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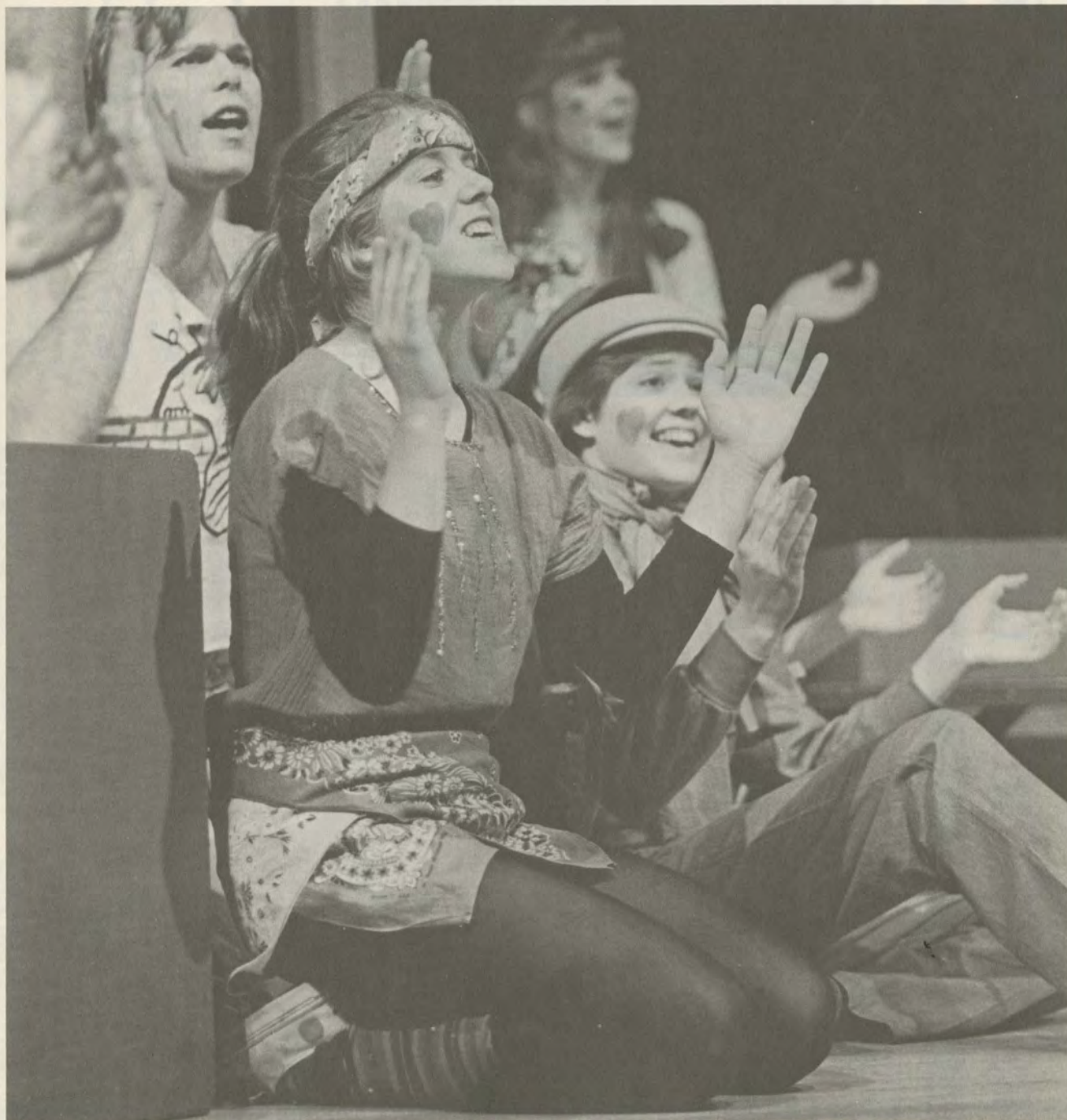
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The LESLEY COLLEGE CURRENT

Spring 1982



Godspell

The College and the Community

The LESLEY COLLEGE CURRENT

Spring 1982

Volume IX No. 1

The College and the Community

The Agassiz/Lesley Resource Committee

by Linda Brion-Meisels*

When I was in college I remember we used to talk about the best pizza in town, the best chocolate in town, and the all-night coffee joints. Upper-class students always took first-year students on a tour of "our town"; but woe to the "townie" who decided to take a tour of our campus.

For the past seven years I have suddenly found myself on the other side of the fence — a "townie." And — as experience has a miraculous ability to do — my understanding of the "other side" has blossomed.

Actually, I have never been just on "one" side since I have lived in Cambridge, because I came to Cambridge for Lesley! However, as a member of both communities, I have felt a need to help break down the fences and bridge the communication gap so common between colleges and their neighborhoods.

The Lesley College community and the Agassiz Neighborhood community have a great deal in common, beginning with space and ending . . . well, we are just beginning to see how and where our sharing can go!

Two years ago, the Agassiz and Lesley College Communities Resource Committee was formed. Members of each community, independently, had expressed the desire to meet with the other. As a functional bridge, I agreed to try to get members of both communities together. When we began, we wanted to explore the sharing of resources between the two.

The College requested that the Agassiz Neighborhood Council present a list of items for the first committee meeting. The Agassiz community agenda included: (1) making library facilities available to the Agassiz Public School and the Agassiz Community Schools Programs; (2) making the tennis court available to neighborhood members; (3) establishing avenues for community participation in college-sponsored classes and events; and (4) establishing training roles for Lesley students in the Agassiz School and other school-related neighborhood programs.

The Resource Committee consists of a core of people who meet monthly. We are responsible for developing direction for the committee and agenda building for any particular meeting. The group includes the president of the Agassiz Neighborhood Council, a member of the neighborhood at large, a Parent-Teacher Steering Committee representative, a member of the Agassiz Public School staff, and the coordinator of the Agassiz Community Schools Program(s) (which includes a day-care center,

day-care services for school-aged children, after-school programs, and other specific programs designed to meet the needs of all ages of this particular neighborhood.)

The College representatives who belong to the core membership of the Resource Committee include an administrative representative (usually the Executive Vice President), the undergraduate Practicum Coordinator, the Director of Residences, a representative from the library, a spokesperson for the Graduate School, a representative from the College's Office of Public Relations, and two appointed undergraduate students.

In addition to this core group, others are asked to attend meetings on an interim basis when the committee addresses particular agenda items related to these individuals' areas of responsibility and/or interest.

The Resource Committee has documented the ways in which we have shared resources to date, and this documentation will, we hope, continue to take place on an annual basis.

One of the most important results of our meetings over the past two years is that individuals in each community know real names, faces, and personalities in the other. I believe that those of us who have served on this committee have grown tremendously in our understanding and empathy with members of the other community. In addition, we have successfully found ways to support each other and to share our joint "resources."

A second venture has been directed toward joint planning. At the time that the two communities were looking for a forum from which to share resources on a day-to-day basis, members of both communities were looking for a group to do long-range planning between Lesley and Agassiz. A small Ad Hoc Committee of members of both communities wrote a grant proposal to the City of Cambridge in the winter of 1980. The City granted to the group the consultation services of Dennis Carlone, a city planner and architect. Dennis has met with members from both communities at large, as well as with the Ad Hoc Committee, and is helping both clarify their individual and shared concerns. This committee plans to continue its exploration of zoning and facility planning between the two communities.

Perhaps the greatest mutual give-and-take has occurred between Lesley College and the Agassiz Public School. These joint programs deserve



Linda Brion-Meisels' daughter Gretchen wearing her "Forever Agassiz" T-shirt

(and are receiving in this issue of *The Current*) description on their own. Lesley students are training at the Agassiz School, and Agassiz students are participating in classes at the College. Already, I am hearing about their plans for a spring potluck. (Any alumni who live in the Agassiz neighborhood are strongly encouraged to check with the College and join us for the occasion.)

Soon after the first meeting of the Resource Committee in 1980, the College made library cards available to the teachers at the Agassiz School and the staffs of the Agassiz Community Schools Programs. The Lesley Library, particularly the Kresge Center for Teaching Resources, is well known in the Boston area.

Making these educational materials accessible to the Agassiz community is one way in which the College has directly shared its resources with the broader community.

The Committee has also worked

out a plan so that community residents can use the College tennis court. In response to another community concern, College Residence Directors now alert our immediate neighbors to forthcoming fire drills.

The relationship between the Lesley and the Agassiz communities is active and growing. As a member of both, I feel that it is more positive than when I was in school. Members of each community seem more comfortable using the other's resources, and more avenues of communication are open.

Perhaps, most importantly of all, the sharing of resources through the initial work of the Resource Committee has created an active and thoughtful caring between these two groups who need to live and grow in the same shared space.

*Linda Brion-Meisels is a member of the Lesley College Undergraduate Faculty, an Agassiz neighborhood resident, and Chairperson of the Resource Committee.

The College and the Community

Lesley Student Teachers at Agassiz

by Kay Cox*

The relationship between the Agassiz Elementary School and the Lesley student-teaching program is one of mutual support. We have worked together in the past to develop an arrangement that is beneficial both to the public school and the College.

This year it is exciting to watch what is happening at Agassiz as eight student teachers work under the supervision of one Lesley faculty member in Kindergarten through Grade 5. Since we have only twelve classrooms, Lesley students are very visible and important members of our professional community. The faculty supervisor, Linda Brion-Meisels, has an opportunity to spend blocks of time here each week and may therefore develop a more thoughtful relationship with her students, the cooperating teachers, and the rest of the Agassiz professional community.

Linda and her students hold weekly seminars at the school and have invited the administration and cooperating teachers to join the group whenever possible. This is an added dimension to the traditional model of student teaching as practiced here in the past.

Some of the programs involving Lesley students are: the CORE placement of Freshmen and Sophomores for one full day per week; extended full-time student teachers who are Juniors and Seniors at Lesley; graduate students who either student teach or do research projects; and early childhood education students

visiting Kindergarten classes for a one-time observation.

The advantages for the staff are many. The most obvious is having another pair of hands in the classroom to share the innumerable tasks inherent in working with any class of twenty-five students. It is also exciting to have a person around with vim, vitality, and young ideas so that we, the tired professionals, can get another adult point of view.

We also have access to Lesley's library facilities through the courtesy of the College. An added advantage is that we have access to the materials and resources the student teachers are using in classes.

Naturally, many of the staff have taken advantage of the vouchers they received as cooperating teachers and have been able to work on advanced degree programs with less financial hardship. It is providential when the academic facility closest to a school supplies the sort of programming that supports and enhances that school's philosophy.

Classroom teachers reinforce the material the student teachers are studying at Lesley. Lesley, on the other hand, is encouraging the sort of total involvement that Agassiz appreciates.

We do indeed provide mutual support at a time when education needs all the support it can get. We stand together in the battle for quality education for all of the children all of the time.

*Kay Cox is the Principal of the Agassiz Elementary School.

Doorbells to Dumbbells

by Helga Braein*



Helga Braein and children from the Agassiz After-School Program.

At the University of Oslo where I trained, "øvingundervisning," or "hands-on" experiences, often supplanted lectures. During the sixties when I taught Physical Education Methods for K-6 at Lesley, I looked for ways to make the classes "come to life."

What I really needed was a supply of children for my students to work with in classes on a regular basis. And not just one or two "examples" — I wanted to put my students into teaching situations, and show them how physical education, even for very young children, could and should be much more than a group of uncontrollable youngsters running about aimlessly (if energetically!) during a "recess" or a "break."

How could I find a group of children? I saw lots of them in the Lesley

neighborhood in the afternoons after school hours. I spoke casually with several mothers who seemed delighted with my proposal that the children come to Lesley for a structured "playtime" after school. Encouraged, I began ringing doorbells up and down Oxford and surrounding streets, and before I knew it, I had "recruited" forty-seven children of all ages.

Once colleagues heard what I was doing, I had more "volunteers" for gym classes than I knew what to do with. Richard Wainwright, who was then a teacher at the Dearborn School before becoming the founder of the Charles River Academy, sent down a group of special needs boys. Barbara Beatty, former director of the Lesley-Ellis School and Lesley faculty member, and I designed a joint project which brought Lesley-Ellis preschoolers to the gym regularly — field trips for the youngsters and valuable teaching experiences for the Lesley students. Over the years, Lesley students have worked in the gym with children from many groups and schools in Cambridge, including the Oxford Day Care Center, which still sends toddlers to Lesley each Monday.

Lesley physical education students are also currently working with children from the After-School Program at the nearby Agassiz School on Wednesdays.

What began as a very informal arrangement has over the years worked to the great advantage of both Lesley students and the children who came and "played" with them in the Lesley gym. Now it is becoming very important to the schools, too, as current taxation practices and budget cuts are forcing many elementary schools to eliminate or drastically curtail educational "frills" like physical education. Already, Cambridge's Martin Luther King School welcomes weekly volunteer visits from Lesley P.E. students who are making it possible for that school to continue its physical education program for children in the face of Proposition 2½ budget cuts.

I anticipate and look forward to closer relationships between area schools and the Lesley physical education department in the future.

*Helga Braein is Associate Professor of Physical Education at Lesley.

Agassiz Community Programs by Julie Osherson*

The Agassiz Community School Program is an integral part of the Agassiz neighborhood. It is under the Cambridge Department of Human Service Programs, is based in the Agassiz Community Center of Sacramento Street, and works with a citizen advisory board known as the Agassiz Neighborhood Council.

The task of the Neighborhood Council, as mandated by the Department of Human Service Programs, is to identify the "human service needs" of the neighborhood and to carry out programming to meet these needs. In the Agassiz neighborhood, these programs include after-school programs for kindergarten to 4th-graders and after-school courses such as photography, ceramics, and drama for 4th- to 8th-graders, exercise classes for adults and senior citizens, and special talks and short courses for senior citizens in the North Congregational Church. It also plans special events, such as the annual Thanksgiving Pot-Luck Dinner which brings together more than two hundred people for a feast on the Tuesday evening before Thanksgiving.

In addition, the Council oversees the operation of the Community Center, as well as the plot of 58 community gardens on Sacramento

Street. It also functions as an important forum for neighborhood concerns about zoning, open-space planning, safety, neighborhood beautification, or City Council decisions. These often lead to letters to City Councillors, visits with the City Manager, circulating petitions, support at City Council meetings, the purchase of new trees, or additional special meetings.

The connections between Lesley College and the Community School Program are almost as old as the Program itself, now in its twelfth year. Work-study grants allow the students to work in after-school programs with elementary-aged children in alternative, community-based learning and recreational situations. Although we started out with students from several colleges, including Harvard, Boston University, and Lesley, we now use Lesley students almost exclusively. This is an indication of the easy relationship between the College and our programs and the highly satisfactory performance of Lesley students. At present, three Lesley students work directly with children in after-school programs and one works in the office with the Coordinator.

Another form of sharing is the exchange of information between the *Lesley Weekly* and the *Agassiz Whistler*. For the past two years, notices in

the *Weekly* have recruited leaders for Brownie and Senior Girl Scout Troops in the Community School Program. The *Whistler* lets neighbors know when fire drills are due in dorms and publicizes the availability of baby-sitters from Lesley.

Also, in the past two years the Community School Coordinator has been active on the Agassiz-Lesley College Resources Committee, which evolved in direct response to community-college tensions around issues of expansion and zoning within the neighborhood. In this committee, we explore ways in which the community and the College can interact and share to the benefit of both, whether by sharing the Lesley tennis court or other facilities, by placing student teachers at Agassiz, or by discussing the future interface of the community and the College's physical plant. The Agassiz community and Lesley are achieving a relationship which is not only fruitful for the participants but is also an example for other colleges and their surrounding communities.

*Julie Osherson is the Coordinator of the Agassiz Community School.

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REUNION: June 25-26

Good News for Teachers!

Are there jobs for beginning teachers? "You bet there are," says George Miller, Vice President for the Undergraduate School. Dr. Miller reports that the present teacher shortage in much of the nation was the main discussion at the annual meeting of the American Association of Colleges for Teacher Education held in Houston, Texas.

Professional teacher educators are fearful that standards for teacher preparation may be lowered by superintendents of schools and certification officers in order to find enough teachers to staff the classrooms. In many places, there are just not enough qualified teachers available now and the shortage will get worse.

At the meeting it was reported that

there are only one-half enough young people presently enrolled in teacher preparation in Texas to meet that state's present and growing needs. The Superintendent of the Houston School District said he would hire all the well-qualified teachers Lesley could send to him.

Dr. Miller believes all of this should be good news to Lesley education majors who have been hearing so much about teacher lay-offs in Massachusetts. That there are teaching jobs "out there" is further demonstrated by the recent release of the "Placement Survey for the Class of 1981" by Lesley's Director of Placement Peg McDonald. Some 83 percent of last year's seniors who wanted jobs were able to find them.

Lesley, My Job, and the Community

by Susan Hope Schwartz, '81*

When I entered college, I had a nebulous dream: I wanted to become a "social worker." I have since modified my views and have a more realistic view of social work and human services.

A transfer student from San Diego, I enrolled in Lesley's Child and Community Program. This was described as an innovative, flexible program geared toward the student's own personal and professional desires and needs to advocate for children, youth, families, and the community. Because of this inviting description, I was immediately compelled to apply. After being accepted, I packed my bags and flew from coast to coast. I arrived full of wonderment, and a little bit shaky about my future.

The Child and Community Program delivered. The combination of academic work and the vitally important practicums complemented one another, and I was given the opportunity to structure my own learning experience.

My Lesley field experiences shaped my goals and helped me get my job with the Joint Action in Community Service (JACS) after I graduated last December.

My "hands on" experiences included teaching physical education to elementary school children, developing an elementary after-school recreational program, and working with battered women. I was an intern in the Administration for Children, Youth, and Families, Youth Development Bureau of the U.S. Department of Health and Human Services, and also participated in the New England Runaway Networking Project.

My on-going volunteer experience was with Women in Community Service (WICS), which recruits and screens Job Corps eligible youth, and provides support services to post-enrolled female Corps-members.

WICS is the sister agency to Joint Action in Community Service (JACS), where I am currently Administrative Assistant to the Regional Director.

Through my experience with WICS, I was familiar with the services that JACS provides and the population which they serve. As a result, when I saw the JACS ad in the *Boston Sunday Globe*, I applied for the position. In my cover letter, I stressed my participation with WICS, and I was selected for an interview from a great many other applicants. I had my foot in the door because of my volunteer experience. This, added to my academic studies and other practicums, lead to my job at JACS.

JACS is a national, non-profit, volunteer organization contracted by the U.S. Department of Labor which provides support services to former members of the Job Corps. There are 7,500 volunteers from all segments of society.

The Job Corps, begun in 1964, is an effort by the federal government to break the cycle of poverty and to help jobless, low-income youth, ages 16-21, become productive citizens. It plans to train as many as 88,000 disadvantaged youth a year. There are four Job Corps centers located in New England.

I work at the Region 1 JACS Office in downtown Boston. We are responsible for contacting and providing support services to Corpsmen after they leave the centers and return to communities in New England. When we are notified of a returning Corpsmember, we assign the youth to the volunteer closest to his hometown and send that person information on the youth's background.

Today, there are fewer options available for youth in employment and for higher educational aid. JACS is continuing in its efforts to help these young people. JACS always needs volunteers.

Because my position calls for me to be in contact with youths, volunteers, and agencies in both the public and private sector, I find my job rewarding and challenging.

*Susan Hope Schwartz is a December '81 graduate of Lesley.

Early Intervention

by Avis Brenner *



Lesley's Child and Community major has begun a new program to train undergraduates for jobs in Early Intervention settings. The program leads to the B.S. degree and prepares women for two careers: as a Child Development Educator (member of an interdisciplinary Early Intervention team) and a Teacher of Young Children with Special Needs (Massachusetts certification).

Early Intervention is a growing field. A recent survey shows that positions are now available for women with Bachelor's degrees, and opportunities are expanding. Lesley will be the first college in this part of the country to train women specifically for this field at the undergraduate level.

Early Intervention programs provide educational and therapeutic services to very young children and their families. These "at risk" infants and toddlers may have physical or mental disabilities or face potential child abuse. Their families often come to Early Intervention programs seeking help.

Programs are based in schools, hospitals, clinics, and mental health centers. They are staffed by teams which may include a speech therapist,

occupational therapist, physical therapist, social worker, physician, and one or more child development educators. The team assesses the needs of the infant and family, and devises an intervention plan. The child development educator along with one or more other members of the team then provides two kinds of services: activities to stimulate the infant's healthy growth and support and information for the family.

A number of community agencies are already cooperating with the College by providing field placements in Early Intervention. They include:

- Cambridge-Somerville Mental Health Pre-School Unit
- Center for Behavioral, Pediatric, and Infant Development Research, New England Medical Center, Boston
- Concord Area Early Intervention Program
- East Boston Counseling Center, Moms and Tots Program
- Harbor Area Early Intervention Program, Boston
- Home Based Early Childhood Education Program, Cambridge
- Home Front, Boston.

*Avis Brenner is Coordinator of the Child and Community major.

The College and the Community

D.A.R.E. Emergency Shelter

by Sarah Millette, '84, and
Suzanne Clemente, '84

The Dynamic Action Residence Enterprise (D.A.R.E. Emergency Shelter) at Bouma Hall has been in service at Lesley since 1976. It is directed by two Lesley students and two social workers from D.A.R.E. of Somerville.

D.A.R.E. houses girls, aged 14-18, who have either run away from their homes, are between foster placements, or are waiting for a court hearing. We welcome all girls who have been referred to us through D.A.R.E.

This year we have directed the house with the assistance of the Faculty advisor, Karen Kurlander, and D.A.R.E. Social Workers Rachel Figa and Jon Fisher. We have organized workshops dealing with counseling skills, emergency situations, and the role of Foster Parenting. These workshops help us to get a better understanding of our role as an emergency shelter.

The members of the house are required to attend the workshops, answer the phone from 4 to 6 p.m. on

Monday through Thursday, counsel runaway girls, and see that the needs of the girls are met. The student volunteers this year are Martha Acuna, '84, Laura Cushing, '85, Rosann Cutietta, '83, Bonnie Sherter, '85, Trudy Southwick, '83, and Ann Stevens, '83.

The girls who come to our shelter have to abide by certain rules: no drugs or alcohol, no going out unless accompanied by a woman from Bouma, and no smoking above the first floor. The girls have to be out by morning so that we may attend classes. The girls are welcome to come again if there is no possible placement available for them.

On occasion we will make exceptions for the girls, for example, housing two girls in one night, or housing a girl on a Friday night. Our schedules have to be flexible in order to meet the services asked of us.

Many times we have girls stay up to four nights. We are able to get to know them well which can make parting difficult. One girl who stayed here for three nights wrote the following essay about her feelings.

The Children of Today!
by Tina (3/3/82)

Not knowing where their lives are going. Not knowing how to cope with mixed feelings. Victims of their parents' problems. How do these children survive, and why do they survive?

The word "problem kids" is the wrong definition for these children. It's the parents who have the problem, the children are just the victims.

So why can't people accept that, and deal with the children as victims and not the problem?

Children know only what is taught to them at a young age by the parents. The parents are the teachers, the children are only the students. Somehow the children become the problem but they only imitate what is taught to them.

I understand that D.S.S. (Department of Social Services) is trying to teach the children what is right and wrong.

The child must decide (who is right,) the D.S.S. or the parents. It's confusing for the child. The child loves his/her parents and here is this stranger telling the child that the way

he/she was brought up is wrong. What is a child suppose to do?

Children use their resources to survive. They get mixed up with drugs, alcohol, sex, and cigarettes. I'm not saying that everyone who does these things had problems at home. I'm saying that of the children who do these things, most do have problems at home, and they are afraid to admit it. Then the parents blame the kids. Instead of helping, they blame.

Is it easier to blame the children instead of helping them?

I think the answer to all these questions is love, sharing responsibilities, and helping the children, not hurting them.

The children are not the enemy. No one should be the enemy.

The learning experiences that we have gained from this program are indescribable. We have seen problems that can arise within the family and the effects they have on the teenage girls. This insight has improved our relationships in general.

We are grateful to Lesley College for making this program possible.

Help Wanted — MOMS

by Ellen Harrison Katz, '70

"It's a boy!" The words were so familiar; I had heard them two and a half years before. This time it was not my baby that I was looking at with tears in my eyes. I was in the delivery room as a coach and friend to a single mother who had no one else to be with her at this most important time.

I thought of the incredible journey I had taken to reach this moment. I was a volunteer of MOMS (Mothers Offering Mothers Support), a volunteer service program at Emerson Hospital in Concord.

It had all started when I saw an article in the paper asking for volunteers for a new program which would be offered to all maternity patients at Emerson. MOMS was looking for mothers to listen and talk to new mothers during the difficult period of adjustment after birth.

My own son was only ten months old at this time, and during the past few months I had been feeling a need to have time away from him and to be able to do something again on my own. I had looked for part-time work, but after job hunting and an interview, I realized I didn't want to be away from him even that much yet. This seemed perfect.

I called and got an appointment for an interview a week later. The head of volunteer services asked me why the program interested me. I said that even with all the planning I had done before my son was born and the good support system I had around me, I still could have used this program myself. Now I felt that I would like to give this to someone else.

My husband and I had been married over six years when we finally decided to have a child. We had been busy establishing ourselves in our own fields and as individuals, and strengthening our relationship as a couple. We had, of course, talked about having children but there had always been other things that needed attention first. When we first got married, I had automatically assumed we'd have children, but as the years went by I began to question whether I could handle such an awesome responsibility. In my twenty-ninth year, I began to feel as if I was missing something. Two months after my thirtieth birthday, our son was born.

All these things ran through my mind. A week later, I had an interview with the social worker in charge of the program and was told on the spot I would be one of the eight mothers chosen to start working with the mothers who requested our services.

We met with people from the hospital and other agencies to learn more about the early months and years of life, what it was like for the mother and the child and the family as a whole, and possible problems that could occur.

Finally, it was time for us to go see our first client. I volunteered to take the first case that came in. Everyone shared my nervousness on how it would go. The mothers who were referred to us were told about the program by their obstetricians, pediatricians, and the nurses or social workers who saw them while they were on maternity. We first spoke with them while they were in the hospital or on the phone when they

got home, and then went to their homes for a visit. The first mother I saw had just separated from her husband and was on her own with a new baby and a four-year-old. She was so glad to have someone to talk to that I didn't have to worry about what to say.

As other people in the group started seeing people, they had the same experience. We each worked out our own schedules for meeting with our mothers and once a week we got together as a group for supervision.

The program did not take off all at once. We slowly had to gain acceptance from the doctors and hospital staff. We had to convince them that what we were offering was valuable and filled a need, and that we were not there to infringe on their territory.

The mothers we saw were all different. Some were single mothers, adolescents, mothers with premature infants, or babies with special problems. Some were financially secure and others were struggling. All of them wanted to do the best job they could. Their styles of mothering varied, and we learned that doing things in different ways did not necessarily mean they were wrong. Our job was to help them develop and gain confidence in their way of being a mother. We also became their link to the larger community if they needed or wanted other services.

Only this kind of program could get you a wake-up call at one o'clock in the morning. When the phone rang, I knew it was "my soon-to-be mother." I told her I'd meet her at the hospital. As I pulled on my clothes, I told my groggy husband where I was going

and that I'd call him when it was over. When I met her at the hospital, I didn't know which of us was more nervous. For the next six hours, I helped her breathe through the ever-increasing contractions. My hand was there for her to hold and I was her cheering section.

The time crawled by until four hours into her labor, when everything seemed to start going double-time. I was seeing, and so experiencing, something I had never gone through myself. All of a sudden, it was time to push and we were in the delivery room. I watched with amazement as the baby came slowly and then quickly out, and shared the mother's joy of hearing her son's first cries.

We were both very tired and happy that morning. I still see her and her healthy two-month-old son. She has become confident in her ability to care for him and they are both doing well.

I felt good about doing something as an individual again, as me, not in the role of wife or mother. I met new people and made new friends. Recently a new group of volunteers joined us. There were only three of us left from the original group, but the program itself was well-established and respected. Similar programs are being started elsewhere. The need is there.

The program created an environment that was warm, caring, and supportive of each person as an unique individual. When that atmosphere is created, you feel comfortable enough to try out new things, take risks, and make changes. Lesley was the first place where I had encountered this and I was able to do a lot of growing while there. The MOMS program did the same thing for me.

What's New? Anything new or exciting happened to you lately? If so, write to **The Current**.

REUNION: June 25-26

Body India by Elizabeth McKim



Cary Wolinsky



Dick Hughes

Out of the dream, out of the deep rhythms I write, I wander the streets soaked with people: men in white caps and dhotis, in robes and wrappers, in three-piece suits, in scarlet turbans, in ashes with bones and beads about their naked flanks and necks; women with silk saris glimmering, necklaces beguiling, anklets chiming, earrings charming, nose ornaments glinting, bangles shining, tiny bells sounding, flowers clustered in black hair, they slide their splendour easily among the grey unending layers of beggars.



The mutilants, their limbs curled around them like exotic growths, wave: they push their stumps at us, they send their children to swing at our sleeves, they pray and curse, they watch the sky. The exquisite dark-eyed children flutter like flying ants, their eyes roll back, they touch their mouths and bellies, they hold limp babies in their arms, they sing slowly, eyeing us, to the tune of Three Blind Mice:

No Ma Ma
No Pa Pa

Here the vultures are huge, are hungry, they circle the top of the Parsi Temple, they pick the bones of the Parsi dead, left to bake at the top of the Temple, under Zoroaster, the King of Fire, the Fire that soaks us all.



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The Storytelling Center by Lee Ellen Marvin*

The New England Storytelling Center was born in the middle of July, 1981. The office is small, but what it lacks in size it more than makes up in telephone activity. The rapidly growing community of storytellers, educators, librarians, and lovers of tales use the phone to connect, communicate, and evolve.

Storytelling events are taking place all over the Boston area. To keep people informed about these events the Storytelling Center has a hotline, *Storytelling Now* (617-864-6445), with recorded announcements which are updated weekly. The Center also publishes a quarterly newsletter, the *Calendar of Storytelling Arts*, filled with listings of storytelling events throughout New England.

In Cambridge, the Center offers a series of programs called *Storytellers in Concert*. The storytellers find it exciting to be able to introduce their art to Boston. Adults have discovered that storytelling is dramatic, and listening to it is intellectually challenging. The series is more than halfway through the first season and is a real success story.

Storytelling is an important part of any city, town, or neighborhood. As people gather together to listen, they strengthen ties and connections. Television may be an effective means of getting news across to citizens, but storytelling satisfies emotional needs in a community. It is always a proud moment for me when I stand on the stage to introduce a storytelling concert. I am pleased to see all kinds of people eager and ready to listen imaginatively to stories.

Back at the office, the telephone rings with calls from people who wish to hire storytellers for classroom appearances, community events, and even birthday parties. The Center has a file of more than fifty storytellers and is putting together a directory of storytellers in New England. My phone also rings with calls from storytellers. (When I'm lucky, I even hear stories.) Through the Center, professional and beginning storytellers have created support groups which meet monthly.

On May 14, 15, and 16, the Center will pull this community of storytellers, educators, librarians, healers, and lovers of tales together for *Sharing the Fire: Congress on New England Storytelling*. Held on the Lesley Campus, the Congress will be a time to strengthen the networks, and share stories, ideas and experiences.

During *Sharing the Fire* there will be three public concerts, held at Paine Hall in Harvard Yard. The concerts will take place on May 14 and 15 at 8 p.m., and on May 16 at 3 p.m. A "Swapping Grounds," informal story sharing, will take place during three days on the Cambridge Common.

With so many activities going on, sometimes I feel too tied to the telephone. However, those miles of wires allow the community of storytellers to stretch across New England to become a wonderful family.

*Lee Ellen Marvin is the Director of the New England Storytelling Center at Lesley.

The College and the Community

The Economic Center by James K. Blake*

The National Center of Economic Education for Children was officially unveiled at a ceremony in the White House in May, 1979, attended by the President, the Senator from Massachusetts, and members of The Center's National Advisory Board. The President congratulated the Board for their "major commitment to this long neglected area of elementary education." "You are," he said, "moving ahead when most colleges are pulling back . . . Your leadership is impressive and to be commended."

In the less than three years since this auspicious beginning, The National Center has received national publicity for its innovative programs. Major articles have appeared in *U.S. News and World Report*, *The Boston Globe* (reprinted throughout the nation via wire services), *The Economic Communicator* (published by The National Advertising Council, read by more than 55,000 business, education, political, and media leaders), *Time Magazine*, and *Learning Magazine* (read by 250,000 teachers).

During its first two years The National Center concentrated on programs needed to secure recognition and respect for its mission by key publics. It also began to develop a cadre of educators to train elementary school teachers and to design model curricula.

During this period The National Center staff crisscrossed the country familiarizing key publics with the programs and goals of the new center.

What, precisely, has The National Center accomplished in this short time?

- Ervin Pietz, chairman of Barry-Wright Corporation, established at Lesley College the nation's first chair in "Economic Education in the Elementary Grades."
- The National Center conducted the first National Research Conference on Economic Education for Children attended by leading scholars, teachers, and economists.
- The first national survey to determine professionals and institutions involved with economic programs (however tangentially) for children was completed.
- The first National Center Awards Program was launched.
- A continuing study was begun (supported by Hoffmann-LaRoche) to determine the effectiveness of economic games as aids to teaching economic principles.
- Training sessions for sixty teachers in model economic education programs were held.
- The National Center developed and produced eight issues of *The Elementary Economist*, the first and only publication in the country providing teachers with economic materials immediately useful in the classroom. School systems throughout the nation are provided with up to 30,000 copies per issue.

• Dr. Herbert Stein, formerly Chairman of the President's Council of Economic Advisors, Senior Fellow of the American Enterprise Institute, and currently member of President Reagan's Economic Policy Advisory Board, has been retained by The National Center and provides a continuing overview of program content.

In April at our Learning Theory and Economics Forum, sixteen recognized economists, educators, learning theorists, curriculum developers, and child development and change specialists met to study such questions as:

- What is the achievable level of economic literacy at ages 3 to 13?
- What conditions must be met before change in students' learning, teacher behavior, and curriculum can occur?
- What is the "desirable" description of the economically literate child with regard to self, peers, school, and society?

The major objective of the Forum was to integrate the principles of developmental learning theory and related instructional theories to the teaching of economics in the elementary grades. As such, it will form the foundation for the further creation of curricular material.

Other major programs to be initiated or expanded this year and in the years immediately beyond are as follows:

- The setting up of The National Center's Resource Center as a depository of information on all pertinent elementary economic education.
- Information will be disseminated via microprocessor style information connections between the field representatives and the National Center, giving all involved staff direct access to mailing lists, resource center information, and general communications.
- Regional conferences, sponsored by local firms, will be held to provide economic education workshops for teachers and business leaders.
- A Spring Institute will teach participants about elementary economic education. Teachers attending will become part of an invaluable cadre in our network system.
- A Lesley Scholar Program will be established which will provide classroom teachers with an opportunity to attend a comprehensive three-week program at Lesley during the summer. The program will provide graduate level credit.

As is apparent from the foregoing, The National Center has achieved an important degree of recognition and credibility in a short span of time.

*James K. Blake is Director of Public Relations and a senior consultant of The National Center.



RECORD SETTING ALUMNI DIALATHON

On the evening of April 5th, the College held its most successful dialathon in Lesley's history. Over \$12,000 in pledges from 514 alumni were raised through the efforts of students from the Lord Newark Honor Society and alumni volunteers. Our sincere thanks to the many alumni who so generously offered their support!

Community Involvement

by Lisa Matthews, '84

My favorite hobby is people. This is one reason why I chose the Child and Community major, for it does what it says: It lets me be involved with people or children in the community doing whatever I want to do.

If I am going to be involved with people, I feel the best way is through their recreation. Last year I took part in the Red Cross courses offered at Lesley — personal and standard first aid and C.P.R. These courses caught my interest, so I taught them at the Cambridge Chapter and at Lesley. I enjoy helping people, but I especially enjoy helping people help themselves.

Through the Red Cross I have met many interesting people who are now good friends of mine. Many are runners. They have asked me to help in a few road races with registration, photography, or just running. We work as a team and have fun doing it. But preparing for a race is time consuming.

Last semester some of my friends were involved with The New England Run. This was a triathlon for the Jimmy Fund. A friend, Dave McGillivray, ran, swam, and cycled a 1400-mile course through six states. The Jimmy Fund of the Sidney Farber Cancer Institute in Boston is the primary source of private support for the Institute's cancer research and cancer

treatment programs for children.

I was part of the week-end support crew for the New England Run. I handed out pamphlets, drove cars, brought food, cleaned, ran, or assisted in anything that needed doing.

Before the Run, I decided that if I was going to be involved with a fund-raising activity, I should know all about the cause. After talking with Avis Brenner, my CC instructor, I set up my sophomore field placement at the Sidney Farber Cancer Institute. I worked in the playroom of the Jimmy Fund Clinic with children who had cancer. There I was under the direction of Annemarie (O'Loughlin) Chenette, '69, who was the therapist in charge of the playroom.

I learned much about cancer and especially about the feelings and emotions of the parents and children. I also learned about the need for further research in this area. While working there, I felt much anxiety. A way for me to release it was through running and knowing I was helping a good cause.

There is so much to do in the community that I find myself overwhelmed with activities and with not enough time to do all that I wish. As a Lesley student, I feel I have most definitely benefited from my experiences and interesting involvements with the community.

Engagements

Kimberley Jean Bernier '80, Michael John Roderick
Janice Elizabeth Hutchinson '79, Stephen Paul Wilkins
Maria Andrea Kelley '79, James Marriott Guyer
Mary Elizabeth Lyman '77, Robert Alan Bascomb
Mary Kathleen MacLellan '81, Peter Paul Berardi
Ann-Marie Maiellano '81G, Bruce E. Edson
Marci Mann '75, Joel Pete
Donna M. Petrone '81, Jay A. Palladino
Karen Sue Valins '81, Steven Marc Solomon
Elizabeth Wolton, '79, Richard Duryea

Marriages

Susan Abbott Davis '81G, Richard Bradford Bailey
Karma Lee Johnson '79, Todd Douglas Temple
Angie Kalogeris '79G, Roland Allen Hinckley, Jr.
Cynthia Anne Pratt '81, Francis Joseph Tietje
Susan M. Smith '78, Joseph P. Laskowski

Births

Sherrill Vine Greenwald '78 (Anton), girl, Lindsay Joanna, February 22
Beth Carolin Martin '73 (Rob), boy, Joshua Robert, February
Adelaide Nicholson Berry, '77G (Wilt), boy, Justin Wilton, December 27

Deaths

Katherine Hansbury Cahill, '26
Inez Getchell Shedd, '41

NOTES OF CURRENT INTEREST

REUNION: June 25-26

Undergraduate School

Jacqueline Chew, music Instructor at Lesley, appeared in a Faculty Concert on February 28, sponsored by the Boston Community Music School. Ms. Chew's performance included piano solos and chamber works with violin and cello from Bach, Mozart, Schumann, and Mendelssohn.

Dr. Michal Palgi, sociologist and distinguished researcher from the Institute for the Study of the Kibbutz and the Cooperative Idea at the University of Haifa, Israel, joined students in the Human Growth and Development class for a discussion of "Bringing Up Children on the Kibbutz" on March 5. The presentation was arranged in cooperation with the Project for Kibbutz Studies at Harvard. Dr. Palgi is involved in developing major research projects on the kibbutz involving the study of the family, the second generation, industrial economy, sex roles, and higher education.

Paule Marshall, Writer-in-Residence at the University of Massachusetts, Boston, held a reading from *Brown Girl, Brown Stones*, on March 16. Her visit to the Lesley campus was sponsored by the Black Student Union and Pauline Woodward's Ethnic Literature course.

Karen Kurlander, Instructor in psychology, led an Assertiveness Training Workshop for Lesley students on February 8. The Workshop was sponsored by undergraduate members of The Woman's Center.

Norman Dee, Associate Professor of science education, presented a workshop on "Science Materials for the Gifted and Talented: New Materials and Approaches," to teachers in the Norwood, Public School system on January 7.



Lesley students who went to Hull, England, on the Student Exchange Program present Dr. Orton with a plaque from the Humberside County Council. Lisa Walto, '82; Jane Hanlon, '82; Dorothy Laton, Lecturer in Education who supervised the Hull group; President Don Orton; Regis English, '82; and Deane Creamer, '82.

Graduate School

In Jefferson County, Colorado, **Dr. Richard Wylie**, Vice President and Dean of the Graduate School, welcomed 126 new students in the Graduate School's National Outreach Program. Sixty-four of the students are enrolled in Lesley's Computers in Education degree program. The Graduate School's National Outreach Program is one example of why Lesley College is nationally recognized for its innovation and creativity. Dr. Wylie spoke to the new students of the "pride of Lesley College in reinforcing its commitment to high quality education programs on and off campus."

A new Master's program in **Curriculum and Instruction** is being offered by the Division of Education and Special Education. Teachers may specialize in Mathematics Education to prepare for classroom teaching or consultation. In addition to required coursework, students will work closely with a mathematics educator in teacher training, curriculum development, or research through practical experience.

Dr. Donald McNeil of the Division of Education and Special Education will provide advanced training for people who work with autistic children in a joint project developed by the National Society for Autistic Children and the U.S. Office of Special Education. The program is being developed initially in Massachusetts and two other states. Dr. McNeil, one of five professionals selected in Massachusetts for this project, directs the Special Education Division's grant-supported program in autism or severe emotional disturbance. After receiving special training this winter and spring, he will provide next year continuing training for programs serving autistic children in Massachusetts and other New England states.

Peg Pyne, Assistant Dean of Special Education, has written a chapter in *Pro-vocational and Vocational Education for Special Needs Youth* to be published this spring. She reviews the history of special education vocational programs. Dr. Pyne and Dina Comnenou, faculty coordinator of a Teacher Preparation Grant for Bilingual and Multicultural Education from the U.S. Office of Education, discussed the details of the Grant on WRKO-WROR radio March 28. Their program was especially directed to members of the Black community.

29 Everett Street
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Office of the President

Dear Alumni:

We are writing to inform you that a new program for Alumni Affairs is being planned by Dr. Orton. The program will be headed by a professional Alumni Director to be appointed by July 1, 1982.

This action is based upon the recommendation of an *ad hoc* Fact-Finding Committee of five Trustees, appointed last fall by C. Charles Marran, Chairman of the Board of Trustees. The Committee submitted and the Trustees concurred in the recommendation to accept the resignation of the Alumni Board, which was offered in May 1981 by Gail Roberts Dusseault, President of the Lesley College Alumni Association.

In the letter of resignation Mrs. Dusseault, on behalf of the Alumni Board, expressed dissatisfaction with several on-going problems with the College administration that had not been satisfactorily resolved.

We jointly express our hope that new strong College leadership in Alumni matters will result in several benefits to our Alumni and to the College. This leadership should recognize the enormous reservoir of good will that exists among our more than 8,000 Alumni. It should provide Alumni with opportunities to respond in innovative and rewarding ways to become more effectively involved with their Alma Mater: in assisting with the recruitment of students, with their placement, with the Annual Fund and with planning and carrying out the Annual Reunion.

With the help of professional consultants, alumni, trustees, and administrators efforts are now underway to define the structure and activities of the Alumni Office and the responsibilities of the Director of Alumni Affairs.

At their February meeting the Trustees elected Gail Roberts Dusseault and Lorraine Blondes Shapiro as Trustees. Their election is effective until the Annual Corporation Meeting in October.

Sincerely yours,

Gail Roberts Dusseault

Gail Roberts Dusseault

Don A. Orton

Don A. Orton

LESLEY
COLLEGE

April 1982



Lesley students at a dress rehearsal of "Godspell," presented by the Lesley College Theatre Workshop in March.

The CURRENT

**LESLEY
COLLEGE**



**29 Everett Street
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