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The Lantern

LESLEY COLLEGE, CAMBRIDGE, MASSACHUSETTS

LESLEY COLLEGE
ALUMNAE ASSOCIATION
29 EVERETT STREET
CAMBRIDGE, MASSACHUSETTS



Vol. XXIII

November 27, 1961

No. 5

U.N. Year of Crisis

Students Hear Nehru At Collegiate Council

The Collegiate Council for the United Nations held a conference entitled "1961: U. N. Year of Crisis" for student leaders, Nov. 10-11 at the Hotel Commodore in New York. There were 1,500 students from forty-eight states attending. Representing Lesley College at this conference were Marilyn Kramer, Edith Marcus, Carole Stark, Marcia Turkewitz and Marcia Wyman.

The opening session of the conference was held Friday afternoon. Mr. Gene Arnn, President of the CCUN and Mr. Herman Steinkrous, President of the American Association for the UN, welcomed the students. Mr. Steinkrous emphasized the point that, "We must have more spirit, hope and faith in the U. N. in order to make the U. N. more realistic to the people of today. This we can find in today's youth."

Vital issues of the sixteenth General Assembly were discussed by four delegates. Mr. Sean Ronan, Counselor of the Irish Department of External Affairs, Permanent Mission of Ireland to the U. N.; Alhaji Muhammad Ngile-ruma, Ambassador Extraordinary and Plenipotentiary, Permanent Mission of Nigeria to the U. N.; Dr. Francisco A.

(Continued on page 4)

Glee Clubs Join In Christmas Concert

The Lesley Glee Club, Northeastern University Chorus and Worcester Polytechnic Institute Glee Club will present a program of Christmas music in White Hall, Tuesday evening, December 12, at 7:30 p. m. The entire Lesley students, faculty, administration and guests are invited to attend this concert, an annual event at the beginning of the holiday season.

Each chorus will present a group of carols and then combine with the members of the other clubs to form a mixed chorus of 110 voices singing music by Gustav Holst, Perogolesi and the Spanish Folk Carol—"Ya Viene la Vieja". Professor William Brohn will conduct the Northeastern Chorus, Mr. Henry Hokans the Worcester Tech Chorus, and Mr. Elmer Benjamin the Lesley Glee Club.

During the program the audience will be invited to sing some of the traditional carols with the combined chorus. Come and join in the fun.

The Lesley students singing in the Glee Club are:

First Sopranos, F. Abram, C. Coffey, J. Coffin, P. Capone, J. Carbonella, J. Carroll, O. Drummey, J. Forsell, J. Garvey, C. Gott, S. Kearns, S. Lombard, C. Markey, A. McConathy, J. O'Connell, J. Pierce, C. Sliney, P. Smith, B. Warner, L. Wells; Second Sopranos, G. Adams, N. Bromage, B. Burns, P. Cannon, C. Delaney, R. Friedberg, J. Heske, S. Higgins, W. Johnson, P. Mulvey, S. Rosowicz, L. Shamroth, J. Whalen, B. Wyman; and Altos, C. Brainerd, E. Burrows, B. Frankel, G. Gruber, S. Haroian, S. Hellick, J. Matula, C. Morrow, G. Nye, N. Rosenthal, E. Saykin, M. Strachan, and L. Walmsley. G. Knell is pianist for the club.

Re-accreditation Committee Reports Progress to Faculty

The faculty committee concerned with the statement of purpose and objectives of Lesley college has presented a report of its progress to the faculty. Part of the report reads:

Purpose—The purpose of Lesley College is to educate young women in a

laboratory for learning and to prepare them to be effective teachers for the nursery, the kindergarten and the elementary school. Lesley is committed to the kind of education that offers maximum opportunity for each student to realize her worth and her dignity, her intellectual, emotional, social and spiritual potentialities. Lesley, therefore, provides an integrated program combining a broad liberal education and specialized professional education with a variety of cultural, social and practical experiences to develop women who will be competent teachers and responsible citizens.

Objectives—Lesley College believes its students should:

Acquire and master that knowledge which is basic to further learning, in the arts, humanities and sciences.

Acquire and use principles relating to human growth and development, the learning process, the methods of teaching and the selection and organization of the curricula needed in the multiple roles of a teacher.

Demonstrate competence in guiding the learning of young children.

Master the art and skills of oral and written communication.

Develop those habits of critical inquiry needed in solving problems independently and making wise decisions in personal and professional life.

Develop sensitivity to change and recognize the necessity of continued learning.

Juniors Meet With Teaching Supervisors

Tuesday morning, November 7, the Junior Class met with Student Teaching Supervisors, Mrs. Alpheda Wales and Mrs. Eleanor Huff. At the meeting the girls designated grade and area choices for their student teaching assignments.

Mrs. Wales termed the meeting "a preface to your student teaching careers." The Junior Class student teaching program will begin on February fifth. This year, the junior program will differ from previous programs by providing that Monday be devoted to a full day of student teaching. The purpose of this is to give the girls opportunity to plan, both morning and afternoon programs and have time for discussion with the co-operating classroom teacher. Tuesdays through Fridays students will teach in the morning and pursue academic work at the college in the afternoon. This program continues for one semester, approximately sixteen weeks. It is felt that only over this length of time will the student teachers be able to observe continuous growth in children—intellectually, emotionally, physically and socially.

An eight-week senior student teaching program will provide an opportunity to teach at a different elementary level in the first semester of the senior year. Mrs. Wales suggested that before student teaching begins, the girls review child growth principles and other subject matter to gain a feeling of security that will enable them to be better prepared to integrate theory with practice.

Merit Scholarships Open to Class of '66

The Lesley Merit Scholarships are available to next year's commuting freshmen, class of '66.

Publicity about these full tuition scholarships, has been distributed to 180 public, private and parochial high schools within commuting distance of Cambridge. Eight to ten scholarships may be awarded to qualified girls, under the jurisdiction of the General Scholarship Committee, Mrs. Martha B. Ackerson, chairman.

Qualifications for application include: 1) regular acceptance for admission, 2) living within commuting distance, 3) fifteen certified B credits or better, 4) SAT minimum of 500, 5) evidence of exceptional character, personality, and motivation for teaching. Applicants will take a written test, administered by the college, in March. They will also lunch with the Scholarship Committee.

The Merit Scholarships were established in 1960. The class of 1966 will be the first to benefit from the awards.

Thalian Club Plans January Production: Wilder's "The Skin of Our Teeth"



Hopeful of receiving a part in the Thalian production of "The Skin of Our Teeth", are Lesley and Harvard students. Pictured above is one of five tryout readings.

The Thalian Club will present Thornton Wilder's immortal Pulitzer prize-winning play "The Skin of Our Teeth" on the evenings of January 13 and 14, in the Livingston Stebbins Auditorium of the Unitarian Church in Harvard Square. The play will be presented in "theater in the round," a new experience for the drama club.

Final casting was accomplished after five nights of tryouts. The cast stands: Announcer—Oleg Fedoroff, Sabina—Sue Wilcon, Mrs. Antrobus—Mimi Shaw, Dinosaur—Brenda Rawding, Mammoth—Georgia Nickles, Telegraph Boy—Enid Burrows, Gladys—Joyce Sokolove, Mr. Antrobus—Derek Clawson, Miss E. Muse—Anne Bryant, Miss T. Muse—Susan Sagaloff, Miss M. Muse—Gail Kershaw, Drum Majorettes—Nancy Eisen, Irma Savasta, Joy Wainwright, Fortune Teller—Ellen Lyons, Hester—Irma Savasta, Ivy—Nancy Eisen, Mrs. Dorothy Stetson—N. Eisen, Society for A.E.W.—V. Maloney, Mesdames Simpson, Pateslewski, and Moriarity—Rachel Freedberg, Nancy Hailer, Connie Markey, Crowds—V. Maloney, R. Freeberg, N. Hailer, C. Markey, F. Abram, D. Gracia. Thirteen parts are still under consideration.

Girls are welcome to join backstage work with the stage and lighting crews, publicity, ticket, and ushering crews.

Commuters' Lockers Ready For Students

Tuesday, November 28. Commuter students will receive lockers. Mrs. M. Calley will meet with interested commuters from 1:30-2:30 in Room 6, and from 2:30-3 P. M. in the Bursar's office.

Girls will deposit one dollar (\$1.) for key and locker. Fifty cents will be refunded when the key is returned in June. The other fifty cents will allow for repairs and upkeep of the one hundred twenty-six lockers.

Girls will receive individual book-lunch lockers; seven girls will share each large coat locker. Commuters may choose their groups of seven before coming for a key.

Commuters are not obligated to have lockers.

Faculty Prepares Curriculum Changes

Action has been taken by faculty departments and Dr. Don Orton to decrease the number of required courses in each academic department.

Their plan is to increase the number of elective hours available to each student, making a more flexible, more personally oriented course of study. A report will be available for the December issue of Lantern.

Thanksgiving Is Over . . .

Are you tired of hearing, "We are in a period of change"? Too bad! Hear it again and again, and feel excited.

Hearing talk, and reading articles on changing curriculum, attitudes toward grades, toward student opinion, and toward academic programming, students have been heard to say, with a degree of gracious amazement, "They (the undefinable "they") must be doing a lot of rearranging these days." There is, among the student body, respect, regard and relief in the knowledge that "they" are ever-working toward "beneficial reforms."

Consider this: every faculty member and administrative official is going meeting-mad, in an all out effort to improve every collegiate area that can be lumped under any sort of heading. They are meeting in seven committees for the Spring, 1961 re-accreditation project, in five committees to consider curriculum changes and reprogramming; they meet with clubs for whom they are advisors, with students who have queries, and with students who want to chat. The many projects, and many hours of work on campus, seem to be uniting the faculty, for they are working towards common goals. And this is good. Hopefully, they will never see the end of "this period of change." Sing their praises? Don't bother. Thanksgiving is over!

We have seen more obvious results of "this period of change." We have developed this year stronger commuter-dorm relations. We cannot measure it, but it seems that the combined White Hall lounge is successful. We notice this year, among students, a stronger intellectual and cultural attitude towards courses; more and better club speakers, assemblies; students are planning a lecture series for the spring term; more students taking advantage of Boston's cultural offerings. We have promises of student representation on faculty committees, and we see this goal attainable before the new term begins. Student opinion and reaction is supported and called for by Lantern. We have greater editorial freedom; the student body has only to make use of Lantern space. Are we giving thanks? No, Thanksgiving went out of season last week!

We are merely calling to attention a few implications of "this period of change." We expect to see, as we advance through our four year cycles, development, and pardon that word again, change. This is what we see on campus today, and it is satisfying.

Testing: Yankee-si or Yankee-no

After thirty-one uninterrupted Soviet atomic tests, the United States decided to evaluate the Soviet test series — to measure the technological advantages of the series, if you will. The outcome of this evaluation will determine a Yankee-si or Yankee-no policy for the resumption of U.S. Atomic Testing.

There is inherent in this U.S. indetermination, a distressing question. Is American ideology — the exaltation of the common man — less important than the military security of the country? The various considerations necessary for this question which may prompt a quick answer, make a thoughtful, important decision difficult to produce. As analyzed by the USNSA, "The question presents itself as a choice between not resuming atmospheric tests, and thus perhaps allowing the Soviet Union to achieve an unmatched superiority, and resuming tests, and perhaps raising the level of radioactive substances in the atmosphere to a harmful level."

It is a cyclical, political argument. . . . Health and welfare of the citizen vs. welfare and security of the state vs. prestige and world opinion of America vs. isolation and security of the country vs. technological superiority or inferiority to Russia vs. the health and welfare of the citizen. . . .

The question of world opinion is a real one, as evidenced in recent U.S. action at the U.N. By voting "no" in a 70-20 adopted resolution calling for a moratorium of all nuclear tests, by voting "no" to two U.S. proposals prohibiting the use of nuclear arms in the event of war, and prohibiting atomic testing in Africa (the last two were accepted by Russia, hypocritically or not), and by expressing concern over world opinion in this area of atomic-testing, we are destroying the "Uncle Sam image" which is important to American prestige among nations. Are we creating a new-frontier policy of a new kind of isolationism? Are we living for the preservation of a physical continent rather than for the preservation of men who can live to negotiate? We cannot deny that today, world opinion is important to the strong, military powers. If the Afro-Asian block allies with the Soviet block in the future, as it did for the recent U.N. proposals, U.S. support for U.N. proposals will include only a small, ineffectual group of western allies. The neutral nations are extremely important for U.S. continued power and prosperity; their viewpoints should be considered important in all areas, including atomic testing or non-testing.

The U.N. votes may have been based on the emotional fear of fallout. But who can mock this fear? No one knows the actual safety limits of fall out. Men are naturally afraid — men all over the world, except the leaders of nuclear nations who deemphasize danger.

The unfortunate angle is that we, the U.S. cannot be sure of maintaining nuclear military superiority, if Russia continues testing and making technological advances. However, continued atmospheric testing, of any country, will result in more fallout and will ultimately lead, said a N.Y. Times reporter, "to a nuclear holocaust that would engulf the world."

We can compare the Afro-Asian countries' attitude toward atomic testing to the general attitude of the American student. Both are looking for a future; they expect a future to exist for them. We, as students, tend to believe that a future is assured, whether it is a glorious, peaceful future, or one in which we will continue to build bomb shelters. Idealistically we feel "that complete and total cessation of the production of the means of warfare — chemical, radiological, biological and nuclear, must be the goal of all negotiations on this subject." If atmospheric tests are continued by the Soviet, or are resumed by the U.S. and other western powers, both the degree of fallout and the degree of unfavorable world opinion among nations, will reach a fatal level. We desiderate that the U.S. decides, after this apprehensive period of investigation and evaluation, that atmospheric poisoning is not necessary.

S.G.C. Comments

Russian Travlogue

A Student-Government-sponsored assembly November 2, presented Dr. Natalie Vallee, speaking on her summer trip to Moscow. Dr. Vallee showed slides of the various places she visited during the week of August 8-16 while she was attending the International Bio Chemistry Congress. During her visit Dr. Vallee had an opportunity to visit all of the places which were on a *planned* itinerary. In other words, when you go to Russia, you see only what the Russians want you to see, not what you want to see. Nevertheless, the slides which Dr. Vallee showed were enough to convince us that all is not "moonlight and roses" in Russia. The stops on her tour included several museums where all the riches and relics of the czars are kept. Dr. Vallee said that the Russian concept of capitalists is that they (capitalists) are like the Russian nobility in that they own an abundance of jewels, gems, etc. (The Russians must be watching too many American movies!) Contrary to popular opinion, there is, according to Dr. Vallee, no classless society as the Russians would have us believe. The intelligentsia are very adamant about their social position. They consider themselves above the ordinary peasant and therefore do not like to be classed with them. In showing us several slides of Russian bookstores, Dr. Vallee mentioned that books are very inexpensive, mainly because writers and publishers do not observe copyright laws. Soviet newspapers are free on planes and trains. One aspect of Russian education is particularly interesting. Students attending the university in Moscow must take two years off from school to engage in manual tasks of one kind or another. This is for boys and girls alike. You might enjoy a trip to Russia if only because you knew that the Russians do not accept tips — tipping is "capitalistic!"

Government Committees

In accordance with the many varied changes being made at Lesley this year Student Government Council has formed the following committees: a Constitution Committee whose purpose will be to revise any and all aspects of the Student Government Constitution; a Charities Committee which will determine how much money Student Government will donate to charities; a Scholarship Committee which will determine scholarship recipients and how much money will be set aside for scholarships to be awarded next spring to deserving Lesleyans; a Handbook Committee whose purpose will be to revise the Handbook.

(Continued on page 4)

Breadline



Diogenes' Tub

Fifty-five centuries ago, the wheel was discovered in Mesopotamia. Consider the wheel. . . . By sight, it consists of a circular rim and hub connected by spokes. It is a device used to facilitate movement, to steer, or to torture.

Consider man. . . . The life of man is but a wheel. Life emanates from a fixed point and as maturation takes place, man's experiences expand and reach out to be caught up and equally bound. The individual can now function towards progression. He is capable of movement, of steering himself, and of torture.

Wheels move most easily downhill — with a minimum of friction. But to get a wheel up an incline, it takes effort and concentration.

Consider the wheel alone. . . . It was contrived with only a minimum of thought or intuition — based primarily on utility. Man found that large rocks could be carried with relatively little toil from one place to another with the use of the wheel. Out of this fairly simple utilitarian purpose came machination — the wheel serving a major position — still an aid to man. The wheel is a symbol of progress of directed movement — and of a futuristic tendency towards destruction. For the wheel has now achieved the elevated heights and its only direction is a descending one — perhaps to regress back to the time of its conception.

Man, too, is progressing — feverishly and almost frantically! He has achieved his direction and now knows no other than a destructive one — remember, the wheel can be an instrument of torture — and man is no exception to this analogy. Self-torture — self-destruction; there is little difference between the two.

The wheel is a symbol of man's progress and man's power to exterminate. It is a reminder and perhaps a foreboding.

At the bottom of the hill — will there be another wheel to replace the first one? Will man be there to catch it as it rolls swiftly down? —

Letters to the Editor:

Dear Students,

It would be appreciated if you put your cigarette butts in the receptacles provided on campus for this purpose. If this practice were followed by each of us, our campus would present a much cleaner, fresher appearance. It takes a minimum of effort to enable Lesley to give a maximum eye-pleasing effect. Put that butt into the can! Thank you.

Elaine Lubar
S.G.C. Buildings and
Grounds Chairman

THE LANTERN

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Open-end Questions Offered By Professors of Individualism



Deceptively sitting in group formation are four individuals. From left to right: Mr. David Honick, Mr. James Robertson, Mr. Philip Dolan, and Miss Mary Fitzpatrick. Mr. Dolan is professing his belief in individuality after the age of twenty-one!

The question of intellectual conformity was recognized by the four as a problem more serious than either emotional or physical conformity. Several stated ideas or inferences are worth reconsideration:

1. Are American students (or Americans in general) willing to lay aside physical comforts to act for something they advocate, to fulfill the dictates of their individual consciences?

2. One is not an individual who merely acts for the sake of being individual. Behind each thought or action must be the personal belief that the thought or action is right. Whether or not they are different from the thoughts and actions of others is a subordinate concern.

3. Mr. Robertson condemned conformity of unexpressed thoughts. "We dare not think in private," he said of man today. His point placed emphasis on the need for man to be free to think any thoughts without judging his thoughts by society's values. This personal non-conformity of thought must come before a person can be individualistic in action.

4. It is hard to courageously act as an individual. We always tend to move in groups, for groups offer security. As our ideas change we will move from one group to another. However, society sets up individualism as an ideal. The drive for security is derived from frustration and insecurity of striving for that ideal.

5. Truth is not absolute; truth shifts according to the beliefs of the majority of society. Mr. Honick cited, "In 1490 the world was flat."

6. Students have the duty to disagree with a professor if facts can be presented to substantiate an opposing stand. Individual opinions are built by combining information (books, speeches, etc.) with personal insight.

7. Why does not society listen to its minority?

8. Why was the *Tropic of Cancer* banned in Boston?

College Catalogue Format Revised

An improved, enlarged college campus catalogue is being created by Mr. J. Canavan, Jr. and Dr. Leslie M. Oliver. A new format is planned to include photographs of the college.

Every catalogue division including course descriptions, scholarship explanations, college rules and procedures, etc. is being re-formulated and brought up to date by the respective faculty and administrative members. The booklet is scheduled for completion by January 1.

"I Hope You Stay O.K."

Even on the fifth grade level, some students think about conformity vs. individualism. The following topic was assigned to a fifth grade class at Lesley Ellis, and this is what one youngster submitted:

"How You Should Behave In Fifth Grade, Miss Harrington." (Marcy Harrington is a student teacher from Lesley.)

"In fifth grade you should be polite and not tease other kids. You should not interrupt when another person is talking. You should raise your hand when you have something to say, so that people will know that you have something to say. If you don't raise your hand, everyone will be talking at once. You should not walk across the path when girls are playing hopscotch. You should obey the teacher (or student teacher) and not fight against them. At lunch time you should throw your extra paper and things in the garbage pail. Do not be rude or fresh to the teacher (or the student teacher). When they tell you to do a paper on bees, do you do it on ants? NO! You write a paper on bees. If you want to go to the bathroom but someone else is there already, you wait for the teacher (or the student teacher) to tell you that you can go to the bathroom.

If you want to answer an arithmetic problem, you do NOT just holler out the answer, but raise your hand, and put it down if the teacher calls on someone else. You do not look on someone else's paper but you look at your own.

In class you do not have a fight. You just ignore little things and tell the teacher (or student teacher) about big things.

When someone is talking, you listen to them. You do not read a book, or draw, or fiddle around when someone else is talking, but you listen to them.

Well, recess is almost over now, so I have to leave you. But I hope you have learned a lesson from me, and I hope you stay o.k.

Ski Weekend Planned; Meeting — November 30

It's almost winter again, and what does that mean? Among other things, it means polishing our skis, finding our parkas and stretch pants and, of course, digging out our ice skates — "Now where did I put them?!" — AND — there's reason for all this preparation: Lesley's Annual Ski Weekend is coming soon.

Friday, Feb. 9th., at 6:30 P. M. sixty girls will leave Cambridge for Winwood Manor in North Conway, New Hampshire, prepared for two days of fun and gala activities. Saturday will be spent skiing, skating and tobogganing. That evening we will have social activities with the neighboring men's colleges featuring hayrides, snowball fights, ice or snow sculpturing, dancing and singing in front of a winter fire. Sunday morning we will have another few hours at the slope and return to Boston on Sunday afternoon. Accompanying the girls will be Mr. & Mrs. Robertson, Miss Hamilton, and Miss Minton.

This weekend is guaranteed to be filled with fun and enjoyment. For all those who signed the "Definite" list there will be a ski meeting on Nov. 30, 1961 at 1:00 P. M. in the gym. At this time, all details of the weekend will be discussed and a \$10.00 deposit requested.

So remember the date, the place, and start preparing for the best ski weekend Lesley ever had!

Recreation Chairman's note:
I should like to take this opportunity to explain the reason for the limit placed on the number of students going on the ski weekend. Due to the capacity of the ski lodge, chosen for its excellent facilities and cooperation, it was impossible to extend the limit.

Roberta Rain
Recreation Chairman

Civil Rights Report

The University of Texas voted in favor of a referendum on the integration of intercollegiate athletic activities by a margin of nearly 1,900 votes. At the same time, the first Negro member of the Student Government was elected. Three hundred negro students attend the university of about 10,000 students.

Five Negroes were arrested when they tested President Kennedy's anti-discrimination appeal to the restaurants on Highway 40, in Maryland. Restaurants along this highway have been scenes of discrimination against African diplomats. The five were on their way to a Washington Civil Rights meeting and were charged with trespassing when they attempted to enter a diner.

From USNSA News

L. Walmsley Given First Stand As Orchestra's Cellist

Jeannette Matula Joins
Boston Civic This Year



Jeannette Matula, violinist, and Lesley Walmsley, cellist of the Boston Civic Symphony Orchestra, practice in the Browne Music Building. The girls spend many hours a week in concert preparation.

Lesley Walmsley and Jeannette Matula, Lesley College Juniors and roommates, perform with the Boston Civic Symphony Orchestra. The orchestra holds three major concerts a year in Jordan Hall. The girls played in their first concert November 21; a second is planned for February.

The new conductor, Mr. Kalman Novak, promoted Lesley to the first stand position in the cello section of the orchestra. This is, indeed, an honor. Jeannette was accepted to the orchestra this year.

The symphony is composed of students and semi-professionals, who have other occupations, but are interested in music. The orchestra rehearses at Boy's Latin School in Boston, and its conductor is Kalman Novak, director of the Longy School of Music, in Cambridge.

Jan plays the violin, and has been taking lessons for ten years. She plans to continue studying this summer. Lesley has been playing the cello for twelve years and hopes to resume lessons, after graduation. Lesley hails from New Bedford, Massachusetts and Lakewood, New Jersey is Jeannette's home town. Both girls have participated in state festivals and other symphonies. Neither of the girls intend to make music teaching their career. Jan hopes to teach preschool, but Lesley's only reply to this question is, "Time will tell."

Janice Carroll

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U.N. College Conference

(Continued from page 1)

Delgado, Ambassador Extraordinary and Plenipotentiary, Philippine Mission to the U. N. and Mr. Ushechov, Deputy of Foreign Affairs for U.S.S.R. After each speaker there was a brief question and answer period.

Prime Minister Jawaharal Nehru delivered the keynote address. He stressed that we face technological progress today with an outmoded perspective. It is no longer his generation's problem, but ours. Our responsibility is great and the U. S., with its significant achievement, has a big responsibility. We should be careful not to misuse this power and incite the envy of others. The poorer people will get the idea that we feel we are better than they, and will grow to resent their paucity. While we in the U. S. are concerned with superfluous needs, his people are lacking the basic necessities.

The U. S. tends to judge other countries by a certain yardstick of our own realm of experience. Nehru pointed out we must learn that there are all types of people in the world. This variety is what makes the world an interesting place. Nehru stated that Americans expect everyone to be similar to themselves. India has a great deal of individuality which she would like to maintain. The U. S. has a great sense of uniformity because of industrial conformity.

This is a very important concept for us to think about as future teachers. We must develop a respect for the ideas of others in children. We must point out that there are different cultures, religions and people throughout the world. Although these people are not like ourselves, it does not mean they are not equal or their ways less desirable. A child should learn more about people so he can understand them better and live and work side by side.

Three Saturday afternoon panel discussions were held on the Problems of Chinese Representation, African Development, and the U. N. and the Role of the Non-Aligned Nations in International Politics. Each delegate was permitted to attend one of these panels conducted by authorities in the particular field.

Senator Joseph S. Clark gave the closing speech on "The U. N. and Disarmament."

Some other important points brought out were:

1. Nigeria did not approve of the proposed "troika set-up" of the general assembly, but did like U. Thant of Burma.
2. When asked why Russia did not contribute to the U. N. Emergency force, the Russian delegate stated, "the people in the U. S. are victims of the local press, Russia is helping by agreements and aid. We are helping the Arabs build one of the largest hydroelectric plants in the world. The reason Russia is not contributing to the U. N. Emergency Force in the Congo is because Russia cannot support policies such as the murder of Lumumba."
3. Prime Minister Nehru was asked

(Continued next column)

what he would do for his people if he had one year to do it in. He replied, "Disarmament."

4. Prime Minister Nehru pleaded "We must avoid destruction on a large basis."
5. Dr. Heilbert, a professor at Princeton, feels that the neutral nations are exploiting the cold-war for their own economic use. They are helping to maintain the peace. The U. S. must understand neutral nations better in order to improve our policy.

After the conference, Marcia Wyman, President of the International Relations Club stated, "The most important thing I gained from the conference is that the small unaligned nations see the U. S. and Russia as neither all black nor all white. We as students of the U. S. in formulating our opinions should realize that although America is a wonderful place to live in, there is still room for improvement."

Marcia Turkewitz, '63

Taiwan Representative Studies U.S. Education

Mrs. Liu of Taiwan, that country's Senior Specialist in the Ministry of Education, visited Lesley College November 7. The visit was part of a tour of Cambridge colleges, Lesley, Radcliffe and Simmons.

With Dean Thurber, Mrs. Liu visited the three college laboratory schools observing foreign language instruction and teaching machines at Lesley Ellis. Lunch was prepared and served by the students at Carroll-Hall. She also attended several classes at the college.

In Taiwan, Mrs. Liu is responsible for a broad educational area which covers the administration, supervision and curriculum of colleges for women, home economics schools, adult and vocational education for women. She is touring the United States for three months under the auspices of the Technical Assistance Program.

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Alumna Joins African Project

Edith Cheever, Lesley '56, is taking part in a project at Columbia University that is training men and women to instruct Africans how to teach at the elementary school level.

She explains her program: "I am a participant in a pioneer project at Columbia University, called the Afro-Anglo-American Program. This means I have a semester of African studies here in New York and spring semester will be spent at London University. Next summer I will be sent to either Sierra Leone, Ghana, Nigeria, Uganda or the Rhodesias to teach for two years. Specifically, I will be teaching young African students how to teach on what we term the elementary school level. Of course I'm studying hard on such things as linguistics, teacher training, African education and culture courses on African life. In England our training will be even more intensive; a much more thorough and professional training than could be had in the Peace Corps, and yet with the same idealism. So, I am very happy and serious about it all, hoping that I will be able to do a good job. Perhaps after my experiences I will come back to Lesley and teach a course on Comparative Education. Who knows?"

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S.G.C. Comments

(Continued from page 2)

Lesley College is very fortunate to have received the gift of a year's subscription to the New York Times. The Times will be delivered six days a week to each floor of White Hall including the Lounge and to each of the other dormitories. It was an expressed wish that this be continued in future years under the auspices of Student Government Council.

Elaine Schofield
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