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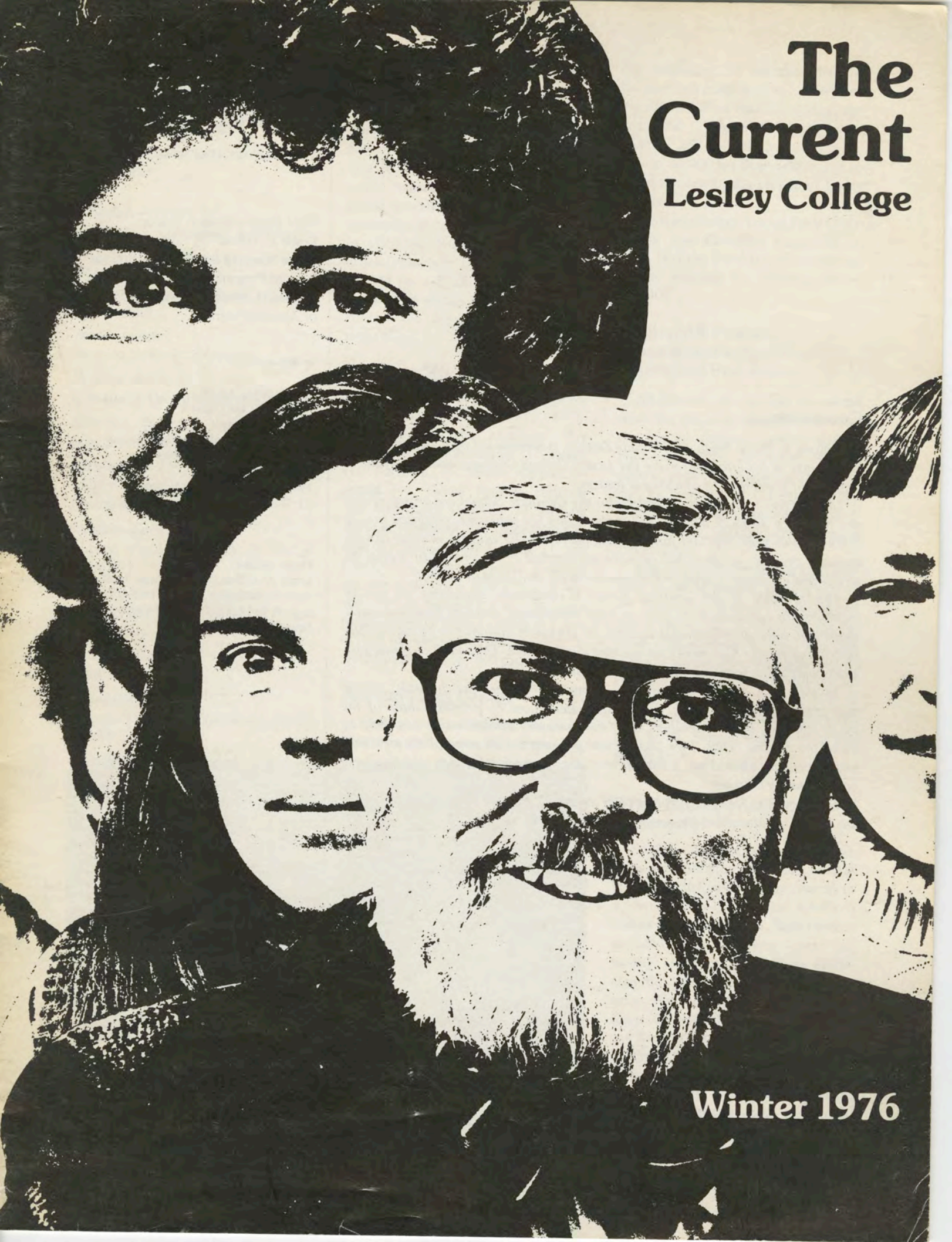
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# The Current

Lesley College

Winter 1976



# The Current Lesley College

Vol. IV, No. 1

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6, 7, 8, 9, 10, 11, 14; Lillian Kemp, 3 (left);  
Julie O'Neil, 1.

## Cover story:

*William L. Perry, Dean of Graduate Studies, is surrounded by a dedicated staff and faculty in his efforts to make the Lesley College Graduate School of Education one of the country's educational leaders.*

*Under Perry's five years of leadership, the Graduate School has grown in size and influence. In 1970, a handful of students in a few programs comprised the enrollment; this year over 600 full-time and part-time students are working toward graduate degrees. Another 800 or more are enrolled in the myriad of special in-service and community programs administered by the Graduate School.*

*The influence of the Graduate School is continually expanding. Its faculty members are called upon to serve on state committees, conduct in-service workshops and serve as educational leaders. Its graduates continue to be successfully placed and receive high marks for teaching performance. The addition of new programs widens the scope of the School's effectiveness daily.*

*In this issue of The Current, we attempt to capture the dynamic, vibrant and creative forces at work in the Graduate School by profiling some of the many students, alumni, teachers, staff members and administrators who help to make the School "click." We also present information on some of the new programs currently offered and a discussion of American schools today by a Graduate School faculty member.*

*Bill Perry has been the major force in the creation of the Lesley College Graduate School of Education. We commend his leadership.*

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# Alumni Currents

## Alumni Association Calendar

*Saturday, February 7*

Nominating Committee meeting for 1976-77

*Monday, March 1*

Alumni Association Board of Directors meeting

*Tuesday, March 2*

Reunion Committee meeting

*Monday, March 15*

Scholarship Committee meeting

*Saturday, March 27*

Scholarship Committee interviews

*Monday, April 5*

Alumni Association Board of Directors meeting

*Monday, April 12*

Alumni Fund Dialathon at Boston University

*Monday, May 3*

Alumni Association Board of Directors meeting

*Saturday, May 15*

Reunion '76

*Wednesday, May 19*

Alumni Association sponsored Senior Supper

## À Votre Service

The Alumni Association encourages all Lesley College degree recipients enrolled in courses at the Lesley Graduate School of Education to take advantage of a 10% discount on all regular three-credit courses. Since it became effective in the fall of 1975, 33 alumni have obtained a discount. Alumni interested in attending Saturday Seminars (see article elsewhere in *The Current*) are eligible for a \$5.00 discount for each seminar. To obtain a discount voucher, contact the Alumni Office prior to registration.

## Reunion '76

Plan to return to Lesley College for Reunion Weekend: MAY 15, 1976. Reunion committee members May Hogan '26, Frances Cronin '31, Lauriette Emerson '36, Shirley Alkon Leventhal '41, Sylvia Petlock Perlstein '46, Jane Hastie Carleton '51, Barbara Burman Silverman '56, Della Rose Gilman '61, Hope Zaroff Zigman '71, and Chairperson Roberta Caras Fishman '61 are planning a memorable weekend. Special recognition will be given to graduates of classes ending in 1 and 6, but all alumni are encouraged to return to campus for this special day.

## Annual Fund Grows

Thanks to the untiring efforts of Dialathon Chairperson May Hogan '26,

the November 20 Dialathon held at Boston University was an overwhelming success. More than 60 alumni, students and College staff members contacted 1,263 alumni and raised in excess of \$4,000 for financial support vital to the continuing growth of Lesley College.

General Alumni Annual Fund Chairperson Ann Cleveland Lange '59 reports that the Fund is well on the way toward reaching the 1975-76 goal of \$40,000.

## Calling All Poets, Prose-writers, Picture- takers and Pen-users

All alumni are invited to submit work for the next issue of *Pendulum*, the annual campus creative writing publication. The *Pendulum* features poetry, prose, photography and drawings by members of the entire Lesley community: undergraduate and graduate students, faculty, administrators and alumni.

Please mail or bring your contributions to David Honick, faculty advisor for *Pendulum*, 29 Everett Street, Cambridge, Mass. 02138. Deadline for the 1976 issue is March 1. Final selection is made by the undergraduate staff of *Pendulum*. All art work will be returned.

Back issues of *Pendulum* are available in Dr. Honick's office while the supply lasts.

## STEP Family Weekend Successful

Student Teaching Exchange Program students from Bradford College in Bradford, England, were treated to a fun-filled weekend in American homes November 15-16. Host families included those of Lesley alumni and faculty members: Dede Sharp Hadleman '60, Mary Lally '74, Elaine Bernstein Berman '68, Beverly Siskind Kahn '65, Robert Lewis, George Miller and Karen Rancourt. Special thanks go to Program Coordinator Janet Gary Eskin '74 for planning the weekend activities. Alumni interested in serving as host families next year are urged to inform the Alumni Office.



More than 150 Lesley alumni and guests gathered at Bloomingdale's in the Chestnut Hill (Mass.) Mall on the bright fall morning of October 7. Sponsored by the Alumni Association, the home decorating show raised \$547.00 for the Association's Scholarship Fund. Program Chairperson was Joan Lubow Stone '64.



## Outstanding Alumni Sought

Alumni Awards Chairperson Susan Wilcon Etelman '63 is interested in learning about alumni who have received recognition for outstanding personal accomplishments. Please submit your recommendations to Susan by calling or writing the Alumni Office at Lesley College. Alumni recognition citation recipients will be honored at the Reunion '76 luncheon, scheduled for May 15, 1976.

## Prospective Students Helped

Co-sponsored by the Alumni and Admissions Offices, an Alumni Prospective Student Day was held on campus November 15 with 17 alumni participating. Other alumni knowing of high school juniors and seniors interested in Lesley College are asked to contact Martha B. Ackerson, Director of Admissions, Lesley College.

## Alumni Enjoy Regional Meetings

Fall alumni regional meetings included a dinner meeting at the Lanam Club in Andover, Mass., attended by 15 Merrimack Valley alumni on October 16. The meeting was coordinated by Regional Representative Nancy Mellen Meehan '65.

An October 26 theater party sponsored by alumni living in Arlington, Belmont, Cambridge and Somerville was highlighted by the screening of "Butterflies Are Free."

Josene Stephens Steinberg '63 hosted a November 17 meeting for North Shore alumni. Regional representatives Beverly Siskind Kahn '65, Joan Perlroth Gelpey '62 and Margie Kaufman Lazarus '71 were responsible for the success of the meeting.

Newton alumni gathered at the home of Regional Representative Rachel Freedberg Hershenow '65 November 18 for a morning coffee.

Alumni interested in sponsoring programs for graduates living in their areas should contact the Alumni Office for the name of their regional representatives.

# News of the Campus

## Spring Weekend Planned

Save the dates of March 19, 20 and 21 for a fun-filled weekend at Lesley College. The Junior Class is sponsoring a Spring Get-together Weekend for all parents, other relatives, alumni and friends in place of the traditional Parents' Weekend. A play, brunches, programs, Saturday night at the Symphony or Boston Garden and a Fair of Events are planned, so check your mailboxes for invitations.

## C.A.G.S. Approval Sought

A Certificate of Advanced Graduate Study Program is awaiting approval by the Board of Higher Education of Massachusetts. George E. Hein, director of the proposed program, hopes the Graduate School will be able to offer the certificate program by fall, 1976.

According to Hein, the C.A.G.S. Program has as its objective the further preparation of practitioners in education and related professions for a lifetime of work in their area of specialization.

He says, "the education world has undergone profound changes in the last five years. The profession has shifted from one which needed a large number of new practitioners to one in which the demands and responsibilities of the field require increasingly highly trained and experienced

practitioners. The need for new teachers has declined because of the decreasing school enrollments and the depressed state of the economy. It is not likely that there will be a substantial change in the next decade.

"But at the same time, the further education and re-education of experienced teachers and other educators has become a high priority," he adds.

Lesley C.A.G.S. students will spend half of their time in work related to their area of specialization. The other half of the Program will be devoted to participation in a wider range of activities designed to provide a broad view of the education world and in joint activities designed to make students more fully aware of the issues in education for professionals at their level. Both theory and practice will be stressed.

In conjunction with the development of the Program, all Lesley Graduate School alumni were surveyed by mail to determine their possible interest in such a program. Responses were overwhelmingly in favor of establishing it, and questionnaire comments indicated that 60.3% of the survey respondents were personally interested in enrolling in the Program.

For details of the survey or more information on the proposed program, contact George E. Hein, Lesley College Graduate School of Education, Washington Hill Campus, 49 Washington Avenue, Cambridge, Mass. 02140.



*Blackjack, roulette and other games of chance at Casino Night highlighted Fall Weekend 1975. Other activities of students and campus visitors were a football game, goal post party, dance and brunches.*



## Eleven Corporators Elected

Elected to the Lesley College Corporation at the October 30 meeting were: Jacqui Adams of Boston, Joan Fiss Bishop of Wellesley, James C. Boyd II of Wellesley, Esther L. Feldberg of Chestnut Hill, Louise (Polly) Flansburgh of Lincoln, Doris Held of Cambridge, Harry Loebel of Boxford, Adeline Naiman of Lincoln, Dolly (Charlotte) Frank Rabb of Cambridge, Sidney Sandler of Newton Centre and John D. Williams of Pepper Pike, Ohio.

## Howe, Russell, Sobin Named Trustees

Frances Hovey Howe, child care advisor at Harvard University; Allene Russell, language and reading specialist; and Julian M. Sobin, president of Sobin Chemicals, Inc., were named trustees of Lesley College at the 1975 annual meeting of the Corporation.



Mrs. Howe serves as child care advisor for the Office of the Vice President for Administration at Harvard and is former coordinator of Child Care Programs at Radcliffe College. A graduate of Radcliffe with an A.B. and Harvard's School of Education with an M.Ed., Mrs. Howe was founder, president and director (1955-1962) of Beacon Hill Nursery School, Inc. She has also worked with the Shady Hill Apprentice Program in Cambridge. She is a member of the Governor's Task Force on Industrial Day Care and vice chairperson of the Board of Examiners of the Boston Public Library.



An alumna of Wellesley College, Mrs. Russell has done graduate work at Boston College and Boston State College and has completed the Massachusetts General Hospital Language Clinic Reading Therapy course. She has worked as a language tutor in Boston area schools and is currently working with an aphasia class in the day program at Kennedy Memorial Hospital. She has served as president of the MGH Language Clinic Alumni Association and is a member of the Orton Society, the Junior League of Boston and the corporation of Brookline's Park School.

Mr. Sobin, in addition to heading Sobin Chemicals, Inc., is officer and director for Sobin Alkali Corporation and Sobin Chlor Alkali, Inc. He is director and trustee of: International Marketing Institute; U.S. East-West Trade Council; World Affairs Council; Drug, Chemical and Allied Trades



Association; and International Center of New England, Inc. He was twice named to the Governor's Advisory Council on International Trade and serves on an overseer's committee of Harvard University, where he studied.

## Visiting Committees Formed

Four Visiting Committees have been formed by the Board of Trustees to provide contact with Undergraduate Programs, Graduate Programs, Social and Cultural Activities and the College Library.

According to Catherine Stratton, trustee coordinator of the Visiting Committees, "Lesley is on the cutting edge of so many educational fronts that it is very important for the trustees and the corporators to have the opportunity to learn, in a substantive way, about these developments so that they can be supportive."

Ms. Stratton is also chairperson of the Visiting Committee on Graduate Programs. Its 1975-76 series of visits to various graduate programs began with a tour of the Institute for the Arts and Human Development and will continue with visits to Washington Hill, the Special Education Department and one of the newer programs. Joining Ms. Stratton on this Committee are Jacqui Adams, Joan Fiss Bishop, Polly Flansburgh, Adeline Naiman, Jean Weaver, Gordon J. Klopff, Henry Rosovsky and Irwin Sizer. Dean of Graduate Studies William L. Perry and Board of Trustees Chairperson Eliot I. Snider serve as ex-officio members of the Committee.

The other three Visiting Committees will begin meeting in spring, 1976.

## Noted Author Visits Campus

Ruth Langdon Inglis author of *A Time to Learn*, visited Lesley November 24. Ms. Inglis' book, a guide for parents to the new theories in early childhood education, is used widely in British teacher training colleges. While at Lesley, she interviewed Professor of Education Avis Brenner about her knowledge of preventing child abuse, the subject of Ms. Inglis' next book. *Sins of the Fathers* will be released in late 1976.



## Graduate Council Disbanded; Committees Organized

For the first several years of the Graduate School's operation, major decisions were made by the Graduate Council which met monthly. Continuing growth has led to the formation, in fall of 1975, of four advisory committees which meet to discuss specific issues.

These committees provide for student, faculty, administration and staff input into the planning and decision-making processes of the Graduate School. They give advice, guidance and implementation in their respective areas under the broad policies established by the Board of Trustees, the President of the College and the Dean of the Graduate School.

The Personnel Advisory Committee, chaired by **Pamella Dean**, Director of Personnel, makes recommendations in the areas of faculty policies, promotion and rank; student life, grievances and disciplinary matters; and staff policies and grievances.

Chaired by Associate Dean **Robert F. Sutton**, the Courses and Programs Advisory Committee determines appropriate content and credit to be awarded for courses; academic standards and quality controls; grading policies; long-range academic plans; curricula for certification and degrees; and initiation of new courses and programs.

The Admissions Advisory Committee, chaired by **Carmella Featherstone**, Coordinator of Admissions, acts upon all applications for admission to graduate programs.

The Dean's Advisory Committee, chaired by Dean **William L. Perry**, is concerned with the overall operation of the Graduate School.

## Center for Studies in Teaching Proposed

At the suggestion of Dean **William L. Perry**, Graduate School faculty members are working on the concept of establishing a Lesley College Center for Studies in Teaching. Projected date

for the opening of the Center is late summer, 1976.

Scope and quality of the undergraduate and graduate schools at Lesley have increased to a point where faculty and students, as well as over 100 cooperating schools, have begun to identify primary areas for the collection, synthesis and analysis of research on teaching on a regular basis.

Such a center would coordinate and centralize an interdisciplinary center for studies. Translation of research findings into practical statements relevant to Boston area classrooms would be of prime importance.

It would also be a laboratory for learning about teachers and children in particular settings. Focus of the Center's programs would be on the classroom teacher as a clinician and as an artist; researchers would be interested in not only what the teacher thinks but also what the teacher does.



*Juniors Lisa Bodge (left) and Amy Pomerantz woman their class booth selling ice cream sundaes during the October flea market, sponsored by the Student Council Association. Proceeds from the day's events are being used to defray the cost of Lesley's new tennis court.*

# Faculty Notes

## Doing

Professor of Education **Avis Brenner** coordinated a workshop on "Children of Alcoholic Parents: The Teacher's Role" at Lesley January 16 and 17. This second annual conference on preventing child abuse was attended by nearly 100 educators from throughout New England.

The second annual Young Writers' Conference at our Washington Hill Campus was organized by **June Fox**, professor in the Elementary and Early Childhood Education program at the Graduate School. The idea for the Conference, which provides children an opportunity to explore poetry-writing, short story-writing, autobiography, drama and puppetry, was originated by **Lenore Parker**, Graduate School assistant dean. Dr. Parker talked on the preparation of Lesley students in the undergraduate and graduate Reading Program at a fall meeting of the Greater Boston Directors of Reading.

Instructor of Education **Rosemary Olivia** supervised Lesley student teachers in England during fall semester as part of the Student Teacher Exchange Program. While in Bradford, England, Ms. Oliva met the Lord Mayor of Bradford, Mrs. **Doris Birdsall**.

Coordinating the visit of English student teachers to Lesley was **Karen Rancourt**, assistant director of field placement. Dr. Rancourt taught at Lesley in 1970-1971 before continuing her graduate studies. In addition to her Lesley duties, she recently opened a practice as counselor for women in which she hopes to help women reconcile traditional roles with more recently available options.

**Frank Eldridge** has been named Acting Coordinating Director of the Lesley Schools for Children on Concord Avenue in Cambridge. Frank, who will continue as Director of the Carroll-Hall School, takes the place of **Floyd Benitz** who resigned in October.

**James Slattery** has been named Director of Libraries and Director of Planning. He was formerly Assistant to





Professor of Education **Mary Mindess** chaired the 14th annual New England Kindergarten Conference, sponsored by the Lesley Graduate School of Education. Well-known author and psychoanalyst **Fritz Redl** keynoted the Conference which focused on "Basic Needs, Special Needs: Implications for Kindergarten Programs." More than 2000 New England educators attended the Conference at the Sheraton-Boston and Colonnade Hotels.

the President. Replacing **Larry Marble** who resigned in September, Jim will oversee operations in the main campus library, the Kresge Center for Teaching Resources and the Schools for Children Library.

President **Don A. Orton** has been named membership chairperson for the State of Massachusetts for the American Association of University Administrators.

Art Instructors **Judith C. Campbell** '63 and **Susannah Fiering** displayed work as part of the Women Exhibiting in Boston art show throughout November at Stonehill College in North Easton, Massachusetts.

**Mary Platt**, periodicals librarian, and **Caroline Harvey**, coordinator of the Community Schools Program, were elected to the Board of Directors of the Massachusetts Association for Community Schools and Community Education.

## Writing

Assistant Professor of Science **Bennett Blumenberg** and his wife **Gayle Kaufman Blumenberg** '74 co-authored an article on "Cat Gene Frequencies in the San Francisco Bay Region, California." *Genetica*, a well-known European genetics journal, has accepted the article for publication.

**George Hein**, visiting professor at the Graduate School, authored an article entitled "Humanistic and Open Education: Comparison and Contrast" which appeared in the August, 1975, issue of the *Journal of Education*.

*Psychological Testing of Children: A Consumers' Guide* by Visiting Associate Professor of Special Education **Stanley Klein** was commended by the 1975 National Media Awards Committee of the American Psychological Foundation as "outstanding work in reporting on the field of psychology to the general public." Dr. Klein is founding editor and editor-in-chief of *The Exceptional Parent* magazine.

## Speaking

**Phyllis McCawley**, lecturer in Special Education at the Graduate School, appeared on Channel 44's Catch 44 television program December 23 as part of a panel discussing learning disabilities. Panel members used the Kingsley School in Boston, where Lesley students have long been involved as student teachers, as an example of how schools, parents and communities can work together to help the learning disabled child.

Assistant Professor **Sheila Morfield** was a panelist for Action at its Regional Training Conference in December. Foster grandparents' supervisors and directors were present to discuss "Emotional Issues in the Foster Grandparent Program." Dr. Morfield is serving as an advisory board member for the American Lung Association, Boston District. She will help to develop curriculum materials which will be used to prevent smoking in children aged 4-8.

At the American Speech and Hearing Convention in November, Instruc-

tor of Speech Correction and Development **Lawanda Green** presented a paper on "Acquisition of Signs vs. Nords in Institutionalized MR Children."

Graduate School Lecturer **Sandy Cymerman** presented three workshops on values clarification for the Massachusetts Teachers Association Post Graduate Educational Institutes in October and November.

Elected chairperson of the American Art Therapy Association's Peer Standard Review Committee at its convention in Louisville, Kentucky, was **Shaun McNiff**, director of the Institute for the Arts and Human Development. He presented a paper and a videotape at the convention. He also presented a paper on "A Study in Art Motivation" at the fall convention of the American Psychology Association in Chicago.

**Iris Fanger**, faculty member at the Arts Institute, presented a lecture on "Boston Goes to the Ballet, 1796-1916" at the Boston Public Library in October. In November, she was a guest lecturer in dance history and improvisation for children at York University in Toronto, Canada.

**Nancy Roberts**, lecturer in Elementary Education at the Graduate School, presented talks on computer use, teaching systems and social studies at meetings of BIT, a regional computer users group designed to stimulate communication among teachers; the Operations Research Society of America/The Institute of Management Sciences and the National Council for the Social Studies.

English Instructor **Elaine Unkeless** led a seminar on "Women's Works by James Joyce" at the Modern Language Association Convention in San Francisco in late December. She also delivered a speech on "The Conventional Molly Bloom."



Editor's note:

Who makes the Graduate School so special? Who helps Dean William L. Perry, Associate Dean Robert F. Sutton, Assistant Deans: Jill Hamilton, Special Education; Lenore Parker, Elementary Education and Early Childhood Education; and Peter Von Mertens, Continuing Education, January Plan and Special Programs, make the Graduate School a place where ideas are shared and new directions are sought?

Students, faculty members, staff people and administrators were asked about their backgrounds, their reasons for choosing Lesley College, their thoughts about the Graduate School and their duties and responsibilities. In the following pages, The Current gets some answers, in the form of first-person narratives, interviews with The Current and biographical sketches written by friends.

We hope these brief glimpses will help you better understand the Graduate School of Education.

## Susan Gebhart

When Susan Gebhardt came to Lesley College as an office assistant and typist in January, 1970, a total of 189 students were enrolled in the Graduate School of Education. Only 83 of these were degree students.

While Susan was being promoted to Admissions Assistant in 1971, Secretary to the Dean in 1972 and Graduate School Recorder in 1973, the Graduate School was going through changes also. (See table for growth statistics.)

In 1970, when the desire to continue working in the business world brought the young graduate of Powelson Business Institute in Syracuse to Cambridge, Lesley's areas of graduate study were Elementary Education and Special Education. Since that time, new additions to the curriculum have included: Independent Studies, Open Education, Day Care, Education of the Multiply Handicapped, Interdisciplinary Studies, Art Education, The Reading Specialist, The Mathematics Spec-

# Who is the Graduate School?

alist, Counselor Education and Administrative Careers for Women.

Susan says, "the continual growth of the Graduate School appears to reflect the many different types of programs offered and the areas of study available. These exciting new programs certainly reflect the rapid rate of growth over the past few years."



The expansion of programs necessitated the hiring of two additional full-time staff members in the Recorder's Office. Last January the offices of the College Registrar and the Graduate Recorder were combined and moved to 24 Mellen Street. At that time Susan commented, "we are all very excited about the move and look forward to working together as a team so that we can serve our student body in the most efficient way possible."

As Graduate School Recorder, Susan is responsible for seeing that all things run smoothly for each of the five registration periods: fall, January, spring, April and summer. She and her staff handle dozens of details ranging from transfer credits and room assignments to grade sheets and degree requirements.

## Pamella Dean

Since April, 1974, Pamella Dean has found working at the Lesley College Graduate School fun, stimulating and challenging. After graduation from

Willamette University in Salem, Oregon, with a B.A. in Psychology, she attended Katharine Gibbs School in Boston for one year and worked for three years at the management consulting firm of Arthur D. Little, Inc., in Cambridge, as administrative assistant to the director of the education group.

Heading west, she worked in the Department of International Studies at San Francisco State College. But Boston had become home, and, betraying her West Coast background, she returned to teach at Katharine Gibbs for a year and a half.

Pam was then offered a job in Europe. For one year she worked for a private U.S. company that had a contract with the U.S. Air Force to offer high school and college preparatory courses to Air Force personnel. In between hiring office personnel, recruiting students, organizing publicity and administering two Wiesbaden, Germany, operations, she saw much of Europe.

Upon returning to Boston in spring, 1974, she heard of the position as secretary/assistant to the Dean of the Lesley Graduate School, and here she stays.

## Growth Statistics (figures taken from fall enrollment)

Year	Degree Students	Total Enrollment
1970	83	189
1971	121	367
1972	176	468
1973	358	753
1974	544	1452
1975	626	1440

## Number of Degrees Awarded

Year	May	August
1971	46	9
1972	65	20
1973	106	48
1974	133	116
1975	169	128
1976 (projected)	247	161



In addition to regular secretarial responsibilities, one of her first main projects was to keep records of faculty contracts for each semester's courses. During that summer of 1974, there were approximately 80 full-time and part-time faculty; in fall of 1975 there were 185 full-time and part-time faculty. She now maintains all records for graduate school faculty, including credential, contract and salary information.



With the rapid growth in student enrollment and new graduate level programs, there has also been a growth in the numbers of support staff at the Graduate School. Eighteen of the current 24 have started working at Lesley since April, 1974. Pam helps recruit all these new staff members, interviews applicants and works with the prospective supervisors in hiring staff members. Hiring a new staff member can be extremely hectic with 50-75 calls the day after an ad has appeared in the newspaper and interviews for 20 or more of those callers, but Pam has handled all of this so well that in July, 1975, she was named Director of Personnel for the Graduate School.

She continues to work closely with Dean Perry in the day-to-day administration of the School and in special projects. One of these projects led to the development of the "Green Book," a handbook of general information and policies for all Graduate School faculty and staff.

## The Arts Institute by Iris Fanger

Since September, 1975, the Institute for the Arts and Human Development of the Lesley Graduate School has been in residence in the little red brick house at 35 Mellen Street. In its second year, the Institute has grown in geometric proportion with nearly 100 candidates for the master's degree. The Institute for the Arts offers two programs, the Expressive Therapies and Integrated Arts in Education.

One of the reasons for the rapid growth of the Arts Institute is the variety and strength of the faculty. Director Shaun McNiff is well known for his work as an art therapist and his publications in the field. Norma Canner (Dance Therapy), Joe Power (Psychodrama) and I (Child Drama) work half-time teaching two courses each term, advising students and planning for the future. Because we maintain our strong outside involvements, we are able to bring reality and the newest ideas from outside academia to our students.

When a course by Norma Canner is offered, legions of students spring up to register. Norma studied dance with Barbara Mettler and then worked to perfect her methods as a dance therapist for nine years with the Massachusetts Department of Mental Health. She teaches at Tufts and the Harvard Summer Dance Center, as well as her courses at Lesley. Norma describes her

work as "teaching basic body movement to help people release their movement feelings. The process of discovery is the process of creating: how you discover yourself and what you want to say about yourself. Dance is the medium through which you say it."

Joe Power is co-director of the New England Institute of Psychodrama. He trained for five years with J. L. Moreno, the creator of psychodrama technique. Joe became a faculty member of both the Moreno Institute, Beacon, N.Y., and the New York City center. At Lesley, Joe is working to develop a specialty in psychodrama within the Expressive Therapies program. His current interest is in spontaneity: what it is, how you apply it within clinical settings, classrooms and industry and how it is fostered in groups and in the individual.

My background is in theater and theater for children. For seven years I directed the Magic Circle Theater for Children/Drama for Youth program at Tufts University. After receiving my Ph.D. in theater history from Tufts in 1972, I worked for the Massachusetts Department of Mental Health on a federally funded team of arts consultants in the Division of Retardation. Through my work with special needs children I became interested in extending the possibilities in dramatic play for these children and the area of non-verbal communication. My theater company, Playmakers I, composed of ten DMH



Iris Fanger, Joe Power and Norma Canner



teachers, toured the state in 1974 with a participatory theater piece designed for special needs children integrated into the community of their peers. This spring Playmakers II, composed of Lesley students, will tour for the DMH.

My interest in non-verbal communication is supported by my work in the field of dance. I am a staff writer for *Dance Magazine*, free-lance for the local papers and hold the position of Dean of Students of the Harvard Summer Dance Center.

The extended faculty in the Institute for the Arts is composed of superstars in the field of the arts. Among them are Elizabeth McKim, poet; Christopher Cook, director of the Addison Gallery of Art; Kaleel Sakeeny, director of Stage I Theater Company and Paul and Marianne Knill, music therapists from Switzerland.

## Sheila Morfield



When Sheila Morfield talks, her students listen. When Sheila Morfield acts, heads turn. When Sheila Morfield came to Lesley College in the fall of 1974, the Graduate School staff knew the place would never be the same.

Assistant Professor of Elementary and Early Childhood Education Sheila Morfield is an educator and a feminist with definite ideas about the present and future of the College. "One of the things I am most concerned with is reaching future teachers about their own sex role stereotypes and new non-sexist curriculum materials so that

when they go out and work with kids, they don't bring their own sex role biases to the kids," she says.

"The law requires that public schools must have training for teachers to reduce sex role stereotypes. Teacher preparation colleges should have this as required courses," she adds.

She also believes that one of the things that should happen at Lesley is the formation of an organization for women to share their thoughts and feelings, to act as a support system and to disseminate information.

Sheila came to Lesley from Boston University where she studied and taught undergraduate classes. Prior to that, she studied at Harvard and Columbia Universities, taught in New York and New Jersey public schools and worked for ABCD in Boston. She originally studied psychology and sociology before becoming interested in elementary and early childhood education.

For five years she worked as a consultant at a drug center in Chelsea, Massachusetts, and since 1969 she has done encounter group work and feminist counseling and consulting.

At Lesley, in addition to teaching and advising students, she works with the Lesley-Shady Hill program. Apprentice teachers from the highly regarded private school take 12 graduate credits at Lesley in addition to their one-year apprenticeships and are awarded master's degrees.

Although Sheila started as a half-time professor, she is currently a full-time faculty member. She has been around long enough to witness some of the Graduate School's tremendous growth. About this she says, "It is kind of nice to see Lesley blossom into areas where it wasn't involved previously."

She has also seen the growth modify her method of teaching by increasing the size of classes and doubling the amount of students enrolled in all elementary certifying programs but feels she must strive to maintain the intimacy of a small college.

On the other hand, she loves the excitement of getting to know more students and faculty members. She espe-

cially hopes that this interaction will lead to interdisciplinary work among the faculty members. She firmly believes that the growth of the faculty and staff should keep pace with the growth of the student body.

When Sheila Morfield says this, it is apparent she will do everything she can to make these things happen.

## Mary Cunningham

What can I say about the growth of the Graduate School except "phenomenal!" I would say that Lesley has experienced its growth because of an extremely creative administration (in particular the Dean of the Graduate School). There is also a talented faculty which expends an inordinate amount of time and energy in building the Grad School in response to Dean Perry's administration.



After teaching at George Peabody College in Nashville, Tennessee, and in clinical and public school settings, I came to Lesley in January, 1975, as Director of the Severe Special Needs Program. I had previously taught part-time at the Graduate School while working for the State Department of Education.

I felt Lesley had the most potential of all the area colleges in the development of a program serving severely/profoundly handicapped. Lesley's was a creative, energetic and responsive graduate program that attempted to meet the needs of teachers in both pre-



service and in-service training. Lesley also strongly emphasized field-based training and supported building a program with a strong practicum/field-based component.

Our Severe Special Needs Program is one of two in the state that trains teachers of the multiply handicapped. It is the only program in the state that deals with the profoundly multiply handicapped being served in institutional, home or hospital settings.

Because of the Chapter 766 mandate for educational services for all Massachusetts children aged 3-21 regardless of degree of their handicaps, interest in training teachers of the severely/profoundly handicapped is growing. Most services presently provided to the population are being delivered by individuals with a minimum of training.

In anticipation of higher enrollments of persons seeking training in this area, Lesley has been awarded some federal monies to expand and develop its multiple disabilities program by hiring a nationally known special educator in that field.

The Program will continue its strong emphasis on field experiences. It will also continue to provide services through the delivery of individualized programs for severely/profoundly handicapped in addition to the identification and procurement of additional resources at the local community and state levels.

## Honor McClellan

Honor McClellan, director of the new Counselor Education program, has been at Lesley College for one and a half years. Coming from an undergraduate study which commenced with chemical engineering and culminated in a combined degree of physics and math, she became a licensed psychologist by what one could call a less than traditional route. Marriage, two little girls and years of meandering through various jobs and graduate programs led her to suburban Massachusetts in fall, 1971.

Two of her friends were graduate



students at Lesley so she often visited campus, sat in on classes and used the library for study while working on her doctoral dissertation. Some faculty members were helpful by letting her use their classes to obtain data. She already knew a great deal about Lesley when, through her friends, she met Jill Hamilton who invited her to teach a course in the Graduate School.

Coming from two huge universities (Michigan State University, B.S., 1963, and the University of Wisconsin, Ph.D., 1973), she found a small intimate college with innovative programs exciting and stimulating.

Her first day here was a marathon session on Labor Day, designed as an orientation for faculty about student advisement and registration. Her second was registration day, during which she was expected to meet with 35 new Special Education students who looked to her for curriculum guidance, which she gave from her wealth of newly acquired knowledge about the Lesley curriculum.

One frustrating memory was spending six weeks without a phone while trying to develop the new program. She traveled around, upstairs at the Carriage House, up to Washington Hill or to the Compass, using various phones so that she would not impose too much on any one office.

The Counselor Education Program began this fall with the enthusiasm of both faculty and students. The pro-

gram encourages mutual personal and professional growth for both students and faculty by its use of a personalized curriculum, field experience and continuous seminars throughout the program. A resource room provides a base of operation and a geographic identity for the personalized program.

When the first group of students graduate from the Counselor Education Program in May, 1976, they will be able to work in a variety of educational and community settings with individuals and groups to prevent, confront and resolve human relations problems. Specialties chosen by the students include group process, counseling women, counseling families and career development.

## Willie Ewing



When Willie Ewing came to Lesley College to work at the Compass in fall, 1975, he knew being a male in an almost all-female environment would teach him things he didn't know. He relates one of his early experiences like this:

"A woman walked into the office. I assumed she was a student and/or teacher here on some sort of Graduate School business. She announced that she was from IBM and had come to fix my typewriter. What could I do? I got out of her way and read *MS* until she was done."

Willie works as an assistant in the Office of Special Education Field



Placement. He received a B.A. from Johns Hopkins University in May, 1972. He had no definite goal or exciting employment prospects so he came to Cambridge looking for anything. A high school typing class and five months of work-study at Johns Hopkins classified him as a library assistant. "A B.A. in Social and Behavioral Sciences doesn't really enter the employment picture," he points out.

After two years in the Aeronautics and Astronautics Library at MIT, he became bored and left. He spent a year collecting unemployment and trying to figure out what he was going to do. When offered his present position, he looked forward to the opportunity of working here.

According to Willie, the Graduate School looks like a very disorganized and confused place from the outside, but from the inside one can see why. The history of the Graduate School is one of growth and change. Half of the jobs that exist today didn't exist one or two years ago. "Very few people have a really good overall view of what goes on here," he says. "The flexibility, by choice as well as necessity, means an individual has the chance to make his/her job as important as he/she wants.

"Nothing at Lesley is static," he continues. "Lesley's Graduate School is like New England's weather. If you don't like it, wait five minutes and it will change."

## Jeanne Speizer

According to a recent *Boston Globe* article, Jeanne Speizer "is dedicated to the proposition that now is the time to give encouragement, support and expertise to women who are considering careers in administration."

Jeanne directs the new Administrative Careers Program at Lesley's Graduate School. The emphasis of the Program, begun in fall, 1975, is on preparing women for administrative roles, but the Program is open to men as well.

"Our aim is to become a center for women administrators so that institutions who are searching for women

will call us first to have one of our graduates recommended," she says.

"At the same time we hope to be the center of a support network for women who are on the job as administrators. We believe that the isolation of the job can force many women to give up their positions, and we hope to overcome some of that isolation by providing a place where women can come to share their problems and successes.



"We believe that our program is so strong that men will also choose to enroll in it because they will be so well prepared for getting a job as an administrator," she adds.

Jeanne first came to Lesley in summer, 1975, to explore the idea of a master's degree program in Administrative Careers. Response to the idea from inside and outside the Graduate School encouraged the development of this exciting program. An advisory committee of Lesley people including Don Orton, Bill Perry, June Fox, Bob Sutton, Peter von Mertens, Cynthia Cole, Betsy Binstock and Pam Dean and non-Lesley people was organized and meets periodically to discuss the Program.

The Administrative Careers Program is designed as a balance between course work and experiential work. Three competency projects and a semester-long field placement are included in the Program as a means of providing students with the needed opportunities to test and use the skills learned in course work.

Jeanne also serves as supervisor of the Teacher Aide Program's student teachers in Boston. A graduate of the University of California of Berkeley, she received her master's and doctorate degrees from Boston University.

She enjoys being part of the Graduate School where she says, "people are so dedicated that they seem to be working around the clock. They are able to take on far more projects than seem possible to accomplish and then accomplish them with real skill.

"The College is full of exciting people who like to share ideas and are always willing to try new ideas or change sometime which has been done before. The lack of tradition seems to lead to constant expansion and exploration of new and better areas," she continues.

Jeanne has also been impressed with the students enrolled in the Program's fall courses. "The professors reported that the students welcomed intensive work and study, and they always seemed to ask for more. I'm sure this was a two-way street; good professors attract and stimulate good students. I hope this will continue."

## Illyria Puharich

In the interim period between graduation from Union College and beginning graduate studies in fall, 1975, at Lesley, I worked as a school bus driver, waitress and child care worker and traveled in Europe.

As a full-time graduate student in Early Childhood-Special Education, I will complete my master's degree in August, 1976. I have further connections with Lesley College as I drive the shuttle van that operates between the main campus and Washington Hill one evening a week and am the residence director in Lesley's graduate dorm.

I have recently been elected one of the student representatives to the Graduate School Personnel Advisory Committee. In its first year of operation, the Committee is the first of its kind at the Lesley Graduate School. It answers a need for greater cross-communication between Graduate School administrators, staff members, stu-





dents and faculty members. Such input of these groups as to feelings and ideas about the present and future of the Graduate School had been lost in the rapid expansion of the past few years.

Because the idea is so new, my fellow representatives and I have met several times, in addition to Committee meetings, to determine our role as representatives and actions that need to be initiated or discussed on behalf of the graduate student body.

### Beverly Singer

I spent my undergraduate years at William Smith, a small liberal arts college amidst the grapevines of upstate New York. No different from many other aspiring people-oriented undergraduates who had absolutely no idea as to where they were going in life, I chose psychology as my major. It was junior year that I first heard the whispering through those grapevines of some new mystical jargon . . . "Learning Disabilities."

"Learning Disabilities? . . . What's that?" I remember asking.

"It's when kids can't learn very well . . ."

"Oh, they're retarded . . ."

"No, they're not retarded. They just don't seem to be able to learn."

"Well, if they aren't retarded, why can't they learn?" I countered with much naivete.

I soon found out for myself what

this new mystique was all about by working in various learning disabilities classes. It was after stepping into that first classroom that I knew what I wanted for a career.

Senior year came, and it was time to apply to graduate schools. Among others I heard some good things about Lesley . . . interviewed with a fine woman who will never cease to amaze me, Jill Hamilton . . . walked away liking what I saw, what I heard and what I felt.

I entered the Learning Disabilities Program in fall, 1974. It didn't take long for me to realize that Lesley was even better than all the things I had heard. The Program usually entails two semesters and a summer, but due to an acute case of separation anxiety from my camp kids, I decided to take a study break this past summer and return this fall.

What makes Lesley tick?

So much of it is intangible that it only does it an injustice to try to explain. It is something one has to experience and answer for him/herself. However, it is reasonably safe to assume that the staff in the Program is the mainstay behind Lesley's success. There's almost an "aura" about Lesley; the personal touch never hurt anyone. This involves many: receptionists, secretaries, faculty, program coordinators and dean.

Something that worked in my favor at Lesley was my assistantship which placed me in the Graduate Center. It afforded me the opportunity to see and appreciate the workings of the Graduate School from the inside-out. What works in the School's favor, in my opinion, is the combination of both a part-time and full-time faculty. The full-time faculty provides the school with a good base from which to work. The part-time people allow students the advantage of keeping up with the most current trends in the field, since so many part-time faculty members are in the middle of it themselves.

Alas, along with every good there comes the . . . not so good. As exciting as Lesley is with its new programs and rapid growth, these also constitute the

basis of some of my disappointments. The size of my classes, in general, has been larger than what I expected and hoped. I foresee no immediate remedy, and what has complicated matters even further this past term is the lack of classroom space. To accommodate many full-time teachers who attend Lesley courses, it is necessary to run some courses from 7:00 - 10:00 p.m. Because of the problem with space this term, it has been necessary to move some courses back to 7:30 - 10:30 p.m. I feel this problem warrants more attention on the part of the graduate division or perhaps the whole school.

Another issue which is an issue at most, if not all, schools is the amount of financial aid offered. Lesley does the most with what little the state allots (and I've been grateful for what I've received); it's just unfortunate that the School isn't given more with which to work especially when one considers tuition standing at \$100.00 per credit.



Finally, while I stand in line every registration, often after rising at 7 a.m. and still finding a line, I keep thinking there has to be an easier way to register at such a small school. I've been told "no," but I keep wondering.

Where's Lesley going from here? Due to the new state certification requirements for Special Education, Lesley has converted to a competency-based format. I see both pros and cons to this, but since I'm graduating in May and hopefully covered by the grandfather clause, I'll let Lesley do the worrying about it.



# New Schools, Old Habits

by George Hein

## The Problem of Change

There is a story in Elting Morrison's book *Men, Machines and Modern Times* about the shortage of armaments in England at the beginning of the Second World War. The army started hauling out all the old artillery they could find, including a gun resurrected from the Boer War. When artillery teams started training with this ancient piece, using the original manuals, the rate of fire wasn't fast enough. A time and motion expert was brought in to see what he could do. When he watched the five-man team go through the motions of loading and firing the gun, something about their manner bothered him. He filmed the process and noted that just before the gun was fired, two of the men stopped doing anything and just stood there. He took the films to an old army colonel who, after looking at them a few times, said, "Ah! I know what they are doing. They're holding the horses." Morrison's comment at this point is instructive:

This story true or not . . . suggests nicely the pain with which any human being accommodates himself to changing conditions. The tendency is apparently involuntary and immediate to protect oneself against the shock of change by continuing in the presence of altered situations the familiar habits, however incongruous, of the past.<sup>1</sup>

American schools have undergone tremendous changes in the last few decades, and large numbers of people are defending themselves against these changes by "holding the horses." If we want to better understand schools, help to change them and bring them up to date, we have to recognize that some actions performed in the name of education are rooted in customs as venerable and as difficult to change as holding the horses.

We can begin to recognize activities classified as "holding the horses" by describing how school has changed. We then need to think about how to help people involved with schools begin to let go the reins and instead engage in more purposeful activity related to today's educational goals.

## The Changing View on Education

The biggest changes in schooling since World War II have resulted from efforts to implement the ideas that school is for everyone and that all children should have an equal educational opportunity. As a national policy this view is so recent that we really don't know how to run school systems based on truly universal equal education.

Conventional histories of American education would have us believe that the struggle to develop a universal education system was resolved by about 1900. On closer examination it is clear that large segments of the population were still denied educational opportunity far into the present century. For example, in discussions of who did or did not attend school, the number of women was simply not considered. When the books said that there was school for everyone, they usually meant all the boys. Women, as we have only recently discovered (to our shame), were invisible. Until quite recent times many children worked a 10- to 12-hour day, which meant that

they either did not go to school or, at best, received very little schooling. This is not something out of the long dark past; as recently as 1920 the U.S. Supreme Court ruled that laws regulating child labor were unconstitutional.

The problem of children simply not going to school still hasn't been solved. In 1970, the Task Force for Children Out of School reported<sup>2</sup> that anywhere from 4,000 to 11,000 children in Boston (5 to 12% of the total school population) were not attending school at all.

There is a certain harshness of thought that ignores the fact that in the past schools in the United States have not served everyone. For example, in discussing equal educational opportunity, James Coleman says:

In the United States the public schools quickly became (after 1870) the common school, attended by representatives of all classes; these schools provided a common educational experience for most American children — excluding only those upper class children in private schools, those poor who went to no schools, and Indians and Southern Negroes who were without schools.<sup>3</sup>

True, the United States did not develop a dual school system typical of England and continental Europe in which 5% to 10% of the upper class children went to one kind of school while all other children attended a different school. But the children excluded from the developing American school system, "the poor who went to no schools, and Indians and Southern Negroes," represented anywhere from 25% to 40% of the population for quite some time. We can hardly lay claim to universal education under such circumstances.

This leads to the second part of the new image of schools: the effort to provide not just education for all children but *equal* educational opportunity. Again, this is an idea which is so new that we still struggle to understand all it implies and have very few models to guide us. A number of recent studies about the Boston schools<sup>4</sup> demonstrate that the 19th Century



schools in this city were very much class-oriented and did not provide equal educational opportunity even though Massachusetts is recognized as a pioneer in public education. We are clearly still struggling to serve all children equally in Boston, as the effort required to bring about integration makes us painfully aware.

Widespread concern with equal educational opportunity for all children is the result of a major shift in our thinking in recent years. We now strongly advocate the view that education is for everyone because, perhaps for the first time in history, influential segments of society take seriously the worth of *every* individual. This is an incredibly new idea. We sometimes interpret older documents as if they represented the same view, but by and large they don't. The Declaration of Independence, after all, refers to white, property-owning men and not to everyone. Our concept of a citizen has only recently expanded to include women, minorities and the poor. A parallel growth has occurred in our attitudes towards schooling. Chapter 622 stresses equal educational opportunity. Chapter 766 reminds us of our responsibilities to extend the full rights to children with special needs. We are trying to encompass everyone, with no exceptions, and that is very new and very hard. It requires drastic changes in our way of thinking and acting.

### Practices in Schools

New influences confuse people responsible for schools, just as they create new and difficult challenges in all the rest of society. Many of the current practices determining patterns of organization and curriculum in schools were developed for different traditions and values than the ones now beginning to be stressed. The people who run schools, like the team that fired the artillery piece, have time-honored practices and customs to which they cling. These habits exist in all areas including curriculum, discipline, evaluation and parent participation.

### Curriculum

The idea of a set school curriculum is probably even older than any need to hold the horses. It goes back to the tablets of stone, to the passing down of the important moral precepts from one generation to another. For centuries, the Bible or material derived from it was the core of Western education. In 19th Century Boston schools the primers contained such phrases<sup>5</sup> as

Let children who would fear the  
Lord  
hear what their teachers say  
With reverence meet their parents'  
word  
and with delight obey.

and alphabets that included

A = In Adam's fall we sinned all  
F = The Idle Fool is whipt at  
School.

While the content of instruction has changed drastically since the 19th Century, some qualities of current curriculum have much in common with the above ideas. Many educators still believe that there is a clear and fixed body of knowledge that is to be imparted in the schools. They believe that we know what children should learn and that the problem of choosing the appropriate curriculum for a school is simply a matter of finding the right instructional material. Much of the reading material that has been developed and published for schools falls into this category. Each set of basal readers and each reading program proclaims that it contains *the* most important list of words that have to be learned and uses *the* best method of instruction to teach reading. Yet our newer knowledge of child development informs us that children have different styles of learning and that their own language and experience (varying from school to school and from community to community) make the best basis for learning to associate spoken language with written language.

To criticize the content of present curriculum is not to argue that it should be done away with entirely. We

must be careful, when urging people to stop holding the horses, that we don't have them not bother to fire the gun at all. Children need books in order to learn to read. The emphasis should not be on less reading, but on more; not on removing texts, but on using a wider range of material as texts.

We also have to recognize that the old concept of a curriculum derived from a single textbook is a limited view of the learning environment. More and more, elementary school teachers understand that the teaching of reading includes not only formal lessons but constant, informal development of language competence and the sharing of experience. Children have to talk to each other and to their teachers, and the classrooms have to be places where things happen, where experiences occur which provide subject matter for discussion.

There is no question that repetition and drill of some sort are necessary components of learning to read. We can recognize the power of repetition in listening to children learn to talk. They will say the same things over and over again, they will explore combinations of words and they will copy what is said to become familiar with words, their sounds and meanings. The same is true for reading. Children have to see the same words over and over, and they have to practice skills. But it doesn't follow from this that there is a need for only one particular set of books or a standard form of primers.

In classrooms that use a range of approaches we will find children reading simple materials, writing, combining reading tasks with drawing and other subjects; we will find children practicing, repeating, correcting. What we are not likely to find is a predetermined program which forces the children to spend *all* their time on a series of carefully graded skills with nothing left over for the goal of the tasks, namely to read.

The point I have just made sounds almost trivial, but it is important to remember because it is often not heeded in the schools. In theory, many teachers and administrators agree that reading should come out of the children's



experience and should involve the words that are relevant to them, but often in practice a school does have a fixed reading program. The major teaching effort, as well as the evaluation procedure, is based on a single set of basic readers, so that the children are forced into learning about Dick and Jane (and how nicely they always play together) rather than talking and reading about their own hopes and fears and lives. Or, worse yet, children may spend so much of their time on skills allegedly related to reading that there is no time to read. Similar considerations apply to other areas of the curriculum.

Another notion closely related to the Biblical concept of curriculum is the idea that the most important knowledge comes out of books: that the function of education is to instruct children in material which has been codified on the printed page. As long as there have been manuscripts there have been scholars who spent their time in the study of them, but only recently in human history has the notion become dominant that this is the way to educate most people. As recently as one hundred years ago, if someone had suggested that in order to become a craftsman, a professional, a worker or, in fact, just about anything except a scholar one should spend most of the time studying out of books and reading written material, the proposal would have been considered absurd. The most important part of education was some form of apprenticeship or on-the-job training. Only in the middle of the 19th Century, when schools started to take over the training of larger segments of the population, did the long apprenticeship to books become dominant.

We have to look carefully at the purpose of forcing children to spend all their time away from the rest of the world facing written materials. On the whole, this practice does not provide the necessary training for a wide range of skills, but it teaches obedience and docility. Again, we have to question which part of the stress on books leads to improved skills and better ability to get along in profession and jobs and

which part is a "holding the horses" retainer from a 19th Century tradition. Industrial employers have long used the requirement of successful completion of school education as a screening device for employment. The possession of a high school degree says more about the character and likely behavior of the job applicant than about the ability to carry out many particular jobs. The procedure has recently been successfully challenged in the courts. In *Griggs v. Duke* the U.S. Supreme Court ruled against a company requirement of a high school diploma for employment in a number of departments, including maintenance. The court concluded that the effect of the requirement was discriminatory.

### Discipline

Another major component of school that requires reexamination is the whole area of discipline. Part of what happens in school is a consequence of



George Hein is a visiting professor and director of the proposed Certificate of Advanced Graduate Studies Program at Lesley College. He also teaches courses on informal assessment, newer alternative methods in research and evaluation and social and political issues related to open education. His original professional training was in chemistry and biochemistry, but in the mid-1960's he became interested in education. Through work with the Elementary Science Study of Education Development Center, he became involved with science education and then open education.

the need for some sort of order in a relatively small place where people are gathered. Another part of the imposed discipline is the result of out-of-date ideas.

The best example of this double function for discipline is the use of silence in schools. There are two ways in which our society uses silence. One is ceremonial: in certain situations we voluntarily remain silent, not because it is necessary for the activity to occur, but because we agree to abide by some rule of respect. Most religions have a tradition of silence in holy places, whether a service is going on or not. Another example is the silence in a courtroom when a judge enters. Certainly the judge could walk the few steps between the door and the dais with perfect safety even if people were talking and shouting at the same time. This is very different from the silence needed while someone is giving instructions or if we are listening to a speech.

What is important in schools is that we sort out these two uses of silence. If we look at the requirements for silence from a practical viewpoint, we realize that in most situations it is not necessary for everyone to be absolutely silent and that it is possible to hear what is happening if other people in the same room are speaking. In offices, restaurants and many other public places several conversations take place at the same time.

In more traditional classrooms, where the teacher spends much of the time "in front" lecturing to children, the rule of silence is necessary for instruction to be heard. Even in these classrooms the children do "seat work" much of the time; they sit at their desks and read, write or do arithmetic. During this time the imposition of silence is mostly ceremonial. Anyone who has watched children concentrate on their work at home, in crafts shops or on a playing field will realize that total silence simply isn't necessary for concentration. In more modern classrooms where the teacher works with small groups of children and where the children often work with each other, any attempt to achieve total silence



can only have a ceremonial function. As far as instruction is concerned, requiring silence is counterproductive, since it prevents all the learning situations arising from children's interaction.

In each instance that we require children to be silent in school we have to decide whether we stress silence for the purpose of getting the work done or for the ceremonial purpose of forcing children to realize that they must keep their place and show respect for the teachers (who are often exempt from the rule and who talk in classrooms and halls while the children have to remain quiet).

Doing away with ceremonial silence (and I think we should) does not mean that we do away with all discipline. There is no rule against talking in restaurants, but it would be very disruptive and annoying if people shouted all the time. The same kind of common sense applies to schools. The absence of silence does not mean unrestrained noise; it simply means that people have to temper their voices and their conversations to accommodate reasonable working relationships.

A similar analysis can be made of all the other disciplinary requirements of school such as rules about lining up, bathroom visits, monitoring and doing things in order. Some are absolutely necessary. Schools are very crowded spaces that jam people together for a whole day in much closer proximity than a secretarial pool of a company or an assembly line of a manufacturing plant, but many school rules reflect more sense of institutional purpose and school-related issues than necessity arising from crowded conditions.

### Evaluation

Evaluation is yet another area of school practice that has to be modified in light of social changes. Most present formal evaluation of children's learning is designed to compare children and to order and sort them for future activity. But if school is for everyone, then the constant sorting and rejecting of children is not necessary. There is considerable evidence that the cate-

gorizing of children by any single standard, whether it is skin color or reading ability, is detrimental to their growth and to the full development of their potential. We have come to realize that in our effort to devise ways of sorting children, we have neglected methods for finding out about them as individuals, for diagnosing their strengths and weaknesses and for using evaluation methods for assisting individual children's growth.

We have to "evaluate" evaluation; we have to judge which components of the process are out of date and harmful to our new priorities in education and which are supportive of children's growth. Teachers need help in devising ways to keep track of what children are doing, they need checklists of skills and reasonable achievements to make sure that children are learning and they need interested professionals to help them plan and teach better. The schools do not need tests which are discriminatory, disrupt the on-going teaching and limit the educational programs that can be employed.

### Parent Participation

A final area which requires reexamination and redirection is the relationship between parents and schools. Only in recent years have parents of city school children become organized enough to be heard and to voice their sense of distance from the school community. We now have to find ways and mechanisms for parents to express their concerns and become involved in school issues and policies. The traditional school committee election and local PTA organization simply aren't sufficient to assure community participation in decision-making. We must find ways for parents to become directly involved in personnel selection through community boards and committees and to participate in decisions about curriculum and moral issues surrounding schooling. We have to be sure that parents are welcome in the schools and that there are ways in which parents can be in the schools a good deal of the time, find out what is happening and be involved in decisions.

### The Process of Change

Old habits die slowly; people fear change and therefore have a great stake in preserving traditional ways. In trying to bring about change in the schools, one of our tasks is to be aware of the pain that it causes teachers and administrators to change their ways and to try to alleviate some of this pain. It isn't enough to say "stop holding the horses" or "change the curriculum" or "revise the discipline in the school." We must first give concrete suggestions for change and then provide strong, supportive assistance to those bearing the brunt of the change.

Above all, we must be insistent that, despite the difficulty, we believe in quality education for each child and that we expect each child to get the education that will allow her/him to achieve a productive place in society. We must push to make sure that the practices of schools match the movements of society and that oppressive and regressive habits are replaced by more positive approaches to children's education.

### Footnotes

1. Morison, E.E., *Men, Machines and Modern Times*, Cambridge, M.I.T. Press, 1966, p. 18.
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"New Schools, Old Habits" is excerpted from a keynote address George Hein presented at the Title I Parent Workshop, Model Subsystem, Boston School Department, at the Trotter School on March 2, 1974. Copies of the complete text may be obtained by writing to Dr. Hein, c/o Lesley College.



## After Lesley, What?

*Editor's note:*

*A variety of backgrounds and interests brings students to Lesley's Graduate School of Education. The diversity continues when the students become alumni, as evidenced in these alumni profiles.*

*Graduates and soon-to-be-graduates of each program write about their Lesley education and their lives today in the following pages.*

### **Richard Waldman 74G** **Reading/Elementary** **Education**

It was early 1970. I was a junior sociology major at Colby College. I had no goals at all, and besides, I was convinced the world was really going to end. A few months working in a factory reminded me I was better off on a hill in Waterville, Maine.

New Years Day 1972 found me home with a bachelor of arts degree. Doors didn't exactly fall off their hinges opening up for me. I tried selling *The Phoenix*, landscaping, house-painting, babysitting and volunteer work at Channel 2. I had always enjoyed being a counselor at summer camp, so when people asked that question "What do you want to do?" I always gave that vague answer, "I like kids." Although it had never occurred to me to become a teacher, I took a volunteer morning job at a nursery school. At times I felt like a character from *Make Way for Ducklings*, but I was happy.

I ended up as a maintenance worker at Lesley after a friend had told me jobs were available. I had no idea that this was a college of education.

During the summer of 1973, while mowing lawns and moving furniture for the College, I met Billy Perry, the Dean's son. He was a student at Bowdoin and in between our Colby-Bowdoin battles, I learned about Lesley. I found out about the year program for liberal arts college graduates.

I was quite interested in this course that could hopefully turn me into a useful human being.

I am in my second year of teaching the sixth grade in Somerville. It will not make me rich, but I love it and wouldn't trade it for the world.

To Lesley undergraduates entering the field of teaching, I offer this advice. Realize that becoming a teacher begins the first day in your classroom. Keep your mind open; assume you don't know everything. Keep your sense of humor. You have to, when you know the kids are out there meeting on Saturday, brainstorming ways to drive you crazy.

I must thank Lesley for starting me in a career that is constantly challenging and downright fun.

### **Marilyn Heskett 75G** **Reading/Elementary** **Education**



As a full-time reading teacher in the Tufts University Learning Center, I teach adults who are attending Tufts through a federally-funded adult refresher course. I also tutor Tufts students who need help with their reading skills. The Learning Center is being reorganized and revitalized, and I am having a great time helping plan and carry out plans for its future. I found my present job with help from Les-

ley's placement service and faculty recommendations.

Before I came to Lesley I was a first grade teacher, a wife, a mother and a volunteer in the Cambridge public schools.

Lesley was my choice when I decided to return to graduate school because it was recommended as a good school for practicing teachers. My classes were for the most part stimulating and rewarding. I particularly enjoyed the contact with other committed, professional teachers and the fine teaching I experienced. Lesley manages to be both casual and demanding at the same time, and I found this quality quite agreeable. As a result of my work at Lesley, I feel well-prepared to teach reading skills and generally on top of things in the reading field.

If I would change anything about my program at Lesley, I would place a heavier emphasis on the teaching of adults since I now know there is a growing need for teachers of adults who want to improve their education.

### **Jane Atkins** **Special Education**

As a 1941 college graduate, wife and mother of five children, I had always had an interest in doing something worthwhile after my children were on their own. While looking for information about Learning Disabilities with the hope of helping my 15-year-old learning disabled son, I enrolled in a Lesley course taught on the Cape by Elinore Martin.

After stints as a volunteer, substitute and staff member of an L.D. program working with Ms. Martin and after more Lesley courses, I realized it was a good idea to organize my graduate education. I talked with Jill Hamilton, took the Miller's Analogies test, was accepted in a Special Education master's program and am now 2/3 of the way toward a degree.

Last fall I student taught in a regular first grade at Centerville Elementary School on the Cape. It was a wonderful experience to teach first graders and to see what that side of teaching entailed.



During my two and one-half years as an L.D. tutor, I came to understand the importance of providing auxiliary instruction for children who cannot keep up with all regular classroom activities. Whenever possible, these children should be kept with a "normal" group, a goal toward which I like to work.

I chose Lesley for my graduate studies because the Lesley-on-the-Cape Program gave me a start. I like the College's size, and the administrators I know are approachable and interested in individuals. Programs and ideas are current. There is a flexibility and willingness to give opportunity to a variety of students.

My Lesley education has helped to prepare me for a job keyed to my interests. It has put me in touch with some very understanding and active people, both in the Cambridge community and in the Cape area.

### **Joseph Caparco 76G\*** **Expressive Therapies**

I came to Lesley College with a background in art. I studied printmaking at the Museum School of Fine Arts, Boston, and received a B.S. in education from Tufts University while teaching art at the Industrial School for Crippled Children (now called the Cotting School for Handicapped Children).

At the Industrial School I was not



\*The Institute for the Arts and Human Development will graduate its first class in May, 1976.

only art teacher but also art director and worked with children from first grade through high school whose physical handicaps included cerebral palsy, muscular dystrophy and spina bifida. I learned much from being with these children, and I found them to be very expressive, resourceful and talented.

In my third year of teaching at the School I felt a growing awareness of my role as a teacher/therapist and a need to expand my ideas, experiences and education in this area.

I began to investigate various school programs in the area that might satisfy my new awareness and interests. After looking at Lesley's programs in independent studies and art therapy and talking to several people about my interests and concerns for children, I knew this was the college where I would pursue my master's degree.

As a first year graduate student in the Arts Institute, I wanted to gain more information about autistic and emotionally disturbed children, which schools or places teach or treat them and where art fits into these programs. At several schools, I found no real emphasis on the therapeutic aspects of art and the use of art in learning academic subjects. Many classroom teachers, who are not always interested or qualified to teach art, are responsible for art activities.

Now that I am in my second year, I know that I would like to return to a school setting. Since many schools do not have therapeutic settings for children with anxiety and stress, I see the need in my future role as a teacher/therapist for new approaches and skills in helping children who have a variety of needs (including ones who have entered the school through Chapter 766).

I am presently trying to implement an art therapy practicum in the Brookline Public Schools so that I can demonstrate how an art/expressive therapist could be a suitable person to handle children with temporary or chronic problems.

I feel I am ready to return to gainful employment as a teacher/therapist, leaving Lesley with newer approaches, ideas and personal insight into my talents and abilities.

### **Debby Slavitt 76G\*** **Expressive Therapies**



I came to Lesley in late summer, 1974, quite by chance. I had been teaching in an open classroom at the International School, Nido de Aguilas in Santiago, Chile, and had just returned to the USA. I had worked in psychiatric research and in early education in the five years since I had graduated from college and now wanted to extend my knowledge and integrate my experiences by formal education and with special needs populations. A dancer friend suggested the new Arts Institute at Lesley College. (Where was that? I wondered.) Almost before I knew it, I was interviewed, accepted and planning a program of graduate study which seemed to combine most efficaciously my interests in the arts, psychology and people.

That was the beginning of an experience in which I risked, learned and grew more than I ever had in "school." In the first year I participated in a videoart therapy program where I saw for the first time the inside of a state mental hospital and met a group of adults for whom it had been home for many years. I worked with a man who, if he spoke at all, summarized his thoughts in no more than three words. I saw this man, by the end of the year, speaking in complete sentences, meeting my eyes and creating original artwork. I saw another woman, most distracted in her energies, become a composed and creative actress in front of the video camera.

My experiences in class were rich with arts experiences, lectures and discussions. I came to understand more deeply than ever before that I could



transmit an experience and help people only if I first had that experience for myself. I will never forget the group musical improvisations, the sharing of artwork and the experiences in psychodrama in which I learned how we can contact and share with each other. I found this learning extending well beyond class hours into my personal and professional life where I saw my own growth and understood others more completely.

In my second year experience at Lesley, I feel more open to new experiences and more confident in sharing these experiences with others. I find newness: in writing poetry, with words that once were so hard and now flow at times endlessly; in dancing, with children who don't see and/or don't hear and who experience movement and rhythm in a most sensitive way; in returning to work with the group from the state hospital who come together now as old friends.

I will complete my master's degree in June, and it will have been a program much richer than course titles and "M.A." suggest. It has been both a course of professional training and personal growth experience. It has been this unique combination that now enables me to share the experiences with others in a way much more personal than technical and with an understanding essential in a helping profession.

### **Claire Cath 75G Independent Studies**

Thank you, Lesley College, for making it possible for me to integrate my varied experiential skills with an academic program. This opportunity gave me the necessary qualification for my present position. This gratifying work experience as program coordinator and teacher in the Family Support Program at Tufts New England Medical Center requires a special combination of skills not available in any other master's degree program I could find.

As a graduate of Pembroke College, now Brown University, I came to Cynthia Cole's independent study program with a number of skills acquired over a lifetime of involvement with commu-

nity and child-centered issues. I had also experienced certain life tasks including parenting so I was largely equipped for my present position. However, I needed additional work in certain areas and a master's degree.

Our particular program at Tufts focuses on helping young parents to understand and cope with their personal needs, practical and emotional, during pregnancy and delivery. It also helps to develop their understanding of each other and their child. It enhances the possibility of their own further maturity as well as the child's normal development. With our help they become aware and accepting of their own needs as well as those of the child. The services of my program at Tufts New England Medical Center are available to anyone in the greater Boston area who is interested in participating.

I am happy to say that several Lesley graduate students are receiving practical and academic training in our program.

### **Roger Neugebauer 75G Independent Studies**

After graduating from Concordia College in Moorhead, Minnesota, with a major in urban affairs, I worked for three years as an urban planner with the Model Cities program in New York City and Boston. As I worked with a wide variety of community development programs in areas such as housing, manpower development, health and education I came to realize that all too often cities were concentrating their energies in dealing with the symptoms rather than the root causes of society's problems. For example, in dealing with employment problems of minority workers we focused on the training needs of the workers rather than on the discriminatory attitudes and practices of unions and employers. I became interested in the field of early childhood education as I came to appreciate the impact on society of attitudes and patterns of behavior acquired in the first six years of life.

I enrolled at Lesley because it offered an extensive program in early



childhood education. After one semester I transferred to the Independent Studies Program because of dissatisfaction with the uneven quality of the day care graduate courses. In my two years of independent study I was fortunate in having excellent advisors such as Cynthia Cole, Meg Cline, Gwen Morgan and George Hein who provided me with invaluable counsel and encouragement. In general I believe that the way in which the Independent Studies Program is administered at Lesley makes it ideal for students who have fairly clear educational objectives and who must remain employed while continuing their studies.

The focus of my studies was on the organizational aspects of child care programs. I studied these programs not only as classrooms but also as social organizations and business enterprises. As a part of my program I conducted a study of the organization and administration of 36 day care centers randomly selected throughout New England. The findings of this study were summarized as a final research paper which is being considered for publication by the Day Care and Child Development Council of America.

In addition to working for the U.S. Department of HEW, I am presently serving as president of the Somerville Day Care and Child Development Council. The Council is currently operating cooperative training, evaluation and curriculum development programs for all Somerville day care centers and family day care homes and is launching an after-school day care program. I am also conducting follow-up research on a number of organizational issues raised in my study at Lesley.



# Class Notes

## Marriages

Carol S. Bradley '75 to John Moore  
Dana DiDio '74 to Peter O. Christie  
Sandra T. Malloy '73 to Carroll W. Blake  
Joyce A. Ruggiero '74 to Mario E. Motta  
Roland C. Stern '74G to Cynthia A. Ganung  
Ann Tieger '75 to Jeffery Baker

## Births

To Ralph and Susan Browne Holcomb '69, their first child, Robert Moore.  
To Dennis and Linda Belle Johnson '72, their first child, Candace Claire, born Thanksgiving Day.  
To Bob and Carole Kazanjian Smith '70, a daughter, Jennifer Leigh, their first child.  
To Mark and Jerrilyn Kirschbaum Smith '68, a daughter, Jennifer Aleeza.  
To James and Susan Crockett Mackey '66, a daughter, Abigail Crockett Mackey.  
To James and Marjorie Levine Ritvo '69, a son, Jesse, their first child.  
To Richard and Susan Golden Tannor '64, a daughter, Lauren Ellen, joins sister Caren (7) and brother Daniel (5).  
To Warren and Susan Spencer Dworkin '70, a son, Marc, joins daughter Jennifer (3).  
To Richard and Francee Sigal Solomon '67, a daughter, Caren Elizabeth.

## In Memoriam



Mary (Polly) Wilson Connell '26

An active alumna for many years, she was a member of the Lesley College Corporation and president of her class. (November 10, 1975)

Irene Shapiro Jasper '30 (November 20, 1975)

## '20

Mariam Nelson exhibited watercolor paintings during October and November at the Cambridge Art Association. She also exhibited five of her paintings at a members' exhibit at the First Church in Cambridge.

## '25

Ruth Truesdell Meserve is a volunteer working with 23 children in small groups in a public school. She is working with these third and fourth graders in pre-primer reading.

## '28

We extend sympathy to Martha Silva Deering on the death of her husband George.

## '28/'29

Elizabeth Boynton Shumway writes that she keeps in touch with Dot Moore Fitts, Marjorie E. Studer, Rachel F. Packard, Eleanor J. Weaver, Betty Platt Hetcher, Dorothy Adams Hennessey, Charlotte Marsh Carwell, Thelly Gale Greene, Dorothy Maxfield Goodge and Betty Philips Chapin. We congratulate Betty on keeping in touch with so many graduates from 1928 and 1929.

## '29

Catherine Crosby recently returned from a tour of France and Italy. She is enjoying her leisure time and making gifts for two New Hampshire gift shops . . . Priscilla Newell Barstow is thinking of her 50th reunion in three years. Priscilla retired in June, 1973, after teaching grades 1-3 for 40 years. She enjoyed every minute of it, but now she is enjoying winters in Florida with her husband who also retired in 1973. Priscilla is busy with church and hospital volunteer work and six beautiful grandchildren.

## '31

Beatrice Grant Gellerson finds helping two young speechless children a challenge. She is also the director of a private school for the retarded in Maine . . . Isadora Micheline Oliphant is busy and happy with her nine grandchildren and memories of her trip to Europe, where she visited cousins in Italy and had a great time.

## '35

Eleanor Twitchell Gustafson and her husband Frederick are more than busy with their aluminum and paper recycling projects. Money received from the recycling is added to a scholarship at Kansas University that Frederick established in memory of his parents. The Gustafsons find the work hard but most rewarding.

## '36

Harriet Woodsum Hall has retired after 23 years of teaching in a private kindergarten.

## '37

After Ann Scribner Crane graduated in '37, she married, established a kindergarten in her home in Haverhill and reared a family. She is now thinking of passing the reins of this thriving school to perhaps another Lesley graduate. Anyone interested?

## '43

Helen Carmichael Caldwell is a working wife and mother who is about to become a grandmother. She sends her best regards to her classmates.

## '46

Shirley Canning McGowan and husband Dick are the proud grandparents of two special little girls; Joyce is 4, and Cindy was born in October, 1975.

## '47

Dorothy Dorsey Falk writes that husband George works for the Long Island Railroad. Their son Stephen (19) is employed by the Marriott Hotel Company, and George, Jr. (17) expects to enter college to study engineering.

## '49

Roberta Sibor Braley is employed as a "diagnostician: special needs" for the Fairhaven Public Schools, K-12. She is responsible for coordinating and providing all testing, diagnostic and evaluation activities for pupils as required by Mass. Chapter 766. Roberta is the liaison between administrative personnel and outside consultants, maintains records of all Fairhaven special needs students and is a member of the Core Evaluation Team . . . In November, Virginia Woodbury Slavin was elected to the Watertown Board of Education for a six-year term. She is serving as vice-chairperson.

## '51

Bernice Rubin Loftus returned to teaching 5 years ago. She is in a new open-concept school which was completed two years ago. Bernice enjoys the feeling of other teachers around her. The Loftus' eldest daughter is a senior at Rice University majoring in mechanical engineering while her husband attends medical school. The Loftus' other children are in the 11th and 8th grades, and Bernice's husband is a consultant with Texaco.

## '54

Claire Donovan Wadsworth sends her best to all and says she would like to hear more from the class of 1954 . . . Myrna Shufro Fruit is doing volunteer tutoring in reading with the METCO program in Newton. She is finding it extremely rewarding and beneficial.



## '56

**Carol Levine Pozefsky** is working at WABY Radio in Albany, NY. As the afternoon co-anchorperson, she gathers, prepares and delivers news, sports, features, etc. If you are in the Albany area, tune Carol in from 4-7 p.m. on 1400 am.

... **Daniel and Ruth Weisman Peck** have moved to Weston (MA). Son Steven is at Harvard, son Philip is at Weston High and daughter Sharon is at Weston Junior High.

## '57

**Elizabeth Bouffard Marques** writes that she and her family are looking forward to a good winter, a ski trip East, ice skating and other things that keep parents of a growing family busy. The Marques live in Ohio with their four children... **Barbara Buffard Rashba** has four sons aged 15, 13, 11 and 7. She had been doing volunteer teaching and this year has been substituting in a private religious day school. Barbara would like to hear from former classmates... **Carolyn Palmer Tirrell** writes that her son Rick (18) is a freshman at Springfield College. Don (15) is a sophomore, and Doug (14) is a freshman at Burlington, MA, High School. Daughter Cindy (12½) is in the 7th grade. The Tirrells still enjoy family travels; they spent their last summer in Europe before Rick started college.

## '59

**Deborah Millman Burwick** lives in Natick with husband and children: Laura (14), Jodi (11), Murray (8) and Jordan (5).

... **Joyce Leonard Cody** is doing graduate work at Bridgewater State College in learning disabilities while teaching full-time. She is also busy with her three children: Heather (10), Erin (9), and Matthew (6).

## '61

**Betye Baum Wasserman** is vice-president of the Pomona Jewish Center Sisterhood, Spring Valley, NY. She is in charge of Sisterhood school relations and is editor of the temple bulletin. Husband Allan is president of the synagogue. Roberta (11) is graduating from the 6th grade, and Andy (5) is going into kindergarten in the fall. Betye is looking forward to attending Lesley's 15th Reunion May 15, 1976... **Jane Sugarman Sachs** visited **Ann Bevan McDonald** '60 in Alexandria, VA. Ann, busy with a son and a daughter, sends her regards... **Inglee Harding** is still enjoying California. She took a four week trip to India last summer which she describes as "fascinating!"

## '62

**Dee Dee Wilcon Berkowitz** and her family have purchased a new house in Newton.

... **Joyce Freedman Liebman** has two daughters: Laura (4) and Linda (1½). She is completing her second master's; her first

is in elementary guidance from Columbia University Teachers' College, and the second is in special education with a major in learning disabilities from Lehman College... **Sandra Rosenthal Schultz** enjoys hearing of Lesley's growth. She is presently active in the school PTA and busy with her four children. Michael is in the 3rd grade, Marilyn is in the 1st, Rachel (4) is in nursery school and Joan (3) is in nursery school part-time. Sandra's husband Gerald maintains a full-time dental practice in Brookline and teaches and lectures part-time at Harvard School of Dental Medicine.

## '63

**Judith Kimball Emerson** writes that her family is very settled in St. Louis, MO. Lisa is in the second grade, and Brian is in the first. Judith is teaching half days in the math lab at the local elementary school, and when husband Bill is not working as chief of hematology at the VA Hospital, he teaches at Washington University Medical School... **Susan Wilcon Etelman** is currently serving as president of the League of Women Voters of Wayland, MA. She is very busy with her political awareness, house-keeping and child-rearing, but she is finding it an enjoyable challenge...

Steve, Ellen (9), Laurie (7) and Sheila Foster Israel are living in Endwell, NY, where Steve is the controller for IBM's Laboratory. While spending four fantastic years in Paris, the family took advantage of all France had to offer, as well as traveling to other European countries. The Israels' lives now center around seasonal activities: mainly golf, tennis and, during the winter months, skiing two and three days a week.

## '64

**Joyce Finkelstein** was visited this summer by **Nancy Melcher Yuasa**, her husband Shinji and son Kinji. The Yuasas live in the suburbs of Tokyo.

## '67

**Rich and Jean Birmingham Ossosky** are living on a farm in Pine Plains, NY. Rich combines farming with a legal career. The Ossoskys have two children: Kate (3) and Peter (9 months)... **Arlene Glidcar Zitomer** is living in New Providence, NJ, with her husband Burton and three children. Marc (5) is in kindergarten, Dara Jill (3) is in nursery school and Adam (1) is keeping Arlene busy.

## '68

**Lanie Friedman Aronson** and her husband Earl will be moving to Windsor, CT, in March with their two sons, Michael (5) and Andrew (3).

... **Lois Rosner Older's** husband Jay is in private practice in Oculo Plastic Reconstructive Surgery, and he teaches part-time at the University of South Florida Medical School

Lois works part-time as Jay's ophthalmic assistant.

## '69

**Anita Silverstein** is involved in the Randolph (MA) Model Health Education Project (grade 4). This is a pilot program based on a Berkeley, CA, project, where she was trained. Anita also has a master's degree in counseling.

## '70

**Lisa Kline Aframe** has taught in Quincy, MA, and Monroe, GA. She is currently living in Stoughton, MA, with her husband Jeff and their son Seth (19 months)... **Michael and Margery Kahn Henzi** have moved from Boston to Wellesley... **Gene, Diane Glucksman** and daughter **Debbie Byrne** have moved to Manchester, CT... **J. Dana Reid** is working at Nauset Regional Middle School on Cape Cod as a 7th - 8th grade teacher. She teaches social studies, communications and some reading. Dana's school functions on a team concept, and she can't imagine teaching any other way. She would love to hear from anyone from the Class of '70.

## '71

**Robert and Marybeth Galgay Haynes** '75G have just purchased a lovely home in Medford. Now in her fifth year, Marybeth still enjoys teaching in Cambridge.

... **Diana Young Clark** and her husband returned to the U.S. in May, 1974, after a two-year stay in Canberra, Australia, where she taught third grade in the public schools and where her husband did research and taught at the college level. Diana is now teaching pre-vocational (MR) junior high school in Walpole, and her husband is doing graduate work at Harvard School of Public Health... **Roberta Wolman** is teaching at the Minuteman High School in Lexington after obtaining her master's degree in 1973... **Diane Shapiro Siff** received a master's degree in guidance and counselling from New York University in January, 1973. Since that time she has been working as a vocational rehabilitation counselor in Manhattan. Diane married **Kenneth Siff** last August. He is a skills training coordinator for the New York City Board of Education.

## '73

**Joy Ford Berezin** is still teaching third grade. She also teaches modern dance in two schools twice a week and music during the summer.

## '74

**Barbara Kirschenbaum** is living in Washington, D.C., where she is presently teaching at a day care center run by the D.C. Welfare Rights Association.

... **Maureen Healy** writes from Wisconsin to let graduates know that there are opportunities in that state for teachers of children with learning disabilities and behavior disorders.



# Wanted: Information

The following members of this year's reunion classes are currently "lost." Addresses or other information on their whereabouts would be appreciated by the Alumni Office, Lesley College, 29 Everett Street, Cambridge, Mass. 02138.

## *Class of 1921*

Ruth Jenks Ballantyne  
Dorothy Butler  
Hazel Collins  
Lillian Gregory  
Evelyn Griffin Grimes  
Augusta Healey  
Susan Lee  
Gladys Iliffe Weswell  
Helen Williams

## *Class of 1926*

Agnes Margaret Anglin  
Vera Biggs  
Mary T. Boutilier  
Doris Bowker  
Anna M. Bresnahan  
Louise Evans Burns  
Marion Cannon  
Dorothy Chesley  
Pauline Berry Crosby  
Mary Elizabeth Duane Deary  
Kathleen Doherty Dore  
Gertude Elizabeth Morrissey Dreelan  
Virginia Warren Dunham  
Helen Gibson Lawson Ferguson  
Kathleen Finnegan  
Anna Fitzpatrick  
Adelaide Anne Ford  
Ann Elizabeth Garriepy  
Gertrude Linda Grovestein  
Lauria J. Mann Hart  
Katherine Hayes  
Mary F. Hennessey  
Helen Josephine Trainor Hickey  
Mary J. Johnson  
Gladys Jeanette Kay  
Clarissa Munson Kelly  
Margaret E. Kuhn  
Irma Joan Lenz  
Julia A. Lucey  
Mary T. Maguire  
Edna Clare Maloney  
Mary L. McDevitt  
Louise Hennessey McDonald  
Katherine E. McElhiney  
Audrey Averill Griffin McEwen  
Edna L. Rice McLoenal  
Marion Dowd Moir  
Margaret P. Morrissey  
Alice F. Moulton  
Sarah Agnes O'Donnell  
Rhoda Paresky  
Anna D. Perkins  
Helen Powers  
Nellie Bunker Renell  
Mary E. Sheehan  
Margaret Eleanor Moore Stanton

Marian Stockwell  
Frances Mary Sullivan  
Mary Veronica Thornton  
Mary Elinor Hatch Truman  
Linnett B. Schwartz Vittum  
Virginia Delory Wale  
Mildred H. Walker  
Marion Bradford Sumner Webster  
Elizabeth Cotton Zimmerman

## *Class of 1931*

Helen Aimo  
Florence Cook Bartlett  
Doris Boleman  
Ruth H. Craig  
Rita M. Quinn De Meo  
Barbara Precourt Durham  
Louise Cobb Dutton  
Margaret Gillis  
Miriam Edinberg Goldberg  
Ethel Eleanor Wales Graf  
Anna Brooks Green  
Dorothy E. Fogg Hammett  
Marianne Medeiros Harris  
Eleanor Hayes  
Barbara Allen Hedrington  
Virginia Nodding Hodgeman  
Katherine King  
Janet Gordon Lane  
Marguerite Lewis  
Ann Cromwell Dart Lincoln  
Katherine MacDonald  
Olive Madden  
Gertrude McCabe  
Alice Maxwell Milne  
Eunice Martha Moore  
Dorothy Helen Davis Moore  
Mary O'Grady  
Sally Peach  
Margaret Carson Phelps  
Rosamond Peak Read  
Irene Farrell Riley  
Beatrice Gainsboro Rollins  
Helen Rusk  
Emma R. Ryan  
Marguerite Eleanor Holm Scheller  
Thelma Singer  
Ethel Smith Spaulding  
Elizabeth Primer Stevens  
Ruth Stevens  
Bernice Stone  
Pearl Fisher Sweetman  
Ariel Wetherell Taylor  
Carolyn E. Turner  
Caroline E. Walke  
Barbara Baker Ward  
Helen Wheeler

## *Class of 1936*

Eleanor Attridge  
Marjorie Bent Casaro  
Winifred E. Cole  
Winifred Fahey  
Dorothy H. Dorsey Falk  
Lois H. Hoard  
Mary Carmel Kennedy  
Leola Russell Marsh  
Catherine Lane Nolan  
Edith Marie Stiles  
Edna A. Wirth

## *Class of 1941*

Nancy Amato  
Margaret R. Ambrose

Estelle Arslan  
Patricia E. Baker  
Elsa M. Bartlett  
Elizabeth H. Bennett  
Louise Campbell  
Emma Genevieve Connell  
Adelaide Proctor Cotter  
Eileen M. Cummings  
Phyllis Cummings  
Marion Foley  
Marjorie Hill  
Anna Holden  
Grace Howell  
Peggy Johnson  
Marian Plamer Lord  
Marie Mack  
Barbara MacMillan  
Waltina Messer  
Kitty Moyer  
Elizabeth Hawkins Murdock  
Constance Nye  
Joyce Patteson  
Barbara V. Perry  
Margaret Rushe  
Margaret B. Seabury  
Ruth L. Soloman  
Sylvia E. Stone  
Helena Bin-Lee Liu Tseng  
Ruth Urquhart  
June Peters Wiley

## *Class of 1946*

Elizabeth Boyce Bond  
Grace Priscilla Pearson Champlin  
Jane Ehrlich  
Mildred Gisiger  
Jean R. Graffinger  
Janet Bronillette Grimes  
Elizabeth Ann MacNeil Keefe  
Thelma Dewsbury McGregor  
Helen Millard Mowbray  
Alberta Allen Rich  
Bernice Cole Robinson  
Dorcas Smith Van Schaich  
Dorothy Vlamos  
Jean Champman Voegeli

## *Class of 1951*

Elaine Blanchard Byrne  
Jean Cole  
Janet Bean Duncan  
Jeanette Marie Willis Green  
Elisabeth Mary Hartnoll  
Joanne Carroll Mahar  
Clotilda Simonetti McGowan  
Camille Sarno  
Ruth Baker Thompson  
Ruby Yoshizaki

## *Class of 1956*

Judith Gay Simmons Allen  
Ida Day  
Lynn Linn  
Barbara Bruno Mercadente  
Gayle Livingston Morrison  
Sandra Postlewait  
Cynthia Wilson Putman  
Eleanor Shapiro  
Peggy Shattuck  
Dorothy Worling

## *Class of 1961*

Carolyn Aust Brown  
Barbara L. Bornside Carleton

Jeanette Eaton  
Dorothy Bengoian Hadjian  
Susan Fahr Hesketh  
Helen M. Hodgman  
Elaine Mukai  
Helen Myrick  
Winona Neal  
Mary Laird Roberts  
Mary Lou Townley

## *Class of 1961G*

Gerald Ridge

## *Class of 1966*

Ester Cohen Barmak  
Marjory Sharkey Bander  
Mary E. Quinn Bialkowski  
Lucille Barrett Campbell  
Francine Chaett  
Linda Faith Duchin  
Louise Eisner  
Celeste A. Amente Finison  
Karen Nina Gold  
Linda Pond Gray  
Judith Hazman  
Jane David Meyer Heard  
Jonina Herter  
Joan Carolyn Wilson Hobbs  
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Meryl Sklover Levin  
Joyce Mahoney  
Elaine Loveys Moore  
Carolyn Paton  
Janet Haffer Payne  
Marilyn Rosenthal  
Gretchen S. Sanderson  
Patricia Sewall  
Roberta Heimlich Shane  
Sylvia Perer Shiffrin  
Adrianne Wolf Silver  
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Patricia Drescher  
Corinne Jackson Gaile  
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Susan Sweeney Hutson  
Karen P. Kahn  
Mary Margaret Krill  
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Elisa Joy Marroni  
MaryEllen McCarthy  
Linda Nelson  
Carolyn Novick  
Diane Ruth Brinn Rogers  
Patricia A. Rothstein  
Katherine Salle  
Diane Karen Shapiro  
Elizabeth Shper  
Judith Bonnie Stepner  
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Fayoline Ellen Roberts Winfey  
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# The Current Lesley College

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## Update!

Please update my file to include these changes:

☐ Moving

☐ Marriage

☐ Birth

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please include maiden name

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Spouse's Name \_\_\_\_\_

News (photos are welcomed) \_\_\_\_\_

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1/76

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