Winter 2-9-1967

The Lantern (February 09, 1967)

Lesley College

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Elective Was Offered as Learning Experiment

Philosophy 308 "Existentialism in Literature" was designed for the more mature student with some background in both Philosophy and Literature. It was also planned so that the student would have maximum freedom with a minimum of course structure.

When the course was first offered in the spring semester of 1966, a large number of students indicated a desire to elect it but were prevented from taking it for several reasons. The time scheduled was inconvenient, the reading list (45-50 books) appeared to be too great a demand for three credits, and several found other attractive elective offerings. Three students indicated a firm decision to take the course and, after some discussion, it was decided that Philosophy 308 should be given.

At the first meeting of this elective in the Professor's office certain agreements were reached. It was decided that the reading list of 45-50 books would be a partial list, other books would be added if it appeared that they would add additional insights so that a dimensional experience could be achieved. It was further agreed that since the professor was not giving a series of lectures, pencils and paper would be required. Under such conditions the student becomes, not a passive note taker looking to the time of examinations and a final grade, but an active participant creating for himself a ability to relate to growth in understanding about particular course material.

First, it was agreed that classes would be held at the scheduled times only if all four could be present. However, if the discussions ran beyond the allotted time, all four would remain until the specific topic for the day had been finished.

During the semester, many books were read, many cups of coffee consumed, many cigarettes were smoked, several plays were attended but because of these mechanics of procedure there was much discussion, dialogue and disagreement. Gradually, in this process of permissiveness, a new style of learning emerged. The desire to learn with the free interchange of ideas provided a method for the recognition and acceptance of important and meaningful change.

The class sessions, however, did not become the type of "bull session" known to every college student. All the discussions were related to books which had been read or plays which had been seen. Each day the professor gave a resume (not a lecture) of approximately one hour. The sessions were never long and were adequately interrupted by a student who perceived certain fundamental ideas which she herself had learned. Thus the sessions were subject to constant correction and amendment by the students.

The readings were of four types: the Existentialist philosophy of Kierkegaard, Nietzsche, Husserl, Jaques, Sartre, Heidegger, and Merleau-Ponty; the poetry of Holderlin, the novels of Camus, Kafka, Dostoevsky, Sartre; the plays of Pinter, Ionesco, Sartre, Genet, Giraudoux, Anouilh. From these and other readings it became apparent that the popular literature of Existentialism was expressing by means of various ideas forms similar concepts found in the Existential philosophers. Toward the end of the semester it was decided that each student would write a paper comparing plays, novels, and philosophers or any combination she desired. This paper was not graded nor would it have any effect on a final grade it simply provided an opportunity for the student to formally express ideas which had been (Conclusion on Page 4 Column 3)

Council Presents
Policy Panels

"GREAT DECISIONS" in Massachusetts, an eight-week discussion series on international affairs, was being sponsored again this year by the World Affairs Council of Boston. Using background kits prepared by the Foreign Policy Association, citizens throughout the state will meet in churches, schools, libraries and private homes to discuss key issues in American foreign policy.

Groups in Massachusetts may coordinate their own informal discussions with the World Affairs Council's award-winning "Decisions," television series on WGBH-TV Channel 2, on which panels of experts discuss the topic of the week and answer questions, telephoned in by groups of 10 or more. Groups interested should contact the World Affairs Council (Box 19, Falmouth Road, Boston, Mass. 02135) for further information.

Doctorate Earned by Mr. R. Yulo

Mr. Ralph Yulo, a number of the Lesley faculty, was notified on December 28, 1966 that his dissertation had been accepted by the Harvard Graduate School of Education. Acceptance of the dissertation culminated almost six years of study at Harvard, and confirmed Mr. Yulo's status as a Doctor of Philosophy in Science Education.

Dr. Yulo's dissertation—"An Exploration of the Flinders System of Interaction Analysis as a Supervisory Device with Science Interns"—was based on the premise that teaching is a form of human behavior which is subject to analysis and modification. The Flinders System of Interaction Analysis was used to record and analyze the classroom verbal behavior of science interns (student teachers) and, after computer processing, the data was made available to the interns as a form of feedback information. After independent study by the intern and the supervisor, the feedback information was then used during supervisory conferences to: (1) analyze the lesson and identify the verbal patterns of pupils and teachers, and (2) to determine the degree of consistency between the intern's stated intentions and his actual classroom behavior, and (3) to search for change (progress) over time.

Mr. Yulo found that interaction analysis can be used to provide teachers with reliable information about their classroom behavior and that some teachers, at least, can use such information to study and improve their teaching.

The study was conducted during the 1965-1966 academic year, and the subjects were graduate students (candidates for the Master of Arts in Teaching degree) at Harvard University. Since then, Mr. Yulo has also used interaction analysis in the supervision of student teachers here at Lesley College. Additional information about the Flinders System of Interaction Analysis can be found in the Anuid and Flinders manual, The Role of the Teacher in the Classroom, which is available at the college book store.

Mr. Yulo did his undergraduate work at Southern Connecticut State College. He then taught in the public schools of Connecticut for five years, during which time he earned a Master's degree from the University of Hartford and engaged in graduate study at Teachers College, Columbia and Yale University. His doctoral studies were funded by the National Science Foundation and the General Scholarship Fund of Harvard University.
The Lantern Speaks

FAMOUS LAST WORDS . . . .

Scarlett O'Hara, as well as many Lesley heroines and other college students, have been known to utter those famous last words, "Tomorrow, and tomorrow, and tomorrow . . . ." Almost all of us are guilty of procrastinating. We never seem to think about what will happen when all of those "tomorrows" become "todays".

We are somewhat forced to come to the realization of this inevitability at the end of each semester, when papers are due, books are not read, and it is often too late to recoup the lost time. When "the host is set" we resolve that the situation will not recur. Nevertheless, it does, all too frequently.

We have just completed the first semester of the academic year, and therefore our examination period is also passed. Many of us suffered the consequences of our procrastination. We may thus have promised ourselves that we will work at a steady pace throughout the present semester and not continually postpone work for "tomorrows".

Appreaching our time properly is necessary not only in the realm of academics, but is important in all of our endeavors. Postponing the confrontation of our responsibilities does not negate them. They must eventually be dealt with. Although many of us think that we may work better when under pressure, we but is important in all of our endeavors. Postponing the confrontation of our responsibilities does not negate them. They must eventually be dealt with. Although many of us think that we may work better when under pressure, we

At the meeting of the Student Government on January 11, the members were brought face to face with proposals that have been brought up to them. Change in the Student Government and the Curriculum Committee, S.G.A. suggests that there be a change in required courses and a switching of courses taken each year so that the student will not be as burdened. Student Government is going to work with both committees on this.

Also discussed was the possibility of holding Goals Day sometime in the spring. A letter is being sent to the Goals Committee suggesting that S.G.A. help arrange this.

It has been decided that Winter Weekend and the Junior Prom be combined this year. As of yet no date has been announced, however the members of Student Government and the Social Program Committee are working on this.

An open letter is being sent to the Administration asking exactly what is happening with the Building Fund. Included in the letter there is a suggestion that there be a referendum to broaden our options.

Carolyn Lipsett and Phyllis Merkos have been chosen the new Cultural Co-chairmen. Presently the Constitution and wholsen committee of S.G.A. is being revamped.

POINT TO PONDER

A wise old Scotsman was once asked to settle a dispute between two brothers about the fair division of a large estate left them by their father. The Scotsman's decision is classic: "Let one brother divide the estate, and let the other brother have first choice."

NEWS FROM DEAN LOW

From the Office of the Dean came this:

New curfews have been discussed and progress of the senior curfews has been reported. As of February 1, the new curfews are: for seniors, Monday through Thursday, midnight; and for sophomores, two 1:30 curfews for the weekends.

PARENTS ASSOCIATION NEWS

Terri Brock is most happy to report that she, as coordinator of the Parents Association, has received very favorable comments on the recent "Parents' Newsletter."

As the result of enthusiastic acceptance, another Newsletter will be sent to our parents in early April. This Newsletter will be followed in the fall. Dr. Brock has hopes that Lesley students will contribute articles that are of interest to their parents.

Relections

By Marjorie Levine

In the current issue of the Lesley Review, Dr. Leslie Oliver discusses the recent "non-grading" experiment conducted last year for the first time at Lesley.

In the Boston Globe on Sunday, January 9, 1967, there was a headline headlined "20% of College Freshmen cheat." Reasons and statistics supporting this headline were provided, but it does not excite this sensational title.

Perhaps the situation is so unpleasing at Lesley as the Globe suggests. Indeed, But I do know that non-grading courses can help the situation. Many factors, of course, contribute to cheating: competition, pressure, and changing moral concepts are among them. Perhaps non-grading might eliminate the desire to cheat.

It may be harder for a teacher to pass or fail a student rather than give him a "C" or "D." There would not be as much of a class norm. The student would be distinctively classified into one of these two categories. Perhaps the student would lose a certain incentive to achieve "A" in a course. And perhaps, too, a teacher's conscience accompanying the "pass" or "fail" would not be meaningful enough for the student.

There are many things to say for a "pass or fail" system, Dr. Oliver has devised another kind of non-grading classroom. He comments extensively and carefully on letter grades in a student's written work. As a freshman, Lesley freshman activities are going on in this experiment, Dr. Oliver arbitrarily divided his English Composition course.

He graded half of the students on their written work and commented on the other half. He wrote a letter to the students who received comments either passed or failed.

I know that this was an excellent learning experience for me and I'm sure I speak for the others who participated in the experiment. This system eliminated a lot of competition and pressure.

Our class became more important to us because we knew that Dr. Oliver was seriously interested in our progress demonstrated by his extensive comments and marking. Finally, I believe that this system eliminated the need to cheat or to borrow someone else's material. I feel that our experiment was a success. I believe that Dr. Oliver is conducting his end-experiment this year also, and I'm sure that his observations will be meaningful to all of us.

from the Admissions Office

From December 1-19, Mrs. Ackerson and Miss Chambers visited Connecti­cut, Delaware, Maine, New Jersey, New York, Pennsylvania and Virginia.

They interviewed prospective students and attended receptions for the princi­pals and guidance counselors in the area. Six representatives and an advisor from the Future Teachers of America Club, Kingswood Regional High School, Wolflinboro, New Hampshire visited Lesley on Friday, December 16. The members of the Parent's Society gave the delegates a tour of the Lesley campus. Following the tour, the guests, including the Emerald Key members had a luncheon.

Among the classes the group visited were Mrs. Huback and Dr. Oliver's freshman English classes.
SUMMER PLANS CAN INCLUDE TRAVEL AND STUDY

Program Offered in British Schools

The Institute of International Education announces that it is accepting applications of candidates for 1967 summer study in a joint program offered by the Universities of Birmingham, London, Oxford and Scotland. A limited number of scholarships are also being offered to qualified Americans. All programs are administered by the IIE.

The summer school opportunities in Great Britain include a choice of subjects and historical periods, with study to be carried out at the appropriate university concerned. The study of Shakespearian and Elizabethan drama will be offered at Stratford-upon-Avon, by the University of Birmingham; the history, literature and arts of England from 1870 to the present day will be taught at the University of Oxford; Victorian literature at the University of London and British history, philosophy and literature from 1888 to 1932 at the University of Edinburgh in Scotland.

The Universities of Birmingham, Oxford, and Edinburgh will hold their sessions from July 3 to August 11, the University of London, from July 12 to August 18. Fees, which include room, board and tuition, will be $350 at the Universities of Birmingham, London and Oxford, and $322 at the University of Edinburgh. Courses for all four summer university sessions are designed for graduate level students, including teachers of English in their junior year by the time the summer school opens may apply. The British schools are recognized for credit at American universities.

Further information and applications for these British summer sessions may be obtained from the Counseling Division, Institute of International Education, 100 Fifth Ave., New York, N.Y. 10011. Completed scholarship applications must be received at the Institute by March 12; applications for admission by March 31, 1967. Travel arrangements to and from Europe are the responsibility of each student.

University level summer sessions in France and Austria for college students interested in the language and history of either country are being offered this summer by the Educational Travel Association in cooperation with Air France.

Featured in the 17th annual "Summer Session Abroad" program are month-long terms at either the Ecole Pratique de l'Alliance Francaise in Paris or the University of Salzburg, Austria. The price for a complete session at either school is $245, which includes the courses, board and lodging, local sightseeing programs, transfers of group arrivals from the airport to the city, and a graduation certificate.

Each school will hold two sessions, one in July and one in August, in order to provide flexibility of arrangements. Both sessions will offer the same courses in elementary, intermediate and advanced language, as well as historical and cultural visualization of the respective country. Departures from New York for the university in Paris will be on June 30 for the first session, and July 31 for the second. Departures for the University of Salzburg will be on July 2 and August 2.

Round trip economy class fare to Paris from New York via Air France will be $356.30. To Vienna the same class fare will be $461.80. This fare, provided by Air France, permits the student to stay for an additional day in Europe on round trip certificate at no extra cost.

In conjunction with the school program, ETA is offering a variety of extension tours in Europe following the study sessions.

For detailed information, write for the "Summer Sessions Abroad" brochure to Air France, P.O. Box 707, New York, N.Y. 10011.

CAMPUS STREET magazine has initiated a new program which they call the PARENT'S SWAP SERVICE.

The basic idea is to give students a chance to see America first at a minimum of cost. As an example, New Jersey students wishing to stay for a time in other sections of the country would exchange homes with other students who wish to visit the New York Metropolitan Area. Personal expenses would be the responsibility of each student, but with rooms and board being exchanged, costs would be kept to a minimum.

CAMPUS STREET publishers feel the exchange program, in addition to providing an unusual vacation plan, also would serve the purpose of giving undergraduates a broader knowledge and understanding of their source.

Parental permission would be necessary but this appears to be no problem. David G. Wagner, editorial director, says initial response from students and parents has been encouraging. "They seem to feel," Wagner said, "that a change of scenery for the student and getting a close-range look at the offing of others can be beneficial to all concerned."

Campus newspapers throughout the country are being asked to cooperate in the program, with the Clifton publishing firm at 505 Clifton Avenue, Clifton, New Jersey, serving as a clearing house.

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Dear Editor:

May I address the student body through the columns of the LAN Treasury, to clarify some items of policy in the matter of the series of Human Relations Conferences scheduled for the second semester. Students come asking, "How do you get chosen to go?" The answer is simple: volunteers. Sign up on the blanks that have been and will be--circulated, and give it to Lois Rosner, to Teri Brock, to me, or to any member of our committee.

We have more volunteers than we can accept, since the area of the groups is strictly limited. If so, we must choose somehow. Our first principle of choice is that people should be preferred who have never attended a similar conference. Second, we think it desirable to have as much variety in each group as possible, and so we will hope to have all classes represented, communities as well as residents, etc. We may include occasional alumna, if we find it possible to recruit some young men from other colleges, we shall do so. There are financial problems involved in that, of course.

People who wish to repeat the experience may volunteer, but they should understand they are on a stand-by basis. Last time, if someone had been available, she could have taken over, because we had two late dropouts. Conferences are scheduled for the weekends of Feb 17-19, Mar 10-12, Mar 24-26, Apr 7-9 and Apr 14-16. Any students ready receiving applications for the first time, you may sign for any of these at any time.

Yours for better understanding,
Leslie M. Oliver

To The Editor:

Many colleges and universities in the Boston area have a policy of freezing students tuition. Thus students pay the same tuition each year; only in coming classes are subject to tuition increase. Unfortunately for many students at Lesley our tuition has increased from $350.00 in 1964 to $400.00 in 1967. This has placed an unexpected financial strain on our parents and ourselves. This policy leaves little room for future financial planning. By having a stationary tuition we could plan almost exactly how much our education would cost. The policy of increasing tuition annually also leaves a student, who is in her junior or senior year, with only two alternatives; pay it or leave school. Transferring at such a late date in one's college career could be detrimental.

Perhaps Lesley could work out a policy of a stationary tuition. This would alleviate many of these problems.

Those are not necessarily the views of the entire Student Government Association.

Anita Schiano '68 to Emilo Dilibero, March 9, 1967

Review From The Top

"The toughest-minded, and most ingenuous political satire I've read in years...", is a serious title to bestow on a young author. But how do Dwight MacBird and Barbara Garson go on to justify it? The answer is by using their MacBird and Garson, it just goes to prove everyone is fallible. This book is not serious. No, I think it goes beyond the boundaries of "law" in our Johnson is accused of involvement in Kennedy's assassinations. "Kennedy's assassination, Unlike Stevenson's more and Ted Kennedy," committing a political felony. I don't have the postscript "The play's the thing wherein by which" each page incident. They also phrase it, "The play's the thing wherein Y. K. each page incident. This is not, as the term is used, a political thriller. Miss Garson writes a heavy, full book, taking the art of subtle satire and beastly protest. There is no enjoyment in discovery of new scented incense, besmirched - too much.

Miss Garson write with a thick index finger. They copy pages from and since Shakespeare's copy-right is up, Miss Garson will never be courted for her plagiarism. With current events as they are -- the "declaying" of Mrs. Kennedy's image with her right hand -- this book will soon be put out of date. It is interesting to note that all of the major characters Mrs. Kennedy received the least amount of adverse comment. And in fact a good deal of the time finds her beak in the background far from her usual previous role in political life. The other three factually recognized individuals, the three witches, together with Mrs. Kennedy (hum, an interesting circle) complete the list of those not personally besmirched--too much.

Along with clueless language, Lisa Lyon has contributed pictures that "caricatu-rally blame what Miss Garson does not sneer. No, as political satire Mr. MacDonald's MacBird is not the McCoy!"

Sandra Hillman

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