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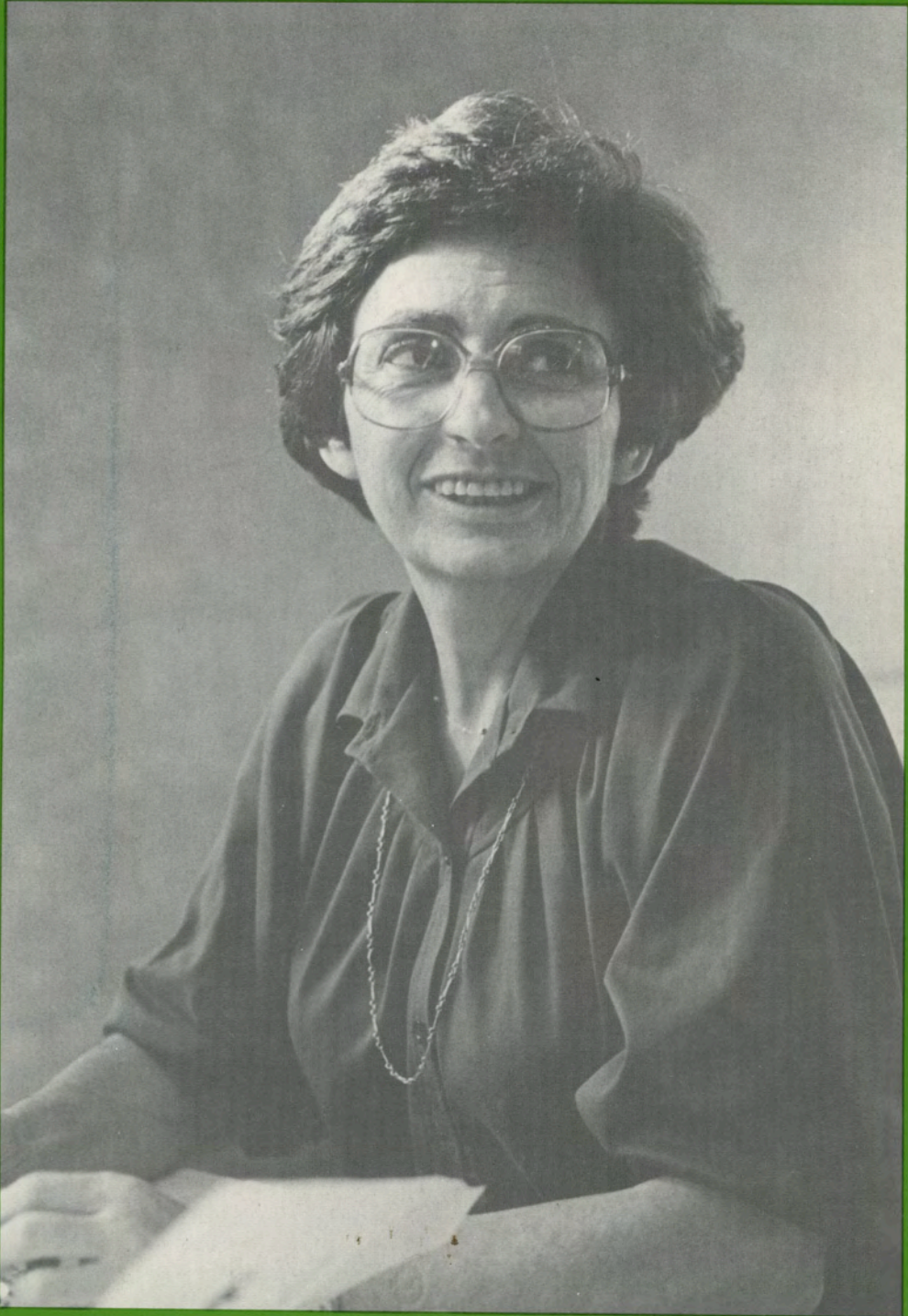
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[WINTER 1980]

LESLEY
COLLEGE

The
CURRENT

Vol. VII, No. 1



The CURRENT LESLEY COLLEGE

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Cover photo: Mary Mindess, Coordinator of the Kindergarten Conference (a part of the Early Childhood Network).

Photo credits: The Bettman Archive Inc., Boston *Globe*, Julie O'Neil, Peter Travers.

In this issue

Late fall has come to mean Kindergarten Conference time here at Lesley, a tradition nearly 20 years old that yearly attracts over 2,000 early childhood educators in the New England area, and this year over 600 participants from the Tenafly, NJ, area as well.

This issue focuses on this conference, its coordinator, Mary Mindess, and the early childhood movement as researched by Early Childhood Education Assistant Professor Barbara Beatty.

From Lesley's earliest years, its focus has been on the young child. Today the College maintains a leadership position on an international scale in this area. In today's world of conglomeration, where diversification seems to be the rule of the day, it is well to take pride in the fact that for 70 years Lesley has restricted itself to a specific area which it believes to be important: the education of young children. Through the years it has developed a program that does this extremely well, as is evidenced by the desire of school systems all over the country to hire Lesley graduates.

Educating Professionals for the World of Children. That is what Lesley College is all about, and through such vehicles as the Kindergarten Conference, it expands its areas of influence to close to 3,000 teachers who will take back to their students the knowledge provided here.

Like ripples in a pond, the Lesley experience is affecting the lives of these thousands of children.

Alumni who did not have an opportunity to participate in the conference can still benefit from this activity. Each year a booklet containing papers on major issues presented at the conference is published. A list of those still available is printed elsewhere in this magazine. Fill out the form, enclose your check, and your booklets will be sent to you immediately.

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Mary Mindess finds plenty of opportunity at Lesley.

by Stacy Greenspan

This is the third in a series of interviews conducted by Stacy Greenspan in conjunction with a slide-tape presentation he has prepared for the College. In this article, Mr. Greenspan talks with Mary Mindess, who has taught early childhood education here for 20 years, and has been the Coordinator of the Kindergarten Conference since its inception.

Mr. Greenspan: Begin by telling me what you do here at Lesley?

Ms. Mindess: I teach primarily at the Undergraduate level, but sometimes I have a class at the Graduate School. I am also coordinator of the New England Kindergarten Conference.

Mr. Greenspan: Isn't the Conference a very old institution?

Ms. Mindess: It depends on what you call old. It has been held annually for over 18 years.

Mr. Greenspan: Did that grow out of the New England Kindergarten Union or is that something totally different?

Ms. Mindess: It's totally different. The Conference was originated many years ago by the New England School Development Council, a service branch of Harvard University. The Council provided member school systems with definite services, primarily conferences, and one of these was a Kindergarten Conference which attracted about 50 kindergarten teachers each year. The director of the New England School Development Council approached President Don Orton and said, "We think this Kindergarten Conference is an important thing to continue, but we can't. Would your people like to take it over?"

President Orton invited me to assume the Conference coordinator's role. I was happy to assume this responsibility but was somewhat concerned about the financial aspects. NESDEC, which received its financial support from member school systems, had been able to offer the Conference free of charge to its members. We would need to charge a registration fee. Dr. Orton, in a way that is characteristic of his visionary nature, said, "Don't worry about the money part of it. Get the biggest name you can in education, and let's see how it works out."

That year Lesley took over the sponsorship of the New England Kindergarten Conference. We planned to hold the Conference in the gym at Lesley College. The gym could seat 200 people, which seemed adequate. We figured that half that number would cover our expenses. That was our expectation.

Well, who was the biggest name? That was about the time Jerome Bruner had published his book, *Process of Education*, in which he stated that you can teach any subject to any child in some intellectually honest form. Everybody was running to teach young children whatever he/she could teach them, primarily reading, and we were lucky enough to get Jerome Bruner to come as the speaker. That first year we were on the phone calling people, telling them, "I'm sorry we don't have any space," but we couldn't keep people away. We set up seats in what is now Alumni Hall. We had an overflow in there, and we set up seats in classrooms in Stebbins Hall. We had about 600 people on the campus. Ever since then the Conference has been growing.

Mr. Greenspan: What do you do in the way of teaching?



Mary Mindess sets her students to work on the myriad details that help make the Kindergarten Conference the success that it is. Many alumni have fond memories of their days working for "Mary."

Ms. Mindess: I teach in the Education Department; Early Childhood Education is my specialty. I'm interested now in the gifted and have taught courses related to education for gifted students at the Graduate School. I sometimes teach a course in human growth on the graduate level as well.

Mr. Greenspan: How many times do you teach a week?

Ms. Mindess: Twelve semester hour credits, or the equivalent. Right now I'm also supervising six student teachers.

Mr. Greenspan: What kinds of material do you cover?

Ms. Mindess: In Early Childhood Education, we go into depth regarding the history of the field: Froebelian Theory and Montessori ideas and that kind of thing. We do a lot with the theory of curriculum planning for early childhood, how to get a hands-on curriculum going. We also do many workshops. The students go out one day a week to visit different early childhood settings, either nursery schools, kindergartens, day care centers, hospital play programs, or family day care environments. They look at the way the teacher uses positive direction and the effect the positive direction has on the children's behavior and on their self-concepts. They also look at the way the rooms are set up, and relate physical factors to the theory.

Mr. Greenspan: Do they try to get a sense of a normal child, what the normal child is?

Ms. Mindess: Oh yes, the course is primarily geared toward the so-called "normal child."

Mr. Greenspan: How many years have you been teaching at Lesley?

Ms. Mindess: About 20 years.

Mr. Greenspan: How many more years do you think you'll be here at Lesley?

Ms. Mindess: I hope 15. I love it here. My husband used to say that he thought he ought to pay Lesley College for entertaining me. This is a good place to be, and I particularly have found my niche here. I hope to be one of those people, and there aren't too many in my generation, that will have had one job for 35 years.

One reason I feel this way is because of the variety of opportunities the job presents. It isn't the same from one day to the next. It isn't the same from one week to the next, and it certainly isn't the same from one year to the next. You hardly know what the next year will bring in terms of some new development. There's room here for the development of new ideas. I remember the year that competency based teacher education came on the scene. George Miller was masterful in helping the faculty learn new techniques and clarify their perceptions. Developing competency based early childhood modules gave me a great sense of accomplishment.

I'll admit that there have been a few times when I've had an idea that I didn't try out, but I always had the feeling that at Lesley new ideas were given sufficient hearing so that the originator felt comfortable deciding, "Well, that was a nice brainstorm, but I could live without trying it out."

Mr. Greenspan: How do you go about changing the content of your course?

Ms. Mindess: If I know, for instance, that I want to put a gifted section in the course, and I know what I want to do, then, I probably will do it and just include it in the catalog description the next year. Theoretically, I should write it in the catalog description before I include it in the course, but sometimes something comes too quickly for that. Let me give you an instance of that. Suppose I wanted to change something in a course because it wasn't working well. I was having trouble in my early childhood course with some of the group dynamics. There are a lot of people at Lesley who have many different kinds of skills. At this point in time I know who has the skills I need. It was Education Department Head Jennifer Page who gave me a new idea for structuring the group dynamics of this early childhood class. It helped me solve the problem immediately.

Mr. Greenspan: What do you think of the students?

Ms. Mindess: I think the students here are really great. I think they come to Lesley knowing that this is a single purpose institution. Lesley tends to attract people who see themselves somehow as relating to that single purpose. I don't think every girl who comes here is gung ho, "I really want to teach," but each of them seems to possess a sensitivity about people and a caring about the humanistic aspect of life. Those are really great qualities. You can also say, of course, that Lesley undergraduates are typical of their age, and they do some things that are typical of their age, which is great, because you would not want them to do otherwise. But, individually, some of the things that these students do and the things that you can count on them to do, are really amazing.

I'll tell you a story. We were having an international visitor for the Kindergarten Conference. He was coming from Germany. He was going to be here a week, and we had agreed to pay all his expenses and to put him up at the Holiday Inn. It turned out that the week was going to cost more money than we had, and so I asked Mary Williams, Director of Residence, if the college had an empty room. She said "Yes," but advised me to look at it. She didn't think it was fit for an international visitor. It was probably just as well that I didn't have a chance to inspect the room. There happened to be two students in my office at that time. I asked them to see what the room looked like. When they returned, they told me, "Well, we think we can make it livable." So I said, "Well, you've got yourself a job. Tell Mary we're taking the room and do whatever you can."

Those students went to Harvard Square and bought international newspapers and left them in the room so that the visitor would have something to read. They had fresh fruit delivered there every single day. They figured out more ways to fix up that room. When the international visitor left, he told me, "If you had put me up at the Holiday Inn, it would have been terrible. The room was great!"

That's the sort of unusual thing you can count on our students to do.

Mr. Greenspan: What do you see for teachers in the future?

Ms. Mindess: Let me ponder that one for a minute. I think there's going to be less teacher turnover in the next few years. This will make it even more important for teachers to see and to get new ideas. I think that school systems will take in fewer new teachers, but they will try to take those who are really well trained, because they're going to count on these people to bring in those fresh ideas. Fresh new ideas are very important. I think the College will continue to play a part in introducing new ideas into school systems. This will come through the Kindergarten Conference as well as through other conferences. I think the schools are going to look more to colleges for this kind of thing. At the same time I think there is a move toward getting teachers more interested in their own professional development. The Graduate School will play a big part in that, particularly through special workshop sessions.

Mr. Greenspan: You mentioned you have an interest in the gifted.

Ms. Mindess: Yes, I think skills for teaching the gifted are going to be part of every student's background, but we're moving slowly on that.

Mr. Greenspan: Are there going to be more gifted children?

Ms. Mindess: I guess, from what I know about statistics, probably not. There will not be more gifted children. However, I think there will be more effort put into trying to meet the needs of the gifted. There will be more awareness, and teachers are going to feel much more comfortable about individualizing for the gifted. That's one thing I see on the horizon for the future.

Mr. Greenspan: Since you came here 20 years ago, have the students changed much?

Ms. Mindess: Yes, I think there have been a lot of changes. When I first came, the students expected a lot of book learning and a lot of specific facts. The students expected to take notes in class and to give back the notes on an exam exactly as you gave them. That was the mode then. Students respected faculty members. They came respecting the faculty, much like I respected my senior faculty members just by virtue of their status. I don't think that's true anymore. I think young people today want more chances to be analytical and to decide what it is they respect. They still need faculty to lead them and to guide them, and to show them the values in which the faculty members believe. That's very important, to be sure that the faculty and the administration do reflect the values in which they really believe. At one time you could say, "Not only do I believe in this value, but everybody else around here also believes in this value. It's pretty important and you should think about it." That's not the way it is today. Today the student comes to you as a friend with a real value-laden question and even I, who sometimes tend to think I could spout off a lot of answers, say things like, "I couldn't begin to give you specific advice. That's a problem that you really have to think about yourself." That's what young people need today, chances to think and to listen and to be heard.

Kindergarten Conference becomes part of the Early Childhood Network.



Sandra Wilbur, Tenaflly Public Schools, and kindergarten children from the Lt. Peter Hanson School, Canton, MA, demonstrate movement activities related to space, time and effort. This session was presented at the Kindergarten Conferences in both New England and in New Jersey.

by Katrina Kruse

To over 2,000 early childhood teachers and preschool administrators, autumn in New England has come to mean a mid-November Friday when they gather for the annual New England Kindergarten Conference, sponsored by Lesley College Graduate School. On the beautiful fall day of November 16, 1979, they met at the Holiday Inn/Chateau de Ville/Lantana Conference site in Randolph to attend workshops and presentations celebrating the 1979 Conference theme: "The International Year of the Child: Some Reflections."

1979 was also the year the Conference expanded to become part of the Early Childhood Network by holding the first Mid-Atlantic Kindergarten Conference in Tenaflly, NJ (story follows).

A generation of Lesley alumni are sure to remember the Kindergarten Conferences which have been organized and nurtured into a College and New England tradition by the indefatigable Mary Mindess, Professor of Early Childhood Education at Lesley. Many alumni cherish memories of working late hours with "Mary" on one or more of the Conferences, and on November 16, 1979, from 7:00 a.m. on, relays of bright-eyed undergraduates chattered excitedly on shuttle busses from Lesley to Randolph where throughout the day they would set up booths, operate A/V equipment, staff inquiry and registration tables, serve as messengers and hostesses, collect tickets, and answer cheerfully and helpfully hundreds of times the question, "Can you tell me how to find. . . .?"

Since 1979 was the first year that the Early Childhood Network was in operation, there was no Preconference Institute at Lesley College as in past years. Instead, certain sessions at the Conference in Randolph were structured around two special components in order to provide the in-depth experience usually provided at the Preconference. Interested participants could choose between "The Gifted Child in the Early Childhood Setting," co-sponsored by the Massachusetts Department of Education, Bureau of Student Services; or "The Bilingual Child in the Early Childhood Classroom," co-sponsored by the National Assessment and Dissemination Center for Bilingual/Bicultural Education (NADC) at Lesley.

A unique feature of the 1979 New England Conference was a special session on economic education for children, offered in cooperation with the new National Center of Economic Education for Children at Lesley College. "What Children Under Seven Can Teach Adults Over 20 About Economics" was presented by Dr. Marilyn Kourilsky of the University of California, Los Angeles, and senior advisor to the Economic Center. Included were techniques for updating kindergarten programs through an activity-oriented approach to help young children learn basic economic concepts. Dr. Kourilsky also explained "KinderEconomy," a national program which includes specific games, learning centers and filmstrips. Participants of this session also viewed a slide presentation prepared by children on their views of economics.

Another highlight of the New England Conference was "A New Look at Day Care Issues Through Improvisational Theatre," which Robert Alexander, Director of the Living Stage/Arena Theater in Washington, DC, presented to a captivated audience. "What Every Child Would Like a Teacher to Know About Divorce," conducted by Ruth Wade and Mary Bohn, guidance counselors in Massachusetts school systems, addressed a topical issue relating to stress in the lives of young children, as did "Death and the Young Child," presented by Sondra Langer of Lesley College. Presented at both the New England and Mid-Atlantic Conferences was "Movement Education for the Young Child," by Sandra Wilbur of the Tenafly, NJ, Public Schools, in which children from the Lieutenant Peter Hansen School in Canton, MA, demonstrated movement activities relating to time, space, and effort, using a construction called a "whittle."

"Developing Mini-themes Around International Music" presented by Susan A. Miller of Kutztown State College, Kutztown, PA, involved participants in folk dances, games and songs from Mexico, Ireland, France, Israel and West Africa.



The Kindergarten Conferences provided an opportunity for teachers to have a "hands-on" look at new teaching materials available through over 40 commercial exhibitors who displayed their wares.



"Ten on Ten Plus" segments are a recent and popular innovation of the Kindergarten Conference in which participants have a chance to talk with an educator or consultant in a particular area of early childhood education. The most flexible and informal sessions of the Conference, the 1979 offerings included "Teaching Responsible Behavior through Non-intervention" and "The International Year of the Child: An Opportunity to Promote Cultural Literacy in the Kindergarten," offered by Jerome Shultz and Betty Landrum, respectively, both professors at Lesley. And many "hands-on" opportunities for learning and discussion were provided in "Art and Science in the Kitchen" (Annie Silverman, Lesley-Ellis School), "Use of Videotaping in the Classroom" (Ann Field and Thomas Beale of Boston), and "Children and Block Play: An Inspiration for Understanding Ourselves and Our Environment" (Walter Drew, Fitchburg State College, Fitchburg).

"Open Workshop" activities ran continuously throughout the day, and included "Muppet Math," "Zoo Games," "Ideas from the British," "Outdoor Education," and a special selection of "Nutrition Education Materials" provided by the New England Dairy and Food Council. In addition, Conference participants browsed through hundreds of the latest educational games, textbooks, and learning materials for young children presented by over 40 commercial exhibitors.

Betty Landrum, Assistant Professor of Education, leads a discussion on integrating social studies concepts into the kindergarten classroom with participants of her "10 on 10 Plus" session: "The International Year of the Child: An Opportunity to Promote Cultural Literacy in the Kindergarten."

Ms. Landrum, whose special interest is anthropological education, structured her workshop around the premise that the International Year of the Child was an opportunity for teachers to reassess and evaluate teaching strategies which develop and promote cultural awareness.

Workshop participants looked at a definition of culture, and explored cross-cultural differences and similarities. They examined social studies materials and ways of adapting them for use with young children by using a multicultural picture file.

A short question and answer session raised issues relating to children's curiosity and comments about people from diverse cultural groups, how teachers can evaluate multicultural teaching materials, and ways of minimizing the "exotic" aspects of other cultures.

Conference expands to Mid-Atlantic states.

In 1979 the Kindergarten Conference officially became part of the Early Childhood Network, expanding to Tenaflly, NJ, where on Saturday, November 17, the first Mid-Atlantic Kindergarten Conference was held, co-sponsored by Lesley College and the Tenaflly Public Schools.

Following the New England Division meetings on Friday, two chartered bus loads of Conference speakers and Lesley faculty and students departed from Randolph for the six-hour trip to Tenaflly. Accompanying the Lesley group was Tenaflly "host" Alfred B. Kane, principal of the Malcolm S. Mackay School in Tenaflly, and co-ordinator of the Mid-Atlantic Conference.

Bright and early Saturday morning everyone left the Clinton Inn Motor Hotel, where overnight accommodations had been provided, for Tenaflly High School, site of the New Jersey Conference. After setting up booths, greeting over 800 Tenaflly preschool teachers and early childhood administrators, and getting acquainted over morning coffee, it was time to attend the Opening Session, "Developing the Creative Capacity," presented by Dr. Dorothy Sisk of the College of Education, University of South Florida, Tampa, FL and former director of the Office of Gifted and Talented in Washington, DC.

Regularly scheduled morning and afternoon meetings followed, and Tenaflly Conference attendees had an opportunity to participate in many of the same sessions that had been presented in Randolph the previous day. A Closing Session, "Dealing With Differences in Young Children," by Dr. Edward Frierson of the Nashville Learning Center, Nashville, TN, brought the events of the first Mid-Atlantic Kindergarten Conference to a successful end.

A cocktail reception for Lesley College alumni from New Jersey and Westchester, NY, followed the conference at the Clinton Inn. Also attending were Donald A. Miltner, Vice President for Public Affairs and Stanley P. Mengel, Director of the National Center of Economic Education for Children.

Said Conference Co-ordinator Mary Mindess, "In expanding the Kindergarten Conference to Tenaflly, we are moving toward our goal of establishing a comprehensive and pervasive Early Childhood Network throughout the United States for the sharing and dissemination of information and research relating to all aspects of Early Childhood Education."

The Kindergarten Conference — a chapter in Lesley's history.

(Based on research by Maryanne Farley '83)

In the early '60's the New England School Development Council asked Lesley College, preeminent in the field of teacher education, to sponsor the New England Kindergarten Conference, initiated by the Council some years previously. The relatively new Graduate School accepted the invitation and under its auspices the Conference has grown in the last 17 years to its present stature as an extremely important educational event.

The Conference is planned each year by an ad hoc Steering Committee, whose members represent schools and colleges from throughout New England. Every spring, the Committee meets to suggest topics for meetings, speakers, and formats for the Conference's activities in the fall. The Committee Chairperson is Lesley Professor Mary Mindess.

"The purpose of the Conference," says Ms. Mindess "has always been to provide an avenue through which early childhood educators in the New England area can receive stimulating input as they plan for young children." That the Conference accomplishes this and more was reinforced by a remark by Dr. Richard Wylie, Vice President of Graduate Studies to Steering Committee members at their annual spring gathering in March, 1979. "In 1978, the first year I was at Lesley," recalled Dr. Wylie, "my four-year old came home from kindergarten one day and told his mother and me that there would be no school the following Friday so the teachers could attend the New England Kindergarten Conference, where they 'get all their good ideas for the year!'"

Although its purpose has remained unchanged over the years, the Conference itself has expanded enormously since 1962. The first Lesley-sponsored Conference was held on the Lesley campus in what is now Alumni Hall. Participants from those early days remember it was very overcrowded and many persons had difficulty even seeing the speakers.

Despite the inconvenience, the Conference was an immediate success. Dr. Roma Gans, Professor Emeritus, Teachers' College, Columbia University

and co-editor of the "Let's Read and Find Out" books, was one of the speakers at the Conference that year. She prefaced her remarks by observing, "Mrs. Mindess, I would like to start by saying that an institution which can accommodate so many people, and have them all so eager and happy, when it is really equipped for about one-third the number, is to be commended — such resiliency is wonderful."

For the next 14 years the Conference was held at various sites in Boston, including the Boston Sheraton Hotel for several years. Since 1976 it has been held at the Holiday Inn/Lantana/Chateau de Ville Complex in Randolph, a facility large enough to accommodate the more than 2,000 persons who now attend the Conference each year.

The Conference's format has also changed. In 1962 there were only five speakers. For the next few years, presentations remained limited in number. In 1967 there were two major speakers, but section meetings were introduced which offered a great deal of variety in subjects. Participants could henceforth choose to attend presentations on several different topics throughout the day.

Today, the Conference offers so many diverse section meetings, workshops, panel discussions, and activities structured around a central and topical Conference "theme" that no single person could possibly attend every section meeting, hear every speaker, or participate in every activity. On-going "Open Workshops" and commercial exhibits allow Conference attendees the opportunity to browse throughout the day among all the latest ideas and learning materials relating to early childhood education.

In 1979 the Kindergarten Conference expanded to become part of the Early Childhood Network by co-sponsoring the first annual Mid-Atlantic Kindergarten Conference in Tenaflly, NJ, in cooperation with the Tenaflly Public Schools. This important step is designed to further the Kindergarten conference's original and steadfast purpose of sharing ideas and resources relating to early childhood education among, ultimately, all the states in the Union.

“A vocation from on high:” the birth of early childhood education



Barbara R. Beatty

The history of early childhood education is the special interest and current research project of Barbara Beatty, assistant professor of early childhood education at Lesley College, and former director of the Lesley Ellis School. A doctoral candidate at Harvard University, Ms. Beatty's forthcoming dissertation is on infant schools and the early kindergarten movement in Boston in the 19th century. She is especially interested in the role played by women in early childhood education during this period — a role characterized by a curious duality which provided women both with new opportunities for activity and self-expression outside the home, engendering a tradition out of which teacher-training institutions like Lesley were established, and which, on the other hand, also tended to limit and stereotype women in roles as nurturers and caretakers of young children.

Ideas contained in the following article, which includes extensive excerpts, are based on Ms. Beatty's unpublished special qualifying paper, "Infant Schools and the Early Kindergarten Movement: Early Childhood Education in Boston, 1828-1835, 1860-1888." An interview with Ms. Beatty provided additional source material.

Ms. Beatty emphasizes the importance of early childhood education, maintaining that little can be as crucial to a society as issues relating to the education and socialization of its next generation, especially in the context of developmental psychology which points to the extreme importance of young children's earliest educational and socialization experiences.

As director of the Lesley Ellis School she became increasingly interested in public policy questions concerning young children, such as whether comprehensive federally-funded day care should be made widely available, how early childhood curriculum should be structured, and whether public responsibility for education should be extended downward to include three-to-five-year olds. Ms. Beatty has come to feel that the United States is at a point of transition with regard to policy-making on these issues, and that a historical perspective on the types of choices available to both the public and early childhood educators is helpful and enlightening.

"The more I thought about the current debate on these issues," she says, "the more interested I became in how we arrived at this point. I wondered what sort of history had shaped our present attitudes toward the education of our young children." Her work has turned up some intriguing facts and ideas.

Ms. Beatty's research identifies four phases of the early childhood education movement in Boston: 1828-1835, the active years of the Infant School Society of the City of Boston; 1860-1888, encompassing the early kindergarten movement of Boston's Gilded Age; 1888-1905, covering the early years of public early childhood education during the Progressive Era when public kindergartens were established in Boston; and 1922-1933, which saw the founding of the Ruggles Street Nursery School and the beginning of nursery education in Boston.

It is Ms. Beatty's thesis that it was in the earliest period of the Infant Schools that the true origins of the kindergarten movement and early childhood education are to be found, rooted in a tradition which was evangelical, and which was carried on by "a succession of high-minded, self-sacrificing women who saw themselves not as teachers, but as kindergarten missionaries."

Likening the kindergarten tradition to other social reform movements such as temperance, abolition and suffrage, also carried on to a great extent by women, Ms. Beatty's thesis describes this tradition as it developed in the context of 19th century Boston. In her forthcoming dissertation, "A Vocation from on High: Women and Early Childhood Education in Boston," — the title a quote from Elizabeth Peabody — Ms. Beatty focuses on what she sees as a "complex feminine ethos which permeates early childhood education to this day."



Boston, Mass.—The Public Kindergarten—Modeling in Clay from Objects.—sketched by E. R. Morse.

"Feed my Lambs" (John, xxi, 15) was the motto of the Infant School Society of the City of Boston, exemplifying its religious origins and philosophy as a charity group made up of evangelical Trinitarian Congregationalist women. The Society was organized in the spring of 1828 and opened its first Infant School in June of that year. Infant Schools provided moral and religious instruction and education for children from as young as 18 months or a year of age to primary school entrance age, which in Boston at that time was four years old. The curriculum included Pestalozzian object lessons, brief didactic periods, movement and exercise, story reading, outdoor play, marching, clapping, and so on. The Society may have operated as many as five Infant Schools at different locations in Boston between the years of 1828-1835.

In 1830 the Boston Primary School Committee turned down a proposal to adopt Infant Schools as part of the public school system. The Infant School Society found it increasingly difficult to raise money to support their schools, and by the mid-1830's most of the Society's schools in Boston had closed.

The failure of the Infant Schools in Boston stemmed from two immediate factors: the Infant School Society's loss of private financial support and their inability to win public school support. One reason for this double failure may have been the widely divergent views the two groups (the private donors and the public school teachers and officials) held on child-rearing and the purposes of early education. Teachers and school officials objected strongly to the relative freedom infant school teachers allowed the children, and also to what they perceived as the children's lack of preparation in basic skills.

A financial depression in Boston in the mid-1830's reduced the amount of funds available for the support of charities such as the Infant Schools; but perhaps more important were the social factors involved. A decline in evangelical interest in social reform causes in favor of personal salvation issues may have contributed, and it is significant that the Infant Schools closed during a period of a retrenchment in roles for women. New, Victorian stereotypes of women as mothers and homemakers developed as the 19th century progressed, and the period of reform in the early part of the century when women began to explore new, professional roles, especially as teachers, was superseded by this more

conservative Victorian ideology. And, in the late 1820's, a change in educational fashions was also underway, as *au courant*, upper class women began to reconsider unfavorably the idea of educating very young children outside the home.

Interestingly, the members of the Infant School Society attributed their failure to the fact that they were women. But although they were unsuccessful, that the membership of Boston's Infant School Society was made up entirely of women was exemplary of the new roles that upper class women were beginning to play in American society. Child rearing and home education of young children had become the conscious, explicit responsibility of women. Starting with moral reform movements, charity work, and social service projects, of which the Infant Schools may be seen as one example, women were beginning to expand their sphere of influence. In greater numbers than might be expected for the period, women had begun working outside the home, and school teaching was their first profession. In a paper, "Women and Education in Ante-bellum America," presented at the Berkshire Conference on Women's History, Cambridge, Mass. (1974), Richard Bernard and Maris A. Vinorskis estimate that in pre-Civil War Massachusetts as many as one woman in five taught school for at least a few years at some point in her life.

While a great deal happened culturally and otherwise in the years between 1835 and 1860, this was not an active period in early childhood education in Boston. School enrollment of children actually dropped during these decades. Many women became involved in the social reform issue of abolition, and it was not until 1860 that interest in young children was rekindled in the early kindergarten movement of 1860-1888.

In 1860 Elizabeth Palmer Peabody opened the first English-speaking kindergarten in the United States in Boston. Ms. Peabody found out about kindergartens in a meeting with Margarethe Schurz, a German Froebelian who had emigrated to this country with her husband Carl Schurz, the abolitionist and mugwump leader who served in Abraham Lincoln's cabinet. Early articles on kindergartens by Henry Barnard spurred Peabody's interest. She began a small kindergarten in Boston but was dissatisfied with her first efforts. To gain the true kindergarten spirit she went to Germany where she studied with leading Froebelians.

In 1870, Elizabeth Peabody convinced the Boston School Committee and City Council to fund an experimental kindergarten but public support for the class was discontinued after a year. She then enlisted the aid of Pauline Agassiz Shaw, the daughter of Louis Agassiz, to establish a network of charity kindergartens in Boston, some of them in public school buildings. In 1888, kindergarten classes were incorporated into the public schools.

There were many similarities in the goals, if not the methods, of the women of the Infant School Society of the City of Boston and the women of the early kindergarten movement. Both were committed to providing early childhood education for the young children of Boston's poor. While the methods of the Infant School Society were less radically child-centered than those of Peabody's kindergartens, both groups felt that pedagogy for young children should be very different from that employed in public primary schools. And both were women's movements. Infant schools and the early kindergarten movement, according to Barbara Beatty, "belong to a continuous tradition of both romantic and feminist reform."

Behind the efforts of both the Infant School Society and the women of the early kindergarten movement existed the profound and generally accepted belief that women were especially, in fact, divinely, suited to the education of young children. The image of women as more moral and religious than men was pervasive to society of the 19th century and underlay a general conviction that women were therefore the ideal and proper guardians of young children. According to Elizabeth Peabody, kindergartening was "the perfect development of womanliness" and kindergarteners believed that they literally "worked with God at the fountain of artistic and intellectual power and moral reform."

In fact, Ms. Peabody and other members of the kindergarten movement did not think of themselves as professionals in a modern sense. Ms. Beatty argues that they developed an alternative "feminine" model of professionalism. They saw themselves as kindergarten missionaries, idealistic, self-sacrificing, dedicated, and often self-righteous. Much of the writing of these early "kindergarteners," as they called themselves, was sentimental, and "feminized." Yet concurrently existed what may be termed the "feminist" side of early childhood education. Beginning with Infant Schools and continuing into

the kindergarten movement, women such as Elizabeth Peabody, Lucy Wheelock and Abigail Eliot were also deeply involved with staunchly feminist causes. Not only were they carving out the field of early childhood education and establishing teacher training institutions such as Lesley and Wheelock Colleges, both founded in the kindergarten tradition, they were also activists in causes such as abolition, temperance, and suffrage. It is Barbara Beatty's thesis that this complicated doubleness, "the tension between feminism and feminization in early childhood education has significantly affected the development of the profession, and both its own and society's image of it today."

Ms. Beatty maintains that society has tended to look on early childhood education and educators as outside the definition of professionalism in the sense that law, medicine, and other fields are professions. Consequently, she says, both the women in the field and issues relating to early childhood education may not have been accorded the stature and importance they deserve. However, she goes on to emphasize, the basic mistake lies in the fact that although early childhood educators such as Ms. Peabody and those who followed in her tradition tended to see themselves as being outside the model of bureaucratic professionalism that developed in the Progressive Era, they collectively saw themselves not as less of a profession, but, in accordance with the true spiritual "calling" of kindergartening, as more than one.

In light of all this, Ms. Beatty feels that America at present has some very ambivalent attitudes toward issues concerning the education of its young children. As her research indicates, part of the situation is due to the historical development of early childhood education; another important factor, she feels, is the very pluralistic nature of American society. Since early educational issues are primarily value-oriented, a multi-ethnic and multi-cultural society will have a multiplicity of views on how its children should be socialized. What is education, after all, if not the transmission of culture, in the organic sense, from one generation to the next?

Ms. Beatty feels that perhaps the best solution is to have a pluralistic early childhood education system which reflects the society of which it is a part. She feels that it's most desirable to have a system in which parents can make well-informed choices about the types of programs where they will be sending their children for their earliest educational and socialization experiences. This is much like the mixed public-private system of early childhood education we have now, but at present many parents lack sufficient information and financial resources to be able to make free and informed choices for their children.

Ideally, both parents and early childhood educators should be aware that different choices and combinations of educational philosophy and methods do exist, and that the issues surrounding early childhood education have a history of discussion, and a history of awareness of its trials and errors, from which it is possible to gain new insight. And, perhaps most important of all, is that society recognize and value the crucial, critical nature of all decisions and practices surrounding issues of early childhood education.

Barbara Beatty's research is still incomplete, and she is very interested in learning more about Lesley's role in the early kindergarten movement. Lesley College, founded by women, is directly in the 19th century kindergarten tradition, sharing a unique heritage with the few other private teacher-training institutions established during the same period.

Lesley, like the others, was founded at first as a kindergarten training school, reflecting the enormous influence early childhood education has had on the rest of education. But, unfortunately, historical documents relating to Lesley College are almost nonexistent. Ms. Beatty would be most interested in hearing from Lesley alumni who have knowledge or information which may cast some more light on Lesley's origins, and participation in the early kindergarten tradition.

Please do not hesitate to contact the Lesley Alumni Office or Ms. Beatty personally with any information you might have about events in Lesley's early history or about any of the women such as Edith Lesley Wolfard, Olive Lesley, Gertrude Malloch or others who played such important roles in the founding and administering of the College.

Close student involvement characterizes Catherine Welch



Catherine P. Welch '53

If there is one person on the Lesley campus that every student and every alumna for the past 25 years knows, it is Catherine P. Welch '53, Lesley's Registrar.

"This office holds a unique position on campus," Ms. Welch said. "We follow every single woman through her four years of undergraduate study, and then beyond. This is true for the Graduate School as well."

It is the personal contact with Lesley students that makes this school a special place, she believes. Others believe it is Ms. Welch, herself, who makes Lesley a special place.

"I am in a unique position to get to know all of the students who go through here. I get to know them, care about them, identify with them, help them," she said.

But Director of Admissions Martha Ackerson puts it more strongly. "Catherine doesn't pull any punches when she talks to the students. She tells it like it is, but she is a natural counselor and one of the most caring people on campus."

"She takes their problems, real or otherwise, personally, and does everything she can to help these young women through the system. She will do everything she can to work the schedule around the student's problem if she has to," said Jennifer Page, Education Division Head. "The same goes for faculty who find they have problems. Catherine is one of the most humanistic people we have on campus."

Her colleagues regard her as a true friend, both on and off campus, and she has kept up this friendship with many Lesley people who have left the College.

As "Keeper of the Records" Ms. Welch manages a department of nine that maintains all of the academic records of the College, both undergraduate and graduate, records all grades and computes grade point averages, answers all 6,000 transcript requests, all certification applications, monitors records and informs deans of those eligible for graduation, and creates the faculty schedule including the room each member will be teaching in.

An interview with Ms. Welch is punctuated with telephone calls, emphasizing the complexity of the duties that have come to rest in this office over the years.

Once the sole academic advisor on campus, she now shares this role with others and each student has an individual faculty member who serves as academic advisor. However, when trouble rears its head, Ms. Welch becomes involved.

"I don't just automatically change an 'incomplete' to an 'F,'" she said. "I urge her to get that paper in so I can change the mark to a passing grade."

Many a student who has turned to Ms. Welch will vouch for that, according to Ms. Ackerson. "In her quiet way Catherine has helped so many students through academic crises."

And the students have remembered. In 1968 they dedicated the *Lesleyan* to her with these words, "It seems, Miss Welch, that the time between unknowing Freshman, and 'learned' Senior, is only a week; between Biology, and interviews and transcripts, even less. But we know that it is so much longer. With your seemingly endless supply of energy, and cornucopia of calm and reassuring words, you solve many a crisis for the students at Lesley College. For all of your help, we thank you."

Again in 1974 she was presented with the Alumni Chair for her "dedication and superb service to Lesley."

Today she still receives many calls from Alumni who don't know where else to turn to for the information they need.

"I don't know how many times I pick up the phone and the voice on the other end says 'Do you remember me? I need this and so. Can you help me?'"

As the years passed she began to see some of her former students from Duxbury come through Lesley's doors, then daughters of those first classes, and before long she expects to see a granddaughter or two. Her niece is here now as a sophomore in elementary education.

Up until 1975 Ms. Welch was not only Registrar but Director of Placement as well. Now these are two positions, each with its own staff. This was clearly called for when one looks at the statistics.

In 1955, Ms. Welch's first year as Registrar, there were a total of 56 graduates. In 1978-79 there were three commencements, which granted degrees to a total of 649 graduates.

Ms. Welch was not a youngster when she arrived on the Lesley campus in 1949. "When I graduated from high school, I knew I wanted to be a kindergarten teacher," she said, but she went to business school instead and acquired the skills she needed to put herself through college. Her first year at Lesley she had a scholarship, similar to today's work study program, and worked for Barbara Wickson, currently Administrative Assistant to President Orton, and Secretary to the Lesley Corporation. Her final two years she worked in the Registrar's office and in the Library at night.

"The Library was in what is now Alumni Hall," she remembered. "I worked every night and Saturday and it was my job to close up the place," she said and recalled with a shiver the long dark hallway and stairs to the lower level, where she turned out the lights and then made her way back to the door. "There was not one thought about security in those days."

"Lesley was very different at that time," Ms. Wickson remembered. "At the time I was the receptionist, I ran the bookstore, and typed tests for the professors. We only had one telephone. We had a lot of laughs in those days. One of our duties was to ring the start and stop bells for the classes. And sometimes we missed," she chuckled.

With her Lesley degree fresh in hand Ms. Welch joined the Duxbury Public School System as a third grade teacher and loved it.

"Registrar Catherine DeLuca Giardiello was expecting her first child that spring and President Trentwell Mason White asked me to come back. I had been so happy here I decided to try it for one year. It took about ten years for me to finally get around to throwing out my teaching materials," she said.

"That year of teaching was very important to her," according to Ms. Page. "It shaped her feelings about what teaching should be. Catherine Welch is absolutely dedicated to the idea that each student who comes to Lesley will become a highly skilled professional who will be able to relate to students in a way that will shape their lives in a positive way."

To do this she must do more than just put figures on paper. As an active and valuable member of the Academic Status Committee and the Curriculum Committee she works hard to see that the Lesley experience is a positive one that gives these young women the tools they need to make something of themselves. She fights for what she believes in, which has gained her the high respect of her colleagues.

Ms. Welch, on the other hand, believes the cooperative spirit that permeates her relationship with those she works with plays an important part in her success.

"They facilitate my job here and make it easier for me. Here at Lesley we work as a team. Nothing is cut and dried. We sit down and talk about a specific problem. It creates a compelling situation and involves me even more in my work and adds another sense of responsibility as well," she said. It also makes her work more meaningful and satisfying, she added.

Ms. Welch has seen a good deal of growth in Lesley students over the years.

"In those earlier years, the students seemed to be very dependent. Today I see them more with a single purpose. They are finding their own goals as women, they are looking for what they want for themselves.

"When I was first here the emphasis seemed to be on education, marriage and children, in a straight line course. I don't see this as true anymore, I see a reduction in the marriage rate."

This may not be all bad, for Ms. Welch also saw a lot of divorces among those that married young.

"Young women today know more of what they want and how to get it. They don't just follow the flock. They are hard working, ambitious young people. As soon as they can get into their profession they make it work for them, and they are eager to work with their profession."

This may well contribute to the over 90 percent placement rate which became the norm under Ms. Welch's tenure as Director of Placement, a record that continues today.

Catherine Welch has become a pivot around which both students and alumni revolve, a pivot that Ms. Ackerson describes as "Pure gold!"

Lesley adapts to new certification requirements

by George L. Miller and Jennifer A. Page

The shock of it all! Last April the Commonwealth radically upgraded the requirements for obtaining a license to teach in its schools. For a very long time, from Chapter 71 of the General Laws to Chapter 847, requirements here (minimum of course) for the certification of teachers were among the lowest in the nation. Only in portions of the deep south could such easy-to-meet standards have been found.

The long overdue progress culminating in new regulations for the certification of teachers issued by the State Board of Education last April was itself the result of the long uphill push begun with the early 60's Willis-Harrington effort at reform for education in the Commonwealth. New regulations for certification of educational personnel will become effective September 1, 1982.

We, the authors, believe this certification reform represents important progress, but some would argue that the old arrangement was really better because among other reasons there were fewer restraints. Argument about whether the new regulations are better or worse than the old ones are essentially beside the point because Lesley and other responsible colleges in Massachusetts have for a very long time been exceeding the State's very low requirements.

Since the early 50's the Lesley Undergraduate School has required two extensive student teaching experiences and methods and curriculum courses in all the basic fields as well as extensive and specific preparation in the foundations and liberal arts, while certification in Massachusetts required only two credit hours of student teaching and 18 credit hours of "how to" courses including educational and child psychology, philosophy of education and curriculum along with a Bachelor's degree or a normal school diploma.

One is almost justified in observing that the new regulations have at last caught up with the current Lesley undergraduate program because the salient features of our mid-60's reform in teacher education (early extensive and continuing practical experience in the classroom, welding of theory and application, provision for interdisciplinary instruction, strong and balanced liberal arts background and careful integration of all elements over the entire four years) seem now to be among the new requirements of the State. Of course, this is both good and bad for us.

The implied honor of it all is great, but the challenge to be even better than the rest is the more important consideration. We are at work to meet the challenge, and the necessary curriculum revision underway will almost surely result in more rigorous demands upon our students.

Meeting the new regulations will bring some general changes in our entire undergraduate pre-service program of study and some which are specifically related to the more purely vocational "education" courses.

Following a national trend, but moderately so, the new regulations require that colleges include some assessment of a prospective teacher's actual competencies in both the liberal arts and in the vocational aspects of their preparation. This competency-based aspect is included along with the traditional counting of earned course credits in this and that. The new regulations include such "competency" worded standards as "The effective elementary teacher knows the subject matter of elementary education: reading, communication (both oral and written), mathematics, science, social studies, the arts, health and physical education." Another example is "The effective teacher relates the elements of instruction sequentially to each other, to other fields of knowledge, to students' experiences, and to long-term goals."

The new regulations provide for acceptance of entire college teacher preparation programs and thus for the *pro forma* licensing of its graduates upon the favorable review of an on-site professional review committee organized by the Department of Education. This review process has been the long established procedure adopted by the various accrediting groups exercising quality control over colleges and schools throughout the nation. Such review is generally regarded as superior to the application by some bureaucrat of a point-by-point, course-by-course, administrative arrangement-by-administrative arrangement, physical plant-by-physical plant specification set of minimal check-off standards. Students who graduate from a college having completed an "approved" program will be automatically licensed without having their individual transcripts of credit reviewed by the Massachusetts Department of Education. Furthermore, under the Interstate Certification Compact such students could receive licensure in a similar way from some 31 other states.

The Lesley Undergraduate School fares rather well under these two general changes in the regulations, we think. The undergraduate programs have, over the years, received positive and unconditional approval in each of the more recent five accreditation reviews; two by the New England Association of Colleges and Schools, one by the National Council for the Accreditation of Teacher Education, one under the Interstate Certification Compact and one in special education by the Massachusetts Department of Education.

The recent review in special education for the preparation of Teachers of Children with Moderate Special Needs was under rather ambitious competency-based standards and resulted not only in approval but high commendation. Essentially the same compliments were repeated some four years later (last spring) by a different review committee assembled by the Massachusetts Department of Education.

Under the old regulations our students were required to complete a large number of courses in the liberal arts as very necessary content background for teaching at the elementary school level. The new regulations require that prospective teachers complete a *minor* in a content area along with broad general background. The Lesley minors will most likely be interdisciplinary. They almost certainly will be such for those students who qualify for two certificates in four years.

A proposed change that almost happened was to restrict prospective teachers to one certificate with the completion of four years of undergraduate study. Under this proposed regulation prospective teachers attempting to qualify for certification in both "regular" and special education (as more than 60 percent of Lesley undergraduates have been doing for a number of years) would have had to complete five years of collegiate study. (One of them would have had to be at the graduate level.) Fortunately, we think, educators from Lesley and some other colleges were able to dissuade those advocating that proposed change. For us a very convincing telling argument against such restriction was the well documented outstanding success of Lesley graduates who had received certification in both regular and special education over the past number of years!



Certification Committee members (from left) Jennifer Page, George Miller, Edmund Ostrander, Susan Friel and Avis Brenner spent many hours revamping Lesley's program to conform with new Certification regulations.

A final and very important general change reflected in the new regulations is the increased number of teaching certificates which have been created, especially at the elementary school level. Under the old Chapter 71 only one general license was issued for those teaching kindergarten through grade eight. Specialized certificates for teaching children with special needs and certain special subjects kindergarten through Grade 12 were also issued. Now under Chapter 847 three general and basic classroom teaching certificates and seven special certificates for teaching children with special learning needs along with even a wider range of special subjects are identified. With a multiple of general and special teaching certificates available the Undergraduate School is preparing to develop certification programs for students who enter our full four-year course of study as follows:

- Basic Classroom Teaching Certificates
 - Elementary Teacher (Grades 1 - 6)
 - Early Childhood Teacher (Grades K - 3)
 - Middle School Teacher (Grades 5 - 9)
- Special certificates
 - Teacher of Children with Moderate Special Needs (Grades N - 9)
- Dual certification combinations
 - Elementary Teacher and Middle School Teacher
 - Elementary Teacher and Early Childhood Teacher

- Elementary Teacher and Teacher of Children with Moderate Special Needs
- Middle School Teacher and Teacher of Children with Moderate Special Needs
- Early Childhood Teacher and Teacher of Young Children with Special Needs
- Early Childhood Teacher and Teacher of Children with Moderate Special Needs

Lesley will confidently offer programs leading to any of the basic certificates at the elementary and pre-school levels and for the special certificate and dual certification possibilities listed above. Dual certification programs will certainly have to be tight and highly specified leaving little room for student choice beyond the major ones—deciding to qualify for two teaching certificates.

We turn now to the more specific changes for the major in Education and for the minor in Special Education. Early in their study at Lesley students will have to elect one of the three basic classroom teaching certificates. They will also have to decide if they wish to choose a second certificate or a non-certificate specialization or specializations. Choosing a program for dual certification could include one of a second basic classroom certificate or could be a classroom certificate plus an appropriate special education certificate.

Although Lesley undergraduates have for many years enjoyed the opportunity of taking a program leading to dual certification, the students have never before had the opportunity to have such wide choices among the certificates sought.

Will the programs change to meet these new regulations? This is the important question we are struggling with now. The answer is "Yes, somewhat."

"Well," you ask, "in what ways?"

First, the new regulations stipulate that the student teaching requirement for the initial classroom certificate must be for a full semester and that the practicum for the additional certificate may be for half a semester. Our program will therefore provide either a full semester or two half semesters of required student teaching for the first certificate, and an additional practicum of at least half a semester for a second certificate.

Second, there will be some changes in course requirements. We expect that most of our unique CORE Program will be retained but it will become more systematically delineated as competencies are assigned to the CORE sections. A popular elective, "Human Growth and Development," will now be required of all Education majors. And, with students choosing among three certificates, there will have to be some specialized courses unique to the particular certificate program chosen which students will take. Thus, all students will take a group of required courses, such as "CORE" and "Human Growth" and "Educational Psychology," and they will also take some courses unique to the certificate, such as "Early Childhood Education" for the Early Childhood certificate or "Pre-Adolescent and Adolescent Psychology" for the Middle School certificate. Under the former regulations, all students qualified for "Elementary Education" and then could add on special education. Having three initial certificates produces a vastly more complex array of choices for students.

Although there will undoubtedly be other changes in the program arising from our decisions over which courses should characterize the certificate, we have been startled—and delighted—by how few changes seem mandated for our major in Education and minor in Special Education. Many of the changes currently under consideration result from our determination to review, assess, improve our curriculum at every opportunity.

NOTES OF CURRENT INTEREST



New Graduate School assistant

Linda L. Escobedo recently joined the Graduate School as Assistant to the Vice President, Administration. In this role, she is involved with the daily administration of the Graduate School implementing policy established by faculty and administration.

Previous to this appointment, Linda was employed with the Denver Public Schools as a special education teacher, staff development specialist, project administrator for federal grants, and most recently as an elementary school principal.

She has also served as adjunct faculty for the University of Northern Colorado, University of Colorado, University of Denver, and California State University at Los Angeles.

Her professional accomplishments include numerous conference presentations and publication as co-author of a book entitled *Tools for Learning*. Ms. Escobedo received her M.A. from the University of Denver in special education and is completing Ph.D. doctoral studies under a fellowship at UCLA in the area of special education with cognates in psychology and administration and organizational studies.

MERC Conference

California. . .Florida. . .Texas... Virginia! Just to name a few of the places where good opportunities exist for teachers outside New England.

Lesley College participated in an Interviewing Conference sponsored by the Massachusetts Educational Recruiting Consortium (MERC) on April 23-25. Students and alumni of Massachusetts colleges had opportunities to meet and consult with various administrators from outside New England for teaching, counseling, and administrative positions.

A list of schools represented along with their staffing needs is available at the Lesley Placement Office, 29 Everett Street.

Lesley continues to consolidate

Lesley College recently completed negotiations with Harvard University for the purpose of purchasing four additional buildings in its continuing efforts toward campus consolidation within the Everett, Mellen and Wendell Street area.

The negotiations with Harvard began in 1976 and in 1977 Lesley Trustees voted to purchase the new properties, located at 20, 22-24 Wendell Street and 7 and 13 Mellen Street. Title was finally transferred November 15, 1979.

Number 7 Wendell Street will house Graduate School administrative offices, including those of the Counselor Education Department, which has already moved in. After renovations are completed, the College hopes to use Numbers 22-24 Wendell Street as dormitory space.

Numbers 20 Wendell Street and 13 Mellen Street will be continued as rental units for the foreseeable future.

Lesley's consolidation efforts are in compliance with all Cambridge City zoning policies.

Child and community workshop series

"Helping Children to Cope With Stress: The Role of the School and Community" was the theme of a six-session workshop series held throughout the month of January at Lesley, sponsored by the Child and Community Program and coordinated by Dr. Avis Brenner.

Dr. Brenner's goal for the workshops was to help shift the focus on child abuse from mere identification and discussion of this pervasive problem to a more positive or constructive perspective aimed at answering the question, "How can we help children to learn to cope when their parents are not available or not adequate to the task?"

Participants in the workshops included teachers, social workers, probation officers, guidance counselors, school nurses, child advocates and preservice teachers, and a number of Lesley students. Topics covered ranged from "Helping Children to Cope with Alcoholic Parents," and "Helping Children to Cope with Their Parents' Divorce," to "Helping Abused Children to Cope with Their Home Situations," and problems which arise when children are placed in foster care. Two workshops were centered around the special problems of adolescents, and the final session, held January 23, was a panel discussion evaluating the state's effectiveness in helping children to cope with stress with State Rep. Philip W. Johnston, Chairman, Subcommittee on Children in Need of Services; Dr. Eli Newberger, Children's Hospital, Boston, and the Massachusetts Committee for Children and Youth; and David Sheehan, Chief Counsel for the Massachusetts Department of Social Services.

The well-attended workshops were covered in the local press, including a feature article in the Saturday, Jan. 12, issue of *The Boston Globe*.

Computer conference

Lesley continues to grow as a resource center focusing on computer use in elementary and junior high schools. A Computer Conference, the first to be held on campus, was attended by over 100 educators on December 1, 1979. Also organized at the Conference were three special interest groups: Software Development; Research on the Use of Computers in Education; and Technology and Human values. These groups will be meeting at Lesley during 1980.

Joins Admissions staff

Kathleen A. Oliveira joined the Admissions staff on July 25 as an admissions counselor.

In her role as a recruiter/interviewer she visits high school guidance offices, represents Lesley at Regional Fairs, Mini-College Days, College Nights, etc.

Prior to her coming to Lesley, she was an admissions counselor at Providence College in Rhode Island.



John P. Joyce, Director of Financial Aid, helps man the "Financial Aid Hotline" maintained during January by the Massachusetts Association of Financial Aid Administrators.

Financial Aid information given on "Hotline"

John P. Joyce, Director of Financial Aid, and president of the Massachusetts Association of Financial Aid Administrators, helped set up and train operators for a "Financial Aid Hotline" in January which was part of a number of activities associated with "Financial Aid Awareness Week" January 6-12.

Established in cooperation with the Massachusetts Board of Higher Education and located in the BHE Offices on St. James Avenue in Boston, the toll-free "Hotline" was in service throughout the month of January, 5:00-9:00 p.m. weekdays, to answer questions and assist individuals in applying and qualifying for college financial aid programs. Operators gave callers information about federal, state and independent programs of scholarship, loan, and work-study opportunities.

The third annual Financial Aid Awareness Week was proclaimed by Governor King to be observed statewide. It was established by MAFAA to assist students and their families in obtaining accurate information about meeting the costs of a college education.



Gathering on the occasion of the presentation of a plaque identifying George Economy Hall were Treasurer John G. Tucker, left, George Aligas, a nephew of Mr. Economy, Mrs. Aligas, George Economy, President Don A. Orton and Executive Vice President Robert D. Lewis. The building is being used for office space and living quarters.

FACULTY AT LARGE

Lesley mathematics instructors **Susan Friel** and **Nancy Roberts** co-authored an article, "Organize Your Local Computing Resources," which appeared in the September, 1979, issue of "The Computing Teacher." The piece highlighted Lesley's involvement in information dissemination with regard to the use of computers in the field of education.

Dianne Collins, '79 graduate of the School Mathematics Resource Personnel Program, published an article in the same issue, entitled, "Computer Awareness in the Elementary School."

Edmund Ostrander, Division Head of Humanities and Associate Professor of Music, presented the topic "Competency Basing the Piano Curriculum" to the New England Music Educators In-service Conference in Springfield, in October, 1979. The presentation was the main agenda item for the open meeting of the New England Group Piano Teachers' Association. This organization was founded by Ostrander and three colleagues. Membership includes representatives from all the New England States, private and public schools, elementary through secondary.

Sonya Michel, history professor in the Humanities Division, participated in a workshop, "Feminist Issues in Marriage and Family Ideology: Historical and Theoretical Perspectives", held at The Second Sex Conference in New York City in September, 1979.

The conference, sponsored by the New York Institute for the Humanities, honored Simone de Beauvoir on the occasion of the 30th anniversary of the publication of her consequential book, *The Second Sex*.

Along with two other historians from Brown University and the University of California, Ms. Michel's presentation dealt with views of women and the family as propounded by family "experts," and how they shaped the lives of American women from the 1890's to the present,

Jan Holmes, Director of In-service Education at the Graduate School, recently presented a paper, "A Small College's Response to a Large Community," at the annual Kansas State University Issues in Higher Education Conference in Atlanta. Another paper Ms. Holmes co-authored with Judith Opert Sandler of EdCo: "Teacher Burnout: The Hottest In-service Issue," was presented in Hollywood, FL, at the annual National Council of States on In-service Education Conference held in November, 1979.

During the summer she wrote, produced and hosted a television program celebrating the 1979 "International Year of the Child" which aired in December. She has been accepted as a Fellow in the Educational Policy Fellowship Program at the Institute for Educational Leadership at George Washington University, where she meets weekly with 17 other Massachusetts Fellows to study educational policy and issues.

Brenda Engel, Assistant Professor and Co-director of the Program Evaluation and Research Group at Lesley's *LCED*, displayed her watercolor paintings at the Graduate Center in November. Most of the watercolors were done on location during trips to Mexico over the last few years. After studying art at various schools as a child, Ms. Engel majored in Fine Arts at college. In the 1960's she taught art at the Cambridge Friends' School and the Hanscom Primary School. The media she works in are drawing, watercolors and ceramics.

Ethel Furst was recently appointed as Assistant Coordinator of Field Placements. Ms. Furst is working in the Undergraduate Education Office, placing student teachers and making other field placement arrangements. She is a graduate of Brandeis, and worked six years in the Brookline school system as a first grade teacher.

Dr. Joan Klagsbrun of the Expressive Therapies and Counseling and Psychology Departments, gave a paper, "Uses of Imagery in Supervision" at the Third American Conference on Fantasy and Imaging Process on November 3, 1979, in New York City.

Parker Publishing Company has recently produced a Spanish paperback edition of the book, *Guide to Effective Kindergarten Programs (Guia para un Efectivo Programa del Jardin de Infantes)*. The book was written by Lesley Professor **Mary Mindess**, and her late husband, David Mindess.

Fall teaching appointments

While New England schools still wrestle with declining enrollments, Lesley graduates are still joining school systems at a phenomenal rate. Some of the 1979 Fall teaching appointments that have come to our attention include:

Brian Berkowitz '74G, Assistant Principal, Kingswood Regional High School, Rochester, NH

Barbara Castle, '79G, Second Grade, Independent Day School, Middlefield, CT

Dianne Collins, '74, Mathematics Teacher, Woodbury School, Salem, MA

Nancy M. Dilando '79G, Remedial Reading, Middle School, Sanborn Regional School District, Kingston/Newton, NH

Carol McIntyre '78, Special Education, Nottingham Elementary School, Nottingham, NH

Nancy Murphy '56, Third Grade, Pettingill School, Lewiston, ME

Leslie Ross '79, Basic Skills, Pittsfield High School, Pittsfield, NH

Nancy Silen '75, Private Tutor, State Department Staff family, Havana, Cuba

Varied activities portray LCED

University of Maine/Augusta, Lesley Contract Awarded

A proposal for a grant under the U.S. Office of Education, department of "strengthening developing institutions programs" was recently approved for a three-year period beginning in 1979 for the University of Maine/Augusta with Lesley College as the "assisting institution." Lesley's participation will be directed by Denton Crews, LCED Program Associate and a graduate school faculty member.

Lesley's specific relationship with the University of Maine/Augusta project will include developing a needs assessment, training and other renewal activities appropriate to the university's institutional development, its academic development and its student services. Crews, who is responsible for project management from Lesley has managed technical assistance projects for school and college systems in Massachusetts and New England. He is a former Strengthening Developing Institutional Programs (SDIP) coordinator experienced in conducting workshops and providing technical assistance to Title III institutions.

Specifically, for each of the above mentioned components, Lesley support will be provided for the three UMA task forces in the development of design recommendations and detailed specifications for the operational element and for the coordinating of training activities. Much of the first year effort will center around developing the UMA assessment approach, designing the assessment system, preparing an operational manual, providing appropriate training and monitoring the project. Also, during the first year a Teaching Improvement Program (TIP) will be developed including a taxonomy of learning styles and the creation of a TIP model for eight faculty members.

Lesley's assisting institution subcontract amounts to approximately \$65,000 of the UMA total contract of \$1.1 million. Project management will be centered at the LCED.

Program Evaluation and Research Group (PERG)

The Program Evaluation and Research Group (PERG), with co-directors Brenda Engel and George Hein, offers services to individuals, groups and institutions who wish outside assistance in the general field of evaluation. Projects for 1979-80 are:

- Evaluation of the Massachusetts Right to Read Effort. PERG is responsible for evaluating the sixth and seventh (final) years of the project. The seventh year evaluation will be a cumulative study which provides an historical overview of the project's activities during its life.
- Evaluation of Year III of the National Endowment for the Humanities. This project is funded by the Cultural Education Collaborative to improve the humanities teaching in schools through school-museum collaboration. Work this year includes evaluation of the activities of seven museums throughout Massachusetts working with 15 different schools in 12 school systems, as well as following the work of school-museum pairings from previous years of the project.
- Evaluation of Chapter 636 Projects involving urban-suburban pairings and cultural institutions. PERG will look at the work of five to ten different projects funded to help the schools integration effort in Boston by pairing urban and suburban schools in a variety of projects working with cultural institutions.
- Evaluation for the following grants and contracts funded at the LCED: Environmental Systems Curriculum, Teacher Corps, Project Renewal, and Assessing the Generic Specialist Role.

PERG will continue to sponsor a series of Action Research Workshops which feature prominent practitioners in the area of qualitative research as applied to education.

In addition to the Action Research Workshops, the informal Group Seminars will also be continued this year. The purpose of these seminars will be to discuss recent developments in evaluation, to share information, to report on meetings attended by members and to provide support for participants in their ongoing work. A schedule of these seminars will be forthcoming.

Assessing the Generic Specialist Role

The Federal Bureau of Education of the Handicapped (BEH) has funded a one-year LCED project titled "Assessing the Generic Specialist Role." The project will be directed by Alan Oliff of the Arlington Schools which is the cooperating school system. Objectives of the project include research in the role of the generic specialist; providing in-service support for Arlington Special Education personnel, and placing three graduate students in Arlington Public Schools. Lesley faculty members who will be involved are Professors Rebekah Wells and Elizabeth Binstock of Special Education, Dr. Charles McMillan, LCED, and Ray Bolen, Arlington Public Schools. The grant began September 1 and is located on campus at the Compass.

Community Service and Continuing Education

A Basic Writing Skills grant for day care workers in Boston has been awarded LCED by Title 1A, Community Service and Continuing Education Programs. This grant offered courses in writing and study skills with seminars in career development for adults. These activities were held from September 1979 through Spring 1980 under the direction of Mary Huegel, Director of Continuing Career Development for Adults, and coordinated by Diane Weinstein.

Portrait of a candidate's wife



Those who watched the profile on Joan Bennett Kennedy, wife of presidential aspirant, Sen. Edward M. Kennedy carried by ABC-TV News on Feb. 21 probably recognized some of the background scenes as the Lesley College campus.

Mrs. Kennedy is currently a graduate student here, enrolled in the Independent Study Program, where she is majoring in Music Education.

The campaign trail is a tough one, for the candidate's wife as well as the candidate himself. The filming of the profile began on January 30, here at Lesley, with the "Montreal Express" blowing bitterly. Nevertheless, Mrs. Kennedy, interviewer Natalie Jacobson, and the three-man camera crew gamely moved around the quadrangle, setting the Lesley scene.

Such media attention on campus cannot go unnoticed and students hung from windows, grabbed cameras, and nervously approached both Mrs. Kennedy and Ms. Jacobson for autographs.

With great relief, the entire crew finally moved to more comfortable surroundings on the fourth floor of the library where the rest of the interview was conducted. Students who had come to the library to study, unaware of the activity there, forgot their books and gathered on chairs, on the floor, on library stools to watch the proceedings, while keeping well out camera range.

At one point, as Mrs. Kennedy spoke with great determination of her support for the Equal Rights Amendment (ERA), the camera crew signalled a halt to change film, and the impromptu audience burst into enthusiastic applause.

In this quiet comfortable setting Mrs. Kennedy spoke of her Lesley experience.

"I'm convinced I can make a more effective contribution as First Lady now than before I came to school," she said. Although she had always had concerns in the areas of the arts and education, and would have had a positive influence on her husband in these directions, her two years at Lesley have given her the expertise to know how to more effectively bring about change, she said.

Mrs. Kennedy came to Boston in the midst of a great personal crisis.

"I had to devote all, all of my energies towards getting well," she said. She then decided that as long as she was here she might as well do something for herself.

"I love going to school. I enjoy learning. The success I've had here has been great for my self-esteem," she said.

Asked if the intensive campaigning has been good for her at this time, Mrs. Kennedy replied with an emphatic, "Yes, because of the two years I've been here."

Despite the campaign pressures, Mrs. Kennedy continues to take her studies seriously.

"I've let it be known that I can't be scheduled on days when I have classes."

Mrs. Kennedy referred to Abigail Adams whose statement of "Remember the Ladies" titles the bicentennial exhibit on permanent display in the Library, as the "Mother of the ERA."

"We have always had brave women, but she was of a time when it was crucial. She felt that education for women was extremely important, and had a wonderful influence on her husband," she said.

"We badly need laws on the books in all 50 states," she said. "I want the opportunities that I've had in the last two years to be available to my 20-year-old daughter as well."

Four new members of College Corporation



New corporators David E. Clem, left, Anne Harken and Richard I. Freedman socialize before the Lesley College Corporation Annual Meeting. Not pictured is Bernard L. Gottlieb, who also joined the Lesley Corporation at that time.

David Earl Clem, Richard Ira Freedman, Bernard L. Gottlieb and Anne Hood Harken are newly elected members of the Lesley College Corporation.

David Earl Clem is Chief of Staff, Office of the Lieutenant Governor, at Boston's State House. He graduated from Dartmouth College, where he studied sociology and education, and is presently a doctoral candidate at Massachusetts Institute of Technology in the field of Urban Studies and Planning. A Cambridge resident, Clem served on the Cambridge City Council from 1975-77 and as President of the Riverside-Cambridgeport Community Corporation from 1971-75. He is presently a member of the governing boards of the Cambridge Family YMCA, the Cambridge Center for Adult Education, and the Dartmouth Alumni Council. His scholarly distinctions include Danforth Fellow and Woodrow Wilson Finalist. He is the author of "Surplus Foods: An Answer to Hunger" and "Recombinant DNA: Regulation in Cambridge."

Richard Ira Freedman is Executive Vice President and Treasurer of Webster Spring Company, located in Oxford. He received his B.A. in Economics from Harvard University in 1954. A native Bostonian, Freedman now lives in Worcester, with his wife, Joan, and their three children: Andrew, Michael and Nancy.

Bernard L. Gottlieb's daughter, Rose, is a Lesley College freshman this year. Gottlieb, a Rye, NY, resident, is executive Vice President of his own real estate management company whose business offices are located on Park Avenue in New York. Gottlieb graduated from Illinois College in 1957, and has attended Denver University and Colorado University. Gottlieb is married to Emily, and they have two other daughters, Irene and Eva.

Anne Hood Harken, a long time Cambridge resident, received her Baccalaureate degree in Philosophy from the University of Chicago. A subsequent Traveling Fellowship in Personal and Vocational Guidance provided her with the opportunity to become a student of comparative education, after she visited school systems in many different parts of the world. Mrs. Harken was a Vocational Counselor for the Cincinnati Public Schools from 1932-34. She was director of a graduate program and training course in personnel administration at Radcliffe College from 1940-44. Since 1974 she has served as President of the Window Shop. Mrs. Harken was a Research Assistant for the National Child Labor Commission of New York and under its auspices wrote the monograph, "Employment of Children in Legitimate Theatre." She is a Trustee of Cambridge City Hospital, and President of the Shady Hill Parents' Council.

ALUMNI HAPPENINGS



L-R: Placement Director Peg McDonald and Ruth Anne Jaffe, Director of Alumni Affairs, congratulate one another on a very successful Career Fair Day, held in White Hall, Saturday, April 5, 1980.



The Lesley "Old Girls" gathered at Alumni Prospective Student Day. From left are Meredith B. Leonard '75; Ruth Anne Jaffe '72, '76G; Joyce Marshall Snyder '61, '78G; Mollie Bromfield Lipham '33; Mollye Sue Lichter Feldman '70, '76G; Fay Hurley Robbie '49; and Margi Kahn Henzie '70.

Career Fair Day is a success

Do you remember your first teaching experience—the time when you told your whole class that you knew they were grown-up enough to excuse themselves to leave the room if they were having “an emergency”—and then losing the class in a stampede out the door—! or . . .

The Alumni Office and the Placement Office joined forces to present an Alumni Career Fair on Saturday, April 5. Forty-one alumni were guests for lunch and shared with students their professional experiences.

Lesley students met alumni at lunch at tables that were reserved for various areas of interest, including some outside the traditional teaching settings.

The interest areas of students which were addressed by alumni were determined by a questionnaire sent by the Placement Office to all undergraduates. They included teaching and classroom alternatives, administration, creative arts, human services, and publishing and educational media. Over 400 students responded and the results of the poll are as follows:

Teaching — 371 (overseas, preschool-day care, rural schools, collaboratives, elementary public schools, secondary public schools, parochial schools, alternative schools, Indian schools, Head Start programs, state schools, community schools)

Teaching, Classroom Alternatives — 317 (sheltered workshops, YMCA, girl's clubs, recreational programs, reading skills centers, industrial settings, museums, governmental agencies and federal projects, environmental organizations, hospitals, libraries, clinics, retail businesses, Vista, Peace Corps, adult education centers)

Human Services — 179 (adoption, foster care programs, early intervention programs, group homes, probation, court systems, counseling services)

Administration — 111 (Preschool, nursery, community school, state departments of education, HEW)

Creative Arts — 69 (Community and children's theatre, museums, art councils, recreation, schools)

Publishing/educational media — 50 (sales, editorial, research and development, media)

Miscellaneous — 25 (public relations, writing, journalism)

Record attendance at Alumni Prospective Student Day

Twice as many alumni participated in Alumni Prospective Student Day, Saturday, November 17, 1979, as in the previous year. The 16 alumni who met, chauffeured, and introduced 70 prospective new students to Lesley were: Donna Buonopane '78, Susan J. Gualtieri '76, Eugenia Zanetos Buba '73, Joyce Marshall Snyder '53, Marjorie Hill Menachem '72, Fay Hurley-Arnold Robbie '49, Sharon Wellzans Kimball '66, Meredith B. Leonard '75, Faith E. Bowker '62, Margery Kahn Henzi '70, Joanne Lipsher Goodman '66, Mary E. Grassi '74, Vicki Frischer Novick '74, Pamela Savage Awrach '72, Kathryn Mulvanity Lapham '28, and Mollye Sue Lichter Feldman '70.

Seven prospective students were from out-of-state: Connecticut, Rhode Island, Maine, New Jersey, and New Hampshire. The remaining 63 were from 40 different Massachusetts communities. Medford sent the single largest number of students — seven. Nine other communities had a representation of two students each.

Parents, Emerald Key members, and admissions office staff participated with alumni in the program, which included campus tours, "Q & A" sessions, interviews, and luncheon.

Alumni and children enjoy "The Giant Peach"

"The Giant Peach," a benefit performance by the Children's Dance Theater of Concord for the Lesley College Alumni Association Scholarship Fund March 30 was a huge success. Some 450 alumni, their children, and friends crowded into the Sentry Center Auditorium in Concord to see the show.

Based on Roald Dahl's book, *James and the Giant Peach*, children and parents enjoyed the imaginative story told in dance and mime accompanied by narration. Slides, film, music, and lighting were coordinated to produce a spellbinding multimedia experience. At the conclusion of the performance, the cast which includes several Lesley alumni met the audience with prizes for the children.

The Children's Dance Theatre of Concord, founded in 1974, performs the act of storytelling to children through dance. Among the company members are Lesley alumni Pamela Savage Awrach '72, Gaille Thompson '65, and Chris McVinney '76G.

Pamela Savage Awrach '72, who played the part of Aunt Sponge in the show, is also a member of the script writing committee for "The Giant Peach" and was make-up designer and co-producer of "Magic Museum," for the Children's Dance Theatre of Concord. She has been elected Public Relations Director for the Children's Dance Theatre of Concord for 1979-80, as well as to the Board of Directors of the Lesley College Alumni Association.

Gaille Thompson '65, a founding member of Children's Dance Theatre of Concord, and president of the company in 1977-78, dances with the Children's Dance Theatre of Concord and Vibrato Dance Company in Acton.

Chris McVinney '76G, secretary of Children's Dance Theatre of Concord, dances with the company, and is also involved with publicity and make-up.

International Studies Program seeks Host-Families

The International Studies Program at Lesley has two programs this summer that may be of special interest to alumni.

Lesley College expects to have many new graduate and undergraduate students from other countries arriving in August. Their introduction to America can be greatly enhanced by spending the first week with an American family and the College is seeking Host-Families for these students. Being a Host-Family is a friendly, broadening experience and an important service for the College.

Operation Cross-Roads Africa, Inc. offers an exciting opportunity for those interested in experiencing another culture. This program, focusing on international development and educational exchange, is seeking faculty, professionals and students to participate in eight week summer team projects in Africa. Applications must be submitted as soon as possible.

If you are interested in the Host-Family Program or wish an application for Cross-Roads Africa please contact the International Studies Program, 14 Wendell St., Cambridge, MA 02138, (617) 868-4100. Leave your name and number for Ann Batchelder (Program Counselor).

Parenting lecture attracts all ages

Thirty-six alumni, ranging from soon-to-be parents to parents of children in their 20's attended an alumni sponsored Saturday Seminar, "Parenting — or — What They Never Taught Me," March 22 in Alumni Hall.

Group dynamics and activities focusing on improving communication skills, styles of relating and how they effect our roles as parents were explored in the workshop led by child psychotherapist and early childhood education consultant, Geri Ferber. Ms. Ferber, who received her B.A. from Simmons College, specialized in Child Psychotherapy in the Independent Studies Program of Lesley College Graduate School where she received her Masters Degree in 1975.

Presently on staff of the Brighton-Allston Mental Health Clinic as a psychotherapist for children and families, as well as a parent group leader, Ms. Ferber's preschool and elementary teaching background, and her own experience as a mother of two young boys, provides a unique combination for addressing the issue of Parenting. She explored how specific traits in children elicit certain responses from parents and the impact it creates, as well as the disappointment a parent may feel at his own responses to his children after being trained to work professionally with other people's children. These issues were provocative and productive.

The workshop included lunch. All proceeds benefited the Lesley College Alumni Association Scholarship Fund.

What's Cooking at Lesley?

All Lesley College alumni are asked to send in their favorite recipes for the Lesley College Alumni Cookbook. The cookbook will be sold to benefit the Lesley Alumni Association Scholarship Fund.

One of the special ingredients that will lace the book will be Lesley anecdotes, memories, stories that you would like to share.

Write down your favorite recipe add any Lesley anecdotes or memories and mail to:

Lesley College
Alumni Office
29 Everett Street
Cambridge, MA 02238

Getting their feet wet in Houston

"If you come to Houston, be ready and willing to work hard." That's the message Cheryl Ann Quirk '79 sends back to Lesley midway through her first year teaching in a special needs classroom for the Houston, Texas, Independent School District.

Ms. Quirk is one of 15 members of the class of '79 teaching in Houston this year. The graduates were recruited last spring at an Interviewing Conference at Boston College sponsored by the Massachusetts Educational Recruiting Consortium (MERC). Alice Yong, Lisa Surman, Diane Shulklapper, Michele Pola, Sara Strohecker, Roberta Mullin, Susan Levin, Helene Maltzman and Susan Winchester, in addition to Cheryl Ann Quirk, responded to a questionnaire sent out by *The Current* asking them to share their first-year teaching experiences in an environment very different from New England.

Overwhelmingly the alumni reported finding their student teaching experience and classroom preconceptions severely challenged by the large, sprawling Houston school system. Crowded classrooms, discipline problems, and "red tape" resulting in poorly supplied students and lack of administrative support on a local level are only a few of the difficulties enumerated by the Lesley graduates.

Although Alice Yong says that the Lesley teachers haven't been in Houston long enough to make good judgements yet, it appears from their statements that most have experienced some degree of culture shock. Part of the problem, according to Ms. Yong, is that the Houston Independent School District (HISD) places most new teachers in low-income, largely ethnic schools, which are quite different from the suburban Boston schools where most Lesley undergraduates do their student teaching. She reports that of the 26 children in her class 11 are Vietnamese, ten are Black and five are Mexican-American.

"How do you like that for integration?" she asks.

Helene Maltzman added that the very size of the system is something those from New England have to get used to. This often makes the system appear to be impersonal and non-involved, she believes. She is teaching a class of physically handicapped children and finds the work very challenging, although she believes the parents are not as interested in their children's education as those she found in her student teaching here.

There are exceptions. Susan Levin who is a special education teacher for the emotionally disturbed, said she had received significant help and assistance from a close knit professional staff.

Most of the '79 alumni teaching in Houston are finding significant differences between the children in Houston and their counterparts in Boston/Cambridge. They feel that the Houston children seem to have more behavioral problems, stemming from Houston's urban problems of rapid growth, overcrowding, the vast difference in income levels, and widely heterogeneous population structure. Cheryl Ann Quirk finds her children generally behind grade level, and only Roberta Mullen says she hasn't noticed cultural differences between New England children and those growing up in the Southwest.

The Lesley graduates admit to being disappointed in a school system that does not furnish children with their own supplies as is done in New England, and all find themselves "out of pocket" for pencils, paper, chalk, crayons and other basic materials, particularly those with students from poorer homes.

Most of the new Lesley teachers in Houston are working in special education classrooms, and most are surviving their difficult first year, meeting its challenges with Lesley spirit and ingenuity. After a frustrating first five months, Sara Strohecker organized some of the other teachers in her school and together they submitted and won approval for a pilot team-teaching program in improved conditions. Ms. Strohecker says the program is being watched closely by HISD administrators, and she hopes it will succeed and grow into a major mainstreaming device for emotionally disturbed children in the District.

A close-knit group, the Houston '79ers see one another often, individually and for group get-togethers. Lisa Surman, Diane Shulklapper and Stephanie Chalas are roommates, as are Roberta Mullin and Sara Strohecker, who live in the same apartment complex as Alice Yong, Shawn Mention, and Michele Pola.

Apart from adjusting to their new jobs, all the alumni are enthusiastic about Houston, enjoying the weather, change of atmosphere, "cowboy culture," fun-loving and easy-going people, and the opportunities which abound in the rapidly-growing and wealthy urban metropolis. They all miss Boston and Cambridge, though, and the New England culture, autumn foliage, family and friends, and the Boston MBTA!

Perhaps Cheryl Ann Quirk sums up best the way the Class of '79 teachers in Houston are coping and growing in their new positions.

"It's hard, but I just love it," she says. "For some crazy reason, I think I can do some good here!"

Lost Addresses

Below are listed some alumni whose current addresses we do not have because they have moved. Therefore they are not receiving any news of Lesley College. We would appreciate any alumna/us who knows of the whereabouts of these alumni to contact the Alumni Office so we may bring our address records up-to-date.

Mary Azlard '15
Dorothy Pratt Campbell '20
Helen Bardwell '25
Olive Olson Acton '30
Eleanor Baker '35
Ruth Ann Brooks '40
Julia Brown '45
Marianthy Andrews '50
Marion Ruth Avone '55
Marilyn Ginsberg Ashkin '60
Joan Costikyan '65
Judy Goldstock Alborough '70
Linda L. Backus '75



New Alumni Association board members are, from left, Nancy Hill Matza '68; Fay Hurley Robbie '49; Eugenia Zanetos Buba '73, '76G; Paula Kazon Bentine-Smith '74; and Pamela Awrach Savage '72.

Alumni Host British S.T.E.P. Students

Twelve British S.T.E.P. students from Bradford College, Yorkshire, England, were the guests of Lesley alumni the weekend of February 9-10, 1980. At an Alumni Association sponsored Reception for the S.T.E.P. students on February 6, participating alumni hostesses and the Bradford students met for the first time.

This was the first opportunity for many of the twelve exchange students to leave the Lesley campus for a weekend "in the country" or "on the town" depending on individual plans and preferences.

Alumni hostesses and the S.T.E.P. students they invited to their homes for the weekend were: Jean Diemert '68, Ian Buckley; Elaine Berman '68, Neesam Sackey and Terry Whitman; Susan Burg '61, Kathleen Irwing and Leanda Smith; Ellen Bloch '61, Paul Breslin and Algie Henry; Vicki Novick '74, Carolyn Jepson, Jillian Goble, and Helen Roberts; Fay Robbie '49, Keith Hargreaves and Pravin Dhokia.

Also attending the February 6 Reception were Alumni Association President Lorraine Shapiro '42, Director of Alumni Affairs Ruth Anne Jaffe '72, G'76, Betty Landrum, Assistant Professor of Education, and S.T.E.P. student advisor, and Albert Mills, tutor, Bradford College.

The Class of '77 is doing well

Graduates of the Class of 1977, who went into teaching were an excellent lot, according to a evaluation of the class conducted by Patricia S. Brightman, Director of Re-Accreditation, Evaluation Study and Education Faculty.

The evaluation included an assessment of the competence, skill and professional quality of Lesley graduates of 1977 who became classroom teachers. The information on which the evaluation was based came from the graduates themselves, their supervisors in the school systems where they are employed and the Lesley College Education Division faculty members. The evaluation was conducted through a questionnaire, whose purpose was to assess individual strengths and weaknesses of the teacher preparation program as a basis for curriculum evaluation and improvement.

The questionnaire was developed by Dr. Avis Brenner in 1974 for a similar evaluation and was used again to maintain consistency in the replies.

Of those asked to respond to the questionnaire, 59 percent of the graduates replied, 76 percent of their principals and supervisors replied, and 68 percent of the faculty members returned their questionnaires.

Findings showed that of the 65 items on the questionnaire, 43 items were rated "good", and four were rated "excellent," by all three groups.

Among the individual groups, graduates rated four items "excellent," supervisors or principals rated 12 items "excellent," while the faculty rated 21 items in that category.

New strengths in the teacher preparation program noted in the survey were "Understanding how to formulate behavioral objectives," "implementing creative extensions of lesson plans," "individualizing instruction," "integrating children with special learning needs into regular classrooms," "diagnosing and planning programs to meet the educational, emotional and social needs of mentally retarded children," and "diagnosing and planning programs to meet the educational, emotional, and social needs of emotionally disturbed children."

Judged stronger in 1978 than in 1974 was "developing effective record-keeping of children's progress in learning."

Those qualities that remain highly thought of in the Lesley program are "understanding methods for developing healthy self-concepts in children," "teaching small group activities," "developing self-confidence for beginning teaching," "developing an ability to learn from students," "developing an understanding of personal values," "developing a sense of commitment to and enthusiasm for teaching," "learning how to learn," "understanding methods for observing and studying young children," "understanding developmental characteristics, normal behaviors and copy styles of young children," "understanding curriculum for kindergarten/nursery," and "creating learning environments for kindergarten/nursery."

It appears that Lesley is not only maintaining its high competence in training excellent teachers, but has indeed improved on this over the past four years.

CLASS NOTES

(Editor's Note: You will note at the side of certain years, the name and address of Class Reporters. These women would like to hear from their classmates directly and will write up their activities and forward the copy to this office for inclusion in Class Notes. You will also note that many numbers are bare. Why not make us an offer? The Alumni Office will also help you out by sending each volunteer reporter all the goings-on we receive. If reporters want to call up silent classmates on their own, that's great, too. Now all you gals out there — Let's hear it!)

1928

A recent full-page article in the Malden Evening News described **Marguerite Sargeant Hurley** as the "animating spirit of Meals on Wheels" program in her hometown community of Melrose. As the first and only coordinator of Melrose Meals on Wheels, which started in September, 1972, Marguerite has guided the growth of the program from delivering 16 meals via four drivers the first month to currently taking meals to between 52-55 recipients a day.

In her spare time Marguerite is an avid correspondent, writing about 600 letters a year to pen pals on all continents except South America. She is an enthusiastic genealogist; also a collector of unusual scarves, handkerchiefs and tea towels from around the world. In 1968, when she last counted them, her postcard collection numbered over 13,000. No wonder Marguerite is a charter member of the Bay State Post Card Collectors Club!

Despite her many interests and activities, Marguerite says she manages to keep her life on "an even keel — one day at a time." As an associate of hers on the Council on Aging says, "She is a person who exists for others, a trait singular in a time known for its obsession with looking out for Number One."

1935

Alice Goodrich Clark writes that she and her husband are both retired now, and their days are filled to the brim with interesting activities. As an Avon Representative as well as a kindergarten teacher for the past 21 years, Alice reports that she is still on the honor list of the top ten sellers in her area, and has received numerous awards.

A family business of selling antiques at shows and flea markets has also grown into a fascinating and challenging occupation. Alice and her husband enjoy traveling — on their own, rather than with tours. Most recently the Clarks went to Switzerland and did a lot of hiking in Alpine pastures as well as exploring many other beautiful places. They plan to tour Austria for a month this year.

1938

After 37 years of teaching kindergarten in Concord schools, **Anna Macone** retired on June 15, 1979 and was honored at a picnic on June 13 by students and parents of her last Ripley School kindergarten class. Anna was presented with a quilt, made by Ripley mothers, for which each child had drawn a picture. The mothers transformed each picture into a square on the quilt.

In addition to her two generations of service to Concord children, Anna is a member of The Friends of the Sensorially Deprived, and feels very concerned about the education of persons with learning disabilities. She looks forward to more active involvement with the group and its lobbying and publicity efforts.

1947

Priscilla Rogers Larson exhibited her paintings in the Lexington Savings Bank in June. Among the paintings were street scenes and landmarks from Concord. Priscilla says she also gets much of her inspiration for paintings from Martha's Vineyard, where she summers. She is a member of the Painters Guild of the Lexington Arts and Crafts Society. Her paintings hang at Country Manner, the Ethan Allen Gallery, Burnington, and Menemsha Galleries, Martha's Vineyard. Priscilla has also exhibited at the Lexington Arts and Crafts Society's Art Center.

1952

Audrey Furze Stark has been teaching in the Mill Valley School District of Mill Valley, CA, near San Francisco, since 1967. Recently she has been on leave of absence to catch up with personal projects and do some writing, but returned to teaching fifth grade this September. Audrey and **Lana Bailey '56**, who teaches in the San Francisco Unified School District, are interested in activating the San Francisco Chapter of the Lesley Alumni Association. Alumni in the area, take notice!

1953

Barbara Malone Nadley reports that her family has sold its country house in Rydal, PA, and will be moving to Philadelphia as on March 1. Barbara is active in the National Association of University Women. She is an authority on and collector of Staffordshire Portrait Figures, and she and her collection were recently the subject of a feature story in Franklin Mint Magazine. Barbara is married to Harris, and they have three children.

1954

From Jackson Hole, WY, **Cynthia Wilson Connor** writes that she has returned to teaching now that her four children are growing up. For three years she taught in a one-teacher school in Kelly, WY, with a K-6 enrollment that varied from nine to 16 students. "What a great opportunity," she says. Currently Cynthia teaches fifth grade in Jackson Hole, WY.

Husband Jim works for the Forest Service and the family has lived in Idaho, Oregon, California, and North Carolina, as well as Wyoming. Cynthia's children are Maureen, 20; Kathy 18; Jennifer, 17; and Christopher, 16. All are avid skiers, boaters, hikers, kayakers, bikers, and the whole family loves Jackson Hole, WY.

1955

Lois Finke Spiegel sends greetings to her classmates from Salt Lake City, Utah, and writes: "Bert and I moved to Salt Lake City in August — a big change to us from New York. Bert is studying at the University of Utah for a Master's in Psychology; Ph.D. to follow. I am working on my second certification in teaching the mentally handicapped. I am presently working as an itinerant teacher's aide for the visually handicapped. I love being back teaching after so many years at home and working part time. Our children are in school and are adjusting well to western living."

Lois plans to be at her 25th Reunion this year, and is looking forward to seeing her classmates again.

1956

Carol Duris Dyer has a studio called "Calligraphic Design Studio" and is teaching Fine Arts in a local school in Bethesda, MD. Two of her children are in college now, with the third entering seventh grade this year. Carol's husband, Michael, is with IBM and the family lives just a few minutes outside Washington, DC.

"I would love to hear from you if you visit the nation's capitol," Carol tells classmates.

1957

Marjorie (Midge) Brenner Lipkin received her Ph.D. in Educational Administration from Heed University, in Hollywood, FL. Midge earned her Master's from Boston University, and participated in a year-long language clinic at Massachusetts General Hospital. As a consultant, she set up the learning disabilities program at Perkins School for the Blind in Watertown, and has served in similar capacities as a consultant across the state.

Midge is currently associated with a group of psychiatrists and psychologists practicing in Arlington. She lives with her husband, Alto, and their three children, in Belmont.

1958

Class reporter:
Marlene Friedman
20 Glover Road
Needham, MA 02194
(617) 444-8493

1963

Class reporter:
Jeanette Matula Smith
6 Morse Road
Wayland, MA 01778
(617) 358-7618

The work of **Linda Slaminsky Nisselson** was recently exhibited at the Stamford CT Museum and Nature Center. Linda, who earned her Master's in education and fine arts from Teachers College, Columbia University, works in watercolors and oils. She has exhibited in Larchmont, Mamaroneck, Greenwich and New York City, and her work is included in many private and corporate collections.

Susan Treanor Poore has been named community chairperson of the 1980 Andover Heart Fund Campaign. Susan is active in community affairs, serving as a selectman for the town of Andover, and holding memberships in the League of Women Voters; Massachusetts Municipal Association — Legislative Committee; Lawrence YMCA (Board of Directors); and is also a member of the National Ski Patrol Association. As community chairperson, Susan will be responsible for coordinating and guiding the Heart Fund Campaign of Andover. She lives in Andover with her husband, Gates, and their three sons, Patrick, Daniel and Erik.

1964

Currently living in Melrose, with her husband, Roger, and teaching fourth grade, **Joyce Finkelstein Pulaski** had a wonderful year visiting with classmates and reports the news for the Class of '64.

Mary Moore Johnson is teaching English at a private school in Aarhus, Denmark; Mary visited her parents at Lake Winnepesaukee this summer.

Janet Heske Kophs was also at the Lake with her husband, Tom, and their two boys. Then Joyce and Roger and Janet and Tom returned to Melrose and "did" the Freedom Trail, Lexington, Concord, and Cambridge. The Kophs live in the Seattle, WA, area.

Nancy Melcher Yuasa also visited Joyce with her husband and two boys, Kenji and Jouji. Nancy and her family live outside Tokyo, and Nancy teaches on the military base at Yakota.

Susan Sagaloff Farzin is back from several years in Tehran, Iran, with son, Bobak, who is one and one-half. Susan was in Teheran during the overthrow of the Shah and Joyce says she was one of many of Susan's friends who watched the news reports and worried about her. But Susan is back living in Brookline and has recently returned to teaching in Boston.

Nancy Van Wie uses teachers in new business

Although Nancy Ann Van Wie '77G holds a Master of Science in Education and is certified to teach both K-8 and 7-12, she has capitalized on her education background outside the traditional classroom.

She has been an assistant producer for a firm that makes instructional filmstrips, and assistant director and educational evaluator for a chain of day care centers, and the Executive Director of Massachusetts only totally federally funded all day preschool, Prospect Terrace Children's Center in Waltham.

Today she is in a new field, in a new state, which is proving so successful she is making plans to franchise her program, "Sitters Unlimited." This instructionally-oriented professional child and house sitting agency, is staffed almost exclusively by those with teaching backgrounds.

This was not her original intent when she moved to Southern California last August. At that time she had only planned to start a day care center for working mothers.

"But there weren't enough qualified people out of the 60 I interviewed the first two weeks," she said.

"Those who were, were teachers and with their contacts the number of applicants grew and the education aspect of the business evolved," she said. She now employs some 70 sitters, several of whom are qualified to work with "special needs" children.

In addition to daytime sitting, with a four-hour minimum, Sitters Unlimited provides people for school vacation, week-ends, and extended assignments. Here is where the importance of the teaching background especially comes into play.

For example, a fourth grade teacher will be assigned to a job with children in that age group. Sitters become substitute parents in many respects, including taking children to soccer games, Girl Scout dinners and similar educational activities.

"I did believe in the concept, but the sitters pulled it off," Ms. Van Wie said of the success of the program. "The teachers are the whole concept, being cognizant of the mental and physical development of the children. If you're not compassionate and nurturing, you're not going to win over the children."

1968

A new member of the sales staff of Century 21 is **Vivian Vaccaro Nelson**, who lives in Tanglewood with her husband, Bill, and their two-year old son, Eric. Vivian earned her Masters in Education from Boston State College. She taught kindergarten and elementary grades in the Burlington school system and is a certified guidance counselor. Vivian completed real estate courses at Lee Institute and the Century 21 training program after deciding upon her new career.

1969

Annemarie O'Loughlin Chenette played the role of "Nancy" in the Belmont Dramatic Club's production of "Play It Again, Sam" which was performed at Belmont Town Hall in November. Annemarie was President of the Dramatic Club while at Lesley, and starred in many of the Club's productions during her undergraduate years. She also attended the American Academy of Dramatic Arts in New York, where she appeared in "The Rainmaker." While an elementary teacher in Cohasset Annemarie played in "Bus Stop" and in Hingham she was a member of the Elizabethan Theatre of Wyatts and Players where she was in "Phyllida." Annemarie is a recreational therapist at the Sidney Farber Cancer Institute in the Jimmy Fund Clinic.

1966

Class reporter:
Barbara Zoukis Halkiotis
206 Barington Hills Road
Chapel Hill, NC 27514
(919) 942-4947

Claire Blanchard Bartlett is teaching at the new Manomet-Vinson Academy in the Plymouth area, which opened this past fall. Claire has taught in both public and private schools in the past, as well as two years in the Philippines while in the Peace Corps.

1967

Jacqueline Hart Leach is looking forward to doing some substitute teaching and working as a teacher's aide in a local nursery school in her hometown of Scituate. Jacqueline has been working part-time at Sears while her sons, Matthew and Andrew were very small. The boys are now five and one-half and three and one-half respectively. Jacqueline's husband, Richard, is a senior adjuster for Factory Mutual Engineering Corporation in Norwood.

1970

Diane Glucksman Byrne writes that during the past year she has become known as "Mrs. Yuk" since so much of her time has been devoted to speaking to parent groups and State Federation of Women's Clubs about the new poison symbol for the Connecticut Poison Center.

Diane's family is moving into a new home in Rockville, CT, and Diane is busy helping in her daughter, Deborah's, school as well as continuing her work in the Women's Club as safety chairman. Diane also does volunteer work in the Emergency Room of Manchester Memorial Hospital. She says she would love to hear from other Class of 1970-ers.

Deborah Slutsky has recently moved back to the Continental United States after spending three years in the Caribbean — teaching in a Title I program on St. Thomas, Virgin Islands, then St. Maarten in the Dutch Antilles. "It was glorious!" writes Deborah. Now living in Coral Gables, FL, Deborah is working in a travel agency "until something opens up in education."

1972

Class reporter:
Margie Hill Menachem
51 Nob Hill Drive
Framingham, MA 01701
(617) 877-7755

Deborah Ruth Solomon Christian is living in Cambridge with her husband, Edward, and 15-month-old son, Seth Michael.

Married for two and one-half years to Bud, an attorney, **Teena Leben Slatkin** is living in Denver, CO. She and her husband have a "beautiful, blond, curly-haired 19-month-old son, Daniel Gordon."

Ann M. Vincola (G) joined the staff of Stonehill College in Easton this fall as assistant professor in the education department. Her Lesley Master's is in Early Childhood Development and Day Care Administration. Ann has previously taught at Bridgewater State College and is currently a doctoral candidate at Boston College.

1974

Joyce Shohet Ackerman (G) is living in Greeley, CO, with her husband, Alan, and their new daughter, Rachel Caryn.

Employed by Revlon as an Account Manager, Department Store Division, **Ellen Hines** spent the summer of 1979 traveling to several major U.S. cities where she trained with Revlon Account Managers in the areas of merchandising, product knowledge, order-writing and "open to buy." In September she was transferred from New York City to Chicago, where she is responsible for the Revlon line in all of the Goldblatt Stores. Her territory encompasses Illinois, Indiana, Michigan, and Wisconsin. Ellen is presently studying French at the *Alliance Francaise de Chicago* with the hopes of working for Revlon in Paris, France.

Isabel Jankelson (G) recently moved to Lexington. She is employed as an Learning Disabilities Specialist (Intensive Program) for Heath Brook School, part of the Tewksbury Public School System.

Newly appointed School Psychologist for Boxford, Topsfield, and Middleton, is **Ruth Lull** (G) who previously worked as a classroom teacher and school psychologist in Manchester, NH for three years. Ruth is busy taking additional courses in psychology at Boston, Northeastern, and Tufts Universities.

Currently the Department Head for Special Needs Programs for the Attleboro Public Schools, **Martha Manning**, Stoughton, recently became a sales representative for the DeWolfe Company in Canton, where she will specialize in residential sales. Martha is a member of the Sigma Phi Gamma International Sorority, the National Education Association, the Massachusetts Teachers Association, and the Attleboro Education Association.

Marilyn Muirhead recently earned her Masters in Special Education from St. Joseph College in West Hartford, CT. Marilyn is a special education teacher in Newington, CT.



Frances Srulowitz enjoys horses

"One of the most exciting things about owning a horse," explains Frances Srulowitz '72G of Cambridge, "is riding early on a fall morning when it's so crisp and beautiful. The fog is just lifting, steam is rolling off the horse's back, and you can't see but for a short distance."

Her interest in horses was kindled as a child when she wrote a report on the topic. Two years ago, Ms. Srulowitz bought a chestnut half-thoroughbred which she named Sir Peter Whinsey. He came from a ranch in Oklahoma, where he had been free and wild. She has been training him under the supervision of an instructor.

"In training a horse, you have to be gentle, but firm and consistent," she says. "What particularly amazed me was that when he didn't want to do something, he would have a tantrum just like a child!"

A teacher for 12 years, Ms. Srulowitz finds that riding is very relaxing after work. And it is an excellent form of exercise, she adds.

Ms. Srulowitz also enjoys Chinese cooking, an art she has perfected to the point where she does catering. She also teaches this skill in adult education courses. Her favorite dish? "Peking duck. I love Peking duck."

Debra Greenberg Samuels will give birth to her second child in early May. She has recently returned to the U.S. after living for two and one-half years in Tokyo. Her husband, Richard, now writing his Ph.D. dissertation on Japanese politics, will graduate from Massachusetts Institute of Technology in June. Their son, Bradley, attended a Japanese day care-nursery school three days a week while Debra worked as an editor-writer for Nippon Kokan, Japan's second largest steel company. Brad, who will be three in March, speaks Japanese as fluently as English, reports Debra.

1975

For the past eleven years **Mary Butler** has spent very special summers working at Camp Barnacle, a program for special needs children sponsored by the Barnstable Park and Recreation Commission. For the past five years she has been director of the program, designed to give parents in the town of Barnstable needed relief from the demands of a retarded or handicapped child. Says Mary, "it is also for the campers, who need recreation in a very structured sense."

Mary's Lesley degree is in special education and learning disabilities. She has also taken post-graduate courses in this field, and received a grant from the state to establish a program at the Barnstable County Hospital in Pocasset for handicapped adults.

After graduation from Lesley **Susan J. Mayhew** worked as a nursery school teacher in Suffern, NY. In January, 1976, she took the position of teacher/director of the Warwick Day Care Center, Warwick, NY, where she developed programs to fit the varied age range of 18 months to eight years. As the center grew, Susan "unfortunately" found herself spending less and less time in the classroom as her administrative duties expanded.

A recreational interest in horseback riding led Susan to volunteer time to a therapeutic horseback riding program for handicapped children. This led her to shift her professional focus to working with the handicapped. Accordingly, in September, 1978, she changed jobs and began work as a teacher aide for BOCES (Board of Cooperative Educational Services).



In-service Coordinator Jan Holmes, left, and Alumni Affairs Director Ruth Anne Jaffe '72, '76G, plan an informative meeting for alumni against a background of Lesley publications. Alumni groups who would like to know more about Ms. Holmes off campus programs (see Fall '79 CURRENT) should contact Ms. Jaffe.

Susan's first classroom experience with handicapped children was a group of six autistic youngsters, and she currently conducts a class of four very low functioning trainable mentally retarded boys. She hopes to become involved in the preschool program the school is planning for the 1980-81 school year. By then, she writes, "I will have completed my Master's in Special Education at C.W. Post Center of Long Island University, and with my two years experience at the school should have no trouble getting a teaching position."

Susan tells Lesley alumni that there are usually several jobs open at BOCES each spring to persons having New York State Special Education Certification (or comparable certification). "Anyone in the area, or visiting, please feel free to contact me either about BOCES or the handicapped riding program. I'd love to see you!"

Susan's address is 7 Oakland Court, Warwick, NY, 10990.

Susan Grant Rowell has joined the staff at the Pollard School in Plaistow, NH, to become part of the fifth grade teaching team. Susan's hometown is Lexington. Following graduation from Lesley she taught in the first and fourth grades in Bedford for three years, and in the first grade in Salem, NH, for one year. Susan is married to David, plant manager for Foss Manufacturing Company in Ward Hill. They both enjoy skiing, and travel; Susan also enjoys sewing and is an avid reader.

Lily Max Siegel was married to Richard in October 1975, and for three years taught remedial reading and fourth grade in the Duxbury public schools, while "Rich" was a graduate student at Tufts. Lily was a student, too, during those years, earning her M.Ed. in special education from Lesley in 1978. Lily and Rich moved to Los Angeles, CA, in August, where Lily is enjoying her new job as a special education teacher in the Long Beach, CA, school system. Her husband has obtained a research position at the University of California at Los Angeles.

Lily writes that she was thrilled to be reunited with classmate **Karen Bell**, who, it turns out, lives only a few miles away in West Los Angeles. Karen is working as an administrative assistant to an accounting firm, and has also begun operating her own business which manufactures women's hosiery and disco skating laces under the name "k.bell." Lily also corresponds with **Amy Wallach Chiera**, another classmate, who lives in Miami Beach, FL, with her husband, Vin, and their two and one-half year old son, Vinnie. Amy is teaching a group of four-year-olds in a Miami day care center. Lily enjoys jogging and aerobic dance.

Marilyn Wolf married David Root on June 17, 1978. Marilyn teaches in the Arlington Public Schools and resides in that town.

1976

Class reporter:

Joni Bass Brown '76

247 Baldwin

Framingham, MA 01701

(617) 877-9230

Patricia Hancock Dupuy is now in her third year as a Title I primary reading teacher in the Brockton Public Schools. Married to Douglas Paul Dupuy in July, 1978, when heard from in August, 1979, Patricia was expecting their first child last December.

Mitzi Lock Geffen (G) is a new resident of Pittsburgh, PA, where her husband, David, will complete his residency at Montefiore Hospital. After teaching third grade, Mitzi has taken a break to devote her full time to being a mother to one-year-old Noam Aryeh.

Margaret Gorski (G) is the new administrator of the Gloucester Head Start Action for three- and four-year-olds who meet the federally funded agency's guidelines. Meg especially hopes to involve more parents in the program.

She received her undergraduate degree in anthropology from American University in Washington, DC, but so loved her first job after graduation in a day care center that she came to Lesley for a Master's in early childhood special education. Before assuming her new duties at Head Start, Meg was an activities therapist in the leukemia ward of the Boston Children's Hospital.

Joan E. Hebb has taken a leave of absence from a graduate program in special needs at Tufts University to accept a position as kindergarten teacher at the Nishimachi International School in Tokyo, Japan. This is a private school with classes from K-9. Joan's class of 25 children is considered small — Tokyo public schools, she writes, often have classes of 40-45 children. The children in Joan's class come from all over the world, and many are sons and daughters of diplomats and business people in Tokyo. The class is taught in English, and Joan reports that it also contains a number of Japanese children who want to learn English. "The experience should be interesting!" concludes Joan.

Jeanie K. Oliver has finished her third year of special education teaching in Delaware. Now working full time on her Master's in Curriculum Development at Columbia University, Jeanie lives in Somers, NY. She recently became engaged to Michael C. Harris of Delaware.

1977

Class reporter:

Karen Billett-Gifford

1311 Georgia Ave.

Ft. Pierce, FL 33450

(305) 466-3694

Ellen ("Dougie") Andrews moved to New York City last April from Beacon Hill and is living on the Upper East Side of Manhattan. During the summer she worked at an interior/architectural design firm, and is presently teaching first grade in a private school. "It keeps me very busy," she says. Ellen and classmate **Michelle (Shelly) McNiven** play squash every week and see each other often.

Frances Marie Buckley (G) is still teaching in Canada after three years at the *Commission des Ecoles Catholiques de Montreal* as a L.D. Specialist. Frances lives in Montreal; she is a member of the National Education Association and the Quebec Association for Children with Learning Disabilities. A favorite pastime is Scrabble and Frances belongs to the Scrabble Players, Inc., Montreal Chapter. She also enjoys downhill skiing, bicycling, soaring and photography. Frances hopes to soon earn her Master's Diploma in English from Concordia University.

From Stamford, CT, **Shannon Doyle Clinton** writes that she is teaching kindergarten at Greenwich Academy in Greenwich, CT. Married to John, Shelly received her Master's in Education recently from Fairfield University.

Christine LaFortune is a Resource Room teacher in Danvers Public Schools, where she lives, and is enrolled as a graduate student in Lesley's Generic Alumni Program. She is a member of the Massachusetts Teachers Association.

Adelaide Nicholson (G) writes from Conifer, CO, that she is married to Wilton Berry, a real estate salesman, and owns and operates a plant and flower store. Putting to good use her Lesley Master's in Counseling, Adelaide also does women's counseling.

Dorothy Roberts represents Lesley

On Oct. 5, 1979, Dorothy A. Roberts '78G, represented Lesley College at the inauguration of Dr. Joseph Neil Crowley as President of the University of Nevada, Reno, one of the West's major teaching, research, and service institutions.

A member of the teaching faculty of the University of Nevada, Reno, since her graduation with her Masters of Science in Education, Ms. Roberts felt particularly honored in this role, "since these two institutions have achieved a special and beloved place in my heart. Lesley College provided me with the training necessary for the practice of my profession. The University of Nevada, Reno, has offered me the opportunity for presenting these skills in the capacity of being University Reading Specialist."

Ms. Roberts described the colorful ceremony in these words:

"One hundred and sixteen delegates from Colleges, Universities and Learned Societies presented Dr. Crowley with their congratulations and commendations. Marching in full academic regalia, delegates from Harvard (1636) to Western Nevada Community College (1971) joined the pomp and ceremony of this festive celebration."

"For the privilege of representing Cambridge to Reno on this occasion and in this capacity, I am honored and deeply grateful," she said.

1978

Mary Ellen Shea Discenza reports her recent marriage to John Discenza in August, 1979. Mary Ellen works at the Beacon Hill Nursery School where she was promoted to Head Teacher "after only one year!" John is presently attending Suffolk University Law School.

Hazel Fleming (G) who earned her Master's in Expressive Therapies at Lesley, is offering an eight-week training seminar in Stress Management and Assertiveness Training under the auspices of the Marblehead Family Information Services. Hazel is a psychotherapist specializing in group, family, couple, and individual therapy.

In Sharon, **Eleanor Linn (G)** is serving as the director of Sharon Operation Serve (SOS), Inc. The agency serves both persons who need help solving their personal problems and persons who want to contribute time and service to their community. A Counselor Education graduate of Lesley, Eleanor worked as a psychological counselor at Lesley after graduation, and also counseled teens in Cambridge and Somerville. In addition to running the administrative end of SOS, she provides counseling for a number of clients and trains volunteers who are interested in becoming counselors.

Gina Lyman (G) is working as a counselor and administrator at Project Place and is doing part-time counseling in psychomotor therapy. Before enrolling in Lesley's Counselor Education program she spent several years working in business administration, and traveled around the world extensively. Gina now lives in Watertown.



Susan Lachapelle joins the world of fashion modeling

Susan Lachapelle '79 is one of those unusual persons with two addresses, New York and Paris. Alumni and students have probably recognized her as they flipped through such magazines as *Mademoiselle* and the *New York Times Magazine*, for Ms. Lachapelle is well launched on a successful career as a high fashion model.

Her story reads like a young girl's fantasy.

"My modeling career first came up during my junior year summer at Lesley," she said. She was living and working in Newport, RI, for the summer, and happened to be at the right place at the right time when a New York photographer and a stylist were shooting a tennis ad. She was asked to be in the ad, and then told to "think about going to New York for a modeling career."

She wanted to finish her studies at Lesley, but the lure of New York was strong. In August 1978 she signed a contract with Elite Model Management in New York. She went to summer school that year and the next semester took an overload of credits so that she finished her Lesley classes in January 1979 and moved to New York.

"My timing was perfect," she said. "'Mademoiselle' used me in their college issue."

She has since been seen in English "Vogue," *New York Times Magazine*, "New York Magazine," "Self" magazine and "Elle" magazine. In September she moved to Paris and worked with an agency called aptly enough "Glamour."

"It is quite common to work between Paris and New York, she said. "It has been one of the best experiences for me. It has been so exciting to be able to live and work in Paris, to learn a foreign language and to learn a different way of life."

Ms. Lachapelle is enthusiastic about her career. "It allows you to travel almost anywhere in the world (for free), helps you to learn more about yourself and others, and gives you the financial freedom to pursue whatever other goals you might have."

Although modeling seems a far cry from the world of children, Ms. Lachapelle believes her Lesley experience has been helpful.

"Living with all kinds of girls prepared me better for working with all kinds of girls in New York. Living in the Cambridge/Boston area prepared me better for living in a city like New York (I was born and raised in Rhode Island and it's small!), and learning about and working with children made me recognize more for myself the long term goals I would like to achieve." Among those goals is writing children's books.

"Being in Paris, I'm learning more about all kinds of children and their ways of life," she said.

"I'm not sure what the future will bring, but for now, I love what I'm doing and I'm glad I went to Lesley College."

1979

Pauline Baker (G), who graduated in August as a Reading Specialist, now has a teaching position in the Krebs School of Lexington, where she is responsible for development, implementation (including instruction) and evaluation of special reading programs for elementary, junior and senior high school students.

Becky Bailey Bradley is working at the Language and Cognitive Development Center of Jamaica Plain, an organization which is dedicated to the development and needs of emotionally disordered, brain-damaged, and deprived children. Becky works in a special needs classroom for three- to five-year olds. Becky's husband, Michael, is also employed at the Center, and is pursuing graduate studies at Boston University.

Marilyn Goldstein is teaching a class in Jewish Education for special needs children through the Brookline-Brighton-Newton Jewish Community Center. The program, "Aliyah," teaches the children about Jewish holidays, prayers, and how to read and write Hebrew. Marilyn also recently was awarded a scholarship by The Order of United Commercial Travelers of America which she plans to use to pursue graduate studies in the field of education for the mentally retarded at Northeastern University Graduate School of Education. Marilyn lives in Brookline.

Deborah Maher (G) has been appointed director of the associate degree program at Wheelock College in Boston. Deborah earned her B.A. from Wheelock before coming to Lesley for her Master's in Early Childhood Education. She now lives in Cambridge, but was formerly a teacher in the Edgartown School, and also has been a director in a summer day camp in Cambridge.

Jane Pratt Reynolds is living with her husband, Frederic, in Sackets, NY. She is a Lead Teacher for the Head Start Program of the Community Action Planning Council of Watertown, NY.

Brad Waters (G) wife, Debbie, is currently working toward her Master's in Special Education at Lesley. Brad's degree is also in Special Education, and this husband/wife team has opened and is running a very successful and well-known private alternative school for adolescents with learning problems: the Clearways School in Newton. Brad is headmaster of Clearways, which provides several internships to Lesley M.Ed. students.

Engaged

Catherine Angelis '78, Stephen J. Rooney
Mary Ann Beakes '77, Robert Taub
Micheal Hillery '75G, Sandy Ferguson
Maureen Ann Healy '74, William R. Wurzburg, Jr.
Pamela Loring '77, Walton Skeete
Donna Marie Murphy '74, Michael Celone
Katharine Louise Overton '79, Peter W. Lewis

Marriage

Sally D. Blois '71, Robert K. Petersen
Debra Ann Boulanger '78, Paul T. Miner
Theodora Bovis '75, Douglas Koch
Janet Carofino '78, John V. Albano
Laura J. Carye '78, James A. Whitlock, Jr.
Maryanne Castellana '79, Jody Antinarelli
Nina D. M. Catelli '80, Robert D. Marten
Theresa Marie Cody '78, Arthur L. Largent III
Catherine Mary Collins '78, Eugene Donald Sutherland
Eileen Veronica Cronin '79, Victor P. Ferreira
Glorianne Demoulas '75, Robert H. Farnham
Beatrice Carrere Denny '79, Charles Henry Tirrell II
Jane Alice Desforges '78G, Michael Joseph White
Lorraine Elizabeth Fallon '79, John Joseph Egan Jr.
Rosemary Katherine Fanale '79, Paul Anthony Golub
Patricia Foley '76, Ronald Marfione
Dolores Anne Gamache '77, Charles Edward Albee
Pamela Lorie Gennert '77, Jonathan Leslie Richler
Deborah Ann Hartmann '78, Glenn Robert Brownstein
Diane Marie Healey '78, Thomas Newell Riley
Ellen Hearst '78G, Stuart Harris Gilman
Margaret Anne Horstman '78, Paul William Hodes
Carol Faye Jacobson '75, Eli Hassine
Patricia Anne Jewell, '78, James Watt McFarlin

Leigh Anne Lawrence '78, Michael Mosco, Jr.
Deborah Lynch '77, Keith William Chrisman
Gwen Marie Miltner '79, William Owen Ross
Andrea Morrison '73, Robert C. Shanley
Gail Ann Newman '67, Jules Rosenberg
Leslie Pollack '78, Larry Nudelman
Virginia Riley Savely '79, Robert Burns Doherty
Tracy Canfield Winn '79, Joseph Peter Rigali

Births

Katalin Radnay Baltimore '78, (Robert); girl, Gwen
Kathleen McCarthy Boland, '73, (Robert), girl, Allison, March 4, 1979
Marlene Froman Cohen '74, (Randall), boy, Jonathan Andrew, August 17, 1979
Laurelann Bowler Kime '73 (Michael), boy, Wesley Michael, September 14, 1979
Susan North Mitchell '70, (John), boy, Jeffrey John, July 16, 1979
Mary Yee Nicholas '74, (Christopher), twin boys, Matthew Paul and Michael George, September 24, 1979
Nancy Newman Pearlstein '74, (Leonard) boy, July 1979
Susan Solmonson Ross '73, (Darrell), girl, Leslie Sarah, April 24, 1979
Maureen Sullivan Santoro '73 (Richard), girl, Elizabeth Maureen, May 20, 1979
Susan Lane Shriner '72 (Richard) girl, Lane Toner, July 2, 1979
Kathy Kieman Sosnowski '75 (Paul), boy, Matthew Paul, March 1979
Regina Rosenbaum Stein '67 (Michael), boy, Robert Gary, January 1, 1979
Joan Zack Swansbury '74, (John), boy, John Richard, September 22, 1977

Deaths

Gladys Bond '31
Victoria LeBel Botomley '74
Etta Luella Field Jenkins '33
Navart Kerkorian '32
Beth Gerson Morse '67
Mariam P. Nelson '20, '30
Florence M. Roche '16
Florence G. Finnegan Sherry '48
Elizabeth Florence Thomas '31
Muriel Griffin Tomlinson '34

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