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## The Lantern (November 8, 1966)

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# The Lantern

Vol. XXVIII

CAMBRIDGE, MASSACHUSETTS, NOVEMBER 8, 1966

No. 5

## Corporation Holds Annual Meeting

At the Annual Corporation meeting, October 26, 1966, the following executive changes were made: Mr. Frank C. Doble, current Chairman of the Corporation, resigned his position and the newly-elected Chairman is Mr. Hollis G. Gerrish.

Mr. John H. Kreinheder, Superintendent of Buildings and Grounds at Wellesley College, Wellesley, Massachusetts, was announced as a new Corporator. A registered architect in Vermont, the Corporation's newest member is a professional engineer in Massachusetts, a member of the National Association of Physical Plant Administration, is on the permanent building committee in the town of Wellesley, Massachusetts and has had several papers published in *College and University Business*.

Current director on the Lesley College Alumnae Association Board of Directors, Mrs. Mary Meed, '25, was elected alumnae representative-at-large and will serve on the Board of Trustees.

The Corporation also re-elected Trustees, Mrs. Beatrice Rosenthal and Mrs. Eliot Snider, for a three-year term to expire in 1969.

Following the meeting, the Annual Corporation Dinner was held in the dining room. The atmosphere was pleasant and informal. The guests discussed various aspects of Lesley, daily events, and ideas that had been presented at the meeting that afternoon. The opinions and topics were as varied as the phases of Lesley College life that the guests represented: the Board of Trustees, the Corporation, the Administration, Faculty, and the student body.

The Trustees present were: Mr. Samuel Wonders, Chairman of the Board of Trustees; Dr. Chester Dawes, Mr. Robert Fawcett, Miss Cora E. Mackenzie, Mr. Eliot Snider, Mrs. Roger Sonnabend, and Mr. James Welch.

Corporators attending were Mr. Hollis Gerrish, Mrs. Count Basie, Mr. H. Gardner Bradlee, Mr. Richard de l'Etoile, Mr. Arthur MacKenzie, Mr. Richard Muzzy, Mr. Harris Nadley, Mr. Dexter Newton, and Miss Winifred Randall.

The members of the Administration were: Dr. Don A. Orton, Dean Claire G. Low, Mr. John Tucker, Miss Barbara Wickson, Dr. Elmer VanEgmond, Dean of General Education; Dr. George Miller, Dean of Teacher Education; Mr. Edward Boyd, Director of Dearborn School; Miss Helen Freeman, Director of Carroll Hall School; Mr. Ladd Holt, Director of Lesley Ellis School; Dr. Leota Janke, Co-ordinating Director of the Schools for Children; Mr. F. Weston Prior, Vice President in Charge of Development; Dr. Boris Gertz, Director of Graduate Studies; Mr. James Hiltz, and Miss Dorothy Gibling.

The Administration reminds us that only Residence Directors are authorized to pass along requests to the Department of Buildings and Grounds for maintenance work, purchases, and repairs. This applies to the dormitories themselves as well as to the needs of the students. Abiding by this request will facilitate proper and efficient service.

Mrs. Wesley Furbush, Alumni President, and Mr. Roger Sonnabend also attended.

The students invited were: Joyce Crockett, Junior Class President; Deborah Schwartz, Sophomore Class President; Francine Dreier, Editor of the *Lantern*; Judith Johnson, President of S.G.C.; Gay Hale, Vice President of S.G.C.; Rebekah Hoffman, Secretary of S.G.C.; Susan Geller, Treasurer of S.G.C.; and JoAnne D'Amato.

## Girls Adorn Crimson Pages

Lesley College was delightfully surprised when selected to be the subject of the first in a series of articles on local women's institutions, being featured in the *Harvard Crimson*.

The session, conducted by the *Crimson's* City Editor and a photographer, was informal and relaxed. Two girls from each class were selected to participate: Sharon Clifford, Elizabeth George, '70; Linda Wickeri, Joanne D'Amato, '69; Francine Dreier, Judy Johnson, '68; and Sandy Lundell and Susan Geller, '67.

The City Editor posed such broad questions as "Why did we choose Lesley College?", "Did Harvard influence our decision to attend Lesley?", and "How did we feel towards Harvard boys and their reactions to Lesley as 'Oh, Lesley?'" This last question was discussed at length. Concerning our attitude toward Harvard boys, the answers went to both extremes, from the very "beat" to the very "prep" in appearance. Some opinions were that the boys from our neighboring schools thought themselves to be too sophisticated or intelligent for school teachers. But maybe we are not giving Lesley girls a chance. Harvard boys have a distorted image of the Lesley student; why, no one knows. In fact, most boys who have this image have never even met a Lesley girl. The boys who interviewed us were courteous and seemed open-minded. They agreed that the session had been enlightening and that their typical Lesley image had been dispelled. It is hoped that their article has the same effect on their fellow Harvard chums.

## Lesley Plays Host to Kindergarten Meeting

The annual New England Kindergarten Conference sponsored by Lesley College Graduate School was established to enable educators to meet noted authorities and explore, discuss and learn about important issues in child development. This year the theme of the Conference is "Kindergarten Perspectives" and is being held on November 18, 1966 at the Statler Hilton Hotel. The New England School Council has been sponsoring the conference for several years in association with Harvard's Service Organization. The Organization develops these programs and Lesley organizes them. This year the Conference Chairman is Mrs. Mary Mindess and the Conference student assistants are Ilene Saslfsky and Andrea Glovsky. Several members of the Lesley faculty will take an active part; Dr. Boris Gertz, Mrs. Sandra Jackanitz, Dr. George Miller and Mrs. Anita A. Moe. Lesley students will be involved in all facets of the Conference.

There will be many distinguished speakers on the subject of the needs of the kindergarten in the future. Dr. Glenn O. Blough will present the key note address "Content and Process in the Kindergarten". Dr. Blough, former graduate from the University of Michigan, is now a professor of education at the University of Maryland. He attended the University of Chicago and Teachers College of Columbia University, has taught in elementary, junior high, senior high schools and universities, and was formally on the staff of the State College of Education at Greeley, Colorado and the University of Chicago. He received an honorary doctoral degree in 1950 from the Michigan College of Education, has spent eight years as Specialist in Science in the United States Office of Education, and is presently listed in 'Who's Who in America.' Dr. Blough, author of thirty-four books for teachers and children, was past president of National Teachers Association and Elementary Science International.

The morning Symposium will consist of three interesting and informative speakers. Dr. George L. Miller's address will be "Review of Recent Research in Early Childhood Education". He is Dean of Teacher Education at Lesley College and a part-time member of the research for COPEP involving schools and colleges in Boston, New York, Detroit and Chicago. Dr. Miller received his B.A. and his M.A. at Brigham Young University and his Ed. D. in Curriculum and Education Psychology at the University of Utah. Dr. Miller has previously taught in all elementary grades as well as kindergarten and served as consultant in teaching beginning reading in Utah. He was Director of the Campus Laboratory School at the University of Utah and a member of the faculty at Brigham Young University and the University of Utah. This year he delivered several papers one of which was "Teacher Effectiveness, Current Perspective" at an Invitational Institute for School Superintendents sponsored by Western Reserve University.

Dr. Gertrude L. Wyatt, psychologist and speech therapist, will speak on "Kindergarten Children with Perceptual Motor and Language Difficulties". She is presently employed as the Director of Psychological and Speech Therapy Services for the Wellesley, Massachusetts Public Schools. She attended University of Vienna, Institute

of Psychoanalysis in Vienna and University of London, received her Ph.D. from Boston University and received a Guggenheim Fellowship. She has done work in Newton Public Schools, was a consultant in charge of a speech correction survey, and was clinical associate and supervisor of interns in school psychology at Harvard Graduate School from 1958 to 1963. Her work carried her back to positions in Australia and England. She is listed in 'Who's Who of American Women.'

Eveline Omwake's topic is "Practical Application of Research Findings". She is associate professor of Child Development and chairman of this department at Connecticut College. She received her B.A. from Ursinus College in Collegeville, Pennsylvania, and her M.A. from Teachers College of Columbia University. Positions she has held include that of assistant professor of child study at Vassar, assistant professor and director of the Child Study Center at Yale University, and educational consultant for Operation Headstart, part of the Anti-Poverty Program. She is listed in 'Who's Who in the East,' 'Who's Who of American Women,' 'Who's Who in American Education' and the 'Dictionary of Internal Biography', and has authored many articles and educational periodicals.

The moderator for the morning will be Arthur Danielson, Superintendent of Schools of Sharon, Massachusetts. A new feature of this year's Conference will be numerous Section Meetings dealing with a variety of early childhood educational subjects such as reading, visual perception, perceptual motor difficulties, behavior of Head Start children, language difficulties and many others.

Each year the Conference attracts more and more educators, and this year the assemblance may reach a thousand. The representatives are from the six New England States. Since it has become so well known, Mrs. Mindess has had requests for invitations from people all over the United States. All the transactions, speeches, and discussions of each conference will be published in a book which will be sent all over the United States.

Support from the student body of

Continued on page 3



## THE NEED FOR IMAGINATION

A review of the book, *A Perfect Education* by Kenneth Eble, (which is reprinted in this issue of the *Lantern*) appeared in the October 14 issue of Time Magazine. The review stated that Mr. Eble "regrets the stuffiness of teachers' colleges that tend to stifle the one quality an elementary teacher needs most to deal with her young charges: 'imagination—the kind of mind that is playful, fanciful, odd in the relationships it perceives'."

Whatever other faults may be found with Lesley College, this stifling of imagination—of creativity—is not to be classed as one of them.

A question that is gaining more importance all the time is one concerning the advantages (or disadvantages) of specialty colleges, especially teachers' colleges. The Liberal Arts areas do suffer at a specialty college. There is not enough time to take many of the Liberal Arts courses we might like, or to delve into an area other than education very deeply. We are here to get an education; we are here to become good teachers. Lesley cannot make us good teachers; it can only give us the opportunity to make of ourselves good educators. This it does offer.

We may gripe about the many "methods" courses and lesson plans. But we cannot deny that these courses in which we are asked to become children—young pupils of our peers, to think in the odd fanciful way of a child, we are given the chance to be creative and imaginative. We must attempt to imitate the way we think an eight year-old might think and feel. We must create ways to make learning for these children enjoyable and rewarding.

Then again much of what we include in lesson plans to prepare for the classroom does not work once we are in front of those little people who are waiting for us to say or do something so that they can say or do something to get back at us with the many devices of a child's imagination. But we are ready for them, we know how they think and what appeals to them. Only two years before we stand in front of them as teachers, we were in their places, as Junior eight year-olds, learning how to be "kids" as well as teachers. Lesley gives us the chance to enter the child's world, that "must be our world, too" when we teach.

We must be thankful for that papier-mache puppet, those Cuisenaire rods, the rhythm bands, and the "Train game" for letting us develop our creativity. When we use the Cuisenaire rods, for example, or make a simple circuit to make a small bulb light, it is a "first" for us as it will be when the children attempt these things. We are learning through the art of discovery, as they will be doing.

It is a good thing that Lesley is so concerned with sending creative, human, "fun", understanding teachers into the schools. Only this saves us from the horrible fate of stuffiness that Mr. Eble fears. We are "with it" in education.

## MEETING HELD TO DISCUSS CURFEWS

On Tuesday evening, October 24, a committee met in the Wolfard Room to discuss the proposed senior curfew changes. Dr. Orton, Dean Low, Mr. John Dyer, Trustee. Mrs. Roger Sonnabend, Trustee and Chairman of the Education Committee; Mr. Ladd Holt, Faculty Advisor to SGC; Beth Gerson, Senior Class President; and Gay Hale, V.P. of SGC; and Francine Dreier attended.

Dean Low opened the meeting stressing the fact that its purpose was discussion of the issue among all elements and facets of the college community, before decisions were made; to find out how everyone concerned felt before the issue "gets too hot." Dean Low said that curfews represent a special aspect of the college. They tell people how the administration feels about the students, how much responsibility they feel the students can handle, how much freedom they should be given.

A letter had been sent to every third parent on the list of parents of 80 senior resident students to find out parents' reaction to curfew extensions. The number of responses was disappointing, however not their contents, the Dean stressed.

Beth Gerson said that handbooks from other schools—Jackson, Radcliffe, B.U., Brandeis, Simmons, Northeastern—had been obtained and studied as a means of comparison to Lesley's curfews. The findings were that Jackson has all 1:30 curfews; B.U.—with parental permission all curfews are 7 o'clock a.m. and without permission they are all 2 o'clock a.m. Brandeis has 5 o'clock a.m. curfews; Simmons has all 1:30 a.m. curfews; Northeastern curfews are midnight on week nights and 2 o'clock a.m. on Friday and Saturday nights. Most of these schools have a system of "lates" also. Radcliffe has a system whereby only first-semester Freshmen must sign-in. The other dormitories decide their own individual curfews.

Beth mentioned that lates were now more easily obtainable; however a girl must come right back to school after the event or formal affair was over. This limitation was one grievance voiced by the Seniors, and other students as well. The Seniors felt that the 11 o'clock p.m. week-night curfew was unjust, and that to take a late too often was unfair to Residence Directors.

Thus, after some discussion the proposed changes agreed upon were 12:30 a.m. week nights (in order to allow for a stop after the event and travelling time), 2:30 a.m. on Friday and Saturday nights, and 1 o'clock a.m. on Sundays. For the present the curfew changes are just being worked on for Seniors. In the near future, it is hoped that the possibilities of changes for the other classes, and possibly for a staggered system, can be examined.

The question was raised of abolishing curfews altogether except for signing-in at 5 o'clock or 7 o'clock a.m. Dr. Orton feels that next year the Seniors will take on a very important role and that the experience of living without curfews, or having ultimate responsibility rest upon themselves, would be good preparation for the handling of their future responsibilities. He feels the important point is knowing where the girls are in the event that they need assistance or must be contacted for some reason.

Beth stated that the girls were not even asking for this, that unlimited curfews were unnecessary. A girl can sign out for anywhere (no questions asked, but she is expected to go to that place) any time before curfew. If the occasion should arise that a girl would wish to stay out later, there are enough girls living in Massachusetts that she

*Continued on page 4*



One day last week a little girl dressed up as a clown came knocking on my door echoing those familiar words "trick or treat". It was Halloween and I couldn't forget it because everywhere I went I saw children dressed in costumes eating candy apples, laughing, yelling, happy.

That same night I went to a Halloween party dressed up as a clown—you had to wear a costume to get in. The mood was quite different. I looked around me and I saw very few people dressed up, almost everyone was wearing skirts, sweaters, and weejuns. They didn't need Halloween to dress up—they wore costumes, masks, and million dollar smiles all the time.

It made me sick, made me think. I left the party early and went trick or treating alone. I felt like a little girl again, it was fun but Halloween was over now so I came back to my room took off my costume and mask. It was a good feeling to be able to be myself, not to have to pretend to be what I'm not.

But many girls are still pretending—it's not hard to tell. Don't they know that Halloween is over. It comes only once a year. It's time to get out of your costumes, take off your masks, and allow people to see you as you really are. Remember girls, an outside show is a poor substitute for inner worth.

## Letter to the Editor

To the Editors:

Let's take our business elsewhere—preferably to the Lesley Bookstore. Bence's infrequently places a two dollar advertisement in the *Lantern*, charges fifteen cents to cash a check while another neighborhood drugstore does it without charge. Although the proximity of Bence's is right, their idea of better business relationships leaves something to be desired.

Leslie Blonder  
Wendy Hayes  
Lois Malboeuf  
Anne Moran

## Glee Club Begins Rehearsals

The Lesley College Glee Club has begun its new season with plans for the annual Christmas concert to be held on December 14, 1966 at the College. At the first meeting on Tuesday, October 18, 1966, Mr. Elmer Benjamin, director, distributed the pieces which the girls will present at the concert. They are: "Carol of the Drums," by Katherine K. Davis; a French carol, "Tourolou-Lourolou," by Nicholas Savoly; "The 23rd Psalm," as arranged by Herbert Fromm, and "My Spirit Be Joyful," by Johann Sebastian Bach.

A new addition to the list of extra-curricular activities is the Lesley College Orchestra under the direction of Mr. Eugene Rosow. The orchestra will have as members those students that play an instrument and are interested in participating in an orchestral experience. The rehearsals are scheduled for Monday evenings in the Browne Music Building.

## S.G.C. Comments

The following students have been elected to serve as representatives on the Student Government Council.  
BISBEE HALL: Pat Stelzer  
BOOTHBY HALL: Rosanne Sachs  
BOUMA HALL: Susan North  
CAMBRIDGE HALL: Carol Stewart  
COURT HALL: Ellen Tillis  
CROCKETT HALL: Ediss Gandleman  
ELLIS HALL (SACRAMENTO): Terry Trivers, Michelle Allard  
GLENNON HALL: Maureen Ma-deaux  
GREY HALL: Hannah Ascher, Anne Seigler  
JENCKES HALL: Marion Esikoff

KIRKLAND HALL: Bryna Rifkind  
OXFORD HALL: Ann Pollack, Carole Haskell  
REED HALL: Arlene Glidear  
WENDELL HALL: Shaila Regan  
WHITE HALL—FIRST FLOOR: Lois Feinberg, Debby Wainer, Sandy Hillman  
SECOND FLOOR: Judy Marx, Anita Silverstein, Rina Levi  
THIRD FLOOR: Polly Stinson, Beth Hickey, Joanne Klein  
COMMUTERS: Christine Cross, Nancy Gill, Carolanne McLaughlin, Cheryl Miller, Carol Ramsey, Lenore Schofield

A new Committee is being formed to revise Article 4, Section 2 of the Constitution because the responsibilities of the officers and the representatives are not clearly defined.

Sunday supper is now at 5:30 P.M. instead of 5:00 P.M.

### THE LANTERN

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## College News

### Dormitory Elections

#### Held For New Officers

#### FLASHES FROM COLLEGIATE

##### PRESS SERVICE

WASHINGTON (CPS) — There seems to be no direct relationship between high grades in college and professional success in later life, two recent studies indicate.

Dr. Eli Ginzberg, a New York researcher, studied a group of Columbia University graduate students who had won fellowships to the school between 1944 and 1950. Ginzberg's task was to find out how successful the 342 students had become 14 years after they completed their fellowships.

The findings showed students who had graduated from college with honors, who had won scholastic medals or who had been elected to Phi Beta Kappa were more likely to be in the "lower professional performance levels" than students who had not distinguished themselves while in college.

In another survey, a team of University of Utah professors found there is almost no relationship between the grades a medical student gets and his later performance.

This finding startled the leader of the research team, Dr. Phillip B. Price. He called it a "shocking finding to a medical educator like myself who has spent his professional life selecting applicants for admission to medical school."

He added that the study caused him to question the adequacy of grades, not only in selecting those who should be admitted to medical school, but also in measuring a student's progress.

There are numerous theories attempting to explain these surprising findings. The most common one affirms that the over-emphasis on grades which begins when a student is in junior high school and continues throughout his academic career tends to destroy interest in learning for its own sake.

John Holt, an educator and author of "Why Children Fail," observes that current school methods destroy love of learning by encouraging students to work for petty rewards—names on honor rolls, gold stars, for the "ignoble satisfaction of feeling they are better than someone else."

AUSTIN, Tex. (CPS) — If you have complaints about your education, take them to class.

That is what a group of University of Texas students will be doing this term when they enroll in a newly instituted course on the educational process.

The course, a non-credit seminar led by assistant professor of psychology Dr. Thomas Friedman, will allow students to examine systematically the education they are receiving. The course will have no set content and students can initiate discussion on any aspect of education—from the value of grades to teacher training.

"We have no sacred cow," Dr. Friedman said. "As I see the seminar, it will be an opportunity for some of us to back off and take a look at what we are going through, what the problems are, and what some of the long term trends and solutions may be."

The interdisciplinary course will have no exams or grades, but students will complete a research project.

The results of the dormitory elections for the year 1966-67 are as follows: Bisbee Hall: President, Beverly Zembrow; Vice-President, Carole Kazanjian; Secretary, Ellen Pekin; Treasurer, Susan Finstein; Safety Warden, Nona Markowitz; Dining Room Council, Cynthia Kaltsas; Publicity, Janice Anderson.

Kirkland Hall: President, Bonnie Price; Vice-President, Susan Ratick; Secretary, Sylvia Sirignano; Treasurer, Sheila Nysko; Safety Warden, Dale Feigenbaum; Dining Room Council, Linda Grasso; Publicity, Nancy Sobin.

Bouma Hall: President, Sue Norm; Vice-President, Sherrie Northward; Secretary, Nancy Weibust; Treasurer, Paula Vinik; Safety Warden, Ginger Reeves; Dining Room Council, Judy Upson; Publicity, Susan Rolan.

Cambridge Hall: Ellen Leventhal; Vice-President, Janis Carter; Secretary, Emily Harmon; Treasurer, Marlene Jurgram; Safety Warden, Courtney Fawcett; Dining Room Council, Paulette Nemiccolo; Publicity, Marilyn Nesson; Social Chairman, Cammy Field.

Court Hall: President, Ellen Kaplan; Vice-President, Sally Goldman; Secretary, Marilyn Berger; Treasurer, Jackie Lipnick; Dining Room Council, Marcie Sissman; Safety Warden, Debbie Wolfe; Publicity, Ina Zatulove.

Crockett Hall: President, Roberta Charatas; Vice-President, Lyn Krisel; Secretary, Kathy Kusiak; Treasurer, Cindy Hartford; Dining Room Council, Dotty Greenbaum; Safety Warden, Beverly Dunn; Publicity, Linda Shaftel.

Ellis Hall (Sacramento): President, Barbara Simon; Vice-President, Ann Greenberg; Secretary, Mary Faye Summers; Treasurer, Sharon Clifford; Safety Warden, Sharon Rabinowitz; Dining Room Council, Anita Bailey; Publicity, Debbie Eddie.

Glennon Hall: President, Betsy Steele; Vice-President, Maureen Madeaux; Secretary, Galen Deming; Treasurer, Betsy Wright; Dining Room Council, Toni Frank; Safety Warden, Susan Sntokal; Publicity, Mary Ann Hammond.

Grey Hall: President, Denise Galvin; Vice-President, Rosemary Ilvento; Secretary, Karen Pagoda; Treasurer, Eileen Rogoff; Dining Room Council, Linda DeLorenzo; Safety Warden, Suzanne Wolper; Social Chairman, Gail Newman; Publicity, Jacqui Freedman.

Jenkes Hall: President, Dana Reid; Vice-President, Marcy Goldman; Secretary, Karen Hecht; Treasurer, Pat Sawtelle; Safety Warden, Barbara Butkiewicz; Dining Room Council, Alfreda Schiano; Publicity, Nida Wolke.

Boothby Hall: President, Charlotte Bareiss; Vice-President, Debby Levy; Secretary, Judy Hammond; Treasurer, Roz Heifetz; Safety Warden, Edna Brandon; Dining Room Council, Mar Rezendes; Publicity, Rosanne Sachs.

Oxford Hall: President, Kay Hiltbold; Vice-President, Joanne Cornell; Secretary, Barbara Flemming; Treasurer, Vivian Vaccarro; Dining Room Council, Carolyn Costello; Safety Warden, Sue Addison; Publicity, Lois Malboeuf.

Reed Hall: President, Elaine Strachman; Vice-President, Zoe Paley; Secretary, Judy Bialek; Treasurer, Jane Becker; Dining Room Council, Nancy Joseph; Safety Warden, Maxine Watstein; Publicity Chairmen, Lois Rosner and Arlene Glidear.

Wendell Hall: President, Kit Barnard; Vice-President, Sandy Casey; Secretary, Makine Price; Treasurer, Cindy McDermott; Dining Room Council, Cindy Rogers; Safety Warden, Nancy Otis; Publicity, Sheila Brown.

Commuters: President, Elaine Coughlin; Vice-President, Karen Mensinger; Secretary, Diane Roach; Treasurer, Diane Roach; Publicity, Janey Kuchinsky; Judicial, Peggy Lynch.

White Hall: First Floor: President, Faye Kitchner; Vice-President, Carol Reisman; Secretary, Jo Ann D'amato; Treasurer, Toby Silberstein; Safety Warden, Susan Mangen; Dining Room Council, Jan Kelleher; Publicity, Faith Ackerman.

Second Floor: President, Barbara Greenberg; Vice-President, Judith Pierce; Secretary, Paula Sherrin; Treasurer, Barbara Granetz; Safety Warden, Ann Singer; Dining Room Council, Fern Levine; Publicity, Caryl Potter.

Third Floor: President, Helena Murphy; Vice-President, Marsha Stein; Secretary, Barbara Bradley; Treasurer, Denise Hurley; Safety Warden, Susan Howard; Dining Room Council, Linda Leshner; Publicity, Shelley Davis.

### Council Offers

#### Diplomatic Series

The Hon. Edwin O. Reischauer, University Professor at Harvard and former U.S. Ambassador to Japan, opened the 1966-67 "Diplomats Off the Record" series of the World Affairs Council of Boston, Tuesday, October 11, at 5:30 p.m.

Mr. Reischauer, who has recently returned to Boston from his post in Japan, discussed U.S. relations with Southeast Asia in the first of this series of off-the-record talks by leading world statesmen.

A different point of view on the NATO Alliance will be offered by a diplomat from a NATO country later in the season. Charles Lucet, French Ambassador to the United States, will address the Council on November 28.

The series will conclude January 12 with an address by Enrique Tejera-Paris, Ambassador of Venezuela to the United States.

All lectures will be held at 5:30 p.m. at the Harvard Club of Boston, 374 Commonwealth Avenue, and each will be followed by a question period and an informal reception where guests may meet and talk with the visiting dignitaries.

The talks are off-the-record and will not be reported in the press. For information, call the World Affairs Council, CO 7-6675.

### Dramatics Club Announces Play

The Lesley College Dramatics Club has announced its first production of the season, *The Children's Hour*. Written by Lillian Hellman, the play was first produced in New York in 1934.

This shocking drama has to do with two women who run a school for girls and the problems which arise when a malicious youngster starts an entirely unfounded scandal about them which precipitates tragedy for the two women and three other innocent people. Later it is discovered that the nasty gossip was pure invention, but by that time the damage had been done.

Under the direction of Mr. Albert Brower, *The Children's Hour* will be produced in early December. Linda Wicker and Helen Kandrotas will be the co-producers. Members of the cast who have major parts are Sandy Quinn as Martha Dobie, Paula Trager as Karen Wright, Debbie Schwartz as Mary Tilford, Anne O'Laughlin as Mrs. Amelia Tilford, and Anita Silverstein as Mrs. Lily Mortar.

Other parts have been assigned to Robin Pearlman, Annette Friedman, Judi Horenstein, Arlene McCarthy, Diane Glucksman, Sherrie Northwood, and Bryna Rifkind. There are two male roles. However, at the time of publication the names of these two actors were not known.

## Reflections

by Marjorie Levine

I have a very silly question to ask you: Do good teachers teach? And I already have a very silly answer to this question: No.

That's right. Good teachers do not teach. Stop and think about your favorite faculty member. Chances are he is not the one who stands in front of you reciting his course outline for fifty minutes. Chances are that he just might be the one who has you interested enough to actually think about his course over the weekend or maybe even to discuss in the dorm an important aspect of the material. He might be good enough to induce some students over to the library for additional information. The obligation of a student is to adhere himself to his studies, but the obligation of a good teacher is to arouse the curiosity of his students.

A good teacher does not teach but he inspires the students to learn. He realizes that the information independently learned is far more meaningful to the learner. Recognizing the force of the question, the student might be committed enough to seek the answer. In this way, the question and answer hang together, and suddenly the student knows something.

The good teacher does not teach. He inspires, he arouses, he evokes, he irritates, he excites, he dissatisfies, he infuriates, he delights, he entertains, he angers, he even tempts his students to learn. And the invariable result is two-fold here at Lesley: first, the student becomes an improved individual and second, she can benefit in her own prospective teaching position from this example.

### HUMAN RELATIONS

#### HOLDS FIRST MEETING

The Human Relations Committee held its first weekly meeting of the year Oct. 13, 1966 in Dr. Orton's office. The purpose of The Human Relations Committee is to design and set up several sensitivity weekends for groups of interested Lesley students. These weekends will be held off campus throughout the school year.

Members of the committee are: Dr. Leslie M. Oliver, Chairman; Sue Geller, first rotating secretary; Joanne Klein, second rotating secretary; Lois Rosner, third rotating secretary; Terri Brock, Charles Clayman, Jim Hiltz, and Dr. Orton.

#### Conference — Cont.

Lesley is greatly desired and appreciated. Any interested girls who wish to help or attend may contact Mrs. Mindess or her assistants. This Conference will be an opportunity to meet noted educators, curriculum advisers and teachers.

In September of 1965 the faculties concerned in the workshop got together in order to appoint a planning committee whose purpose it was to study the needs for a better understanding between the faculties and to plan for a follow-up meeting. Edward Boyd, the director of Dearborn, was appointed chairman of the committee. The members included Mel Suhd, the director of Lesley Ellis; Miss Helen Freeman, the director of Carroll Hall; Dr. Leota Janke, the overall director for schools for children and Dr. George Miller, Dean of Education at Lesley. Other members were Mr. Ralph Yulo, Mr. Floyd Benitz, Mrs. Maureen Riley, Miss Sandra Olson, Miss Beth Rothschild, and Mrs. Priscilla Cornell.



## AUTHOR DECRIES NEED FOR LAUGHTER

A PERFECT EDUCATION by Kenneth E. Eble, 215 pages. Macmillan. \$5.95.

Love, learning — and life — are what education is all about; yet somehow U.S. schools never quite get really involved in any of them. So says Kenneth Eble, 42, the ebullient chairman of the English Department at the University of Utah, who takes whimsical yet passionate whacks at his own profession but never falls into the academic solemnities that riddle most books of this kind. "To learn," writes Eble, "is to love." Students ought to revel in discovery, he adds, but educators, from grade to grad school, have a knack for taking most of the joy out of learning.

This unhappy process, says Eble, begins with parents who fail to realize that "learning begins in delight and flourishes in wonder," and who fret so much over their children's education that they discourage a sense of curiosity about knowledge. Everyone jokes about pupils who fall in love with their teachers; but, to Eble, "it is no joke — it is the way of learning. That is the advantage of live teachers and live books. They can be fallen in love with, possessed."

*A Sense of Play.* What is needed, he suggests, is more laughter among parents, children and teachers, since laughter "opens pathways to the discovering spirit," produces "a shared understanding," and "like love, it demands response." He argues that in their obsession with work, Americans have lost their "sense of play"; yet "the children's world must be our world, too. We may have to ask our way in, and we may be impolitely and properly asked out, but we must be there, if only to be looked at and puzzled over." Eble regrets the stuffiness of teachers' colleges that tend to stifle the one quality an elementary teacher needs most to deal with his young charges: "imagination — the kind of mind that is playful, fanciful, odd in the relationships it perceives."

Eble also laments the low salaries and low prestige of teachers, which means that "if imagination is a conspicuous quality in an elementary teacher, surely its first use will be to consider employment elsewhere." When Eble visits the

classroom of a good teacher, he finds that "one begins to feel a visceral response that leads to lumps in the throat and tears in the eyes."

When it comes to high schools, says Eble, a major aim should be to help students "see the world feelingly," since at no other age are they so concerned with their emotions. But the schools manage even to take "the fantasy and romance from sex and make it part of a humdrum world of facts" in sex-education courses. More important, an adolescent's feelings often focus on his teacher and depend more on what the teacher "is and does than on what he knows." High schools thus "should worry less about the scarcity of well-trained graduates of certified teacher education courses and more about the scarcity of attractive personalities with developed sensibilities. The high turnover of attractive unmarried teachers is not so lamentable as the low turnover of those who are unattractive, in marriage or out."

*A Life of One's Own.* A basic thrust of a college education ought to be toward helping students to develop "a life of one's own — a sense of self." Instead, says Eble, "every major movement in higher education seems to be away from the kind of confrontation, contemplation and discipline necessary to help a student shape himself." He sympathizes with students who react against the impersonal university by turning to social action but warns that "a commitment to self" must precede a "commitment that takes them to the barricades." What students need are more free hours "for contemplation, for simply learning how to spend a quiet evening with oneself."

In Eble's view, the purpose of higher education should be to produce a lifetime "sense of style" involving "mastery over all one does, with simplicity, harmony and grace." At the same time, it should develop a "sense of worth" based largely on "passionately held beliefs and passionately felt responses to experience." Not at all incidentally, good schooling should also provide "an escape from boredom" and "lead us to laugh in the face of heaven or hell. Education should teach us to play the wise fool rather than turn us into the solemn ass."

—Time Magazine  
October 14, 1966

## Lesley Joins Research Projects

Lesley College, in an effort to keep up with new ideas in teaching, has joined with Boston University and approximately six local school systems in a three-year Inter-University Research Project. The aim of the group is to study factors in the school systems: how they function and make decisions concerning internal and external pressures.

For example, a team of members would observe how the teachers in the systems introduce and integrate the New Math ideas into the classroom, and the effects of the teaching.

Dr. Elmer Van Egmond, Dr. George Miller, Miss Irene Casper and Mr. Charles Feurgeson constitute the representation from Lesley.

The first year of study has been devoted to data collecting, programming and training personnel, as well as being the fundamental basis for the building of the Inter-University relationship in training laboratories. The project has received approval and funds to enter the second year of study.

## Judicial Board News

The Judicial Board members visited the dormitories this fall to acquaint everyone with the regulations found in the handbook. No one should be ignorant of the regulations. If you have any questions read your handbook or speak to one of the members of Judicial Board.

There are several things we would like to make clear:

1. If you are late and wish to appeal your lateness make a point of coming to the next Judicial meeting. There is a meeting every Thursday night at 6:30.
2. Put your appeal slips in the box found outside Mr. Honick's office in the Administration building. Make sure to give the information about your lateness and appeal to your residence director in writing.
3. When your cases are reviewed by Judicial Board, letters are sent to the girl, her residence director and the Dean informing them of the Board's decision.

We are your Judicial Board. Contact us if you have any questions.

|                        |               |
|------------------------|---------------|
| Dale Clayton, Chairman | White Hall, 1 |
| Sue Lelyveld           | Grey Hall     |
| Peggy Lynch            | O'Connor Hall |
| Toni Frank             | Glennon Hall  |
| Ellen Satin            | White Hall    |
| Nancy Sodafsky         | White Hall    |
| Adi Stavits            | O'Connor Hall |

## Newman Club Plans Activities

The first meeting of the Lesley Newman Club took place on Thursday, October 27, to orient freshmen and new members of the club.

After membership cards and a flyer concerning St. Paul's Parish were given out, Father Chevalier, Newman Club advisor, welcomed everyone and introduced the officers of the club for this year. Mary Giardina is president, and Judith Barry is vice-president. The offices of Secretary and Treasurer are held by Jo-Anne D'Amato and Shaila Regan, and the publicity chairman is Patricia Crowley. Mrs. Maureen Riley is acting as faculty advisor.

Father Chevalier then told of the club's plans for the year. The first activity was a Folk Mass on November 1 in the Catholic Student Center. In place of the usual hymns which are sung at Mass, well-known folk songs such as "Blowing in the Wind" and "Kumbaya" were sung. Students assisted Father by reading parts of the Mass, and a circle of peace was made by all attending.

Other activities planned for the club include discussion groups, lectures and movies, ecumenical activities, and possibly a mixer.

## DID YOU HEAR WHAT "I HEARD"?

On Wednesday evening, October 19, 1966, Lesley College experienced their first "I. H." session with Dean Claire Low in White Hall Lounge. "I Heard" sessions, familiarly known as "I.H.", are informal group sessions with the Dean to dispel any rumors that circulate the campus, to solve important, but seemingly trivial problems, and to clear away stale but necessary gripes that girls may have. The Dean emphasized that these meetings are not miracle sessions; she will look into each matter personally and will report her findings to the girls at subsequent sessions.

The session covered limitless topics, among which are: Girls in White Hall want private telephones; Court Hall wants the possibility of another smoker in their dorm checked into; girls want to know if it is necessary for faculty and administration to have the freedom to walk into a girl's room; the student body would like a detailed evaluation and checklist so that they and their parents can see where the money paid for the Comprehensive Fee is being appropriated.

The Dean suggested the possibility of expanding the social activities at the College. One way is to have private house parties with boys from surrounding schools and more social activities in general. A common complaint was that the requisition forms seem to be overlooked or disregarded. Girls feel that if the reason is based on lack of maintenance men, then they should be allowed to make minor adjustments themselves. The girls also asked about having private apartments. The Dean answered this request by telling the girls that 1.) living off campus is not allowed as the school is responsible to the parents and 2.) it is felt that living in a dormitory is an integral part of a girl's education.

Other questions were: Why can't girls be allowed to smoke in White Hall? By moving into White Hall, girls forego many advantages offered by small houses and in return, they want the right to smoke in their rooms. Will curfews be extended? Why late permissions are so difficult to get during the week? This was explained to the girls by the Dean. In White Hall, especially, only the night watchman or the Residence Director has keys to the front door. If a proctor is on duty at the desk, she cannot open the door for the girl unless the nightwatchman or Residence Director gives her the key or unlocks the door himself. Therefore, unless the event is only scheduled for a week night, due to the inaccessibility of a key, late permissions for week nights are given sparingly.

The results of the meeting were discussed at a follow-up on November 3, 1966.

### Curfews — Cont.

could find a friend she could stay with, or she might have a friend at another school with a later curfew, with whom she could stay. In other words, it is not that big a problem, nor is there that much of a demand for abolishing curfews to make this step necessary. Another reason that such a drastic change was not proposed is that the Seniors felt originally that it was an unrealistic request. Although it now seems more plausible, it is unlikely that they will make the request, but will stay with the proposal of extension only.

Although Dr. Orton said that he feels the Seniors can be trusted and that he is not worried about their behavior, there was the feeling expressed that Lesley is a teacher's college and people do generalize. When Seniors go out looking for jobs, there is the possibility that without knowing the actual situation, the fact that the teachers of children graduated from a school without curfews could be viewed in a poor light, damaging the rest of the impression the girls may give.

Now all that is left is the voting. Not until then will Senior curfew changes become effective.

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## N.D.E.A. ACT GRANTS

## MONEY FOR LOANS

WASHINGTON (CPS) — Despite expansion of student loan programs by Congress and private sources, mounting student applications for loans have outpaced the available supply of funds, a Collegiate Press Service study has revealed.

The House of Representatives voted in May to grant \$190 million for student loans under the National Defense Education Act. The Senate Appropriations Committee recently approved this increase over last year's \$179 million, but the full Senate has not voted on it yet.

In the commercial sector, the American Bankers Association (ABA) initiated a campaign last June to persuade bankers to increase student loans. Financial institutions, which lent nearly \$150 million last year to students, are expected to provide up to \$400 million this year.

The shortage in funds is due to soaring college enrollment, not to fewer bank loans, according to the ABA's legislative counsel, James Smith. College enrollment for 1966 is estimated by the Office of Education at six million, a ten per cent increase over last year.

To accommodate the growth, colleges must expand, and over three-fourths of American colleges and universities have recently raised tuition and board, according to surveys by the Life Insurance Management Association.

Tuition and room fees for at least 25 schools are \$3,000, and costs are expected to rise.

Possible cheating in loan applications may account for some increases in requests. Parents may be borrowing money through their children because of low interest rates granted to students, Smith said.

Meanwhile, other parents have sold their stocks to obtain money, despite a twenty per cent drop in stock market prices over the last months, and some students will work this year instead of joining the class of '70, according to Smith.

Under the NDEA student loan act, undergraduates can borrow up to \$1,000, and graduate students can receive \$2,500 yearly, not to exceed \$10,000 for undergraduate and graduate study combined.

Students pay no interest on loans while in school, and only three per cent after graduation.

Federal allocations, divided among states on the basis of school enrollment and requests, are granted to students through financial aid offices of colleges. Schools must match government funds by providing 10 per cent of every government loan.

Under commercial loan programs, students borrow directly from banks or loan companies, instead of their colleges. Interest rates are held at six per cent, although commercial rates range from six-and-one-half to eight percent.

While a student attends college, the federal government pays the interest, then pays three per cent when studies are completed. Thus the cost to students for loans at commercial banks is equivalent to that under the government NDEA program.

Since the Bankers Association drive, limited reports reveal some increases in student loans, Smith said. New York state banks have increased loans by 25 per cent; Massachusetts banks have tripled their outlay; and New Jersey metropolitan areas have serviced more loans in August than in all of last year.

In areas where loans have not been granted to students before, such as Miami, Washington, D.C. and coastal areas of New Jersey, banks are not co-operating with the student loan program.

## UPPER STORY

Two books published in recent weeks, both by women, neither of them fiction, both concerned with the decades before and after the turn of the century, offer an interesting contrast. The first and more admirable of the two, by Barbara W. Tuchman, tells in some detail the state of Western civilization in the years leading up to World War I. *The Proud Tower* is a picture of the Establishments of England, France, Germany and the United States, and of the forces gathering strength to undermine them. Miss Tuchman is brilliantly professional; her work is well documented and closely reasoned.

*The Proud Tower* is somewhat left-of center. For all her show of professional objectivity, there is no doubt which side of the barricades she would be on. She writes a more sympathetic history of western Socialism than one is likely to find written except by party members. And her account of the Dreyfus affair is a devastating attack upon the French Establishment, and a scorching revelation of anti-semitism in high places on both sides of the Atlantic. She accuses the American historian (and brahmin) Henry Adams of an especially contemptible display of anti-Jewish prejudice, and documents her case from his own letters.

This book is a good example of a kind of history we have seen frequently in recent times. The historian chooses a moment in time — the fall of a city, the assassination of a president; or a short period — the four years of the Civil War, the thousand days of the Kennedy administration — and deals in depth with the limited subject. It makes good reading for the history-minded amateur.

The other book is Mrs. Abigail Adams Homans's *Education by Uncles*. This is a view of the Adams family from the inside. Abigail Adams was one of the nieces for whom Henry Adams wrote his *Mont St. Michel and Chartres*. It is a charming, intimate, strangely limited little volume of a few small pages, outlining in memoir fashion the life of a young girl in a wealthy, conservative old family. Mrs. Homans must, as she sifted these memories from letters and diaries, and from the deep unconscious as well, often have been tempted to hint at an awareness of the portentous days she walked so blithely through. But Mrs. Homans is honest; evidently the young girl's mind was untroubled by any spark of awareness beyond the pleasures and girlish excitements of the moment. She notes merely that one subject of conversation in the family circle one summer was the Dreyfus affair. The Spanish-American war was regrettable chiefly because it caused the family to insist on her return home from a prolonged stay in Europe.

The world and the society she grew up in are dead, swept away, consigned to history's kitchen-midden. The Adams family papers are being edited and published at great expense of scholarship and money, for future Barbara Tuchmans to ransack for the more brilliant books in what unknowable time to come?

Dr. Leslie Oliver

## 'Round and About

by Marsha Furchheimer

"Everything you hear or say will increase you in some way." And so the audience that leaves the Theater Company of Boston's production of Peter Weiss' *Marat/Sade* has been increased — not in number of course, but they have been enlightened. Enlightened in what respect? That question I cannot answer. While de Sade gives the audience freedom to draw a tidy moral from the play (he even suggests a few), he states that something of the play has unconsciously taken root in the audience. What it is or how it will manifest itself we do not know — but still it now exists within us. We have been increased.

The full title, *The Persecution and Assassination of Jean-Paul Marat as Performed by the Inmates of the Asylum of Charenton Under the Direction of the Marquis de Sade*, is a summary of the action of this play within a play. The staging of this psychodrama in an insane asylum is thought to act as a type of therapeutic treatment for the inmates.

*Marat/Sade* debates the wisdom of personal involvement in an ideological conflict such as the French Revolution. The two principal debaters, Clinton Kimbrough as the rabid French revolutionist Jean-Paul Marat and F. M. Kimball as the imprisoned libertine de Sade, both give superb performances. As we follow Marat's persecution and final assassination, we see almost every technique of "Theater of Cruelty" in action. Lisa Richards as the beautiful Charlotte Corday is marvelous in her portrayal of a blankly staring-eyed madwoman. The realistic performances of the asylum's patients makes the play the horrifying experience that it is.

*Marat/Sade* is "total theater". It is theater in which the audience's reaction to the inmates as they mill through the aisles and yell or stare directly at certain individuals is as vital as the colorful Brechtian quartet. Peter Weiss' sensitive direction has made *Marat/Sade* theater of excitement at its best.

## Best Wishes

## Pinned:

Bonnie Price, '70, to Larry Plotkin, '69, Sullivan County Community College.

Nancy Kantner, '70, to Danny Sepanski, Rutgers, '68.

Margie Green, '69 to Ricky Segel, Babson Institute, '69.

Arlene Haszard, '69, to Dick Moore, American International College, '69.

Louise Sheinman, '69, to Ivan Marc Rosenberg, Cornell, Boston University Graduate School.

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## JOBS AVAILABLE FOR SUMMER IN EUROPE

Grand Duchy of Luxembourg — The American Student Information Service, with headquarters in the Grand Duchy of Luxembourg, is now accepting applications from U.S. college students who wish to work in Europe next summer. The ASIS can place students in temporary summer work in Great Britain, France, Germany, Switzerland, Italy, Spain, Sweden, Finland, Norway, Luxembourg, Belgium, Holland, Austria, Israel and Liechtenstein.

### NEW JOB OPENINGS

ASIS has many new job openings within categories that include resort hotel work, office work, factory work, hospital work, child care work, ship work, construction work, farm work, sales work, and camp counseling work. Wages range to \$400 a month for the highest paying positions in West Germany and the working conditions and hours are exactly the same as those of the Europeans with whom the students work. In most cases room and board are provided free but if not, the student worker lives independently in the city where he is working. In any case living accommodations are prearranged.

### ORIENTATION IN EUROPE

Every student placed in a summer job in Europe attends a 5-day orientation period in the Grand Duchy of Luxembourg that includes cultural orientation tours to Germany, France, Belgium, Holland and Luxembourg, blackboard sessions, on the scene language practice, and lectures given by European university professors. Although there is usually no foreign language requirement for the jobs, students are given the opportunity to experience native European situations during the orientation period. Blackboard sessions and talks cover such subjects as how to save money while in Europe, low cost transportation, shopping discounts and inexpensive living

accommodations. ASIS claims that this do-it-yourself, on the scene method of preparation, is the only way to adjust rapidly to the European way of life.

The ASIS, in its tenth year of operation, also supplies job applicants, at no extra cost, with a complete set of language records of the language of the country in which the applicant will be working, a student pass allowing the bearer student discounts throughout Europe, complete health and accident insurance while in Europe, and a comprehensive information service about living and traveling in Europe.

### LOW COST TRAVEL

The ASIS also offers travel arrangements that greatly reduce the cost of the summer in Europe. Student applicants are also free to make their own travel arrangements to and from Europe. ASIS expects that a great many students participating in the charter flights sponsored by their school will want a summer job in Europe.

The purpose of the ASIS job-in-Europe program is to provide every college student with the opportunity to see Europe, to increase his cultural knowledge through travel and at the same time to earn and save money. Students with limited budgets would not otherwise be able to see Europe. The student worker also has a golden opportunity to acquire a speaking knowledge of a foreign language.

Students interested in working in Europe should write to Dept. I American Student Information Service, 22 Avenue de la Liberté, Luxembourg City, Grand Duchy of Luxembourg, for the ASIS 36-page booklet which includes a complete listing and descriptions, with photographs, of jobs available and job applications. Send \$2 with each inquiry to cover the cost of the material, overseas handling and air mail postage.

## SCULPTOR'S WORK ON VIEW AT FOGG ART MUSEUM

The work of David Smith, the American sculptor who died last year at the age of 59, is currently the subject of a superb retrospective exhibition at Harvard University's Fogg Art Museum.

In the last years of his life, Smith was most noted for his very large stainless-steel constructions, particularly the "Cubi" series. The Fogg show includes one of the most splendid of these sculptures — "Cubi XXVIII" (1965), which indeed proved too large (108 by 122 inches) to get into the museum building and had to be installed outside, near the entrance. But the real revelation of this exhibition, at least for the large public that is unfamiliar with the earlier years of Smith's development, will be the series of small works culled from the 1930's and 1940's.

This David Smith exhibition is only the second such show of a contemporary artist undertaken by the venerable Fogg Art Museum. Instead of the usual cosmetic approach to museum installation and the usual designer's flimflam in the catalogue, we are given a show and a publication that really advance our knowledge.

The exhibition remains on view here through Nov. 15, and will be shown at the Gallery of Modern Art in Washington from Jan. 7 to Feb. 26.

Excerpts from "New York Times" article October 1, 1966



## Song Commentary On Harvard Piece

(To the tune of:

"I Got the Horse Right Here")

by Ann S. Pollock

The Crimson wrote of us,  
And they made such a fuss,  
About what Harvard boys  
had uttered and  
Previous. . . .

To this nice full page spread,  
Our image was instead,  
One of prejudging without  
knowing many of our tribe.

Perhaps, in time,  
The Lesley name will be acclaimed,  
'Twill be, sublime,  
We know, it's just a matter of time!

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