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The Lantern



LESLEY COLLEGE

29 Everett Street, Cambridge

Vol. XXI

MARCH 9, 1960

No. 8

Dedicated to Student Teachers

She's of Academic Stock

The student teacher is a special person. People who see her see a certain glow that radiates her person. She herself knows how very special she feels, as each day she becomes a working part of the teaching world. How worthy of acclaim the student teacher and her practice teaching period are, can be explained through a look into the academic elements.

No one will dispute the fact that teaching is an art. The teacher may be symbolically considered the artist who paints a picture of the world and its components for her audience of children. The blackboard may be her canvas or paper, but more hopefully, it is the mind of each young student that is the receiving material. The medium that this artist uses, the substance with which she creates, is her background. Like water-paints or oils, this medium is composed of a pigment and a base. The pigment, the coloring, is her outlook on the possibilities that lie in each and every student. This is achieved previous to, throughout, and forever after the student teaching period. Her outlook is built through years of study and through the development of understanding. The second part of her medium, the base, is her student teaching career. As "the new teacher in class" she has contact, as a prepared individual, with children and their important eras of learning.

Without that base the teacher's background would be as powder-paint — unable to make a visible image because of the lack of fluidity. The teacher, without student teaching practice, lacks an instructive fluidity gained only by experience.

Teaching is a science too. It has been scientifically proven that the student teacher is an ingenious invention. She is a gadget that proves to the world that teachers can be youthful — or is anyone over seven "young" to a six year old?

Scientifically too, the student teaching period is a series of trials through tries. It is a testing period, under careful supervision of experienced workers, which will develop a "MISSile" (or MRS.ile!) capable of being launched into the system of any school district.

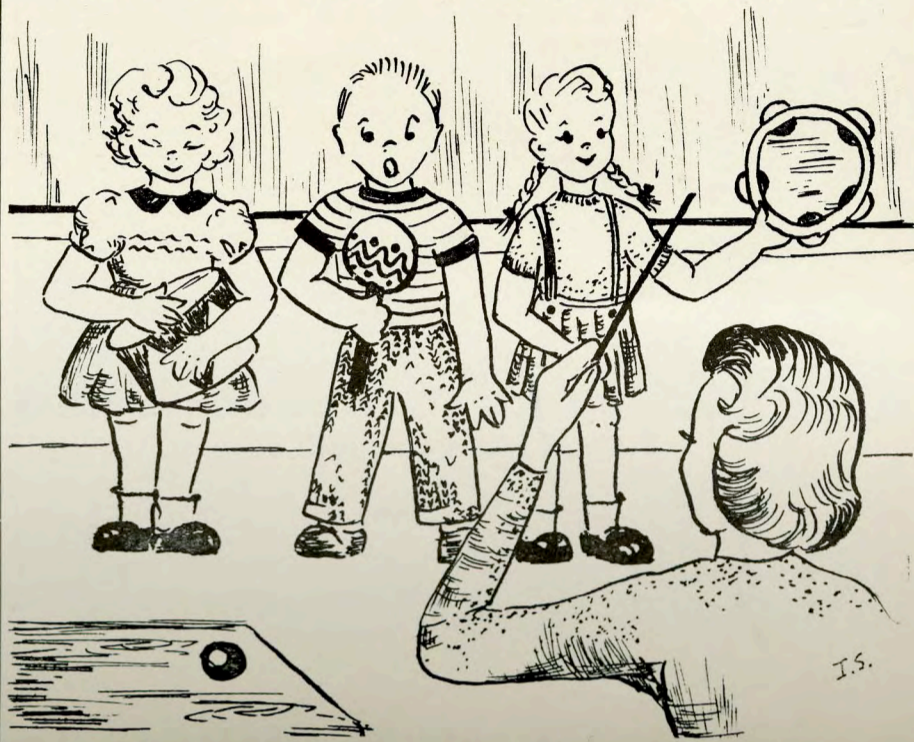
In the history department it has been proven through the years that children's hearts are captivated by a smile, a wink, a nod of appreciation or approval. Little girls look up to the "extra teacher in class". Little boys look down at the tips of their shoes, bashful because they're sure that they've fallen for the teacher who is merry, spry, and pretty with her quick smile.

Mathematically, a finished teacher is the product of her student teaching time and of her own awareness of the power she holds as a leader of learning. Through study, investigation, interpretation, and careful recording as a student teacher, this awareness is many times multiplied. She is a classroom addition who is energetic, sympathetic and ambitious.

Enough of this scholastic breakdown. It must not be forgotten that the student teacher is important as an entirety. Working for progress, working for experience, and holding an appreciation for the "naturalness" of childhood . . . the student teacher.

—Joyce Levy

SALUTE TO THE STUDENT TEACHER



When Spring Comes to Lesley

The other day while walking back to my dorm "Chez Grey", I heard my name being called. I looked around, but saw no one. I resumed my nonchalant pace, when once again I heard a "Hi, Janet". Turning my gaze upward I was almost blinded by a bright flash of light. My first thought was that some person was foolish enough to be taking my picture — but flashbulbs in the middle of the day? This prompted me to take a second look. That seemingly blinding flash of light turned out to be merely a Lesley Lovely — equipped with sun reflectors on each side of her, craning her head out the window to absorb some "rays".

And then I took another look at our sprawling campus and noticed that nary a trace of snow as visible. This view, coupled with my glimpse of Sally Sunbather, told me that Spring was on its way.

In fact, signs of spring can be seen all over Lesley. One of the more noticeable signs is the coatrack near White Hall Cafeteria. It's getting to be sadly neglected. Each day fewer and fewer coats are being hung up. And for the Lesley Lass's leisurely stroll to class, she's exchanged her heavy winter bear-skin for a cardigan sweater or blazer.

'Tis said, "In Spring a young man's fancy lightly turns to thoughts of love." With that in mind, one does not even have to look or go outside to recognize the season. All one has to do is look at the left hands of many of our girls — that all-too-familiar sparkle will tell you that the "thoughtful season" has begun. It seems as though quite a few young men's fancies have been turned. Of course the sparkle is not merely limited to the hand. There are many sparkling eyes to be seen — and we all know that sparkling eyes are a prerequisite to sparkling left hands!

Yes, Spring is a happy season. Its freshness and newness brings life and vitality to all. When we see Mother Nature redecorating her home in soft shades of green; when we walk in the sunshine-

Continued to page 4

Fashion File

By Ruth Gesmer

On that bright morning you wake up and from head to toe you are a student teacher; but are you? In the fateful minutes, from the time you wake to the time you leave your room for the day, this question is well on its way to being answered.

That adorable beige dress with the scoop neck and mink trim might catch your eye, but that is as far as it should go. Move over one hanger to the hounds tooth check or the soft tweed jumper with the matching silk blouse. By their very nature, they limit the baubles, bangles and beads you might be tempted to add. The jewelry, like the clothes, should be simple and uncluttered. You'll be on your feet all morning, so although those spikes make your ankles look thinner, choose a clean cut shoe with a low or medium heel. You can still achieve the grace of the spike if you look for a shapely heel in these heights. Now you're dressed, but had you checked your clothes previously for small tears or stains? How confusing it is if they are found at the last minute!

Continued to page 4

CONGRATULATIONS

- Dean's List
I Semester, 1959-60
SENIORS
- Selma Bass
 - Frances Cooperman
 - Saralee Fineman
 - Barbara Goldman
 - Marcia Juliano
 - Joyce Leonard
 - Lenore Berman Lieberman
 - Barbara Limmer Loughlin
 - Joan Marcus
 - Linda Baur Maston
 - Gail Roberts
 - Paula Rozomofsky
 - Jean Schinzel
 - Sandra Stone Feinbaum
 - Mary Lou White
 - Elaine Zucker

JUNIORS

- Dorothy Bengoian
- Ellen Green
- Jeannette Hobbs
- Judy Jay
- Joyce Marshall
- Shayne Melrose
- Beverly Miller
- Roberta Miller
- Louise Shapiro

SOPHOMORES

- Naomi Belson
- Carol Cameron
- Gail Kaplan
- Linda Kerman
- Elaine Lazarus
- Melinda Orpet
- Irene Scimone
- Penelope Smith
- Arleen Wilson
- Eleanor Wolk

FRESHMEN

- Dolores Glasser
- Marilyn Kramer
- Joyce Levy
- Marilyn Saltz

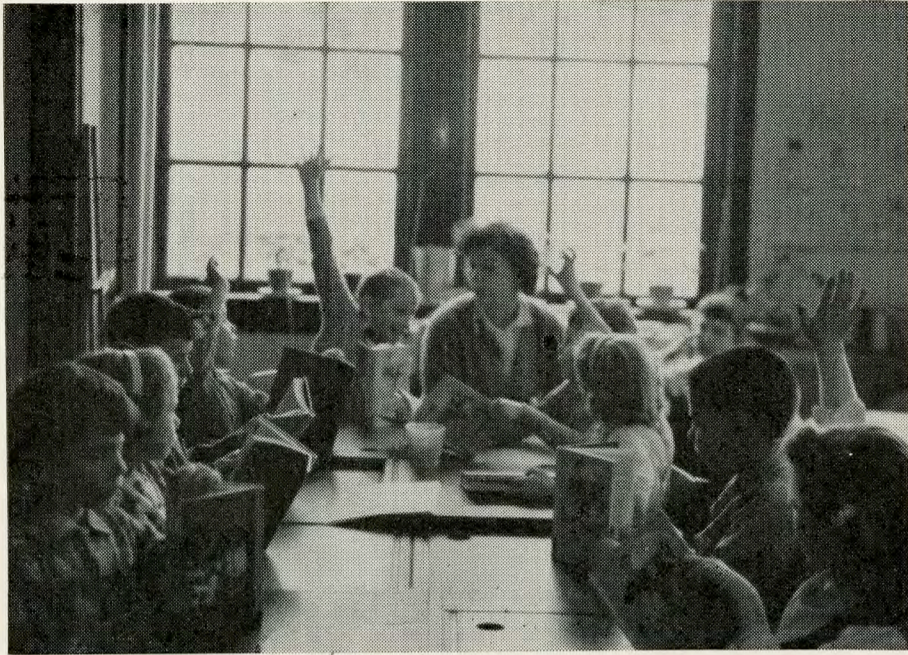
Notes From The Editor

Did you spot the title of our lead article last month as a quote from E. E. Cummings "Chanson Innocent" (The Balloon Man)?

We wish to acknowledge the fact that Barbara Strieford wrote "PROTESTANTISM" published in the February issue. We also wish to express our appreciation to Barbara, Susan Silverman, and Marjorie Mackay, the authors of the religious articles.

Student Teachers' Album

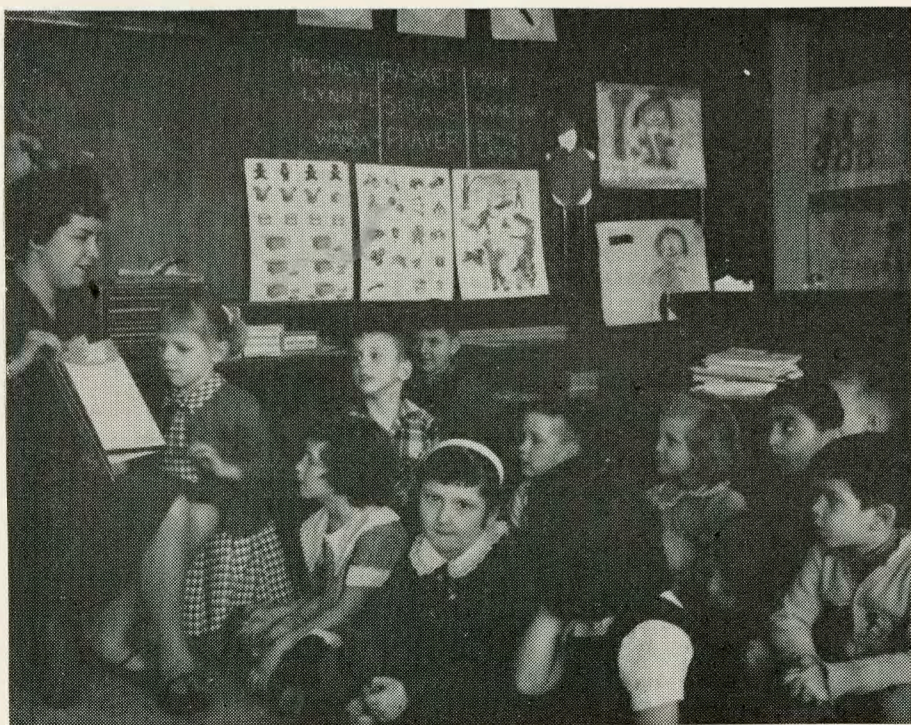
by Priscilla Henry



"What page are we on?"



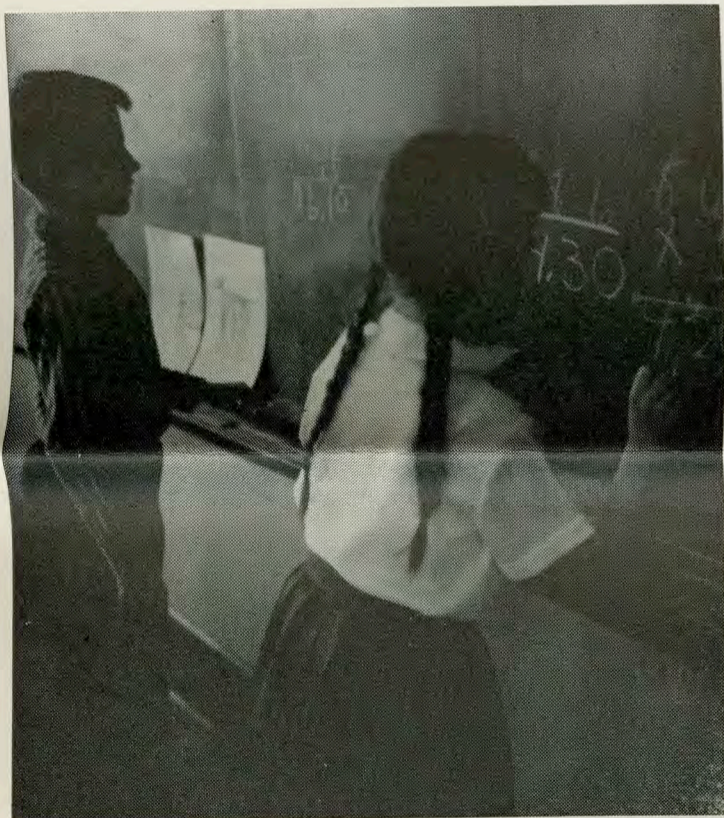
Prospective Picasso



"I have a dog too and his name is Jellybean and . . ."



. . . And they lived happily ever after.



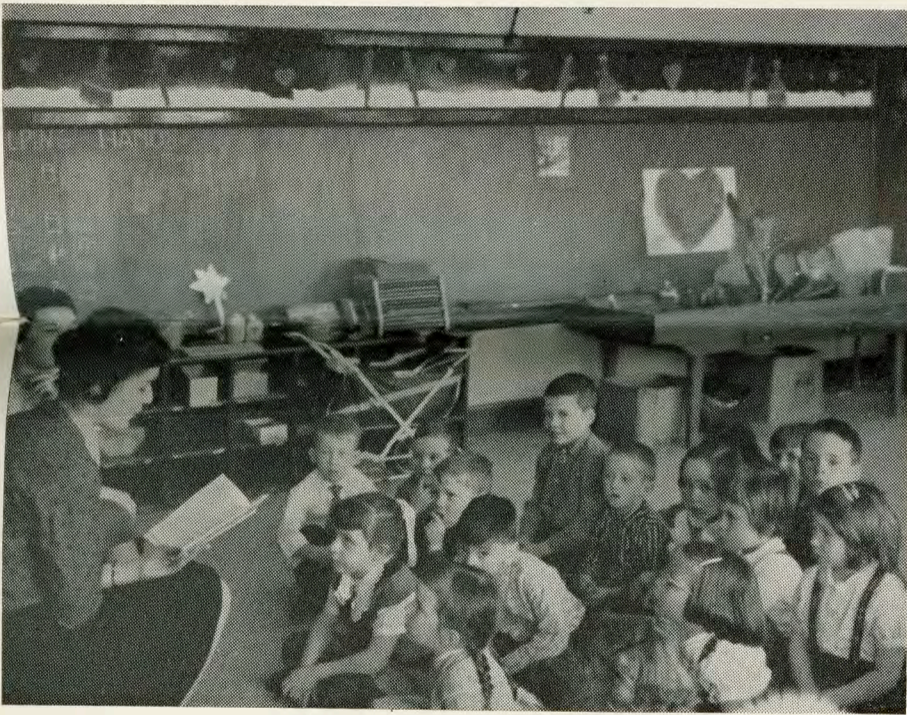
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"Isn't it time for recess yet?"



Motivation — Procedure — Conclusion



Once upon a time . . .



"Is it counterfeit?"



"I know! I know! I know the answer!"

What is a Student Teacher?

Not even Webster has attempted to define "a student teacher". No statement or general list of qualities could possibly cover the range of experiences and duties and joys which are included in just one of her days.

A student teacher, or practice teacher as she is sometimes called, gives and receives more than most people. To the children, which she calls "hers" for one semester, she gives the benefit of her knowledge and acquaintance with "modern" techniques. To her master teacher she is respectful, appreciative, and always helpful without being over solicitous. She gladly gives her time to prepare lessons, to find something a little bit different for her classroom, and to spend thirty early-morning minutes on the MTA. But what a student teacher receives in return for her effort and patience is two-fold of what she gives.

Every girl feels that her children are the smartest, wittiest, and best looking. The priceless experience and humorous comments are more endearing to her than any kind of monetary payment. And what of the teacher who is giving her time and practical experience and sharing her classroom? Student teachers owe many thanks to their master teachers.

Student teaching is a time of transition when theory from professional courses are put into use. It extends over three semesters in three areas of teaching. It is a period of learning, of making mistakes, or rewarding satisfaction. It is the stepping stone to the teaching field.

Skeptics may want to believe that all of this is exaggeration, but any girl who is a student teacher will attest to the efforts and rewards of her "practice period". Yes, it will sound very familiar to juniors and seniors and is a preview of what freshmen and sophomores can prepare for and anticipate.

The Overprivileged Child

A child poorly clothed... holes in her shoes... a lunch of coke and potatoe chips. Most people would classify her as underprivileged... they are wrong.

This is a living example of the poor little rich girl. She is OVER-privileged. She comes from a fine family of wealth, a family too wealthy to love her. She is sometimes materially happy, frequently she lacks even this.

The overprivileged child is being bred for an unstable adulthood. She is already nervous, insecure, unconfident. As future educators, it is our duty to assist these products of American false-society; the false society which deprives its children from the fundamentals of life, the false society which sins.

If you can passively witness the destruction of beauty, the destruction of what may have been a beautiful life, then do not read further. We, in our positions, are morally bound to protect American's children from evil: this is evil in its filthiest form.

What can we do? We can organize committees to stop this destruction before it begins. Authorities on child care and family moral obligations should lecture future parents. Lecture series such as these should be prerequisites to marriage.

If the American people desire the preservation of a stable society, we must wipe out the evils of our overprivileged class. Our little girl will again be loved, will be capable of loving, and will be secure. THIS IS OUR DUTY; LET US ASSUME THE RESPONSIBILITY.

Classroom Comments

Della Rose: I asked the class to give me words beginning with different letters. I got to one little boy and asked him to give me a word beginning with "y". He said "Y. M. C. A." and I asked him what the "Y" in "Y. M. C. A." meant. His answer: swimming.

Cynthia Barnum: Every morning for fifteen minutes my second grade has a "free for all" conversation period. One recent contribution was "Why did the little boy salute the icebox?" Because it was General Electric.

Another was: Yesterday there was a big holdup. Two clothespins held up a shirt.

Marlene Steinman: The first time my kindergarteners saw me, several of them said to me: "Miss Tyman, you look like an animal!"

SPRING

Continued from page 1

laden air with the glorious feeling of just being alive; or, when we recognize the ability to observe each new manifestation of Mother Nature, then we need no abstract reason or purpose for living. We need not seek abtruse and profound meanings of life — for this is the essence of life: a chance for renewal — of hope and of life — Spring.

Janet Rosen

FASHION

Continued from page 1

Finally you are ready to go! Confident, well-groomed and appropriately dressed, from head to toe you are a student teacher!

THE LANTERN

Official newspaper of Lesley College, published monthly during the college year by students of Lesley College, 29 Everett Street, Cambridge, Mass.

Printed by The Lexington Press, Inc., 7 Oakland Street, Lexington, Mass. Telephone VO 2-8900. Subscription rate by mail: \$3.00 a year. Advertising rates on request.

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WHO??

The time is morn the light is dim
All the world rests within.
We moan, stretch, open our eyes
What a terrible time to rise.
The coffee's on, that muddy brew,
Time's a wasting, that can't stop
you.

Onward towards our goal we go
Unthwarted in the blinding snow.
From all corners we make our way
With car, with bike, with MTA.

We are not the milkman, postman,
or preacher,
But the reliable student teacher.

Jacqueline Goldwyn '61

ORGANIZATION OF THE MONTH

Exotic dancing by the Modern Dance Club and a familiar theme sung by the Glee Club will combine in concert for a relaxing evening on May 11. The performance will be staged in the Science Museum Theater in Boston.

Meanwhile the dance group is continuing work under the direction of Miss Diane Burke. Sandy Berumen, president of Modern Dance was very pleased with the success of the group's previous demonstration and now says that the girls will be even better prepared for the May production. The group has added many new members. This semester there will be emphasis on dance composition and choreography rather than technique.

On March 20 the club will see José Limon and his company perform. Elections for next year's officers will take place in April. Watch to see who they are!

Perhaps the shortcomings of the old Perennial idea were best expressed by Mr. Dooley: "I don't care what ye larn thim so long as 'tis onpleasant to them."

* * * Taken literally, this delight in cruelty to the young is the essence of sadism. But in a more liberal sense, the overcoming of intellectual difficulties is necessary to the development of physical strength.

— Morris R. Cohen.

Diogenes' Tub

Watch the children as they race down the street,
Watch the crook race with the cop on the beat,
Watch the Nations as they maul each other's face,
Watch the race, the race, the race,
THE RACE!!!

The children race freely and harmlessly — they need no purpose. The policeman pursues with great purpose — to protect the laws of the people. The nations race with inexpressible harm in which there is no purpose — a race to a blackened, abysmal pit of destruction. Is this progress?

Nathaniel Hawthorne once said, "The world owes all its onward impulses to men ill at ease. The happy man inevitably confines himself within ancient limits." Who are these ill at ease men who scream, "Stock up with missiles—beat the enemy," and who convert atomic energy into murder weapons? Is present day progress then measured in the light of military strength? In the past nations who have armed themselves to the teeth invited war. Imagine the psychological terror that would result from a constant threat of growing power. People under such a strain could not be relied upon for mental stability. What about the one Russian or American who can stand the strain no longer and decides to end the world by pushing the button?

Progress can only be attained when man's mind has worked positively. It can be seen in healthy living, contented minds, and adjustment and appreciation of all nationalities, races, and creeds. In this type of progress there is no room for brute power; but only for the betterment of man's soul. George MacDonald, a Scotch novelist, said, "ALL GROWTH THAT IS NOT TOWARD GOD, IS GROWING TO DECAY." Our missiles are not aiming for God!!!!

None of the things [children] are to learn should ever be made a burden to them, or imposed on them as a task. Whatever is so imposed presently becomes irksome; the mind takes an aversion to it, though before it were a thing of delight.

— John Locke.

PENDULUM*

* — LIKE IT SWINGS!

AVALANCHE

The snow covered the sloping hills
 The northwind whistled its chilly song.
 A little boy went out to ski
 Each ski tied on with a leather thong.

The under crust was icy hard
 The powder snow was soft and fine.
 His skis threw up a misty spray
 And left behind a phantom line.

The red sun set behind the hills
 The moon came up just sliver wide.
 He didn't stop his breathless flying
 Though night had come and day had died.

The wind blew strongly way above him
 The roar resounded from high to low.
 The morning shone on deep-piled drifts
 And they found his skis upon the snow.

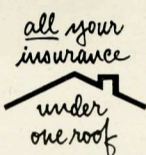
Judith E. Kimball '63

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