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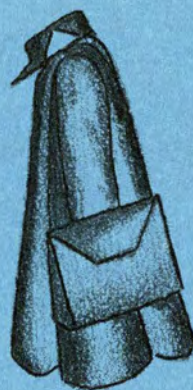
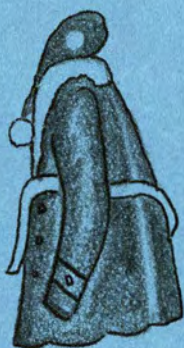
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Lesley

Review

*"Early Childhood Education —
Here To Stay"*



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James A. Hiltz, Editor

The Lesley Review is a publication of Lesley College, 29 Everett Street, Cambridge, Massachusetts 02138. Articles in the Lesley Review are the express opinions of their authors and are not necessarily shared by Lesley College.

BACK COVER:

MR. EUGENE ROSOV (center), newly appointed Director of Instrumental Music at the College, conducts members of the orchestra, the Worcester Tech Glee Club and the Lesley College Glee Club in the "Hallelujah" Chorus from Handel's "Messiah" during the Choral-Instrumental Music Festival, held at Lesley in December. Mr. Rosov shared honors for this highly successful musical event with Mr. Elmer F. Benjamin, Director of Lesley's Music Department.

FACULTY
SPOTLIGHT



Dr. George L. Miller is a well liked and highly respected member of the Lesley Community. He is a native of Utah and holds B.S., M.S., and Ed.D. degrees from Brigham Young University and the University of Utah. Dr. Miller has a broad background of experience in the field of education. He has worked as an elementary school teacher, served as a principal, and, then, a consultant. Dr. Miller went on to become Lesley's Director of Professional Education and Professor of Education. He is now Dean of Teacher Education at Lesley.

These are exciting times for those of us engaged in early childhood education. There is heady ferment from within and innovative action all around; with much attention and support from the larger community. For at least a couple of decades, almost unnoticed, you, the workers in early childhood education, quietly did your work off in the figurative corner. You were pushed there by the frantic concern for science and mathematics; by the drive for academic excellence; by the struggle to establish special education for both the handicapped and gifted; by renewed attention to underachievement and the "drop-out"; by efforts to establish foreign language instruction in the elementary school; and by such proposals as the organization of team teaching and TV instruction. But now early childhood education is definitely *in*!

We are caught up in this widespread and heavily supported concern for early childhood education partly because of a national political decision to make an *action* war on poverty. Government appro-

"Early Childhood Education — Here To Stay"

by Dr. George L. Miller,
Dean of Teacher Education, Lesley College

priations created an instant demand for trained people, sound programs, and usable facilities. Since this instant demand exceeded the supply available by so much, the entire operation became even more visible than it would have under normal circumstances.

The war on poverty, particularly as it applied to early childhood education, was not all accident; in some ways it was a predictable result. Already Deutsch and his associates in New York (1962), Strodbeck in Chicago (1963), and others were creatively at work with the disadvantaged. Americans had discovered, or re-discovered, Piaget. Montessori schools or adaptations were sprouting on this side of the Atlantic. J. McV. Hunt's solidly optimistic *Intelligence and Experience* (1961) was making an impact. The thirty-year Fels study had recently been carefully brought together and released by Kagan and Moss (1962). Perhaps even more influential was the release of Bloom's monumental analysis of some 1,000 longitudinal studies of human growth under the title, *Stability and Change in Human Characteristics* (1964).

Based on observation and speculation, psychiatrists and clinical psychologists had long been asserting the importance of the early years for personality formation, but Bloom's study documented with empirical evidence the cruciality of the formative years.

It can be stated with considerable confidence that through either nurturance or deprivation during the early years, intelligence development of human beings can fluctuate over some 20 I. Q. points. For children at the lower end of the scale these 20 I. Q. points mean the difference between functioning normally and productively in society or becoming wards requiring care throughout life. For children of high potential, an intelligence fluctuation may mean the difference between success in college or college-like activity, or failure in life's more difficult cognitive pursuits.

The same strong evidence indicates that when a child has reached four years, fifty percent of his intelligence has been developed. Another thirty percent will develop between the ages of four and eight years. However, from eight years through seventeen years of age, intelligence development will amount to only twenty percent. That the intelligence development of a potentially normal child may be affected positively or negatively by nurturance or deprivation during the early years is, indeed, sobering knowledge.

The state of affairs for school-type achievement is very similar to that for the development of intellectual power. Using academic achievement at age

seventeen or eighteen as the criterion, Bloom has shown that one-third of this potential achievement has developed by age six, one-half by age eight, and two-thirds by age twelve. If we, as teachers of young children, knew it in our bones before, we now know with certainty that early childhood education carries a very heavy responsibility.

An assessment of the trends of fashions in nursery school education over the years shows the nursery school to have evolved from custodial center to a pre-school for habit training; to a guidance center for children and parents; and now, for obvious reasons, to a school with the important purpose of awakening and developing the child's normal curiosities and normal socialization (Brody, 1958). After a comprehensive review of the literature, Sears and Dowley (1963) identified the aims and purposes toward which nursery school education has been directed.

These authors reported: In addition to the general aims of meeting needs and providing scope for growth, the specific aims seem to fall under the following headings:

1. *Meeting organic needs and establishing routine habits:* eating, elimination, sleeping, washing, dressing, undressing.
2. *Learning motor skills and confidences:* climbing, running, jumping, balancing, learning to use the body effectively.
3. *Developing manipulatory skills:* using scissors, crayons, paste, paints, clay, dough, etc., building with blocks, working with beads, puzzles, tying, buttoning.
4. *Learning control and restraint:* listening to stories, sitting still, reacting to music, etc.
5. *Developing appropriate behavior:* independence, dependence in the adult-child relations, coping with fear, angry feelings, guilt, developing happy qualities, fun, humor, healthy optimism.
6. *Psycho-sexual development:* identification, sex role learning, formation of conscience.
7. *Language development.*
8. *Intellectual development:* cognitive learning, concept formation, self-understanding and self-esteem, creativity, academic subject matter.

If in earlier times chief emphasis was placed upon meeting organic and emotional needs, developing motor and manipulatory skills, and learning appropriate behavior for school, it is quite clear that today there is heavy emphasis upon language and intellectual development.

There are an impressive number of significant innovations in early childhood education reflecting today's emphasis upon language and intellectual development. Some may prove to be fruitful and others not; but there is exciting action. O. K. Moore, for example, has developed a method for teaching very young children to read through the use of an electric typewriter and has produced an instructional film to communicate the method (Moore, 1960, Anderson

and Moore, 1960). Little published information is available beyond the films and a statement of the "autotelic" principle. One attempt to teach slum children with this technique was unsuccessful, but with Moore's own children the method seemed to be highly successful.

The Montessori method in its several forms and off-shoots also represents systematic attempts to design play for intellectual development and other educational ends. (Montessori, 1912; Doman and Delacato, 1964; Getman, 1962; Kephart, 1960; Fostig, 1964; Arby, 1965.) Although, again, careful research here is largely lacking, some generalizing is possible. Concluding a rather comprehensive examination of these programs, Krippner (1960) concludes as follows:

A review of the pre-readiness approaches of Montessori, Delacato, Kephart, Getman and Fostig, demonstrates a similar concern for developmental stages, sense training (especially in vision), motor activity (especially creeping and crawling), and procedures that will enhance brain function and body image. The growth of the pre-school child is not to be left to chance, a structured program is offered to parents, albeit one which allows the child considerable freedom within the loose structure.

Although the efforts of these investigators have met with varying degrees of opposition (Fostig is probably the least controversial, Delacato the most controversial) a growing body of research lends support to their assertions. Furthermore, their contentions sometimes seem to be echoes of the writings of Piaget (Flavell 1963), who has traced the connection between perceptual knowledge, motor activity, and abstract thinking; of Hebb (1949) who has explained the relationships of various neurological levels to learning; and of Hunt (1961) in his attack upon the concept of fixed intelligence. More time and study will be required before we can know which among these developments will ultimately prove to be useful.

Other aspects fundamental to early childhood have, of course, also been studied, but the concern for language and intellectual development is illustrative. The exciting vista presented by early childhood education today is one of thoughtful ferment, of innovative action and of prodigious effort. Important threads of the past are in the view, but new aspects are interwoven. It is not the pendulum swinging that one sees but a spiral where a return to the old is at a higher level of development. One sees continuing concern for meeting children's physical and socio-emotional needs, but other agencies besides the school are on the team. One sees continued concern for developing motor and manipulating skills, but these are accomplished with an eye to the needs for critical perceptual input and the subsequent development of cognition. Attention is given to learning control and restraint — the development of appropriate classroom and social behavior and personal identity; but now without jittery or soft-headed per-

(Continued on Page 3)

(Continued from Page 2)

missiveness on the one hand or hard-nosed drill mastering on the other. The comforting, accepting, understanding hand is there but so is the hand of the arranger, stimulator, encourager. It is recognized that man and child must learn to face himself and, for the sake of growth and the thrill of mastery or creation, he must take a little frustration and stand up to a little pain. There is also concern for the development of a healthy self-concept and a toughened self-confidence; both tempered with the stuff of learning how to learn.

Lesley's New England Kindergarten Conference — "Standing Room Only"



A woman who is devoted to the field of education, Mrs. Mary Mindess (standing) has been one of the key driving forces behind the success of Lesley's New England Kindergarten Conference. Here, Mrs. Mindess shares some happy moments with faculty members of a Needham, Massachusetts school and three Lesley students. The girls — all seniors — are (left to right) Rosemary Illvento, Susan Lelyveld, and Rhoda Sandler.

The annual New England Kindergarten Conference, sponsored by the Graduate School of Education, has become almost as much a symbol of Lesley College in the past few years as our famous lantern and wishing well.

The purpose of the Conference is to enable educators from the New England region to gather with authorities in the field in a concerted effort to examine, discuss, and learn about critical issues in the teaching of young children.

Since the College assumed sponsorship of this event from the New England School Development Council in the early 1960's, it has rapidly become one of the most important education conferences in

More than ever there is emphasis upon language development and building of intellectual power but not particularly through direct teaching of the facts in science and social studies or in giving instruction in beginning reading (although that, too, under certain circumstances). Not merely, too, through enlargement of vocabulary and expression through broadened experience, incidental works and drill, but through attention to the language of location, description comparison, verbalization of alternatives, prediction and generalization.

the New England area, particularly for those men and women in the field of early childhood education.

To illustrate this remarkable growth, approximately three hundred people attended the 1964 New England Kindergarten Conference. Attendance at the 1965 Conference swelled to twice that of the preceding year. In fact, the unexpected last-minute turnout caused some anxious moments. On-the-spot seating arrangements had to be made in order to accommodate latecomers at the Cambridge hotel that had been engaged for the event. This prompted expanded planning for the most recent Conference, held this past November.

The Statler Hilton Hotel in Boston was engaged for the 1966 event in order to obtain more spacious conference surroundings. Facilities included a huge ballroom, an entire section of a mezzanine, a small ballroom for exhibits, and fourteen small, sub-conference rooms for special afternoon meetings. You ask, "What were the results of all this planning?" On the day of the Conference, one thousand educators from all over New England — and some from New York — arrived, filled with eager anticipation for the day ahead. Needless to say, space was quickly filled and the morning symposium opened to a record audience.

These are happy results for they indicate the strong interest in early childhood education which is now making itself felt in so many ways in the field of education. These results also reflect, to a large degree, the effort and hard work which go on year-round at Lesley in order to prepare for each New England Kindergarten Conference.

If the one person most responsible for the success of this program were to be singled out, it would be Mrs. Mary Mindess, Associate Professor of Education at Lesley, and Chairman of the Conference. With the cooperation and support of her colleagues and Lesley students, Mrs. Mindess has nurtured and developed the New England Kindergarten Conference through several years. She has watched it grow from a small, almost neglected, effort to help those in early childhood education to an annual event that has so sparked the interest of educators that there is, now, "standing room only."



Susan Addison (left) and Susan Ball, both juniors at Lesley, were on hand to greet and assist visitors at the 1966 New England Kindergarten Conference. They were taking a brief respite and discussing the exhibit submitted by the Newton, Massachusetts Public Schools when the photographer spied them.



The earthy presentation of the Orleans, Massachusetts Public Schools delighted the fancies of Linda Cotton '69 (left) and Barbara Greenberg '69. These girls contributed a great deal towards the success of the 1966 New England Kindergarten Conference.



Interest in the New England Kindergarten Conference extends all the way to the west coast. Here, the Los Angeles, California City School exhibit is explained to a visitor at the Conference by Miss Jami Matluck '69, one of the many Lesley students who freely offered their able assistance prior to, and during, the "big day."

Speaking Personally



Two years ago, in keeping with the basic educational aims of Lesley College and to facilitate working towards our ultimate goal as a "laboratory for learning," a group known as the Educational Goals Committee was established on our campus. The Committee comprised a cross section of the entire Lesley Community. As its members it had representatives from our Trustees, Corporators, Faculty, Administration and Student Body. Mrs. Roger P. Sonnabend, a Trustee, was made Chairman of the group.

The basic purpose of the Educational Goals Committee is to stimulate ideas which may have long-range educational consequences for us, as well as to serve as a "sounding board" for innovations which may be of interest to the Community.

The work of the Educational Goals Committee is illustrative, I believe, of the thinking prevalent throughout the Lesley Community. All of us are asking: how can we more efficiently learn? How can we more efficiently teach? How may we best apply what we have learned? And how may we best continue to learn throughout our lives?

These questions are of vital concern to us, not only to further develop Lesley; but, as well, to further develop ourselves as individuals. The Educational Goals Committee constitutes a vehicle for members of our Community through which they can ask, seek, and share answers to these and other pertinent questions.

Until the Committee was formed, there was no formal body — representing a cross section of our Community—to which new approaches and thoughts of every kind could be presented for consideration and reaction. Since its inception, however, the Educational Goals Committee has been welcomed and recognized as a group which is eager to listen to and further stimulate a multitude of suggestions, innovations, and new thinking from every member of the Lesley Community.

One of the first projects undertaken by the Committee was an Educational Goals Day. This was held in the spring of 1965. It was a day-long, all-campus conference that involved the entire Student Body, Administration and Faculty. This conference allowed everyone in attendance to present his views and ideas concerning Lesley. Thoughts were freely interchanged and reactions were recorded. In all, Educational Goals Day helped to initiate much of our present thinking at the College.

Since that conference, the Educational Goals Committee has remained an active force at Lesley. It has served as an energizer of ideas which have allowed us to make substantial progress in such areas as admissions, student teaching, student participation in academic planning, and orientation of new students to the College. The Committee also played an important part in the recent establishment of two new offices of academic deans: a Dean of Teacher Education, and a Dean of General Education.

Another significant innovation at Lesley in which the Educational Goals Committee has played a vital role is in the area of grading. During the summer of 1965 the Committee arranged for a consultant to make a study of college grading and evaluation practices in the United States. Two concrete actions occurred as a result of the consultant's report. 1) Written descriptive statements were introduced to indicate the quality of student performance during the student teaching experience. This replaced letter grades. 2) Descriptive statements were also used in the spring (1966) term of Dr. Leslie M. Oliver's section of Freshman English Composition. Half of his class received descriptive statements and half received conventional letter grades in order to compare these two methods of academic evaluation. This experiment was expanded to include Dr. Oliver's entire Freshman English Composition section during this school year. Of course, we still need more qualitative results and information, but it is not inconceivable that descriptive statements may eventually replace letter grades for all sections in this course, and possibly be well expanded into other academic areas. (I refer you to an informative article by Dr. Oliver on this experiment in this issue of *Lesley Review*.)

This, then, will give you some idea of what the Educational Goals Committee is; what it does; and what it has accomplished. The contributions of the Committee have been invaluable in helping Lesley College continue to grow and secure a firmer place in the world of higher education — particularly in the field of teacher education.

Glen O. Blough



To grade or not to grade — a question pondered in the minds of many educators, including Dr. Leslie M. Oliver, Professor of English at Lesley College.

To Grade or Not to Grade

by Dr. Leslie M. Oliver,
Professor of English

It is commonplace these days that the grading system in our schools and colleges is an evil — some say an unmitigated evil. Students, it is thought, should work for other motives, either for the pure joy in the intellectual processes, an immediate reward; or for the satisfaction to come in some deferred result, the professional competency, the enriched life, the increased sensibility. So the feeling runs. It runs strongest, perhaps, in the colleges where the deferred reward seems most nearly attainable. Grades, we often feel, are a false goal; they may mislead. The student who feels he must calculate the grade-gaining value of an evening's study may miss its life-gaining value. The student who fears what effect a stupid question may have on his grades will remain silent and thus lose something probably far better than a grade. This is the thinking and feeling behind much of the talk in the matter of grades. Many institutions are concerned; some are experimenting; here and there one hears of wholesale sweeping away of the grading structure. Goddard College in Plainfield, Vermont, for instance, gives no grades as such.

Two years ago this coming spring, the Lesley College student body, given a chance to express themselves fully and freely, indicated almost unanimously that they thought grades were overstressed. There

was no notable faculty dissent. Well, how do you unstress grades? When our students come to us with twelve years of experience in living with grades, how do you persuade them — even though they themselves feel the need — to work, suddenly, for less immediate, perhaps unassessable rewards?

We have talked, thought, consulted, and brainstormed on this question, with some small experimental results now visible. Most notable, our Educational Division has adopted the policy of giving no grades for student teaching. Here a tangible, assessable reward other than a grade is in sight: professional competency. It is too early to know the results of the change.

In the English Department a smaller, perhaps more difficult experiment is under way concerning the withholding of grades in Freshman English Composition. It started very modestly several years ago when one instructor began experimentally to assign no grades to the weekly papers, but to write comments he hoped would be taken as satisfactory substitutes. Grades for the course were given at the end. As to the student reaction, there was some protest at the beginning, but the method was soon accepted as standard practice. This limited innovation was judged to be sufficiently successful that it was applied in all the freshman sections of the course.

In the second semester of 1965-66, as a direct result of our interest in the grading problem, I made a further experiment in the same course. In one section of about twenty students, half of them, arbitrarily selected, were told at the beginning that they would receive no final grades in the course. The other half, as a control, would receive a letter grade at the end. No grades were given to either group for the weekly papers. The group who were not graded were given appraisals of their work in the form of prose paragraphs which became part of their permanent records. No valid conclusions, of course, could be drawn from experiment with such a small number, but it was felt that it could act as a pilot model, to test methods and determine whether such a process could work at all. The results in a sense were positive; that is, no serious difficulty arose in carrying it out. I found that conscientiously writing the paragraphs of appraisal was much more work than assigning letter grades would have been. There was no substitute for a real and quite detailed knowledge of the student and her work. I could not see any real difference in quality of performance between the two groups. One might fear that the ungraded group would stop trying; nothing of the sort occurred. One might hope that the group freed from the grading syndrome would joyously forge ahead of their graded conferees; no such millennial leap was observable.

In 1966-67, this same experiment is being applied to all Freshman English Composition. Again half of each section receives grades and acts as controls. Three instructors are involved, and a total of 150 students. Perhaps we can begin to draw a few tentative conclusions at the end of the year.

NEWS and NOTES from the Alumnae Office

Mary McCarron Mead '25 Succeeds Mrs. Charles K. Eaton '29 on Board of Trustees

Our warmest congratulations go to Mary McCarron Mead '25, whose appointment to the Lesley College Board of Trustees as the representative of the Alumnae Association was announced at the Trustees and Corporators Meeting in October. We also want to extend our sincere thanks to Ann Kelly Eaton '29, whose term on the Board of Trustees expired this Fall.

Homecoming '67 off to a Good Start

A "kick-off" luncheon for Reunion Classes on October 29th marked the beginning of this year's planning activities for Homecoming '67. The reunion is to be held during the weekend of June 9, 10 and 11. Beatrice Marden Glickman '40 reported that the luncheon was a huge success. Enthusiasm was running high and representatives from all but three Reunion Classes were present. As you know, Beatrice was Chairman of last year's Homecoming. She did such a magnificent job that she was asked to be Co-chairman with Phyllis Beninati Ficociello '57 for this year's reunion weekend. People like Beatrice and Phyllis, and the loyal support of Lesley "Alums" form a winning combination that is sure to make Homecoming '67 an exciting and memorable event.

Alumnae Scholarship Available

For several years, the Lesley Alumnae Association has made an annual Scholarship available to a deserving Lesley undergraduate.

It has long been felt that Area Clubs could play a key role in further developing this scholarship through modest contributions. To achieve this, a Scholarship Committee under the chairmanship of Janet Silva '58G has been established. This committee is comprised of Scholarship Officers (one to be elected by each club) and a Scholarship Board. Currently a letter is being sent to all clubs with further information on the election and functions of Scholarship Officers. Each Scholarship Officer will be responsible for organizing projects within her own club in order to raise money for the fund. It is hoped that these projects will enable clubs to raise a minimum of \$25.00 annually.

The Scholarship Board, comprised of five members from local clubs, will undertake the interviewing and selection of recipients in co-operation with the Scholarship Committee of the College. Members of the Scholarship Board are:

Mary McCarron Mead (Mrs. Francis M.) '25
Arlington-Belmont-Lexington Club
Cynthia Shepatin Rosenthal (Mrs. Paul) '60
Brookline-Newton Club

Natalie Saltmarsh Haas (Mrs. William) '45
Everett-Malden-Medford-Somerville-
Melrose Club

Amy Stellar Robinson (Mrs. Michael J.) '63
Greater Boston Club
Gail Roberts Dusseault (Mrs. C. Dean) '60
Norfolk-Lower Middlesex Club

The Scholarship will be offered to Senior Lesley students. Interested students must apply personally through the Alumnae Office during their junior year. They may also contact this office for further information.

All applications must be submitted to the Chairman of the Alumnae Scholarship Committee by March 1 of each year.

Through the combined support of Alumnae Area Clubs for the Lesley Alumnae Scholarship Fund, it will now be possible to help further the education of a student who exemplifies the high ideal and traditions established by Alumnae of Lesley College.

Library Book Fund — Its Purpose and Meaning

A new program, designated as the Library Book Fund, was presented at the Fall Meeting of the Lesley Alumnae Board. This project, which will be of interest to all alumnae, was established by Lesley Alumnae and unanimously accepted by the Lesley Alumnae Association. This is how the program works:

The Alumnae Association will purchase a book to be placed in the Lesley Library in the name of a deceased relative, friend or member of the Lesley Community. It has also been suggested that any alumna who might wish to honor a friend may also make a gift in his or her name to the Library Book Fund. For each \$5.00 given, a library book is purchased and a plate bearing the name of the donor and the person being honored is placed in the book. The family, in turn, receives a printed card informing them of the tribute and a facsimile of the book plate.

There are two purposes to the Library Book Fund: first, it perpetuates the memory of a relative or friend; second, it will provide additional money to augment the present funds used in purchasing books for the Lesley Library.

Alumnae Forum of Boston Meets on March 25

The Alumnae Forum of Boston will present a panel on "Government and the Arts" at the Sheraton Plaza Hotel in Boston on Saturday morning, March 25. Perry Rathbone, Director of the Museum of Fine Arts, will be Panel Moderator. The morning will start with a coffee "get-together" at 9:45 A. M. The program will commence at 10:30 A. M. As you know, the Lesley College Alumnae Association joined the Forum last year and it would be nice to see a good turnout of Lesley Alumnae at this event. Admission is \$2.50 for the Alumnae Forum's "Government and the Arts," March 25, 9.45 A. M., at the Sheraton Plaza Hotel in Boston.



ESSEX COUNTY MASSACHUSETTS

President: Ann Cleveland Lange '59

Secretary: Dorothy Micheltmore Arsenault '29

A successful Fall meeting and "Sherry Hour" was held in North Andover, at the home of *Margherita Vacirca Caron '61*, on the evening of October 18. *Ann Cleveland Lange '59* presided at the business meeting and then introduced our guest speaker, Mr. James Slattery, Director of Libraries for Lesley College. Mr. Slattery spoke on present and future plans and activities at Lesley. He was accompanied by Miss Katherine Bitter, of the Alumnae Affairs Office. This was our newly formed club's first meeting of the season and we were pleased with the attendance.

NORFOLK COUNTY — LOWER MIDDLESEX MASSACHUSETTS

President: Helen Mather Benjamin '29

Secretary: Patricia McHugh Ford '57

The Fall meeting of the Norfolk County — Lower Middlesex Lesley College Alumnae Club was held on October 4, at the home of *Helen Mather Benjamin '29*, 48 Farm Road, Sherborn. A good time was had by all, and it was especially enjoyable to hear the guest speaker, Mrs. Olmstead, of the Hathaway House in Wellesley, who spoke on "Books for Christmas Giving."

NORTH SHORE MASSACHUSETTS

President: Marilyn English Riley '59

Secretary: Sarah Rubin Cohen '25

Members of the North Shore Lesley College Alumnae Club started the 1966-1967 season with their annual Fall meeting at Anthony's Hawthorne Restaurant, on Monday, November 7. Dr. Nancy Woods, Professor of Education at Lesley College, was the guest speaker. We owe thanks to the following club members who helped to make our evening a success: *Sarah Rubin Cohen '25; Melba Collins '47; Joan Gorham Devlin '59; Harriet Gleason Diamond '53; Joan Nock Dimeno '48; Gail Gimmond; Rita Keleher Hoskinson '37; Althea Harris Jackson '40; Thelma Rubin Leshner '34; Marilyn English Riley '59; Joyce Karp Rosenthal '60; Ann Sampson Watson '55.*

On December 4, the annual "Tea" for prospective Lesley students, their mothers, and Lesley Alumnae was held in the home of *Geraldine Johnson Bunker '58*, in Lynnfield. The lovely decorations were most appropriate for the Christmas Season and this "Holly Tea."

Marilyn English Riley introduced the guests and members of Lesley's Emerald Key Society, Joyce Crockett and Paula Kelly, who were on hand to help. These charming girls were very informative and a real credit to Lesley College. *Althea Harris Jackson* and *Marjorie Stern* were in charge of refreshments and *Joyce Karp Rosenthal* handled publicity. *Harriet Gleason Diamond* was in charge of the guest book and prepared name cards.

The "Tea Table" was most attractive and was particularly graced by the presence of *Judi Higgins Johnson '58* and *Joyce Rosenthal*, who poured. Many thanks are extended to all those who worked and contributed to making the "Holly Tea" a memorable afternoon.

SAN FRANCISCO — BAY AREA CALIFORNIA

President: Alice Coburn Sprague '58

Secretary: Lana Baily '56

The 14th meeting of the San Francisco — Bay Area Lesley College Alumnae Club was called to order on October 26 by *Alice Coburn Sprague '58*, at the home of *Sandra Postlewait '56*.

We were saddened to learn of the death of Dr. Mark V. Crockett, and Alice proposed that we add \$1.00 to the annual \$5.00 dues in order to send a contribution to the building fund at the College in his memory.

Sally Galway '62 and *Judy Hurley Machado '60* represented us at the annual "Shopping Day" in this area. This day is set aside in order to provide high school students with the opportunity to meet representatives of various colleges, discuss their educational needs, and obtain firsthand information on the colleges represented.

The February 16th meeting will be held in San Francisco at the Sun Flower Nursery School. We will have a wonderful opportunity to see and hear about this operation from *Erma Malani Ottaviano '31*, who is directing the school. Those present at the Fall meeting were: *Jane Beeton Amero '59; Lana H. Baily '56; Berle Seeley Cosgrave '34; Joyce Levy Epstein '63; Sally Galway '62; Paula Kirkby '56; Muriel Barber Kneib '38; Judy Hurley Machado '60; Sandra Postlewait '56; Kay Yocum Roberts '52; Alice Coburn Sprague '58; Maris Steeble '60.*

WORCESTER COUNTY MASSACHUSETTS

President: Carol Marrone Masiello '57

Secretary: Marjorie Ryan Igoe '32

The Worcester County Lesley Alumnae Club held its Fall meeting on October 18, at Nick's Colonial Grille.

Although a Fall decor and atmosphere was evident, there was also a touch of the Christmas spirit in the air. A Christmas Sale of articles made by club members was held in one corner of the restaurant. Proceeds of this project went to the Scholarship Fund. Additional money for this fund was made by selling chances on the center piece used at the head table. This was a huge pumpkin, gaily decorated and filled with beautiful fall flowers.

Carol Marrone Masiello '57 presided over the meeting and extended greetings to our guests, after which a short business meeting was held. It was decided that our club's fiscal year should coincide with that of the College — July 1 through June 30. In addition, it was voted to accept new complimentary membership.

Mr. F. Weston Prior, Lesley's new Vice President for Development, was on hand to discuss pertinent facts about the College. Of particular interest was the fact that there are now 547 students enrolled in Lesley's undergraduate programs.

Mr. Prior was followed by our guest speaker, Mr. Edward R. Boyd, Director of the Walter F. Dearborn School, one of Lesley's three schools for children. The Walter F. Dearborn School is primarily for emotionally disturbed children, and with this in mind, Mr. Boyd gave us a historical report on this problem, tracing it back as far as 1713 and bringing us up to present developments. Mr. Boyd's presentation was highly informative and helped all those present learn a great deal about what is being done for emotionally disturbed children and how much teachers and schools for this purpose are needed.

A NOTE TO ALL LESLEY COLLEGE ALUMNAE ASSOCIATION SECRETARIES: Club Notes for the Spring '67 issue of the *Lesley Review* must be received by the Alumnae Office not later than March 25, 1967.



1925

The Alumnae Office was saddened to learn of the passing of *Dora Hines Towle*, formerly of 32 Reedsdale Road, Milton, Mass. Dora leaves her husband, George.

1928

Margaret Leith Bunte passed away in November and leaves her husband, Dr. James W. Bunce, and a daughter, Susan. The Alumnae Office expresses its sympathy to her family.

1931

Ruth M. Groth makes her home at 781 Main Street, Apt. 34, Brockton, Mass. Ruth was a member of the Kindergarten Primary Three Year Class.

1932

The Alumnae Office was saddened to learn of the passing of *Marjorie Smith Tabor*, formerly of 114 Vineyard Road, Hamden, Conn. She leaves her husband, Howard.

1937

Alice V. Griffin, 11 Adams Street, Taunton, Mass., is the mother of six children — five girls and one boy. Two girls are attending college — one is a sophomore at Westfield State College, and the other is a student at Western Kentucky University. Of her other children, two are in high school and the other two are in grammar school. Alice is presently teaching first grade at the Leonard School in Taunton.

1943

Jean Rogers Kenerson and husband, Vaughan, make their home in Newport, N. H.

1952

Shirley Patros Hoey, Caswell Street, East Taunton, Mass., is teaching first grade at the South School in Raynham, Mass.

Dorothy Miller Newton, 88 King Street, Raynham, Mass., is also a teacher at the South School in Raynham. She combines this duty with that of being principal of the school.

1953

Sylvia Cohen Brown, 20 Clive Hills Road, Metuchen, N. J., represented her alma mater in the academic procession of the Rutgers University Bicentennial Convocation this past September.

1954

Jane Ditiberio Johnson now makes her home at 47 Metacomet Road, Plainville, Conn. Jane and her family spent last summer on Cape Cod where Jane did some singing.

Phyllis Minsky Snider, 102 Greenwood Road, Dewitt, N. Y., taught for seven years prior to raising a family. Phyllis and her husband, Al, have two wonderful sons — Bruce Steven, 4½ years old and Howard Ira, just one year old. "Hubby," Al, is a hospital representative for E. R. Squibb and Sons.

1956

Nancy Scola Shurtleff, 163 Washington Road, Princeton, N. J., tells us, "A baby 'SHURT' was 'LEFF' in the Princeton Hospital nursery on August 21, 1966 at 12:26 P. M., tailored by Nancy and Richard. From collar to tail this distinctly unique baby weighed 8 lbs. 4½ oz. (without starch)."

1957

Barbara Bufferd Rashba and her husband, Malcolm, an attorney, have moved to a new home at 536 Highfield Drive, Orange, Conn. They are the parents of three sons: Steven, 6 years old; Jeffrey, 4 years old; and Marc, 2 years old.

Susanne Dugan Thale married Captain Wolfgang Thale of the West German Air Force in November 1960. The Thales have one child — James, age five.

1958

Dena Waldman Levine, 65 McLean Street, Wellesley, Mass., tells us, "My husband, Sumner, and I were married at the end of my junior year in college. I took some time out to start a family, a daughter, and then finished my senior year at Lesley. It took me three and one half years, part time, to finish, but it was very worth while and fun being a housewife, mother and a student at the same time. Now we have two daughters — Marcia, 12, and Donna, 7. During the past years I have kept busy taking courses, being active in organization work, singing with a choir, and participating in a few musical productions. I am planning presently to do substitute teaching in the Wellesley School System.

1960

Sheila Blickman Byers, 50 Marshall Avenue, Lowell, Mass., writes us, "My husband, Harvey, and I are living in our new home with our two boys, Michael, 4½ years old; and Rickey, 2 years old. Aside from being kept busy with running a home, I am occasionally active as a substitute teacher, and enjoy every minute of it."

Nancy King Flinn, 190 Tall Timber Road, Glastonbury, Conn., sends us this message, "We are finally out of the Air Force after six years of traveling the country. We are now settled down in our new home in Glastonbury with our two boys. 'H. G.' is with Travelers Insurance Co."

1961

Della Rose Gilman, husband, Ira, and family now reside at 20 Randy Road, Schenectady, N. Y. In addition to this recent move, the Gilmans also have a new addition to their family in the person of Jeffrey Allen — born on May 4, 1965. Della also tells us that during October, "Beth" Miller Weir and her husband, Herald, visited the East from California.

1962

Ann Briant Casey, 42 Maple Drive, Newark, Del., and her husband moved to their present address this past summer after he graduated from Lowell Technological Institute. "Hubby" is a technical service engineer for Stauffer Chemical Co. Ann is presently teaching third grade at the Calvert School in Rising Sun, Md.

Linda Drooker Cohen makes her home with her husband at 12 Gerry Road, Chestnut Hill, Mass.

Myra Drooker, sister of Linda, received her Masters Degree this past summer from Boston State Teachers College. Myra is now engaged and plans on a late winter or early spring wedding.

Carol Cameron Lamont was married in August 1964. She and her husband, John, now live at 28 Noble Street, West Newton, Mass., where they recently purchased a house. Carol is still teaching in grade five at the Hingham Public Schools. She teaches Language, Reading, Speech and Social Studies.

1963

Martha Sauntry McLaughlin and husband, Walter, live at 2172 Buckboard Circle, Warrington, Pa., with their daughter, a new arrival by the name of Martha Ann. Martha's husband is associated with a Philadelphia law firm.

Linda Leveton Radding, 6141 Broadway, Riverdale, N. Y., taught for 2½ years following her graduation. Husband, Ed, is with a New York advertising agency. The Raddings have a daughter, Jennifer, born August 7, 1966.

1964

Corinne Rumsey Davies, her husband, Leslie, and their daughter, Robin Anne, born May 2, 1966, have moved to 44 Union Street, Apt. 7, Montclair, N. J. Corinne taught 3rd grade in Westfield until her daughter was born. Leslie is a stockbroker in New York City.

Joyce Finkelstein now makes her home at 90 Gardner Street, Allston, Mass.

Esther Rountos Grauanis, 605 Goodman Crossing, Clarke, N. J., was married in July, 1966. Esther is now teaching first grade in N. J. Her husband, Nicholas, is employed by Bell Telephone Laboratories in Murray Hills, N. J.

Paula McKinnis, 52 East Street, Methuen, Mass., started her second year as a remedial reading specialist at the Methuen Junior High School. She and *Betty Lou Doerle*, another '64 graduate, embarked upon a four-week trip to Honolulu, Hawaii and San Francisco, and had a wonderful time.

Gail Epstein Melhado, 125 Forest Hills Street, Jamaica Plain, Mass., and her husband, Steve, had a baby daughter, Kim Ellen, on September 13, 1966.

Judy Scott resides at 444 Bedford Street, Stamford, Conn. Judy is teaching kindergarten and loves her work. She tells us that she is looking forward to tenure this year. Judy says "Hi" to all the girls of Lesley.

Margaret Wall Sullivan, 4 Canonicus Avenue, Newport, R. I., writes, "Neil and I are living in Newport, where he is in the Real Estate Business. We have a lovely daughter, Margaret Christina, born February, 1966."

1965

Lois Sommerfeld Melchior and her husband, David, now make their home in Waitsfield, Vt.

Deanne Padula Moda and husband, Tony, make their home at 127 Franklin Street, Stoneham, Mass.

1966

Martha Hauschild Baker and husband, Robert, make their home at 3817 Spruce Street, Apt. 213, Philadelphia, Pa. "Marty" is teaching a retarded-educable class of eighteen in Wynnwood, Pa. Husband, Bob, is attending the Wharton Graduate School of Business, where he is majoring in transportation.

Elvira Draghetti Nannini, 4519 North Avenue, Apt. 2, San Diego, Cal., and her husband, Al, have a son, Mark Andrew. Elvira says, "Mark is not a Lesley candidate, but once he becomes President, I am sure he will pass many education bills."

Constance Murphy Treen and husband, Russel, live at 40 Silver Street, Norwood, Mass. Constance was married this past November.

CIRCLE THE DATES FOR JUNE HOMECOMING '67 NOW!						
SUN	MON	TUES	WED	THUR	FRI	SAT
FOOD				FRIENDS		
		FUN			9	10
11	TOURS			ENTERTAINMENT		
CLASS PARTIES			LODGINGS			
SPEAKERS			BUFFET DINNERS			

Plan to Attend Homecoming '67

Registration

Amy Stellar Robinson '63 (Mrs. Michael)
211 Harrison Avenue, Boston, Mass.
426-8047

Special Awards

Co-Chairmen and Alumnae Association Board

Special Gifts

Maureen Green Stone '58 (Mrs. Stephen)
14 Concord Street, Canton, Mass.
828-2181

Special Invitations

Marguerite Shamon Delany '50 (Mrs. Luster)
965 Hammond Street, Chestnut Hill, Mass.
566-7645

Special Jobs Chairmen

Club Liaison

Diane Sharp Hadelman '60 (Mrs. Lewis)
82 Edwardel Road, Needham, Mass.
444-9426

Decorations

Class of 1942

Hospitality

Lord Newark Society

Publicity

Mary McCarron Mead '25 (Mrs. Francis)
15 Waterhouse Road, Belmont, Mass.
484-5155

CIRCLE THE DATES FOR JUNE HOMECOMING '67 NOW!						
SUN	MON	TUES	WED	THUR	FRI	SAT
FOOD				FRIENDS		
		FUN			9	10
11	TOURS			ENTERTAINMENT		
CLASS PARTIES			LODGINGS			
SPEAKERS			BUFFET DINNERS			

Plan to Attend Homecoming '67

Homecoming Co-Chairmen

Beatrice Marden Glickman '40 (Mrs. Harold)
26 Russell Circle, Natick, Mass.

Phyllis Beninati Ficociello '57 (Mrs. Ralph)
2 Hawthorn Place, Boston, Mass.
523-3424

Betty Dodge Clay (Mrs. Burton)
5 Wheelock Road, Wayland, Mass.
358-2389

1947 Cecile Levine Lake (Mrs. Herman)
183 Robert Road, Dedham, Mass.
326-7196

Melba Kyriacos Collins (Mrs. Robert)
Liberty Road, Marblehead, Mass.
631-0343

Class Year Chairmen and Co-Chairmen

1917 Class to be Honored Guests at their 50th Reunion

1922 To be announced

1927 Ellen Swanson Galvin (Mrs. William)
49 Monument Avenue, Charlestown, Mass.
242-1465

1932 To be announced

1937 To be announced

1942 Trudy Vernon Magid (Mrs. Irving)
339 Pond Street, Jamaica Plain, Mass.
524-7411

Laurel Harrison Goldstein (Mrs. Sidney)
300 Homer Street, Newton Centre, Mass.
332-1930

Lorraine Blondes Shapiro (Mrs. Melvin)
88 Fountain Street, Haverhill, Mass.
372-4875

1952 Anne Struik Macchi (Mrs. Robert, Jr.)
61 Newcombe Street, Arlington, Mass.
648-3016

Jean Cagan McKean (Mrs. William)
64 Bay State Road, Arlington, Mass.
648-3796

1957 Marjorie Brenner Lipkin (Mrs. Alton)
71 Bow Road, Belmont, Mass.
489-1044

Beverley Shelton Schacht (Mrs. William)
75 County Road, Reading, Mass.
944-3014

1962 Jane Kudisch Ansin (Mrs. Leonard)
64 High Rock Terrace, Chestnut Hill, Mass.
244-3278

REPORT OF THE NOMINATING COMMITTEE of the Lesley College Alumnae Association

JANUARY 12, 1967

Following are the nominations for offices in the Lesley College Alumnae Association for 1967-1968, as presented by the Nominating Committee. According to the Constitution, 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 (office) for the year
- 1967-1968.

Ten members of the Alumnae Association then sign this nomination and return it to the Office of Alumnae Affairs, Lesley College, 29 Everett Street, Cambridge, Massachusetts 02138, before March 11, 1967. Any nominations received after the March date will not be valid.

NOMINATIONS

President

Beatrice Marden Glickman '40 (Mrs. Harold)
26 Russell Circle
Natick, Massachusetts 01760
Owned and operated Lilliput Hill Nursery School for 6 years; taught in East Boston Settlement House; taught in Winthrop and Brookline Public School Systems; Cambridge Community Services Day Care Nursery; Lesley Homecoming Chairman '66; Treasurer, Lesley College Alumnae Association, '66; Co-Chairman, Lesley Homecoming '67.

Vice President

Mary Bonzagni Ditto G'58 (Mrs. Eugene)
93 Payson Road
Chestnut Hill, Massachusetts 02167
Instructor, Lab School, King Philip Regional High;
Reading Consultant (5 years), Mansfield High School.

Vice President

Marjorie Brenner Lipkin '57 (Mrs. Alton)
71 Bow Street
Belmont, Massachusetts 02178
Co-Chairman, Class of '57 Lesley Homecoming, '67

Treasurer

Marguerite Shamon Delany '50 (Mrs. Luster)
965 Hammond Street
Chestnut Hill, Massachusetts 02167
Chairman for Special Invitations, Lesley Homecoming '67

Board of Directors

Jean Cogan McKeon '52 (Mrs. William)
64 Bay State Road
Arlington, Massachusetts 02174
Co-Chairman for Class of '52, Lesley Homecoming '67; taught one year in Braintree; substitute for six years; member of Belmont, Lexington, Arlington Lesley College Alumnae Club.

Janet Silva G'58
15 Parklawn Road
West Roxbury, Massachusetts 02132
Vice President, Lesley College Alumnae Association, '66; Art Director of experimental summer school in Roxbury, Massachusetts.

Gail Roberts Dusseault '60 (Mrs. Dean)
126 Oxford Street
Cambridge, Massachusetts 02138
Registration for Lesley Homecoming, '66

Nominating Committee

Mary Crankshaw Johnson '32 (Mrs. Franklin C.)
122 Chestnut Street
Wakefield, Massachusetts 01880
President of Eastern Middlesex Alumnae Club;
Co-chairman, Class of '32 Lesley Homecoming, '67.
Yvonne Hayes Young '38 (Mrs. Edwin)
550 Pine Street
Weymouth, Massachusetts 02190
Teaching Director at Thayerlands Pre-Primary South Braintree School.

PRICE AND INFORMATION SHEET

LESLEY COLLEGE CHAIRS

Lesley College Captain's Chair



Type Chair	Basic Cost	Mass. Sales Tax*	Total Cost**
Captain's			
Cherry Arms	\$34.00	\$1.02	\$35.02
Black Arms	33.00	.99	33.99
Boston Rocker			
(Black Only)	28.00	.84	28.84
Side Chair			
(Black Only)	21.00	.70	21.70

* 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 - four weeks for normal delivery.

Examples of Shipping Charges

Gardner, Mass., to:	Shipping Cost (approximate)
Boston	\$4.60
Worcester	4.35
New York	5.25

Lesley
College
Chairs
Now
Available

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 by using the form on the inside back cover of this issue.

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29 EVERETT STREET
CAMBRIDGE, MASS. 02138

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