Lesley Alumnae Review
Summer 1970
ABOVE THE COVER: To many Americans, recent campus events seem to indicate that the academic world is a mass of disorder. Those within that world, however, see student unrest from a different perspective: they cannot dispel the confusion entirely, but they can detect and describe the obstacles to be overcome. High on the list is the absence of effective channels of communication—a void which prevents student from reaching educator and vice versa.

On page 2 of this issue three Lesley faculty members discuss this and other problems which currently confront both student and college.
THE COLLEGE AND THE STUDENTS

A dialogue: redefining roles and values

The second half of the last semester was a turbulent period of self-examination for Lesley College. At the request of the Student Government Association, three all-College meetings were held in late March and early April to discuss and resolve several controversial campus issues. Student power, the employment of minority workers on the new campus construction, tenure and dormitory regulations were among the concerns. Specific proposals were formulated and referred to the appropriate governing body or committee for further recommendations and action.

On May 5 a majority of Lesley students voted to join the nation-wide student strike in support of ending American military efforts in Southeast Asia. They also supported demands that the government and war-related programs on university campuses, carry "systematic oppression" of political dissidents and insure fair trials for political prisoners. On the following day, the Lesley faculty voted not to close the College but to conduct all academic activities in a flexible manner so that the personal convictions of students and faculty members could be accommodated.

These events — and the actions which followed — were reported in depth in a special newsletter published in May for alumni and parents.

The informal dialogue on these pages — the result of a group interview — is intended to give some philosophical perspective to the changes in student attitudes and in College policies as they are viewed by three faculty members.

James J. Slattery, Coordinator of Campus Planning and Assistant Professor of Social Science, has been at Lesley for eight years.

Question: How have students at Lesley changed in the last decade?
Vallee: I think the students have changed considerably. For one, they are better prepared and more qualified. Another change is their greater interest in the social issues and in the curriculum. They are, of course, influenced by the teaching that is taking place here, too. I think our faculty has improved, with a higher percentage holding advanced degrees.

Slattery: It was my impression when I came here eight years ago that Lesley students had two goals: One was to teach in an excellent suburban school system; the other was to get married. I think that today's students are much less sure of themselves and of what they want, because they are thinking more: they're developing a broader point of view and they're more involved in outside events.

Question: Are today's students being pulled in two opposite directions; are they still attracted to the suburban teaching job and marriage and at the same time being drawn to core-city teaching or some other type of "involvement"?

Slattery: Students now tend to regard suburban teaching and getting married as what they can or will do anyway — eventually. They know they can attain these things so they're free to seek and fulfill other goals — to work in the ghetto, to postpone marriage, to engage in some other type of professional work. Of course, many still aim straight for teaching and there's a lot of commitment there.

Vallee: More of our students are going to graduate school, which is significant because ten years ago Lesley students were very insecure about applying to graduate school. They didn't think they could get in. Now they apply to Harvard, Columbia, Michigan, and they are admitted.

Question: Do you think that Lesley students are doing better in the classroom; are they achieving more academically, or are they simply brighter but applying their intelligence elsewhere?

Slattery: I don't think they're any more intelligent. I think they're better educated.

Question: Do you mean better prepared in the high schools?
Slattery: Yes, better prepared, but also more involved in their own education and taking more responsibility for it. Eight years ago it was next to impossible to get students to think about what should go on in a course. They sat there and waited for someone to tell them what to do.

Vallee: The idea that "Here I can contribute in a small way to the betterment of the world." Today's students are beginning to think that not only can you make your own small contribution but also that you can help to change the world from the top — that is, influence it in a much bigger way by helping to change the political system.

Question: Before they were accepting the system and trying to help in some "established" way?

Slattery: That's right. Now students are beginning to realize that maybe it is possible to change the system itself, whereas before nobody thought about that possibility. And that's partly why their attempts to change the system are so clumsy; it's a new idea.

Vallee: I think it should be noted that we were one of the early schools to invite students to participate on various committees. This was due to Dr. Orton. It was not due to any pressure group.

Slattery: Yes, but even the students on committees didn't feel powerful. And that is partly why during the last semester our students went outside the committee system and called all-College meetings. They didn't feel they were accomplishing anything on the committees, and because they felt that way, they weren't. It has been my experience that students on committees have not functioned very effectively or usefully. Their tendency is to sit back, be quiet, go along with whatever happens, if they show up at all.

Natalie K. Vallee, Professor of Biology and Health and a member of the Building Fund Steering Committee, joined the Lesley faculty in 1957.

Question: Paul, do you have some comments about the change in student attitudes?

Fideler: I think the normal expectations for a Lesley girl ten or even six years ago, like getting married and teaching in suburban, can no longer be aspired to with an easy conscience, because students today have an awareness of the advantages, and they're not feeling as conscience-free in maximizing all their advantages as they used to. That is the important aspect of student malaise right now. They want to do things that don't require a compromise of conscience.

Question: Is this really a heartfelt conviction, or do Lesley students simply feel guilty because other people tell them they should be concerned — that they should be involved?

Fideler: It's both. I think peer pressures are very important to some, but others feel these issues deeply.

Vallee: I think that the fact that many of our students have gone into the Peace Corps is evidence of long-standing social consciousness at Lesley.

Question: Has this been a high percentage?

Slattery: We have had about the same percentage as Harvard, which for us means four or five kids from a class. But that makes me think of another area of change — the students' own feelings about how much power they have. In past years students who were interested in improving the world would choose something like the Peace Corps or teaching the mentally retarded with
Fideler: I think that the students are coming to the realization that the system must be changed for them to be comfortable in it, but I'm not sure that they know it can be changed. This uneasiness is contributing to their real unhappiness.

In regard to students on committees, I think the reason they didn't participate fully was that they knew or sensed that they really didn't have responsibility. What is different now is that students are demanding real responsibility not simply the opportunity to express a point of view. If Lesley is not willing to give students responsibility on committees, then we can't complain about the caliber of student participation.

Question: What do you mean by "responsibility"?
Fideler: Giving them a chance to decide, giving them enough voice so that their decisions can affect policy.

Question: Is it your opinion that their voice was taken before?
Fideler: Yes.

Slattery: As I see it, the responsibility was there to be taken, but typically the students didn't take it — not because they were apathetic but because they didn't believe they had sufficient influence. However, it was possible — because it has happened — that one or two students on a committee could be highly influential.

Question: What effect will the changes you see in students have on the elementary school system? Can you see elementary education itself changing as a result?
Slattery: Not right away. The elementary school system is infinitely more recalcitrant than Lesley College's system. And the new graduates are spread too thin to make effective use of their exercise of conscience and responsibility immediately. Eventually, of course, if a great many graduates from a great many colleges go into the schools with a new outlook, there may be some changes. That's what I hope, but I don't see it happening right off.

Question: Do you think our girls are prepared for the responsibility of an elementary school teacher. She is tremendously important to the future of a child. That is something in their profession. That would help to change things is infinitely more recalcitrant than Lesley College's.
Fideler: I'm not sure. I sense from the typical "dose" of Lesley students that they don't feel they are doing something as important as people going into law or medicine. I think that shows a malproportioned value system. We'd have a much better society if we had better elementary school teachers than better lawyers.

Question: Getting back to Lesley itself, what do you think the students particularly dislike about the College? What do they want changed?
Slattery: It's going to be hard to keep straight what I think they don't like and what I don't like. Fideler: I'll make a stab. This is a huge question. One thing goes back to what I was saying before. The most permeating discontent that I sense here is that students don't feel that they are treated with enough respect either in the classroom or in the governance of the College.

Question: Do they feel they are being treated like high school kids?
Fideler: They feel they have more potency or potentiality than they are allowed to manifest here. I think the general tone of the place makes the majority of the students feel they are being manipulated in some ways and that they do not have a chance to grow to their full potential.

Vallee: Paul, would you elaborate on your statement about respect in the classroom?
Fideler: I mean students are not challenged enough in the classroom. It would be showing them more respect to pitch our academic program on a more difficult level.
"Typically, the faculty doesn’t really grapple with tenure problems . . . it generally grants tenure unless a person is pretty darn bad."

mainly to protect professors from being punished for their statements and activities outside the college. Over the years, with the faculty and the administration dominating the tenure decisions, the actual teaching role of the candidate has been deemphasized because these people usually know little or nothing about it. The very positive aspect of giving students a greater voice in tenure is that it would bring the issue more into the classroom than ever before. The one undeniable competence the students can claim is that they have had experience with teachers as teachers.

Question: Do you think that tenure itself is necessary any longer?

Fideler: I have mixed feelings on that because I think teachers are going to be threatened in the immediate future more from their activities outside the classroom than their activities inside. Obviously our country will be going through a lot of stress for the next few years, and I think that some faculty may be getting into trouble with the institutions because of their outside activities. In that case tenure might seem very appealing to a person like me who wants America to change a lot. You can’t resolve this problem by just talking tenure, though. There are a lot of non-tenured people who would like the same freedom to engage in outside activities. The point — the aim — is to have the competence of a teacher as a teacher be in the issue on which he is retained or not.

Slattery: My suspicion is that most Lesley students have not yet discovered that in terms of tenure and most retention and promotion activities, the administration is more their friend than the faculty is. The administration is more interested in finding out what goes on in the classroom.

Fideler: There’s been some argument about whether students should have equal voice with faculty on the Tenure Committee. I think that they should, based on what I said earlier — that they must have a clearly defined ability to determine policy before they are going to work up to their full potential.

Question: How much student power is there at Lesley?

Fideler: There’s a great deal, but it is an informal, almost covert kind of student power whereby students can withhold friendship or good feelings for somebody or they can show them on somebody, and that’s their way of indicating how that person is being received. I think that kind of informal student power is to the detriment of the whole academic experience here. I’d like to see student power made more explicit and actually part of the decision-making process. Then we can get it out in the open.

Slattery: I know what you mean. There was some meeting this term at which I said some things some students didn’t like, and for the next two or three days hardly anybody said “hi” like they usually would. This had more of an effect on me than I would have expected.

Vallee: To have us discuss this with the students on committees because if we are going to respect their point of view, then the converse must hold true also.

Slattery: The events of the last term contributed greatly to student — and faculty and administration — learning on this score. The students in particular moved from a stance of “Give us what we want or we’ll hate you” to a much more sophisticated position of “This is what we want. This is why we want it. We understand why you don’t want to give it to us. This is what we are going to do.”

There was a great deal more negotiation and respect on both sides than there was before.

Question: Turning to social regulations, how much authority do you think Lesley should exercise over students’ personal and social lives here on campus?

Slattery: I don’t think it has to exercise any except for legal protections, such as protection of the College’s property to see that it isn’t used for destructive or illegal purposes.

Question: Doesn’t that give the College a great deal of leeway?

Slattery: Yeh, the College can claim fornication is illegal. I think that’s silly.

Fideler: Parents send a girl off to college during the very years that she would be demanding more independence from them at home. While she’s away at college, they tend to forget that she’s becoming an adult or is an adult.

The college is left to set the guidelines. I tend to agree with Jim that colleges should do little more than uphold the law, or support the law’s policies, and give the student the opportunity for independence.

Slattery: It’s a good idea for Lesley or any other college to provide help to people who need it in order to make decisions about their social life or living arrangements. But for the College to decide those things itself is a mistake. College is a place where people come to learn things, not to be trained in manners or personal behavior.

Question: If the College should or must exercise its legal responsibilities, then it must prohibit the smoking of marijuana, for instance. Should it go one step further and enforce that prohibition?

Slattery: I think it has a choice in that respect. The College has another interest which is to see that insofar as possible it provides people with the opportunity to experiment creatively within a protected atmosphere. With regard to the smoking of "pot," Lesley could choose to outlaw it and enforce that. The purpose of that would be to keep it within the control of the College as we might regard the smoking of pot as a less serious offense than the federal government does. If, on the other hand, the College chooses not to enforce the prohibition against pot, then it shouldn’t interfere at all and has no reason to try to prevent outside forces from enforcing it on this campus as they do elsewhere in the city.

Question: Can the College really take a “none of our business” attitude?

Slattery: Sure it can, but then the College has to sit still if the police have a raid on one of our dormitories.

Vallee: I was a member of our Drug Policy Committee and we formulated a policy that is very broad. It is not incongruous with the law, but we said nothing about policing the area. The committee didn’t feel that policing was our function; however, we also wanted to make clear that the College did not condone drug use.

Slattery: I don’t want to imply that the College should be completely unconcerned with what happens on its campus. It’s possible that Lesley could have a campus drug culture more serious than pot — we don’t but it’s possible — and if we did, the College certainly should be concerned and should work on it. I don’t think, however, that the College should have regulations which completely preclude such a situation.

Question: I assume from what you’ve said that you don’t think the College should take over parental responsibilities.

Slattery: I think it would be a mistake to claim that the College would be a particularly good parent.

Vallee: In loco parentis is an American institution; the European universities aren’t concerned with students’ private lives. This is an area which the students should control. I think it is presuppositional on our part to say how they should live.

Question: Do you think that the power structure of Lesley is going to change very much in the next year or two in response to what the students seem to be demanding?

Fideler: I hope so, but I hope it takes place because the students and others who want those changes actually plan them and work to achieve them.

Vallee: I would hope that we have changes not because the students demand them but because we all take a good look at what we are doing and then take the initiative in making changes.

Slattery: I think that if we’re successful in the next few years there will be more clear-cut and definite divisions among the various factions on this campus. We need to go through a period of spelling out what our differences are so that we really understand them. Then each faction will know where it stands and where the others stand. Compromises then become realistic possibilities.

Fideler: This factionalizing has to come now because universities in general and Lesley in particular are changing — defining a new hierarchy of values. The students, the administration and the faculty all tend to
“Young people want to fuse thought and action; they don’t want to hold beautiful concepts and then act differently.”

have different perspectives on what those values should be and certainly on their priorities. We are going to have a struggle over the power distribution, and once there is some agreement on that, people will begin to be in a more cooperative frame of mind.

Slattery: There’s also the danger that we’ll wind up in factions forever; it’s an evolutionary stage we must go through, but we don’t want to stay there.

Fidele r: I think Lesley is in a situation analogous to that of the United States right now. The administration has been quite preoccupied with the building of the new campus; it’s been a major policy for them — one might call it a major foreign policy — but meanwhile the “domestic” or here-and-now campus scene has become more discontented. People are demanding that more attention be paid to their domestic needs. In the next three or four years while the new campus is being built, it is going to be very difficult for students not to feel they are being shunted aside. The administration must be sensitive to this problem and ready to deal with it.

Question: Shouldn’t our students be unsullied enough to realize that new facilities are almost a necessity for future generations of students?

Fidele r: Yes, but not at the expense of their intellectual or spiritual growth. It can be at the expense of their

employment, that would have produced a great deal of enthusiasm among the students and more of a willingness

to sacrifice for the new campus. Since that didn’t happen, the students feel that this is just another “establishment” operation. One thing that we must realize is that young people want to fuse thought and action; they don’t want to hold beautiful concepts and then act differently.

Fidele r: Unfortunately, there’s a lack of trust on both sides. As a result, the students make very specific demands rather than proposals or suggestions. The administration, on the other hand, feels it can’t meet these specific demands and reacts by saying “We will do all we can.” The students interpret this as really saying “We reject” or “We will do as little as possible.” Given the present situation, there’s little the administration can do to restore the students’ confidence until construction actually begins.

Question: Is the construction of a new campus going to affect changes in the College’s governance?

Fidele r: I think the construction is going to make it difficult for the structure to change as much as it should. There is going to be the immediacy of the “contractor will” sitting at the front door. In other words, the thing has to be paid for. Once construction starts you have to sequence it and complete it. I think there is going to be a tendency on the part of the administration to want to deal with the construction situation without much interference. That will leave readjusting the relationship between faculty and students as the most fluid area for immediate change.

Slattery: I disagree because I think the new campus can contribute a great deal to change. First of all, new facilities will require that a lot of decisions be made about who is going to meet with whom, and when; how many courses there will be; what the schedules will be, etc. These won’t be formula or routine decisions, as they have been in the past, because new physical facilities will encourage the whole community to take a completely fresh look at these arrangements. Also, the construction of Phase I is going to get people thinking about Phase II and what facilities it should have and what improvements can be made. Participation in this type of planning can have a lot of consequences for structure and relationships in the sociological sense.

We must recognize that planning our own life is a legitimate part of academic discipline and learning. The governance of the College is important to learn about and participate in — not just because it helps Lesley run better — but also because people need to know how to run institutions, how to work together, how to achieve goals and how to make decisions. They will be using these skills all their lives.

ON CAMPUS:

Million Dollar Campaign nears 2/3 mark

As of June 30, gifts and pledges to Lesley’s “Million Dollar Campaign” totaled $393,986 or roughly two-thirds of the goal. The purpose of the campaign is to raise one-quarter of the $4 million needed to construct Phase I of the new campus.

The Krege Foundation recently announced a generous grant of $50,000 to the Building Fund, bringing the “foundations, corporations, friends and bequests” category in within $50,000 of its goal. Awarding of the Krege grant is contingent upon the College’s success in reaching its announced campaign objectives. As the following chart indicates, the campaign has made substantial progress since it was officially launched in October 1969; nearly $300,000 has been raised in the eight-month period.

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Goal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governing boards</td>
<td>$228,000</td>
<td>$266,548</td>
<td>85%</td>
</tr>
<tr>
<td>Parents and alumnae</td>
<td>25,000</td>
<td>102,514</td>
<td>24%</td>
</tr>
<tr>
<td>Foundations, corporations</td>
<td>194,000</td>
<td>270,000</td>
<td>72%</td>
</tr>
<tr>
<td>Friends and bequests</td>
<td>101,000</td>
<td>250,000</td>
<td>40%</td>
</tr>
</tbody>
</table>

At present 270 alumnae and parents serve as campaign volunteers in 46 “regions.” An additional 17 regions will be organized in the fall.

Commencement held May 24

President Don A. Orton conferred Bachelor of Science in Education degrees on 141 seniors at Commencement Exercises held May 24 in Sanders Theatre. A total of 22 Master of Science in Education and Master of Education degrees also were awarded.

Approximately half the graduates were anti-war armbands on one sleeve of their academic robes. By vote of the senior class, the traditional baccalaureate service was cancelled; an open workshop on the Vietnam war and other issues was held in its place.

COMING UP:

NAEYC conference to be held in Boston

Boston will be the site of the November 18-21, 1970 conference of the National Association for the Education of Young Children. Headquartered in the Statler Hilton Hotel, the conference will also utilize Wheelock College and the Sheraton Plaza Hotel to accommodate the 4,000 conference expected.

The conference breakfast, scheduled for Saturday, November 21, from 8:30 to 10:30 a.m., will be held in the Georgian Room at the Statler Hilton. It will be limited to the first 800 reservations. The breakfast program will be

The main speaker was Dr. Jerome Kagan, Professor of Human Development at Harvard University. A noted psychologist and author, Dr. Kagan was awarded the honorary degree of Doctor of Humane Letters in recognition of his research contributions to the study of learning and personality development in young children. Excerpts from Dr, Kagan’s address appear on the next page.

At the request of a large minority of the senior class, Dr. Hilary Putnam, Professor of Philosophy at Harvard, spoke for 15 minutes on the war and racism.

“Reminiscences with Abigail Eliot, Alice Kelliher, Lucy Mitchell and Cornelia Goldsmith.”

Hostesses for the breakfast are needed. Alumnae who would like to participate or who wish more information may call Mrs. Hannah Morehouse, Conference Breakfast Chairman, (617) 244-5826.

NAEYC members should receive the 1970 Conference program and registration forms by the end of June.
Dr. Jerome Kagan, guest speaker at the 1970 Commencement Exercises, expressed optimism that young Americans would not discard values but would "carry style with standard." His remarks were received enthusiastically. In his opening comments, Dr. Kagan outlined "three great crises" now facing America — "a war that alternately angers and depresses us, a frightening division between black and white Americans ... and a dissolution of the basic values that have guided the direction of many lives for many centuries." Rottled "A Search for an Ethic" his address focused on the last of these crises.

Excerpts from Dr. Kagan's speech follow:

"We grapple with the bizarre paradox that creative ideas, persistence and hard work — the backbone of the 19th century content-oriented morality — have produced a social creature that is toxic to the creator."

Whatever is chosen, do it with elegance, with beauty, with honesty...

We all agree that the 19th century clearly placed too much priority on the message and not enough on the style, while the 20th gives privileges to form. I suspect that one reason for our contemporary friendliness to personal style is the belief that it more faithfully reflects honesty. Herbert Read has written, "The only thing that is indispensable for the possession of a good style is sincerity." This, of course, was not the ancients' definition, for the Greeks and Romans saw style as intimately mixed with rhetoric. The modern has divorced style from content more completely because we have developed a deep distrust of words. Our very human need for honesty in others seeks gratification in sincerity of a man's thought and behavior rather than his goals, be they proclaimed or inferred. Your generation seeks the honesty of being and feeling; it is said that you trust only the evidence of your eyes, ears and heart.

There is a suspicion of too many well-posed arguments, for you have seen how often they deceive. Thus, some of your generation are turning against rationality and seeking verification in feelings, trusting ideas that feel correct, as if you believe that the poet has the inside track to truth. The Portuguese novelist DeQuerioz was possessed by this idea, for a beautiful sentence always pleased him more than an exact one, but Auden, whom I much prefer, insists that one must never sacrifice what one knows to be true in order to promote what one would like to be true. Let me quote Auden directly:

"When I began to write poetry I found that I could not accept the dogmas that in poetry there is a suspension of belief. The poet must never make a statement simply because it sounds poetically exciting. He must also believe it to be true."

... A zeal for sincerity and a relish for beauty of expression are most happily realized around a mission, around a storyline. It is not clear yet what this storyline will be, or what it should be, in the closing decades of a much too complex century. But none of us must deceive ourselves into thinking that we do not require any direction or that we can take it from the newspaper headlines each day. In science an elegant style with no problem to solve, no questions to ask, elicits the dubious confidence of the scientist, but the poet is not so easy to satisfy. His job is to make us pause and think and believe. To some extent he must make the reader commit himself to an idea, to a style or an ethic, and in our case he is asking us to believe in the philosophy of the just man, who is strong in reason, in the idea of the just, in the idea of a world where love triumphs."

The young, even the middle-aged, in our society are, temporarily I hope, ideologically naked. In an attempt to deal with the unseasiness that such a state produces, many have chosen to emphasize the style or quality of life rather than a specific content. This attitude is reasonable for there are only a handful of dialectics whose polarities compete for the loyalty of the social community. Each holds the stage for about once every five or six generations, it is an unusual event not unlike the excitement accompanying the inquest.

This encounter with dissonance is fatal to fixed beliefs and, much like the water that dissolved the wicked witch of the West, it erodes our confidence in the direction we should take. Your values have been sculptured in a culture and a time that does not give unequivocal priority to one set of rules, a time that has fathered the catchy phrase "situation ethics." We have become suspicious of the use of words, of a clear line of thought as it is too complex century. But none of us must deceive ourselves into thinking that we do not require any direction or that we can take it from the newspaper headlines each day. In science an elegant style with no problem to solve, no questions to ask, elicits the dubious confidence of the scientist, but the poet is not so easy to satisfy. His job is to make us pause and think and believe. To some extent he must make the reader commit himself to an idea, to a style or an ethic, and in our case he is asking us to believe in the philosophy of the just man, who is strong in reason, in the idea of the just, in the idea of a world where love triumphs."

Excerpts from Dr. Kagan's speech follow:

Dr. Jerome Kagan (ctr.) receives an honorary degree at Commencement ceremonies.
classification methodologist. If we are fortunate enough to combine the direction that is outside the style with an elegant form we are blessed indeed.

I have come to develop a great affection and admiration for your generation. I sense your uniqueness in the lack of mission that describes our society, your tension in a community that says, "Pick a goal, any goal, which twenty of us were a bit stunned when I asked what be threatened if it were attacked. Initially they could think of none. Finally, they agreed on one - an attack on their usefulness, on their instrumental role in shaping a better society, on their capacity to contribute something to the community. Each felt an obligation to make a solitary contribution to the culture. I interpret their remarks as a sign that the bud of morality is forming. They want the society across campuses everywhere says, "Have a healing effect upon society." There is some acknowledgment that any one of a number of paths will do, and no one way has acquired a privileged position.

One reason for this ambivalence stems from a conflict over whether all loyalty should be to the self or whether one should lend part of oneself to collective endeavors. Your generation seeks - indeed needs - individual differentiation and a Peace Corp year in a New Guinea village is as much an attempt to sculpt the self as it is an act of service. Many young adults regard the self as a mural. The mission of a life is to perfect the mural, and the vicarious excitement we all share in any man comes closer to per­fectibility. This form of individualism is refreshing and gives the word its nicest connotations. But as with all choices, it exacts a price. The total commitment to self can leave the collective fibers that bind one to another.

If we do not place part of ourselves in someone else, if all the investment is in the local body, then we lose interest in the other and each becomes expendable. We touch but do not adhere and an atmosphere of alienation may permeate the social space. Your generation clearly senses this danger and your attempts to solve this conflict are promising. There is a desire to shape, to give the word its nicest connotations. But as with all choices, it exacts a price. The total commitment to self can leave the collective fibers that bind one to another.

I wish you all well and will borrow from a poem of Robert Graves to convey my hope that you marry style with standard:

When a dream is born in you
With a sudden &strange pain,
And lovely, with no flaw nor stain,
O then, be careful, or with sudden clutch,
You'll hurt the delicate thing you prize so much.

Dreams are like a bird that mocks,
Flitting the feathers of his tail.

Over the hedge you'll see him sail.
Old birds are neither caught with apple nor peach:
They watch you from the apple bough and laugh.

Peet, never chase the dream.
Laugh yourself, and turn away.

Mask your hunger; let it seem
Small matter if he come or stay;
But when he nestles in your hand at last,
Close up your fingers tight and hold him fast.

ALUMNAE EVENTS:

0's and 5's get together at Homecoming

Over 100 alumnae and guests attended Homecoming '70 activities on Saturday, June 6. Honoring the reunion classes ending in zero or five, the program included a luncheon and business meeting in White Hall and a dinner-dance at the Hotel Somerset in Boston. The Alumnae Award for exceptional service to the College was presented to President Don A. Orton in recognition of his ten years of leadership. He also was cited for his handling of campus confrontations during the past spring. A special award was presented to David O. Tompkins, Director of Development, for his work with the Alumnae Association.

A $500 Alumnae Scholarship was awarded to Suzanne Palmeri '71 of Bedford, Mass. Suzanne was chosen from a group of ten candidates by the Association's Scholarship Committee under the chairmanship of Marguerite Shannen Delany '30. The scholarship represents contributions from individual alumnae and proceeds from Association and club fund-raising programs.

Celebrating her 50th reunion was Adele Gruener '20 of Watertown, Mass., who was presented a courage by Dr. Orton. Adele has served as an ex-officio member of the Association's Board of Directors for several years.

Doris Kimball Newman '31, chairman of the Nominating Committee, installed Association officers and Board members for the coming year. Re-elected were: Lorraine

Alumnae programs aid scholarship

Two 1969-70 programs of the Alumnae Association benefitted the Alumnae Scholarship.

The first was a Boston seabird luncheon at the Aquarium Restaurant followed by a tour of the recently completed New England Aquarium. Held in November, the event attracted some 45 alumnae and guests from the Boston area. Marguerite Shannen Delany and Barbara Barron Schilling were in charge of the arrangements. Mary McCarron Mead was chairman for door prizes.

"Sparkling Night" also benefitted the scholarship. Nearly 100 people enjoyed an evening of champagne, cheese and conversation at the Boston College Alumni House on April 30. S. S. Pierce Co. provided the champagne and a film on wine country of France, narrated by Mrs. Ruth Ley. The Cheese and Churr Shop, Copley Square, donated a variety of cheeses, spreads and crackers. Extra bottles of champagne were auctioned off at the end of the evening by Dick Snyder, husband of Joyce Marshall Snyder. Joanne Lipsher Goodman was chairman of the event.

Among those attending Sparkling Night were: (1 to r) Marguerite Shannen Delany; Joanne Lipsher Goodman; Mrs. Ruth Ley, S. S. Pierce Co.; Mrs. Sally Barker, Cheese and Churr Shop; Mary McCarron Mead; Joyce Marshall Snyder, and Barbara Barron Schilling.
1915

Sympathies are extended to the family of Louise Dody Young, a native of Cambria, who passed away last September.

1919

Beatrice Allen Hilton of Dover, Me. and her husband Howard celebrated their fiftieth wedding anniversary last October. Mr. Hilton retired in 1933 and much of his time is devoted to tracing the family history. He has found that the family name originated in 1591.

1920

Sympathies are extended to the family of Katherine Collins who passed away last August. She had been chief social worker at the Danvers (Mass.) State Hospital for the last 10 years of her life.

1928

Elizabeth LeCain Henderson of Reno, Nevada writes that she would like to hear from other members of the class of 28. Her daughter is a teacher in California and her son is with General Telephone & Electronics in Dallas. She is also "the proud grandma of two." Her address is 105 Wheeler Avenue.

1929

Annie Baskinheimer Adler returned to her childhood home in South Thomaston, Me. after spending most of her adult life in the Cambridge area. She and her brother have moved into the farmhouse in which they were born.

1932

Dorothy Potter Househame was a grand judge for the Fitchburg Sentinel's second cookbook contest. She is a foods teacher in Fitchburg, Mass. where she has taught for the past 15 years.

1936

Josephine Hodgdon Brown, who lives at 9725 Pleasant Avenue South, Minneapolis, Minn., has five children and enjoys occasional trips to Kirk Harbor, Me.

1938

Jeanette Feder-Friedman Smith will be living in Zurich, Switzerland for the next two years while her husband, Dr. William Smith, works for I.M.B. as an head of research at the Zurich laboratory. Bill's new book, The Application of Lenses, was published this June. Their new address is Gattikonistraasse 5, Apt. 322, 8000 Thalwil 2, Switzerland.

1948

Pauline Cloutier Fonten is doing diagnostic testing and evaluating for the Liberty Council of Schools in Concord, Mass.

1951

Elia Fadeyev Nigret writes that she has four children and is "living in the beautiful land of Israelis." Elia is a professional artist and lecturers on graphology.

1954

Barbara Madeline Nathan's husband, Harry L. Nathan, is the author of an article in the March-April issue of Management Services. He published his first novel entitled A Covey of Persecuted last year.

1955

Cynthia Wilson Connor has moved to California where the family will live for three years while her husband works in San Francisco for the Office of the Inspector General.

1958

Barbara Zoschin Strehack writes that she is the mother of a little girl, Sarah Gale.

1959

Lois Hurst McCune and John P. Dobhyn were married last summer. After spending their honeymoon in Greece, they are now living in Wayne, Penn.

1960

Mimi Jacob Greene and husband Milton are the parents of a son born in March. He joins two brothers, Jeffrey and Matthew.

1961

Andrea Thompson Dickson and husband Brian have a new baby, Jennifer Yardley, a sister for Ian. Brian is a research chemist with the National Bureau of Standards.

1963

Sheila Spiegelman Horvitz and husband Sigie have two children, David, 5, and Robin, 3. Sigie is an attorney and is working on her Ph.D. in economics. They have been living in Houston, Texas for the past four years.

1964

Carolee Goyle Gott and Donald Bailey Mountcastle were married last summer. Following a wedding trip to the Virgin Islands, the couple now live in Charlottetown, Va. Carolee is presently engaged in advanced graduate study at George Washington University. Donald is a Ph.D. candidate at the University of Virginia.

1966

Carolyn Scott Puleston published this June. Her new address is Gattikonistraasse 5, Thalwil, Switzerland.

1969

Marion Zoschin Strehack writes that she is the mother of a little girl, Sarah Gale.

1972

Lois Hurst McCune and John P. Dobhyn were married last summer. After spending their honeymoon in Greece, they are now living in Wayne, Penn.

1975

Mimi Jacob Greene and husband Milton are the parents of a son born in March. He joins two brothers, Jeffrey and Matthew.

1977

Marie Fantin Strehack writes that she is the mother of a little girl, Sarah Gale.

1979

Lois Hurst McCune and John P. Dobhyn were married last summer. After spending their honeymoon in Greece, they are now living in Wayne, Penn.

1982

Mimi Jacob Greene and husband Milton are the parents of a son born in March. He joins two brothers, Jeffrey and Matthew.

1985

Marie Fantin Strehack writes that she is the mother of a little girl, Sarah Gale.

1988

Lois Hurst McCune and John P. Dobhyn were married last summer. After spending their honeymoon in Greece, they are now living in Wayne, Penn.

1991

Marie Fantin Strehack writes that she is the mother of a little girl, Sarah Gale.

1994

Lois Hurst McCune and John P. Dobhyn were married last summer. After spending their honeymoon in Greece, they are now living in Wayne, Penn.

1997

Mimi Jacob Greene and husband Milton are the parents of a son born in March. He joins two brothers, Jeffrey and Matthew.
**Class Notes**

Sondra Ellen Budnick and Walter Harvey Hailer were married in May and went to Bermuda on their wedding trip. Joanna Perlin is teaching in Needham, Mass., and Leslie Long is teaching at the Chester-Andover Elementary School in Vermont.

Joyce Crockford McCance and her husband Peter are the parents of a daughter, Erin Jean, born last December.

Mary Elizabeth Conklin and Pfc. David Lloyd were married in February. Mary is working in the Montgomery County schools in Rockville, Md.; her husband is stationed at Fort Belvoir, Va.

Janice Theresa Leary and Robert Charles Panella were married and are living in Bronxville, N.Y. after a wedding trip to Acapulco. Robert is associated with the Fun and Fads Division of Tally Industries in New York City.

Also married in April were Anne Conklin and Michael M. Marks and Jeffrey Fisher were married last August and are now living at 1321 North Peak Road in Palos Verdes. Jacky's address is 27050 Indian Ranch Drive, Encino, Calif., or have plans to move there. Jacky's address is 27050 Indian Ranch Drive, Encino, Calif.

Marcie Nadine Gulden and Richard Stephen Milesky were married in April and are now living in Columbus, Ohio, where Richard is a graduate student at Ohio State University.

Also married in April were Anne Elizabeth Peterson and Rodney Clayton Davis. Anne is teaching in Millinocket, Maine, and Roy is with the manufacturing engineering department of Ford Motor Company in Saline, Mich. The couple are living in Ann Arbor.

Adrienne Ruth Stem and Al Edyza were married this spring and are living in Cambridge whose Adrienne is associated with the Boston Rocker Society. In March, Adrienne and Honey speaking on "Divorce — American Style." Michael Hayes Development Assistant, reported on the progress of the Building Program.

**SAN FRANCISCO AND BAY AREA**

In February an enjoyable meeting was held at Paula Kirby's new art gallery in Palo Alto. The main exhibit at the Smith Anderson Gallery was Jean Weilbaum's vivid collection of water colors and plastic sculpture. Paula has generously offered to donate one of his works to the new campus. The spring meeting was a luncheon in San Mateo. In March Don Orton was in San Francisco and discussed the latest developments of the Building Program with alumnas.

**NORTH SHORE**

In April the North Shore alumnas held a board meeting and a Building Fund Committee session at Marilyn English Riley's home in Lynnfield. David Tumarkin, Director of Development, talked about the Building Program. On June 14, alumnae and their husbands held a dinner-meeting at the Marguerite in Joppa. A picnic and "white elephant" sale was planned for the benefit of the Scholarship Fund.

**WORCESTER**

A baby contest was held in February by the Worcester Alumnae Club. Chairman of the event were Elise Beshken Creedon and Caryl Marrone Modelle. The grand prize, a $50 scholarship to the College, was awarded to Tracy Minns of Melrose. At the annual meeting and luncheon in May, Jacob Y. Young spoke on "Divorce — American Style." Michael Hayes Development Assistant, reported on the progress of the Building Program.

**SOUTHERN CALIFORNIA**

Lesley alumni in the Los Angeles area met on Saturday, May 23, for a wine and cheese tasting party at Paule Rzeszotarski's home in Palos Verdes. Jacqueline Maes is president of the Southern California Club and would like to hear from all Lesley alumni who are living in the area or have plans to move there. Jackie's address is 27050 Indian Peak Road in Palos Verdes.

**Club Notes**

**LESLEY COLLEGE CHAIRS**

**Price and Information**

<table>
<thead>
<tr>
<th>Type</th>
<th>Basic Cost</th>
<th>Sales Tax</th>
<th>Total Cost* (plus shipping)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captain's Chair</td>
<td>Cherry Arms</td>
<td>$43.00</td>
<td>$1.38</td>
</tr>
<tr>
<td>Black Arms</td>
<td>$42.00</td>
<td>1.36</td>
<td>43.36</td>
</tr>
<tr>
<td>Boston Rocker (Black Only)</td>
<td>$3.50</td>
<td>1.03</td>
<td>4.53</td>
</tr>
<tr>
<td>Side Chair (Black Only)</td>
<td>20.00</td>
<td>.00</td>
<td>20.00</td>
</tr>
</tbody>
</table>

*Out-of-state residents are not required to pay Mass. Sales Tax. Mass. residents must add sales tax to basic cost in order to obtain total cost of each chair.

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

Examples of Shipping Charges:

<table>
<thead>
<tr>
<th>Destination</th>
<th>Shipping Cost (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston</td>
<td>$4.00</td>
</tr>
<tr>
<td>Worcester</td>
<td>4.35</td>
</tr>
<tr>
<td>New York</td>
<td>5.25</td>
</tr>
</tbody>
</table>

MOVING OR CHANGING YOUR NAME?

Please help us keep our files up to date. Fill out form below and send to: Lesley Alumnae Office, 28 Everett Street, Cambridge, Mass. 02138.

After two to four weeks for normal delivery.

(Street) (City) (State) (Zip Code)
Lesley College Chair Order Form

Please order ——— Lesley College chair(s)

- Type ——— Captain's Chair
- Cherry Arms (Available in black only)
- Black Arms
- Boston Rocker (Available in black only)
- Side Chair (Available in black only)

Shipment:

D (Name) (Street)
(City, State, Zip Code)

Enclosed is a check for $—— Lesley College Alumnae Association.) Check must cover cost of chair(s) plus the Massachusetts Sales Tax if applicable.*

Nominal shipping charges will be paid by the purchaser at the time of delivery.

*Out-of-state residents are not subject to the Mass. Sales Tax. Mass. residents must include the sales tax in the total cost of each chair. See Price and Information Chart.

Print Name

New Address

Old Address

Name

First Maiden Married

Street City State Zip

Street City State Zip

 Husband's Name

Tel.

* Lesley College Alumnae Association.