Spring 5-6-1961

The Lantern (May 6, 1961)

Lesley College

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S.G.A. President

Looks For Spirit

An apathetic student body is useless. To function well, the Student Government Council must have the full support of the entire student body. Each individual must contribute her fullest potential. How can Student Government reach each girl and have her enrich college life by active participation?

The greatest problem for the Association is that of communication. “How do we reach all students?” has been the ever present question. Government 1961-62 will be employing publicity, representation, and personal contact to overcome the problem. Yet, it is up to the individual to find her niche and to strive toward her highest capabilities.

We cannot afford to let ourselves be narrow people. We are entering a profession that demands more than scholarship. Extra-curricular activities broaden our personalities. They give us an awareness of others, the community, the nation, the world. We must be prepared to take this kind of learning experience into the classroom. We must be ready for personal growth through participation and responsibility.

Responsibility teaches; and through it we teach. Ideas come from active, interested persons; worthwhile change comes from ideas. To grow personally and to help the college grow, each of us must seek responsibility. We must make ourselves active. The Student Government Council feels certain that with the participation of all, the year 1961-62 will be an eventful, exciting, and successful experience.

Rolly Galway,
Student Government President

Thalians Present

Choral Play

"Scatter The Dreams" will be performed in the amphitheater, Saturday, May 6 at 8:30, immediately following the Thalian Club supper.

"Scatter The Dreams", a choral play (sponsored by the Thalian Club) is an attempt to express the feelings of a young girl as she searches for meaning in her existence. A series of episodes reveal the plot of the play as the girl enters college. Spoken word and passages, interpreted in dance form, express Judy's inner conflict and dreams. Scenes of Judy will be played by sophomore Sue Wilson. The dance who expresses symbolically Judy's dreams and longings, will be played by sophomore Nancy Eisen. Judy's friend will be acted by Miss Shaw, also a sophomore. Harvaid graduate student, Fischer Black acts the part of John Cable, and a Harvaid senior, Tom Robins, is the role of Tony. Other actors include: Nancy Melcher, Linda Brenner, Phyllis Goldie, Linda Goldin, Diane Grace, Brenda Ravilious, Irma Savasta, Lovia Wells, Joy Wainwright, and Gerry Wigglesworth.

Academic Exhibits

Open Saturday

Students from six academic areas have arranged exhibits and student demonstrations to further introduce parents to the activities of the college. The displays are located in Livingston Stebbins Hall and in the Fine Arts Building. Parents are invited to investigate, question, and enjoy the following features:

**Biology**

If your interests are pickled specimens, rats affected by malnutrition, stuffed birds, tropical fish, terrariums, salmonides, turtles, etc., you will find them in Rooms 1 and 2 of Livingston Stebbins Hall. The biology exhibits were prepared by freshmen students working alone or in small groups. They represent the knowledge gained throughout the year in various areas of biology.

**Contemporary Social Problems**

Mr. David Honick, professor of Contemporary Social Problems, will administer the New York Times Current Affairs test throughout the morning. His senior students take similar tests monthly. Visit Room 3.

**Arithmetic in the Elementary School**

Concrete mathematic devices were designed and constructed by students of Elementary Education, for use in all elementary grades. Each piece of equipment is geared to enrich a child's arithmetic understandings in a specific area. These are on display in Room 6 of Livingston Stebbins Hall.

The Cooperative approach to mathematics will be explained by Mrs. Eliza­abeth Bring, instructor of Elementary Education. Students will teach demo­nstrations.

For the complete Parents’ Weekend Program, please see page six.

**Dr. Don A. Orton**

Speaks of Future

We are delighted that you are with us at this weekend. We wish you a most cordial welcome and pleasant visit.

To the extent that our weekend is a success we acknowledge the efforts of many, particularly the students and advisors, and especially the student committees in charge of Parents’ Weekend.

The reasons which prompted you and your daughters to select Lesley probably those which prompted me to join the Lesley faculty almost a year ago. Permit me, at any rate, to mention a few of these reasons which stand high on my list.

I see the Cambridge-Boston area as being the intellectual and cultural center of America. The true operating boundaries of the Lesley campus are as comprehensive as the outer perimeters of the intellectual curiosity and cultural thrusts of her students and faculty. Due to the advantages of our geographical location, in the truest educational sense our campus is virtually boundless in its compass. I am attracted by instructors (and people) that are clear as to their goals and, moreover, successful in achieving them. For many years Lesley has been well known as a college with a clear reputation of her graduates, as competent professionals (people) that are clear as to their goals and, moreover, successful in achieving them. For many years Lesley has been well known as a college with a clear reputation of her graduates, as competent professionals (people) that are clear as to their goals and, moreover, successful in achieving them.

I hold the view that a small campus possesses certain intrinsic learning advantages. Our closeness to one another, the possibility of our designing our total life together in order to reinforce our educational objectives and efforts, the relative ease of inaugurating desirable changes—these desiderata are indeed hard to come by in large institutions.

Challenge appeals to me. New experiences, the quest for meaning, the sense of growth that is the essence of life and learning—these too abound at Lesley. (Some of the physical challenges are almost painfully visible.)

During the past months I have reviewed with the Lesley Corporation (and Trustees, faculty and alumnae)
Parents

Few of us are frustrated with Electra's symptoms; few of us are cold, non-reacting boarders in the house called "our first home." Few of us are merely gold diggers in parental pocketbooks. Most of us live, as our parents' daughters, with high degrees of deeply rooted love for mater and pater, dadduns and motherkins, or just plain ma and the old man! After a normal amount of fault-finding, expressing irritations, and sighing for the days when they will stop creating as us their children, most of us are whole-hearted supporters of those people -- the loving phylogenetic forebears -- our parents.

Psychologically, "the mother" may represent an imprinting element (the early model necessary for implanting socially accepted behavior patterns in the offspring) or, as to Freud, the mother image may represent the obstacle that stands between father and daughter. These cold inferences may be replaced with the underlying warmth of a mother image that stands for good cook, object for borrowed jewels, watch of weights and measures, chief and ever-trusted confidant, and prejudiced supporter.

Psychologically, "the father" may stand for the complementing influence in the development of behavior patterns of the offspring, or, the daughter's earliest fixation object. How much closer to the truth, however, is the father standing for no nonsense; or the father image that stands for strength and give of weekly allowance, model of the do-it-yourself game, intellectual stimulus, and proud status-seeker.

Our gains from our parents are immeasurable. From mother we receive thoughtfulness and mother wit; from father we are blessed with worldliness and father-thrift. In return, our parents are affected by us. We give gray hairs, moments of apprehension, and frustration. We take uninvested funds, years of their life, and sometimes (and often) advice.

Parents are people that daughters expect to be perfect -- and therein lies the problem. Parents are susceptible to all human pittfalls and successes. Their resistance to the breaking-point-of-patience is tested by expert torturers who can needle, wheedle, unmere, and excite the saintly, let alone, the earthly.

Taking tounge from cheek, we hope that we express the heart-felt feelings of all daughters for all parents. Behind forms of honor, parents represent to each daughter, the mother of mothers and father of fathers, the teacher of teachers, and lifelong influenencers. They are the objects of deep regard, indescribable appreciation, and matured love.

**Weekend**

In this year of change here at Lesley, Parents' Weekend itself constitutes part of this change. In a very large sense, we are spreading the welcome mat in an attempt to acquaint parents with the inner workings of their daughter's "second home." We have a lot to show you: the confines of our campus -- it takes a mighty combined effort to propel through four college years a superior product -- and this weekend you are viewing many parts of these combined efforts.

Every Lesleyan has done her share to put into action the idea for a Parents' Weekend. Marilyn Saltz (Chairman), especially, deserves praise that the results you see are a product of Marilyn's persistence, good nature, foresight, and knowledgeable ability. Marilyn alone, however, could not have produced what her co-workers together have been able to accomplish. Herein lies the secret every successful venture knows. The smooth meshing of many independent, reliable gears produces every successful project we have here, and we have many. The LANTERN you are reading today is a good example: Student produce the fund -- the student body backed emotionally ("We simply have to have a Parents' Weekend Issue!") -- two editors (the old and the new) planned it, two staffs carried out these ideas, two advertising staffs got to work and canvassed this tight area for advertisements (so please patronize our sponsors!); a past advisor offered the advice of his years of experience, the present advisor offered her unsinkable spirit, faith, and encouragement ... well, just about everyone got into the act to produce the best newspaper we could possibly produce.

This is teamwork; this is that ever-important quality which has brought together the beautiful and loved tradition of May Day, the new tradition of a Parents' Weekend, the traits of our Modern Dance Group, Glee Club and Madrigals, Thai lions, all for the single purpose of entertaining those beloved, hard-pressed, in-the-dark individuals, our most-adoring parents at this first, and we hope annual, Parents' Weekend.

**Clubs Enrich Student Life**

Extracurricular activities play an important role in the education and life of a Lesley student. On campus there are numerous activities which meet the needs and interests of the individual.

**Theta Alpha Theta**

Theta Alpha Theta is the undergraduate Order of Letter (scholastic honor). Its purposes are to recognize high intellectual, professional, and personal standards, and to stimulate the intellectual life of Lesley College.

During the year, Theta Alpha Theta sponsored an all-college assembly featuring Madame Fou Tahne Pt. Madame Fou is a political writer with Eastern art through demonstration.

Theta Alpha Theta headed the November Mock Election through which the students had a chance or experience true democratic electoral procedure.

**Emerald Key**

Emerald Key is an Honor society in which the selected members act as official historical and cultural guides to the college. They act as guides to all visitors and they accompany the Director of Admissions on trips to nearby schools.

In the academic year 1950-51, the members of Emerald Key took approximately one hundred prospective students on tour of the college. The group presented panel discussions at several high schools and was entertained in five Future Teachers of America Clubs, and ushered in eight formal occasions.

**Pendulum**

Pendulum is the annual college literary magazine. Each issue recognizes the achievements through literature, and the selection of selections contributed by unaffiliated students.

Pendulum is under the advishship of Dr. Leslie M. Oliver. Next year it will be enlarged; its activities include outstanding lectures followed by colloquium and discussion groups.

**International Relations Club**

The International Relations Club promotes further awareness of the problems of the world. Discussions are directed toward the better understanding of controversial issues. A film and discussion on "Red China and the United Nations" is an example of one of the projects of the year.

**Modern Dance**

Modern Dance at Lesley is geared to provide a background for those girls who had no training in the field and to provide an opportunity of increased exposure to dance forms for those girls who have had previous training. Fifteen active members worked on dance techniques to form the basis for this weekend's presentations. During the year the girls had the chance to work with Miss Judith Nolan, a teacher from the Lexington School System. She and the girls spent an evening experimenting with jazz and its corresponding dance steps.

**Penguin Club**

Concerting students are never forgotten at Lesley College: the Penguin Club is here to unite the constituents. The club sponsors all-college Valentine Dance. As usual, held in the spring, honors the outgoing and incoming officers. The Penguin Club's "Living Room," under Welford Hall is a popular mena for constituents between classes.

**Building Fund**

One of the most important clubs at the college is the Building Fund. The function of this organization is to gain funds for the erection of new college buildings. All students are automatically members of this organization; the students are working toward the same goal. Approximately five hundred dollars was raised.

**Digenes' Club**

The general condition of the country today is one of apathy. Much of this is due to the great amount of consumerism on our existence today. Scientific progress through inventions and discoveries has provided more material possessions for a greater number of people, thereby increasing the general standard of living. As a result, people no longer feel the need or desire to strive for what they really feel and want. People wait for life to come to them, and if something doesn't fall right into their waiting laps they often pass it off as something they really didn't want anyway.

**Positions Affected**

One area where apathy exists is in politics. For example, during the past presidential campaign did people make a conscientious effort to vote? Did the two candidates represent and stood for? Superficially, yes, realistically, no. They read only what the press presented and listened only to the outward comments of the two candidates. The debates, which might have filled a reawakening of the people were really brought about by the television network. The present campaign which would bring up the campaign.

Only after the issues are presented to them did they become interested. Had not the networks thought of this for their own purpose, it is doubtful if the debates would have ever occurred. To awaken from this apathetic state we must become totally aware of our individual responsibility in this free society.

**U.S. Acts**

A start, it appears, in alleviating this is the establishment of Peace Corps. It lessens this feeling because it places an emphasis on man's capacity to think, do and believe. It lessens this feeling because it places the do-it-yourself game, intellectual stimulator, and proud status-seeker. In a very large sense, we are spreading the results of our daughter's educational and professional training (the early model necessary for implanting socially accepted behavior patterns in the offspring) or, as to Freud, the mother image may represent the obstacle that stands between father and daughter. These cold inferences may be replaced with the underlying warmth of a mother image that stands for good cook, object for borrowed jewels, watch of weights and measures, chief and ever-trusted confidant, and prejudiced supporter.

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(Continued on page 5)
Introducing . . . the Lesley Faculty

A large university or college rarely offers its students the opportunity to know all the faculty; parents are even more unfortunate—a professor's name remains only a name and never becomes a person. At Lesley, however, a small, yet multi-talented, over-worked faculty gives each girl the opportunity to know her professors academically and socially. A name becomes a person. Parents at home recognize this important detail and may this weekend find themselves saying often "You're the professor who . . .".

Speaking collectively, we admire our faculty members individually and as a group. LANTERN now has the opportunity to proudly present our friends, our faculty.

Standing, left to right: Mrs. Margaret J. Adolf, B.S. in P.E., Instructor of Physical Education, Advisor of the Modern Dance Club; Mrs. E. Maurine Locke, A.B., M.S. in Education, Assistant Director of Student Teaching; Mrs. Mildred B. Morrison, B.E., M.A. in Education, Instructor of Elementary Education. Seated, left to right: Mrs. Mary Mindess, B.S. in Education, M.S. in Education, Instructor of Early Childhood Education, Advisor to the Sophomore Class; Mrs. Alfreda R. Wales, B.S. in Ed., Ed.M., Director of Student Teaching, Advisor of Theta Alpha Theta; Mrs. Eleanor L. Huff, B.S. in Ed., Ed.M., Associate Director of Student Teaching, Advisor to Lantern.

Standing, left to right: Dr. Leslie M. Oliver, A.M., Ph.D., Instructor of English and Social Sciences, Advisor of Pendulum and Friends of the Library; Dr. Charles A. Woodbury, Jr., Ed.M., Ed.D., Instructor of Psychology and Measurements; Miss Helen Freeman, B.S. in Ed., A.M., Instructor of Education, Director of the Carroll-Hall School; Dr. Russell G. Schofield, A.M., Ph.D., Instructor of Philosophy and English, Advisor of the Student Christian Association. Seated, left to right: Mrs. Mary Mindess, B.S. in Education, M.S. in Education, Instructor of Early Childhood Education, Advisor to the Sophomore Class; Mrs. Alfreda R. Wales, B.S. in Ed., Ed.M., Director of Student Teaching, Advisor of Theta Alpha Theta; Mrs. Eleanor L. Huff, B.S. in Ed., Ed.M., Associate Director of Student Teaching, Advisor to Lantern.

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Other faculty members are: Mrs. Elizabeth N. Berglund, B.S. in Ed., A.M., Instructor of Elementary Education; Mrs. Alma B. MacCormack, B.S., M.F.A., Instructor of English and Speech; Mr. Allan Morris, B.Ed., Ed.M., Instructor of Science and Mathematics; Dr. Adam J. Sorini, A.M., Ed.D., Ph.D., Instructor of Education; Mr. Ellis Spear, B.S., A.M., Instructor of Science and Mathematics; Dr. Natalie K. Vallee, Ed.M., Ed.D., Instructor of Science, Senior Class Advisor.

Standing, left to right: Dr. Mark V. Crockett, Ed.M., LL.B., Ed.D., Instructor of Social Sciences, Advisor of Building Fund, Theta Alpha Theta and Student Government Council; Dr. Howard T. Oedel, A.M., Ph.D., Instructor of Social Sciences, Advisor of the International Relations Club; Mrs. Mary B. Fitzpatrick, A.B., A.M., Instructor of Social Sciences, Advisor to the Junior Class; Mr. David Honick, A.B., A.M., Instructor of English and Social Sciences, Advisor of Theta Alpha Theta, Advisor of Hillel Club.

of the boys' program. Myra Drooker is the student-teacher at hand.

Crafts at Lesley-Dearborn play a special role in the enrichment of the boys' program. Myra Drooker is the student-teacher at hand.

Cuisenaire rods are the project of the hour for student-teacher Irene Scimone (right) at Lesley-Ellis.

Lee Lynch, student teacher at the right, helps her Carroll-Hall pupils learn how to tell time.

Evaluating The Exceptional Child

Lesley-Ellis

A description of a day at Lesley-Ellis was written by director of the school, Miss Mary Wright, to effectively explain the personality of the school and its pupils. Lesley-Ellis is concerned with educating normal and gifted children from nursery school through grade six.

Come spend a day with us at Lesley-Ellis!

The Monday after we first knew about the learning machines made, five year old Frenchy walked in the front door, came directly to the office, and with eyes expectant and wide, queried, "Where are the machines I am going to work on?" He had come prepared to get to work immediately. This is characteristic of the student body-it took a little doing to convince Frenchy that there were a few preliminaries to settle first.

A few minutes later, Tommy Crooks (Grade V) came rushing down the stairs, tore over to the hall telephone and gave a high sign which obviously meant, "May I use it?" Permission was given by a nod, words seemed superfluous.

"Tommy's condition of rapture was transferred to teachers and three visitors standing in the hall. "Oh, the line's busy!" said Tommy in tones of utter despair. "May I stay here and keep trying? She may hang up and just dash out, then I can't ask her.

"Ask what, Tommy?"

Then in tones of pure rapture, "Mr. Holt has asked me to come to the- (and he almost breathed it)- Symphony! and I must ask my mother's permission."

The three visitors, after sharing the spontaneous enthusiasm of children and teacher, went into Mrs. Hardy's office to observe a lesson in Cuisenaire with five and six year olds. One visitor asked, after a profound remark from a six year old, "Is he a mathematical genius?"

She was answered with a shrug- "We don't know, he has only worked on this for two days!"

Going up to the second floor, two fourth graders were standing by the door observing a winter landscape drawn by Mark. It was good enough to frame and was on display on a bookshelf.

"It is very good, Mark. It looks lonely, snow always does," they smiled at each other in an understanding way.

William, a thoughtful first grader, was observed on his way back from the drinking fountain. Someone said, "Why so serious, William?"

Lesley-Dearborn

The Walter F. Dearborn School on Concord Avenue focuses attention on the remedial learner. The children are helped to return to the normal classroom. Miss Margaret Gifford is the director.

The children attending the school are all of normal intelligence, ranging from six to eighteen years of age. After the chronological age, the scholastic age, and the slacker mental age levels of each child is carefully considered, each child is placed in ungraded remedial groups. Regular school subjects are taught; a student may be working with a much as a six year span among the grade levels of his various subjects.

Attending Lesley-Dearborn are boys and girls from several states. They attend classes from 9:30 to 2:15 P.M. except on Fridays, when classes meet from 9:30 to 1:30. Twelve full-time teachers and four Lesley College student-teachers constitute the faculty. Besides having an adequate staff, Lesley-Dearborn offers good extra-curricular facilities for the children.

Carroll-Hall

Carroll-Hall School, on Mellon Street, is dedicated to educating the mentally retarded and emotionally disturbed. Director of the school, Miss Helen Free¬man appeared recently on an hour long documentary, "The Innocents," the tele¬vised film was sponsored by the Junior League of Boston. From the film it could be noted that the chief function of Carroll-Hall is to meet the individual needs of each child and to develop in each, good social personalities.

A description of the school explains its function and values. The Carroll-Hall schedule enables children between the ages of six to sixteen to attend its classes. There is also a Nursery Clinic for youngsters between the ages of four and seven. Carroll-Hall functions from 9:30 A.M. to 2:15 P.M. It works as any other elementary school with strong emphasis in individual or small group instruction.

The school also offers music and dancing lessons to its pupils. Boy and Girl Scout organizations are major extra activities. These groups meet weekly to carry out regular troop programs. The scout program is led by Lesley College students. All activities are designed to develop a more integrated child.
Lesley Develops Resources From Past to Future

"Miss Edith Lesley, of 29 Everett Street, a kindergarten teacher in Cambridge public schools, has opened a two year training school for young ladies who wish to become teachers of kindergartening." Lesley's founding, as reported in the local papers, appears deceptively uncomplicated. The illusion of effortlessness resulted from the characteristics of Edith Lesley. She was a woman who was willing to give up a secure position to attempt an uncertain enterprise. Miss Lesley's determination, selfless ambition, and quiet courage was put to a severe test. Ten girls enrolled in the Lesley Normal School, September 17, 1919, grew a little, then shrank, grew a bit, but wavered.

Instructors were hired, part-time, from Harvard and other neighboring institutions. Miss Geraldine Mack was one of them. She was a kindergarten principal in one of the Boston public schools, but decided to devote her professional experience to Lesley. In 1938 she was appointed Lesley's principal, under Mrs. Woldall, director of the school. (Miss Lesley became Mrs. Woldall in 1912.)

In the next few years, the Lesley Normal School became firmly established with an enrollment of more than two hundred students, day and evening classes, a nursery school course; a three year course in elementary education. In 1945 the brick classroom building was reconstructed, extended to three floors, and named Livingston Stebbins Hall, in honor of the Lesley Trustee Chairman whose generosity made it possible to build the building.

Curriculum Changes

Throughout its history the Curricu­lum undertook new changes. A two year course in teacher education was added to train dietitians and home economic instructors. The kindergarten program was supplemented by a nursery school course; a three year course in elementary -methods of instruction for grades one to six, raised Lesley's enrollment even higher.

The stock-market crash in 1929, followed by the great depression, forced the Lesley School to cut costs. From a peak enrollment of 313 students in 1931, the registration dropped to sixty-three girls.

In 1939 Mrs. Woldall decided to give the institution to a board of trustees. This change was effected in 1941. Lesley turned from propriety ownership to a non-profit, educational corporation. The Trustees felt that Lesley should

Student Clubs

(Continued from page 2)

Lesley Service Organization sends volunteers to work at local settlement houses and hospitals. A member of the Volunteer Service Bureau, the aim of the L.S.O. is to develop in its members, a better understanding of the community and its problems.

One of the major club events of the year was a Spring Fashion Show. Proceeds were sent to Kiddle Camp, an organization through which underprivileged children are given the opportunity to attend summer camp.

Friends of the Library

Friends of the Library is an organization whose aim is to enhance the position of the library, to expand the collection of books through various projects during the school year. This year the club sponsored African Violet Sales, a book sale and lectures to carry out their purpose.

The Glee Club

The Glee Club is one of the most active and most enjoyed student groups. Rehearsals are held bi-weekly in preparation for intra-college concerts and college productions. During the year concerts were sung with Wurtember Tech., Northeastern and Clark Universities. A Christmas concert and the Spring selection for Parents' Weekend compose the ex-campus concerts.

The Alumnae Association

The Alumnae Association exists to continue old and promote new friendships among the graduates of Lesley College, through activities during the year. The club aims to aid and maintain a continued interest in the welfare and growth of the college.

Saturday, May 13, the Alumnae Association will meet at Tromwell Mason White Hall, for the annual Alumnae Day. A highlight of the program will be the celebration of the first Fiftieth Reunion of the class of 1911. Alumnae are invited to come "home" for this unique occasion.

Dr. Orton

(Continued from page 1)

assumptions upon which our future will turn. Let me briefly identify them for you and then, in the course of your weekend, invite you to comment on them or any other matters that would please you. They are that Lesley...

...remain a small (not to exceed 900 students) private college for women.

...continue to prepare her graduates for careers in elementary education.

...develop adequate facilities and campus in its present general location.

...commit herself to fresh, forward-looking designs in teacher education and to serious attention to research.

This weekend is a most welcome opportunity for us to meet. The students, faculty, and administration have anticipated your arrival for many months. We trust that you will have an enjoyable stay.

Don A. Orton, President

Mass. & Garfield Gulf

ROAD SERVICE EL 4-9303

Complete Car Service

TUNE UP - BRAKES - MUFFLERS


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1761 MASS. AVE.

EL 4-8506

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Your Professional

Dry Cleaner

KI 7-3006

4 Hudson Street

(off 1672 Mass. Ave.)

PETIT GOURMET

19 GARDEN STREET

CAMBRIDGE, MASS.

Luncheon 12 - 2

Sunday Dinner 12 - 4

E I L O T 4-8605

Come in and See

Our New Spring

and Summer Fashions:

...McMullen and Liberty Blouses

...Wilson Blouses and Dresses

...Bermuda Shorts

...Slacks and Skirts

...The Oxford Shop

...35A BRATTLE ST.

...HARVARD SQUARE

...Cambridge, Mass.

The Vermont Tweed Shop

44 BRATTLE ST.

CAMBRIDGE

Dresses

Shorts

Blouses

Shirts

Costs and Suits

Made to Measure

Cardell's Restaurant

opposite Brattle Theater

AT 2A BRATTLE ST.

Food

Fountain

Refreshments

Chicken Delight

CHICKEN - SHRIMP - FISH DINNERS

Free Delivery — UN 4-9330

MONTROSE SPA

Mass. Ave.

At Benes

For Lesley Girls Only

Present this ad and receive the newt guaranteed $3.98 student writing kit containing a Sheaffer Ink Fountain Pen Plus Sheaffer's Ink—all at 98¢.

Suits

Coats and

Skirts

Blouses

The Vermont Tweed Shop

44 BRATTLE ST.

CAMBRIDGE

Dresses

Skirts

Blouses

Shirts

Costs and Suits

Made to Measure

Beki's Beauty Salon

1648 MASS. AVE.

C A M B R I D G E

KI 7-3717

C'est si Bon

Tea and Coffee served in a gay colorful atmosphere

MONTROSE SPA

Mass. Ave.

ELSIE'S

DELCATSEN LUNCH

FAMOUS ROAST BEEF SPECIAL

71 Mt. Auburn St., Cambridge

54 BOYSTON ST.

EL 4-8768

17 ARLINGTON ST.

BOSTON, CI 7-4277

P E T I T G O U R M E T

19 GARDEN STREET

CAMBRIDGE, MASS.

Luncheon 12 - 2

Dinner 5 - 8

Sunday Dinner 12 - 4

E I L O T 4-8605

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For Lesley Girls Only

Present this ad and receive the newt guaranteed $3.98 student writing kit containing a Sheaffer Ink Fountain Pen Plus Sheaffer's Ink—all at 98¢.

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Luncheon 12 - 2

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Our New Spring

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...HARVARD SQUARE

...Cambridge, Mass.
Parents’ Weekend Program

**Time** | **Event** | **Location**
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Friday Evening | Welcome: Chairman, Marilyn Saltz; Student Government President, Sally Galway | Amphitheater
| Concert: Music Department | Dormitories, White Hall Lounge
10:00 P.M. | Informal Gatherings |
Saturday | Demonstrations and Exhibits | Fine Arts Building, Livingston Stebbins Hall
9:30 A.M. | Address by Dr. Don A. Orton, President of Lesley College | Amphitheater
12:00 noon | Luncheon |
12:00; Seniors, Juniors and their parents |
12:30; Sophomores, Freshmen and their parents | Dining Hall
2:30 P.M. | May Day Festivities | Amphitheater
4:00 P.M. | Tea |
Hostesses: Dr. Clara M. Thurber and Mrs. Don A. Orton | White Hall Lounge
7:00 P.M. | Buffet Supper sponsored by Thalitan Club | Dining Hall
8:30 P.M. | Dance Club Presentation, Thalitan Club Presentation | Amphitheater
--- | “Scatter The Dreams” |
Sunday | Coffee Hours | Dining Hall
9:30-11:00 A.M.

Exhibits Open
(Continued from page 1)
station groups using the Cuisenaire approach. Visit Room 6.

**Early Childhood Education**
Throughout the year, students of Early Childhood Education design and construct bulletin board displays illustrating various nursery and kindergarten learnings. Each weekly board aims to act as an enriching experience for preschoolers; each aims to enlarge the child's concepts of his world. "Our Friends In the Sea" is the topic on display this week in Rooms 3.

**Children's Literature**
Creative anthologies of children's poems were designed by the students of Children's Literature. Each book is built around the poems of fifty authors suitable for a chosen grade level. Each girl has designed her book to be a pleasant and meaningful experience in poetry for school children. These are on display for browsing in the Livingston Stebbins Library.

**Art**
The Fine Arts Building will house an exhibit of typical art problems characteristic of all required and elective art courses. The projects on display were done by the students throughout the year. In addition, students will work informally on present problems in the art room from ten to twelve o'clock.

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1613 Massachusetts Ave.,
Cambridge, Mass.

**Students’ Valet Service**
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**Midget’s Restaurant**
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