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LESLEY INTERPRET

Vol. XXIX

CAMBRIDGE, MASSACHUSETTS, DECEMBER 1, 1967

No. 6

CONFER TO LEARN

Educators from the Boston area and other cities and towns throughout the New England region converged at the Statler-Hilton 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's conference was attended by more than one-thousand teachers, principals, school superintendents and educational specialists. The conference drew out-of-state attendance from New York, New Jersey, and as far away as California.

The theme for the daylong New England Kindergarten Conference was "Focus on Learning". Speakers and conferees critically examined early childhood education as well as such issues as the identification of learning difficulties 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 include Dr. Eric Denhoff, of Providence, Rhode Island, a specialist in Pediatric Neurology; Dr. Rose Mukerji, of Brooklyn College, an exponent of educational television and creator of "The Roundabout Series"; Michael Spock, Director of Boston's Children's Museum; and Lisa Frederick Parker, Director of the Teacher Frederick Park in creative music and movement at New England Conservatory for Music.

Dr. William H. Ohrenberger, 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 through Lesley College, 29 Everett Street, Cambridge, Massachusetts, under the chairmanship of Mrs. Mary Mindess, Associate Professor of Education.



WE REACTED

by Eileen Nicewiz

"When you go to bed at night, make sure that you do not wake up with a stiff neck." 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 incited everyone into thinking. The proof of this is in the students' reactions. Everyone who saw Dr. Gattegno perform has an opinion. Whether it was a personal opinion of the man, or an opinion of his method — we reacted.

OPEN HOUSE

Members of the Cambridge City Council were guests of the Trustees of Lesley College at an Open-House on Tuesday, October 24.

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 easterly 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. Hayes, Jr., Mayor; Thomas Coates, Vice Mayor; Edward A. Crane; Joseph A. DeGuglielmo, City Manager; Bernard Goldberg; Thomas H. D. Mahoney; Walter Sullivan; Alfred Vellucci; Mrs. Cornelia B. Wheeler. Other guests were John M. Tobin, Superintendent of Schools for the City of Cambridge; and Edward Conley, Assistant Superintendent of Schools.

Among the Lesley Trustees from the Cambridge area who were present were: John H. Dyer, Partner of Storer, Damon & Lund; Robert W. Fawcett, President of Robert Fawcett & Son Inc.; Hollis G. Gerrish, President of Squirrel Brand Company; and Eliot I. Snider, President of Massachusetts Lumber Company.

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 off of the Easterly portion of Mellen Street and in further recognition of the fact that Lesley College is a vital part of the Cambridge community, 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 guardian must be a resident 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 financial 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 whenever he is needed.

MIXER TONIGHT!

8:00 P.M.

White Hall Lounge

The Lantern Speaks

LANTERN BECOMES LESLEY

How many times have you heard our students complain that the public is ignorant of our existence? ("Lesley — is that a two year school?") And how many more times have you heard members of the college complain that the girls seem apathetic and uninformed of current events?

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 thought, and action. It is the beginning of our efforts to put Lesley 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 negotiating for speakers to come to the college to acquaint the student body with current issues, demonstrations, election information, and Boston events. Secondly, it is our hope that the Specials and speakers will provide incentives for the members of Lesley (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 it feels is not adequate; plus becoming involved individually or as an institution in external activities, it will become the Lesley we dream of.

THANKSGIVING THANK YOUS

Thanksgiving is a time of reflection. The leaves turn color and fall, and winter creeps upon the scene. In hearts and houses people pack away their summer fancies and fantasies and hibernate. With a splash of red cranberry sauce and orange pumpkin we take our last festive fling before settling behind fireplaces for the winter. In this time of recognition and contemplation of blessings, *The Lantern* would like to say some thank yous. Yes, thank you to an administration that respects our judgement and allows our free publication. Thank you, to you, the reader who accepts our failings as well as our successes. And thank you to each member of our staff, who gives up time, energy and a little of herself to each issue. But we would like to acknowledge a special blessing that is ours — Dr. Leslie M. Oliver.

Thank you Dr. Oliver for being you. You are the girder that supports unrealistic enthusiasm as well as disheartened disappointment. Our "invisible hand" that can be relied on in 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 mismanagement. You are a sponsor who sponsors our ambitions and picks up the pieces of our failures. You nurture them and us to greater success and progress. Thank you Dr. Leslie M. Oliver.

STUDENT POWER... THE DEAN'S VIEW

Student Power! The words have an exciting ring. They connote a gathering of revolutionary and imaginative ideas — ideas that necessarily result in an enlightened breakthrough and that drive back the stodgy and the traditional.

The subject of our concern is, however, traditional in itself. For precedence, student power reaches back through nineteenth-century Germany's *Lernfreiheit*, through the Medieval concept of student curricular origin, back through the student hiring policies among the ancient Greeks, and even beyond in time. Student power is anything but new, and being thus timeworn, can hardly be revolutionary.

Rather, student power is a solid reality within the structure of higher education; a reality that springs to life only as we at Lesley focus upon student power as it functions here.

At Lesley, the channels for exercising student power do exist within the "community of scholars" that includes the student body, the faculty, and the administration. Our main concern should be, is this power effective, constructive, and working to the best interests of the students themselves?

The students must begin by establishing their own priorities according to what power they intend to exercise and how they constructively intend to use it. Secondly, they must identify the proper internal and external structures and channels for exercising their power. They must then use these channels to intersperse their goals among priorities that have been established by the other groups within the campus community. Finally, a common goal must be evolved which incorporates the priorities of the tripartite community.

Only then can imaginative and revolutionary ideas be molded into responsible and effective action.

Marion Stringham

From The Editor's Mailbox

DIOGENES ALLY

from Charles Clayman

The October 28 issue of the *LAN-TERN* featured an article in "Diogenes" on some of the vicissitudes involved in student teaching. The format was a dialogue between a student and Charlie Clayman, Coordinator of the Student Teaching program, and focussed on some complex, tough, and very real "problems" involved in the process of assigning students to the schools. The dialogue raised a number of questions which can be categorized under these headings: (1) administrative — how are students assigned to schools? to co-operating teachers? to college supervisors? (2) curriculum — can students have more opportunities for observation in public school classrooms prior to student teaching? and (3) Planning for curriculum change — what strategies can students employ to bring about increased direct contact with children and teachers in elementary schools prior to student teaching. I shall try to answer the administrative question, present a point of view on the curriculum issue, and suggest alternative strategies for changing current practices.

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 by the students. Classroom teachers are asked if they wish to supervise the daily work of a student teacher and most teachers want to do this realizing that it is time-consuming and an added responsibility to their already busy day with teaching children. Some classroom teachers are, however, more effective than others in this role. We must remember that an effective teacher of children is not necessarily an effective supervisor of a student teacher. Classroom teachers, generally, have not been trained for the complex and difficult task of supervision. The College has a responsibility in this area; the members of the faculty who supervise student teachers attempt to help the classroom or "cooperating" teacher by taking time to orient him to the Lesley program and to make suggestions for assisting and promoting the growth and development of the student teacher.

The *Student Teaching Center* is perhaps the single best example of Lesley's recognition of the fact that learning the role of the professional teacher requires deliberate supervised contact over a period of time with children and adults in school settings. The "Center" is a growing trend in teacher education in America and holds great promise for bringing about a more effective relationship between the Lesley curriculum and the realities of life in the elementary schools. The "Center" provides a vehicle for collaboration, that is, opportunities for mutual influence, problem-solving, and openness to inquiry and innovation with regard to the planning and evaluating of the student teaching experience. The "Center" provides a common meeting ground for cooperating teachers, college supervisors and student teachers to work together cooperatively for the improvement of the student's experience. Finally, the idea of a "Center" assumes that an effective integration of theory and practice can be best achieved by collaborative planning, coordination, and supervision among college and school faculties. The "Center" reduces the percentages that the student's experience will be left entirely to "chance" or to

"luck" — which is to say that conscious planning goes into the development of a "Center" as it does in all student teaching assignments.

In all assignments, the college may request that its student teachers be assigned to particular schools and to particular cooperating teachers. The student's assignment is not entirely out of the hands of the college. Remember, school systems have their own policies and procedures for handling personnel and must work with student teachers from many colleges and universities, not just Lesley. The extent to which the college can "have things its way" depends upon the degree of influence which the college has with each school system; some systems are open and flexible to such requests; some less so. The important point is that deliberate and planning goes into each student's assignment — it is not haphazard and it is not left to chance.

Supervisors are not assigned to student teachers; they are assigned to school systems and/or particular schools. Whenever possible, the college assigns the same supervisor to the same school so as to insure continuity of relationship. This way the supervisor can better interpret the school program to student teachers and in turn, serve as a liaison between the college and the school staff. The maintenance of face-to-face contacts between people who must work together to help student teachers is of paramount importance.

Second — I agree with the writer that students should have additional opportunities for *direct contact* with children, adults, and professional teachers and administrators in school settings *prior* to student teaching. It would seem reasonable to expect that the Lesley program could provide such opportunities for a variety of participation-observation experiences in the schools throughout a student's four-year program. This is, admittedly, a difficult thing to arrange for all students. It can be done, however, if the college believes that it is important in the preparation of teachers. Direct experience is not the whole story: it must be built integrally into the program so that theory and practice of teaching are better integrated.

What, if anything, can students do to help realize the goal of increased opportunities for direct experience prior to student teaching? First, students can express their requests to student representatives on the Education Faculty and Curriculum Committee. Second, students could discuss their ideas for a program of observation in the schools with individual faculty members (I hope that the "great ideas" don't get pigeon-holed in dormitory bull-sessions and gripe sessions). Third, in matters relating to Student Teaching, students could try to influence the members of the Student Teaching Advisory Council. Finally, I welcome the opportunity to chat with students about ways to improve student teaching and related direct experience in the Lesley four-year program.

The writer of the October 28 article suggested that "if all the girls were aware of this problem they could use their *force to pressure the power structure*." (my italics) I'm not sure what "power structures" the writer refers to, but one way guaranteed not to bring about a desired change is to use force and pressure without reducing the restraining forces, the forces against the desired change. The critical question would seem to be: how can students become more aware of their own needs and express them through the existing campus committees. This means that students may have to learn better how to diagnose and to influence the Lesley social system. Perhaps the students have more allies than they think!

THE LANTERN

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STUDENT POWER EXTRA

STUDENT VIEW: UTILIZE POWER POTENTIAL

Juniors and Seniors know that their student teaching experiences are probably the most important aspect of Lesley's teacher preparatory program. Because of their importance, these experiences must be meaningful to all concerned — the students, faculty, and co-operating school systems.

Is there any student teaching power here at Lesley? As a new member of the Student Teaching Advisory Council, I have come to realize that the student power is very real. The Council, made up of Juniors and Seniors, strives to increase the rapport between coordinator and students, explore the various school systems and their respective communities; but most of all, the Council aims to get feed-back from the other Juniors and Seniors. Power to criticize, power to suggest, power to investigate, and power to make choices in student teaching experiences are not powers limited to the committee members, but rather they are the powers of the whole student body — available to those who are interested.

I encourage you to get to know the members of the Student Teaching Advisory Council. Look around and realize your power as an individual in your student teaching experience. I urge you to share the power of the Council, for its power is your power.

BY MARCIE COLOGIOVANNI

Power vs Rule

by Dale Clayton

Judicial Board is not a student power as such; rather it is a counseling or punitive power. I have been asked to spell out just what Judicial Board is and what we are doing.

To begin with, there are seven members on the board: Freshman Representative: Bryna Rifkind (who will serve until a freshman is elected)

Sophomore Representative: Sue Polen

Junior Representative: Pam Whitcomb

Senior Representative: Paula Sherrin
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 they thought they should. This means that you, as students, cannot help us make decisions. The way to use your power is to appeal a case and thus get a voice at the meeting. But otherwise the responsibility lies on the shoulders of our 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.

SGC AND POWER

by Lanie Dommu

SGA Vice-President

"The meeting is now called to order. We will begin with a report from the Student Power Committee." Absurd, you say, and I agree. But then, where 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. For it is my contention that we do not control Student Power; we simply represent it in as much as we represent you.

In my eyes, the very term Student Power implies change, flexibility, and the freedom to express and explore new ideas — *your* ideas. The nature of Student Government is such that these views can and will initiate transition. However, they must first be voiced. The limits of this "power", even if just through influence or through the exertion of some pressure to re-examine the old in preparation for the new, are totally boundless. The possibilities — numerous.

Assuming then, that there does exist the 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 beliefs can be voiced, and our authority exercised. To whom shall we look? Perhaps, first, to ourselves.

Adjourned.

NORTHEASTERN LEADERSHIP

by Ginny Dorne, '69

Sue Ball, '68

This week-end Northeastern University sponsored a leadership conference at Warren Center in Ashland, Mass. There were around 50 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 three workshops dealing with current problems on college campuses. We both feel that the discussion groups on Student Rights and Powers were the most 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 students should have, where it should lie, and how it should be controlled.

It was gratifying to discover that we at Lesley are closest to the "ideal" college. Tabulated below is the committee's decision on where student power is appropriate. — S is for students; F — faculty; A — administration.

1. Curriculum
 - A. faculty - A
 - B. content - S - F
 - C. grading - S - F
 - D. availability - S - F

BEAUTIFUL MARCH

by Ellen Kesser '69

The student role has changed drastically in the last twenty years. Students today are more involved with the world around them rather than with just the college campus. Last summer while attending UCLA this realization was poignantly impressed upon me by the Peace March on June 23 at Century City Plaza.

L.B.J. was flying out to Los Angeles between summit meetings in New Jersey to appear before a fund raising dinner at the Century City Hotel. The topic of conversation for days was "Are you going to make the scene at Century City and protest against the War in Viet - Nam?" Well, I made the scene that night, and what I saw was the most shocking experience in my life. There were 10,000 peaceful marchers, mostly students, expressing their right to denounce a futile war. This march was turned into chaotic massive hell by 1500 confused and bewildered uniformed policemen. Forty men, women, and children were injured and 51 arrested. One event which stands out vividly in my mind is the barge of policemen knocking down people and swinging billy clubs wildly. As a result of this a woman carrying a child was knocked to the ground and a man who rushed to help her was also hit in the head and fell to the cement.

I asked one of the leaders, a senior at Berkeley, if the march was successful. He glanced around at the cement and said, "We've been sitting on our backsides too damn long; now it is time to act, not only against Viet Nam but also against police brutality. You give a guy a badge, and he thinks he's God. There is one thing to be remembered — how people using their constitutional right to dissent were beaten brutally to the ground by uniformed members of the 'Great Society'. If this is remembered and learned, the march was a success and worthwhile; if it is forgotten, then everything is lost."

The crowds, under a heat of hate, soon dispersed in every direction chanting, "It was beautiful, beautiful, bloody beautiful."

- E. requirements - F
- F. evaluation - S
2. Disciplinary action - S - A
3. Tuition - A
4. Scholarship - S - A - F
5. "In loco parentis" - S
6. Library - S - A - F
7. Planning - S - A - F
8. Number of students - S - A - F
9. Outside activities - S
10. Social activities - S
11. Social rules - S
12. Publications - S
13. Censorship - none
14. Student services - A - S
(cafeteria, infirmary, etc.)
15. Public relations - S - A
16. Inter-university gripe board
S - A - F
17. Faculty tenure - F
18. Intra-communications board - F - S
19. Official functions - S - A - F
(speakers for graduation, etc.)
20. Free university - S - F
(seminars outside class non-credit)
21. Degree requirements - A - F
22. Planning (academic) - S - A - F

Many of these areas could be easily encompassed by setting up one organization, a faculty-student senate, which could serve as a center for all communications in the school.

AS A TRANSFER . . .

by Suzanne Kallusch, '70

Definite manifestations of student power are evident on the Lesley campus; yet the individual student can not help but question the "amount" of power given to the students, and wonder within herself if this is more or less power than granted by 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 completely different sphere than at S. B. At S. B. there is a very active student court which meets once a week to try infractions of college rules. At Lesley where the rules are MUCH MORE liberal, such a court would scarcely exercise the students' power as there would not be the numerous infractions to try that you would find in the Strict Southern Girls' School. Sweet Briar, located in the "sticks," was far from any cultural activities. The students exercised their power by bringing in noted speakers such as Edward Albee, author of *Who's Afraid of Virginia Woolf*, and Art Buchwald, syndicated satirist. Also I was impressed by the fact that the students were allowed self-scheduling in their mid-year and final exams and were thus permitted to take them at their own convenience. The passing of this act represented the administration's faith in the individual girl and proportionate power for her.

At Lesley the student power takes a different form. The students here have had the privilege of exercising their voice in matters concerning the dining room, curfews, and campus dress. Student power does not extend in this direction at S. B. in the least! Also, I have noticed that there are unlimited overnights, no "quiet hours," no constantly ringing bells, week-night dates are permitted, and there are no sign-out sheets for the day time . . . it appears to me that the administration recognizes the fact that we are college girls, and they have given us certain powers (which so many of us take for granted) that many other colleges do not offer to their students.

CAMPUS POWER HOURS

by Marcie Cologiovanni

For the first time all the student leaders at Lesley were invited to come together for a sensitivity training weekend on November 17 through 19 at Packard Manse in Stoughton, Mass. Under the direction of Dr. Oliver, the Human Relations Committee set up this conference of leaders for Lesley student representatives from the classes, clubs, student government association, literary staffs, societies, and other organizations. Various organization leaders such as Charlie Clayman, Ladd Holt and Marion Stringham also attended.

This sensitivity training experience for the leaders of our student body was intended to benefit them in their respective roles and consequently better the Lesley College community as a whole. Lesley's student power en masse was intended to provide these leaders an opportunity to express their opinions in a joint effort and a most dynamic experience.

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 introduction he wrote for *The Prince and The Discourses* by Niccolo Machiavelli. He characterizes Machiavelli (1498) as "... the first modern analyst of power." Machiavelli was primarily interested in political power but the philosophical concept of power, be it political or campus, carries the connotation of manipulation for some purpose. Power and purpose must be taken together; no individual or group comes into power unless they intend to use the power for some end; it might be seen 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 he ought to be and man as he actually is — between the ideal form of institutions and the pragmatic conditions under which they operate."

Historically, campus power resided in the faculty — a highly trained group of men and women whose responsibility was to use their power to manipulate curriculum and students. They did this to insure that continuing generations would be competent and well-educated.

Pragmatically, the source of campus power shifted from the faculty to the administration whose responsibility was to build larger and larger universities so that more students could be accommodated, thereby insuring a larger number of competent well-trained people in any generation. Lately there is another pragmatic shift in campus power to the student body who declare that they are sufficiently adult and mature to use the power they seek. The student body insists that they have enough responsibility to determine what faculty, what curriculum and what administration will make them most competent for their generation.

The time has come for an open dialogue among these three groups. It is not sensible to hire a highly trained faculty and then not trust their judgment. Modern business concerns would shudder at such a wasteful practice. University administrations are aware of problems and needs which are outside the responsibilities of a faculty or a student body. That is why they are functioning as an administration. The present student body on any campus is very capable and highly articulate. They sense that their generation may need something which is unknown to an older administration and faculty.

Whatever emerges from the present struggle for campus power could best be determined in open dialogue rather than the manipulations of small pressure groups. The freedom of each individual must be protected and no use of power for any purpose can ever be meaningful which takes away the freedom of the student, the faculty member, or the member of an administration. Whenever power is used to limit the freedom of the individual, then the individual or group who uses such power tacitly consents to the limitation of their own freedom when they do not have power. Power, political or campus, is a tenuous and fleeting thing and must be used judiciously and with understanding.

REAL POWER

by Elmer Van Egmond

In thinking about "Student Power," I consider "power" in terms of a social context and to mean the ability to influence others. What we are concerned with then is the ability of students to influence the behavior of professors and administrators, and perhaps to a lesser extent, the behavior of other students.

If a person or group has power, how is this obtained? French and Raven suggest five bases for social power: 1) Reward — the ability to give or mediate rewards for the other; 2) Coercion — the ability to punish or mediate punishments; 3) Legitimation — the legitimate right to prescribe behavior for the other; 4) Attraction — identification with or liking for the other; and 5) Expertness — possession of superior knowledge, information, or expertness.

Considering these bases for power, the professor or administrator certainly has a much stronger position than the student. Under these circumstances, students probably rely most heavily on reward, coercion and attraction as principal bases for influencing professors and administrators. On the Lesley campus, I believe that being helpful to students and being liked by them is generally valued by professors and administrators. This makes "Attraction" a powerful base for student influence. I also believe that students are well aware of this.

Given a relative position of less power, how have students generally attempted to cope with this imbalance? One pathway has been to borrow from the model of the labor movement and organize to coerce or blackmail the professors and administrators. Recent examples of this are sit-ins, demonstrations and strikes. Unfortunately the coercion contest tends to be decided by the side which carries the biggest stick. A second approach has been to work toward having larger areas of campus life be defined and recognized as legitimate areas for the exercise of student influence. Examples of this are the provisions for student voice in decisions regarding the retention and tenure appointments of professors, and as is true here at Lesley, student membership on curriculum and other major committees and expanded areas of student responsibility for policy regarding dormitory and extra-curricular activities. A third pathway, one which Lesley College is striving to achieve, is the meeting of students, professors and administrators to work together on problems and attempt to arrive at the best solutions. This is probably the most rational, but difficult pathway, but one which I think holds the largest promise for benefit in the long run. It has the potential for removing the emphasis from relative power to cooperative effort toward improvement. Much energy is lost when power is the major focus since the use of power generates resistance. When students, professors and administrators become involved in a problem solving effort, become committed to a given solution alternative and work toward the achievement of that end, then we will witness real power at work in producing desired changes on our campus.

A professor who had taught for many years was counseling a young teacher. "You will discover," he said, "that in nearly every class there is a youngster eager to argue. Your first impulse will be to silence him. I advise you to think carefully before doing so. He is probably the only one listening."

A SHAKE OR TWO

by George L. Miller

Student Power, what an exactly perfect title for these times! The mind fairly leaps to the magnet, Black Power. Upon reflection there is significant as well as psychedelic similarity. The black power concept subtly conveys the potential of a sleeping, waiting giant. Awaken him, harness his potential, then stand by to rejoice or to tremble. Fear keeps company with risk. One is usually the measure of the other.

So it is with student power. Society's massive investment in schooling for the young stands squarely in the trail as evidence for one kind of awareness. The hard won cultural gains of the ages would be quickly lost should there be a neglect in schooling for the young. The power to terminate or to continue civilization rests with each generation of students.

So, too, it is at another level. Awakened student power, the mobilized idealism of the students at the college can radically transform the seedy rut society's adults have adjusted to so comfortably. And transformation of the comfortable to that unknown must surely carry fear.

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 only sleep, but a few always surge with life, and others can be awakened. In this respect the golden times are here. Now it is *in* for college students to be alive and active. More and more are waking up.

At Lesley, budding student power helps keep debate honest in the Curriculum Committee, helps keep the dream-

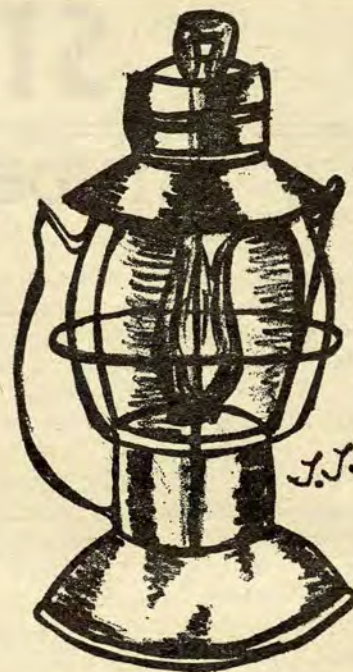
Committee, helps keep the struggle meaningful in gatherings of the Education Faculty, represents the consumers in the Calendar Committee, advises on student teaching, and participates as planning staff in pilot projects now and then.

But student power may also serve to keep academic standards low at Lesley College, may help keep frozen the "cool it" norm so characteristic here. Student power exercised by the majority keeps commuters segregated and transfer students more than a little alienated. Student power can be mobilized for bigotry as well as for ideals.

Significant student power at Lesley, characteristically, seems a little tardy to the race. But it may yet arrive. And if this power does become assertive it may make mistakes, may frighten me along with others, and may also lose a few. So be it. Lesley, dear old girl, can surely stand a shake or two!

Thank you to our special contributors:

Marcie Cologiovanni	'69
Editor-in-Chief	
Dale Clayton	'69
Elaine Dommu	'69
Elmer Van Egmond	
Suzanne Kallusch	'70
Ellen Kesser	'69
George Miller	
Russell Schofield	



ANY METHOD
IN THIS MADNESS?

The sanity and value of Lesley's academic curriculum is always up for debate. Methods courses are often the most harangued 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 restores 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 acknowledge 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 its repeat performance Junior year. What is the method in the madness of repeating high school algebra and geometry in Sophomore and Junior year for 4 credits apiece? And neither 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 course will be finished teaching by then.

Oh well. Students are so busy running from class to class that they really don't have the time to figure out the methods in Methods or not in Methods. Nor do they have the methods.

CANDID CAPSULE

JUDY HYMOFF —



Oops, we caught you, Judy! It's your turn now! We hear you're the publicity chairman of your dorm, a lovely Lesley librarian and — the unofficial mascot for Crockett. You're "always going — just don't stop for one minute." Keep it up Judy, and you'll be drafted for the Lesley cheer-leading squad!

Reflections

By Judith Gast

DEMOCRATIC?

Humane, Democratic, and Optimistic. These are the three characteristics a psychologist used recently to describe the educational system she believes in. The system is "humane," she said, because it aims for an all around upbringing of its children. This includes physical, moral, ethical, and aesthetic well being.

She found the system to be "Democratic" in its basic assumption that there are great potentials in every normal child. Its democratic goal is to develop these potentials to their fullest extent. She pointed out the optimism of the system by explaining that even in cases such as retardation, a teacher does not "hurry to integrate a child, but seeks, instead, ways of overcoming the difficulty." This speaker stated that the main task of the system is "to create the optimal conditions for the development of each individual."

In order to achieve this task, the system strives for both physical and mental development. The former is believed to be important for health reasons and for the co-ordination it develops. In the latter, sensory training is not accomplished through formal exercises, but rather through creative endeavors with clay or paints. Aesthetic appreciation of the beautiful in life is encouraged. Dramatic play is just one of the techniques used to develop the child's own creative abilities. The speaker emphasized the stress placed on character training.

Schooling in this nation-wide system is free for children from 8 months of age (Nurseries) through the Universities. It is compulsory from age 7 to 15. Those who continue on to specialize receive subsidies according to their parents' incomes.

Until I mentioned monetary matters, you probably thought this school system was somewhere in the United States. The emphasis on the creative, the individual, aesthetics, etc. are attitudes which we would consider quite natural in our free country.

But, would you believe — Russia? The Communist leader of the world, the power trying to take over all of our minds and our freedom has an educational system striving for individuality and creativity. At least this is the impression I received from the Russian psychologist who spoke at their exhibit on education at Boston College on Oct. 27, 1967.

RELATE—IRC

by Debbie Schwartz

From: Debbie Schwartz
President of International Relations Club.

Date: Nov. 6, 1967

Starting off this year with the internationally known columnist and lecturer, Geoffery Godsell, the International Relations Club is planning on bringing to Lesley many more provocative speakers on national and world affairs. The International Relations Club also is arranging a trip to the United Nations.

Functions of I.R.C. are open to everyone. As soon as plans are finalized about the United Nations trip, everyone interested will be asked to sign up. We plan to spend two days (probably Thursday, February 22 and Friday, February 23) in New York City. We will tour the U.N., have conferences with delegates and attend meetings of various councils, such as the Security Council. The Council on International Relations and United Nations Affairs is helping us organize our visit. During the evening, while in New York, we hope to see a play and enjoy the fascinating highlights of the city.

I. R. C. is closely affiliated with the

'Round and About

by Judy Milhender

For its second play of the season, the Charles Playhouse has presented, Clifford Odet's first play, *AWAKE AND SING*.

The play was 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, this play brings back aching memories, but for those too young to know the time, it offers us a glimpse of the history we have inherited.

The presentation is one of the best that I have ever seen at the Playhouse. It has a well developed, terse balance of humor and pathos, hate and love, despair and hope. The stage setting gives off an aura of gloom; with its dreary walls and heavy overstuffed furniture of the era, and to our unaccustomed eyes, the dress of the 30's can only add to the weariness and ugliness we see. The lighting techniques used add much to the mood of melancholy and sorrow.

The acting is superb. We are, in the midst of this unfolding sorrow, given many sharply cutting and funny lines. And at the same time, we are never able to divorce ourselves from the predominant theme of the depression.

Will Lee distinguishes himself as he portrays the helpless patriarch, Jacob, as a fierce Marxist and tender grandfather. He is in a constant battle with his bitter and dominating daughter, Bessie, portrayed to perfection by Eda Reiss Merin. And at the same time he is a proud and adoring grandfather to Hennie (Lynn Milgram) and Ralph (Al Pacino).

In a sense, the play revolves around the children. Hennie, the proud daughter, who becomes pregnant and is forced to marry the ineffectual and sniveling immigrant, Sam Feinschreiber (Dennis Helfend), 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 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 Mr. Michael Murray, the characters run the gamut of emotions. They live for each other and yet in anger and despair they try to destroy one another. They use their instincts to survive and take each moment as it comes.

AWAKE AND SING is presented as one in a series of American plays which, like the last play *AMERICA HURRAH*, are mostly social protest. *AWAKE 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 numerous functions at the International Student Association. Their calendar is posted on the Public Relations bulletin board in the cafeteria.

The officers of the International Relations Club Debbie Schwartz, President; Sheila Browne, Vice President; Phyllis Gabowitz, Secretary; Nancy Sobin, Treasurer; Ronny Soferenko, Publicity and Majid Tehranian, our advisor, would be delighted to hear any suggestions for speakers or other activities. Our next meeting will be held very soon.

THURBER THALIANS

by Anne O'Laughlin
President
of the Drama Club

With the aid and talents of its members, the Drama Club produced its first studio night on Thursday, October 26, in Thurber Hall, Room 1. This was the first time an event of this type has been attempted by the club. We worked with a minimum of scenery, lights, and props, but were quite pleased with the results. I was able to get some comments after the evening and all were very complimentary.

The girls enjoyed performing and entertaining as much as the audience enjoyed being entertained. Of course there is always a wonderfully rewarding feeling which comes from being on the stage and knowing that one has succeeded in captivating and really communicating with an audience.

This program of the first studio night went as follows:

Terri Spaiser and Cheryl Rust played guitars and sang two numbers.

Judi Kanner, Alexandria Quinn, and Sue Sweeney did a scene from "St. Joan" by Shaw.

Paula Traeger and Anita Silverstein did a scene from "Anastasia" by Maurette.

Ellen Kesser did the narrator's monologue from "Ballad of a Sad Cafe" by Carson McCullers, adapted for the stage by Edward Albee.

Alexandra Quinn and Sherry Northwood did a scene from "The Stranger" by Strindberg.

Terri Spaiser and Cheryl Rust closed the evening with two more guitar and singing numbers.

The girls certainly deserve congratulations on their impressive performances.

In the future, we hope to have studio nights every few weeks — as often as they can be effectively assembled. The next studio night is being planned for Monday evening, November 20. There is still time if anyone wants to donate their talents as actresses, directors, or producers. If you wish to sing, dance, act, read a poem, work backstage on make-up or props, we would be glad to give you the opportunity because new talent is what we like. Faculty — this means you, too! If you wish to be in the next or any future studio night, please contact me, Mr. Brower, or another officer soon! Or call my number — IV 4-6411.

All faculty and students are invited and welcome to attend Studio Night — it's free! I'm sure you will enjoy it.

ELECTIONS

The election of three new Corporators and five Trustees to the Lesley College Corporation was announced on Monday, October 30, at the Annual Corporation Meeting in Cambridge.

Mr. Hollis G. Gerrish, Chairman of the Lesley College Corporation and President of the Squirrel Brand Company in Cambridge, announced the following:

CORPORATORS

Mr. William F. Dole, President of Dole Publishing Company in Cambridge; resident of Wellesley Hills.

Mr. Ralph L. Rose, retired clothing manufacturer; resident of Great Neck, New York.

Mrs. Merl B. Wolfard, resident of San Gabriel, California.

CORPORATORS — TRUSTEES

Mr. Walter Cahners, President of the Industrial Education Institute in Boston; resident of Brookline.

Mr. Don S. Greer, Director of Planning for the Greer Division of Joy Manufacturing Company in Wilmington; a resident of Winchester.

Mr. Vincent R. Herterick, Executive Vice President of United Carr, Inc., in Boston; resident of Lexington.

Mr. William C. McConnell, Jr., President of Servomation of New England, Inc., in Medford; resident of Winchester.

Mr. Ervin Pietz, President of the Barry Wright Corporation in Watertown; resident of Belmont.

In addition, Mr. John H. Dyer, a partner in Storer, Damon and Lund in Cambridge, and a Corporator of Lesley College since 1965, was elected to the Board of Trustees.

One of the highlights of the corporation Meeting came when Dr. Don A. Orton, President of Lesley College, made a special presentation to Mr. Samuel D. Wonders, retired President of Carter's Ink Company in Cambridge. Mr. Wonders, who has served as Chairman of the Board of Trustees of Lesley for 5 years, and as a Member of the Corporation since 1955, was cited for his dedication and service to Lesley College through the years.

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From the Bookshelf

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 Considine Puppa once a famous writer, an aristocrat, an elegant Englishman, is now 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 Renga 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 Whangahui 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 Considine 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 nightclothes. . . . He adjusts his eyeshade, clears his throat and changes the order of his hands, at which the chattering stops like magic. 'Once upon a time there was . . .'" (pg. 68)

These nightly sessions of fantasy are to me the highlights of the book. The allegories not only entertain the children, but they comprise the intricate facts of life. Characters, named Utility, Freedom, Truth, Civilization, aid the children in understanding and in coping with the real world outside.

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

'I 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 way Huia bursts out crying, 'I know,' she weeps, 'I know.'

"Sue, 'Who was that white man?'"

"Civilization," Puppa.

"I know that," Huia repeats. . . . 'The story of my race. . . .'"

"Those were jolly good fights," from Lance. 'What were they all about?'"

"Puppa answers, 'They were the battles with the new environments and peoples as they migrated eastward. . . . The big fight at the end with the white man — that was Maori wars — when we took their land and impaired their culture. . . . Yet the Maori recovered by himself. The Maori race is the only colored people to my knowledge which is rising again on its own from the impact of civilization.'

"Huia with emotion, 'When I grow up I'll see that my race rises again and I'll see that it stays risen.'

"By the side of a murmuring stream. . . .'"

'An elegant gentleman sat. . . .'"

'On top of his head was his wig. . . .'"

"From Lance, 'why (did) Rikirangi want to see the sun rise all the time? You can see the sun wherever you are.'

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

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

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

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

"It's a lovely, lovely, lovely story," from Sue. 'even though it's true.'

"On top of his wig was his hat, hat, haaat. . . .'"

"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)

Thorough a simply charming — a beautiful — book, a young girl learns to perceive the realism of the west and the mysticism of the Maori.

by Fern Levine

GARTER BOWL

by Judy Hornstein

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, trounced the Curry Puritans by a score of 12-6.

About two months ago, the Curry College girls' football team challenged us to a game of flag football. Immediately, 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 closer and bruises grew more 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 touchdowns 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 "Humpty" Horenstein 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. Murnie "Sick" Ward recovered a fumble on our 5-yard line in the fourth quarter and prevented Curry from scoring. Judy "Ugly" Upson, Michelle "Ankles" Alard, Carol "Speedy" Stewart, Cindy "Hang-On" Hartford, Nikki "Natty" Nemico, Jan "Cute" Carter, Ellen "Lose" Leventhal, Pam "Witty" Whitcomb, and Marilyn "Never" Nesson showed their skills and also contributed to the victory by holding the Curry line. The offense players, Jane "Peyton"

Best Wishes

Susan Spencer '70, pinned to Warren Dworkin '69, Bryant College. Jane Church '70, pinned to David Enegess, '68, Tufts University. Diane Hunter '70, pinned to Davis Saul, '69, Dartmouth College. Nancy Gill '70, pinned to Michael Kearney, Bentley.

Place, Miffy "Springy" Sommers, Kathy "Crippled" Kusiak, Ginger "George" Reeves, Cheryl "Easy" Ebenstein, and Bev "Dippy" Dunn, displayed super-speed and unbeatable 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 Nov. 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!

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