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Lesley College Current (December, 1970)

Lesley College

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William Perry becomes Director of Graduate Programs

"Excitement and diversity," first attracted Dr. William L. Perry to a career in higher education more than 15 years ago. Their appeal has not diminished.

Dr. Perry is Lesley's new Director of Graduate Programs.

He views Lesley as a community where new ideas can materialize quickly - partly because the College is small and partly because it has a receptive atmosphere. This receptiveness is particularly attractive to a man who's an innovator.

Since assuming the directorship on November 1, Dr. Perry has proposed the addition of a highly flexible program of graduate study. Accepted by the Board of Trustees in December, the new program is scheduled to begin, on a pilot basis, in September 1971.

Briefly stated, this program will permit a student to design an educational experience which is especially suited to academic and professional objectives. Insofar as they meet his needs, the student will be able to utilize a broad range of resources and experiences, including courses at Lesley and other institutions, independent study and research, internships, paid work experience, creative endeavors, and consultation with "expert." The program, which requires a high degree of self-motivation, is intended for students who wish to work with children but cannot obtain the advanced training they need in conventional master's programs.

Giving examples, Dr. Perry said that this program might be of interest to people who want to write children's literature or design educational toys. It also could provide the appropriate "exploratory freedom" to individuals who wish to work with children and cannot obtain the advanced training they need in conventional master's programs.

Initial bids are high

Architect to rewrite some new campus specs

The Building Committee of the Board of Trustees has instructed the architect of Lesley's new campus to rewrite certain specifications in order to lower the cost of constructing Phase I to under $54 million.

This action was taken after the committee made a careful review of the bids received in the initial bidding process.

Sub-contractor bids were opened on November 10 and prime contractor bids on November 17.

All of the prime contractor bids exceeded, by 25 percent or more, the architect's pre-bidding estimate of approximately $45 million. The lowest bid was $5,093,000.

On December 3 the Board of Trustees voted to reject all current bids. On December 7 the Executive Committee authorized the rewriting of specifications.

The revisions recommended by the Building Committee, in consultation with the architect, will not change the basic design or decrease the square foot area of either academic or dormitory space.

The present plan calls for receiving new prime contractor bids by March. This will not necessarily delay the completion of Phase I since construction would not, in any case, begin before spring.

It is anticipated that the additional $500,000 needed to meet the new target cost will be raised from private sources.

Awarded by President Nixon

Maxine Lazovick receives National Young American Medal

President Nixon awarded a National Young American Medal to Maxine S. Lazovick, a junior at Lesley, during a special ceremony at the White House on Thursday, December 3.

Maxine, a former resident of Bridgeport, Conn., was nominated for the medal by Connecticut Governor John Dempsey. Last spring, a special committee working in conjunction with the United States Department of Justice selected the recipients.

Friends in Bridgeport learned that Maxine was to receive the medal before she knew anything about it. "I was really shocked when I found out," said Maxine. "I didn't even know I was being nominated. The Bridgeport papers announced the decision on a Friday night and a woman worked with called me Saturday to congratulate me. She kept saying how marvelous it was and I had to ask her what she was talking about. A few days later I received notice of the decision at my home in Canton."

Maxine was one of four young people recognized for outstanding community service. One recipient, Debra Sweet, was honored for her leadership of an anti-hunger drive in Wisconsin. After President Nixon presented her medal, Debra startled him by saying, "I cannot believe in your sincerity until you get us out of this mess."
Lesley Current

Lesley Current is published by Lesley College, Cambridge, Mass. and is produced and edited by the Office of Public Relations.

The purpose of the newspaper is to portray the various aspects of the College--its achievements, aspirations, diversity and controversies--to alumnae, parents, students, faculty, staff, governing boards and friends of Lesley. Statements contained herein represent the opinions of their authors and do not necessarily reflect the attitude of Lesley College.

The editors reserve the right to edit all material submitted. Letters to the editor must be signed. Names will be withheld on request, for cause, but preference will be given to identified statements of fact and opinion.

Editor: Beth Peterson
Assistant Editor: Katherine Condron

Vol. I, No. 2 December 1970

LESLEY COLLEGE CHAIRS
Price and Information

*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.

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

Examples of Shipping Charges for Rocker:

Gardner, Mass. to:      Shipping Cost
                        (Approximate)
Boston                $ 7.50
San Francisco          21.30
New York               13.85

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Please Print

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Please order: Lesley College chair(s)          

Type: Captain's Chair          

                      Black Arms
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Ship to:                

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(Make checks payable to Lesley College Alumnae Association.) Check must cover cost of chair(s) plus the Massachusetts Sales Tax if applicable.*

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 Chart.

Alumnae express progressive opinions in survey

College alumni (or alumnae in Lesley's case) rarely have direct contact with the people at their alma mater. They receive publications and other literature; they may attend homecomings or alumni club meetings. But no matter how well done or how well attended, these channels of communication are, by nature, restricted, censored and removed from day-to-day campus life. As a result, when a college encounters problems or undergoes major change, the alumni often are confused about "what's really going on at the old school."

If the alumni know little about the people on campus, the people on campus know even less about them. The communication that does exist is one-way--from the college, to the alumni. Except for an occasional letter, the opinions and feelings of the alumni are seldom heard.

To sound out our alumnae, the Lesley College Office of Development recently undertook an extensive survey. The results are interesting and, in some cases, surprising.

In general, Lesley graduates have progressive attitudes about education at both the elementary and the college levels. They approve of the new teaching methodologies. They feel that Lesley has become a more liberal college and they are glad of it. They think that students should have a strong voice--but not the only voice--in determining issues which affect them. They feel that Lesley has eased their financial support.

Surprisingly, 55 percent of the alumnae (most of whom are, or have been, teachers) think that tenure for college professors should be abolished. An overwhelming 84 percent feel that students should be represented on the Board of Trustees and on all College committees. Some of the other survey results are tabulated below:

1Three hundred graduates, randomly selected from Lesley's alumnae files, participated in telephone interviews. Information Gathering Service, a research company located in Cambridge, designed the questionnaire, conducted the interviews and tabulated the results.

Do you feel that Lesley adequately prepared you for a career as a teacher?  Unqualified Unqualified

Yes Yes, with some reservations

Slightly more liberal

Slightly more conservative

Extremely liberal

Extremely conservative

Since you attended Lesley, has the College's curriculum and philosophy, in your opinion, become:  Extremely liberal

Slightly more liberal

Remained about the same

Slightly more conservative

Extremely conservative

Does that seem to you to be  An encouraging trend

Of no real importance

A dangerous situation

How do you feel about the following statements?  Agree Strongly Agree somewhat Undecided Disagree somewhat Disagree strongly

College students should have a strong voice in decisions which affect them.  44.7% 34.0% 2.7% 10.3% 8.3%

Tenure for college professors should be abolished because it tends to perpetuate poor teaching.  36.0 19.3 14.7 16.0 14.0

Since they are paying the bills, parents should expect the college to establish curfews and other social regulations.  28.3 26.7 8.3 17.3 19.3

In order to improve minority education and ghetto schools, black candidates should receive special consideration for admission and financial aid at Lesley.  16.0 29.0 9.3 21.0 24.7

Students should govern and determine their own social regulations.  23.7 35.7 6.3 20.7 13.7

There should be student representation on the Board of Trustees and on all college committees.  53.3 31.0 3.7 6.3 5.7

As compared to Lesley when you were a student, how would you rate the following aspects of the College today?  It's better

It's about the same

It's poorer

Don't know

Academic program  80.3% 7.3% 3.0% 9.3%

Caliber of students  44.7 24.3 5.7 25.3

Admissions policy  42.0 13.0 5.2 39.7

Quality of the library  52.3 15.7 7.0 25.0

Financial condition  25.3 23.7 23.0 28.0

Quality of the faculty  48.3 17.7 5.0 29.0
Class of 1970 alumni praise Lesley's teaching preparation

Sylvia Sirignano

Sylvia Sirignano divides her time among two jobs and graduate school. She is director of a tutoring program at the Multi-Service Center, a residence director at Abbots Academy in Andover and a graduate student in counseling at Tufts.

Her Work:

Although I took the regular elementary education program at Lesley, I'm more interested in helping kids with emotional and psychological problems than in teaching academic subjects. I don't do any tutoring at the Center. It's my job to set up and coordinate programs. I'm also involved in counseling.

I'm taking nine credits this semester at Tufts. Unfortunately, the program is designed primarily for school guidance counselors. I'm more interested in clinical work.

Abbott Academy is a girls' prep school. I'm responsible for an "experimental corridor" which the students run largely on their own.

Education at Lesley:

Lesley provides a good background in education, but the liberal arts curriculum is too limited. At Lesley, you have to explore a subject on your own to achieve any depth; most of the courses are of the survey type.

I think that the complaints about sensitivity training are the result of two factors - a lack of understanding about what it is and a feeling of being pressured to participate. The students should learn about sensitivity training, its methods and its purposes, before their junior year. And there should be no pressure on any kind.

Lesley's Problems:

Lesley's biggest problems are paternalism and a lack of directness, particularly on the part of the administration. This attitude is more disturbing - and infuriating - than disagreement on any particular issue.

Lesley's General Education Program:

The general education program needs strengthening. There should be a greater range of elective courses.

Lesley's Teaching Preparation Program:

Since I didn't concentrate in early childhood, I can't evaluate those courses. I think the basic program is good, but it doesn't put enough emphasis on the problems a teacher is likely to run into. Most of the material is presented as if you would always be in an ideal teaching situation. Also, Lesley gears its program to "progressive education," but most school systems aren't set up that way.

People have been talking about the "generation gap" for years. In general, members of the class of 1970 were more conservative and more satisfied with the education received at Lesley. As a group, the class of 1974 were more critical of the liberal arts curriculum and of the social regulations (especially limited parental involvement); they also seemed more impatient with the concept of gradual, step-by-step change.

The greatest similarities were a positive attitude toward their professional preparation and a confidence that problems, particularly Lesley's problems - could be resolved peaceably.

Despite these general conclusions, it is impossible - as well as undesirable - to stereotype either class. As the interviews on these pages show, each girl interviewed is an individual and, in matters of opinion, she sometimes disagrees in a lesser extent - with her classmates as well as with members of other classes.

Limited liberal arts, dorm rules — major freshmen complaints

Lauren Anderson

Lauren Anderson is president of her floor in White Hall. Lauren comes from Northford, Conn.

Choice of Lesley:

I wanted to come to the Boston area and I wanted to major in special education. I didn't know about Lesley until late last Fall—my name was on their mailing list and they sent me a catalogue.

Preparation:

The education courses are good but the liberal arts courses aren't. We have only one elective for the whole year. Your schedule is pretty much made up for you, especially if you minor in special education. There are all kinds of prerequisites. As an elective I'm taking a course which is a prerequisite for special education and it has to be taken in the freshman year.

Paretilas and Curfews:

I think the rules should be more liberal but I haven't really made up my mind about 23-hour paretilas. I can see the importance of signing in and having escorts in the security sense. But, it's a hassle to have male visitors now because you have to watch the clock.

Atmosphere at Lesley:

A lot of girls are disappointed in the intellectual atmosphere here. There is a lot of lack—a kind of intellectual vacuum. I myself find the atmosphere here different. You can always find one or two people to talk to about problems, not just personal problems.

The College is encouraging more discussion—we just had a lecture on abortion. Lectures are very necessary for stimulating discussion. They are a lot of thought-provoking questions, especially now that Lesley has developed a liberal arts curriculum. You can always find one or two people to talk to about problems, not just personal problems.

I think that Lesley should concentrate on broadening the scope of the school so that it will be more diverse and more sensitive to the needs of its students. A lot of freshmen are, in fact, enthusiastic and there's a lot of talk of transferring. There should be more concentration on improving and adding courses, new faculty and lectures. Even though those are expensive, they can add to the school.

In one year the black enrollment at Lesley has doubled. There are a lot of problems involved in increasing black enrollment. At the same time, the administration was very aware of the problems. They might have expected some assimilation and that's not happening.

I expected problems coming to a predominantly white middle class college. Black students come from different backgrounds and their goals and ideals are very different. The administration has a long way to go in developing sensitivity to the students.

(Continued on p. 4)
Lesley's Problems:
The objectives of last spring's all-college meetings were good, and generally the meetings were well-run. I was particularly interested in the questions concerning the lab schools and tenure. Improvements are needed, but they can be made democratically. Talk of "revolution" and "bringing down the system" make me sick.

GAYLE MACSWEENEY
Gayle MacSweeney is a special education teacher at the Wildwood School in Burlington. Her students are bused to the Wildwood from neighboring schools.

Choosing a College:
My choice of Lesley was based on recommendations from Lesley students. When I was in high school, I visited Boston and a friend introduced me to some of the girls here. They were very enthusiastic about Lesley and they told me about Core. At first I didn't want to come to a small, all-girl school but Lesley had everything I wanted.

Getting an Education at Lesley College:
I don't think that Lesley is perfect, but it's the best place for me to get an education. When I'm out teaching, I want to know that I'm doing the best I can. I know that's what Lesley is preparing me to do.

Liberal Arts Courses:
The students here are concerned and are working to get more liberal arts courses. I'd like to be able to take more courses, maybe some French. There aren't too many courses to choose from, but Lesley's not a big school like B.U., and it just can't offer as many courses.

Core:
I've taught lessons in math, reading and art to the second grade class at the Davis School in Bedford. As I teach, I have questions in my mind which I discuss with my cooperating teacher after the lesson. Because of Core, you can learn from mistakes because you're in the position to get the assistance you need.

Mary Ann Cabral
Mary Ann Cabral plans to teach nursery school after she graduates. Eventually, she would like to open her own school.

As President of the Protect Your Environment club in high school, Mary Ann helped organize a letter-writing campaign urging legislators to support an ecology bill. The bill passed, and Mary Ann received a commendation from the Fairfield County Medical Association.

Mary Ann comes from Rowayton, Conn.

Lesley = Education:
I came to Lesley because I want to be a teacher, and Lesley has a four-year teaching program—not three years of liberal arts followed by one year of student teaching. I decided in high school that I didn't want a lot of liberal arts courses. I wanted to get into education right away.

Courses at Lesley:
I find that Lesley is not very challenging or, rather, not very difficult. Some of my courses in high school were more involved. This might be because I came from a small high school where classes were limited to ten people.

I had a lot of literature courses in high school and I have to earn nine credits in English here. There's nothing in the catalogue that I can read about and say, "Oh, wow! That's really good," or "It will help me later, I'll suffer through it."

Job Preparation:
The education I received was marvelous. I know a lot about teaching methods and I feel very confident teaching.

Working in the library at Lesley really helped me a lot too because I've had to order a lot of books. I think our library is a convenient resource which students should take advantage of.

Education Courses:
Most of the education courses I took were excellent. We complained a lot about them, and some did need revamping. However, this has now been accomplished by Core.

Lesley's biggest problems are the atmosphere of the school. Some students think that liberal arts courses weren't up to the level that they should be.

Campus Atmosphere:
The atmosphere at Lesley started to change when I was a senior. The first three years it was very crowded. Last year, with all the incidents, students be

Some alumni:
"There should be a greater sense of community."
"Most of the education courses aren't what they should be."
"Lesley's biggest problem: directness . . ."
"I'd choose Lesley again if I had to choose."

"The facilities aren't what you'd call fantastic."
"Core curriculum is really good.

Some freshmen:
"The facilities aren't what you'd call fantastic."
"Core curriculum is really good.

Mary Ann says:
"Lesley is not very challenging or, rather, not very difficult."
"I don't think that freshmen need to worry about parietals because they are not too strict."

"Lesley helps you develop into a teacher."
Kristine Murdick was editor of her high school literary magazine and worked for a local newspaper during the summer. She is from Harwinton, Conn.

Reasons for Coming to Lesley:
I was interested in Lesley because it offered a program in special education. When I came for my admission interview, I found out that I could work in a classroom right away through the Core Program. I liked this because I could decide in freshman year if I really wanted to be a teacher.

Facilities:
I was disappointed in the poor facilities at Lesley, especially the lab. In high school, our science lab was beautiful. I couldn't believe the facilities here. When I went on a tour of the campus, at the time of my interview, the guide showed me

Student Attitudes:
The girls here are friendly, but I was disappointed in the big gap between the black students and the white students.

Education at Lesley:
Freshmen take all required courses first semester. The courses we take are biology, American history, English composition, Core and physical education. Some of the courses are very unnecessary, especially biology.

I think there should be more emphasis on foreign languages. I had four years of French in high school and I can't take French at all freshman year.

White Hall, Reed Hall and one classroom. I didn't see the lab until I got here.

I was upset when I heard that Lesley might not be accredited. I was considering transferring. During father-daughter weekend, the fathers got together and talked to Dr. Orton. He assured them that Lesley would be accredited, but quite a few of my friends want to transfer.

An Evaluation of Core:
Core is really great. I love it. If I had gone to the state college in my hometown, I would have had all methods courses. I wouldn't be able to expect until I started teaching.

The children I teach have audio-visual or motor difficulties and are labeled as poor learning risks. Most of them are six years old. There are two teachers for 46 students and they do a great job with the children.

Parietals:
Parietals come up every weekend. I think the whole Freshman class wants them. We don't vote on whether or not to have parietals anymore— it's assumed that everyone wants them. Now we just vote on the hours.

Atmosphere at Lesley:
The atmosphere here is more social than intellectual. But, it's not as though everyone comes to Lesley just to go to Harvard and get into graduate schools. Classes are structured so the teacher doesn't just get up and lecture, and you can meet your teachers in the lounge or the cafeteria to discuss problems.

Lesley's Problems:
I really think we need a new campus. The facilities are terrible, especially the biology lab. I know a lot of girls who plan to transfer if we don't get a new campus soon. I was thinking of it myself—I don't want to graduate from an unaccredited school. Even if I wanted to transfer in a few years, I don't think another college would be eager to accept a student from a school that may lose accreditation.

SUZANNE BROWN
Suzanne Brown is interested in special education. Through her Core affiliation with the Akroft School in Concord, she is learning to deal with children who have learning disabilities.

Suzanne was a member of the National Honor Society in high school. She comes from Gorham, Maine.

Lesley's Problems:
I do have one criticism. I feel that some of the instructors could have put more effort into their courses. In some cases it seemed as if we were simply getting a refresh of the same material that had been taught for twenty years.

I became completely dissatisfied with the all-college meetings. So much of it was unfair to the people being criticized. Many of the most vehement critics were simply taking out personal frustrations on the college.

Sometimes I think that I shouldn't have expressed my feelings—I guess I'm conservative by today's standards—but then what good would it have done? A few people tried that and were laughed at or shouted down.
The dream of building a new campus is almost a reality, but will it become one? Will Lesley students and faculty allow their school to close its doors in a few years because of lack of accreditation?

Do those who have threatened Lesley's future realize that by keeping doors open and by becoming a self-sustaining enterprise they may help to fight the injustices and inequalities that exist by setting an example of constructiveness and positive actions and attitudes reflected in and out of a classroom and a community?

Do they realize that a work force composed of twenty percent minority group members is an admirable goal, even a construction of the new campus, but that it may be an unattainable reality? And what happens if this goal is not realized?

A grave social injustice does exist in the admission policies of the trade unions and a rectification must begin somewhere, sometime. The clause included in the contract is a good start, but let it lead us to the demise of Lesley College.

Leslie Blonder Tramer '68

On November 20, the Alumnae Association sponsored a Sherry Hour at the Shriners Plaza Hotel to coincide with the Conference of the National Alumnae Association for the Education of Young Children.

The Sherry Hour, which took place in the Forum Room, was attended by Lesley alumnae and faculty.

The Alumnae Association is planning several activities for the coming year.

A Breakfast Fashion Show to benefit the Scholarship Fund will take place at Lord and Taylor's from 9 - 11 a.m., January 23. Invitations will be sent out late in December. If you do not receive an invitation and would like to attend, you may contact the Alumnae Office at Lesley. Tickets are priced at $3.50, brunch included, and reservations should be in by January 11.

For those interested in continuing education, the Alumnae Association will offer a Math Seminar at the College to service teaching alumnae on March 13.

A Human Relations Workshop shop is open to all alumnae will be held Apil 10.

Maxine Lazovicz . . .

(Continued from p. 1)

Vietnam. "The President replied, "We're doing the best we can."

Maxine's reaction to Debra's statement was one of ambivalence: "Debra was acting as an individual. I want to get out of Vietnam just as much as everyone else, but I don't think it was the right time to say that. Later Debra told me that she had meant to say something just to the President, but the press really bothered her—thave were not at the Hotel all Thursday. Newspaper men have a way of getting you to say things you don't want to."-

After the presentation ceremony, Maxine toured the city in a limousine provided by the Justice Department. "They took us everywhere we wanted to go," said Maxine. "We saw just about the whole city in three days."

Maxine is a member of the Emerald Key honor society at Lesley, an honor society which is available to teach mentally retarded children after graduation and was a member of the Contact Committee last year. Since freshman year, Maxine has been involved in student government and is Recording Secretary this year.

A graduate of Bridgeport Central High School, Maxine was named "Outstanding Senior" at her local Girl's Club in 1968. In the same year, she received the Community Award from the Reader's Digest and the Lucille M. Weinstein Citizenship Award, which is sponsored by the Girl's Clubs of America.

Maxine has been active in volunteer programs and summer programs for handicapped and retarded children and has received several awards for her community service in mental and physical rehabilitation.

bravery of the majority of youth in America should be recognized.

Maxine Lazovicz '72

Letters to the Editor

The film has a message for America: wake up and take a good look at what is right in front of you, and then DO SOMETHING ABOUT IT. Being sympathetic to a cause or an ideal is not enough. You have to decide for yourself what is important, what is wrong, what should be changed and then DO SOMETHING-- write, phone, write letters, make sacrifices, do whatever you can, but DO IT. If the "reasonable" middle "middle class" people don't become really concerned and actively involved, this country will have a violent revolution and whose fault will that be?

Cynthia Harlatt

Student newspaper subscriptions

Dear Friends of Lesley:

We have received the student newspaper at Lesley this fall. In the past, the newspaper lacked participation and funds, making it almost impossible to function. This year, with the help of incoming freshmen, we will not falter because of lack of participation. Our major concern at this point is the financial status of the Lantern.

We feel that your role is still an integral part of Lesley College. We would appreciate your subscription to the Lantern to help keep the light of knowledge on.

Sincerely,

Jeryl V. Price '74
Editor-in-Chief (for the staff)

Subscription fees for the Lantern (student newspaper) for the school year are $5.00.

☐ I will subscribe to the Lesley Lantern

Name

Address

Telephone

Year

(please send to Jeryl V. Price, Editor-in-Chief, The Lesley Lantern, Lesley College, 29 Everett St., Cambridge, Mass.)

Alumnae activities—past and coming up

Mimi Weinstein '56

People are afraid, David Harris says, and fear makes people blind. We live in a blind society, blind to itself and blind to the rest of the world. David Harris believes that people and ideas for change are only possible when the causes elements prevents people from taking constructive action.

Many people, newcomers included, have asked me about my trip to Washington. Their first question almost always included, "What do you think of Miss Sweet?"

Debby Sweet, one of the four recipients of the Young American Medal, expressed her personal opinion when she said, "Mr. President, I find it very hard to have you in until you get us out of the war." She is entitled to her personal opinion and had every right to express her views to Mr. Nixon. What I regret is the sensational publicity given to Debby who spoke as an individual not as a representative of youth or a medal recipient.

Whether I agree or disagree with her statement is not the issue to be publicized. As an individual concerned with the future of America, my opinions are not indicative of all youth. Therefore, I hesitate to express these opinions at a time when they may be interpreted as representing youths, and at a time when the service and
her to write part of a curriculum for teaching English in the Hawaiian Primary Schools.

1960

Joyce Karp Rosenthal was hired as a "son joined us and our daughters, Cheryl, 7, and Jill, 4, David Lee arrived on May 19 and created quite a sensation." Her husband, Marc, is Northeast Director for Mental Health and Education Group and frequently meets Milton grooms his group and works on the learning workshops. The Rosenthal have moved to 7 Fletcher Road, Lynnfield, and "would love anyone in the area to stop in." 1961

Ellen Weinstein Cooper is in charge of the pre-kindergarten readiness program at Hilltop Nursery School in North Haven, Conn. She is the mother of 8-year-olds and twins and currently lives in Belmont, Mass., and at Dunbar Hill School in Hanover, Conn.

1962

Joan Gayle Harrison is teaching a course entitled "Introduction to Child-Care" at Northwestern Connecticut Community College. The course is the first in a proposed curriculum designed to train personnel for nursery schools and day-care centers.

1963

Susan Wilton Ebbena was installed June 6 as a member of the Board of Directors of the College's 1970-71 academic year. Installation took place during the College's 1970 Homecoming activities.

1964

Leslie Wolinsky is an Elementary School Instructional Assistant at the Memorial School in Wolosz where she assists Principal Richard Barrows. She has taught at this school for 7 years and directed the "Up, Up and Away" summer program for children last summer.

Judith Clifford Campbell's oil paintings were on exhibit at First Parish Church in Norwell from October 18 to November 12. Judith is a member of the Needham Art Association and twice received the popular vote in their annual show. Missions from the sale of her paintings were donated to the All Souls Unitarian Universalist Church in Braintree.

1965

Alfred E. Balder (G '64) was appointed last spring as an administrative intern at Winch Park Junior High School, Framingham, for the 1964-65 school year. He has taught in Framingham, Saxonburg, and as football and track coach, director of the slow learner program, school counselor and teacher in the adult education program. During the year, he will work as a principal in program supervision, planning and curriculum development. Alfred and his wife, Edwina, have two children, Alfred, and Kaythryn.

Paula McIntosh has completed requirements at Boston University for a Master in Education degree with a specialization in secondary reading. She is a reading specialist at Methuen High School.

1966

Gail Epstein Melin was awarded a Bachelor A. of Arts in July. They are living in Needham.

Susan Golden Tanner and her husband, Richard, announce the birth of their son, Lyndon, born July 10, 1970. The Tanners recently moved to Oceanzide, New York.

1967

Sandra Davis Flower is teaching at Kiddie College, a nursery school, this summer as a member of the Bethesda Assembly of God Church.

Barbara Lee Tribor and Charles Marshall Silverman were married in July. It was a summer wedding trip to Portugal and the Netherlands. They now live in Stoughton.

1968

Barbara Helen Hobbins received an M.A. degree in counseling and education from North Texas State University in summer commencement exercises. She is now teaching in College Park, Md.

Miriam Judith Gold was married to Gerald C. Rivers in September. Gerald is practicing law in Boston. The Rivers live in West Roxbury.

1969

Sympathies are extended to the family of Catherine Stevenson, a native of Nashua, New Hampshire, who passed away in June.

Connie Murphy Trenor's biography will appear in the annual compilation, Outstanding Young Women. Connie lives in Farmington, Conn. and her two children, Susan and John, are living in Farmington.

1970

Jeanne Haag was married in July to William Rogers Hunt, Jr., a captain in the U.S. Marine Corps. The Hunt's will live in Jacksonville, N.C. for one year.

1971

Janice Knight Keilheimer and Jack Ernest Mazzotti, III, were married this summer and are living in Boston. Janice is a special education teacher at the Cambridge Model School system and Jack is a pre-medical student at the University of Massachusetts in Boston.

Virginia Harrington was married to Robert Brodsky in July, Virginia teaches in Medway and Robert is an accountant for Price, Waterhouse and Co.

Cheryl Foster Miller and Robert Brilliant were married in August and are living in Chelsea.

Suzanne F. O'Brien was married to John R. Spears, a second lieutenant in the Adjutant General Branch of the U.S. Army. Following the July wedding, the Spears took a 2-week honeymoon in the Carolinas and through the Southern states. They now live in Austin, Texas.

Susan Howard and Paul Grover Patterson were married in August and are living in Cambridge. Susan teaches in Whitman and Paul works with Architectural Model Associates, Inc., of Cambridge.

Patricia J. Raskin and Richard A. Shmiklanski were married in the summer and took a wedding trip to Bermuda. They are living in Peabody.

1972

Jane Carol Reseng was married to Dennis Lee Shubert in July.

Linda Rose Wiener was married to James Edward Shef in July. Linda is a kindergarten teacher in Rochester and her husband is a development engineer in the Dielectric Division of Jamesburg Corp.

Ann Carolyn Harkins (G '69) and Joseph T. Neville were married in June and October and made a wedding trip to the Bahamas.

1973

Elaine Sharon Cotzeweth and Alan Richard Spitzer were married in June. Elaine teaches in Philadelphia, and husband, Alan, is a medical student at the University of Pennsylvania.

Rebecca Cumming (G '70) and Mark Jason Shoven were married in June and took a wedding trip to Heron Island, Christmas Cove, Me. During the summer, they taught at the Brooks Summer Institute in North Andover.

Gail Doherty and Dean Casali were married in July and live in Arlington.

Macy Goldsmith was married to James E. Cohen in August. Macy lives in Farmington, Conn., and James is a third-year law student at the University of Pennsylvania School of Law. They live in Farmington.

Linda Lois Knox and Louis Raboin were married in August and live in Brighton.

Linda Louise Regine was married to Christopher Hill, Jr. in August. They live in Middle­town, R.I.

Patricia Lynne Sawtell and John Philip Auld were married in August and took a wedding trip to Nova Scotia. They now live in South Hadley.

Barbara Joan Simon and Stephen Charles Smith were married in June and are living in Peabody.

Susan Barbara Spencer and Warren Robert Dworkin were married in June. Susan teaches Fifth Grade in North Haven, Conn., and Warren is a sales representative at Southworth Howes, Derby. They live in West Haven.

1974

Sandra Jean Cook was married in July and is teaching in Bayside.

1975

Joan Wilson Hobbs was married last November and live in Wayne, N.J. Barbara is a teacher in Paterson and Michael in an advertising coordinator for DirectoMilbank in New York City.

1976

Rebecca Epstein and Louis Silverstein were married in October and live in College Park, Md.

1977

Nancy E. Kaye married to Peter A. Laidler in May. Nancy teaches in the Northboro school system and Peter teaches in Southboro.

1978

Jeanne Aiken is teaching in the Cambridge Head Start program.

Barbara Carol Greenberg and Michael John Zdziarski were married last November and live in Wayne, N.J. Barbara is a teacher in Paterson and Michael is an advertising coordinator for DirectoMilbank in New York City.

1979

Nancy A. Maloney was married to Thomas D. Proudfoot in April. Nancy teaches in the Northboro school system and Peter teaches in Southboro.

1980

Rebecca Epstein and Louis Silverstein were married in October and live in College Park, Md.

1981

Wendy Napol is teaching in the Cambridge Head Start program.

Barbara Carol Greenberg and Michael John Zdziarski were married last November and live in Wayne, N.J. Barbara is a teacher in Paterson and Michael is an advertising coordinator for DirectoMilbank in New York City.

1982

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Barbara Carol Greenberg and Michael John Zdziarski were married last November and live in Wayne, N.J. Barbara is a teacher in Paterson and Michael is an advertising coordinator for DirectoMilbank in New York City.

1983

Nancy A. Maloney was married to Thomas D. Proudfoot in April. Nancy teaches in the Northboro school system and Peter teaches in Southboro.

1984

Rebecca Epstein and Louis Silverstein were married in October and live in College Park, Md.

1985

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Barbara Carol Greenberg and Michael John Zdziarski were married last November and live in Wayne, N.J. Barbara is a teacher in Paterson and Michael is an advertising coordinator for DirectoMilbank in New York City.

1986

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1987

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1988

Rebecca Epstein and Louis Silverstein were married in October and live in College Park, Md.

1989

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1990

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1991

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1992

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1993

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1994

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1995

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1996

Rebecca Epstein and Louis Silverstein were married in October and live in College Park, Md.

1997

Wendy Napol is teaching in the Cambridge Head Start program.

Barbara Carol Greenberg and Michael John Zdziarski were married last November and live in Wayne, N.J. Barbara is a teacher in Paterson and Michael is an advertising coordinator for DirectoMilbank in New York City.
1970 Class Notes

School which opened September 21 on the Mount Ida Junior College campus.

Katherine Rack (G '70) is teaching in Randolph.

Judith L. Ship teaches grade three in Scituate.

Maryann Upton teaches fifth grade in Manchester, Vt.

Maryann Ward and Stephen Richard Leary were married in June and took a wedding trip to Bermuda. Maryann teaches second grade in Plymouth.

Terry Susan Trivers was married to Robert Chandler in June.

Richard Leary were married in<br>
Boston University Law School.

Ann Arbor, Mich. Robert<br>
June and took a wedding trip to<br>
and Stephen<br>

doing business in Coral Gables, Fla., and the other is teaching in Randolph.

Lida Blackwood Walke was married to David Anderson Ber­<br>
aard in July. They spent the summer in Salem and now live in<br>
in Ann Arbor, Mich.

Marianne Walters and Joseph<br>
Stephens and Joseph<br>

Martha Leavitt and Scott<br>
and Scott<br>

Club Notes

(Continued from p. 7)

Mary-Jane Currie and James<br>
Robert Young were married in May. Mary-Jane teaches in the<br>
Norwood school system and James is an assistant supervisor at<br>
New England Merchants Bank in Boston. They live in Canton.

Maryann Leary was a special guest of the American Association of University Women at their general meeting in October. She took part in a dialogue entitled, "Campus unrest."

Suzanne E. Callahan is teaching fifth grade in Salem, N.H.

Laura Ellen Gordon and Kenneth<br>
Asher Wernick were married this fall and took a wedding trip to<br>
and Puerto Rico.

Jean D. Wilkinson (G '70) is teaching in Medway.

Worcester County Alumnae Club<br>
met early in October to discuss plans for a dinner meeting. The<br>
meeting was at the home of<br>
Marsha Beachcomb Maroon<br>
Dorthy Gofman Goldy presided. Board members attending and<br>
representing committees were: Bonnie Portman Silver and Mrs.<br>
Manoog, hospitality; Judith<br>
Rayburn Sherer, program; Barbara Ramsey Dudley and<br>
Pauline E. Back, decoration; Caryn<br>
Carrocas, publicity; and<br>
Marianne Walters and<br>

Lesley Current

29 EVERETT ST.
CAMBRIDGE, MASS. 02138

Drug policy revised

The Dean of Students' Office, after consultation with students, residence directors and other concerned groups, has revised the College's policy in regard to the misuse of drugs on campus.

A recently issued policy statement emphasizes that the College accepts State and Federal drug laws as binding on its students, and that the College cannot protect students from arrest and prosecution resulting from illegal drug use.

Possession, use, distribution or sale of illegal drugs on Lesley's campus, as well as knowledgeable presence in a room where such drugs are being kept or used, will subject the student to disciplinary action determined by the Drug Policy Board. Penalties will include suspension from, or dismissal from, the College.

The College supports the efforts of its students to seek help for drug and drug-induced problems through medical, counseling and psychiatric services.

Dr. Perry ... (Continued from p. 1)

children but are undecided as to the specific career (teaching, counseling, etc.).

Dr. Perry also has a deep interest in special education. He pointed out that 15 percent of elementary school-age children are in the "special" category. This area, he said, is one in which Lesley can make a "quantitative, as well as a qualitative, contribution."

Dr. Perry's background in higher education is as diverse as his interest in it. Prior to joining Lesley, he served for four years as editorial director of the College Division of Science Research Associates, a subsidiary of IBM, in Palo Alto, Calif. In this capacity, he developed and produced instructional materials for colleges, junior colleges, technical institutes, government and business.

Dr. Perry's wife Carolyn and their five children plan to join him in Massachusetts in late January. The Perrys have bought a house, which was built in 1720, in Acton.

From 1957 to 1966, he was the first president of Corning Community College in Corning, N.Y.

Before that, he was a vice president at Pacific University, Forest Grove, Oregon, where he supervised the offices of student affairs, admissions, alumni affairs, public relations and development.

He earned an A.B. degree at Yale University and Ed. M. and Ed. D. at Harvard University.

Dr. Perry's wife Carolyn and their five children plan to join him in Massachusetts in late January. The Perrys have bought a house, which was built in 1720, in Acton.