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## Lesley Review (Spring 1963)

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# LESLEY REVIEW

Spring, 1963





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## REFLECTION

In its Fall issue, the *Lesley Review* demonstrated change in the areas of both development and curriculum.

In the pages that follow we want to show you yet another very real side of Lesley. We want to show you yourselves in time gone by. We want to show you yourselves reflected in the sometimes smiling and sometimes unsmiling faces of today's Lesley girl who is thinking the same kinds of thoughts and doing the same kinds of things that you did once not really so very long ago.

So, turn our pages and take a good long look at yourselves.

### *Lesley Review*

The vote is in and by a decisive majority, the name of this publication will be the *Lesley Review*. The editors wish to thank the many Alumnae who took the time to express a choice. Your enthusiasm is most encouraging.

Editor: FRANK R. MAZZAGLIA

**ADVISORY BOARD:** Mrs. Helen Mather Benjamin, '29, Alumnae Association President; Mrs. Frieda Mikels Smith, '25; Miss Phyllis Beninati, '57; Mrs. Sheila Berger Heller, '59; Mrs. Marianne Dane, '60; Mrs. John Katz Garb, '60; Mrs. Diane Sharp Hadelman, '60; Miss Elvira Draghetti, '61; Mrs. Barbara Smith Efferson, '61; Miss Penny Smith, '62; Miss Jacqueline Bamford, '63; Miss Marilyn Saltz, '63.

**ART STAFF:** Miss Irene Scimone, '62; Mrs. Norma Glasser Penchansky, '62.

## ALUMNAE SCHOLARSHIP



Mrs. Helen Mather Benjamin, '29 awards the Alumnae Association Scholarship to Miss Jane Garvey, '64.

"One of the best parts about holding the office of President of the Lesley College Alumnae Association is being able to present this scholarship."

With these introductory words, Mrs. Helen Mather Benjamin, '29, announced that Jane Garvey, a junior, had won the Alumnae Scholarship for the second consecutive year.

The Alumnae Scholarship is awarded annually to an undergraduate whose earnestness of purpose seems most likely to guarantee her special worthiness as an eventual member of the Alumnae Association.

This year's scholarship of \$500 is the largest that the Alumnae Association has ever given. It was made possible entirely through the generosity of our Alumnae.

Miss Jane Garvey, '65, is the daughter of Mr. and Mrs. Frank M. Garvey of 194 Perkins Street, Melrose, Massachusetts. She is a member of the Choral Arts Society, the Emerald Key Honor Society, the Glee Club, the Lesley Service Organization, and the Penguin Club. She is presently a student aid assigned to the Department of Development and Public Relations.

Congratulations, Jane!



# Students — Then and Now



Miss Joyce Levy, '63 is the President of Lesley's Student Government Association. Named to *Who's Who Among Students in American Universities and Colleges*, Joyce has distinguished herself in each of her four years at Lesley. She was elected president of her freshman and sophomore class. In her third year she was named Editor-in-Chief of *Lantern*. Joyce, a dean's list student, plans to go on to graduate school and a career in teaching.

Caught in drifting social and political tides, man's actions and attitudes change. The degree and speed of this change is a point of interest to all members of society, especially Alumnae. It is usually accepted that thoughts of college students in 1925 were different from the concerns of students of a later or earlier era. And yet, certain inevitable links exist among Alumnae of any vintage, and between all Alumnae and undergraduates of today. The question is, then, "In spite of the changing times, what is it that ties past and present graduates together?"

An Alumna of 1925 and all succeeding graduates have common in-dorm and on-campus histories. Moments of pure fun . . . successfully locking someone out of her own room, or painstakingly dressing as an authentic flapper . . . are dateless. 1932 or '52, or '62 all Alumnae may smile, prankishly, simultaneously.

Dorm rooms (a plural noun, meaning plaid bedspreads, dust and alarm clocks) have always ranged



TOMORROW'S ALUMNAE. The Class of '63 forms for the Honors Convocation processional on April 4, 1963 at Harvard University's Sanders Theater.

among the glamorous, the clamorous and the shameful. All college students have waited in these rooms for the phone to ring, for the test to pass, for the vacation to arrive. In the plaidness, all seniors have been secretly proud of supposed sophistication; and all freshmen assemble in certain fright.

All Lesley graduates know the wishing well; almost all have memories of Dr. Stebbins, Dr. Dearborn, Dr. Atkins, or Dr. Crockett. Most Lesleyans speak of a special warm and friendly, compact and intimate atmosphere, supposedly peculiar to their given four years, but not really so finitely confined. Blazers, and Christmas parties for the poorer children of Cambridge have never been replaced by acceptable substitutes. The Glee Club, Student Government striving for a more democratic status, Harvard's Perkins Hall, teaching-shoes, and Truman Hayes and Co. are forever!

In addition to the characteristically-campus activities and attitudes, students from then to now have



been concerned with "a world of fears and doubt (1947)," and with "striving for a place in the troubled world (1958)." Each year, graduates form a new group of collected Alumnae, and yet world situations remain disturbingly similar. Preparation for World War I, reaction to World War I, preparation for World War II, reaction to World War II, action and reaction to the icy-everlastingness of the cold war have been solicitous topics to students over the years. Regardless of the war-which-year, or the girls-which-year, anticipations, frustrations, and distrust of the reasoning power of mankind are common to each graduating class as it lives on and then leaves the campus.

The attitudes of Alumnae can be examined, not only in terms of the college-past, but in terms of the Alumnae-present. Alumnae of 1925, or '45, etc., are allied with the to-be Alumnae of 1965 since all are thinking seriously about today's cost of living, of Republicans and Democrats, of Kennedy and

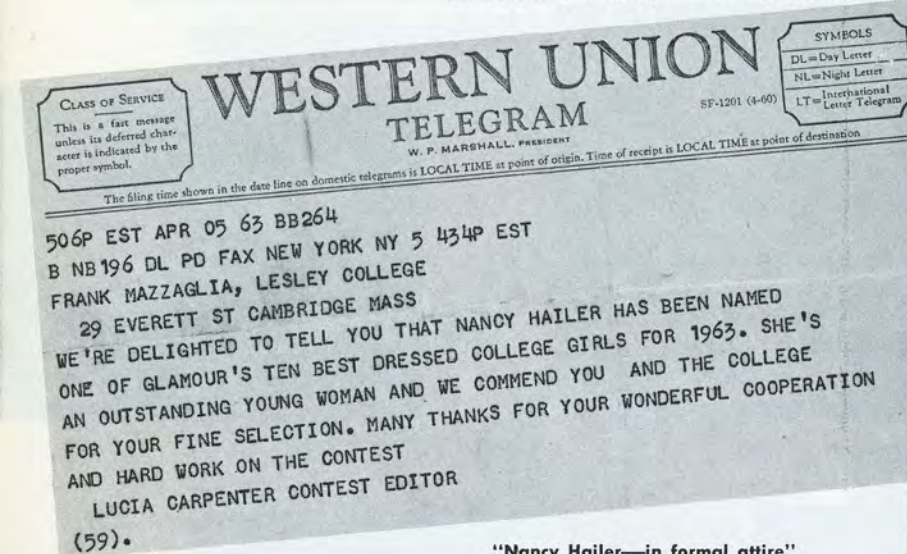
Khrushchev. There is then, not only the fact that college years bring to each student singular (yet similar) experiences, but there is the important idea that the thoughts of past and present Lesleyans are involved with the immediate social, political, and educational world that represents their present and future lives. The future—unknown—may sagely be assumed to include each Alumna's personal world and, less egocentrically, the world of the college or university. Thus Lesleyans, past and present, think today of a new building here and there for their long-time or short-time alma mater.

Alumnae are, therefore, ageless. In the waves of wills and whims, an Alumna group is a pliable and coherent force. Each newly graduated class is aligned with the existing body through a history of Lesley experiences and through their interaction with one world.

JOYCE LEVY, '63



## Lesley Girl — One of America's Ten Best Dressed



"Nancy Hailer—in formal attire"



Skirt, Sweater, Textbook, and Nancy Hailer on campus.

The news electrified the campus!

Sophomore Nancy Hailer, elected the best dressed girl at Lesley, was named one of the Ten Best Dressed College Girls in America for 1963 by *Glamour* Magazine.

As one of *Glamour's* Ten Best Dressed College Girls, Nancy's photograph will appear in the annual August College issue of the magazine. In addition, she will be flown to New York via American Airlines and will stay at the Biltmore Hotel. Nancy will be introduced to over 1,000 members of the fashion industry at a fashion show previewing *Glamour's* August issue.

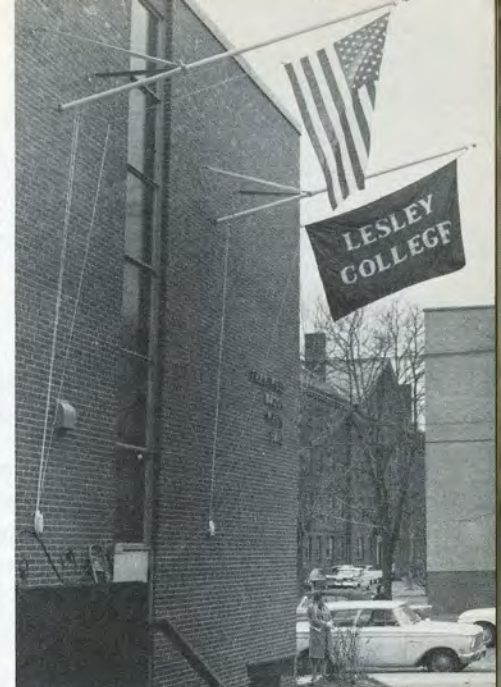
Two days of the visit will be spent touring cultural centers in the city—art museums, the United Nations, theatres and concerts—and on it will go for two exciting weeks during which the 1963 winners will be feted and gifted by *Glamour* and by friends of the magazine.

## Flag Raising at Lesley College



Mrs. Alma B. MacCormack

Old Glory and Lesley's new banner wave side by side.



President Orton and Mr. George Bisbee pose for our photographer prior to the flag-raising.

Our Alma Mater has a new flag made possible through the thoughtfulness and generosity of Miss Gertrude Malloch, Lesley's first principal. It was she who first recognized the College's need for community identification.

The attractively distinctive banner is beautifully designed with gold letters on a field of green.

It was raised for the first time at 12:45 p.m. on Thursday, April 4, 1963 by Mr. George Bisbee. Assembled students and faculty members heard opening remarks by both President Don A. Orton and Mrs. Alma MacCormack. Mrs. MacCormack told of the flag's significance to the College. The text of her remarks follows:

"This morning when Dr. Orton asked me to participate in this flag-raising ceremony my first impulse was to decline. Then I thought of J. Alfred Prufrock and 'do I dare?' But who can resist our President? If his wish is not our command, his wish is certainly our desire. So, here I am, there you are.

This is a delightful occasion. As our catalogue so aptly stated: 'It is usually true that the history of an institution is the story of the individuals who have left their imprint upon it.' Today, President Orton and you are making history for Lesley. Before that, Dr. White and Dr. Thurber played an important role in the background and development of Lesley from a school into a College.

Before that, beyond that, therein hangs the tale. For that was the beginning. In 1909, Edith Lesley Wolfard founded Lesley College. A few years later,

Miss Gertrude Malloch became a member of the staff. In 1918, Miss Malloch became the principal of Lesley.

But we are not here today to talk about or to speak about Dr. Orton and the imprint he is making on Lesley, or of Dr. White and the imprint that he made, or of Edith Lesley Wolfard.

Instead, we are here to speak of Miss Malloch and her dream.

Even though Miss Malloch left Lesley in 1944, Lesley was always in her heart, in her thoughts, and if I may say so, in her deeds.

She was proud of Lesley's emergence from a school into a college.

Today, many, many times you may see a figure dressed in black or gray briskly walking on the Harvard side of Everett Street but looking our way, and if you look very very carefully you will notice that the figure is none other than Miss Malloch.

One day, so the story was told me, as Miss Malloch was briskly walking on the Harvard side of Everett Street but looking our way, an idea came to her. She felt that Lesley should have a flag to be unfurled on all state occasions and to wave in the air. The idea grew until finally, with Dr. Orton's approval, Miss Malloch consulted with Miss Gladys Sullivan who lovingly gave of her time and talent in designing a flag for Lesley.

Now for the first time that flag is about to be unfurled. Long may it wave over Lesley.

Miss Malloch, we thank you."



*Speaking personally —*

When I stand apart and look at Lesley I see a community of scholarly people.

Citizenship in this community takes on many forms. As an Alumna, you became a lasting part of Lesley's community the moment you shared in the intellectual and emotional climate that make up Lesley College. You found yourself involved in the living history of an institution dedicated to learning.

Professionally, Lesley's community is occupied in two fronts. We are concerned with producing the best qualified teacher possible in the short span of years that is allotted to us. We are also concerned with the impact our success will make upon generations of Americans who will have been taught in their formative years by Lesley Alumnae.

The many needs and demands of elementary education have cast the lots of every citizen in Lesley's community into a common arena. Together we are taken up with the work of repairing many bad roads and constructing modern highways in elementary education.

It is in these things that every Lesley citizen shares real interest. The spirit of good fellowship and our common goals make it necessary here to discriminate carefully between our truly fundamental likenesses and our important differences. Indeed, one scale by which many colleges are measured is in the success realized in cultivating differences as well as likenesses.

The new enthusiasm that Alumnae are demonstrating in their interest and support of the college have been truly inspiring. This is proper. We have a good deal in common, you and I.

I invite you, then, to document your family membership in Lesley College. We look forward with pleasure to seeing you at the Alumnae Reunion and Commencement on June 1. Every indication points to a most successful Reunion.

*Don A. Orton*



Mrs. Martha B. Ackerson

As a Lesley Alumna you may know a girl who you feel is just perfect for Lesley and you may wonder what her "chances" of admission are. Perhaps we can answer this question for you as we share all the data that will enter into our decision as to whether or not a girl should be admitted to Lesley College.

Admissions is not a cloak and dagger endeavor nor the work of mediums gifted with rare insights. Rather the admissions process is a gigantic task of evaluating many credentials to select those young women best suited for our particular program. A single decision may involve many hours of study and discussion.

Because Lesley's express purpose is to "educate young women and to prepare them to be effective teachers for elementary school, the kindergarten, and the nursery," we are seriously concerned about a girl's ability to master a program of formal studies on the college level as well as about her potential for becoming an effective member of the teaching profession. Thus our admissions procedures are primarily an evaluation of the academic factors and of the personal.

In determining which girls will be successful in our degree program we evaluate a student's academic record in high school, her complete testing record on the secondary level, her principal's estimate of her success in work at the college level, and her scores on the Scholastic Aptitude Tests of her senior year.

In determining her potential effectiveness in the teaching profession, we weigh the personal factors in terms of her emotional stability, moral and ethical fitness, general intelligence, her demonstrated ability to work with children, and her interest and motivation for the teaching profession itself. Good health is also a must!

In the academic picture it is mandatory that a girl take a college preparatory course in high school in

## ADMISSIONS STORY

order to assure the necessary units for admission as outlined in our catalogue. We expect her to achieve the college recommending grade set by her own high school in *each* of these units. In addition, we note her cumulative average and her rank in her graduating class. We examine the number of major subjects she has carried and whether or not any of these courses have been on an accelerated, enriched, or honors level.

Her testing record on her high school transcript and the results of the Scholastic Aptitude Tests of her senior year give us a measurement of how she ranks locally with seniors in her own high school and nationally with seniors across the nation. These test results also indicate her rank with the group of candidates seeking admission to Lesley with her.

On the personal side of the ledger, her recommendations, her rating by her teachers, and her personal interview at the college are our tools for measurement. Also important to us are those activities which she has undertaken with children.

Other factors that enter into our admissions decisions to a lesser degree are those of geographical distribution and familiar relationships with Lesley students past and present.

When an Alumna does refer a candidate to us, the Admissions Office sees that the Alumna receives a copy of the action taken by the Admissions Committee. Most girls are notified of our decisions beginning April 1st of each academic year.

At best our decisions are difficult because we face *one* opening for approximately every four and one-half girls who apply. In the final analysis, a girl who will be invited to join the freshman class at Lesley College each year must have fulfilled both our academic requirements and our personal ones. If the young woman you may have in mind is such a person, we would like to talk to her.





## RECIPIENTS LESLEY MERIT FULL-TUITION SCHOLARSHIPS

Established to attract outstanding young women to the teaching profession on the elementary level.

### Recipients:

- Miss Pamela Olga Baughman, '67  
of 4 Shawsheen Street  
Billerica, Mass.  
from Billerica Memorial High School
- Miss Janice April Horvitz, '67  
of 131 Carey Circle  
Stoughton, Mass.  
from Stoughton High School
- Miss Barbara Jean Madden, '67  
of 346 Common Street  
Belmont, Mass.  
from Rosary Academy, Watertown, Mass.

A student is eligible for reappointment each year she is at Lesley College provided she remains a commuting student, maintains a cumulative average of B, and actively participates in the life of the college community.

### Reappointed:

- Miss Barbara Hafner, '66  
of 15 Cypress Road  
Medford, Mass.  
from North Cambridge Catholic High School
- Miss Cynthia George, '66  
of 27 Blossom Street  
Lexington, Mass.  
from Lexington High School

## PRESIDENT'S GRANT

By vote of the Board of Trustees, a sum of money equal to one full tuition is set aside each year for scholarship purposes. This fund has been designated as The President's Grant for the academic year 1963-64.

### Recipients:

- Miss Lucille Barrett, '66  
of Grand Isle, Vermont  
from Milton High School
- Miss Claire Blanchard, '66  
of 99 Chestnut Street  
Abington, Mass.  
from Abington High School
- Miss Gail Kershaw, '65  
of 79 Brook Street  
Rocky Hill, Connecticut  
from Rocky Hill High School
- Miss Lois Sommerfeld, '65  
of 30 Ridgeview Avenue  
White Plains, New York  
from Groveton High School  
Alexandria, Virginia
- Miss Pamela Wilson, '66  
of St. Thomas  
U. S. Virgin Islands  
from Northfield School for Girls  
Northfield, Mass.

# CONVOCAATION CANDIDS



**THE CORPORATION SCHOLARSHIPS**  
Presented by the Corporators of Lesley College for scholarship assistance for the year 1963-64.

### Recipients:

- Miss Francine Braddon, '64  
of 174 Gillette Avenue  
Springfield, Mass.  
from Classical High School
- Miss Muriel Rosenthal, '65  
of 75 Addison Street  
Chelsea, Mass.  
from Chelsea High School
- Miss Sharon Williams, '66  
of 75 Barkham Avenue  
North Quincy, Mass.  
from North Quincy High School

## THE TRUSTEES' SCHOLARSHIP

The Trustees' Scholarship was created in the fall of 1952 by the personal contributions of members of the governing board.

### Recipients:

- Miss Kathleen Curran, '65  
of 68 Bradfield Avenue  
Roslindale, Mass.  
from Notre Dame High School  
Roxbury, Mass.
- Miss Linda Dow, '64  
of 74 Cedar Street  
Presque Isle, Maine  
from Presque Isle High School
- Miss Harriet Gold, '66  
of 48 Woodrow Avenue  
Medford 55, Mass.  
from Medford High School
- Miss Jonina Herter, '66  
of 4 Hunting Lane  
Wilbraham, Mass.  
from Minnechang Regional High School
- Miss Sharon Williams, '66  
of 75 Berkham Avenue  
North Quincy, Mass.  
from North Quincy High School

## THE ELIOT I. SNIDER SCHOLARSHIP

In September of 1957, Mr. Snider, a Cambridge business executive and Lesley Corporator, made possible this annual grant to a Lesley undergraduate.

### Recipient:

- Miss Beverly Siskind, '65  
of 19 Essex Avenue  
Swampscott, Mass.  
from Swampscott High School

## TRUSTEE AND MRS. SAMUEL D. WONDERS AWARD

Established by Trustee and Mrs. Samuel D. Wonders to the undergraduate whose record, since her earlier years in high school to date, indicates unusual merit and great promise.

### Recipient:

- Miss Jonina Herter, '66  
of 4 Hunting Lane  
Wilbraham, Mass.  
from Minnechang Regional High School



# The Walter F. Dearborn School

MARGARET GIFFORD

The Walter F. Dearborn School is one of the three laboratory schools owned by Lesley College. It had its start as the remedial department of another of these schools, the Lesley-Ellis. When it was found what a demand there was for remedial work, the school was moved next door, to 36 Concord Avenue. This is a remodelled dwelling house, to which extensive additions have been made.

A remedial school is to education what a hospital for curable patients is to health. To apply the word "remedial" to a problem is to say that it can be solved. The adjective should give comfort to the child in trouble. But the word "remedial" also tells us that all is not well. Every student in the Dearborn School has a problem, generally a serious one. Our pupils come to us for help, and generally in the field of reading; about two thirds are what we call "non-readers."

There are many theories about why an appreciable number of children, mostly boys, are afflicted with a disability in the fields of reading and language. This language disability manifests itself in a fairly uniform pattern of errors and has almost no relation to the degree of intelligence. It is so pervasive in its effect that to expect a non-reader to learn to read and spell effectively is like expecting a lame child to win a race.

Naturally a child who has not learned to read well enough to progress in school becomes disturbed. Often he can be helped by psychiatric therapy. But he also needs help in school. We try to arrange a program in which each student can experience some form of success immediately, sometimes for the first time since he started school. To a child who has come to despair of himself, this school success is highly therapeutic.

A child who has failed to learn in school is distrustful of himself; he suspects that something perfectly awful is the matter with him and that no one dares to tell him so. The school can usually dispel this fear. A student coming here sees many other young people, obviously perfectly normal boys and girls, having the same trouble as himself. He works on an equal footing with them instead of trailing behind a class. This is an important builder of morale. When the load of fear is lifted, he often finds himself working with enjoyment and courage.

We find that to consider a reading disability as a kind of near-sightedness in the brain where glasses

cannot be worn is a good working hypothesis. When the student understands this he can often adjust himself to his disability, especially since it does not affect the quality of his intelligence.

There are other causes of school failure that can be helped by remedial work. Most school subjects present seemingly insuperable difficulties to certain students—arithmetic, spelling, grammar,—all have their victims. Other causes of school failure are poor health, unhappy home conditions,—even a history of too frequent changes of school.

Very important, also, is the fact that many children start the first grade before they are mature enough. American methods of teaching reading are effective for the normal six-year-old child. But many bright children in the first grade do not have the necessary social or physical maturity for learning to read, even when the intelligence is high enough. Reading requires the fusing of the vision of both eyes at a fairly close range. This physical development has not always taken place at the time of instruction. It is possible that bad habits of vision are established which would otherwise have disappeared with maturation. The reversal of symbols in writing is almost universal among kindergarten children. Left to themselves, they outgrow this imperfect mode of perception. If forced to do close work too soon, it may be that this confused orientation crystallizes and becomes the basis of a reading disability that might not otherwise have existed.

At Dearborn, we enroll about 60 boys and 10 girls of all ages and levels of achievement. Our one indispensable requirement is the capacity for normal growth. Any remedial school finds a large majority of boys in its student body. It is boys who are non-readers.

We find that group instruction is more sprightly than individual tutoring, so we try to fit each child into a class. Requirements for membership in any class are threefold. The students must be of approximately the same age; they must all be at about the same level of achievement; and all must be able to progress at about the same speed. If a student is alone on his level of achievement in some subject, he can receive individual tutoring.

As the progress of a remedial student is almost always spotty—up in one subject and down in another—the school is ungraded. Each student has his own desk in his home room, but ranges from



Father and Son Night at the Dearborn School.

there during the day. He may be in a class of five in reading, in a different group of four to ten in arithmetic; perhaps in a larger class in spelling, and so forth. He will come in contact with several teachers each day.

As our students progress, we are always trying to bring their achievement in different subjects together on a uniform level so that they will fit into a regular school grade. This means extra, intensive, effort in the areas of weakness.

Three times a year parents are invited to come to school for an interview, when a progress report is given. This takes the place of report cards for the younger children. When the students reach a high school level, we send formal report cards. This is by request of the students who want to be as much like other high school students as possible.

The director plans to have personal interviews at least three times each year with each student. Suggestions for the improvement of curriculum, per-

sonal difficulties, desires and hopes, can all be discussed. We think our students appreciate the knowledge that they are helping the school in the planning of their work. Their suggestions are often sensible and enlightening. When they are impossible, we try to explain why. The standing of each student is also made clear to him, as well as the purpose of remedial work. This is part of our effort to enlist the whole-hearted support of our students in their rehabilitation.

The Dearborn School teaches the regular school subjects. Unlike a reading clinic where a child comes for a few hours each week, the school takes over the student's whole education. This means that our responsibility is two-fold. We must try to give each student training in the remedial techniques whose lack is holding him back. We must also see that he learns the subject matter suitable for his age and grade level. Instead of the usual assortment of reading workbooks, we use regular school texts in



history, English, science, and mathematics. We use these as remedial materials. In this way, we try to make sure that when a student leaves us, he has the technical skills necessary to do the work of the grade he enters, but is also conversant with the necessary knowledge of the school subjects.

We feel very strongly that it is most important for the student who has been failing in school to have part of each day devoted to some kind of creative or artistic work in which he can excel. We have a wood-working shop, an art studio, a music program, and a sport program. We emphasize the teaching of typing. We find this a resource for many, a useful tool to all, and a way of enlarging our methods of teaching spelling and English.

The non-readers who comprise the majority of our student body are finding life more and more difficult in modern society. A couple of generations ago, it was possible to leave school at a fairly early age. There were far more ways in which a growing child could make a real contribution to the family welfare. Nowadays a child's sole road to family approval is his school success. This makes failure loom very large—all too often it spells utter failure to the child.

The emphasis on school excellence is growing all the time, we tend to look down upon those who do not complete high school, and there is beginning to be a feeling abroad that without a college education one cannot hope to succeed in life. This overpowering importance of school success is devastating in its results on the non-reader. He may have the makings of a convincing salesman, a fine technician, a top-notch agriculturist, a competent artist,

yet his lack of school success gives him a poor conceit of himself. He grows to expect little from himself, to be satisfied with a kind of low mediocrity—a kind of C— or D + human being, without much worth in his own, or anyone else's eyes.

We should like to be a school where this is recognized and where the element of book learning could be kept at a minimum, while we taught by all other methods possible. This remains impossible for us so far because of the pressure our children are under to return to a regular school as soon as possible, a school where they must depend upon reading as the chief tool of learning. We dream of a school for non-readers which ranks as high in prestige as any other; where our creative and practical achievements will receive equal recognition with scholastic excellence. In spite of all our efforts to add glamor to the school,—concerts, paintings, and sports events,—it remains something of a stigma to attend the Dearborn School. It is a mark of past failure.

We have considerable success in returning students to their normal school situations as well as in rebuilding lost self-respect and developing self-confidence, yet we are aware that this is not the best way. We are doing salvage work, following in the wake of an educational system that sees only one path to knowledge, picking up and repairing the wreckage it leaves in its track. Preventive medicine is better than remedial medicine, and we can imagine a school system where the potential failures would be spotted early and given a form of education which used diverse methods and emphasized other skills than reading.

## STUDENTS SPEAKING

The new Lesley is getting a close inspection by the public thanks to the mass media people and their interest in the progress in the College.

What do the students think of the changes? To answer this question, the *Lesley Review* asked for student comment. Here is a sample of opinion.

I have often found that if I try to do too many things at once, nothing gets done the way I would like to do it. So it seems to me to be the same with the number of courses one takes. If a student takes many courses, she is rarely able to give full attention to more than one or two of these. Even if she wishes to learn more in these fields she cannot as she does not have the time to do the extra reading. With fewer subjects one can give each of them adequate time. Instead of getting just a superficial idea of what the course covers, one can get an over-all picture plus an understanding of detailed facts. I think there is a maxim that expresses my opinion quite well; something about it being better to know a lot about little than a little about a lot.

Lesley College seems to agree with this idea. In the last few years, some of the courses have been assigned more credit hours, thereby reducing the number of subjects a girl takes during a semester. More reading and research can be required in these subjects and a better knowledge of the course can be gained. Instructors need not feel as rushed in their effort to get across to the students a basic knowledge of the subject. Students can feel they have learned something when they have completed a course. I do think Lesley could carry this plan even further than they have and make all courses either three or four credit hours. I hope this is what they are working towards.

LOIS SOMMERFELD, '65

Confucius once said: "To be excellent when engaged in administration is to be like the North Star. As it remains in its position, all the other stars surround it."

At Lesley, our guiding light is Dr. Don A. Orton. In the two and one-half years he has been our President we have been part of many wonderful changes. One of the most exciting to me is the interaction between student, teacher, and administration. There is a real interest in what the student thinks and feels. It's a pretty inspiring thing when the President of a college finds time in a busy schedule to come into the snack bar and just sit and talk with

the girls. Dr. Orton has a certain warmth and humaneness that make us all love and respect him. With his interest in each of us and his concern for the growth of the college, Lesley is assured of a most promising future.

As a senior, I sometimes wish I were just becoming a part of Lesley. It is only a certain special boy and a certain special father's bank account that make me realize that my college years are coming to an end. My love and my active interest for Lesley College, however, are just beginning.

MARILYN SALTZ, '63

When I first became acquainted with Lesley, I was impressed with the keen desire of the College's administrators to select students who would help to raise the standards of elementary school teaching and the friendly and cooperative spirit in which this was accomplished.

This influence reaches down into all classes, I discovered, and the cooperation and friendliness among fellow students and faculty overwhelmed me. Never before have I been a part of such a family, one that voiced its likes and dislikes, criticized and praised, debated and corrected school problems. The kindness, helpfulness and friendliness is bound to be passed on to the students here by the dedicated teachers, thereby spreading the wonderful spirit this college exhibits.

How could a student do anything but accomplish her goals in such an atmosphere? It is certainly a rewarding experience to be a part of the Lesley community where everyone is doing their share in molding a unique, wholesome college environment.

BARBARA HAFNER, '66

### WHY LESLEY?

by EILEEN CUTLER, '66

While looking into a suitable college for myself, Lesley caught my eye for several reasons. First of all, the location could not be better. Cambridge is the center of all intellectual activities. As I walk through Harvard Square, I find every face alert and bright. I feel a location such as this gives one an incentive to study. There is also so much to see and do in Cambridge. On Friday and Saturday nights, college students can be seen rushing to a play, museum, or lecture.

Secondly, Lesley seemed to be the place for me because of its size. I did not want to go to a college





where I would be just a number. I wanted to be recognized for what I did. I wanted to have help with my personal problems, so that I could learn with greater understanding. I wanted also the close faculty-student relationship which one can not have in a large college.

Friendliness is the key to my third reason for liking Lesley. I will never forget how touched I was by the kind, warm manner in which I was shown around the school during my interview. Everywhere I looked, a friendly smile greeted me. Something so small, yet so touching is always remembered and well-worth its small effort. By the manner of dress and behavior of the girls, I knew that Lesley was something special, and that I wanted to be a part of it.

## Congratulations — Lesley Review

The Lesley College Graduate School Association wishes to extend to the *Lesley Review* our support and hearty approval of your efforts to keep graduates informed.

It is very difficult for graduate students engaged in advanced study to be aware of all the facilities offered at the college, since most of the classes are held in the afternoon or evening.

We have come to love Lesley and in our effort to show this appreciation and affection, we wish to contribute our share to the growth, expansion, and continued high quality of education at Lesley.

This year we have established a Curriculum Library Fund. The new curriculum library, when established, will provide the graduates, as well as the undergraduates with an excellent selection of advanced materials and the latest research in the field of education. The new project is very exciting to us and one we feel deserves a great deal of support and encouragement from all.

Our association has two meetings a year. We sponsor projects and functions which advance the professional standards of education and we make every effort to support the College. In addition, we strive to advance professional feeling and understanding, to encourage graduate study, and to stimulate research for the solving of problems in contemporary education.

Members of this association must hold a master's degree from Lesley, thus making the organization distinctive. It is composed of educators in the supervising and teaching field, located in public and private school systems throughout the area. If you,

The closeness of the dorm life at Lesley was again something new and appealing to me. I find living in a house rather than a large dorm very homey and exciting. With its small size, the house offers a better opportunity to become really close with twenty girls of your own class. It is almost like having twenty sisters! All of the girls have a lot in common with one another—the most important being teaching.

For many years I have wanted to make elementary teaching my career. Therefore, I wanted to make sure that I made the correct choice. After only a few months, I can already say that Lesley is the greatest all around and that I am proud to be a "Loyal Lesley Daughter"!

(or when you), qualify for our group, we would love to have you join us since—new ideas, new faces, and new personalities spark a group; making it more worthwhile for all. More information pertaining to our association may be obtained from our advisor, Dr. Clara Thurber, or by writing to us directly. We have a mailbox at the college.

We hope all graduates will be active members and I hope to see as many as possible at our future activities.

Cordially yours, JANET MARIE SILVA, *President*  
Lesley College Graduate School Association

### LESLEY COLLEGE GRADUATE SCHOOL ASSOCIATION

#### EXECUTIVE BOARD

<i>President</i>	Miss Janet Marie Silva 15 Parklawn Road West Roxbury 32, Mass.
<i>Vice President</i>	Mrs. Mary Ditto 93 Payson Road Brookline, Mass.
<i>Secretary</i>	Mrs. Eunice Somers 161 Lowell Street Somerville, Mass.
<i>Treasurer</i>	Mrs. Ruth Kaup 58 Central Street Somerville, Mass.
<i>Past-President</i>	Miss Winifred Linehan 180 Mass. Avenue Cambridge, Mass.

Congratulations are extended by the executive board to the June Graduates. May you all meet success and fulfilment in your chosen field.

## News from the Clubs

Three are formed—more are on the way. If you would like to help set up a Lesley Club in your area contact Alumnae Office, Lesley College, Cambridge, Massachusetts.

### SAN FRANCISCO BAY LESLEY CLUB

Monday evening, February 18th, Dr. Orton met, at the Sheraton Palace Hotel, San Francisco, with those Lesley graduates living in the bay area. It was an informal get-together where Dr. Orton briefed us on Lesley's progress, its hopes for the future and its "west coast recruiting plan."

Those in attendance, who were all equally amazed at Lesley's growth, were:

Lana Bailey, '57—kgn., Chinatown  
Kay Roberts (Yokum), '52—at home, Sunnyvale  
Maris Steeble, '60—3rd-4th, Sunnyvale  
Sally Galway, '62—6th, Daly City  
Marie Giordano, '61—kgn., Cupertino  
Sandra Tierney, '61—kgn., Santa Clara  
Alice Sprague (Coburn), '58—at home, Sunnyvale  
Paula Kirkby (Zoloto), '56—at home, Palo Alto  
Judith Machado (Hurley), '60—at home, Santa Clara

A chapter of the Lesley Alumnae Association was set up at this meeting. It is to be called the Lesley Alumnae Club of the San Francisco Bay area.

Elections for officers were held and chosen were Kay Roberts as Convener, Sally Galway as Director of Admissions, and Judy Machado as Scribe.

It was decided that the next meeting should be held Wednesday evening, March 27th. At this time, progress concerning the passing out of Lesley handbooks and talking to Future Teacher Clubs at the various high schools will be discussed.

Respectfully submitted,  
JUDITH MACHADO (HURLEY)  
*Scribe*

The second meeting of the Lesley Alumnae Club of the San Francisco Bay Area was held at the home of our Convener, Kay Roberts (Yokum), Wednesday evening, March 27th. Despite the rainy weather, we had a very good turnout. While waiting for the arrival of all the girls, Kay, with her

beautiful tan, told us about her recent trip to Hawaii. Especially interested were Sandra Tierney and Marie Giordano who are also making the trip during spring vacation.

Present at this meeting were the following:

Alice Sprague (Coburn), '58  
Doris Tatham (Reynolds), '52  
Sandra Tierney, '61  
Marie Giordano, '61  
Sue Shown (Stetson), '50  
Kay Roberts (Yokum), '52  
Judy Machado (Hurley), '60

It was decided that three meetings per year would be appropriate, they being held in October, February and May. Dues were set at five dollars per year, per person. This money is made payable to our newly elected treasurer, Sandra Tierney. The purpose of this fund is to defray prospective student luncheon or coffee interview costs, for postage, phone calls, etc. . . .

It was found that good coverage of the high schools around the peninsula area had been made by the girls. College directories and *Lesley Review* magazines were distributed to the various schools and Lana Bailey and Sally Galway held an interview with a prospective Lesleyite.

Newspaper articles, telling of our newly organized club and its purpose, have been placed in most local newspapers throughout the whole Bay Area. Pictures will be taken for some. We hope that by this coverage we will make west-coasters aware of Lesley College, its fine educational program in preparing girls for a teaching career, and its not to be forgotten cultural location.

Our next and last meeting until October will be a dinner meeting to be held at the Cabana Motel and Restaurant on Wednesday evening, May 15th.

By the way, many girls have not been receiving their *Lesley Review*. Enclosed please find a list of names and addresses. I would appreciate your adding these names to your mailing list.

Until our next meeting or until some news of interest takes place in 'not so sunny California! !'

Respectfully submitted,  
JUDY MACHADO (HURLEY)  
*Scribe*



SOUTHERN CALIFORNIA LESLEY CLUB

On Wednesday, February 20, 1963, a small, but enthusiastic, group of Alumnae met at the Statler Hilton Hotel in Los Angeles to form the Southern California Lesley Alumnae Club. Representatives from Arcadia, Los Angeles, Anaheim, and Palos Verdes Estates met with Dr. Don Orton to adopt a constitution and to elect officers. Mrs. Jane Morman, class of '49, was elected Convener, Mrs. Jacqueline Robinson Mason, class of '56, Scribe, and Miss Beverly Miller, class of '60, Accredited Lesley Advisor.

After a discussion of Lesley's past and future, plans were made for another meeting in April or May. At that time members hope to meet with local applicants for admittance to Lesley in September, 1963. In the meantime each alumna is going to contact schools in the area to acquaint counselors with the opportunities Lesley offers to girls interested in elementary education. Added efforts to contact Alumnae residing in the Los Angeles area will also be made. Anyone having information about Alumnae here, or desiring information concerning teaching opportunities in Southern California, is invited to write Mrs. Jacqueline Robinson Mason, 27050 Indian Peak Rd., Palos Verdes Estates, California.

MRS. JACQUELINE ROBINSON MASON, '56  
Club Scribe

SOUTH SHORE LESLEY CLUB

The South Shore Chapter of the Lesley College Alumnae Club met Tuesday evening, March 19, at 8:00 p.m. at Thayerlands Nursery School for their first meeting.

Mr. Canavan, President's Assistant for Alumnae Relations, spoke to the group reporting on the College's progress and growth in the past and present. He told the group the plans for the development of the school in the future.

Mr. Canavan then led an informal discussion. The constitution of the club was discussed. Two members were decided upon as a Convener, Yvonne Young and as Scribe, Audrey Egan.

Ways in which our club could aid the College were mentioned.

- A. Teas for prospective students
- B. Advising high schools as to the Lesley Merit Scholarship

Coffee and cookies were served.

Respectfully submitted,  
AUBREY EGAN  
Scribe

CLASS NOTES

We are interested in hearing from more of you. Please send a note telling about yourself to Editor, Lesley Review, Lesley College, Cambridge, Mass.

You have undoubtedly enjoyed reading about your classmates—they want to read about you also.

CLASS NOTES FORM

The Lesley Review  
29 Everett St.  
Cambridge 38, Mass.

Name:  
Address:  
Class:

This is a Class Note:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ALUMNAE BOARD NOTES

The Lesley College Alumnae Reunion will be held on Saturday, June 1, 1963. Proceedings will commence with a tour of the three Laboratory Schools where you may see the work of the students and meet their directors.

The banquet, preceded by a social hour, will be held at the Commander Hotel, Cambridge, Massachusetts at 6:30 p.m. and followed by the Annual Meeting and a fashion show. The price for the day, excluding the social hour, will be \$5.00 which includes tax and gratuity. Mrs. Dorothy Sweeney, '29 or Mrs. Polly Furbush, '55 are in charge of reservations which may be made up to May 24, either by calling or writing to the Alumnae office.

The board is making an all-out effort to recognize certain reunion groups this year. Special recognition will be paid to the classes of 1913, 1923, 1933, 1938, 1943, 1953 and 1958. If you are in one of these classes you will receive a special invitation. If, however, you are not in one of the special reunion classes, please plan to come anyway. You'll

be surprised by the number of your classmates who will be present.

Come and meet your old friends and teachers and see the new developments which are taking place at your Alma Mater.

The following are members of reunion committees: Membership, Miss Zavart Kerkorian, '32. Alumnae Groups, Miss Phyllis Beninati, '57, hostess to these groups, Mrs. Mary Mead, '25. Decorations, Mrs. Marjorie Servis, '29; Invitations, Miss Peggy Ann Evans, '61, Irene Bucek, '29. Treasurer, Miss Joyce Lane, '59, Assistant Treasurer, Miss Nancy Giobbe, '61. Special reunion group of 1959, Miss Joan Petraglia. Publicity, Mrs. Mary Mead, '25, Miss Adele Gruener, '20.

Step-up, that traditional ceremony to welcome the seniors into the Alumnae Association, was held this year on Wednesday evening, May 15. As the seniors become Alumnae, each other class "steps up" to the class above. It is one of the fine, colorful traditions of Lesley. HELEN M. BENJAMIN, '29

CLASS NOTES

1911

MRS. OLIVE WHITMORE has remarried and is now MRS. OLIVE L. DOUCET. She resides at 51 Verona Street, East Lynn.

1923

EDITH ZIMMER COLSON makes her home at 409 Central Street in West Acton with her husband Edward.

1924

EDITH HULTEN BIBBINS is living at 77 Old Hollow Road in Short Hills, New Jersey. Time sure flies. She is now a grandmother. Wedding bells chimed for her son and daughter Charles and Betty in 1958. Charles married Emily Highfield and Betty married Lance Bibbins Vickary. Young Lance keeps EDITH up to date on the kindergarten training she had at Lesley. Vacations find EDITH and her husband traveling across the beautiful U. S. A.—to the Northwest whenever they can get there.

1925

Sister Mary Catherine (MARY CONNELLY) has been teaching at Mount St. Mary College in Hooksett, New Hampshire. She was recently named chairman of the home economics department and given an assistant professorship's rating.

1927

CONSTANCE LEONARD is working in the Stoughton Public Library, and tells us of her reunion with a Lesley friend, STELLA GULLICKSEN CURTIS who came east from Milwaukee in January. CONSTANCE lives at 107 Chestnut St., Stoughton, Mass., and "enjoys hearing about the college."

We were sorry to hear that HILDA WEEK PORST suffered a stroke last January. She is slowly improving with the help of her husband Edward. The Porsts live at 675 Lowell Street, in Lawrence.



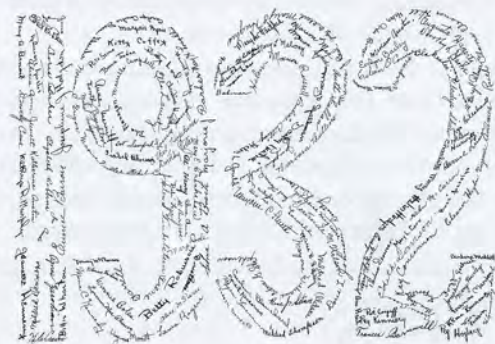


1930

A twenty-third wedding anniversary was celebrated by FLOREN CHIPPINDALE GRAY and her husband Everett who make their home at 39 Kenwin Rd., Winchester. FLOREN teaches at a private kindergarten sponsored by the Woburn Y.M.C.A. FLOREN'S son Parker, 20, is a sophomore at Boston University (how time flies!), while daughter Lucinda, 13, is in the eighth grade.

1931

ELIZABETH JONES of Rt. 1, Box 39, Fairmont, West Virginia, writes: "Thank you very much for the *Lesley Review*. I have read every word and am delighted to hear of the progress Lesley has made. Much, much change has taken place since 1931 and all for the advancement and growth of educational opportunities for children. I have been and still am teaching first grade in my home community."



1932

DOROTHY POTTER HAWTHORNE loves work at the B. F. Brown Jr. High School in Fitchburg, where she has been teaching "foods" to seventh grade girls. The change was a bit difficult at first after having taught high school for so many years, but DOROTHY tells us: "However, I just love this age, as these little girls can be mothered and do so appreciate what you do for them. My work is a pleasure and the days just fly by."

1933

LOUISE HOCKADAY LUND is Office Manager for a large Boston concern. In her "spare time" she is National Treasurer of National Old Lacers, and National Vice-President of the United Federation of Doll Clubs, Inc. Both are large hobby organizations and meet at conventions each year at different parts of the country. LOUISE is hoping to see everyone at the Spring banquet for the 30 Year Anniversary.

1940

BEATRICE MARDEN GLICKMAN of 26 Russell Circle in Natick writes: "Congratulations! Wish I were a freshman starting all over again. Lilliput Nursery School keeps me busy—four-year-olds are very exciting—almost as challenging as my 16-year-old daughter! Hope you hear from other 1940'ers—Bea."

1949

SHIRLEY POALAKEWICH SHRIRO is teaching four-year-olds at the Jewish Community Center's Nursery School Bangor, Maine. Shirley and her husband Bernard have two sons and two daughters.

LEE McCLELLAN SMITH taught in Cleveland, Ohio after leaving Lesley. In 1953 she married Jim Smith and proceeded to 1) Have four babies in five years; 2) See the country. The Smiths have lived in Chicago, New York City, Philadelphia, Washington, D. C., and Kansas City (which is only temporary). There are three boys and a Lesley potential. Lee visited 29 Everett Street last August and reported that she "Loved all the changes . . . but felt sad and thirty-five."



1950

DOROTHY WOLFE KULIK is married to Bernard Kulik, a lawyer with a Washington law firm. They have two little girls: Debra Rose, 2½ and Laura Beth, 6 months. Dorothy sends best regards to Miss Stains.

We got the following note from RUTH MAXTED MENTALL of 124 Dickerman Road, Newton Highlands: "Married Tal Mentall in 1957. Tal is a draftsman studying acoustical engineering. We have a 3½-year-old daughter who attends the Ruggles Street Nursery School. At present I am one of those statistics called a "working mother." Having recently returned from New York City I am now actively engaged in looking for a new home or apartment, in, or around, or near Cambridge (where Tal works) so that Valerie can attend Lesley-Ellis when there is an opening (my big dream).

EDITH MARR VOKEY has three boys—Kim, 11, Scott, 8, and Craig, 5. Her husband, Mark F., is manager of the Brockton Office of Massachusetts General Life Insurance. Their address is 7 Pilgrim Road, Hingham.

1952

The following class note came from ELAINE KRITZ JACOBS of 192 Church Street in Waltham: "Upon graduation I married Norman Jacobs and we lived in Cambridge for two years. At that time I taught second grade in Milton while Norm was at Harvard Business School. Upon Norm's graduation in June of 1961 we moved to Philadelphia. Marjorie Ilene was born there on January 24, 1962. That July we moved to Waltham. Norm and three other men have formed their own company for research in new chemical sand plastics called American Corporation which is located in Kendall Square in Cambridge. I enjoy the *Lesley Review* immensely."

1953

NORMA BENNETT REINHOLD of 12 Prospect St., Essex Junction, Vermont, writes: "I now have five children: Brian 8, Bruce 7, Barry and Laurel 2, and Laureen Lesley 4 months. Lesley is named after Lesley College. My husband Vern is attending U. V. M. for his doctorate in Biochemistry. I have a full-time job being a mother and I must say, I owe Lesley College a lot of thanks in all she has taught me about children. It has helped me a great deal in raising my family."



1954

MARY CLARK BARCLAY and her husband Thomas Barclay now live on Wadsworth Road, Duxbury, Mass., with their four children: Kevin 5, Tim 4, Scott 3 and Duane 1½. Mrs. Barclay did teach in 1955 and 1956, but now devotes her time to her family.

1955

From Farmington Falls in Maine comes word that MARY CAREW DYKE is teaching seventh grade in Farmington and training student teachers for Farmington State Teachers College.

It's a girl. Judith Elise—born September 23 to LOIS FINKLE SPIEGEL (and husband Bert). They live at 34 Babbitt Court, Elmsford, New York.

MARILYN KLIMAN HOLSTEIN is living at 22 Redwing Rd., Wellesley Hills, with her two sons, Steven 2, and Eric 4½.

Pittsburgh has been home for NORMA BURNS PUTMAN, her husband Tom, and their two children Henry 3½, and Lesley 2. NORMA has kept a hand in teaching. Aside from some private tutoring. NORMA was one of the second-grade teachers for the two week Church Bible School. Tom loves his work at the Westinghouse Research Labs and Pittsburgh is quite a commuting distance from Cambridge, BUT girls in the area interested in forming a Lesley Club ought to contact NORMA who is living on 7 Frankwood Rd.

VIRGINIA DMITRUK married Dick Barry, a graduate of Boston Law School, in 1959. They have a 15-month-old daughter, Susan Jean, and a new home at 6 Donna Street, Thompsonville, Conn.

LOIS SHREBNIK ZEISLER writes from 1446 Fairfield Woods Road, Fairfield, Conn., to tell of her family. She and her husband, Robert, who graduated from Boston University Law School, have two sons: Jeffrey, and Stephen Frederick.

1956

ELIZABETH DONLAN COONEY wrote to tell us how much she enjoyed reading the *Lesley Review*. ELIZABETH is living at 38 Washington Rd., in Northboro.

SHIRLEY ZELINSKY GARBER is living at 9800 Antlook Drive, Overland Park, in Kansas, Missouri. She married "Cantor" (Minister) Roy Garber and they have two children—Benjamin David, and Robin Hope. 1962 was something of a vintage year for the Garber's as they acquired Robin Hope on July 15, and built a new home on August 8th.

BARBARA DENNETT HOWARD took time to fill us in as follows: "After graduation from Lesley, I taught second grade for five years, one of which was with a blind boy along with the rest of my class in West Hartford, Connecticut. The summer of 1958 I went to Europe with CAROL CROCKETT EVERETT, '62. The following summer I married Robert Howard. Bob is a sales manager for the American Mutual Liability Insurance Company in Hartford. Susan Elizabeth was born June 30, 1962, just three days after we moved into our own home. Now I am a busy housewife and mother."





## ALUMNÆ REUNION

On Saturday, June 1, 1963 the Lesley College Alumnæ Association will have its annual reunion.

An unusually interesting program has been planned for the day. Our three laboratory schools will hold open house and conduct programs for the Alumnæ.

Special recognition will be paid to the reunion classes of 1913, 1923, 1938, 1943, 1953, and 1958.

Last year many alumnæ, particularly those from out of state, expressed the wish that Alumnæ Reunion and Commencement be held on the same weekend so that they could attend both. This year that wish is being realized.

On Sunday, June 2, 1963, at 10:30 a.m., the Baccalaureate Service will be held in Harvard's Sanders Memorial Hall. This will be followed by a buffet lunch for seniors, parents, faculty, and alumnæ. (Alumnæ attending the Baccalaureate Service and Commencement will be guests of the College for lunch.)

Commencement exercises will be at 2:00 p.m. in the First Church, Congregational, Cambridge.

### *Program*

Saturday, June 1, 1963

<i>Event</i>	<i>Time</i>
*REGISTRATION	1 - 2 P.M.
Founder's Hall - 29 Everett Street	

LABORATORY SCHOOLS OPEN HOUSE	2 - 5 P.M.
-------------------------------	------------

Lesley-Ellis School -  
34 Concord Avenue  
*Director* - Mary V. Wright '29

Walter F. Dearborn School -  
35 Concord Avenue  
*Director* - Margaret G. Gifford

Carroll-Hall School -  
40 Concord Avenue  
*Director* - Helen Freeman

SOCIAL HOUR	5:30 - 6:30 P.M.
Hotel Commander - Cambridge	

REUNION BANQUET	6:30 - 8 P.M.
Hotel Commander - Cambridge	

ANNUAL BUSINESS MEETING	8 - 9 P.M.
Hotel Commander - Cambridge	

FASHION SHOW	9 - 10 P.M.
Hotel Commander - Cambridge	

\*Alumnæ, if they prefer, may register instead at the Hotel Commander during the social hour.





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