Sun Jie of China with classmates in Graduate School's International Studies Class.

INSIDE . . . • Teacher Education
• $1,000,000 NSF Grant
• College Provost Named
• Multicultural Perspectives
• 25th Kindergarten Conference
• And More . . .
Teacher Education for the 21st Century
Margaret A. McKenna

In January, Lesley appointed Pamela Glenn Menke as its first Provost. Before taking the position, Dr. Menke was Director, Division of Education Programs, National Endowment for the Humanities (NEH) in Washington, D.C. At NEH she was responsible for nearly 15 million dollars of grants to education, influencing that agency's contribution to the educational reform agenda nationwide.

In welcoming her to campus President McKenna noted that, "Dr. Menke brings both academic breadth and depth to her new assignments. She is a seasoned administrator who has championed educational excellence at both the institutional and the national level."

For her own part Dr. Menke is enthusiastic about her return to campus life. "As we approach the year 2000," she observed, "the great challenge for America's colleges and universities is to find new paradigms for higher education in America." She added, "Beyond the reformer's rhetoric, the models which we seek will be found at campuses like Lesley which have shown a willingness to innovate, to blend theory with practice, and to be responsive to the needs of students in society."

Prior to her tenure at NEH, Dr. Menke served for five years as Provost and Dean of Faculty and Professor of Humanities at Colby-Sawyer College in New Hampshire. As Lesley's Provost, she will serve as chief academic officer, overseeing its three schools—the Undergraduate, the Graduate, and Programs in Management for Business Personnel, management, and the role of women in academe.
Teacher Education for the 21st Century

(Continued from page 3)

one-half (45 percent) of our teachers say they probably (32 percent) or definitely (13 percent) would not become a teacher if they could start again.

Teachers are leaving the profession in droves; and many of the ablest are the first out the door. One study of 437 Wisconsin high school graduates who became teachers revealed that over 40 percent had left teaching after five years.

In short, we face a serious teacher shortage. Yet the weight of recent reform reports has been to devise new screens to career entrance — without sufficient attention to the magnets which will draw the best and brightest into the profession.

The reform reports offer much useful data and valuable recommendations. However, taken at face value, the Holmes and Carnegie recommendations would either radically reduce the number of qualified new teachers, or dramatically increase the number of "emergency certifications," a situation we are already witnessing in high demand areas such as science and math.

Reforming teacher education, increasing teacher salaries, establishing career ladders, are all important steps — long overdue. But if you ask teachers who have left the profession or who see themselves dissatisfied with their jobs what is wrong, these are not the primary factors to which they point. Rather, they tell about their lack of autonomy in decision making, their isolation in the classroom, the numbing and belittling bureaucratic tasks that take up too much of the school day, reducing time spent on instruction. The reformers want to upgrade teacher quality, but what incentives do they provide for keeping highly able teachers, for equipping our best teachers feel are restrictions?

What's at stake is not just the education of the current generation, for the teachers we train today — if we can retain them through the years of undergraduate education — will be the teachers in the year 2000, 2010, and beyond. In a very real sense our nation's future is at stake.

The demand is not just one of raw numbers, but requires that we prepare future teachers to educate successfully an increasingly diverse student population.

For example, today, minorities make up 26 percent of our student population, but only 12 percent of the teaching force. Between the 1990s minorities will account for 30 percent of the schooling-age population, whereas the percentage of minority teachers will have dwindled to 5 percent. The school-age population is comprised of greater numbers of girls (48 percent), non-English speaking children (28 percent), and of physically challenged students whose numbers have increased through mainstreaming.

Contrary to some recommendations, I believe that there is no single "best way" to prepare a teaching force sufficiently large and sufficiently talented to meet these difficult challenges. There has been far too little discussion in the reports concerning the different means necessary to educate secondary school teachers and elementary school teachers or between preparing traditional-age students and returning adult-learners interested in the profession. We should acknowledge that the substantive knowledge and pedagogical skills necessary to be a successful High School History teacher differ from those required of a successful Kindergarten teacher. Nevertheless, I do think that the current round of reports provides a catalyst for action that can benefit both schools and colleges, and ultimately students.

At the collegiate level, we've already begun to rethink our objectives and goals. At Lesley, these focus on preparing students for a lifetime that includes work and leisure, civic and personal responsibilities, change and growth. We believe students should graduate possessing the skills and interest to continue learning, a sense of civic responsibility, and a feeling of empowerment.

\[\ldots\] no man is worthy of the honored name of statesman who does not include the highest practical education of the people in all his [sic] plans of administration.\]

— Horace Mann

We believe all graduates of undergraduate teacher programs should possess the following competencies:

- a high degree of literacy: reading, writing, oral communication
- numerical literacy
- understanding of methods and role of science
- critical thinking including problem-solving and analysis
- an understanding of historical understanding
- knowledge and appreciation of the arts
- a concern for an ability to apply ethics and values
- practical and extensive field experiences in classroom and other school environments
- a thorough grounding in pedagogy and cognitive development.

In our changing world, future teachers will be faced with significant minority group constituencies in the classroom. Intercultural perspectives and integration of women and minorities must exist throughout the college curriculum.

Many critics say that this agenda cannot be accomplished in the four years of undergraduate education. But given the economic and demographic realities of schooling in America, it simply must be. And overall, I'm optimistic that it will be.

The current reports have aroused public awareness of the need for action. While at times conceptually flawed, and in some cases Utopian, the major reform reports provide a sufficient framework for change. However, we need to create the incentives which will draw in talented students into the field and keep our best teachers in the classroom. More scholarship aid, better salaries, better working conditions are needed. The rub of the problem comes down to the allocation of sufficient resources: bodies and bucks. The reform reports all tiptoe around the price tag, but we all know excellence has its cost. Where will the money come from?

All of us are familiar with the declining percentages of teachers closely involved with schools. In Massachusetts, only 17-20 percent have contact with preschool teachers, at less than $25,000 annually and, in the case of preschool teachers, at less than $10,000.

At the beginning of this nation's first baby boom, back in 1950, the poet Archibald MacLeish expressed the view that "to educate at all is to possess a faith in the future of the world of the most explicit kind: education, by its nature, assumes a future. But it will take more than the common optimism of educators to create the kind of teachers and educators and schools we need. It will take political muscle and wise leadership.

A century ago, Horace Mann, a Massachusetts school superintendent, put the problem squarely. "In our country and in our times no man is worthy of the honored name of statesman who does not include the highest practicable education of the people in all his [sic] plans of administration."

In this election year, and in the presidential elections of 1988, Horace Mann's yardstick provides a measure for the kind of leadership we need to provide teachers and schools for the 21st century.

Science Awar (Continued from page 1)

knowledge, and professional skills. The five-year project will develop:

- Content courses for pre-service middle school science and mathematics teachers which stress both what is taught and the ways in which it is taught and which emphasize interactions between science, technology, and community;
- Methodology courses that emphasize the unique social, psychological, physical, and cognitive needs of the middle school student; and
- Collaborative relationships with public school systems and scientific resources beyond the campus.

According to Dr. Linda Schulman, Division Head for Science, and project director on the grant, "the model curriculum will result in better-qualified school teachers in these critical fields."

She cited a recent national survey showing that principals now estimate that more than 50 percent of newly hired mathematics and science teachers are under-qualified.

"It is particularly significant that Lesley's Undergraduate School was awarded a grant of this size," she observed. Historically, women have been under-represented in science and technical professions. "Equally important," she added, "the current NSF grant underscores Lesley's position as a leader in educational applications of computers." Other NSF funded activities at the College include LOGO Tools for Teaching Algebra (to elementary and junior high school students), Problem-Solving Tools for High School Science Teaching; and Using Numbers, a math curriculum for students K-6.
Multicultural Perspectives

Lesley has a variety of international and multi-cultural programs in all three Schools that reflect its desire to give its students a deeper insight into intercultural relations and the broadest possible understanding of the peoples of the world.

Highlighted in this issue are the International Studies Department of the Graduate School and PMBI's January Commencement Address on "American Management in the Global Society." Also described are some of the Kindergarten Conference sessions that dealt with multicultural issues. In addition, last fall Lesley's Special Education Resource Teaching Conference focused on assessment of students from multicultural backgrounds.

Lesley, however, has incorporated multicultural perspectives in many of its education programs. Some of these have been featured in past issues of The Current, such as the Undergraduate School's Student Exchange Program (STEP) with Bradford and Hull, England (Winter, 1982) and Lesley's International Students and Programs (Fall/Winter 1983-84), which described the international programs in all three Schools.

Upcoming issues of The Current will highlight further this important dimension of education at the College.

Focus: The Intercultural Relations Program

by Barbara Baig

Kathy Blackwell is a teacher and a poet, who has always wanted to do something to make the world a better place. When she considered going back to school, she looked for a graduate program that would let her combine her interests in writing, education, and other cultures.

Dawn Jabari had a career in human resources management. She knew she wanted to move into an international field and thought she'd need an MBA. She spent nine months researching every MBA program in the Boston area without finding one that had an international component.

Dita Petroski spent three years in the Fiji Islands as a Peace Corps Volunteer. Working in engineering management, he needed a program that would help him prepare to manage large technical projects overseas which is what he is doing right now in Egypt.

Adrienne Nussbaum has always been interested in people and culture. She works at the Harvard University International Office, and wanted graduate-level training in international education and foreign student advising.

These four people — and a growing number of other men and women — have found a program that gives them the intercultural education and professional training they want at the Graduate School's International Studies Division. The new Master's degree program in Intercultural Relations helps students acquire the knowledge, skills, and experience they need to pursue careers as intercultural specialists in such fields as education, management, international development, and intercultural training and consulting.

Until recently, students who wanted an intercultural education had few options. They could travel or work abroad, and learn from their experiences but rarely were able to incorporate that learning into formal graduate study. Or they could enroll in a graduate program in international relations; such programs, however, tend to focus almost exclusively on the political and economic aspects of nations and on relationships between organizations and governments.

But the Intercultural Relations Program focuses on the human dimension of culture — on what happens when individuals from different cultures interact in various work and social situations. At the same time, the program places equal value on field experience and academics, and it helps students to integrate the two.

"People have always needed the skills we teach," explains Dr. Zareen Karani Lam, Director of the Program. "But today, as the world gets smaller, the need is more pressing. People from all professions, from many different cultures, are forced to interact, more so than in the old homogeneous societies that were not so mobile. Today, whether you're a manager, a teacher, or a counselor, you will have to deal with diversity and a broad spectrum of value orientations."

With cultural diversity a fact of daily life, interactions between people from different cultures takes place everywhere:

At a local college, a female student from Japan listens, head bowed, as the foreign student advisor, an American man, talks to her about course requirements.

In Japan, an executive of a Japanese company discusses a potential sale with clients from the US. At a Boston hospital, a Black intake supervisor interviews a Chinese patient.

In countries all over the world travelers seek lodging, food, information, and friendship from people whose language and customs are not their own.

In Cambridge, a New York-born, Catholic woman discusses the family finances with her husband, a Protestant raised in the Midwest.

The last example may puzzle those who believe that two people from the same country necessarily share the same culture. "But culture," Dr. Lam maintains, "is far more than just nationality. It has many dimensions that include age, sex, ethnicity, one's whole background. In fact, in this program we believe that even people who have grown up in the same community, even those from the same family, can have different individual cultural perspectives."

The program, she adds, looks at every situation in which two people interact as an intercultural one. "Each person brings to the situation his or her own cultural filter."

Given this multitude of perspectives, the opportunities for misunderstanding both at home and abroad are tremendous. Outsiders are frequently unaware of how their behavior is seen by the host culture. And an American businessman abroad, Dr. Lam points out, may "totally blunder" by misinterpreting the way his clients dress or the formality with which they speak. Even a seemingly simple remark like "I'll let you know," may be misunderstood — in some cultures it means, "Get lost, I don't want to see you again."

In today's increasingly interdependent world such misunderstandings can be costly, even dangerous. They can, however, be prevented by those who have intercultural skills which Dr. Lam defines as "the ability to see things from different people's point of view, to understand and respect their values, and to interact with them in non-exploitative, respectful, and productive ways."

As the number of professional situations requiring such skills increases, the field of intercultural relations is growing rapidly. Practitioners are finding jobs in...
Multicultural Perspectives

international organizations, and other settings. Dr. Lam expects this trend to continue. „Intercultural relations," she says, "have been called the survival skills for the twentieth century — in all professions."

She speaks firsthand about intercultural experience, having been born and brought up in India, where she earned several degrees in languages, law, and education. In 1978 she came to the U.S. to enter a Ph.D. program in Counseling and Psychology at the University of Denver. Since then she has worked as a crosscultural consultant and trainer at a number of universities and corporations in India, Sweden, and the U.S. She has also been working as a cross cultural counselor at the Denver Police Department and has served as a consultant to a number of organizations and corporations in India and the U.S.

Currently, she is the Assistant Professor of Multicultural Counseling at Colorado State University. She earned her Ph.D. in Counseling Psychology at the University of Denver. Since then she has worked as a crosscultural consultant and trainer at a number of universities and corporations in India and the U.S. She has also been working as a crosscultural counselor at the Denver Police Department and has served as a consultant to a number of organizations and corporations in India and the U.S.

She is a member of the board of directors of the International Association for Multicultural Education (IAME), and she serves on the editorial board of the Journal of Multicultural Counseling and Development. Her research focuses on the experiences of people from diverse cultural backgrounds and the development of effective multicultural counseling strategies. She is particularly interested in the role of cultural competence in counseling and the importance of culturally informed approaches to mental health practice.

She is also active in the field of multicultural education and has published extensively on the topic. She has contributed chapters to several books on multicultural education and has written numerous articles on the subject for professional journals. She has also presented her research at national and international conferences and workshops.

As a result of her work, she has received several awards and honors, including the American Psychological Association's Distinguished Scholar Award in the area of multicultural psychology. She has also been recognized by the National Association for Multicultural Counseling and Development for her contributions to the field.

In addition to her work in the areas of multicultural counseling and education, she is also involved in the promotion of cultural diversity on a personal level. She volunteers at a local community center and works with various organizations to promote cultural understanding and acceptance.

She is a strong advocate for the importance of cultural diversity and believes that understanding and valuing differences is essential for creating a more inclusive society. She encourages others to be open-minded and to embrace the richness of cultural diversity.

She has a strong commitment to promoting multicultural education and counseling, and she continues to work towards this goal through her research, teaching, and practice.
Multicultural Perspectives

“During the Cultural Revolution,” she said, “we heard some bad things about America but some I think are not true so I wanted to see the real face of America, beyond the tables. I think Americans are very nice and friendly.”

Her first semester Sun Jie is taking only two courses. Because, she said, “I want to improve my English. Next semester I’ll take more.”

Her “Introduction to Intercultural Relations” course provides an overview of the subject plus an introduction to the basic concepts and issues in intercultural theory and practice. Her second course, “Intercultural Communication” helps students develop communication skills to deal effectively with ethnic and cultural diversity.

“In my first class,” she continued, “I was surprised to see that so many people drank and ate. In China the only thing the students can do is take the teacher’s notes and not speak. If they have questions, they raise their hand, and the teacher says, ‘Wait till the class is over. I’ll explain it to you then.’

When she first arrived, Sun Jie lived with a Chinese family for a week, but since, has moved in with an American family in Wakefield. "I really like them," she said, "but I would like to live closer to Lesley so I can study more at the library. I have classes from four to seven in the evening."

She has already made her American family a Chinese dinner and eaten in Chinatown, where she was taken by classmates after an Intercultural Studies Reception at Lesley on the Traditional Arts of Southeast Asia. “I don’t think the food is traditional Chinese,” she said, “because the ingredients are different from China. Most of the Chinese who live in the United States are Cantonese, but Cantonese food is very famous in China. It’s fine.”

It’s also just fine that Sun Jie has chosen Lesley for her education in the U.S. Her being here is mutually beneficial.

“When I came here,” she said, “I felt my dream had come true. I will do my best and study hard. I must learn everything from the beginning, even the food.” Lesley, too, has much to learn, from Sun Jie.

American Management in The Global Society

At PMBI’s Commencement on January 23, Stephen Cory, a Marketing Manager at GenRad (manufacturers of automated testing equipment) and a PMBI alumnus, gave the main address to the 27 Bachelor’s degree and 67 Master’s degree graduates.

The following are excerpts from his speech:

“American management is being challenged by foreign competition in a shrinking world, as a result of the new industrial revolution. This transition is as difficult today as it was when we moved from an agricultural to an industrialized economy. Today the transition is from the industrial to the information age.

“This revolution has caused the world to change from being one of small, localized markets to a global, interdependent economy. Today, the change in the monetary, fiscal, or foreign policies of countries can rapidly cause changes in the world economic system. For example, the Japanese Economic Planning Agency recently published its plan for the year 1980. The theme of that plan was ‘Internationalization’, the purchase of foreign assets in every sector of industry throughout the world in their move toward becoming a global economic power. More recently, it was announced that 80 percent of the 1986 U.S. budget deficit was financed by foreign interests. These two related examples are an indication of what is happening to this generation of management – a generation faced with global competition. And no longer is the competition abroad. It is right here in this country.

“At as result, your skills to manage and lead the world in this revolution will demand your very best. In many ways, management in the international environment constitutes the supreme test of management skills – interaction with foreign nationals, foreign laws and customs, different languages and, quite often, consumer needs – The current concern of American business with quality and productivity is clearly the result of the new economics of world competition, a competition led in part by the Japanese and being eagerly adopted by the developing industrial nations of South Korea, Taiwan, and Hong Kong as well as the twelve members of the European Economic Community.

“What then can American management do in the face of this challenge? To begin, I can confirm that there is no nation in the world more highly regarded for its management skills than the United States. But, you cannot assume supremacy in any field of endeavor, particularly the human art of management. Like technology, the skills of management can and have been learned by other nations.

“Now is the time for American management to once again assert its leadership position in the world. Winning calls for highly creative management practices and skills, and a management style that elicits high quality and productivity. (continued on next page)
"Leadership requires you to take a long, hard look at the external world. Failure to do so, can result in an unrealistic attitude, one that could result not in a leadership position, but that of a follower. Leadership requires followers and following is an act of trust, faith in the course of the leader. That trust can only be generated if leaders act with integrity. It requires you to be broad-minded, receptive to the ideas of others, flexible, thoughtful and insightful."

Dr. Pamela Merke, Provost, and Dr. Stephen Brown, Acting Dean of PMBI, also addressed the graduates, among them, PMBI's thousandth graduate, Robert Bureau, Maynard Master's (September 1985) class. As a senior manager at Digital Equipment Corporation in Marlboro, he is responsible for managing a systems and programming group (MIS function) that supports operations in Hong Kong, Singapore, Taiwan, Mexico, Canada, and Puerto Rico. He completed his thesis on the topic of "Matrix Management in an International Multicultural MIS Organization."

Multicultural and Multiple Intelligence Perspectives

More than 100 special educators and administrators from New England participated last fall in the Second Annual Special Education Resource Teaching Conference, "What's New in Assessment: A Non-discriminatory Perspective" at Lesley. The conference highlighted trends in assessing student performance which better reflect diversities in backgrounds and learning abilities.

Keynote presenters were Dr. Jane Mercer, University of Southern California, and Dr. Joseph Walters of Harvard University. A national figure in the evolution of a non-biased approach to assessment, Dr. Mercer has developed a new approach to assessment incorporating socio-cultural variables.

Maria Serpa, Director of Moderate Special Needs Program, GS, at the Special Education Resource Teaching Conference.

The American population is dramatically changing, becoming increasingly diverse both racially and ethnically. This growing pluralism is reflected in the nation's schools. More than 25 percent of all public school students are now of minority backgrounds. Critics of current assessment tools and procedures have charged that they are unfairly based along race and class lines and focus only on the logical and linguistic dimensions of intelligence. The conference provided a non-discriminatory, multidimensional approach for educational evaluation and planning in order to maximize the fair assessment of all students, particularly those with special needs.

Maria Serpa, Director of the Moderate Special Needs Program, GS, at the Special Education Resource Teaching Conference.

The 25th Kindergarten Conference

This year marked the 25th anniversary of the Lesley-sponsored New England Kindergarten Conference. Massachusetts Governor Michael Dukakis proclaimed November 20, 1986, as New England Kindergarten Day in the Commonwealth in honor of the conference and its founder and coordinator, Mary Mindess. The Governor's Proclamation noted:

"Whereas: The Commonwealth of Massachusetts is world renowned as a center of education; and Whereas: The early education of young children is instrumental to their development and success as learners and, later, as citizens; and Whereas: The New England Kindergarten Conference, sponsored by Lesley College, has inspired and encouraged countless early childhood educators throughout the years; Now, Therefore, I, Michael S. Dukakis, Governor of the Commonwealth of Massachusetts, do hereby proclaim Thursday November 21st, 1986, as NEW ENGLAND KINDERGARTEN CONFERENCE DAY in Massachusetts in recognition of its founder, Mary Mindess, and of the contribution to early childhood education she, Lesley College, and the New England Kindergarten Conference have made to the Commonwealth of Massachusetts.

At a reception held in her honor, Professor Mindess took note of the recognition, saying "We always dreamed of this." She accepted the proclamation, and a plaque from the Elementary School Principals Association, "on behalf of coordinator Moyra Traupe and all who attended the Conference over the past twenty-five years."

The Sunapee, in the Undergraduate School, Mary Mindess exemplifies the "Lesley spirit," through her commitment to caring and her integration of theory with practice in the courses she teaches and the Kindergarten Conference itself.

Because of the steadily growing attendance and numbers of panels and participants, the Conference was expanded to three days and will be again in 1987, from November 19-21.

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Some of the sessions attended by the more than 2500 Early Childhood educators are described below:

**Stress in the Day Care Setting**

Sondra Langer, Associate Professor of Education, GS, Sandra Herskowitz, Coordinator of the Judge Baker Clinical Services Program, and Geraldine Pedrini, '63, Director of the Sunshine Nursery School in Arlington, talked about "Planning Effective Staff Development and Curriculum Strategies for Coping With Stress in the Day Care Environment."

Teachers must be alert to signs of stress in children which include being unfriendly, daydreaming, having tantrums, or punishing themselves.

Teachers themselves have stress in day care settings and often have more concern for the parents and children than for themselves. To survive, they need the encouragement and support of their direction. Some of the signs of burnout are clock watching, lack of enthusiasm, crying jags, psychosomatic headaches, and insomnia. The solution is to change jobs or change their feelings or viewpoints.
Childhood in Japan

Merry White, Director of International Education at Harvard Graduate School of Education and Administrator of East Asian Studies at Harvard, gave an in-depth account of child rearing and schooling in Japan. Teaching in this homogeneous country is not a way station to other careers. The teacher is responsible for the discipline of her forty students as well as their social development and morality. Literacy begins early. Mothers read two to three books a month to their very small children who often can read and write before entering school.

The Japanese consider that all children are born equal. They “pull up” the slow learner in class rather than “push ahead” the brighter students. The schools do, however, foster intense competition in the classroom. One-third of Japan’s primary school students and 86 percent of all Tokyo students take after-school class programs. Homework from first-grade on is considered a means to develop responsibility and character in a child. A good child is cooperative and obedient as well as alert and spirited. Cooperation does not imply giving up the self but rather working with others.

Cross-Cultural Practices

Leading the program on “Cross-Cultural Child-Rearing Practices as They Affect School Entry” were Zareen Lam, Director, and Joanna Bertieka, Foreign Student Counselor, of the International Studies Department of the Graduate School. Teaching in this homogeneous culture reflected the Conference’s theme of Commitment, Caring, and Collaboration. They described a few general findings from various studies of the international differences in child rearing: the Mexican-American mother is often considered to be handiest in nurturance and responsiveness to the child, more than other Hispanic and even Japanese mothers; the American mother tends to encourage the child’s independence; the Japanese mother, who sees the newborn baby as too independent, encourages the child’s dependency on herself and on groups. (Her child is rarely left alone and is taught the value of group harmony and esteem,); and the religious Hindu mother encourages the child to forget the self and to concentrate on spirituality.

Today the shape of the American family is in transition. Even within the two-parent/provider family there are many subgroups: shared earning and parent child-rearing parents, mother or father dominated child care, or divorced parents with stepparents and stepsiblings. The single mother may be alone, live with a lover, or be remarried (but handling child rearing independently). Teachers and counselors must be sensitive to these changes: their understanding and characterization of cultural and family differences are major factors in the self-esteem of children and parents.

Educating The Imagination

Shawn McNiff, Dean of Lesley’s Arts Institute, talked about the often neglected creative instincts of children. “Kindergarten,” he said, “is a place where there is a celebration of the imagination. Imagination has to do with vitality and the soul. It is fundamental, a basic of mental health. Imagination takes stress and converts it to power. He said that because Europe has a sense of art being part of the interdependent whole curriculum, it is not put in a half-hour time slot. All children’s art has many meanings and is full of drama, he said. All research confirms the consistent validity of how young children interpret art. They are closer to symbols than adults are and their drawings have many meanings. Adults need to go back to childhood to regenerate their imagination.

Notes of Current Interest

Cross-Cultural Practices

Leading the program on “Cross-Cultural Child-Rearing Practices as They Affect School Entry” were Zareen Lam, Director, and Joanna Bertieka, Foreign Student Counselor, of the International Studies Department of the Graduate School. Their sensitive role playing of teachers or counselors dealing with the fears and diverse values of mothers from different cultures reflected the Conference’s theme of Commitment, Caring, and Collaboration. They described a few general findings from various studies of the international differences in child rearing: the Mexican-American mother is often considered to be handiest in nurturance and responsiveness to the child, more than other Hispanic and even Japanese mothers; the American mother tends to encourage the child’s independence; the Japanese mother, who sees the newborn baby as too independent, encourages the child to forget the self and to concentrate on spirituality.

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Educating The Imagination

Shawn McNiff, Dean of the Institute for the Arts and Human Development, described the flaws in current day care policy in the United States and suggested changes which he felt were both necessary and inevitable. There are two kinds of day care, one for parents who have the money and the wisdom to find quality day care, and a second for those who do not. All parents, however, share the frustration of finding any day care at all in their communities.

Only Massachusetts, Kansas, and Wisconsin require minimum standards for day care centers and workers, such as a specific ratio of workers to infants (Massachusetts, for example, requires one worker to three infants and one worker to four toddlers), and a background in early childhood development. In California, the ratio is one to twelve. High ratio situations are problematic both developmentally and in terms of a fire or other physical disasters. Because of the United States’ radically changing family structure there is an increasing dependence on day care. However, the future effect on our children has yet to be determined. Of particular concern to Dr. Zigler are those children who are already under stress at home and are put in even greater risk by being placed in a stressful day care setting.

The solution to the day care problem, he said, must come from broad social reform. Just as policy makers debated about universal education one-hundred years ago, today they must respond to the need for quality day care and make child care a priority. The government spends 25 million dollars for the wing of one airplane but only five million for day care.

Secondly, the role and income of day care workers must be upgraded. Currently, 75 per cent of all day care workers, he said, earn less than the minimum wage.

Finally, Dr. Zigler predicted that by the turn of the century the nation would follow Arizona’s lead by providing day care in the public schools from early morning through the evening hours. Two-career families and the growing number of single-head households will make extended public day care a necessity. Dr. Zigler encouraged those working in day care to become social activists to encourage policy makers in directions that make sense for children and their families.
Lesley's 1987 Summer Offerings

The Undergraduate School

The Undergraduate School is offering, for the first time, three "Early Bird Courses," June 2-26, Tuesdays through Fridays, 9 a.m.-12 noon.

ENGL 120 – American Literature
HIST 115 – Introduction to American History
ED 305 – Early Childhood Education

The Graduate School

The Graduate School is offering 173 different courses on campus, June 1- August 21. A complete list is available at the Graduate Center as well as in each Division office. The 5000 level courses will be available to Lesley undergraduate students. If credit is desired, the Registrar should be contacted.

Special Summer Events

June 5-6 Threshold Conference, "Toward Independence: Issues for Parents of Adults with Learning Disabilities." Contact Sharyle Simmons, 471-3739.

June 8-12 Summer Computer Conference. Contact Maureen Brown, x428.


June 22-26 Creative Arts in Learning Sym­posium on Multicultural Arts Education. In­tervention May 27-28 Music and Art in Therapy Intensive May 31-June 3 Art Therapy and Dreams Intensive May 25, 26, June 4, 5 Core Seminar Training in Expressive Therapy and Dance. Contact Paolo Kell, x459.

June 24-30 Introduction to Computers: Learners with Special Needs July 1-14 Creating an Educational Environment with Logo July 15-21 Comparative Education. Con­ tact Zareen Lam, x420.


July 13-15 Regional Summer Institute on Autism. Contact Susan Grav, x366.

July 20-24 Conference on Interactive Videodisk Applications for Classroom Teachers. Contact Susan Grav, x366.

July 20-24 Conference on Effective Library Learning: Models and Methods. Contact Mary Snow, x381.

International Courses and Conferences

Brasilia, Brazil – June Research and Evaluation Methodology, Special Education in the Classroom. Con­ tact Winifred Skolnikoff, x419.

Guadalajara, Mexico – August Research and Evaluation Methodology, Special Education in the Classroom. Con­ tact Lucretia Crocker, x419.

Monterrey, Mexico – August Leadership in School Administration: Review and Evaluation Methodology, Selection and Utilization of Instructional Resources, Teaching English as a Second Language. Contact Donna Roux, x419.

Lake of Constance, Switzerland May 27-30 Music and Art in Therapy Intensive May 31-June 3 Art Therapy and Dreams Intensive June 25, 26, June 4, 5 Core Seminar Training in Expressive Therapy and Dance. Contact Paolo Kell, x459.

Lisbon, Portugal June 24-30 Introduction to Computers: Learners with Special Needs July 1-14 Creating an Educational Environment with Logo July 15-21 Comparative Education. Con­ tact Zareen Lam, x420.


Two further sites for Lesley courses in Rome and Costa Rica are pending. Individually guided study courses under the Adult Degree Option program are be­ eing offered in Lisbon, Portugal, and Genova, Switzerland.

Additional Summer Institutes

August 12-16: A "Leadership Training In­ stitute" sponsored by the National Coalition Building Institute, at Lesley. Training to identify and resolve intergroup conflicts.

August 17-19: A "Prejudice Reduction, Leaders Institute" sponsored by the Na­ tional Coalition Building Institute at Lesley. Participants learn to develop and conduct prejudice reduction programs in their com­ munities and workplaces.

For both institutes, contact Jay Jones, International Studies Dept., x459 or 163.

Notes of Current Interest

Lesley/Curtis Guild School Literature Conference

The Boston Association for the Educa­ tion of Young Children (BAEYC) has recently moved its offices to Lesley at 37 Melton Street, 3rd floor. The current Presi­ dent of BAEYC is Gwen Hooper, a Lesley alumnus and Director of an innovative children's center in Arlington.

With a membership of approximately 700, BAEYC is the largest professional organization for early childhood profes­ sionals in Massachusetts. Lesley’s early childhood faculty have long been active in BAEYC, serving on the Board as well as organizing and presenting professional development activities. BAEYC offers a yearly conference and a lecture series on issues concerning young children to the early childhood community as well as ad­ vocates at the state level.

As an affiliate group of the National Assoc. for the Education of Young Children (NAEYC), BAEYC is part of a large national network of state and city associations for the education of young children. NAEYC, with a total membership of 55,000 early childhood educators in the U.S., Canada, and Europe, has initiated an accreditation program for early childhood programs as well as an information and resource bank. Through its books and two professional journals, NAEYC provides a forum in which early childhood educators may share their work.

With strong connections to NAEYC and a broad-based support at the local level, BAEYC is an organization which makes a positive impact on the lives of children, and is a welcome new addition to the Lesley community.

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Children's Literature Conference

In April more than one hundred elemen­ tary and middle school educators from throughout New England participated in the Spring Children's Literature Con­ ference, "The Child, the Teacher, and the Book."

Brookline teacher Joan Timan, a Lucretia Crocker Fellow, spoke on "A Journey into Literature." She has been in­ strumental in developing the Children's Literature Project, a model curriculum designed to put literature at the center of study in the elementary school and to­ refine the quality literacy experiences at home.

Also speaking was Assistant Professor Mary Reinhardt of the Graduate School, who discussed "The Teacher and the Book."

Mr. Reinhardt is Director of the Lesley/Curtis Guild School Language Arts Program.

Six workshops, led by teachers from the Greater Boston schools, addressed: "Introduc­ ing Children to Literature: A Bear Necessity" for grades K-1; "Folktales: Children Love" grades 1-3; "Picture Book Potentials" grades 3-6; "Bringing Books to Life" grades 3-5; "Reading and Writing ..." grades 3-5; and "The Black Experience in Children's Books" for grades 6-8.

Winfred Skolnikoff, Assistant Professor of Education and Director of the Graduate School Writing Center, was a Coordinator of the Conference.
Notes of Current Interest

Christa McAuliffe Teacher-Incentive Grant

Seven Lesley undergraduates were recently awarded the Christa McAuliffe Teacher-Incentive Grant. Previously known as the Teacher Incentive Grant, the nationwide award program was established by the National Education Association, and is administered locally through the Massachusetts State Scholarship Office. The $2,000 Grant is awarded to Massachusetts residents who are preparing to teach on a full-time basis in a public school in the Commonwealth. "Those aspiring teachers," said President McKenna, "exemplify those characteristics that Christa McAuliffe represented for our nation dedication to children, commitment to service, belief in the future, and a willingness to lead."

"As teachers-to-be," she said, "our students look with pride to the woman who chose a life of service to others. Christa McAuliffe has become a leader for all who work in education and particularly for those who teach."

The award winners were: Theresa Bardwell, ’89, Donna Cresary, ’87, John Craig, ’87, Kathleen O’Connell, ’87, Michelle Patti, ’88, Kristen Robinson, ’88, and Jessica Specker, ’88.

The Future of Teaching Colloquium Series

This spring the Graduate School sponsored a colloquium series on the future of teaching designed for teachers, teacher educators, and interested citizens.

The speakers were: Dr. Seymour Sarason, author of The Culture of the School and The Problem of Change and Professor of Psychology at Yale University; John Saphier, principal for Research for the New York Board of Regents; and many others.

They explored the educational reform reports, the knowledge base of the teaching profession, professionalizing the role of teachers, the future of the undergraduate education major, women’s issues and the teaching profession, new educational initiatives in Massachusetts, assessment of teaching and learning, and private sector perspectives on public education.

Undergraduate Curriculum Reform

In the last issue of the Current Lesley in Focus presented views on Undergraduate curriculum reform by Dean of Students Linda Vaughan and President Margaret McKenna. Subsequently, there’s been a great deal of activity on this issue. Spring semester begins with undergraduate faculty from the three schools attending a day-long faculty workshop on curriculum planning. Throughout the year, faculty committees have been examining the context and the structure of undergraduate curricula at the College. The process has addressed the relationship between liberal and professional education, examined the delivery and assessment of instruction, explored developmental approaches to student learning, and examined the role of faculty in all phases of undergraduate education and campus life.

The result is a statement on the goals of undergraduate education that was approved by the faculty this April. The statement recommends intellectual and pedagogical goals and principles as the foundation for a new conceptual model to guide future curriculum development at Lesley. These recommendations are being forwarded to the President as the current goes to press. Following the President’s action, the Provost will establish an eighteen-month program (June, 1987, through May, 1988) of further curriculum development.

Future issues of the Current will contain updates on progress and issues.

National Women’s History Week Celebrated at Lesley

Lesley observed National Women’s History Week in March with film, lectures, panels, discussions, and entertainment designed to celebrate the contributions of women in business, education, politics, and the arts.

Panelists included talks by anthropologist and Lesley College corporation Mary Catherine Bateson, author of With A Daughter’s Eye; A Memoir of Margaret Mead and Gregory Bateson and by the authors of Women’s Ways of Knowing, an acclaimed study of epistemological development in women (co-authored by Dr. Jill Tatle, Associate Provost).

A panel discussion, “Influential Women: Connecting Cambridge Communities”, was featured by Renae Scott and Dorothy Jones, Cambridge YWCA Board of Directors; Alice Wolf and Sheila Russell, Cambridge City Councilor; and Lesley President Margaret McKenna and Lesley Dean of the Outreach and Alternative Education Division.

Linda Hill, a Lesley corporation and assistant professor, Organizational Behavior/ Human Resource Administration and Shopping Business School, spoke on “Creating Continuing Education: Business Relationships at Work.”

Lesley artists Judith Campbell-Reed, Bonnie Davis, Naomi Congleton, Mariangela Cattaneo, Patricia Cobb, and Brenda Engel talked about their personal experiences as artists in "On Art Making and Women Being." An exhibit of their work, "Womenrealizations," was on display during the entire week. Also included was the work of Shashi Pahagin.

Distinguished researcher and author Seymour Sarason discusses the future of teaching.

Mary Catherine Bateson

Listening to women means finding ways to value difference and to value relationships that are complementary rather than symmetrical. One of the striking things about American culture is that we have great difficulty acknowledging difference without saying, if A and B are different, is A better or is B better? The only solution that seems to work is to say A and B are really more or less the same. Americans assume that if they are different one of them is probably better, and one of them is going to be on top. This is really the fundamental problem that is still, I think, unsolved in the women’s movement. We still go back and forth between proposing equality and similarity, and then discovering certain things that are valuable about being women, and valuable about the participation of women in society, and ways in which women are different.

"When we rediscover difference, we get very excited about it. We’re inclined to think maybe women are better than men, and then we slip into that same business of, if there is a difference, that must be superiority. Then we go fleeing back because somebody finds in the difference discovered a reason for further oppression. We go... back and forth between these polar ways of organizing relationships — symmetry and complementarity. We need new models for thinking about complementarity, because it can easily become a basis for oppression.

"The way to discover the range of human possibility is to go outside your own culture. Relationships across difference, say, female-male or parent-child, can be organized in many different ways. "To lead, I started asking the question — from the woman’s point of view — who is the important man in a woman’s life? The really important man who will make her happy? Husband? Lover? Be serious. No way. In many Middle Eastern cultures, it’s her son.

"That’s when you really have a satisfying relationship with a man — when you have a son who is 30 years old or so, and every day when he leaves work he comes and visits you, and sits and drinks tea, and brings you flowers while his wife is looking after the kids and cooking dinner. As far as his wife is concerned, he’s dominant, bawdy, inconsiderate, takes her for granted, pushes her around, but as far as her mother is concerned, he court her. She told a lot of women with American women who had married Iranian men. They had met them in the United States when they were autonomous and independent and had a wonderful time with them. Then they went back to Iran, and all of a sudden the women were appalled to discover that their husbands, until well into their forties, were "women’s boys" who had close, intense relationships with their mothers, and with their fathers, a lesser degree, taking their advice, and depending on their opinions, when as Americans, of course, they would have rebelled and cut some of those ties.

"The male-female relationship or the child-mother relationship is going to have one meaning for American males, and another for Iranian males, and all different for American females, while yet another for Iranian females. The process of moving from the very dependent relationship of an infant into a relationship of friendship with a parent... is a discovery of symmetry within complementarity, and that the idea of symmetry within complementarity can basically change our whole sense of who we are on the planet."
Notes of Current Interest

Trustees

The Two Catherine Strattons Honored

Following the Trustees' Meeting on December 10, a Reception was held in the Mezzanine in honor of Catherine N. Stratton (Kay).

Mrs. Stratton, stepping down as chair of the Board of Trustees, will continue to serve as a trustee. In gratitude for her outstanding contributions to Lesley which she has served since 1974, she was presented with a tile plaque of the Administration Building and the following Citation:

As chair of the Board of Trustees for the last four years, you have guided Lesley College through growth and transition with dedication, diplomacy, and devotion. "Your vision, leadership, and deep commitment to the College have lent strength and vibrancy to the entire Lesley Community."

You have served Lesley since 1974 as a model trustee, instituting Board Visiting Committees and working tirelessly to ensure the integrity and enhance the vitality of the College."

The new chair of the Board of Trustees is Elsa G. Sonnabend, '74H (Honorary Alumna). Ms. Sonnabend has served on the Board since 1962.

On September 15, Trustee Catherine N. Stratton (Kay), Mass. Assistant Secretary of Economic Affairs, was given the National Alliance of Business Distinguished Performance Award for her outstanding leadership as a job training professional at its national conference in Chicago. In recognition of her invaluable contributions to Massachusetts, Governor Michael Dukakis declared September 15 as Catherine N. Stratton Day.

Trustee Adeline Naiman was appointed in June by Governor Michael Dukakis to the Mass. Educational Technology Council. It will advise the State Board of Education on the use of educational technology in the public schools of Massachusetts. Its initial focus is on computers in the schools.

New Trustees and Corporators

The following new Trustees and Corporators were elected on October 23 at the Annual Corporation Meeting:

Trustees:
- Robert Harris, author of children's books;
- Merle Hoyte Nelson, '57, State Representative, Maine House of Representatives;
- Chris Pratt, Director of Financial Services for the Office of Sponsored Research, Harvard University;
- Jay W. Forrester, Professor of Management, MIT;
- Lee Freemont-Smith, President of Tea, Inc.;
- Edes Gilbert, '70G, Head of the Spence School, New York;
- Michael Holmes, President, CEO, and Director of Baybank/Harvard Trust;
- Elaine Kritz Jacobs, '59, Docent, DeCordova Museum;
- Maxine Kates, '67, Owner of Nutmeg Bed and Breakfast;
- Jacqueline Hart Leach, '67, Board member of the Schuette League of Women Voters and active in Schuette community affairs;
- Kemys Pappas, '92, Director of the Thomas Anthony Pappas Charitable Foundation;
- Robert Peterkin, Superintendent of the Cambridge Public Schools;
- Wendy Purley, Assistant Director of the Boston Foundation;
- Lewis Spence, Project Director of HBC Associates and writer;
- Rina Spence, President and CEO of Emerson Hospital;
- Patricia Squire, Trustee of New England Aquarium and Director;
- Deanne Silk Rosenberg, '74, attorney;
- Margie Tannen-Glos, '54, Director of the School Business Partnership Programs, a part of the Education Cooperative of Wellesley;
- Michael Velzmid, Jr., President of Lenox Manufacturing Division for Lenox, Inc., manufacturer of fine china and crystal. Mr. Velzmid has a Master of Science degree in Management from PMBI;
- Joan Wallace-Benjamin, Director of Program Services, Boys and Girls Clubs of Boston.

Corporators:
- Geraldine Bloomberg, '61, President of Workplace Solutions, Burlington, Vermont, and President of the Lesley Alumni Association;
- Peggy Charren, President of Action for Children's Television;
- Sheldon Cohen, President of Out of Town News;
- Sunny Selzer Degree, an attorney and an active supporter of arts-related organizations;
- Gail Roberts Dusseauart, '50, Vice President of the Mount Auburn Hospital Auxiliary Board;
- Jay W. Forrester, Professor of Management, MIT;
- Lee Freemont-Smith, President of Tea, Inc.;
- Edes Gilbert, '70G, Head of the Spence School, New York;
- Michael Holmes, President, CEO, and Director of Baybank/Harvard Trust;
- Elaine Kritz Jacobs, '59, Docent, DeCordova Museum;
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- Joan Wallace-Benjamin, Director of Program Services, Boys and Girls Clubs of Boston.

The Governor shows off his new sweatshirt presented by Laura Rotondo, '87.

The Future First Family?

Governor Michael Dukakis of Massachusetts has announced his candidacy for President of the United States.

No stranger to Lesley, he has addressed the Lesley community many times; the most recent being on October 3 when he spoke on the Commonwealth Opportunity Fund. Laura Rotondo, SGA President, then presented him with a Lesley sweatshirt for himself and a large get-well card for his wife Kitty, who had been recently hospitalized.

His wife Kitty is a Lesley graduate, a former faculty member of the Undergraduate School, and a Trustee of the College.

Her sister Janet Peters also attended Lesley, and their father Harry Ellis Dickson was given an honorary Doctor of Humane Letters degree at the May 1986 Commencement.

To top it off, son John Dukakis is engaged to a Lesley alumni.
Robie Harris, Trustee.

Merle Royce Nelson, Trustee.

Jacqueline Hart Leach, '67, Corporator, and Chris Pratt, Trustee.

Notes of Current Interest

Patricia Squire and Barbara Aschheim, Corporators.

Deanne Silk Rosenberg, '74, Corporator.

a. Student panel discusses Lesley's educational philosophy of praxis, combining theory with practice. (l to r) Charles Wheeler, PMB; Kim Wexler, UG; Laura Robredo, EX; Andrea Gordon, Arts Institute, GS; and President McKenna.

b. Margie Travers-Glow, '64, Corporator.


d. Joan Wallace Benjamin, Corporator.

Michael Holmes, Corporator.

Robert Peterkin, Corporator.

Maxine Kates, '67, Corporator.
Notes of Current Interest

Businesses, Colleges, Join City Schools in a New Partnership

The Cambridge Chamber of Commerce, its member businesses and industries, and the three major institutions of higher education in Cambridge—Lesley, Harvard, and MIT—joined with the Cambridge School Department to announce the formation of the Cambridge Partnership for Public Education.

In early November, President McKenna attended the Founder's luncheon and represented the City's institutions of higher education at a press conference announcing the Partnership.

In addition to the many joint Lesley/Cambridge School programs Lesley will contribute four scholarships to public education at a press conference announcing the Partnership.

Lesley College Receives Several Corporate Grants

During the winter months, Lesley College received several major corporate grants.

The Boston Edison Foundation has made a $30,000 grant, payable over three years, to support the work of the new Science Laboratory Resource Center. The grant will strengthen the College's initiatives in science and mathematics education, and give science and math teachers at Boston's public schools an opportunity to study at Lesley.

Apple Computer has agreed to give Lesley twenty II GS's and related equipment, with a total value of approximately $55,000. Apple's support will enhance the value of our educational programs as computers are integrated into the curriculum.

In addition, a joint Apple/Lesley educational conference will be held on campus this coming fall.

The Sodexo Corporation, the College's food service vendor, awarded a grant of $6,500 to make physical improvements to Charlie's Snack Bar and to diversify its menu. The renovations were completed in January.

Finally, the New England Telephone Company has made a pledge of $24,000, payable over three years from its President's Special Academic Support Fund. Lesley College was one of only 21 colleges in New England to receive such funding.

Sharing and Caring Across the Generations

More than 100 Foster Grandparents from the Boston area last fall participated in a seminar, "Communication Across Roles and Generations," with Lesley sophomores as part of the core curriculum. Administrators of the Foster Grandparents Edith Stern joined Dr. Lenore Parker and Dr. Carol Jenkins, of the UG core faculty, to develop strategies for communicating across the generations.

The Grandparents interacted with undergraduate students and core teaching assistants Fath Bader, Mitit Hagem, Debbie Ormsby, Linda Stanfield, and Mary Sullivan in small group discussions and role playing to highlight approaches to improved communication in educational settings.

President Margaret McKenna greeted the students and Foster Grandparents and stressed the importance of professional roles and of community service in the educational settings that will now be accommodating large numbers of children in this "baby boomlet" era.

The seminar concluded with a presentation by Beth Sanders-Hines of the Lesley faculty, showing the power of puppetry, music, and song as ways to help people get to know and understand each other.

The Foster Grandparents Program is a national organization of 18,000 members administered locally through Action for Sevenon Community Development (ABCD). Last year the program was honored with UNICEF's "Gift of Love" Award which helped mark the twentieth anniversary of the program.

The Lesley Bookshelf


Women's Way of Knowing: The Development of Self, Voice, and Mind by Dr. Jill Tatule, Associate Professor for Faculty Development, was favorably reviewed by The New York Times of October 5. Dr. Tatule was co-author of the book with Mary Betheny, Blythe Clench, and Nancy Goldberger.

On Sept. 2, The Boston Phoenix gave a favorable review to How to Get a Job in Boston by Renee Levine, Assistant Director of the GS Independent Study Degree Program. The book not only provides information on resumes, etc., but also lists occupational fields in Boston.

George Hein, Dean of the Division of Advanced Graduate Study and Research, had his article, "The North Dakota Study Group on Evaluation," in the latest issue of The Radical Teacher. It traces the history of this group and its importance in the continuing effort to provide quality education for all children.

Dan Bisone, Lecturer in Humanities (UG), who received his Ph.D. in English Literature from Brown University, wrote an article on Alice in Wonderland, "Wren the Child-Imperialist and the Games of Wonderland," which appeared in the September issue of Nineteenth-Century Literature. Another article, "Daniel's Political Trilogy and the Antinomic Structure of Imperial Desire," is due to be published in Novol next year.

An article by Dr. William Evans, PM&B's Research Curriculum Coordinator, was published in the Summer 1986 issue of Education. Entitled, "The Investigation of Curriculum Implementation Factors," the article discusses strategy for scaling curriculum implementation levels and for classifying those levels from a set of predictor variables using multiple discriminate analysis.

Barry Sugarman, Professor of Management, GS, co-authored a case study with two Lesley management graduate students, Suzanne P. Bennett and Johnna D. Ferderber, which has been adopted for publication by Lord Publishing. Dover, MA. The study is entitled A Friendly Merge Between Health and Human Service Agencies: A Case Study Concerning Project COPE, North Shore Children's Hospital, and HEALTHNET.

Notes of Current Interest

New Appointments

Pamela Glenn Menke as Lesley’s first Provost. (Please see story on page 1.)

Jill Mattuck Tarule, as Associate Provost for Faculty Development. She was formerly Assistant to the President for Academic Affairs and Director of the Lesley Weekend Learning Community in the Outreach and Alternative Education Division of the Graduate School.

Sally Lenhardt, as Assistant to the Provost for Enrollment Management. Sally had been Assistant Dean of Graduate School Student Services.

Elizabeth (Betty) Little, as Registrar. She has been a special consultant in the Registrar’s Office since September, 1985. She was formerly Registrar and Senior Administrator at Fisher Junior College and Grahm Junior College. Betty has a master’s in Educational Administration from Suffolk University and recently completed the graduate program for Women in Politics and Government at Boston College.

Dr. Karen Robinson, as Acting Dean of the Undergraduate School. She will assist the Provost with undergraduate curriculum development and will continue as Dean of Education and as Associate Professor of Education in the Undergraduate School.

Steven Brown, PMBI’s Assistant Dean for Academic and Student Services, as Acting Dean of PMBI. Linda Escobedo, current Vice President and Dean, is taking a sabbatical and will leave Lesley as of June 30.

Dr. Susan Friel, as Director of a Mathematics, Science, and Technology Center at Lesley. She will have primary responsibility for developing activities and funding for a new center that will serve as a focus and catalyst for advances in curriculum development, research and teaching about science, mathematics, and technology.

Since 1984, Susan has served as Vice President and Dean of the Undergraduate School. She has also served as Division Head of Science, has been co-coordinator of Lesley’s annual Computer Conference, has directed staff training for an NSF project at Bank Street College, and is a principal investigator on a Technical Education Research Center (TERC)-Lesley NSF grant. The Center she will head is designed to pull together Lesley’s programmatic strengths in these areas and increase the College’s impact on the local, regional and national scene.

Susan will continue as Associate Professor of Mathematics and Computer Science.

Deborah Hawkins as Director of Alumni Relations. Previous to coming to Lesley, she was Chief of Staff to Massachusetts State Senator Richard A. Kraus and has had extensive community and state organizational experience. Deborah is a graduate of Newcomb College of Tulane University, New Orleans, LA, where she majored in French Literature.

Melissa Kogut, as Assistant Director of Alumni Relations. Melissa last worked at the Charles Hotel and for MASS Choice. She has a B.A. in French from the Unit of Southern California.

Clara Thurber, former Dean of the College, shows President McKenna an early yearbook, after lunch in the Dean’s Rockport home.

News for The Current

Have you sent us your news? Why not do it today?

Class

Name ____________________________ 

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Lesley in the News

The Tab
September 2, 1986
View from Here - South Africans Look Homeward

This opinion piece, authored by Professor of Education Mary Mindess, offered insight and valuable suggestions to parents for preparing their child for the first day at school.

Boston Sunday Globe Magazine
September 28, 1986
The View From Here - South Africans Look Homeward

In this feature-length article about South African emigres, Vivian Marcow, Assistant Dean of the Lesley College Graduate School Arts Institute, was profiled. Dean Marcow described the internal conflict she felt growing up under South Africa's system of apartheid. "From the age of 6 or 7 or 8 I knew that I would not be able to come to terms with living in South Africa," she said.

Industry Magazine
October 1986
Learning by Swapping Experiences

This article in the official monthly magazine of associated industries of Massachusetts provided an in-depth look at Lesley College's Programs in Management for Business and Industry (PMIB). A number of the factors that make this program desirable include location, the multiple models for solving management problems brought to the classroom by the students, customized core curriculum, and study groups. The article pointed out that enthusiasm for the program was not limited to students. Judging by the high proportion (75 percent) of students who receive tuition assistance from their companies, "the companies must agree that the PMIB program is a good investment."

United Press International (UPI)
October 2, 1986
Dukakis Praises Teachers

Governor Michael Dukakis urged the Commonwealth's young people to consider the teaching profession. Chris Conangla interviewed Lesley College's Programs in Management for Business and Industry (PMIB) as part of a week-long focus on education. Governor Dukakis added, "Lopping off traditional education courses on psychology and child development would be a big mistake." She is further quoted, "A lot of people think that all we need to do to get smarter college graduates who like kids and put them in the classrooms. But not with the first-grader you don't procrastinate, rather my child learn little in first grade and his self-esteem protected."

Education Week
November 11, 1986
Teaching for Business and Industry

Dr. Linda Schulman, head of the Science Division of the Lesley College University, addressed the day-long conference as founder of the 25-year-old Conference. The historical role of early childhood education was highlighted. As a Cambodian woman, she said, "I have to be independent, out going, I can't be shy."

Boston Sunday Globe
November 23, 1986
Learning Disabled Develop Skills, Win Awards

Brooke's academic and social difficulties and pressures of adjusting to a new culture. Leakhena graduated in news program was a look at the Boston Globe's magazine of associated industries of Massachusetts provided an in-depth look at Lesley College's Programs in Management for Business and Industry (PMIB). A number of the factors that make this program desirable include location, the multiple models for solving management problems brought to the classroom by the students, customized core curriculum, and study groups. The article pointed out that enthusiasm for the program was not limited to students. Judging by the high proportion (75 percent) of students who receive tuition assistance from their companies, "the companies must agree that the PMIB program is a good investment."

Boston Sunday Globe
November 30, 1986
Educators Seek to Improve Preschool

One of the many off-campus Lesley College programs highlighted in this article about advantages of degree programs offered at local sites. Five Dubuoy teachers, enrolled in the Master's in Education in Computers Program, will receive their Lesley College degree without leaving the South Shore.

Boston Sunday Globe
December 7, 1986
Early Childhood is the Time to Prevent Adult Illiteracy

In this Perspective article by the Globe's Education Editor Marsha Cohen, she argues that it will be cheaper to the long run to invest in literacy programs for children today rather than face the costs of supporting illiterate adults tomorrow. One of the two strategies described to combat illiteracy was the Cambridge-Lesley Literacy Project headquartered at Lesley College. "It is a new body of research and insight, a developmental understanding of what children know," in print," said Mark Snow, co-director of the Project. Professor Snow is further quoted as saying that the schools should be restructured to create an environment that encourages children to read.

Lesley in the News

The Patriot Ledger
February 5, 1987
Educators, Students Concerned About Teacher Testing Implications

This article on teacher testing issued a cautionary warning that competency testing be careful not to lock qualified people out of their chosen profession. Dean of Undergraduate Education Karen Robinson discussed the pitfalls of testing, a competency test, if chosen properly — and I emphasize that — could function as a gatekeeping measure. But it may want to be the way for people to get in. It is a dangerous measure if it is the transition way to keep people out of the profession." Lesley College services Dorothy Arndt and Laura Rotoroto gave the student perspective on teacher testing. "It's important to see how you do in the classroom. "You must give it on an exam, but you still can't get in front of those kids and communicate on their level ... you're not very good," Arndt said.

Boston Woman Magazine
March, 1987
Learn When Courts Dictate the Reading List

This opinion piece written by President McCanna appeared in a special Learning Page section dedicated to the teaching of reading. President McCanna noted that the literacy issue from the perspective of a series of recent court decisions which have cast an inhibiting shadow over the range of discourse permissible in the classroom. She noted that, "As we consider new magnets to attract and retain the best teachers, we must consider the effect produced in the classroom. The ultimate satisfactory reading styles are determined by the courts."
The Lesley Telefund

In less than four months of actual calling, according to Jed Rardin, Project Manager, the new Lesley College Telefund has already raised over $80,000 in pledges from alumni and parents toward this year’s Annual Fund. The goal is to raise $100,000 by June 30.

Operating out of the commuter lounge in the Raizes Student Center, Telefund puts Lesley students in touch with Lesley alumni across the country. Telefund is more than just a component of the Annual Fund; it is an ongoing effort to reach out personally to alumni and parents and inform them of the exciting developments taking place right here on campus. It likewise allows alumni and parents the chance to ask questions, to voice their opinions about these developments, and to keep us informed of what they are doing now.

For student callers, Telefund is more than just another campus job; it is a great deal.” - Lisa Coolican, '89.

“Telefund has been a very rewarding experience for me. I’ve had the chance to speak with Lesley Alumni from all over and my speaking confidence has improved a great deal.” - Becky Schwartz ’90

Callers must go through a training period designed to strengthen their verbal communication skills, their confidence, and their ability to remain persistent in a variety of situations. A good caller is someone who listens well, is aware of developments at Lesley, and has the ability to formulate a strong case for giving. Most important, however, is a strong desire to help Lesley maintain its leadership role and its academic excellence.

Thanks to the talents and dedication of over 40 undergraduate and graduate callers, 1,757 of the 2,856 people we have contacted to date have pledged their support. The success of Telefund would not be possible without their hard work or without the generosity of Lesley’s contributing alumni and parents. To those of you who have made a gift to Lesley this year, thank you — your support is greatly appreciated and will help assure that Lesley remains the leader in education that it is.

To those of you who have yet to be contacted by a caller, please consider the real value of your Lesley education. Your gift to this year’s Annual Fund is critical and will ensure that the College will continue to thrive in the decades ahead.

Eleanor DeWolfe Ludcke

Ask Eleanor DeWolfe Ludcke about her Lesley College years and she conjures up images of a world governed by a different time frame. The 1929 graduate of the then-Lesley Schools 2-year kindergarten teacher preparation program remembers a time when tea dances and formal balls at the Coplay Plaza and the Ritz were almost weekly events and residence halls had housemothers to make sure that Lesley girls got in at a respectable hour after the Harvard-Dartmouth game.

In those days, Lesley College was yet to be. Rather, the Lesley School operated out of the home of Edith Lesley Wolfe, while the school’s students lived in three large residences adjoining 29 Everett Street. After graduation, Mrs. Ludcke decided not to pursue a professional career in early childhood education. Nonetheless, she cherishes her years at Lesley. She believes that “every school you attend becomes a part of your life and Lesley was a very important part of mine.” I met my husband while I was at Lesley and I enjoyed every minute of my two years there.”

Mrs. Ludcke is also clearly someone who doesn’t believe in dwelling in the past. Asked about her philosophy of life, she’s likely to quote Gail Sheehy, author of Passages, about the need to experience fully each of the transitions the stream of life places before us. In the years after Lesley, her natural empathy with children and youth combined with her curiosity about other people and other cultures led her to found the Boston Chapter of the American Field Service (AFS), and to chair the chapter from 1952-1970. The American Field Service is an international exchange program that places high-school-age youth with host families for a year of “international living.” Over the years, she and her husband regularly hosted exchange students from around the world. International understanding remains an important interest to her.

Retired from “active duty” in the AFS, she still retains an interest in young people. And her concern for the future has led her to endow scholarship at institutions as diverse as Westbrook College in Maine, Boston University, and Lesley College. At Lesley College, Mrs. Ludcke has established a bequest of $500,000 to the College’s $500,000 of the gift has been dedicated to the Raizes Student Center, where the Eleanor DeWolfe Ludcke lounge, café, and mezzanine have already become important focal points of campus life, and $350,000 of the gift has established the Eleanor DeWolfe Ludcke Endowed Scholarship Fund. She explains the reasons for her gift this way: “All of us, throughout life, go through phases. For years I wasn’t at all interested (in my alma mater). But now I am interested in helping people who are really struggling.”

Today Mrs. Ludcke lives in Needham with her husband “Clip,” one of the original principals in the Putnam Investment Fund. One daughter, Constance, lives in California, pursuing a highly successful real estate career. Jed Rardin, who is her second daughter, Martha, is a vice president at Boston State Street Bank. Like her father, Martha is involved in mutual fund investments. Eleanor is proud of both her daughters, and equally proud of her three grandchildren, whom she describes as having, since childhood, an open and confiding relationship with their grandmother. She says that the secret to that relationship is mutual respect: “I never treat children as children. I hate to hear people talk down to young ones. They have their own needs, opinions, ideas.” When my grandson Jimmy was no more than three, he’d come into my room on visits and say, ‘Grandma, let’s talk.”

"These days, nobody takes the time to listen to children. I think you have to have fun to really like children, and people today take themselves too seriously.”

Through her years at Lesley, and later in her work for the AFS, as a mother, and a civic leader in Belmont, and now as a busy grandmother, Eleanor DeWolfe Ludcke has known how to have fun. She’s retained memberships in a variety of organizations, the Harvard Club, Women’s City Club in Boston, and BJU Women’s Council among them. And when her social schedule brings her into town for luncheons at the Coplay or the Ritz, she can’t help but recall the days when the ballrooms of Boston were filled with elegant and exuberant men and women revelers — a carefree time that’s part of Lesley’s history and a cherished time in her memory.

Postscript: A young woman (in her twen­ties) listening to Mrs. Ludcke’s recollections of high life at Lesley College commented, “You have a great attitude.” Eleanor DeWolfe Ludcke said, “I hope I retain it.” Judging by the spark of life animating her thoughts and recollections, she’s in no danger, whatsoever, of losing it.

Eleanor DeWolfe Ludcke, '29

Bequests

Through your will you can improve the quality of education for future Lesley College students and enrich the lives of generations to come. A bequest is a way of ensuring that the support you have always given to Lesley College will continue. Bequests can be made in cash, securities, real estate, or other types of property. To confidentially explore a bequest to Lesley College or to receive sample bequest language for review by you and your attorney please contact:

Leslie A. Mattson
Director of Development
Lesley College
29 Everett Street
Cambridge, MA 02138
(617) 368-9600 ext. 134
A Letter from Lesley's New Alumni Director

After seven months at Lesley as Director of Alumni Relations, I must say, I'm proud to be a part of the dynamic Lesley family. Everyone has welcomed me with open arms and has energetically greeted my efforts to provide a focused program and realistic goals for the Association.

In my former life I ran a number of political campaigns and then served as chief of staff to a state senator in the Massachusetts state legislature. I've worked with volunteers for many years and consider volunteer leadership development to be one of the most important goals for an organization.

I expect my job in helping to build and support Lesley volunteer leadership will continue to be enjoyable and rewarding. That Lesley dedication, pride, and energy seem to pervade every meeting and every alumni encounter.

The only way to develop leadership is to provide opportunities for participation. Your region and chapter structure provides the perfect vehicle. I invite you to join other alumni in the strengthening of your local chapter in the recruitment of prospective students, and in the planning of your next reunion.

Lesley's alumni are her most valuable asset. I look forward to exploring opportunities and to my ongoing work with you.

Alumni Regional Structure

Many alumni have asked for a description of the regional structure of the Alumni Association. The current structure includes five alumni regions (see map). Each region has two representatives who are responsible for informing regional alumni about Lesley activities in their region. The Regional Representatives serve two-year terms on the Alumni Council. The Lesley active alumni 58 percent live in Region I (Massachusetts), 74 percent in Region I and II (New England).

On the Road Again

The mountains were like a beautiful smoke-topped theatrical backdrop made even more unreal by the 73-degree sunny weather. Such was the setting for the Lesley staff and faculty trip to Colorado, home of 300 alumni and 700 Lesley students.

On March 5 and 6, Denver was also hosting the National Association of School Psychologists Annual Conference where Jill Tanne, Associate Provost, Carol Street, Director of the Human Services Program, US, and Mary Ann Gwawick, Acting Dean of the Counseling Psychology Division, GS, made a presentation on Women and Learning. On Thursday night they gave a mini-presentation to 100 area alumni, staff, and students, followed by a reception.

"A very merry group and all as high on Lesley," says Deborah Hawkins, Director of Alumni Relations, on her first visit to Colorado alumni. Deborah described the new Denver Chapter President Oste Carter as energetic, saying, "I predict the Denver chapter will soon be one of our most active chapters."

While the Cambridge faculty were presenting their seminar, Mary Huigel, Dean of the GS Outreach and Alternative Education Division, and Janet Coneze Kelly, Director of AGU Alumni, met with local site coordinators and with Deborah and Louise Cordell of the National Outreach Office in Greeley, Colorado. Jan was especially impressed by their enthusiasm and eagerness to help in undergraduate admission recruitment. "Because of the energy represented in that room," Jan said, "I expect to see more inquiries and students from Colorado in coming years."

"All in all, Colorado was a highly successful trip," said Mary. Huigel left wasn't over yet. Carol, Jill, Mary Ann, and Mary were off to Cheyenne, Wyoming, for the Wyoming alumni reception. Deborah attended an Illinois alumni reception organized by Jolynne Krehgaard and Jean returned to Cambridge for Saturday admission's visits.

I really was impressed with these young women, their poise, their sense of direction, and their confidence. I could go on, but I think it would be better for you to see for yourself. And you can. Come join us next year for Reunion Weekend, June 5-7, 1988.

Get in touch with your regional representative or the alumni association. Let the excitement carry you back to your Lesley days and forward to Lesley's dynamic future.

A Report to Lesley Alumni by Gerri Mihlendorf Bloomberg, '61 President of the Alumni Association

Lesley is very exciting these days. As I returned to Vermont from an alumni council meeting on campus, I was impressed and energized by my visit.

Hearing the reports of the region representatives from across the United States about focused alumni programs from our Alumni Director and about campus changes and increased giving showed me my alma mater was "on the move," and that prospect is exciting. Throughout the country, region representatives are now organizing events with great style and aplomb. Deborah Hawkins, our new Alumni Director, has provided the council and the association with well-defined and realistic goals.

More welcome news: A campus bookstore will open in August that will stock texts and Lesley memorabilia, and the gym will be turned into a health-fitness room with new and modern exercise machines. These are some of the changes coming to Lesley and her students.

Speaking about students, at the council meeting we shared thoughts about young people both in school and over lunch with two sophomores. The council wanted to know how current students felt. Did they feel good about their educations? Was Lesley preparing them well? The answers were loud affirmative. Of course, they were too enthusiastic to be realistic.

I truly was impressed with these young women, their poise, their sense of direction, and their confidence. I could go on, but I think it would be better for you to see for yourself. And you can. Come join us next year for Reunion Weekend, June 5-7, 1988.

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Alumni Admissions Representatives Assist in Recruiting

The Alumni Admissions Committee continued in 1986 to assist the Undergraduate Admissions Office with recruiting. Last fall, Alumni from New England and Florida attended local College Fairs and Closing Night Programs and met with high school students and teachers to spread the Lesley word. Alumni Admissions Committee Chairperson, Susan L. Macnicot, and I went to the local Council of Undergraduate Admissions, Judith A. Pearson, recognize the following Alumni for their participation in these College Fair Programs:

- Sue Martucci '86
- Georgiana Wilson '80
- Mary Macia-Charnock '80
- Carol Cook '75
- Julia Coy King '80
- Donna Buonopane '78
- Judith Field '81
- Betty Wessell '64

Local chapters exist within each Region. A chapter is formed when a group of alumni wish to participate regularly at their local level. Consider volunteering from social receptions and gatherings to professional-related presentations. Often the President or the Director of Alumni Relations will attend chapter events. A chapter can consist of from ten to one hundred alumni. If you are interested in forming a Lesley chapter, please contact Deborah Hawkins in the Alumni Relations office, at (617) 868-9600.

1927

Constance Tenney has been living in St. Petersburg since 1945, and welcomes alumni in the area to drop in.

1931

Helen Clark Elsman, of Archburg, writes in Black River Falls, Wisconsin says "Hello" to her classmates.

1932

Grant Gellerson and her husband, Arnold, celebrated their 50th wedding anniversary in their winter residence in Florida this past December. She retired from teaching her family and later from teaching her grandchildren called "The Dale Evans Room." Soon after she was retired, "The Little Red Schoolhouse." Over the years Beatrice served as a teacher, school director, and president of the board. She is now in her 27th year.

1935

Eleanor Timms Gallagh, her husband, and her five children are busy with recycling projects to raise money for the Gustafson Scholarship at Kansas University.

Join Alumni Weekend

Did you graduate in a year ending in a three or eight? If so, you'll want to reserve June 5-7, 1988, for your reunion at Lesley Would you enjoy contacting classmates and planning your reunion? The Alumni Office needs class reunion representatives for the five-year reunion classes. Join in. Get back in touch. Make those plans. The Alumni Office is looking forward to Reunion '88 will begin in late summer.

Contact Deborah Hawkins now at (617) 868-9600.

Teachers in Transition

Teachers in Transition is an independent study that will examine the reasons teachers leave the profession. The study will attempt to go beyond the usual issues of salary and merit pay by examining the factors that are important to teachers, including daily schedules, class size, peer interaction, and administrative support.

Participating schools include twenty-five schools across the country, with seminars for 50 teachers in the United States, including 25 for teachers who are seriously considering a career change. If you are interested in participating in the study and completing a questionnaire, please write TEACHERS IN TRANSITION, PO Box 8127, E. Lynn, MA 01940.

We're looking forward to seeing you Los Angeles, San Francisco, Berkeley, and Los Angeles.

Our thanks to those and other Alumni Associations for the 1985-1986 Class Reunion. We're grateful for the support of the 1986-1987 Class Reunion.

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Chatham, and Caldwell, NJ, has 3 grown children and 8 grand-

Dori Dewey Delaney, Fothergill Hahn, Hart.

say (4) and Bradford (7).

1936

fourth time. She is taking writing courses and

1939

Young, president and owner of Richmark Hand­

1943

Brockton.

A. Coplin is 4 years old. Her brother, Richard

photography at the Community Action Agency

1953

hopes to write children's books .

Barbara Young Copking's

'35, chats with

1965

teaches reading by the "w hole language " ap­

1971

Margie Burrows Feldman has been living in

1980

Since 1932, with his wife, Betty, and daughter, Judy, he has been living in

1986

Joanne D'Amato Spencer, of Foxboro.

Judy Katz Solomon,

Daughter, Judy, 36, has retired from

1993

Linda Cooley Levene is a school psychologist.

1997

Lisabeth Johnson is a real estate broker.

1999

Ann on November 21, 1985.

1922

Dorothy Miller Newton, elementary principal in Rhode Island for 3 years, is looking forward to
to his post as associate director of Admissions at Wesleyan University.

1938

Yvonne Gittens

1935

Eva Greenberg, '35, teaches at a satellite school of the Massachusetts Institute of Technology.

1949

Janet Dickson Peters and her husband Albet represented her sister Kitty Dubois, '35, in a Falmouth Boat Parade.

1959

Deborah Delaney wrote a chapter on the subject for a pri-

1960

Linda Cooley Levene is a school psychologist.

1965

Carole Einstein's

1970

Barbara Smidt

1975

Charlotte D. Johnson

1980

Ann Blass Brown, '80G, tutors special needs chil-

1986

Vivian Nelson, a grade 1 teacher at the Children's Garden School in Canton.  

2002

Dorothy Williams, an associate director of student financial aid at MIT.

2004

Kathy Sprague Peacock, '86, has been appointed special needs

director at the North Scituate Beach Association. 

2005

Jeff Smith, of the North Scituate Beach Association, announced the arrival of Devin Ashley on

2006

Kathleen Caplin, a grade 3 teacher at the Community Action Agency.

2009

Deborah Brill, an attorney, has offices in

2010

B. A. Coplin is 4 years old. Her brother, Richard

photography at the Community Action Agency

1938

The celebrated their 50th wedding anniversary.

Chatham, and Caldwell, NJ, has 3 grown children and 8 grandchildren. She is a real estate broker at The Lovely Agency. She and husband Bill and three children live in Foxboro.

1939

Dorothy Pfeiffer Marshall recently moved to Florida and is enjoying her new area and

1943

Lourdes Marie Correa needs a warm hello to her cousins, especially Betty Kelly Cook, Elaine Callahan Cavanaugh, Jean Fishburn Hahn, and Marilyn Cummings Hart.

1952

Lois Berk Grapin is an artist and poet. She has had numerous shows and has published a book. Lois is a great-grandmother of seven.

1958

Barbara Young Copking's
godparents. Michael A. Coplin is 4 years old. Her brother, Richard

1965

Carole Einstein's innovative art of the sea

1966

Eileen Cotter has been appointed assistant
director of development in charge of alumni af

1967

Rosemary Devoto Pents is a real estate

1968

Vivian Nelson was a speaker at last year's alumni reunion weekend. She is a real estate broker at The Lovely Agency. She and husband Bill and three children live in Foxboro.
Education
Joy Curtis, '74, a technical writer for Apollo Computer, was the featured speaker in "Hobbes and Golem," a two-day exile at the Follen Community Church in Lexington in January. Joy is a member of many choir groups including the Tanglewood Festival Chorus. Eva J. Paddock, '75, was recently appointed principal of the Storrow School in Topsham. It is an exciting and challenging job for 294 children, grade 4-12.

Sarah Gregory Smith, '75, has had eight 8 years ago but is able to teach music twice a week to grades 6-8. One of Salem's best known life-long residents also calls the Danvers home.

Mary Kroboth Berends, '78, gave birth to Ashleigh Anne. She said, "1,000 Greetings." L. Norine Simpson, '79, has been promoted to senior editor in marketing communications at John Hancock Mutual Life Insurance Company, Newton, where she works.

Deborah A. Curtis, '70, formerly a legislative aide to Senator Edward Kennedy, recently married Donald B. Laird. After a wedding trip to Nantucket the couple moved to California, where Donald is employed by Rockwell International.

Susan Mann, '80, storytelling talents have been featured on a "Spider's Web" broadcast on National Public Radio.

Diane J. Muntz, '80, is program coordinator for Peabody LAWH program in Education in program in Lexington, Arlington, Winchester, and Wilmington.

Dorothy Slade, '80, recently gave a speech at the Pan-French Historical Society in Paris, ME, on "The Revolution and the Reign of Terror" during, a former instructor of art therapists and developmental disabilities at the Massachusetts Institute of Technology in Cambridge.

Jeanne L. McGovern, '79, has had her book Every Effort published. It tells the story of her search for her Irish roots who is missing in action.

Joanne Macaulay, '81, is engaged to marry, Henry J. Hoedl in September, 1983. Julietton is a special needs teacher at Brearley Elementary School in Wethersfield, CT, last January.

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Dorothy Cohen Winograd, '24, March 18, 1986

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Joy Curtis, '75, has had eight 8 years ago but is able to teach music twice a week to grades 6-8. One of Salem's best known life-long residents also calls the Danvers home.

Mary Kroboth Berends, '78, gave birth to Ashleigh Anne. She said, "1,000 Greetings." L. Norine Simpson, '79, has been promoted to senior editor in marketing communications at John Hancock Mutual Life Insurance Company, Newton, where she works. Arts/Expressive Therapies

The Community Audubon Society is a group of 6000 professionals who are dedicated to the conservation of wildlife and wild places. The Society has 20 regional chapters across the United States and has more than 20,000 members. The Society is a nonprofit organization with a long history of environmental advocacy and action. It was founded in 1905 with the goal of preserving and protecting natural areas and wildlife. Since then, the Society has been involved in numerous conservation efforts, including the establishment of wildlife refuges, the protection of endangered species, and the preservation of natural habitats. Today, the Society continues to work towards the conservation of wildlife and natural areas through various programs and initiatives. The Community Audubon Society's mission is to conserve and restore natural areas and wildlife, and to bring the benefits of conservation to all people. They work towards achieving this mission through a range of conservation programs, including habitat restoration, wildlife protection, and education. The Society's programs aim to create healthy, vibrant natural communities where people, plants, and animals can thrive together. The Community Audubon Society is committed to mobilizing people across the country to take action on behalf of wildlife and natural areas. They work with local communities, organizations, and government agencies to develop and implement conservation strategies that are effective, sustainable, and widely supported. The Society's efforts are guided by scientific research and best practices, and are informed by a deep understanding of the challenges facing wildlife and natural areas. The Community Audubon Society is a leader in conservation and works to inspire and mobilize people to take action for wildlife and natural areas. They are a vital voice for conservation and a powerful force for change.
Governor Michael Dukakis addressing Lesley last October about the future of teaching.