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## The Lantern (February 11, 1971)

Lesley College

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## Environmental Protection Agency Open for Business

The Senate confirmed Environmental Protection Administration chief William D. Ruckelshaus the very day that new agency came into being. Still without a roof over its head or a full staff, EPA began December 2 to coordinate the nation's attack on environmental pollution.

Ruckelshaus, formerly assistant attorney general for the civil division won en-

thusiastic endorsement from Senators who grilled him for two days on his attitudes on cleaning up the environment. He said he felt new procedures would have to be developed to enable the federal government to deal quickly and effectively with polluters; something he felt current policy did not allow.

Ruckelshaus also told the Senators he favored a strong federal effort against polluters because states would then enforce the law more aggressively. They fail to do so now because of competition among states for industry.

The new administration was pressed closely by Senator Edmund Muskie of Maine on his opinion of the Air Quality Act amendments which require a nearly pollution free car by 1976. Ruckelshaus said he thought it would be "more orderly" to leave decisions about granting extensions to the auto industry up to the EPA administrator, rather than Congress. He also told the Senators, "I intend to keep the pressure on the auto industry as much as possible to develop pollution-free devices. I would look with a jaundiced eye upon any claims by the auto industry that they cannot come up with an acceptable device by 1975."

The new agency Ruckelshaus heads combines some 15 organizations from a variety of federal departments with about 5,800 employees and budgets totalling \$1.4 billion. Chief among them are the Federal Water Quality Administration, the National Air Pollution Control Administration, pesticide registration functions formerly in the Agriculture Department and radiation level determination and enforcement.

Creation of EPA was one of two executive reorganization plans presented by President Nixon earlier this year. The second was creation of the National Oceanographic and Atmospheric Administration under the Department of Commerce. Dr. Robert M. White was named in October as acting director of NOAA.

## University of Florida Group Asks Boycott of Polluter Monsanto

Dear Friends and Fellow Students,

Our campus sits along the northwest edge of Escambia Bay, which empties into the Gulf of Mexico at Pensacola, Florida. So far this year, Escambia Bay has suffered over 60 major fish kills, each one of close to or more than a million fish-food fish, sport fish, 'commercial fish', you name it.

These kills have been traced to industries and municipalities just north of and on the bay which have been using the Escambia River and the bay for a dump. One such industry is Monsanto Co. which as of January, 1970, was dumping into the river, and the bay, the following wastes:

10,000 lbs/day 5 day bio-

logical oxygen demand; 3,900 lbs/day total organic carbon; 1,875 lbs/day TKN; 1,331 lbs/day nitrite nitrogen; 1,104 lbs/day ammonia nitrogen & nitrite; 421 lbs/day total phosphate, and 264 lbs/day orthophosphate.

One of Monsanto's most advertised and ecologically deleterious products is Astro Turf, an artificial grass; some of its other products are Arochlor (1250) compounds and herbicides. Because our public officials have been tragically slow to respond, and because citizen initiated 'pollution control' legislation is being successively weakened and stifled, and will have only moderate 'success' if ever passed we have concluded that only economic sanctions can force

the industries involved to recycle their wastes and quit using the Escambia River—the public domain — for a dump.

We intend to take sanctions against all industries, of which there are six locally, dumping into the Escambia River and the bay. To establish our effectiveness, we have decided to begin by calling for a boycott of Astro Turf, the Monsanto product that depends most heavily on the college market. We desperately need your support. There is nothing less at stake than the bay itself—the bay which is a integral part of our biosphere, is essential to a balanced environment.

It doesn't take much thought to realize that Escambia Bay is about as important to you as it is to us. By supporting our boycott you not only deny revenue to an enemy of the bay, you also help assert, for once, that our waters and our skies are not dumps and that even large industries must be held responsible for their wastes.

—We ask that you put up with natural grass for a good while longer.

—We ask that you compel your friends and local industries not to buy Astro Turf and other Monsanto products.

—We very respectfully and urgently request that you obtain through your student government and alumni associations a *binding official promise not to purchase Astro Turf until Monsanto quits dumping its wastes into Escambia River and Escambia Bay.*

—We recommend that before you or your college administration buy any other sort of artificial grass, you determine that manufacturer is not, like Monsanto, using the environment for a dump.

We need your active response to this appeal, even if you have no need at your institution for Astro Turf. Your support is urgently requested. Please send us notification of your administration's promise not to purchase Astro Turf.

## Lesley College Drug Policy

Federal and State laws make the non-medical use, possession and sale—as well as the inducement of others to use possess or sell drugs—illegal actions. In addition, it is in violation of Massachusetts' law to be knowingly in the presence of a person illegally possessing drugs or to be in a place where such drugs are illegally kept or deposited. Penalties in Massachusetts range from fines or suspended sentences and paroles to three to ten years imprisonment for first offenders.

Lesley College accepts these laws as binding on its students and therefore cannot protect students from arrest or prosecution resulting from illegal drug use. Moreover when necessary, the College will cooperate with law enforcement authorities in regard to student use of drugs.

The dangers inherent in the use of drugs are recognized. Lesley College supports the efforts of its students to seek help for drug and drug-induced problems through medical, counseling, and psychiatric services.

Possession, use, distribution, or sale of illegal drugs on Lesley College campus, as well as knowledgeable presence in a room where said drugs are being kept or used, will subject the student to disciplinary action via the Drug Policy Board, subject only to the appeal to the President and/or Trustees. Penalties include suspension from, or dismissal from, the College.

Ignorance of the law is no excuse.

## Helping Hand Strikes Again

By Janet Formicola

On Saturday, January 23, the Associates for Human Resources, Inc., sponsored a lecture by John Holt, educator and author of several excellent books concerning the education system as it exists today. Mr. Holt raised many interesting points in his talk, quoting frequently from Illich, with whom he shares many similar views. Holt explained that our society defines learning as schooling, and that the majority of people tend to measure a person's competence by the amount of schooling he's had. Statistics compiled by Illich show that schooling is too expensive for the majority of people to obtain in a large number of countries around the world. Illich tries to destroy the myth that "increased schooling is a social equalizer." He feels rather, that schools, like churches cast people out and make them feel its their own fault. Holt explained that the U.S. spends thirty billion dollars on public elementary and secondary schools and that this sum is unequally distributed among the rich and the poor. In order to equally distribute this money, the U.S. would have to allocate at least eighty billion dollars for public education.

Holt pointed out a fundamental (Continued on Page 5)

## Helotry Caused by The Philomath or . . . Erudition, Etc.

By Toni Brodax

The immediate expenditure of energy occasionally occurs, although it assumes the appearance of obliviousness. Frequently there are feelings of degradation and impersonation reproachable at such an idealistic and impermeable institution by those attending it consequently. This is simply a dilemma of those not so incompetent members of the beauracracy. The galvanization of gluttonous inclinations are impressionable to jingoistic hominidae.

In compliance with the plutocracy, the bourgeoisie become agnostic to their cathexis, only apparent to the myrmidon. Obtuse and obstreperous proletarians impede the exigency for emendation. The ratiocinator will surely denounce entrophy, preponderation, inhibition and avarice. Much elucidation must be subsidized, for then the majority will postulate on the futility of never becoming one of the Elysian fields.



## Editorial

### Name or Not

By Jeryl V. Proce

In our last edition of The Lantern, a letter was printed, with the student's name withheld by request. The letter was an attack on Dean Ritvo, based on a conversation the student and Dean had about mid-marks. This letter, caused perhaps as much controversy as the article about the relationship Lesley has with the three male dominated institutions in this vicinity. These articles are not submitted, as one faculty representative stated "... to make people take notice." We are nearly confident, that we don't need controversial articles, as such, for you to take notice of our paper. We feel we, as a newspaper, render much more of a service, than just having a weekly slaughter on a particular subject matter. We consider this a derogatory remark and moreover, a direct threat to the existence of the newspaper. We try to uphold proper journalistic style, without its forming barriers to our freedom of expression.

What is now the current policy of the Lantern is that we will respect the desires of those who wish to submit letters and articles with their names withheld by request. I must, now reaffirm this policy. We will accept unsolicited material with the stipulation, that the names will be withheld, by request, if we feel, as with all other articles, that it is pertinent to the Lesley College community, and above all, communicating an idea. We do, however prefer signed material. Giving due respect to your opinion, we feel you should have strong enough convictions to uphold them when confronted with your opposition. But as a student newspaper, we must give you the flexibility of the "printed word."

I state now: that with this newly delegated policy, I will not be a pawn, for student or faculty; for this position, was brought to my attention earlier. My position is merely to act as an agent, to give the students the most freedom, while at the same time adhering to some sense of journalistic responsibility. The faculty and administration represent certain positions, the students represent others. Both sides should be given the opportunity to express themselves honestly and openly. We will certainly welcome it. In this way, the paper is not a pawn, by either the students, faculty, or administration. The availability of the newspaper will be what use you make of it, not mine, nor a certain group of "concerned" students or faculty. Please take the responsibility of this freedom.

### Farewell

To the LANTERN staff:

This is a painful letter to write. I have been advisor to the LANTERN, under many editors, since the autumn of 1954. I have seen it thru many good and bad times; I have even watched it die—or so it seemed. I must now, however, tell you that I will no longer appear to sponsor a periodical that does not, it seems, want my advice. Specifically, the immediate issue is your printing, and announcing it as policy that you will print, letters while withholding the names of the writers.

One letter in particular, in the issue of December 16, was a piece of childish venom whose author did not have the guts to put her name to it. Of course many of us know who wrote it; but by withholding the name the LANTERN assumed, legally, professionally, and morally, full responsibility for the writer's immature spite and spoiled brattishness, and for her attempt—unsuccessful, of course—at character assassination. I am ashamed that my name was in the masthead of the

paper in which that letter appeared. Some readers who do not know me very well might assume that I approve this type of journalism.

I must therefore insist upon two things: one, that you print this letter in your next issue; two, that you re-

(Continued on Page 3)

As the academic year moves with its sluggishly rhythmic pace into middle age, it becomes increasingly apparent that the bleakness of spirit falling all around us demonstrating no signs of letting up. I find that I am constantly searching for underlying causes that will explain this overall depression that I have perceived. For it is the nature of any human being to seek reasons out. My quest, however, has not been a fruitless one; all the desperate political and environmental problems that have frustrated us in our inability to cope with them have sprung to mind as probable causes.

Probable, but, I believe, only partial. My contention is that something much more fundamental is troubling our lives. A deficiency so profound that all other causes must necessarily depend upon it. Simply stated, the difficulty lies in the fact that none of us have been educated to accommodate or initiate change. In a society beset by rapid change on all fronts such a fact is needless-to-say deplorable, if not disastrous. An even more frightening assumption is that education, which propagates and standardizes a conservative-traditional curriculum that insures resistance to change, is one of the slowest, if not the slowest, of our institutions to evolve. This is appalling, especially when one believes that education should be instrumental in producing change by making an example of itself. In other words, the educational system should attempt to teach us how to change by openly remodeling its outmoded structures and taboos.

Some may wonder at the irony of an individual who would make such a statement in the newspaper of a

college that prepares young women to be modern, intelligent and thinking teachers of young children. But I feel compelled to persist in my irony. So what I have said and am about to say is directed to the students here who, because they are hopefully going to teach, must be made aware of this. More importantly my message is directed to the Education Faculty who, because they teach us how to teach, must be told this.

One of the basic tenets of the Education Faculty at Lesley is that subtle and sometimes unconscious behavior on the part of the teacher often has more lasting effects on the individual child and on the class as a whole than directed or factual learning. Teachers of teaching, you will perhaps pardon me if I suggest that you had better wake up! Outside of student teaching and field work, students at Lesley are learning very little about good teaching, but they are learning a hell of a lot about cynicism. They are learning that it is correct to make rigid requirements of

students and to respond with punitive measures if these are not met. (A prime example of the above is the recent dilemma involving the Human Relations Requirement for Junior Core. The unsatisfactory completion of this requirement, you will remember would have resulted in the withholding of student credits.) Students are also being taught that it is all right for teachers to break promises. Moreover, Lesley girls are learning that to teach is to be disorganized and unplanned. (I am quite sure that almost every student here will testify to the lack of organization which has been demonstrated with such perfection by the professors of Education on this campus.) Generally, what students are learning as prospective teachers and as human beings is that it is fine and perhaps even commendable, to profess to hold one set of beliefs and to show by your actions that you are really paying them no heed—that is to say that the mouth doesn't know what the ass does.

### The LANTERN

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Feature Editor — Beverly Hinkley

Literary Editor — Joni Greenberg

Art Editor — Debbie Greenberg

Rewrite Editor — Michele O'Leary

Circulation Editor — Marlene Sands

Layont Editor — Janet Weiner

Review Critic — Debbie deGraffenried

Business Editor — Janet Gary

Secretary — Carole Vena





# Letters to the Editor

Jeryl—

I have just read "An Opinion" and a bunch of letters to the editor that came out in this week's Lantern. I do go to Harvard, and I am a male, so I suppose I should react to what you all have to say, or at least seem to have to say at Lesley. Basically, I guess you want to be treated like human beings. I want to be treated like a human being. I want to treat you like human beings, and you want to treat me like a human being. I really liked what you had to say, there was emotion there, feeling, willingness to say something. I guess what bothered me most about all of the letters and your article, was something that Marlene Sands said; "Every Harvard guy I have come into contact with had something wrong with him. He either had an emotional problem, was the most conceited guy on earth, or played me for such a fool that I became completely repulsed." I'm really sorry, but I think that anyone that doesn't have faults, problems quirks of personality, etc. is really a very sort of dull person to be with. Also, I don't think that there are any people without problems, so if you are searching for that kind of Harvard guy, in my opinion you should stop looking. If all of this sounds

bitingly sarcastic, or anything like that, it is not meant to be. Actually, I am writing what I am thinking at the moment, unlike a Mr. S. (for sincerely) Shimm, whose letter you just published and who seems to have made at least five rough drafts to remove any contradictions. Generally, it seems to me that you are complaining because you haven't met very many sensitive people around here. But there are sensitive people. Maybe these sensitive people are the vegetables that study all night and just haven't had a chance to be sensitive. Maybe we don't think that people are sensitive, because when we first meet them, we are so scared that we internally have to throw up a shield to protect ourselves. Actually I have no idea why people don't appear to be sensitive (and some don't) because I think everyone is sensitive. I guess some of us are a little (and probably just a little) more fucked up than the rest, so we are the more insensitive. Whatever.

I would also like to make some comments about your newspaper, having just read it for the first time. Jeryl, if you write as many articles for every issue as you did for this one (I count 4) and also do general editing, you must be an awfully busy girl. I used to be a newspaper

editor, and I was in the same boat as you, I would end up doing most of the work. But I must say that I had mixed feelings about doing all of that work. First, it would be hard, so on principle one is given the right to complain. But I soon learned that the basic emotion I gained from all of this was joy at getting sympathy from other people for having to do all of the work myself. And I must say that that is a very sick reason for putting out a newspaper. I would recommend that you get more staff. Get people to write your news articles like "Lettuce Boycott at H.U." for you, it is much easier to re-write than have to do all of the groundwork. And there must be people at Lesley that would like to help you out with that. Throw a party for your staff, make it a good thing to join. I have no idea what your situation is, but these are things I would have done if I could do my editorship over). Maybe even go so far as to make Lantern a bi-weekly and do a better job.

Anyway, if you want some help on your newspaper, I offer my services. I really don't know that much about journalism, but I enjoy it.

love,  
kim boekelheide  
weld No. 21

To the Editor:

I would like to address this response to Miss Proce in answer to the challenge she issued in "An Opinion".

I'm afraid I qualify neither as a "fraternity pig, a "machine man", or a "vegetable", but as a concerned male I could hardly let your challenge go unnoticed. Aside from what you would like others to believe, there are many of the male population who like you, "have feelings and emotions who want to experience life — pro life, not anti-life." It seems to me that you would rather focus your attentions on the minority (yes, minority) of males who don't know how to show proper respect toward a woman. First, there is the prerequisite that she deserves that respect. There are many who frequent the "male dominated institutions in this vicinity" who are anything but deserving but these too, are in the minority.

A far greater percentage, you may find, feel there is more meaning to beauty if you can understand that word.

Beauty is the reward for a meaningful relationship. Understanding is necessary for anything to have meaning. Perhaps these are the alternatives for which you are searching.

A previous reply to your opinion mentioned that not all the girls at Lesley share your views. Apparently, there are many who do have an understanding, who can appreciate their well deserved respect from a man who is in turn respected. I found very little of that in your article.

In turn, I offer a challenge to all concerned females in posing this question; If you act like a dignified, concerned human being, how many of you are treated like a "dumb broad?"

It seems to me that "they who gawk with their telescopes into White Hall" should be more deserving of pity than disdain. They are of the few who are unable to comprehend the true value of a woman. If that's the only way they can get their kicks then I surely feel sorry for them. But, if one kept her shades pulled down, there would be little incentive for one's peeping pals.

I close, Miss Proce, with the hope that if you really believe all males are destined to failure, you may meet them with a helping hand rather than a waving sword of doom.

Respectfully,  
John P. Conner  
Framingham State College

*man and the universe*  
the undulating footpaths of my existence, ah!

fly through veils of laughter  
my mountains soar to the sea

a gossamer thread of silver-green gold should await its doom and destruction?

playing games with life

fall  
deep  
into the depths of uncertain being

seizing the misty symbolism writ in dust!

and only snowballs stall the Eternal Dream

John Einstein  
Jeff Sears  
Harvard freshmen

Dear Lantern Staff:

Here is a contribution to your paper. We are Harvard freshmen who receive complimentary copies each week and are very interested in the Lantern.

This paper is yours, whether you print it or not; that is you don't have to return it if you don't want to use it, since we have a copy of our own.

Good luck on your remaining issues this year. The first few have been quite sensational in the Harvard community.

Yours truly,  
Jeff Sears  
Harvard '74

Dear Editor:

Welcome to Lesley college, my name is Niro, I will show you around my school. This is White Hall, the freshmen dorm. Here the talk is all about the material things mommy and daddy gave you, all the volunteer work you did to help someone who doesn't have as much as you do and about all the other colleges you were accepted at. This is White Hall Lounge. This is where committees meet to discuss committees. We're a very efficient school. This is the office building, where you go if you have a problem or want something changed. The people in this building send you to other people to take care of you and these people send you to other people. It is a fun game. It is called Meet the people but get nothing done. This is the library. This is one of the reasons why Lesley might lose its accreditation, but the president says don't worry about it. He likes to show the students how concerned he is. This is one of the classrooms. All your classes at Lesley will be small. This class is an exception, so is this one, and this one. Don't worry Yours will be small. Smile, Smile. Now we will see the upper classmens houses. They are small houses and you get to know everyone in your house real well. Here the students tell you how to be involved in your school and how good it makes you feel because you are doing something for your school. They also tell you how wonderful Lesley is, and how much they love it. WELL, thats all of Lesley, now you go in here for your interview. Remember, be yourself, Lesley loves REAL people. We are a school made up of REAL people.

Niro Toviue

My Dear Miss Proce,

I do not consider myself an expert on many of the issues which are presently before us here on campus, but I do feel that I am in a position to respond to a question asked in one of the "Letters to the Editor" published in the December 16, 1970 edition of The Lantern. I do feel qualified to answer Toni's question, "Where is the brave Senior class, that will be teachers next year?"

I find them at the local hospitals volunteering their time to care for children and adults for whom the issues are pain and fear. I find them working in the institutions housing retarded children, physically handicapped children and emotionally disturbed children. I find them spending long hours in student-teaching roles. I find

them working at part time jobs to meet the expenses which are inevitable. I find them volunteering to promote a true partnership between the Watertown Public Schools and Lesley College—to my knowledge a "first" in responsible, mature cooperation between those entering the field and those in the classroom.

I also find them to be among the finest young women I have had the pleasure of knowing. They are in the final stages of preparation for their professional life for which Lesley has tried to foster commitment and dedication. They are facing the apprehension and anxiety which comes with the idea of coping with total change in life style.

I am not an expert on their participation in the governance of the College nor do I claim to be. I can understand Toni's concern for total commitment on the part of all students and faculty. This should be everyone's responsibility. What thing I can assure Toni of is that the seniors from my perception, do care. If their visibility is lacking it is not because of indifference to the issues or the problems faced by the Lesley community. Their record will show that they have "fought the good fight" and am sure they will continue to do so. They represent an "image of Lesley" I am proud to serve.

Yours truly,  
Norman E. Dee  
Senior Class Advisor

Dear Editor:

In addition to withholding her name, Up Against the Wall also withheld her year.

I would safely conclude that she lacks class.

Karen Rancourt

Dear Jeryl:

I have not had a chance to read all of this issue of the LANTERN but the first thing that I read, curiously enough, when I picked up this particular issue of the paper was the letter to you concerning Mikki Rivto, etc. My first reaction was . . . HURRAY! . . . someone is finally coming out with "the real honest-to-God truth, in concise form" about the situation here at Lesley College. This is the way that I feel about Lesley College and

(Continued on Page 4)

## Farewell

(Continued from Page 2)  
move my name from the masthead of that issue and all subsequent issues, and no longer pretend publicly that you look to me for advice.

Very truly yours,  
Leslie M. Oliver



## Letters to the Editor

(Continued from Page 3)

most of the people here. I might even agree with a lot of what is being said in that article and I do feel that way most of the time that I have to spend here due to financial reasons. BUT, the problem with this article is, I feel, first of all, whoever wrote that letter did not sign her name. If someone is going to blast someone in public ridicule them (whether or not they deserve it is beside the point) they should AT LEAST have the guts and the decency to sign their name.

Also, I think that you are not going to increase respect for your efforts or your newspaper by printing something of that quality, i.e. mediocre and cruel. What this girl had to say was perhaps justified but the way she said it *definitely is not!* For instance, I wonder why this girl is flunking three courses. Lesley College is not that rigid, academically speaking. Why is this girl flunking out? She says that she finally knows where "this school is really at." Does she know where she is "really at?"

I think that your efforts to bring something worthwhile to this "vast wasteland" are commendable but please think about the way that you are going about doing this.

Why do you personally want to be the editor-in-chief of a newspaper at Lesley College? What is it that makes you want to spend a lot of your time and effort doing something that will not be realized in terms of credit for a course or support within "the Community."?????

Why did you print that Letter? Do you realize that you are "doing more harm than good" by encouraging and supporting this type of criticism of "what's wrong with Lesley College"? The problem, I repeat, with that letter is that this girl just does not come across as having a valid complaint, whether or not she, in fact, does. And I personally question her motivation in writing that letter although might agree with some of what she is saying, in fact, very vigorously with everything, but that is not the point. She did not make a valid criticism in a valid way — that is the point!

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If you are really serious about wanting to improve communication at Lesley College and in wanting to "wake people up" out of their apathy, then please think about how other people, the very people that you are trying to change, are going to react to what you are saying. People are not going to listen to what you are trying to say if you, or whatever articles that you choose to print in your paper threaten them personally, put them on the defensive by calling them names or making them look ridiculous or stupid or insane. You must "stick to the issues" because attacking people is not a very worthy cause and you will find few people who will condone that let alone support it. If you present your case logically and accurately, people will listen. Maybe they won't agree with you or do what you would have them do, but at least you will have reached them, which I assume is your primary goal. If it is not, then I think that the newspaper is a fruitless cause and it will go by the wayside as so many other "thought-provoking" "problem" causes have in the past at Lesley College.

Lastly, I think that your efforts are commendable; it's your motives and method of operation that I am questioning.

Sincerely,  
Cynthia Harnist

Dear Editor:

Newspapers generally permit individuals to express opinions anonymously in the form of letters, but this privilege was abused in your December 16 issue.

When a specific individual is being criticized — one might say attacked — the critic should have the courage to reveal her identity. If she doesn't, her comments don't warrant publication.

The Dean of Students wasn't protected from this verbal assault, why should the writer remain safely anonymous?

Beth Peterson

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## Book Review

### "On the Road"

Jack Kerouac is the drop-out who started it all. *On the Road* is his story of the beginning of the American drop-out scene as it happened to him. It is a funny and sad account of his journeys back and forth across the country in accompaniment of several "alive" people. It is his several discoveries of life. And — the pursuit of pleasure for the

sake of pleasure; the doing of what a man's heart tells him to do.

The book tells a story — the search for It (whatever It may be): in night-clubs, in people, in friends, and on the road (wherever that may be for you).

Kerouac is the original "hippie". He might be called the father of the "hip, cool, beat" era. He "was" when the beatniks were going out and Nature's children were coming in. It shows. The book is "young people who refuse to bow to authority or to conform to a society they cannot accept—who race from New York to San Francisco, from frantic search for "Kicks and Truth." It all had to start Mexico to New Orleans, in somewhere. It started here."

Jack Kerouac's books are in the midst of a second popularity rebirth. They are re-read each time a new thought wave passes over the face of the country. His works are somewhat prophetic and somewhat gross... they are all true. He writes what he lives; and this is a great reason for his high percentage of followers.

The ideas in the book may not be new to the present thumb-travel generation. They do not have to be. The experiences related in *On the Road* provide a distinct picture of America as it was (and as it has not changed now); from both sides. The experience is still the same. It is a fast-moving, hating, and loving book. A journal of wandering; a journal of finding...

### Review on Borsalino

"Requiem for a Gangster" could be another name for this flick. Alain Delon and John Paul Belmondo play two gangsters who start off as small time punks, and slowly and bloodily work their way up to be Kings of Marseille.

The movie is in French and therefore it has subtitles. The expressions of the cast display their feelings so well, you don't even realize that they aren't speaking English.

A triangle exists between Belmondo, Delon and their girlfriend Lola. One realizes though it's a personal affection, and the physical aspects are just a natural compliment to the relationship. The other members of the cast are very convincing in their roles as small time gangsters and one can see through their egocentric and shallow souls.

I feel the movie is sympathetic towards the two main protagonists but does not personalize them as much as a film like *Bonnie and Clyde* did. It does however, show that although their rise from small to big time was deliberate and cleverly staged, the fact that fists to guns make the whole thing possible, but was not deliberate, was well brought out. It drags a bit at spots, but the music really helps it move along.

### "headplay"

You enter, homemade lights strung above your head. You are seated in sections of purple geometric shapes, and the only visible props are a chair, barrel, stool, sleeping bag and guitar. "Headplay" supposedly contains no interpolation or judgment. It imitates music, it conjoins stories, people, works, ideas, movements, shapes because they live happily together in a fugue. The play without a point, like the non-representational painting, is free to examine its own form openly, intuitively, a-logically. It is "about" itself! the unnameable experience.

But when you are confronted with lines like "a dog is higher than man, paramed-cium closest to God", how do you react? Maybe you react like the hitchhiker in *Headplay*. He has a family, too, a dog named Do-Do, a father who is a drunk and a failure, a mother who is addicted to soap operas, and a girlfriend Mary who has the hiccups. Or, maybe the truck driver, who in five years is unable to "find two spare parts that fit together." And the loving couple, who feel there is no hope, it is too late for appeal.

This is, for the most part, the prevalent attitude throughout the play. It leaves you startled because what is said is true though shocking. It is an excellent dramatization of "the wheel of death." "Headplay" must be seen. If you take offense, then its message has seeped through your flesh, and what you then can label "a good play" is a success.

Student price: \$2.50, For reservations write: 549 Tremont Street, Boston, Mass.

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## EDUCATION: The Campus:

### New Mood Is "Tune Out and Turn Inward"

The nation's college campuses are so quiet that some observers have begun to complain of a return to student apathy. A more accurate description of the current mood, however, would be one of "tuning out and turning inward."

In an address on the Deeper Unrest to the Ford Hall Forum in Boston, Yale's president, Kingman Brewster Jr., said of the campus calm last week, "I think it would be entirely wrong to suppose that the present mood is one of satisfaction."

Even amid the general peace, there have been flurries of unrest. In October, Harvard's Center for Inter-

national Affairs was bombed. Nobody was injured, but damage to the library added up to \$25,000. And after the renewed American air raids on north Vietnam last month windows at Stanford and Berkeley were smashed. But not only were these incidents isolated and minor; they significantly failed to generate student support.

Following are some of the reasons for the dramatically changed mood:

#### Political Disillusionment

President Brewster described part of the mood as one of "a sad scorn a monumental scorn" over the takeover of the political process in both parties by the "huck-

sters". Students are repelled he said, by candidates' refusal to talk seriously about issues, the war, the economy, the environment, racial discord and, in general, the nation's future.

But activist students who thought of their generation as trailblazers of reform, are also politically disillusioned with the majority of their peers. Even before the November elections, Richard Fuchs, an undergraduate, wrote in the Yale Daily News that the 'nation's students seem to be responding . . . with a return to the apathy of the 1950's.' Another Yale undergraduate, commenting on the student's lackluster campaign efforts, said: "They were great activists last year, but it's easier to shout slogans than to participate. Now they're backing football teams, not political candidates."

#### Emotional Fatigue

The high pitch of the political excitement last spring, following the invasion of Cambodia & student deaths at Kent State and Jackson State, was impossible to sustain. Last May's mixture and communal euphoria led to a psychological hangover. Many students and faculty members now have second thoughts about their previous state of near-hysteria.

Moreover, in this morning after reappraisal, some students appear to question both the propriety and the productivity of lashing out against the universities when their grievances in fact originate in Washington.

In a more general sense, the students have also grown tired of the emotional pitch of the radical dialectic, of being exploited and herded by contemporary demo-

gogues," as Mr. Brewster described it.

#### Doubts About Violence

The bombing of the University of Wisconsin's mathematics center, which killed a graduate student, just before the start of the academic year seems to have started a powerful reminder of how dangerous the game can be. Many students, who thought of violence as a weapon of the last resort, began to worry about the radicals new talk about violence as a routine tool of their revolution.

At Columbia, a radical student who deplored and explained the demise of the December movement (December 4), one of the last year's extremist factions, told the Spectator, the student newspaper, "We never did enough propaganda and education, but, anyway, middle-class kids probably could not relate to violence as a tactic."

#### Deflation of the Black Panthers

The New Haven trial, which had contributed to the spring unrest, was not only generally viewed as judicially fair but also exposed elements of Panther brutality toward other blacks. This has tarnished a romantic image which radicals had been exploiting.

#### University Reforms

A Princeton graduate student suggested last week that reforms on many campuses had progressed to the point where students and faculty share more regularly in the governance of the universities. This means that it is more difficult to react to grievances by declaring war

on the administration. For the radical students in particular, the price of participation by their peers in the campus decision-making is the loss of a scape-goat, the autocratic president.

#### The Recession

Many observers long felt that the campus rebellion had been running on the lurid cant of affluence. Even the most radical students could count on their parent's liberal financial support, while they subordinated their academic work to the cause of the revolution.

Now fiscal pressures once again tend to make success in college a real concern. Jobs after graduation are no longer plentiful. Industrial recruiters, if they bother to come to the campuses at all, are less likely to spark the protests because of their firm's alleged service to the war.

The impact of recession-plus-inflation on the university itself is more important. Deficits are mounting. The academic job freeze is almost universal, and at least one major university has had to announce a 10 per cent reduction in the faculty for next year. Research money is dwindling.

Under such conditions, claim of some radical students that the universities are merely a branch of the political Establishment loses credibility. Poverty is not the mark of power.

#### The Outlook

Despite all these rational explanations of the present mood of detached tranquility few academic experts bet on a permanent peace. Many

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### Helping Hand Strikes Again

(Continued from Page 1)

mental consequence of defining learning as schooling, which he has termed "the competitive consumption of schooling." As a result of this, the more schooling others get, the value of one's own schooling goes down. He emphasized what everyone knows as truth today, that college degrees are commonplace, and that doctorate degrees are obtained with considerable frequency, so that some are considering the possibility of a post-doctorate degree. Holt listed what he considers to be the three functions of schools: the first is that of education itself — increasing human growth and development, the second is the "jail function" which Holt feels arises because society doesn't want youth hanging around, and needs a place to put them (school), with the hope that by the time they reach a certain age, they'll "stay in the cell after the door is unlock-

ed." The third function is that of sorting and grading by which the schools have become the principal mechanism for deciding who goes where and gets what. He feels that when you put labels on people, they begin to feel like a label, act like the label, and the educator may lose the very thing he's seeking — human growth and development.

The evening was an enjoyable one. Holt reveals over and over his wit and wisdom in his attempt to show what the education system is really like, to show that even those teachers with the best intentions sometimes do considerable damage to the fresh, unformed minds they have contact with, to clarify what actually happens in a typical classroom situation, to prove that the education system is far from its goal of developing one's potential, intellect, creativity, and in short—to demonstrate that "the helping hand strikes again."

"They Got Old Wally!"



### 210 Minutes at the "Y"

By Toni Brodax

Polyarts and Recreation 71 sponsored an unusual and wacky open house festival of the arts titled, "210 Minutes With Some of the Maddest and Most Interesting Creative Artists In the City of Boston As Seen Through the Eyes of 1971."

This festival was held at the Cambridge YMCA on January 23, 1971, from 8 PM to midnight. This was the first time an event of this kind as ever been presented at any "Y" in the area. A wide variety of exhibitions and performances were scheduled. Among them was a modern ballet-jazz dancer, two actors and several artists performing and demonstrating their talents.

Among the exhibitions,

there was a creative and imaginative oil painting done by Marti Glinski, titled, "Little Boy Blue and the Man in Prison." It depicted a young black man in a prison setting. There were excellent woodcuts done by Richard Siegel, one titled "Sixties Plus." It had an American Flag for its background. In the foreground, there was a soldier with three young children looking up at him.

This small festival claimed the minds, temporarily of several hundred people, in the area surrounding Cambridge. The participants and spectators were from among these areas. There was no specific group dominating the festival; the crowd was comprised of many different ages wanting to see interpretations of art.



# New College Trend: Women Studies

A new academic discipline is rising on the nation's campuses: women studies.

More than 60 colleges and universities around the country, apparently taking a hint from the black studies movement, are offering women studies courses this year. A year ago only a handful of schools offered such courses.

The trend toward women studies, which has affected such schools as Yale, Cornell, Princeton, Wellesley and Northwestern, appears to have been generated not only by the women's liberation movement but also pressures from students, teachers, and alumnae who believe women are not getting fair academic treatment.

The trend has encouraged some opposition, however, from faculty members who believe such fields as black studies and women studies are divisive and academically unsound.

In general, women studies courses treat women as a group that has its own history, a unique role in society and special problems. The courses involve such matters as the contributions of women to science, history, literature and political science; discrimination against women, and the treatment of women in different societies.

At San Diego State College in California, 10 elective courses are offered. Fifty women and twenty men are enrolled in a course called, "Contemporary Issues in the Liberation of Women," under the direction of Dr. Roberta Salper, 31 years of age, a dedicated women's liberationist. The class examines such issues as abortion, divorce laws, contraception, sexual attitudes,

child care and the role of minority group women.

At Princeton, where women were admitted last year, a similar course explores the impact of women on such issues as drugs, racism, unemployment and pollution. Seventy-five per cent of the students in the course are men.

An idea of the purpose of such courses is provided by the San Diego State program's statement of purpose, which declares that the movement is "an attempt to repair the damage done to women by the omissions and distortions of traditional education and to illustrate at least one way of releasing the power and potential of more than half the population of this country."

"If it hadn't been for women's lib protests," said Dr. Salper from her west coast office, "we wouldn't have this program at San Diego."

Stephanie Serementis, a neurobiology major at Cornell, believes there is discrimination against women students.

"I fight like a bitch to be recognized in class," she said, "and if I'm a success, the teacher thinks I must be an exception to the female race."

At San Diego State, about 50 male professors recently attacked that school's program as "a radical innovation."

At Cornell, a questionnaire on the issue was distributed to the faculty last spring. Half of the 185 who responded supported the program and half opposed it.

An engineering professor, whose name was not disclosed by the university, commented on the question-

naire: "The idea is slightly absurd. Why don't you stop these attempts at fragmenting higher education and devote yourself to real scholarship?"

A humanities teacher called the program a "disaster". "Black studies is divisive enough," he said. "Female studies would inevitably be aimed toward political goals, which I am far from sharing." Other authorities disagree.

"There are compelling reasons right now for an intellectual focus on women," said Dr. Jennie Farley, academic coordinator for female studies at Cornell.

"Take a problem like the population explosion," she said, "If we are to encourage women to have fewer children, we must give them some satisfactory alternatives to being only housewives and mothers."

Ella Kusnetz, a Cornell senior, said women studies were valuable to her as a student.

"I wish they had been offered when I was a freshman," she said. "I've never been interested in academics. Female studies is a new reference, I have some identity now as a woman."

At Douglass College of Rutgers University, a Women's school, a substitute for freshman English is "Educated Women in Literature," a course that concerns the portrayal of women in modern American literature. The class, led by Dr. Elaine Showalter, 29, recently discussed Mary McCarthy's description of women in "The Group", her novel about eight Vassar graduates.

"The direction the new courses will take is unclear," said Florence Howe, assistant professor of English at Goucher College who is considered an authority on women's studies by faculty members throughout the country.

"Nonetheless," she added, "the courses are multiplying rapidly."

Miss Howe is the director of the Modern Language Association's Commission on the Status of Women in the Profession, which is investigating the equality of women teachers. She has established a clearing house at Goucher for information on women's studies.

The enrollment of men in the course at Princeton is at least partly a result of its vague title, "Political Modernization."

"Originally I thought the course was about underdeveloped nations," said Robert P. Thomas, a bearded sophomore from Washing-

ton. "It was a complete shock to find out what this thing was all about. Although I was a bit skeptical, I decided it would be a good time to find out what women's lib is all about."

In a recent seminar involving nine students, eight of whom were men the instructor, Dr. Kay Boals, 26, posed a question about Betty Friedan's "The Feminine Mystique."

"Did you find Friedan's argument that there's no such thing as a happy housewife true?" she asked.

"Of course not," replied Mr. Thomas.

"But Friedan mentioned there were large numbers of suicides among the housewives she studied," argued a classmate.

"In the U.S. women either have to do their thing with grandchildren, or go out and get work," observed Mr. Thomas. "But so many women over 40 can't get inter-

esting jobs."

"Look, it's not just women who can't find jobs," asserted Jonathan Winder. "I worked in a warehouse this summer where all these guys did was rip slips from other forms. It may be chauvinistic to say, but I don't think women ever had it so good."

"The question isn't to decide whose oppressed but to end the oppression of both men and women," said Dr. Boals. "However, that man's ripping papers has it better than a woman caught in 'the mystique,' because her job is never finished."

The one woman student Sherri Peltz, a junior, remained silent throughout the class.

In an interview later she explained, "I generally feel intimidated being the only girl and therefore find it difficult to say what I'm thinking."

(Copyright New York Times January 7, 1971)

## Best Bets

William Congreve's Restoration comedy "Love for Love" the next production of Trinity Square Repertory Company, goes into final rehearsals prior to its opening Wednesday, Feb. 10, at the Rhode Island School of Design Theatre. "Love for Love" comically romps through pursuits of men for maids combining, as it does, Congreve's mastery of witty dialogue with his colorful depiction of the times, newly-free and free-wheeling Restoration England. According to Trinity Square artistic director Adrian Hall, "Restoration comedy is rarely done, and it's most definitely a 'first' for us. Our director, Philip Minor, has some wonderful ideas in the works which will make the production both highly entertaining and theatrically exciting. And we're glad to be able to bring something like "Love for Love" to our Project Discovery young people as well as the theatre going public." Among the amusing characters involved in the romantic byplay of dandies and damsels, circa 1695, are the superstitious and illiterate Foresight (Donald Somers) whose wealthy niece Angelica (Jill Tanner) is pursued by Valentine (Richard Kavanaugh). However, she contemplates marriage to his father Sir Sampson Legend (James Gallery whose other son, Ben (Robert J. Colonna) resists a wedding with Miss Prue (Mina Manente), daughter of the afore mentioned Foresight. So go the funny, tangled, amorous relationships which, set with

broad humor, become William Congreve's "Love for Love" presented by the Trinity Square Company through March 13.

Items made at the Appalachia Shop at 1776 Mass. Ave. in Cambridge, are made by Vista Coop, in Appalachia. All funds will be returned to the people. It is closed Monday and Wednesday, and open all other days 11 through 4.

Trinity Square Repertory Company in Providence, will debut "The Good and Bad Times of Cary Francis McCollum and Friends," a new comedy with music which has its world premiere on Wednesday, Feb. 17, at the Trinity Square Repertory layhouse. Under the direction of Adrian Hall, the show features Richard Kneeland, Marian Mercer and Ed Hall.

Gerald Gelbloom, violinist, and Kenneth Wolf, pianist, will present an all-Beethoven recital Monday Feb. 22, 8:30 pm at Boston University's School of Fine and Applied Arts Concert Hall, 855 Commonwealth Ave. Three works will be featured on the program. They are Sonata in A minor, op. 23; Sonata in G major, op. 30, no. 3; and Sonata in C minor op. 30 no. 2. Gelbloom is a violinist with the Boston Symphony Orchestra and a faculty member in Boston University's Division of Music. Wolf is on the faculty at MIT. Admission to the concert is FREE and the public is invited.

## EDUCATION: The Campus:

(Continued from Page 5)

would agree with Columbia's new president, William McGill, who, while acknowledging the present change of mood, warned that there is an "annual cycle" in the potential foe unrest.

In the fall, the veterans of the preceding year's actions are gone and the freshman recruits remain to be enticed and conditioned. In the fall, too, academic work has

barely been charted and assigned; major disruptions then might lead to the loss of a whole year's credit. In contrast, a shutdown in late April or May, when most major rebellions have taken place, virtually assures full credit, without the unpleasantness of final exams. Spring has, moreover, always been the time for the advent of political activism.

It is therefore on the Spring that much will depend on national issues, the war, the economy, the mood among the poor. The radical students currently are aiming their efforts at creating alliances with dissatisfied fringes of low-level labor.

The best that can be said about the present calm, with its overtones of a new cynicism for some and a wait-and-see for others, is that it represents a groping for new ways to tackle old problems. Edward Tenner, a junior at Harvard, thus summed up this mood: "First students discovered that non-violence didn't work. Then they discovered that violence didn't work. Now they're discovering that apathy doesn't work."

Fred M. Hechinger (Reprinted from The New York Times)