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WINTER 1966

Lesley Review



LESLEY GRADUATE SCHOOL
New Approaches to Advanced Teacher Education

by Boris Gertz, Ph.D.,
Director of Lesley Graduate Programs

Today's teachers are faced with a dual challenge. First, of course, they must be capable of teaching children in classroom situations which grow increasingly complex in our busy society. Also of paramount importance is the fact that our teachers must be equally competent leaders in team teaching situations.

Lesley's Graduate School of Education recognizes these educational facts of life. In fact, many graduate program developments are based on the belief that students who are perceptive of their own effectiveness in dealing with groups—children or adults—will make better teachers than those who are not able to relate between themselves and the group.

This belief is supported by indications that teaching is becoming more and more a complex group process calling for the adaptation of team work and an emphasis on subject matter competence.

We feel that the inclusion of human relations principles in our graduate programs, along with a variety of professional courses, will provide the means for improving the competency of future teachers who serve either as autonomous educators or as members of teaching teams. Skill in human relations will help prepare these students for leadership, giving them greater opportunity to make a significant contribution to the teaching profession.

Essentially, the aim of Lesley Graduate Programs is to provide three vital contributions to the field of teacher education: 1) promote leadership characteristics for future professional work; 2) foster increased interpersonal competence in the classroom and, thereby, stimulate the highest possible climate for intellectual and emotional development of children; 3) provide other teaching institutions with an innovative model of teacher training which, when evaluated, will offer useful data for the improvement of teacher training programs.

Relationship Of The Individual To The Group Is Important A unique aspect of all Lesley's graduate degree programs is the requirement of six credit hours of course work which enables students to study group processes and methods for increasing their effective-

ness. It is anticipated that students will reflect the results of this course by exerting a more constructive influence in their classroom teaching.

This training is given in the fall semester. It is based on a theory of learning which recognizes the complexity of human behavior, and the structure and nature of forces and principles underlying attitude change. Graduate students participate in a basic training group called a "T-group." This is essentially an unstructured group situation where members learn how to observe the operation of group forces in relation to their own behavior. Opportunities exist for students to accept and provide leadership in a peer group situation which helps them learn first-hand about the nature of authority, status, decision-making, creating climates for effective learning, and other areas in the behavioral sciences. Armed with this knowledge, they will then, hopefully, generalize their learning experiences in the group and apply them to their teaching situations.

Group work is followed in the spring semester by concentrating on the application of social-psychological theory as applied to classroom situations. First, research literature on subjects such as group productivity, co-operation-competition, and group standards are studied and reviewed. The information thus provided becomes the basis for an individual action-research project in each student's area of specialization.

Projects are carried out under the direction of Elmer Van Egmond (Ph.D., University of Michigan), Director of Research for Lesley College. Research projects are varied. However, one such study might include an analysis of the informal social organization of a classroom. For a project of this nature, the student would prepare questionnaires to be filled out by the children of a selected classroom. The questionnaire would seek to determine who, of their classmates, each child would prefer to work with and the reasons for his preference. Such a study enables the teacher to better understand the current organization of her classroom activities. One of the consequences of sociometric studies is to help the teacher with a procedure for perceiving her children's activities and learning to delegate some of

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BACK COVER: Mrs. Arthur M. Greenwood, a Fellow in History of Smithsonian Institute, was presented with an L.H.D. degree at Lesley's Winter Convocation this past December 16. Mrs. Greenwood has dedicated many years of her life to collecting, studying, and preserving information, artifacts and books on Early America. Much of her collection—13,000 artifacts and 11,000 books—is housed at her home—"Time Stone Farm" in Marlborough, Mass. "Time Stone" is historically rich in its own right, having been built in 1702, and standing today as a living link with our nation's past.

her more administrative duties, thus providing her with more time to teach.

Graduate Programs There are three major graduate programs now in effect at Lesley. One is geared to the liberal arts undergraduate. A second is aimed at experienced teachers who are currently working in local school systems. A third program offers specialized study for both liberal arts students and teachers who desire to work with mentally retarded children. All of these programs integrate courses in education with a co-ordinated program of liberal arts and experiences in laboratory methods of education.

PROGRAM I

Program I, under the co-ordination of Nancy Woods (Ph.D., Harvard University), Assistant Professor of Education, is structured for liberal arts students with little or no professional teacher training or background. This program combines student teaching with courses in Psychology, Philosophy and Foundations of Education, Elementary School Methods, and Curriculum Development. Practice teaching is carried on during the graduate student's fall semester. At this time, both the college staff and the co-operating teacher supervise the student's progress in the classroom.

Concurrent with practice teaching, students attend an interesting seminar on elementary school methods and materials two afternoons each week. This seminar allows the future teachers to closely examine current practices in the lower-grade level schools. A person listening at the door when one of these seminars is in session would be very apt to hear students and instructors engrossed in lively discussions on the teaching of language arts, arithmetic, art, music, science, social studies, and other subjects. It is also at this time that principles of child growth and development, and the concept of the classroom as a social system are studied; particularly as they relate to teaching specific subjects.

Finally, in the fall program each student prepares a case study. This analysis examines and describes the emotional, intellectual and social growth of a child selected by the student teacher from her classroom.

The second semester finds graduate students engaged in a course in curriculum development which examines current educational issues and theory. The remainder of the time is spent in an action research problem with a private or public school. This includes participation of students in curriculum committees and their work in local school systems. In addition, courses such as Human Growth and Development, and Educational Psychology (required to meet the certification



standards of Massachusetts) fill out the school year. Students may also choose one elective in either general education or professional education depending upon their needs and background.

Students participating in Program I are awarded their M.Ed. degree upon successful completion of graduate studies.

PROGRAM II

Program II is an outgrowth of Lesley's in-service training for experienced teachers in the Extension Division. Of particular importance in this program is an advanced professional seminar on Curriculum Development and a course in Pupil-Teacher Interaction Theory, taught by George Miller (Ed.D., University of Utah), Director of Professional Education. Dr. Miller offers teachers the opportunity to make tape recordings of actual lessons in their classrooms for the purpose of in-depth analysis in subsequent weekly seminars.

Program II students have a liberal amount of elective subjects available to them as English, Guidance, History, or Social Science, depending upon their individual specialties. They also take part in an advanced summer practicum under the direction of Elizabeth Berglund, Associate Professor of Elementary Education and currently a doctoral candidate at Boston University. The summer practicum enables the teachers enrolled to become "Master Teachers" to graduate students enrolled in the summer teacher-training certification practicum.

PROGRAM III - SPECIAL EDUCATION

Program III of Lesley's Graduate School answers a long-felt need to provide fully qualified teachers in the field of Special Education for mentally retarded children. It is not hard to recognize that children who are



L: "Senior Teachers" in Lesley's Graduate Program II observe and guide other graduate students ("Junior Teachers") who are new in the field of teaching. "Senior Teachers" are experienced teachers who enroll in graduate program for advanced study or to obtain graduate degree.

R: Wendy Oldfield, who received her Master of Education degree this past summer, shares an adventure in the use of Cuisenaire Rods with her class during an arithmetic lesson.

mentally retarded require teachers whose professional backgrounds have prepared them to meet this unusual teaching challenge.

Our Special Education Program is organized and co-ordinated by Miss Helen Freeman, Director of Lesley's Carroll-Hall School for Children, which offers education programs for the mentally retarded, and Mr. Floyd Benitz, a new faculty addition at the College and a doctoral candidate at Wayne University. Miss Freeman and Mr. Benitz co-ordinate a program that also combines student teaching with a concurrent seminar in theory and methods of instruction in special education. A most prominent aspect of this program is the integration of the necessary domestic and industrial arts courses required for state certification. These include arts and crafts, woodworking, sewing, and cooking.

New courses which have been established for the Special Education Program include a Seminar in Guidance and Counseling with the Retarded, and one to be offered in the spring—Recent Research in Special Education. It is hoped that with the addition of new faculty members it will now be possible to expand special education programs to include courses which will help prepare teachers to work with emotionally disturbed children as well.

Graduate Extension Division's "Campus Comes To You" Program The Graduate School is growing and expanding in many significant areas, as we have seen from the preceding information. However, this is not the limit of our development to date. We are convinced that Lesley can—and should—play a major role in developing a closer working relationship between our college and such agencies as settlement houses, mental

health organizations and local school systems in nearby communities. In line with this thinking, the Graduate Extension Division has planned a special education series, known as "The Campus Comes to You," a program for experienced teachers.

The nucleus of this unique in-service education program was initiated last year when a Kindergarten Curriculum Workshop was jointly formulated by Lesley and the Quincy, Massachusetts, Kindergarten Teachers Committee. The course was taught by Miss Janet Silva, a teacher in the Needham School System, and a member of the Graduate School Extension faculty. Mrs. Mary Mindess, Assistant Professor of Education at Lesley and Chairman for the annual New England Kindergarten Conference, served as course co-ordinator. Largely through the efforts of Mrs. Mindess, education experts from around the country were secured to lecture throughout the semester. Speakers came from such well-known institutions as Columbia University, University of Maryland, Boston University, Tufts University, Wheelock College, Grand Rapids Public Schools in Michigan, and the Massachusetts Department of Public Health. The success of this program was visibly demonstrated by the fact that the visiting educators were as impressed and stimulated by the program as the students. It was not unusual to see guest lecturers eagerly talking with experienced teachers about their own special areas of interest. It is very likely that the accomplishments of this program in the kindergarten area will lead to extending the concept of "The Campus Comes to You" to the elementary school level in the near future.

Other Off-Campus Programs From Extension Division Although off-campus programs are certainly not new

in extension divisions of most colleges, there appears to have been an awakening of interest on the part of local school systems in recent years to experiment with innovative education programs. Lesley is currently conducting such programs at the South Shore Mental Health Center in Quincy, Massachusetts. Teachers from communities surrounding the health center are enrolled in a seminar on teaching behavioral sciences to elementary school children. The seminar is conducted by Dr. Sheldon Roen, a psychologist and educator for the South Shore Mental Health Center. Dr. Roen's course is based on his successful experiments with a fourth-grade class in Hingham, Massachusetts, where he employed systematic group discussion with an emphasis on the discovery method of learning with the fourth graders to teach them basic principles in psychology, sociology, and anthropology.

This innovative attempt at preparing teachers to present behavioral sciences as curriculum is but one of many new areas of teacher training being investigated by Lesley's Extension Division. Another area for which there are increasing demands for in-service education is that of remedial reading. At present, there is considerable controversy over appropriate techniques and pertinent theory for coming to terms with such concepts as specific language disability, the dyslexic child, the perceptually handicapped child, or reading disability due to emotional problems as well as the field of adult illiteracy. However, we are now exploring possi-

bilities of collaborating with the Perceptual Education and Research Center, Inc. in Sherborn, Massachusetts, on the development of an extension course which will help ease this problem. The course will be taught by Mrs. Bickley Simpson, Consultant in Applied Linguistics and a doctoral candidate at Boston University. It will offer experienced teachers an opportunity to learn how to diagnose and tutor children with perceptual motor disabilities.

As programs of this nature continue to develop it is, indeed, feasible that in the near future school systems will be more able to draw on the resources of Lesley College and similar educational institutions to expand and improve their own in-service programs for teachers.

In all of Lesley's Graduate School developments up to the present—and for all of those breakthroughs that are yet to come—there are basic underlying objectives for each step of our program. These are, and will continue to be, a desire to help students learn to accept responsibility for their individual activities; to develop diagnostic and observational skills in classroom teaching; and to increase competency for curriculum development in the student's respective specializations. We earnestly hope that the results of our efforts will be an increasing use of teaching methods which successfully integrate theory and practice, and will also clarify the responsibility of the teacher's role in the increasing complexities of today's school systems.

Graduate students discuss aspects of their program with Elizabeth Berglund, Associate Professor of Education, during a summer practicum on Lesley Campus.



LABORATORY SCHOOLS become Lesley College Schools for Children



*by Dr. Leota Janke,
Co-ordinating Director, Lesley College
Schools for Children*

There have been a number of recent new developments at Lesley-Ellis, Walter F. Dearborn and Carroll-Hall Schools. Perhaps most important—at their Fall meeting, members of the Lesley Corporation, acting on the recommendation of President Orton, voted that the Laboratory Schools would henceforth be known as Lesley College Schools for Children. This recommendation was made following discussions with the co-ordinating Directors and the Directors of each school.

It is the purpose of the College that the Lesley Schools, like the College itself, become laboratories for learning in the truest sense of the word: places in which pupils and teachers alike may find even better

Dr. Janke is the recently appointed Co-ordinating Director of the Lesley College Schools for Children. She is a graduate of Lesley College (A.B.), Washington University (A.M.) and the University of Chicago, where she received her Ph.D.

Dr. Janke has engaged in extensive work in the field of psychology, both as a researcher and teacher. She has held positions at the University of Illinois, Northeastern University and Tufts University.

and continuously richer learning experiences. The name change is important. It has long been felt that the term "Laboratory School" has acquired many of the connotations which are associated with laboratories in general, where the emphasis is on experimentation with, or on, materials or subjects. This, of course, does not reflect our belief in the joint nature of the learning experiences to be found in the Lesley Schools.

The generally more restricted meaning of "Laboratory School" was also a drawback in that it did not seem to imply recognition of our equal interest in the several aspects of learning and teaching: a) research and evaluation of the capacities, needs, and motivations of learners (including the teacher as learner, although at a different level); b) research in, and development of, increasingly flexible and powerful methods for teaching various kinds of subjects and skills; c) joining with the College in developing an increasingly clear understanding of the kinds of skills, information and experiences which will be needed by competent elementary school teachers of the future, and providing them for Lesley College students. It is our hope and our aim that Lesley College Schools for Children will accomplish these goals.

Lesley School Parents Represented Over the years each of the three schools, whose total enrollment now exceeds 300, has made significant contributions to the lives and education of numbers of children. The schools have also provided varying amounts and kinds of experience for some Lesley College students. Parents of Lesley Schools children have also been influenced. In recent years, parents have formalized their interests in the schools through the establishment of Parents' Groups, and a Parents' Council. At the recent meeting, the Corporation also officially recognized the role of parents in this adventure in co-operation, which is education, by electing Mrs. Marian Aikman as a Trustee representing the parents of children in the Lesley Schools.

A third new development has been the appointment of full-time co-ordinating directors, and the establishment of a central office which will provide many useful services including pupil evaluation for all three schools and the development of programs in which all will participate.

JUST BOYS



by Horace Greeley Smith

Reprinted from *The Rotarian*, August, 1965.

HE GRINS. HE GIGGLES INTO YOUR HEART, PATTERS THROUGH YOUR MEMORY. HE'S PET-PRONE AND HARD TO KEEP CLEAN. HE'S SHY BUT. . .WELL, READ ON. . .

TO KNOW a creature, it may help to have a look at its habitat. To understand that wonder of Nature called the boy, perhaps our study should begin with a glimpse of the boy in his home.

First of all, there is a rather contradictory relationship between a boy and his parents. In one way he is drawn to them and in another way he is driven from them, like the universe with its centripetal and centrifugal forces. I recall a cartoon of two little boys who had gone one morning into the bedroom of their still-sleeping parents. One boy said to the other, "Isn't it strange and wonderful how peaceful they look when they are asleep. It's hard to believe they could ever yell at us the way they do."

A boy's relationship to his mother is a peculiar and intimate thing that I suppose no mere man can quite understand. I hope you have seen the motion picture *The Mudlark*. It tells of a little urchin who grew up,

without a father or a mother, on the banks of England's Thames River. One day he found in the mud a dingy medallion which had on it the figure of Queen Victoria. Wistfully he said, "She looks like a mother." With a strange warming of his heart, he started out to see the Queen. This quest led him to an adventure that literally threw the British Empire into a dither. He fell through a coal chute into the basement of Windsor Castle and was discovered hiding behind the curtain at a State dinner. Naturally he was apprehended and all sorts of investigation followed. All this happened because a heartsore lad had seen in the face of Queen Victoria the look of a mother.

Another of my favorites is the boy who loved his mother so much that he wanted to get her a gift. He decided on a dainty undergarment. When he went into the store and asked for a slip, the clerk asked, "What size?" He replied, "I don't know—but she is perfect." Whereupon the clerk sold him a size 34. A few days later the mother appeared and changed his purchase to size 42, but even so, in the mind and heart of her little boy, she was indeed perfect. Sometimes, however, even perfection has a fleck of tarnish—as noted by the little fellow who said to his mother, "I don't mind if you spank me, but it hurts the way you look when you do it." I've always felt that a boy wouldn't object to having his ears washed if Mother wouldn't take advantage of the occasion to scan him as though he were guilty of innumerable sins.

The relationship between a boy and his father produces fables all its own. Typical is the reply of the lad asked to name one of the seven wonders of the world: "My father when he was a boy."

But how proud boys become of their fathers! Somewhere I have read of two playmates who were bragging to one another about their fathers. Finally one of them reached what he thought was an unassailable height by declaring, "My father once saw a hanging." Retorted the other, "That's nothing! My father was the man they hung." Boys will go to strange limits to show their pride.

Sometimes it takes a long lifetime before a boy recognizes what he owes his father. The author Ray Stannard Baker, when quite an old man, went to the hospital for a serious operation. He records in his autobiography that when they took him out for the operation, he felt his nerves giving way. Then he remembered that years before when he was a tot his father said to him, "Steady now, my boy, steady." That memory of his father renewed his courage and he went in for the operation without fear.

I think I shouldn't pass over this relationship without adding a word about boys and their grandparents. I am proud of my four grandsons, especially proud of the youngest. When he was in nursery-school a few years ago, the youngsters were working up a little play which was to be sort of a family affair with a father and mother as well as brothers and sisters and also uncles and aunts. There seemed to be no place in the cast for my grandson. He didn't like to be left out, so he informed the group, "I want to tell you kids that if you are going to have a play about the family, you just must have a grandfather in it." He had made a place for himself as well as for a grandfather. Next to the home, the boy spends more time in school than he does anywhere else—unless he plays hooky a good deal. Glowing brightly in my memory is an open letter in a Chicago newspaper written by a feature writer about her son who was going to school for the first time: "Here is John; he's only 6 years old but he thinks he's 60. He expects to read the first day, so give him something to make him feel he's learned something. Hereafter he will always set your word over against ours and argument will end when he quotes you. His shoestrings may become untied. If they do, I hope you'll tie them because he can't. Smile at him because that encourages him, so smile just as long as your legs can stand it." That's the sort of plea that fathers and mothers make to the teachers to whom they commit the training of their boys.

But what does the boy do to the teacher? Well, for one thing, a boy always sizes up teachers. Two young scholars were walking down the street one day after a lesson in mathematics. One said to the other, "The teacher said today that 3 plus 4 made 7." The other replied, "Huh!—yesterday she told us that 5 and 2 made 7." Reconciling two such diverse points of view may be a little too much for the average boy, thus arousing doubt in his mind about the quality of instruction being inflicted upon him.

A BOY can and often does make it hard for a teacher. He may on occasion and to her great distress host a frog in his desk and entertain it behind a shielding book. Or if suddenly aroused by the teacher when he is enjoying a spell of daydreaming, he may unthinkingly blurt, "Can't you keep still a minute!" All these as well as other things he may do or say; but if she is "apt to teach," the years will show that he keeps her memory in "the round tower of his heart."

With a bit of trepidation we might examine the boy and his pets. I speak here with some expertise because

I grew up on a farm as master—and slave—of a pet crow, a pet colt, a pet calf, a pet pup, and a pet pig, to mention only a few. Yes, there is a strange relationship between a growing boy and a growing animal, and it is a pity that every boy does not have a chance to capitalize upon that happy companionship.

I saw a photograph once, some years back, of Britain's Prince Charles leading a lovely pony, racing spiritedly along with him. This young Prince and his pony made me think of priceless days with my colt, aptly named Prince. Somehow I felt that Great Britain stood a little safer and more secure because the future ruler knew the frolic and fun of a pony. About the same time I saw a mite of a boy in a barn such as we had at home, playing with a colt only a few days old. He had his arm around its neck in an attitude of affection. A colt is an unusually friendly animal. If you put your fingers in between his shoulder blades and wiggle them until you touch a certain nerve, the colt will turn his head, put his nose up against your body, and begin to nuzzle. What it means to a boy to be nuzzled by his colt!

The fellowship that a boy can have with pets is almost unbelievable. It has its tragic side because sooner or later, "good-by" must be said. Every year those of us in the Chicago area read of a tearful youngster who had brought a pet steer to the International Livestock Exposition and then seen it auctioned off for slaughter.

And who among us has not entered that tragedy in the life of Jody whose pet deer, "the yearling," had to die. Or there was that other Jody in John Steinbeck's story whose red pony sickened and died, leaving its young owner heartbroken. Many of us know from experience just how hard it is to say "good-by" to a colt or some other pet with whom we have known close companionship.

Even the mistreatment boys sometimes visit upon their pets cannot conceal their affection for them. The novelist Booth Tarkington pictures an always-inventive Penrod and Sam playing a mean trick on Duke, their beloved dog. From the contents of sundry medicine bottles the boys concoct a formidable potion. To test the efficacy of this hitherto-unknown prescription, they force a heavy dose down the throat of Duke. His suffering until relieved by Nature's protest seems the height of cruelty, but neither the dog nor the boys yielded a single iota of their affection for each other. Had Duke the power to rationalize this experience, he would have taken this chastening as added proof that the boys loved him.

The kinship between a boy and his pets is feelingly

portrayed in a prayer voiced in *The Yearling*.^{*} In a backwoods neighborhood a little boy had died. This youngster crippled in both mind and body had an unusual gift of making friends with all sorts of birds and animals. At the grave the boy's father called on a neighbor to pray. This impromptu prayer concluded with the strange but meaningful request: "And Lord, give him a few redbirds and mebbe a squirrel and a 'coon and a 'possum to keep him comp'ny, like he had here. All of us is somehow lonesome, and we know he'll not be lonesome, do he have them leetle wild things around him, if it ain't askin' too much to put a few varmints in Heaven. Thi will be done. Amen."

FINALLY, we watch as the boy finds his place in the world. This is a pretty serious question, far more serious than most grownups realize. I can never forget a painting I once saw in Amsterdam. It caught my eye because a boy held the center of the stage as he met with the overseers in a home for old men. They had come together because this tyke, homeless and alone, had pushed open the friendly looking door and said, "Is there any place here for a little boy?" Most boys ask that same question wonderingly and anxiously of the world in which they find themselves. The answer given by the home, the church, the school, and the community indicates its sense of responsibility as well as its future strength and security.

There are some boys about whom no one need worry. They'll find their place in the world without much help from anyone. Tom Sawyer's aunt instructs him to whitewash the fence. The other boys plan to go fishing, but he makes the task of whitewashing look so attractive that one by one all the other boys pay him for the privilege of taking a turn. At the end of the afternoon he has the fence whitewashed three times and in addition has in his hand or pocket most of the cherished possessions of his friends. Such an entrepreneur is destined to get on in almost any kind of a world—even that of adults.

Some boys instinctively have the confidence required to find or to make a place for themselves. One of these was asked by his mother what he was drawing. When he said he was drawing a picture of God, she told him, "But no one knows what God looks like." Unabashedly he replied, "They will when I get through." He may have been a first cousin to the third-grade fellow who wrote his grandfather about the Parent-Teacher Association soon to meet at his school.

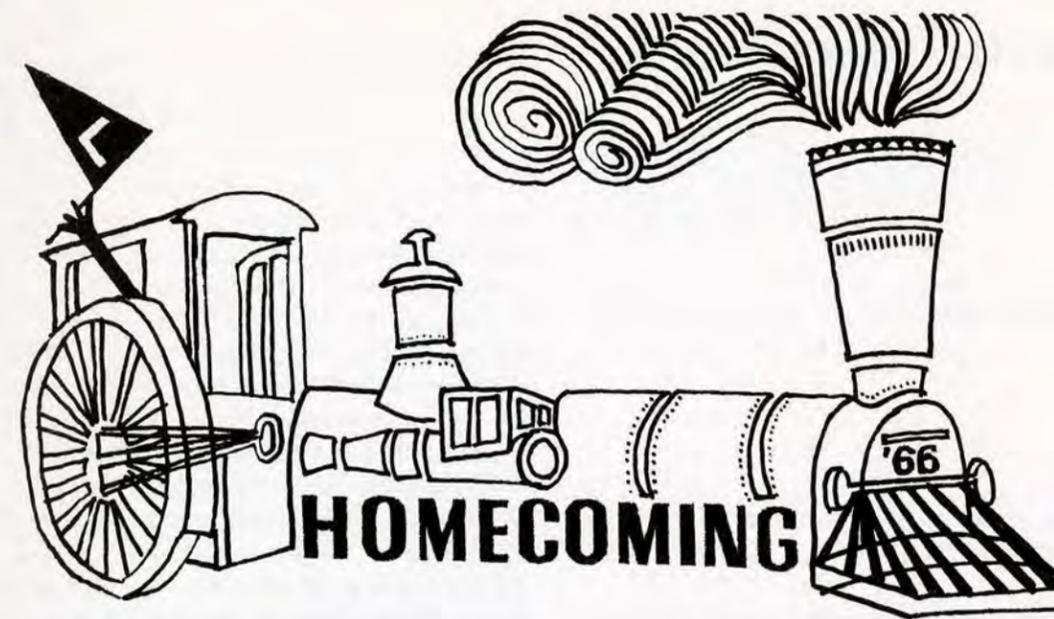
^{*}*The Yearling*, by Marjorie Kinnan Rawlings (Charles Scribner's Sons, 1938).

Every room is to do something, he said, and "My room is to tell all about arithmetic and science." Then he added, "I was elected to do this." Any boy who is ready to tell all about arithmetic and science when he is 9 years old gives promise of finding a place for himself in this world without undue anxiety or help on the part of anyone else.

It means much to society that each and every boy find the right place for himself. For good or evil, much depends on the place boys find for themselves in the world. Someone summed up the significance of a boy's position in civilization in the truth, "A boy is the only thing out of which even God can make a man."

NO MATTER what the surroundings or activities, the mischief or the wisdom, boys there are of many sorts. Look now, quickly, at some of history's most famous. There is Gainsborough's famous Blue Boy, elegantly clad in silk but looking bored and none too happy. In contrast, here is Goya's Peasant Boy simply clothed but with an engaging smile upon his face. Add to the gallery a photograph of a lad wearing a Boy Scout uniform as he looks up at the vast dome of the United States Capitol in Washington, just ready to say, "I pledge allegiance to the flag. . . ." Kin to him are the rascal with one eye glued to a knothole in the fence so he can see the ball game, and the adventurer gazing with dreamy eyes into the campfire's flame. Along with these see the cartoonist's drawing of the scamp behind the barn secretly enjoying his first smoke, utterly unaware that his father is looking on and wondering what he is to say as the son repeats what he himself did 35 years before. One more boy must be added for good measure. He is on a magazine cover just before Christmas. This one is seated in a crowded bus, but discovers that a man dressed in the garb of Santa Claus is standing in the aisle. Like the little gentleman he ought to be, he stands up and offers his seat to the older man, Kris Kringle.

Finally, I want to show you a special portrait of a particular boy. We pause briefly for what is called "a technical adjustment" as a private line is extended to each and every man who reads this, since no two of you will see the same boy. But be patient and let your eyes focus and adjust carefully. There, emerging out of the shadows, is the grinning face of the boy you used to be. No one else can see him, for you and he are all alone in this strange encounter. Someone, who must have been lost in reverie as he looked back to his own boyish face at a time like this, once said: "I wonder if he saw the man he hoped to be."



Here is a brief sampling of the delights awaiting each and every Lesley Alumna who returns to the campus for "Homecoming '66," on June 3, 4, and 5.

Registration will officially commence at 6 p.m. Friday evening (June 3) and continue through Saturday morning for late-comers.

An "Ice-breaker" on Friday evening will allow "alums" to gather for an informal evening of renewing old acquaintances and striking up new friendships in an atmosphere of relaxation and conviviality.

Saturday morning will be filled with activities such as campus tours, seminars, sight-seeing trips to sur-

rounding communities, cruises on the Charles and individual sports such as tennis and swimming.

A reception will be held for Lesley's President, Dr. Don A. Orton, on Saturday afternoon. This will be followed by a "Terrace Buffet."

Saturday evening, of course, will be highlighted by the annual Lesley Alumnae Homecoming Ball. A name dance band will be on hand to provide a variety of music suitable to the occasion.

On Sunday morning, "Homecoming '66" will come to an official close after "alums" and their guests have had a hearty breakfast.

Class Reunion years for "HOMECOMING '66"—1926; '31; '36; '41; '46; '51; '56; '61

<i>Class Chairmen for Reunion Years</i>	<i>Class of '46 - 20th Reunion</i>	<i>Class Coordinator</i>
<i>Class of '26 - 40th Reunion</i>	Shirley Canning McGowan	Edith Cheever '56
Gladys Pollet Young	39 Mayall Rd.	888 Massachusetts Ave.
9 Barry Rd.	Waltham, Mass.	Cambridge, Mass.
Worcester, Mass.	<i>Class of '51 - 15th Reunion</i>	<i>Hospitality</i>
<i>Class of '31 - 35th Reunion</i>	Virginia Egan McCarthy	Myrtle Pierce Aulenback '39
Blanche Dutton Lillis	23 Harriet Ave.	28 Richards Rd.
291 Tremont St.	Belmont, Mass.	Lexington, Mass.
Newton, Mass.	<i>Class of '56 - 10th Reunion</i>	<i>Publicity</i>
<i>Class of '36 - 30th Reunion</i>	Cynthia Wilson Putnam	Mary McCarron Mead '25
Helen Larsen Taylor	92 Mechanic St.	15 Waterhouse Rd.
44 Percy Rd.	Orange, Mass.	Belmont, Mass.
Lexington, Mass.	<i>Committee for "HOMECOMING '66"</i>	<i>Decorations</i>
<i>Class of '41 - 25th Reunion</i>	<i>Homecoming Chairman</i>	Susan Sagaloff '64
Virginia Parr Leger	Beatrice Marden Glickman '40	1780 Beacon St.
11 Shade St.	26 Russell Circle	Brookline, Mass.
Waltham, Mass.	Natick, Mass.	

THE BETHEL EXPERIENCE

by Leslie M. Oliver, Ph.D.
Professor, English, Social Sciences, Lesley College

Bethel, Maine, has become, in the past several years, a place of some significance in the Lesley community. Groups of students and faculty have gone there for conferences with increasing frequency.

Why should I go to Bethel? What goes on up there? Why do the people who go, when they are questioned, tend to become inarticulate and say something like "I can't tell you about it—you should go and see for yourself"?

This writer, completely an amateur but with more than one Bethel experience behind him, is attempting here the difficult—and attractive—job of explaining what the experience is and what it does.

First, the material aspects. Many people know Bethel as a pleasant little town in the eastern foothills of the White Mountains, near the New Hampshire border, about two hundred miles by highway (Maine Turnpike and Route 26) from Boston. The town's chief claim to attention is not its most visible industry, a small dowel factory, but Gould Academy, a privately operated liberal arts coeducational secondary school on the once-common nineteenth-century model. It appears as a group of attractive brick buildings on a graceful campus of lawns and trees.

Even more important to our subject, but not so visible to the casual tourist, is Conference House, a handsome wooden mansion, probably dating from about 1900, which is now owned and operated by the National Training Laboratories. Conference House serves as the focal point of the Bethel Experience. Small groups stay in the house. The large summer laboratory sessions overflow the House and occupy the buildings and campus of the Academy.

The NTL are an association of psychologists oper-



ating under the auspices of the National Educational Association. It is especially dedicated to the use of the T-group (T for training)—in its own words, "Its use of here-and-now behavior as the text for learning more effective ways of behaving, of relating, of diagnosing and coping with problems." The method was pioneered at Bethel in 1947, and is now used in many places by many kinds of groups, ranging from families through upper-echelon corporation executives, college students, and the U.S. State Department.

Many of us know that psychiatrists in recent years have frequently practiced what they call "group therapy." A number of people in need of psychiatric help, isolated in a group and allowed to talk out their troubles freely—under expert supervision, of course—often achieve desirable results.

But similar group techniques seem promising when used as a learning situation by people in no need of therapy. If ten, twelve, or fifteen people under the leadership of a trainer, a psychologist, isolate themselves as a group and talk, something instructive always happens. The term "Group Dynamics," often heard as a name for the technique, is unfortunate and seems no longer to be used by the leaders. It suggests to many, as it did once to this writer, that the principal thing to learn was how to manage the group. Truly, one learns many things, and some few of them might conceivably be useful to a power-hungry person. But chiefly, one learns what people are really like, how they react and respond, especially on an emotional level; and one learns that what is true of the others in the group is pretty much true of oneself. Self-knowledge, then, is an important result; but along with it there is inevitably, I think, an increased sensitivity towards the feelings and the uniquenesses of others. In fact, *sensitivity* is a word I hear more and more from those who work in this field.

Lesley's participation in the NTL program has several aspects. The College is listed in the latest NTL brochure as one of its clients. Dr. Charles Seashore, NTL vice-president, is a permanent consultant for the College and has acted as trainer for some of our T-groups. Dr. Don Orton is a director of NTL, and has quietly and patiently worked to bring about a fuller relationship between the College and NTL. Groups of students and faculty have been sent from the College to the last four summer sessions in Bethel. This year some members of last summer's team are working to organize a series of weekend T-group conferences in Bethel or elsewhere. The first such conference took place early in November, 1965. Eight Lesley undergraduates, four young men students from nearby colleges, and three faculty members traveled to Bethel and held intensive sessions beginning Friday evening and ending Sunday noon, under Dr. Seashore as trainer. It is too early to report results. Other groups will follow. And there will be again, we hope, a good representation from Lesley in the 1966 summer session.

In our increasingly crowded world we rub elbows constantly with our fellow man. We need to get along with him; but even more, we need the contact to be peaceful and fruitful. We do not want our own individuality to be submerged—all our corners to be abraded away—nor do we want to force others into our mold. The T-group teaches some basic skills for living to this end, skills that are useful to everyone, but surely especially valuable to a teacher.

Opposite: Conference House—Heart of "The Bethel Experience."

Top: Elizabeth Steig, Assistant Professor of Art at Lesley College, (center) engages in discussion with other members of November '65 Bethel Conference during weekend stay at Conference House.

Bottom: Members of the November, '65 Bethel Conference at Conference House. Dr. Charles Seashore, N.T.L. vice-president, 2nd from left.



RECORD ATTENDANCE AT LESLEY-SPONSORED NEW ENGLAND KINDERGARTEN CONFERENCE



More than 500 educators from the New England Region attended the annual all-day New England Kindergarten Conference on Friday, November 19, 1965, at the Hotel Continental in Cambridge.

The Conference is sponsored by the Graduate School of Lesley College, and headed by Mrs. Mary Mindess, Associate Professor of Education. It was established several years ago for the purpose of exploring important issues regarding child development and education, and to provide educators the opportunity to discuss these issues.

At its inception, the New England Kindergarten Conference was conducted by the New England School Council in association with Harvard University's Service Organization. Four years ago, however, Lesley College was invited to organize and conduct the affair,

which is held annually.

The theme of this year's Conference was "Kindergarten Challenges - 1966." Major speakers during the day were Mr. Garrison McC. Ellis, of the U.S. Office of Economic Opportunity; Dr. Helen F. Robison, Assistant Professor of Education at Columbia University's Teachers College; and Dr. Helen Murphy, Reading Consultant for the Wellesley Massachusetts Public Schools.

The keynote address was presented by Dr. Fritz Redl, Professor of Behavioral Sciences at Wayne State University in Detroit, Michigan, and a nationally recognized educator.

Dr. Redl, co-author of the book, "Children Who Hate," discussed the impact of children upon adults in his address, "This is What Children Stir Up in Us."

FINAL REPORT 1965 ALUMNAE ANNUAL GIVING PROGRAM

Total Gifts	\$8,320.57
Number of Donors	593
Percentage of Alumnae Giving	26.18%
Average Gift	\$14.03

HONOR ROLLS

Special Honors go to the Classes of 1950, 1958, and 1963 for making all four Honor Rolls. These three classes have accomplished what no class has ever done before. Congratulations.

PERCENTAGE OF CLASS MEMBERS WHO GAVE

1	1912	100%
2	1913***	67%
3	1917	50%
3	1920	50%
5	1960**	35%
6	1961***	34%
7	1950****	33%
7	1958****	33%
7	1955	33%
10	1963****	32%

TOTAL GIFTS

1	1963****	\$987.00
2	1962***	815.50
3	1964***	632.07
4	1950****	441.00
5	1926**	430.00
6	1958****	398.00
7	1913***	367.00
8	1961***	313.00
9	1929**	286.00
10	1925**	239.00

AVERAGE GIFT

1	1913***	61.75
2	1963****	31.83
3	1964***	31.60
4	1926**	30.71
5	1962***	29.10
6	1950****	24.50
7	1940	14.93
8	1958****	14.74
9	1923	14.63
10	1948	14.00

MOST DONORS

1	1961***	32
2	1960**	31
2	1963****	31
4	1962***	28
5	1958****	27
5	1959	27
7	1925**	24
8	1964***	20
8	1929**	20
10	1950****	18

**** These classes appear on all four Honor Rolls
*** These classes appear on three of the four Honor Rolls

** These classes appear on two of the four Honor Rolls

FINAL REPORT 1965 PARENTS ANNUAL GIVING PROGRAM

PARENTS OF PRESENT STUDENTS

Class	Total Gifts	Percentage of Parents Who Gave
1966	\$1,508.00	33.05%
1967	2,257.00	35.59%
1968	2,689.00	44.61%
1969	1,394.00	29.87%
TOTALS:	\$8,118.00	36.47%

PARENTS OF GRADUATES

Class	Total Gifts	Percentage of Parents Who Gave
1961	\$2,295.00	6.63%
1962	170.00	17.91%
1963	100.00	6.36%
1964	281.00	13.54%
1965	1,875.00	24.74%
TOTALS:	\$4,721.00	13.73%

COMBINED TOTALS: Total Gifts \$12,839.00 Percentage of Participation 25.89%

NEW PERSONNEL

With holiday festivities behind us and the new year off to a whirlwind start, the Alumnae Office is once again humming with activity. The wonderful over-all response of former "Lesleyites" to our Alumnae Association can be described in only one way—overwhelming!

In order to keep up with the pace, we have engaged Miss Rhona Swartz as my secretary. Rhona, a graduate of Boston University, is no stranger to the field of education. She taught music in the public school systems of Boston and Dedham. Her welcome arrival has allowed me to become more active in external alumnae affairs such as Lesley Alumnae Club meetings.

CLUBS

I have been working and meeting with clubs in New Jersey, Pittsburgh, Pennsylvania, Maine, Connecticut, and Massachusetts. Some of these meetings afforded me the opportunity to meet former Lesley Faculty. I was especially pleased to attend a Worcester Club meeting at which Dr. and Mrs. Mark V. Crockett were guests, and a Maine Club meeting hosting Mr. and Mrs. Mackaye. Many of you will remember both Dr. Crockett and Dr. Ruth Mackaye as Lesley Faculty members in past years.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

You'll be interested to know that Lesley College is a member of the American Association of University Women (A.A.U.W.), a national organization founded in 1882 to unite alumnae from the country's institutions of higher learning for "practical educational work." A.A.U.W. now has more than 167,000 members organized in more than 1,560 branches in the 50 states, the District of Columbia, and Guam. Over 900 American colleges and universities are members of A.A.U.W. and women who graduated from these schools are eligible for individual membership. A.A.U.W. belongs to the International Federation of University Women, linking it with similar organizations in 51 different countries throughout the world.

Activities of the A.A.U.W. include 1) serving as representative of women university graduates to other organizations; 2) maintaining a roster of university women qualified for public service; 3) promoting professional opportunities for women in higher education; 4) evaluating trends in higher education; 5) maintaining a Fellowship Program; 6) sending an official representative to the United Nations.

If you wish to apply for membership in the A.A.U.W., write for an application and the name and address of the branch membership chairman in your

NEWS AND NOTES FROM THE ALUMNAE OFFICE



Barbara Shaw '56, Director of Alumnae Affairs

vicinity. The address is: American Association of University Women, 2401 Virginia Avenue, N.W., Washington, D.C. 20037. To join the A.A.U.W. as a member-at-large, send your application and annual dues of \$4.50 directly to the Washington office.

LESLEY COLLEGE PLACEMENT

Occasionally, a School Superintendent will request a teacher from Lesley when students are either not available or they are not interested in working in the particular area from which the request comes. We believe there are Lesley Alumnae living within such communities who are unaware of an employment possibility, yet who might be interested and available for a teaching position.

It would be helpful for the Placement Office to have the names of Alumnae who are interested in returning to the teaching profession. The office could then submit them to School Superintendents as potential candidates to be contacted whenever positions became available.

Your questionnaire will serve as a means of bringing your placement file up to date.

If you are interested in having your name on the Placement Office file, please contact Miss Catherine Welch, Director of Placement at the College.

Nominations for membership to the Lesley College Alumnae Association Board of Directors 1966-1967

The following report of the Nominating Committee is for your information and to give you an opportunity to make further nominations if you wish. The ballot for electing the officers of the Alumnae Association will be mailed to you with the Homecoming Invitation in April. At that time, you may cast your vote for the 1966-67 officers and directors.

PROPOSED AMENDMENTS TO THE LESLEY COLLEGE ALUMNAE CONSTITUTION

The following Amendments to the Lesley College Alumnae Association Constitution have been proposed by the Association's Board of Directors. They are printed for your information. You will have an opportunity to vote for or against these proposed amendments in April at the same time you vote for officers and members of the Board of Directors. The proposed changes have been italicized.

ARTICLE V. ELECTIONS., SECTION 3. NOMINATIONS. (Present)

The Nominating Committee nominates one candidate for each office to be filled. These nominations and a brief biographical sketch of each nominee must be submitted to the members not later than 120 days before the annual meeting. Other nominations . . .

ARTICLE V. ELECTIONS., SECTION 3. NOMINATIONS. (Proposed)

The Nominating Committee nominates *at least one* candidate for each office to be filled. These nominations and a brief biographical sketch of each nominee must be submitted to the members not later than 120 days before the annual meeting. Other nominations . . .

ARTICLE V. ELECTIONS., SECTION 5. VOTING RECOUNT. (New)

Any ten members of the Alumnae Association may request in writing a recount of the ballots providing such notice is received by the Secretary

of the Association no later than June 1. The ballots will be destroyed immediately after this date each year.

ARTICLE V. ELECTIONS., SECTION 6. VACANCIES.

To fill a vacancy on the Board of Directors, the Nominating Committee will nominate one person who may then be appointed to fill the unexpired term upon receiving a simple majority vote of the Board of Directors. If a majority vote is not received, the Nominating Committee will nominate another candidate for approval.

ARTICLE VIII. PROCEDURE., SECTION 3. BY-LAWS. (Present)

To meet temporary conditions as they arise, by-laws may be adopted by a simple majority vote meeting of the Association.

ARTICLE VIII. PROCEDURE., SECTION 3. BY-LAWS. (Proposed)

To meet temporary conditions as they arise, by-laws may be adopted by a simple majority vote at any regularly called meeting of the Association.

REPORT OF THE NOMINATING COMMITTEE OF THE LESLEY COLLEGE ALUMNAE ASSOCIATION - DECEMBER 6, 1965

Following are the nominations as presented by the Nominating Committee of the Alumnae Association. Further nominations for any office or for the Board of Directors may be made by any ten members of the Alumnae Association. To nominate someone for a post the following form should be used.

"We hereby nominate (name and address) for the position of for the year 1966-1967."

Ten members of the Alumnae Association then sign this nomination and return it to Miss Barbara Shaw, Director of Alumnae Affairs, Lesley College, Cambridge, Massachusetts, before February 25, 1966. Any nominations received after that date will not be valid.

Please refer to the Lesley College Alumnae Association Constitution printed in the Lesley Review, Spring, 1964, issue.

The following nominations have been made by the Nominating Committee for positions on the Alumnae Board of Directors that need to be filled this year.

PRESIDENT

Mrs. Polly Munroe Furbush '55
38 Glendale Road
Needham, Massachusetts

Member of Lesley College Alumnae Association Board 4 years; Treasurer, 2 years; President 1 year '65; Pi Lambda Theta, member of the Board on Publicity; Planning Committee on '65, '66 conference for teachers; Hospitality Chairman '65; Reading Resource Teacher.

1st VICE PRESIDENT

Mrs. Gladys Pollet Young '26
9 Barry Road
Worcester, Massachusetts

Honorary President of Worcester County Lesley Alumnae Club; Executor of National Honor Board of Worcester Committee, Brandeis University; Chairman of Worcester Committee of Worcester County Bar Association; 1st Vice President Lesley College Alumnae Association Board, 1965.

2nd VICE PRESIDENT

Miss Janet Silva G'58
15 Parklawn Road
West Roxbury, Massachusetts

Past President of Lesley College Graduate Association; teacher at Lesley College Graduate School and at Needham Kindergarten; member of NEA; Mass. Teachers' Association; Vice President of Greater Boston Association of Childhood Education; 2nd Vice President, Lesley College Alumnae Association, 1965.

TREASURER

Mrs. Beatrice Marden Glickman '40
26 Russell Circle
Natick, Massachusetts

Owned and operated Lilliput Hill Nursery School, 6 years; taught in East Boston Settlement House; taught in Winthrop and Brookline Public School Systems; Board of Directors, Lesley College Alumnae Association, 1965; Lesley Homecoming Chairman, 1966; Cambridge Community Services Day Care Nursery.

BOARD OF DIRECTORS - THREE YEARS

Mrs. Mary McCarron Mead '25
15 Waterhouse Road
Belmont, Massachusetts

Teacher, Winchester Public Schools, 34 years; Lesley Alumnae Board 1955-1965; served as secretary; member Arlington-Lexington-Belmont Alumnae Club; Treasurer protem 1965-1966; attended Lesley Reunions 1955-1965; Reunion Class Chairman, 1965.

Mrs. Myrtle Pierce Aulenback '39
28 Richards Road
Lexington, Massachusetts

Worked at Heath Christian Center in West End, Boston, 1936-1946; taught kindergarten for past 9 years at Unitarian Cooperative Nursery School in Lexington; Lesley Alumnae Board 1944-1945; member 25th Class Reunion in 1964; attended Reunion 1965; 1966 Homecoming Committee; attended last 2 Kindergarten Conferences at Lesley; has had student teachers from Lesley.

Miss Nancy Stone '65
128 Longwood Avenue
Brookline, Massachusetts

Teacher, Beethoven School, Newton, Grade 3; Unit Leader at David Hardy's Day Camp, summer 1965; served on Parents' Weekend Committee; worked in Alumnae Office during Reunion Weekend 1965.

NOMINATING COMMITTEE

Mrs. Doris Kimball Newman '31
83 Blake Road
Brookline, Massachusetts

Served on Lesley Alumnae Board; member Brookline-Newton Lesley Alumnae Club; taught Lawrence

Schools 1932-1940; substituted in Brookline Schools; Treasurer 4 terms in Mass. Teachers' Special Class Association.

Mrs. Barbara Limmer Loughlin '60
7 Balsam Drive
Acton, Massachusetts

Member Upper Middlesex County Lesley Alumnae Club; member 1965 Reunion Committee; participates in a co-op nursery-kindergarten in Acton.

Respectfully submitted,
Helen Phinney MacNeil '34
Chairman, Nominating Committee
Catherine Mahoney Garvey '30, '47, '61
Catherine Welch '53
Nancy Giobbe Ferbetti '60
Marilyn Kliman Holstein '55
Harriet Gleason Diamond '53

LESLEY COLLEGE ALUMNAE ASSOCIATION

The following officers of the National Lesley College Alumnae Association will continue in their present positions:

SECRETARY

Miss Barbara Shaw '56
Director of Alumnae Affairs

DIRECTORS

Mrs. Melba Kyriacos Collins '47
Mrs. Ann Haffer Jacob '61
Mrs. Thelma Rubin Leshner '34
Mrs. Barbara Alkon Feinberg '41
Mrs. Diane Sharp Hadelman '60
Mrs. Marjorie Ryan Igoe '32

NOMINATING COMMITTEE

Mrs. Catherine Mahoney Garvey '30, '47, '61 - *Chairman 1966*
Mrs. Helen Phinney MacNeil '34
Mrs. Harriet Gleason Diamond '53 - (*North Shore Club*)
Mrs. Marilyn Kliman Holstein '55 - (*Norfolk County Club*)



**BROOKLINE-NEWTON CLUB
MASSACHUSETTS**

President: Sheila Berger Heller '59
Secretary pro tempore: Carole Kenler Papermaster '61

The fall meeting of the Brookline-Newton Alumnae Club was held at the home of Mrs. Elaine Meisner Nottonson '60 Thursday, November 18, 1965.

Due to the absence of Sheila Berger Heller '59, Cynthia Shepatin Rosenthal '60 presided.

In order to incorporate more members into our group, we elected an executive board: Vice President, Cynthia Shepatin Rosenthal '60; Publicity, Elaine Meisner Nottonson '60; Fund Raising, Diane LaBell Feinzig '58; and member of nominating committee of Lesley Alumnae Association, Doris Kimball Newman '31.

Jim Slattery, Director of Libraries at the College, gave a very interesting speech on the plans for the new campus. Discussions and refreshments followed.

**CAPITOL ALUMNAE CLUB
WASHINGTON, D.C.**

President: Mary Ann Ryan Blackwell '54

Lesley's President, Dr. Don A. Orton, was our guest at our fall meeting in the Mayflower Hotel, October 16. Dr. Orton discussed Lesley College—its aims and interests through area clubs such as ours.

The President of the club, Mary Ann Ryan Blackwell '54, offered to open her home to Lesley seniors who will be in the Washington area on job interviews so they will not have to be burdened with hotel expenses. Mary's address is: 1042 Warbler Place, McLean, Virginia 22101; telephone, 1-703-356-9328.

The Club will meet again with Dr. Orton in March or April when he returns to the Washington area.

NEW JERSEY CLUB

President: Sylvia Cohen Brown '53
Secretary: Cynthia Ann Englund Norwood '62

The fall meeting was held on Thursday, November 14, at Stanley's Gallery, Route 1, Woodbridge, New Jersey.

The group, along with Barbara Shaw, Director of Alumnae Affairs, worked on plans for the future organization and development of the New Jersey Club. It was decided at the meeting to mail a questionnaire to those living in the New Jersey area in order to determine when alumnae would like to meet (time of day, day of week), where they would like to hold meetings (restaurant, home, section of the state), the type of program they would prefer, and the degree to which they would be willing to participate. Future meetings of the New Jersey Club will be based on the information received from these questionnaires.

NORTH SHORE ALUMNAE CLUB MASSACHUSETTS

President: Joyce Karp Rosenthal '60
Secretary: Sara Rubin Cohen '25

"COKE AND CHIP" PARTY

An informal "Coke and Chip" party was given by the North Shore Club in honor of the Class of '69 on September 2, at the home of Mrs. David Gorfinkle '60 ("Bunny" to all). All North Shore Lesley College girls were invited.

The party was attended by the following girls: Sheila Andelman '67; Janice Bianco '69; Nancy Cooperstein '69; Ginny Dorne '69; Rebecca Epstein '67; Mimi Gold '66; Carol Lapenn '67; Fern Levine '69; Linda Leshner '68; Lissa Mayo '66; Dorothy Nider '66; Maxine Price '68; Jill Rosenfield '69; Susan Schwartz '69; Paula Sherin '68; and Toby Silberstein '69.

Joyce Karp Rosenthal and Thelma Rubin Leshner '34 served as co-hostesses.

CLUB MEETING

The Club held its fall meeting on November 10 at Anthony's Hawthorne in Lynn.

Our Club President, Joyce Karp Rosenthal, welcomed guests and introduced those sitting at the head table.

During the meeting, Marilyn English Riley '59 graciously offered the use of her home for a tea for prospective Lesley students and their parents, to be held in December. (Editor's note: This was held on December 19.)

Anne Sampson Watson '55 introduced our guest speaker, Dr. Don A. Orton, President of Lesley College, who gave an inspiring talk on the progress of Lesley and its aims for the future. A discussion period followed.

The following members helped with the arrangements for the meeting: Marilyn English Riley '59—invitations and door prize; "Bunny" Cohen Gorfinkle '60 and Barbara Winick Borne '58—publicity; Anne Sampson Watson '55—program; Linda Baur Maston '60—name cards and place cards for head table; Thelma Rubin Leshner '34 and Melba Kyriacos Collins '47—reservations; Rita Keleher Hoskinson '37—arrangement of bulletin board.

PITTSBURGH

President: Norma Burns Putman '55

The second meeting of the Pittsburgh Lesley Alumnae Club was held on November 6, 1965, at the home of Norma Burns Putman '55. Barbara Shaw, Director of Alumnae Affairs, was on hand to bring us up to date on happenings at Lesley and to suggest ways in which our group could be helpful to undergraduates from this area.

Attending the meeting were Marilyn Ginsberg Ashkin '60; Sonya Krainin Morris '56; Mary Darr Clark '27 and Ruth Potts Burhenn '27.

During the meeting, plans got underway for a combination "Lesley Alumnae—Undergraduate" get-together.

SAN FRANCISCO

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

The 10th meeting of the San Francisco and Bay Area Lesley Alumnae Club was held at the home of Beryl Seeley Cosgrove '34, in Burlingame on October 27, 1965.

Our President, Alice Coburn Sprague '58, called the meeting to order at 8:30 p.m. and introduced two new members to our rapidly growing ranks: Muriel Barber Kneib '38, and Sandra Anderson Postlewait '56.

Our San Francisco publicity director, Barbara McMullin Dusseault '36, reported that she has contacted the San Francisco Chronicle's City Desk editor regarding future publicity for our activities and meetings. She will also distribute Lesley Catalogues to several public libraries and schools, including the San Francisco Unified School District.

Lana Bailey '56 treated us to a delightful slide presentation and running commentary on her recent trip to the Orient, after which we enjoyed refreshments prepared by our hostess.

WORCESTER COUNTY - MASSACHUSETTS

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

The fall meeting of the Worcester County Lesley Alumnae Club was held at the Coach & Six Restaurant on October 14, 1965. Dinner was followed by an Invocation by Mrs. Jacob Pollet Young '26, Honorary President. Greetings of the Club were extended by Della MacAskill Schultz, Jr. '54, Club President.

After the business meeting, the Program Chairman introduced our guest, Dr. Mark V. Crockett, who spoke on "Disrespect of Law in the Schools."



1922

Mary E. Powers, 39 Lincoln Ave., Marblehead, Mass., says "hello" to all "Lesleyites." Mary is Assistant to the Principal in the Gerry School and Story School in Marblehead. She is also active in remedial work.

1923

Sarah E. Trefry Gleason, 22 Devereaux St., Marblehead, Mass., is part of another Lesley mother-daughter team. (We have quite a few, you know.) Her daughter, Harriet, graduated from Lesley in '53.

1928

Hope Greene Foss of Fort Sewall, Marblehead, Mass., has seen all of her four children receive degrees from college. Walter T., Jr. graduated Norwich in '52. David received his sheepskin from Cornell in '54. Sally was awarded her degree from Middlebury in '54, and Betsey graduated from Colby in '60. To add to the delight of the Foss's, they now have 10 wonderful grandchildren—eight boys and two girls. Our warmest wishes to all of them.

1929

Priscilla Wildes Kennard, 17 Ruby Ave., Marblehead, Mass., tells us, "I have a daughter in Salt Lake City, a graduate of Colby Junior College, 1950. Her husband is an architect. He owns his own business and teaches at the University of Utah. They have five children, two of whom visited me for two months this past summer."

1931

Lucille Muston Rizzo, 19 Dell Ave., Melrose, Mass., wrote us a lovely note. Lucille says, "First of all, I am a grandmother of three wonderful children. I have been substituting in the Melrose Public Elementary Grades for the past nine years. This past September, however, I assumed my new duties as Director of the 'Lolly Pop Lane Play School' in Melrose. It is just a stone's throw from my

home. The new school has a capacity enrollment of 100 children with a modern, well-equipped play room and in a new building. I'm excited about the 'challenge,' as it were, but with my Lesley training I feel confident." We at Lesley, and all your classmates, wish you every success in your new position, Lucille.

1932

Alice Metcalf Jewitt lives at Barnes Rd., R.F.D. Box 419, Stonington, Conn., with her husband, Harrison, and their family. Alice would like to hear more from her Lesley friends.

Mary Esther Crankshaw Johnson, 122 West Chestnut St., Wakefield, Mass., says "hello" to all of her classmates and friends from Lesley College.

1934

Betty Kerr Foss was a delegate for Lesley College this past November 19 in the inauguration ceremonies for James M. Moudy, new Chancellor of Texas Christian University. We at Lesley were not only proud to be represented at this function, attended by colleges and universities from across the nation; we were also very proud to have a person such as Betty as our representative. Betty and her family make their home in Dallas, Tex.

Thelma Rubin Leshner believes in keeping things in the family. Her daughter, Linda, is a sophomore this year at—you guessed it: Lesley College! This is one of the nicest ways we know of for an alumna to pay tribute to her alma mater. The Leshners live at 14 Wolcott Rd., Lynn, Mass.

1937

Rita Keleher Hoskinson and family make their home at 25 Rose Cir., Peabody, Mass. Rita is teaching 1st grade at the West Memorial School in Peabody. Rita and hubby, James, have three children.

1938

Muriel Barber Kneib makes her home in Sunnyvale, Cal., with her husband—a career military officer—and their four children. Muriel has traveled extensively and has spent the past two years at Fort Baker, where her husband is stationed. She has taught school during each military assignment.

1939

Marjorie Green Stern is the mother of three children: Barbara, in Springfield College; Diane, a student at Marblehead High School; and Arthur, in the 3rd grade at Glover School in Marblehead. Marjorie, her husband, Henderson, and their family reside at 89 Tedesco St. in Marblehead, Mass.

1940

"Bea" Marden Glickman, 26 Russell Cir., Natick, Mass., is a busy "Bea" these days. She is currently a co-director

of a day care center in Cambridge, as well as a very active Chairman for Homecoming '66 in June.

Althea Harris Jackson and husband, Arthur, live at 4 Rainbow Cir., South Peabody, Mass., with their 7-year old son, Warren. Althea is not active in teaching right now.

1946

Marjorie Curtis Cole, One Power Ter., Marblehead, Mass., is a kindergarten teacher in Marblehead. Marjorie and husband, George, have two children—Lesley, 11 years (a namesake?); and Curtis, 14 years old.

1950

From *Barbara Barron Schilling* comes this note . . . "We moved back to the Boston area in June, 1964, after eight years in Baltimore, Md. My husband, Albert, is now Chief of Cancer Service at the U.S. Public Health Hospital in Brighton. We have three girls—Debbie, 11 years; Carol, 7 years; and Maizie, 3 years. I would love to hear from old friends." The Schilling's home is at 159 Carlton Rd., Waban, Mass.

1956

Sandra Anderson Postlewait, her husband, and their family, moved to California a year ago when he was transferred from Cleveland, Ohio. Sandra, "hubby" and their three daughters live in Palo Alto.

1958

Diane LaBell Feinzig is a busy mother these days, being kept on the go by her two daughters, Margery Beth and Emily Ruth. Diane taught school in Sharon, Mass., for four years before her marriage to husband, David. The Feinzigs live at 17 East Boulevard Rd., Newton, Mass.

Alice Coburn Sprague represented the San Francisco and Bay Area Lesley Alumnae Club at a "College Shopping Day" in October. The affair was sponsored by the sixth P.T.A. District (Saratoga-Los Gatos, Cal.).

1959

Joan Gorham Devlin and husband, Thomas, live at 19 Overlook Rd., Marblehead, Mass. The Devlins have two young daughters. They are: Kimberly Ann, 3½ years; and Julie, 9 months. Joan substitutes at times in the local schools. However, the greater part of her time is spent with her family. She particularly likes to sew for herself and the girls, and she is now studying tailoring.

Marilyn English Riley taught for two years at the Franklin School in Wakefield, Mass. She and husband, Joseph, have two children—Kathi, nearly four years old; and Richard, likewise. The Rileys make their home at 5 Tapley Rd., Lynnfield, Mass.

1960

Saralee Fineman Gordon, 1238 Murdoch Rd., Pittsburgh,

Pa., writes . . . "Sorry to have missed our five year reunion. Hope to see you all at the tenth. We have just recently moved into our new home. Our family includes husband, Lawrence, a stockbroker; four year old Alan; and one year old Michael."

Barbara Limmer Loughlin, her husband, Dick, and their three children are now living at 7 Balsam Dr., Acton, Mass. Barbara would love to hear from her former classmates, and would be more than happy to perk a pot of coffee for any "Lesleyites" who want to drop by.

Elaine Meisner Nottonson and husband, Stephen, live at 88 Nardell Rd., Newton, Mass., with their three children—Jeffrey, Andrew, and Heidi.

1961

Della Rose Gilman paid a visit to Lesley Alumnae in the New England area this past summer. She visited with Gerri Milhender Bloomberg '61 in Burlington, Vt.; and with Marlene Skinman Chorchis '61 in New London, Conn.

Elvira (Dolly) Draghetti Nannini writes us from sunny California . . . "Al and I were married in 1963 and left for . . . California. We settled in San Diego. Having worked 3½ years at private and state schools for the retarded, I found a kindergarten for retarded palsy children in San Diego. However, an auto accident, bad leg and one doctor recommended that I not teach for a while. So, now I relax, . . . and wait to return to my classroom.

Jennette Hobbs Valence and husband, Philip, are kept busy these days raising their family at 22 Raymond Rd., Chelmsford, Mass. Besides Jennette and Philip, there are David, 2½ years; Mark Richard, who made his debut just this past October; and Pepe, the poodle.

1963

Marion Abrams, 23 Hampden St., Swampscott, Mass., is teaching second grade in Peabody. Marion says, "I'm looking forward to visiting Lesley very soon; and I am especially looking forward to my fifth reunion."

Doris Riordan is teaching first grade in Wakefield, Mass., these days. Doris makes her home at 60 Lake Ave., Melrose, Mass.

Elaine Schofield, Lesley's world traveler, spent last summer in Scotland. During her stay in the "Highlands," Elaine attended the University of Edinburgh. She is still teaching fourth grade in Wakefield, Mass.

1964

Susan Sagaloff, 1780 Beacon St., Brookline, Mass., is deeply—and happily—involved in the hustle and bustle of the new Kindergarten Corner in Cambridge, operated through the facilities of Cambridge Community Services. Susan is working with another Lesley graduate—Bea Marden Glickman '40.

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