FORUM PROPOSED ON "HOT" ISSUES

At the Faculty meeting of October 4, Mr. Majid Tehrani proposed a Faculty Forum on Controversial Issues. The objectives of this program are:

1. Increasing the intellectual vitality of the Lesley Community
2. Generating more concern among the students and the faculty with controversial positions on issues
3. Encouraging autonomous and critical thinking among the students by demonstrating that there can be honest differences of opinion on controversial issues, and providing the students the "authority figures"

The format will be primarily panel discussions drawn from the faculty as well as the student body. It is hoped that these programs will be presented on a monthly basis, with half-hour programs or discussion questions from the audience.

At the faculty meeting, a steering committee was formed, the members of which are Dr. Nancy Woods, Mr. James Slater, Miss Marionie Wech, and Mr. Joseph Beckman.

There have been topics suggested, but the committee is also open to new suggestions. Some of the possible topics are:

- Should the United States leave Vietnam?
- Lesley Community - myth or reality?
- Are women second class citizens?
- Is Human Relations Training relevant to a college education?
- Suggestions for topics should be presented to the committee. Girls who wish to participate as guests should also contact the committee members.

Professors Work On Poverty Program

One of the projects of the Mr. James Slater. Mr. Slater worked on this summer was a poverty program. He and Dr. Boris Gerte received their positions from the Office of Economic Opportunity. They did laboratory work with social workers and people from deprived areas in Western Illinois. The group was 15% white and 85% negro. Mr. Slater heard about this project through a friend of his, a professor with whom he was a member.

Mr. Slater did some free lance campus planning at the South Eastern Massachusetts School of Technology. He worked with the campus' facilities and associates.

Crockett — Cont'd.

As a colleague, he was always cheerful, a warm sense of human dignity and a good guide to younger men and women on the teaching staff. As one of Honors' characterizations of an elder statesman "the wise-counseling Newton." Lesley College, its faculty and students, has lost a friend but they will never lose the presence and ideals of Dr. Mark V. Crockett — "Mr. Lesley College."

Dr. Russell Schofield

PRESIDENT'S SEMINAR

On Tuesday, October 11th, the first of the President's Seminars was held at 11:35 in White Hall Lounge. Our speaker was Dr. Joseph H. Perry, Director of Study Counsel and Professor of Education at Harvard University. His topic at the seminar was "Learning, Teacher, & Protein Truth." Mr. Perry has been a teacher of English in secondary schools, and has taught at Harvard University. His publications have been a translation of the Ibad in cooperation with Dr. C. Chase, and numerous other professional articles in the field of education.

Professor Perry's lecture was witty and enlightening. There are those things which are right or wrong and absolute. There are other things that are opinions. The student forms the latter by constructing them for himself. The teacher should try to develop the students' ability to distinguish right from wrong. ("The world is full of different points of view on the same fact. If everything is relative, am I relative?"

Young new teachers in their classes are caught between two sets of conflicting ideas:

- The teacher's job is to present the absolutes in right and wrong. The student is made to realize what is right.
- The teacher has a system of opinions. The students must draw their own conclusions.

Professor Perry believes "we are in the midst of a social revolution to support the intellectual one." He feels that the student must study with the professor not under the professor. The student should be the maker of meaning. The student should think and feel that he exists for someone. Also he believes there should be a new way of grading papers but some form of grading should be left up to the teacher.

The President's Seminar, which is held the second Tuesday of every month, is an attempt to bring stimulating views to the campus. It is a way we may interact with one another and exchange ideas. The schedule of President's Seminars for this year is as follows:

November 8 — Fine and Applied Arts December 13 — Humanities January 10 — Natural Sciences February 14 — Social Sciences March 14 — Education April 11 — Student Government May 9 — President's Office

Correction of College Calendar

Lesley's winter vacation is from December 21 after classes to Tuesday, January 3, at 8:30 A.M.

FALL CONVOCATION

The Lesley College Convocation was held at the First Congregational Church on September 29. This was the first occasion the class of 1967 wore their caps and gowns. They marched in to the strains of "Athalie" — a march by Mendelssohn.

The guest speaker was Dr. William C. White, Executive Vice-President and Provost at Northeastern University. Dr. White is a well-known figure in the field of higher education. He spoke about the need for skilled and competent teachers in the school systems. He also spoke about the increasing demand for more programs of continuing education so people can keep up with current development in their fields.

Mr. Eugene Rossow, the Director of the Lesley College orchestra performed a cello solo of "Adagio" by Bach.

Dates Announced

For Teacher Exams

College seniors preparing to teach school may take the National Teacher Examinations on any of the four different test dates announced by Educational Testing Service, a non-profit, educational testing service. It also administers and advertises this testing program.

New test centers and prospective teachers are:

- January 7, January 18, July 1, and October 7, 1967. The tests will be given at nearly 500 locations throughout the United States.

Results of the National Teacher Examinations are announced in school districts as one of several factors in the selection of new teachers by school boards and by several states for certification or licensing of teachers. Some colleges also require all seniors preparing to teach to take the examinations.

Leisters indicating school systems and state departments of education which use the examination results are distributed to colleges by ETS. On each fall day of testing, prospective teachers may take the Common Examinations, which measure the professional preparation and general cultural background of teachers, and one or more Teaching Area Examinations which measure mastery of the subject they expect to teach.

Prospective teachers should contact the school systems in which they seek employment, or their colleges, for specific advice on which examinations to take and on which dates they should be taken.

A Bulletin of Information containing a list of test centers, and information about the examinations, as well as Registration forms, may be obtained soon from college placement offices, school personnel departments, or directly from National Teacher Examinations, Box 911, Educational Testing Service, Princeton, New Jersey 08540.
The Lantern Speaks

WHY LESLEY SLEEPS

A college campus that lacks opinionated discussion of the controversial issues of today is a dead campus. The atmosphere is unhealthy. A human being with a vitamin deficiency (of most types) is not really sick, and neither is a student body that has little other intellectual stimulation than that which is offered in the classroom. But if either condition is left untreated for too long the consequences can be serious.

At the Faculty meeting of October 4, Mr. Majid Tehranian proposed a "Seminar on Social Events." This series of panel discussions by faculty members (and students, on topics they would like to speak about) could involve controversial topics ranging from the U.S. intervention in Viet Nam to the question of the value of Teacher's colleges. This is what Lesley needs to wake her up, to keep minded and thinking, to keep up with the pace of today. How do our professors feel about world events; how do we feel? Are we capable of offering intelligent opinions. Why don't we?

We cannot be dismissed from school for speaking what we feel, whether it is the "right" thing to say or not. If our professors are not permitted to voice their views, Lesley is headed for trouble.

We need not attempt to keep pace with Berkeley or the University of Chicago, to have sit-ins and tremendous demonstrations. Blunder protesting is not our goal. We must voice our opinions and listen to those of others. We can all benefit.

We must not hide from what is happening around us. Our world of today IS one of great controversy. Should the U.S. stay in Viet Nam? If some of us think so, or don't, we have an opportunity to fight for what she believes, to think about why she believes what she does.

We at Lesley are at a teacher's college not just to learn how to be teachers, but to become better educated people in every sense. "The world is too much with us..." let it pass us by. We must not let Mr. Tehranian's proposal die before becoming a reality. When it does not materialize we must protest it. The Lantern will put all its efforts into making it successful by keeping the community well informed and interested in the events of each meeting. Every member of the college should too. We do not want to see Lesley suffer the fate of Rip Van Winkle, who slept for twenty years only to wake up to a world he did not know.

Freshmen Study

Human Relations

The Self and Group Development Workshop for All New Students was presented by Lesley College from Sept. 26 to 27. This new orientation program was started to meet the needs of our transfer students. This one-day program was designed to point out the goals and expectations of college life. One of the main purposes of the program was to introduce new students to Lesley College and to help them understand and appreciate its traditions, resources, services and physical characteristics. Another purpose was to explore the students' feelings and attitudes under a laboratory atmosphere and encourage self-awareness and sensitivity toward others. The program included lectures, small group discussions and individual consultation.

A faculty member, Dr. Van Eggoord, was asked to opine the program: "It was successful in the sense that new students had a chance to express their opinions, most of the time for the first time to college students and professors."

The faculty got to know only the students in their discussion group. It may have been better to have professors who teach freshman classes lead the orientation program. This may have been a better bond between the student and teacher.

Some of the students did benefit by the program, but it may have been better if it was held when the students first arrived on campus.

Students were also interviewed and here are some of their opinions on the program:

"I didn't like it. It was boring at times. I felt tense. We made exercises, but I didn't know why we were making them. I couldn't express my opinion and then be picked up by someone else. Next year if an orientation program is conducted like this, it should not be so drawn out. Three days would have been sufficient."

One girl commented that she really did not know her group leaders. Everything seemed so artificial.

Some of the transfer students said that this program was a waste of time because they had already been there before it. Some felt that they knew more than the freshman and didn't want to repeat themselves. One of the upperclassmen said that she thought the program was good only for freshman students. She felt that she really did get to know the professors and other girls in the group, but felt that she would have benefited more by associating with the older students.

We are pleased to announce that the Faculty Advisors for 1966-67 Student Government term are Mr. Ladd Holt and Mr. Albert Brower. They were elected by the faculty to serve as a liaison between Student Government and the faculty. Both these men are sincerely interested in helping our Student Government become more effective and are available for assistance and guidance, we are certain that the 1966-67 term will be a profitable year.

Many people, especially the freshmen, were concerned with the Freshman Orientation Program. The President of the Student Government Council, perhaps equally as important is the critique which evaluation which concluded the Orientation Program.

President Judy Johnson, Senior Residence Directors, and Freshman Leader, Adrienne Stavis, met with Dean Claire Low to discuss and evaluate the program. It was suggested that Executive Board elections be held earlier in the spring to provide more academic time for planning and organization. Among the topics discussed were: should Lesley Service Organization, Emerald Key, and the Lord Granville Society assist in the program? Should transfer students be required to participate in the orientation program or should they have a separate program?

How long should the orientation last?

It was decided that an alternate rainy-day program should be planned for the traditional Rockport Day. However, it was specifically mentioned that the Meet-the Faculty-Night and progressive dinner were successful, as was the Orientation program in general.

Reflections

by Marjorie Levine

A Tip, Fresh

Did you ever expect the "New York Times," especially the Sunday edition, to publish an article on public education in the United States? The answer is "yes." In the issue of Oct. 2, 1966, Fred Hechinger, Education Editor, groveled. He wrote:

"For many years, the United States Commission of Education has been asked how low man on the Federal totem pole is regarded. There is now a certain amount of data on the national status of education in Washington."

Mr. Hechinger is usually admirably informative, but here I detect serious neglect. Did he report on the disinterest in education in Washington but not write about the interest in the infection is spreading throughout the Western World? Was it, would you believe me as far as Lesley College then?

When Mr. Francis Keppel assumed the office of United States Commissioner of Education under President Kennedy, he initiated numerous legislation intended to aid and improve public education. I must admit that he did a fine job as Commissioner, but he, too, slipped up on one important detail. He never once came to Lesley to address his country's future educators, our student body, and he should have; it almost too early. He should not have let his successor (Mr. Harold Howe) "to attempt such an act — the contagious disinterest in education here would overwhelm him."

I sometimes wonder how many of us are honestly interested in the public emphasis on public education today. It is impossible to begin explaining how vital public education is to the future welfare of our country. Every major issue today touches somewhere on communication and the necessity for the transmission of accurate information. Education is unique in saving America's unskilled and unappreciated members. Quoting Mr. Hechinger again:

"The public schools have always been the prime instrument for up-building the character and increasing the opportunities of minorities."

The foundation of good education is the elementary school classroom.

Speaking directly to the class of 1970, I am sure you can see that the college years intelligently is to keep yourselves aware of what is happening today. The public school as an institution has ideas occur continually, many of them available to you right across the street at Harvard University. I am proud to remind you that we are are not a two-year school. No, we are not Wellesley either. We are Lesley College, the potential solution to the educational dilemmas challenging America today. So hats off to Lesley, fresh.

Mrs. Mindess Participates

In Kindergarten Study Unit

Mrs. Mary Mindess, a member of the Teacher's College faculty, has recently been reported as a participant in a study of education in Massachusetts, to serve on a special committee to study the feasibility of having mandatory kindergarten programs in all the state's school systems in the Commonwealth. The member, special committee was appointed by the Massachusetts State Board of Education had its first meeting at the kindergarten level, in the Dunning School Library.

Other members of the special committee are: Elementary Director Geisel P. King, of the Framingham School Department; Mrs. Helen Sanderson, who is a kindergarten teacher in the Lillie School in Natick; Thomas Pasato, Supervisor of Elementary Education for the Massachusetts State Department of Education; and Robert L. Eggers, Consultant of Education at Wheelock College; Dr. Charles Djerf, a member of the Teacher's College faculty; Dr. Claire Corcoran, Principal of the Owen School in Winchester; Mrs. Louise Gravens of the Wyoming School District; Raymond Kervin, Principal of the School in Lee, Mass.; Harold T. Rand, Superintendent of Schools in Melrose; and Richard Woodrow, Director of School Study for the Lexington Public Schools, who
Freshmen Bring Varied Backgrounds

The Freshmen are in a dizzy state, wandering around in a maze trying to associate with people. At this point they are not aware of the unusual backgrounds from which some of their fellow classmates come.

Judy Reiner probably has one of the most intriguing backgrounds among the Freshmen. Born in Communist Hungary, Judy and her family were subject to unbearable laws. Any worshiping in school or at home was not allowed. To some People in the States, the Hungarian Revolution in 1956-57 was practically unknown. The Hungarians hoped other nations would support them, but at that time most could not risk a world war. Consequently, the revolution was suppressed. As a result of this, Judy's parents, brother, aunt, cousin, and herself planned to escape. Judy's dad spent most of his money helping political refugees who had no other way of escaping. All of them walked the many treacherous miles and spent dark, frightening nights hidden from the sight of Russian guards, sometimes only a few feet away. With luck they made it over the border to Austria and freedom; there they lived four months before going to Germany for two weeks. From here Judy's family flew to America with the help of the T.W.A., which flew refugees to the states at no charge. On the way the plane engine broke down forcing them to make an emergency landing and spend a week in Ireland before finally arriving in the States. Judy lived in New Haven, Connecticut for two years and now lives in Stamford, Connecticut.

Karen Plotkin of Worcester, Mass. spent one year working and studying in Israel as a member of the Institute for Youth Leaders from Abroad. The group consisted of 100 students from all over the world, living and learning with Israeli Jews. Conversations in Jerusalem were devoted to acquiring a knowledge of group psychology, Jewish history and the Hebrew language. Later the group travelled north to join a kibbutz for a month.

Karen was admitted to Lesley in her senior year of 1964 and chose to give up one year of college in order to join the Institute. Retrapping while in Israel she was again accepted as a freshman at Leslie.

Her plans after graduation will take her back to Israel where she expects to teach.

Many of us have enjoyed seeing name groups perform on different occasions, but how many of us have been able to meet and converse with these people? Virginia Reeves, affectionately called Ginger by her friends, has done this often. Her father, who is the owner of a booking agency for dance, formal, and rock and roll music has paved the way for her. She has met and spoken to members of most of the top musical groups in the country. The concerts she attends regularly are free for her, and she sees these groups as often as possible.

Just to give you an example, she has come to know the Supremes quite well and she has informed me that through her father she may be able to acquire name groups for us if we so desire. Also, she may be able to introduce us to some new groups not quite as well known, but nevertheless as entertaining.

Points to Ponder

"A professor can never better distinguish himself by his success in his work than by encouraging a clever pupil, for the true discoverers are among them, as comets amongst the stars."

Carl Linnaeus

Common Interests Form Study Period

This year Cooperative Study Period (formerly Independent Study) consists of five days during which the members of the community select and pursue a program of activities. These activities are formed around common interests and meet before the period to plan their activities during the week. There may be members of the community select and pursue a program of activities. These activities are formed around common interests and meet before the period to plan their activities during the week. There may be members of the community who wish to discuss a topic in depth, or who wish to learn more about a particular subject. The faculty member may teach a five day course or simply join the other members in a common pursuit of knowledge. There is a serious attempt to schedule group meetings ahead of time that those who desire to do so may join more than one group.

In addition to the group activities there is a time reserved each day for a speaker, film, or other event of interest to the entire community.

We are anxious this year to form groups around particular interests as early a date as possible so that groups can meet before the period begins and plan what they will do during it. It is expected that a group will meet about two hours each day of the period.

In order to get an early start, please give suggestions of possible topics that you would be interested in exploring to Mrs. Canavan (in the Faculty Office.)

Suggested topics which we have already received are:

Lesley College Reading List - edit, plan, and possibly run a mini-session of actually reading and discussing some of the books.

Recorder Study - Sixteenth century to the present - a collection of things to choose, rehearse, and present a program.

Free Lance Making - Things with glue, paste, scissors, paper, paper clips, and stuff and stuff!

Sensitivity Training Groups - voluntary service training groups. A possible number of these can be set up, but the demand for them is great.

Observation in the laboratory schools. Perhaps some working with individual students and discussion. Group will be limited to seven.

The Teacher as a Researcher - for seniors. The past research can play in classroom teaching.

New Student Groups - groups from the New Student Workshop who wish to meet again with their trainers.

Student Faculty-and/or Student-Student Relationships - practice and discussion in handling confrontation situations, such as how do you give feedback to a professor on his teaching and/or classroom management.

The United Nations Trip.

Instrumental Orchestra - informal study of the orchestra with instruments.

American Politics - with the possibility of a trip to Washington, D.C.

A Cooperative Study Period catalogue will be published soon. If there are any questions please contact Leslie Blonder, Oxford Hall.

C.S.P. Committee

Dr. Oliver Attends English Conference

On Saturday, October 8, the New England College English Association met at the New College Institute for one day conference which was attended by President Dr. Leslie Oliver. Among the speakers were Robert Frost, Fredrik Logevall, and Nina Totenberg. The culmination of the J.S.F. Week came on Thursday evening, October 6, when the Freshmen and their Sophomore and Junior Big Sisters gathered at the Hotel Continental for the Big and Little Sister Banquet, the Chairman of which were Lois Fireberg, Debby Weiner, and Lynn Waggon. The other chairmen were Weather, Decorations, Favors, and Flowers, Faith Ackerman and Andrea Nordling; Door Prizes, Nancy Soifsky; Dinner, Trish Crowly; Entertainment, Annette Friedman and Linda Wickeri; Penalties, JoAnne D'Amato and Barbara Granett; Faculty Invitations, Mary Ann Rizelle; and Student Invitations, Linda Alcoso.

Following the meal there were a few words by Dr. Oron who told something of the history of Legacy's Coat of Arms and left with everyone the motto and the idea to "... Grip Fast" and stay with it. Dean Low expressed her pleasure at being a part of the Lesley Community. Dr. Valerie and Mrs. Berglund, Freshman and Sophomore class advisors respectively, also spoke to the group.

The Sophomore class skit, "Reminiscing," done mostly in song, caused peals of laughter and the recalling of many memories to the upperclassmen. Then it was the Freshmen's turn to perform. Their penalties for breaking the laws of J.S.F. Week were stringent and each inmate at Baches Streisand and Miss America came to join in the festivities. The Sophomores and Juniors closed the evening with a rendition of "Consider Yourself" as they presented miniature Lesley College mugs to the Freshmen.

Pull — harder, or it's beans for another week. But even a little sunshine couldn't dampen the spirits of the Freshmen who emerged victorious and beamless.

Honorary Freshmen — They were allowed to wear two shoes that were alike.

"... Put your right hand on your head and your left hand on your chin."
In doing so we emphasize that the design, the Committee functions as a study of the student course and evaluation faculty. It reviews programs and studies ways to improve them. Dr. Miller’s task is to start an operating program using the education courses, he feels that before this plan is actualized, he must obtain the agreement of a number of the other faculty members. The experiment was used to try the effects of different course content; and to try many aspects of student teaching. Since a number of the students in education is now toward more liberal arts courses, the experiment could help rather than when the student-student important than others, and which ones could be deleted in favor of more gener­al subjects.

Dr. Miller’s job also requires that he call weekly education faculty meetings. At a recent one, new trends in education were discussed. Dr. Miller’s list included a recent report on the faculty educational development and asked the teachers to designate the facts which are the most important. The objective of the questionnaire was to discover the areas in which the faculty were interested in teaching, so we understand that this material was discussed. The consensus of most of the education faculty was for putting new materials on a broad liberal education. Dr. Miller felt that these were the most desirable than the others.

He also pointed out that research has shown that there was no better correlate between teacher training and student student-student liberal arts students than for those who had taken education courses.

University was divided into the area of graduate study. Dr. Miller along with other faculty members felt that if there was any question, and pointed out, however, if Lesley’s provi­sion of a five year program might go elsewhere for their agriculture.

All the teachers agreed that each student participation is beneficial for anyone training to become a teacher. It is important in preparation for a student to discover early in her career if teaching was her true vocation. Dr. Miller said that in his opinion, for first year liberal arts students than for those who had taken education courses.

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Bernard Malamud, *The Fixer*, Farrar, Straus and Giroux, $5.95: "The moral consciousness of a child," says Henry James, "is as much a part of life as the islands of the Spanish Main." If this is so, must we not see the same for the moral consciousness of an adult? *The Fixer* is the story of a middle-aged handyman, Raskol, who is accused of ritualistic murder, and becomes the victim of a seemingly endless sequence of human injustice. He is not religious; he makes a point, in fact, of being a free thinker and in a somewhat unlearned way a follower of Spinoza. But the result of his persecutions, still unfinished as the book concludes, does not ennoble or upraise the victim. At best, such experience long continued must stupefy; at worst it must brutalize and make vicious. If injustice endures, how many saints would there be among the wretched of the earth!

Yet if in one instance the book is unrealistic, there are two further points that must be made. First, the book is based on a real-life situation. Since *The Fixer* was published, a non-fictional treatment of the same episode, entitled *Blood Accusation*, was published in *Samuel Reskin*. "Any innocent victim of a miscarriage of justice, whether his name is Vanzetti or Dreyfus or Mendel Beilis or Timothy Evans," says the jacket blurb, "would illustrate the theme equally well." Yes.

Most of the material presented by Cowley is his art, the art of the novelist. This statement means that our books must be totally realistic. Much of the great literature of the world would fail the reality test. The *Book of Job* is not realistic. If Malamud is saying to his readers, "This is how it is today," then when we suffer human or natural injustice, we have to do so sometimes in some measure — it would be good if we could acquire a more sensitive moral consciousness thereby. That—would be to put the book in the same didactic class with Steinbeck's *Grapes of Wrath*. And that, I think, is where it belongs.

While William Faulkner was still alive there was a strong scholarly and journalistic curiosity about him, his personality, his locale, and his works. Much of this regarded as a trespass on his privacy. His works, which he had sold, were in the public domain, and though he did not welcome intrusion even there, he submitted as part of the professional sensitivity, a facetious contract with his reading public. Nevertheless there was a constant flow of Faulkneriana, in books and periodicals. The flow does not diminish now that he is gone.

The heart of the book, however, is Faulkner's letter of November 1944, in which he states the essence of his art, the ultimate thing he is attempting:

"I'm trying primarily to tell a story, in the most effective way I can think of. . . . The point is revealing the story and the character and the world. . . ." There is no full account for what people call the obscurity, the involved formal style, endless sentences. I'm trying to say it all in one sentence, between one Cap and one period. I'm still trying to put it all, if possible, on one page.

Some readers, who have looked on Faulkner as the recorder of the South's moral consciousness, have read this comment as a protest that his material, the South, is not very important to me. I just happen to know it, and don't have time in one life to learn another one and write at the same time. . . .

I'm not attempting to make a more realistic world; to turn everything over and everywhere and man stinks the same stink no matter where in time. . . . But the whole letter is worth reading, even for those who do not read the rest of the collection. If ever an artist stuck to his gun, it is Faulkner.
Lesley To Porteke
In "Tutoring Plus"

Miss Elia Baldwin, former director of the Cambridge Neighborhood House, will be director tutoring Plus program for Neighborhood Four area youths which recently was expanded under a U. S. Office of Education grant of $14,150.

The announcement was made by Miss Elia Baldwin, administrator of the Allience of Cambridge Settlement Houses, under whose direction the program will be administered.

Tutoring Plus, a program in which students from M. I. T., Harvard, Boston area educational programs, and other处colleges provide academic help and a big-brother relationship to Neighborhood Four's youths, is already credited with helping many students realize their academic potential.

During the next year Tutoring Plus will be operated as part of CEFUEU (Contracts to Encourage the Full Utilization of Educational Talent), a federal plan to identify and develop all kinds of untapped talent in low income areas.

Recently Miss Baldwin and a group of residents of Neighborhood Four have been discussing the Cambridge CEFUEU program at the Educational Talent Search Contractors Council, according to Miss Baldwin. This conference was sponsored by the Educational Talent Section of the Bureau of Education and a wing of the Office of Education.

Miss Baldwin pointed out several features that, in her view, make the Neighborhood Four project unique among tutoring programs.

"This is one of the few such tutoring programs which works with a tutor's whole family in trying to raise his level of educational aspirations," she said.

"We recognize that if there is to be any long-term change, the family conversation is essential."

According to Miss Baldwin, the Neighborhood Four project was the result of a CEFUEU program presented at the Neighborhood Four project was the result of a CEFUEU program presented to the residents of Neighborhood Four, who, in turn, designed by residents of the area for which it was intended.

More than anything else, claims Miss Baldwin, the Neighborhood Four program owes its success — and its value as a model for similar programs across the country — to the unique combination of neighborhood groups and civic and academic organizations supporting it.

The original Tutoring Plus program grew out of the interest of a group of students in M. I. T.'s Social Service Department, the Cambridge Neighborhood House and a group of Neighborhood Four parents to create the program. In addition, members of the Cambridge City Council, the Cambridge School Department, M. I. T., Harvard, Roberts School, Rindge Technical School and St. Mary's League all have had continuing roles in its development.

Approximately 100 tutors will work with high school youths in Neighborhood Four under the expanded tutoring program. Many of the Neighborhood Four youths will work on information on higher education and job opportunities. Workshops in the program will be conducted close by with area schools and other Boston-area educational programs.

For more information contact Paula Kelly, President, L.S.O.

L.S.O. Invites New Members

One important aspect of the many responsibilities of tutors is gaining by the many girls here. This is the development of a close and strong relationship between the teacher and the community in which she is employed.

A teacher is not limited to the walls of her classroom. and a six hour work-day in which to help children or adults. There are many situations where she can share her knowledge and experiences with young and old people.

L.S.O. can help you realize this aspect of teaching.

The purpose of L.S.O. is to serve as a liaison between the community and Lesley. And Lesley is merely a few buildings. It is the students who are referred to the dorms or offices.

President Paula Kelly, at the first meeting, Wednesday, September 28, 1966, reviewed the above-mentioned purpose of the club, the aspirations of L.S.O. this year and conducted elections.

Tentative plans formulated at the executive board meeting, Monday, October 3, include a panel of speakers, to be announced, who will inform the members of specific volunteer situations in the greater Cambridge area with which they are involved. This will hopefully acquaint the girls with some of the existing programs available. A halloween project will also be under consideration.

There are many opportunities in settlement houses, and nursery schools as group leaders, tutors, or aides. Experience is not necessary. All that is desired is a desire to want to help. Also included in the future plans are projects in which the entire club can participate together, such as visiting hospital wards, community drives, etc.

New officers for the 1966-67 term include: President, Paula Kelly; Vice-President, Joanne Klein; Secretary, Ellen Krame; Treasurer, Elaine Bernstein; Public Relations, Nancy Hall; Membership, Large, Barbara Bradley, Judy Goldstein, Maryanne Hammond, Linda Leshner, Pat Sawytelle, and Elizabeth Wollin.

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Round and About

by Marcia Farhihaimer

I do not know why the Charles Playhouse chose "Love for Love" to open their 10th Anniversary Season. This restoration comedy written over 230 years ago has simply gone stale.

Not even Michael Murray's usually very fine direction is able to escape the tedium of this supposed comedy of bawdy maidens and foppish gentlemen. He certainly has captured much of the wit, but still more of it is lost and as the audience tries to follow the confusing plots and subplots they get bored. For Mr. Murray's production lacks imagination. The light frothiness often becomes heavy.

Edward Zang, Eric House, and Lynn Milgrim give admirable performances. They pick up the bawdy spirit of the play portraying Mr. Scandal, a gentleman going un­ to the ladies; Mr. Tattle, who must always "kiss and tell"; and Mrs. Fall, the lady who falls in love.

William D. Roberts' scenery and costumes compliment the production, adding a certain amount of life and color.

Although, there certainly are funny moments, "Love for Love" is generally dull. We shall hope that the Charles Improves in its next production, Jean Cocteau's "The Balcony".