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The Lantern (September 8, 1967)

Lesley College

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WELCOME FRESHMEN

FROM

DEAN STRINGHAM

It is with a great deal of pride and pleasure that I join a number of you who enter Lesley College as a “Freshman” this fall.

I imagine that careful thought went into your decision to attend Lesley College. I know that I considered carefully before making my decision to become the new Dean of Students here. I investigated and found that at Lesley one is encouraged to think through and to test out new patterns of behavior, to re-evaluate one’s value system, to work out a philosophy of life, and to continuously work at finding one’s self. I was grateful to find the vast number of resources and opportunities available to help in these difficult tasks: students who are similarly involved in self-discovery and self-growth, a dedicated faculty, a concerned administration, a diverse and experimental course of study, excellent library facilities, a faculty Government that is expanding and becoming more involved in a student-faculty-administration type government, a varied extra-curricular and co-curricular activities program, and finally, the vast opportunities to be found in the Cambridge-Boston areas. And thus, I made my choice.

I am sincerely looking forward to meeting each of you in the very near future. It is my hope that as we talk and work together during your years at Lesley, that both of our lives will have been enhanced by the experience.

May I wish you every success with your college career. My door is open to you . . .

The entire college will celebrate fall Convocation on Thursday September 14 at 1:30 P.M.

DEAN MARION STRINGHAM

Goals Day

The students, faculty, administration and friends of Lesley College met on April 12, 1967 to discuss and plan for the “Becoming Lesley”. The occasion was Goals Day, all-college conference. It was student initiated, and inspired by the success of a conference held in 1965.

Meeting at the Hotel Continental in Cambridge, the entire college community heard speeches by Marsh Roit ’67, Dr. Don A. Orton, President; James J. Slattery, Director of Libraries; and a series of vignettes.

In her opening speech, Marsh Roit ’67 spoke of the communication problems existing on the campus: “Unfortunately, despite the smallness of the campus and population, there exist three distinct groups—the administration, the faculty, and the student body; each working apart from the other. Perhaps the reason for this is the age old one that has always existed—the lack of a bridge between the generations . . .

Today is a time for the beginning, and the beginning, of establishing lines of communication. No society, no group, no two people can ever function effectively unless they can speak their minds . . . Students must take more responsibility in learning . . . And just as the students have a responsibility, so do the faculty and the administration. They must take the time to listen more carefully and honestly evaluate and use the criticisms of the students.”

The vignettes following the opening addresses were designed to dramatize some of the prominent issues assumed to exist on the campus. It was hoped they would stimulate discussion within the working groups planned for later that day.

Themes for these vignettes included: “What are the student learning and participation goals at Lesley? What are the real academic standards of the college? What is our image of Lesley? Who really runs the show, faculty, administration, students? Is everyone included? Are we really pluralistic? These statements and dramatizations were structured to clarify the issues, and possibly incite improvements within the campus.

The meeting at the Hotel Continental was followed by discussion groups held on the Lesley Campus. The stated purpose of these groups was “to provide an opportunity for members of our total community to engage in dialogue about basic assumptions, opinions, attitudes, and values concerning the general issue presented. This was not to be a decision-making group, not merely a gripe session. It was an attempt to obtain a reading on where the community was, where it wanted to go, and what was helping or hindering the movement toward the desired end. The discussions were designed to be a forum for the presentation of sincere and honest opinion, feeling and value positions on the part of the participants.”

The activities of the day were concluded in an afternoon general session including a speech by Dr. Charles Seashore, Program Director, Higher Education, National Training Laboratories, entitled “How can we help get it there?”

It is difficult to predict the results of 1967 Goals Day. One definite outcome has been the formation of a committee to investigate the possibility of having professor-advisors for all Lesley students.

The Lesley Handbook deals rather thoroughly with our Honor System and Judicial Board, defining the word “honor,” and explaining why the system should be effective. It stresses the importance of such a system to increase personal responsibility and maturity. It does not, however, delve into possible reasons for the occasional downfall of the system—or rather of the students.

One of the most serious offenses at Lesley is cheating on exams. One of the most important questions at Lesley is: why do students cheat?

Of course cheating occurs on all campuses. Are these students looking for the easy way out? Didn’t they anticipate the difficult work and responsibility that is part of every college education? These students must have graduated from high school with an expectation of the college work ahead. Why does their attitude suddenly change with the approach of an exam? College is an institute of higher learning. It is sad that some students exploit it as merely a status symbol, or as a passport to a better job.

Not only does cheating insult one’s own integrity, it is equally unfair to fellow students. Those who do study hard and intend to advance themselves are often sacrificed by those who cheat unethically “succeed.” The honest students can be easily discouraged, but fortunately most of them realize the rewards inherent in their method. Consider the reasons for cheating, and decide now how you can prevent them before it is finally necessary to refer to the Honor System.
REALITY

Hello and welcome to your new family. Look around and meet the people who will share in your expanding range of experiences. Within a month it will be impossible to remember a time when you were not close confidants and as you look back to last year it will be astounding to realize how many new things you have absorbed painlessly. After one short month college will no longer be an illusion or a dream or a threat or a paradise. It will be reality.

These seven letters are a placard for complexity. Your roommate, the school, your professors, will be infinitely more and less than you could possibly have fathomed.

All this within the first month. But growth is not painless. And you are about to grow—not metaphorically like a flower budding and blossoming, not like a young puppy who quivers and matures, not like a spider's web that becomes more complex as it gets further from home base, but as a wholly individual being: as something completely unique and apart from other living things. These next four years separated in time by new buildings, new people and new interests, are a time of change. Be prepared to be a wonderer. No longer are you truly at home at home or in school. Today you take the first step in a difficult and long journey. You travel upon a path never traversed before. And all around you the friends you meet today struggle over the same mountain. When at the end of these seven years, you descend into the valley it will be another change in those seven letters—reality.

After four of the fastest transitional years of your life you will be an adult. And again you will be welcomed by a new family—a profession, a nation, a "family of man." Tomorrow these will shape your dreams as college did a month ago. Today you come with your parents and your hopes for college. Tomorrow you trade these for a husband and children of your own and a profession. Your world!

BOSTON ELECTION

The choice is NOT only Boston's. It is our choice; and must be the choice of every future teacher, of every thinking individual. Should we stand idly by as, on September 26, Louise Day Hicks attempts to capture the ticket in the first round of Boston's nonpartisan mayoralty contest? Representing Boston politics, Mrs. Hicks is the champion of the lower and middle income white citizens whose fear of "black power" is their fundamental source of support. How badly we need and how much attention is her banner convincingly cloaked by her gentle voice and quiet smile. Under her direction, Boston's foremost and best-known member of the School Committee, Negro children have not received equal education to that of white children. Her background of opposition to busing Negro students from their ghetto to white schools and her insistence on maintaining neighborhood schools (which help perpetuate racial imbalance) clearly reveal the character and prejudice of this woman.

It is urgent that we carefully observe this election and consider its serious implications. By voting to support the Hicks ticket, we are not electing a "family of man." Tomorrow these will shape your dreams as college did a month ago. Today you come with your parents and your hopes for college. Tomorrow you trade these for a husband and children of your own and a profession. Your world!

STUDENT POWER

The dilemma seems how to distinguish between the students' right, even duty, to help shape the educational community and the demand for powers equal to that of faculty and administration.

This, according to Fred Hechinger in the New York Times, Sunday, August 27, 1967, characterize the current atmosphere pervading most colleges and universities. Hopefully Lesley will not be immune to the emphatic and significant voice of the college student. It is appropriate and expected that students manage their campaigns, political and religious, their groups, social activities, their standards of behavior and code of honor. How many other areas can student power legitimately influence?

It is increasingly more difficult to define the aspects of college further eligible for student control. Dormitory regulations, classroom procedures, housing, dining, student government rules and regulations in general are usually determined by a committee composed of representatives from the faculty, administration and student body. The voice of the student is always heard during these meetings. But how often is it carefully listened to and how seriously should it be acknowledged? For example, how often is it carefully listened to and how seriously should it be acknowledged?

Since college education is a process shared by both students and faculty, it should be determined by both. The faculty and administration are already aware of their commitment to education on campus. It is now the responsibility of the students to verbalize their opinions and intentions. And the response and cooperation they receive should justify the effectiveness, clarity, sincerity and rationality of their demands.

In other words, reaffirm the shaky myth that Lesley reflects the hopes of her students, her children, and democratic ideals. The child and adolescent Guidance Association is the agent for campus reform and student decision; the Lantern is the vehicle for student expression, reaction and opinion.

Reflections

by Judith Gast

So you are sitting there in what they tell you is your new "room", and you say, "THIs is Lesley College. And you are wondering if you are in the right thing. "Maybe I should take her home now, before it is too late.", or, "My girl is supposed to live HERE! $800 for what?"

It's really too early to answer that last one. Your knowledge of Lesley College so far probably consists only of a headache from screaming people looking for the right room and sore feet after climbing the seven flights of stairs to your room. (Not to mention the times you landed in the wrong room.) I ever find the man who built this maze, I'll tell him ...

It was all so different at your interview, wasn't it. It was a quiet campus. Well, maybe the dorms were a bit old but you called them cute. "You can do a lot with a little room like that". Now look around at the chaos. Or are you still optimistic? It's the latter, good for you. If it is the former—shame, Give it a chance, a fair chance.

You haven't even sampled the most important part of Lesley—the education you're about to receive. I can't tell you much about it, because about 99.99% of it is up to you. Lesley isn't like your high school. You won't get detention for skipping class. There's no bawling out for forgetting assignments. It's up to you to get the learning done and if you don't, the loss is your own.

But if you're interested in getting the job well done, there are three things you can do. First, make up your mind, people at Lesley to help you. Just remember to speak up—say what you think. You'll not only learn about other people, places and things, but you'll be able to tell them things you never knew before about that important being—yourself.

Now all this sounds just like a pep talk because it is. It's my way of trying to prevent you from making the mistakes many of us have had before you. But experience is probably a much better teacher than I am. So my advice to you is to jump in and do some more, or laugh if you like your high school. You won't get detention for skipping class. There's no bawling out for forgetting assignments. It's up to you to get the learning done and if you don't, the loss is your own.

It is increasingly more difficult to define the aspects of college further eligible for student control. Dormitory regulations, classroom procedures, housing, dining, student government rules and regulations in general are usually determined by a committee composed of representatives from the faculty, administration and student body. The voice of the student is always heard during these meetings. But how often is it carefully listened to and how seriously should it be acknowledged?

This year the Dean's Office and the Student Government have worked over the summer to organize club assembly dates. On the afternoons of September 19, 20, October 3, 10, and 17 (all Tuesday at 7:30 p.m.) the students will assemble to introduce the freshmen to all organizations. "There will be allowed for recruiting new members and greeting old ones.

A recent survey currently reflects on the results and applications of standardized IQ tests. Thus in a properly conducive classroom, established by a sensitive teacher, students can learn and produce far better than previously realized. A successful teacher should demand the best possible results from her pupils, regardless of their defined capabilities. A successful teacher should be prepared to acknowledge that there are a few — only a few — obstacles to teaching children. Careful application of teaching techniques can determine the difference between routine classroom instruction and meaningful, insightful, perceptive teaching.