Several groups try to initiate change

On April 6 the Lesley College faculty adopted a proposal which reduces requirements and permits greater flexibility in the general education curriculum. The revision takes effect next fall.

Recommended by the general education faculty, the new program reduces the number of required liberal arts courses by 6 credit hours. This change permits the student to spend a total of 41 credit hours in free elective and/or minor concentration courses. In addition, the program transfers 19 credit hours from specific course requirements to distribution requirements. (Example: Previously, students were required to take SS301 Introduction to Sociology; the new program accepts any course offering in the area of sociology or anthropology as meeting the sociology requirement).

The changes in general education requirements are summarized on page 2.

The faculty also adopted the following proposals which will have general application at Lesley next year.

1. The faculty member teaching a particular course may permit a student to substitute another course for it should he choose to do so. Such other course may be offered at Lesley or elsewhere.

2. Courses at other institutions shall be approved unless there are unusual circumstances. This may be done either before or after a student takes such courses.

3. All departments should set up testing or other procedures whereby students can be exempted from required courses by department decision.

The Executive Committee of the Board of Trustees has placed a temporary freeze on tuition, salaries and tenure at Lesley College. The freeze is intended to provide the College with the flexibility needed to maintain financial integrity and to respond to changing student needs.

At their March 9 meeting, the Executive Committee took the following action:

1. froze all administrative and academic salaries for the fiscal years 1970-71 through 1973-74;

2. urged that all feasible economies be taken to preserve the financial integrity of the College;

3. temporarily froze tenure and non-tenured status and directed that a faculty-administra-

4. affirmed its vigorous endorsement of provisions requiring in-service training for Lesley to protect academic freedom as outlined in the Regulations of the Board of Trustees, Chapter 5, Sections 4 and 5, and approved the Amendment to Chapter V (Section 7), as passed by the faculty February 5, 1970, so as to assure non-tenured faculty through "due process" provisions full protection in their exercise of academic freedom;

5. directed that tuition for 1972-73 not be increased over that presently set for 1971-72.

On March 11 and 12, President Don A. Orton held open meetings with students, faculty and administrators to discuss the reasons for the freeze.

Included among the significant factors were:

- the College's almost total dependence on tuition income for operating expenses;

- the financial burden recent tuition increases have placed on parents (tuition increases have been announced annually during the last several years);

- a lower-than-usual number of applications for admission in the class of 1975 (similar decreases are being experienced by many private colleges across the nation);

- unsettled student attitudes in regard to finishing college or staying at any one college for four years (also a nationwide trend);

- the increasing need for responsiveness in higher education. As the pace of social and technological change accelerates, colleges must remain flexible in staff and programs in order to meet changing student needs.

Salaries, tenure and tuition frozen by Board of Trustees

The new system is primarily the work of the Curriculum Study Committee, which was formed last fall to evaluate the general education curriculum and offer suggestions for its improvement. The general education faculty formed the CSC as a result of a curriculum survey conducted by the NTL Action Research Group. The survey pinpointed specific student grievances and served as a guideline for curriculum reform.

Most responsive to the survey suggested that more electives be offered, that the number of required courses be reduced, and that requirements be made more flexible. Specific suggestions included eliminating

The Academic Counseling Clinic was set up in February 1971.

It is staffed by the 12 members of NTL-ARG.1 They advise students who have academic difficulties or questions about individual courses or professo rs, scheduling of courses, course load, etc. Through its work the staff hopes to fill the gap between the services offered by the Registrar and those offered by the College counseling staff.

By enlisting the aid of concerned faculty members, ACC is attempting to institute a faculty advisor system to supplement its counseling service. Students who prefer to discuss academic concerns with another student may consult one of the eight student members.

The work of Lesley's ARG and ACC has been made possible by the National Training Laboratory in Washington, D.C. Last year NTL invited Lesley and five other colleges seeking to initiate a curriculum study to set up ARG's. (All six ARG's are supported by a grant from the National Institute of Mental Health.)

At a special all-college meeting in February 1970, a steering committee was selected to appoint members of Lesley's ARG. Once the team was formed, the members chose to concentrate on improving the liberal arts curriculum. Since they are not a formal decision-making body, their objective was to interest students and faculty in change, not to execute the changes themselves. To this end they conducted a survey to determine the changes that students and faculty wished to make.

The study was completed in the fall of 1970. At that time ARG held another all-college meeting to inform the community of the results and to offer its assistance to students and faculty.

Two committees grew out of that meeting - the Curriculum Study Committee (CSC) and the Intellectual Climate Committee (ICC). CSC consisted of members of the general education faculty and has one student representative. Its objective is (continued on p. 6.)

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Lesley faculty liberalizes general ed curriculum

TERI-ARG, ACC, CSC, ICC. Studying the Lesley organizations concerned with academic and intellectual revitalization is like standing in a large alphabet soup. Initiatives abound.

The parent or originating organization in Lesley's National Training Laboratory-Action Research Group (NTL-ARG). Its purpose: to promote changes which will improve the quality of education at Lesley.

During its first year of operation, Lesley's ARG conducted a survey of the general education curriculum, fostered the development of two committees and established an Academic Counseling Clinic (ACC).

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Improving the climate

One of the "miscellaneous but important comments" that appeared in the general education survey last fall was that "the intellectual climate around here needs considerable improvement."

With this goal in mind, a group of students established the Intellectual Climate Committee (ICC). Its dozen or so members subsequently worked out a schedule of fourteen events for second semester in the hope that a series of informative lectures and cultural events would give Lesley's intellectual climate a boost.

During group planning sessions in the fall, Judy Feldman, '74, became "a chairman of sorts" because she took on the task of setting up the original calendar of events and arranging each member's "assignment." Each girl selected one week in second semester and agreed to handle all the details involved in planning and publicizing an activity for that week.

In the first week, February 1, the ICC had its debut. Representatives from Education Warehouse, a volunteer group, came to recruit students to tutor children from the Cambridge area. About twenty people attended. Two weeks later a speaker from the National Organization of Women (NOW) came and there were 25 students in the audience.

Unfortunately, the attendance rate at ICC events has been hovering around the 20-people mark ever since.

Similarly, the dearth of student response to campus cultural and intellectual events has resulted in the near demise of the College's Guest Speaker Committee. Dr. Elmer Van Egmond, Dean of General Education and Chair- man of the Guest Speaker Committee, said that all the "enthusiasm and steam has gone out of bringing presentations onto campus because our students don't turn out for this kind of thing. Last year we got some big names and scheduled events at Sanders Theater and only a handful of people came. This year we tried to do more frequent things on campus and the students really didn't turn out for those either."

Judy Feldman feels that students who are taking advantage of the programs are benefiting from the work of the ICC, but, she says, "they're always the same people."

Barb Langdon, '74, a member of the NTL Action Research Group, the Curriculum Study Committee, and the ICC, finds that "people complain a lot about the intellectual climate, but, quite frankly, I don't think they care. Since only a few people cared enough to come to the first few meetings (of the ICC) we decided that we'd concentrate on those who were interested." The conviction that their efforts have produced worthwhile results, if only for a small portion of the student population, has kept the committee going.

In the future, the ICC plans (among other things) to host a W. C. Fields film and, possibly, "play theater" according to Judy Feldman. "We might ask Student Government for money if we need it. The ICC has also used some of the Guest Speaker Committee funds."

The membership of the ICC fluctuates somewhat, but the mainstays of the group are Cindy Bencal, '74, Toni Brodax, '74, Judy Feldman, '74, Janet Formicola, '74, Ellen Garfield, '74, Lynne Goldberg, '74, Bonnie Griffin, '74, Fredi Juni, '74, Barb Langdon, '74, Sue Nee, '71, and Mary O'Brien, '73.

Four new corporators were elected to serve three-year terms on the Lesley College Corporation at the Annual Corporation Meeting in October, according to William C. McConnell, Jr., Corporation Chairman. They are Warren S. Berg, Walter R. J. Brown, Robert H. Cain and Eleanor M. Eddy, a resident of Belmont, Mass. She is a graduate of Wellesley College and Columbia University. She was a member of the United States Naval Reserve (WAVES) during World War II and retired with the rank of Commander. Miss Eddy is a resident of Belmont.

Warren S. Berg is Senior Vice President of the Division of Development and Public Affairs of the National Savings Bank of Boston. He is a graduate of Harvard. A resident of Winchester, Mr. Berg is a trustee of the Winchester School, a corporator of the Arlington Five Cents Savings Bank, a member of the Executive Committee of the Massachusetts Bay United Fund, an overseer of the Boys' Club of Boston and a director of H. Harwood and Sons.

Walter R. J. Brown is Executive Vice President of the Bingham Corporation of Cambridge. He is a graduate of the University of Toronto and the University of Rochester, and a fellow in the Optical Society of America. His daughter Susan is a sophomore at Lesley. Mr. Brown lives in Lexington.

Robert H. Cain is President of John E. Cain Company of Cambridge. A resident of Brookline, Mr. Cain is a trustee of Clarkson College of Technology and a director of the H. A. Johnson Company, the Federal Bay State Savings and Loan Company, the Mass Mutual Health Center, the Salvation Army. He is a gradu of Clarkson College of Technology and Harvard Business School.

Eleanor M. Eddy is Vice President, Treasurer and Clerk of Doble Engineering Company in 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's activities, achievements, controversies, student, faculty, staff, governing boards, and friends of Lesley. Statements contained herein represent the views of their authors and do necessarily reflect the attitude of Lesley College.

The editors reserve the right to edit all material. Material Letters must be signed.

Names will be withheld on request for cause, but preference will be given to identified statements of fact and opinion.

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New Program of Teacher Education

Core Curriculum integrates practice and theory

While freshmen in most teacher's colleges are studying textbooks about children and hearing lectures about teaching, Lesley College freshmen (and sophomores, juniors and seniors) are out observing and teaching elementary school kids in 15 Massachusetts communities.1

Lesley students still have their share of required theory and methods courses, but they also start developing and practicing teaching skills during their first college year, thanks to the Core Curriculum. This program seeks to remedy some of the major complaints about traditional teacher education, i.e., overstressing theoretical knowledge, inadequate preparation in specific subject areas and over-reliance on lectures as an instructional tool.

Five years ago, general discontent with the traditional approach motivated Lesley faculty and students to begin creating a more effective program. The result was the Core Curriculum, a program which meshes and interrelates on-campus coursework, field experience, organizing principles and participants at all levels.

Introduced on a pilot basis in 1969-70, the Core Curriculum became the nucleus of teacher education at Lesley in 1970-71.

The practical portion of the Core Curriculum consists of twelve one-day-a-week field experiences during each of the first three years and eight weeks of full-time student teaching in the senior year.

Beginning with the freshman year, Lesley students actively participate in the elementary school classroom as aides, consultants and teachers. This early and continued involvement allows them to correlate theory and practice, develop teaching skills, increase self-confidence, and test new ideas. It also acts as an effective screening device by encouraging students to analyze their own goals and abilities. Those who find little reward in teaching can leave the profession in ample time to redesign their careers.

On campus, the Core Curriculum encompasses the study of human growth and development, sociological foundations of education, educational psychology, early childhood education and the methodology in social studies, science, art and physical education. Methods courses in language arts and mathematics are taught separately.

In planning and presenting coursework, the teaching team identifies central issues or themes in education. The psychological, sociological, and methodological aspects of these themes are then developed and explored.

Each group of forty to fifty Core students works with a teaching team of two faculty members and two senior teaching fellows.2 With the assistance of subject area specialists, outside consultants and elementary school personnel, this team plans, coordinates and evaluates both on-campus and field aspects of the program.

Team teaching has proven to be a distinct advantage in professional education. Blind spots peculiar to specialization have been identified, and team members have eliminated both the overlaps and the gaps which inevitably occur when specialists teach the same students in separate classes.

The integration of methods courses also permits students to devote less of their total academic time to professional education and more to liberal arts studies. Freshmen and sophomores now spend approximately one-eighth of their time in required education courses; juniors and seniors, approximately one-quarter.

All Lesley students are encouraged to engage in some form of human relations training. The inclusion of human relations training as part of teacher education has been a long-standing commitment at Lesley. Team teaching, skill training weekends and seminars in leadership and group dynamics are some of the options available.

Each student's practical classroom experience includes exposure to both suburban and urban school settings. Students may also do field work in hospitals, clinics and child guidance programs.

An unusual aspect of the field experience is the student's opportunity to plan and teach enrichment lessons in her freshman and sophomore years. These lessons are generally self-contained units which begin and end on the same day.

In the junior year, the student engages in critical self-analysis of her own teaching through micro-teaching. This procedure involves video-taping a brief lesson, evaluating it and then retaughting the same lesson.

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Thus, initial results are good and confidence is high. The real test, however, will be the teaching performance of Core graduates. If they are sensitive, effective teachers, their pupils will receive the greatest benefits of the Core Curriculum. They will have a teacher who is self-confident and experienced—one who has had considerable practice in self-evaluation.

Faculty members devote several hours per week to evaluating class sections, student progress, and faculty-student interaction. Workshop sessions with elementary school personnel are held to evaluate the program's effectiveness in the individual cooperating schools. In addition, two questionnaires have been designed to assess whether the Core Curriculum is fulfilling its objective of meeting the needs of the teacher education program rather than simply teaching individual courses. Lesley students are able to shape their own education, and, in terms of long-range benefits, they receive what prospective teachers need most—early and continued classroom experience.

In summary, the advantages of the Core Curriculum are numerous and far reaching. In-service, classroom teachers are introduced to new materials and methods. In addition, through joint planning with the college faculty and direct association with students, they have an unusual opportunity to influence the preparation of future teachers. College faculty members, through team teaching and the collaborative process, have the chance to structure and direct Lesley's teacher education program rather than simply teaching individual courses. Lesley students are able to shape their own education, and, in terms of long-range benefits, they receive what prospective teachers need most—early and continued classroom experience.

3During the spring semester 1971 participating school systems include Watertown, Newton, Waltham, Watertown, Wayland and Wellesley.

Students teaching fellows are enrolled in the Advanced Practicum in Curriculum and Methods. Students in the course share responsibility for planning curriculum and field experience for underclassmen and serve as seminar leaders and consultants.

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Fifth-graders at Bates School in Wellesley construct a skeleton model under the guidance of Lesley College sophomore Janice Clark.

Diane C. Sher, a junior, helps children at the Trotter School in Roxbury construct a papier maché sculpture.

Micro-teaching involves video-taping a brief lesson, evaluating it and then retaughting the same lesson.
Nagle to be Region One Administrator

Dr. Roland A. Nagle, Director of Psychological Services at Lesley's Schools for Children, has been appointed Region One administrator for the Massachusetts Department of Mental Health. The announcement was made early in April by Mental Health Commissioner Milton Greenblatt.

Dr. Nagle's work at Lesley will continue until July, when his new appointment becomes effective.

As Director of Psychological Services at the Schools for Children, Dr. Nagle conducted psychological evaluations, administered individual and group therapy, and taught graduate courses on the diagnosis and treatment of retarded and disturbed children.

Dr. Nagle will now be spending two days a week as a consultant in Region One. He also plans to confer with various persons involved in retardation programs.

As Region One administrator, Dr. Nagle will be in charge of five areas in western Mass., representing a population of nearly one million people.

He will be "at least a six-day-a-week job," but Dr. Nagle in "enthusiastic about jumping in and seeing what can be done." His major problem, he feels, will be getting enough money to carry out the programs he has in mind.

Dr. Nagle hopes to increase the number of nursery schools for retarded children and to institute an in-service training program for nursery school teachers. He would also like to open more shelters for homeless and halfway houses. "Of the 1200 residents at Belchertown State School in a news­paper series exposing conditions at the school.

Dr. Nagle has three degrees from the University of Michigan. He received a B.A. in economics in 1940. After getting his M.A. in law in 1948, Dr. Nagle passed the state bar examination and was a corporation lawyer for three years. His interests then changed, and, in 1958, he earned a doctorate in psychology.

Since that time, he has worked continuously with retarded, disturbed, and handicapped children. He has been at Lesley for three years. "My experience at Lesley has been more helpful than any other three-year block of experience I've had," says Dr. Nagle.

Dr. Nagle and his wife Ruth have three children. During the summer they plan to move to the western part of Massachu­setts.

Ready To Take Charge Of Your Education?

Some people know what they want to achieve, but can't do it in a conventional master's degree program. For them, Lesley College's Program Four may provide the "right" opportunities.

Program Four is a flexible, open-ended plan of graduate work, leading to a master's degree in education. Each student designs and directs his own course of study, work, and research, to be carried out in appropriate settings. Lesley College provides the faculty advisors, exchange with fellow students, information on available resources, evaluation and colloquia.

There are no course or credit requirements. Instead, the student undertakes a self-directed program of learning and demonstrates his knowledge and abilities in a major project. Readiness for the master's degree is determined jointly by students, faculty and outside advisors. Interested? Write for more information.

Lesley also has graduate programs for men and women preparing for teaching careers in elementary or special education.

LESLEY COLLEGE GRADUATE SCHOOL OF EDUCATION

Dr. William L. Perry
Dean of Graduate Studies
29 Mellen St.
Cambridge, Mass. 02138

Building campaign nears ¾ mark

Parent-Alumnae fund-raising committees in Delaware and in Lexington, Wellesley-Weston and Pittsfield, Mass. have reached or surpassed the goals they had accepted as their share of the Building Program campaign.

The College is now working to assure that every Lesley alumna and parent has an opportunity to make a pledge or gift to the Lesley College Building Program by late spring. Volunteers and staff members are contacting remaining pros­pects through a combination of letters, phone calls and personal visits in an effort to raise the remainder of the $1 million needed for Phase One construc­tion.

Since the campaign began in October 1969, more than 300 parents and alumnae have served as fund-raising volunteers.

In the area of Foundations, Corporations, Friends and Bequests, the campaign is approaching its $300,000 goal. Included in the total received are bequests of $177,000 left by Dr. Livingston Stebbins, Chairman of the Board of Trustees from 1949-1963, and $10,000 left by Miss Cora MacKenzie, who was a corporate and trustee at Lesley from 1955-1969.

The program has also received foundation grants of $50,000 from the Krege Foundation, $30,000 from the Committee of the Permanent Charity Fund, Inc., and $10,000 from the Harold Whitworth Pierce Charitable Trust.

REPORT OF BUILDING FUND GIFTS AND PLEDGES

April 1, 1971

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Lord Newark Associates honored

Members of the Lord Newark Associates were honored April 30 at the Fourth Annual Presidential Dinner at the home of Dr. and Mrs. Don A. Orton.

The Lord Newark Associates is composed of parents, alumnae and friends who are vitally con­cerned with the College's goals of academic excellence and service. Membership is open to those who contribute annually $500 or more to the College. Currently, there are 24 mem­bers.

Members of the Century Club were hosted at a May 1 reception at the President's home. Membership in the Cen­tury Club is open to those who contribute annually a minimum of $100 to the College. There are now 71 members.
Phase I Progress

Balancing dreams and dollars

By Jim Shattary

Most of the money-saving changes are structural or mechanical. Electric heat with its lower equipment cost has been substituted for oil. Air conditioning has been limited to the academic areas, but provisions have been made for the later installation of room air conditioners in the dormitories. Pouring concrete has been substituted for concrete block, but not for brick outside walls. The underground parking garage, which would have held only 15 cars, has been eliminated, but above ground parking for 32 cars will be provided.

Originally the pedestrian street and plaza between buildings was to be brick with plantings and gardens, but economy has favored those who love grass; the area will now be landscaped in gently swelling grass and tree covered hills with footpaths connecting buildings.

Economies less easy to accept may be the absence of the bridge between buildings at the second floor level and the underground tunnel. Both of these are currently in the plan, however, and will be dropped only if the bids are too high with them and all right without them. If they are left out, the only difficulty will be a little more walking up and down stairs, which might not improve our dispositions but should be good for our figures.

The new buildings will still be pleasing in design and exciting places for living and working. Almost all the basic concepts have been preserved. We are not building another White Hall; we never were.

Homecoming, Parents' Week End coincide

SCHEDULE OF EVENTS

FRIDAY, APRIL 30
Junior Class Show, "What the World Needs Now" Ridge Technical High School Auditorium

Residence Hall Open Houses

Saturday, May 1
"Othello" (first act), by William Shakespeare
Buffet Luncheon, White Hall
Alumnae Luncheon, Holiday Inn
Movie, "A Child Goes Forth," Gym
Educational Workshops — Math, Special Education, CORE, Science, Art
Greetings from President Don A. Orton, Amphitheater
Dears' Tea, White Hall
Lesley Night at the Boston Pops, Symphony Hall

Sunday, May 2
Brunch, White Hall

Alumnae plan trip to Mexico

The Lesley College Alumnae Association is planning a two-week trip to Mexico from July 10 to July 24, 1971. All members of the Lesley community — alumnae, parents, students, faculty, administrators and their families — are eligible to take advantage of this special tour.

The trip will include six nights in Mexico City, one week in Taxco and seven nights in Acapulco.

Tour members may elect either the Deluxe Plan ($389 plus $20 for Boston departure) or the Superior Plan ($339 and $20 for Boston departure).

Prices include all air and land transportation, hotels, transfers and baggage handling, tour director and basic sight-seeing in each location.

Additional information can be obtained from David Tompkins, Lesley College, 29 Everett St., Cambridge, Mass. 02138.

MERRIMACK VALLEY

Alumnae from Merrimack Valley gathered in November for a dinner meeting at the Town House in Lowell.Bruce Gallion of the Forest and Park Commission spoke to the group about conservation.

Russheen Linton Hattucke was chairman of the event. In charge of reservations were Ann Cleveland Lample of Andover, Dorothy Meechen Aramond of North Andover, Clare Maney LaRochelle of North Andover, and Elizabeth Fleming McMorrow of Methuen.

The club's spring luncheon will be Saturday, May 15, at the Lasam Club in Andover. Cocktails at 12 lunch at 1. The program will include discussion of "life" at Lesley by students from the Lord Newark Society. There will also be displays and slides.

President of the club is Clare Maney LaRochelle '40.

WORCESTER

The Worcester County Alumnae Club celebrated its seventh anniversary at a dinner meeting in October at Hogan Center, Holy Cross College. Barbara Gofman Goldye, president for the 1969-70 season, extended her greetings to the members.

Daniel Morrow presented a program dealing with alienated youth and community improvement projects. Mr. Morrow is associate director and special assistant to the director of the Commonwealth Service Corps, Department of Community Affairs, and a faculty member of Boston University School of Social Work.

In November the club announced a new system of organizing. Four coordinators will share the office of president this year. They are: Marjorie Ryan Igoe, Margaret Scholer Minter, Miriam Edmearn Goldberg, and Margaret Loughlin Morison. Other officers are: Eleanor Smith Carter, treasurer; Mrs. Minter, assistant treasurer; Mrs. Igoe, record secretary; and Ann Goldberg Greenberg, corresponding secretary.

Chairman for this season include: Sandra Wiles Marquart, publicity; Miriam Edmearn Goldberg, bulletin; Blanche Lewis Freeland, library fund; Roberta Rain Goldstein, jewels and dividends; Ethel Sheehan Ondson, local and national scholarship; Gladys Potter Young, local scholarship and executive committees; Nettie Rusin Goldberg, by-laws; Eva Harper Estabrook, committee; Ethel Druce Bergin, membership lists; Shirley E. Warren, education liaison; Sheila Collins Frank, supplies; Beverly Ruckman, correspondence; and Libby White.

Heads: Lesley Bader; (Saturday Activities) Polly Greenberg, Lesley College, 29 Everett St., Mass.

Alumnae Games

Several of the 13 alumnae attending a math workshop on March 13 listen as Cheryl Young '72 (left) demonstrates games used in schools to illustrate mathematical concepts. The workshop, designed for in-service teachers, was sponsored by the Continuing Education Committee of the Alumnae Association. Susan Wilcon Ettelman, center, Holy Cross College, was chairman; instructor was Mark Spinelli, assistant professor of mathematics.
McCord, Sullivan speak to Lesley students

Two staunch supporters of the teaching profession and avid admirers of young children recently came to the College to speak.

In January, Massachusetts Commissioner of Education Neil Sullivan talked to two Lesley Core groups about "Accountability in Education." In February, David McCord, author and editor of some 33 books of poetry, essays, and history, read and discussed his verse for children before a gathering of faculty, students and administrators.

Initiating change...

evaluate the liberal arts curriculum at Lesley and suggest ways in which it may be bettered. ICC is a student group interested in improving the intellectual climate at Lesley by sponsoring informative lectures and cultural events. (See articles on the work of CRC and ICC.)

Each committee has its own separate identity and objectives, but, ultimately, the goals of the NTL-Action Research Group, the Curricular Study Committee, and the Intellectual Climate Committee are similar-to stimulate and improve the College's programs and atmosphere.

Both men have had lifelong associations with the field of education. Mr. McCord taught at Harvard Summer School for several years and directed the Harvard Fund from its founding in 1925 until his retirement in 1963. Commissioner Sullivan majored in elementary education at Fitchburg State College and taught elementary school children for some 20 years. He currently teaches at Harvard.

Commissioner Sullivan told his audience that the country has "a responsibility for educating all the people-not just the middle class." He hopes that Lesley students will become "the catalysts for change which will make education equal in all 50 states."

David McCord, who classifies himself as one of a few groups of people who "really deserve to live in this world," urged students to "go and teach!" He advised his listeners to encourage would-be poets to write precisely and clearly and to use the best possible choice of words in combinations that surprise the reader.

The most important ingredient for writing good poetry, according to Mr. McCord, is "listening to your own voice."

Alumni scholarship winner

Marguerite Shamon Delany '60, Chairman of the Alumni Scholarship Committee, presented a $100 Alumni Scholarship to Anita Mack '72 at the Alumni Luncheon on Saturday, May 1.

The Committee selected Anita, who was one of 13 applicants, on the basis of her leadership qualities.

Alumnae have been Vice President of her class for three years. She is currently a member of the Student Government Council, the Council on Student Life, and the Ambassador's Club.

In the past, Anita has been awarded the Mark V. Crockett Scholarship, which is presented annually to a student with good grades, character and personality who has contributed notably to the student community. In addition, she has been a recipient of the Cora E. MacKenzie Scholarship and the Trustees Scholarship.

Rifkin talks on movie censorship

The topic was "Censorship, Ratings, and the Movies." The speaker was Julian Rifkin, former President and current Chairman of the Board of the National Association of Theatre Owners.

On April 15 Mr. Rifkin told the story behind the creation of the present film rating system and discussed its impact on theatergoers and exhibitors with Lesley students, faculty, and administrators.

"The study of the motion picture industry," said Mr. Rifkin, "is a critical study of the mores and conventions of society." To a great extent the motion picture industry is "a mirror reflecting what you do, say, and think."

"Up until 1956 all pictures were produced under a code of ethics necessitated by church groups," according to Mr. Rifkin. This led to some rather unrealistic restrictions on film content. Gradually, however, producers were given more freedom in choosing subject matter for their films.

In spite of—or, rather, because of—this increased freedom, movie exhibitors were faced with a new problem—censorship by state and local governments. As a result, the National Association of Theatre Owners and the Motion Picture Association resolved to develop their own "code" which would serve as a guideline for parents in selecting films acceptable for children's viewing. The two groups came up with the G, GP, R, and X rating system which was finally instituted in November 1968.

Mr. Rifkin stressed that this system is a guideline for parents, not a qualitative analysis of films. It is a completely voluntary system—th eaters are not required to use it. If exhibitors fail to employ the rating system, however, the associations fear that states and municipalities will ramp down on the movie industry with some strict censorship laws.

"We have reason to fear," said Mr. Rifkin, "that our rating system will eliminate the need for censorship legislation. Thus we hope that the system will be used nationwide." Mr. Rifkin believes that we should be vigilant against censorship because "people use it for power reasons."

Mr. Rifkin has been a movie exhibitor since 1935 and was active in the creation of the National Association of Theatre Owners. He is a graduate of M.I.T.
1923

The College is saddened to note the passing of Robert H. Colton, who died last summer. Marion Colton, Mr. Colton's widow, died in Pittsfield, Mass., February 12, 1971.

1924

Dr. Ruth F. Boland, former Director of Pupil Services for the Cambridge Public Schools, retired last July following 44 years of service in the system. As Director of Pupil Services, Dr. Boland had responsibility for guidance programs throughout the city, for the education of all retarded, emotionally handicapped and physically disabled children; and for testing and psychiatric referrals. In 1966 her unique program to offer classes to young adult retardates won a National Education Association Award for being the first course of its kind offered in Massachusetts.

1926

Clades Pocock Young has been a trustee of the Worcester Bulletin Society for three years. Her granddaughter, Tammy Lynn, is vice president of the Rotary Club and a member of the Worcester County Junior Association. Their three-year-old granddaughter Robyn Ellen Hendrick recently won a charming child contest.

Nora Mallarky retired last June after 44 years as a kindergarten teacher in Quincy. Fellow teachers and friends gave her a surprise party and a plaque thanking her for her devotion. In October, Nora held a party at the Hyde Park Neighborhood Club to honor her friends and to show her appreciation.

1927

Constance Leonard has been in library work for 26 years. For the past 10 years she has been at Turner Library in Randolph. Prior to that she worked in Stoughton. She says that, "I like my work very much... I don't think that I could take teaching today."

1939

June Dalton Benson was recently appointed assistant social service worker at Undergraduate Hospital in Fall River, Mass. She makes her home with Mr. Benson and his parents in Centerville, the son, who is the administrator of an extended care facility nursing home in Michigan, and a daughter.

1948

Marjorie Zittel Berg teaches first grade at the Brockton Country Day School. For the past three years she has been a teacher in the kindergarten division of the school.

1949

Leona Goodwin Deutsch has been appointed residential chairman for the 1971 Northwood Community Fund Campaign. Leona has been a solicitor for the heart fund for 10 years. She and her husband have three children.

1959

Angelica Pobjecky and Joseph Papke were married in September in Augusta, Germany. Angelica teaches at the American Elementary School in Augsburg, and Joseph is an Army pilot. Upon their return to this country in June, the couple will reside in Omaha, Nebraska.

1960

Mary Lou White DeNardis writes that she is vice president of the Hamden League of Women Voters and vice president of the Hamden Junior Women's Club. Mary Lou also helps her husband Larry who is a recently elected State Senator for the 34th District in Connecticut. Larry also is professor of political science at Albertus Magnus College in New Haven and has been chairman of the department for six years. The DeNardises have three children, Larry Jr., 8, Mark, 7, and Lesly, 4.

1962

Alice Chantant Kefalus is teaching at the Drizzle School in North Belkire, Mass.

1963

Jean-Guy Harrison teaches two courses in the teacher's aide training program at Northwestern Connecticut Community College in Winsted, Conn. She also does a weekly column on child care for the Winsted Evening Citizen and is frequently a guest speaker. She is planning a cruise to Bermuda in April.

1966

Barbara Zozak of Brooklyn has been a full-time graduate student at the University of Connecticut. She will receive her master's degree in June. During the year, Barbara was a substitute teacher in Milton and Wellesley.

1967

Dorothy Ann Fiddlers was married to Gregory Jon Hadak in October. Dorothy is a candidate for a master's degree at Lowell State College and presently teaches in Tewksbury. Her husband is a second lieutenant in the U.S. Air Force and teaches at Merrimack College. The Hadaks reside in Lowell.

1969

Ellen F. Runald of Weston is a flight hostess for Trans World Airlines.

1970

Joan Walsh of Arlington (G '70) is teaching in Malden.

1976

Susanne E. Norkow is presently teaching sixth grade in Cherry Hill, N.J. Sharon lives in Philadelphia.

1980

Phyllis C. McNabb and George A. Parker were married in January and are living in Burlington. Phyllis teaches in Burlington, and her husband is a third year student at the Boston University School of Medicine.

1992

The winning picture of two-year-old Michael A. Capone of Shrewsbury was chairman of the event.

The annual spring meeting will be May 8 at the Paxton Inn. A panel of Undergraduate leaders will present their views with a discussion of Undergraduate College today from a student point of view. In addition to regular members, invitations are being sent to next fall's incoming freshmen from Worcester County and to Leadey parents in the area.
Lesley junior appears before Senate subcommittee

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