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Lesley Review
The architects of the ’66 Reunion Committee are making plans for THE FANCIEST WEEKEND OF YOUR LIFE at the College. Be sure to circle JUNE 3, 4, 5.

Alumnae wishing to purchase an 8 x 10 photograph of their class picture, as taken at Reunion Weekend, may contact Boris and Milton, Photographers, 174 Newbury Street, Boston, Massachusetts. The cost is $2.00 per print. Be sure to give your class year when you order.

APPROACHES TO THE USE OF CUISENAIRE MATERIALS

by Elizabeth N. Berglund

(Editor’s Note: This is part II of a two-part series. Part I appeared in Volume 3, Number 2, of the Spring, ’65 Lesley Review. Drawings in Figs. 1-5 are done to half-size scale.)

We live and teach in an age where news of wondrous scientific developments is almost an everyday occurrence. In medicine, we immediately think of the miraculous control of polio; in communications, “Tele-Star” comes to mind; in space exploration, the recent eight-day orbital flight around the world by two modern-day trail blazers is still fresh in our memories. The foundation upon which these achievements rest is mathematics.

As more and more of our present-day scientific dreams become realities, an increasing number of our population are faced with a demanding need for a sound knowledge of mathematical techniques. To meet this challenge, it is vital that young minds become aware of basic mathematical ideas through an approach which awakens the spirit of curiosity and wonder.

Cuisenaire Rods, as described in Part I of this series, represent such an approach: one which offers promise that many of our students will not only understand mathematical relationships, but they will also glimpse inherent beauty in the form and structure of mathematics.

The purpose of this second article is three-fold: (1) Extend the description of introductory experiences with Cuisenaire materials by including explorations with the rods at more mature levels of thinking. (2) Discuss evaluations and recommendations concerning the Cuisenaire-Gattegno conception. (3) Describe experiences which suggest a fertile field for future research in concept development.

Studying Numbers Larger than Ten

A unique feature of the Cuisenaire-Gattegno approach is its simultaneous introduction to the four operations (addition, subtraction, multiplication and division) at the first grade level. This is accomplished through the study of numbers from one to ten. Use of the rods also helps children understand teen numbers. For example, if the white rod is used as number one, then the orange rod becomes number ten. It is then easy for a child to see number eleven as $10 + 1$; number twelve as $10 + 2$; etc.
After studying products such as fourteen and sixteen, and thirteen, creating the following patterns.

\[ \text{ORANGE} \quad \text{WHITE} = 11 \times 1 = 11 \]

\[ \text{ORANGE} \quad \text{LT. GR.} \quad \text{WHITE} = 13 \times 1 = 13 \]

**FIGURE 3**

Thus, the children will have discovered that some numbers have many rows of colored rods in their patterns, while other numbers may result in only one row of white rods.

From this experience, the young students are able to see that some numbers have many factors and are called **composite** numbers. Other numbers have no factors other than themselves times one. These are referred to as **prime** numbers.

**Finding the Square of Numbers**

Perhaps one of the most fascinating adventures a youngster can have with the Cuisenaire rods is to discover what the square of a number means. For example, if white signifies the number 1, red is 2, light green is 3, etc., the square of these numbers appears as follows:

\[ \text{RED} = 2 \times 2 \text{ or } 2^2 \]

\[ \text{LT. GREEN} = 3 \times 3 \text{ or } 3^3 \]

**FIGURE 4**

When a child can actually see the square that results in the pattern, the meaning of the expression "square of..." becomes quite clear. In fact, it is not unusual to see second graders doing equations such as these:

\[ (3/4 \times 12) = (1/3 \times 15) + 2 \text{  
} 12 - 3 = \]

**FIGURE 5**

**Evaluations and Recommendations**

After seven years of experience with educators, college students, and children who have utilized Cuisenaire materials, as planned by Dr. Gattegno, it is now possible for the writer to evaluate some of the aspects of this technique, and to present some recommendations for the future improvement of mathematics instruction.

Cuisenaire rods should never be interpreted as representing a complete program of instruction. These rods are an aid to learning (though a powerful one). In instances where schools have limited their method of teaching mathematics to include only Cuisenaire, much has been unnecessarily lost from the mathematics program.

It is encouraging, however, to note that a recent study of the progress of mathematical concepts under three different systems of instruction (by Brownell) pointed out that in 1962, English schools were supplementing the use of rods with other methods of instruction. This was not true when a study of instruction was made in 1959.

As was pointed out in part I of this series, the rods represent the measurement approach to the study of numbers. They exclude the cardinal, or set concepts. This one factor is enough to label the approach as one lacking in balance, though there are other areas of study that are omitted as well. But, even if the rods did cover more topics, it would probably not be wise to limit one's approach to the use of only one kind of learning material for teaching mathematics.

The Cuisenaire-Gattegno conception requires interpretation in order to be effective. A teacher might read the manuals that accompany Cuisenaire materials. However, she will require guidance in their interpretation if she is to use the rods effectively in her classroom. Unfortunately, this guidance is not always readily available, and some schools have been known to place Cuisenaire materials in the hands of a teacher, expecting her to utilize them with no background experience. Consequently, many of these materials can be found relegated to closet shelves or in school store rooms.

There is a need for more mathematical insight and knowledge on the part of teachers if the rods are to be used effectively.

The various levels of preparation, as suggested by MA, should be taken seriously if mathematics instruction is to improve. Put Cuisenaire materials in the hands of a teacher who understands the structure and spirit of modern mathematics, and the rods become a powerful tool for learning. Without this understanding, the rods become little more than colored sticks of wood.

School systems need guidance in planning the integration of the Cuisenaire-Gattegno concept with a modern mathematics program.

For a school system planning to utilize the rods in their mathematics program, many questions arise concerning the development of a well-balanced plan. Unless these questions are answered and the plan is clearly defined for teachers, the rods should probably not be used.

Cuisenaire rods represent a powerful learning tool. While the above evaluations may appear rather gloomy when considering the value of Cuisenaire rods, they are truly an invaluable aid to teaching mathematics. There is so much that can be done with the rods that it does, indeed, seem that they represent the very spirit of modern mathematics. Mathematical relationships and properties of the operations may be demonstrated so clearly and concisely that one cannot fail to view the underlying structure of the subject.

Children using the rods find a great joy in the discovery of mathematical ideas. In fact, many, in their elation over these "discoveries," view themselves as mathematicians. Since there now seems to be little doubt that Cuisenaire rods have a great appeal for children, it is easily understandable that this concept can lead to more mathematical learning than has hitherto been possible during the early years of school life.

**Some Recommendations**

In light of the above evaluations, the following recommendations are suggested:

1. Provide teachers with better preparation in mathematics: insure a sound knowledge of the subject in order that instructors will be effective in the classroom, regardless of what method is employed.

2. Schools that are planning to use Cuisenaire materials should seek, and obtain, guidance from professionals with background experience in the classroom and in program planning.

3. School systems should beware of adopting the Cuisenaire-Gattegno approach to the exclusion of other teaching means. Instead, a plan should be initiated which integrates the dynamic concept of teaching with a balanced, modern mathematics program.

**Cuisenaire-Gattegno Approach—Stimulator of Research**

During the academic years of 1963-65, several experiences within a well defined program have suggested that such a program may serve as a fertile field in which to determine the answers to some fundamental questions, as to how children learn mathematical concepts. The program included all the children from the primary grades in Whitman, Mass.

In September, 1963, the teachers of the schools involved were introduced to the Cuisenaire-Gattegno conception through a series of workshops. This was followed by visits of the consultant to various classrooms in which these teachers taught throughout the year. Sometimes, the consultant would act merely as an observer. On occasions, however, the consultant would present demonstration lessons to clarify points which were not thoroughly understood.

From this close association with teachers and children who were using the tools for the first time, much has been observed. One of the most interesting aspects of this experience, however, has been found in observing types of learning evidenced by the children which have raised real questions concerning the nature of the learning process. This experience is best illustrated by summarization in the form of several questions which suggest a need for research.

1. How does the interplay of perception and actions lead to the development of number concepts through the use of the Cuisenaire rods?

2. As one observes the children dealing with new ideas through manipulation of the rods, several stages of growth become apparent. First, there seems to be some trial and error. This is followed by a real spirit of exploration as the children attempt various approaches to the solution of a problem. For a time, the curious young minds may come back to the situation, reconstructing the problem during subsequent sessions with the rods. It is at this point that the observer may question whether the rods will become a "crutch" which will be difficult to discard.
Within a few weeks, however, it will be observed that when the children are confronted with the same questions that formerly presented a problem, they will show great reluctance to use the rods. They are eager to demonstrate that they know, without relying on the rods.

The above pattern was noted throughout the school year until, at the end of the term, it was evident that the rods were no longer used for many purposes.

During one lesson, for instance, the children were asked to place their bags of rods on their desks and refer to them only if necessary. The teacher then wrote on the board, "tell me something about the number ten?" "Eight plus two equals ten," came the quick reply. "Use the same numerals and a different operation," said the teacher. An answer fired back, "Two plus eight equals ten."

"Use the same numerals and a different operation," challenged the teacher. All hands went up. A small boy in the front seat said, "Ten minus eight equals two." Another child volunteered, "I know another: ten times two equals eight."

The lesson went on like this: the children in the first grade giving answers to questions which demonstrated their knowledge of the four operations and the relationships between them.

2. Can the use of Cuisenaire rods provide more knowledge concerning interplay between the affective and cognitive life of the child?

The genuine joy that is experienced by children who are guided through a challenging session with the rods could, perhaps, provide a clue to the importance of the affective life of the child in the process of concept development. One may well ask the question, "Is it because they enjoy the rods so much that they are able to deal with mathematical ideas at an earlier age than is usual?"

3. Do educators really appreciate the role of the tactile approach to teach very young children?

As children learn to identify the rods through their sense of touch during their first experiences, one may note how quickly and naturally this is accomplished. Indeed, it appears easier for the child than it does for the adult. (One has only to recall how the very young always has to satisfy himself by touching something which appeals to him.) This suggests that there is much which may not be known regarding the role of tactile experience in the learning process of young children.

4. Can rods provide experimental evidence which will lead to more knowledge of how to teach slow learners?

Some of the responses of children during the past years have raised questions with respect to teaching slow learners. During one lesson when the teacher was dealing with fractions, one little child volunteered the information that one-half of ten was five. This child was six years old, with an I.Q. of 70. At the same time, a small group of five children (the slowest learners in the class) were observed as they worked with rods and demonstrated their understanding of three operations, using numerals up to ten.

Conclusion

As schools attempt to meet the increasingly complex educational requirements of our technological age, it is to be hoped that all of today's contributions to the improvement of mathematics instruction will be utilized to the fullest extent. As young children begin to understand the structure of mathematics, they will also learn to appreciate it as a body of knowledge that serves many purposes; one which has greatly, though sometimes imperceptibly, shaped the course of modern history.
Last spring, members of Lesley's Student Body, the Faculty, Administration, and Lesley Alumnae put their daily tasks aside for a day in order to participate in a unique and rewarding exploration of campus-wide development of college goals.

The purpose of "Educational Goals Day," held on April 14, was to help Lesley's Goal Committee learn the opinions and feelings of the Lesley College Community—particularly as they apply to educational and developmental objectives of this growing institution.

The day opened with a general session called to order by Dr. George Miller, head of the Division of Professional Education and Chairman of the Planning Committee. Included in the session was a talk by Dr. Don A. Orton, during which he presented background information on what "Goals Day" is; how it came about; and what would be accomplished during the day. This was followed by an open conversation by four members of the Goals Committee and several dialogues between Student, Faculty, and Administration members.

The second half of the day's program was devoted to group exploration of a variety of challenging questions. Students, Faculty, Administrators, and Alumnae were divided into 51 integrated discussion sections, averaging 12 individuals per section.

The discussions took the balance of the day and centered around ideas such as grading practices; the honor system; relationships between Students, Faculty, and Administration; Student responsibilities; and curricula.

That "Educational Goals Day" was a resounding success is clearly illustrated by the following account of a Lesley Alumna who attended and participated in this most unusual and beneficial event.

by Mary Esther Crankshaw Johnson, '32

Another outstanding "FIRST" was scored by Lesley's President, Don A. Orton, and his staff in the accomplishment of "Goals Day," last April 14.

Under the iridescent lighting of the great chandeliers of the Hotel Continental's Crystal Ballroom (sparkling recollections of other years and other Lesley gatherings under those very lights), the entire Lesley College student body, released from classes for the day, assembled with professors and alumnae to be inspired to action by the dynamic "kick-off" for the big day ahead. And was it ever a "Big Day!"

Dr. George Miller, Director of Professional Education, commenced the proceedings by introducing Dr. Orton and Mr. Ladd Holt, Instructor in the Education Department. They discussed questions concerning the level of communication between students and teachers.

Following in close order were dialogues between Celeste Amenta, '66, and Pat Eagen, '66; Allan Morris, Professor in Science and Mathematics, and Cleo Nikera, '68; Elmer Van Egmond, Director of Research, and Linda Shamrock, '65.

Professor James Robertson, of Lesley's Social Science Department, put himself on a par with the student body as a graduate student working for his Ph.D., and asked many challenging questions—answering them only in part, or dichotomizing opposing views on the same queries.

Professor Robertson enlarged upon his discourse to a point of whetting the students' desires to express their own feelings about school methods, administrative procedures; educational changes recommended; and, in general, exacting how far each student's personal behavior and degree achievement fell upon her own shoulders.

I can remember our class fighting for the right to select our own dance band for the prom, but such an opportunity as this: to air complaints, and "pro" and "con" any and all issues pertaining to the college for hours on end at a legal "buzz session"—well, you see what I mean when I say Dr. Orton and his staff scored another memorable "FIRST" for Lesley College.

After the stage had been properly set, those in attendance were divided into fifty-one groups and some lively discussions ensued among the girls. Each group was led by a selected member of the student body, with faculty members and alumnae standing by as "topic stimulators" and "pause filler-inners."

A lunch-time break in the cafeteria simply added fuel to the zest of the afternoon's foray into personalities and their individual reactions to existing rules and curricula.

The afternoon passed quickly. Suddenly it was five o'clock and the student leader of each discussion group posted a bulletin of the results of her group's conclusions. Then, the leaders split into groups and consulted with members of the Senior Goals Committee in order to develop reactions to their groups' ideas.

An open meeting of the Goals Committee convinced interested visitors to stay "just a bit longer"; and they were well rewarded, for the eminent educators Seymour Lipet, of the University of California at Berkeley, and Ronald Kline of Boston University, who had been floating from group to group all day, gave thumbnail sketches of their findings, with Miss Barbara Shaw presenting her feelings about alumnae cooperation.

Six o'clock found me heading for my suburban home and family so excited over the prospects of this "new school," which will complete the picture of our "new campus" already under way, that I overshot my turn-off and was well on the way to New Hampshire before I oriented myself.

Goals' Days such as this could do that to you... easily.
Choose a good, tender husband, fully-grown, with a sense of humor if possible. Since the cooking process will be a lengthy one, if you're lucky, treat the husband gently at all times, in order that he will retain his shape and flavor.

Temperature is the most important factor in husband cookery. A steady, radiant warmth should be maintained throughout, varied by frequent applications of intense heat and, less often, periods of refreshing coolness. It is unwise to refrigerate a husband. There will be moments when this seems the only appropriate method, but consider the possible results. Will you be able to de-frost him at the proper hour? Suppose he finds a companion in the deep-freeze; someone, like himself, frozen solid by a spouse?

Warming: there are certain methods of cookery it is best not to use. Never saute your husband for it's cold outside, place the husband before a warm fire to toast. A chilled martini will keep him from becoming scorched. Later, he may be stuffed with steak and mashed potatoes and garnished with apple pie.

Summer-time cookery, however, requires little effort on your part. Most husbands will cheerfully barbecue themselves, along with the hamburgers, out on the patio.

If your husband comes home misunderstood and/or depressed, dredge in sympathy, sprinkle with laughter, and fry gently in a little bourbon.

Warning: there are certain methods of cookery that crispy, fresh flavor so essential to a lively mate. The spice of life, always remember, is variety. Use it sparingly, but often, one spice at a time.

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Warning: there are certain methods of cookery. It is best not to use. Never saute your husband for long periods of time in utter contentment. He will lose that crisp, fresh flavor so essential to a lively mate.

Never put him in the soup. The reasons may be valid, and the temptation strong—but don't.

Occasional roasting is sometimes necessary, usually in self-defense, but husbands get tough if the method is used too often.

Blanching husbands can't be helped. It happens automatically when you show him the month's bills, or announce a week-long visit from distant cousins. If these disclosures are essential, choose the right moment. Perhaps just after braising, a tenderizing process.

The spice of life, always remember, is variety. Use it sparingly, but often, one spice at a time. It will accent the flavor of your husband.

Oh, the joys of cooking!
Mrs. Jeanette Pederson Smith, ’40, Right, was dubbed "Queen" of her class after baking a cake and bringing it all the way from Chappaqua, New York, for her class party.

Left: "It was a snap..." says Mrs. Diane Sharp Hadelman, ’60, Co-Chairman of the ’65 Reunion, as she receives hearty ovation for her efforts in making the Reunion Weekend a smashing success.

Right: Mrs. Helen Mather Benjamin, ’29 (left), retiring president of the Lesley Alumnae Association, introduces new president, Mrs. Polly Monroe Furbush, ’55, at ’65 Reunion Weekend. Other guests at table included Dr. Don A. Orton, Lesley’s president, Mr. Hadelman and Mrs. Don Orton (far right).

acquaintances, touring the campus, getting first-hand information on the "New Lesley," and visiting shops and points of interest in the area.

Gaiety reigned supreme on Saturday evening, for this was the night of the big dinner dance—and big it was, with over 200 in attendance. The well-known Boston band leader, Jerry Davis, was on hand with his musicians to supply dinner and dance music; and as an extra touch, the orchestra serenaded each reunion year class with the hit tune of the year in which they graduated.

During the evening, the annual meeting of the Lesley Alumnae Association was held. At that time, Mrs. Helen Mather Benjamin, ’29, dedicated and hard-working president of the association for the past four years, handed the gavel of the presidency over to her successor, Mrs. Polly Monroe Furbush, ’55.

Sunday morning found guests on the campus grabbing an extra "forty winks" and then joining other classmates in a Sunday Brunch, which marked the official closing of the ’65 Lesley Alumnae Reunion Weekend.

After empty stomachs had been filled and second cups of coffee had been drained—in an atmosphere not unlike earlier school days—Lesley Alumnae tucked prodigious amounts of "new addresses" into their pockets and handbags and bid their farewells. Then, each went their separate way, tired but happy—and looking forward to their next Lesley Alumnae Reunion Weekend in June, ’66.

GREETINGS FROM THE NEW ALUMNAE PRESIDENT

Mrs. Polly Monroe Furbush ’55, President of Lesley Alumnae Association ’65 ’66.

On June 5th, 1965, the evening of the Alumnae Reunion Weekend’s Banquet, the president’s gavel of the Lesley College Alumnae Association was handed over to me by an alumna who was a prime motivating force in establishing the high standards observed by our organization today.

It is my sincere hope that I may continue the fine work accomplished by Mrs. Helen Mather Benjamin (’29), who devoted so very much of herself to the betterment of our association and Lesley College.

In my new capacity, my basic function is to represent you at the college. If you have ideas, suggestions, or problems concerning the association, please let me know about them. You can write me here at the college or at my home address—38 Glendale Road, Needham, Massachusetts.

During my term of office, I am looking forward to opportunities to meet you and talk with you. Perhaps these opportunities will come when I visit clubs, or, perhaps, they will come during a conference, or “Reunion Weekend.”

Until we can meet each other, however, remember that I am here to help you, and I will be happy to hear from you at any time.

Mrs. Polly Monroe Furbush ’55

Lesley Honors Mrs. Helen Mather Benjamin, ’29

The Lesley College Alumnae Association paid tribute to one of its most dedicated and hard-working members at a recent meeting when a plaque was presented to Mrs. Helen Mather Benjamin, ’29 in recognition of her service to the Alumnae Association and the College.

Mr. Jay Canavan, making the presentation for Dr. Don A. Orton, read the inscription:

Lesley College Award of Appreciation—Presented to Helen M. Benjamin, ’29 in appreciation of years of loyal service to her Alma Mater as Trustee, Alumnae Association President, worker and friend. Helen has been a key figure during the past several years in developing the Alumnae Association. The thanks and good wishes of the entire Lesley Community are extended to her for a job well done.
NEWS AND NOTES FROM THE ALUMNAE OFFICE

Some exciting things have been going on within the Lesley College Alumnae Association. In this issue, I want to share these happenings with you; particularly plus nine directors. This group has the ultimate responsibility for the total Alumnae Association program.

The Board met for the first time in June to discuss plans for the year. In addition, your association president and I met with board members during the summer to consider future plans. (You will note that plans for "Reunion, '66" are already underway. Plan now to attend!)

During the '65-'66 year, the alumnae program will place major emphasis on attracting prospective college candidates to Lesley. This will be accomplished largely by working with secondary schools: informing them of full-tuition Lesley Merit Scholarship opportunities and Lesley's campus for some time to visualize. Briefly, Lesley College is a school on the move! Student enrollment is growing, as is the campus. Programs are undergoing changes in order to accommodate necessary requirements demanded of today's teachers. In all, the picture of Lesley is one of life and vitality; an institution of higher learning moving in a well-planned and organized direction, with a sharp eye to the future.

This picture will be better illustrated in days to come through issues of the "Review"; special mailings to alumnae; club meetings; and days on campus. It is hoped that these efforts will enable alumnae to become fully aware of their alma mater as she is today and as she will be in the future.

The Board of Directors, which was established under our new alumnae constitution, is very important to the association. Its design enables it to become a permanent file. If you have not mailed yours in yet, please put it on your list of "musts" for the day.

Former "Lesleyites" often ask me what Lesley is like today. My answer to this is simple to give, but sometimes difficult for those who have not been on campus for some time to visualize. Briefly, Lesley College is a school on the move! Student enrollment is growing, as is the campus. Programs are undergoing changes in order to accommodate necessary requirements demanded of today's teachers. In all, the picture of Lesley is one of life and vitality; an institution of higher learning moving in a well-planned and organized direction, with a sharp eye to the future.

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Example, a club might want to associate with, or sponsor, a class through its entire four years at the college. During this time, students and alumnae would be able to work together on educational and social projects of mutual interest. Relationships of this nature will help alumnae keep informed of student activities that may be of interest, such as a concert, a dramatic production or seminar. Likewise, students will be informed of, and invited to participate in, alumnae activities that are of interest to them.

This year, and in years to come, your Lesley College Alumnae Association wants to encourage its members to take an active role in the continuing education of themselves and others. To implement this, we intend to arrange conferences, seminars, workshops and special classes for alumnae. It is interesting to note that many of our members are presently involved in course work. Several have returned to Lesley to complete degree requirements or to attend our Graduate School.

The growth of the alumnae association has necessitated a handbook for club officers. A board member will be working directly with club officers, making arrangements for them to meet together in order to develop such a handbook and to plan a year's program for each club. These programs will be announced when completed and every alumna, undergraduate or friend of the college will be invited to participate in any of the programs that are of particular interest to them.

The "Alumnae Questionnaire," which you received in June, is very important to the association. Its design enables it to become a permanent file. If you have not mailed yours in yet, please put it on your list of "musts" for the day.

Former "Lesleyites" often ask me what Lesley is like today. My answer to this is simple to give, but sometimes difficult for those who have not been on campus for some time to visualize. Briefly, Lesley College is a school on the move! Student enrollment is growing, as is the campus. Programs are undergoing changes in order to accommodate necessary requirements demanded of today's teachers. In all, the picture of Lesley is one of life and vitality; an institution of higher learning moving in a well-planned and organized direction, with a sharp eye to the future.

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functions for prospective Lesley students anytime the college requests them.

Mrs. Mary Esther Crankshaw Johnson ’32 President

NORFOLK COUNTY LOWER MIDDLESEX
A successful dinner meeting was held at the Pillar House on Tuesday evening, May 16th.
New officers elected for the coming two years were:
President—Helen Mather Benjamin ’29; Secretary—Patricia R. Ford ’57; Treasurer—Barbara Street Berry ’51.

After dinner, Jay Canavan gave in informal talk about “The New Lesley.” During his talk, we could bring up questions or suggestions at any time.

An enjoyable evening was had by all.

Barbara Street Berry ’51 Scribe

NORTH SHORE
A most enjoyable meeting was held by the North Shore Lesley Alumnae Club at Spray Cliff Inn, Marblehead. Joyce Karp Rosenthal ’60, President, introduced Miss Barbara Shaw ’56, Director of Alumnae Affairs for the college, who spoke to us about the activities and plans going on at Lesley. This was followed by an informal discussion.

At the meeting, we displayed many articles from the Student Government Store, and many purchases resulted.

Plans for the evening were handled by: Joyce Karp Rosenthal ’60, President; Adelinda Baur Maston ’60, Secretaries; Bernice Coon Garfinke ’50, Publicity; Sara Rubin Cohen ’25, Secretary; Rita Kolcher Horkinson ’37, Decorations; and Thelma Rubin Lechner ’34, Hostess.

Sara Rubin Cohen ’25 Scribe

PITTSBURGH
I have just begun to organize a Pittsburgh Club and so far, we have no officers. Three of us did get together at my house in May. At that time, we looked over current publications from Lesley and shared college experiences.

In appreciation of her efforts during her term of office, the Club presented her with a bracelet and Julie Child’s book, “The Art of Mastering French Cooking.” (An appropriate gift, since Kay is a culinary expert in her own right.)

We welcomed two new members: Barbara McMillin Dussault ’36, a recent arrival to California from Massachusetts, where she was active in the Norfolk County Lower Middlesex Club; and Eleanor Cox of Mill Valley.

In April, Sandra Tierny ’61 and Alice Coburn Sprague ’58 attended the “College Choice Tea” at Froshhills Jr. College to talk with high school juniors about Lesley College.

In addition to our new slate of officers elected last February (Alice Sprague, President; and Lana H. Baily, Scribe), we will have Berle Coograve ’34 as Treasurer. Marie Steele ’60 will continue as photographer for our club and Kay Roberts ’52 will be our Publicity Chairman. Barbara Dussault will cover publicity in San Francisco.

Several of our members have responded to Mr. James Slattery’s request for California curriculum guides for the Lesley Library.

Those present at this May meeting were: Lana H. Baily; Berle Coograve; Eleanor Cox; Barbara McMillin Dussault; Joan Gowan ’62; Judy Machado ’60; Kay Yocum Roberts; Alice Sprague; Marie Steele; and Sandra Tierny.

Lana H. Bailey ’56 Scribe

WORCESTER
We had a most successful Spring meeting and luncheon at the Mt. Pleasant Country Club in West Boylston. Mrs. Martha Ackerson, Director of Admissions of Lesley College, gave us a very interesting talk on “Tomorrow’s Expectations.”

Officers elected for 1965-67 were: Honorary President—Mrs. Jacob Pollet Young ’55; President—Mrs. Carol MacAskill Schultz, Jr. ’54; Vice-President—Mrs. Sydney Austin Crawford, Jr. ’32; Vice-President—Mrs. Howard Thayer Dunford ’34; Treasurer—Mrs. David Potter Hawthorne ’32; Secretary—Mrs. Jacob Pollet Young ’56; Recording Secretary—Mrs. Ralph Ryan Igoe ’32; Corresponding Secretary—Mrs. Philip Edinberg Goldberg ’31; Nominating Chairman—Mrs. Helen Prescott Taylor; Publicity—Mrs. Dorothy Kenny Hennepin ’36; Co-Chairman—Mrs. Alice Howard Menard ’43.

The Fall meeting was a formal dinner meeting. Our guest speaker was Dr. Mark V. Crockett, a former member of the Lesley Faculty. We also stressed the “Book Fund” at the Fall meeting—decoration, speaker, name cards, banners, etc. I believe this new project will be most beneficial to the college.

Mrs. Jacob Pollet Young ’26, Honorary President

CURRENT LESLEY COLLEGE ALUMNAE CLUBS THROUGHOUT THE COUNTRY
The rapid rise of Lesley Alumnae Clubs becomes apparent with a survey of those clubs now in existence. Former Lesley students who are interested in joining these clubs are invited to contact the alumnae club presidents listed below.

CALIFORNIA
Los Angeles Mrs. Jean Spaulding Morrow ’49 4329 Lynd Avenue Arcadia, Calif.
San Francisco Mrs. Alice Coburn Sprague ’58 867 Trenton Drive Sunnyvale, Calif.

CONNECTICUT
Mrs. Jane D. Johnson ’54 26 Mountain View DrivePlainville, Conn.

DELAWARE AND E. PENNSYLVANIA
Mrs. Virginia Hayes Young ’38 550 Pine Street So. Weymouth

Upper Middlesex Mrs. Lois Steiner Goldberg ’61 1 Beverly Road Bedford

Western Mrs. Sandra Gillson Johnson ’58 99 Mountain View Westfield

PITTSBURGH Mrs. Della MacAskill Schultz, Jr. ’54 144 Central Street Auburn

NEW HAMPSHIRE Miss Barbara Shaw ’56 Lesley College 29 Prescott Street Cambridge

NEW JERSEY Mrs. Sylvia Cohen Brown ’53 300 Clive Hills Road Metuchen

NEW YORK Miss Suzanne R. Hruska ’61 25 East 70th Street New York

PENNSYLVANIA Pittsburgh Mrs. Norma Burns Putman ’55 354 Stoneledge Drive Pittsburgh

RHODE ISLAND Mrs. Ilene Persis Ruttenberg ’61 160 Lowdon Street Pawtucket

VERMONT Mrs. Elizabeth Bowers Dexter ’31 52 Thrall Avenue Rutland

VIRGINIA Capitol Mrs. Mary Ann Ryan Blackwell ’54 1042 Walker PlaceMcLean

SAN FRANCISCO
The May meeting of the San Francisco Alumnae Club was held at the home of Kay Yocum Roberts ’52 in Sunnyvale. Kay served luncheon for ten as her final act in the capacity of President of the Club.
1928
Marjorie Davidson Dyer has been teaching first grade in Winchester, Mass. for 12 years. Marjorie has two marri­ried daughters—one living in Illinois, the other living in Arlington, Mass. Marjorie's husband passed away in 1959.

1929
Eleanor Smith Cutting, Shrewsbury, Mass. says, "...I enjoyed my year at Lesley and made lasting friendships. I am Office Manager of the C.K. Smith Company Fuel Dealers. The company is owned by my family and I have been with them since graduating in 1929. I hear from many of my Lesley friends at Christmas time."

1930
Virginia Sauders Allison lives in Milton, Mass., where her husband is principal of Milton Jr. High School. The Allisons have six children who is a naval officer. Their daughter has attended con­jectures at Malden High School this past June. Ruth tells us, "I have always felt strongly about my great Lesley background."

1931
Margaret Hutchinson Patten says, "...I wish the South Shore Club were more active, as I enjoyed the several meetings I attended. News from Lesley is wish the South Shore Club were more active, as I enjoyed the several meetings I attended. News from Lesley is

1932
Lily Hokenson, Weymouth, Mass. has been teaching in kindergarten classes (55 children in each class) at Conant School for 10 years, but is now retired. Helen says, "The years have been good and we look back fondly on 'our' years at Lesley."

1933
Courtney Nealy Ferguson, Monticello, Fla., owns a private nursery school. Her son is a jr. at Florida State. Courtney is married to a Dartmouth College alumnus.

1934
Alice D. Goodrich Clark lives in Weymouth, Mass. with her husband and their two sons. The Clark family takes great delight in going on rock and mineral hunting expedi­tions. Alice combines her role as housewife with that of a substitute kindergarten teacher.

1935
Ruth Pearlwig Leffer, Malden, Mass., has been substitut­ing in the Malden Public Schools for the past six years. Ruth's daughter, Joyce, graduated from Pembroke, Magna Cum Laude, in 1946. She also received a Woodrow Wilson Fellowship and has entered the U. of Minn. to do graduate work in American Civilization. Ruth's son, John, graduated from Malden High School this past June. Ruth tells us, "I have always felt strongly about my great Lesley background."

1936
Frances Westover wants her classmates to contact her for two reasons—renew old acquaintances; and to plan a get-together for next June...the 30th reunion. Frances can be reached at 76 Bowers Street, Manchester, New Hampshire.

1937
Helen Anderson Parra splits her time between St. Thomas, Virgin Islands and Scottsdale, Arizona these days. Helen has been teaching at St. Thomas for several years. She hopes Lesley Alumnae will visit or writing to her or visiting her for two reasons—renew old acquaintances; and to plan a get-together for next June...the 30th reunion. Frances can be reached at 76 Bowers Street, Manchester, New Hampshire.

1938
Harriet Crosby Cody, of Lexington, Mass. has two boys—sixteen and ten years old. Helen works part-time as secre­tary for her church. She spends leisure time square dancing and camping. She has met Barbara Edes Spaulding '39 several times while camping.

1939
Rita McConologue Theriault writes from her home in Portland, Me. Her oldest daughter is a student at U. of Maine; her second daughter graduated from high school last June. Rita is active in the Lyric Theater in Portland and has been elected to the Board of Directors of that organization.

1940
Janice German Caruso, South Barre, Vt. taught 1st grade for two years; kindergarten for five years. She and her husband, Joseph, now operate a nursing home in South Barre. They have two children.

1941
Helen (Sandy) Bohne Giffen, Oxford, Mass. tells us she and her husband, Ralph, have been happily married for 19 years (How time flies). Helen and her husband have two teen-age sons. She taught kindergarten in Melrose for 10 years, but is now retired. Helen says, "The years have been good and we look back fondly on 'our' years at Lesley."

1942
Harriet Hurd Piepenbrink, of Cohasset, is in her second year of full-time teaching. After completing her degree requirements in 1956, she took out time to raise a family. Harriet would like to hear from members of the '47 class.

1943
She also would like to know the whereabouts of Leona Goodrich.

1944
Leona Goodrich Deutsch, of Needham, Mass. tells us she and her husband, Morris, have three children—a girl and two boys. Leona taught one year in Hopkinton while husband, L. A. Goodrich, was stationed there.

1945
Fay Hunter Robbie, Hull, Mass., is a busy mother/teacher these three days. Fay and her husband, Donald, have four sons. Fay teaches kindergarten in Hull.

1946
Eleanor Piche Berube says, "...I await each issue, hoping to hear news of the Class of '51. Perhaps I could start the ball rolling. We have lived in Claremont, N.H., for the past 20 years. I have two children, and my husband, Roy, is a whole drug store salesman. Looking ahead—will our class be having a special reunion in '66; our 35th reunion? I hope so. So much progress has been made at Lesley; so many dreams of the late President White came true. Come on now—let's show the "Lesley Review" there was a Class of '51 and have some news."

1947
Gretta Snow Harpham—"I would like to know whether word about the graduates of '51 is never included in the 'Lesley Review.' When the magazine first started, I filled in the questionnaire and I never saw mention of it again. Two times this fall, I did the same—and nothing. Each 'Review' I look for the year '51 and it is always omitted, so I suppose whoever is in charge certainly has fallen down on the job. I am not blaming you, but would like your help. Someone who will check. I imagine my case is only one of others. We'd like to see it, if only two names come in."

1948
Barbara Craig Allen writes, "I am teaching first grade in Bay Harbor, Me.: "I wish the South Shore Club were more active, as I enjoyed the several meetings I attended. News from Lesley is wish the South Shore Club were more active, as I enjoyed the several meetings I attended. News from Lesley is

1949
Frances Smith Weibust has been teaching at St. Thomas for several years. She hopes Lesley Alumnae will visit or writing to her or visiting her for two reasons—renew old acquaintances; and to plan a get-together for next June...the 30th reunion. Frances can be reached at 76 Bowers Street, Manchester, New Hampshire.

1950
Rita McCool Gallagher Theriault writes, "I am teaching first grade in Nashua, N.H. in a house with two small children, and my husband, Bob, is a whole drug store salesman. Looking ahead—will our class be having a special reunion in '66; our 35th reunion? I hope so. So much progress has been made at Lesley; so many dreams of the late President White came true. Come on now—let's show the "Lesley Review" there was a Class of '51 and have some news."

1951
Harriet Gleason Diamond, a key organizer of our suc­cessful 10th Reunion, is now living in West Peabody, Mass. She and husband, Bob, use their spare time to go skiing, skating, and bowling with their three children.

1952
Audrey Palmer Egan is content to spend the winter with her husband and children in their "home in the woods" in Braintree, Mass. But when school is dismissed for the summer, the three boys are loaded in the car and the family heads for the Cape. Audrey predicts the boys will be old salts—guided by hook, Dick's expert hand.

1953
Margaret O'Hare Dehoney wrote from Phoenix, Md., at the time of our 10th Reunion, that she had started her own nursery school. At this time, she and husband, Bob, were parents of two—5 years; 4 years, respectively; and identical twin girls, Susan and Tracy, 1½ years. Progress report, Margaret?"

1954
Harriet Goodman Diamond, a key organizer of our suc­cessful 10th Reunion, is now living in West Peabody, Mass. She and husband, Bob, use their spare time to go skiing, skating, and bowling with their three children.

1955
Barbara Craig Allen says, "I am still living in New­nassett, Mass.—will be six years in December. Before moving to Newnassett, Keene, N.H. was perfect in every way. Zed Eberhardt Woodruff and husband, Woody, make their home in Barrington, R.I. They have four children. The Woodruffs settled into their new home in the midst of three cases of measles. We hope things have quieted down since then.

1956
Barbara Blair Bulkley says, "...I am teaching first grade in Bay Harbor, Me.: "I wish the South Shore Club were more active, as I enjoyed the several meetings I attended. News from Lesley is wish the South Shore Club were more active, as I enjoyed the several meetings I attended. News from Lesley is

1957
Barbara Craig Allen says, "...I am teaching first grade in Bay Harbor, Me.: "I wish the South Shore Club were more active, as I enjoyed the several meetings I attended. News from Lesley is wish the South Shore Club were more active, as I enjoyed the several meetings I attended. News from Lesley is

1958
Janice Kinchla McLoon says, "...I am teaching first grade in Bay Harbor, Me.: "I wish the South Shore Club were more active, as I enjoyed the several meetings I attended. News from Lesley is wish the South Shore Club were more active, as I enjoyed the several meetings I attended. News from Lesley is

1959
Patricia Magner Reardon recommends teaching at the Armed Forces if travel and variety are desired. During her seven years in the service, she traveled by gondola, rickshaw and dog sled. Pat's husband, Bob, is a Navy Commander and they have a family of five.

1960
Thelma Wixon Walton, her husband, Jim, and their children are now living in Walnut Creek, Calif. The Woodruffs settled into their new home in the midst of three cases of measles. We hope things have quieted down since then.

1961
Marian Oliver Buescher has informed us that a new can­date for Lesley has arrived in her family of three boys.

1962
Brenda Tuthope Aducmczyk, her husband and their four children, have returned to the U.S. after spending almost all of their married life near Paris, France. They are now settled in Madison, N.J.

1963
Barbara Craig Allen has informed us that a new can­date for Lesley has arrived in her family of three boys.

1964
Barbara Blair Bulkley is the mother of three daughters.
Sandra Bromberg Baron

Barbara Limmer Loughlin

Priscilla Henry Currier

Anne Sampson Watson, Jr.

Joan C. Petraglia is stationed in Kuching, Sarawak, Malaysia with the Peace Corps for the next two years. She is supervising teachers in Primary I Classes. Joan's address is: Peace Corps Box #607, Kuching, Sarawak, Malaysia.

1960

Joan Gowan is teaching in Okinawa with Sandra Tierney.

Barbara Limmer Longhin says, "Since leaving Lesley, the majority of my time has been spent raising a family... Dick and I are the parents of three children—Christopher Andrew; Sally June; and Bonnie Ellen.

1961

Geraldine (Gerri) Milbender Bloomberg, her husband and their son, Ethan Paul, are living in Burlington, Vt. Says Gerri, "... Any Alumnae who are ski home to welcome us.

Pricilla Henry Carrier writes, "We are the proud parents of a son, Scott Andrew, born September 19, 1963. Bob is attending U. of Hartford, School of Engineering and I teach a one-session kindergarten in Jigganum."

Lenore Lynch Fraser and husband, Don, have bought a home in Maynard for their growing family.

Della Rose Gilman is engaged these days providing guitar and piano entertainment for children's parties. Della and her husband, Ira, live in Great Neck, N.Y.

Susan Fuhr Hesket has a husband (John—married in '63); a daughter (Lisa—born November, '64); a graduate degree (Masters in Education-Summer, '65); and has left for the "land down under," where her husband has taken a job. The Hesket family will be living in Australia for at least three years.

Ann Hafer Jacob was married on June 20, 1965. She and her husband are living in Norwood. Ann has been teaching Chinese in Concord, Mass. for at least three years.

Sandra Reed Moore was married in December, 1964. She is teaching first grade in Middletown, Conn.

Winnifred Branch Parker and husband are living in Burlington, Mass. with their year-old son, Wayne Eric. Norma Penney tells us, "... I am teaching a fifth grade class in Woburn, Mass., after having taught in England for a year."

Starr E. Shulman writes, "Taught fourth grade in Sudbury for one year; English at Javariana University in Bogota, Columbia, South America for nine months; fourth grade in Connetquot, Mass. for 18 months; and now I am School Programs Director at the World Affairs Council in Boston."

Sandra Tierney is teaching in Okinawa.

1962

Eileen Herr, Grantham and husband, Howard, have returned to New York after a wonderful year in California. Adrienne Damon Kaiser and her husband, Eldon, were Peace Corps Volunteer teachers at the Teacher Training

School in Haraz, Ethiopia from 1962-64. Eldon now is an Education Officer for Agency for International Development's Teacher Education for East Africa Program and will be teaching in Kumpala, Uganda for the next two years. Adrienne will get a teaching position after arriving in Uganda.

Marion Horvath McGee spent last summer ('64) in Europe, nearly got stuck behind the Iron Curtain while in Rumania, and got a ride in an ambulance in Paris when her girl friend cut her foot. Dick did have a fine time, "... from skiing on the French Riviers and gambling at Monte Carlo to riding a roller coaster at Tivoli Gardens."

Stephanie Lamoport Nolanberg and her husband have moved from Toronto, Canada to Cambridge, where her husband is a member of the Society of Fellows at Harvard. Stephanie is now teaching French at the Lesley-Ellis School.

Barbara Reffman Wider's husband, Jerry, is completing his residency in obstetrics and gynecology at Columbia Presbyterian Hospital in New York. The Widers have a baby boy, Todd Michael.

1963

Donna Frye Louis writes that she and husband, Bill, now have a "Jill." Jill was born on August 13, 1964.

Dolores Glaster Orkin: "Don and I have a young son, born in 1964. We just built a home at 8 Sherman Drive, Randolph, Mass. Don has been practicing law for three years in Boston."

Elaine J. Schofield Bills us in as follows: "After teaching one year in Wakefield, I spent just about all that I'd saved that year on a trip to Europe with a girl whom I met during my first year of teaching. We visited several educational institutions abroad. These visits were extremely enlightening and pointed out the fact that children are basically the same all over. Only the content of the educational materials and the speed at which it is taught differs from country to country. I am back teaching the fourth grade in Wakefield, saving for my next (4?) trip!"

Sandra Stolzberg Shulman and husband, Andy, are living in Fort Lee, New Jersey. Sandra is teaching third grade and Andy recently completed his last year at Columbia School of Business.

Judith Morse Smith is teaching first grade in New Jersey.

1964

Phyllis Golden Brick writes, "George and I were married a year ago this past August. We are now residing at 45 Pratt Ave., Lowell, Mass." Phyllis is now teaching special classes in Billerica. Her husband is studying physics and instructing at Lowell Technological Institute.

Linda Specter Cohen says, "We have a new addition to our family—Randall Scott, born on Jan. 12, 1965. My husband, Joel, is now with I.B.M. in Poughkeepsie, N.Y. Keep the Lesley Review going—enjoy every ounce of it!"