Shoenbrun Stood Alone

by Carolyn Novick

At 8 o’clock on May 5, many Lesley students were busy watching the Grammy Awards on television. But a few students, a scattering of faculty, and people from the surrounding community didn’t pass up the opportunity to hear a leading critic of world affairs express some of his views which have pertinence to all of our futures.

Shoenbrun’s topic was “Kennedy and the Years After.” He spoke little of Kennedy, but had quite a bit of constructive comment on the years after. He threw out ideas which were food for thought. He compared and contrasted our generation to his—erries of the past to those of the present.

Some of the ideas Shoenbrun expressed were among these: 1. You may think it’s the 20th century...but it’s not. It is the third decade of nuclear power. 2. You may think there is a generation gap. Not so, but a communication gap has widened.

In his third nuclear decade, Shoenbrun asks that we deal in world affairs by making new assumptions i.e. a Thermo-nuclear War wouldn’t solve any one problem, only create others. We must consider that radiation can wound unborn children. We could end human history 20 times over.

But Shoenbrun not only gave a feedback of statistical data about Thermonuclear War, and what its effects would be, he also gave educational and constructive suggestions as to how we could build a country. 1. Education of the younger generation. 2. You may think the program is for the present. But Schoenbrun expressed were a scattering of students, a money of people from the surrounding faculty by Paul Fideler: A short history to the years after. He had quite a bit of constructive comment and threw out ideas which were food for thought. 2. Since Kennedy, however, the committee on Urban Studies, discussions and investigations to the topic of “Urban Studies” the program in conjunction with an urban Black College in the South.

Next year, on a one year trial basis, special education students will be student teaching for all of first semester. Some students approve and others disapprove the change. The rationale for this change would in part be: a quarter student up the chance to listen to speakers like Shoenbrun, I don’t think you realize the point of a college education.

Spec. Ed. Broadsen Scope

by Dr. Alex Craig

On May 5, the Ad Hoc Committee on Urban Studies presented the conclusions of its discussions and investigations to the faculty in the form of a memorandum.

Formed “to define the purpose of an urban studies program at Lesley,” the proposals were introduced to the faculty by Paul Felder. A short discussion ensued, and a vote concluded the meeting.

The proposals of the Committee were as follows:

1. 12 courses, 4 of which would begin in the 1969-70 school year.
2. A lecture series centered around the topic of “The Black Experience.”
3. A student exchange program in conjunction with an urban Black college in the South.
4. A wider admissions policy in order to include more students from the urban areas.
5. A Coordinator of Urban Studies to head the proposed program.

As a result of the Committee meetings, other resolutions were also proposed. These include:

2. Increase of the students’ voice in policy-making decisions.
3. Dr. Orton and the faculty voted to consider the proposals, and endorsed the two course proposals for the fall semester.

(Continued on Page 4)

Faculty, Can You Hear Us?

by Don Orton

At Midnight...

A Pumpkin

by Ruth Bradford

Interest in the revision of the curfew system at Lesley College was originated outside Student Government this year by Paul Orton and Ellen Pekin. Student Government supported the efforts of these girls and asked that they report their findings to Government.

In order to have concrete data, the curfew committee distributed polls through Student Government. These were researched and checked against those of Adele Glazer, the chairwoman of last year’s committee. After the data was interpreted, the committee reported back to Student Government. Then Government met to collaborate on curfews.

On Monday, May 12, Pat Stelter and Ellen Pekin met with Anie Dommu and Marcy Goldman representing the executive boards of 1967-68 and 1968-69 Governments. Marion Stringham, Dean of Students; Don Orton, President; Jack Dyer and Elsa Sonnehend, Trustees; and Mrs. Ginny Wilson, Head Resident Director. The collaborating body discussed the pros and cons of a curfew change, it’s complexions, possible implications and recommendations: (Continued on Page 8)

Ed Goals: New Curriculum Core

by Molly Budman

The new curriculum was implemented to integrate present educational courses into a more balanced structure than previously existed. The Education Faculty has researched and recommended education programs over the past few years in order to institute the most feasible program. After many ideas and proposals had been discussed and sifted through this year, a final subcommittee was appointed by the entire Education Faculty to submit the final proposal. These are the final changes:

1. Those courses to head the proposed program.

As a result of the Committee meetings, other resolutions were also proposed. These include:

2. Increase of the students’ voice in policy-making decisions.
3. Dr. Orton and the faculty voted to consider the proposals, and endorsed the two course proposals for the fall semester.
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5. A Coordinator of Urban Studies to head the proposed program.

(Continued on Page 6)
Mrs. or B.S.E.D.?

by Margaret Jankowski

Having completed almost one full year at Lesley College I have become enveloped in our snug little community. But the transition from high school to college life was no overwhelming step. Lesley provides me with a mother, a father, and hundreds of sisters. I need never fear having to make any decisions for myself.

I am never cursed by being alone. From the early morning clomp-clomp down the stairs to breakfast to the exiting tradition of pinning ceremonies at midnight I am reminded of how advantageous dorm life is. After all, one must learn how to get along with other people. Besides on the social scene, co-operation in academic areas is encouraged. One does not have to search far to find someone with a surplus of Scientific Americans in her room borrowed from the library, someone who is a whiz in art to help you along, or someone with a collection of high school texts to supplement your papers with original ideas.

The Lesley Lady is no myth. She flourishes in an atmosphere of complacency and apathy. Dissent is unheard of: we are one big happy family.

The Lesley Lady does not make any decisions for herself. She is always being asked to make a choice. Perhaps through a lessening of restrictions the freedom to make our own decisions will shatter the conformity which prevails on campus.

My optimism is vague. How can I attain my educational goals when the goals of Lesley College are to do the things I was taught to do in Junior High School. This situation was doubly unfortunate because it is our problem, and not the administration's. The administration is not able to satisfy our needs. Why?

Having spent several hours laboring over the Lesley catalogue prior to registration last September, determining which courses I wanted to take that semester, you can imagine my dismay at being handed a schedule designating that I would be in Section I-X and my classes would meet at the ungodly hour of 6:30 a.m. for three mornings in succession.

Other students at Lesley have expressed dissatisfaction with the existing system of registration. For this reason, I think the problem, should not only be looked into, but remedied. How can we do this? ("We" because it is our problem you know, not Catherine Welch's or Marion Stringham's nor Dr. Don Orton's nor that mystical body, the Board of Trustees. They don't have to register. It doesn't affect them; it affects us and it affects us adversely.) To get back to my original question, "How can we effect a change?" This won't be done by rapping to other people in the dorm. We must get our collective fat asses and do something! I realize student action is an unusual occurrence at Lesley, but until this does become a part of our education we will continue to be dissatisfied. The administration is not able to satisfy our needs.

REGISTRATION

Is It Your Fault?

By Cathy McIntyre

Once again it is time for registration. I think it is appropriate to take a moment to examine the method of registration existing at Lesley. Other than electives we are given very little choice in determining what courses we shall take. It seems to me that we should have the privilege of scheduling our own courses as much as possible. Taking into consideration the size of Lesley I acknowledge the fact that not everybody would be able to be accommodated. I do not, however, see any reason why speech, psychology, U.S. History, Biology, and Phys Ed. are taken one semester Freshman year and U.S. History, Biology, Phys Ed., Art, and English Comp. the other. What accounts for this in flexibility? Why can't a Freshman take Math or Philosophy and postpone Phys. Ed. and Art until her Sophomore year? True, there are some courses that entail having passed definite prerequisites. Other than that I see no reason for designating courses as Freshman or Sophomore courses. It would of course be difficult to take a two semester course as a Junior or Senior because of Student Teaching, but I definitely feel that we should be allowed more flexibility in the scheduling of our courses.

Before I begin my regular season, I want readers to know that I welcome any grapes or constructive criticism you have about the school or Diogenes. This includes students, faculty, administration, and whoever I might have left out. Give these comments to Ruth or Helaine. Do you remember in elementary school the last days before the PTA meeting? Parents, of course, were invited up to the classrooms to ask Johnny who had improved in Spelling or if Jane had improved in Arithmetic. In those last few, panic-sticken days the teacher rushed to put up bulletin boards and to clean up the room for the parents.

From September to April at Lesley College the poor neglected the dirt collected, and walls were forgotten everywhere except in the Fine Arts Building. Suddenly Parents Weekend was two weeks away. Front and back doors of dorms were painted. The windows in White Hall were washed. The floors in the classrooms sprinkled. The tables were left covered with a year's growth of dust and chalk. The gardens were weeded. The library was filled with Color and Design. Saturday lunch improved.

The point is, if this can be done once a year, why can't it be done at least once a month? Why should such a clean-up be only to impress the parents? Let's face it—whose parents are going to fall for the impression after hearing their daughter complain about the dirt all year? If the campus were kept cleaner, some students might take some pride in the school. Some students. Some pride. At least, it would give us a poor-but-clean image, rather than the dumpy and dirty image we have now.

And by the way, cleanup crew, next year try to remember to clean the tables in the classroom building.

DIAPERS

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THE LANTERN SPEAKS

Have A Good Summer
A WARNING
To The Real Villians

How much longer are students going to have to resort to extreme means to reach their worthy ends. One may ask what it's going to take to get people to realize the deviousness of the administrators of our government, universities and community media. How is it possible not to see their efforts as a direct threat to society? At times of conflict, both men of corporation and men of academe are in disagreement. Are they to listen to the President who would altogether have student radicals expelled? His efforts are for the purpose of getting rid of those chums who he thinks will cause him any amount of trouble. One is reminded of Hitler's Germany—kill the troublemakers! shoot anyone who's out of line.

In a speech he delivered at Yale the last week of April, Mayor Lindsay asked people to ask themselves just what sources in the past have won the confidence of young people—certainly not the government who's told us that victory in Viet Nam was just around the corner, certainly not the military explaining at Bemtre that it became necessary to destroy the town in order to save it, certainly not the moralizer who warns us of the illegality of marijuana smoking as fondly remembering the good old days of illegal speakeasies and illegal bathtub gin, and certainly not the T.V. advertiser promising an afternoon of erotic bliss, in Eden if you only smoke a cigarette which is a known killer. The use of which is justifiable and with itself a special institution, divorced from worldly pursuits while it engenders in real estate speculation and helps plan and evaluate projects for the military in Vietnam.

Many of ourers like Nixon and his men agree that it is crucial for universities to speed their self-reforms, but to try to isolate radicals and deprive them of mass support.

But is it the radicals who need to be isolated? No, it is needed for the universities to be exposed and their efforts at change, praised! Certainly, university isn't a can't begin to take place until this country's leaders have begun to offer effectively what reforms that have disillusioned youth. And the turmoil among students at universities will continue until the nation has adequate plans for dealing with a huge expenditure of national resources for military purposes, iniquities practiced by present draft system, the critical needs of America's 23 million poor, and the unequal division of our life on racial issues.

There is a cause for student unrest here, specifically. As I see it, we have to be concerned with our own problems stemming partly from actions and words of our half-assed authorities. Is it that people are blind, that they can't see what's being done to them, that they are being cheated? (Not that this criminality doesn't exist elsewhere, but so long as this is present now and now is called for concern and action and investigation?) Are we to listen to our own government when they say they want peace but the military explaining at Bemtre that it became necessary to destroy the kind of conditions that foster the opinions many people have of you Leney people. Will someone please believe this plea is not made with the most serious of intentions? What was your purpose in mocking fellow students in their effort to bring about change in the university? Simply made a farce of their struggles and will succeed in having others deregrate you. People are justified in not taking seriously anything you say or do. In the very words of Harvard people, your sin is stupidity. How long are some of us going to have to tolerate your kindergarten mentality? You people protest to be sensitive. You and some of your administration display by your eloquent language that you are sensitive at stone-walls and worthy of no respect. You're made up of the status of students much less that of teachers. It is my opinion that there are valid arguments for the definite termination of this type of activity in the near future.

Gail Duboe '71

The Business of a College

In his essay "Universities and Their Function," Alfred North Whitehead made the following comment regarding the widespread expansion of universities in America:..."this growth of universities, in a number of institutions, in size, and in internal complexity of organization, discloses some danger of destroying the very sources of their usefulness, in the absence of a widespread understanding of the primary functions which universities should perform in the service of the nation." Let me then continue to enumerate some of the general or "primary functions" of which he speaks.

"The justification for a university is that it preserves the connection between knowledge and the rest of life, by uniting the young and the old in the imaginative consideration of learning." "Youth is imaginative, and if the imagination be strengthened by discipline this energy of imagination can, in great measure, be preserved through life. The tragedy of the world is that those who are imaginative have but slight experience, and those who are experienced have feeble imaginations. Feels act on imagination without knowledge; pedants act on knowledge without imagination. The task of the university is to weld together imagination and experience." A university is imaginative or it is nothing—at least nothing useful." Thus far we see that Whitehead stresses the importance of the young, the old, knowledge and imagination.

Let us continue—"The whole art in the organization of a university is the provision of a faculty whose learning is lighted up with imagination... The faculty should be a band of scholars, stimulating each other, and freely determining their various activities. You can secure certain formal require­ments, that lectures are given at stated times and in the university in attendance. But the heart of the matter lies beyond all regulation. The sole question is, what sort of conditions will produce the type of faculty which will run a successful diversity? The danger is that it is quite easy to produce a faculty entirely unintelletuious, of very inefficient pedants and dullards. The general public will only detect the difference after the university has stunted the promise of youth for scores of years.

Now let us turn to the student body. Whitehead does not refer to its members directly although one might infer a general standard of quality and integrity which he assumes to be characteristic of the youth participating in the affairs of a university. In reference to faculty student relations he says "...bring them into the intellectual sympathy with the young at the most eager, imaginative period of life, when intellects are just entering upon their mature discipline. Make your researchers explain themselves to active minds, plastic with the world before them; make your young students crown thier

(Continued on Page 4)
A Proposal Concerning Exams
by Gall Duboe

On reading "A Proposal Concerning Exams" by David I. Bruck which appeared on April 28, 1969 in Crimson.

I. Bruck which appeared on April 28, 1969 in Crimson. this academic change as has been demonstrated at Sarah Lawrence in Bronxville, N.Y. But what must be seen immediately is that the present bureaucratic education has done to us.

Modern bureaucracies/modern universities and colleges require worker/student s who can be counted on to behave in a certain way. Unilaterally workers/student must reject authority, be punctual and conform to standards of dress, speech, and behavior. His sub-service to his superiors education has done to us.

If this is true, why do some teachers put emphasis upon being on be so competitive and why are creative, imaginative people

We have been trained to believe that nothing we do as valuable and relevant than cramming for exams and

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A Proposal Concerning Exams
by lady Asmain

Teachers for a Democratic Society is an organization of teachers who see the need for a fundamental change in the education system-and of society.

Teachers for a Democratic Society (TDS) is attempting to get teachers into contact with one another for the purpose of discussing problems (including the classroom) related to teaching. At these discussions, or "critical workshops," teachers try to come up with new ideas of how to teach, of what to teach, and of the ways in which

TDS is concerned with the problems of working within an educational system which cripples critical and creative thinking. In the workshops they try to discuss the ways in which a democratic perspective that helps them become the best and most creative teachers they possibly can be under the circumstances, and at the same time involves them in politics to change the circumstances.

Boston Teachers for a Democratic Society will hold its first teach-in on May 3 and will be following up with workshops beginning Sunday, June 1 at Danielson House, 185 Bay State Road, B. U. For more information call 666-3624.

What's New in H.R.C.? by Mary Metcalf

The Human Relations Council of Lesley College is now completing what they feel has been a very successful fourth year of existence. The purpose of the Council is to provide a series of T-group experiences for the students of Lesley College.

The workshop is held at Rolling Ridge, a conference center in North Andover, Mass. and is open to 100 Lesley students participated in the Council's program. The program is sponsored by the Teilhard de Chardin Foundation of Temple Israel, Boston.

The Council, composed of Lesley students, faculty, and administration, is now in the process of planning next year's program. Once again they hope to provide eight T-group experiences. The majority of these would be sensitivity workshops, as an introduction to Human Relations, but also a variety of specialized conferences, such as leadership, dorm life, and other areas of interest and use.

Recently, the Council re-organized its structure. Dr. Other now serves as advisor, Roberta Caffin '70 and Mary Murray '71 as co-chairmen, and Gayle MacSweeney as treasurer. Other members are Don Orton, Jim Hilt, Jim Slattery, Linda Wasserman, Emily Ulman, Leslie Orton, Ginny Dorne, Adi Stavis, Jill Dorobek, Maryanne Shulte and Elayne Birnbaum, Ruthanne Jaffe and Sharon Oxman, and Karen Wasserman.

Showtime for Biala

by Sherri Kettler

The Drama Club put on a super performance on the evening of May 8, when they presented a Studio Night for the student body. A variety of performances were

The Toddler by Gail Duboe

Business
(Continued from Page 3)
period of intellectual its nature. In so doing, the student body will be able to pursue their own intellectual interests within a rational academic framework. The kind of studying that

The scope of experience is broadening, as it should, for proficiency in this area of teaching.

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The Drama Club put on a super performance on the evening of May 8, when they presented a Studio Night for the student body. A variety of performances were
in Retrospect

And it came to pass that there was an organization on campus this year, as everyone knows, known as the Student Government Council. Yet what makes that organization different every other year? A few important things, I believe.

To continue, this organization has made headway this year in many issues of great concern to the Lesley College community. For the first time in Lesley's history, Student Government has been increased from 11 members to 15 members. This increase in membership means that there will be more room for a diverse student body in the student organization, as well as more opportunities for students to practice and try out new ideas for their own learning and for the development of the college.

I regret that I will be unable to continue making and taking opportunities at Lesley. It's time for me to leave. Another kind of opportunity awaits me. I will be working full-time with a private, based corporation set up to train people in human relations skills at individual, family, group, company, community levels, the corporation, "Social Dynamics, Inc." also designs, implements, consults, evaluates, and studies community programs and social issues on a local and national level. It was formed to meet a growing need in business and social science areas of translating theories of human relations skills to their application in everyday life.

With these new opportunities for contacts with a wider segment of our society (especially community problems and black-white encounters and confrontations), I'll be able to practice and try out skills I have acquired at Lesley with different people in a variety of social environments. I'll be travelling more, meeting more people, learning new concepts and skills, and improving old ones. I'm excited and enthusiastic about what lies ahead for me; it's my cup of tea.

Two years at Lesley has taught me several things. Change in our educational system is needed; our failures to effect constructive change far outweigh our successes. Change, even constructive change invariably produces anxiety and other discomforts but temporarily. Constructive change is based on movement, trust, commitment, and sound action methodology. Second, change-agents (such as teachers, administrators and students) can be equipped with the necessary skills for creating the conditions of constructive change. Third, people who want to bring about change must have the courage to confront, to face, to play by ear, to diagnose skillfully, and to tolerate a painful ambiguity. I would like to make a parting statement to the Lesley community: STAY WITH IT, HANGIN', DON'T COP OUT, SAY-IT-LIKE-IT-IS, TRY, LEARN, LIVE.

Charlie Clayman

Mental Health

(Continued from Page 6)

even help with the grounds maintenance. The volunteers we have are a valuable asset, but we could always use more to make our programs even more effective.

If you have just a little time this summer which you would like to put to constructive use—contact the Massachusetts Association for Mental Health.

Alain Zutosky, Beth Bennett, Nancy Siegel, Nancy Lavine

Executive Board Back row from left to right: Mary Goldman, Evie Katz. (426-5776) for further information on volunteer opportunities.
Letters Cont.

Keep Talking, Ladd

Good-bye Dear Lesley

The best part of Lesley College for me has been the opportunity of spending a part of my life with some of the most beautiful people in the world. I could not effectively express in words how much I received from those I have known here. To cite just three from the many: How do I express thanks to Dr. Oliver for becoming "Les" or Helen Lydon for being "Love" or Arlene Hazard for being "Hap."

However not all of Lesley had been sunlight and roses. It's hard to believe that one of the first issues I was involved in at Lesley five years ago was whether students had to wear skirts to class or could have their hair in rollers at supper. Only this year has it become possible for a student to dress as she pleases while being in the administration building!

This is typical of that part of Lesley which has taught me to say "hell and damn" too often. I have only over the five years I have been here but the changes have been so slow and hard to accomplish that it is a wonder that a scream in disgust or cry quietly in despair. But enough of this.

As befits a wise old man going forth to live in the desert, let me leave you with a few choice bits of advice (even though I'm not yet a prophet.)

To President Orton: Don't talk about "laboratory for learning" and "community", be one.

To the old faculty (those who were here when I arrived): Don't fade away before your time.

To this year the Seniors: Keep swinging.

To the freshmen: If some of you did important things but not enough of you toed hard, then get lost. If you are ever in the desert and need a drink (of water) drop in.

To the Juniors: Stand around watching the new campus being built and doing something. You only have one more year to change this place.

To T-Group types: Try being a little less sensitive and a little more reasonable.

To any campaign T-Group types: There are things to do besides throwing stones.

To Ladd Holt: Shut-up and leave.

Why They Transfer

There has been a great outflow of transfers in the Freshman class. The Lantern was wondering why. Here are the thoughts of a few of these girls.

I've lost count of the number of times this year someone has said to me, "All Lesley girls have a reputation for being good-looking but dumb." I think this impression of Lesley girls must have come from the faculty. In two semesters at Lesley College I've had only two professors that gave their students credit for having any brains. Most of the freshmen courses seem to be geared for high school level students. We are not encouraged to think for ourselves. Memorize and recite, read and feedback the information you've read without filtering it through your mind.

The really sad thing about the situation is that the majority of the girls at Lesley are satisfied with things the way they are. They are not interested in any intellectual stimulation. Lesley is a place to look for a husband, and if you're careful, of looking a man you're at least able to teach, which is always an acceptable profession for an old maid.

The General Education department suffers most from these dead minds. We all know we must have a liberal arts background to "round-out" our education, so the tiny girls tolerate their History and Biology. They do not take an interest in the subjects, but merely hand in as few assignments as possible without giving or taking anything from the course.

As a result, the whole atmosphere of the Lesley "community" is stifling. The students remain within the confines of Lesley College, relating to each other but little to problems outside the campus bounds. We go to museums because our art course requires it, and we go to parties only if a tall, dark male happens to offer to pay our way. We do not seek intellectual enjoyment.

We are content.

(Continued on Page 7)

Off Campus Apt. At Last

After three years of dorm life at Lesley, some people have the pull required to get their very own apartment. Admittedly, these people are few and far between, but we have two such people within the Lesley community now: Michael and Roz Eschelbacher. They've finally decided to terminate this college life and head for their after 2:00 residence.

When asked what the hardest part about being a residence director, Michael remarked that it wasn't a difficult job, but it had its difficult moments. We went on to discuss things that they'd miss the most and both agreed it would be the girls. Of course there would always be the faded purple rug, low green window shades, knocking radiators, maid service, Spring and Summer romances, the view on the roof, forms, committees, assistant parents, checking locks, and, naturally, moving every summer. On the other hand, they are anxiously looking forward to hot water, separate closets, liquor in their rooms, a bedroom, home-cooked meals, three rooms, and no caretakers being able to come after 2:00 A.M.

Picking the fire alarm and having the girls sleep through those fire escapes was undoubtedly the funniest situation in their three years here at Lesley. With them they will take the memories of changing fathers' tires, marking we must have on the back wards at Waltham, student volunteers to Anti-T Group types: there are things to do besides throwing stones. "If you're careful, of looking a man you're at least able to teach, which is always an acceptable profession for an old maid."

In the Junior year some girls will have the opportunity to substitute micro-teaching for the regular Junior student teaching experience. Since the number of educational requirements are reduced from 35 credits to 28 credits, girls who would like to specialize in a certain area of early childhood and elementary education will be able to choose some other electives in that field.

Since it is necessary to phase in the new curriculum at different stages, some aspects of the proposal will begin next year. Half of the Freshman class will begin Core I at second semester. In the first semester Junior year, eighty girls will begin Core II. These girls will not take the regularly offered method courses except for Language Arts. These students will also be required to take one additional educational elective. In the second semester of Junior year, forty students will begin

(Continued from Page 5)
Baccalaureate, beginning at 10:30, will be followed by a sumptuous luncheon in White Hall. The Commencement itself (again at Sanders Theatre) is at 1:00. This procession will form in the courtyard of the administration building, led by the faculty in academic procession. It will be directly followed by the line of graduates and their guests. The program is open to the public. All graduates are requested to report to the President’s office by 10:15 for the Baccalaureate and Commencement ceremonies respectively. Music for the program is under the direction of Professor Elnora Benjamin.

The Commencement address, entitled “Youth in a Geopolitical Century,” will be given by the guest speaker, Dr. Samuel A. Kirk. Dr. Kirk is currently Professor Emeritus at the University of Illinois and Professor of Special Education at the University of Arizona. He is a member of the Institute for Research on Exceptional Children and Professor of Special Education and of Psychology at the University of Illinois (1947-67). He is also a former President of the International Council for Exceptional Children (1945-46). Since 1962 he has been an Honorary Fellow of the British Association of Special Education and, in that same year, he became the recipient of the first International Award in Mental Retardation from the Joseph P. Kennedy, Jr. Foundation for professional service in mental retardation, and visited the Soviet Union as a member of a six-man scientific mission sponsored by the late President Kennedy’s Panel on Mental Retardation. He is presently the Chairman of the Board of Directors of Action for Boston Community Development (ABCD) in Boston. Officials of ABCD, an anti-poverty agency, form a network of local groups working in neighborhood action centers. Together these people are trying to prevent the most urgent problems of inner city life—problems of old age, unemployment and underemployment, poor schools, inadequate medical care, insufficient city services, and welfare.

The Poverty Program needs volunteer help to continue and expand its efforts. Lack of funds and, therefore, a lack of staff continually handicap its projects.

The Volunteer Office at ABCD is looking for volunteers to help with summer projects, reports, Mrs. Betsey Sable, Recruit R.Leager, Recruiters of Volunteers. "A great variety of work is available," says Mrs. Sable. "For example, a volunteer can arrange simple dance or arts or music projects for Head Start children; a volunteer can help an illiterate adult learn to read, tutor a high school dropout or a child having problems in school, teach English to Spanish or Italian speaking persons; a volunteer can coach team sports or lead children in outdoor games; a volunteer can work on a neighborhood newsletter or plan projects of interest to the elderly. Hours for most programs are flexible."

All interested persons should contact Mrs. Sable at ABCD’s Volunteer Office, 150 Tremont Street, 742-9429, Ext. 713. After an interview volunteers are referred to neighborhood personnel for neighborhood programs. Observations and workshops will be scheduled for volunteers to help increase their knowledge and understanding of their work.

Addressing all potential volunteers, Mrs. Sable says: "The Poverty Program asks for your time and skills and for sensitivity and humility. In return it promises greater understanding of the inner city, its people and problems, and the satisfaction of having helped to meet some of the challenges of urban life."
Transfers

(Continued from Page 7)

College."

Rita E. Lamprey

If I am a freshman and after completing one semester at Lesley College, I have decided to transfer to the University of Indiana where I will begin next fall. My reason for transferring is a personal one. I have always been interested in music and drama. Because Lesley is a teaching institution, it is very limited in the amount of liberal arts courses it offers the student. I want to pursue the field of music education or music therapy and the appropriate and required courses are not available here. If I fail to be accepted into one of these programs, I want, for my own interest, to take as many music courses as possible, as a part of my curriculum. I have found through my own experience that when so many courses are required, it is extremely difficult to become involved in outside activities or pursue personal interests. At the University of Indiana I will be able to take 24 credits in the music curriculum while remaining in the School of Education.

I have thoroughly enjoyed my stay at Lesley this year and I feel that this year has been an invaluable one. It has afforded me a chance to learn what I really want in life. George Elliot wrote, "It is never too late to be what you might have been."

Wendy Cohn

As I sit in my room with my friends, looking out the window with Spring and the good weather just starting, I wonder if I am doing the right thing by leaving Lesley College. Lesley College is a unique place, that engulfs a world of its own. However in this world I found faults that I did not wish to or of a deep rooted protest against the established society, its immoral and illegal war in Vietnam, its glaring inequality and injustice, and its general aggressiveness and hypocrisy. This doesn't mean that efforts of student radicals are a protest of society's ills alone. There are changes in the university which need to be acted upon! The demands of black and white students simply represent the breakdown of the consensus about what should constitute a meaningful education for them.

The Lantern Extends Best Wishes

(Continued from Page 7)

related to teaching and Community Services in the inner city, and "Contemporary Black Literatures"

The other proposals by the Committee remain for further consideration. It is hoped that they will be acted upon quickly— for the sake of the school and its students.

"The courses suggested were: The Urban Environment and Its Life Responses (proposed for spring of '70); Government and Social Agencies that Affect the Urban Poor; People and Resources Seminar; the African Experience; The Black American Experience; Black Literature; Black Artistic Expression (other than literature). Contemporary Philosophies of Change (proposed for Spring, '70); Pre-School and Day Care Needs and Techniques; Racism; The Poor in America."

Midnight

(Continued from Page 1)

major policy change. The board voted on the proposal Thursday, May 15 and it was passed. Letters will be sent to the parents of those concerned in this curfew revision, that is, parents of the freshman, sophomores, juniors, and seniors. In future years this action will not need to be taken as curfews will be stated in the handbook. Parents will know of the curfew system when their daughters consider Lesley College. It is felt that parents should be informed of this change as they have contracted with Lesley for next year under the former curfew system.

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Creative Playthings

On May 1st an exhibit of Creative Playthings was displayed in the classroom building. These are toys which are made specifically for the exceptional child as well as preschool and kindergarten children. The representative was very helpful in explaining and demonstrating such toys as a toy for a perceptually handicapped, speech handicapped, and visually handicapped; clock face for the educable mentally retarded and perceptually handicapped and visually handicapped. The exhibit was extremely interesting and worthwhile to all special educators.

May 20, 1969

Trinity Lutheran Church

The Hitching Post

(Continued from Page 1)

The Lantern extends best wishes to:

Debbie Shutsky '70, pinned to Jeff Chernikow '70, John Hopkins.

Elaine Cosewich '70 engaged to Allan Spitzer, Rutgers '68, University of Pennsylvania Med. '73.

Penny Spinazello '70, engaged to Brian Hogan '70, B. C.

Rachel Neches '69, engaged to Larry Bender, B.U.


Beverly Dunn '70, engaged to John Tricomi '70, Harvard.

Shelley Isaacs '72, pinned to Paul Levy '72, Yeshiva Univ.:

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Handmaidens of the Cross

EXTRA PAGE