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Lesley College

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Teacher education in Holland
Kindergarten Teacher Education in Holland

by Ellen M. Siegfried

Ellen Siegfried is currently a member of the staff in Lesley's Office of Public Affairs. However, she also received preschool teacher training in her native country, Holland.

When Ellen decided to go into early childhood education, there was no question in her mind as to the immense importance of this phase of teaching. It never occurred to her during her school years that early childhood education could be questioned. When she came to the United States in 1963, she found that not quite everybody felt the way she did. In fact, she was left with the impression that there was a tendency by some to regard preschool or nursery school teachers as glorified babysitters.

After having lived in this country for several years, during which she continued studies at Lesley College and taught nursery school, Ellen became interested in the many different attitudes toward early childhood education, especially since so much is happening in the field today. She has found it particularly interesting to see how Europe looks to the U.S. for improvement in these educational programs, while the U.S. is weighing the values of educational techniques in many European schools.

University or Training School? Public or Private?

In Holland, as in America, a girl generally completes high school by her eighteenth year. At this point, she must make a decision regarding further education. She may elect to attend a university and study, in-depth, various theories and concepts of particular subjects she wishes to pursue; or she may choose a profession such as nursing, social work, or teaching, in which case she will enroll in a training school. A training school, unlike a university which offers wide varieties of courses, specializes in preparing students for specific careers, and places emphasis on practical education as related to the field being studied.

Once the choice is made, a girl does not have to apply to different schools and wait to find out if she is accepted or not. She merely enrolls in the university or training school of her choice, pays her tuition and commences with her education when school starts. The cost of this education is much lower than in the United States, since every educational institution is subsidized by Government funds. Public educational institutions (similar to state-operated schools in America) receive higher amounts of funds from the Government than private ones, which have other financial resources.

While there are a number of public kindergarten teacher training schools in Holland and only a few private institutions of this nature, I chose a private one. Public schools place little emphasis on specific teaching philosophies such as those of Montessori or Froebel. In addition, public kindergarten teacher training institutions are concerned mainly with course content, giving little consideration to the personal growth of the individual. Private schools, on the other hand, offer specific educational philosophies and consider the emotional and social maturity of the individual equally important to academic growth.

Haastra

I enrolled in the Kweekschool voorbereidend Onderwijs, Methode Haastra, the oldest school of its kind in Holland, founded in 1900. The school, a two-story brick building, stands on one of the many canals in the heart of Leyden, a small old town with a rich history. A few steps away, on one of the prettiest canals in the town, stands the main building of Leyden University, the oldest university in Holland. These unique circumstances are not unlike those of Lesley and Harvard.

When I entered school, there were no electives to be considered. Unlike Dutch or American universities, training schools have rigid course structures and all courses are required. Course and class schedules are set up on a permanent basis for each class, and all students take the same courses at the same time as their classmates, from 9 a.m. until 4 p.m., six days a week.
**Dutch Kindergarten** places emphasis on creativity and social and emotional adjustment.

**Haanstra** is not what may be considered a "residential" school. Most of the students commute, especially during their first year since there are no real long distances in Holland. In fact, one could practically commute daily from one end of the country to the other! There is, however, a small dormitory (an exception to most schools and universities in my native country) and there are also a number of girls living in rented apartments in town.

When I was in teacher training it took three years of study to prepare for the nationwide state examinations. (It has since been changed to four years.) A passing the exams, a girl is qualified to be a kindergarten teacher or a teaching kindergarten principal. Our school is unique in that it is the only one where training for a teacher and principal degree is combined from the beginning. Public school programs offer two-year programs to those who want only to teach kindergartens. Students have to attend an extra year on a separate program if they want to qualify to be a principal.

**Dutch Kindergarten**

Before discussing activities at *Haanstra*, let me briefly explain the set-up of Dutch kindergartens. Kindergarten is divided into two age groups—four-year olds and five-year olds—and there is no nursery school existing prior to kindergarten. It is forbidden by law to enroll a child who will not turn four in November of his first year at kindergarten. After passing the exams, a girl is allowed to enter school. With this knowledge, we were better prepared to understand the "why's" of a child's behavior in the classroom. In these efforts, we were evaluated by the mother of the children with whom we worked.

**A Teacher Should Grow Personally As Well as Intellectually**

In addition to our courses in infant care and child psychology, we studied the history and theory of early childhood education, sociology, political science, biology, medical care and first aid, child development, and Dutch literature.

Personal creativity and growth are greatly encouraged at our school, and much effort is directed towards "opening up" a person in order that she may make full use of her abilities. This atmosphere, much like Lesley, allows a student to feel free to be herself so that she, in turn, will be able to help her pupils in kindergarten to be themselves.

An example of the creativity within our curriculum is the annual "Christmas Week", preceding Christmas vacation. There are no classes during this time and the whole school, including faculty, works on different projects related to Christmas. Everyone is divided into groups, each girl working in the area where she is most talented. There is a group that writes a play and produces it; a group that decorates the school; a group that makes Christmas decorations for old people of the town; and a group that prepares a song-recital. During the week, the school takes social breaks together. On the day before vacation, the school gathers to enjoy each other's creations and end an unforgettable week in which everyone has come to feel a bit closer to each other, the school, our profession, and, maybe, even oneself.

During the second and third year at school, the same courses are given as in the first year, but on a more advanced level. Psychology is studied deeper, and different educational philosophies such as those of Montaigne, Locke, Rousseau, Frobel, Pestalozzi, Montessori, Macmillan and Haanstra, the founder of our school, is studied in depth. The second and third years are broadened to include planning and conducting physical education classes, music, puppet shows, and, eventually, the planning of balanced activities for a whole morning, then for the entire day.

*Hannstra* contains a model school for young children which is used for both observation and student teaching purposes.

After the first year, student teaching activities are increased to four days every other week. As student teachers, activities were broadened to include planning and conducting physical education classes, music, puppet shows, and, eventually, the planning of balanced activities for a whole morning, then for an entire day.

Programs are planned to give aspiring educators the richest possible background prior to their entering the field. This is partially accomplished through a variety of student-teaching assignments in different types of schools. A change is made each semester for the first two years, but the third year is spent in one school. This allows opportunity for students to become acquainted with socio-economic problems and teaching practices in lower-class schools, middle-class schools, small and large schools, well-equipped schools and those that are modest or poorly equipped. Student experience is further broadened by teaching different age levels.

I, personally, found that this wide range of experiences was very helpful in gaining insights into teaching. I was also able to observe firsthand the great degree of personal influence a teacher has on the behavior of her pupils. In one lower-class school where I student-taught there was a teacher who commanded authority.
Student teaching activities are also carried out within Huyatten, where a model school is maintained. It is a private kindergarten, with two age groups and an enrollment of seventy-five to one-hundred children. It is similar in some ways to Tufts' Elliot Pearson School and, in other ways not totally unlike the present structure of the Lesley-Ellis School, concentrating on preschool children.

During many of our methods courses we would observe a class in action, under the guidance of three parts: written, oral and student exams take one day. The student teaching program.

During the final year of school, time is spent studying various phases of school administration such as setting up and operating a school on the administrative level. This includes the purchasing of educational materials, developing relations with parents and other teachers, learning about educational organizations and keeping up with the many trends in education.

The Final Year

During the final year of school, time is spent studying various phases of school administration: setting up and operating a school on the administrative level. This includes the purchasing of educational materials, developing relations with parents and other teachers, learning about educational organizations and keeping up with the many trends in education.

The state teachers examinations are given at the end of the final year. These are the same throughout the country and must be passed before a girl can receive her diploma.

The examinations, supervised by state-appointed examiners and professors of the school, consist of three parts: written, oral and student-teaching. Written examinations in all subjects are spread out over a three day period, while oral exams take one day. The student teaching exam requires the preparation of four different lesson plans for one morning of activities, one of which is chosen on the morning of the test by the examiners to be carried out in a class of twenty-five children.

The means are different, but the concerns and the goal remain the same: to educate young women both as people and as teachers.

The Becoming Lesley

On the morning of April 12, an audible and stirring buzz emitted from the Hotel Continental's Crystal Ballroom in Cambridge. Gathered there were the majority of students, faculty, and administration of Lesley College. The group was liberally interspersed with members of Lesley's Corporation, the Board of Trustees, and Lesley Alumni, including Mrs. Polly Munroe-Furbush, president of the Alumni Association.

The occasion marked the second Goals Day of Lesley College. This was prompted by the clear success of the first such all-college conference, held in 1965. The theme for Goals Day, 1967 was "The Becoming Lesley".

Daily routine of the College was suspended throughout the campus in order that the Lesley

Goals' Day '67—A shared responsibility

Community could once again take a look at itself, to collectively think, act, react, and interact for and against weaknesses or strengths, which hinder or help the progress of Lesley College.

The day's events opened with a series of addresses made by Marsha Rott '67, Dr. Don A. Orton, Lesley's president, and Mr. James J. Slattery, Director of Libraries. Students, faculty, and administration presented a series of vignettes following the addresses. These vividly brought out some thought-provoking feelings, many of which became the basis for discussions later on during the day.

Following the vignettes, the crowd recon­verged on the campus to be sectioned into sub­groups for discussions for the remainder of the day.

Late afternoon found everyone assembled in White Hall for a "wind-up" session with Dr. Charles Seashore, a noted figure in the field of Human Relations and a good friend of Lesley College.

The results of Goals Day, 1967 cannot be estimated at this early date, since an event of this nature is usually measured over an extended period of time, as were the results of the 1965 Goals Day. However, the general feeling seems to be that our most recent all-college conference will produce many valuable ideas and directions for action that will enable Lesley College to continue its progress with renewed dedication and interest.

Since Goals Day, 1967 was initiated, largely, through student interest, it is fitting that the purposes and aims of this important conference should be further explained by a Lesley student. This was done most admirably by Marsha Rott '67, who presented the following address at the opening session.

Opening Speech

by Marsha Rott '67
Presented at Lesley College's Goals Day
at the Hotel Continental
on April 12, 1967

Today we—the students, faculty, and administration, have come together to take stock of Lesley—to see her in both retrospect and with foresight. Our task is, indeed, a difficult one. Often when people are closely involved in a situation, it is difficult to see problems with any in-
intellectual objectivity. Emotions—personal feelings—color our perceptions. Instead of seeing the total picture, we see only a foggy silhouette. Facts are sometimes even lost in a maze of personal distortions.

By meeting and working together, we can clarify our opinions and justify our positions. We become threatened and defensive and cry out, "We are equals; not in roles; sharing and working together, cooperating."

There are, however, those occasional times that we do cross lines, and today is most definitely one of them. We meet as equals, not in opposition—just as we have been doing. Unfortunately for the smallness of the campus and the isolation of distinct groups—administration, the faculty, and the student body—each working apart from the other. Perhaps this is the age old one that has always existed—the lack of a bridge between generations. Often both the older and younger generations are unwilling to even try and see things from the other's point of view. We become threatened and defensive and cry out that no one understands.

I, like all of you, have my own perceptions of Lesley and my own ideas of what it can be. It was four years ago that I graduated from high school, and, with feelings of optimism and excitement, looked forward to a new world. I left old friends to meet new ones; a familiar environment in exchange for the unknown; and the routine of a high school to enter the exotic college world. But no matter how perfect this description may seem to us, we would, surely, find flaws, for the important that we keep this "ideal" college in mind is that it's not perfect.

Once I overcame the destruction of my ideal, I could see a new college developing. During this time, I have seen Lesley grow both in tangible and in intangible ways. Buildings and groups have been constructed almost over my four years. And with this increase in physical structure has come an increase in personnel. The freshman class this year numbers about 150. Another physical change I have noticed is the growth in the library's facilities. More books, periodicals, tapes, and microfilms now fill the shelves. And more and more people are offered equipment for research.

In academic areas, Lesley has been bringing in more and better instructors. New courses are constantly being added and, under the Curriculum Committee, old ones are being scrutinized, changed, or dropped completely. This year, the junior class has taken a new course in physical education. It has given me a vote. The freshmen have been asked to share opinions about our needs so that they can be met in the future Lesley. Students have been involved more and more in the Curriculum Committee, and, with feelings of optimism and excitement, I have been able to participate in planning sessions with them.

Lesley could have the greatest courses in the collegiate world, taught by only perfect professors, all set in an ideal physical environment. But no matter how perfect this description may seem to us, we would, surely, find flaws, for the important that we keep this "ideal" college in mind is that it's not perfect.

The changes that I have just mentioned are facts—realities in the changing Lesley. But how successful they will be remains to be seen.

I can hear many of you, my fellow students, saying to yourselves—all this is fine, but what about the new campus? Where can I see larger academic departments with more comprehensive courses? When will the science department receive all the equipment needed to supplement book learning? What about an even greater extension of electives with a greater variety of teachers, so all students will truly be minors? Where is the space in the library? What about the extent of electives with a greater variety of teachers, so all students will truly be minors? Where is the space in the library? What about the

And, just as the students have a responsibility, so do the faculty and the administration. They must take the time to listen more carefully and honestly evaluate and use the criticisms of the students.

There are no recipes that will make the future of Lesley a guaranteed success. We, as people, have a tendency to measure achievement only by immediate and ostensible success. We seldom see failure and use it constructively. And it will take risks to go through the trials and errors that will face the "Lesley becoming."
"If we are to be viable, we must encourage flexibility."

"... not as much to look at dreams, but to look at realities."

"I just get bored with 'American Lit'. "Students just don't read the books."

"What is our image of Lesley College?"
The Preparation of Teachers

by Mary Mindess
Supervisor of Student Teachers, Lesley College

The Fiske Elementary School, in Wellesley, Massachusetts, (Grades 1-6), and Lesley College currently are working together on an unusual student-teaching program, the purpose of which is twofold: first to explore ways to provide a maximum of learning opportunities for student teachers; and second, to facilitate communication between the cooperating school and the College. Such openness of communication and pooling of resources are resulting in greater involvement of classroom teachers in the teacher education process as well as in more effective participation in the school program of student teachers.

The mechanisms for initiating this program were very simple. The Wellesley School System and the Department of Education at Lesley College agreed that each term six or seven student teachers would do practice teaching at the Fiske School. One member of the supervisory staff of the college was to work with these students, with the administration, and with the teachers at Fiske.

This concentration of student teachers in one building has made it possible for the supervisor to spend a considerable amount of time in that building. Thus, the college faculty member — the word "supervisor" seems to be a misnomer in this program—has been in a better position to establish rapport with individual teachers, to understand more fully the program of the school, and to learn the resources of the school system.

These advantages are mutual. The teachers at the school should feel more comfortable with the college representative and should have a greater opportunity to share in the interesting developments at the College. The possibilities under this type of student teaching arrangements are unlimited.

The assignment of a student teacher to a particular cooperating teacher becomes a more thoughtful procedure. Considered are the following questions: What does a specific student need most in a practice teaching situation? What are the special strengths of that student? In which classroom will these strengths be most useful? What personality factors will facilitate the rapport between the cooperating teacher and the student teacher?

The College, at the suggestion of the Fiske School teachers, has this year instituted a policy of having prospective student teachers complete personal data sheets. Information obtained from such a sheet has provided an introduction to the student for the cooperating teacher and has shortened the period of time which might otherwise have been necessary for these two individuals to get to know each other. This written introduction also has aided the cooperating teacher in planning for the orientation of the student.

The college representative has been at the school approximately two days every week. She was able easily and quickly to assist with troublesome situations or to clear up misunderstandings. Her availability at this time also made possible the pre-planning and continuous collaboration which contributed to the success of the program.

As the College and school groups have worked together, they have found ways of facilitating routine procedures and of allowing more time for the development of exciting aspects of the program. For example, each student group assumed responsibility for orienting the next group. Explanations were provided and regulations of the building, procedures for using specific equipment, and interesting aspects of the program.

Participation in the induction of new student teachers in itself provided valuable learning opportunities for the more experienced student teachers. Since they were closer to the situations which faced the new student teachers, they contributed a great deal to the orientation procedures. The experienced student teachers, after consulting with the regular teachers, prepared a Student Teachers' Kit which will save continual repetition and possible omission of important matters. The preparation of the Kit itself proved to be a learning experience for the students. It involved investigation of the program as well as cooperation with other student teachers.

This cooperation among the students has led to observations and subsequent discussions not only of each other's teaching techniques but also of their observations of experienced teachers in the building. Using this procedure, the students have gained an understanding of the total school program.

Frequently a cooperating teacher who is particularly strong in a special area has conducted a demonstration and discussion for the student teachers. On one occasion the group considered the usefulness of the overhead projector; and on other occasions, they considered the tape recorder as a teaching tool, and the advantages of individualized learning materials.

The student teachers also have had opportunities to visit at a staff meeting of the Human Relations Service and to become acquainted with the resources of the Curriculum Center. With a group of student teachers concentrated in a particular setting, it also has been possible to arrange for the librarian and for members of the Curriculum Center staff to meet with them to discuss special phases of the school program.

The benefits of this cooperative program have extended beyond that group of students who were assigned to Fiske School. When the class at the College in "Methods of Teaching the Language Arts" required observation of classroom procedures, the teachers at the Fiske School provided appropriate observational experiences.

This opportunity for pre-planning enabled the teachers to make available those experiences which demonstrated the principles which had been discussed in the class. This was accomplished without interfering with the school program. The college faculty member, with greater understanding of the school's program, has been able to lead seminar discussions which are more meaningful to the students and to provide guidance which is consistent with the student-teaching experiences.

By means of this cooperative procedure, classroom teachers have joined the college faculty in a continuing attempt to improve educational opportunities for student teachers. The key person in this program has been the school principal, Mr. Edmund Bond. He has created an environment in which cooperation has flourished and in which every individual—teacher, student, resource person, and college representative—has been encouraged to share ideas and to work together for the improvement of teacher education.

Also contributing leadership to this program from Wellesley have been Mr. Wilbur Rook, Assistant Superintendent of Schools; and Mr. George Moore, Curriculum Coordinator. Representing Lesley College have been Dr. George Miller, Director of Teacher Education; and Mr. Charles Clayman, Coordinator of Student Teaching.
Dr. Boris Gertz, Director of Graduate Programs, presented three graduate students with teaching fellowships from the U. S. Office of Education.

Lesley student teachers are becoming increasingly popular in school systems. This year, girls carried out student-teaching activities in one-hundred different schools in Boston and surrounding cities and towns.

Lillian Hellman's "The Children's Hour" was presented by Lesley College students in December. The play won the praise of all those who attended.

Janice Kelliher, a sophomore, was chosen Lesley's "Glamour Queen" for 1966-67. The contest is sponsored yearly by Glamour Magazine.

Eugene Rosov, of Lesley's Music Department, conducted combined orchestra and choral groups at the Lesley College Choral-Instrumental Music Festival this past winter.

"Up With People" exploded on Lesley's campus when members of the musical moral rearmament group visited the College during a national tour.
Pictorial Potpourri

Members of the Lesley Community took time out from busy schedules to recognize outstanding students at the annual Honors Assembly, sponsored by the Student Government Council.

Dr. Glen O. Blough, educator, author, and professor of education at the University of Maryland, gave the keynote address to more than 1,000 men and women who attended the past year's New England Kindergarten Conference.

NEWS and NOTES from the Alumnae Office

New Faces at Lesley

Two newcomers will be working with Alumnae in planning Association programs for the coming year. Miss Katherine L. Bitter was recently appointed Director of Alumnae Affairs and David O. Tompkins as Assistant to the Vice President for Development.

Miss Bitter, formerly of West Hartford, Connecticut, has been working in the Alumnae Office since last September. She is a 1966 graduate of Skidmore College, where she was vice president of College Government Association and chief justice of Honor Court.

Mr. Tompkins, who will coordinate the Alumnae and Parents Annual Giving Programs, is a graduate of the University of Delaware and formerly was Director of Public Relations and Campaign Division Director of the United Community Fund of Northern Delaware.

Polly Furbush Ends Term as President of the Lesley College Alumnae Association

On Saturday, June 10th, Polly Munroe Furbush '55, president of the Alumnae Association, turned over the gavel of office to Beatrice Maclaren Glickman '40. Our deepest thanks to Polly who has been an active, creative member of the Alumnae Association ever since her graduation. She has served as a member of the Alumnae Board for four years, for two years as treasurer, and this past year as president of the Association.

Polly's hard work and enthusiasm have provided the vital spark of leadership so essential for the continuation of a successful Alumnae group, and on behalf of the Association we wish to thank her.

Alumnae Annual Giving Program

An increasingly important phase of our Alumnae Association activities is the Annual Giving Program, which provides the continuing support necessary to enable the College to move toward its educational objectives.

Mary McCarron Mead '25, and Joyce Karp Rosenthal '60, are Chairmen for this year's Annual Giving Program. They are seeking 100 per cent participation and a dollar goal of $12,000. Gifts of all sizes are welcome. Last year, alumnae gifts ranged from five to several hundred dollars.

Gifts of Alumnae permit the College to remain competitive in attracting outstanding faculty and students, and to provide meaningful programs that enrich the educational experience of Lesley students. Alumnae giving is a source of great pride at many colleges and universities, and it is becoming more meaningful to Lesley, too, as our program grows stronger each year.
ARLINGTON-BELMONT-LEXINGTON
Massachusetts
President: Geraldine Nye '63, 3 Stampa Rd., Lexington, Mass.
Members of the Arlington-Belmont-Lexington Club held their January meeting. The Club, which consists of alumnae of 25 years or more, has divided into 15 Areas to facilitate better membership. We will be holding our annual meeting, probably in Hartford, with $1.00 dues, part of which will be used to purchase the works of Robert Frost, "Works of Robert Frost." January 28 at "Fieldstone's" in Andover, Mass.

NORTH SHORE CLUB
Massachusetts
President: Marilyn English Riley '50, 5 Tapley Road, Lynnfield Centre, Mass.
Secretary: Sara Rubin Cohen '25, 57 Franklin Rd., Malden Centre, Mass.
The 15th meeting of the North Shore Club held a board meeting at the home ofatron Cohen '25 to plan our Spring Luncheon meeting. Ten very enthusiastic members of the North Shore Alumnae Club attended. It was decided to hold a "Pot Luck Luncheon" at the home of Marilyn English Riley '50. The purpose of our luncheon was to raise money for the Alumnae Scholarship Fund. The date of the luncheon was set for Saturday, May 26th.

SAN FRANCISCO AND BAY AREA CLUB
California
President: Betty Nester Cusack '54, 1312 Cabrillo Avenue, Burlingame, Calif.
Secretary: Jane Bonet Amor '50, 250 Ladera Avenue, Milbrae, Calif.
The 16th meeting of the San Francisco and Bay Area Club was held on February 6, 1967 at the Sunflower Nursery School. The meeting was directed by Ernest Mauzy Ottman '31. The Association invited guests, including administrators from the Elementary and Junior High School systems, to meet the Alumnae Club. This winter we sent out a newsletter informing members of our present status and asking for volunteers to help us in our work. Our present membership is satisfactory. We are good friends of our membership. We will be holding a board meeting April 9th at the home of Mrs. Cusack with $1.00 room, part of which will go, each year, to the Scholarship Fund.

MERRIMACK VALLEY
Massachusetts
President: Ann Cleveland Long '50, 147 Hoyt Road, Andover, Mass.
The Merrimack Valley Club held its Winter Luncheon on January 30 at the "Fieldstone's" in Andover, Mass. Betty Powell McMorris '52, President of the Club, was chairman of the luncheon. She was assisted by Miss Anne Snee O'Rourke, Secretary, and Miss Ann Cleveland Lange '54, '59, Chairman of the Scholarship Committee. Thirty members of the Club attended. The meeting was well attended and the Alumnae Scholarship Fund for the year 1967 was closed with $1.00 for each member in attendance.

WORCESTER COLLEGE
President: Roberta N. Brown '59, 8 Park Street, Worcester, Mass.
Children of members and friends of the Worcester College Alumnae Club were invited to attend a variety show at the Andover High School and several varied sets on the Springfield Theatre. This year, the Worcester Alumnae Club holds its annual meeting on the evening of February 4th, when the Speaker will be Miss Hope Goldman '27, of Temple College, New York, and the President will be Miss Dorothy Kick '27. "Gladdy Pollet Young '28, acted in the program at the Rotary Club. Additional members of the group included the following on the program: Ethel Koeppel '27, Jane McEwen '27, Alice Howard '27, Eunice Black '28, and Harriet Higginbotham '28.

North Shore Club Alumnae Office in case of any change in officers of any Club. Please include full names, addresses, and years.

1. Helen Matter Boulnique '29, president of the Club, and a member of the class of '29 attended a meeting of the Alumnae Club of the University of Kansas, Lawrence, Kans. She attended a meeting of the Alumnae Club of the University of Kansas, Lawrence, Kans. Helen Matter Boulnique '29 attended a meeting of the Alumnae Club of the University of Kansas, Lawrence, Kans.

2. The Alumnae Office was attended to the painting of the present office, which is in the new building of the dormitory at Lesley College. The Alumnae Office was attended to the painting of the present office, which is in the new building of the dormitory at Lesley College.
1969

Muriel Susieke Abrams, 31 Buckingham Road, Croxall, N. J., writes that she has moved her and husband, Mark, into a new home. Daughters, Amy, Sue, also has a new brother, Andy, born in July, 1966.

Ruby Cohen Gerbik, 7 Jaco Road, Marlborough, Mass., and her husband, David, have a new baby girl, Leanne Sue, born February 7, 1967. The Gerbik family has a new baby boy, Edward Seth, three and one-half years old.

Linda Bauer Masten and husband, Roy, have recently moved from Swampscott, Mass., to Amherst, N. H. They have purchased a 180 year old house which Roy, Jr., three and one-half, and Laura, one and one-half years old, enjoy thoroughly.

1961

Susan Silverman Adler, 207 Balfour Drive, Winnetka, Ill., tells us that she has been very busy since graduating from Lesley. She has received her Masters degree in Reading Education from Brandeis College, while her husband, Ralph, received his Doctorate in Metallurgy from Yale University. Prior to the birth of Rebecca Reznik, fourteen months ago, Susan taught first and third grades and thoroughly enjoyed it.

Jacqueline Pond Glenn and husband, Michael, are now living at 615 Ridge Road, Mount Vernon, N. Y. The Glenns have settled in their new home with 20 month old Jonathan and Alson Beth, born December 27, 1960.

Susan Paul Haskett, 115 Atherton Street, Downer, Canberra, Australia, writes: "My husband, John; son, Brian, eight months; and daughter, Lisa, two and one-half years are thoroughly enjoying our stay. We have been here in Canberra for one and one-half years, and plan to be back in the USA in 1963.

Congratulations to Ann Hafer Jacob and husband, Tom, on the birth of six-pound, 4-ounce Karen Elizabeth, on September 25, 1966. Linda and her husband are living at 85 Museum Street, Cambridge, Mass.

Chloe Norton Horton tells us that she was married in December, 1966, to Wesley Horton, Harvard '64. The Hortons live in an 1812 home in Canton, Conn., where Wesley is with the Connecticut Bank and Trust. Chloe is teaching first grade in Simsbury, Conn. She would like to hear news and to keep in touch.

Mary Ann Kelly and husband, James, are now living at 86 Museum Street, Cambridge, Mass.

Betty Carpenter Lips and husband, David, have moved from Wellesley, Conn., to 83 Farmstead Lane, Grantham, N. H.

Linda Zillip became the wife of Dr. Benjamin Cohen colleague, who has been elected president of the Arlington-Alumni Lesley Alumnae Club. Grenn has recently moved back East from California and is now teaching fifth graders in the Lexington School System.

1964

Novelle Goodale Wilson, 1217 One Street, Baltimore, Md., tells us that her husband, Bob, is a captain in Intelligence in the Army and will be teaching at Andover Academy next January. They have a six month old boy, Christopher, who looks exactly like his dad! Ellen Roberts Yerks and husband, Rich, are moving from Tia Juana, Venezuela, to Caracas in July. They will spend a year there before coming back to the States. The Yerks have a new addition to their family: Laura Elise, who was born on February 2, 1967.

Rhoda Friedenberg Hauser, 1190 Watburton Avenue, New Rochelle, N. Y., tells us that Saint Patrick's Day was a memorable one for her and her husband, Ron: their son, Scott, arrived on that day.

Virginia Friendin Hauser, 1190 Watburton Avenue, New Rochelle, N. Y., tells us that Saint Patrick's Day was a memorable one for her and her husband, Ron: their son, Scott, arrived on that day.

Lesley College Boston Rocker

Lesley "Alums" and friends of Lesley College can now order an official Lesley College Chair. Chairs are available in 3 types: captain's chair, Boston rocker; side chair. The captain's chair may be ordered with cherry arms or black arms with a black body and gold trim. The Boston rocker and side chair are all black with gold trim. The Lesley College seal is handsomely silk-screened onto the back of the chair in gold. Chairs can be ordered using the form on the inside back cover of this issue.

Available
PRICE AND INFORMATION

LESLEY COLLEGE CHAIRS

<table>
<thead>
<tr>
<th>Type-Chair</th>
<th>Basic Cost</th>
<th>Sales Tax</th>
<th>Total Cost*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captain's Cherry Arms</td>
<td>$34.00</td>
<td>$1.02</td>
<td>$35.02</td>
</tr>
<tr>
<td>Black Arms</td>
<td>$33.00</td>
<td>.99</td>
<td>33.99</td>
</tr>
<tr>
<td>Boston Rocker</td>
<td>(Black Only)</td>
<td>28.00</td>
<td>28.84</td>
</tr>
<tr>
<td>Side Chair</td>
<td>(Black Only)</td>
<td>21.00</td>
<td>21.70</td>
</tr>
</tbody>
</table>

Examples of Shipping Charges

Gardner, Mass., to: Shipping Cost (approximate)

- Boston: $4.60
- Worcester: 4.35
- New York: 5.25

* Out-of-state residents are not required to pay Mass. Sales Tax. Mass. residents must add sales tax to basic cost in order to obtain total cost of each chair.

** Nominal shipping charges will be due upon delivery to destination. Chairs will be shipped directly from Gardner, Massachusetts. Allow two to four weeks for normal delivery.

MOVING OR CHANGING YOUR NAME?

To avoid missing a copy of Lesley Review fill out form below and send to: Lesley Review, 29 Everett Street, Cambridge, Mass. 02138.

CLASS NOTES FORM

We are interested in hearing from more of you. Please send a note telling about yourself to Editor, Lesley Review, 29 Everett Street, Cambridge, Mass. 02138. You have undoubtedly enjoyed reading about your classmates—they want to read about you also.

LESLEY COLLEGE CHAIR ORDER FORM

(Please Print)

Person Making Order: __________________________ Date of Order: __________________________

(Name) (Date)

Street: __________________________

(City, State, Zip)

Please order ______ Lesley College chairs (s)

Type: ______ Captain's Chair ______ Cherry Arms ______ Black Arms ______ Boston Rocker (Available in black only) ______ Side Chair (Available in black only)

Ship to:

(Name)

Street: __________________________

(City, State, Zip)

Enclosed is a check for $_________

This covers the cost of the chair (s) plus the Massachusetts Sales Tax if it is applicable.*

Nominal shipping charges will be paid by the purchaser at the time of delivery.

* Out-of-state residents are not subject to the Mass. Sales Tax. Mass. residents must include the sales tax in the total cost of each chair. See Price and Information Sheet.