Fall 1975

Lesley College Current (Fall, 1975)

Lesley College

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Cover Story:

"Unity in Space" is one of Ann Cleveland Lange's award-winning sculptures. As a sculptor, lecturer, designer, gardener, mother and Lesley College alumna, Ann Lange '59 does her share to dispel any belief that Lesley graduates are only trained to be elementary school teachers. Story is on page 3.

Photo credits: Leslie J. Aitken, inside back cover (lower left and right); Brian Fullingston, inside front cover, 2, 5, 20; Roxanne Leary, 16; Daniel Little, 3; Julie O'Neil, 1, 6, 15, 17, inside back cover (middle).

Lesley College
Cambridge, Massachusetts 02138
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From the Editor

I am challenged and excited to be the editor of The Current for the coming year. Carol Kort, who was your editor for two years, is enjoying a leave of absence in Israel. Like Carol, I am asking you to keep us informed of your ideas for The Current. This magazine is your link to Lesley College today, yesterday and tomorrow.

In the Bicentennial Spirit of '76, this issue focuses on our own history with articles on 29 Everett Street in 1776 and the early years of the Lesley School. While a look backward in time provides us with perspective, it is exciting to realize that Lesley College is a growing, vibrant educational leader, constantly planning for the future. In this issue, we move forward to 1976 with articles on our admissions and placement.

I look forward to hearing from you in 1976 via class notes, letters to the editor, alumni profiles and submissions of articles for our consideration. Happy Bicentennial!

Mary Bohlen, Editor
Alumni Constitution Amended

At the September 8, 1975, open meeting of the Alumni Association Board of Directors, it was voted to amend the constitution to allow for the addition of a recording secretary to the existing Board of Directors.

Telephone-Address Book Chosen as Project

All members of the Lesley College community can help the Alumni Association increase the number of scholarships available to qualified candidates. By placing a personal and/or business advertisement in the forthcoming telephone-address book with an advertising section, you can play an important role in the education of Lesley College students. Please send your tax deductible gift, payable to the Lesley College Alumni Association, to the Alumni Office, Lesley College, 29 Everett Street, Cambridge, Mass. 02138, no later than December 1, 1975.

STEP Family Weekend

Because of the success of our 1974 Alumni STEP (Student Teacher Exchange Program) Family Weekend, we are offering alumni the opportunity to host a visiting English student for a November, 1975, weekend. Alumni interested in participating are urged to contact the Alumni Office.

Resource Room Teachers Organized

The first professional organization for resource room teachers has been started through the efforts of Alice McKeamey at the Graduate School. The Association of Special Education Resource Room Teachers (ASERRT) is a professional growth and support organization available to resource room teachers in the Greater Boston area. Alumni interested in becoming members should contact Ms. McKeamey at The Compass, 14 Wendell Street, Cambridge, Mass. 02138, or call 868-9600, extension 191.

À Votre Service

Alumni are invited to use the Lesley College Library but must obtain a validated library card each semester. Please stop by the library between 9 a.m. and 5 p.m. weekdays or write to Virginia Rogers, c/o Lesley College Library.

Alumna Suzanne Straub Fee '65 asked the Alumni Office to suggest educationally related publications available through subscription. Two such publications which are highly recommended are: Childhood Education, a bi-monthly for $15 a year, obtained by writing to the Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016; and American Education, published ten times yearly for $9.95. Contact the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Would you like to receive the Lesley Weekly, the compact guide to what is happening on campus each week, in your own home? Subscriptions are now being taken for this academic year. By mailing $5 to the Public Relations Office, you will receive a Weekly every Friday through May, 1976. The address is 29 Everett Street, Cambridge, Mass. 02138.
Dear Alumni,

I am delighted to begin this message with the news that our Alumni Hall is now completely renovated, decorated and furnished. It is beautiful. Many of you devoted time, energy, ideas and dollars to make this dream a reality.

Alumni involvement in the Lesley community has been continually increasing. Through the outstanding efforts of our class agents, 34% of alumni participated in the 1974-1975 annual-giving program. (The national average for colleges is 22% participation; ours is a splendid achievement.)

There are now more than 5,000 members of the Lesley College Alumni Association who are linked to the College through 60 regional representatives serving their communities. These representatives have held coffees, bingo nights, luncheons and auctions to bring together alumni in their areas.

As you all know, the purpose of our Association is to support and promote Lesley College. In the past three years, we have awarded two $1,000 scholarships. One of our major goals for this year is to increase the number of such awards available to students. Our major fund-raising project for 1975-1976 is the printing of a telephone-address book. We need your help to make it successful.

Financial support is only one aspect of increased alumni involvement. We have played a vital role in the enrollment of new students and the placement of graduates. Lesley College has a record high enrollment this year, and the placement rate remains very high. We can take pride in the part we have played in helping Lesley gain an outstanding place in the academic community.

Another exciting year has been planned. We hope you will be active in your organization, the Alumni Association. We can help Lesley College continue to grow. Please join us, won't you?

Sincerely,

Marjorie Stone Tanzer '64
President, Alumni Association, 1975-1976

Encouraging Developments

We gratefully acknowledge the generous gifts of Ralph L. Rose, Corporate and Parent '61, and Mr. and Mrs. G. L. Hopkins. Donna Tufts Hopkins '52 is also a member of the corporation. These gifts, which totaled $21,471.00, will help to provide the support needed to maintain our quality educational instruction.

Recently elected trustees Ruth Baker, Polly Blakeley, Richard Lee and Catherine Stratton have all contributed actively to the committees of the Board of Trustees. Mrs. Baker and Mrs. Stratton have served on the ad hoc Committee on Visiting Committees. Mrs. Blakeley has been a member of the Financial Development Committee, and Mr. Lee has helped the Buildings and Grounds Committee. Mrs. Baker is also a representative to the Council on Student Life.
Only engage and the mind grows warm. This precept applies to Ann Cleveland Lange '59, for engage she has and warmer grows her mind in its interests and accomplishments.

After being graduated from college and marrying Robert H. Lange, she taught first grade for three years in Andover. When her daughters Ruth Ann and Carole arrived, she continued her interest in teaching by tutoring children with learning disabilities in her home. Her work with children continued as her daughters grew, and she helped with Junior Garden Clubs, Brownies and Girl Scouts.

Ann's interests soon expanded to include workshops and lectures on designs with plant material. She began a busy and active yearly schedule as a popular teacher and lecturer.

She studied landscape design and flower arrangement in courses sponsored by the Garden Club Federation of Massachusetts. As her talents grew, she earned a Landscape Design Critic's rating and a Nationally Accredited Flower Show Judge's rating. Ann has won many prizes and honors for her designs.

As her interest in design grew, she expanded her media to include metals. Materials were accessible from her family's paper mill machinery factory, and her father, an inventive engineer, passed on his talents for design perception to Ann. She now translates her design concepts into sculptured welded metal abstracts, often used as garden pieces. These have won her praise for their clarity and rhythm.

Her memberships include the Copley Society and the New England Sculptors' Association. For further engagement of the mind, she has served as chairperson of the Judges' Council of the Garden Club Federation of Massachusetts and will represent the state of Massachusetts with an interpretive design combining metal sculpture and plant material at the Bicentennial International Flower Show in Miami in May, 1976. She will also be chairperson of the design section for flower arrangements at the New England Spring Garden and Flower Show in March, 1976.

Ann Lange feels that Lesley College, her alma mater, gave her the tools and the excellent preparation to meet her many challenges. This basis, combined with the love and unfailling encouragement of her husband and family, showed her the way to work and gave kindly light, stimulating latent ability and engaging the mind.

Ann Cleveland Lange '59, first vice president of the Alumni Association, received the 1975 Alumni Recognition Award. Her sculpture "Arabesque," was displayed in the window of The Copley Society on Newbury Street in Boston during June, July and August, 1975.
George Washington may have quartered his troops at 29 Everett Street as he did at the Cambridge Common. Documentary proof shows that in 1776 the land at 29 Everett Street was part of the farm of Samuel Hastings. The Hastings' farm house was at the corner of what is now known as Massachusetts Avenue and Everett Street.

On April 14, 1791, Sarah Hastings, probably the daughter or granddaughter of Samuel Hastings, wrote: "(I, a) single woman, in consideration for 20 shillings lawful money paid to me and in consideration of the Love and Affection I bear to James Hill ... goldsmith ... do hereby give, grant, sell and convey ... (the land)." Sarah, however, reserved a life estate in the land and buildings.

On October 19, 1791, James Hill sold the land to Bethiah Call for 200 pounds. The land was described as being bounded "westerly on the Road leading to Menotomy." Bethiah Call conveyed 18½ acres to Katherine Wendell on June 6, 1794. The description was: "the first piece [sic] on which the House and other buildings stand contains about eighteen Acres and an half and consists of mowing, pasturing and plow land, and is bounded as follows: Southerly on a range way, Westerly on the road leading from Cambridge to Lexington. Price: 265 pounds."

Until the land came into the hands of Michael Norton in 1847, records concerning its use are unclear. When Mr. Norton sold it to Albert Stevens in June, 1858, the use of the land was monitored: "This conveyance is made subject to the following restriction, that no building shall be erected on said lot within 15 feet of said street, and that no butcher's shop, carpenter's shop, livery stable, or other similar nuisance shall be erected on the premises."

The next transactions were: Stevens to S. Page in 1869; Page to Samuel Downer in 1870; Downer's executor to Abigail S. Page in June, 1883; and Abigail Page Sumner and her husband John Sumner to Edith Lesley Wolfard in July, 1915. (Recent research indicates that Edith Lesley's parents rented the house beginning in 1900 or 1905. See following article.)

Edith L. Wolfard and Merl R. Wolfard conferred 29 Everett Street to the Trustees of the Lesley School on January 3, 1938. On December 30, 1941, the trustees transferred the land to the Lesley School which was later to become Lesley College, located at 29 Everett Street.

Editor's note: The title search for 29 Everett Street was conducted at the Middlesex County Courthouse by Brent S. Bohlen and Charles E. VanderLinden. Appreciation is also extended to Charles Sullivan of the Cambridge Historical Commission.
No, But Edith Lesley Did

The Lesley family home at 29 Everett Street would be well-known within a matter of years, but this could not have been anticipated by the three Lesley family women in those early months of 1909 as they discussed Edith Lesley's plan to open a school for young ladies who wished to train for kindergartening. For a single woman to leave her secure teaching position and go into any sort of business venture was not very common. Edith, her sister Olive and their mother knew it involved a degree of risk. Yet it was not so strange an undertaking for someone of Edith's experience, education and maturity.

During the previous decades a number of training schools had been set up throughout Massachusetts. Olive (and perhaps Edith herself) had received kindergarten training in a school run by Miss Anne L. Page of Danvers. With more than a dozen years as a kindergarten principal and Harvard/Radcliffe courses in psychology and philosophy, Edith must have been confident of her ability to find success in her new venture.

She was undoubtedly encouraged by the willingness of Olive, her assistant in the Cambridge schools for more than ten years, to serve as instructor of gymnastics and folk dancing at the fledgling school. Encouraging also was the apparent need for a school in the Cambridge area to meet the increasing demand for trained teachers of the young. Since no similar school existed in the area, a new training institution for kindergartening had more than a fair chance of success.

For the initial classes, space was rented on Concord Avenue, and part-time instructors were hired to complement the teaching of the Lesley sisters. The first enrollment was very small but increased by the end of the school year. At the end of a two-year course, the 11 graduates of the Class of 1911 were trained in the basics of Froebellian kindergartening. By 1913, psychology, primary, color and design, story telling, mother play, primary observation and practice teaching were all part of the curriculum.

A student wishing to be admitted to the Lesley School had to have a high school diploma or its equivalent, be in good health, furnish character references and be interviewed by the principal. Most importantly, a potential student had to desire to do serious and rewarding work with children following graduation.

From the beginning, Edith Lesley wanted to instill the concept of culture in her students. Each year a series of talks was presented to the student body, and both informal gatherings and formal teas were part of school life. Students were marked on school spirit and personal attributes, including culture, as well as on the regular curriculum.

Early catalogs and yearbooks stress the school's intention to provide home-like gracious surroundings, and the house at 29 Everett Street provided the nucleus. The original dormitory accommodations were private homes, and Edith made it a point to bring back furniture and decorations from each trip she took to make living even more comfortable. Commuting students were expected to participate in the cultural atmosphere of the campus.

By the end of its first five years, the Lesley School could be called an established success. Course offerings were steadily expanding in number, and enrollment was on the increase. The seriousness of the students and of the training was reflected in a report on Kindergarten Training Schools published by the U. S. Bureau of Education. By the end of 1913, 40 of the 43 Lesley graduates were teaching. The other three were married and therefore not allowed to hold teaching positions.

By 1914, Edith had become an active and influential member of the International Kindergarten Union.
Admissions: How Alumni Help

It is most exciting to open the 66th year of Lesley College with a record enrollment of 730 undergraduates, including a record 275 new students. In the broadest sense our success story is truly a cooperative effort. My colleagues in admissions are constantly saying, "one office does not a freshman class make." Have you, as alumni of Lesley College, ever counted the ways you are involved in the success of the Admissions Office?

Since 1911 successful master teachers have blazed the trail for all subsequent Lesley graduates in the teaching profession. Their excellence in the classroom reflects on their alma mater and encourages prospective students to consider Lesley College. Indeed, some of your former pupils may be today's freshman class.

The alumni's continuing support of our annual giving program not only makes possible scholarships for current students but also provides some measure of additional income. The latter is used to attract and retain outstanding faculty and staff, to develop and upgrade programs, to build and improve facilities and to underwrite a variety of activities which make Lesley College more attractive to the prospective student.

Each November the on-campus Alumni Prospective Student Day provides our participating alumni an enjoyable contact with potential students and gives them an opportunity to renew friendships and keep abreast of the Lesley scene. Each year approximately 30% of the students who attend become freshmen.

Alumni regional representatives support the work of the Admissions Office by conducting interviews, visiting guidance counselors, representing Lesley at college nights and career days, submitting news items to local papers, referring interested students or calling to congratulate a student on her admission to Lesley College. Alumni often make use of the College library or equipment; take additional courses, workshops or seminars or attend campus events. Such activities prove to the public that our alumni highly regard their college.

Those alumni not directly involved in admissions are still important in our work. In their different roles as wives, mothers, voters, neighbors or civic workers, they "influence." Others may ask about Lesley College because of their respect, admiration or appreciation of our alumni.

My staff and I value your role in admissions, welcome your participation and, as always, seek new ways to make the 67th year better than the preceding 66.

Catherine P. Welch '53 (left), Registrar, and Martha B. Ackerson, Director of Admissions, read the inscriptions on the Lesley College chairs presented to them by the Alumni Association in recognition of their dedication and superb service to Lesley.
Dear Friends,

Lesley’s Annual Fund for the year ending June 30, 1975, reached an all-time high of $140,791.96, an increase of $30,655.65 over the previous year. The number of donors increased by 599 to a total of 2,104. It is my deeply felt pleasure to extend the appreciation of the Lesley community to all those who gave so generously.

Leadership increases were again achieved by the Alumni and the Board of Trustees. Amy Stellar Robinson ’63, Chairperson of the Alumni Annual Fund, assisted by Class Agent Chairperson Trudy Vernon Magid ‘42, Graduate School Chairperson Betty Klaiman ’65G and Dialathon Chairperson May Hogan ’26, together with 82 dialathon volunteers, rendered an outstanding service to Lesley. Thirty-four percent of Lesley’s alumni contributed $32,194.33, an increase of $5,171.02 over last year’s record figures.

Special thanks are due to Trustees Ervin Pietz, Jack T. Schwartz, and James O. Welch, who joined me in creating an incentive matching fund which attracted both new alumni donors and increased gifts from previous alumni donors. Recognition is also due to Elsa G. Sonnabend, Chairperson of the Financial Development Committee of the Board of Trustees; Arthur V. Lee, Vice President for Development; and Joyce Marshall Snyder ‘61, Director of Alumni Affairs. Their direction was invaluable to the success of this fund drive.

Lesley’s Parents Committee of Harold Bishins P’75, Simon Goldberg P’76, Connie Maniatty P’77, George S. Chase P’78 and Ralph L. Rose P’61 also gave importantly of their time and support, for which we are deeply grateful.

Lesley will undoubtedly experience record enrollments this fall at both the undergraduate and graduate school levels. The quality of a Lesley experience is attracting recognition from an increasing constituency. The success of Lesley’s contribution to teaching and allied pursuits in the field of early childhood developments will continue to depend upon the support and financial commitment of its alumni and friends.

We thank you for your gifts to Lesley this past year. I can assure you they were needed, appreciated and carefully used. I hope that you will continue to help build Lesley and, wherever possible, increase your participation from time to time.

Sincerely,

William C. McConnell, Jr.
Annual Fund Chairperson

ANNUAL FUND
THE TOP TEN CLASSES

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<th>Percent of Participation</th>
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<td>1961</td>
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1974-75 DIALATHON VOLUNTEERS

Chairperson: May Hogan ’26
Laura Abrens ’76
Charleen Dinner Alper ’62
Florence Bent ’78
Wendy Berenson ’78
Amy Bishins ’75
Joan Blake
Ellen Green Bloch ’61
Kathleen McCarthy Boland ’73
Patti Buggs ’77
Pam Bush ’76
Jane Castles ’74
Helen Chadwick ’75
Maryann Dorgan Denninger ’73
Seane Donohue ’76
Leslie Fabian ’77
Joy Felske ’76
Karen Fishman ’78
Robertas Caras Fishman ’61
Kim Foley ’76
Beverly Gaffin ’78
Patti Gobbi ’76
Laurel Harrison Goldstein ’42
Mary Grasso ’74
Barbara Griggs ’76
Joyce Grossman ’76
Susan Gualtieri ’76
Diane Sharp Hadelman ’60
Maureen Healy ’74
Sheila Andelman Heller ’67
Beverly Hinckley ’74
Pam Johnson ’76
Cindy Jury ’76
Maxine Watsell Kates ’67
Roslyn Cohen Kaufman ’63
Marlan Kenkel ’76
Marion Keogh ’76
Elizabeth Klaiman ’65G
Mary Lily ’74
Mary LaMarche ’68
Ann Cleveland Lange ’59

Kit Lauder ’76
Mollie Bronfman Lipham ’33
Janice Kimball Lyons ’53
Anne Struik Macchi ’52
Trudy Vernon Magid ’42
Deidre Maguire ’78
Ginny Malakie ’78
Virginia Maloney ’65
Jo Malve ’49
Mindy Miller ’75
Judy Murray ’76
Dolores Glasser Orkin ’63
Libby Peirse ’78
Sheila Perloft ’78
Wendy Radimer ’75
Joyce Rappaport ’78
Fay Hurley Robbie ’49
Amy Stellar Robinson ’63
Cynthia Shepatin Rosenthal ’60
Laurie Rubenstein ’74
Selma Freeds Rudolph ’41
Pamela Sandler ’77
Barbara Barron Schilling ’50
Nunzi Scialle ’76
Pam Seely ’75
Lyn Selover ’76
Phyllis Sepinuck ’76
Lorraine Blondes Shapiro ’42
Marjorie Mahoney Souza ’46
Nancy Squarrito ’50
Jacqueline Starr ’74
Sue Strouse ’75
Gretchen Sults ’77
Marjorie Stone Tanzer ’64
Susan Tapper ’74
Ann Tizard ’75
Nancy Bluestone Tofias ’56
Jolynn Wade ’76
Betsy Wallace ’78
Anne Sampson Watson ’55
Chris Wright ’76
Joanne Hecht Zaiger ’67
In May, 1973, Lesley's Urban Academic Village was dedicated. Since then, the new building complex has served a wide variety of needs for the Lesley College community. To all those who committed support to the Building Fund this past year, we extend our appreciation. Pledge payments totaling $20,654.30 were received from July 1, 1974, through June 30, 1975.

**BUILDING FUND REPORT**

In May, 1973, Lesley's Urban Academic Village was dedicated. Since then, the new building complex has served a wide variety of needs for the Lesley College community. To all those who committed support to the Building Fund this past year, we extend our appreciation. Pledge payments totaling $20,654.30 were received from July 1, 1974, through June 30, 1975.

**TRUSTEES**

Robert H. Cain
John H. Dyer
Joseph M. Edgington
Charles Carrman
Jack Schwartz

**CORPORATORS**

Robert A. Abesel P75
Mary McCarroll Mead '25
Ralph L. Rose P61
C. Vincent Vapli

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Chemical Sales & Service Co., Inc.
Rodman Investment Agency
Spence Companies
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**MATCHING GIFTS**

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**FOUNDATIONS**

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Charitable Trust

**FACULTY AND ADMINISTRATION**

Elizabeth M. Steig
John G. Tucker

**COMMEMORATIVE GIFTS**

In Memory of
Vincent R. Herterick

**PARENTS**

Mr. Robert A. Abesel P75
Mr. Max B. Brenner P73
Mr. Philip T. Cohen P73
Mr. Richard H. Hinckley P74
Mr. Andrew K. Hutton P71
Mr. Maurice Katz P71
Mr. William F. Nolan P75
Mr. Bertram Rodman P74
Mr. Ben C. Sheftel P74
Mr. Harry D. Solomon P72
Mr. Walter S. Stanfield P67
Mr. Samuel Steigman P61
Mr. Leon Tobin P72

**ALUMNI**

Mary McCarroll Mead '25
Virginia Saunders Allison '30
Florence Gardner Balis '32
Dorothy Potter Haswell '32
Mary Poulsen Well '39
Thelma Crossman Whitter '39
Robert Sibor Braley '49
Marie L. Story Palmer '50
Barbara LeMay Gulla '51
Mary O'Brien Meylan '51
Dorothy Miller Newton '52
Donna Chickering Summerville '53
Dorothy Ullian O'Stockert '54
Audrey Belson Meline '58
Lucille Martel Huggins '59
Susan Ferris Joseph '59
Gail Roberts Dussault '60
Sybil Nassau Koplowitz '62
Diane Wizell Elson '63
Sheila Kearns O'Reilly '63
Jane Finberg Mandel '64
Joan Lubow Stone '64
Mary Claire Nassau Mantis '64
Pamela Hall '66
Jean-Anne Heide '66
Arlene Guth Soifer '66
Barbara J. Brear '68
Joanne Heath Hunt '68
Mollie Swid Taft '68
Arlene Hazard Cernon '69
Mary Oberman '69
Linda Alejos Mitchellmore '69
Margerie Sack Winkin '69
From Acton to Yarmouth via Boston and Hull

Some observations on the job market
by Donna McGrath

WANTED: Recent graduate of accredited teacher-training institution for high-pressure demanding work. Resourceful, creative self-starter. Willing to work long hours and possibly to relocate. Must enjoy challenge. Sense of humor essential. Call 868-9600, ext. 117.

At first glance the above may appear to be an ad for a glamorous, prestigious position with a salary to match. In reality, it merely enumerates some of the prerequisites for entering today's competitive job market. As any recent Lesley College graduate will tell you, finding a teaching job today is in itself a full-time job.

While most of the positions of our 1975 graduates were captured after countless hours at typewriter and telephone and innumerable miles of travel by MBTA, car and even jet, to a select few the job quest is not an onerous task. The vagaries of the job market are such that success cannot be measured in worn-out typewriter ribbons or increased bills for telephone and gasoline. Perseverance does not always pay, nor does inertia decree that one shall be jobless on September 1. Just consider the cases of Cathy and Flo.

By February 15, Cathy had applied to 33 schools in eastern Massachusetts and was feeling a sense of smug satisfaction at having worked her way through the "M's." On March 15, after sealing the envelope that would carry her resume to Yarmouth, she picked up the phone to check on the status of her application with Acton. During the spring she pursued some new leads, went to several interviews and kept in touch with the schools where she had applied. This pattern continued to no avail throughout the summer, and September 1 found Cathy weighing the pros and cons of taking a job as an aide or a substitute.

By contrast, Flo took a Scarlett O'Hara approach to finding a job, saying "I won't think about that today; I'll think about it tomorrow." Although she had filed a few applications in early spring, she did no follow-up work and preferred to keep her last few months at Lesley hassle-free. Immediately after graduation, when there was not even a glimmer of a September offer, she left for a summer of cross-country travel. She returned in late August and was almost immediately offered a dream job at a school to which she had never applied.

Unfair? Untrue? Bizarre? Perhaps, but such incidents do indeed happen in today's unpredictable, frequently frustrating yet nevertheless exciting job market. Furthermore, they show that there are no hard and fast rules for landing a job and that there is an element of caprice that seemingly dispenses jobs at random. Although there are no immutable rules which absolutely ensure a job, there are three factors which contribute significantly to a successful job search: excellence of professional preparation, skillful job-hunting techniques and, like it or not, luck.

When it comes to preparation for teaching, a Lesley College education speaks for itself. Contracts have been offered on this strength alone. However, every Lesley student does not automatically become a master teacher upon being graduated. Those who have achieved academic distinction and earned enthusiastic endorsements from professors, supervising teachers or past employers have an added advantage. Yet a summum cum laude designation and a placement file bulging with glowing recommendations are worth nothing by themselves. The teaching candidate must communicate her or his proficiencies to the potential employer, and this requires job-hunting skills.

When a Lesley student first confronts the job market, the immediate question is "Where do I start?" The best beginning is some preliminary research into the availability of teaching jobs. Long before graduation, students learn that the chances of landing a job are better in Georgia, North Dakota or New Mexico than in Boston, New York or Los Angeles. They also learn the subtle distinctions between the school systems in the Boston area; which require the National Teacher Examinations, which hire only experienced teachers, which are enjoying growth and which are cutting back. Ignorance and naivete give way to knowledge and expertise.

Next comes a period of serious self-exploration and the ordering of personal priorities. The questions asked may well be: "Am I willing to move out of state to get the job I really want? Or do I prefer to stay near friends and family, taking my chances in a tighter market?"

After this preliminary "know thy market" and "know thyself" research, it is time for action steps. There are numerous books, with varying slants, that can instruct in this area. One point upon which all agree is that the job-seeker should establish a network of contacts for learning where jobs exist since most are never advertised. A person seeking a job should tell the

(Continued on page 20)

Donna McGrath, Director of Placement for undergraduate and graduate students, earned her B.A. and M.A. in classics at the University of Rochester. She has taught Latin in upstate New York, Hawaii and New England. She divides her leisure time between a Beacon Hill studio and a fieldstone home in Paxton, Massachusetts, which serves as a focus for her furniture refinishing and stained glass crafting.
A Survey that Said Something
by Avis Brenner

"Mrs. S's work performance indicates that Lesley College has given her excellent preparation."
"G's ability to provide interesting lessons has been a strength of hers. She is very cooperative and willing to work on committees to improve instruction in our school."
"C, took over our nebulous pre-school and created a structure with room for growth and moving."

These comments and others were received from thirty-six employers of seventy-five 1973 and 1974 Lesley College graduates in response to a November, 1974, survey conducted by the Lesley College Education Division. Both the graduates, who were employed as teachers, and their principals were questioned, and the results were used to assess the strengths and weaknesses of the Education Division. The graduates evaluated the Division's education program in light of their on-the-job experience. The principals were asked their views on the effectiveness of the Lesley courses and field work. The responses and comments were summarized in a 102-page report co-authored by this author and Sandra Stotsky. A series of faculty meetings were then devoted to planning changes in order to remedy apparent weaknesses and bolster existing strengths.

In the eyes of the graduates and principals, the strengths of the professional education program outweighed the weaknesses. Among the strengths were the understanding and skill that graduates felt they had attained for helping children develop healthy self-concepts, for designing short-term lesson plans and for teaching whole-class and small-group activities.

Large numbers of graduates felt that the major strengths of the Lesley program were the impressive extents to which they had been able to develop their personal teaching styles, self-confidence for beginning teaching, ability to learn from students, understanding of personal values, commitment to and enthusiasm for teaching and ability to maintain continuous professional growth.

Principals felt the graduates' preparation in using instructional media such as tapes, recordings, movies, filmstrips and video was excellent.

The quality of Core field placements and junior and senior student teaching was generally rated as "excellent," although the written comments indicated that in some cases there were variances from poor to superb for an individual student.

Special Education graduates saw their understanding and ability to apply behavior modification techniques as a strength of that program. The principals agreed with this evaluation.

Both the graduates and principals reported satisfaction with the Lesley College Early Childhood Education program as a whole.

In response to the weaknesses pointed out by the survey results, some changes have been instituted for the present school year, including a previously planned course offering for all Education majors, "The Child with Special Learning Needs in the Regular Classroom." There will be more emphasis on ways of working with children with special learning needs through the Special Education program, on methods of teaching physical education through elective courses and on ways of working with children's speech disorders, also through elective courses. Senior student teaching seminars will devote more time to helping students develop the interpersonal skills needed in parent, colleague and supervisor conferences.

Many graduates reported a need for more training in effective record-keeping of children's progress and in organizing clerical tasks in the classroom. Education faculty members will be more aware of these needs, but no plans have yet been made to teach this content.

The Education Division recognizes that it has helped only a few students with such problems as coping with a lack of school funds, following the principal's methods and dealing with lower middle class realities and poor resources. For more than two years, an urban education minor has been offered to help prepare students to cope with these realities. A number of student teachers worked in inner-city schools all during Boston's Phase I turmoil last year, but efforts have not been expanded in this direction.

One important request, that of instituting a bi-lingual, bi-cultural education program at Lesley College, is being studied by a faculty group.

We at Lesley College are very grateful to the graduates and principals who responded so thoughtfully and promptly to our evaluation survey. Your efforts have helped to ensure that Education Division programs will continue to meet the on-the-job needs of our graduates.

Avis Brenner is a professor in the Education Division and coordinator of the Child and Community Program at Lesley College. Dr. Brenner studied at Antioch College, Ohio State University and Columbia University and taught at the elementary school and university levels. In January, 1976, she will coordinate a conference on child abuse in cooperation with the Massachusetts Division of Alcoholism. Dr. Brenner is listed in the 1975-1976 edition of Who's Who in American Women. Sandra Stotsky is a Ph.D. candidate at Harvard University's Graduate School of Education.
Class Notes

Marriages

Peggy Linahan '65, to Barry Curran
Sherryl Statman '76 to Peter Birkholz
Nancy Dean '69 to Robert Ross
Nancy Sodofsky '69 to Louis Beckerman
Dale Feigenbaum '70 to Jeffrey Gordon
Sandra Moriarty '70 to Clifford Luce
Linda Bednarz '71 to Richard Cyr
Diane Dieterse '71 to Robert Pitt
Laura Grossman '71 to Arthur Lifshutz
Mary Katherine Hanafin '71 to Gary Long
Kathy Autori '72 to Frederic Callahan
Ellen Caner '72 to Richard Garafalo
Patti-Ann Cantara '72 to Nathan Schwartz
Ellen Cohen '72 to Mark Cohen
Ann Fabianski '72 to Donald Nicholson
Cheryl Kassler '72 to Steven Smith
Bernadette Rappucci '72 to Dennis Kearney
Heddy Schiff '72G to Henry Levin
Diane Sher '72 to Rich Sprague
Barbara Wiecks '72 to Jeremy Dodd
Laurelann Bowker '73 to Michael Kime
Leslie Kaster '73 to Lawrence Rosenberg
Susan Mutter '73 to Gerard Ahern
Johnna Stinson '73G to Philip Crosby
Joanne Ziebarth '73G to Leo Corbett
Helen Campbell '74 to Paul Babiarz
Christina Frost '74 to Stephen Booth
Cynthia Jameson '74 to Peter Tunnilliffe
Rob Lazzara '74G to James Lowell
Leslie Mager '74 to Lee Tapper
Susan Pennini '74 to Lloyd Bradley
Rhonda Stein '74 to Daniel Casper
Nita Compton '75G to Robert D'Innocenzo
Judith Darragh '75G to William Schnell
Susan Filo '75 to Robert Hardy
Victoria Iselin '75G to Loren Nelson
Elaine Manteiga '75 to John Gavejian
Carole Meyers '75 to William H. Edwards, Jr.
Janice Newgent '75 to John Brooks
Linda Nicota '75 to Kenneth Corson
Ilene Silverstein '75 to Stewart Minkoff
Harriet Sliwa '75 to Samuel Hillson
Judith Smith '75 to John Melby
Marie Veysey '75G to Spencer Hays
Joyce Weiner '75G to Stephen Salter

To Michael and Carol Goldman Slippen '64, their third son, Daniel Ian.
To Philip and Rosalyn Heifetz Abrams '67, a son, Jonathan Samuel. First son Mark is now 2.
To Stephen and Rosanne Sachs Ezer '69, a daughter Deborah, joins Melissa (5).
To Alan and Julene Pike Rosenman '69, their first child, Michael Laurence.
To Richard and Helen Voorhees Quickmine '64, a son, Richard Davenport.
To Richard and Ina Nesson Regal '64, their second child, Jonathan Adam.
To John and Andrea Nordin Dricoil '69, their first child, Erica Leigh.
To David and Sandra Stedman Moreland '64, a son, Benjamin Wallace.
To Theodore and Carol Amaral '75G, a daughter, Tazzenia Corin.
To Walter and Sandra Brudnick Heller '68, twin sons, Matthew and Jamie, join Jonathan (4).
To Stephen and Lyn Shapiro Santer '69G, a son, Jonathan Todd.
To David and Carolyn Costello Turner '68, Trissa Dyanne joins her older sister Tara.
To Jeff and Debbie Katz Mann '72, a daughter, Beth Cara.
To Jeff and Linda Kline Aframe '70, their fourth child, Sam Dan.
To Larry and Linda Lishner Revzan '68, their second son, Robert Lewis, who joins brother Richard Elliott. Proud grandmother is Thelma Rubin Lishner '34.
To Bob and Ellen Pekin Gordon '70, a boy, Michael Adam.
To Jack and Ilene Meyer Shapiro '68, a son, Eli Robert, their fourth child.

Deaths

Mary Plezia '25
Doris Mackenzie Valentino '29
Marie Holt Munson '40

'28
Nell Russin Goldberg retired from Shrewsbury (MA) Public Schools in 1973, and her husband retired from the bench of Worcester Central District Court. They have been doing a great deal of traveling and enjoying it very much.

'30
Estelle Brady Lash represented Lesley College at the inauguration of President Samuel Alston Banks at Dickinson College, Carlisle, Pa., in September.

'32
Alma Burgess Rohdin retired in June after teaching in two Massachusetts public schools for 17 years and running her own kindergarten for eight years.

'40
Lynette Bixby Winslow is grateful for her Lesley education background. She is looking for new fields to conquer after 15 years of teaching, three years in the Army, five years as a librarian, a husband and four children.

Births

To Richard and Margaret Tyler Citerone '71, a son, Andrew Richard.
To Melvin and Jacqueline Lipnick Garlick '67, a daughter, Rachel Beth.
To Jeffrey and Marilyn Baskies Antine '67, a new sister for Adam Michael (4), Alyson Beth.
To Charles and Barbara Triber Silverman '65, a daughter, Julie Susan.
To Richard and Geraldine Nye Pedrini '63, joining sons Richard (6) and David (4), Robert Paul.
To Joseph and Sheila Higgins Capute '65, a daughter, Wendy, joins Amy (7½) and Todd (6).
To Fred and Jane Gordon Cobban '69, a daughter, Ilana Rachael, joins Shana Surelle (2).

Members of the Class of 1925 who attended their 50th reunion at Lesley College last May were left to right, back row: Margaret (Gretta) Becker Sauer, Mildred O'Neil Crowley, Eva Grant Marshall, Josephine Dowing Carey, Mary Welch Mathieson, Sister Marie Bulger and Florence Foley; front row: Margaret Ryan Lacey, Betty Brown and Mary McCarron Mead.
Suzanne Fedeleger Lichtenfeld has been living in Cincinnati, Ohio, for seven years. Her three children, Sharon (19), Greg (16) and Rachel (13), keep her busy with handicrafts and bowling.

Ellen Herwitt Atkins is living in Teaneck, N.J., with daughters Rachel, Beth and Sarah. She started graduate school at Paterson State in September and would love to hear from classmates. Denise Glavin Swan has two children: Joseph, Jr. (2½) and Tiffany (8 months).

Tom and Mary Kuhn Weber have moved into a 200-year-old house, complete with 100 acres, and they are working very hard to restore it. They have two "great" children, Abigail (3) and Jason (soon 1). Tom is assistant to the treasurer of Amherst College. Bob and Diane Hyman Gass had their second son, Michael Alan, in September 1974. Bob is teaching in the special education department of Lesley Graduate School. Diane has retired from teaching until her children are in school. Karen Hertz Freed- berg and her husband David make their home in Manhattan along with son, Andrew, now a year old. David and Tina Brodsky Beller are living in New York City, also. Tina is teaching fourth grade in the Fleming School (Ecole Francaise) with Suzi Lind Roll who teaches the third grade. Ilene Meyer Shapiro has taught in Massachusetts, North Carolina and Virginia, where she found the South very challenging and rewarding. Now Ilene and Jack have settled in West Chester, PA with children Nathan (5), Sarah (3), Amy (1) and Eli Robert, born in July. Lois Rosner Older is living in Tampa with Ben (4), Jessie (2½) and her husband, Jay, who is in the practice of Ophthalmic Plastic and Reconstructive Surgery. Lois is working part-time in the office. The whole family enjoys Florida. Elizabeth Conklin married Luke Fithian in September, 1974. They live in New Jersey where she teaches first grade.

Lynda Shaftel Rothstein is at home with 19-year-old son Jed in Albuquerque, NM.

Janice Yelland received her masters from the Univ. of Massachusetts and is a quad teacher for grades 1-3. She is also doing graphic and consultant work for Milton Bradley Inc. Muriel Heiman lives in Washington, D.C. and teaches 2nd grade in Silver Spring, MD. She writes that she has found her Lesley preparation a valuable asset and thanks all who contributed to the experience.

Mail your news today! Your classmates want to hear from you. Class Notes form is on inside back cover.
The Lesley Exchange

To the Editor:

Thirty women attended the conference on “Exploring Alternatives for Personal and Professional Growth” held at Lesley College on Saturday, September 13. What was soon apparent was that these women wanted to talk about themselves and more specifically their needs as persons, their feelings of guilt about having needs and how to deal with both the needs and the guilt.

Alternatives for personal growth explored were continuing one’s education at Lesley or elsewhere and returning to the professional working world on a full- or part-time basis. The women also talked about the feelings that these possible changes engendered. And in each case the problem that seemed to arise was, “How do I fit this in and around the needs and demands of my family, when are they valid and indeed are they valid?”

The conference raised as many questions as it answered. It was an excellent idea and another way that Lesley College continues to listen to and serve the needs of its alumni. This kind of thing should happen again. When it does, let’s hope that even more alumni utilize the chance to let Lesley “do” something more for them.

Judith Clifford Campbell ’63
Hyde Park, Mass.

To the Editor:

I want to thank all those who contributed for a totally enjoyable day on Saturday, September 13. The information shared really shook off some mental “cobwebs,” and it was fun to renew acquaintances and make new ones! Let’s have more Saturday get-togethers!

Joyce Crockett McComiskey ’68
Lynn, Mass.

To the Editor:

I am writing to express my appreciation for the September 13 seminar at Lesley. Since I had not been back to Lesley for several years, I was both surprised and impressed with the changes.

The seminar was well organized and very stimulating. Too bad the attendance wasn’t greater! I hope that my relationship with Lesley will now be more active as I returned feeling very enthusiastic and eager.

Maxine Price Sugarman ’68
Swampscott, Mass.

To the Editor:

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Joyce Crockett McComiskey ’68
Lynn, Mass.

To the Editor:

To Reunion ’75 was such a happy day and my thanks go out to all who made it possible and exciting for us. I cherished being part of both the changing and enduring Lesley. How proud Dr. Orton can be of this outstanding achievement . . . . I came home and dug out my Lesley folder and found treasures from days gone by.

Marian Nelson ’20
Cambridge, Mass.

To the Editor:

I have been wanting to write you for several months regarding my experience with the Placement Office. Last November I found myself looking for a position in the Learning Disabilities field. Because of my association with Lesley, I called the Placement Office for advice. It was most surprising to find after being out of school for almost 25 years that help was available to me. Both Donna McGrath and Joanne Scheuble gave of themselves in time and advice. They spent an hour just on instructing me how to write a resume.

I doubt that another school offers such services to alumni and so graciously. I want other alumni to know about the Placement Office and the fact that Lesley is still “home” even after so many years. Many thanks.

Barbara Barron Schilling ’50
Waban, Mass.

To the Editor:

This is my way of thanking the Placement Office and Paul Walsh for backing me up and helping me push for the almost illusive job. I’m feeling pretty high right now.

I am a teacher’s aide at Hanscom Middle School (grades 4 and 5). I’ll be working with a team of four teachers who I know will act in a friendly as well as instructive way. Also, I have my airplanes droning above me and I can be reminded of that part of my life when I was in uniform and a pilot above. Now I’m a pilot below.

I started searching back in February;
Paul Walsh spurred me on.
By March my resume was in the hands
Of 25 schools strong.
Towards mid-April, with only two replies,
It was to the interview do or die.
In May I took a break to graduate;
Both interviews had fallen through.
Motivation riding high in June;
I wanted to bypass the September gloom.
So to Carroll School I went
To get 6 L.D. credits in a 7-week stint.
July brought heat, L.D. theories
And one yellow jacket bite, but I sat tight.
August brought another diploma;
As a student I did excel,
But a job is what I needed pell-mell!
September stretching up its frosty neck,
A letter from Joanne I did respect.
Off to Hanscom I did go
With a hearty-haw and a real heave-ho.
One of three, I was picked;
Another interview would cinch the bit.
Into the final stretch I went,
With Lesley riding high 100%.
I won! Go get ’em, ’76!

Meredith Leonard ’75
Wayland, Mass.

Readers may remember Meredith Leonard’s story in the Fall, 1974, issue of The Current. Ms. Leonard transferred to Lesley College after serving in the Air Force and counts flying as one of her hobbies.

Ed.
Placement
(Continued from page 15)

world. Many are the conversations over coffee that end with "if you hear of anything ...." For Lesley students, the network includes alumni all over the country who have agreed to serve as job information resource persons in their areas.

Job-seekers now must zero in on what is unique in their background that can give them an edge over other applicants. Sometimes this is reflected in real skills or experiences: "I spent a summer working on a kibbutz," "I put myself through school in three years" or "I student taught in England." For others, the uniqueness is expressed more superficially, and the result may be a lime-green resume with a border of hand-drawn fleur-de-lis. Still others may find individuality in being a minority student, a male elementary education major or the only class member seeking a job in Juneau, Alaska.

To those out of touch with the current job market, these remarks may seem facetious to the point of gimmickry. Yet if a technique may succeed in bringing together applicant and employer so that hiring can take place, one can only decide, pragmatically, to try it. Of course, the selected strategy must accurately represent the candidate, and she or he must feel comfortable with it.

Landing a job today is, as it has always been, largely a matter of luck. The old saying about being in the right place at the right time may be trite, but it is certainly not overrated. "Walk-into a job" is more than a figure of speech and may take many forms. It may be calling a school to inquire about special education vacancies five minutes after a learning disabilities tutor has resigned. It may be receiving a job offer only hours before leaving for a month in Europe on a flight delayed by fog. As happened recently, it may be discovering that the teacher for whom one is doing a fantastic job of substituting not only has a broken leg but is pregnant.

One final note is directed to all job-seekers trying to weather the ups and downs of the most competitive teacher market of all time: keep both a sense of humor and a sense of perspective and expect the unexpected. You must realize that you have not failed professionally if you are not immediately offered the job of your choice in the school of your choice at the salary of your choice. You cannot predict the magic mix of ingredients that will land you a job since no one formula works for everyone. Flo certainly had a superabundance of luck to compensate for her apathy to paperwork. Cathy, who could use a little of Flo's luck, left no stone unturned in her search and will assuredly crack the market through sheer persistence.

Don't believe everything you hear about the teacher surplus. There are teaching jobs, and Lesley College graduates know how to get them.

Edith Lesley
(Continued from page 5)

With her mother and sister gone, Edith found in Gertrude a much needed companion. She remained all through Edith's life "her most trusted associate and closest friend," in Edith's words. Miss Malloch served as part-time lecturer, full-time faculty member and, finally, principal and mainstay of the Lesley School.

Throughout the remainder of her life, Edith Lesley Wolfard helped the Lesley School expand its course offerings, started the Department of Household Arts and a Domestic Science program to meet the challenges of rapidly changing times, accommodated the growing enrollment by acquiring more physical property, encouraged the growth of student activities and, with the essential help of Gertrude Malloch, saw the school through both rapid expansion in the 1920's and difficult Depression years. As her health failed, she took a less active part in school affairs and realized the need to turn over the reins of the school to a Board of Trustees. The first moves to turn over all of her holdings as well as the private ownership of the school began in 1938.

It took two years to bring about the changeover and another three to obtain recognition from the State of Massachusetts as a four-year degree granting institution of higher education. In 1945 the Trustees awarded their first Bachelor of Education degrees. The Lesley School, begun cautiously in those living room discussions at 29 Everett Street in 1909, had become Lesley College.

Barbara Borin, New England's first woman sportscaster, talked on "Women and Sports" at the grand opening of the new all-purpose court September 22. Ms. Borin does sports reporting for WNAC-TV, Boston; Her appearance was sponsored by the Spokeswoman Series. Dean Miriam Ritvo (left) announced the opening of a tennis tournament, and President Don A. Orton played a doubles game with three students. Vice President for Undergraduate Academic Affairs George L. Miller (second from right) and Vice President for Development Arthur V. Lee (right) were present.
Alumni Hall today

Dr. Leslie M. Oliver, Professor of English Emeritus, donated and planted a magnolia tree during the summer. With this addition, the campus courtyard now features a wide variety of trees and shrubs which, thanks to our capable maintenance staff, are all thriving in the Cambridge climate.

WANTED! ALUMNI NEWS!

Won't you take a few moments to tell us about your teaching position, other professional work, family, travels, hobbies, etc.? Share your news with friends and alumni! Please return this form to the Editor, THE CURRENT, LESLEY COLLEGE, 29 EVERETT STREET, CAMBRIDGE, MASS. 02138.

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