Winter 12-19-1966

The Lantern (December 19, 1966)

Lesley College

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Why is obedience introduced. Mr. Tehranian believes it is whether or not civil disobedience is on behalf of civilization. Watts, California, as civil disobedience.

Community to the fact that something permissible, then it isn't civil disobedience. C. Watts, California, as civil disobedience.

act

disobedience should be judged and acts by individuals to group civil disobedience.

Newspaper of the campus was turned over expression of sentiment the final decision was turned over the general campus.

What has happened here is sure evidence that in truth you are heard by faculty and administration.

many topics were discussed, such as having Student Government become a central figure from which all organizations would divorce and making S.G.A. more concerned with important issues, increasing interest issues such as student teaching, course improvement, breakdown in tuition, and the discussion of the calendar. One S.G.A. meeting a month should be devoted to business of the various committees.

A letter explaining the aims of S.G.A. could be written to the "Lantern." More extended usage of the newspaper could be made when ideas are presented to the student body.

A suggestion to appoint a faculty member to each student in order to improve faculty-student relationships was considered. There was also a suggestion that the duties of student representatives should be defined and a leadership workshop should be established to extend communication between the old and new officers.

Other issues mentioned were: more students on the calendar committee; advance placement for different courses; a change in sophmore courses; building fund drive for S.G.A.; an all-

ended to extend communication between the old and new officers.

The query under discussion was not answered at the close of the discussion, and the question remains as to whether or not there is a "yes" or "no" answer.

Continued on page 4)

Vol. XXVIII CAMBRIDGE, MASSACHUSETTS, DECEMBER 19, 1966 No. 7

Season's Greetings

Calendar Changed; Longer Interession

December 7, 1966

To: Student Government Council

From: Dean Clare G. Low

On November 16, 1966 I received from you a recommendation regarding intercession and cooperative study period. I am happy to report to you now via the attached letter which sets forth the action on your recommendation.

I would like to take this opportunity to commend you for the way in which this change was handled. I believe that you will continue this active interest in other areas of our college and that this interest will be desirable by a number of members of the faculty and administration. Should the faculty and administration consider discussion of a possible goal or other conference day during the second term it is, of course, free to do so at any time.

Respectfully submitted,

Catherine P. Welch
Chairman, Calendar Committee
James J. Slattery
Chairman, Committee on the Cooperative Study Period

Scholarship Awards

For Special Ed.

The following material concerns the announcement by "The Board of Higher Education" of the Annual Special Education Scholarship Awards.

Student Government—Why was the topic for the Student Government Conference held on November 3, 1966, at the Statler Hilton. The conference, organized by Phyllis Mungel, conference chairman, was attended by Student Government officers, chairman, representatives, faculty representatives and Dean Low.

The thirty-five people present were grouped into four sections for discussions. As a result of these groups, various problems and achievements were brought up before the general group.

Many topics were discussed, such as having Student Government become a central figure from which all organizations would divorce and making S.G.A. more concerned with important issues, increasing interest issues such as student teaching, course improvement, breakdown in tuition, and the discussion of the calendar. One S.G.A. meeting a month should be devoted to business of the various committees.

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From: Clare G. Low

On December 6th the Faculty and Administration reviewed the following recommendations in the final decision was turned over to the combined committees on the Cooperative Study Period and the Calendar.

Those committees acting in obedience to the expression of faculty opinion and with the help of student committee members made the following decisions:

(1) The examination period shall be from January 19, 1967 through January 27, 1967, thus extending that period to seven days instead of five. It is hoped that this will reduce pressure during the examination period.

(2) There shall be intercession vacation for all students beginning Friday, January 27 after examinations. Classes will begin for the second term on February 6, 1967. This provides a full week of intercession.

(3) It would not be possible to do the preliminary work necessary for a successful goals day type of experience before February second and third. Therefore, it was the sentiment of the faculty and the decision of the joint committee that such an event not be scheduled at this time.

It should be noted that the possibility of offering a goals day or other conference day during the second term has been left open by the faculty. In fact, the administration was felt to be desirable by a number of members of the faculty and administration. Should the faculty and administration consider discussion of a possible goal or other conference day during the second term it is, of course, free to do so at any time.

Respectfully submitted,

Catherine P. Welch
Chairman, Calendar Committee
James J. Slattery
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Mr. Winthrop S. Dakin, Chairman, Board of Higher Education, announced the granting of 25 scholarships to college students who plan to become teachers of mentally retarded children. These awards represent an increase of eight grants over the preceding year.

This Scholarship Program was created by the Massachusetts Legislature in 1965 to attract a larger number of prospective teachers into the field of mental retardation. It is also designed to train teachers of mentally retarded children in dealing with the wide variety of abilities found in these children.

The greatest injustice that can be done to the mentally retarded child is to force him to share classes with children of average or better intelligence. Only in a small class with trained and understanding teachers does the child have a chance to find himself," said Mr. Dakin. There are currently more than thirteen thousand educable and trainable children enrolled in classes for mentally retarded in Massachusetts. In addition, there are three thousand such children enrolled in

Continued on page 3)
The Lantern Speaks

THE VOICE OF . . .

Do we really want a college newspaper? Do we need it? Do we deserve its services?

The answers to the first two questions are simple. We do. The answer to the third is debatable.

The purpose of a newspaper is to bring the news to its reading public. Whether the area it covers is large or small, it is not possible for all of the people to know all of the news. A newspaper presents, in an organized, concise form, what is happening, so that everyone may benefit. The Lantern does not cover a wide radius and cannot possibly report everything that is happening in the Boston area, or on campus, but we can try. The Lantern, being a college paper rather than a national, also prints literary articles and poems. Our Pendulum comes out but once a year; the Lantern should be a supplement, to this publication all the rest of the time. The Lantern affords its readers an opportunity to read, form opinions, and express these through "Letters to the Editor." Why then, is there such a problem in finding material for this feature of the paper? The readers almost have an obligation to fulfill in this area.

We of the Lantern staff are only the voice of the college; we need to know what our readers think about the way we are speaking for them. We feel we should know about our mistakes in order that we may be able to correct them, just as we would if we were actually pat the back when we deserve it. Newspapers have been known to go out on strike because their workers were not given what they asked. We do not ask for monetary rewards, nor do we ask for flattery. We merely ask for "feedback" (that hated but most eloquent word). There would be a great upsurge of desire "to go on strike," but we need and incentive and assistance to help us to continue publishing. We have a great problem with staff. If we want a newspaper we must work for it. So few doing the work for so many is not a valid situation. We are not looking for excellent writers, or journalists. We just want people who are responsible and who will help. Literary articles, articles on timely news events, contributed on a regular or on an occasional basis, are in great demand. We need to be shown that our college newspaper is wanted, that it is needed, that its services are appreciated, that it serves a purpose, and serves them well. We cannot continue to publish with an it can only urger you on. We fulfill our responsibilities. Won't you?

ERASE OF VIOLENCE

Without the slightest intention on my part to act the role of the prophet, I feel as if a great flood is imminent. This statement is based on a biblical sentence describing the times of Noah: "And the earth was corrupt before God and the earth was filled with violence, then surely our time is ripe for a flood."

In one week in addition to holdups, burglaries and the other almost daily assort of felonies to which we are accustomed, we learned with horror of the wanton killing of four women and a child in Arizona by a teenager who 'wanted to be known. The New Jersey an irresponsible youngster shoots a young man whom he has never met, disabling him for life. In a Bronx apartment a man engages in a gun duel with police and in Queens a man kills his estranged wife. Respect for human life has decreased and consideration of the feelings and sensitivities of our neighbors has diminished.

To me this seems the logical, inevitable outcome of the loss of belief in man as a creature made in God's image. When a human being becomes merely a voter, a consumer, an employee, or even a sucker, one cannot expect too high a regard for human life.

What is most distressing about this era of violence in which we live is that so much of it is done by those of our generation. Harvard Grand School will probably not accept Lesley graduates as they feel that the methods courses are repeated. Also, many graduate schools are concerned with a student's written work.

Prior to applying to graduate schools, students should decide what field particularly they wish to choose. With one's mind made up, taking the information most frequently desired will be of great help when deciding whether or not to pursue one's education in any special field.

Considering that people mature at different chronological levels, Dr. Benitz, whose concentration is special education, listed several categories available for graduate study: 1. special education: for treating the handicapped; 2. educational and counseling psychology: for the emotionally disturbed, 3. special education for applying for graduate work, one must decide if she is deeply motivated. Critically review your marks as the ones usually accepted for graduate work are those by which many schools have a tendency to reject applicants qualifications.

Selecting a school should be based on the following considerations: 1. your specific interests; 2. U. S. government fellowships to help teachers of mentally retarded children; 3. what faculty or professional people teach or are active at which schools.

The best time to apply to these schools is about one year before you plan to enter; apply to more than one. If you are not accepted, take extension courses and try again the following year to the same school.

Committee to Hold January Conference

Preparation is now under way for a series of off-campus weekend Human Relations Conferences. The purpose of these meetings is to facilitate the effective way of behaving of relating to, of diagnosing and of dealing with interactions between ourselves and others.

The first of these meetings is scheduled for January 6-8, 1967, at Packard Manse, Stoughton, Massachusetts. The conference will be attended by the following: Dr. Helen Isbell, Assistant Professor of Mathematics, Smith College, who will teach in the areas of algebra and geometry; Dr. John Arden, librarian at Simmons College, who will teach in the areas of logic and evidence; and Prof. Dr. Woods, who will teach in the areas of concern to us. The conference will be limited to 300 people.

There will be no expense for Lesley students, faculty, and administration. Applications are now being accepted for the January 6th Conference.

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THE LANTERN

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CONFERENCE HELD; IS BIG SUCCESS

This year approximately 1000 educators attended the New England Kindergarten Conference sponsored by the Lesley College Graduate School of Education. If you are adept in modern mathematics, perhaps you could quickly compute the number of children whose lives have possibly been enriched through the inspiration and insight which their teachers (and school administrators) gained at this meeting.

Of special significance to me was the outstanding cooperation of the Lesley community. The combined efforts of our faculty, students, and maintenance personnel contributed so much to the effectiveness of this meeting. I am particularly grateful to you for expressing sincere appreciation to all of you who participated in the project, and would like to quote from one of my many letters which we have received following the Conference.

"Dear Dr. Gerts,

I am writing to commend you and your staff on the excellence of the 1966 New England Kindergarten Conference. This was my first year of attendance and also my first contact with Lesley College; I certainly highly and pressed with both.

I found the program well-organized, suitably paced, exciting, constructive, and thoroughly enjoyable. The caliber of the speakers, in my opinion, was quite high. The exhibit of children's activities and projects was most rewarding especially since most conference exhibits emphasize manufacturer's materials rather than those produced by the children themselves.

May I add my personal thanks to all who worked on the Conference. I consider it a rare privilege to be associated with such a stimulating and contributory so much of their time, energy and skill.

Mary Minides

DR. BLOUGH IS SPEAKER

The featured speaker at the Kindergarten Conference was Dr. Glenn Blough, whose topic concerned the content and process in science. Is science process or content; is it both or neither? Science is the distant stars and the fact that what we see when we see the light of a star is really something from the sun. Dr. Blough stressed the fact that children do not match the charts on the wall. As soon as a child is told the answer to a problem it stops being solved. The child who works toward finding the answer.

7. That it is desired that children develop statistical skill, community ideas and information, and curricular competencies. Maybe Kindergarten is too early to teach children to separate ideas from fiction, Dr. Blough said, but they should nevertheless be taught science.

8. That educators help children develop an interest and appreciation in the scientific world in which they live. Dr. Blough quoted Einstein: "He who no longer ponders to wonder is as good as dead."

Dr. Blough stressed the fact that we will have to have children give children an early start.

Dr. Blough also stressed that it is important to bring the child and the happening together to help children grow in appreciation for the world. The children can have an excellent learning experience watching the development and hatching of chicken eggs. Science is both product and process. Isolated facts are of little value. It is the combination of fact and experience that is important in giving a full picture of science.

Best Wishes

Pinned:
Jerrilyn Kirschenbaum ’68 to Edward Tunick, Chamberlayne Junior College ’68
Engaged:
Judith Blaue ’68 to Bruce Berg, University of Michigan Medical School ’67

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Points to Ponder

Dr. Arthur Pearl of the University of Oregon, tells about the IBM machine that made a mistake. He relates that in Scotland a few years ago, the IBM machine "instructed" school officials to assign a group of so-called stupid kids into classes for the able, and a group of rapid learners into classes for slow learners. About a year later, the school authorities discovered the mistake, and checked to see what had happened. They found that those so-called stupid kids were acting just as if they were smart, just as if they had the innate ability to do the job, and the so-called smart kids were behaving just as though they were stupid.

Point of the story: Pupils perform in classroom the way they are expected to perform.

Elaborating on this point, Dr. Pearl comments: Too many teachers rely on their own preconceived notions regarding pupil ability to learn. They decide that certain children cannot be educated; they refuse to educate them. As a result, these children grow up undereducated. Then these teachers pride themselves on their "accurate predictions." This sorting principle puts a stamp on pupils very early in the game. It follows them all the way through school life until they come out labeled "dumb" or "smart," because there has been very little done to change the teacher's initial judgment.

Point of the discussion: Teachers are supposed to change persons; they are not in the classroom merely to sort and stamp learners.

... Teacher's Letter

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The Poet's Corner

by Ana S. Polhak

In Aberdeen, that busy town,
A house was full of joy.
As McPherson told his happy wife,
"How grand, it is a boy."

"Aye, that it is," his wife agreed.
"What shall we call the lad?"
A good Scot's name will do him proud,
Maybe Angus, like his dad.

"Nay, lass" McPherson then replied,
"A better name I see,
I have the lad's name all picked out;
We'll call him Yehudi."

"Stop your jesting, now," said his wife,
"This is indeed absurd.
Of a Yehudi McPherson, pray,
What Scot has ever heard?"

"Well, I don't know," her husband said,
"So silly it is not,
For my friend Epstein in New York,
Has named his first born Scott!"

by Carolyn Lippitt

There once was a woman From south of the line Who packed up her bags And came north for a time. This woman she spoke With such a strange drawl You couldn't say hi Less you said you'all.

As he skips over cracks in the street
This boy is a perplexed soul
From south of the line
She does so with innocence and
But her sleeve
So she's tricks
Mary Poppins she's not
Out wondering
And stamp learners.
If they decide
... Teacher's Letter

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Lesley Represented at COPED Meeting

Recently Dr. Elmer Van Egmond represented Lesley College at a three day convention in Chicago. He is a member of a group research project, COPED, concerned with learning methods in various school systems.

Other colleges represented at the conference were: University of Michigan, New York University, University of Wisconsin, University of Chicago, and Boston University. The purpose was to review plans and exchange information.

One day was spent under the supervision of Herb Thelen, of the University of Chicago, walking through a model of inquiry in learning. Dr. Van Egmond stated that, "The day was interesting and had many classroom applications for teaching."

At the present time, Boston University and Lesley are considering three different methods of working with school systems. The first method involves the staff of the Adams School in Lexington, the second involves all the members of the school system in Quincy, and the last involves five schools, each working with teams of people.

Under the direction of Mr. Charles Ferguson, the collection of pertinent data on teachers, administrators, and children will soon be completed.

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