Graduation '66
where does she go from here?
by Nancy Woods, Ed.D., Assistant Professor of Education, Lesley College

When asked the title of my doctoral thesis, I often reply with only a slight shading of truth, "Housewives at Harvard." This frequently causes a quizzical expression to come over the face of the questioner who may wonderingly ask, "Why housewives?" This article is about the "why": why I chose this topic for my dissertation, and why housewives are still at Harvard—in fact, have earned themselves a permanent place in the program of Harvard's Graduate School of Education.

Since Harvard first inaugurated its elementary teacher training program in 1951, a Master's degree could be obtained only through full-time study. This requirement presented a difficult obstacle to many capable women—particularly mature housewives who wanted to do graduate work, but who could not take on a full-time program.

In addition to its reluctance to accept part-time students in its elementary teaching program, another (and equally difficult) obstacle was encountered by educated housewives who wanted to become graduate students—an age barrier. Students over 35 years of age were considered poor risks in terms of the number of potential years service they could offer their communities. This policy was most unfortunate for women, since a large number of housewives would not be able to undertake the task until they were 35 or older—when their children had grown old enough to be self-reliant.

In 1960, I began to "sound out" my doctoral project proposal to admit educated housewives as part-time Harvard students. Arguments were immediately presented against such a move, and an informal poll of the faculty revealed that many held the following attitude about mature, educated housewives as graduate students:

1. Mature women who are bored with being housewives will soon tire of the graduate training program with its rigorous academic requirements and will drop out.
2. Mature women who have been too long away from scholarly demands of academic work can't keep up with younger students.
3. When—and if—mature women enter teaching, they will have less commitment to education and the professional demands of teachers than their younger colleagues who decided early to make teaching their career.

After considering these arguments, it seemed that a reasonable thesis project would be to test these assumptions by recruiting a group of mature housewives who were interested in becoming teachers. My advisor agreed and we immediately drafted proposals to present to the senior faculty for consideration. Eventually, we secured support from the Harvard School of Education and the Newton, Massachusetts, School System to set up a small pilot study for recruiting and training a group of selected women for graduate work in elementary teaching.

Specifically, the study was designed to find out:

1. Were mature women interested in part-time training for elementary school teaching?
2. Could these women meet the stiff course requirements at Harvard and compete with recent college graduates?
3. Would these special students continue in the program or drop out?
4. How would women in this program be affected—particularly in areas such as physical and mental health, social obligations, and family relationships with children and husbands?

Since full details and results of this study cannot be presented here, I have chosen to limit my comments to the experiences of the pilot group of nine women which I think will be of interest to Lesley graduates.*

INTEREST IN PLAN M
Over 200 women showed interest in the program, and about fifteen actually filed full applications. Nine were admitted for the year. (Since 1963, about ten new students have been admitted to the program each year. Many women whom we felt would not meet rigorous entrance requirements were discouraged during the initial interview.)

DESCRIPTION OF STUDENTS
The age of women admitted to Plan M ranged from 25 to 41 years. (It is interesting to note, however, that a woman over fifty years old was admitted to the program in the second year. She graduated with honors.)

* A detailed description and analysis of the program—known as Plan M (mature, married, mother, middle-aged)—is available as my thesis from the Harvard Library.

The grade point average of Plan M women was higher than that of recent college graduates with whom they were competing in the same courses.
All candidates were graduates of liberal arts colleges and all but one had children. The oldest child of the group was sixteen, and the youngest was born in the spring of the pilot year. (However, mother still managed to complete her course requirements.) Most of the women could be described as middle class; in the middle income brackets; and having successful, well-educated husbands.

**PERFORMANCE OF STUDENTS**

Not one of the nine women withdrew from Plan M during the pilot year. In fact, only one out of forty women have withdrawn since the inception of the program—and she hopes to reenter when her family responsibilities become less pressing.

Much to their own surprise, the grade point average of these older women was not only equal to, but higher than those of recent college graduates with whom they were competing in the same courses. Plan M women had both a median and model grade of A-. The younger students earned B+ in these measures of central tendency. A recent informal questioning of the Harvard Staff indicated that the Plan M students continued to stay with the program, work hard and maintain high grades.

**Table 1**

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<th>Grade</th>
<th>Recent College Graduates</th>
<th>Plan M</th>
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<tr>
<td></td>
<td>(50 students)</td>
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<td>A</td>
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<td>A-</td>
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<td>B</td>
<td>87</td>
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<td>B-</td>
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**GRADE Pt. Average**

<table>
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<tr>
<td>B+</td>
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<td>B</td>
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**Effects of Plan M on Lives of Students**

During the pilot year, members of the group were asked to hand in reaction sheets on which they recorded their ups and downs with the program. In addition, all nine women were given in-depth interviews by a skilled sociologist during the summer following the pilot year. Both of these instruments were designed to determine the effects of this program on each woman's total life. The results indicated that there were some problems in managing both jobs—those of housewife and student—in a compatible fashion. For instance, one woman wrote, "I hope to have the paper in some sort of shape by this weekend, but on the horizon looms one nine-year-old birthday cook-out that threatens to eat up one day."

Only one woman reported that her husband was ambivalent about her entering Plan M but that he "came around" by the end of the year. Although the other eight women reported their husbands to be extremely pleased about their wives' participation in Plan M, there was some evidence pointing to the nature of adjustment in roles that came about during the year. To illustrate, one woman wrote in a reaction report:

> Though my husband is very enthusiastic and we have wonderful discussions and stimulating changes of ideas, he has trouble remembering that my evenings have to be used for study and that I no longer have time to do all the little things I used to do.

When asked if they felt different since coming to Harvard, all but one woman mentioned a feeling of new vitality, self actualization, or sense of personal fulfillment. Such statements as, "Now I have a goal of my own..."; "I feel I can now make a contribution..."; "I have pride in the success I've achieved..."; these were frequently made during interviews.

**Students Become Teachers**

The basic design of Plan M during the initial year was to measure women in an academic experience...not in classroom teaching, although some students participated to a limited degree in schools. By 1964, the nine women had received their Master's degrees and, at this point, most are beginning to be teaching. At least one of these teachers has already shown potential leadership. She is currently involved with curriculum developments in "new math" and a pilot social studies project within her school system.

**Implications of the Study**

While Harvard continues its policy of full-time study only, exceptions are made for housewives enrolled in Plan M. Arguments about lack of persistence to the graduate program, and insufficient ability to complete the academic work have disappeared.

Thanks to the determination and ability of those students from the Plan M program, the door has now been opened to take advantage of teaching career opportunities that previously have been denied to older women. This success has led other institutions to offer special consideration to the able, mature student who has a family as well as a curriculum to consider. As more programs of this nature are put into operation, data on the professional commitment shown by housewives who have embarked on a delayed teaching career can be gathered by future researchers.

Here at Lesley, I have had the privilege of working with several mature women in our graduate school's Program I. These students have shown many of the same delightful characteristics that helped the women of Plan M succeed. In addition, I have come to know several women who have returned or are beginning study at Lesley for a Bachelor's degree. The maturity of these housewives in terms of their experiences with children, and their real concern for good education, have been rewarding for me as their teacher and a stimulant to the younger students in the classes. Age is no longer a barrier to academic and professional achievement. Rather, age is now seen as a positive value, and the professional contribution of mature students is regarded as unlimited.

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1. Time Magazine, January 21, 1966, in an article reporting the dedication of Larsen Hall stated, "Ever since Harvard started its Master of Arts Teaching Degree in 1936, the emphasis has been on full-time graduate study as compared with the customary summer school advancement in preparing teachers and educational leaders."
Summers are for teacher travelling

by Elaine J. Schofield '63

THE SUMMER AFTER my first year of teaching (1964) another teacher and myself decided to splurge and travel east, to Europe. During the course of our whirlwind journey we spent about ten days in Great Britain visiting two of my penpals to whom I have been writing since I was in the sixth grade. Perhaps it was the English accent, or the marvelous Scottish hospitality, or the peacefulness of the English countryside, or the ruggedness of the Scottish crags, or maybe all of these which worked their spell on me and induced me to make plans for returning as soon as I had set foot on American soil.

Joyce Levy Epstein, one of my Lesley classmates, had attended the University of Edinburgh in Scotland one summer while still a student at Lesley. The thought occurred to me that I, too, might take a summer course at one of the British Universities. I obtained an application from the Institute of International Education and listed my three choices in order of preference: 1) University of Edinburgh offering courses in British History, Philosophy, and English Literature; 2) Oxford University offering courses in History and Literature; 3) University of Birmingham offering courses in Elizabethan Drama and Shakespeare. The rest is history. I departed on June 24 of last summer armed with several Jane Austen's, Preface to Eighteenth Century Poetry, and not enough warm woolen clothing!

The course at Edinburgh University was not due to begin until June 28, so I spent the preceding three days in London with my English pen pal, Jennifer. On the day after my arrival I was up early and off with Jennifer to visit the hospital where she was employed as a secretary. I noticed that there was a school not far from the hospital and decided that I might as well wander around a bit until lunch. Although it was al-

most the end of June the children were still in school and would be until the latter part of July.

I introduced myself to the headmistress and explained to her that I was a teacher in the States and would like to look around if it were possible. She told me it was customary for visitors to schools to obtain permission from the Education Department months in advance, but... since I was there and could not come any other day, I could come in and stay as long as I liked.

THE SCHOOL was Captain Marryat's Infant School, for children between the ages of four and seven. It was located in the Fullham section of London which is socio-economically not the best. At the assembly in the morning the headmistress pointed out to me that there were children from India, Pakistan, the West Indies, Ireland, Israel, Italy, and perhaps a few (?) English girls and boys. They attended school from nine in the morning until four in the afternoon. In spite of the fact that the school itself was a rather dilapidated one, it was equipped with a very large kitchen whose staff served a more than adequate lunch to the seventy-five children every day.

I visited the rooms for the younger children but spent most of my time in the rooms for the seven year olds. Here they sat at long, low tables similar to the ones I have seen in this country in kindergartens. There was little or no blackboard space and the walls were covered with the children's papers and drawings due to no bulletin board space at all. There was a noticeable dearth of books and school materials. These books which the children did have were thin with soft covers. The teacher herself was without a desk.

The physical appearance was initially somewhat surprising. I immediately concluded that there must
have been relatively little learning taking place, and
yet as I walked around I began to be cognizant of the
fact that the work being done by those seven year olds
was in many cases far superior to some third and
fourth grade classes in the United States. Each child
had a notebook in which he did all his Arithmetic
problems. I noticed that the children working on
Arithmetic at one table were doing long addition prob­
lems, complicated subtraction problems, as well as
fairly long and difficult multiplication and division
problems.

In this same room a number of the children were
having their reading lesson. One child at a time went
up to the teacher's "desk" and read about two pages
out of a very thin paperback book. The teacher told
me that she heard every child read every word of
every reading book which she covered during the year.

She had a large notebook in which she kept track of
the pages which each child read. I heard some of the
best readers and some of the worst readers, and those
who didn't do so well would put some of my poorer
fourth graders to shame!

When I asked the teachers if I could look at their
planbooks they looked at me as if I had said something
in a foreign language . . . There were none! The
teachers evidently knew what they were supposed to
cover in a year's time and did so, without any notes to
guide them.

A few children were eager to show me their Science
table which consisted of some rather wilted, but never­
theless precious flowers and weeds, a number of color­
ful shells, and about eight or ten fish swimming around
in a tank.

I enjoyed that day tremendously and began to
wonder what it would be like for an American to
teach somewhere in the British Isles. My summer
hadn't even begun, and I was making plans to return.

AFTER LUNCH THE children were permitted to paint, do
needlework, construct things with erector sets, or build
things with small blocks. I was amazed to see some
of the boys sewing the most beautiful cloth place mats
while a few girls were down on the floor building
things out of clay and wood. Children who hadn't
finished their morning's Arithmetic were making good
use of their abacuses and rods (similar to the cuisen­
aire rods) to figure out the last couple of problems.

WHAT MADE THAT COURSE different from any I ever
took at Lesley was the fact that I was surrounded by
the very lochs, braes, castles, abbeys, and universities
which were mentioned so frequently in the literature
which we were assigned. It was one thing to read Wal­
ter Scott's novels in the confines of the classroom, but
it was something else altogether to visit Abbotsford,
his home on the English-Scottish border, stroll along
his beloved Tweed, and view the Eildon Hills from
his favorite vantage point. The University sponsored
several such trips, all of which contributed inestimably
to the enjoyment which the summer afforded me.

Undoubtedly the high point of the summer was
the day I cut a morning seminar to see the Queen,
who was to dedicate a plaque at the Canongate Church
on the Royal Mile, and then ride a few hundred yards
to Queensbury Lodge where she would plant a tree.

Two days later the Duke of Edinburgh spoke to the
regular University students who were shortly to finish
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AFTER the first three weeks of the course we were
given a four day "holiday" at which time I flew to
Dublin to visit my English pen pal's brother whom I
had met three years previously when he toured the
United States. Dublin was horse races, tennis matches,
baldy singers, poverty, and over all a pervading sense
of nationalism and joy in simply being alive.

This summer I'd like to travel through the United
States for at least a month, and then, who knows?
Summers are indeed for teacher traveling!
Up and over!! Members of a Norwegian Girls' Gymnastics Team touring through the U.S. visited the campus to put on a special exhibition for Lesley students.

Glamour contest winner, Phyllis Feldman, Lesley '68, of Bayside, New York, was the winner of this year's "Glamour Contest" at Lesley College. Phyllis will compete with other campus winners from all over the U.S. for national honors and coverage by "Glamour Magazine."

Mrs. Endicott Peabody (second from right), wife of the former Governor of Massachusetts, was elected a Corporator of Lesley College and welcomed by other members of the Board at an informal meeting with Dr. Don A. Orton.

Here we come a-wassailing ... "Little folks" from Lesley-Ellis School re-captured the nostalgia of a real old fashioned Christmas at their holiday party this year.
In going over arrangements for Commencement Exercises to be held later this month, I had occasion to pause and reflect on this year's graduating class.

Of particular importance to me was the question, How well prepared are these girls to undertake the heavy responsibilities that will be theirs when they assume leadership of a classroom? Have they been provided with not just academic training and teaching procedures—but also the ability to perceive their fellow man with understanding? Have they developed a sincere conviction in the value of education that will allow them to maintain the highest possible teaching standards?

I believe the answers to these questions are to be found in the actions and thoughts of our students at Lesley.

Our young women exhibit a keen and active interest in the quality of education they are receiving. They ask questions, conduct surveys, feed back information to our Curriculum Committee. They are eager to study and compare teaching concepts in order that they may receive the best possible learning experiences while in college; and put these experiences to good use when they go into the field.

These same young ladies are also eager to break with the tradition of teachers not talking about the quality of their teaching. Graduates of 1966 would prefer to see more observation and analysis in peer group situations. This would allow a teacher to visit a classroom as an observer and note the methods of her teacher colleague. These roles would then be reversed and the observer would become the observed. At this point the two educators would be able to discuss with each other any weaknesses, strengths, unusual or unique points noted during the observation period, enabling the teachers to learn from each other.

Of course, another very effective method of determining the quality of the learning or the teaching experience is to go directly to the learner. This also intrigues our ladies. In the past, teachers have not used impressions of their students effectively enough; perhaps because they found it difficult to overcome their reservations and develop an open attitude which would allow them to sift the valuable observations of their students from the worthless. The invitation of pupil response should be and can be a mutually beneficial venture for the learner and teacher through the cooperation of both parties. This applies to every learning situation, whether elementary school or college.

A program was introduced on campus this year that is designed to help our girls learn how to continue seeking out and accepting ideas such as those mentioned above, and to accept themselves as lifelong learners. Armed with this knowledge, a Lesley girl will be willing and able to go to her teaching colleagues—to observe, be observed, and talk about it; to go to her pupils with an open mind; and to continuously experience new heights of learning. The total result will be a mature, confident teacher who can successfully cope with the multitude of responsibilities charged to her by today's education demands.

Speaking Personally

If a child lives with criticism, he learns to condemn.
If a child lives with hostility, he learns to fight.
If a child lives with fear, he learns to be apprehensive.
If a child lives with jealousy, he learns to feel guilty.
If a child learns to live without God, he learns to live a Godless life.
If a child lives with tolerance, he learns to be patient.
If a child lives with encouragement, he learns to be appreciative.
If a child lives with approval, he learns to be like himself.
If a child lives with recognition, he learns it is good to have a goal.
If a child lives with honesty, he learns what truth is.
If a child lives with fairness, he learns justice.
If a child lives with security, he learns to have faith in himself and those about him.
If a child lives with friendliness, he learns that the world is a nice place in which to live.
If a child lives with God, he learns to live the Godly life.

Anonymous
NEWS and NOTES
from the Alumnae Office

Inaugurations:

Spring seems to be a time for colleges to inaugurate their new presidents. Several of our alums have had the honor of representing Dr. Orton at these ceremonies throughout the country.

1) Inauguration of John David Alexander, Jr.
President, Southwestern, Memphis, Tennessee
May 3, 1966
Mrs. Sondra Shindell Berman '57
120 Lee Circle
Indianola, Mississippi

2) Inauguration of Dr. Arthur L. Schultz
President of Albright College, Reading, Pa.
April 23, 1966
Mrs. Barbara Malone Nadley '53
317 Woods Road
Glenside, Pa.

3) Bicentennial Convocation of Rutgers University
New Brunswick, New Jersey
Sept. 22, 1966
Mrs. Sylvia Cohen Brown '53
20 Clive Hills Road
Metuchen, New Jersey

4) Inauguration of James Edward Cheek
President, Shaw University, Raleigh, N. C.
April 16, 1966
Mrs. Rockford (Mary) '59
729 E. Franklin Street
Chapel Hill, N. C.

Alumnae Committee Trustees:
The Lesley Board of Trustees is divided into working committees, among which is the Alumnae Committee. The members of this group are: Mrs. Beatrice Holt Rosenthal, Chairman; Mrs. Polly Furibush, President of the Lesley Alumnae Association; Mrs. Ann Eaton, Alumnae Trustee; Miss Barbara Shaw, Director of Alumnae Affairs, ex officio. According to the Regulations of the Board of Trustees, "The Committee shall act as a liaison between the alumnae body and the Board of Trustees." The group is concerned with the goals and overall purposes of Lesley College as related to alumnae.

The group met on Wednesday, April 6, with President Orton and Mr. Randall Weeks, as consultant. They explored ways of alumnae working in a meaningful way with prospective and present students. They also looked into a continuing education program for alumnae.

Homecoming:

Exciting plans have been made for "Homecoming '66"! I hope you will be on campus for the entire weekend. The college will provide your housing in the dormitories and the rest of the expenses will be covered in your registration fee. Take advantage of this marvelous opportunity—Friday, Saturday, and Sunday (June 3, 4, 5)—for a wonderful weekend filled with fun, friendship and frolic.

Plan to arrive Friday night, get settled in your weekend home and take part in the "Ice Breaker". Refreshments and some of the entertainment will be provided by the Homecoming Committee, and we hope you will join in contributing to the gaiety.

Saturday will be bustling with activities throughout the day. Tour the campus! Listen as President Orton paints a word picture of the proposed campus. Hear David McCord, Dr. Leslie Oliver and Dr. Nancy Woods. Enjoy roaming the campus with your friends, renewing acquaintances with faculty—former as well as present; take advantage of special arrangements that have been made for us to use Harvard's swimming pool and tennis courts. Eat your lunch as you stroll down the Charles taking in Boston's new skyline; or visit the Prudential Center of Boston. Then, top the day off with the Reception, Terrace Buffet, and the Dance in the evening—all on campus!

Come back to Lesley on June 3, 4, and 5—we shall be looking for you.

A Message from our Alumnae President
Polly Furibush sent us the following note:

Hello Alumnae:

This year has been filled with many new and exciting events. Among them, it has given me particular pleasure to visit Lesley Alumnae Clubs in our 27 areas. It was such fun to meet and talk with so many of our "loyal Lesley daughters". If you have not been able to attend a club meeting, I do hope you will find an opportunity to do so in the future, since a real treat is in store for you.

The college is bursting at its seams with plans and preparations for a wonderful reunion this year. I hope that I will see you on campus for this annual event on June 3, 4, and 5.

Lesley took another step forward in March when it cooperated with forty women's colleges from this area in sponsoring the "Alumnae Forum of Boston". Many college alumns attended and those of us at the "Lesley tables" enjoyed a thought-provoking presentation on "China Today". We would like to reserve a seat for you at next year's forum.

Polly Monroe Furibush
Pres., Lesley Alumnae Association

Questionnaires and Queries

In going over returned questionnaires, we have uncovered a "potpourri" of information about former
"Lesleys". While the majority of our alumns went on to teaching per se, it is interesting to note the very wide range of fields—related and unrelated—entered by others who graduated from Lesley.

In the broad field of education, we find that Lesley women are active in education programs such as Operation Headstart—part of the nation’s anti-poverty effort. Also, some Lesley graduates have established private nursery schools while others own and operate summer camps for retarded children. One alum owns and directs a center for trainable retarded children. Additional activities and work in the field of education include those of art supervisor, librarian, nutrition instructor, a tutorer of foreign children, and reading consultants.

Other fields—widely diversified and quite unrelated to elementary teaching—have also felt the impact of our ladies. These include animal breeding; antique buying and selling; cosmetology; the fuel service industry; the modeling profession; retailing—department stores; and the trucking industry. Of course, we also find Lesley Alumnae serving the federal and state government in organizations such as the Peace Corps, the Armed Forces, and social welfare departments.

Information of this nature could go on and on, but the above will suffice to give you some idea of the many directions taken by Lesley graduates. You will be hearing more about final results of questionnaire tabulations during the coming months. In the meantime, if you have not sent in your questionnaire, please do so as soon as possible. If, by some chance, you have not received a questionnaire, drop me a line and we'll get one to you without delay.

CLASS LIST NOTE
Please add the name of Beatrice Robbins Rogell '26 to your Class List.

CHICAGO
Lesley Alumnae in the Chicago area who are interested in participating in a Chicago Club should contact Donna Tufts Hopkins '52, 200 South Linden Ave., Monoc, Ill. 60649, Tel.: 312-563-8816.

CONNECTICUT
President: Jane Ditilberio Johnson '54
Secretary: Betsy Dexter Bedrick '54
A winter meeting was held at Manero's Steak House in Berlin, on January 26. It was conducted by Jane Ditilberio Johnson '54. Jane explained that the club is now divided into 15 areas with a representative for each area. She introduced these representatives and encouraged them to plan Spring Teas in their sections. The club sent its first newsletter to Lesley Alums in March. The letter contained information about club activities in the state, namely area representatives, and solicited those alumnae who will be especially recognized at "Homecoming '66." The class reunion years will be '11; '16; '21; '26; '31; '36; '41; '46; '51; '56; and '61.

DELAWARE-E. PENNSYLVANIA
President: Barbara Malone Nadley '53
On Friday evening, April 29, Barbara Malone Nadley '53, 307 Woods Rd., Glenside, Pa., opened her home to alumnae and their husbands for a combination meeting and social evening.

MERRIMAC VALLEY COUNTY CLUB
President: Ann Cleveland Lange '59
Lesley graduates living in this area are welcome to join in club activities. They should contact Dorothy Michelsonmore Arsenault '29, 26 Allen St., North Andover. Tel.: 683-8144. Of great interest is a recent announcement of a full four-year scholarship to be awarded a local high school graduate on the basis of academic merit and personal attributes. High school guidance directors in the Essex County area have been contacted. A Tea was held on Sunday, April 17, for club members and Lesley Seniors who live in the towns served by the club.

LOS ANGELES
President: Jane Spankling Morman '49
Secretary: Jacqueline Robinson Mason '56
Dr. Orton met with the Los Angeles Club on March 16 at the Los Angeles Hilton for cocktails and dinner. During his visit, he brought the group up to date on campus developments and activities at Lesley.

LOWER MIDDLESEX-NORFOLK COUNTY MASSACHUSETTS
President: Helen Mather Benjamin '29
Secretary: Patricia McHugh Ford '57
Helen Mather Benjamin '29 presided over a meeting on April 30 at the Wellesley Inn, Wellesley, Mass. Mrs. Nona Porter, Director of the Partnership Teaching Program of the Women's Education and Industrial Union in Boston, spoke on "Partnership Teaching".

MASSACHUSETTS
THREE CLUBS COMBINE FOR CAMPUS MEETING
President: Nancy E. Gegg '63 (Arlington-Belmont-Lexington)
Secretary: Sheila Berger Holler '59 (Brookline-Newton)
Secretary: Barbara Natunow Bartman '59 (Brookline-Newton)
President: Lois Steiner Goldberg '61 (Upper Middlexes)
Chairman: Shirley Colmer '50 (Upper Middlexes)
The Arlington-Belmont-Lexington Club joined the Brookline-Newton Club and the Upper Middlexes Club for a meeting on Lesley Campus on Saturday, April 30. Members of the clubs toured the campus and visited the Student Government Store, where Lesley items were available for purchase. Each club then divided into their respective groups to be welcomed by Mr. Jay Canavan, President's Assistant, and to formulate plans for the coming year.

MAINE
President: Priscilla Brown Martin '48
Secretary: Nancy Coleman Cummings '53
The Maine Club met on Monday, March 21, at the Sharon-ton Eastland Motor Hotel for a social hour and dinner meeting. Dr. Leslie Oliver, Professor of English and Social Sciences, and Barbara Shaw, Director of Alumnae Affairs, were guests. Dr. Oliver spoke to the group and invited their participation in the development of Lesley. He then proceeded to delight club members with readings of poetry by John Greenleaf Whittier and Robert Frost.

NEW YORK
President: Suzanne Hrunka '61
Secretary: Jacquelyn Goldwyn Kingen '61
Lesley Alumnae in the New York City area attended a meeting at the home of Suzanne Hrunka '61 on April 28. After enjoying coffee and dessert, plans for the '66-'67 season were discussed.

NORTH SHORE MASSACHUSETTS
President: Joyce Karp Rosenthal '60
Secretary: Sara Rubin Cohen '25
A spring meeting was held at the Town Lyne House in Lynnfield on Saturday, April 30. Plans were made for the coming year and members enjoyed a friendly get-together. The tea for prospective students, held on December 19, couldn't have been nicer. Fourteen girls, along with their mothers, were welcomed. Current students at Lesley—members of the Emerald Key Honor Society—then conducted an informal chat, answering questions and talking about life at Lesley, Special thanks go to an efficient committee, some talented bakers and to Marilyn English Riley '59 who opened her home for the occasion.
NEW DIRECTIONS IN KINDERGARTEN
PROGRAMS now available!

"New Directions in Kindergarten Programs," the proceedings from the 1964 Kindergarten Conference, sponsored by Lesley College Graduate School, is now available at $2.00 per copy. The 64 page booklet contains presentations made by education experts, Dr. Kenneth D. Wann of Columbia University; Dr. Martin Deutsch, New York Medical College; Dr. Esther P. Edwards, Tufts University; and Miss Helen Heffernan, formerly of the State Department of Education.

Address your requests to:
New England Kindergarten Conference
Lesley College
29 Everett St.
Cambridge, Mass. 02138

Frances Ribok Rosenberg makes her home at 115 Floral Ave. in Malden, Mass.

1956

Ruth Pearlwig Laffer, 49 Las Casas St., Malden, Mass., tells us her son, Stuart, is finishing his Freshman year at Brown University. Ruth is still busy substituting in the Malden Public Schools.

Frances Smith Weibust, 76 Bowers St., Manchester, Conn., tells us her daughter, Nancy, will be entering Lesley in September. Her son will be receiving his graduate degree from the University of Maine this June.

Ruth is still married happily to the naval officer I dated at Lesley. She is now employed at the Watertown Arsenal (Army) across the river from Troy. We have two daughters: Kirsten, who will be 18 in July; and Ingrid, who will be a graduate in June and has been accepted on early decision at Tufts University. Ingrid is looking forward to seeing Lesley friends and renewing old acquaintances during "Homecoming '66."

Polly Templey Bownell writes, "Your last issue of Lesley Review was of special interest to me. I graduated from Gosh Academy in 1953, Bethel, Maine, in a beautiful spot. The National Training Laboratory is very fortunate to secure Conference House (see Lesley Review, Winter, 1956, "The Bethel Experience," Dr. Leslie M. Oliver, p. 10.) At the present time my husband, Larry, and our 4 children—ranging from 11 months to 5 years—and I are living in Richmond, Va., at 2648 Melbourne Dr."

Sheila Levit Estein and her family live at 11 Falmouth Dr., N.Y., N.Y. Sheila is "greatly looking forward to our 10 year reunion and seeing my old, very much missed friends."

1959

Sylvia Oppenheim Goodwin, P.O. Box 401, Hyannis, Mass., writes, "After graduation, I took a few courses at Harvard's School of Education so that I could be certified to teach English and History in secondary schools. Then while teaching, I became a part-time student at another local university, and in 3 years was the proud possessor of a Master of Education. With Lisa Jennifer's arrival, I have put my teaching career on the shelf, and play, play has become the rule of the day! If any of you are going to be down on the Cape, please let me know—so we can visit."

Joan Petraglia, serving with the Peace Corps in Malaysia, sent President Orton a lovely Christmas card this year. He wants to share her message with Lesley Alumnae: "Season's Greetings from rain-drenched Sarawak. It is a bit difficult amidst the monsoon rains and jungle green to conjure up images of snowy,snovy New England! A very rewarding year has passed for me in Kuching and I look forward eagerly to the one ahead. My job as a supervisor of teachers in English Medium Primary 1, 2, and 3 classes is one of challenge. I work in a stimulating multi-racial atmosphere with teachers and students alike—Malay, Chinese, Indian, Land Dyak, and Iban." Our warmest wishes to you, Joan, from all your Lesley friends. Joan's address is: Peace Corps, Box 667, Kuching, Sarawak, Malaya.

Virginia Farrell Blau and hubby became parents for the second time last October 16 with the arrival of Jacqueline Anne in Mexico City. The Blaus have lived in Switzerland, England and Mexico. They are now making their permanent home in Panama, where husband, Juan, has his own business. Virginia hopes to do some teaching in the Canal Zone next year. Virginia's new address is: Mrs. Juan J. Blau, Apartado 1028, Panama 5, Rep. of Panama.

Marlene Steinman Chorches, 21 Valley View Rd., Simsbury, Conn., writes us, "After graduating, I taught for 3 years (kindergarten—grade 3). Ronald Ian was born in September, 1964. Since then, we have moved into a lovely new home. Ronald Ian, at present, is 17 months old and keeps me busier than my classrooms ever did. My husband, Martin, is an attorney, with his law office in Hartford."