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. The year the theme of the Conference is "Kindergarten Perspectives" and it 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 who is now President of the Bureau. Co-chairs are Beine Stedskjaer and Andrea Gershoff. Several members of the Lesley faculty will take an active part; Dr. Boris Gertz, Mrs. Sandra Jackson, Dr. George Miller and Mrs. Anita M. Moe. Lesley students will be involved in all aspects of the conference.

There will be many interesting speakers on the subject of the needs of children in the future. Miss Booth will present the key note address on "Content and Process in Early Childhood Education". Dr. Booth, 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 he isillow employed as the University, has taught in elementary, junior high, senior high schools and university. He is now a member of the Lesley faculty.

The Corporation also re-elected Trustee, Mrs. Beatrice Rosenthal and Mrs. Elsie Snider, for a three-year term to expire June 11, 1969.

The following, the Annual Corporation Dinner was held in the Talma room at Lesley College. It was informal and relaxed. The guests were the students invited were: Joyce Crockett, Junior Class President; Deborah Schwartz of Sophomore Class President; Francine Dreier, Editor of the Student Newspapers; Judith Johnson, President of S.G.C.; Gay Hale, Vice President of S.G.C. and Rebekah Hoffman Assistant Treasurer of S.G.C.; Susan Geller, Treasurer of S.G.C.; and Jackson D'Amato, Graduate from the University of Chicago. He received a 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. Booth, author of thirty-four books for teachers and children, was past president of National Teachers College, 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 CEEP 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 Instruction 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 the Conference student assistants at the University of Utah and a member of the faculty at Brigham Young University and the University of the State of Utah. This year he delivered several papers and was "Teacher Effectiveness, Current Perspectives" at an Invitational Institute for School Superintendents sponsored by Western Reserve University. At Dr. Gertrude L. Wyatt, psychologist and director of a therapy unit on "Kindergarten Children with Perceptual Motor and Language Difficulties". She has also recently employed as the Editor 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 Zurich, received her Ph.D. from Brown University and is a Guggenheim Fellow. She has done work in Newton Public Schools, was a consultant in language arts research, and was a specialist in language research for the Navy. She is listed in Who's Who in America, "Who's Who in Education," "Who's Who in America," who's Who in American Education" and the "Dictionary of International Biography," and has authored many articles and educational periodicals.

The day for the evening will be Arthur Danielson, Superintendent of Schools of Sharon, Massachusetts. A new feature of this year's Conference will be a number of 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 assemblage may reach a thousand. The representatives are from the six New England States. Since it has been so well known, Mrs. Mindess has had requests for information all over the United States. All the transactions, speeches, and discussions of the assemblage may reach a thousand. Each year has been better than the next. The first, the second, the third..."
A review of the book *A Perfect Education* by Kenneth Elbe, (which is reprinted in this issue of The Lantern) appeared in the October 14 issue of Time Magazine. The review stated that Mr. Elbe "regrets the stiffness 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 old 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 Juniors eight-year-old-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 paper-mache puppet, those Cuisenaire rods, the rhythm bands, and the "Train game" for letting us develop our creativity. When we use Cuisenaire rods, for example, or set up 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 state of stiffness that Mr. Elbe fears. We are "with it" in education:

MEETING HELD TO DISCUSS CURFEWS

On Tuesday evening, October 24, a committee met in the Wolford Room to discuss the proposed senior curfew changes. Mr. Dr locals, Mr. John Dyer, Trustee, Mrs. Roger Sommabed, Trustee and Chairman of the Residence Committee, Mr. Carl Holt, Faculty Advisor to SGC; Beth Genn, Senior Class President; and Gay Hall, V.P. of SGC; and Francine Dreier attended.

Dr. John Dyer presented the meeting stressing the fact that its purpose was discussion of the issue among all elements and facets of the college community. After some decisions were made; to find out how everyone concerned felt before the issue germs (sic) "Dee Storch."

Dr. Dyer then proceeded to confront the group. The number of roommates was not the answer, however not their contents, the Dean stated.

Dr. Dyer then stated that handbooks from other schools — Jackson, Radcliffe, B.U., Brandies, Simonds, Northeastern — have been obtained and discussed among the means of comparison to Lesley's curfews. The findings were that Jackson has 10 o'clock curfews; Brown has parental permission all curfews are 7 o'clock a.m. and without permission they are 5 o'clock a.m. Radcliffe has 5 o'clock a.m. curfews; Simmons has all 10 a.m. curfews; Northeastern curfews are 9 p.m. on week nights and 10 p.m. on weekends. The curfew discussion agreed upon was 11/2 p.m. on Friday and Saturday nights. Most of these schools have "no curfew" times. Bence's infrequently places a two dollar charge. Although the proximity of Bence'sinn is right, they feel the mood was quite different. I looked around me and I saw very few people dressed up, almost everyone was wearing skirts, sweaters, and sweatsuits. 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 and it was Halloween. I felt like a little girl again, it was fun but Halloween was over now. I came back to my room and took off my costume and mask. It was a good feeling to be able to be myself, 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. Benn's inerfectly places a two dollar advertisement in the Lantern, charges for which we don't have the money. Since the other neighborhood bookstore does it without charge. Although the proximity of Benn'sinn is right, it feels the mood was quite different. I looked around me and I saw very few people dressed up, almost everyone was wearing skirts, sweaters, and sweatsuits. They didn't need Halloween to dress up — they wore costumes, masks, and million dollar smiles all the time.

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The following students have been elected to serve as representatives on the Student Government Council, BISBEE HALL: Pat Sarlo SOO MAMA HALL: Rosemary Austin BOUMA HALL: Susan North CAMBRIDGE HALL: Carol Stewart CROCKETT HALL: Edus Gandelman ELLIS HALL (SACRAMENTO): Terry Trivies, Michelle Allard GLENNON HALL: Maureen Ma­

THE LANTERN


SGC Comments

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.
AUSTIN, Tex. (CPS) — If you have complaints about your education, take them to the courts. That is what a group of University of Texas students will be doing this term when they enroll in a newly instituted course at the law school.

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

“We have no sacred cow," Dr. Fried- man 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. We are trying to find things that are not working and what some of the long term trends and solutions may be.”

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

Love, learning—and life—are what educational subjects are about; yet somehow many schools never quite get really involved in any of them. So says Kenneth Eble, 42, who is director of the School of Teacher Education at the University of Utah, which takes whimsical yet passionate work as its own profession but often 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 grade school, have a knack for taking most of the joy out of learning.

This unhappy process, says Eble, begins when "learning begins in delight and flowers in wonder," and who fret so much over the "little things" in life are "the little things that they discourage a sense of curiosity about knowledge. Everyone jokes about the beauty in life when they are teachers; but, to Eble, "it is no joke—it is the way of learning. That is the ad- vantage of live teachers and live books. They can be fallen in love with, possessed.

A Sense of Play. What is needed, he suggests, is a sense of play that is not felt originally that it was an unrealistic request. Although it now seems more than a demand for abo­ lishing curriculum, she could stay. In other words, it is not the kind of learning that one begins to feel a visceral response that leads to lumps in the throat and tears.

When it comes to high schools, says Eble, the objective aim should be to help students "see the world feelingly," think at no other age are they so concerned with their emotions. He suggests that to manage even to take "the fantasy and romance from sex and make it part of a humdrum world of fact and other learning expe- cations. More important, an adolescent's feelings often focus on his image of himself. He needs more than just the "image." And on what he knows. High schools thus "should worry less about the scarcity of well- graduated graduates of certified teacher education courses and more about the scarcity of attractive personalities with developed sensibilities. The high turn- over of attractive unmarried teachers is attributable as much to those of who are unattractive, in mar-riage or not.

"Life of Our Own. A basic thrust of a college education ought to be to to-ward helping students to develop a "life of our own" that will be "an independent person." Not at all incidentally, good teachers 

get the sufficiency of teachers' colloquies that tend to stifle the one quality an elementary teacher needs most to deal with young children is the sense of humor. Eble quotes Eble, "every major movement in higher education seems to be away from the kind of confirmation, tem­ lation 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 time of reflection.

In Eble's words, the purpose of higher education is not "to force a time "sense of style" involving "mastery over the world, the "charm, 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." Nor at all incidentally, good teachers get the sufficiency of teachers' colloquies that tend to stifle the one quality an elementary teacher needs most to deal with young children is the sense of humor. Eble quotes Eble, "every major movement in higher education seems to be away from the kind of confirmation, tem­ lation 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 time of reflection.

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N.D.E.A. ACT GRANTS

WASHINGTON (CPS) — Despite expansion of student loan programs by Congress and private sources, mounting student applications for increases in the available supply of funds, a Cooperative Pre Service study has revealed.

The House of Representatives voted in May to grant $100 million for students under the National Defense Education Act. The Senate Appropriations Committee recently approved this increased appropriation by last year’s act, 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 surge in funds is due to soaring college enrollment, not to fewer bank loans, according to the ABA’s National Economic Affairs. College enrollment for 1966 is estimated by the Office of Education at six million, a 10 per cent increase over last year.

To accommodate the growth, colleges must request increased amounts. American colleges and universities have recently raised tuition and board, according to the National Life Insurance Management Association.

Tuition and room fees for at least 25 schools have increased $2,000, and costs are expected to rise.

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

Nevertheless, 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, undergraduate students may receive up to $1,000, and graduate students can receive up to $2,500 yearly, not to exceed $6,000 for undergraduate and graduate study combined.

Students pay no interest on loans while they are in college, and the interest rate is increased 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 state banks, which lent nearly $3,000, and graduate students can receive up to $4,000.

Under commercial loan programs, banks would still not support the government’s insured loan measure, and said they could not support the government’s insured loan program. They did not comment on the government’s insured loan plan and their own student loan program.

"Federal insurance of student bank loans is of no consequence," Mr. Smith of ABA said. Banks would still not have the funds for both programs.

State and private organizations, such as the United States Aid Fund, insure private student loan programs now.

Representative Edith Green (D.-Ore.) chairman of the House Education subcommittee, accepted the bankers’ arguments and called the President’s proposal premature.

The administration withdrew its proposal and suggested extending the federal program for another year with a $29 million cut in appropriations.

The Senate and House rejected this proposal, and increased the loan program.

Round and About

"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) 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 inculcated.

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 debates, Clinton Kimball as the rabid French revolutionary 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 the dramatic technique of "Theater of Cruelty" in action.

The world and the audience are dead, swept away, convinced 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 rasp for the more brisk books in what unknowable time to come?

Dr. Leslie Oliver

On the whole of the nation’s 12,000 member banks, 7,000 banks representing 75 per cent of the nation’s total banking assets, participate in student loans programs.

The loan shortage might have been intensified, had Congress approved President Johnson’s proposed revisions for the federal student loan program.

Last January, President Johnson urged eliminating the NDEA program and establishing government backing to banks for more student loans.

Bankers strongly opposed the President’s measure, and said they could not support the government’s insured loan plan and their own student loan program.

“Federal insurance of student bank loans is of no consequence,” Mr. Smith of ABA said. Banks would still not have the funds for both programs.

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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, and lectures given by European artists. Students attending a 5-day orientation program in Europe attends a 5-day orientation to Germany, France, Belgium, Holland and Austria, tours to Germany, France, Belgium, and lectures given by European artists. Students interested in working in Europe should write to Dept. I American Student Information Service, 22 Avenue de la Liberte, Luxembourg, Luxembourg.

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 and travel experience. At the same time to earn and save money. Students will have limited budgets but will otherwise be on their own.

LOW COST TRAVEL

The ASIS also offers travel arrangements that greatly reduce the cost of the summer in Europe. Students are also free to make their own travel arrangements and to see 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 ASIS job-in-Europe program is to provide every college student with the opportunity to see Europe, to increase his cultural knowledge and travel experience. 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 working knowledge of a foreign language.

Students interested in working in Europe should write to Dept. I, American Student Information Service, 22 Avenue de la Liberte, Luxembourg, Luxembourg. For the ASIS 40-page booklet which includes a complete listing and descriptions of jobs, photographs of jobs available and job specifications, send $5.00 to American Student Information Service, Cambridge, Mass. (U.S.A.)

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 matters as living and traveling 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 completely 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.

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 50, 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 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 cut in half outside, near the entrance. But the real revelation of this exhibition, 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 cut in half outside, near the entrance. But the real revelation of this exhibition, was to familiarize college faculty with the earlier years of Smith's career. We know, it's just a matter of time!

The exhibition remains on view 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

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by Anna S. Pollock

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Previous...

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