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Lesley Alumnae Review



GERTRUDE MALLOCH
1875 - 1967

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WINTER 1968

VOLUME 6 NUMBER 2

LESLEY ALUMNAE REVIEW

EDITOR

JAMES A. HILTZ

Contributing Editors

Katherine L. Bitter,
Director of Alumnae Affairs
Edith Cheever Van Beek '56

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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 Wasserman '71 (left), the cousin of Barbara Baker Liberman '60, 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

Alma Koger 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 luncheon 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. In fact, we frequently repeated one particular dialogue which I shall not forget:

Gertrude: "And what kind of a faculty do you have now at Lesley?"

Don: "A very good one, I think."

Gertrude: "How many men do you have on the faculty?"

Don: "I don't know exactly, Gertrude, I think the ratio is about half men and half women."

Gertrude: "Now, Don, do you think that is a good thing?"

Don: "What do you mean, Gertrude?"

Gertrude: "Don't you think that there are too many men?"

Don: "I don't think so, Gertrude. We simply recruit the ablest faculty we can, regardless of whether they happen to be men or women."

Gertrude: "But don't you know what the girls think about when they are taught by men?"

Don: "No, I don't, Gertrude."

Gertrude: "Now, Don, you know better than that."



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 Alumnae, who were here during her administration, of course, do. In any event, I shall always remember Gertrude as a woman who possessed much strength, a strong will, an unswerving loyalty to our College's founder, Miss Edith Lesley (later Mrs. Wolfard), and, above all, an inordinate amount of concern for — and interest in — Lesley.

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."

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.

Don A. Orton



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 — especially training teachers at the kindergarten and early childhood levels — continuously nurtured a devoted friendship between the two women that continued until Edith's death.

In the late 1930's, Edith Lesley, her health declining, appointed Gertrude as the school's chief administrator. Gertrude served well and faithfully in this capacity until her retirement in 1944. At that time the growth of the Lesley School warranted the establishment of a Board of Trustees. Fruition of Gertrude Malloch's and Edith Lesley's labors was realized when, through action taken by the Board, the school became officially recognized and known as Lesley College.

The Lesley Community said goodbye to a close friend and former associate when Miss Gertrude Malloch died on November 27, 1967.

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. It was in Cambridge that Gertrude met a remarkable young woman who told her of a dream to establish a school that would undertake the professional training of kindergarten teachers. 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 children. There were three students at the start, but the school grew so very rapidly . . . there were twelve more young ladies enrolled within a week after school commenced.

Gertrude Malloch's career spanned thirty exciting years in the history of Lesley. This was an era during which she did much to help fulfill the dream of the College's founder. To Gertrude Malloch, Lesley was, for a time, "hers", and she accepted this responsibility in such a steadfast, resolute fashion that Lesley College will always be indebted to her.

An Alumna Remembers . . .

Beatrice Marden Glickman '40, president of the Lesley College Alumnae Association and a long-time friend, remembers Gertrude Malloch well:

"She was a small, energetic, determined woman who, I think, tried to bend with changing social attitudes, yet still remain firm in her judgment. She was devoted and loyal to Lesley and its faculty; sympathetic and more understanding than she let on, to students who had problems — particularly if they were having financial or health difficulties.

Miss Malloch believed deeply in the value of professional early childhood education. I remember several occasions when she made herself available on short notice to "pinch-hit" for a professor who was absent. Her lectures were those of a woman who was brilliant, articulate and firmly dedicated to the advancement of teacher education.

Perhaps some of her happiest moments after her retirement were those spent in her home, visiting with people from Lesley — former students, members of the faculty and administration, and friends, old and new.

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 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 traditionalist 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?'

Under a firm facade was a tender heart — a gracious person — Gertrude Malloch."

Elizabeth Freidus, who was the Keynote speaker at this year's Lesley College New England Kindergarten Conference, is a pioneer in the field of education of the neurologically impaired. She received her formal education at Hunter College, Cornell, Columbia and New York Universities, specializing in child development, early childhood education and educational psychology. As a consultant in her specialized field, Mrs. Freidus travels extensively throughout the United States and Canada, presenting lec-

tures and conducting in-service courses, workshops, and demonstrations of diagnostic teaching for universities, professional groups, schools, hospitals and community organizations. She is also the founder and educational director of the Gateway School of New York, a school for children with learning disabilities. In addition, Mrs. Freidus has instituted, and presently teaches, courses in the education of neurologically impaired children at Columbia University's Teachers College.

CHILDREN TEACH THEMSELVES: HOW CAN WE HELP THEM

by
ELIZABETH S. FREIDUS
Teachers College, Columbia University

"Seed your mind!" This was the admonition of an illiterate grandmother in the deep south to the little handicapped girl she was raising. "Seed your mind!" she said as she repeatedly took the child to a quiet place in the woods to look and listen and smell and feel the wonder of all that was going on around her.

Even though the child might never be able to walk or talk, or even if it might take years to learn how, she could keep her mind alert and growing. She could sharpen her awareness of the world around her, storing up impressions for future use. She could teach herself to use remembered past experience for interpreting the present. She could learn how to learn — even if she could never go to school.

The little girl is Jeeney Ray, whose name is the title of a beautiful, sensitive novel written by Iris Dornfeld. Jeeney Ray was severely handicapped. Fortunately, most children do

not have to struggle with so many strikes against them, but ALL children have to teach themselves to survive in the world in which they find themselves.

What is that world? It might be a shack in the Everglades or a penthouse in Manhattan, a Minnesota farmhouse or a ghetto tenement. It might be an igloo in Alaska.

And what will the world be by the time he grows up? The style of our daily lives has been changing with frightening acceleration. Those changes offer advantages that could not have been dreamed of only a very few years ago. At the same time they force us to adjust to disruptions of our sociological patterns, like automation, with unemployment in its wake. They create hazards which we must learn to deal with, such as escalating pollution of our air, water and food supplies, destruction of our natural resources, reckless interference with the ecology of all nature.

EDUCATION
SPOTLIGHT



Very different skills, very different kinds of knowledge are required for survival now than were required a generation ago. The skills that will make survival possible a generation from now are anybody's guess. Some of them cannot yet be imagined.

Meanwhile babies continue to be born into our changing environment, helpless and incapable of any voluntary behavior when they arrive. At best, each child is equipped with a set of intact peripheral sense organs, a body ready for normal growth and movement, and an intact central nervous system capable of directing the operation of an extremely complex organism as it develops. In order to prime the pump of learning, a few reflexes have been temporarily provided, only to disappear when they have done their work. The normal baby must learn to use the equipment he was born with for understanding his environment, whatever that may be, and for responding to it appropriately. He must explore, examine, and then respond to what he has discovered. He must teach himself to survive physically, emotionally, socially, as effectively as possible.

In the first few months of his life, the normal baby must find out how to use his sensory equipment for gathering information, his motor equipment for responding to that information and his brain for processing what he has discovered and responded to.

For example, a baby reaches to grasp a bright toy. He does not make immediate contact, sometimes overreaching, sometimes underreaching. He tries many times until he succeeds. Through much trial and error, he matches that success with how it was achieved. By matching the motor organization of his body as he reached the toy with the visual cues that told him where to find it, he is teaching himself to perceive.

He learns about the dimensions of his body in various positions in relation to objects in his environment by such experiences as crawling safely under a coffee table, but bumping his head when he tries to sit up under it.

Before he can perceive a ball as a sphere rather than a disc, he must have curved his hands around it or otherwise discovered for himself its three-dimensional form. He must learn to evoke with his eyes alone what he remembers feeling with his hands. Before long, if he has stored away a multitude of relevant impressions clearly enough, he will perceive the spherical form of other objects in his environment without needing to touch them. 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 orthopedic 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,

*What is the role of the educator?
How can teachers help children
learn to deal with their environ-
ment, now or in the future?*



2. trained herself in the art of task analysis, breaking down each activity into its component readiness requirements, and

3. if she can then make use of feedback from the child's reactions to determine the next steps.

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 information adequately? Is his sensory equipment 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 entirely lacking, or might training help to strengthen residual hearing or sight?" Like the medical general practitioner, the teacher may refer to specialists to assess sensory input.

The next step has to do with the student's ability to "tune in," to focus upon. Can he direct his attention, can he maintain it, can he shift it, can he turn it off, *at will*? If a child turns away from an approaching ball, one must ask why. The same child probably doesn't look at you when you speak to him. If he does not answer when you call him by name, is it because he didn't hear, or doesn't listen, or doesn't understand what the situation demanded of him?—Why?

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 handicapped child. This is a child who, for one reason or another, has not learned to process

the 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 interpreting the present. Such a disability makes efficient learning impossible.

The next step in processing information has 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 to reverse the order of sounds in a word, of words in a sentence. They need activities that emphasize sequence in time and space.

When the response has been organized, it must be produced. We ask whether the child can start a motor pattern, maintain it, stop it 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 hunch is corroborated. 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 experiences by helping them teach themselves.

LESLEY: YESTERDAY, TODAY... AND TOMORROW??

by
F. WESTON PRIOR
Vice President for Development

"In the beginning, there were just the three of us . . ."

These words by Gertrude Malloch paint a brilliant word picture of the modest start of Miss Lesley's School in Cambridge in 1909. Lesley grew rapidly and today bears little resemblance to its forebearer, except that its curriculum still heavily emphasizes early childhood education, and Edith Lesley Wolfard's home still is the administrative nerve center of the campus.

Where there were only three, Lesley College now employs 34 full-time faculty members, and enrolls 550 undergraduates and 25 graduate students. Approximately 80 per cent of the undergraduates come from Massachusetts, the rest from 20 states and Puerto Rico.

Today's Lesley covers a two-block area between Everett and Wendell Streets, in the shadow of the Harvard Law School. The buildings number 28, and with the exception of White Hall, a brick dormitory, and Stebbins Hall, a classroom-library building also of brick construction, the college is housed in renovated frame houses.

In addition, Lesley operates three schools for children, located a few blocks away from the main campus — for pre-school and kindergarten children, for mentally retarded youngsters, and for emotionally disturbed children. Here,

under the direction of qualified supervisors, programs are tested so that the Lesley student gains practical experience and researchers have the opportunity to test methods to help the special child.

Since its beginnings, Lesley's reputation has grown to a position of eminence in the field of teacher education. Lesley's graduates are sought after by the best school systems, and their performance as teachers generally adjudged superior. Special programs, such as the Graduate Symposium and the New England Kindergarten Conference, attract hundreds and thousands of educators to Lesley each year. Lesley participates in co-operative experimental education programs with Harvard University, the Children's Museum, the Federal Government and several school systems.

To be sure, Miss Lesley's "dream" has more than come true. But what of the future of Lesley?

There is a dream here, too — a dream that Lesley College will be housed in the most modern facilities where students and faculty can more effectively work and learn together, where the newest techniques for teaching and learning can be tested and put into practice. It is a dream of a new campus — a "laboratory for learning."

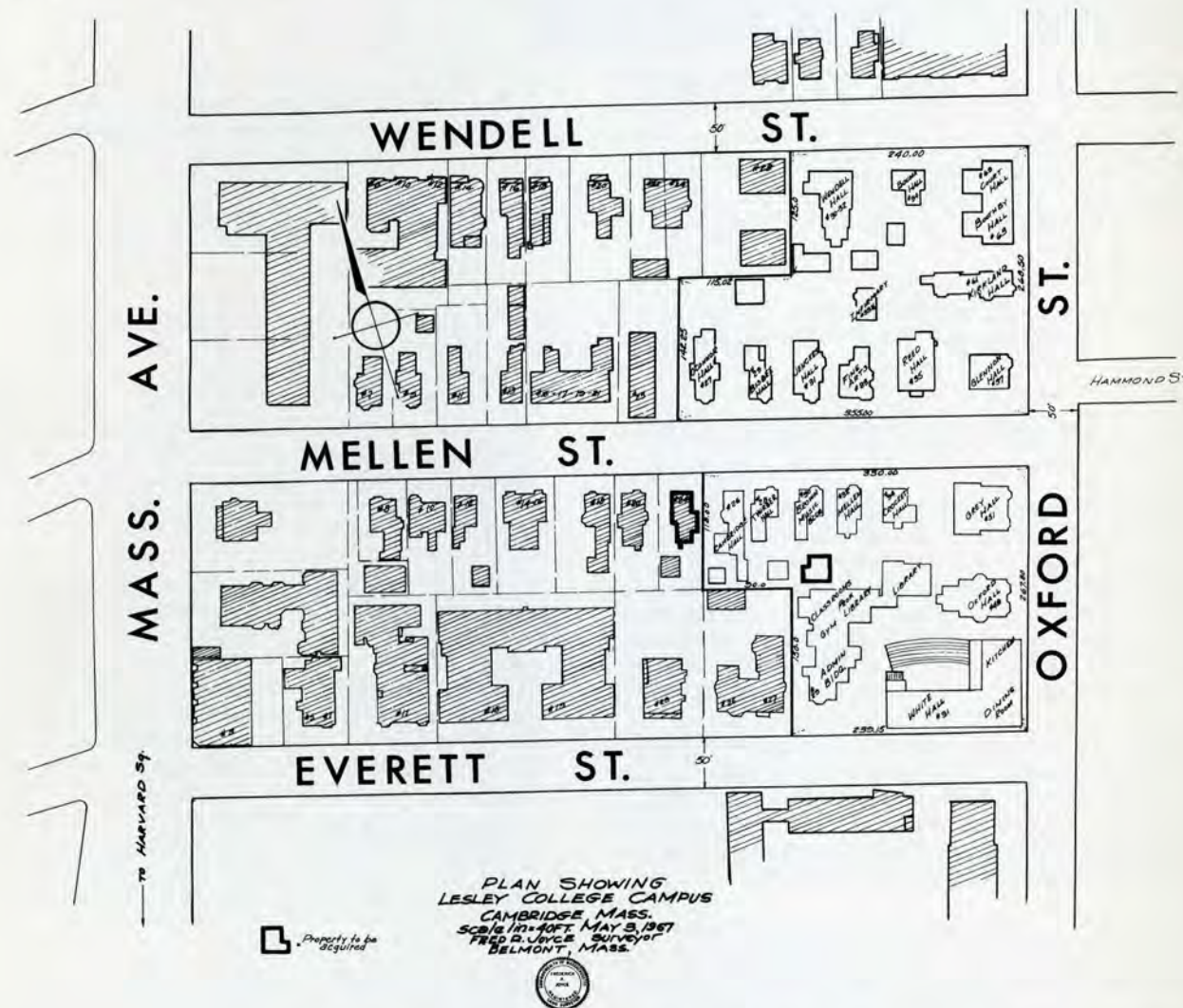
Continued on Page 10

Much has been said about the new campus over the last several years. There have 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 based on preliminary drawings by Architect Neill 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.



As the original dream of Lesley's founder has grown and matured, so, too, has the campus—which now includes 28 buildings—and campus activities.

The College today is a widely recognized institution for teacher training and considered by many to be an important instrument of innovation and experimentation in the field of higher education. In addition to the 550 young women enrolled in the undergraduate program, Lesley offers graduate programs to men and women, and also maintains three private schools for children—one for pre-school and kindergarten children, and two for youngsters who are emotionally disturbed or mentally retarded.

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.

LESLEY COLLEGE ALUMNAE CLUB REVIEW

By KATHERINE L. BITTER,
Director of Alumnae Affairs

Do you know if there is a Lesley College Alumnae Club operating in your area? The following is a list of active Alumnae Clubs, the towns they encompass, and their officers. Won't you and other Lesley Alumnae from your area plan to attend one of your Club meetings in the near future?

ARLINGTON-LEXINGTON-BELMONT CLUB

President: *Geraldine Nye Pedrini '63*
Five Arizona Terrace
Arlington, Mass. 02174
648-3796

Arlington, Lexington, Belmont

BROOKLINE-NEWTON CLUB

Acting Chairman: *Barbara Barron Schilling '50*
159 Carlton Road
Waban, Mass. 02168
232-3314

Auburndale, Brookline, Chestnut Hill, Newton Centre, Newton, Newton Highlands, Newton Upper Falls, Newton Lower Falls, West Newton, Newtonville, Waban.

CONNECTICUT CLUB

President: *Jane Diberio Johnson '54*
48 Metacomet Road
Plainville, Conn. 06062
1-203-747-0417

Includes all towns in the state of Connecticut

EASTERN MIDDLESEX CLUB

Acting Chairman: *Mary Crankshaw Johnson '32*
122 W. Chestnut Street
Wakefield, Mass. 01880
245-3298

Burlington, Reading, Stoneham, Wakefield, Winchester, Woburn.

MERRIMAC VALLEY CLUB

President: *Betty Fleming McMorro '57*
63 Birchwood Road
Methuen, Mass. 01884
686-7861

Andover, North Andover, Beverly, Beverly Farms, Boxford, Danvers, Georgetown, Gloucester, Groveland, S. Hamilton, Hamilton, Haverhill, Ipswich, Lawrence, Manchester, N. H., Magnolia, Methuen, Newburyport, Rockport, Wenham, Topsfield

NORFOLK-LOWER MIDDLESEX CLUB

President: *Helen Mather Benjamin '29*
48 Farm Road
Sherborne, Mass. 01770
1-653-8890

Ashland, Avon, Bellingham, Canton, Dedham, Dover, E. Walpole, Foxboro, Franklin, Holliston, Hopkinton, Hudson, Marlboro, Maynard, Medfield, Medway, Millis, Natick, Needham, Norfolk, Norwood, Plainville, Sharon, Stow, Stoughton, Waltham, Watertown, Wayland, Weston, Wellesley, Westwood, Wrentham

NORTH SHORE CLUB

President: *Marilyn English Riley '59*
Five Tapley Road
Lynnfield Centre, Mass. 01940
1-334-3678

Lynn, Lynnfield, Marblehead, Nahant, Peabody, Salem, Saugus, Swampscott, Danvers, Revere, Winthrop, Chelsea

SAN FRANCISCO AND BAY AREA CLUB

President: *Beryle Seeley Cosgrave '34*
2505 Melendy Drive
San Carlos, Calif. 94070

Arcadia, Burlingame, Dublin, Fort Baker AFB, Fullerton, George AFB, Los Gatos, Menlo Park, Mt. View, Oroville, Pacific Palisades, Palo Alto, Richmond, Sacramento, Santa Cruz, San Francisco, San Jose, Santa Clara, Saugus, Stanford, Sunnyvale, Sun Valley, Walnut Creek

SOUTH SHORE CLUB

President: *Yvonne Hayes Young '38*
550 Pine Street
S. Weymouth, Mass. 02190
335-4423

Abington, Braintree, Cohasset, Duxbury, Hanson, Hingham, Holbrook, Hull, Marshfield, Milton, Norwell, Pembroke, Quincy, Randolph, Scituate, Rockland, Weymouth, Whitman

SOUTHERN CALIFORNIA CLUB

President: *Jacqueline Robinson Mason '56*
27050 Indian Peak Road
Palos Verdes Estates, Calif. 90224
Altadena, Anaheim, Buellton, Buena Park, Claremont, Corona, Crestline, El Cajon, Goleta, Hollywood, Lakewood, Lemoore, Long Beach, Los Angeles, Nawthoren, Newport Beach, Northridge, Palos Verdes, Placentia, Pomona, Redondo Beach, Reseda, Riverside, Riviera, San Diego, Santa Ana, Santa Barbara, Santa Maria, Santa Monica, Southgate, S. Pasadena, Stanton, Westmoreland, Whittier

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14 Dick Drive
Worcester, Mass. 01609
1-753-5342

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Aspiring teachers look over materials exhibited at the Conference by Lesley-Ellis Pre-School Children.



Dr. William H. Ohrenberger, Superintendent of Schools for the City of Boston, was a guest at the Conference and introduced the morning's speakers.



Lesley College New England Kindergarten Conference Focuses On Learning

Gail Condon — a Lesley junior — adjusts one of the many displays prepared by Public Schools especially for the New England Kindergarten Conference.



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

Lisa Frederick Parker, from New England Conservatory of Music, conducted a unique demonstration of how children express themselves through the dance.



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. Principle speaker of the day was Mrs. Elizabeth Freidus, 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. Freidus' 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.

Three Lesley Students, hostesses at the Conference, discuss information submitted with a display from the Dade County, Florida, Board of Public Instruction.



Alain Zuloofsky, left, and Harriet Rifkin — Lesley students — inspect a captivating electrical display, exhibited by the West Hartford, Connecticut, Public Schools.



Jo-Ann D'Amato, left, and Susan Addison — both Lesley students and Co-Chairmen of the Conference — were on hand bright and early on the morning of the Conference to add the final touches that contributed so much to the success of the Conference.



Dr. Eric Denhoff, a prominent Providence, R. I., Pediatric Neurologist, made a presentation on the prevention and predictability of learning disabilities in children.



Registration booths were busy as early as seven-thirty on the morning of the Conference in order to accommodate the more than twelve-hundred educators who were in attendance.



Florence Beahan, of the Boston Public Schools, demonstrates paper hand-puppets as two Conference participants observe.

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, since these can help fulfill the magazine's function as a means of continuing education for Lesley alumnae. In the case of work already published, it is usually an easy matter for the editor to acquire permission to reprint the article.

The Lesley Alumnae Review is dedicated to you and 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 a future issue. Articles should be addressed to The Editor, Lesley Alumnae Review, Lesley College, Cambridge, Massachusetts 02138. We look forward to hearing from you.

Sincerely,

Mrs. Edith Van Beek

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

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. Jean Cogan McKeon '52 and Myrtle Pierce Aulenback '39, Co-Chairmen of Club Activities, were on hand, along with Beatrice Marden Glickman '40, President of the Association, to welcome Presidents of local Alumnae Clubs. 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 out a common solution to those 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 each year to the in-coming Club President. The Alumnae Director helped point out to the Club 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 Fund, the financial responsibility of Clubs, was mentioned as the one common function of all Clubs and the primary resource of Scholarship Funds. The educational function to be

served by Clubs was also mentioned. Most Club meetings have been structured around a guest speaker from the College. This type of program has provided a continuing education backdrop as well as an opportunity for a "Social gathering of Lesley graduates." Further responsibilities and Club functions included informing the Alumnae Office of Club activities and keeping the Club membership up-to-date on College activities.

The question was raised on how Clubs could best fulfill their responsibilities and how the Alumnae Office could provide help in this area. Dinner and luncheon meetings at unusual places with a guest speaker seemed to prove the most successful, since they provide an opportunity for socializing, while they also serve to keep alumnae informed in the field of education. Combined meetings, either with other Clubs or joint attendance at a College-sponsored program, were other suggestions for Club activities. The Alumnae Office will arrange to get speakers, send announcements and invitations of Club meetings, and will report Club functions in the Alumnae magazine.

The Presidents were given a sheet of helpful hints for Club meetings, and plans were made with the Alumnae Director for up-coming meetings.

ALUMNAE DAY PLANNED

Circle the day, Saturday, April 6! On that day, the Lesley College Alumnae Association is sponsoring a continuing education program to be held on campus. Members of Alumnae Clubs from the New England area will be the guests of the College at a presentation by Dr. Orton and members of the Lesley faculty and administration. The panel will discuss "The Laboratory for Learning", an exciting new educational concept at Lesley, which will be of great interest to all who are in the field of education.

Janet Silva G'58 and Melba Kyriacos Collins '47 will be Co-chairmen of the program. They will be working hard with their committee in preparation for this worthwhile day. Do save the date, and do plan on being here with us!!

THE GERTRUDE MALLOCH ALUMNAE SCHOLARSHIP

The Alumnae Association Board of Directors is pleased to announce that the Alumnae Scholarship will now be 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 Marjorie Brenner Lipkin '57, First Vice President of the Association, as Chairman of the Fund. She will work with a committee of five Alumnae representing Alumnae Clubs in selecting the Scholarship recipient. Members of this year's committee are:

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

Betty Fleming McMorrow '57 (Mrs. John)
Merrimac Valley Club

Madeline Lowell McTigue (Mrs. John)
Norfolk-Lower Middlesex Club

Marilyn English Riley '59 (Mrs. Joseph)
North Shore Club

GOAL SET FOR ALUMNAE ANNUAL GIVING PROGRAM

A goal of \$15,000 has been announced by Mary McCarron Mead '25 and Joyce Karp Rosenthal '60, Co-chairmen of this year's Alumnae Annual Giving Program. This goal is a sharp increase over last year's accomplishment and will require an increase in the amount of gifts and in the participation on the part of all Alumnae.

The general campaign, which kicks off March 1, has taken months of planning. A large number of Alumnae will serve as class agents and

committeemen for this year's effort. The Annual Giving Program is one opportunity during the year when Alumnae may demonstrate their pride in their college, and provide support that is vital to Lesley's outstanding and important work in teacher education.

LESLEY ARCHIVES

The Board of Directors of the Alumnae Association has appointed Miss Adele Gruener '20 as Chairman of the Lesley College Archives project. Adele will be collecting material which has special significance in the history of Lesley College.

So far, she has gathered all kinds of interesting articles, from old pictures and letters, to a shovel which was used to break the ground for White Hall and the class pin of the first graduate of the Lesley Normal School.

If you have old pictures, scrapbooks, or anything that would help make our visual history of Lesley more complete, please send them to the Alumnae Office or Miss Adele Gruener at 457 Center St., Newton, Mass. 02158.

HOMECOMING PLANS UNDERWAY

A "Kick-Off" luncheon for reunion classes of Homecoming '68 was held at the College on October 21. The luncheon marked the beginning of planning for this year's reunion weekend. The reunion is to be held during the weekend of June 7, 8, 9. Representatives from seven reunion classes planned enthusiastically for their part of the reunion program. The schedule for the weekend promises to make Homecoming '68 an exciting and memorable event.

Friday, June 7 — Cocktail Party — Sponsored by Class of '58

Saturday, June 8

Morning — Annual Meeting
Scholarship Award Presentation
Address by Dr. Orton
Afternoon — Tours, Charles River Cruise
Evening — Champagne Reception — Alumnae Board of Directors Dinner
Dance — Sponsored by Class of '48

Sunday, June 9

Morning — Breakfast



BUZZARDS BAY MASSACHUSETTS

President: *Mary McCarron Mead '25*
Bayberry Lane, Marion, Mass.

In August, the Buzzards Bay Area Club enjoyed a picnic luncheon at the summer home of *Mary McCarron Mead '25*.

Included in the group of 20 were *Frances Blackburn Slade '25*, of Waterloo, N. Y.; *Ruth Truesdale Meserve '25*, of Alexandria, Va.; *Eva Grant Marshall '25*, of Falmouth, Mass.; and *"Jo" Downing Carey '25*, of Fall River, Mass. The luncheon had special meaning for these classmates, who had not seen each other since their graduation in 1925. Each came equipped with yearbooks and mementos of that year.

Miss Katherine Bitter, Director of Alumnae Affairs, gave a brief talk on the aims of the area clubs, and added a special welcome to *Susan Sweeney '71*, who had been invited to join in the afternoon's festivities.

As a result of a silent auction, the club has made the first donation to the 1967-68 Alumnae Scholarship Fund.

MERRIMAC VALLEY MASSACHUSETTS

President: *Betty Fleming McMorro* '57
63 Birchwood Road,
Methuen, Mass.

Secretary: *Freda Bisbee '38*
78 Maple Ave.,
Andover, Mass.

The Executive Committee of the Merrimac Valley Club met at the home of *Ann Cleveland Lange '59*, former president of the club, on November 27. *Betty Fleming McMorro '57*, President, *Dorothy Michelmores Arsenault*, Treasurer, and *Freda Bisbee '38*, Secretary, were present to discuss plans for a winter meeting.

The club held its winter meeting at the Lanum Club, on Saturday, January 27. Mr. Majid Tehranian, of Lesley, was the guest speaker. He discussed current issues on the national scene.

NORTH SHORE MASSACHUSETTS

President: *Marilyn English Riley '59*
Five Tapley Road,
Lynnfield Centre, Mass.

Secretary: *Sara Rubin Cohen '25*
25 Beverley Road,
Swampscott, Mass.

The North Shore Club met on Thursday, December 7, at Anthony's Hawthorne, Lynn, for their annual winter meeting. *Rita Keleher Hoskinson '37*, *Ann Sampson Watson '55*, *Althea Harris Jackson '40*, *Joyce Karp Rosenthal '60*, *Marilyn English Riley '59*, *Thelma Rubin Leshner '34*, and *Sara Rubin Cohen '25* deserve many thanks for the fun that was shared by all.

Macey Rosenthal, husband of *Joyce Karp Rosenthal '60*, was the guest speaker. Macey, who is the New England representative of the Xerox Education Division, displayed, illustrated, and discussed new curriculum materials available for elementary schools. Included in the program was "words in color," a method of teaching reading, developed by C. Gahegno, 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.

SOUTHERN CALIFORNIA

President: *Jacqueline Robinson Mason '56*
27050 Indian Peak Road,
Palos Verdes Estates, Calif.

Secretary: *Beverly N. Weir '61*
6121 Darlington Ave.,
Buena Park, Calif.

The Southern California Club held its fall meeting on November 8 at the apartment of *David Lansky '65*, Brentwood, Calif., where a Lasagna dinner was enjoyed by all.

College catalogues were distributed so members could become familiar with goings-on 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*
14 Dick Drive,
Worcester, Mass.

Secretary: *Marjorie Ryan Igoe '32*
81-1 Park Ave.,
Worcester, Mass.

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 Rassin Goldberg '28*.

The Club was fortunate to have Mr. Charles P. Baniukiewicz as the guest speaker. Mr. Baniukiewicz 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 Sheehan 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.

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

1923

Effie Scott Mallory writes that she and her husband, Addison, have been commuting between Florida and Maine, spending the summer months in Florida and traveling to Maine for the winter.

1928

Geraldine Becker is now *Mrs. Edward J. Stark* of 2224 Chestnut Hills Drive, Cleveland Heights, Ohio.

1933

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

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

Lura Simonton 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

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

1954

Myrna Shufro Fruitt lives at 60 Mary Ellen Road in Waban, Mass. 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 out that another Lesley graduate, *Nancy Stone '65*, was her daughter's third grade teacher at the Beethoven 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 Carew 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 *Lana Baily* 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 Badash 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.

Claire Gaffey tells us that she is now *Mrs. John J. Lennihan*. The Lennihans make their home at 4801 Upton St., N. W., Washington, D. C.

Judith Aronson is now *Mrs. Samuel Lizerbaum*. The Lizerbaums live at 4925 Franklin Ave., Des Moines, Iowa.

Beverly Peck Zindler and her husband, Leo, now make their home on Route #1, Forest Hills, Harrisonburg, Va.

1961

Della Rose Gilman and husband, Ira, are now living at 1066 Manas Drive, Schenectady, N. Y. The Gilmans have a two year old son Jeffrey.

Inglee Harding of 280 Manning St., Needham, Mass., informs us that she will be taking a leave of absence from the Wellesley Public School System for 4½ months. Inglee plans to travel in Europe during that time.

1962

Charleen Dinner Alper and husband, Paul, have a new address: 5150 F Longbranch, Columbus, Ohio.

Sybil Nasson Kaplowiz is now living at 80 Wintonbury Ave., Bloomfield, Conn., in a new split-level home. Sybil has been teaching Sunday School in Bloomfield, while her husband finished college. Now it's Sybil's turn to go back to school.

The Alumnae Office was saddened to learn of the passing of *Marsha Reed Miles*, formerly of Roxbury, Mass. Our deepest sympathy to her family.

1963

Sonya Goldstein is now *Mrs. Stan Franklin*. The Franklins make their home at 8817 Tobias Ave., Panarama City, Calif.

Susan Kaplan was recently married to Sheldon Brody. The Brodys are making their home at 180 E. Hartsdale Ave., Hartsdale, N. Y.

Amy Stellar Robinson is now living in Fort Lewis, Washington, where her husband, Michael, is an Army Doctor.

Margaret Mulvey Stevens tells us that she and her husband, Richard, are presently residing at 40 Fairlawn Ave., Mattapan, Mass. Margaret is teaching third grade at Collicot School in neighboring Milton.

1964

Harriet Furlong 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 Pupil Program School."

Carol Goldman Slippen 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 where Michael will enter his internship in Queens, N. Y.

Rhoda Schoolnick Smolensky, 1580 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 *Betsey Rosenthal Weissell* and her husband, Richard, on the birth of a son, Michael Erin, in October.

1965

Jane Anderson is now *Mrs. Robert Norton*. The Nortons live at 81 Lind Street, Quincy, Mass., with their one year old daughter, Kimberly Jane. Jane's husband, Bob, is a guidance counselor in nearby Scituate.

1966

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

Arlene Guth Soifer is now living at 62 Rockledge Rd., Hartsdale, N. Y. where her husband, Ray, is assistant to the President for the Diebold Group in New York, an international consulting firm.

1967

Linda DeLorenzo is teaching fifth grade in Silver Spring, Md.

Elaine Eskesen 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 academics..." Elaine is sharing a flat with two English girls and taking an evening class at the Oxford University Institute of Education.

Jane Becker Fine and her husband, Charles, have a new address. The Fines are living at 525 Ocean Parkway, Brooklyn, N. Y.

Suzanne Straub Free of 1305 Dogwood Lane, Mt. Prospect, Ill., writes that she will be a Navy wife for two more years. Her husband, Dick, will be stationed at Great Lakes Naval Training Center where the Free's first child will be born in February.

Nancy Joseph Julius 222 Millbrae Lane, Los Gatos, Calif., writes that she is teaching fourth grade in the San Jose Public School System, while her husband is working on his Master's Degree.

Janet Lipman stopped in to say hello during a recent visit home. She and *Patty Ives '67* are living at 1921 Delaware St., Berkeley, Calif. Janet has been teaching kindergarten in Berkeley.



Hollis G. Gerrish, newly elected Chairman of the Corporation of Lesley College.



Robert W. Fawcett, newly elected Chairman of the Board of Trustees.



Mrs. Roger P. Sonnabend, new Vice Chairman of the Board of Trustees.



Eliot I. Snider, Chairman of the Finance Committee, Board of Trustees.



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



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

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.*

Samuel D. Wonders, formerly Chairman of the Board of Trustees, is now Honorary Chairman of the Board. Active as a Corporator since 1955, Mr. Wonders was elected Chairman of the Board in 1963.

Frank C. Doble, formerly Chairman of the Corporation, is now the Corporation's Honorary Chairman. Dr. Doble was first elected to the Corporation in 1948, and 10 years later was elected its Chairman.

Both Mr. Wonders and Dr. Doble are the first to hold the Honorary Chairman positions.

Robert W. Fawcett is the new Chairman of the Board of Trustees. Mr. Fawcett has been a member of the Corporation since 1958. He is active in the business community of Cambridge, where he is president of Robert Fawcett and Son, Company, Inc., a retail oil, oil burner and heating service firm. Mr. Fawcett is also a member of the board of directors for the Cambridge Y.M.C.A., the Harvard Trust Company, and the East Cambridge Savings Bank. Hollis G. Gerrish, president of the Squirrel Brand Company, is the newly elected Chairman of the Corporation. He has been an active member for 14 years. Mr. Gerrish is widely known in the Cambridge community. He is on the board of directors of the Cambridge Y.M.C.A., the East End House, the Cambridge T.B. and Health Association, the Cambridge Homes for the Aged. He also is a Trustee of the North Avenue Savings Bank and the New England Deaconess Hospital.

Mrs. Roger P. Sonnabend is the newly elected Vice Chairman of the Board of Trustees. Mrs. Sonnabend has been a member of the Corporation since 1961. During this time, she has served as Chairman of the Educational Goals

Committee, a group comprised of Lesley Trustees, Corporators, students, faculty, and administration which has been instrumental in developing unique approaches to the overall function of the College as a teacher training institution.

Mr. Eliot I. Snider, a Corporation member since 1961, is the new 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 Winchester, Mass., president of Servomation of New England, Inc.; Mr. Don S. Greer, also of Winchester, 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 1965, was elected to the Board of Trustees. Three new members have also been elected to the Corporation. They are:

Mr. William P. Dole, of Wellesley Hills, Mass., president of the Dole Publishing Company, Inc.; Mr. Ralph L. Rose, of Great Neck, L. I., N. Y., retired Vice President of Rose Brothers, Inc.; and Mrs. Merl B. Wolfard, a long-time friend of Lesley, of San Gabriel, Calif.

Lesley Alumnae are represented on the Corporation and the Board of Trustees by *Mary McCarron Mead '25*, Alumnae Representative-at-Large since 1966, and *Beatrice Marden Glickman '40*, President of the Alumnae Association. In addition, *Ruth F. Boland '24*, *Ann Kelly Eaton '29*, *Ethel MacLean Mackenzie '35*, and *Winifred M. Randall '48* are members of the Corporation.

Lesley College, indeed, higher education itself, owes much to the dedicated leadership and talent so freely given by these men and women.

THE LESLEY CORPORATION AT A GLANCE

Mr. Harold W. Atkinson
Vice President and General Manager
Cambridge Electric Light Company

Mrs. Count Basie
St. Albans, N.Y.

Mr. Everett H. Bellows
Vice President
Olin Mathieson Chemical Corp.

Dr. Ruth F. Boland '24
Director of Bureau of Pupil Services
Cambridge Public Schools

Dr. Leland P. Bradford
Director, NTL/Institute for Applied
Behavioral Science

Mr. H. Gardner Bradley
President
Cambridge Trust Company

Dr. Chester L. Dawes
Associate Professor of Electrical Engineering
(Emeritus)
Harvard University

Mr. Richard K. de l'Etoile
President
Delbrook Engineering, Inc.

* Dr. Frank C. Doble
President
Doble Engineering Company

Mr. William P. Dole
Publisher
Dole Publishing Company, Inc.

Mr. John H. Dyer
Partner
Storer, Damon and Lund, Insurance

Mrs. Charles A. Eaton
Lesley College '29

Mr. Robert W. Fawcett
President
Robert Fawcett and Son Company, Inc.

Mr. Hollis G. Gerrish
President
Squirrel Brand Company

Mrs. Harold Glickman
Lesley College '40

Mrs. Richard S. Gordon
St. Louis, Mo.

Mr. Don S. Greer
Director of Planning
Greer Division of Joy Manufacturing
Company

Mr. Vincent R. Herterick
Executive Vice President Industrial Products
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Mr. Arthur G. MacKenzie
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Mr. William C. McConnell
President
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Mrs. Roland Mackenzie
Lesley College '35

Mrs. Francis M. Mead
Lesley College '25

Mr. Joseph L. Milhender
President
Milhender Distributors, Inc.

Mr. Richard D. Muzzy
Vice President
Howard D. Johnson Company

Mr. Harris J. Nadley
Partner
Michael Nadley Company,
Accountants and Auditors

Mr. Dexter Newton
Vice President and Investment Officer
Harvard Trust Company

Mr. Carlos M. Passalacqua
Senior Partner and Administrator
Passalacqua and Cia
Puerto Rico

Mr. Ervin Pietz
President and Chief Executive Officer
Barry Wright Corp.

Miss Winifred M. Randall '48
Former Masters Assistant
Shurtleff Public School

Mr. Ralph L. Rose
Former First Vice President
Rose Brothers, Inc.

Mrs. Beatrice Holt Rosenthal
Waterford, Conn.

Dr. Irwin W. Sizer
Dean of the Graduate School
Massachusetts Institute of Technology

Mr. Eliot I. Snider
President
Massachusetts Lumber Company

Mrs. Roger P. Sonnabend
Chestnut Hill, Mass.

Mr. Varnum Taylor
Partner
Taylor, Ganson and Perrin, Lawyers

Mr. Andrew M. Wales
President
Brown-Wales Company

Mr. James O. Welch
Treasurer
Welch Realty Company

Mr. Donald B. Wilson
Executive Vice President
A. O. Wilson Structural Company

Mrs. Merl B. Wolfard
San Gabriel, Calif.

** Mr. Samuel D. Wonders
Former President
Carter's Ink Company

* Honorary Chairman of the Corporation

** Honorary Chairman of the
Board of Trustees

PRICE AND INFORMATION

LESLEY COLLEGE CHAIRS

Type-Chair	Basic Cost	Mass. Sales Tax*	Total Cost**
Captain's			
Cherry Arms	\$40.00	\$1.20	\$41.20
Black Arms	39.25	1.18	40.43
Boston Rocker			
(Black Only)	32.25	.97	33.22
Side Chair			
(Black Only)	24.50	.74	25.24



* 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 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 Code)

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.

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.

NAME _____ YEAR _____
First Maiden Married
OLD ADDRESS _____
Street City State Zip
NEW ADDRESS _____
Street City State Zip
HUSBAND'S NAME _____ TELEPHONE _____

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.

NAME _____ YEAR _____
ADDRESS _____
CLASS _____ THIS IS A CLASS NOTE _____

THE EDITORIAL OFFICE OF THE *Lesley Alumnae Review* WELCOMES YOUR COMMENTS ON ARTICLES AND MATERIALS PRESENTED IN EACH EDITION. ADDRESS YOUR LETTERS IN CARE OF EDITOR, *Lesley Alumnae Review*, 29 EVERETT ST., CAMBRIDGE, MASS. 02138.

LESLEY COLLEGE
29 EVERETT STREET
CAMBRIDGE, MASS. 02138

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