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SPRING 1966

# Lesley Review

Graduation '66 where does she go from here?

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Faculty spotlight



Harvard's adventures with housewives

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 selfreliant.

In 1960, I began to "sound out" my doctoral project proposal to admit educated housewives as parttime 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.

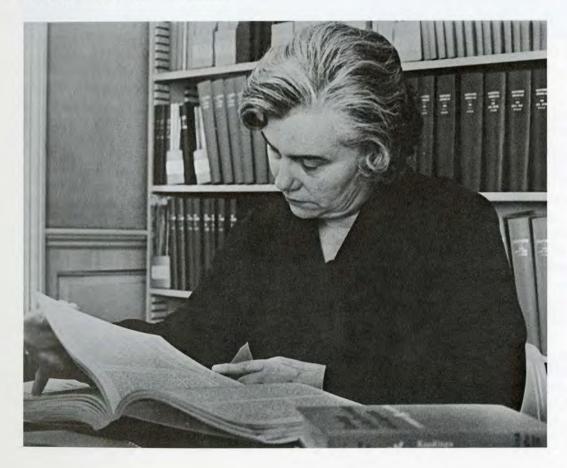
After considering these arguments, it seemed that a

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?

The grade point average of Plan M women was higher than those of recent college graduates with whom they were competing in the same courses.



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, middleaged)—is available as my thesis from the Harvard Library. 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, welleducated 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 re-enter 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 continue to stay with the program, work hard and maintain high grades.

	TABLE 1			
Student Grades, Plans A, B, and M				
Harvard	Graduate School of Education, 1962-1963			

	College Graduates 0 students)	Plan M (9 students)
A	46	11
A-	93	14
B+	133	9
В	87	5
B-	30	0
C+	7	0
С	4	0
Grade Pt. Average	• B+	A-
Median Grade	B+	A-
Modal Grade	B+	A-

#### 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 exchanges 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 date, most are believed 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



Many housewives-turned-teachers have valuable experience potential contribution to the field of education is unlimited.

only,<sup>1</sup> 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

Many housewives-turned-teachers have valuable experience dealing with children and a deep concern for good education. Their

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.

<sup>1.</sup> 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."



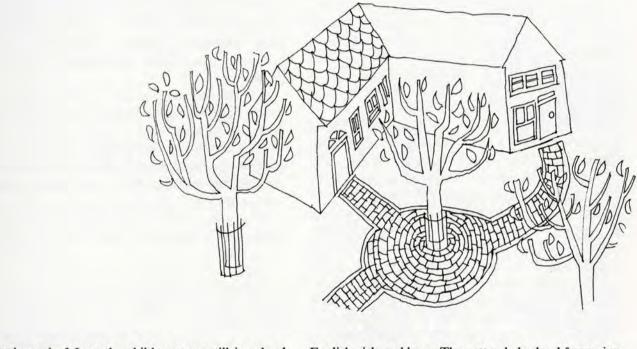


#### by Elaine J. Schofield '63

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 the English accent, or the marvelous Scottish hospitality, or the magnificence of London, 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-



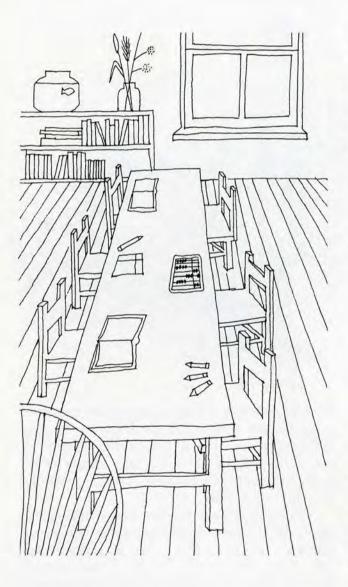
most the end of June the children were still in school and would be until the latter part of July.

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 seventyfive 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. Those 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 problems, 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.

> he 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.

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 cuisenaire rods) to figure out the last couple of problems.

> few children were eager to show me their Science

table which consisted of some rather wilted, but nevertheless precious flowers and weeds, a number of colorful 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. THE ENGLISH LITERATURE course which I took at the University of Edinburgh was not unlike a course one might take here in the States. The entire school (110) met at 9:30 every morning to hear a lecturer who discussed various topics covered by the individual seminar groups in Philosophy, History, and Literature of Great Britain between the years 1688 and 1832. Twice a day I met with a group of about ten students to read and discuss the rise of the novel, the poetry of Pope, Dryden, and other prominent poets of that era, and the romantic poetry of Keats, Shelley, Wordsworth, and Byron. There were no final exams. We were required (if we were taking the course for credit) to pass in two papers-one to the tutor whom we had for the first three weeks who was a professor from Glasgow University, and one to the tutor from Swansea University in Wales who was with us for the last half of the course. We were also graded on our participation in class.

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 Walter 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 their courses for the year. Of course most of us summer school students were there early to be assured of a good seat!

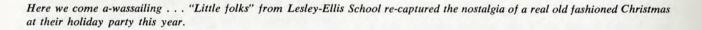
I there weeks of the course we were given a four day "holiday" at which time I flew to Dublin to visit my English pen pal's brother whom I had met three years previously when he toured the United States. Dublin was horse races, tennis matches, ballad singers, poverty, and over all a pervading sense of 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!

a pictorial peek at the past year



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."





Winter Carnival Queen for '66—Dorothy Murphy '68 -gets busssed by beau at Carnival Prom, held at Parker House in Boston.

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.



Apraking Pirsonally

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.

Sou a Orton

### An anthology of your child

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



Barbara Shaw '56, Director of Alumnae Affairs

#### 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.

- 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. Reckford (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 Furbush, 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 marvellous 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 cruise 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 Furbush 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 2-7 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 alums 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 Furbush Pres., Lesley Alumnae Association

#### Questionnaires and Queries

In going over returned questionnanres, we have uncovered a "potpourri" of information about former



"Lesleyites". While the majority of aur alums 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., Monee, Ill. 60499, Tel.: 312-563-8816.

#### CONNECTICUT

President: Jane Ditiberio 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 Ditiberio 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, named area representatives, and saluted 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 alum-

nae 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 Michelmore 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 Spaulding 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. Geggis '63 (Arlington-Belmont-Lexington)

President: Sheila Berger Heller '59 (Brookline-Newton) Secretary: Barbara Nussinow Bartman '59 (Brookline-Newton)

President: Lois Steiner Goldberg '61 (Upper Middlesex) Secretary: Shirley Colmer '50 (Upper Middlesex)

The Arlington-Belmont-Lexington Club joined the Brookline-Newton Club and the Upper Middlesex 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 Sheraton 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 Hruska '61 Secretary: Jacquelyn Goldwyn Kingon '61

Lesley Alumnae in the New York City area attended a meeting at the home of Suzanne Hruska '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.

#### SAN FRANCISCO AND BAY AREA

#### President: Alice Coburn Sprague '58 Secretary: Lana Bailey '56

Dr. Orton was the guest of the San Francisco Club on March 15 at a meeting arranged by Lana Bailey '56. The San Francisco and Bay Area Alumnae Association of Lesley College donated \$25.00 last year to the Lesley College Library to be applied towards the purchase of several books on California. The books chosen were: *The Golden Road*, by Felix Riezenberg; *From Wilderness to Empire*, by Robert Cleveland; and *Autumn Across America, North with the Spring, Journey into Summer,* and *Wandering through Winter*—all by Edwin Way Teale. Members of the club feel that other clubs may be interested in developing similar worthwhile ventures for the college. The club has also contributed \$25.00 towards the \$300.00 Alumnae Scholarship which was awarded in April.

#### WORCESTER MASSACHUSETTS

President: Della MacAskill Schultz, Jr. '54 Secretary: Marjorie Ryan Igoe '32

Mr. Elmer Benjamin, Director of Music, and a selected group from the Lesley College Glee Club were guests at a club meeting held on May 14. Mr. Benjamin and his choral group presented a lovely program of music for members and a good time was had by all. The club also held an old fashioned family sleigh ride Sunday afternoon, February 13, followed by dinner at the Salem Cross Inn, West Brookfield.

# 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, Sacramento, California.

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



### 1935

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

#### 1936

Ruth Pearlswig Leffler, 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. Frances and her husband are looking forward to seeing Lesley friends and renewing old acquaintances during "Homecoming '66."

#### 1942

Ann Swensson Sharke, 35 Pinewood Ave., Troy, N.Y., is the first of the "42ers" to write to us this year. Ann says, "I enjoy reading the class notes, but wish there were more from my class. I've been very remiss, so here goes: I'm still married happily to the naval officer I dated at Lesley. He is now employed at the Wateruliet Arsenal (Army) across the river from Troy. We have two daughters: Kirsten, who will be 18 in July; and Ingrid, who will be 15 in July. Both girls are students at Troy High School. Kristen, who will be 18 in July; and Ingrid, who will be graduate in June and has been accepted on early decision at Tufts University School of Occupational Therapy. Ingrid, a Freshman, still hasn't decided just what she wants to pursue. I keep busy with church work and volunteer hospital work. Mrs. Clifford, our housemother at '49', is living in Florida with one of her sons. Now that I've broken down and written, how about some of you other gals from '42 doing the same!"

EDITOR'S NOTE: Come on ladies of '42-let's swamp the mailbox for the next issue of *Lesley Review*.

#### 1950

Marjorie Cree Sargent lives at 19 State St., Chelmsford, Mass. She is teaching 6th grade in her hometown and enjoying it very much.

Ellen Sears Sansone, 116 Willow St., W. Acton, Mass., tells us, "Congratulations to Dr. Orton and others at the college for upgrading Lesley. I was a 2 year graduate—'50. I taught one year and returned for my degree in 1953. Then, I was accepted at Harvard University School of Education for graduate work but took time to travel to Venezuela and Colombia. My husband, Joe, our son, David, and myself live in Acton where I was teaching 1st grade. However, I have been granted a leave of absence and am now returning to graduate work for that Master's postponed for so many years. I would like to hear from Edith Ross and Doris Blood—class '50 'Terminals'; also, Helen Miller."

#### 1957

Polly Timperley Brownell writes, "Your last issue of Lesley Review was of special interest to me. I graduated from Gould Academy in 1953. Bethel, Maine, is a beautiful spot. The National Training Laboratory is very fortunate to secure Conference House (see Lesley Review, Winter, 1966, "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 Levitt Estrin and her family live at 11 Filmont 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 801, 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 amid the monsoon rains and jungle green to conjure up images of snowy, blowy 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 #607, Kuching, Sarawak, Malaysia.

#### 1961

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." LESLEY COLLEGE 29 EVERETT STREET CAMBRIDGE, MASS. 02138 NON-PROFIT ORG. U. S. POSTAGE PAID BOSTON, MASS PERMIT NO. 20

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