About the back cover

A beautiful fall weekend, a great football game, the company of a charming young woman—who could ask for anything more? This was the scene as Sharon Wexner ’71 (left), the cousin of Barbara Baker Liberman ’69, and her father join with other dads and daughters in the latest dance steps during the first annual Father-Daughter Weekend on October 28-29. More than 125 fathers helped to make this memorable event a great success. This picture was taken at one of the many highlights of the weekend—the President’s Reception and Dance at the Hotel Continental, on Saturday evening.

Speaking Personally

Gertrude MacCormack, a long-time member of the Lesley College faculty and a close friend of Gertrude Malloch’s, introduced Gertrude and me in the lobby of the Commander Hotel in Cambridge on March 30, 1961. From the beginning, Gertrude and I liked each other. And it was not surprising that the liking quickly grew into affection which lasted over the years.

Gertrude struck me as a woman who was very frequently direct and to the point, a quality I held in high regard. Typical of this was an incident that occurred as we were having lunch during our third meeting, which took place in the fall of the year we first met. Seated at the table, she passed me a sealed envelope and asked that I open it. To my surprise it contained a check for five thousand dollars.

She then stated, in a quite matter-of-fact fashion, “You are to use the money for Lesley any way you want.” Through this generosity, Gertrude enabled us to develop our teaching resources for our kindergarten program. In addition, some of the funds were used in recruiting additional strong faculty to the College.

For the next six years, Gertrude and I continued our luncheons and conversation—engagements to which I always looked forward with pleasure. Often during our discussions we did not share the same views on certain subjects. But even in her passing did she illustrate her friendship shared with Lesley College, to be used “as a home for the president of Lesley College.”

My years at Lesley and my own personal life have been greatly enriched because of the friendship shared between Gertrude Malloch and myself. With her death, we lost one of the determining, vital forces in Lesley’s continuing development.

Goodbye, Gertrude; and our sincere thanks for what you have done for us.

J. A. Orton

During her long and productive association with Lesley College, Gertrude held nearest to her heart the well-being of this institution. Her interest in Lesley was unflagging to the very end. Our final visit took place this past November. It was in the sun porch on the second floor of her home at Kirkland Place in Cambridge, and we were discussing plans for the new Lesley Campus. She was pleased to hear about latest developments, and had many enthusiastic questions about the Lesley-to-be.

I left Gertrude that day, thinking how much like a late autumn leaf she had become: fragile and delicate, but still attached to life. But there was another strong impression within me: how ready she was for what might happen next.

Because of my own administrative position, I saw Gertrude Malloch in a kind of projected retrospect. What was she like as principal (dean) of what used to be known as the Lesley School? I don’t know. You, Lesley Alumni, who were here during her administration, of course, do. In any event, I shall always remember Gertrude as a women who possessed much strength, a strong will, an unswerving loyalty and myself. With her death, we lost one of the determining, vital forces in Lesley’s continuing development.

On November 27, 1967, Gertrude Malloch died. But even in her passing did she illustrate her love for Lesley; for one month after her death, her house (and her books and household belongings) were inherited by Lesley College, to be used “as a home for the president of Lesley College.”
GERTRUDE MALLOCH
1875 - 1967

WE REMEMBER...

Most of those first students mentioned by Miss Malloch were from Boston, but in the years that followed, as the school gained in reputation and recognition, girls came to Lesley from outlying areas as well.

As the student population grew, the three-woman teaching team was joined by more staff members. This growth soon made apparent the need for a capable administrator. Gertrude Malloch was the woman chosen for the position, and, in 1918, she became Lesley's first principal. During the next ten years, she worked long and hard in helping to further develop the school. Under her able guidance, an official placement service was established to help place graduates of the Lesley School in teaching positions throughout the Boston area. In addition, rooming arrangements were made with neighbors such as Mrs. Jenckes (now Jenckes Hall) to accommodate students whose homes were not located within commuting distance of the school. It was also during this first decade of Miss Malloch's principalship that a decision was made to add a brick building to Miss Lesley's home at 29 Everett Street in order to provide more classroom space and freedom for the increasingly large number of students.

As the years progressed, the deep interest in teacher education that was shared by Gertrude Malloch and Edith Lesley—a faculty member, I had the privilege of assisting an assembly at which time Miss Malloch spoke. Miss Malloch labeled herself a transitionalist and said that ‘...the central task of education is to make man free by providing him with knowledge...’ and to make man responsible by persuading him to live in accordance with ultimate values’. She concluded by saying ‘...and young ladies, the role that you play in our civilization is indeed sobering, for it is from the ranks of Lesley, future teachers will come.’

A controversial figure with students and faculty (She was both strongly liked and disliked — a generous heart controlled by a disciplinarian mind), Miss Malloch will be long remembered for her devotion and dedication to Lesley from the day she commenced her association with the school through the remainder of her life.

GERTRUDE MALLOCH came to the Cambridge School System in 1912 from Dorchester, Massachusetts, where she had been teaching kindergarten. The woman was Edith Lesley. Thus, in 1914, Gertrude Malloch, inspired by Miss Lesley's hopes for the future, joined her staff to help make that dream become reality.

More than a half century later, Miss Malloch was to recall the early years of the Lesley School and how it grew so rapidly:

In the beginning there were just the three of us: Edith; her sister, Olive; and myself... and we taught young women about homes and into their future lives. As she could be firm, so could she be gentle. A flower, a book, a check, a call, and sometimes a visit, all quietly substantiated her interest.

My last visit with Miss Malloch was in the spring of 1967. As she sat in her rocker, we reminisced about earlier times — teachers and students we had known and enjoyed. Then, our conversation took on a new direction; together, we attempted to look into Lesley's future — its present-day hopes and aspirations. We explored a healthy and optimistic future in which, I am convinced, could not have been ours had Gertrude Malloch not been with us to take a part in its shaping.”

A Colleague Remembers...

Alma Koger MacCormack, a member of Lesley's faculty for several years, also remembers Gertrude Malloch. Following are some of Mrs. MacCormack's thoughts and memories of the former chief administrator of Lesley College:

"I knew Miss Malloch over a period of many years, and I was impressed, as I know all of you were who knew her, by a good many of her qualities, but more particularly by her forceful personality and by her high sense of moral duty. I knew her first as the principal of Lesley. I knew her later as a friend.

During our first interview, the forcefulness of her character came through. She made two points quite clear. One was her interest in the girls, as she called the students, the other was her deep concern with the growth and development of Lesley. These two interests she maintained throughout her life.

Shortly after our first interview, and then as a faculty member, I had the privilege of attending an assembly at which time Miss Malloch spoke. Miss Malloch labeled herself a transitionalist and said that '...the central task of education is to make man free by providing him with knowledge... and to make man responsible by persuading him to live in accordance with ultimate values'. She concluded by saying ‘...and young ladies, the role that you play in our civilization is indeed sobering, for it is from the ranks of Lesley, future teachers will come.'

Miss Malloch's interest in the students did not end in the class room, but extended into their homes and into their future lives. As she could be firm, so could she be gentle. A flower, a book, a check, a call, and sometimes a visit, all quietly substantiated her interest.

My last visit with her was made in November. She was the same Miss Malloch — still interested in Lesley, still interested in her girls, Rachel French, Mary Dow and others. As always she asked about George Bisbee. Then her thoughts turned to Edith Lesley Wolfard, the founder of Lesley, to Dr. White, and to President Orton.

At the door, upon my leaving, she said, 'We must accept change, you know,' and then, 'Do you think Lesley will like my house?'
members feeling with his hands. Before long, he will have taught himself how to apply what he has discovered in one situation to help him understand another.

Jeeney Ray, who could not move about, who could not reach and grasp, had to find other ways to gather impressions and verify them. She had to learn that a rock has three dimensions by observing it carefully from different points of view, or by being propped up against different sides of it. She had to learn about herself and her world the hard way, but she had to teach herself what she needed to learn. The most her grandmother could do was to provide the situations in which she had opportunities to "seed" her own mind.

What, then, is the role of the educator?

How can teachers help children learn to deal with their environment, whatever it may happen to be, now or in the future?

How can they help children with intact equipment for learning as well as those who must make do with handicaps of one kind or another?

How can teachers recognize and deal with invisible learning disabilities as well as with gross observable handicaps and deprivations of various kinds, sensory, intellectual, or environmental?

There is no one answer, no one approach, no one method, no one program or system, but a teacher can not go far wrong if she is guided by the normal patterns of early learning. She can not go far wrong if she has:

1. learned to "read" children with the help of a thorough background in child development,
ponent readiness requirements, and
sis, breaking down each activity into its com­
from the child's reactions to determine the
process where deficits are often found and to
suggest and analyze activities for strengthen­
ment intact?" One blind student in a class
er at the pre-school level or in the university,
put.
The next step has to do with the student's
with poor body image has trouble here. He
emphasize sequence in time and space.
The next step in processing information
to do with organizing the appropriate
response to what has been perceived. A child
 informational support system and organization. Children who
are not clear about temporal organization tend
to reverse the order of sounds in a word, of
words in a sentence. They need activities that
focus upon. Can he direct his attention, can he
maintenance or shift at will.
Having produced the appropriate response, learning happens when it is matched against
the sensory information that demanded it. For example, a bell rings. We think it might
be the front door rather than the telephone. If we find someone there, our lunch is corrobor­
ated. Next time that bell rings, we will be
sure.
Formboards are designed so that the
round form cannot possibly fit into the square
hole. When a child learns to find the form that
matches the hole into which it slips easily, he
has taught himself to recognize that shape.
Children, especially those with learning
disabilities, need many opportunities to check
their responses, so learning can be reinforced.
And we, their teachers, by remaining fully
aware of this, can be most effective in provid­ing
children with enriched learning experi­
cies by helping them teach themselves.
information that has reached him through
his senses. He has not learned to check one
sensory impression against another, to refer
to relevant past experience for help in inter­
preting the present. Such a disability makes
efficient learning impossible.

Perhaps it might be valuable at this point
to consider some of the steps in the learning
process where deficits are often found and to
suggest and analyze activities for strengthen­ing
those areas.

In approaching each new student, whether
at the pre-school level or in the university,
a good teacher asks first, "Is he receiving in­
formation adequately? Is his sensory equip­
ment intact?" One blind student in a class
of adults makes it imperative to explain
each diagram verbally. With children, one
asks, "Is any one avenue of sensory input en­
tirely lacking, or might training help to
strengthen residual hearing or sight?" Like
the medical general practitioner, the teacher
can refer to specialists to assess sensory in­
put.
The next step has to do with the student's
ability to "tune in," to focus upon. Can he di­
rect his attention, can he shift it, can he stop it, or shift at will? Like
the medical general practitioner, the teacher
can refer to specialists to assess sensory in­
put.

The third step is to ask, 'If he can see
and hear, and look at and listen to, can he
understand? Does he perceive reliably?' We
have heard much about the perceptually han­
dicapped child. This is a child who, for one
reason or another, has not learned to process
2. trained herself in the art of task analy­
sis, breaking down each activity into its com­
ponent readiness requirements, and
3. if she can then make use of feedback
from the child's reactions to determine the
next steps.

The next step in processing information
to do with organizing the appropriate
response to what has been perceived. A child
with poor body image has trouble here. He
needs many opportunities to solve problems of
balance and spatial organization. Children who
are not clear about temporal organization tend
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cies by helping them teach themselves.
Much has been said about the new campus over the last several years. Talk has been unforeseen delays, frustrations, disappointments, to be sure. But there is evidence that the Lesley dream may be approaching reality.

During the past year, the Trustees received permission from the Cambridge City Council to close off and incorporate in any new plan, that portion of Mellen Street which bisects the campus. Then in December, 1967, the Trustees approved the concept of the new campus on preliminary drawings by Architect Nell Smith, who was retained by the college for this project.

Much work still remains — more sketches, detailed drawings, feasibility studies — and the big question must be resolved: How long will it take to raise the many millions of dollars that a new campus will cost? Questions and problems like these are being, and will continue to be, answered as they present themselves.

When may alumnae expect to see the start of construction? Well, it won’t be this year, and it may not even be next year... but definite steps are under way, and you can look forward to being kept informed on them as further campus development continues.

The “dream” is no longer a vision of the future; it is now a reality of the present; and the goal for the years to come is to expand and refine the reality.
The 1967 Lesley College New England Kindergarten Conference was held in Boston on November 17, at the Statler-Hilton Hotel. Once again, attendance records set a new high for this important event. More than twelve-hundred teachers, school principals, superintendents, and educational specialists from New England and other sections of the country were on hand for a day-long series of lectures, discussions, and demonstrations by noted authorities in the field of Early Childhood Education. Many of those educators present were Lesley Alumnae; for them, the conference took on additional meaning when they had the opportunity for reunions with faculty, friends, and former classmates.

While in the past individual representatives have been selected by their various school systems to attend the conference, this year, at least seven systems closed their kindergartens for the whole day in order that the entire staff could attend. Some of the cities and towns who suspended normal kindergarten activities for the day were Norwood, Sharon, Framingham, and Manchester — in Massachusetts; Hollis, and Administrative District Six kindergartens of Portland, Maine; and Barrington, Rhode Island.

Also indicative of the widespread impact that the Lesley College New England Kindergarten Conference is having throughout the field of education was the representation at the conference by the Dade County School System of Florida and a display and personal representative from the state of Hawaii.

The theme of this year's conference was aptly entitled "Focus on Learning." The program revolved around questions concerning the ways a teacher may more effectively impart knowledge and the ability of the learner to receive and assimilate this knowledge.

Principal speaker of the day was Mrs. Elizabeth Friedus, a nationally known educator from Teachers College, Columbia University, who spoke on how children teach themselves, and how teachers can help them to do this. (Excerpts from Mrs. Friedus' excellent address are in the "Spotlight" of this issue.)

Dr. William H. Ohrenberger, Superintendent of Boston Public Schools, opened the morning's proceedings and was followed by Dr. Eric Denhoff, of Providence, Rhode Island, who discussed methods of testing children to identify learning difficulties at the kindergarten level. In-depth section meetings were held throughout the day and covered such areas in kindergarten learning as reading, mathematics, language, the teaching of reading, behavioral sciences, and kindergarten program content.

Registration booths were busy as early as seven-thirty on the morning of the conference in order to accommodate the many more than twelve-hundred educators who were in attendance.
A LETTER FROM THE ALUMNAE MAGAZINE CHAIRMAN

Dear Alumna:

The exciting work of many alumnae is of interest to the entire readership of the Lesley Alumnae Review. Lesley graduates often become innovators and leaders in their field, and have articles published in professional journals, newspapers or magazines. Contributions of articles are always welcomed by the editor of the Lesley Alumnae Review.

The Alumnae Review is dedicated to the interests of all education. You can help to make the magazine more interesting and informative by sending us copies of articles or papers you have written. These will be considered for publication in future issues.

Sincerely,

The Lesley Alumnae Review is published by the Alumnae Association of Lesley College. It is usually an easy matter for the editor to acquire permission to reprint the article.

NEWS and NOTES from the Alumnae Office

ALUMNAE CLUB PRESIDENTS RETURN TO CAMPUS

A meeting of Alumnae Club Presidents was held at the College on November 18. Joan Coppen-McKernon '52 and Myrtle Piepel Aulenback '39, Co-Chairmen of Club Activities, were on hand, along with Gertrude Maldon Malloch '30, President of the Association, to welcome Presidents from local organizations.

The purpose of the meeting was to define more clearly the role of Alumnae Clubs in the total operation of the Association. The meeting also provided an excellent opportunity for the Presidents from different area clubs to discuss mutual problems and work together to solve these problems with the Chairmen of Club Activities and the Director of Alumnae Affairs.

Each Club President received a file box with up-to-date names and addresses of her club membership. These files will be kept up-to-date by the Alumnae Office and will be passed on to the incoming Club President.

The Alumnae Director helped point out to the Presidents the purpose and aims of Alumnae Clubs. It was agreed that Clubs should strive to maintain communication between alumnae themselves and the College. By keeping informed of college developments, Clubs would further strengthen pride in the College among Lesley graduates as well as in the communities in which Lesley Alumnae live.

A discussion followed as to the different ways Clubs could fulfill this purpose. The Scholarship Funds, it was agreed, were the most successful, since they provided an opportunity for socializing, while they also served to keep alumnae informed in the field of education. Combined meetings, either with other Clubs or with attendance at a College-sponsored program, were other suggestions for Club activities. The Alumnae Office will arrange to get speakers, and send announcements and invitations of Club meetings, and will report Club functions in the Alumnae magazine.

Edith Coeher Van Beek '56 Alumnae Magazine Chairman
Lesley College Alumnae Association

SCHOLARSHIP

The Alumnae Association Board of Directors has pleased to announce that the Alumnae Scholarship is known as the Gertrude Malloch Alumnae Scholarship, in memory of Lesley's former principal who brought her high standards and spirit of enthusiasm to Lesley for many years.

The Scholarship will be awarded to a deserving member of the Junior Class to be used in her Senior Year.

The Board of Directors has appointed Joyc Lee RobertLipkin '49, First Vice President of the Association, as Chairman of the Fund. She will work with a committee of five Alumnas representing Alumnae Clubs in selecting the Scholarship recipient. Members of this year's committee are:

- Natalie Saltmarsh Housa '48 (Mrs. William) Everett-Malden-Medford-Melrose-Somerville Club
- Betty Firmin McMorrow '57 (Mrs. John) Merrimac Valley Club
- Madeline Lowell McCague (Mrs. John) Norfolk-Lower Middlesex Club
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Blackburn Slade '25, enjoyed a picnic luncheon at the summer home of Katherine Bitter, Director of Alumnae, these classmates, who had not seen each other since their graduation in 1925. Each came equipped with yearbooks and mementos of that year.

The luncheon had special meaning for Susan True, who made the first donation to the 1967-68 Alumnae Scholarship Fund. The club held its winter meeting at the Lanum Club, on Saturday, January 27. President, Betty Fleming McMorrow '57, Methuen, Mass., was present to discuss plans for a winter meeting. Secretary, Pattie Reilley '60, Andover, Mass., reported that the program was "words in color," a method of teaching reading, developed by C. Gabegno, using a different color for every sound in the English language. Many thanks to Macey Rosenthal for his informative presentation and to the officers and members of the North Shore Club who worked so hard in planning the evening.

NORTH SHORE MASSACHUSETTS
President: Marilyn English Riley '59
Secretary: Sarn Rubin Cohen '25

The North Shore Club met on Thursday, December 7, at Anthony's Hawthorne, Lynn, for their annual winter meeting. Rita Kucsher Haskinson '37, Ann Sampson Watson '55, Althen Harris Jackson '30, Joyce Karp Rosenwald '60, Marilyn English Riley '59, Thelma Ruben Lea­ther '34, and Sarn Rubin Cohen '25 deserve many thanks for the fun that was shared by all.

MERYMAC VALLEY MASSACHUSETTS
President: Betty Fleming McMorrow '57
Secretary: Freda Biaber '23

The Executive Committee of the Merrimac Valley Club met at the home of Anna Cleveland Lane '39, former president of the club, on November 27, Betty Fleming McMorrow '57, President, Dorothy Mckinley Asnessen, Treasurer, and Freda Biaber '23, Secretary, were present to discuss plans for a winter meeting. The club held its winter meeting at the Lunan Club, on January 27, Mr. Majid Tehranian, of Lesley, was the guest speaker. He discussed current issues on the national scene.

SOUTHERN CALIFORNIA
President: Jacqueline Robinson Mason '36
Secretary: Beverly N. Wett '61

class notes

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The Executive Committee of the Merrimac Valley Club met at the home of Anna Cleveland Lane '39, former president of the club, on November 27, Betty Fleming McMorrow '57, President, Dorothy Mckinley Asnessen, Treasurer, and Freda Biaber '23, Secretary, were present to discuss plans for a winter meeting. The club held its winter meeting at the Lunan Club, on January 27, Mr. Majid Tehranian, of Lesley, was the guest speaker. He discussed current issues on the national scene.

SOUTHERN CALIFORNIA
President: Jacqueline Robinson Mason '36
Secretary: Beverly N. Wett '61

The Southern California Club held its fall meeting on November 6 at the apartment of Darinda Lenz '95, Brentwood, Calif., where a Lassagna dinner was enjoyed by all. College catalogs were distributed so members could become familiar with going-ons at the College and of recent curriculum changes.

The Club has been in contact with the Admissions Office in the hope of building a stronger image of Lesley College in the Southern California area. The Club is presently toying with the idea of setting aside an evening where counselors for the various high schools in the Southern California area might get together with Lesley Alumnae to learn a bit more about the College.

The Club also planned a Christmas project that was carried out during the holiday season in cooperation with the Garden Valley Training School in Gardena, a school for mentally retarded children. The project involved making Christmas Decorations for the classroom tree. Many thanks to those club members whose enthusiasm has enabled the club to be energetic and creative in carrying out many worthwhile projects.

WORCESTER COUNTY MASSACHUSETTS
President: Nancy Gore Goff '65

North Shore Club met on Thursday, December 7, at Anthony's Hawthorne, Lynn, for their annual winter meeting. Rita Kucsher Haskinson '37, Ann Sampson Watson '55, Althen Harris Jackson '30, Joyce Karp Rosenwald '60, Marilyn English Riley '59, Thelma Ruben Lea­ther '34, and Sarn Rubin Cohen '25 deserve many thanks for the fun that was shared by all.

MERYMAC VALLEY MASSACHUSETTS
President: Betty Fleming McMorrow '57
Secretary: Freda Biaber '23

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WORCESTER COUNTY MASSACHUSETTS
President: Nancy Gore Goff '65

The Alumnae Office extends deepest sympathy to Dorothy Mckinley Arsenault, on the death of her son in early October.

The Alumnae Office was saddened to learn of the passing of Edna Gilpin Segletes, formerly of Gastonia, North Carolina.

Barbara Goodspeed Olson "Where is the news from the class of 1929?" asks Anne Emerson Andrews, of 84 Brooks Road, Harwichport, Mass. Anne would enjoy hearing from her classmates.

The Worcester County Club held its fall dinner meeting at the Charles Restaurant on Thursday, October 19. President elect, Nancy Gore Goff '65, was installed in office along with the other officers by Nellie Eason Goldenberg '29. The Club was fortunate to have Mr. Charles P. Baniakiewicz as the guest speaker. Mr. Baniakiewicz comes from Leicester, Mass., and has worked extensively with underprivileged children from the Worcester area. He spoke about problems of the culturally and socially deprived, giving examples of the kinds of methods used in the education of children from underprivileged homes.

Eileen Sherken Creedon, program chairman for the Club, should be congratulated on a most successful and enjoyable evening. Plans were also made to hold a Tupperware Party on February 10 at the home of President Nancy Gore Goff '65, 14 Dick Drive, Worcester, to raise money for the Library. The Party would be highlighted by a guest speaker from the Lesley College Library staff.

1929

"Where is the news from the class of 1929?" asks Anne Emerson Andrews, of 84 Brooks Road, Harwichport, Mass. Anne would enjoy hearing from her classmates.

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1938

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1941

Barbara Goodspeed Olson is presently the Ele­mentary Curriculum Coordinator for the Avon Public Schools, Avon, Mass. She and her hus­band, Carl, have a new home at 27 Longview Road, Brockton.
1947

Cecile Levine, Lake, is now teaching fourth grade at the Dexter School in Dedham, Mass.

1949

Laura Simmons Masters and her husband, David, are living in Brighton, N. Y., where he is a chemical engineer with 3M Corporation, Photographic Division, in Rochester. The Masters have two daughters: Ruth 12 and Susan 9. Laura writes that she has been trying to keep abreast of the teaching profession by reading articles on education. She says, "Though I am sure I am very rusty on specifics, the attitudes and approaches learned at Lesley are still very up-to-date. The classes I had with Dr. McKay and Miss Boothby were particularly fine examples of teaching at its best."

1953

Diane Butterfield Higgins and her husband, Ernest, are now making their home on Deten Road, Plymouth, Mass.

1954

Myrna Shatro Fruit lives at 60 Mary Ellen Road in Wellesley. After graduation, Myrna taught second grade in Winthrop for two years. Then she was married, and had a daughter who is now 9½ years old. Myrna is now a tutor in Newton. She was delighted to find that another Lesley graduate, Nancy Stone '65, was her daughter's third grade teacher at the Beechwood School in Waban. "Needless to say, Nancy is an excellent teacher," says Myrna.

Janet Williams is now Mrs. William D. Schulz. Janet is presently residing at 152 Russell Ave., in Buffalo, N. Y., where her husband is an attorney and she is teaching in a private school.

1955

Mary Carter Dyke of Farmington Falls, Me., happily reports an addition to the Dyke household. The Dykes' adopted daughter, Lisa Ann, arrived in July. Mary is still teaching eighth grade at the Ingalls Junior High School and is also training student teachers from Farmington State College.

1956

Congratulations to Dana Bailey on her engagement. Lana and her husband-to-be will be living in Washington, D. C., where he is a member of the Diplomatic Corps. Lana was feted at a tea by the members of her Alumnae Club—the San Francisco and Bay Area Lesley College Alumnae Group.

1958

Sandi Borr Bodish of 5626 York Place, Goleta, Calif., is teaching high school art in Santa Barbara. Sandi is currently part of a two-man show in a Santa Barbara art gallery.

1963

Songa Goldstein is now Mrs. Stan Franklin. The Franklins make their home at 8817 Tobias Ave., Panorama City, Calif.

1966

Suzan Duffly Anderson and husband, Paul, are making their home at 51 Bloomingdale Ave., E. Greenbush, N. Y.

1967

Elaine Esseken wrote us from Oxford, England, where she has been teaching since graduation. "Teaching my infants is challenging and most rewarding. I have 30 children, aged 4½ to 7, in a family grouping plan. They come from the industrial side of Oxford and often don't come to school dressed warmly or get an evening meal. There are no timetables, syllabuses, or textbooks. I teach on an individual basis, concerning myself with the child's social and emotional behavior more than the usual academic subjects..." Elaine is sharing a flat with two English girls and taking an evening class at the Oxford University Institute of Education.

1968

Harriet Furth was a participant in a recent Workshop in Team Teaching and the Non-Graded School, held in Franklin, N. H. Harriet, who is a primary teacher at the Bridge School in Lexington, Mass., gave a presentation entitled, "Reporting Pupil Programs in a Team Teaching Program School."

Carol Goldman Slippens and husband, Michael, are the happy parents of Jeffrey Niel, born in November, 1967. The Slippens have been living in Belgium, where Carol's husband is in medical school. They will be returning to the United States this June when Michael will enter his internship in Queens, N. Y.

Rhoda Schoolnick Smolensky, 1586 Pelham Parkway, Bronx, N. Y., is teaching third grade in Mt. Vernon. She will be moving to Miami, Fla., in June, where her husband, Gerald, will be completing his residency in orthopedic surgery.

Congratulations to Betsy Rosenthal Weissell and her husband, Richard, on the birth of a son, Michael Erin, in October.
LESLEY COLLEGE CORPORATION: CHAIRMEN, TRUSTEES, CORPORATORS

During the past year several changes have occurred within the Lesley College Corporation. Two hard-working chairmen have retired from active participation, and two equally hard-working chairmen have been elected to take their places. The Board of Trustees has a new Vice Chairman, a new Finance Committee Chairman and five new Trustees. In addition, three new Corporators have been welcomed to the College.

These changes in the Corporation during the past year reflect the active growth and development that is evident in the overall picture of the Lesley College Community.

Mr. Eliot I. Snider, a Corporation member since 1961, is the newly elected Chairman of the Finance Committee for the Board of Trustees. Mr. Snider is president of the Massachusetts Lumber Company in Cambridge. He is also president of George McQuesten Company, Inc., and Wood Fabricators, Inc. Mr. Snider is on the board of directors of the Boston Executives Club, the Y.M.C.A., and the Young Presidents' Organization.

Five new Trustees were elected to the Board this past year. They are:

Mr. Vincent R. Herterick, of Lexington, Mass., president of Carr Fastener Company Division and Executive Vice President, Industrial Products of United-Carr, Inc.; Mr. William C. McConnell, Jr., of Winnipesaukee, Mass., president of Servomation of New England, Inc.; Mr. Don S. Greer, also of Cambridge, Director of Planning of the Greer Division of Joy Manufacturing Co.; and Mr. Ervin Pietz, Belmont, Mass., president of the Barry Wright Corporation. In addition, Mr. John H. Dyer, a partner in Storer, Damon, and Lund, and a Corporator of Lesley College since 1958, has been elected to the Board of Trustees.

Three new members have also been elected to the Corporation. They are:

Mr. William P. Dolé, of Wellesley Hills, Mass., president of the Dole Publishing Company, Inc.; Mr. Ralph L. Rose, of Great Neck, L. I., N. Y., retired President of Rose Brothers, Inc.; and Mrs. Merl B. Wolfard of Cambridge, has been elected to the Corporation.

THE LESLEY CORPORATION AT A GLANCE

Dr. Frank C. Doble received an award and recognition as the first Honorary Chairman of the Lesley College Corporation upon his retirement.

Mr. Samuel D. Wonders (right) received an award upon his retirement and was recognized as the first Honorary Chairman of the Board of Trustees.

Mr. Ralph L. Rose, of Great Neck, L. I., N. Y., received an award upon his retirement. He was President and Chief Executive Officer of Barry Wright Corp.
# Lesley College Chairs

**Price and Information**

<table>
<thead>
<tr>
<th>Type</th>
<th>Chair</th>
<th>Basic Cost</th>
<th>Sales Tax</th>
<th>Total Cost</th>
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<tr>
<td>Captain's</td>
<td>Cherry Arms</td>
<td>$40.00</td>
<td>$1.20</td>
<td>$41.20</td>
</tr>
<tr>
<td></td>
<td>Black Arms</td>
<td>$39.25</td>
<td>$1.18</td>
<td>$40.43</td>
</tr>
<tr>
<td>Boston Rocker</td>
<td></td>
<td>$32.25</td>
<td>$.97</td>
<td>$33.22</td>
</tr>
<tr>
<td>(Black Only)</td>
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<tr>
<td>Side Chair</td>
<td></td>
<td>$24.50</td>
<td>$.74</td>
<td>$25.24</td>
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<tr>
<td>(Black Only)</td>
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- 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.

**Examples of Shipping Charges**

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<tr>
<th>Gardiner, Mass., to</th>
<th>Shipping Cost (approximate)</th>
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<tbody>
<tr>
<td>Boston</td>
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<tr>
<td>Worcester</td>
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<tr>
<td>New York</td>
<td>5.25</td>
</tr>
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## Lesley College Chair Order Form

(Please Print)

<table>
<thead>
<tr>
<th>Person Making Order</th>
<th>Date of Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Name)</td>
<td>(Date)</td>
</tr>
<tr>
<td>(Street)</td>
<td></td>
</tr>
<tr>
<td>(City, State, Zip)</td>
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</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>(Name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Street)</td>
</tr>
<tr>
<td>(City, State, Zip Code)</td>
</tr>
</tbody>
</table>

Enclosed is a check for $__________

(Make checks payable to Lesley College Alumnae Association)

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.

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**Moving or Changing Your Name?**

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

<table>
<thead>
<tr>
<th>NAME</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Married</td>
</tr>
<tr>
<td>(Make checks payable to Lesley College Alumnae Association)</td>
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**Class Notes Form**

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

<table>
<thead>
<tr>
<th>NAME</th>
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<tr>
<td>First</td>
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</tr>
<tr>
<td>ADDRESS</td>
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<tr>
<td>(Name)</td>
<td>(Street)</td>
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<td>(City, State, Zip)</td>
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The Lesley Alumnae Review is a publication of Lesley College, 29 Everett Street, Cambridge, Massachusetts 02138. Articles in the Lesley Alumnae Review are the express opinions of their authors and are not necessarily shared by Lesley College.