3-18-1971

The Lantern (March 18, 1971)

Lesley College

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A Man in the Classroom

There is definite evidence that male participation in the Kindergarten classroom is steadily increasing. To give statistics; there are six men teaching kindergarten in Conn., twenty-nine in Los Angeles and more than fifty men in the greater Boston area. Many male teachers find the need for males to combat the feminist system which dominate the early grades.

Parents reaction to male teachers has been positive. Some administrators continue to remain skeptical. Teachers also have a hard time with their public image. It seems as though the old traditional system is being done away with by this recent influx of males into the elementary school classroom.

Learning (girls outdistance boys in the early grades) disappear in classrooms with men teachers. The male figure has also been said to add to the psychological development of boys (those particular from broken homes). Male teachers bring a distinct masculinity touch to a classroom situation which for many years has been a feminine one. "Men are rougher, louder and more aggressive" says one of Louisville's first grade school teachers. Many men seem less concerned with traditional rules of order and silence than with finding new and better ways to teach.

Message from a Concerned Student

By Irma Gamberg

When it comes down to the cruel realities of Lesley College, I think that the majority of the student body are afraid to voice their opinions. I was in this majority until I saw the lack of union, cooperation and contentment that existed on our campus. It is certainly not sufficient enough to talk about grievances if that's how far you plan to go. If our ancestors talked of rebelling against the English Government during the Colonial Era instead of acting directly, we might now all be servants of someone else's will.

This next paragraph might seem to be reiterating (Continued on Page 4)

Auction at Lesley

For the first time in several years, Lesley College held in White Hall a slave Auction. This was one of the many pleas for funds for the Lesley Lantern. The slave sale on March 3, 1971, raised over 250.00 dollars, which amazed the planners, but added to the financial needs for the Lesley Lantern.

The slave auction opened with a reading of an editorial written and created by Jegal V. Proce. Afterwards the silent bids started. Slaves walked around the lounge with numbers, so that prospective buyers would be able to inspect the merchandise. After the period of getting acquainted, the bids started. The minimum bid was three dollars, plus a 10% cent admission fee. The bids ranged from three dollars to the highest bid of fifteen dollars and fifty cents. Some slaves were auctioned twice and the Lantern received donations of approximately twenty dollars combined (from the first and second sale).

The staff of the Lantern would like to thank the following people for their much appreciated service: Lisa Finnerty, Lois Naegle, Ellen Meisel, Patty Cole, Janet Weiner, Judy Frey, Penny Schwartz, Susan Tapper, Cindy Bencal, H. H. Loezen, Amy Weiss, and Martha Grod. The planners would also like to thank everyone who participated.

Academic Clinic

There are many people with academic problems at Lesley, but until recently there hasn't been a place to bring these problems and get results. Interested administration, faculty and students have remedied this by forming the Academic Counseling Clinic. This, by the way, means an advisory as well as a reference service for students and faculty who have academic difficulties or questions concerning their life at Lesley. If your schedule is too heavy and you want to know what you can do about it — come to us. If you are having a problem with a particular teacher and you don't feel you can handle it alone — talk it over with us and we will help you work it out. If you are in doubt as to what courses you must take for a specific minor — we will investigate it for you. If you are a teacher who is having difficulty with a student or group of students, there are faculty and student members of ACC you can share your problem with.

When the ACC worked on the problem between the Lantern and Dr. Oliver, it was necessary to interview the parties concerned and serve as the means of communication between them, and we will do this whenever necessary. We will help the members of this college in every way we can.

The ACC has representatives of students, administration and faculty and therefore has access to different points of view. This means that it is not necessary to work with the ACC as a whole — you may prefer to work with students, faculty or administration only, or with a specific member.

If you have an academic problem and would like to bring it to the ACC, please (Continued on Page 4)
The Problem
By Jeryl V. Proce

Stop, Think. Is Life meaningful?
We get up in the morning; we go to classes, to work; we come home, study, rest, go to bed. Tomorrow we begin again. A pattern, a cyclical revolve without meaning, the result of man's need for order and clarity. We look around at the world in search of clarity, but there is no response. The world does not care if it is beautiful or serene. — It is, it exists, nothing more.

Man is a creature for death, the ultimate culmination of our lives. When we recognize this cyclical revolve without meaning, the result of our need for order and clarity. We look around at the world in search of clarity, but there is no response. The world does not care if it is beautiful or serene. — It is, it exists, nothing more.

The Options

We can commit physical suicide, we annullize ourselves and the absurd, but man is not supposed to destroy the problem; he is to solve it.

We accept the absurd. After acknowledging its existence we can forget it and continue in our everyday patterns. With this choice we have committed philosophical suicide. By accepting the absurd we have annihilated the problem, but we have also annihilated the intellect.

The remaining choice is to face the absurd squarely and change ourselves by revolt. Intellectual revolt does not promise that this change will be worthwhile or rewarding. It does give one dignity, integrity and meaning. By choosing this avenue there are three results.

The Effects

FREEDOM — There is no preconceived essence given to us by some institution that dictates our lives. Man is freedom. His only restrictions are death and the absurd.

PASSION — We must live the revolt dramatically, with a vengeance. It is not important how long we live, but rather how much we live.

REVOLT — There are two kinds of revolts, active and passive. We encounter active revolts, riots, everyday in the news. Passive revolt is far less obvious. This is intellectual revolt, it creates a corrective tension between ourselves and social institutions.

The Decision

The choice most frequently made is the second, philosophical suicide. It is the easiest . . . but such a betrayal to the dignity of the individual!!! We cannot go to work or classes and accept these patterns without question. Every second of our lives is important. What a waste to spend an entire semester going to classes that are dull, meaningless, and have no correlation with life itself. How many courses, how many classes, how many semesters, how many years, how many lives have been wasted already???

Source: "The Myth of Sisyphus" by Albert Camus.
Amended Curriculum Change Passed

The Memorandum

RE: Proposal for revision of course requirements, Curriculum Study Committee

The following proposal is submitted for consideration at convener group meetings and action by the General Education Faculty. Hopefully, a recommendation can be submitted to the College Faculty for action at its March meeting.

This proposal is directed primarily toward the reduction of specific course requirements for the freshman and sophomore years. The purpose is simply to provide more choice and freedom for both faculty and students by keeping what the authors view as minor procedural changes. The proposal should allow for a constructive, as a complete or sufficient revision. The work of the committee will need to proceed toward some substantial revision of offerings.

Guiding principles of this revision:

1. Experience with various disciplines is a continuing and important aspect of general education.

2. Since we can justify neither the present weighting of hours in particular disciplines, nor any particular number of requirements, we will not drastically alter specific hour requirements but will change to a combination of specific course requirements and distribution requirements.

Proposals by Academic area:

1. HUMANITIES

A possible amendment to the present proposal for interim revision of the General Education Curriculum. This amendment represents a possible compromise between the original proposal and those Humanities Counter proposal. It includes three additional liberalizing provisions, which apply to the entire curriculum.

2. Add to the proposal.

B. The proposal teaching a particular course may be modified. The faculty member who teaches a course and the faculty member who is responsible for examining a student's work may substitute another course for it should he choose to do so. Such other course may be offered at Lesley or elsewhere.

C. Courses in other institutions shall be accepted, and there are unusual circumstances. This may be done either before or after a student takes such courses.

The amendment.

3. All departments should set up testing or other procedures whereby students can be exempted from required courses by departmental decision. (This is presently done for English Composition.)

The amendment submitted by: J. Slatery, Les Oliver

2. FINE AND APPLIED ARTS

Required: One hundred level Art courses (either Art 101 or an equivalent at the department's pleasure). One hundred level Music courses (either Music 201 or an equivalent at the department's pleasure). Physical Education 101, 102.

Distribution: Free elective.

Net Effect: This represents no change in present requirements except that the faculty members concerned may wish to offer other than one possibility to satisfy the Music and Art requirements.

3. NATURAL SCIENCES AND MATHEMATICS

Required: One course in the biological sciences. One course in the Physical Sciences (the department may decide which of the courses it wishes to offer). This follows the introductory nature of this requirement. One beginning Mathematics course (preferably completion of Math 201 and Math 204).

Distribution: One additional course in Biological Sciences and one additional course in Physical Sciences. One additional course in Mathematics.

Net Effect: This reduces the Natural Science requirement by 3 hours from 9 to 6 hours. The hour requirement in Math is not reduced, but may demand additional work.

The Times They Are A Changing

By Barb Langorsten

It's a change, however small, it's a change. For four months, and some more, I have served as the student representative to the curriculum study group of the General Education Faculty at Lesley College. This group was designed to review and act upon a small part of the curriculum of the college in hopes of coming up with some beneficial changes for students and faculty alike.

The results of our deliberation was an interim proposal which provided for a minimum amount of required courses in each discipline along with area distributions and free electives.

The first time the proposal was presented to the General Education Faculty, it received a great deal of controversy. Certain teachers had specific gripes against the proposal while others felt the change would not be any more beneficial to the college than the present curriculum. The proposal was then put into something of a heated discussion about philosophical views of education, and the original proposal was not voted on.

The General Education Faculty was to meet again in two weeks. Within this time the NTL Action Research Group on the Lesley campus decided to inform the student body of the Curricular Study Group's proposal hoping that some students would voice their opinions and become an active part of the change. As a result of this proposal, sixty hundred letters were written to the faculty from the students, expressing their concern about the proposed change.

On March 9, the General Education Faculty re-visited the proposal. During the meeting, different groups had met to discuss their feelings about the proposal and perhaps come up with some amendments. This they did. After an hour of intelligent discussions and compromises a strong majority of the faculty voted to pass the original proposal with amendments.

The change will go into effect this September. It is hoped that a new curricular committee will be set up for further intensive study of the curriculum and come up with a permanent and thorough plan for future change.

I have many different feelings concerning this new event in Lesley history. The first is a feeling of pride for having been part of the Curriculum Study Group. The second is happiness and relief that some changes have been made. The third is despair that the change was such a small one and the fourth is a hope that the future will bring new and better curriculum proposals of which I hope to be a part.

While looking over the situation, I see another very important change, I feel because of their chosen involvement and concern in the letter writing campaign, many students have taken one very important step away from the general public. It is a hope that the students who took a part in this letter writing campaign realize that their efforts did help, and more and more students will begin to see that caring and then doing makes a difference.

Announcement of the 1971 Massachusetts Governor's Summer Internship

At the direction of Governor Sargent, the Executive Office for Administration and Finance, this year will again administer the Governor's Summer Internship Program. Each year the program organizes a limited number of students to attend any college or university in Massachusetts. It is also open to Massachusetts residents who are attending colleges located outside Massachusetts. Applicants must be currently registered as either 3rd, 4th, junior or senior year in college or attending graduate school or law school. Students currently completing their sophomore year in college are not eligible.

Applicants must submit a completed application form by Monday, March 22, 1971, and must take an examination which will be held on Saturday, March 27 at 11:00 a.m. in Gardner Auditorium, State House, Boston.

The examination will consist of NTL's critical thinking and reasoning tests dealing principally with current events. A majority proportion of the examination will be devoted to questions about Massachusetts government. Applicants will be allowed one hour to complete the examination.

The top fifteen scorers on the examination will be required to submit a letter of recommendation from a professor in the applicant's major field of study and a transcript of record from all institutions of higher education attended. These high scorers will then be interviewed by the Governor's Office. The schedule for the summer internship will be announced later than Tuesday, July 6 and will continue through the month of August.

Letters will be paid $100 a week. Group meetings will be held, and each intern will be required to make periodical written reports of his work and perform other duties.

Please address all inquiries and correspondence to: Governor's Summer Internship Program, State House - Room 208, Boston, Massachusetts 02133

Charles E. Shepard
Commissioner of Administration
Memorandum

Two Naked Women

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Two Naked Women

his last state of the union address. The only thing that people have some knowledge of is their life. People don't care about what effect Lao has on their lives. The only possible way that they might take an interest is if demonstrations flare up and school is let out before exams.

I am to some degree guilty of the above, but I am trying to understand why this country is so insane and disruptive. Maybe I have answered some of my own questions, but I still get an uneasy feeling as those nudes glare. I want to be dedicated to one way of life, not be pulled by two extremes. I think that to be in the midst is not satisfactory, for one's actions can never be fully justified. What am I to become? Either Susan Saxe or Julie Eisenhower? I detest both. They still stare, pressing for a conviction. My answer is wait for a few years, then my dear nudes, then I shall be happy with what I have become. So the answer will be: I am not fully grown, but am having severe growing pains. Just wait, I'll share my patience with you ladies until the answer arrives.

Academic Clinic

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Academic Clinic

(Continued from Page 1)

get in touch with one of us.
The members of the ACC:}

The Classroom Experience

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The Classroom Experience

(Continued from Page 3)

eliminating lectures, and allowing discussions to dominate the period.

ENGLISH REQUIREMENT: An elective course in English or the equivalent thereof would fulfill this requirement. This course would not emphasize literature, but would stress researching, organizing, developing ideas, and essential good writing.

PHYSICAL EDUCATION REQUIREMENT: the requirements should be abolished, for it breeds animosity and often wastes time. The instructor should be available for impromptu and individually-prepared help in all fields. She is certainly qualified enough.

ADVISORY SYSTEM: When a student enters Lesley, she should be assigned an advisor, according to her interests. In particular, special care should be taken within a department to assign a student teacher who is qualified to advise that student about her major field. INDEPENDENT WORK: Each student should be required to do independent work in her minor field. In most cases, her minor advisor would be her major advisor for independent work. This system would encourage a closer — student — advisor relationship, and it would be beneficial to the content of the work in her project itself.

MAJOR: Aside from education, a Lesley student should be able to major in another field. She would then be qualified to teach that subject in a secondary school. The result would be a Lesley degree signifying that the graduate knows an unusual amount about education and her field of interest; an accomplishment which graduate schools would especially appreciate.

GRADING SYSTEM: sorry grades should be maintained, with some passes-fails still allowed.

CLASSROOM EXPERIENCE: The elimination of as many lecture classes as possible should be the trend. Many courses could put more emphasis on outside reading and becoming familiar with other materials besides ideas. Lecture classes should include outlines for the student to study in advance so that she doesn't spend all her class time desperately taking notes and wondering how to spell proper names. Classes should be as small and informal as possible with maximum use of small group and individual settings and an emphasis on cement block walls of pink, green, purple, dingy woods and rows of left armed seats. More importance should be placed on students and professors learning from each other rather than on professors divvying up their superior knowl- edge in one constant flow. A greater effort should be made to obtain outside speakers who would give the student a different perspective.

THE REGISTRAR: 5-5: Yes, but that's a book in itself.

By Mimi Packman

The Love Story

Romeo and Juliet. Tony and Marie. Oliver and Jennifer. Yes, folks, this is a review of Love Story, the greatest commercial hit ever perpetuated on the naive American public.

A couple years ago Erich Segal wrote a screenplay. It stunk and no-one would produce it. Someone suggested making it into a book letting it gain popularity slowly, and then springing it on the public as a movie and making a bundle. Well, the fairy tale came true.

I saw Love Story in New York City on a Sunday night. While standing in line freezing, my gaze went from the magical Bulava Watch Advertisement to a great banner waving in the sky reading — All New York Loves Love Story. I immediately was psyched.

We went into the lobby, waited in a hot room for the previous showing to let out. We waited and waited for 45 minutes. The naturally made me feel as if I were waiting for something fantastic. It would be insane to wait in any other case. Twenty minutes later we were seated, and the beautiful melody which personifies the movie came through the speakers. The crowd was silent. The screen opened, and there we saw Ryan O'Neal's back. We heard his first thoughts concerning Jenny "What do you say about a 25 year old..." "The girl behind me gasped aloud. The tragedy had begun.

There is little I can say about the movie except it shat. (past tense of shat.) The photography was nice. I admit I got somewhat excited when I saw The Yard, and Nina's Corner flashed upon the screen, but that's when the excitement ceased.

All MacGraw, although beautiful and youthful made no ill. The only words out of her mouth were, "Bullshit preppie..." and the nostril movement accompanying it made it worse by far. Ryan O'Neal did a fair job as Oliver Barret (of The Hall), but one could have turned on Peyton Place and gotten the same effect.

Since the majority of the book was Oliver's thoughts, and about two of them were stuck into the movie, it is apparent that substantial dis- location was occurring. Besides "Bullshit preppie", there were some other cliches such as "Gee Jenny", and the all time favorite... which is still first place in most middle class suburban homes, and of course all college campuses throughout the Boston area... LOVE IS NOT HAVING TO SAY YOU'RE SORRY."

I will not disclose the tender ending since I'm sure some of you have not seen the film yet. I won't tell you to read the book since you won't find it there. Therefore, leave it to your imagination. I think it will be more creative and original than Segal's.