

Lesley University

DigitalCommons@Lesley

---

Lesley Newspaper Archive

Special Collections and Archives

---

Winter 2-9-1967

## The Lantern (February 09, 1967)

Lesley College

Follow this and additional works at: [https://digitalcommons.lesley.edu/newspaper\\_archive](https://digitalcommons.lesley.edu/newspaper_archive)

---

### Recommended Citation

Lesley College, "The Lantern (February 09, 1967)" (1967). *Lesley Newspaper Archive*. 114.  
[https://digitalcommons.lesley.edu/newspaper\\_archive/114](https://digitalcommons.lesley.edu/newspaper_archive/114)

This Book is brought to you for free and open access by the Special Collections and Archives at DigitalCommons@Lesley. It has been accepted for inclusion in Lesley Newspaper Archive by an authorized administrator of DigitalCommons@Lesley. For more information, please contact [digitalcommons@lesley.edu](mailto:digitalcommons@lesley.edu), [cvrattos@lesley.edu](mailto:cvrattos@lesley.edu).



# The Lantern

Vol. XXVIII

CAMBRIDGE, MASSACHUSETTS, FEBRUARY 9, 1967

No. 8

## 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 notebooks were not necessary because there would not be any mid-semester or final examination.

Most students take notes for information and to pass the mid-semester and final examinations. Few students ever refer to their class notes later in their professional careers. Pencils and notebooks are a constant barrier to learning since the student is more interested in the professor's statements than in her own ability to think. Discussion and dialogue demands thinking and response from the student. Under such conditions the student becomes, not a passive notetaker looking to the time of examinations and a final grade, but an active participant concerned with his ability to relate to growth in understanding about particular course material.

It was further 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 were consumed, many cigarettes were smoked, several plays were attended but beyond these mechanics of procedure there was much discussion, dialogue and disagreement. Gradually, in this process of permissive freedom, 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.

There were no specific assignments. At the first class it was decided to read three books before the next meeting. As time went on, the reading was irregular, one book, six plays, no reading, four comedies, and a discussion of an interesting play performed in Boston. The structure of the course evolved from the natural interests of the students and the professor.

The class sessions, however, did not become the type of "bull sessions" 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 apparent progress. The resumes were never long and were frequently interrupted by a student who perceived certain fundamental ideas which she herself had learned. Thus the resumes were subject to constant correction and amendment by the students.

The readings were of four types: the Existential philosophy of Kierkegaard, Nietzsche, Husserl, Jaspers, Sartre, Heidegger, and Merleau-Ponty; the poetry of Holderlin, the novels of Camus, Kafka, Dostoevsky, Sartre; the plays of Pinter, Ionesco, Sartre, Genet, Girancloix, Anouilh. From these and other readings it became apparent that the popular literature of Existentialism was expressing by means of various idea-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

(Continued on Page 4, Column 3)

## Council Presents Policy Panels

"GREAT DECISIONS" in Massachusetts, an eight-week discussion series on international affairs, is being sponsored once 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 . . . 1967" 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 throughout the state. The television program will be moderated this year by Professor Abram B. Chayes of the Harvard Law School and will be broadcast on Wednesday evenings beginning February 1, from 8:00 to 9:00 p.m.

The topics for the "Decisions . . . 1967" series will be "Communist China and the U.S." (Feb. 8); "Vietnam" (Feb. 15); "Yugoslavia and Rumania" (Mar. 1); "The Spread of Nuclear Weapons" (Mar. 8); "New Deal in Chile" (Mar. 15); "NATO in Crisis" (Mar. 22); and "The War on Hunger" (Mar. 29).

Among the distinguished panelists in this year's series will be Robert Barnett, Deputy Assistant Secretary for Far Eastern Affairs; David Bell, former Director of A.I.D.; Orville Freeman, Secretary of Agriculture; Henry Kissinger, Professor of Government at Harvard; Robert Kleiman and Henry Raymond, New York Times correspondents; Joseph Kraft, Syndicated Newspaper Columnist; John Palfry, former Commissioner of the Atomic Energy Commission; Paul Rosenstein-Rodan, Professor of Economics at M.I.T.; and Thomas C. Schelling, Professor of Economics at Harvard.

For information on how to set up or join a local discussion group, contact the World Affairs Council, CO 7-6674.



## Doctorate Earned by Mr. R. Yulo

Mr. Ralph Yulo, a member 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 graduate work at Harvard, and constituted the final requirement for the doctorate in Science Education.

Dr. Yulo's dissertation—"An Exploration of the Flanders 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 Flanders 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 teacher, (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. Dr. 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 1964-1965 academic year, and the subjects were graduate students (candidates for the Master of Arts in Teaching degree) at Harvard University. Since then, Dr. Yulo has also used interaction analysis in the supervision of student teachers here at Lesley College. (Additional information about the Flanders System of Interaction Analysis can be found in the Amidon and Flanders manual, *The Role of the Teacher in the Classroom*, which is available at the college book store.)

Dr. 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 studies at Wesleyan, and Yale University. His doctoral studies were funded by the National Science Foundation and the General Scholarship Fund of Harvard University.

## MR. KNIGHT LEAVES LESLEY



L-R: Judy Johnson, Mr. Knight, Gay Hale.

Mr. William Knight, former manager of food services at Lesley College, bade a formal farewell to the school on January 8, 1967. Judy Johnson, President of S.G.C. and Gay Hale, Vice President, presented Mr. Knight with a radio as a token of appreciation for his services over the past year and one-half.

Miss Florence Busch has succeeded Mr. Knight in the position. She was formerly at Simmons College where she received her training for the work she will be doing here at Lesley. Previous to her association with Seiler's, Miss Busch was a hospital dietician for three years.

## FACULTY FORUM NEWS

Feb. 28th, 1:15 p.m., "Are Our Attitudes towards Sex Outmoded?"

Panelists: Dr. Winnifred Lair,  
Moderator  
Dr. Ralph Yulo  
Dr. Ruth Murphy  
Tina Brodsky  
Laurie Abrams

March 23rd, 1:15 p.m., "What Good Is a Teacher's College Anyway?"

April 27th, 1:15 p.m., "Should US Pull Out of Vietnam?"

# 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 heat is on" 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 one 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 "tomorrow".

Apportioning 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 would surely enjoy the feeling that comes with the knowledge that the work has been completed with time to spare. Bearing in mind that this practice will not make studying for examinations unnecessary, by making our self-promises realities, we can possibly avoid the semi-annual tension headaches. In addition, the work of the entire semester will be more meaningful and thus more beneficial; and examination periods may even become bearable.

F.L.D.  
A.S.P.

## S.G.C. Comments

At the meeting of the Student Government on January 11, the members were busy discussing many new proposals that have been brought to them. Changes in the school curriculum headed the agenda. Letters are being sent to the heads of the Education Faculty Committee 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 the students 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 Junior class are working on it.

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 an itemized breakdown of our tuition.

Carolyn Lippitt and Phyllis Menkes have been chosen the new Cultural Co-chairmen. And presently the Constitution and whole government structure of S.G.A. is being revamped.



### THE LANTERN

Official newspaper of Lesley College, published by Lesley College, 29 Everett Street, Cambridge, Mass., every third week during the college year, exclusive of vacations and examination periods. Printed by the Lexington Press, Inc., 7 Oakland Street, Lexington, Mass. Telephone 862-8900. Subscription rate by mail: \$4.00 a year. Advertising rates on request.

#### Editor-in-Chief

Francine Dreier

#### Copy Editors

Susan Rivkind

Linda Rothbaum

#### Advertising Editor

Carolyn Bourne

#### Art Editor

Joanne Cornell

#### Faculty Advisor

Dr. Leslie M. Oliver

#### Managing Editor

Ann Pollack

#### News Editor

Ileine Saslasky

#### Feature Editor

Marjorie Levine

#### Layout Editor

Maxine Price

#### Rewrite Editor

Nancy Hill

#### Photography Editors

Carolyn Lippett

Elizabeth Wright

#### Circulation Editor

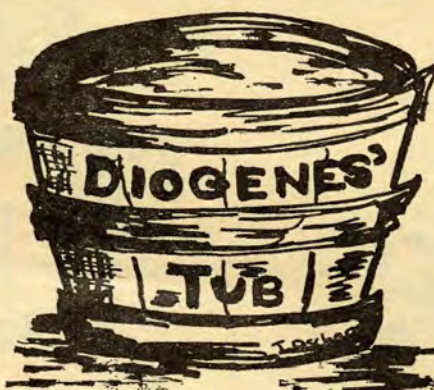
Carolyn Costello

#### Business Manager

Rina Levi

#### Secretary

Marjorie Silverman



Half a year has gone by — the time went so quickly. I can clearly remember September and so many girls planning to do so much: museum visits, a list of books to be read; people to see — a great deal planned but so little accomplished. There was always an excuse and it was always a different one.

Now, a new semester is beginning. There will be new plans and new excuses. Time will once again pass too quickly for these girls to follow through on what they set out to accomplish. Years will pass following the same pattern unless we begin to realize that in order to get the most out of life we must take time to live. Time for travel; time for nature; time to give of ourselves, our talents and our abilities; time for solitude, to be alone and to look within; time for laughter, for letting go and relaxing the tensions held within; time for friendships — making an effort to keep in contact with those who can easily be taken for granted; and time to appreciate the things which surround you and which are so conveniently passed over.

The only way one can accomplish these objectives is to take time to act. Dreams, hopes, aims and purposes mark time until you start them marching. The work to be done and the goals you seek can be achieved only when you get off dead center and make a start. The semester is still new, girls, so let us all take time out to begin it right.

### 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 item:

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 a result of its enthusiastic acceptance another Newsletter will be sent to our parents in early April. The next issue will be more "newsy" and Mrs. Brock has hopes that Lesley students will contribute articles that are of interest to their parents.

## Reflections

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 8, 1967, there was an article headlined "20% of College Freshmen Cheat." Reasons and statistics supporting this headline were provided but they do not excuse this sensational title.

Perhaps the situation is as unpleasant as the *Globe* suggests. I don't know. But I do know that non-graded 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 much of a class norm. The student would be distinctly classified into one of these two categories. Perhaps the student would lose a certain initiative to achieve "A's" in a course. And perhaps, too, a teacher's comment 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-graded classroom. He comments extensively and carefully instead of letter-grading a student's written work. As a freshman, I was fortunate enough to participate 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. At the end of the semester 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 work became more important to us because we knew that Dr. Oliver was seriously interested in our progress — demonstrated by his extensive comments and understanding. Finally, I believe that this system eliminated the need to cheat or to borrow someone else's material. I feel, then, that this experiment was a success. I believe that Dr. Oliver is conducting his experiment this year also, and I'm sure the results of his observations will be meaningful to all of us.

## From the Admissions Office

From December 1-19, Mrs. Ackerson and Miss Chamberlain visited Connecticut, Delaware, Maine, Maryland, 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 of Kingswood Regional High School, Wolfboro, New Hampshire, visited Lesley on Friday, December 16. The members of the Emerald Key Society gave the delegates a tour of the Lesley campus. Following the tour, the guests and the Emerald Key members had a luncheon.

Among the classes the group visited were Mr. Honick's and Dr. Oliver's freshman English classes.

# SUMMER PLANS CAN INCLUDE TRAVEL AND STUDY

## Chances Offered To Study Abroad

Nine groups, each containing twenty to thirty selected American college students, will form seminars in various European cities next summer to study the language, culture and civilization of these countries during a nine-week stay. Designed for the serious student who does not plan to see all of Europe in a short summer, Classrooms Abroad tries to give him a more profound experience through a summer of living in one of the following cities: Berlin, or Tübingen in Germany; Vienna in Austria; Vichy, Grenoble, or Rouen in France; Neuchatel in Switzerland; Madrid in Spain; and Florence, Italy.

Graded classes in small sections of six to ten students, each under the supervision of American and native professors, will deal with the reading of classical and modern texts, the daily press, contemporary problems, conversation and composition, pronunciation and grammar. Students will also hear lectures on history and literature and meet with outstanding personalities. They will have full auditing privileges at the university in each of the selected towns and cities and will participate in all academic and social activities with German, Austrian, Swiss, Spanish and Italian students.

Members of Classrooms Abroad will live with private families in each city, eat many of their meals with their hosts and share the activities of their sons and daughters. They will have ample opportunities to meet young people from student, religious, and political organizations. Regular attendance at concerts, theatres, and movies as well as visits to museums, libraries, factories, youth organizations, and other points of interest are included in the program. Each group will follow its seven-week stay in a city or town with an optional two-week tour of Gorman, French, Spanish or Italian areas. Since most programs end in mid-August, participants have a chance to remain in Europe for private travel after the program. "We have found through many years of experience that it is quite possible, even if you don't know a word of the language, to learn more than a year's worth of college German, French, Spanish or Italian in the course of a summer," says Dr. Hirschbach, Director of Classrooms Abroad, "provided that we get serious and mature students who are willing to mix business with pleasure." Dr. Hirschbach, who also heads the German-language groups, teaches at the University of Minnesota and at Macalester College. The French and Spanish groups will be directed by John K. Simon, Professor of French and English at the University of Illinois and Robert E. Kelsey, member of the Romance Languages Department at the University of California, Davis. The Italian group will be led by Charles Affron of New York University. Classrooms Abroad, now in its twelfth year, has grown from eleven students in 1956 to an anticipated two hundred in 1967. Its fifteen-hundred former students represent some two hundred American colleges.

Full information can be obtained by writing to Classrooms Abroad, Box 4171 University Station, Minneapolis, Minnesota 55414.

## 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 Shakespeare 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 1688 to 1832 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 \$336 at the Universities of Birmingham, London and Oxford; and \$322 at the University of Edinburgh. Courses for all four university summer sessions are designed for graduate students, including teachers in universities and schools. Undergraduates who will have completed 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, 809 United Nations Plaza, New York, N.Y. 10017. Completed scholarship applications must be received at the Institute by March 1; applications for admission by March 31, 1967. Travel arrangements to and from Europe are the responsibility of each student.

**Proud  
to be  
Your  
Food Service**



## PAUL'S

CARD AND GIFT SHOP

Unusual cards

Distinctive gifts

Party goods for all occasions

Personalized stationery

Complete candle department

Jewelry

Greeting Cards

1760 MASS. AVE.

876-1762

## Courses Offered in Paris and Austria

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 \$225, 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 a repeat session in August to provide flexibility of arrangements. Both sessions will offer the same courses in elementary, intermediate and advanced language, as well as the history of civilization 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 \$526.30. To Vienna the same class fare will be \$611.80. This fare, according to Air France, permits the student to stop over at various cities in Europe en route home at no additional 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.

## Service Offers Chance to See U.S.

Campus Street magazine has initiated a new program which they call the PARENTS 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 room 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 country.

Parental permission would be necessary but this appears to be no problem. Daniel 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 offspring 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 970 Clifton Avenue, Clifton, New Jersey, serving as a clearing house. For further information, see Fran Dreier in Reed Hall.

## Chicken Delight

CHICKEN — SHRIMP — FISH

DINNERS & PIZZA

Free Delivery — UN 4-0520

for young sophisticates . . .

Sassy shoemanship with bold wide straps, racy square and round toes, block heel, supple calfskin and brushed suedes.

COME TAKE A LOOK AT  
THE SHOE SHOPPE

A shop which delights in wildly pretty things, oftentimes silly slings, boots, pumps, and walking heels.

Deliciously inexpensive

Do pop in!

**The SHOE SHOPPE**

211 MAIN STREET, NORTHAMPTON

1764 MASS. AVE., CAMBRIDGE

Tel. 354-9028

**Truman Hayes & Company**  
INSURANCE AGENCY, INC.

10 Post Office Square, Boston 9, Massachusetts

HUbbard 2-7350

Samuel O. Penni, Jr., C.L.U. Earl M. Watson, C.L.U.



## Harvard Cafeteria

1613 MASSACHUSETTS AVE.  
CAMBRIDGE, MASS.

## From The Editor's Mailbox

Dear Editor:

May I address the student body through the columns of the LANTERN, to clarify some items of our 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: volunteer. Sign one of 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 may have more volunteers than we can accept, since the size 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, commuters as well as residents, etc. We may include an occasional alumna, and 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 that they are on a standby basis. Last time, if someone had been available and ready, she could have gone, because we had two late dropouts.

Conferences are scheduled for the weekends of Feb. 17-19, Mar. 10-12, Mar. 17-19 and April 7-9. We are already receiving applications for the first of these. You may sign for any of these at any time.

Yours for better understanding,  
Leslie M. Oliver

Dear Editor:

Having been a member of the Lesley community for the past two and 1/2 years, I think it is about time someone (I elected myself) spoke out against all the "unclassifiable cheating" that goes on around here. The constant complaint of many "intellectual" girls here is that we never learn anything. Our courses are so unchallenging, the classes are so dull. However, just what are these intellectuals doing to get interested in their courses and learn the material that is the essence of our future profession? They copy papers from girls who have previously had the course. They use one project for several courses. They have other people actually write papers for them.

In short, these girls are so concerned with finding the short cut that learning is somewhere forgotten in this "freedom of thought." Okay — I agree freedom of thought is very important, but just between you and me, let's get off this kick of constantly complaining about courses and then cheating behind the scenes. Use your freedom of thought to expound upon the ideas presented in class, as well as to look at them constructively. And if you find school such an unbearable bore — transfer, and you may find out that it's not school that's the bore after all.

To The Editor:

Many colleges and universities in the Boston area have a policy of freezing a student's tuition. Thus students pay the same tuition each year; only incoming classes are subject to tuition increase. Unfortunately for many students at Lesley our tuition has increased from \$1450.00 in 1964 to \$1700.00 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.

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

SHAILA REGAN,  
S.G.A. Representative

### Elective — Continued

acquired through the semester. As time went on, each student expressed less and less anxiety about a final grade and an increasing concern about new ideas which would become part of their total college learning.

It is not possible to assess this new kind of learning experience since no data was kept. The professor personally evaluated each student at the end of each week. These personal evaluations were not shared with the students. His judgments were based on growth in learning, willingness to accept new ideas and ability to relate the readings to private and public life. Each student participated freely in the dialogues and discussions. There was interest, disagreement and memory references to material from past readings. Occasionally, the professor was asked to correlate, synthesize and give his personal opinions about the material which was being discussed. Apart from the first session when the general procedures were agreed upon, the professor never taught or lectured in the familiar college pattern. He was not an authority image and he was treated as a fourth student engaged in a learning process.

The professor feels that this is the most effective elective he has ever offered. Discussions continued outside of the professor's office. Whenever two, three, or four of the group would meet on campus, the conversation would inevitably pick up ideas from the last discussion, new books would be mentioned, new ideas talked about. There was a commitment, a kind of dedication from the students not found in the more passive college courses.

Such learning experiences would probably not be possible in the ordinary college curriculum. Small numbers (no more than twelve), mature students and a genuine interest in subject material may limit too many such offerings. Philosophy 308 extended successful possibilities for a new type of learning; pragmatically it may have limited ability to meet the needs of college planning.

DR. RUSSELL G. SCHOFIELD

### DON'T MISS IT!

REMBRANDT EXHIBITION

at the  
Boston Museum of Fine Arts  
Now through March 5

### The Poet's Corner

BLAME

By S J. LEVIN

As we lift our arms to declare  
That guilt belongs elsewhere  
It's noteworthy to linger  
On the fact as our index finger  
Points at another soul,  
The other 3 fingers as a whole  
Turn without any fuss  
And point right back at us.

## Review From The Top

"The toughest-minded, and most ingenious political satire I've read in years . . ." is a serious title to bestow on a young author. But how can Dwight MacDonald be wrong?! So I bought and read *MacBird* by Barbara Garson. It just goes to prove everyone is fallible. This book is not serious. No, I think it goes beyond the boundaries of "fair" when Johnson is accused of involvement in Kennedy's assassination, blamed for Stevenson's demise and Ted Kennedy's airplane accident. Do not let the postscript "The play's the thing wherein I'll catch the conscience of the King" fool you. Miss Garson strides past the border of political criticism to Johnson's private life (of which she leaves him none), when she speaks of Lucy Baines "Early Bird" pregnancy. No one is spared, Bobby Kennedy comes across as the people's conniver and Teddy "Bear" K. as his immortal mental midget brother.

Miss Garson writes with a heavy hand, taking the art of subtle satire and beating out loud, racy protest. There is no enjoyment in discovery of new scented criticism; you must read holding your nose so as not to be smothered. Yes, there is a chuckle or two when your "pet" complaint of this administration is paraded. But as one of so many it means little to you or anyone else. Events have led themselves to an easy modern translation of MacBeth and since Shakespeare's copyright is up, Miss Garson will never be taken to court for her plagiarism. With current events as they are — the "declaying" of Mrs. Kennedy's image with her court case against Manchester, we can hope this book will soon be out of date. It is interesting to note that of all the major characters Mrs. Kennedy received the least amount of adverse comment. And in fact a good deal of the time finds her indefinitely in the background far from her usual previous role in political life. The three other fatefully 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 blunt language, Lisa Lyon has contributed pictures that "caricaturistically blare what Miss Garson does not scream. No, as political satire Mr. MacDonald's *MacBird* is not the McCoy!

SANDRA HILLMAN

### Best Wishes

Engaged:

Judith Hammond '67 to Clifford Roberts, United States Air Force.  
Sandra Lundell '67 to James McLaughlin, Boston College '67.  
Maxine Price '68 to Mark Sugarman, University of Pennsylvania '66, Columbia Business School '68.  
Anita Schiano '68 to Emilio Diliberto, Massachusetts College of Optometry '68.

Pinned:

Betsy Fiske '69 to Bruce Jacobson, Tufts University '68.  
Judith Pierce '69 to Robert Roop, Tufts University '69.

### ELSIE'S

DELICATESSEN LUNCH  
FAMOUS ROAST BEEF SPECIAL  
71 Mt. Auburn St., Cambridge

We meet all of  
your student  
teaching needs!

LESLEY BOOK STORE  
MELLEN HALL

### Wet-Way CLEANERS

Your Professional  
Dry Cleaner

KI 7-8008  
4 Hudson Street  
(off 1672 Mass. Ave.)  
Pick up and Delivery

### STUDENT AND OFFICE SUPPLIES

BOB SLATE, Inc.  
STATIONERS

1288 Mass. Ave., Harvard Sq.  
KI 7-1230

### The Lexington Press, Inc.

7 Oakland Street  
Lexington, Mass. 02173  
862-8900  
Job, Commercial  
&  
Book Printing  
Letterpress Lithography  
Printers of  
Lesley Lantern

### HAZEN'S

THE BEST AND BIGGEST  
IN SANDWICHES

With Roast Beef Special you receive  
a thick shake — worth 75¢

Your Price 50¢ if you are  
holding this ad

24 Holyoke St. Cambridge  
868-9866

### POLY CLEAN

Coin-Operated  
Dry Cleaning

\$1.75 PER LOAD 8 lbs.

Open 7 A.M. — 11 P.M.

1685 MASS. AVE.  
(between Harvard & Porter Sq.)

### SHEPARD PHARMACY

Apothecaries

1662 MASS. AVE.  
CAMBRIDGE, MASS.

TR 6-8840