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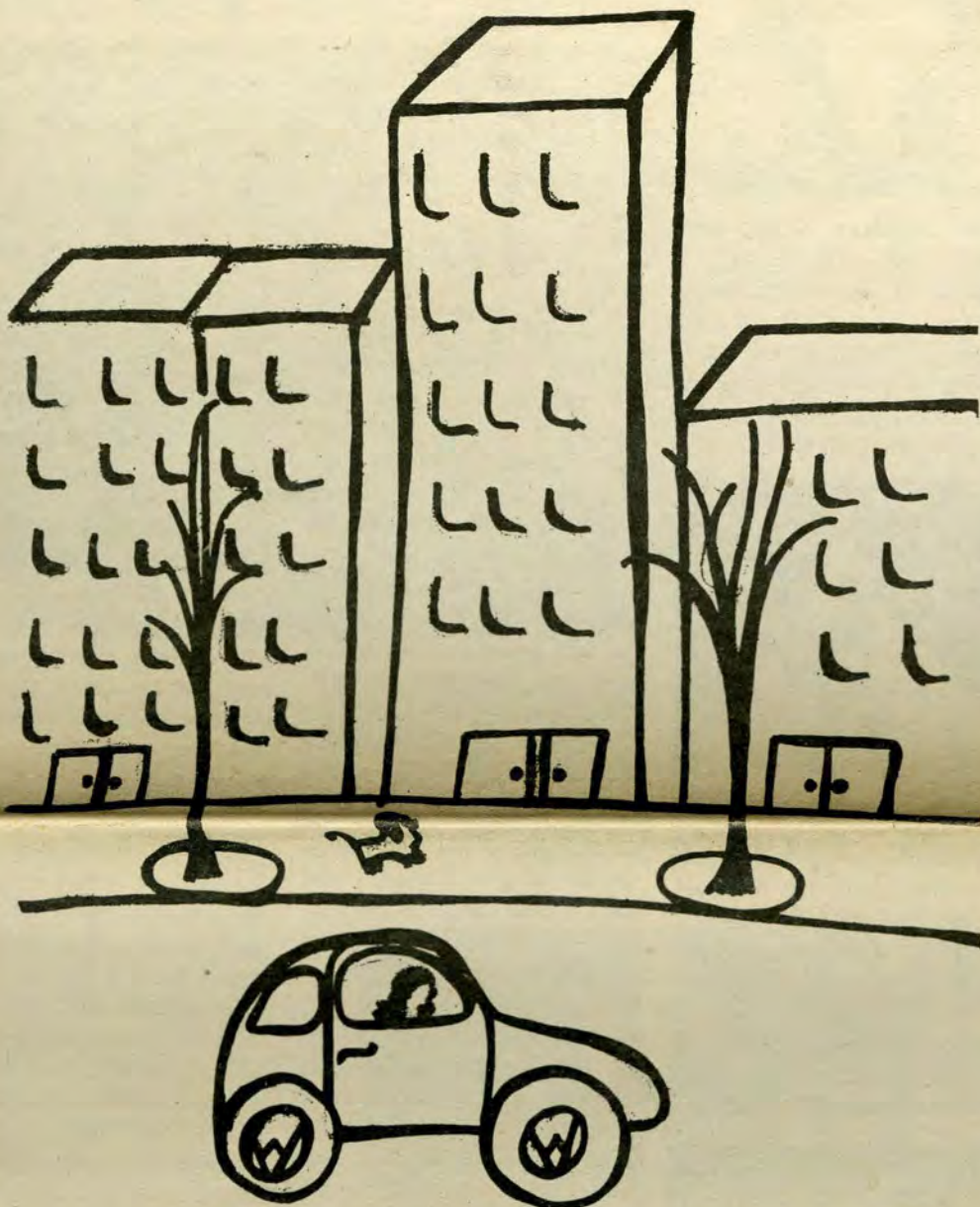
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THE LANTERN

Lesley College



What, if anything, does this mean?



Carmichael at Tufts Jane Irving in "Patience"

Stokely Carmichael's appearance at Tufts was scheduled for 8:00 p.m. on Friday night, November 15. The doors opened at 6:00, and by 5:30 the area outside the main entrance was jammed with college students.

The black power militant arrived, accompanied by an entourage of "Black Panthers". They announced that the lecture was only to be covered by black newsmen; white newsmen were asked to leave, or they would be made to leave.

Lecture Hall Replaces Grey Hall

The new lecture hall will be completed in the first phase of the building of the new Lesley campus. Seating 200 people, the lecture hall will be built in amphitheater style. The seating will be arranged so the arm chair tablets fold out of the way so the lecture hall can serve as a little theater. A projection booth room, lobby and exhibition area

In essence, Mr. Carmichael's one-half hour message advocated violence. In order to achieve equal rights for the black man, violence must be utilized -- peaceful demonstrations, picketing and attempted integration have failed!

An hour of discussion followed. Stokely Carmichael expressed that the American system of capitalism caused and perpetuated racism. When asked about his plan for take-over, he rebuked, "...did Napoleon reveal his plan for attack?"

are other features of the new lecture hall.

All environmental controls, such as air conditioning, heating, lighting and sound systems, will be controlled at the stage area. The lecture hall will be built where Grey Hall is now, and will be on the main level of the new campus.

"I've always been mad about Gilbert and Sullivan, so I just went up and auditioned." Jane Irving, Lesley's singing ed faculty member, was speaking about her participation in the Arlington St. Church's production of "Patience," the 19th century version of the flower people's aversion to the military establishment.

As a member of the chorus and understudy to two female leads, Miss Irving explains that, although she has had no formal voice training, she finds great joy in music. Past experience includes a number of choral groups in high school and college (Oberlin), as well as a part in a Harvard production of "The Pirates of Penzance."

If you missed this opportunity to enjoy campus talent and an enjoyable show, don't feel too badly—Miss Irving will surely perform again.

Mrs. Steig Studies Art Work at Lesley

Amidst the barrage of arithmetic, vocabulary, and personality tests given to freshmen in September was a simple art test that caused more speculation as to its purpose than any of the other tests.

Was it a psychological test? Would all of the student's inner emotions be exposed through her artistry? Such rumors were amplified by the anonymity of the test itself whose directions were simple: Draw a frame; put inside it a house, a tree, a person, an animal, and a car. No reasons were given for the drawing except that they were desired by the art teacher at Lesley, Mrs. Steig. Students repeat the test, still shrouded in mystery, again as juniors.

In order to dispel all the doubts or fears of freshmen and satisfy the curiosity of the upperclassmen, the Lantern went to the initiator of the test, Mrs. Steig. She said, "the drawings have no psychological implications whatsoever" and "anything that can be interpreted from the tests must be done intuitively". She maintains that the drawings merely give her an overall impression of the class, indicating especially, individual style or needs. Two more definite results of the test are to determine whether a student is artistically haptic or visual and whether she is right or left handed.

The drawing test, according to Mrs. Steig, was originally a series of psychological tests formulated by Goodenough and later expanded by Machover and Buck. In this original context, Mrs. Steig reported that the symbols did represent certain ideas: The tree is thought of as meaning the child's feelings for himself in terms of growth, energy, and aspiration; the house as representing his family or his

life outside of school; the person as standing for his own body image or desired image; the animal as being an expression of the instinctual drives of the individual.

Mrs. Steig added the car because of the social progress in the world drifting away from the animals to automation, and the frame as an index to a person's reaction to controls. She has the student draw all the objects on one card for easy filing purposes. Still, even with the illustrative psychological background of her test, Mrs. Steig maintains she infers nothing in a psychological vein. Rather, her conclusions are drawn in an artistic light.

Mrs. Steig said her art course at Lesley has a dual purpose. First, of exposing her students to the many varied and available artistic media. Through this, she gives her students a broad spectrum from which they can make their individual preference. Second, to acquaint the girls with enough media so they can meet the needs of the individual children they will be teaching.

Mrs. Steig herself has been involved in studying the drawings of young children to observe the placement of figures and the absence of them. The indications of change these pictures show when drawn in definite timed intervals is also a factor bearing on any conclusions Mrs. Steig has drawn. She feels the art test, if interpreted intuitively, represents the child's basic outlook on the world.

Whether she will eventually publish the results of her research and studies has not yet been decided by Mrs. Steig. About the art test, she said, "I feel its greatest value is for the individual teacher — this is a good test for me to get to know the students quickly. I would love it if the students invented their own test."

C.E.C. News

The Council for Exceptional Children has become involved in many interesting activities this year.

Thus far, the Council has had Mrs. Rosalie Richardson of the Belmont School System speak on "Speech Defects and the Exceptional Child". John McGilvray of the State Department of Education will speak on December 12. He will discuss questions for job interviews, certification and how to cope with problems in special classes.

The Council plans to begin selling Avon products starting December 4.

Other important dates to remember are: December 7, "Mental Retardation...Our Challenge, Our Responsibility, Our Privilege", 9:00 a.m. - 4:30 p.m., exhibits and lectures at Sargent College of Allied Health Professions, Boston University; and December 17, "Behavioral Techniques: Some Implications for the Education of Exceptional Children", 4:00 - 6:00 p.m., Northeastern University.

Controversy

The Gibson School, an elementary school in Dorchester, has been the focal point of a community controlled vs. school committee controlled school controversy. On Tuesday, November 19, at 1:00 p.m. in White Hall Lounge, Mrs. Toye Lewis, a black militant, spoke on the decentralization of the public schools. The International Relations Club invited Mrs. Lewis to speak at Lesley.

Mrs. Lewis focused on the idea of what's going on in the ghettos across the country, especially Roxbury. She stressed a need for the black man to control schools that are predominately black, or more specifically, to "control his own destiny". Racism suggests that black people shouldn't control their own destiny. The lack of communication and terrible hostility that exists between the black and white man has prevented a constructive change which Mrs. Lewis advocates for the whole inner city system of education.

(Continued on page 2)

THE LANTERN SPEAKS

ARE STUDENT TEACHING

APPRAISAL SHEETS VALID?

During the two student teaching periods that Lesley students experience, they are evaluated by their supervisors. It is mandatory that the supervisor sees the student teacher at least three times during the 8-week period. After each visit to the classroom, the supervisor fills out a form to appraise the student teacher. From an observation of, usually, about a half hour, the supervisor rates such things as "mastery of the conceptual information necessary to the development of the lesson", introduction of the lesson and defining the purposes of the lesson, and whether the student teacher behaves in an appropriate manner. Each aspect of the teaching is rated by a number from 1 to 4—1 meaning "almost always lacking", 4 meaning "almost always present when needed", and 2 and 3 somewhere in the middle. A fifth category is NA, which means the item is not applicable.

This appraisal sheet was devised by the members of the ed. faculty. It includes items that that group of people felt were important in deciding the effectiveness of a teacher. And it is used by individuals, each with their own philosophy of education and teaching—that philosophy might very well differ from the philosophy of the student teacher.

But is the rating sheet valid? Is it a fair way to judge a person's teaching? Maybe the purposes of the lesson were not revealed to the children before the lesson, but perhaps the lesson was more effective this way. Maybe some behavior is not deemed appropriate by the supervisor, but because of previous experience in that class, the student teacher feels this is the only way she could act. And should someone's teaching be rated by numbers? Where is the line drawn between 1 and 2, 2 and 3, or 3 and 4? Some sort of evaluation, of course, must be used, but should it be the one in use now?

Action For Boston Community Development

ACTION FOR BOSTON COMMUNITY DEVELOPMENT, INC. (ABCD), Boston's anti-poverty agency has announced that it is in the midst of expanding its volunteer program. The volunteer office staffed by Peter Bennett, Volunteer Coordinator, and Betsey Sable, Volunteer Recruiter, is now seeking volunteers for a variety of programs both at ABCD on Tremont Street and at the eleven neighborhood centers in the poverty target areas. Current programs needing volunteers include: education—tutoring and Head Start; welfare and housing, consumer education, Senior Citizens work, special events—a Christmas Fair; and special programs—photography workshop, sewing and dance classes.

Mrs. Sable notes that there is a rising concern among college students and suburbanites over the quality of life in inner-city areas. She feels this volunteer program offers an excellent opportunity to give of time and

talents to help these areas help themselves.

Mr. Bennett hopes that this fall ABCD can meet all the volunteer needs of the APAC's. With recent cuts in Federal funds the APAC's must rely increasingly on volunteer help. Persons of all ages, all interests and talents, and varying amounts of time are urged to contact Mr. Bennett or Mrs. Sable at 742-5600, Ext. 371.

Controversy

(Continued from page 1)

She also developed what she saw as the role of the teacher of the culturally deprived child. Teachers from comfortable homes go into the inner city with different values and goals. These teachers must understand and provide an international approach to curriculum. No longer can the problem be covered up; young teachers must prepare children for a multi-racial world.

Mrs. Lewis ended the hour with a question and answer period. She also passed out some literature.

Instant Reply

Question: What is the first thing that you read in the Lantern and what else would you like to see in the Lantern.



Carole Kazanjian — The first article I read in the Lantern is Diogenes. I am exceptionally pleased with our school newspaper, but I would enjoy reading more articles written by the student body rather than the staff. Why not react?



Sharon Wasserman — The first thing that I usually look at are the headlines and Best Wishes. I would like to see more of what's happening around Boston, more editorials, student teaching experiences, reports from clubs and news on organizations such as Human Relations Council.



Roslyn Neiman — Frankly, I've only read it once since I'm a commuter I don't usually see one that often. However, I do feel that a college newspaper is great. I read the editorials first. I feel that girls are doing the best they can and it's a good paper, although I would like to see

more student opinions, where the Lesley girls like to go, like Boston After Dark, but less biased.

Dr. Vallee Interviewed

by Karen Bryck

Lesley students may or may not know about new innovations in our Biology and Physical Science Departments this year. One section of each of these science classes is taught by the Harvard School of Education faculty, namely, Dr. Richard Weller who is teaching Physical Science, and Mr. Simmons who teaches Biology. Mr. Allan Morris and Dr. Vallee serve as coordinators of these programs. Through this association with Harvard, it has been possible for other sections of Lesley students to make use of laboratory facilities at Byerly Hall, (located on the Radcliffe campus). One laboratory at Byerly Hall has been made available to Lesley and will be used as an animal room for individual projects. These facilities are under the supervision of Mr. Benjamin Blumenberg. Dr. Vallee, during the interview, pointed out that this association of a small institution working with a larger institution, gives Lesley a gold star... plus additional space for Biology!

This year, biology laboratory activities are not taught in the classical manner. Dr. Vallee emphasized the idea of free inquiry, encouraging students to pursue independent research projects of their own choice. This mode of approach is being used in many larger universities.

Lesley students are also fortunate to have Dr. Vallee on its faculty because she was invited to work with the Commission on Undergraduate Education of Biological Sciences. This year, the Commission held a state Conference at Bridgewater State College, and Dr. Vallee was an active participant. She planned workshop groups, coordinated exhibits of teaching and audio-visual aid materials, and was also a member of the program committee. The committee consists of twenty members from liberal arts and teacher training institutions. Again, not only is this an honor for Dr. Vallee, but it is a great tribute for us here at Lesley to have her a part of our family and have our college represented actively at a state conference.

Dr. Vallee's door is always open to Lesley students for a conference, or just sit and chat. From personal experience, I can tell you that the time you do spend with her will be most worthwhile. She can take you around the world vicariously, or just add a little pep to your day.



Don't you want somebody to love
Don't you need somebody to love
Wouldn't you love somebody to love
You'd better find somebody to love.

Love—such an ambiguous word; it means romance to some, a type of devotion to others and perhaps even some sort of sacrifice to still others. It is generally assumed that everyone wants to love and be loved, but it is not so easy to just leave it at that. The tendency in most cases is to reach out to someone in the hopes that he will respond to you without really considering the responsibility that one is assuming. This business of love is not one to be taken so lightly. If it is true that we as individuals want to be loved, then the person doing the loving must want to be loved also. This seems to be an important factor that may not always be taken into consideration.

Is it all one way — or is the 'give and take' aspect so frequently talked about really in the picture? And must this business of loving be confined to that one 'special' person? If the human being is capable of giving and expressing so much emotion in so many ways then perhaps it isn't so fantastic to assume that a person can love more than one person. Of course one gets involved as to what type of love should be expressed; is this an appropriate response, etc. Perhaps the initial release of feeling should be considered. I think this is probably the first step and where most people have the most difficulty.

We all tend to withdraw into ourselves and therefore we find it very difficult to express any type of emotion namely love. We don't want to commit ourselves. Will what we're doing be interpreted the wrong way? Meanwhile, we get so hung up with this that any genuine feeling becomes inhibited. If we want to develop a freer, more tolerant society in which to live then we ought to begin with a few basic essentials...perhaps what the world needs now is love.

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THE LANTERN

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On Saturday, November 23, Peter Yarrow, Paul Stokey, and Mary Travis appeared at the RKO General Building with Red Sox star Ken Harrelson to tape a segment of a special television show to be shown sometime in late December or early January. Staff members from newspapers of the nearby colleges were invited to this press conference. In attendance were representatives from Emerson, Boston University, Boston College, Boston State, Simmons, Lesly, and many more. The afternoon began with casual conversation between the audience and Peter, Paul and Mary. When the cameras started rolling, we, the students, had the chance to ask the performers questions:

What can the students, the young people of America, do?

Paul: "There are many, many movements that you can become involved in. Get your body in there and do something!"



photos by Dick Sullivan

PETER, PAUL, & MARY

"If I Had My Way..."

What do they think of the presidential election?

Peter: "A blue funk has settled over people since the election, but we have to start talking about it. As you probably know, we traveled with McCarthy. We identified with his position, especially on Vietnam. Even though he didn't succeed in his bid for the presidency, what we, the American people, did and what McCarthy did was a beginning—it was the start of everything. What's going to happen to the Democratic party now? Who's going to take over? We must face up to these questions. The election is only a small part of what's happening. There are so many other things that will determine the future of America, American politics, and the American people. This is our country and we must make it the country we want it to be."

Do Peter, Paul, and Mary think it's dangerous, because young people follow them, that they have such power in molding political thought? Do they have any right to speak out



as they do, knowing the position they are in?

Mary: "As a citizen, I have a right and a responsibility to react."

Paul: "Every person today should be involved in what's happening. Just because I am labeled a folk singer does not necessarily mean that I can't express my thoughts and ideas on political matters. If I have strong feelings on something, I am responsible for speaking out, as is anyone else."

Getting back to the subject of folk songs and folk singers, which some people feel is "appropriate" material for Peter, Paul, and Mary to discuss, they were asked what they look for in songs, and what, if any, is the function of folk songs?

Mary: "In a folk song, I look for something that moves me. Just like you enjoy music that moves you in some way, I like to sing music that moves me."

Peter: "In day to day, verbal communication, people are afraid of

openness. If I walk up to someone and say, 'I am me, you are you, we are people and that's love', I am challenging the protective walls they have built. So folks songs, to me, are mechanisms for saying things which would otherwise be difficult to say and be accepted, but yet are things that are important.

You can find this same kind of openness in many of the new Beatles' songs, "Hey, Jude", for example, and in many of Dionne Warwick's songs."

Mary, on integration:

"There is a great fear involved in the problem of integration. The Negro fears that the white person will pass him over again as he has done in the past. The whites fear that the Negro will live next door to them one week and, then the next week, will take their jobs. We must remove this kind of fear before we can deal with the problem."

And this is the group, "Peter, Paul, and Mary". But it is also the group of people, Peter Yarrow, Paul Stokey, and Mary Travis, each having something, besides talent in music, to offer others. When they sing, they express deep emotions; when they speak, they do the same thing. Their songs have messages for themselves and for all who hear them. Paul said that "Blowin' in the Wind", first recorded in the early 1960's, has been interpreted in many ways by many different people. But he never said what it means to him. The thing is that it moves him. Certain things "move" people, and people "move" certain things.

A strategic something called education...



...going on at Gibson

September went by and every day little Black children saw the cop cars go by. Meanwhile, education was happening.

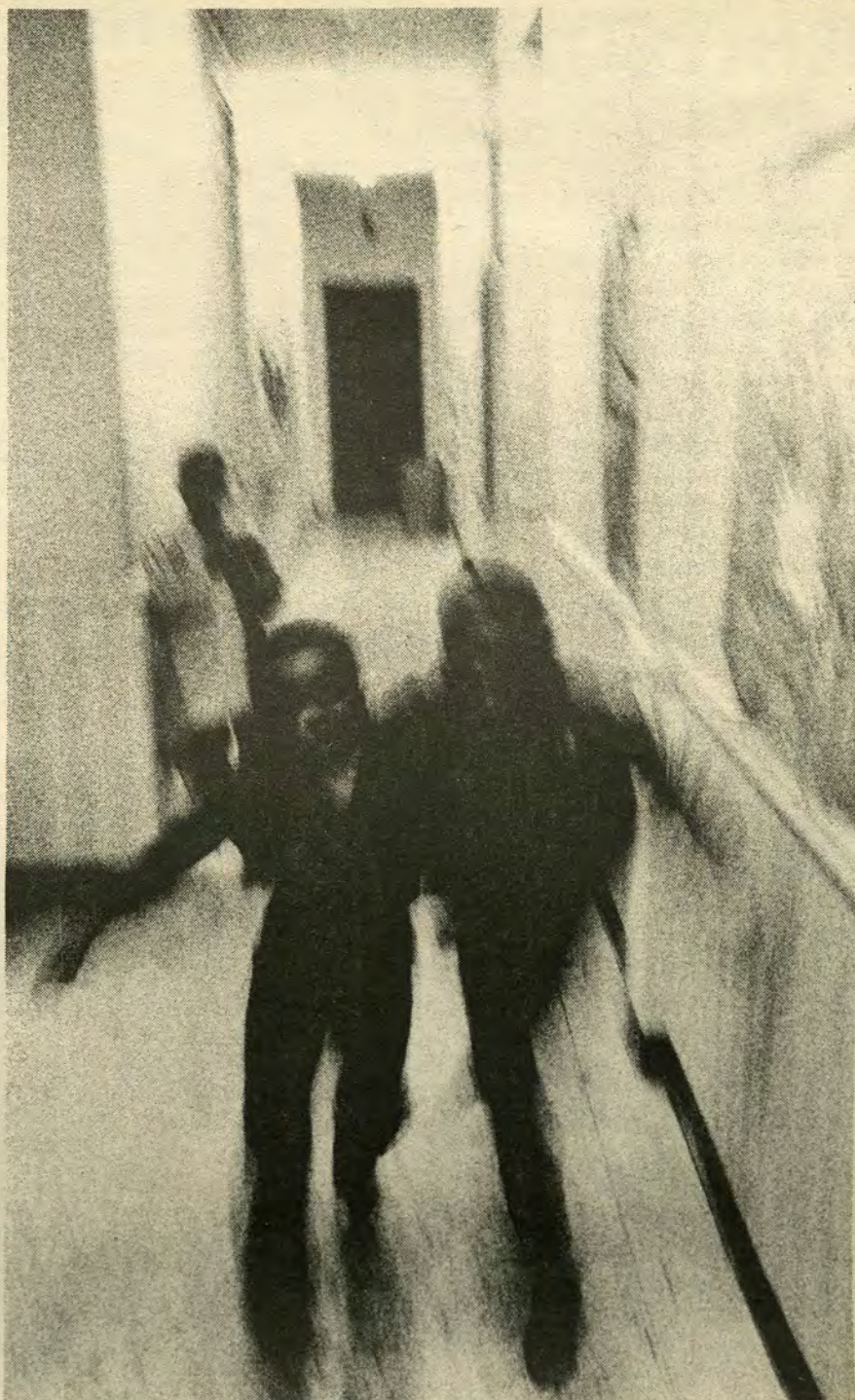
By boycotting the third month and setting up a school, parents, children and teachers were trying to change Black education of the community. The Gibson School Committee was something more than a group of people like Jonathan Kozol.

Here education was a walk through a sandwich. There no longer was a little old lady with a ruler in her hand handing out the first two stanzas of The Liberation School.

The Liberation School was alive statement that it functioned well when parents and responsible individuals were changing conditions of their children taken away. When parents of the Gibson School simply wanted the process of their children's education were prevented by a school committee, the parents decided to have a Liberation School. It became people and a school from kindergarten to their own income and Fund.

The school committee conditions even after the Kozol's Death at an E stake. It's not as if no reforms. According to the school committee gave service workers even after to appropriate \$340,000 thereby cutting down on old friends wanted the officer, and both did a test that an extra \$4500 raises of \$4500 to each day of classes at Boston shortages of basic textbooks reported. Many interested





and October went by
black kids were watching
while something called
in Roxbury.

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believe that maybe the
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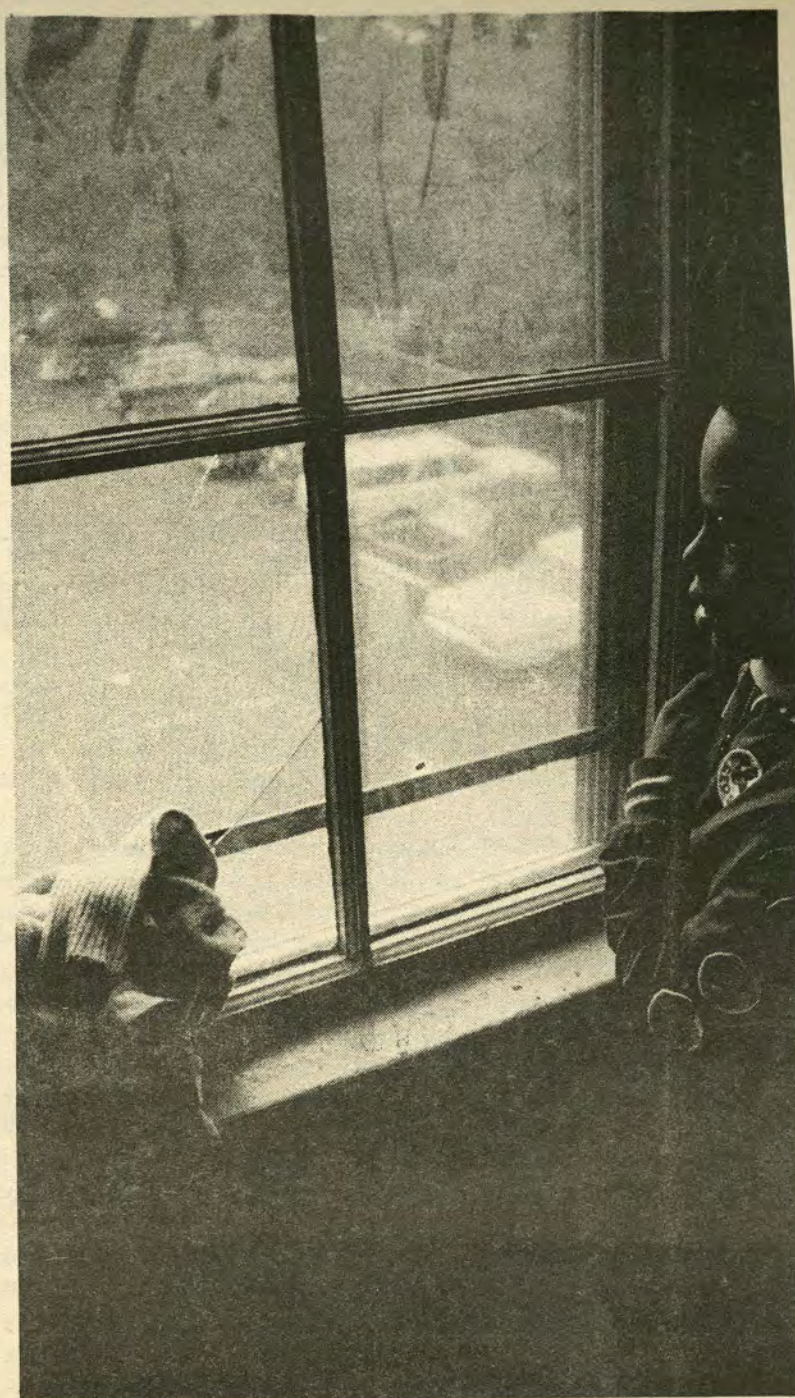
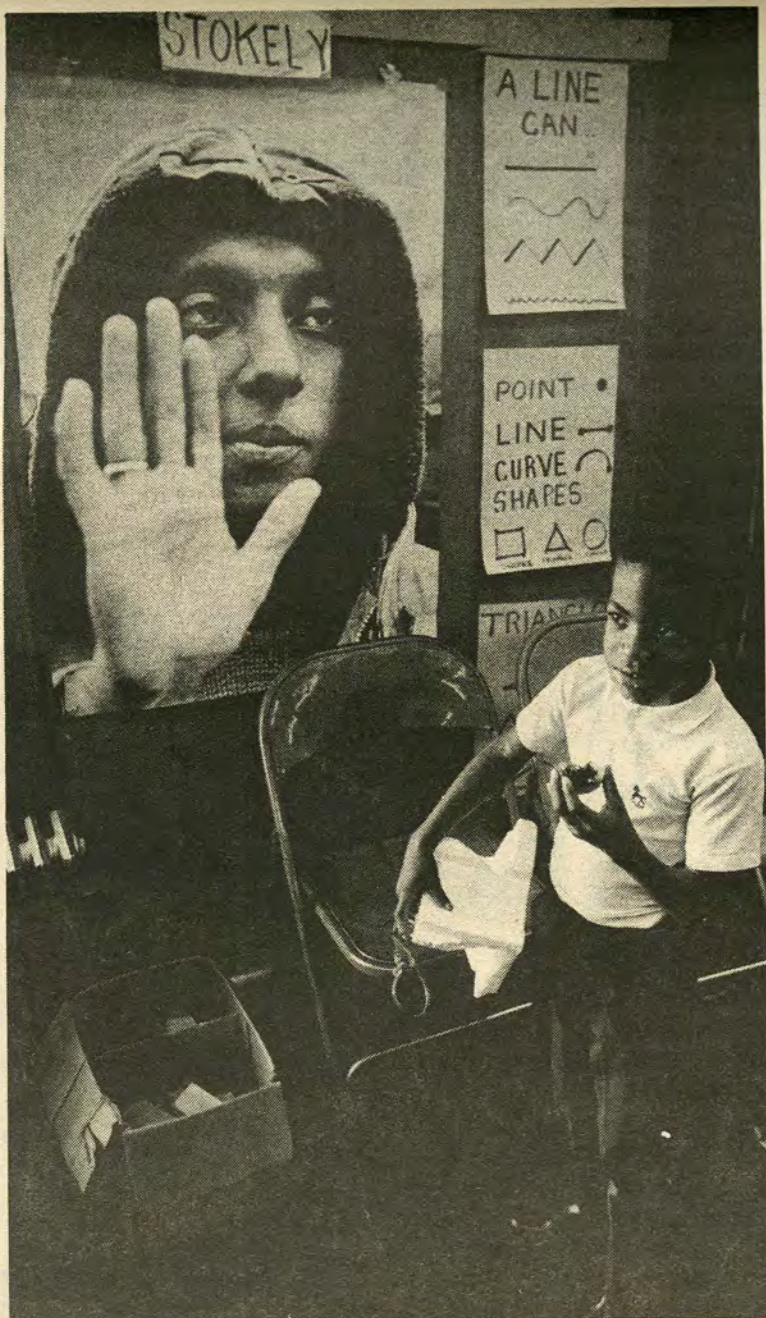
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photos by Peter Simon,

text by Jerome



Reflections

by Lynn Bleiweiss

So nothing went right today, huh? — You finally woke up in time to go to class that you'd cut for the past three weeks, and you forgot to sign the attendance sheet — And someone told you that music class was cancelled so you went back to the dorm to do your laundry and found out later that the other music class had been cancelled—not yours. And then you decided to walk to the square to buy a chocolate chip muffin and it started to rain so you opened up your brand new umbrella and the wind blew it "inside out..." and you finally made it back to the dorm with your chocolate chip muffin but the waitress had given you a blueberry muffin by mistake. And now you are starving so

you went downstairs to the refrigerator but found out that someone had already eaten the ten peanut butter cookies that you took from the cafeteria during lunch — so you decided to wash and set your hair for the first time in two weeks since it was a frizzy mess from the rain, and of course, there was no hot water, and then you couldn't use your hairdryer because a fuse blew in the dorm. So you sat down to relax and smoke and you lit your cigarette at the wrong end. And you thought that nothing else could go wrong and more things kept going wrong, but then suddenly, for no reason, someone smiled and handed you a yellow rose—and you knew everything would be fine tomorrow.

Student Gov't Holds Conference

The Student Government Council held a conference on Saturday, November 16, for all members. Current and pertinent campus issues which have been brought out in recent dorm meetings were discussed in small groups. Each group had the task of examining 1 of 2 problems listed (or both). They planned detailed strategies for the attainment of their goals. These strategies were then presented to all of the participants, at the final general session in the afternoon. Issues investigated were: unlimited cuts, parietals, reform of registration, dorm openings during vacations, integration and scholarships, speakers and their funding, and tuition freeze. As a result, not only did the members develop strategy plans for these seven issues, but perfected their problem solving techniques as well. We hope that this is the beginning of immediate action toward our goals.

As a service and fund raising activity, S.G.C. is now selling VISA, a college guide and membership card which offers coupons and discounts to students in this area and most likely in or near your own hometown. By buying VISA you are not only supporting your Student Government, but you are saving pennies as well.

Feeling that the classes and S.G.C. should be brought closer together to maintain a student power basis, it was decided by a vote in Student Government that class presidents become members of the Council with the

voting privileges of elected chairmen, except for roll call dorm votes.

As one of their fund raising activities, the Integration Committee is currently sponsoring a raffle for dinner for two at the Half-Shell. We would appreciate your support.

Residence Board is now handling all problems brought up in S.G.C. which are appropriate to their structure and purpose. At this time they are working on issues such as parietals and dorm openings during vacations. After consideration and investigation they will bring their recommendations to Student Government for final approval.

Evaluation of Freshman Orientation is currently being conducted by an S.G.C. committee. Freshmen are asked to return these as soon as possible for tabulation.

We have recently undertaken a senior placement project sponsored by N.S.A. (National Student Association). Re-Con is a national data bank which finds jobs for students in government, business, industry and teaching. Through this bureau the employers contact you, and you may select those job offerings which interest you. In addition, Government will receive an allotment for each form which is handed in. Seniors: Please return them as soon as possible!

Student Government meetings are open to the entire student body. We welcome your attendance and ideas.

Birth Control Lecture

On Thursday afternoon, November 14, a lecture and discussion was presented for the entire Lesley community on the subject of birth control. The Newman Apostolate arranged for the appearance of Reverend John Burke of Lynnfield. In his talk Father Burke noted the many positive themes of Pope Paul's letter on the subject of birth control.

In the lecture as well as in the spirited discussion which followed, the prime issue seemed to be the situation of those who sincerely felt that they must practice birth control contrary to any directive. The right of a

conscientious person to dissent was reaffirmed. Any decision of conscience must be based upon reflection and reasoned judgement. Fr. Burke suggested, as a first step, that the Pope's letter together with commentaries on it should be studied.

The presentation was very well attended and some solid discussion was initiated. The Newman Club renews its open invitation to the entire Lesley community to attend and participate in any of its functions. Fr. Joseph Flynn and Sr. Lois Dideon are chaplains to the club.

VISTA: The Real Answers

Most people would be insulted if you said their opinions shift like the wind.

VISTA's opinions do and VISTA isn't embarrassed.

Eight years ago, like most Americans, we thought that the critical problems were scattered around the world in the underdeveloped countries.

Three years ago, we felt that while problems at home demanded equal attention they could be tackled with high ideals and good intentions.

Today we know the pendulum of crisis has swung. The most difficult problems we face as a nation are here at home—in the poverty hovels of our cities, our mountain hollows, our Indian reservations, our Mexican-American barrios. In the beginning we underestimated the difficulty of these problems. We underestimated the caliber of the volunteers needed. After three years of VISTA, however, we now realize that the problems are too tough for any but the best—people who can face life as it is for the poor and help the poor find the way out, inch by inch, yard by yard.

The poor have need only for the excellent Volunteer. They don't need callow youngsters. We have learned some very basic facts of life. And we have changed VISTA. A year ago twenty per cent of our Volunteers were 18 or 19 years old. Now only five per cent are.

The poor don't need people who are sympathetic to their problems because they have lots of hangups of their own. They don't need Volunteers who are willing to

solve problems—but only if somebody is at their elbow telling them how. They need men and women who may be young but who are mature, committed and tough. They need those who have proved they can handle difficult situations. The guy who drops out of school simply because he's too lazy to stay in is not the person who can help solve other people's problems. Educational achievement is not the ultimate criterion either. For the greatest skill a Volunteer can have is his attitude. We need people who can then help them break their problems down into parts that can be overcome one by one.

It isn't easy to be a VISTA Volunteer. VISTA service is demanding and difficult. But if you have the guts and the commitment it takes, we want you. One thing I can promise. Your year in VISTA will be frustrating because the problems of poverty are frustrating. There will be confusion, conflict, changes, disappointments.

You will find that the poor do not all love you. You will find the affluent do not all admire you. Militants may charge you do too little. Reactionaries will complain you do too much.

You will get minimal assistance from VISTA's small, over-worked staff. You will have to assume more responsibility than you've ever been given before. Your fortitude and patience will be sorely tested.

Furthermore, despite our best efforts we will often fail, Volunteers and staff alike. We probably never will realize all of our hopes or ambitions. But it is painfully clear now that people who are needed can no longer stand aloof, people with ability cannot remain indifferent. For if you are not part of the solution...you're part of the problem.

No Color

by Lois Brookman

Black faces. White faces. Black tights. White ballet slippers. Is there a difference between right and left slipper? We are bodies, black on white; white on black. Is there a difference between us? Yes. I have come to teach. They have come to learn.

We begin with plies and tendus. The words may mean nothing to them, but they are excited. "Can we do the last step some more?" "Can we do some harder stuff this year?" "Are we going to put on a recital?" yes, yes, we are.

Why ballet? They probably will never become professional dancers. On the first day I say, "We take ballet to have grace and poise, and to help us grow up and become ladies." They try to understand, but they would rather become professional dancers.

A black mother smiles as she watched from the front of the room. A white father is curious as he watches from the back of the room. We are in the center, black arms mingling with white arms.

We have come to the end of the lesson now and we have shared an hour together. And in that hour, no one has cared whether they have black tights or white tights; black slippers or white slippers, black skin or white skin.

Integration

by Judy Reiner

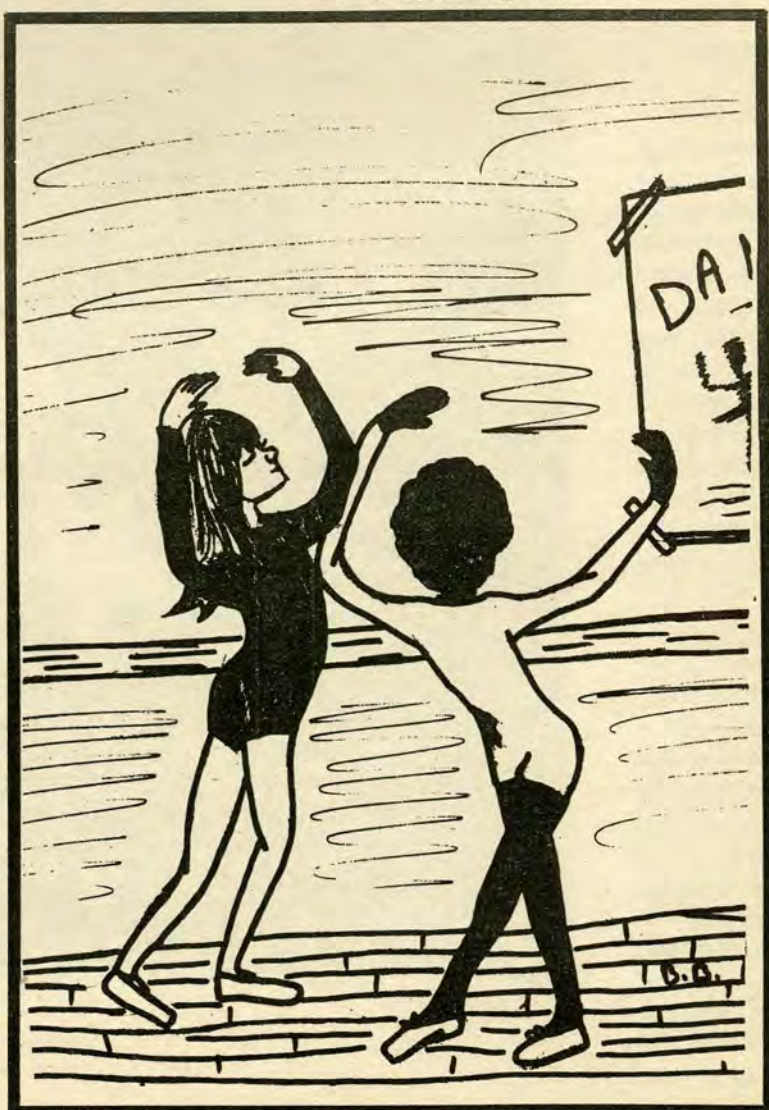
Seven months and a few days ago a new organization was born at this college dedicated to the proposition that all men (women) are created equal. It was named the Lesley College Integration Committee.

The group was organized with a twofold purpose: 1) scholarship fund raising, donating its funds to the school to provide for scholarships for black students, 2) recruiting—this part of the organization has dedicated itself to working with the administration and others to help recruit black students.

The first project of this committee was a drawing, the winner of which received a free meal for two at the Half Shell restaurant in Boston. It went well, considering the fact that not many were aware of what the organization stood for. The other planned projects, which should be even better received once the Lesley community becomes aware of the Committee's goals include: a white sale, a faculty-student talent show, more contests, parent donations, a possible benefit show by well known talent, and a fortune teller or tea leaf reader on campus.

The recruiting committee will go to work as soon as the administration finds out how many scholarships will be open to black students entering in '69. Projected work includes visiting high schools to talk with girls on merits of Lesley College, holding faculty-student teas here for black students interested in meeting student and faculty, and inviting these students to various Lesley functions.

These are some very basic ideas put together by the girls on the committee. We look forward to hearing your ideas. As chairman (chairwoman) of the Integration Committee, I would like to welcome you to join us at our next meeting—help us... help you... help others!



Lesley Community News

Larry Marble announces that the CURRICULUM CENTER LIBRARY in the Graduate Center, Bisbee Hall, is now open. The new library contains a vast array of learning materials. Edie Ferrell is serving as curriculum center library coordinator, and Nancy Miller will assist her. The hours are Monday and Wednesday from 9 a.m. - 8 p.m., Tuesday and Thursday from 12-8 p.m. and Friday from 9 a.m.-5 p.m. It is also open on weekends; Saturday from 1 p.m.-5 p.m. and Sunday from 4 p.m.-8 p.m.

THE GRADUATE SCHOOL OF EDUCATION AND EXTENSION DIVISION offices are now on the second floor of the curriculum center library. Their new phone number is 876-4738.

MEETINGS AND ACTIVITIES

John Cataldo attended a meeting of 40 SUPERINTENDENTS FROM NEW ENGLAND COLLEGES, mostly from the Boston area. The purpose was to set up an agenda to follow in the future. They will discuss various pieces of equipment and ask other schools, particularly the larger ones, to advise them.

Linda Marvin recently attended a workshop course in DRUG ABUSE EDUCATION held at the Northeastern University's Burlington Campus, on Friday, November 22.

On Saturday and Sunday, November 23 and 24, DR. PLATTOR SERVED AS A CONSULTANT AND PANELIST at a workshop sponsored by Northeastern University at the Sheraton Lexington Motor Inn. Teachers and prospective teachers joined in discussing techniques in dealing with emotionally disturbed children. MOLLY REPRESENTED LESLEY at Arlington Catholic High School's College Night on November 7.

MOLLY AND DEBBY SCULL TRAVELED in Ohio, Illinois, Wisconsin and Minnesota interviewing prospective students and conferring with guidance counselors.

Catherine Welch and Marty Ackerson attended their annual professional meeting of the NEW ENGLAND ASSOCIATION OF REGISTRARS AND ADMISSIONS OFFICERS held at the Sheraton-Copley in Boston. A highlight of the meeting was a panel on disadvantaged students, conducted by Hugh W. Lane, President, and Mrs. Harriet Michele, Associate Director of National Scholarship Foundations for Negro Students. The luncheon speaker was Dr. Richard Millard, Chancellor of Higher Education in Massachusetts.

BEST WISHES

To Dr. Orton and his wife, Leslie Ellen, on their recent marriage on November 18, in Las Vegas, Nevada.

RECORD ATTENDANCE

The Lesley College New England Kindergarten Conference, held on Friday, November 22 at the Hotel Somerset, was a huge success. Over 1200 educators attended the conference to view the interesting exhibits and participate in group discussions and demonstrations. Dr. Leland B. Jacobs of Teachers college at Columbia University, delivered a fascinating keynote address entitled "Toward a Curriculum for Tomorrow."

CONGRATULATIONS

Marion Stringham officially received her PH.D. IN EDUCATION on Thursday, November 21, from the University of Michigan. Marion's thesis was entitled "Factors Pertaining to the Utilization or Nonutilization of Psychological Counseling Services in a Liberal Arts College." She studied for two years at the University's Center for the Study of Higher Education and finished up the writing during her first year at Lesley.

IMPORTANT NOTICE

THE LESLEY CHAMBER SINGERS have resumed their schedule of rehearsals and are preparing the "Bach Cantata - God is Sun and Shield." The girls will be assisted by eight Harvard students, and accompanied by a chamber orchestra.

Encouraged by the success with the "Mozart Vespers" last spring, the members of the group are interested in preparing another major choral work for a series of performances beginning in March. Full rehearsals are at 6:45 p.m. in the Music Building. Sectional rehearsal schedules will be developed by the members.

GRANT RECEIVED

The GRADUATE DIVISION HAS RECEIVED A FEDERAL GRANT to build up the resources of the Curriculum Center Library. Special attention has been given to ordering equipment this year, as future grants will not allow for equipment. Boris Gertz, Lenore Parker, and Alex Craig have joined particularly in the fields of learning disabilities and mental retardation. The library is interested in hearing from any other faculty members concerning needs in the Curriculum Center Library at this time.

SUMMER JOBS

Boris Gertz is beginning planning for the SUMMER SCHOOL. Any faculty members who are interested in teaching this year, please get in touch with him. Dates will be June 23 through August 15 with the three credit courses starting on July 7, 1969.

CONFERENCES

In November, Boris Gertz spoke at the 3-day REGIONAL CONFERENCE ON

HOSPITAL-WIDE EDUCATION AND TRAINING IN SWAMPSCOTT. His subject was "Elements of an Effective Management Development Program." This conference attracted hospital administration and personnel from New England and was planned to help individual hospitals implement a continuing education program for their employees.

Pendulum Presents

Magical Camelot and homespun wisdom....Pendulum's poetry reading. Entrancing the audience with his selection of Alfred Lord Tennyson's "Lady of Shalott," Jim Slattery rested comfortably on the podium as he dramatized other poems - Archibald MacLeish's "End of the World" and "Excavation of Troy," J.R. Tolkien's "Merry Passenger," Christopher Marlowe's "Passionate Shepherd to His Love," and Edward Lear's "The Jumblies."

As Mr. Slattery acknowledged the enthusiastic applause, lights dimmed and the stage belonged to Robin Pearlman, Tara Tuck, and Annette Friedman.

To the delight of all, Dr. Leslie M. Oliver joined Robin for Robert Frost's dialogue of existential contraries, "West-Running Brook." While Dr. Oliver slipped into a raincoat and turned-down hat for a moving enactment of "I Have Been One Acquainted With the Night" (by Frost), Tara Tuck read "Time of Noon" by Rod McKuen.

Thus concluded the formal program-but all remained to request their favorite Frost pieces of Dr. Oliver, a known devotee of the New England poet. "Mending Wall," "After Apple-Picking," "The Road not Taken," "Reluctance," "For Once Then Something..." there seemed no end to the requests. And so, the man obliged....

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Dr. Orton on Sensitivity

"Sensitivity training is proving to be one of our most effective ways of acquainting the Lesley College community with the basic goals of this institution." Dr. Orton, a recent participant in one of the Human Relations Council's weekend conferences was speaking of the application of this program to the college. A pioneer in this field at Lesley, Dr. Orton introduced the concept when he came here in 1960. Feeling that the importance cannot be underestimated, he stressed the transference of lab learning to the personal and professional life of a teacher. Firmly believing, then, in the depth of the

experience and in its positive qualities, Dr. Orton regards his past weekend as "48 hours rich in learning for me."

On the personal level, Dr. Orton was gratified that he could be "Don, the person, not Don, the President" to the undergraduate members of his conference. A trainer himself, the President spoke highly of Stu Langton who trains the Council's conferences. "We are fortunate to have the kind of skills and abilities Stu brings to these weekends."

Perhaps Dr. Orton's final comment revealed his real feelings - "I want to go again."

Israeli Ambassador Speaks to Students

On November 25, the George Sherman Union building at Boston University was the setting for an long-hour conference with Israeli Ambassador Yitzhak Rabin, former Chief of Staff of the Israeli Defense forces.

The student press conference was attended by invited editors and guests from area high school and college newspapers. It was sponsored by the Israeli Club and the International Student Center at Boston University.

Leading off questions to the Major General was a panel of four, representing M.I.T., Harvard University, Boston University, and Harvard Law School. The moderator was from Tufts University. A fifteen minute period was left open for audience participation.

Queries touched on wide areas of interest. Rabin answered at length, in a flawless English.

Military concerns were voiced by the panel members. Commenting on the Israeli army system, Rabin pointed out that although forces must be constantly mobilized, they are only a subordinate but now-necessary means of maintaining peace in the Middle East.

Israel's sole aim is a peaceful co-existence with the neighboring Arab states.

As an interesting aside he added that there is no differentiation in uniforms in the army. Soldiers are also allowed to question any ranking officer without fear of condemnation.

When asked, "to what degree does Israel figure in United States commitment?" Rabin emphatically stated that the United States has no commitment to Israel.

"The State of Israel has never asked for U.S. troops and will never ask for them within the framework of Middle East conflicts."

In view of the \$2 billion worth of weapons the Soviet Union has supplied to Egypt, Syria, and Iran, Israel asks only that they be allowed to purchase jets and other weapons.

President-elect Nixon said during his campaign that he

would be willing to negotiate supplying the needed Phantom jets.

However, for eighteen months, since the Arab defeat in the Six Day War, the United States has tried to persuade Russia to limit arms in the Middle East.

The sixth and last encounter of this problem in October, ended in a stalemate. Johnson's administration has since agreed to sell jets to Israel to balance the armament power there.

What of the occupied territory taken in 1966?

"Everything is negotiable except Jerusalem," Rabin stated. If no agreements are reached, he estimated that Israel could maintain all captured land for another twenty years.

Of great concern was the role of the United Nations in Israel's short existence as an independent state. Rabin felt that the organization was no substitute for independent nations.

As a political organization it has failed in the Middle East in the last twenty years.

The preamble to the 1949 Armistice had two main aims stated; the ending of hostilities, and taking first steps toward permanent peace. He felt that no efforts were made by the U.N. to carry out these measures.

When asked if there was any unrest in the universities of Israel, Rabin assured the audience had no time for such things.

Most men are 21 when they enter the university, having served in the army for three years. Their maturity, sense of purpose and responsibility keep them more than involved in academics.

In personality, training and interests, Major General Yitzhak Rabin reflects very much the quality of the young generation which bore upon its shoulders the fateful burden of winning and securing Israel's freedom. Born in Jerusalem in 1922, son of American pioneer Zionists, Yitzhak Rabin passed through school bent ultimately on a career of pioneer farming. He graduated with honors from the Kadoorie Agricultural School in

(Continued on page 8)



THE YELLOW SUBMARINE is a magical, fantastic cartoon tour through Pepperland ("its all in the mind, y'know"), guided by pen and ink Beatles, Sgt. Pepper, and a lovable nebish named Jeremy.

Back in Pepperland the Blue Meanies (singular Blue Meanio) have invaded. Music, love and happiness are zapped out of existence. Their weapons are fancy — Apples, "Lovey Glovey" and Kentucky blue glass.

Sgt. Pepper escapes in the yellow submarine and haunts Liverpool until all the Beatles are assembled in his craft. Their misadventures make up the body of the movie.

If this is not exciting enough, you can always sit back and melt with the colors as they are splashed on the screen in poetic brilliance. At times they look like an art nouveau poster, or a Nolan canvas. There is never any doubt that the artistry is of the highest calibre.

Sound tracking consists of eleven Beatle songs, most of them already familiar to the audience. Eleanor Rigby is particularly haunting against a bleak Liverpool sky. When I'm Sixty-Four is a colorama of numbers.

One gets the feeling that most of the puns are in-jokes directed at each individual. There's a kind of inner satisfaction when you 'get' one of the references to a line in previously - popular songs.

While the world may need more than LOVE (does it?), the Beatle's formula for happiness certainly is provocative. by E.B.

THE BOSTON STRANGLER

"The Boston Strangler" is a shocking and terrifying film. There are eleven murders, but no gory scenes are shown. The scenes of the fight for life between the victim and the strangler keep the audience on the edge of his seat.

Glimpses of the Boston Commons and Memorial Drive in the film help make the film horrifyingly realistic. An interesting technique used was the showing of three separate actions happening simultaneously. The face of the murderer would be visible in the center of the screen while the victim answered the knock on the door, and the strangler's hand, reaching for the door knob, was a picture by itself. This technique helped intensify the suspense of this true yet unbelievable story.

by Ruthanne Jaffee

Ed. Films

For those in Special Education, three movies on mental deficiency were shown by Dr. Craig on Friday, November 15. The first movie, A Class For Tommy, depicted a school for mentally retarded children. The classes were quite similar to those for young, normal children. After the movie a thought provoking discussion by seniors pointed out that it was not completely realistic. In any case the movie did stress that mentally retarded children are not so different from normal children.

The other movies emphasized this same point. Selling One Guy Named Larry concerned the 2 million mentally deficient employees who were successful in their jobs. And No Less Precious, the last movie, discussed the need for research, schools, and understanding of the mentally deficient in order to aid these children to develop to their fullest capacity — this also being the goal of education for all children.

These movies were enlightening not only for those in Special Education but for everyone — for they stressed the majority of mentally retarded children have feelings and enjoy things in life just as others do; and that their only difference is their inability to handle academic problems — but as one employer pointed out — performance and not only academic ability is important.

Israeli Ambassador

(Continued from page 7)

In 1949, as a member of the Israel delegation, he took part in the armistice negotiations with the Egyptians at Rhodes.

On January 1, 1964, Rabin was appointed Chief of the General Staff and promoted to the rank of Rav Aluf (Major-General).

On June 28, 1967, shortly after the Six Day War, when the Hebrew University of Jerusalem bestowed on him the degree of Honorary Doctor of Philosophy he said, "I regard myself there as the representative of the entire Israel Defense Forces... Our warriors prevailed not by their weapons but by their sense of mission, by the consciousness of the rightness of their cause, by a deep love for their country and an understanding of the difficult task laid upon them: to ensure the existence of our people in its homeland, to protect, even at the price of their lives, the right of the Jewish people to live in its own state, free, independent and in peace."

Lower Galilee and shortly thereafter enlisted in the Palmach, the crack units of the Haganah (the underground citizen army of the organized Jewish community in Mandatory days).

In 1944 he was promoted to deputy Palmach battalion commander. Two years later he was arrested by the British authorities and held for several months.

"Your Own Thing" at Wilbur

"YOUR OWN THING," winner of the New York Drama Critics Circle Award as the "Best Musical of 1968," will be presented at Boston's Wilbur Theatre beginning Wednesday, December 18. Five public previews including two performances Saturday evening, December 21st, at 7:00 and 9:15 p.m., will precede the official opening night of "Your Own Thing" on Sunday evening, December 22, at 7:00 p.m.

The long-running rock-musical hit continues the highly successful off-Broadway policy established with the record-smashing, year-long run of "You're A Good Man, Charlie Brown," now in its final weeks at the Wilbur Theatre.

"Your Own Thing," suggested by Shakespeare's greatest romantic comedy, "Twelfth Night," was created by Hal Hester and Danny Apolinar,

who also wrote the music and lyrics. Book and direction were provided by Donald Driver, who only recently received unanimous recognition by the New York critics for his direction of the American version of "Marat de Sade" and was nominated for a Tony Award as "Best Director of the Year" for his work on "Your Own Thing." The humor of the show is lighthearted and its vitality and charm are fresh, free and hip.

"Your Own Thing" will play Tuesday through Friday evenings at 8:30 p.m., Saturdays at 7:00 and 9:15 p.m., and Sundays at 3:00 and 7:00 p.m. Two performances will be offered New Year's Eve at 7:00 and 9:30 p.m. The Wilbur Theatre is now accepting mail orders through January 26th and theatre party and group orders through February.

"The Proposition"-Intermission

While actors in other theatres enjoy a fifteen minute period of relaxation between acts, members of "The Proposition," the topical, intellectual, satirical, musical revue in Cambridge are busy selecting and working on material for the second act.

As part of the program, the cast takes suggestions from the audience for their "Style Change Improvisation," and spends Intermission setting up a basic plot line involving as many of the ideas as possible.

During the improvisation, the pianist stops the actors intermittently and calls out different styles of theatre (Kabuki, Shakespeare, Tennessee Williams, Soap Opera, Italian

Movies, etc.), and the improvisation must be continued in the new style.

"This is the most exciting part of the show for us as well as the audience. We never quite know what is going to happen because only our director, Laurence Senelick, and the pianist know which style changes will be called out," said Judy Kahan, one of the performers.

"The Proposition," performs Thursdays and Sundays at 9 p.m., Fridays and Saturdays at 8 and 10 p.m. at 241 Hampshire St., Inman Sq., Cambridge. For reservations, please call 876-0088 or the Out of Town Ticket Agency 354-7777.

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