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THE LANTERN

Lesley College



I.R.C. Works On Changes

In light of the uprisings on campuses across the nation, we at Lesley College are trying to take the sanest, most officially sanctioned routes to bring about change at Lesley College. Changes in curriculum, both big and small, are being worked on. Meetings with the two Deans of the College, in addition to meetings centered around the formation of new courses dealing with relevant issues have taken place.

To sum up, all possible legitimate routes are being taken to upgrade a somewhat lacking curriculum. It is our hope that our efforts will not be dismissed lightly by the administration, but will be viewed as the honest attempts of seriously concerned students to make improvements in their academic lives as well as in the lives of future Lesley College Students. We have a strong desire to see Lesley College fulfill its ultimate potential. Lesley College needs change, must change—any negation of that reality is a dangerous one.

We have taken the first steps in this and will be prepared to take many further steps. It is our plea that the administration will hear our voice so that that voice does not have to become a cry that will shake the very foundation of Lesley College.

REMINDERS

The Pendulum is Your magazine. Please submit all prose, poetry, and art to the

Pendulum mailbox in the classroom building.

The FINAL deadline is March 10.

We need your candid snapshots for Parent's Weekend.

Please submit any photos to

Beth Benoit,
Margie Silverman, or
Sue Spencer.



THINK SNOW...
Think and ye shall find!

Silver Opinion Competition

During the months of February and March, Reed and Barton, America's oldest major silversmiths, are conducting a "Silver Opinion Competition" in which valuable scholarships totalling \$2050 are being offered to duly enrolled women students at a few selected colleges and universities.

Lesley College has been selected to enter this Competition in which the First Grand Award is a \$500 scholarship; Second Grand Award is a \$300 scholarship; Third Grand Award is a \$250 scholarship; Fourth, Fifth and Sixth Awards are \$200 scholarships; and Seventh, Eighth, Ninth and Tenth are \$100 scholarships. In addition, there will be 100 other awards consisting of sterling silver, fine china and crystal with a retail value of approximately \$75.00.

In the 1969 "Silver Opinion Competition", an entry form illustrates twelve designs of sterling with eight designs of both china and crystal. The entrants simply list the three

best combinations of sterling, china, and crystal from the patterns illustrated. Scholarships and awards will be made to those entries matching or coming closest to the unanimous selections of table-setting editors from three of the nation's leading magazines.

Penny Spinazola is the Student Representative who is conducting the "Silver Opinion Competition" for Reed & Barton at Lesley. Those interested in entering the "Silver Opinion Competition" should contact Penny at Crockett Hall, 491-6387 for entry blanks and samples of 12 of the most popular Reed & Barton designs so that entrants can see how these sterling patterns actually look.

Through the opinions on silver design expressed by college women competing for these scholarships, Reed & Barton hopes to compile a valuable library of expressions of young American taste.

B.S.O. Holds Conference

On December 12, 1968 sophomore Nancy Greenwood attended a student conference at Boston Symphony Hall as a representative of Lesley College. The conference was organized by the staff of the Boston Symphony Orchestra to obtain student opinions and ideas about the orchestra and other concerts that it sponsors. Representatives from surrounding schools and colleges in the Boston area attended this meeting.

After a brief greeting by Mr. Thomas Perry, manager of the Boston Symphony Orchestra, a group discussion was lead by concert master Mr. Joseph Silverstein and Mr. Daniel

Gustin, Educational Affairs Coordinator. The problem of student interest in Symphony concerts and other music series concerts was examined and suggestions for improving student attendance at such concerts were studied. Following the discussion an informal buffet supper was served. Representatives were then invited to attend the Open Rehearsal of the Boston Symphony Orchestra. The evening was successful and with future plans, it is hoped that a substantial interest in the student communities can be developed toward the great musical opportunities of Boston.

Winter Convocation Hosts Guest Speaker

The annual Winter Convocation of Lesley College was held on February 6, 1969, at Sanders Theater. Following the processional, The Reverend Dr. Charles W. Havice presented the invocation. Dr. Orton offered greetings and introduced Mrs. Roger P. Sonnabend, who is vice chairman of the Board of Trustees at Lesley College who briefly addressed those in attendance. Mayor Walter T. Sullivan of Cambridge offered greetings which was followed by an anthem beautifully sung by the freshman choir.

Dr. Orton had the distinct honor of presenting the guest speaker, Dr. Kenneth Benne with an honorary degree of Doctor of Humane Letters. Dr. Benne, a Theodore Berenson Professor of Human Relations at

Boston University then delivered a speech entitled "The Self in Winter Time." The speech dealt in detail with finding oneself, of self discovery and meaning. His thoughts were introduced and summed up in a thoughtful poem which he wrote entitled, "Meditations on the Self in Winter Time."

Following Dr. Benne's address the audience was led in song by Marci Gulden, '69 singing, "Where Have All the Flowers Gone" at the request of Dr. Benne.

Dr. Scholfield served the benediction which was followed by a processional. An informal tea followed in White Hall Lounge which nicely brought to a close, the 1969 Winter Convocation.

Brookline Woman Cites Need for Change

by Mrs. Jacob Gottler

Many of us in the white community who have a total commitment to integration do not view the Black student desire for a degree of separation as permanently foreclosing the future of integration. Nor do we see the Black student focus as a hindrance to individual academic achievement. This is the moment, it would seem, for thoughtful people to re-examine many faulty premises so that colleges may deal more justly with Black youth who are now attempting to expand those opportunities so recently opened up to them.

Unlike the past, today it is the minds of our young that constitute our country's reserve of "undeveloped land." It is an affront to good sense to assume that students will forever submit to patterns that do not serve them adequately. It is equally absurd to assume that students, one step away from the Black-ghetto, in a highly competitive academic world, are voicing a blind rejection of integration when they wish to set up a "family" community within the campus community. The Black student's need for increased sense of personal identity in a new and frequently harrasing experience has solid historical precedent.

It is useful to recall that the majority of immigrant family children went to college as commuting students. They participated little in the social and extracurricular life of the campus. Traveling on public transportation with former high school friends, their personal lives remained tied to their childhood community throughout their college years. Economics alone did not dictate this pattern. The largely

prosperous, white, Protestant milieu of the resident college population presented a threatening and exclusionary scent that inhibited immigrant family children from attempting life in the dormitory even when economically feasible.

That Black students do not cite such facts, but express their concerns in the rhetoric of Black Power is only a popular excuse for complaint. Far more distressing and warranting complaint is the poor memory of educated adults, especially faculty and administrators, who ignore the facts of their own history—and miss the point at issue.

There is no more galling experience for a college student than to be told "lies" which is their term for rationalizations advances to obtain compliance with adults' desires. Most adults congratulate themselves that they want a more integrated society and more opportunities for all. But Black students know that our well-educated society has been woefully inefficient in pursuit of these goals. Pious statements from these adults suggesting that Black centers represent a retreat from democratic ideals just do not ring true to them.

It is important to state clearly what is true: that dormitory arrangements are, traditionally, largely elective—the one exception, freshman dormitory assignments. What is the record here? There is no indication that the age-old practice of assigning Jewish roommates to incoming Jewish freshmen has changed in the last quarter century. Nor is there any evidence that residence deans ever tried to discourage students

(Continued on Page 3)

The Lantern Speaks

The Middle East In Crisis

— Iraq —

Several weeks ago to the horror of the rest of the world, fourteen 'spies' were hung in Iraq before a surging mass of people. Of the fourteen, nine were identified as prominent representatives of Jewish Iraqi families. The five others were of other faiths.

The merciless murdering of anyone is to be protested. The insult added to this brutal injury was that the Jews were merely scapegoats, merely pawns in the Arab game of calculated hate against the State of Israel.

History backs up this long known, long lamented fact.

Radio Baghdad, June 17, 1968 exclaimed, "the Jewish cancer in Iraq constitutes a grave danger to the pattern of our existence and the future of our country."

Laws published in Iraq on November 7, 1967 and March 3, 1968 state: "Jews must not trade or transfer property, cannot handle checks, collect debts owed them, cannot receive loans or mortgages."

And the list goes on and on.

How long must Jews be subjected to the affronts of the Arabs before Justice and Peace are initiated in the Middle East? And for that matter all over the world.

Here at Lesley where the total student body is at least 50% Jewish, this problem should be discussed and acted upon. Even if it is only to write a letter to one's Congressman.

Jew and non-Jew alike must not stand aside while oppression exists in Arab countries. Memories of passivity during Hitler's terrible reign still linger in the minds of many.

From The Editor's Mailbox



I am one of many students concerned with the exorbitant rise in tuition at Lesley. Since my entrance three years ago, the cost of education has risen \$550. When will this strain on our pocketbooks end?

And in the light of the money allotted for Junior Sensitivity (\$100 per person) this means that roughly \$12,000 is spent on this retreat from reality. Can we honestly afford such expensive activities?

Many of the students favor a freezing of tuition upon entry as freshmen. This policy guarantees that an incoming class will pay one fee for four years while rates may go up for the next freshman class.

Along with this policy, an honest drive for more scholarship money should be initiated. Why not start with the Sensitivity money, for instance? Were costs lower, and monies available, Lesley could easily maintain a more ethnically and culturally diversified student body.

I am not an expert on college financing; I have trouble balancing my own check book.

What I do know is that financially I cannot survive at Lesley College much longer.

A more itemized, more valid reason for the annual fee increases is needed.

The privilege of a higher education is very dear to all of us, but the overworked financial strains, worries, and long hours (re the "Dishroom Dozen") are uncalled for.

Action is needed now!

Thank you,
"Mrs. Adam Smith"

Dear Editor

Congratulations for the rather superior December 17 issue of the Lantern. Much of the writing in this one interested and challenged me not unlike the reading of current events I choose to do at home. Not that I could agree with or admire some of what I read, not by some margin. But I was not bored, again by some margin.

Mr. Farber's verbal flagellation (which drew such eloquent response from Professor Oliver) made me angry and a bit sad. Angry that talent

was misused to substitute shock for sense, and clever foot work around the dictionary for hard and painful thinking. As Professor Oliver said so well, there is a serious problem but Mr. Farber works at it with propaganda rather than thoughtful discourse.

Farber's piece made me sad because I was reminded that the human lot also involves the pain of growing up and of growing old. Learning (channeling one's responses) inevitably eliminates some options along with opening others. The loss in options is surely felt as a loss in existential spontaneity. And such it is. One can, as does Farber, rage at those older and "their" institutions and cry into one's own beer, but the mature of the game is not thereby changed. The young are not born with instant knowledge and not all the knowledge that will be learned from those older or from their institutions will be relevantly useful or even accurate. Tough! But that is the human lot. It would make more sense for us to work the problem with patience, goodwill, careful thinking, and at least a small bit of humor.

Sincerely yours,
George L. Miller
Dean of Teacher Education

Dear Editor

I am a junior at the University of Houston and also one of several hundred thousand college students who hold an Airline Youth Fare Card.

I am writing you and many other college newspaper editors in the hope that fellow students may be alerted through the editorial column of their newspaper about the recent happenings concerning youth fares. Several days ago a Civil Aeronautics Board examiner ruled that "youth fares should be dropped." I am enclosing a copy of the article. **UNLESS THE BOARD DECIDES TO REVIEW THE DECISION, IT WILL AUTOMATICALLY BECOME EFFECTIVE IN 30 DAYS.**

I don't think that many students know of this and I urge them to rise to protect their youth fares. Most of us have limited budgets and receive our spending money from part-time jobs. **I URGE EVERY STUDENT TO CONTACT THE CIVIL AERONAUTICS BOARD, 1825 Connecticut Avenue, N.W., Washington, D.C., 20009 and voice their protest against this unfair decision against youth fares.** It is important that this be done within the next 30 days so that a new hearing will be set, otherwise the ruling will automatically become law.

I am told that Western Union has a new opinion telegram and for \$.90, which can

be charged to a student's telephone, a 15 word telegram could be sent from anywhere in the U.S. to your own congressman, the President and Vice-President. If a student doesn't have time to write his opinion, I recommend that he call his nearest Western Union office and send the wire.

I hope that you will print the above letter in the editorial section of your paper, since I feel students should be informed of this injustice and that this issue is one that you are obligated to present to your readers.

Sincerely yours,
Stephanie Southgate

Dear Editor

When a college has managed to survive for at least sixty years and is undertaking a massive building program certain questions must be asked.

It is no longer enough for a school to turn out 125 "well bred" women to teach in 125 different classes in at least 100 different school systems each June.

Buildings are not enough. Anyone, simply any individual with 12 million dollars (including such notables as Senator James Eastland, Strom Thurmond and Robert Welch) can build a magnificent edifice.

It is fundamental to question what commitment the college has to society.

What role do the graduates, alumni, faculty, administration and trustees of a college see for itself?

When the administration of a building program can sincerely answer questions like those above the funds for the extrinsic aspects of the institution become available. The Federal Government has millions of dollars available to aid colleges, as do the Ford and Carnegie Foundations, to list a few sources.

Millions of dollars are given to colleges and universities across the country for various programs which are considered to be worthwhile. When requests for funds are refused those in power can no longer dismiss the decision by alleging the corporation is against small women's colleges. There are colleges with less than 1000 students which are not only surviving but flourishing.

Colleges such as Simmons, Wheaton, Sarah Lawrence, and Bennington, to list a few, have financial problems; however, the magnitude of their situation does not compare to ours. Perhaps there is some reason for the existing dilemma. These colleges also employ personnel whose job is simply to research Federal grants.

One cannot be so naive as to
(Continued on Page 3)



THE LANTERN

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Reflections

by Lynn Bleiweis

As the winds had screamed and thrashed through the icy city, whipping patches of snow into silver peaks. Headlights blinked in surprise while car owners jammed and skidded and spun through the darkening streets. Only the red-nosed children seemed to welcome the stinging blasts of air; they tumbled and shouted happily among the scurrying shoppers.

When did that unwanted blizzard begin to transform everything into a frothy wonderland? By nightfall, tinsel spiderwebs were strung through all the tree branches. We walked hand-in-hand under the criss-crossed icicles, ignoring snowballs and beckoning laughter. The yard looked like a cathedral! Inside its ivory-colored gates, the world was solemn and beautiful. We might have stared for hours, but the peace was sharply interrupted by a bombardment of snowballs! Bending over to scoop up some snowy weapons for defense, we were quickly pushed into a snow-drift; we emerged with dripping, laughing faces, only to be pushed back

into the freezing mounds.

Outside the yard, few people were roaming the usually busy streets. Frozen masses were pushed up along the curbs, concealing cars and fire hydrants. One man was trying to ski down Massachusetts Avenue, to the amusement of a small audience that had gathered. Others crossed the roads daintily, taking tiny careful steps along the slippery ice. We ran past the slowly moving figures, not caring if we tripped and stumbled. Our clothes were already snow-drenched, clinging in icy folds to our bodies.

The storm had ceased to only flurries by morning. A brilliant sun turned the streets to a grayish slush. Men grumbled as they dug their cars out or cleared dangerous paths with shovels. An uprooted tree leaned lifelessly against a brick building. I searched for the names we had drawn in the snow, but none of our tracks were visible.

Had the moon's dim light heightened the beauty of the scenery or was it my imagination that had caused the night before to glisten?

Hurting For Money ?

by William A Bolger

Lesley's tuition jumps another \$200 for '69 - '70, the fourth straight increase in basic costs, the MBTA fare for a combination ride is put to 45 cents and the 10% income tax surcharge will be with us again next year, if not permanently. With all this its no wonder students are finding it harder every year to meet expenses, much less pay for "necessary luxuries" like a trip South during spring vacation. To meet this difficulty while making money, themselves, Harvard Student Agencies, Inc. has compiled a Student Guide to Employment of How to Earn (a lot of) Money In College. Its 240 pages cover term-time, summer and casual jobs of every sort, from standards like secretarial,

camp and hospital work to a math major who invented a one-hole elliptical pool table and paid for his education with the royalties and a West Coast boy who collected the evidence that led to an indictment against a photography company for consumer fraud.

HSA can also help you spend your newly won dollars. The three Let's Go student travel guides to Europe, America and Adventure (everywhere else) tell how to get the most miles per dollar. They're the original and still the best travel guides for students, updated yearly of course. All books cost \$1.95 and are available from Harvard Student Agencies, 2 Trowbridge St., Cambridge and most bookstores.



"And I say Agnew will become a household word... Just like Edsel, TW3,....!"

Letters

(Continued from Page 2)

expect mortar and cement blocks to accomplish what 60 years has been unable. Perhaps we should begin to re-evaluate our situation until we are confident that what goes on inside those brand new buildings will be as worthwhile as what is on the outside.

Peace,
Ronne L. Grufferman 70
Pres. International
Relations Club

Instant Reply

Question: Do you think that the annual tuition raise we have been experiencing at Lesley is valid?



Dotty Greenbaum: No. I feel the raise in the tuition rate is not proportionate to the quality of education we are getting at Lesley.



Karen Singer: I don't think it's fair to raise the tuition as frequently and as much; the school is expensive as it is and with the increase it makes hardships for many students. An increase can be expected, but not every semester. I think the students should know the amount of increased tuition for the four years when they apply to Lesley.



Linda Regine: Yes, it is valid that the tuition keeps going up because the cost of living is rising and therefore the professors and the school need more money to function. It's just too bad that we do not get the benefits of the rise. Perhaps when the new campus is built, the coming students will profit.

New Campus Plans

The sidewalks and courtyards of Lesley's new campus will be brick. The buildings are also to be faced in brick. Another highlight of the plan is shrubbery within the campus. And, once again, the amphitheater steps are to be green grass!

The proposed Biology Laboratory will be built at the site of Oxford Hall, on the lower level. Accommodating 28 students the Lab will include special facilities: a Plant Room (with controlled environment for growing plants), an Animal Aquatic Room (with controlled environment for animal study), and a Science Reference Library. When completed, approximately \$17,000 worth of teaching aids and equipment will be provided in the laboratory.

Also on the lower level and at the site of Grey Hall, the new music classroom will be built. A seminar listening room, large classroom, and two soundproof practice rooms, will be included in the music chamber. It will hold 30 students and include a piano, of course!

Brookline

(Continued from Page 1)

of a single nationality or religious affiliation from seeking, as friends, common housing.

In addition, it should be emphasized that faculty and administrators alike have long considered it academically beneficial to set up dormitory corridors as language centers. These provide an elective opportunity for upper-class language majors to improve their language skills and to permit a more informal exchange on the history and culture of the country under study. Familiar? Why is this program acceptable when faculty sponsored, and an "unseemly demand" when suggested by Black students? It has NEVER been suggested that such centers isolate the participating students, to their detriment, or that such centers do violence to the democratic complexion of the university.

Even more pointedly in contradiction to the prevailing view, is the acceptance of Newman Clubs, Hillel Centers, etc. for whose purposes the colleges have occasionally set aside scarce office space. In some instances there has been an outright allocation of land for buildings. Who is rationalizing what?

If our younger citizens are to accomplish those goals toward which we have made but the barest beginnings, then we must be willing to permit them to try their own ways and stop pretending that those ways are so different from traditional practices or so threatening to some fantasy of democratic life. It is time, indeed, to trust to free enterprise in the university society, assured that poor enterprise will fall of its own weight. Black and white students alike will learn to construct better enterprises year by year, examining their own previous errors or progress, as every generation of students has done.

Educator Honored By Lesley

Dr. Kenneth D. Benne, a Boston University educator and one of the founders of the National Training Laboratories for Applied Behavioral Sciences in Washington, D.C., was honored at a Lesley College convocation in Cambridge, on Thursday, February 6.

Benne was presented with the honorary degree of Doctor of Humane Letters by Lesley's president, Dr. Don A. Orton, in recognition of his far-reaching contributions to the fields of education and the behavioral sciences.

A Berenson Professor of Human Relations at B.U., Benne is a pioneer in the development of group behavioral science techniques such as laboratory training and T-Groups. The purpose of laboratory training is to help individuals realize their growth potentials as individuals, and to aid them in becoming more effective in working with others. A T-Group is a well-tested learning methodology through which a group member explores ways in which his behavior affects the group and how he, in turn, is affected by those around him. This experience helps people to develop a keener perception and sensitivity regarding themselves and others that can be applied to their daily lives.

The T-Group method and similar human relations techniques are now in extensive use in such areas as management development, community relations, colleges and churches. Lesley College has been integrating human relations training with its teacher-education programs on both the undergraduate and the graduate levels for eight years.

Curriculum Library Agreement

This semester Lesley College Library and The Harvard Graduate School of Education Library are initiating, on a trial basis, reciprocal borrowing privileges for the Curriculum Centers at the respective schools. By securing a "Curriculum Center Harvard Graduate School of Education" identification card at our own Curriculum Center at 29 Mellen Street, one is entitled to use the facilities and to borrow materials at the Harvard Curriculum Center, located in Room G-10 in Larsen Hall, on Appian Way between Garden and Brattle Streets. A Lesley borrower will be subject to the rules and regulations of the Harvard Center when borrowing their materials.

The Harvard Curriculum Center is open Monday through Friday, from 1 P.M., and on Saturday from 9 A.M. to 4 P.M.

Review-

by Jane Fine

Flip a coin. Ninety-two heads in a row? No! The laws of probability say forty-six heads, forty-six tails. Ninety-two heads—unreal.

Rosencrantz and Guildenstern Are Dead, questions the essence of reality and identity. Rosencrantz and Guildenstern undertake a mission for the King of Norway - to observe Hamlet and discover the reason for her insubordination. The conclusion of their mission is their death by the hand of the King of England. But were Rosencrantz and Guildenstern ever alive? Did they die a real death? Did their death end existence or end nothing?

The force of Tom Stoppard's play is here in the uncertainty.

Rosencrantz and Guildenstern are never able to remember the past. Guildenstern repeatedly inquires, "What is the last thing you remember?" To this Rosencrantz answers, "Nothing." Their present is dead as soon as it is lived. They have no past, no history. They're told a story by a Tragedian about a man who was actually executed on stage during a play but whose performance was unrealistic. However he died after being "stabbed" by Guildenstern.

Prior to their own death, they ask why should they receive death; they never did anything wrong. They never do anything which would define their lives. There was intent not action. This was their sin. Rosencrantz and Guildenstern are dead.

This is a meritorious work which will leave one questioning himself about his won achievement of existence.

Open Dorm Policy Initiated

As student activities died at Lesley for the Intersession abandonment, lights still shone through Sacramento Hall windows. The "happening" here was a long awaited favor to keep one dorm open during a holiday for those who wished to remain on campus. A request given Dean Stringham from Sacramento girls resulted in an offer of this dorm opened if at least 16 girls would sign up and would agree to pay a fee of \$5.00 for services of maid and security. Since the required number did sign, and houseparents Allen and Marianne Parker had planned to be at home, a notice was then posted on each dorm informing all that Sacramento rooms would be available for \$5.00.

The Parkers and students reflected that everything went well; no problems evolved. However, students did express feelings concerning unnecessary curfews and more depletion of pocketbook.

Alumnae Pledge Support In Fund Raising

The Board of Directors of the Lesley College Alumnae Association at a special meeting on Tuesday, January 28, 1969, unanimously passed a resolution endorsing the plans for the new campus, and pledged to assist in organizing a capital funds campaign. The resolution reads as follows:

"The Board of Directors of the Lesley College Alumnae Association hereby endorses and pledges its support to the President and Board of Trustees of Lesley College in the plans and objectives for the new campus. The Alumnae Association defines as one of its responsibilities in the coming year the communication of the needs of the college to all alumnae and the general public. We pledge our participation in organizing, publicizing and aiding the capital funds campaign."

Janet M. Silva, President of the Alumnae Association, resided at the meeting. Mary McCarron Mead, class of '25 and a member of the steering committee for the building program, is the chairman of the alumnae participation.

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Penny Spinozola '70, pinned to Brian Hogan '70, Boston College B.A. Roberta Cohen '70, engaged to Steven Florin '67, Tufts, USA Intelligence. Jill Rosenfield '69, engaged to Don Ritch '68 Lafayette. Linda Rothbaum '69, engaged to Eric Hall '68 Tufts, Mass. Dept. of Public Health.



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Spring Lecture Series At Harvard

The Harvard Graduate School of Education Colloquium Board has announced its Spring Lecture Series of 1969. The title is "Multi-Sensory Media for Learning," and the speakers are as follows:

Mr. Karl Linn, Associate Professor of Architecture and City Planning, M.I.T.

Monday, February 24, 1969

"Education Of, By, & For Environment"

Dr. Pavel Machotka, Assistant Professor of Clinical Psychology, U. of Colorado Medical Center

Wednesday, March 12, 1969

"Visual Esthetics & Learning"

Dr. Donald R. Swanson, Dean, Graduate Library School, U. of Chicago

Wednesday, April 16, 1969

"Education & the 'Information Explosion'"

Father John Culkin, Center for Communications, Fordham University

Thursday, April 24, 1969

"Education in a Post-Literate World"

Dr. Gerald S. Lesser, Charles Bigelow Professor of Education, Harvard Graduate School of Education

Wednesday, May 7, 1969

"Children & Television: The Case of the Children's Television Workshop"

The lectures will begin at 8:00 p.m., and there will be no admission charge. Mr. Linn's lecture will be held in Memorial Hall, which is opposite the Cambridge Street fire station, and the four following lectures will be held in Lowell Lecture Hall, on the corner of Kirkland and Mallinckrodt Streets.

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