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ALUMNAE REUNION

Mark the Dates Today

• June 5, 6, 7, 1964
• Renew those old friendships
• The most fabulous reunion ever held at Lesley College.
• You won't want to miss it.
• All Classes Are Welcome

NEW HORIZONS IN TEACHING MATH

by Elizabeth N. Berglund

Though there are many ways of making the third R of the elementary curriculum meaningful to young children it appears that the use of the Cuisenaire colored rods can lift mathematics from its former dull role of tool subject to a higher realm of intellectual activity where the spirit of discovery and creativity are the order of the day.

Since 1958 when the first class in the United States to introduce the Cuisenaire-Gattegno approach to teachers was held at Lesley College, the idea of using colored rods as a concrete model of mathematical structure has been adopted in many schools throughout the United States and in other countries around the world. That same year the rods were introduced as a teaching device at the Lesley-Ellis School — and the rods are still in use there today.

As many teachers know, the colored rods were originated by Georges Cuisenaire, Director of Education in the public schools of Thuin, Belgium. The set consists of wooden rods which vary in length from 1 to 10 centimeters and are colored according to a scheme developed after more than twenty years of experimentation, 1 cm. — white; 7 cm. — black; 2, 4, 8 cm. varying shades of red; 3, 6, 9 cm. — varying shades of blue; 5, 10 cm. — varying shades of yellow.

A basic characteristic which is embodied in the rods may be observed in the way in which each rod is cut. It will be noted that unlike the Catherine Stern materials each rod is not divided into units through the cutting of grooves in the wood. The numerical value of each Cuisenaire rod is determined only by the size of the rod which serves as a unit of measure. For example, if the white rod is one, the red will be two, the light green three, etc. However, it will often be advantageous to use other lengths as a unit of measure. If the red is one, then the white is equal to one-half, while the light green is one and one-half, the purple is two, etc. It may be observed that the flexible nature of the rods makes it possible for them to be used as a model of many mathematical ideas which can be appreciated at all age levels.

As young children measure space with the eye and learn to predict which rod will fill a given area they are able to develop their power of perception to the point where no trial and error are involved. As they hold the rods in their hands, they also become proficient in identifying the rods through the sense of touch. The response of the children to this aspect of the work is most remarkable and suggests that educators may not as yet fully appreciate the role of the tactile factor in
the learning process of the very young child.

Instead of memorizing separate addition and subtraction facts a child who is using the rods may first of all discover the real meaning of the operation. He learns that addition consists of the process of joining groups while subtraction bears an inverse relationship to the addition operation. It will also be observed that multiplication is like the addition of equal quantities, and that division bears an inverse relationship to multiplication. When children have made these important discoveries and are fully aware of their meaning it appears that most of the basic facts have been learned as a matter of course.

An example of the discovery of general principles underlying the operations may be observed in a child's early experience with the rods. If a red rod is placed end to end with the light green it will make a length equal to that of the yellow. If the white is one, the above pattern may read as $2 + 3 = 5$. At the same time the child can see that $3 + 2 = 5$, and has thereby discovered the commutative principle for addition. Similar experiences will occur as the child experiments with patterns of rods which demonstrate relationships within other operations.

Space will not permit a detailed account of the many meanings which a child may discover through the process of discovery. However, it may be said that the pure joy experienced by the child as he works with quantitative ideas which he can perceive in the patterns of the rods is something that has not always been found in the elementary classroom. One is reminded that these children would readily agree with Bertrand Russell when he said that "the true spirit of delight, the exalation, the sense of being more than man, which is the touchstone of the highest excellence, is to be found in mathematics as surely as in poetry."

Indeed, children who have made discoveries of the deeper quantitative ideas at the age of six already view themselves as mathematicians. (Some six year olds who were recently observed by the author were certainly reacting like mathematicians as they proudly solved equations like the following: $2\times3\times5\div2\times8$. Which sign belongs in the box: $\times$ or $=$?)

Though the Cuisenaire colored rods represent only one of the many ways of presenting the "new mathematics" to young children it surely is one which has served to open the way toward new horizons in the joyous experience of learning.

Elizabeth N. Berglund
LESLEY COLLEGE HONORS DR. MARGARET MEAD

World famous anthropologist Margaret Mead became an Alumna of Lesley College at the Winter Convocation on Thursday, December 9, when she was awarded the honorary degree of Doctor of Humane Letters.

The Lesley hood was placed over Dr. Mead's head by her sister, Assistant Professor Liza Steig of Lesley's own faculty.

It was a full day for the vibrant Dr. Margaret Mead. She began her day by granting interviews to a team of newsmen from WHDH-TV, radio station WEEI, the Boston Globe and the Boston Traveler. This was followed by a luncheon. Then came the Convocation where she delivered a stimulating address on "Creativity" to more than 500 students, faculty members, and friends of the College. Then she was rushed back to the campus for a radio interview. Next in order she was guest of honor at a faculty sponsored reception and lastly she presided over a cultural anthropology class to personally answer the questions of Lesley students who had been studying much of her work throughout the year. Somewhere in all this, the amazing Margaret Mead managed to find time to visit an art exhibit in Harvard Square's Edna Stibbins Art Gallery which was featuring the paintings and drawings of her sister Liza.

Late that afternoon, she was whisked out to Boston's Logan Airport where she flew back to New York.

In her convocation address, Dr. Mead expressed concern for the whole of our society. "The word "creativity" has been worked to death," she said. "One of the most important things about creativity is that it must keep the parts of our society together. All too often we find that poets only write for poets and nobody else ever reads what they say."

On telling how she ever became interested in cultural anthropology, Dr. Mead credited her career to her grandmother, a Civil War bride, who insisted that young Margaret maintain a notebook which would record the vocabulary, recreation, and the imagery of her little sister Liza. These notes were rigidly criticized and soon the process of recording observations became second nature.

For the many contributions she has given the world, Lesley College takes great pride in welcoming Dr. Margaret Mead into its Alumnae Association.
clothes are the most important part of her life. Her sweaters and skirts are fitted to woo the men teachers and the young eligible principal. Usually she has a make-up cake on her face (her throat is forgotten). Her eyes are heavily laden with mascara. She has a different extreme hairdo, including a new hair color each week. The Beauty Queen’s aim is not to teach, but catch a man. As yet, she is not aware of the amount of work demanded by her chosen profession.

THE YAWNERS — This is the student teacher who exhibits an alarming physical inertia in the classroom. Her clothes and hair are unkempt. She usually sits at the desk, bored and disinterested in the learning situation. All requests are met with a negative response. She always completes her lesson plans in the classroom before the end of the day because she spends the evenings socializing with her favorite beau.

CONFIDENCE LACKERS — The student who lacks confidence in herself and her ability. This one usually covers it up by giving the impression that she is bored with the whole thing. This category also includes the reticent student who has much to offer but is truly unused of the situation.

GRADE WORKERS — The student who makes no secret of the fact that she is favoring the school with her presence only because it is part of her degree requirement. ‘I just have to have a job!’ I am being married, paying my husband through grad school. I really don’t want to teach, but it’s the easiest thing I can think of to earn money.

JUST RIGHTERS — This is the rare student who views teaching as a valuable learning experience. She is alert, prepared, inquisitive, professional, well-dressed, curious, enthusiastic, and above all concerned. She is prepared to give herself to one of the most demanding professions — teaching elementary school.

Of the seven types of student teachers, I have found that the easiest to work with are the Confidence Lackers because they usually need you, and the Just Righters because they help to form a good working partnership with the professional teacher. The most difficult to work with are the ‘Beauty Queens’, the ‘Yawners’, the ‘Playmates’, and the ‘Grade Workers’ because of their attitude. They are still problem children themselves who need to mature before they can be truly valuable members of the profession. Yet training them can be challenging and the change is often rewarding to see.

The “Take Overs” . . . well, they seldom pass the observation period because a strong cooperating teacher will promptly place them in the back of the room as a mere observer until the time arrives when they understand their place in the teaching situation.

Traits

There are several traits which I like to find in a student teacher. The cooperating teacher should possess these traits as well.

OBSERVANT — The student is attentive to what is going on in the classroom. She should be conscious of the classroom’s organization and routine.

HELPFUL — The ability to assist the classroom teachers in getting a lesson across to the class. The willingness to help children who need special attention.

AWARENESS — The development of an up-to-date appraisal of the needs of the individual and of groups of children. The ability to analyze and diagnose a child’s needs.

ENTHUSIASM — The possession of a cheerful spirit in the classroom about her work and the ability to convey this enthusiasm to the children.

INTELLECTUAL CURIOUSITY — The real desire to learn as much as there is to know about the grade level, subject matter and techniques, as well as being familiar with new methods and experiments in the field of education. A wealth of general information concerning past and current events is necessary here.

PROFESSIONAL ATTITUDE — The holding to standards of professional ethics in regard to other teachers and confidential matters concerning children. The ability to recognize a need for help herself — and the humility to ask for it along with the willingness to accept the responsibilities which are inherent in a student teaching situation.

SELF-EVALUATION — The capacity to evaluate one’s self by asking pertinent questions about a lesson or learning situation.

CONSTRUCTIVE CRITICISM — The talent of accepting constructive criticism and the eager willingness to work upon suggestions for positive results.

WARMTH — An ever-present sense of humor and a ready smile, as well as a compliment for a small child.

The first step and the more difficult stages of student teaching are the observation period and first lesson. Once the student teacher and cooperating teacher together, have passed these stages successfully there is a firm foundation for a partnership in the classroom.

Observation Period

Usually each student teaching period begins with a time for the student teacher to become familiar with the situation and the children. This can be the deadlest part of the whole experience, especially if the student just sits and the cooperating teacher feels the strain of an observer. If the cooperating teacher doesn’t suggest anything to do during this time, usually the following activities are not only acceptable, but are often welcomed.

1. The student teacher should just listen to what the cooperating teacher is saying and doing so that she may be of help.
2. Walk around the room. Check to see directions are being followed. Answer the children’s questions, but don’t give them the answer. If the children need assistance, help them to solve the problem logically.
3. The wise student will keep a list of questions that come up as she watches a lesson progress and then together with the cooperating teacher, analyze and see what her point was.
4. The student should familiarize herself with the children and should note the way the cooperating teacher handles certain individuals. Never discipline a child unless one has been completely familiarized with the child’s particular problems.
5. From the very beginning the student teacher should feel free to express herself in the classroom. It is not what she says or does, it is the way she says and does it that counts.

First Lesson

The student teacher should make her plans far enough in advance so that her cooperating teacher will have plenty of time to go over them with her. She should have all the materials ready for the lesson and be thoroughly familiar with routine things (margins on the papers, proper headings, etc.) which don’t seem enough in advance so that her cooperating teacher will have plenty of time to go over them with her. She should have all the materials ready for the lesson and be thoroughly familiar with routine things (margins on the papers, proper headings, etc.) which don’t seem familiar with new methods and experiments in the field of education. A wealth of general information concerning past and current events is necessary here.

The student teaching experience will probably be the most unique situation the student will ever be in as long as she teaches. At the end of the student teaching experience the student should take all the good things with her and leave the bad.

As a critique teacher we’re not being offended. Our role is to establish an environment in which the student teacher can experiment and grow. The challenge is there for both of us.
Ten years ago Lesley College accurately anticipated the future needs of the world of education and established a Graduate School of Education on our campus. It was felt at that time that a masters degree might well be a requirement for all teachers in the not-too-distant future and that Lesley would have an obligation to provide the program, faculty, and facilities to this end.

This was an accurate forecast. Several States are now requiring the masters degree for all their new teachers and several others are studying similar proposals. In any event, in all states a graduate degree is more important now than ever before as a means of upgrading competency and increasing salary increments.

For the first nine years of its existence, the Graduate School at Lesley continued to expand slowly adding students and courses as needed. Program changes were occasionally introduced as the new school became stronger and more established. Dean Thurber was in charge of this program until June, 1963, when she resigned to become Dean of Chamberlain Junior College.

In September, 1963, President Orton appointed Dr. Boris Gertz as Director of Graduate Programs. Dr. Gertz, who has received degrees from New York University, University of Connecticut, and Florida State University, has had a varied career in psychology, education, and human relations. In addition to having been a practicing clinical psychologist, he has also been a lecturer at the University of South Carolina for seven years, a social science intern with the National Training Laboratories in Washington, D.C., and has recently been elected an Associate of that organization.

Dr. Gertz has several major improvements in mind for the Graduate School. The first is to add a full-time graduate program to the existing part-time and extension program. At present, graduate courses are offered only during the late afternoon and evening and during the summer. This program will be retained and it is anticipated that a full-time graduate program will be initiated within the next two years.

The second major improvement will be in the direction the graduate program will take. The focus will be on the integration of professional training, increased awareness of the role of human relationships, and the application of the behavioral sciences to education.

Primarily, it will require a student to develop a considerable degree of independent study. Course content will be arranged to secure depth and comprehensive coverage of subject matter which often will be in the form of seminars and practicum experiences. In fact, it is expected that students will share responsibility for teaching functions in their seminars. This will lead to valuable peer-group relationships as a vital source of learning. The beginning graduate student will soon realize the rewarding opportunity of developing a scholarly approach to new as well as old areas of knowledge.

"Human relations training will play a large part in this new program," as Dr. Gertz said in an interview last month. He went on to say that "... as we become more aware of the complexities involved in classroom teaching, there is an increasing concern to help teachers develop further knowledge of self, of understanding one's own characteristics and motivations and how these can influence and affect the lives of others in groups and social systems."

Research activities will also have its place in the graduate program. However, there will be no masters thesis required since Dr. Gertz feels that often this can become merely an intellectual exercise. All research will be on practical matters growing out of interdisciplinary seminars which will provide interesting experiences while helping students to develop an analytical ability.

This then will constitute the focus of the "new" Lesley College Graduate School of Education. It is a program full of intellectual excitement and promise.
Here at Dearborn we have the opportunity to help children of average intelligence who have had learning difficulties in school. These children come from many places and their commuting time ranges from twenty minutes to almost two hours. In fact, the two common elements in their backgrounds are commuting and scholastic troubles in one or more academic areas. Such a bond does not engender high student morale.

It is a human characteristic that when one aspect of life seems to be going wrong, we lose confidence in our ability to cope with problems in related areas. This generalization of failure may shake the very foundations of the child's ego-strength. Certainly academic progress fights an uphill battle when these conditions exist. In a school such as Dearborn, there must be a confident and positive atmosphere in order to have a milieu which gives the best possible chance for academic progress. There are many school activities which help instill in the student respect, confidence and pride in his school.

However, the one with which I am most concerned is our athletic program. If this program and other activities are successful, a student will not become flustered, embarrassed or be forced to resort to tall tales when he and his neighborhood chums compare their respective schools. In a young person's eyes, the criteria for measuring a school's worth may be quite different from what an adult would consider to be important. Social events, extra-curricula activities, intra-school athletics and varsity competition with other schools may be topmost concerns when young people talk about their respective schools.

With limited facilities, we have tried to make our athletic program at Dearborn equal to, if not better, than what is offered in other public and private schools.

We do this by using public fields where we can teach the fundamentals of team sports along with instruction in the basic techniques of both track and field events. A school decathlon geared to each boy's age,
weight, and height provides intra-school competition. When the weather turns cold many small schools without a gymnasium pull in their athletics until warm weather returns. At Dearborn we have adapted our limited space to particular sports. Our one 20' by 16' room has become our calisthenics, tumbling, and wrestling room, and a small classroom is quickly converted into an adequate fencing room. Bowling at a nearby alley means additional exercise and competition.

Intra-school competition is important and vital, but of even greater value is the ability to meet boys from other schools on some athletic field. Without a gymnasium and with a small number of students, wrestling has become our first varsity sport and the successes of the team have been shared by every student. "We can compete" is a lesson which encompasses a great deal more than a 15' by 15' wrestling mat.

Our plan is to continue to improve our program in every way possible. However, if this growth is to be fully realized, a small gymnasium must be added to the laboratory school complex. This would mean a great deal to our program and give us the opportunity to offer our services to Lesley's other laboratory schools. I strongly believe that through physical education and athletics, boys and girls will develop not only a sound body, but a spirit to match. This world of exercise can teach our youngsters to accept difficulties without compounding them, to step up and meet challenges and not back away from them, and to know in their hearts that in most areas they can be equal to the task.

Photographs by Norman Harlow, Professional Photographer, Alumnus of Dearborn School

PART II—THE CONANT REPORT

LOOKING INWARD AT LESLEY

by Dr. Elmer Van Egmund

The list of recommendations growing out of Mr. Conant's study are directed toward the improvement of educational programs for the preparation of teachers. This aim is entirely consistent with the primary goal of Lesley College—to strive for the highest possible quality in our efforts to prepare students for entrance into the profession of education.

Several significant steps have already been taken under the leadership of President Orton which place Lesley College in the position of having anticipated the major elements of Conant's proposals. Recommendations of the Curriculum Committee, which includes student representation, have been implemented in effecting a consolidation and realignment of course work sequences to eliminate a proliferation of one and two hour courses. A balance between required sequences in the area of liberal arts and education courses has been achieved so that students are now offered 75% of their work in the liberal arts and 25% in professional education requirements. In addition, three areas of academic concentration and a fourth concentration in the education of the mentally retarded are offered to our students on an elective basis.

Our present requirement for practice teaching at Lesley exceed the classroom exposure recommended by Mr. Conant. Beginning with a program of classroom observation in their Sophomore year, Lesley students receive a half-day of practice teaching for one semester of their Junior year and a full day for a half semester of their senior year. This offers an opportunity for each student to have a supervised practice teaching experience in two different educational settings with two different grade levels. For selected students, additional practice experience can be provided in an area of specialized instruction.

Since the practice teaching experience is regarded as one of the crucial aspects of teacher preparation, we at Lesley are engaging in a continuing process of evaluation and inquiry to insure the maximum learning benefit from this vital experience.

One area of teacher preparation which access to draw criticism from many sources, including Mr. Conant, is that of the methods of teaching. Some of this criticism is justified, and some of it is not. At Lesley the Education faculty is cognizant of these areas of critical comment and is engaged in a process of
critical inquiry and evaluation to assess and improve the effectiveness of our instruction in this area. In this regard, Lesley College is in the unique position of having, three Laboratory Schools. The Lesley-Ellis School for the average and gifted child, the Walter F. Dearborn School for children with learning difficulties, and the Carroll-Hall School serving mentally retarded and emotionally disturbed children offer an opportunity for students to observe and work with children representing a wide spectrum of learning needs.

It is important to recognize that, although the Conant study has received considerable promotion and comment, the recommendations represent the opinions of the author and stem from his particular background of information and assumptions about education. With this in mind, the faculty and administration at Lesley College are taking Conant's recommendations into account as we critically study our efforts and seek ways to improve the quality of our effort in preparing tomorrow's teachers. In working toward this end, committees of the college, including students, faculty and administration, are engaged in seeking ways to more effectively utilize the resources of the institution to create a "total laboratory for learning." This effort is much more comprehensive and far-reaching than Mr. Conant's particular recommendations, but reach for the same goal. This is, to train teachers who will be known for their competence and excellence in the vital role of helping to educate tomorrow's citizens.

Recommendations on Teacher Education For the Public Elementary and Secondary Schools.

Collegiate or university responsibility

Each college or university should be permitted to develop in detail whatever program of teacher education it considers most desirable, subject only to two conditions: first, the president of the institution in behalf of the entire faculty involved — academic as well as professional — certifies that the candidate is adequately prepared to teach on a specific level or in specific fields, and second, the institution establishes in conjunction with a public school system a state-approved practice-teaching arrangement.

The all-university approach to teacher training

If the institution is engaged in educating teachers, the lay board trustees should ask the faculty or faculties whether in fact there is a continuing and effective all-university (or interdepartmental) approach to the education of teachers; and if not, why not?

Requirements for collegiate or university certification

The board of trustees should ask the faculty to develop and report to the board the present requirements for a bachelor's degree with specific reference to the breadth of the requirements and to spell out what in fact are the total educational exposures (school and college) demanded now in the fields of (a) mathematics, (b) physical science, (c) biological science, (d) social science, (e) English literature, (f) English composition, (g) history, (h) philosophy.

Foreign language preparation

If courses are required in foreign language, evidence of the degree of mastery obtained by fulfilling the minimum requirement for a degree should be presented to the board of trustees.

The establishment of "clinical professors"

The professor from the college or university who is to supervise and assess the practice teaching should have had much practical experience. His status should be analogous to that of a clinical professor in certain medical schools.

Basic preparation of elementary teachers.

(a) The program for teachers of kindergarten and grades 1, 2, and 3 should prepare them in the content and methodology of all subjects taught in those early school years. Depth in a single subject or cluster is not necessary.

(b) The program for teachers of grades 4, 5, and 6 should provide depth of content and methods of teaching a specific subject or cluster of subjects normally taught in these grades with only an introduction to the remaining elementary school subjects.

Practice teaching for elementary teachers.

All future elementary teachers should engage in practice teaching for a period of at least 8 weeks, spending a minimum of 3 hours a day in the classroom; the period must include at least 3 weeks of full responsibility for the classroom under the direction of a cooperating teacher and the supervision of a clinical professor.

Adequate staffing of small colleges training elementary teachers.

Those responsible for financing and administering small colleges should consider whether they can afford to maintain an adequate staff for the preparation of elementary school teachers. Unless they are able to employ the equivalent of three or four professors devoting their time to elementary education, they should cease attempting to prepare teachers for the elementary schools.

Single field diploma for secondary school teachers.

An institution should award a teaching certificate for secondary school teachers that certifies them to teach in grades 7 to 12 in one field only.

Clinical professors in institutions educating secondary teachers.

Every institution awarding a special teaching certificate for secondary school teachers should have on the staff a clinical professor for each field or combination of closely related fields.

An institutional certification in art, music, and physical education

An institution offering programs in art or music
or physical education should be prepared to award a teaching diploma in each of these fields without grade equivalency (in universities organized without such separate degree granting schools) should devise a program for increasing the competence of teachers as follows:

(1) It should be open to any graduate of the same institution in the same field of endeavor (e.g., elementary education, secondary school social studies, etc.).

(2) Courses should be allowed for credit toward the 30 semester hours whether or not the courses are of an elementary nature, provided they are clearly for extension courses or courses taken on campus while the teacher is engaged on a full-time teaching job.

(4) Passing of a comprehensive examination should be required for the master's degree, as is now the case in some institutions.

(5) The summer-school sessions should be arranged so that four summer residences will complete the degree requirements, or two summers plus one full-time semester residence.

(6) If the offering in the arts and sciences is not wide enough in the summer session (as it would not be in some state colleges), arrangements should be made for the transfer of credit from a university summer school with a good offering of courses in subject-matter fields.

(7) For elementary teachers, the degree should be master of education in elementary education; for secondary teachers, master of education in English (or science, or social science or modern languages or mathematics).

The first issue of the LESLEY REVIEW in September of 1962 carried an article entitled "Who Is Livingston Stebbins?" From the article, I remember the words: "Livingston Stebbins is many things to many people" and these same words rushed back to mind at the recent Winter Convocation when I read a "Resolution Declaring Gratitude to Doctor Livingston Stebbins" which was prepared by Associate Professor David Honick on the occasion of Dr. Stebbins's resignation as Chairman of the Board of Trustees. This is the Resolution:

A Resolution of Gratitude presented to Dr. Livingston Stebbins by President Don A. Orton.

WHEREAS, Doctor Livingston Stebbins has for many years been affiliated with Lesley College, and

WHEREAS, Doctor Stebbins has served Lesley College as a member of the Corporation since September 22, 1948, a member of the Board of Trustees since September 28, 1949, and Chairman of the Board of Trustees since December 7, 1949, and

WHEREAS, Doctor Stebbins has through the length of years been a friend to Lesley College, its faculty, and its students, and

WHEREAS, the friendship of Doctor Stebbins has manifested itself in great gifts to Lesley College to wit, Livingston Stebbins Hall, Livingston Stebbins Library, the Edna Stebbins Travel Corner of Livingston Stebbins Library, the gift of a large sum of money for the erection of a gymnasium and auditorium on the Lesley College campus, and numerous other gifts in the form of scholarships and grants to the library, and donations, and yet other gifts unknown to the commonality, and

WHEREAS, the friendship of Doctor Stebbins has further manifested itself through that most precious gift, the giving of himself freely in many hours and days of endeavor in behalf of Lesley College, and

WHEREAS, the friendship of Doctor Stebbins for Lesley College has even further manifested itself in the great informal cordiality with which Doctor Stebbins has greeted all students, faculty, and administrators who have had the good fortune to meet him—and their numbers are many—and

WHEREAS, it has come to the attention of the students, the faculty, the administrators, and the alumnae of Lesley College that Doctor Livingston Stebbins has announced his retirement from the Chairmanship of the Board of Trustees of Lesley College, and

WHEREAS, it has come to our attention that it is the wish of the students of Lesley College present, the alumnae, the faculty and the administrators of Lesley College that Doctor Stebbins' retirement from the Chairmanship of the Board of Trustees go not unmarked, be it therefore, hereby and herein, RESOLVED, that we, the faculty and administrators of Lesley College, do, on behalf of ourselves, the student body present, the alumnae, wheresoever they may be dispersed, the student body yet to attend Lesley College, and the staff of Lesley College, now and declare our gratitude and thanks to Doctor Livingston Stebbins. May he continue to prosper in health, a delight to his friends, and a light to the community of men.

(Signed) Don A. Orton
President, Lesley College
For the Faculty and Administration
Lesley is indeed fortunate in possessing a truly dedicated Board of Trustees and I am pleased to announce that Mr. Samuel D. Wonders has been elected to succeed Dr. Stebbins as Chairman of the Board. Serving as Vice Chairman with Mr. Wonders is Mr. Robert W. Fawcett.

(Signed) Don A. Orton
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Alumnae Reunion this year promises to be the biggest and best reunion ever held at Lesley College. Committees from the classes of '14, '19, '24, '29, '34, '39, '44, '49, '54, and '59 are already busy calling together their classmates from all sections of the country for the "big weekend" on June 5, 6, and 7. Many gals from classes other than those mentioned above are also making it known that they too intend to be on campus for the "back to Lesley weekend".

Husbands also are invited to this year's Lesley Reunion. Accommodations and special activities have been planned with the men in mind.

The high point of Alumnae Reunion Weekend will be reached at a big dinner dance with music being supplied by one of the country's top society dance bands.

More details will be coming to you soon. Meanwhile, right now mark off June 5, 6, and 7 as an "absolute must date" on your calendar.

Sounds great so far doesn't it? Make sure that you will be here, with or without your husband, for your most wonderful reunion ever.

There are three more points that I would like to cover before bringing this "Memo" to a close.

The first has to do with the Graduate School Alumnae Association. Several months ago these alumnae voted to disband their Graduate Association and so formally join the Lesley College Alumnae Association. They felt that a unified association would be of much more value to the College than two separate associations could ever be. With their strength added to the Association, both the College and all of her alumnae are bound to benefit. I would like to take this occasion to formally welcome them.

One last note should be added to this. When the Graduate Association decided to disband, they took all the money in their treasury and made a gift to the College for the new library extension. This gift amounted to more than $200.00.

The next point that will be of interest to you has to do with our brand new Curriculum Laboratory. This extension to our library contains the most modern, up-to-date curriculum aids available. This is a real boon to Lesley and plans are to make this "Lab" a model for colleges of education everywhere.

This wonderful new "Lab" was dedicated two months ago to the Class of 1963. It was entirely through the generosity of the individual members of this class that the "Lab" was made possible. The average gift from each of the girls who pledged was $120.00. This is to be paid over a three year period at an average of $40.00 per year for each girl. Pretty wonderful, isn't it?

The final point I would like to make is this: The First Alumnae Annual Giving Program is going well. Hundreds of your sister alumnae have demonstrated support to their College in this drive. It is vital that hundreds more do likewise. Have you?

See you at reunion weekend on June 5, 6, and 7.
ARTICLE I. NAME AND OBJECTS
Section 1. Name. The name of this organization is the Lesley College Alumnae Association.
Section 2. Objects. The objects of this Association are to promote the interests of Lesley College and to establish mutually beneficial relations between the College and its alumnae.

ARTICLE II. MEMBERSHIP
Section 1. Eligibility for Membership. Any former full-time student who was regularly enrolled as an undergraduate or graduate student at Lesley College is eligible for membership.
Any person who is eligible for membership is automatically a member of this Association.
Section 2. Honorary Membership. Honorary members may be nominated by a two-thirds vote of the Board of Directors. The nominee must have some connection with Lesley College and subscribe to the objectives of this Association. Election of honorary members will be at the annual meeting by a two-thirds vote of the members present.
The President and Dean of Lesley College and any person who is awarded an honorary degree by the College are automatically members of the Association.

ARTICLE III. PRIVILEGES OF MEMBERS
Members have the right to vote at all meetings of the Association and by mailed ballot; they receive all the publications of the Association and all notices of all general meetings held under the auspices of the Association.

ARTICLE IV. MANAGEMENT AND DUTIES OF OFFICERS
Section 1. Board of Directors. The management of this Association is vested in a Board of Directors comprising the president, the vice-presidents, the secretary, the treasurer, and nine directors.
Its actions are subject to review by the members at the annual meeting.
Section 2. Executive Committee. During the intervals between the meeting of the Board of Directors, an executive committee is empowered to transact business for the Association. This committee comprises the president, the vice-presidents, the secretary, and the treasurer.
Its actions are subject to review by the Board of Directors.
Section 3. President. The President acts as chairman at all meetings of the Association, of the Board
of Directors, and of the Executive Committee. She appoints all committees except as herein otherwise provided and is an ex officio member of all committees.

Section 4. Vice-Presidents. The vice-presidents, in the order of attendance at the College, sit in the place of the president in her absence or disability.

One vice-president is chosen from undergraduate alumnae members, the other from the graduate school alumnae members. Each vice-president is a chairman of a standing committee.

Section 5. Secretary. The secretary, who shall be the Director of Alumnae Affairs, acts as secretary of the meetings of the Executive Committee, the Board of Directors, and the Association. She is an ex officio member of all committees. She has custody of the list of members.

Section 6. Treasurer. The treasurer shall be responsible for all funds of the Association, shall receive and hold all monies, and shall disburse such monies as are approved by the Executive Committee. She shall submit a written report at the annual meeting and such interim reports as may be requested by the Executive Committee.

Section 7. Directors. The nine directors are members of the Board of Directors with duties that are assigned to them by the president.

ARTICLE VI. COMMITTEES

Section 1. Nominating Committee. Members of the nominating committee, with duties described above, are elected by mail ballot along with the officers of the Association and the members of the Board of Directors. Two members are elected each year for three-year terms.

Regional chairs have the responsibility to nominate, on a rotating basis, members of the nominating committee. Nominations must be given to the secretary at least 120 days prior to the election. A member of this committee is not eligible immediately to succeed herself. No member of the Executive Committee will be a voting member of the nominating committee.

Section 2. Other Committees. All committees except those herein otherwise provided are appointed by the president.

Section 3. Standing Committees. The president appoints standing committees of three members each, with a chairman from the Board of Directors, with primary responsibility for the following activities: clubs, classes, the Magazine, the Alumnae Fund, and secondary school activities.

ARTICLE VII. MEETING AND ATTENDANCE

Section 1. Annual Meeting. The annual meeting of the Association shall be held each year in May or June. Members shall be notified of the meeting at least thirty, but not more than sixty days prior to the meeting together with the election ballot.

At this meeting, the Board of Directors reports to the members on its activities since the previous annual meeting, and such other business is transacted as has been published in the notice for the meeting.

Section 2. Special Meetings. A special meeting is held on the request of the Executive Committee or on petition of fifty members of the Association. The Executive Committee decides the exact time and place of the meeting and sends notice of said meeting to each member of the Association at least fifteen days and not more than sixty days prior to the meeting. Business not stated in the notice for the special meeting is not binding in any way on the Association.

Section 3. Board Meetings. There are a minimum of two meetings a year of the Board of Directors. Additional meetings of the Board are held at the request of any three members of the Board.

Section 4. Executive Committee Meetings. The Executive Committee meets on the request of any two members of the Executive Committee. There will be a minimum of four meetings a year by this committee.

Section 5. Attendance. A member of the Board of Directors of the Executive Committee who is unable to be present at any of their respective meetings during the course of one year is deemed to have resigned her membership on the Board or Executive Committee. She is not eligible for re-election within a year following this absence.

Section 6. Quorum. At any meeting of the Association or of the Board, regularly and properly called, those present constitute a quorum.

ARTICLE VIII. PROCEDURE

Section 1. Funds. The Association shall draw a sum of money from the general college treasury each year. This sum of money shall be determined each year by the President and Treasurer of the College, the Director of Alumnae Affairs, and the Board of Directors of the Alumnae Association.

Section 2. Fiscal Year. The fiscal year ends with the thirtieth day of June.

Section 3. By-laws. To meet temporary conditions as they arise, by-laws may be adopted at any regularly called meeting of the Association.

Section 4. Amendments. This constitution may be amended by a two-thirds vote of the members who are present at any regularly called meeting of the Association, provided that the substance of the proposed amendment has been submitted with one of the notices for the meeting. This constitution may also be amended by a two-thirds vote of the members responding to a mail ballot or questionnaire.

Section 5. Revision. This constitution shall be completely revised five years after its adoption.

Section 6. Procedure. Robert's rules of order govern except in cases specifically covered by this constitution.

Revised February 4, 1964
Call for an April meeting featuring a guest speaker.

Future plans resulted in a decision to concentrate on organization plans for the next club meeting. The agenda to be one of formulating future plans.

THE SUFFOLK COUNTY ALUMNAE CLUB
Scribe: BETTYJANE BOCHEWITZ MANOOG
Dr. Leslie Oliver, Professor of English, sparked the second meeting of the group with a lecture on Robert Frost. New officers were introduced by Gladys Pollay Young, convener. They are: Helen Berta Larsen Taylor, co-convener; Carol Marrone Massello, publicity; and BETTYJANE BOCHEWITZ MANOOG, scribe.

THE NEW HAMPSHIRE CLUB
Scribe: Miss. ALBERT SMYL
A "Dessert and Coffee" was held in the Home Economics Laboratory Dining Room at Mount Saint Mary College, Hockessin, New Hampshire. Sister Mary Catherine (MAY DONNELLY, ’25), Convener, arranged the meeting and treated the members to delicious strawberry ice cream cake and coffee, topped off with nuts and mints.

A fantastic centerpiece of petunias was created by MRS. MELVYN FEINS, Food Specialist in Home Economics at the College. Following dessert, Mrs. Feins gave an interesting talk and demonstration on floral designing. She showed us many ways of making floral arrangements using grasses, leaves and flowers. She stressed the fact that beauty lies all around us if we will but open our eyes to see, and with a little thought and imagination it is possible to beautify our homes by bringing into them these treasures of the gardens, fields and forests.

The officers elected were: SISTER MARY CATHERINE (MARY DONNELLY, ’25), convener, and MRS. ALBERT SMYL (DOROTHY KIMBALL, ’36), scribe.

We were glad to welcome a new member, MRS. DAVID SMYL. We were saddened to hear of the death of MRS. EDITH MARTIN. Louise has been married for 33 years and has four children and five grandsons. She has been teaching for 15 years.

Janet Pederson Smith is still teaching in the Manchester, Connecticut, Area and was saddened to hear of the death of JESICHELLE STRATTON. She was appointed assistant principal at the Pease Air Force Base Elementary School in New Hampshire. Marialice also earned a Master's degree from Tufts.

1929
LOUISE VAILLANT FULTON wrote in from Westfield to take us up to date. Louise has been married for 33 years and has four children and five grandchildren. She has been teaching special class for seven years.

We were saddened to hear of the death of MARTHEA M. SHAFFER.

1930
WINIFRED PALMER BRACHVOLGEL writes: "I enjoy the LESLEY REVIEW so much and keep hoping to find news of members of the Class of '30 (Household Arts). I am a housewife with a husband and daughter working at Grumman Aircraft Co. in the office - helping to put the new moon capsule and other aircraft built (on paper). Another daughter is a senior in high school. I keep busy with home and church activities. I'm sorry the distance made it impossible to attend the Alumnae Tea but I hope the tea was a great success."

1933
NATALIE TOTHMAN HIGGINS is residing at 6 Arline Street, Brockton. She writes: "My former husband, Lt. Guffith was killed in action in the Navy in 1944 and I became Mrs. Edward Higgins in 1952. I have another son, John Philip Higgins, 20. Until 1954 I managed a restaurant in Boston. Now I'm just a housewife. My other son, Cary Guffith, 20, is in the Navy. I would like to hear more about the girls in my class."

1934
BETTINA RADDING BLASS visited Lesley recently for the first time since graduation. Bev took along her daughter who had an appointment with MRS. MARSHALL AKERS, Lesley's Admissions Director.

1936
Here's a note we thought you'd like to see: "Dear Editor, I am a graduate of Lesley College, Class of 1936. I have always been interested in Lesley, and my little girl's middle name is Lesley after Lesley School. I have a twenty-two year old son, now a college senior; a fifteen-year old daughter; and my little daughter, Karen Lesley, who is a retarded child. Next spring or summer, I hope to make a visit to Lesley and go through your different laboratory schools - especially the one for retarded children. Little Karen, who is now in the first grade in a special school for children run by our public school system, hopes to have a teacher who is also a graduate of Lesley College! My husband, Kenneth, is President of the Manchester, Connecticut, Association for the help of Retarded Children this year and last year.

Sincerely,
FRANCES SMITH WEBB

1940
We were saddened to hear of the death of EDITH MARIE CLARK OSBORNE. Before her illness, she was a third grade teacher at the Theraea School in West Concord.

Doris Treadwell Merritt writes, "Enjoyed the Lesley Review very much. Prior to my marriage in 1937, I was a dietitian at Greenwich Hospital, Connecticut. Now, I have a six year old son named Charles."

1941
JANET PEDERSON SMITH is still keeping active in music and the arts as well as entertaining. She just finished her third oil painting "Bermuda Sunset."

MARIAN STRATTON has been appointed associate principal at the Pease Air Force Base Elementary School in New Hampshire. Marialice also earned a Master's degree from Tufts.
1946
We were saddened to learn of the death of BARBARA HENDERSON. She was a teacher in the Abington Libera School in Lowell.

1950
LOIS LEVINE BENNETT moved from Stanford, Connecticut, to Minneapolis, Minnesota, where her husband was transferred there to become Director of City of County Cosmetics. Those more BENNITS include Craig, 11; Jay, 7; and Randy, 6. Lois asked, "Is there any Alumnae out here?" So, Alumnae—— where you are—— Lois's address is 2311 Sumter Avenue.

1952
Letters like this never fail to brighten up the day: "The Lesley Review found its way across the country to my mailbox and I was surprised and delighted to receive it! Almost ten years have passed since my teaching days in Newton, Massachusetts, and I have been gradually moving West during this time. Joe was transferred from Boston to Hartford, Connecticut, where we lived for two years, then to Cleveland, Ohio, for five years, and finally to the Los Angeles area where we've been happily settled for a year.

Fullerton is in Orange County California, the fastest-growing section of the state. Los Angeles is twenty-five miles away but with freeways this is no distance at all. We enjoy almost an entire section of the city to ourselves.

We are fortunate to have such wonderful educational and recreational opportunities as this area offers. They are especially happy to be only fifteen minutes from Disneyland and thirty minutes from the San Bernadino Mountain Range.

My children, Elizabeth, 7; Karli, 5; are most fortunate to have such a beautiful education and recreational opportunities as this area offers. They are especially happy to be only fifteen minutes from Disneyland and thirty minutes from the Pacific Ocean.

Weather is simply grand here but with good neighborhoods. Fred is a music instructor for the New York Symphony Orchestra. Any others of you that have fallen below the Mason-Dixon Line, it is time to re-group with that Yankee ingenuity and create a Lesley Club."

BRUNA CURRIER MOORE, just married December 28, 1960, is a graduate of the School in Lowell.

1953
DONNA CHICKERING SUMMERSVILLE visited us this note from Cranford, New Jersey: "I've decided to get on my high horse and write to the Lesley Review. We've lived in so many places I couldn't keep track of them. But now Bob, M.I.T., 32, and I are happily settled with three boys, Scott, 7; Jeff, 3, and Bruce, 6 months."

From Florida we received this welcome note from BEVERLY JIRI KENTZING: "My husband Bill is now Assistant State's Attorney in the 6th Judicial Circuit and has a private practice in St. Petersburg. I am looking forward to the next issue of the Lesley Review. We have two delightful children: William III, 4V2, and Suzanne, 3V2, and we are expecting a third in April.

DONNA CHICKERING SUMMERSVILLE sent us this note from Cranford, New Jersey: "I've decided to get on my high horse and write to the Lesley Review. We've lived in so many places I couldn't keep track of them. But now Bob, M.I.T., 32, and I are happily settled with three boys, Scott, 7; Jeff, 3, and Bruce, 6 months."

1954
This welcome note arrived from JANE DI TIBERO JOHNSON of 36 Mountain View Drive, Plainville, Connecticut: "A great deal of time and many events have passed since I last walked the Lesley Campus. The picture on the back of the winter issue of the Lesley Review certainly brought back memories. I never seem to be close enough for a long enough period of time to visit. Fred and I have two daughters, Jacqueline Lee is 7 and Martha Elaine arrived on November 19. So, we now a family of four plus our pet dog, Candi, whose mother was a thoroughbred Springer Spaniel and that is how we came from the same good neighborhood.

Fred is a music instructor for the New Britain Public Schools. Between children, I have done substitute teaching in both Plainville and New Britain concert programs sung in local night spots and served as church soloist. Am very enough of the Lesley Alumnae Club. Wish we had one here. Perhaps through the Lesley Review we can establish interest."

1957
LINDA WEISSBURG ALTZMAN taught third grade in Garden City, Long Island for two years, but now time is filled with locating for her two daughters, Leslie, 4V2, and Jennifer, 21 months.

Linda also writes, "I expect my third child in May. My husband, Erich, is Vice-President of Hithe-Mose-Span, Inc., a real estate firm in New York City. I look forward to many more issues of the Lesley Review. Thank you for making this magazine possible.

ELLEN RUTH GREENBLATT BRESSMAN was married on May 29, 1960. She is doing substitute work in Hartford, Conn. Her husband, Eddie, is assistant for New Departure, a division of General Motors.

BONI SPINSER CAHAN taught kindergarten for two years before marrying her attorney husband, Herman. The CAHAN's pet, have no future prospects for Lesley but they do have two sons—— Milton, 4, and Asram, 2. Ruby tells us, "I enjoyed reading the Lesley Review very much and look forward to reading about you and others in future editions. I'm also interested in a local Lesley Club." Ruby's address is 730 Fort Washington Avenue, New York, N. Y.

1958
SHIRLEY GRONBERG recently moved away. She had been teaching in Medfield.

MIDGE BRENNER LIPKIN is residing at 71 Bow Road, Belmont.

ANN BRONSON THOMAS fills us in as follows: "Married Bob the following week of graduation. We travelled over the good old U.S.A. for 11/2 years in junior high. Helped create the first children's art show for the community. Won THE Blue Ribbon this year in portraits at the Annual Beaux Arts Show. However, nothing is more a delightful blue than our son's eyes, William Bronson Thomas, adopted in March, 1963. Bob keeps sending mazes in the air. MacNamara keeps coming them off. Any others of you that have fallen below the Mason-Dixon Line, it is time to re-group with that Yankee ingenuity and create a Lesley Club."

MARY ANN FITCHETT tells us: "I enjoy reading the Lesley Review. Having taught kindergarten for five years, I took a year off and received my Master's Degree in Library Science. Now I am a library teacher in a Rogersville, N. Y. elementary school.

1959
JANE S. ADELBERG writes, "I have enjoyed each issue of the Lesley Review and reading about the many changes that have taken place since graduation. Since marriage, I have left teaching the primary grades in Waterbury. In addition to my regular teaching position, I am on the staff of the local Federation and of the Junior League. I'm also teaching skating. It is time to re-group with that Yankee ingenuity and create a Lesley Club.

CAROLE JARIN RUBENS sent us the following note: "My husband, Bruce, and I have recently built and moved into a new house in Wildwood, New Jersey, where we live with our son, Jonathan, 5; and our daughter, Marjorie, 2V2. Last October we attended my husband's Harvard Law School reunion so we had a chance to visit the Cambridge area. It was my first visit since graduation and it was indeed wonderful to see the progress made at Lesley in the past five years."

1960
MIRIAM JACOBS GREENE, on a seven week tour of the United States with her husband, Milton and one-year-old son, Jeffrey, visited many college friends among them were MARY LOU WHITE DeNARDIS and son; SHAIL SHEPARD ROSHENTHAL, daughter and son DEEDIE SHARP MALDLEMAN; BARBARA BRUNO BACCETTI, just married December 28, 1960; EDITHA OWEN BASS; ELAINE ZUCKER WAX and daughter. Living in Southern California are PAULA ROSZOMORSKI HORN and husband Gene who is completing his residency in psychiatry at U.C.L.A. Milton taught 4th grade in California and then took time to have a baby, however, she plans to return to teaching in the Spring. Miriam's address—— for Lesley girls in California: 8940 Arched Avenue, Santa Barbara, California.

LENORE BERMAN LIEBERMAN fills us in as follows: "After graduation, my husband Marty and I lived in Allston for a half a year while he attended Harvard Business School and I taught fourth grade in Milton. Doris Wadley was born April 25, 1965. When she was two month old, we moved into our new home in Framingham where we are all enjoying our new way of life."

ADELLINDA MURR MASTON and husband Roy have bought a house in Swampscott this past spring. She writes, "After three years of teaching first grade in Lynn, I am now "at home". Our first child, Roy III, was born October 20, 1965."

We were saddened at the news of the death of HILENA A. SULLIVAN MURPHY, Graduate School. She was a special class teacher at the Page School in Bedford.

JEAN PATTERSON SCHINZEL is residing at 42 Woodruff Road, Wapello, Massachusetts.

JOYCE KEARP ROSHENTHAL and husband Mark are living in Lancaster after teaching in Los Angeles. Joyce is temporarily "retired" due to daughter Cheryl May, born June 5, 1965. Joyce invites classmates and friends in the vicinity to drop in at any time. The address is 62 Edward Avenue.

DONNA KOSMIEWSKI RUSIN was married in June, 1961. She and husband, Martin, now have two sons—— Steven, 21 months; and Jonathan Neal, 9 months. Martin is in his second year of residency at the Albany Medical Center Hospital.

"Hi! Just returned from gazing both to our third daughter (Elaine Louise) born January 22, 1964. Love housekeeping but hope to return to Lesley for a class or two next fall. The girls keep me busy and are loads of fun. My best to all."

The following note arrived from ITTY CHAN: "Dear classmates and Lesley friends, after the long wait of six years, I had the great joy of going home to visit my parents in Malaysia and touring Europe with my brother and sister last summer. Since September, 1963, I have been in New York City, attending Columbia University on a Teachers College Fellowship. My New York address is: International House, Room 256, 50 Riverside Drive, New York, N. Y., 10027."

"Greetings from Texas!" writes BARBARA STREIFER GLADSTONE: Doug and I are stationed here in Mineral Wells for two years while he serves as a Lieutenant in the Army Corps of Engineers. The service is giving us an opportunity to see a lot of the country and we enjoy every minute of it. It is a pleasure to receive Lesley news and read of such progress. I'm looking for Texas recruits."

MARGHERITA VACIRCA was married to John D. CARON on October 1, 1963, we moved to Delaware where Joel is working at DuPont. I'm doing substitute teaching in the Wilmington area. I really enjoy reading the LESLEY REVIEW very much."

JANE KUDISCH ANSIN and husband Lesny. The Ansin address is 31 Fulton Street, Norwood.

JOAN PELBOTH GEILPEY writes: "I am teaching kindergarten in Harvard, Connecticut and am also taking courses for my Master's degree. I have enjoyed the past two issues of the LESLEY REVIEW and look forward to reading many more editions."

EILEEN HERTZ will marry Dr. Howard B. Grunder this spring and move to California while he finishes his tour of service.

DIANE STRATFORD KELLEY and husband, Joe, were married on July 20, 1963. Diane is teaching first grade and living in Arlington while she and Joe proudly await the birth of their first child this June.

SYLV NASSAU KOPLOWITZ writes: "Happy to read of Lesley girls (especially former classmates) spreading the gospel literally worldwide. A real sign of good training. I'm pleased to announce the arrival of our second child, Susan Jane, on December 21. The task at hand? Bring up children, go back for my Master's and teach before I'm too old."

STEPHANIE PASYON LAMPORT reports, "Since graduation I have been teaching and living in Manhattan. Currently, I am working with young children at the New York School for Nursery Years. Life in New York City is fascinating, yet not as charming as life à Cambridge."

MARIAN HORVATH McGEES traveling extensively and are soon planning a trip to Europe. The winter issue of the LESLEY REVIEW had an error in it. The task at hand? Bring up children, go back for my Master's and teach before I'm too old."

SANDY ROSENTHAL SCHULTZ was married on August 4, 1963. Husband, Gerry, is a second year student at Tufts University School of Dental Medicine, and Sandy is teaching 4th grade in the Arlington schools.

The welcome mat is out for any Lesley girl traveling west where JANET WHALEN WINSHEP is teaching first grade on the Navajo Indian Reservation in Arizona's Tuba City Public School System. Janet's husband, Hank, is the pharmacist at the Public Health Service Indian Hospital.

1963

Who is the only English speaking girl in Sakaiminato City, Japan? The answer is CYNTHIA BYRNE DOYLE who is organizing an English class at the first grade level while in Japan with her husband, Eddie, who is attached to a radar unit in the Air Force.

From Seattle, Washington, JUDITH KIMBALL EMERSON writes: "My husband, Bill, is in his second year of medical school at the U. of Washington. I teach (and love) first grade. I am beginning work on my Master's in Guidance at the U of Washington this spring. Seattle is a wonderful city, though, awfully far from my Lesley friends. Oh yes, another member of our family—Alex, part-poodle—part schnauzer.

Living in Rockport is NYDIA BOROSNY MOSER. Married last June, Nydia's husband Charles is an electrical engineer with the Massachusetts Electric System.