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The Lantern (December 1, 1967)

Lesley College

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CONFERENCE TO LEARN

Educators from the Boston area and other cities and towns throughout the New England region convened at the Stratford-Hill Hotel in Boston on Friday, November 17, for the annual Lesley College New England Kindergarten Conference.

The conference is sponsored each year by Lesley College's Graduate School of Education in Cambridge. Its purpose is to allow educators from New England to gather in one setting to evaluate and discuss present-day methods of educating young children and to look at new developments in early childhood education. Last year, the conference was attended by more than one thousand teachers, principals, school superintendents, and educational specialists. The conference was limited to state-out attendees from New York, New Jersey, and as far away as Canada.

The theme for the day-long New England Kindergarten Conference was "Focus on Language," and conferences critically examined early childhood education as well as such issues as the development of thinking, capabilities at the kindergarten level, approaches to teaching reading, kindergarten program content; and the development of mathematical concepts.

Guest speakers for the conference were widely known authorities, recognized for their experience in, and knowledge of, the field of early childhood education and related areas.

The keynote address will be presented in the afternoon by Elizabeth S. Freidus, of Teacher's College, Columbia University. Mrs. Freidus, a nationally known consultant on learning disabilities in children, spoke on, "Children Teach Themselves — How Can We Help Them?"

Other speakers at the conference included: Dr. Eric Denhoff, of Providence, Rhode Island, a specialist in Pediatric Neurology; Dr. Rose Marker, of Brooklyn College, an exponent of educational television and creator of "The Roundabout Series;" Michael Spock, Director of the Boston Children's Museum; and Linda Frederick Parker, Director of the teacher training program in creative music and movement at New England Conservatory of Music.

Dr. William H. Ohmenger, Superintendent of Boston Public Schools, moderated the morning session.

Lesley College has sponsored the New England Kindergarten Conference for several years and has a special interest in the continuing education of those in the teaching profession. Lesley College also prepares men for teaching careers on the graduate level through extension and graduate programs.

Reservations for the New England Kindergarten Conference were handled directly at Lesley College, 29 Everett Street, Cambridge, Massachusetts, under the chairmanship of Mr. Mort Mandel, Associate Professor of Education.

WE REACTED

by C. E. Hall

"When you go to bed at night, make sure your pillow is filled with pure, soft cotton, not something else," Dr. Gattegno called to the students. "Dr. Gattegno's closing statement was as powerful as his lecture. "Shocked — overwhelmed — very upset," were the students' comments of the guest."

On November 2nd, the Math Department at Lesley arranged for Dr. Gattegno as their guest speaker. The funds for this visit were made available through a grant from the Graduate School.

To describe Dr. Gattegno as an outstanding speaker is an understatement. He is presently the Director of Schools For The Future in New York. His experience includes teaching math to children in fourteen languages. Dr. Gattegno has also published in the fields of language arts. He is the author of Words and Color: Method of Teaching Beginning Reading.

Dr. Gattegno gave four performances during the course of his visit. All four were heavily attended. His goal was to impart some of his math knowledge to the students. But this goal was subordinate to his method. While speaking, his eyes would scan the audience as he carefully perceived the students' reactions. Dr. Gattegno did not ask questions. He commanded answers. The students, not accustomed to such subtleties, were stunned.

His method may have seemed intimidating. Yet it was productive. He injected everyone into thinking. The proof of this is in the students' reactions. Everyone who saw Dr. Gattegno performed has an opinion. Whether it was a personal opinion of the man, or an opinion of his method — we reacted.

MIXER TONIGHT!

8:00 P.M.
White Hall Lounge

OPEN HOUSE

Members of the Cambridge City Council were guests of the Trustees of Lesley College at an Open-House on Thursday, November 17.

At the Open-House, Mr. Robert W. Fawcett, Acting Chairman of the Board of Trustees, announced to Council members the establishment of a $75,000 Scholarship, made available to the City of Cambridge from Lesley College. The Scholarship is in appreciation for consideration given by the City to Lesley last June, when the council agreed to allow the college to close the Oxford Street end of Mellen Street.

The Scholarships will be used to provide college opportunities for aspiring elementary school teachers who are residents of Cambridge and who want to teach in this city after graduation. The funds will be available for undergraduate or graduate programs at Lesley commencing with September.

While at Lesley, Council members toured the campus and were shown how closing the eastern portion of Mellen Street would benefit the city as well as the college. The section to be closed is bordered by Lesley property and will eventually become part of the campus, although a date for closing the street has not yet been decided.

Present at the Open-House were: Daniel J. Hayn, Jr., Mayor; Thomas Costes, Vice Mayor; Edward A. Crane; Joseph A. DeGuglielmo, Assistant Superintendent of Schools.

SCHOLARSHIPS

The applicant must meet all standard admissions requirements of Lesley College. Scholarship awards will be made on the basis of the student's need and promise as a teacher, as determined by the Admissions Committee of Lesley College.

Applications for these scholarships are to be made by the candidates to the Admissions Office of Lesley College and the same may be either for admission to the Undergraduate or Graduate Degree Programs at Lesley College.

Awards under the foregoing program will be made commencing with the Fall Term (September) of 1968.

RESOLUTION OF THE BOARD OF TRUSTEES

LESLEY COLLEGE, CAMBRIDGE, MASSACHUSETTS

THE CITY OF CAMBRIDGE

SCHOLARSHIPS

As evidence of appreciation to the City of Cambridge, in the Commonwealth of Massachusetts, for the vote of the City Council, dated June 26, 1967, releasing the public easement in and the closing of off the Easternly portion of Mellen Street and in further recognition of the fact that Lesley College is a vital part of the Cambridge community, the Lesley College hereby establishes the City of Cambridge Scholarships under the following qualifications and conditions:

Full tuition scholarships will be awarded by the College, until a total amount of $75,000, in standard tuition charges has been expended or credited to successful applicants.

The applicant's parents or legal guardians must be residents of the City of Cambridge.

The applicant must meet all standard admissions requirements of Lesley College.

Scholarship awards will be made on the basis of the student's need and promise as a teacher, as determined by the Admissions Committee of Lesley College.

The applicant will demonstrate credible willingness to teach in the elementary schools of Cambridge.

Applications for these scholarships are to be made by the candidates to the Admissions Office of Lesley College and the same may be either for admission to the Undergraduate or Graduate Degree Programs at Lesley College.

Awards under the foregoing program will be made commencing with the Fall Term (September) of 1968.

Father Flynn

Father Flynn, a Cambridge resident is the new advisor to the Newman Apostolate. He is formerly from Saint Timothy's Parish in Norwood, Massachusetts. He is succeeding Father Chevalier, who has been transferred from Saint Paul's to another Parish.

Being part of the Newman Apostolate is new for Father Flynn, consequently he is most open to any new ideas and suggestions that anyone might have. He is interested in what we are doing here at Lesley.

He is on Campus every Thursday and wherever he is needed.
How many times have you heard our students complain that the public is ignorant of our existence? ("Lesley — it is that two-year school!") And how many more times have you heard members of the college complain that the girls seem apathetic, sometimes even indifferent? The Lantern has often criticized the Lesley students for being apathetic, or unwilling to take part in activities in school, or in the Boston area. Our new policy of including an informative, controversial Special within each issue is an attempt to stimulate discussion of these actions. The students are our efforts to involve them in the minds of the public; and the surrounding world in the minds of Lesley citizens.

Our efforts to stimulate the college to outside involvement is twofold. We are now encouraging students to speak to the college to tell them that we have current with issues, demonstrations, election information, and Boston events. Secondly, it is our hope that the Specials and speakers will provide incentives for the members of the staff (faculty and administration included) to take part in activities in the area. This MUST include professional events such as the Russian Educational Exhibit at Boston College, as well as political, social, and cultural offerings.

If the College succeeds in closely examining internal affairs, and correcting that which is irrelevant, and that drive back the society and the traditional.

The subject of our concern is, however, traditional in itself. For precedence, student power reaches back through nineteenth-century German's Lerntribunal, through the Modern concept of the student body, back through the student hiring policies among the ancient Greeks, and even beyond in time. Student power is anything but new, and being thus time-worn, can hardly be revolutionary.

Rather, student power is solid reality within the structure of higher education; a real power that lends itself to bettering the lives of students. The lantern exists as a true student vehicle through your kind efforts — efforts to desist from helping us. We have learned by practice and experience; by our own management and maimgement. You are a sponsor; we are ambitious and we pick up the pieces of our failures. You nurture them and us to greater success and progress. Thank you Dr. Leslie M. Oliver.

Thank you Dr. Oliver for being you. You are the girdor that supports unrealistic enthusiasm as well as disheartened disappointment. Our "invisible hand" that can hardly be pinned on a pinch and does not smother our amateur ambitions. The Lantern exists as a true student vehicle through your kind efforts — efforts to desist from helping us. We have learned by practice and experience; by our own management and maimgement. You are a sponsor; we are ambitious and we pick up the pieces of our failures. You nurture them and us to greater success and progress. Thank you Dr. Leslie M. Oliver.

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The students must begin by establishing their own priorities according to what they intend to exercise and how they constructively intend to use it. Secondly, the community of scholars that includes the student body, the faculty, and the administration functions here.

First, a student's student teaching experience is determined largely by two factors: (a) the availability of and willingness of classroom teachers and school administrators to accept student teachers from Lesley College, and (b) the availability of transportation facilities for the students. Classroom teachers are asked if they wish to supervise the day. School supervisors and professional teachers could provide and the students that they intend to exercise and how they constructively intend to use it. Secondly, the community of scholars that includes the student body, the faculty, and the administration functions here.

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Power vs Rule

by Dale Clayton

Judicial Board vs. Student power as such; rather it is a counseling or spell out just what Judicial Board is and what we are doing.

To begin with, there are seven members on the board: Bynya Rikkind (who will serve until a freshman is elected) Sophomore Representative: Sue Peters Junior Representative: Pam White-Junior Representative: Paula Serefin Resident Chairman: Carol Reisman Commuter Representative: Jeanette Fong

These members represent their classes only in the fact that they are from a particular class or group. They can not ask how to decide upon a case. You gave them the responsibility to vote as you thought they should. This means that you, as students, cannot help us make decisions. The way to use your power is to be heard by these students so that they will have a voice at the meeting. But otherwise the responsibility lies on the shoulders of your chosen representatives.

We are open to suggestions and are always glad to see members of the Lesley community at our meetings.

All of the decisions made at our meetings are well-thought out and weighed carefully. Each case is treated as a separate, individual case. We require a report from the girl who has committed the infraction. All of the girls mentioned in the report must also attend. We then hear the story from many different viewpoints.

The power of the students comes from Student Government. They make the rules. We, as Judicial Board, are the enforcement agency. Since you made the rules, you should follow them.

SBC AND POWER

by Lanie Demou

SBC Vice-President

"We believe "now called to order. We will begin with a report from the Student Power Committee," Abrud, you say, and I agree. But the exact question is "Is Student Power at Lesley? Does it exist at all? If so, what does it mean?" Many people will point to the Student Government association in answer to these questions. Perhaps they are partially correct—but only partially, and the freedom to express and explore new ideas is the real power. The nature of Student Government is such that these views can and will initiate transition. However, they must first be voiced.

The question of "power," even if we are through influence or the exertion of some pressure to re-examine the constitution for this reason is totally boundless. The possibilities—numerous.

There is then the real opportunity to wield Student Power constructively, to whom shall we look? To the campus legislators? Student Government is not an isolated body in and of itself. — a "they" which clutches power with clenched fists. Rather, it is a reflection—a microcosmic representation of all of us. But even more than that, it is an implement through which our opinions, ideas, and concerns are vocal and our authority exercised. To whom shall we look? Perhaps, first, to ourselves.

Adjoined.

NORTHEASTERN LEADERSHIP

by Ginny Done, ’69

This week-end Northeastern University sponsored a leadership conference at Warren Center in Ashland, Mass. There were around 20 attendees representing N.U. U. of Mass, Framingham and Boston State Colleges, Wheelock, Regis, M.I.T., and Lesley.

Each participant had an opportunity to attend the workshops dealing with current problems on college campuses. We both felt that the discussion groups, so on Student Rights and Powers, were not only valuable and applicable for us.

When discussing student rights, the best opportunity for enlightenment comes from meeting with other students. We discussed how much power student students they should be given, where it should be exerted, and how it should be controlled.

It was gratifying to discover that we at Lesley are very close to the "ideal" college. Tabulated below is the committee's opinion on what we think our outer student power is appropriate—S-F for students; F-F for faculty; A-Administration.

1. Faculty - A
2. Beren - S-F
3. Graduates - S-F
4. Availability - S-F

As a transfer...

by Suzanne Kallkos, '70

Definite manifestations of student opposition to the Vietnam war at Lesley cannot yet the individual student can not help but question the "amount of power given to the student body" as a whole. The administration of other girls' schools. As a transfer from Sweet Briar College in Virginia, I have been particularly aware of this question.

I would not say that Lesley has "more" or "less" power, however I would venture to state that at Lesley the students' power covers a concerned and fervent sphere than at S.B. At S.B. there is a very active student court to which a student can present a case once a week to try infractions of college rules. At Lesley where this is not so, a group of students, such a court would scarcely exercise the students' power as there would not be the same amount of cases. I would find myself in the Strict Southern Girls' School. Sweet Briar, located in the central Virginia, where the Student Government is such that these rules are MUCH MORE liberal, and a most dynamic experience.

I was impressed by the fact that the students were allowed self-scheduling in their college. Lesley used to be without permission this year. I was permitted to take them at their own convenience. The passing of this act was a step in the right direction. However, we were not allowed to be vice-president and be on the board at the same time. I asked one of the leaders, a senior at Sweet Briar, if the march was a success. She replied around the network. "The march was turned into chaotic mass by 1:00 confused and bewildered uniformed policemen. Forty men, women, and children were injured and arrested. One event which stands out in my mind is the barrage of policemen knocking down people and swinging clubs wildly. As a result of this, a woman was carried away from the ground by uniformed members of the other students. As this is remembered, and learned, the march was a success and worthwhile; if it is forgotten, then it was a total loss."

The crowds, under a heat of hate, soon dispersed in every direction chanting, "We are beautiful, we are beautiful, we are beautiful, we are beautiful."
FACULTY BIDS: MORE POWER TO YOU!

CAMPUS POWER

by Russell G. Schofield

Dr. Max Lerner, Professor of government at Brandeis University, has made some extremely interesting observations in an interview with the author. "Are we in the process of creating a new Prince and The Discourses by Niccolo Machiavelli. He characterizes Machiavelli as "... the first modern analyst of power." Machiavelli was primarily interested in political power but, if one adds that it can be used for political or campus, carries the connotation of manipulation for some purpose. It must be assumed that man must be taken together; no individual or group comes into power unless they intend to use the power for some end; it might be to be some good end (which end is defined as good by the individual or the group), or it may be seen to be a bad end by those who are being manipulated.

Dr. Lerner further characterizes Machiavelli with "... the clear-eyed capacity to distinguish between man as be it political or campus, carries the primarily interested in political power analyst of power." Machiavelli was be it political or campus, carries the primarily interested in political power analyst of power." Machiavelli was bad end by those who are being manipulated

Historically, campus power resided in the faculty — a highly trained group of men and women whose responsibility was to use their power to manipulate the curriculum and students. They did this to ensure that continuing generations would understand society's adults have adjusted to so

Powerfully, the source of campus power shifted from the faculty to the administration, who were better equipped to manipulate the curriculum and students. It was not until more generations of students were exposed to campus life that the faculty was no longer the dominant source of power. The present generation of students probably redefines the meaning of power, who are not only aware of this.

The time has come for open dialogue among these three groups. It is not just the students, the faculty or the administration who must be included, but all students. The present generation of students is too young to be comfortable with the idea of having to use their power to manipulate others. It is important to recognize that students are not only capable and highly articulate. They are functioning as an administration.

Significant student power at Lesley, characteristically, is the ability to quiet the voice of the administration. Student power can be used to defend the integrity of the institution, to prevent the exploitation of students, to prevent the administration from using the power they seek. The student body. That is why they are struggling for campus power could best be determined in open dialogue rather than in the despotism of small pressure groups. The freedom of each individual must be protected and no use of power for some personal gain which takes away the freedom of the student, the faculty member, or the individual group. Significant student power is used to limit the freedom of the individual, then the individual or group. This is not to say that students are now able to refer with to at least one Language Arts Methods course on campus that resists their faith in and actually creates spontaneous love for those education courses they ordinarily scorn and abhor. Music skills are undeniably valuable tools for elementary school teaching; please recognize the usefulness of Freshman Music Fundamentals; It's your only methods course in the field. However, consider Freshman Art Survey. I hope you really enjoyed the arts and crafts because you get a second chance at this repetition during Junior year.

Many of us, beyond the discriminating thirty years, find college work satisfying and exciting because the idealism of college youth is always in the bank. Some students, like the giant, may own a small but a few always ask, with life, and others can be awakened. And transformation of the comfortable to that unknown must surely carry fear.

At Lesley, budding student power helps keep debate honest in the Curriculum Committee, helps keep the dream. The student Teaching, and participates as planning staff in pilot projects now and then.

But student power may also serve to keep academic standards high. As at Lesley College, may help keep frozen the "cool it" norm so characteristic here. Student power exercised by the majority of students to make the administration more aware of the needs of students more than a little alienated. Student power can be mobilized for bigotry as well as for ideals. Significant student power at Lesley, characteristic of a small group, is to say, it is the ability to quiet the voice of the administration.

The sanity and value of Lesley's academic curriculum is always up for debate. Methods classes are often the most harrassing because students tend to doubt their usefulness. Fortunately students are now able to refer with pride to at least one Language Arts Methods course on campus that resists their faith in and actually creates spontaneous love for those education courses they ordinarily scorn and abhor. Music skills are undeniably valuable tools for elementary school teaching; please recognize the usefulness of Freshman Music Fundamentals; It's your only methods course in the field. However, consider Freshman Art Survey. I hope you really enjoyed the arts and crafts because you get a second chance at this repetition during Junior year. And another course teaches methods! Recently Junior Science Methods has been substituted by third semester Physical Science, Word has it that the Methods part of the course is being saved for Spring, which is a lovely thought except that half of the Student Teachers depending on the Methods part will be finished teaching by then.

Oh well. Students are to busy running from class to class that they really don't have the time to figure out which methods are in Methods or one in Methods. Do not do the methods.

CANDID CAPSULE

JUDY HYMOFF

Thank you to our special contributors:

Marcie Colognioni 65
Dale Clayton 69
Elaine Domina 66
Ellmer Van Egmund 70
Suzanne Kallusch 67
Ellen Keiper 66
George Miller 65
Russell Schofield 69

December 1, 1967
For its second play of the season, the Drama Club has produced AWARE and SING!, a play written in the 1930's for a contemporary audience; to stir them to think about and react to their times. And yet, 30 years later, the performance by the Charles Playhouse powerfully hits its mark. For many, it brings back acting memories, but for those too young to know the performance, it offers us a glimpse of the history of the American theatre.

The presentation is one of the best that I have ever seen at the Playhouse. Any suggestion developed, such as retardation, a tea her does not want to be associated with, such as sniveling immigrant, Sam Feinschreiber is a fierce Marxist and tender grandfather. His name, the power trying to take over all of our minds and our freedom has an education and a creative. At least this is the impression I received from the Russian performer who played the part of the helper. The acting is superb. We are, in the midst of this unfolding conflict with many sharply cut and fruity lines. And at the same time, we are never forced to divorce ourselves from the predominant theme of the depression.

Will Lee distinguishes himself as he portrays the helpless patriarch of a fierce Marxist and tender grandfa­ ther. He is in a constant battle with his son, the power trying to take over all of our minds and our freedom. At the same time, we are never forced to divorce ourselves from the predominant theme of the depression.

In a sense, the play revolves around the children. Henrie, the young, sniveling immigrant, is forced to marry the intellectual and sensitive immigrant, Sam Feinschreiber (Dennis Halfem), while the first man to make her, Moe Axelrod, (John Seitz), stays within the framework of the family as a boarder because of his love for her. And Ralph, the son on whom the play is placed the responsibility of carrying out everyone else's dreams, until he finally learns that it is his dream alone that he can ever hope to fulfill.

Under the excellent direction of Michael Murphy, the characters develop a real sense of emotion. They live for each other and yet in anger and despair the characters move one another to use their instincts to survive and take each moment as it comes.

AWARE and SING! is presented as one in a series of American plays which, like the last play AMERICA IN URTH, are mostly social protest. AWARE and SING! is also a social protest play, but one of a different time with a different quest. We clearly see the anger and bewilderment of the time, and when we leave, we leave with a small taste of its hurt and despair.

International Student Association in Cambridge. Ronnie Soferenko, our Publicity Chairman, is Secretary of the Student Government of I. S. A. Everyone is welcomed to attend the Public Relations board meeting in the cafeteria.

The officers of the International Relations Club (Debbie Scharen President; Sheila Brumle, Vice President; Phyllis Gabowitz, Secretary; D. A. D. John, Treasurer) are Bonnie Soferenko, Publicity and Majid Taherian, our advisor, would be delighted to hear from you regarding suggestions for speakers or other activities. Our next meeting will be held very soon.
GREENSTONE

Greenstone, by Sylvia Ashton-Warner, is an unusual novel. It reads like a fairy tale, yet tells the story of a family whose stark poverty and inability to make ends meet could make a totally depressing book.

Greenstone tells the story of a closely knit, loving, eccentric family living in New Zealand. Richmond Comisínô Puppa once a famous writer, an aristocrat, an elegant Englishman is not a cripple; his wife is the family breadwinner. Together, they have a dozen or more children, who are for the most part uncooperative and selfish. Also living with them is Huia, their granddaughter. Huia is a Maori princess (her maternal grandfather is the aged Maori Te Kenga Renga) and heiress to the Maori kingdom, fortune, and its royal insignia, the greenstone Takarangi, from which Mrs. Ashton-Warner took her title.

The theme of the novel is the conflict between the Maori culture and the culture of the white man. Huia embodies this conflict, for she is caught between the duties and affections of This Side, the white man's village situated on the Whangai River, and the blood loyalties of the Maori tribe on That Side. She is the author's vision of the future—the harmonious fusion of the two cultures.

One would call Greenstone a work of art. Mrs. Ashton-Warner describes beautifully the New Zealand countryside that she obviously loves. She skillfully succeeds in blending the realities of the Comisínô household—beatings, yelling, loss of an eye, a self-induced abortion with the fantasy of Puppa's bedtime storytelling.

"Puppa sits on his chair at the window with his hands upon his knees... and the children cluster round him in their white nightshirts.... He adjures his eye-shade, clears his throat and changes the order of his hands, at which the chattering stops like magic. 'Once upon a time there was...'(pp. 68)

These nightly sessions of fantasy are to me the highlights of the book. The alleged horrors are never the children, but they comprise the intricacies of life. Characters, named Utility, Freedom, Truth, Civilization, aid the children in understanding and in coping with the world outside.

"Will you," asked Rikirangi, 'return my greenstone? It will be a curse on you.'

'Will not return your greenstone."

'But the white man did nurse Rikirangi back to health and, side by side, they lived together in the risen sun.'

"There is a silence in the old dark room.... Suddenly in her passionate Maori was Huia bursting out crying, 'I know,' she weeps, 'I know.'"

'Sue, 'Who was that white man?'

'That was the Maori ambition. He doesn't seem to have it now.'

"There was the Maori ambition. He doesn't seem to have it now.'

"Yes he does, Puppa,' from Huia. 'I've got Maori top of.

"Oh top of his wig was his hat..."

"It's a silly decent sort of story," from Lance, 'even though it's about Maoris.'

'That was the Maori ambition. He doesn't seem to have it now.'

"On top of his wig was his hat...."

'The white man didn't give Rikirangi back his greenstone.'

"That was the land," from Huia.

"On top of his wig was his hat" (pp. 104-106)

Thoroughly charming—a beautiful book, a young girl learns to perceive the reality of the west and the mysticism of the Maori.

by Tom Levine

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GARTER BOWL

by Judy Hanslowe

Sock it to 'em Lesley, and so we did! On November 5, the Lesley Leopards, in a magnificent performance on the Curry College football field, outscored the Curry Patriots by a score of 12-6. About two months ago, the Curry College girls' football team challenged us to a game of flag football. Recently, a superb team was formed and hard practice began. With the help of the Lesley coaches, Pete from Curry and Roger from Harvard Law, excellent progress was made. As the big day drew close, and bruises flew once numerous, the Lesley girls grew firmer and tougher and were ready for attack.

In the first quarter, the game was filled with action although neither team scored. The stands, overcrowded with Lovely Lesley Ladies, vibrated with spirited cries of 'sock it to 'em!'

The second quarter brought our two touch-downs and the fans went wild. Quarterback Sue "Cold" North completed a 15-yard pass to halfback Anne "Broken" Hart who ran another ten yards for the first TD of the game. Although the point-after-touchdown was unsuccessful, spirit was still hot and we knew we were on our way to victory! Within minutes, Judy "Heavy" Herrmann crashed through the brute Curry line and ran 25 yards for the second touchdown. At halftime, the score was Lesley, 12, and Curry, 0.

In the third quarter, by sheer luck, Curry scored a touchdown. But after that, it was "no-go" for Curry and the Lesley defense held strong. Murrin "Skin" Ward recovered a fumble on our 5-yard line in the fourth quarter and prevented Curry from scoring. Judy "Happy" Upson, Michelle "loose" Leventhal, Pam "Witty" Whitecomb, and Marilyn "Never" Nesnow showed their skills and also contributed to the victory by holding the Curry line.

The defense players, Jane "Peyton"

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Best Wishes

Susan Spencer '70, pinned to Warren Dworkin '69, Bryant College. Jane Church '70, pinned to David Engeiss, '68, Tufts University. Diane Hunter '70, pinned to Davis Seal, '60, Dartmouth College. Nancy Gill '70, pinned to Michael Kentley, Bentley.

Place, Miffly "Spring" Storms, Kathy "Crippled" Kukisht, Gabor "George" Reeves, Cheryl "Easy" Elston, and Bev "Dippy" Dunn, displayed super-speed and unbreakable precision and knocked Curry's defense to the ground.

And so Lesley students, you can be proud of your football team, led by "Cold" North and "Dippy" Dunn, because on November 5, 1967 they showed Lesley College, Curry College, and the world that they have what it takes! They may not be ready for the Patriots yet, but just give them a few more weeks of practice and they'll kill them!