a reflective interview with Stacy Greenspan.

And the excitement continues with the new and the old, graduation and reunion. The campus looks peaceful and sleepy under the summer sun, but that is illusion. The campus is bursting with activity. Getting ready. Getting ready.

Lesley College Alumni Association 1979-80 Officers

Lorraine Blondes Shapiro ’42, President
Elaine Bernstein Berman ’68, First Vice President
Vicki Frischer Novick ’74G, Second Vice President
Mary Grassi ’74, Treasurer
Betty Fleming McMorrow ’57, Corresponding Secretary
Margery Kahn Henzi ’70, Recording Secretary

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Photo Credits: Julie O’Neil, Victor Neumeier, Peter Travers, Jean Gwaltney. Cover Photo: Mary Anne Facckelman, White House photographer.
WASHINGTON — President Jimmy Carter yesterday greeted members of the National Center of Economic Education for Children on campus of Lesley College in Cambridge.

Earlier, the Lesley delegation had assembled in the old State Department Building, now the Executive Office Building, adjacent to the White House. After passing with high grades the pre-arranged security checks, the group walked over the White House lawn to a Presidential anteroom where they waited a few minutes while the President finished conferring with Justinian, the Patriarch of Rumania. While waiting, they were joined by Massachusetts freshman Senator Paul Tsongas who had come down from Capital Hill for the occasion.

Suddenly, the door to the Oval Office opened and standing there was the President of the United States waiting to greet the Lesley delegation.

No question about it, this was an unforgettable and proud moment for everyone concerned with the National Economic Center and Lesley College. It was a great moment for the Economic Center’s prestigious National Advisory Board, corroborating, as it were, its own judgement that the economic education of children deserved to be rated in importance with the three R’s. It was a gratifying moment, too, for the Lesley Board of Trustees, who had boldly undertaken the creation of this nationally important project and had already committed one million dollars for the Center with additional commitments under consideration.

widely greeted members of the
by James K. Blake

"An honor, Mr. President." 
"A pleasure, Mr. President."

Redundant? Not at all. How else would the President of the United States and the President of Lesley College greet one another?

The place was the White House Oval Office of President Jimmy Carter. The time was a pleasant May morning and President Carter had invited the National Advisory Board to the National Center of Economic Education for Children, President Don Orton, and senior Lesley administrators to the White House. This was the day for the public announcement of the creation of the National Center and President Carter’s official commendation of the project.

through a network of cooperative school systems.

World Airways: Edgar D. Aronson, partner and managing
Brothers

states News Service

"An honor, Mr. President."
"A pleasure, Mr. President."

states News Service

"An honor, Mr. President."
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states News Service

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"An honor, Mr. President."
"A pleasure, Mr. President."

Architect’s rendering of National Center of Economic Education for Children on campus of Lesley College in Cambridge
It was an especially satisfying moment for Board Chairman Eliot Snider, President Orton and Public Affairs Vice President Donald Miltner, who nearly two years before had set the planning wheels in motion.

With the announcement of the signing of the SALT Treaty only three hours off, not to mention the oil crisis and the ongoing problems with domestic inflation, it was expected that the meeting would be brief. The President’s obvious interest in the magnitude of the National Center’s economic programs for children, however, was such that the meeting lasted well over its appointed time, leading the President to say that his regular Wednesday lunch with Rosalynn would be shorter than usual.

Carter listened attentively while Chairman Snider and Dr. Orton described the need, purpose and goals of the National Center.

They advised him that the Center will be a national resource for those interested in developing or improving economic education at the elementary school level, involving school boards, teachers, administrators and parents. The Center, they said, will strive to make a quantum leap forward by underscoring the importance of economic understanding by providing guidance, materials, teaching strategies, training, staff, information and speakers.

Carter was particularly impressed with the magnitude of the practical, hands-on approach to economic education of the Lesley program. He liked the fact that the Center will not only demonstrate successful programs for preparing undergraduate and graduate students, in-service teachers and other educators for roles in the field of economic education for children but will disseminate these programs throughout the nation via a network of cooperating model school systems and other appropriate institutions.

President Carter congratulated the National Advisory Board and the Lesley Trustees for their “major commitment to this long neglected area of elementary education.”

The President was equally impressed by the fact that the project will be financed entirely through private funds.

“This is the most refreshing thing I’ve heard today,” he said.

Subsequent to the White House meeting, Board member Julian Sobin assumed responsibility for providing the funds required to build the facility planned.

Showing the architect’s rendering of the economic complex, Chairman Snider told the President the five-story, $6 million building will serve a number of purposes in addition to housing the economic program. It will include three floors of dormitories and a large student activities center including a snack bar and student organization offices as well as areas for commuting students.

Trustee Jack T. Schwartz and the President have clearly established a close rapport.
Before the meeting concluded, Leslie Feuer Orton '70, presented the President with a special copy of the Remember the Ladies volume which describes the permanent exhibit of women's accomplishments in the Lesley Library. Thanking her, Carter said that his wife had a special affinity for the subject.

Throughout the meeting the shutters of nearly a dozen news cameramen clicked, recording the event. Press Secretary Jody Powell and Presidential Aide Hamilton Jordan were also on hand.

"You're moving ahead when most colleges are pulling back... your leadership is impressive and to be commended," said the President. "I want to be kept in touch with your program's progress. Remember, keep me informed!"

We will, Mr. President. Thank you, Mr. President.

At the first meeting of the National Advisory Board at the Hay-Adams House, Board of Trustees Chairman Eliot I. Snider, presents the resolution unanimously adopted by the Board while Vice President for Public Affairs Donald A. Miltner looks on.

At a historic house, a historic meeting

After leaving the President's Oval Office, the Lesley assemblage recrossed the White House lawn and strolled through Lafayette Square to the dignified, patriarch Hay-Adams House, built on the site of the two homes of John Hay, Secretary of State from 1898 to 1905, and Henry Adams, historian-philosopher and great-grandson and grandson of Presidents.

For 50 years its guest list has read like a Who's Who of national and international politics. It was here that the first organizational meeting of the Advisory Board to the National Center was held. The membership of the Advisory Board fully upheld the traditions of the Hay-Adams House. (Board members are shown in box on page 4.)

The major action taken at the meeting was the adoption of a resolution that "the Center proceed aggressively to devise and implement its plans to increase the level of economic literacy among the children in the elementary schools of the nation."

This is to be accomplished through a carefully designed, multi-faceted program that will place the Center in strategic positions to initiate actions that will significantly improve the level of economic literacy of children in the elementary grades of the nation.

The central purpose of this master strategy will be to increase the interest and ability of educators in elementary schools to teach effectively the concepts, skills and values that are basic to the successful operation of the American Economic System.

Following his introduction to the Board by President Orton, Director Stanley Mengel outlined some of these major strategies.

"The ultimate objective is to change the cognitive and affective behavior of children. This can only be done by first changing the behavior of teachers (current and those in training) as well as school administrators and school boards which exercise control and provide support to the classroom teachers, and, to some degree, to parents," he said.

To accomplish this, the Center will enlist the services of key persons in local, state and national governments, college faculty members, school superintendents, school curriculum directors, school board members, PTA officers, newspaper editors and civic-minded citizens, Mengel told the Board.

The Center will bring these "opinion leaders" together at a two-week seminar in 1980 for an intensive experiential orientation of models of elementary economic education. This on-going group will develop its own plans for economic programs through the next year and meet again to assess their progress.

Within the year a national conference will be held in Boston to identify the pervasive influence of economic decisions in virtually every area of our lives. Mengel anticipated the conference will be repeated in several other selected regions of the na-
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President Carter is given a complimentary copy of "Remember the Ladies" by Leslie Feuer Orton, '70.
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tion, including Washington, DC.

Other major programs in the works, Mengel said, were a slide film and brochure describing the National Center, a newsletter concentrating on the promotion of effective classroom concepts and activities in economic education, the establishment of a national competition for the most outstanding undergraduate teacher education program in economic education, the declaration of an "Economic Education Day," and the establishment of a Speaker's Bureau.

Other activities outlined by Mengel included the construction of a catalog of all activities, organizations and persons engaged in programs related to economic education for children, the creation of an inventory of experts now working in various aspects of this field, the development of a complete library (the only one in the nation) of printed materials in economic education, evaluation of selected innovative programs now in operation, the development of a framework which will involve local communities in classroom activities, publish a series of Economic Education Supplements to be distributed nationally, development of computer-assisted instruction, and the development of a catalog of potential research topics.

The Board readily accepted its role to provide guidance and counsel with respect to policies and objectives of the organization and, based on the member's different perspectives, to assist in appraising the effectiveness of on-going programs.

The next meeting will be held next Spring in Boston.

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The Economic Center's National Advisory Board

It is a measure of the importance of the Center that some of the most distinguished leaders in the nation have enthusiastically agreed to serve as its advisors. The National Advisory Board will be co-chaired by Julian M. Sobin, President of Julian M. Sobin & Associates, and Dr. George P. Baker, distinguished Dean Emeritus of the Harvard Graduate School of Business Administration.

Edgar D. Aronson
Dr. George P. Baker
Gerald W. Blakeley, Jr.
Samuel S. Dennis, III
William D. Eberle
Hollis G. Gerrish
Howard Wesley Johnson
Joan Bennett Kennedy
The Hon. Henry Cabot Lodge
C. Charles Marran
William C. McConnell, Jr.
Ervin Pietz
Ronald Rossetti
Dr. Henry Rosovsky
Jack T. Schwartz

The Hon. Henry Cabot Lodge
Former President and Managing Director, Salomon Brothers, Inc.
Dean Emeritus, Harvard Graduate School of Business Administration
President, Cabot, Cabot & Forbes Company
Senior Partner, Hale & Dorr
Senior Partner, Robert A. Weaver, Jr. & Associates
Former President, Chief Executive Officer, Chairman, American-Standard, Inc.
Former President's Special Representative for Trade Negotiations (ambassadorial rank)
President, Squirrel Brand Company
Chairman of the Corporation, Massachusetts Institute of Technology
Boston, Mass.
Former U.S. Senator from Massachusetts
Former U.S. Ambassador to Germany; Viet Nam; Vatican; At-Large
Chairman of the Board and President, Spencer Companies, Inc.
President, Interstate Capital
President, Barry-Wright Corporation
President, Nature Food Centres, Inc.
Economist, Dean, Faculty of Arts and Sciences, Harvard University
President, Syndicate Magazines
Meet the Director of the National Center

Stanley P. Mengel, National Center Director.

Professor Stanley P. Mengel, recent holder of the Firestone Tire and Rubber Company Chair in Economic Education at the University of Akron, Akron, OH, has been named the first Director of the National Center of Economic Education for Children. The choice was a unanimous decision by the Search Committee.

Prof. Mengel assumed his new position July 2.

He leaves a post he has held ably for five years as Director of the Center of Economic Education at the University of Akron where he was responsible for initiating training programs in economics for elementary and secondary teachers by working with school systems in the multi-county area adjacent to Akron.

Prof. Mengel recently completed a two-year term as President of the Ohio Council on Economic Education. In this capacity he was responsible for developing new centers for economic education in the major urban areas of Ohio, working closely with community leaders in business, universities, local school systems and labor.

He formerly taught economics at Ohio University as well.

The new director received his Ph.D. from Stanford University where he was a Woodrow Wilson Fellow and a Stanford-Wilson Fellow.

He, his wife, Gail, and their three children, Greg, Todd, and Stacey will be relocating in the Cambridge area during the summer.
A Light Moment in the Oval Office

Not all was serious at the meeting with President Carter. Board of Trustees member Hollis Gerrish, president of Squirrel Brand Co., is a man not easily awed. When introduced to the President the following sequence ensued:

Dr. Orton introduces Hollis Gerrish to the President as Lesley's senior Trustee. Trustee Gerrish is wearing a fish-shaped tiepin.

President: "You look like a fisherman."

Gerrish: "I do fish a bit, but Lesley is my avocation."

Gerrish: "This is my real vocation."

(Hands the President a pack of Jumbo Runner peanuts.)

President: "Now that is a good vocation!"

Gerrish: "These were grown in Georgia, processed in Massachusetts and now I'm passing them on to you here in Washington."

President: "That's another good example of the free enterprise system."
Alumni renew friendships at Reunion ’79

Close to 150 members of the Honor Classes, which ended in "4" and "9" enjoyed each other and the College throughout a jam-packed, fun-filled Reunion Weekend June 1-3.

The barbeque, "Pops", fashion show, and even the awards took second place to the class parties and the renewal of old acquaintances.

All over the campus, groups caught up on current gossip, and reminisced about their Lesley days.

Several members of the Class of '29 clustered around Priscilla Newell Barstow, who had brought her Lesley scrap book with her. Filled with engraved invitations and pressed flowers, the book evoked memories of parties, classes, teachers and escapades. Once the old friends had all been remembered, the discussion turned to what it was like to be a new teacher in the spring before the big stock market crash.

"I got $950 my first year," remembered one lady.

"My first salary was $13 a week," added another. "My son said, 'surely you didn't take it.' Of course I took it!"

"My first year I worked for nothing, but it gave me experience and I was hired as an experienced teacher the next year."

Alumni from the various years look at Lesley with a different eye. It was most pronounced as they gathered in Alumni Hall for a sherry reception prior to Saturday's luncheon.

"I did my practice teaching right back there about where the piano is now," remembered a woman from the Class of ’34, while a member of the class of ’54 remembered the hall as the school’s library.

The alumni also turned their attention to more serious matters, as President Don A. Orrin reported on the state of the College.

Since 1911, Lesley’s first graduating class, 8,764 graduation certificates have been issued, he said, although pointing out that some alumni have received more than one diploma. Next year’s enrollment is expected to top 850 undergraduates. One of the problems that accompanies this increase, he said, is that over 560 housing requests have already been received for the 500 spaces available, and this does not include the expected requests from overseas students.

Celebrating their 25th Reunion were (front row, from left) Betty Carlisle Bascom, Jackie McCarthy Archbold, Ann Morrison Fioravanti and Ann Lynch Adams. Standing (from left) are Jane Cosman, Carol Patterson, Jane Johnson, Joan Collins, Dell Schult, Marion Buescher, Marilyn Murray and Mary Stevens. Mary Stevens was awarded a door prize as the alumnae who had traveled the furthest. She came from Encino, CA.

Edith Hulten Bibbins ’24 was the sole representative of the Class of ’24. This was the sixth Reunion she and her husband, George, attended.
The total graduate school enrollment has grown in less than 10 years by six-fold to a total of 6,015 over the past 15 months.

"We work with women who are determined to be successful," he said, and by and large they have been. Where the national average for teacher placement is less than 40 percent, well over 90 percent of Lesley graduates find themselves in classroom and child-centered settings. The final figure for the Class of '78 was 92 percent, he said.

Financial aid has also increased significantly, he reported. Nearly half the students receive some financial help. Another significant figure was the growth of the operating budget over the past 20 years, from $681,000 to over $10 million next year.

Dr. Orton pointed out that Lesley is second only to Columbia Teachers College in its teacher education enrollment, and asked that the alumni help in referring Lesley the ablest of those whose mission is to work with young children.

On an international scale, Lesley has been involved with a Portuguese program that would send that country's teachers to Lesley, eventually to return to their own country to reform its elementary education system. Lesley is also working with two African countries regarding their educational systems, he said.

President Don A. Orton discussed the State of the College at the annual business meeting. The movement is all upward.

Reminding the alumni that there are many ways to help the College, Dr. Orton suggested they keep Lesley in mind when their own systems need program evaluations or executive searches for high administrative officials. He pointed out a current evaluation program in conjunction with Lowell Public Schools being funded by a Federal grant could total over $1 million.

He also noted that the National Center of Economic Education for Children is well on its way, with the first million dollars already in hand and the interest will fund a director and an assistant for the Center. Over $2.5 million in proposals are currently in the works, and expectations are high that the additional funds needed to get the center going are close at hand.

Outgoing Alumni Association president Ann Cleveland Lange '59, reported on the Association's accomplishments this past year, citing the alumni boutique, the board meeting bake sales and Bloomingdale's Fashion show, all of which swelled the Alumni Fund. Alumni-sponsored trips to Hong Kong, the Rhine, Lisbon and Venice were also mentioned.

More serious alumni affairs included Alumni Prospective Student Day and the Continuing Education Program under the direction of Barbara Barron Schilling '50, who also the chaired the fashion show.

Mrs. Lange also thanked Elaine Bernstein Berman '68, and Mollye Lichter Feldman '70, who chaired Alumni STEP Weekend.

Vicki Fischer Novick '74 was cited for her work in recruiting Program Agents from the Graduate School, as well as chairing the Alumni Raffle. Recruiter for Class Secretaries was Harriet Rifkin Fingeroth '70. She was also acknowledged for her good work.

Also recognized was Annual Fund National Chairwoman Lorraine Blondes Shapiro '42, and her committee: Barbara Schilling, Top prospect Solicitors; Ellen Green Block '61, Regional Solicitation; and May Hogan '26, Dulaton Chairman. The national alumni giving average is 17 percent, while 35 percent of Lesley alumni contributed, Mrs. Lange said.
The barbeque that preceded "Lesley Night at the Pops" began with cups of hearty clam chowder.

Other alumni who have helped out this year were Margery Kahn Henzi '70, who was in charge of Regional Representatives as well as the Alumni Board sponsored potluck supper for the Lord Newark Society; Jonie Bass Brown '76, who investigated needlepoint kits; Evelyn Boyle Finnegan '48, who represented the Alumni at Board of Trustees meetings; and Reunion Chairwomen Mary Grassi '74 and Pamela Caragianes Christodoulo '74.

Elizabeth Fleming McMorrow '57, Chairwoman, announced the winners of the Alumni Scholarships awards following Mrs. Lange's address, and the Alumni Scholarship Raffle winners were Rita Grassi, sister of Chairwoman Mary Grassi ($100 U.S. Savings Bond), Jean Feuer, Wellesley ($50 Bloomingdale's Gift Certificate), and Hylan Rodriguis, West Roxbury, secretary to Janey Kuchinsky Frank '69, who sold her the ticket (a case of champagne).

Presenting the Alumni Awards was Chairwoman Diane Labell Feinzig '58. In presenting the Alumni Recognition Citation to Joyce Marshall Snyder '61, she said, "Joyce filled a unique position at Lesley for many years as a link between the College's history and its future." The former director of Alumni Affairs has accepted a position at Northeastern University.

A Certificate of Honorary Membership to the Lesley College Alumni Association was presented to Helga Braein, who came to Lesley in 1961 as an associate professor of physical education. "She has shown much dedication and loyalty to Lesley by assisting with many alumni sponsored projects, particularly the Dialathons," Mrs. Feinzig said.

Unable to attend the ceremony, Ms. Braein sent a letter which said, in part, "Let me take this opportunity to commend you Alumnae volunteers for all the work you put into helping the College grow and prosper. After all, you, our former students, are the greatest ambassadors Lesley has."

May Hogan '26, an Alumni Association Director, and a faithful volunteer in the Alumni Office, enjoys dessert and conversation.

Daughters of alumni also attended the luncheon and this lovely lady was captivated by the fashion show.

Registration is always a busy time.
The Alumni Award, which recognizes that individual who has made the most outstanding contribution to the College during the current year was presented to Elliot Snider, Chairman of the Board of Trustees of Lesley College, in honor of the 20 years he has spent promoting the mission of the College.

“He has been a source of thoughtful encouragement and support in making Lesley the second largest teacher training institution in the country,” Mrs. Feinzig said.

Nominating Committee Chairwoman Barbara Paul Holzman '55, introduced the 1979-80 officers and directors of the Lesley College Alumni Association: Lorraine Blondes Shapiro ’42, president; Elaine Bernstein Berman ’68, first vice president; Vicki Frischer Novick ’74G, second vice president; Mary Grassi ’74, treasurer; Betty Fleming McMorrow ’57, corresponding secretary; and Margery Kahn Henzi ’70, recording secretary.

Members of the Board of Directors whose terms expire in 1979 are: Barbara Barron Schilling ’50; Jean McDonald Diemert ’68, Joni Bass Brown ’76, Harriet Rifkin Fingeroth ’70, and Mollye Sue Lichter Feldman ’76G.

Directors whose terms expire in 1981 are May Hogan ’26, Nancy Hill Mutza ’68, Barbara Paul Holzman ’55, Maida Abrams ’76G, and Pamela Caragianes Christodoulou ’74.

Board members whose terms expire in 1982 are Diane Label Feinzig ’58, Leslie Aiken ’73, Virginia Maloney ’65, Fay Hurley Robbie ’59, and Eugenia Zanetos Buba ’73.

Also serving on the board will be outgoing president Ann Cleveland Lange ’59, and Leslie Feuer Orton ’70, who was unanimously voted an Honorary Member by the 1978-79 Board of Directors and accepted the honor at the Annual Meeting.

Following the buffet style luncheon was a delightful summer fashion show by Touraine’s of Harvard Square, campus tours, a rest for those who could find the time, then on to the Sheraton Commander for dinner, lots of class parties, and all too soon breakfast in White Hall and farewell.
Champagne reception held in honor of Anniversary Associates

Anniversary Associates, those who have contributed $70 or more to Lesley College this past year in honor of its 70th Anniversary, were themselves honored at a champagne reception June 3 in Alumni Hall.

Fifty-five associates and their friends sipped the bubbly, nibbled on delicious hot and cold hors d'oeuvres and enjoyed each other's company. Many of those who attended were also alumni who followed the reception with dinner at the Sheraton Commander.

Each of the 205 Associates received a copy of "Remember the Ladies," a stunning, full-color 172-page record in photographs and text of the permanent "Remember the Ladies" display in the Lesley College Library.
Newswoman Speaks to Graduates

by Katrina Kruse

Two hundred and thirteen new Lesley graduates received their bachelor's degrees at Lesley's 69th Commencement exercises held Saturday, May 19, at the Walter Brown Arena on the Boston University campus. Two hundred women were awarded Bachelor of Science degrees in Education; the remaining 13 received Bachelor of Science degrees with specialization in the new Lesley Child and Community major.

One hundred and eighty-two graduate men and women attending Commencement ceremonies received advanced degrees in various fields of education specialization and human services. A total of 395 undergraduate and graduate degrees were awarded.

Anne Compton, Congressional Correspondent for ABC News, gave the Commencement address. Ms. Compton is the first and youngest woman to serve as White House and Capitol Hill Correspondent for a major network news agency.

Reminding Lesley graduates that they are embarking on their teaching careers at a time when the whole world is waking up to the idea of "kid power," she said, "As a political reporter in Washington, I can tell: children must be important — they have become controversial."

"I can think of no better training for you as teachers than your time here at Lesley," she continued. "I'm especially impressed, as was the White House staff, with the new National Center of Economic Education for Children. Nothing better reflects Lesley's imagination and ability to lead when there is a demand and need for new thinking."

Ms. Compton was awarded a Distinguished Service Citation by the College in recognition of her interest in education, her leadership in the women's movement, and her pursuit of professional excellence.
Michelle LaMarque accepts the congratulations of a fellow student. Allan Morris, (left) professor of science and mathematics, checks over the citation he will read honoring Dr. David D. Honick, with fellow faculty member Albert Brower.

Distinguished Service Citations were also presented to Lesley faculty members Winifred Lair, retiring head of the Science Division, and David Honick, who has served the College and Community for close to 15 years. Lesley Corporation Members and Trustees who received Distinguished Service Citations were Eliot Snider, Robert Fawcett and Hollis Gerrish in recognition of their many years of loyal support to Lesley.

Marcy Gayle Epstein was the recipient of the Edith Lesley Wolfard Award, presented annually to the outstanding graduate of her class. In addition to high scholarship, Ms. Epstein was a member of Emerald Key, and served as an undergraduate Residence Director. She also organized Gerontology House, the newest Lesley Charter House which has as its goal providing companionship and services to senior citizens in the Boston-Cambridge community.

Chairman of the Board of Trustees and Distinguished Service Citation recipient, Eliot Snider.

Other outstanding graduates include Michelle LaMarque, who will leave this summer for Gabon, Africa, where she will be a teacher of English as a Second Language to high school students. Pat Stathopoulos, whose classmates applauded as she received her degree from Dr. Don A. Orton, began her college career after 25 years of marriage and raising three sons. Mrs. Stathopoulos held down three jobs simultaneously while a Lesley undergraduate, in addition to her student teaching and family responsibilities. She will begin work on her master's degree in teaching mathematics at Boston University this fall.

Class of '79 graduates who join the Lesley Family Tree include Susan Heckler, the daughter of Jane McCarthy Heckler '50, and Margaret Benoit and Susan Clifford are the nieces of Mary Benoit Krwin '31 and Elizabeth Libby '39, respectively. Denise Apistol was awarded her diploma three years after her sister, Diane Apistol '76. Deborah Hemem is the cousin of Miffi Summers Feener '70 and Laurie Klickstein '79 is the cousin of Ellen Goldberg, a Lesley senior, who will graduate next year with the Class of '80.
"You have earned the right to demand fairness and respect from the world around you. Your work is hardly over. . .it is just beginning."

*Anne Compton*
Admissions game is not what it used to be
But Lesley succeeds while others falter

The enclosed 1979-80 admissions catalog is provided for your interest and information. After you have read it, please share your enthusiasm and the catalog with someone you feel should be a Lesley student.

The hey-day of more applicants than colleges know what to do with is long gone according to Undergraduate Director of Admissions, Martha B. Ackerson. In spite of this, the applicant pool at the undergraduate level reflects a nine percent increase this year! This is phenomenal when one understands that only 12 percent of all college bound students choose teaching as a career at any level — from college to kindergarten. The major reason young people do not choose teaching is the job market.

Everyone scares the college bound student off: the parent, the peer group, the teachers and the guidance counselors. "Young women who talk about teaching are really shot down," she said. "Once again, they have become the pioneers in a modern society."

Geographically, the 12 percent of college bound students interested in teaching are predominately located in the Northeast. Although undergraduate recruitment is nationwide, Ms. Ackerson focuses her efforts on this area and particularly on New England.

In the past five years, the undergraduate Admissions Office has intensified its recruitment. It now includes visits to over 350 high schools, participation in 50 or more college nights, mini-college days, regional and national fairs, and a minimum presentation of 20 programs per year to Child Study classes in secondary schools.

In addition, new admissions literature (catalogs, brochures, high school posters, etc.) has been developed. On-campus programs for students are sponsored by the Admissions Office. A new lead development system, revision and updating of the application process and wider advertising have been instituted.

Lesley appears in such publications as the College Entrance Board Handbook, Patterson's College Guide, Lovejoy's College Guide, the Massachusetts School Counselor's Association Handbook and even an article in Spanish appears in the "American Education Information Guide", distributed throughout Latin America.
Meeting Lesley faculty and joining in the class are a part of Campus Day. Here Humanities Division Head Edmund Ostrander demonstrates the use of rhythm and voice in a classroom setting, while the visitors join in.

In spite of a diversity of recruitment activities, contacts with prospective students are personalized.

The Admissions Office also utilizes Student Searches conducted by the College Entrance Examination Board. A vital, but small, resource is the referral of prospective students to Lesley College by members of the community: current students, faculty, administrators, Corporators, Trustees and many others who in spirit are "friends" of Lesley.

However, Ms. Ackerson said, "Few referrals come from alumni. We had three last year." This is an untapped resource!

The young woman who becomes a Lesley student is often the first generation or the first daughter in her family to attend a four-year college. Academically, she is a better than average student in her high school class. She performs better than she tests. Basically, she is self-aware, perceptive, sensitive and attuned to the needs of society. She still sees teaching as an opportunity to give of herself in a meaningful way, to have an impact on society, to "contribute."

She comes to Lesley experienced in the world of children, adolescents and even adults. Often, she requires financial assistance from the College in order to attend.

Some of the factors that lead to her choice of Lesley are her preference for a smaller college in which to develop close and lasting relationships, its reputation, its placement statistics. The two majors, five specializations and seven minors are attractive academic factors. Most of all, the practical experience throughout her four years (CORE curriculum) is the decisive factor. Interestingly, she chooses Lesley in spite of its being a women's college.

Ms. Ackerson notes a representative number of minority students in the undergraduate division and an increase of foreign students. Each year more Lesley granddaughters, daughters, sisters, nieces, and cousins enroll.

A profile of graduate students is similar. Most of the enrollees in degree programs graduated from colleges less than five years ago. There are some programs that prefer students who have worked in their field one-to-two years before entering the graduate program. Most of the students are Massachusetts residents, with notable exceptions being The Arts Institute and Special Education.

In some Graduate School programs, students are encouraged to take one or two courses before committing themselves to a degree program. This, combined with the personal interview process, results in students who have very defined career goals, according to Graduate School Director of Admissions Carmella Featherstone.
"Adding the achievements of our alumni to our recruitment effort is most attractive," she said.

Above all, Ms. Ackerson encourages alumni to visit the College and stop by the Admissions Office.

Incorporated in this issue of the Current is the 1979-80 Undergraduate Admissions Catalog. You will find it exciting reading for yourself. Take the first step in admissions work now by passing it along to a prospective student who may then become a Lesley applicant!
The joy of hearing an autistic child speak your name;
- The pleasure of teaching a first-grader to read;
- The fun of creating games for hospitalized children;
- The reward of seeing a retarded youngster tie a shoelace for the first time;
- The excitement of working in a multicultural classroom or on an Indian reservation;
- The challenge of working with juveniles in the courts, in outreach programs, or in residential centers.

For the young woman who wants a career with children — either teaching in a classroom or working in the wider world of children's services — Lesley College offers imaginative programs, new approaches to learning, generous liberal arts, and practical field experience beginning in your freshman year.

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Lesley College: An Overview

Campus Climate: "Informality" and "friendliness" are the words most often used to describe the atmosphere at Lesley. Faculty and administrators have an open door policy; you are likely to address your professors by their first names; you know and are known by nearly everyone on campus.

The Location: Lesley College is an "urban academic village" in the midst of the bustling intellectual community that is Cambridge. While the "village" is self-sufficient in many ways, it also reaches out to the city beyond.

The Campus: At the heart of the campus is a courtyard enclosed on three sides by academic, science laboratories, practice rooms, faculty and administrative offices with self-contained dormitories, each unit designed for 36 women. Dispersed throughout the village are other residence halls, a post office, recreation and community rooms, a 200-seat lecture hall, a cafe and other centers for spontaneous meetings and discussions — places to stop, to think, to talk (and to have fun).

The Libraries: Lesley's library facilities are located in the new west building. The Main Library houses a book collection in the liberal arts and specializes in works that relate to teacher education and children. The Kresge Center for Teaching Resources contains an array of learning materials used in elementary school instruction — textbooks, juvenile books, filmstrips, records, and multi-media kits, for example.

Schools for Children: Near the main campus is one of Lesley's most important resources: 4 independent elementary schools which the college owns and operates. They are the Lesley-Ellis School, a nursery and kindergarten for normal and gifted children; the Walter F. Dearborn School and Dearborn Pre-Vocational School for emotionally disturbed children; and the Carroll Hall School, for children with learning disabilities. These "laboratories for learning" give students and faculty invaluable experience.

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The Core Curriculum

Under the CORE curriculum you start teaching and working with children in your freshman year. During your freshman and sophomore years you spend one day a week for one semester in a variety of teaching or other educational situations.

**If you are a teaching major**, in your junior year you teach four days a week for seven weeks and in your senior year, you have seven weeks of fulltime teaching. If you are teaching children with special needs, you have 14 weeks of student teaching in your senior year, rather than seven.

**If you are a Child and Community major**, in your junior year you spend 12 to 15 hours per week in a real work situation and in your senior year, you spend 14 to 18 hours per week on the job.

All field work is done under the supervising professional with whom you are working. In addition, a Lesley faculty member observes and evaluates your progress.

Your on-campus seminars give you a chance to air your problems, find out what your fellow students are doing in their field experiences, and discuss the theories behind your practical work. In your seminars you will work with a team of two faculty members and two senior teaching fellows with whom you plan, coordinate, and evaluate both on-campus and field placements with the assistance of subject area specialists, outside consultants, and elementary school staff.

You not only spend a lot of time in field work, but you do it in settings of your choice—suburban elementary schools, inner city schools, hospitals, clinics, child guidance programs, courts, advocacy groups, community centers. You may wish to work in one of the four schools Lesley College owns and operates, or you may choose to be in one of the more than a hundred schools and social service agencies that have a teaching relationship with Lesley College.

**Studying Abroad** through STEP (Student Teaching Exchange Program) is an extension of CORE. In your junior year as an Education major you may choose to do your final student teaching in schools in England. This exciting program exposes you to a myriad of new methods, techniques, materials, and practices, all of which differ vastly from our own approaches to education.

The fun of celebrating Guy Fawkes Day, cheering at a rugby match, roaming the English countryside, and teaching in English schools are all part of your seven weeks abroad.
goals, according to Graduate School Director of Admissions Carmella Featherstone.
Major Fields of Study

Lesley College offers two majors. One, Elementary Education, prepares you to teach children from preschool through sixth grade. This major includes preparation for Special Education, Early Childhood Education, Day Care Teaching and Administration, Urban Multicultural Classrooms as well as the Teaching of Reading, Mathematics, Economics, Art, and Music at the elementary level — offerings far beyond a routine teacher college education.

The second major, Child and Community, prepares you to work with children and young adults in a variety of settings outside the regular classroom: hospitals, libraries, juvenile courts, recreation centers, child advocacy groups, and many others.

THE ELEMENTARY EDUCATION MAJOR

Completion of Lesley’s “teaching major” qualifies you for certification in Massachusetts and the other 30 states in the Interstate Certification Compact. Your courses will include the Core Curriculum of practical teaching experience and education courses, required liberal arts courses, and electives.

Many of our students decide to concentrate their electives in one area. Thus, they specialize in a specific area of teaching — or of the liberal arts — in addition to satisfying general degree requirements. Intensive exploration of one area can give your college education greater depth at the same time it increases your chances for professional employment.

Lesley offers you eight specific concentrations within this teaching major:

- **Early Childhood Education** provides you with expertise in a field that is growing rapidly beyond the traditional bounds of nursery school and kindergarten. Social agencies, residential centers, and hospitals are among the less formal settings where the demand continues to grow for professionals educated in the complex problems of very young children.

- **Special Education** gives you a comprehensive background in working with exceptional children. The program provides an in-depth understanding of the bases for emotional and retardation problems as well as learning disabilities. You will have concentrated experiences working with exceptional children and professionals in the field.

- **Lesley College meets the competency-based criteria for Certification to teach Children with Moderate Learning Needs from kindergarten through grade twelve.**

- **Teaching in the Middle School** prepares you to work with grades 5, 6, 7 and 8. You will study the needs of early adolescence and how to meet them in the classroom. You may choose to concentrate either in Language Arts and Social Studies OR Mathematics and Science.

- **Teaching Reading**, a specialty which is rare among undergraduate colleges, consists of a comprehensive series of courses (including some on the graduate level) that give you a solid background in the various methods of teaching reading and the reasons behind reading deficiencies.

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Day Care Teaching and Administration is a field in which growth has outstripped the supply of experts. The specializations in either teaching or administration will give you the background and skills you need to assume a position of leadership in this rapidly expanding area.

Teaching in Multicultural Classrooms equips you with the necessary skills and the sensitivity to teach effectively in inner city schools as well as in any other school which contains minority group students.

Mathematics School Resource Personnel prepares you as a specialist in mathematics. Lesley gives you the specific competencies to be a resource teacher in your building or to teach mathematics in self-contained classrooms, open classrooms, special education settings, or team teaching.

Teaching Economics also prepares you as a specialist, in a field which is finding a place in more and more elementary schools.

THE CHILD AND COMMUNITY MAJOR

This major prepares you to work professionally with children in a variety of community settings. Instead of preparing for teaching, you will concentrate on gaining an excellent background in child development, child psychology, and the liberal arts.

Child and Community majors have their own Core Curriculum, which combines courses and seminars in developmental psychology with field experiences in all four years. They must complete one of the minors in liberal arts, choosing the one that will best prepare them for the career they want.

For example, a student interested in probation work and a student who wants a position with a child advocacy group might both choose to minor in Social Science. Another student might minor in Psychology if her goal includes graduate study and eventually a position in a clinic or halfway house for troubled children. A future children’s librarian might minor in Literature, and a student aspiring to do outreach work with pre-delinquents might minor in Guidance.

Child and Community majors who choose to work directly with children can prepare themselves for careers in community service organizations, courts, group residences, correctional and delinquency-prevention agencies, libraries, and recreational facilities.

Women who prefer careers in which they can influence the societal forces which shape the lives of children can prepare for positions assisting state legislators, working for advocacy groups, or with legal aid providers. Some of these careers require graduate degrees.
MINORS IN THE LIBERAL ARTS
Lesley offers seven basic areas (some of them interdisciplinary in nature):

Environmental Studies concentrates on biology and the physical sciences.
Fine Arts has courses in art, music, and drama, with the opportunity to concentrate in any one of the three.
Guidance includes courses in psychology and sociology, as well as specialized courses in guidance and counseling.
History offers a study of methods of historical inquiry with an in-depth examination of the American experience. The broad range of topics include women, societal values, the family, ethnic and economic minorities, social change, political ideas and process in historical and contemporary settings.
Literature has courses in both English and Drama with an emphasis on the development of literature in Western Civilization.
Psychology offers concentrations in clinical psychology, developmental psychology and psychological measurements as well as specialized courses in guidance and counseling.
Social Science is an interdisciplinary exploration of the individual and society to develop a clearer understanding of social institutions, cultural practices and personal experiences.

JANUARY PROGRAM
Under Lesley's 4-1-4 calendar, you take four courses in one of the regular semesters and five in the other with the equivalent of one course in January. The January Program could be the most exciting part of your college work.
In January, for example, one or more Lesley students:
• visited Ecuador to gather material for a travel brochure;
• taught a kindergarten on the Suni Indian Reservation;
• helped B. F. Skinner research his autobiography;
• taught sign-language to college students;
• learned Chinese cooking;
• staffed a crisis center hotline;
• taught first grade reading in a Dutch school;
• worked as a deputy probation officer;
• served an internship with the Massachusetts Legislature on State Government and Social Problems;
Houghton Mifflin Company in textbook publishing;
Many students elected one of the January “mini-courses.” Some of the popular choices available during the past year were Silversmithing; Aging; Television and Children; Photography; Piano; Afro-American Cultural Expression; Hand Calculators; Slimnastics and Quiltmaking.
Some students chose a group travel program while others participated in the January Program at another college.

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Lesley's four year degree program with Education as a major. Numbers signify credit hours. A total of 128 is required.
Ms. Lisa Mahar '76  
Program Director, Trinity Neighborhood House  
East Boston, MA

"Child and Community people come to us with a background in child development and social issues that makes a vital contribution to the lives of our children and our staff."

**LIBERAL ARTS COURSES**

**ARTS AND HUMANITIES**  
(26)  
Art  
Music  
History  
English  
Philosophy  
Physical Education

**NATURAL AND SOCIAL SCIENCES**  
(29)  
Biology  
Economics  
Physical Science  
Mathematics  
Psychology  
Sociology

**REQUIRED MINOR CONCENTRATION**  
(18 - 21)

**ELECTIVES**  
in liberal arts, the January  
Program, and/or education  
(24 - 27)

**CHILD AND COMMUNITY MAJOR**  
(28)

**PROFESSIONAL COURSES**

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Courses of Instruction

ART
Fundamentals of Art
Arts and Crafts
Art Appreciation
Twentieth Century Art
Painting (Oil or Acrylic)
Pottery
Photography
Graphics
Basic Drawing
Directed Independent Study
Art Education Curriculum and Procedures
Art for Special Classes

BIOLOGY
Survey of Biology
Human Physiology
Sex, Marriage and the Family
Microcosmos and Macrocossmos
Origins of Man: Paleanthropology
Plant Science
Essentials of Health Education and Public Health Practices
Practicum in Curriculum and Procedures
Directed Independent Study
Ecological Principles
The World System
Enrichment in Elementary School Science

CHILD AND COMMUNITY
An interdisciplinary non-teaching major - most required courses are in the Arts and Humanities - especially in Psychology, Guidance and Sociology. Child and Community field placements (all four years)
Directed Independent Study

DRAMA
Play Production Projects
Modern European Drama from Naturalism to Absurdism
History of the Theater
The Film as Dramatic Art
Theater of the Absurd
Modern American Drama
Directed Independent Study
English Honors in Drama
Speech
Speech: Oral Interpretation
Speech Development and Correction

ECONOMICS
Structure of Living: Economic Principles and the Rational Consumer
Structure of Living: Economics, Can it Solve the Dilemmas of Our Time?
Teaching Economics in the Elementary School and Principles of Economics
Economics and Human Behavior
Practicum and Curriculum Procedures
Directed Independent Study
Teaching Economics in the Elementary School

EDUCATION
Education Core I, II (field work freshman and sophomore years)
Industrial and Practical Arts for Children with Special Needs
Sexism in Education
Observing and Recording the Behavior of Young Children
Teaching of Reading
Teaching Reading and the Other Language Arts
Early Childhood Education
Student Teaching and Seminars (junior and senior years)
Student Teaching with School Age Children with Moderate Special Needs and Seminar in Learning Problems, Behavioral and Classroom Management

goals, according to Graduate School Director of Admissions Carmella Featherstone.
"I was sold on Lesley because it offered more courses in my major than other schools."

Lynn Kaplan, '79
Marblehead, MA

Student Teaching and Seminar in Music Education
Student Teaching and Seminar in Multicultural Education
Student Teaching and Seminar in Art Education
Student Teaching and Seminar in Economics Education
Learning to Teach with USMES (Unified Science, Mathematics in Elementary Schools)
Methods and Materials
Field Models in Special Education
Speech Development and Correction
Children with Special Learning Needs in the Regular Classroom
Values Classification
Supplementary Art Education
Education Curriculum and Procedures
Supplementary Basic Education Curriculum and Procedures
Basic Signing and Education of the Deaf
Planning Day Care Programs
Daily Programming for School Age Children in Day Care
Teaching the Language Arts in the Elementary School
Developmental Reading
Urban Education
Foundations of Education
Media in the Classroom
Explorations in Kindergarten Curriculum
The Child with Special Learning Needs in the Early Childhood Setting
Measurement, Diagnosis and Educational Remediation for Children with Mild to Moderate Special Learning Needs
Advanced Practicum in Curriculum and Procedures
Senior Seminar in Special Education
Practicum in Curriculum and Procedures
Directed Independent Study
Problems and Issues in Day Care
Organization and Administration of Day Care
Introduction to Learning Disabilities
Diagnosis and Treatment of Reading Difficulties

ENGLISH
English Composition
Children’s Literature
English Literature
Shakespearean Plays
Studies in the Old and New Testaments
American Literature
Modern American Lives
The Short Story
The Psychological Novel
Comedy
Tragedy
Women in Literature
Contemporary Black Literature
Modern Poetry
Introduction to Mythology
World Literature I, II
Directed Independent Study
English Honors
Introduction to the Humanities

GUIDANCE
Counseling Skills in Teaching
Seminar in Guidance Techniques
Principles of Guidance and Counseling: An Overview
Counseling Techniques
Special Problems in Counseling: Crisis Intervention
Practicum in Counseling Techniques
Practicum in Curriculum and Procedures
Directed Independent Study
Guidance for Children with Special Learning Needs

HISTORY
Survey of American History
Foundations of American Institutions and Culture
The Modern Presidency: Campaigning and Governing
Medieval and Tudor-Stuart England
American and European Thought in the Nineteenth and Twentieth Centuries
The Future in Retrospect
The Jews in Modern Society: Selected Topics and Themes

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The Social History of the American Immigrant
Child, Family and School in America: A Social
History
Afro-American History
The Women's Movement in Contemporary America
Poverty and Social Policy in America
Modern Civilizations
American Foreign Policy since 1890
Historical Methods and Inquiry
Directed Independent Study
Social Change and History

LANGUAGES
Qualified students wishing to study a foreign
language may enroll in courses of the Commission on
Extension Courses, Harvard University for credit at
no additional cost. The following languages are
ordinarily offered: French, German, Latin, Russian
and Spanish.

MATHMATICS
Structures and Systems
Mathematics: A Human Endeavor
Informal Geometry
Mathematics from the Point of View
of Developmental Psychology
Mathematical Games
The Mathematics Laboratory
Current Topics in Mathematics
Mathematics Content in Curriculum Design
Practicum in Curriculum and Procedures
Directed Independent Study
Problem Solving

Computer Science
Introduction to Computers
Practicum and Curriculum Procedures
Directed Independent Study

MUSIC
Introduction to Music
Music History and Appreciation
Music of the Twentieth Century
Piano for the Classroom Teacher I, II
Collegium Musicum (choral)
Social Concerns in Music
Music for Early Childhood Education
Directed Independent Study
Supplementary Music Education Curriculum
and Procedures

PSYCHOLOGY
General Psychology
Intermediate Child Growth and Development
Introduction to Abnormal Psychology: Psychology
of Adjustment
Characteristics of Children with Special Needs
Critical Issues in Intancy
Psychology of Adolescence
Abnormal Psychology
Aging: A Psycho-Social Approach
Psychology of Personality
Theories of Personality
Dynamics of Classroom Groups
Human Growth and Development
Working in Groups
Leadership and Planned Change
Elements of Statistics
Behavior Modification: Theory, Research
and Applications
Practicum and Curriculum and Procedures
Directed Independent Study
Educational Psychology and Measurement

PHILOSOPHY
Introduction to Philosophy
Great Religions of Mankind
Existentialism in Literature
Directed Independent Study
Foundations of Education
Our teachers who have Lesley College degrees have shown an impressive thoroughness in their preparation for teaching. They bring out the best in the individual child.

PHYSICAL EDUCATION
Modern Dance
Physical Education I, II
Modern Dance I, II, III
Basic Gymnastics
Advanced Modern Dance
Directed Independent Study
Methods of Teaching Physical Education in the Elementary School

PHYSICAL SCIENCE
Physical Science Survey
Energy and Matter
Meteorology
Geology
Air and Water Pollution
Practicum in Curriculum Procedures
Directed Independent Study
Enrichment in Elementary School Science

SOCIAL SCIENCE
Nature of Human Nature: Introduction to the Social Sciences
Childhood in Contemporary Cultures
The Sociological Prospective
Images of Women
Cultural Anthropology
Juvenile Delinquency and Crime
Minority Cultures
The Urban Condition
The Urban Condition with Practicum
Practicum and Curriculum and Procedures
Directed Independent Study

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Director of Admissions Carmella Featherstone.
**Student Life and Activities**

**RESIDENT HALL LIFE**

The majority of Lesley students live on campus full-time. Residence halls are self-governed and integrate students of all ages and classes. There are 17 residence halls ranging from the smallest which houses ten students to the largest with 146 students. Each has its own lounge, cooking facilities and a Resident Director who may be a graduate student or couple, a Lesley senior, or a faculty member.

Among your housing options are charter houses and a program house:

- **A charter house** is one in which students live together on the basis of a common purpose. This year there are houses for arts and crafts, volunteer service, gerontology, and a shelter for adolescents who need a place to stay.

- **The program house** has a theme or special project, and in lieu of a residence director the students assume full responsibility for the operation of the house. This year's project is to serve as a resource for new transfers. All residents of the program house must take “Interpersonal Dynamics” (with or without credit) as part of their commitment.

**COMMUTERS**

Commuters now comprise 30 percent of all Lesley students. As a commuter, your involvement at Lesley extends beyond attending classes and doing field work. You will join clubs and organizations, produce publications, and participate in other activities that appeal to you.

The Commuter's Club represents your special interests, and you elect your own representatives to both the Student Council Association and the Dean's Advisory Council on Residential Life. You have your own faculty advisor who is also a commuter.

The Commuter’s Lounge, located in Wolfard House, is your special place to relax and socialize. It has its own TV set, cooking facilities, a pay telephone, and lockers.

As a group, the commuters sponsor a number of all-college activities — a wedding gown fashion show, craft sales, student art exhibits, as well as trips and parties.

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"There are so many things to do here that picking one activity over others is often difficult."

Anita Cuadrado '79
President, Student Council Association
Eastchester, NY

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"Adding the achievements of our alumni to our recruitment effort is most attractive," she said.

Above all, Ms. Ackerson encourages alumni to visit the College and stop by the Admissions Office.

Incorporated in this issue of the current is the 1979-80 Undergraduate Admissions Catalog. You will find it exciting reading for yourself. Take the first step in admissions work now by passing it along to a prospective student who may then become a Lesley applicant!
ON-CAMPUS ACTIVITIES

Lesley students make time for a number of extracurricular activities. There are formal organizations: Student Government; three service groups: Lesley Lord Newark (Office of Alumni Affairs), Emerald Key (Admissions Office), and College Service Organization (community volunteer work); a Black Student Union; Drama Club; Collegium Musicum (singing group); three student publications: *The Educator* (college newspaper), *The Lesleyan* (yearbook), and *The Pendulum* (literary magazine); and religious organizations.

Among the major college events held annually are The New England Kindergarten Conference, Father-Daughter Weekend, January Conferences on topics such as Helping Children Cope with Stress, Parents Weekend, and Women’s Workshops on the Changing Role of Women.

On the lighter side, students present plays, concerts, films, flea markets, auctions, dances and mixers, Happy Hour on Fridays, Casino Night, a Faculty Show, beer and pizza parties, and many spur-of-the-moment activities that are informal, friendly, and fun. The more athletic students can enjoy dorm volleyball tournaments, a climb of Mt. Monadnock, street hockey, marathons, squash, swimming, tennis, and riding.

OFF-CAMPUS ACTIVITIES: IN THE CITY

Just fifteen minutes from downtown Boston, Lesley has the special advantage of being a small, informal, and homelike place in the midst of metropolitan riches: a range of rock music, the folk music of the coffee houses, jazz, and the delightful Boston Pops. There are formal concerts of the Boston Symphony Orchestra and the Boston Philharmonic as well as performances by two Boston opera companies. Movies and theatres abound — off-Broadway, avant garde, classical plays, original plays, even “talk-ins” with actors.

There are eight nationally-known museums to explore, of which the Boston Museum of Fine Arts, the Museum of Science, and the New England Aquarium are perhaps the best known.

OFF-CAMPUS ACTIVITIES: AT OTHER COLLEGES

Harvard and Radcliffe, our nearest academic neighbors, are far from being the only ones. The Massachusetts Institute of Technology, Boston University, Brandeis, Boston College, Northeastern, and Tufts — as well as many smaller institutions — are all within minutes of our campus.

Lesley students attend activities at area colleges: a play at Brandeis, a mixer at Harvard, a lecture series at Wellesley, sports events at Boston College, a concert at Radcliffe, a ski weekend at Boston University, or fraternity parties at Tufts. A Lesley College ID card is good for free admission or a special student rate.

goals, according to Graduate School Director of Admissions Carmella Featherstone.
COUNSELING SERVICES

During your years at Lesley, there may be times when you seek counsel. Among the counseling services on the Lesley campus you will find:

Academic Counseling: You will have the same faculty advisor throughout your four years at Lesley. This close relationship sometimes becomes a lifelong friendship. Your advisor will help you clarify your career goals, suggest possible academic programs for implementing those goals, and arrange tutoring if you need help with any of your courses.

Placement and Career Counseling: Lesley's placement counseling is among the finest in the country. Last year, of those students who sought the services of the Placement Office, 90% found positions—with starting salaries ranging up to $13,000. Our graduates were employed in 21 states, one territory and four foreign countries. This extraordinary record is the direct result of the excellence of our professional preparation, the fine reputation we enjoy throughout the country, the efforts of our alumnae in alerting us to job openings, and the work of our Placement Office.

The Placement Office also helps you sharpen your skills in such job-search areas as resume writing and interviewing and holds workshops on career opportunities.

Health Services and Personal Counseling: Lesley students use the Harvard University Student Health Service, paying a yearly fee which includes medical, surgical, eye and ear, laboratory, radiology, physical therapy, and gynecology services. Should you need in-patient care, Harvard's Stillman Infirmary is available at an additional daily charge.

If you desire personal counseling, you can arrange confidential meetings with the Lesley counselors. The student health fee covers these services, except for the use of outside resources if therapy is required.

"Adding the achievements of our alumni to our recruitment effort is most attractive," she said.

Above all, Ms. Ackerson encourages alumni to visit the College and stop by the Admissions Office.

"The Lesleyan yearbook gave me a chance to evaluate four years of varied and positive experiences at Lesley. And I enjoyed it!"
goals, according to Graduate School Director of Admissions Carmella Featherstone.
Admission to Lesley

Lesley College operates on a rolling admissions policy. You will hear from the Admissions Committee as soon as we receive all your application forms. Places in class are filled in the order in which Reservation Agreements are received. A personal interview is required of all applicants. An appointment may be scheduled before you file your application. Scholarship, character, personality, and experience with children are basic considerations in accepting students.

ADMISSION REQUIREMENTS FOR FRESHMEN

- Graduation from an accredited secondary school.
- A total of 15 units earned in the college preparatory course distributed as follows: English 4; American History 1; Mathematics (algebra and geometry) 2; Laboratory Science 1. No credit is given for less than two (2) units of any language.
- Official scores on the Scholastic Aptitude Test and English Achievement Test of the College Entrance Examination Board.

ADMISSION REQUIREMENTS FOR TRANSFERS

- Graduation from an accredited secondary school with 15 units in the college preparatory course as required of freshmen.
- Successful completion of 12 to 65 hours of college level work.
- A minimal cumulative average of “C” (2.0 on a 4.0 point scale).
- “D” credits may be accepted.
- Advanced Standing will be determined by the nature and quality of previous course work.

ADVANCED PLACEMENT CREDIT

Advanced Placement Credit may be requested for either required or elected courses by achieving scores of 5, 4, or 3 on appropriate College Board Advanced Placement examinations OR by achieving scores in the upper 40th percentile (national norms for females) on CLEP (College Level Examination Program). Requests for advanced placement must be filed in writing with the Admissions Office by August 15th for the fall semester.

I have been extremely pleased and impressed with the high caliber of Lesley graduates. They are without question among the brightest, the most creative individuals I have had the pleasure to interview.
HOW TO APPLY

Although most of you will apply for September admission, a limited number of spaces are available at midyear. For September admission, you should file an application prior to March 15th. For midyear admission, you must file an application by December 31st.

Here's what you do to apply to Lesley as a freshman:

1. Complete the enclosed application form and mail it with a $20 application fee.
2. Take the Scholastic Aptitude Test and English Achievement Test conducted by the College Entrance Examination Board, and have the CEEB mail the results to the Lesley Admissions Office. You may submit either junior or senior year scores.
3. Ask the three persons you designate on the application to complete the personal recommendation forms and mail them to the College.
4. Request your high school to send the College your grades through the first quarter of your senior year.
5. Make an appointment for your personal interview.

If you have successfully completed 12 to 65 hours of college work, here's what you do to apply to Lesley as a transfer:

1. Complete the enclosed application form and mail it with a $20 application fee as early as possible in the year in which you plan to transfer.
2. Ask the high school from which you graduated to send your complete high school record to the Lesley Admissions Office.
3. Request your current college to forward a transcript of your record directly to the Lesley Admissions Office.
4. Send a copy of your current college catalogue with the courses you have taken clearly marked.
5. Make an appointment for your personal interview.

goals, according to Graduate School Director of Admissions Carmella Featherstone.
Anthony E. Frulla  
Principal, West Elementary School  
Andover, MA

“The Lesley College graduates with whom I have had contact have demonstrated confidence in themselves and in their ability to fulfill the multi-faceted role of a modern teacher.”

**FIXED FEES — (1978-1979)**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$20</td>
</tr>
<tr>
<td>Tuition</td>
<td>3700</td>
</tr>
<tr>
<td>Room and Board</td>
<td>2230</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>40</td>
</tr>
</tbody>
</table>

*Additional fee for dormitory students*

*There is an additional fee required for dormitory students: the medical fee of $125 for Harvard University Health Service. Commuting students have the option of subscribing to the Harvard University Health Service.

In addition to fixed fees, your total educational budget should include the cost of books, supplies, lab fees, personal expenses, and transportation.

**FINANCIAL AID**

The chart on the following two pages will help you to determine the financial aid programs available, your eligibility, the financial value of awards, and how to apply for the aid to make possible your Lesley education.

Approximately 40% of Lesley students receive some form of financial aid. The College subscribes to the principle that the amount of financial aid should be based on financial need.

"Adding the achievements of our alumni to our recruitment effort is most attractive," she said.

Above all, Ms. Ackerson encourages alumni to visit the College and stop by the Admissions Office.

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<table>
<thead>
<tr>
<th>Program</th>
<th>Who is Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Aid Programs Administered Through Lesley College — Students must apply yearly for financial aid.</strong></td>
<td></td>
</tr>
<tr>
<td>Donor and/or Endowed Scholarships (7)</td>
<td>Full-time undergraduate students with proven financial need</td>
</tr>
<tr>
<td>Lesley Merit Full-Tuition Scholarships</td>
<td>Full-time freshmen with proven financial need. Must be Massachusetts residents.</td>
</tr>
<tr>
<td>(Renewable annually)</td>
<td></td>
</tr>
<tr>
<td>Lesley College Special Scholarship Fund (general scholarship fund)</td>
<td>Full-time undergraduate students with proven financial need</td>
</tr>
<tr>
<td>Lesley College Minority Student Scholarship Fund</td>
<td>Full-time undergraduate minority students with proven financial need</td>
</tr>
<tr>
<td>Supplemental Educational Opportunity Grants (SEOG)</td>
<td>Full-time undergraduate students who demonstrate exceptional financial need</td>
</tr>
<tr>
<td>National Direct Student Loan (NDSL)</td>
<td>Full-time undergraduate and graduate students with proven financial need. Must be United States citizen or permanent resident.</td>
</tr>
<tr>
<td>College Work Study Program (CWSP)</td>
<td>Full-time undergraduate students with proven financial need. Must be United States citizen or permanent resident.</td>
</tr>
<tr>
<td><strong>Programs Administered by the States</strong></td>
<td></td>
</tr>
<tr>
<td>Massachusetts State Scholarship</td>
<td>Massachusetts residents with proven financial need. Full-time undergraduate students.</td>
</tr>
<tr>
<td>Government Guaranteed Student Loans (H.E.L.P. in Massachusetts)</td>
<td>State resident. Full or half-time students.</td>
</tr>
<tr>
<td>Scholarship and Loan Programs in states other than Massachusetts</td>
<td>Varies</td>
</tr>
<tr>
<td><strong>Other Sources of Financial Aid</strong></td>
<td></td>
</tr>
<tr>
<td>Basic Educational Opportunity Grant (BEOG)</td>
<td>Full or half-time undergraduate students.</td>
</tr>
<tr>
<td>Social Security Benefits</td>
<td>Full-time students if one parent (covered by Social Security) is retired, deceased or disabled</td>
</tr>
<tr>
<td>Veteran's Administration (G.I. Bill)</td>
<td>Veterans, widows of veterans, and children of disabled or deceased veterans</td>
</tr>
<tr>
<td>Rehabilitation Commission</td>
<td>Students with certain physical or emotional disabilities</td>
</tr>
<tr>
<td>Local awards</td>
<td></td>
</tr>
</tbody>
</table>

*You must be enrolled or accepted for admission to College to be considered for any financial aid program.*
### Financial Value

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100</td>
<td>Full tuition</td>
</tr>
<tr>
<td>$1000</td>
<td>Up to $1000</td>
</tr>
<tr>
<td>$2000</td>
<td>Up to $2000</td>
</tr>
<tr>
<td>$200 - $1500</td>
<td>$200 - $1500 per year matched by other funding in financial aid package</td>
</tr>
<tr>
<td>Varies</td>
<td>Varies, May not exceed cumulative total of $2500 for first two years nor maximum cumulative total of $5000 for entire undergraduate program</td>
</tr>
<tr>
<td>$700</td>
<td>Averages $700 per year. Paid by the hour at rate of federal minimum wage</td>
</tr>
<tr>
<td>$800 - $1700</td>
<td>Handled as abatement of fixed fees. Cash equivalent at $800 - $1700</td>
</tr>
</tbody>
</table>

### How to Apply

1. File a complete application for admission to Lesley College.
2. Complete and send to the Admissions Office the Lesley College financial aid application (available through the Admissions Office).
3. Complete the Financial Aid Form (available from your high school guidance office) and send it to the College Scholarship Service with a request that a copy of their analysis be sent to Lesley College. Lesley's code is 3483.
4. On or before April 30th, send a notarized photocopy of your family's current 1040 Income Tax Return to Lesley College Financial Aid Office.
5. Transfer students who have received financial aid from their previous college(s) should request a financial aid transcript be sent to the Lesley College Financial Aid Office.

Applications for financial aid should be filed by February 15th. Financial aid decisions are made upon receipt of items 1-3 after you have been admitted to the College. Applications received after February 15th will be considered as long as funds are available.

### Financial Aid is reviewed yearly

- **$500-$900 per year renewable**
  - Same as for programs administered by Lesley College. Under item 3 (FAF) complete the Massachusetts Financial Aid Form. Be sure to complete items 81A - 81H. Check box under item #91 to have financial analysis sent to State of Massachusetts — code 0558.
  - 1. Obtain application from a local bank.
  - 2. Bank will forward application to Lesley College for verification of enrollment and cost of attendance. Request information from your high school and/or State Department of Education.
- **Up to $2500 per year**
  - Request information from your high school or State Department of Education.
- **Varies**
  - Same as for programs administered by Lesley College. Under item 3 (FAF) be sure box #83 is checked YES and includes "Lesley College - 3483"
  - 1. Obtain application from a local bank.
  - 2. Bank will forward application to Lesley College for verification of enrollment and cost of attendance. Request information from your high school and/or State Department of Education.
- **Up to $1800 per year**
  - Contact federal Social Security Administration in your area.
- **Varies**
  - Contact federal Veterans Administration office in your area.
- **Varies**
  - Contact the State Rehabilitation Commission in your area.
- **Varies**
  - In many localities, civic clubs, fraternal organizations, parental employers, and others award college scholarships, loans, etc. See your high school guidance counselor for help in identifying such awards in your community.

---

**NOTE: Financial Aid is reviewed yearly.**

**$500-$900 per year renewable**
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Above all, Ms. Ackerson encourages alumni to visit the College and stop by the Admissions Office.

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YOUR VISIT TO LESLEY
Please remember that a personal interview is one of Lesley's requirements for admission. This is your opportunity to tour the campus, meet our students and faculty, and discuss the College with a member of the Admissions staff. Write, phone (617-868-9600, ext. 166), or use the attached business reply card to make an appointment for your campus visit.

DIRECTIONS TO LESLEY
Whether you fly to Logan International Airport, take the train to either North or South Station, or travel by bus to one of the Park Square terminals, taxi stands are located just outside the terminals. The subway is close by; ask directions to the Red Line. Get off at the last stop which is Harvard Square. A taxi from any terminal is approximately $6 (depending on traffic conditions). The cost of public transportation (MBTA subway) is 75¢. If you drive, follow these directions to Harvard Square:

From the South: Take Route 3 north (Southeast Expressway) to Storrow Drive. Take Harvard Square exit.
From the North: Take 93 south to Storrow Drive. Take Harvard Square exit.
From the West: Take Route 90 east (Massachusetts Turnpike) to the Cambridge/Allston exit and follow the signs for Allston. Turn right at the second set of lights (Merit Gas Station) onto North Harvard Street which takes you to Harvard Square. Once at Harvard Square follow the map on page 21 to Lesley College.

Director of Admissions Carmella Featherstone.
"It has been a rewarding experience for our staff to work with Lesley student teachers. They hold high professional standards and show mature judgement in their planning and their direction of our children with learning disabilities."

T. Transit Stops
1. Lesley College
2. Washington Hill campus
3. Schools for Children
4. Harvard Square
5. B&M RR, Porter Square
6. Cambridge Common
7. Holiday Inn
8. Harvard Yard
9. Radcliffe College
10. President's House
11. Fogg Art Museum
12. Harvard Coop
13. Harvard University

"Adding the achievements of our alumni to our recruitment effort is most attractive," she said.

Above all, Ms. Ackerson encourages alumni to visit the College and stop by the Admissions Office.
1. Administration Building (29 Everett St.)
2. Livingston Stebbins Hall
3. Library
4. Ogburn House
5. Admissions Office
6. Wolford House
7. Mackenzie House
8. Malloch House
9. Dining Room
10. White Hall
11. Registrar's Office
12. Graduate Center
13. Bilingual Center
14. Expressive Therapies
15. O'Connor Hall
16. Faculty Office
17. Jenckes Hall
18. Fine Arts
19. Arts Institute
20. Glennon Hall
21. Cambridge Hall
22. Kirkland Hall
23. Reed Hall
24. Boothby Hall
25. Court Hall
26. Bowne Hall
27. Tennis Court
28. Wilson Hall
29. The Compass
30. Sacramento Hall
31. Bisbee Hall
32. Crockett Hall
33. Oxford Hall
34. MacCormack Hall
35. O'Leary Hall
36. Richards Hall
37. Carriage House

Director of Admissions Carmella Featherstone.
UNDERGRADUATE APPLICATION FOR ADMISSION

to

LESLEY COLLEGE
29 Everett Street
Cambridge, Massachusetts 02238

Circle One:
Freshman  Transfer  Circle One:
Boarding  Day

Name:  
first  middle  last  social security number

Permanent Address:  
number and street  city  town  state  zip code

Permanent Telephone Number:  
area code

Date of Birth:  

Are you an American citizen? yes no

Present Address:  

Present Telephone Number:  
area code

If married, give maiden name

husband’s full name:  

Father’s Name:  

Position:  

Name and address of business:  

Telephone ( )  area code

Mother’s Name:  

Position:  

Name and address of business:  

Telephone ( )  area code

If you do not live with both your parents, please indicate with whom you do live:

Name, address and zip code of high school:

Name of high school principal:  

Year of high school graduation:

Name of guidance counselor:

Date of college entrance:

College(s) attended, if any:

Dates of attendance:  

Name of Registrar/Transfer Counselor:

Reason for leaving:

Do you plan to major in Elementary Education?  

If you are interested in specializing within Elementary Education, check the appropriate one:

Early Childhood Education  Teaching of Reading
Day Care  Special Education
Nursery School  Urban Teaching
Kindergarten

Do you plan to major in Child and Community (non-teaching)?  

Incorporated in this issue of the Current is the 1979-80 Undergraduate Admissions Catalog. You will find it exciting reading for yourself. Take the first step in admissions work now by passing it along to a prospective student who may then become a Lesley applicant!

Ms. Ackerson, who is now the director of the Undergraduate Admissions Office, has this message:

"Adding the achievements of our alumni to our recruitment effort is most attractive," she said.

Above all, Ms. Ackerson encourages alumni to visit the College and stop by the Admissions Office.
If you are related to any Lesley student, past or present, give her name, class and relationship: 

Will you be applying for financial aid from Lesley College?

Please circle the activities in which you have been involved with children (adding any not listed): babysitting, mother’s helper, camp counselor, playground instructor, Sunday school teacher, tutor, Girl Scout leader, cadet teaching, volunteer service, 4-H

Why do you want to teach or to work with children in community settings? We are interested in learning if a teacher, an educational experience or other factors influenced your decision.

Give the names and addresses of the three people who will submit the College’s personal recommendation forms:

Name of teacher/professor: ________________________________
Address: ________________________
Name of person aware of your work with children: ________________________________
Address: ________________________
Name of friend: ________________________________
Address: ________________________

An application fee of $20 is required. Please enclose money order or check made out to Lesley College.

Signature of applicant

Financial Statement: Students are accepted under the terms and conditions listed in the Lesley College Catalog. In the event of suspension, dismissal or voluntary withdrawal after the 35th calendar day of each semester, no part of said fees or expenses will be refunded, discounted or deducted from the total obligation for that semester.

__________________________
Date

__________________________
Signature of Parent or Guardian
Financially Responsible

The College considers for admission all students without regard to race, color, creed, national origin or handicap.

__________________________
Director of Admissions
Carmella Featherstone.
Personal Recommendation for ___________________________ Name of Applicant

How long and under what circumstances have you known the applicant?

In terms of your relationship with the applicant, please describe as objectively as possible her personal characteristics, leadership qualities and her intellectual curiosity.

Why do you think this applicant would be effective working with children in the classroom or in community settings?

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Please use the space below for any additional information or comments you consider helpful to the Admissions Committee in making its decision.

Signature ________________________________
Complete Address ________________________________
Date ________________________________

LESLEY COLLEGE trains young women for regular classroom teaching (grades 1-6) and offers Programs in Day Care, Early Childhood Education (Nursery and Kindergarten), Special Education, Teaching in the Middle School, Teaching in the Urban Multi-Cultural Classroom, Teaching Reading, Teaching Economics and Mathematics School Resource Personnel. In addition, the College offers a non-teaching major in CHILD AND COMMUNITY (area of human services).

Return to:
Director of Admissions
29 Everett Street
Cambridge, MA 02238.

Lesley College complies with the Family Educational Rights and Privacy Act of 1974.

Director of Admissions Carmella Featherstone.
LESLEY COLLEGE
Cambridge, Massachusetts 02238

Personal Recommendation for

Name of Applicant

How long and under what circumstances have you known the applicant?

In terms of your relationship with the applicant, please describe as objectively as possible her personal characteristics, leadership qualities and her intellectual curiosity.

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Signature

Complete Address

Date

Lesley College complies with the Family Educational Rights and Privacy Act of 1974.
Personal Recommendation for ____________________________________________________________

Name of Applicant ____________________________________________________________

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"Adding the achievements of our alumni to our recruitment effort is most attractive," she said.

Above all, Ms. Ackerson encourages alumni to visit the College and stop by the Admissions Office.
Another significant difference is that the Graduate School admits men, who now make up about 15 percent of the population.

The Graduate School processes about 800 applications each year.

"Many of our applicants are recruited through the individual Graduate School Divisions, and often they have had some prior training, or have already worked in their area of specialization and bring a wide variety of interests and experiences to graduate study," she said.

In order to expand its professional population, the Graduate School advertises in local and national newspapers, on radio and in such national professional publications as Learning Magazine. Material regarding the various graduate programs are distributed at professional conferences and meetings.

Alumni know the college, value it and can potentially be the most successful recruiters, and, Ms. Ackerson stressed, "The most important things alumni can do are often the simplest! Absolutely number one on the list is to give me the names of young women they would like to see at Lesley," she said.

She suggested that alumni let her know if they are willing to have their names given by the Admissions Office to prospective students, their parents and local high school guidance counselors.

Alumni who are currently teaching could invite prospective students to visit their classrooms and talk with their colleagues.

Ms. Ackerson would like to see stronger support by local alumni of the Admissions Office's annual Alumni Prospective Student Day held each November. Alumni who contact local students, bring them to the program and participate themselves are enriching the student's knowledge on what Lesley is like and what teaching is all about!

Alumni who are living or traveling abroad for extended periods of time could be of great service by volunteering to be interviewers for foreign students.

Other alumni who receive personal, professional or community recognition or have interesting or unusual jobs other than teaching, should also let the Admissions Office know.

"Adding the achievements of our alumni to our recruitment effort is most attractive," she said.

Above all, Ms. Ackerson encourages alumni to visit the College and stop by the Admissions Office.
Caring is the Lesley hallmark
An interview with Dr. Winifred S. Lair
by Stacy Greenspan

Stacy Greenspan is a free lance audio-visual specialist who is preparing a slide-tape presentation for Lesley College. In the course of this project, he interviewed several Lesley faculty members about the way they approach their various areas of expertise, how they see the College and its future, and why they came to Lesley and choose to remain here. We would like to share these with you. The first in this series features Dr. Winifred S. Lair, retiring head of the Science Division and Professor of Psychology.

Mr. Greenspan: What are the Lesley students like?
Dr. Lair: It's hard not to speak in cliches because everybody will tell you the same thing: that the selection process seems to involve their coming in with an unusual amount of dedication. They are determined to gain experience. They will volunteer. They'll work very hard. By the time they graduate most of our students have had six to eight different experiences outside of their student teaching. If I offer an opportunity to do volunteer work and report on that work as a substitute for a research paper, a good third of the class will do it. They're seeking experiences.

Mr. Greenspan: What kinds of activities are involved with the volunteer work?
Dr. Lair: The students might go into an institution such as the Lindemann Center, the school at McLean Hospital, a special program for the severely retarded, a program for the blind at the Perkins School, or into a hospital. Sometimes they will go into a classroom just to observe. They have an unusual quality of dedication. Partly for that reason, I think they're better adjusted than most college students. You don't get the problems of career choice, wondering who they are and what they want. You don't get the kind of bitter hostility you sometimes see in college students.

Mr. Greenspan: Does this feeling about service change into a more professional attitude as time goes on? What is the process?
Dr. Lair: Their feelings grow very naturally into a more professional attitude. I see great changes. For years I taught all the freshmen in general psychology and then later, I taught them all as seniors in educational psychology and measurements. I was always astonished at the maturity, the poise, the growth in the students. I've been here 26 years. I recently went through 26 years of reading every single entry in the alumnae magazine. I was really stunned at the number of our students who have gone into graduate work. They're preparing further for their work as reading specialists, guidance counselors, curriculum specialists. One had run for and won a position on the school committee and a couple of others are in television; two or three have written children's books. Over and over again, they carried through their dedication and their interest in serving.
Mr. Greenspan: Would you agree that the Lesley graduate has a higher potential for achieving success in her field?

Dr. Lair: No question. They appear to me, at least, to be very successful and happy in their fields.

Mr. Greenspan: What makes the difference?

Dr. Lair: First, I don't think anyone would elect to come to Lesley unless they had a lot of initial motivation and interest. Part of their success is due to a whole lot of caring, hard work, skill and planning on the part of the faculty. And then I would say, they are normally self-assertive in respect to their feelings, which is good. They will communicate with a faculty member if they feel they're not getting a good learning experience.

Mr. Greenspan: What makes this school a unique school for you?

Dr. Lair: I think it is the unusual quality of caring on the part of the faculty. As division head, I find that none of my faculty, or any other, will miss a division meeting or fail to accept a responsibility for a committee or to meet with students or whatever it might be. I think that's something very unusual. You don't find it in other colleges.

Mr. Greenspan: What are your personal feelings about teaching as a profession? How do you see it in terms of importance in this society?

Dr. Lair: I think it's everything. I think that teachers can have every kind of influence from helping the child feel accepted and grow with a feeling of self-worth, to things like working with others, to developing the basic skills he'll need all his life. I've run across many instances in reading where a teacher influenced a child in a career choice 20 years later. I've observed that many times. I also think a poor teacher can turn off the child, can make him feel he can't learn and he'll never get it. I think a bad teacher can just close out a child's prospects, whereas a good teacher can develop all kinds of interest. I think this is terribly important.

Mr. Greenspan: Have you had any particularly rewarding experiences in your career here that you might want to talk about?

Dr. Lair: I've been very aware of and have thoroughly enjoyed a feeling of being comfortable with the students; when there were problems, of being able to work them out. In 26 years I can't really think of any unpleasant, really unpleasant experiences with students. I think that is far different from what you encounter in a lot of colleges.

Mr. Greenspan: Do you keep track of where your students go and what they do? Have you had much feedback as to how they wound up?

Dr. Lair: I correspond with some when they are going into graduate school or making a career change; I'll often get a letter which will bring me up-to-date and ask for a recommendation or advice. One of our graduates went to Italy and is teaching in a college there. We have a lot of correspondence about text-books and other matters.

Mr. Greenspan: As far as the future of education, do you feel that Lesley graduates will be able to manage to have a career considering the gloomy prospects for jobs? Do you think they'll fare well in the market?

Dr. Lair: Absolutely! There certainly will always be schools and there will always be need for good teachers. The kind of education they get here is important. Our minor concentrations are very helpful to teachers. We currently have 150 psychology minors and 64 guidance minors. A teaching background also fits in very well for students who later choose to go into social work, counseling, psychology, or human services of any kind.

Mr. Greenspan: It's a good base.

Dr. Lair: Right, and an education major, rather than deters, is a big help. I had a former student who got her Ph.D. in psychology at Columbia. Her first task was to handle a ward of psychotics in a state mental hospital. She said that, "If it hadn't been for my student teaching situation where I had been in charge of groups, I never could have dealt with it."

Mr. Greenspan: Could you highlight a little bit of the content of the first year curriculum?

Dr. Lair: All students take freshman CORE. This is one of our unique features, I think. It really introduces them to the whole area of education and provides them with field work from the beginning.

Mr. Greenspan: Sort of an intense introduction into education?

Dr. Lair: Yes. In addition all students take general psychology, composition and a history course.

Mr. Greenspan: Tell me a little bit about the psychology department.

Dr. Lair: It's small, but we have some excellent people. One of these is Phyllis Kaplan who teaches half-time. We also have Jane Rifkin who is excellent. She and I are the only full-time faculty in psychology but we complement each other very well.

Mr. Greenspan: What point of view do you take? Is there any unusual approach that you have?

Dr. Lair: No. I am more clinical. Jane, appropriately, has some developmental psychology background and is more experimental. For instance, she is now teaching a course on behavior modification and another on measurement statistics.

Mr. Greenspan: Could you talk a little bit more about the clinical approach?

Dr. Lair: This would be a modified Freudian approach, trying to get a perspective on the Freudian theory and other theories of early analysts and then to try to understand what they now call the humanistic existentialist. That would be not so much analyzing, but understanding where people like Carl Rogers and Abraham Maslow were coming from. I've changed my views a lot over the years. I think most psychologists have become more eclectic as they've gone on.
Mr. Greenspan: Is education the only major offered at Lesley?

Dr. Lair: No, we also have a small but varying, flexible and good Child and Community major so that a student who does not want to teach can have a very individualized sequence of courses centered outside formal classroom settings. We also require basic science. We’ve made changes in our science program somewhat this year so in the future students may begin it at the sophomore level as they already have a heavy program the first year. We have quite high requirements in terms of 12 credits of science. We also require eight credits of math. I think that our liberal arts requirements are higher than those of many colleges. We don’t minimize our liberal arts education. It is excellent.

Mr. Greenspan: What is the impact of the proximity of Harvard on Lesley?

Dr. Lair: I don’t think anyone feels like a second class citizen. In actuality, we have some superior faculty. We have many who are Phi Beta Kappa and have impeccable backgrounds. Ben Blumenberg is one example: 25 published articles, degrees from Yale and Brandeis, just outstanding. Paul Fidler in Humanities and Margery Wechsler are also outstanding. And there are many others.

Mr. Greenspan: Do the students mix into the cultural milieu that surrounds them in Cambridge?

Dr. Lair: One of the ways in which I criticize our students is that they don’t get involved enough. Not to say that they all don’t, some of them do. We have Education students who sit in on Harvard classes. I can think of one student who sat in on Erik Erikson’s class for the entire semester. The students have all these wonderful opportunities they don’t always take advantage of. In four years every distinguished person in the world will go through Cambridge and give a speech. I think we need to make more effort in the College to direct our students to these opportunities.

Mr. Greenspan: So, as the last question, how do you feel now that you’re retiring from your full-time responsibilities? Do you have some final thoughts about where the College is heading?

Dr. Lair: I came, you know, before White Hall was built. I’ve taught in basements, in attics, in living rooms of dorms. It has been a great pleasure for me to see the new buildings on the campus. I love the landscaping. I go out on my way home and weed a little as I go and warm up. The College has been a source of great pride to me and I’ve always appreciated its accomplishments. I like the feeling of the continuous evaluation of ourselves and of a continuous reexamination of that evaluation. We work things over for the better all the time. I like the future, the feeling of being in a thriving sort of an organization. I have a lot of confidence in the future.
FACULTY AT LARGE

**Susan Friel** has been appointed Division head for Science. She will replace Dr. Winfred Lair, who retired this spring. Dr. Lair will be on hand next fall to help out with the transition however, and will be teaching two courses each term (see related story).

She and Nancy Roberts of the Math department sponsored and organized a Computer Conference at Lesley on May 12. It was attended by approximately 90 persons and the help of Andrew Golub, Director of the Teaching Resources Center, and Marie Gannon, Audio-visual Assistant, made the conference a smashing success.

Mrs. Friel has also been elected vice president of the Association of Teachers of Mathematics in Eastern Massachusetts. She has been treasurer of the association for several years and will serve as vice president for two years, followed by an additional two years as president.

Her other accomplishments include an article, "Computer Literacy," which appeared in the November issue of the Texas Mathematics Teacher, a journal of the Texas Council of Teachers of Mathematics.

**Dr. Jerome Schultz** co-authored an article entitled "Criteria for Mainstreaming the Learning Disabled Child into the Classroom" which appeared in the April issue of The Journal of Learning Disabilities.

**Hilde Bachrach**, adjunct lecturer in Science, has been selected as one of 40 teachers nationwide who will attend a series of summer workshops sponsored by the U.S. Department of Energy at Stevens Institute of Technology July 9-27. The workshops are designed to improve college teachers' knowledge of energy-related subject matter.

During April, **Shaun McNiff**, Dean of The Arts Institute, attended the Art Therapy Educators Conference at the University of Houston where he led a study session on doctoral education for art therapists.

He also addressed the annual conference of the National Art Education Association in San Francisco as part of a special forum on "The Special Education Revolution and Arts." He attended the executive board meeting of the American Art Therapy Association in Washington, DC, which also occurred in April.

**John R. Correiro**, Director of the National Assessment and Dissemination Center was a panelist in the Bilingual Education Forum presented by the Harvard Colloquium Board (Harvard Graduate School of Education). The title of the panel discussion was "National Perspective on Hispanics."

**Dori Appel**, Counselor Education, has a story appearing in the winter issue of Prairie Schooner, titled "Through the Looking Glass." Her poetry was published in the Spring issue of The Beloit Poetry Journal and in The Southern Humanities Review.

**John P. Joyce**, Lesley Financial Aid Director, is earning quite a reputation as an area spokesperson on financial aid affairs. In February he addressed a Region 1 Health, Education and Welfare Conference on the International Year of the Child at the John F. Kennedy Building in Boston. He spoke to the gathering on "School Loan Programs" in response to HEW Secretary Joseph Califano's continuing campaign to reduce education loan defaults by students.

Joyce has most recently been elected president of the Massachusetts Association of Student Financial Aid Administrators (MASFAA) at the Association's June membership meeting at the Wychmere Harbor Club in Harwichport. The organization has sponsored "Financial Aid Awareness Week" for the past two years to educate the public about various aid opportunities. The association's membership of more than 200 financial aid professionals represents independent, public and proprietary postsecondary educational institutions in Massachusetts.

He also attended a conference at Brandeis in March where topics under discussion included the main source of federal assistance to college students — the Basic Educational Opportunity Grant (BEOG) — as well as other federal grant programs.

**Linda Schulman**, Mathematics Instructor at the undergraduate level and Assistant Professor at the Graduate School, was a contributing author to a newly-published book, *Math Works*, an activities collection which can be used in the teaching of elementary school mathematics. She is also working with the Boston Public School system on staff development for Title I tutors in elementary school math.

**Richard Wylie**, vice president and dean of the Graduate School, was a speaker at a Council for Advancement and Support of Education (CASE) conference on "Communications and Alumni Programs for Student Recruitment," held in Boston in April. The conference included detailed "how-to" advice on successful recruitment programs through the combined efforts of alumni administrators, news/information/PR officers, and publications professionals.

**Norman E. Dee**, Associate Professor of Education, has submitted a proposal to the National Science Foundation detailing the development of "A Collaborative Model for Information Dissemination and Decision-Making in Elementary School Science."

Supporters of and potential participants in the Lesley project are several North Middlesex and Worcester County school districts.

The project would extend over a 17-month period with a primary target audience of 7,500 students. Lesley's 1979 and 1980 Kindergarten Conferences would support the dissemination of information about the model on a broader scale, according to **Mary Mindess**, Professor of Education and Kindergarten Conference Chairwoman.

**Kalman Glantz**, of the Science Division has received funding from the Hoffman-La Roche Corporation to conduct an Evaluation of Economic Games for Elementary School Children. Professor Glantz's research budget includes employment opportunities for Lesley students who are interested in working on the project.

Under his direction, students will collect children's economic games now available on the market and test them with children in classroom settings. The study will evaluate the games in terms of what skills they teach, prior training necessary, grade levels, time consumed, etc. A classification system will be devised, and ultimately an annotated catalog will be issued for use by teachers. Techniques for adapting the games to younger age groups may also be developed.
Lesley administers first Teacher Corps grant

The U.S. Department of Education has approved a request by Lesley College and the Lowell School Department for up to $1.1 million over the next five years to retrain teachers and completely revamp curriculum in grades kindergarten through 12. The project was the first of 35 across the country to be chosen under the Teacher Corps program.

The program will involve Lesley College’s Graduate School in the development of an in-service education program for teachers and administrators in the Lowell Public School system.

According to the proposal, the project is “to enable the Lowell school system to improve the classroom environment for its children, provide a concrete means for parents, teachers, and others to develop new teaching strategies which rely on the rich historical and cultural setting of Lowell, and improve basic educational skills through improved curriculum and instructional development.”

The proposal was negotiated by the Lowell Public School system and Lesley College Graduate School in conjunction with the Lesley Collaborative for Educational Development (LCED).

“This project will provide the College with the opportunity to have an extensive, detailed, intimate relationship with a local school system which will enable the Graduate School faculty involved to propose methods for improvement of the school system within the community, and to have an opportunity to evaluate our own urban education offerings in an ‘on-the-job’ situation,” said William L. Perry, vice president, LCED.

The project will be directed by Allan Alson, who joined the program in June. Before accepting the Teacher Corps position, he was Director of Field Operations for the District I, Boston University Collaborative Desegregation Project and was School of Education’s Department of Childhood and Curriculum.

The first year grant of $146,000 will finance the planning stages of the program. A successful planning year under this initial installment could result in $300,000 for each of the following two years and $250,000 in the fourth year for implementation of the plan, and $150,000 in the fifth year for evaluation of the project.

For the first three years, three project schools have been selected to carry out the plan. They are the Green School (K-4), Bartlett School (K-8), and Lowell High School (9-12).

Community and parent participation is an essential component of the Teacher Corps grant. A Community Council consisting of parent representatives from each project school and community residents-at-large was elected in May to advise and aid in the development of the various programs.

The Lesley-Lowell Teacher Corps project will also disseminate information on this urban education project to other school systems in Massachusetts and New England.

College purchases apartment building

Lesley College has purchased the apartment building at 23 Mellen St., located immediately adjacent to its campus. The 5-story brick structure will become administrative offices and dormitories for undergraduate students in the fall. This will improve the quality of residential space and add several much-needed classrooms to the campus. Its acquisition was precipitated by the knowledge that unless acquired by the College, it would have been converted into condominiums.

Current tenants are being assisted with relocation on an individual basis.

Lesley College will continue with its long range plan of consolidating its campus within the Massachusetts Avenue/Oxford Street/Everett Street/Wendell Street area. The College will also, as part of that plan, divest itself of properties it owns outside this area.

Ruth Anne Jaffe Named New Director of Alumni Programs

On July 5 Ruth Anne Jaffe ’72, ’76G, was heartily welcomed “back” to Lesley as the new Director of Alumni Programs by her many Lesley friends, who had known her as an outstanding undergraduate and graduate student. According to Don Miltner, Vice President for Public Affairs, Ruth Anne was the overwhelming first choice of the Search Committee formed following the resignation last winter of former Director Joyce Marshall Synder. “Ruth Anne’s solid academic and managerial background and her truly outstanding references made her the strongest candidate,” said Miltner. “I am confident that Ruth Anne’s enthusiasm and creativity will bring an added dimension of excellence to our alumni programs.”

After graduating with honors in 1972, Ruth Anne taught Fourth Grade in the urban, multicultural Broadrock Elementary School in Richmond, Virginia. Before returning to Lesley Graduate School in 1975 to work on her master’s degree in Early Childhood Education and Administration, Ruth Anne was Teacher-Specialist for the Peace Centennial School in Montreal, Canada. There she taught English as a Second Language to 350 French-speaking children in Grades 1-7 and developed a program which added violin instruction and vocal music to the curriculum.
In 1976 Ruth Anne became Executive Director of Lowell Day Nursery, the oldest nursery/kindergarten day school in the United States. Her managerial responsibilities were wide-ranging, and she feels a significant accomplishment while there was bringing additional services to special needs children under Chapter 766.

Immediately prior to her appointment as Director of Alumni Programs Ruth Anne was Acting Director and Program Supervisor for Jackson/Mann Community School in Allston. Supervising a staff of 25, she was responsible for organizing, planning, coordinating and implementing programs and special events for the Jackson/Mann School in accordance with the community’s educational, social, cultural and recreational needs.

While at Lesley’s Graduate School, Ruth Anne was awarded a Graduate Assistantship for academic performance and future promise as an outstanding candidate for the teaching profession. She has done post-graduate work at Boston State College and McLean Mental Health Continuing Education Consortium in Belmont.

“Through administration and management, program development, public relations, and teaching I am committed to improving the operation and quality of education,” says Ruth Anne Jaffe. What better place than at Lesley, where the common goal of faculty, staff and administrators is quality education for future quality educators.

**SCA President testifies**

Anita Cuadrado, president of the Student Council Association (SCA) met with Massachusetts Governor Edward King April 28 to discuss issues of interest to Lesley students such as financial aid and the drinking age.

She also testified at the State House in Boston April 2 on Senate Bill 203 regarding the Massachusetts Student Assistance Authority, and to the Joint Legislative Committee on Education about the difficulties students encounter when filing for financial aid.

John P. Joyce, Director of Financial Aid, also represented the college at the hearing.

Anita is also a member of the state organization, Massachusetts Independent Student Coalition (MISC).

**STEP expanded**

STEP (Student Teaching Exchange Program), is so popular that it was expanded this year to include a spring semester in England for 17 juniors. Accompanied by faculty member and advisor Rosemary Oliva the students went to West Yorkshire County where they attended classes at Bradford College and taught in local British schools.

Four of the young women were on the British radio program “Talking Heads” where they discussed a wide variety of subjects with radio show host Tony Simmons. They contrasted British and American views on classroom size, teacher-student relationships, corporal punishment, parent involvement and curriculum. The students also talked about their social experiences in England, British "blokes," and student life in both countries.

One thing all students agreed on was the value of their English experience, both personally and professionally. As one student, Jennifer Richard, said, “It will definitely help us get jobs when we graduate and also in the classroom. I feel I know children better now that I have seen them in two different cultures.”

**Most grads get jobs**

Placement Director Margaret-Mary (Peg) McDonald announced that the final placement figures show 92 percent of the Class of ’78 have been placed in teaching or teaching-related positions. Lesley’s placement statistics continue to compare astoundingly well with the most recent nationwide figure of 39.6 percent for teaching graduates of other colleges and universities.

Class of ’78 graduates are teaching at all levels and in all settings in 21 states from coast to coast and in El Salvador, England, Equador, Israel and the Virgin Islands.

**1979 Awards Given**

May Weekend was highlighted by Awards Ceremonies held in the Amphitheatre May 4. The Alumni Association Scholarships were presented at this time to Claudia Marshall ’80, Dorene McNamara ’80, Elaine Saulnier ’80, Lynda Lee Baker ’81, and Karen Ginivisian ’80.

Receiving Awards for Academic Excellence were Gayle Bartley ’79, Jennifer Richard ’80, Mary Palmieri ’81, and Elizabeth Steeves ’82.

Laurel Penson ’80 and Tina Bonney ’82, were awarded Faculty Scholarships. Seiler’s Scholarship was received by Dorene McNamara ’80.

The Debora Leone Memorial Scholarship was presented by Dean of Students Carla Oliveri to Lorraine Coviello ’80, and Gail Nichols ’80.

Jocelyn Johnson ’81, received the Martin Luther King Scholarship.

The Mark V. Crockett Scholarships were presented by the Student Council Association to Karen Ginivisian ’80, Claudia Marshall ’80, Kyle Berry ’81, Holly Cluff ’81, Nicole Cote ’81, Mary Palmieri ’81, Sandra Sawyer ’81, Cynthia Solomon ’81, Cathy Macinti ’82 and Michelle Nadene ’82.

**Student presents workshop**

Karen Gremley ’80, a student in the Mathematics School Resource Personnel Program, presented a workshop for teachers at a meeting of the New Mexico Council Teachers of Mathematics in Alburquerque, NM, earlier this year.

Many undergraduate math students over the years have assisted Lesley faculty in such experiences, but Karen is the first to solo at a professional meeting as an undergraduate.
CLASS HISTORIES

(Editor's Note: With this issue we conclude the Class Histories from this year's Honored Reunion Classes. In the Fall we will resume the traditional Class Notes. Many of you have taken advantage of the clip-out coupons to tell us of your activities and we thank you all. Those of you who have yet to take scissors in hand, why not take that moment now?)

Attending Reunion from the Class of '29 were (front row, from left) Marjorie Truesdell Servis, Gertrude Sanborn Sands, Mary Greene Freeman and Helen Mather Benjamin. Standing (from left) are C. Irene Sullivan Perry, Doris MacDonald Vigeant, Priscilla Newell Barstow, Betty Wroe Wright, Dorothy Michelmore Arsonault, Catherine E. Crosby, and Sarah J. Kelly.

Alumni Assn. dines in Norwood

Sandi Beren Mahoney, Assistant Director of Placement at Lesley College, spoke on "Re-entering the Teaching Force and the Alternatives" at the June 16 meeting of the Wellesley-Needham Alumni Association. The Luncheon meeting was held June 16 at Ben White's in Norwood.

1929

Priscilla Newell Barstow has enjoyed her 40 years of teaching and raising a family. "Now," she writes, "I am happy with retirement in Florida for the past six years and with visits from family and friends." Priscilla lives in Holmes Beach, FL, with husband Elmer, a retired electronics engineer, during the winters, but returns to her Massachusetts hometown of Falmouth in the summers. Her daughters, Susan and Jane, live in Connecticut and Massachusetts, respectively, and son, David, is a Captain with the U.S. Air Force stationed in Missouri. Seven grandchildren complete Priscilla's family.

She taught second grade in Falmouth's Mullen School from 1929-52, then was a grade 1 teacher in the Marstons Mills School in Barnstable for the next 10 years. From 1966 until retirement in 1973 Priscilla continued to teach grade 1 at Barnstable's Centerville School. During those years she was a volunteer at Falmouth Hospital's information desk, and taught crafts at Falmouth Senior Center.

She continues her volunteer work in Florida, at Manatee Hospital's emergency room. Priscilla is an active member of St. Barnabas Episcopal Church in Falmouth, Roser Church in Florida, Barnstable County Retired Teachers, Retired State, County, and Municipal Employees Association and Falmouth Hospital Auxiliary. She loves to travel, and enjoys reading and craft work.

"Lesley is on the move in a changing world," according to Irene Bucek, who is "on the move" herself much of the time these days. . . . to California, Switzerland, Italy, the Netherlands, Labrador and cruising the Rhine. Living in Cambridge, Irene earned a second degree from Lesley in 1956 — a B.S. in Education. She is President of the Women's Alliance at her church, and belongs to the Massachusetts Society of Mayflower Descendants, and the National Society of Old Plymouth Colony Descendants. She has also served as Lesley Alumni Association Treasurer.

Mary Greene Freeman is her Class Agent for the Alumni Association. After graduation she was a substitute teacher for only two months before becoming a full-time staff member of Medford's Swan School, where she taught until 1940. Still living in Medford, Mary has one son, Fred Freeman.

For 20 years, until 1976, Thelma Gale Greene was an Elementary teacher (grade 3) in Tewksbury, where she still lives. In 1964 she received an additional B.S. in Education from Lowell University. She is a member of NRTA. Thelma and her husband Bernard, a retired engineer who worked for Massachusetts Electric, have two children, David, and Susan, who is expecting Thelma's second granddaughter in September.
1934

From Trumbull, CT., Katherine Shelton Curtis reports that after attending Connecticut State College and the University of Bridgeport where she took graduate courses in Special Reading, she went on to work in the University of Bridgeport's Reading Lab from 1951-55. Katherine subsequently taught for 10 years at Dr. Person's Reading School in Norwalk, CT. She is past secretary, vice president, president and treasurer of Nichols Improvement Association and is now in charge of writing the association's newsletter. She is a member and past trustee of the Trumbull Historical Society and also belongs to Nichols United Methodist Church.

An important professional achievement of Katharine's was production and publication of a phonics course with tapes — "The Phonics Teacher." Married since 1944 to Wallace, a retired electrical engineer, their daughter, Karin Joyce, Robbins has two daughters of her own, Kristin Lynn and Kimberly Anne.

Muriel Griffin Tomlinson was a substitute teacher in Hartford, CT, then moved to Maryland, where she became Court Reporter for Maryland's District Court in Aberdeen. Most recently she worked for Reserve Life Insurance Company of Bradenton, FL. While living in Maryland, Muriel took Special Education courses at the University of Maryland and at George Washington University. In 1935 she was married to Robert Tomlinson, a scientist who worked for the Government. Muriel has two children, Glenn and Shirley, and one grandchild, Jeff, now 17. Trips to Europe over the years have enabled her to see and enjoy much of the world.

1939

Myrtle Peirce Aulenback has been an active member of the Lesley Alumni Association over the years, serving on various Boards and as Coordinator of her Class's 40th Reunion at this year's Reunion '79. Since 1966 she has been Director and Teacher at Lexington's Unitarian Cooperative School, and prior to that was a Preschool teacher at Heath Christian Center in Boston's West End.

Myrtle makes a point of keeping up with Lesley's activities, and attends many educational workshops, conferences and seminars sponsored by the College, including the New England Kindergarten Conference each fall. Married to Lawrence, an electronic technician in the Chemistry Department of Tufts University, Myrtle has two sons, Warren, 29, a radio engineer with WBZ in Boston, and Phillip, a college student majoring in Biology. Both sons are licensed pilots.

Myrtle writes that she and her husband recently took a wonderful trip to California, sightseeing and visiting many relatives. An important part of Myrtle's life is work for her church, where she has held various service positions over the years.

Ruth Lofus Tunncliffe is now a teacher in Winchester Public Schools and is living in Winchester. Her career is filled with interesting professional and personal experiences. After graduation she left the field of teaching to work at the Harvard Graduate School of Education Placement Office, and from there was placed in a Harvard optical research laboratory which eventually was taken over by Boston University and became Itek Corporation. By this time Ruth was married to William, an electronics engineer, and busy raising a growing family in St. Paul, MN. Peter, Virginia, Elizabeth and William. After the family was grown, Ruth returned to teaching part-time and eventually came to fill the full-time staff position which she holds today.

While all this was going on, she earned another B.S. in Education with a minor in music from Boston University in 1941 and since 1969 has earned the equivalent in credits of a master's degree. Ruth has been active for many years with the volunteer Friends of Winchester Hospital, and was head of the Night Coffee Shop for two years. She has also served as chairperson of the Gift Shop of Winchester's Winton Club. Ruth has traveled throughout the U.S. and Canada, and to Majorca and Monte Carlo. In her spare time she enjoys wood refinishing, staining and music.

1954

Elizabeth Carlisle Bascom lived in Germany for two years, and during that time took the opportunity to travel in Switzerland, England, France, Luxembourg, the Netherlands and Austria. She now lives in Georgetown, ME, and until November 1978 taught remedial reading and high school English at Thornton Academy in Saco, ME. Elizabeth has taken courses in Testing and Reading at the University of Lowell and Salem State College; she is a member of the Massachusetts Association for Learning Disabilities, the Massachusetts Children's Association for Learning Disabilities, and the American Association of University Women. Elizabeth taught Reading for the Learning Disabled in Groton, and was a leader-teacher at a summer camp for blind children in Concord, NH, in addition to many years of church work as a volunteer teacher. She has three children, Carlisle, Janet and Kendall. When she can, Elizabeth participates in Lesley-sponsored events, and says, "The fashion shows were great!"

Anne Morrison Fioravanti has lived and taught in Saugus for many years, first as a Kindergarten teacher for the Saugus YMCA and the Saugus Public Schools; since 1976 she has been teaching grade 1. Anne has studied Learning Disabilities at Salem State College. She is married to Richard, a supervisor for Reese Corporation, and is the mother of sons Richard, Jeffrey and Todd. Anne says the best thing about her Lesley education is that it has enabled her to work with children, and to combine over the years a career with family life and recreation.

Dorothy Ullian Goreodetsky recently celebrated her 25th wedding anniversary; she is married to Sumner, a pharmacist in Marblehead. Dorothy has been a fourth grade teacher in Peabody for the past 13 years. She has taken a variety of courses at Salem State College, and earned her "Plus 15!" Dorothy has three sons: Bruce, 22, at the University of Hartford; Jeff, 20, attending Bowdoin College, and Lee, 18, graduating from Marblehead High School this year. The family recently moved to Swampscott. One of Dorothy's most rewarding professional experiences has been supervising Lesley student teachers in her classroom, and seeing in them the continuance of Lesley's high standards and achievements.
In Rochester, NY, Seena earned her MS in Remedial Reading at Nazareth College of Rochester in 1976, while substitute teaching in area schools. She is a member of the National Council of Jewish Women, and served as secretary to the executive board while in Rochester. She and Harvey have three children: Joel, Steven and Karen. The family enjoyed a trip to Israel in 1974.

**Sylvia Oppenheim Goodwin** is no longer teaching, but she is busier than ever as mother to Lisa Jennifer, Todd Marc and Jonathan Lawrence, and also with volunteer work in and around her hometown of Marblehead. She is a volunteer elementary tutor for the North Shore Community Center and serves on the boards of many community organizations including Early Childhood Association, Aquatic Tennis Club, Gym, the Temple Emanuel School Committee and she is treasurer of the North Shore Piranhas Swim Team.

Swimming is a great interest of Sylvia’s — she is a member of the AAU Masters Group. She also enjoys tennis and bicycling. Sylvia is married to Robert, an English instructor at Marblehead High School. In 1962 she earned her M.Ed. at Bridgewater State College and has taken courses at Harvard Graduate School of Education. She was an English and social studies teacher for Easton Junior High School, and was an elementary school teacher at Hyannis West Elementary School in Barnstable.

Raising two children is keeping Faith Ackerman Gordon very busy at the moment. Staci Gale is now seven, and Meredith Rae is four. Faith’s husband, Richard, is an attorney with Magnier and Abraham, and the family lives in Westfield, NJ. Faith was a fifth grade teacher for the Cranford, NJ, Board of Education from 1969-72. She presently serves as Vice President of Programming for Westfield Hadassah, belongs to her Temple Sisterhood, and is on the media and decorating committee of her PTA. Faith recently co-chaired an Alumni cocktail party at the home of classmate Phyllis Gabowitz Kremen, and says she enjoyed it very much, especially meeting other “lovely Lesley ladies.” Faith plans to take additional education courses when time permits; her particular interest now is in Special Education.

What is a “docent”? It’s a leader of groups at a museum or art gallery, and Elaine Kritz Jacobs is one at the DeCordova Museum in Lincoln, and concurrently runs a Gourmet Cooking Service out of Lexington. She studied Testing at Boston University in 1970 and became an I.Q. tester for Lexington Schools in 1970-72. Prior to that she substituted for several years after holding a staff position as a second grade teacher for Milton schools.

Elaine, living in Lexington, is a member of Women’s American ORT, and belongs to her Temple Sisterhood and School Committee. She is married to Norman, executive president of Amicon Corporation, and has two children, Marjorie Ilene and Alan Jeffrey. Elaine enjoys traveling and has visited much of Europe, Japan, Hawaii and all of the U.S. and its territories, including the Virgin Islands and Puerto Rico.

**Diane Zerner Kizner** is substitute teaching in Framingham and Southborough, while being an active and involved mother to Jennifer, 13, Stephanie, 11, and Jonathan, nine. The family lived in Virginia for several years, where Diane taught third grade in Alexandria, before she taught third grade in Hull. She is an active member of the League of Women Voters, and has served as a volunteer math tutor for schools around her home community of Southborough. Diane is married to Melvin. She recently earned her real estate license, and enjoys playing bridge for master points.

**Ann Cleveland Lange**’s “hobby” of art and flower sculpture gave her another career — for the past ten years she has been a sculptor, lecturer and design teacher in her hometown of Andover and the greater Boston area. Ann’s love of plant material and talent for sculpture and design gave new direction to her teaching skills, learned at Lesley and developed during several years’ teaching in Andover Public schools. She attended the DeCordova Museum School from 1975-77 and belongs to the New England Sculptors Association, the Garden Club Federation of Massachusetts and the Andover Artists’ Guild.
Ann has won many prizes and much acclaim for her designs with plants and several awards for sculpture; she has achieved the rank of Master Judge of Flower Arrangement and Landscape Design. She is active in Lesley alumni affairs and is immediate past president of the Alumni Association. She is also a member of the Merrimack Valley Lesley Club, and serves on the Copley Society’s board of directors.

Ann is married to Robert, a court reporter and president of Robert H. Lange Associates. They have two daughters, Ruth Ann and Carol. The family enjoys a trip to a U.S. National Park each summer, and visited Scandinavia and Russia in 1978. Trips through Europe and North Africa have also been very memorable and enjoyable.

For the past three years, Marcia Rabinstein Lewis has been pursuing a new career interest — job placement and counseling for Career Center in Needham. She finds her teaching background, both at Lesley and as a teacher for Norwood Co-op Nursery, “most helpful in the interviewing process and guidance aspects of my new job.” Marcia lives in Needham with husband Richard, in sales with Norman Lewis, Co., and children Karen, 19, and Margie, 17.

Joan Petraglia Poepe is living in Rutland, VT, which is quite a change from Hawaii, where she earned her M.A. in Teaching English to Speakers of Other Languages in 1971. Joan is married to James Kahiki, a heavy equipment operator and carpenter with Farm Engineering, Inc., has three children, R. Malla, six, Lera, three, and David, almost two.

Jane Robertson Ryer earned her Master’s degree in Education from Boston University and took LD certification and training in language therapy at Massachusetts General Hospital. She was a LD teacher for the City of Cambridge for 15 years, until 1974. In 1968 she married William Ryer, and now has two daughters, Victoria, eight, and Scotia, five. Jane says she is busy with her family in Winchester and with church and community work and is active with Brownie Scouts. She enjoys travel and has visited France, England, Scotland, Ireland, Norway, and Australia — and also Lesley’s new campus! Her hobbies are the outdoor ones of curling, tennis and gardening.

Currently she is Judaica Shop Chair-woman, a volunteer library aide for Fairfax County Public Schools, and serves on the Health and Safety Committee, LANK Nursery School. Shirley took courses in guidance at Boston University before moving to Virginia. She enjoys jazz dancing, jogging and cooking. Shirley and Robert have two children: Seth Marc, seven and one-half, and Mara-Leah, three and one-half.

Diana Schaffer Lewinstein earned her M.A. in Education of the Emotionally Disturbed at Columbia Teachers College in 1966 and went on to become a Consultant for Program Development, Rhode Island Department of Education in Providence. She served as a consultant in Program Development and managed an apartment building in Providence since 1967. Diana lives in Providence with husband Stephen, president of U.S.T. Capital Corporation and son, Marc Andrew, two and one-half. She belongs to Hadassah and recently traveled through the Far East.

Gayle Porter Lewis earned her Master’s degree in Moderate Special Needs from Lesley in 1975. She has been teaching every year since graduation with only two leaves of absence, and spent a summer as head counselor of education, tennis and programing at Camp Se-Sa-Ma-Ca in Raymond, NH. Gayle is currently a Title I teacher at Bedford Elementary School and lives in Bedford with children Sandra, 15, and D. James, III, eight. She is a member of the Boston Junior League and the Boston Children’s Service Association.

Tennis and skiing are her favorite summer and winter sports.

Presently the Public School Coordinator for the Multiple Handicapped Center in Bangor, ME, Carolee Gott Mountcastle went to the University of Virginia to earn her M.Ed. in 1964 and was awarded her Ed.S. from George Washington University in 1966. She then became an Education Consultant for the Virginia Department of Education in Charlottesville from 1969-78, only returning to New England last year. In 1969 Carolee was married to Donald Bailey Mountcastle, a physicist, and now a professor at the University of Maine. She is the recent mother of twins, David Emerson and Paul Bailey, two, and of Andrew, one.
Carolee is a member of Kappa Delta Pi, Education Society, CEC, NEA, and Virginia education associations. She has had a variety of professional and volunteer experiences as teacher, consultant, and supervisor during her active and interesting career. She has been a special education teacher, director of a children's rehabilitation center, a crisis teacher, diagnostic teacher and project coordinator of an "Extending Hospital Services" program at the University of Virginia's School of Education.


1969

Deborah Wainer Abrahams taught multiple handicapped children at Kennedy Memorial Hospital in Boston from 1969-72 while earning her M.Ed. in LD from Lesley, which she received in 1972. For the next five years she was a teacher and LD specialist for Cambridge Public Schools. Then Deborah became an instructor and director of Special Education for Assumption College Graduate School in Worcester, and has concurrently been an instructor at Boston State College Graduate School since 1973. Deborah has found it a rewarding and interesting experience to go from teaching children to teaching adults. She says she most enjoys supervising student teachers in Special Education.

Deborah is married to Mark, a financial analyst for the Commonwealth of Massachusetts, and their son, Matthew, is now two. The family lives in Framingham. Deborah's hobbies are tennis, Chinese and gourmet cooking. Two relatives of Deborah graduated from Lesley: Judith E. Sher '70 and Bonnie Gammerman Sher '74.

Nancy Sodafsky Beckerman is a teaching lecturer at Boston State College, and is just beginning a new business, N-B Sales Company, which she operates out of her home, selling office and home supplies via telephone orders. From 1972-78 Nancy was an LD specialist for Cambridge's Longfellow School after earning her Masters in Special Education with concentration in LD from Boston College. Nancy lives in Newton with husband Louis, a self-employed insurance salesman, and Michael Jon Beckerman, who was one year old in May.

Carol Reisman Blum taught for two years following her graduation, then began raising her family, David, eight, and Lisa, five. Married to Richard, a doctor, Carol and her family live in Springfield, NJ.

Janey Kuchinsky Frank, of West Roxbury, earned her M.Ed. in Special Education from Lesley, and has taken courses at Boston College, Boston State, and Boston University in Special Education, Administration, Law and Linguistics. Beginning her teaching career in Boston Public Schools, she taught a Special Education class and later set up a resource room for children who could be mainstreamed into regular classrooms for part of their education day. Since 1974 she has been an Evaluation Team Leader for the City of Boston, working out of John F. Kennedy, Bowditch and Jamaica Plain Schools.

Janey is active in fund-raising activities for Chestnut Hill School. Married to James, a self-employed salesman, they have a daughter, Jamey Heather, who is now eight. Janey views career change as a positive means and opportunity for growth, expansion and achievement on both personal and professional levels. When Jamey is a little older, Janey plans to enter the field of teacher education and is considering law school.

While working for Prince George's County schools from 1969-1976, Toby Silberstein Feldman earned her M.Ed. in Administration and supervision from the University of Maryland. Now living in Ventor, New Jersey, and teaching eighth grade English at Briarforest Public Schools, Toby is the mother of Rachel, 20 months. She is married to Joseph, owner of a gift and crafts shop in Margate, NJ. Occasionally Toby can find the time to squeeze a regional Alumni Association-sponsored activity into her busy schedule, and recalls a Washington, DC, alumni bunch she attended that was especially enjoyable. Toby serves as financial secretary for the Women's American ORT.

Anne-Hart Herrick is living in Hillsborough, NC, and states that her career interests have changed from elementary education to the mechanical arts, inspired, she says, largely by Lisa Steig, her art teacher while at Lesley. Anne has studied art at the University of North Carolina, Greensboro, and in 1978 was awarded a scholarship to study fine arts in Strasbourg, France. Anne worked as a Massachusetts counselor of troubled teenagers and as an art teacher while in Massachusetts through 1972.

After moving to North Carolina she gained experience as a mechanical draftsman for Gulton Fenco, Inc., in High Point, then returned to teaching as an English Aide II for the City of Greensboro in 1977. In addition to her year in France, Anne has traveled to Hawaii, Canada, and Nova Scotia. Her hobbies are creative writing, poetry, photography, printing, reading, sports, drawing and painting, and backstage theatrical work.

Ellen Satin Hirsch taught fourth grade for the Fieldston Lower School in Riverdale, NY, until 1976, and prior to that was fourth grade teacher for Upper Darby Schools in Upper Darby, PA. Now living in Centerport, NY, Ellen is actively involved with the Young Women Against Cancer organization, and also works as a volunteer dental assistant at Crozier Chester Medical Center. She has done graduate work at Pennsylvania State University.

Ellen is married to Stuart, an oral surgeon, and is the mother of Scott David, two and one-half months old. Ellen has attended an off-campus Lesley course on individualizing instruction recently: "Very interesting and informative," she says. She lists her hobbies as needlework and gardening.

Susan Kahn, also attended Lesley, earning a Master's in Special Education in 1978.

For several years following graduation, Elisabeth Narcus Kasakoff taught in Hickman Mills Public Schools in Missouri. After returning to Massachusetts, she taught in Shrewsbury Public Schools until 1978. Elisabeth lives in Worcester with husband, Darragh, an attorney with the firm of Seder and Seder, and son Jonathan, nine and one-half months old. Elisabeth attended an off-campus Lesley course on individualizing instruction recently: "Very interesting and informative," she says. She lists her hobbies as needlework and gardening.
Linda Rothbaum Laskin, Rockville, MD, taught in Montgomery County Public Schools for five years following graduation. Organizing and developing a preschool program as director of a summer camp and serving on a special project task force for Montgomery County gave her career a new direction into the fields of planning and public and community relations. Linda is now Director of the Montgomery County Volunteer bureau, which coordinates corporate and individual volunteer involvement and matches volunteers with community needs.

Linda attended the Boardmanship Institute, the National Center for Voluntary Action, and has taken marketing courses at the College of William and Mary. She enjoyed a recent Alumni gathering at the Potomac, MD, home of Bryna Fine Bell ’66, where alumni were addressed by a speaker from the Department of Health, Education and Welfare.

Fern Sherri Levine earned her Master’s degree in Reading from Boston University in 1970 and was a first grade teacher in Franklin before becoming at Title I Elementary Reading Specialist for Everett in 1972. She is faculty representative to the Everett Teachers’ Association, serving on the negotiating team, and the grievance and by-laws committees. Fern is also an active member of the MTA and NEA.

She has traveled through Europe, Mexico, Israel, Venezuela and the Caribbean Islands, “At home” Fern enjoys country skating and dance — modern and disco. Her cousin, Sheila Andelman Heller, graduated from Lesley in 1967.

After teaching sixth grade in Waltham for several years, Marcia Gulden Milesky of Burlington, writes that she has become a manager for Tupperware Home Parties in her area. Marcia is married to Richard, an attorney, and has two children, Diane Beth, four and one-half, and Alan Matthew, seven months old. Marcia attends Alumni Association events when she can, and particularly has enjoyed the fashion shows — also Erma Bombeck’s talk.

Lois Feinberg Miller went on from Lesley to earn her M.A. in Reading and Learning Disabilities Certification from the University of South Florida in Tampa in 1970-71. Now living in Clearwater, FL, where she works as an academic clinician at Morton Plant Hospital, Lois is married to Robert, a psychologist with Pinellas County Juvenile Court. She has also worked as a LD teacher for Tampa Reading Clinic, and as a teacher/instructor at the University of South Florida.

She enjoys yoga and gourmet cooking. Lois’s cousin, Eleanor Goldstein, also attended Lesley College, graduating in 1959.

Until 1975 when daughter, Betsy Samantha, was born, Paula Trager Mingo taught K-2 in Malden. Married to William Thomas, a marketing administrator for New England Telephone, Paula reports from West Peabody that she is involved in a number of community affairs. In addition to serving as telethon coordinator for Peabody’s Adolescent Counseling Program, Paula is a story-hour volunteer for her local public library and also volunteers regularly as a nursery school helper.

She instituted a senior citizens’ volunteer program in a local school, and is active in grass-roots politics. Memberships in Malden/Peabody Ward Six Civic Association and in Temple Beth Shalom round out Paula’s busy schedule, and she still finds time to be an associate producer for Warner Cable Television. Paula lists her hobbies as reading, theatre, needlepoint, ceramics and calligraphy.

Bethia Driggs Newmarker is only three credits away from her Master’s degree in Reading at Eastern Connecticut State College. Living in Tolland, CT, she was a second grade teacher from 1969-72 then a corrective reading teacher, Title I, from 1972-73 for Vernon, CT. Married to Robert, a supervisor for Aetna Life and Casualty Company, since 1970, Bethia has two sons, Robert, six, and Jonathan, five. Bethia’s volunteer activities include church school teacher, PTO Ways and Means Committee Chairperson, and in-school volunteer work. In addition, she enjoys tennis, raquetball and bowling.

To Patricia Raskin and a growing “constituency” of parents and educators, STEP means “Systematic Training for Effective Parenting,” a pilot project begun this year by Patricia at the Red Oak School in Merrimac, where she is School Adjustment counselor. In a full-page article appearing in the Boston Herald American on March 3, Patricia explained, “The program is designed to fill the need that exists among parents to know how today’s world affects their children and what they can do about it.”

Although STEP is the most exciting development in Patricia’s professional life at the moment, she is also involved in many other activities; conducting teacher workshops, directing a children’s talent show, and YMCA work. She is on the board of directors of Congregation Ahavas Achim, and helped organize the “Fall in” Center in her hometown of Newburyport. She also serves on the Committee of Alumni Affairs at the University of New Hampshire. At Salem State College, while studying for her M.Ed. in Guidance which she received in 1973, Patricia’s concern with effective parenting became her chief professional interest. She has plenty of opportunity to “practice what she preaches” on daughter, Laura, age five. Patricia’s hobbies are swimming, skiing, horseback riding and running.

Berta Gallin Amson taught first grade at Gladwyne School in Pennsylvania until 1973, when she became optometric assistant to her husband, Dr. Henry B. Samuelson, a self-employed optometrist in Woodbridge, CT. Now the mother of Michael Steven, three, and Leah Sara, six months, Berta is planning to return to school at Southern Cross State College in the fall, to pursue a Master’s degree in Gerontology. While in Pennsylvania, she earned several graduate credits at Temple University in educating the visually impaired.

Since 1970 Judith Ravenson Shrier has been a Hebrew teacher at Temple Emanuel School in Worcester, where she lives with husband, Allan, a certified public accountant, and children Todd David, ten, Deborah Beth, seven and one-half, and Joshua Edward, 14 months. From graduation until 1968 Judith taught third grade for Framingham, Paxton and Needham Schools. She has taken extension courses in education at Boston University. A member of Hadassah and Worcester Jewish Federation, Judith lists her hobbies as tennis and jogging.

Marjorie Sack Winnick received her M.Ed. in Guidance and Counseling in 1970 and went on to teach second grade in Scituate at the Hathery School in 1971-72. She married Jeffrey, an attorney now with Connecticut Mutual Life Insurance Company, in 1970, and the couple has two children: Jonathan, five and one-half, and Julie, two and one-half. The family lives in South Windsor, CT.
Pamela Caragianes Christodoulo is expecting her first child in early October. Since 1975 she has been a Children's Home Hospital Tutor for Cambridge's Bureau of Pupil Services. Pamela is an active member of the Lesley Alumni Association, serving on the Board of Directors and as Co-chairperson of Reunion '79. She also belongs to the Belmont Women's Club. Pam earned her Ed.M. from Harvard Graduate School of Education in 1975. She is married to George E. Christodoulo, an attorney with Burns and Levinson.

Martha Grodd De Moss feels that three things have helped her most in her two careers as Early Childhood educator and wife to a medical student. They are, she writes, "patience, flexibility and understanding." A preschool teacher at ABC Preschool near South Burlington, VT, where she lives with husband Harold, Martha spent quite a few years in Oklahoma, as a preschool teacher in Young Sooners and Canterbury Schools and as a substitute teacher in the Yukon Public Schools. She also did volunteer work for Oklahoma City Public Schools' Helping Hands Program and attended Blackwood Business College and Bethany Nazarene College to receive Oklahoma certification in Special Education.

Martha's husband is a resident at the University of Vermont's Medical Center and Martha is a member of WASAMA (Wives Association Student American Medical Association). The couple has traveled throughout Oklahoma and Vermont and to the Bahamas. Martha lists her hobbies as needlepoint and writing poetry.

Karen Dresner was a Teacher's Aide in Newton Public Schools following graduation. Since August, 1978, however, she has been employed by Bloomingdales of Reading from Boston College in 1976. Her cousin, Diane Dragoff, is also a Lesley alum, who graduated in 1973.

Amy Weiss Friedman and her husband, Malcolm, moved to San Francisco, CA, in June, 1978, where she is a preschool teacher for Brotherhood Way School and a reading teacher for Reading Development Center and he is a doctor at the University of California, San Francisco. Amy lived for a while in Philadelphia, earning her M.S. in Reading and Language Arts at the University of Pennsylvania, meanwhile working as Head Teacher for U Penn's Children's Center. In May, 1978, the Friedmans traveled through the Caribbean Islands now, writes Amy, "we are trying to familiarize ourselves with California when we're not too busy missing family and friends back on the East coast!"

Mary Elizabeth Grassi is treasurer of the Lesley Alumni Association and Co-chairperson for Reunion '79. Mary Elizabeth served on the Association's Board of Directors in 1976-78 and as Regional Representative for the Cambridge area in 1975-76. Since 1976 she has been a Title I Reading Teacher for Cambridge's Harrington School.

Mary Elizabeth received her M.Ed. in Elementary Reading from Boston State College in 1978. A professional interest of hers is the development of reading materials, and her original materials were exhibited at the New England Reading Association's Convention in New Hampshire in 1978. She is a Sunday School Teacher for St. Francis Church in Cambridge and a member of the Ladies' Lodge of the Sons of Italy. Mary Elizabeth has traveled to California, Bermuda and Hawaii and plans to visit Italy this summer.

Until 1976, Christine Cannell Jones was a finance specialist with the U.S. Army at Ft. Polk, LA. She traveled quite a bit with the Army, living in Alabama, Indiana, Louisiana, Texas and South Carolina all within two years. In 1976 she took a summer course in Guidance at Northwestern State University of Louisiana. Now living in Portland, ME, and working in accounting/billing for Union Mutual Life Insurance Company of Portland, Christine is the mother of Jennifer Marie, age two. She plans to soon begin work toward a Master's degree in Business Administration.

Judith New Levin has been busy in the five years since her graduation. She was an aphasic teacher at "Little People's School" in Newton in 1974-75, then moved to Texas where she earned Texas Teaching Certification at San Jacinto College and was a resource teacher at Galera Park School in Galera Park, TX, for the next two years.

Moving back to Boston in 1977, she changed careers and entered the business world, where she is now receptionist/vice president at Harcomm Associates, a Cambridge advertising agency. Judy also worked as a therapist in Gloria Stevens' "Smoke Quitters Program."

She is married to Jerold R. Levin, an accountant with Kaitz and Levine of Boston. Judy lists travel as one of her favorite pastimes, and says she has enjoyed very much her extensive travels throughout the U.S. She hopes to take additional courses at Lesley now that she's living in Cambridge again, and says she would like to resume teaching "some day soon." Judy has two cousins who graduated from Lesley: Kathy Lichtman Estrin '77, and Karen Wolf '78.

From North Attleboro, Barbara McCarthy Lounsbury reports that she is a special education teacher at North Attleboro Junior High. She earned a Master's degree in Social Welfare from Boston College in 1978 and worked for a year as a social worker for Children's Protective Services in Hyannis. Barbara is still concerned about children's rights and serves as a volunteer child abuse consultant for PTA groups and schools in her community. She is married to John, a math teacher, and enjoys skiing and flying recently earning her private pilot's license.

A resource room teacher for Medford Public Schools since graduation, Sandra Minsky, living in Lawrence, is also a volunteer in the O.T. Departments of Children's Hospital and Beth Israel Hospital in Boston. She earned a M.Ed. in Generic Education at Regis College in 1978. Sandra has traveled extensively through the U.S. and Canada, and has also visited the Canary Islands, Jamaica and Europe in recent years.
A Special Education teacher for St. John's Child Development Center in Washington, D.C., since 1977, Mary Frances Lally Nolan was married early this year to John Patrick, a trade analyst-economic researcher for the U.S. Department of the Treasury. Before moving to the District of Columbia, Mary Frances worked as a day care teacher in Dorchester, as a classroom aide in Hanover, and as a preschool teacher in South Boston. She feels that her "ace in the hole is a colorful, well-rounded background" which includes teaching mixed age levels, in both urban and suburban settings, and working with children of greatly differing academic abilities, socio-economic backgrounds and "needs."

Mary Frances has been a volunteer at Boston's Children's Hospital, and has worked on several political campaigns. She was a regular summer camp counselor for many years. For two years she was vice president of a Catholic Young Adult Group in Quincy. She has taken counseling courses at Boston State College, and participated in a seminar sponsored by the Urban Court Program in Dorchester.

Since leaving Lesley, Mary Frances has toured through the Caribbean Islands, visited France, and explored many New England and Middle Atlantic states.

Miriam Flicup Morrison has found a career that allows her to use her analytical mind as well as her pleasure in working with people, and also permits tremendous opportunity for personal and professional growth — data processing and management. After leaving Lesley, she became a research technician/programmer at John Hancock, and since 1977 she has been a computer consultant for Interactive Data Corporation in Waltham. "Mimmy" lives in Arlington, with husband Michael.

From Portland, ME, Margaret MacVane Murray writes that her Lesley education is helping her in a "most demanding role — that of full-time mother!" Travis MacVane Murray is now eight months old. Before his birth, Margaret was a teacher for the Westside Day Care Center and then head teacher at Spurwink Day Treatment Program, both of Portland. She has continued her studies with continuing education courses at the University of Southern Maine, and lists her hobbies as modern dance and needlepoint.

Margaret is a member of the Junior League of Portland, and actively participates in Portland's Boys' Training Center. She is also a community volunteer remedial reading tutor. Margaret is married to David, who works for Union Mutual.

For four years, Leigh Myers Shaffer was a teacher for Kingsway Learning Center in Haddonfield, NJ. Married to Thomas H. Shaffer, III, a physiologist at Temple University Medical School and Children's Hospital in Philadelphia, Leigh now lives in Lansdowne, PA, and has one child, Thomas Derek, who was recently one year old.

Expecting her first child in September, Leslie Magerer Tapper is presently working at Boston University as an Administrative Assistant, concurrently earning her Ed.M. in Career Education. For a year following graduation she was a substitute teacher in the Peabody Public Schools. Leslie is married to Lee, co-owner and vice president of Walls of Decor, and the couple lives in Beverly. Since leaving Lesley, Leslie has traveled to Bermuda, Freeport, Florida and Hawaii. Her hobbies include cooking, reading, jogging and needlepoint.

Susan Tapper recently began a graduate program at Lesley and is expecting to earn her Reading Specialist II degree soon. She has also taken courses in LD at Boston State College. Susan is a fourth grade teacher in Winthrop, where she lives. She belongs to the Winthrop Teachers' Association, the MTA and the NEA.

Cheryl Winn Tikonoff is married to Michael and both are teachers for the Cambridge School Department — Cheryl teaching sixth grade. She has earned credits toward her Master's degree at Boston State College. Matthew Winn Tikonoff was born last February, and the family lives in Burlington. Cheryl's aunt, Regina Winn, graduated from Lesley in 1950, and cousin, Kathleen Winn, in 1976.

Selina M. Tinsley feels that the skills acquired in a good teaching program can be applied to many different fields, a view she shares with many Lesley alumni. Selina, living in Cambridge, is now in the field of nursing, expecting to graduate from Massachusetts General Hospital's school in her new career. Selina lists her favorite hobby as travel; she has visited California, Mexico, England, Hong Kong, Singapore, and Tokyo. "There is so much to be experienced in life," she writes, "and it is so important to overcome our fears about change and reach out to develop our full potential."

Engaged

Lorraine Elizabeth Fallon '78, John J. Egan
Lynn Gerrish '79, Randall K. Moquin
Patricia Blair Miller '75, Bruce Carlton Kramer
Frances J. Silbert G'78, Glen Richard Garfield
Marilyn Wolf G'75, David Root

Married

Charlene Ellen Constantine '73, Robert Alan Morrison
Lenore Ellen Feldstein G'78, Dennis Francisco Hernandez
Patricia Ann Gallitano '76, David H. Gentes, Jr.
Mary Goldman '70, David Scott Lavine
Joyce R. Grossman '76, Brian H. Swedberg
Shelley Marie Hart '77, James S. Kemper
Paul S. Lamb G'77, Susan E. Elovitz
Kathryn Ann Lauder '76, Robert James Kilroy
Judith Scott '64, David Guidera
Pamela Macy Smith '77, John Biddle Brock
Kathleen Evelyn Szulewski '75, Joseph Michael Cabral
Greichen Anne White G'78, John Frederick Maloney
In Memoriam

Lolin G. La Caro, Dean of Students at Lesley College from 1962 to 1966, died at her home in San Juan, Puerto Rico, on June 24. For many years she bravely and optimistically fought cancer. Though now gone from us, she will continue always to be very much with Lesley College.

Lolin did everything exceedingly well. She was the "role model," *par excellence*, of the complete woman: wife, mother, grandmother, administrator, leader, teacher, counselor, researcher, therapist and human being.

After leaving Lesley, Lolin returned to Rio Piedras where she served as Associate Dean of Students at the University of Puerto Rico for several years. She was active in human relations training which she helped introduce to Puerto Rico and South America.

She earned her A.B. and M.S.S.A. degrees at the University of Chicago. In May, 1975 Lesley College conferred upon Lolin the honorary degree Doctor of Humane Letters which read in part:

"...Your warmth, affection, trust, fairness, courage and wisdom, which you gave so deeply and generously to us during your tenure as Dean of Students at Lesley College," fortunately for us, came during our formative years "as we sought an institutional identity and mission. It was you, more than any other, who reminded us to chart our ways of working and teaching and planning of a new Campus in Human and Humane Dimensions."

Goodbye, Lolin. And our deepest sympathies to your son Fred, his wife Ida and their son David, as well as to your wonderful sisters in Puerto Rico.

Don A. Orton
June 25, 1979

Correction

We regret that Margery W. Bouma's name was incorrectly spelled in the notice of her death in the last issue of The CURRENT. Our apologies to her family and friends.
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