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Lesley College

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Feedback from Jan Plan

By Margi Smith

Recently, members of the freshman class selected at random, were interviewed for a survey taken by a small group of Freshman girls working with the Curriculum Committee on evaluating the January Program at Lesley. Those freshmen who did not have a personal interview were asked to fill out a questionnaire, similar to the form used by the interviewers. With this gathered information the committee felt they would have a thorough picture of how well the initial January Program went.

The girls were asked what program of study they undertook; how they enjoyed and benefited from their program; whether or not the program should be continued; and finally, they were asked to bring out both the strong and weak points of the January Program and why.

The freshman class was most cooperative in giving its time to the interviews and in filling out the questionnaire. Presently, various faculty members of the Curriculum Committee are thoroughly reviewing the results of the survey. Although the specific reactions of the survey are not as yet known, the general feeling from the interviews was that the majority of freshmen really enjoyed their programs in January and hope to see the January Program include even more areas for their own study.

Hopefully, the Curriculum Committee will soon announce specific results of the survey which will be reported on.
Letters to the Editor

In its meeting of November, 1971, the Lesley College Faculty Study Committee authorized the establishment of a Curriculum Study Committee to be made up of three faculty members and one student. Subsequently, those present at the meeting instructed the new committee "to determine the mission, objectives, and characteristics of the curriculum for the next ten years or so; to appraise the capability of our present curriculum (and all applied terms) and to design changes in the curriculum, where necessary, in order to meet these needs."

The faculty has selected Avi Brenner, Paul Fidler, and Mr. Siskel to be its representatives to the Study Committee. At their earliest convenience, these representatives will be a faculty member and one student. In their preliminary work the faculty members have foreseen a two year duration to the project. As yet, the student body has not elected such a committee.

I agree that these above activities are realities now, but upon examination one would question how they function when there are twenty-five members of the band. Unquestionably, this is not a small number, and it is understandable that they need assurance in the community or try to put on a play at the Lesley School's two-by-nothing stage.

I believe in taking a responsibility for one's own needs; however in a school of six hundred women one would expect some sensitivity toward and cooperation with the needs of the students, on the part of the college. Not providing for these needs, shows a realization that these needs exist only in the student's mind. By admitting this, there is a denial of what is also an important part of an excellent teacher—the teacher's sense of self enrichment, purely for making one's own being happier and fulfilled.

For Lesley to realize this, not only on a philosophical level, but to the point of action, would truly be a step toward innovation.

Changes at Lesley

Dr. Lair Speaks

By Irma Gamberg

After eighteen years at Lesley, Dr. Lair has a most optimistic attitude about the students. She thinks that the girls have always been great. Contrary to some opinions, "intellec­tuals," Dr. Lair feels that this is because the students are free to be themselves. There is a definite discrepancy as to the caliber of the average Lesley girl. This underestimation might be due to the fact that this is what we expect. However, it is important that we give the students the chance to be themselves. Nevertheless, our integrity and status should be preserved.

Dr. Lair has many positive reactions to the recent changes occurring at the Lesley campus. She regards the academic revision and the Pass-Program as innovative factors in our struggle for progress. It is evident that through the years, there has been an increasing awareness in the minds of the students. "The students are really showing strong traces of leadership and they might look more about their own educational experiences."

Dr. Lair does not have very much to say about the January Program. She is concerned with the welfare of the student, she is busy as is the success of the program. With the semester ending before Christmas, that would mean that there would have to be a long time to complete the scope of the course. Instead Dr. Lair suggests that the students have various alternatives for the month of January such as creative activities. She is sure that the students are capable of doing so outside of Europe or skating. As to the experimental Pass-Program, Dr. Lair feels that it relieves the student of certain pressures. The student gets a chance, she puts into the course and the degree, which she studies depends upon her own interests.

To the Editors:

A large part of the human condition is imposed upon man and makes for living as a grotesque as it is inconceivable. Lear must grow old, his powers decrease, and he must face the fact that he has little control over his destiny. Nevertheless, his integrity and status should be preserved.

Dr. Lair has many positive reactions to the recent changes occurring at the Lesley campus. She regards the academic revision and the Pass-Program as innovative factors in our struggle for progress. It is evident that through the years, there has been an increasing awareness in the minds of the students. "The students are really showing strong traces of leadership and they might look more about their own educational experiences."

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There was a concert at Boston's Music Hall on Monday night, March 6th. This is my review. I'm sorry that I didn't try. To describe a Joni Mitchell concert, you have to describe the meaning. There are words, but more than enough of them, and somehow, they are never quite right.

Perhaps I should begin at the beginning. Jackson Browne played first. I knew that I had heard his name before, but I couldn't place it. It was not until he sang his third selection, "Colours of the Sun," that I realized he was the one I had heard. Tom Rush has recorded two (at least) of Browne's songs, and I read liner notes. But I didn't know Jackson Browne.

His first song, "Take It Easy," was a triumph. This is no road-think about the women, the rhythm and the words, and it is a familiar song. But the words... I had never heard them before. I couldn't help but sing along. The evening was electric. It was like having your body, mind, and soul massaged. It was overwhelming.

Some of her songs were familiar, but so much so, that she played them. (I really would have liked to have seen her play "River": her version is beautiful.) She was breathe and demanding. It took a little while for her to warm up to the audience, but when she did, it was like having your body, mind, and soul massaged. It was testing.

Another surprise was Joni's decision to do something unexpected. She could do some fine things with her voice, but when she brought forth her dulcimer, I was astounded. A dulcimer is a three-stringed instrument of limited use. There is no other instrument which can come close to reproducing dulcimer sounds, but there isn't too much that can be done with one. Still, Joni's version of "Carey" is excellent. She sang, "I'll be there for you always, wherever you be..."

"Virginia Woolf Reopens"

"Who's Afraid of Virginia Woolf?" is the enormously successful Edward Albee play, which was filmed by Warner Bros. as a controversial documentary intended to entertain and provoke motion picture audiences as never before. The film, opening Sunday night at the Lesley College Theatre, became one of the most discussed of its decade, stirring passions and controversy while eliciting attention through both its artistic merit and its shock potential. It was nominated for ten Academy Awards and won three, and it served as a huge impetus in the renaissance of American theatre. It is a human document, a record of human experience. For those of you who have never seen the film, it is about a middle-aged couple who share their with their youth visits a Walling's Night of fun and games, ending in murder. The subject and dialogue and was kept so close to the original stage play that Jack L. Warner, then head of Warner Bros., established an "adult" rating for the film, prohibiting exhibitors from admitting anyone under the age of eighteen, accompanied by a parent. This policy was set before the new world, the MPAA, had been established by the industry. Admissions 5.50

The Primacy of Perception and Other Essays by Maurice Merleau-Ponty is a collection of his most important writings put together as a preliminary statement of his life work, The Phenomenology of Perception. "The Primacy of Perception" is a statement of the main line of the defense of this thesis before the French Philosophical Society in November of 1945. Some of Joni's major concepts which he developed in later and later writings are also found in the essay.

Merleau-Ponty insists that the perceived world is the foundation of all existence and value. In the dialogue which took place after the performance of the extreme Idealist, an extreme Realist, or an extreme Empiricist. Merleau-Ponty's defense of his thesis cannot be treated as an additional statement of other members of the defense of the school. He comments that this thesis must be understood as a radical defense of a new psychological phenomenology.

Early in the address before the audience, Merleau-Ponty defines his major theme this way: "By these words, the phenomenon of perception, we mean that the experience of perception is our presence at the birth of this knowledge, its truths, values are constituted for us, the experience of perception is the expression of sensations, which in turn are the expression of totally knowing an object, accordingly, to recover the consciousness of rationality.

Perception is then defined in terms of a sensory-motor being, the experience of perception is constituted for man as the world of human consciousness, the language of human consciousness is thought about it. It is the experience of totally knowing an object, a family picture album, records, films, and booklets. These items would help children get a feel for the country. There is also a City unit available.

The school has all machinery for 48 hours. Equipment includes--movie projectors, tape recorders, record players, film strip and filmstrip projectors, slide projectors overheads, a language laboratory. The language laboratory records the voice of the teacher and student, so that the child may compare his voice with correct pronunciations for problems of learning foreign languages. Next year the library is getting a Tachomatic Reader, which is a "controlled" reader.

The Curriculum center also offers many services, one of which is the programmed instruction for using the audio-visual equipment. Some classes may be used for making your own impositions and transparencies. When the library moves to the new building there will be a separate area for this equipment.

The candle is available for making slides from book illustrations. There is a synchronizing machine, too.

The library has been doing workshops with Core at the state library. The school is sponsoring a film program on three evenings in March, "The Story of Your School." This film is for You to Show Children".

If you have any suggestions for such a film, you should obtain--please speak with Fran Rossie or Chris Pretty. The Curriculum center hopes to provide a variety of media that could be used in the school's teaching assignments or their classes. With a wide selection there are many possibilities.

The Educator staff extends its thanks to the following people for their invaluable assistance: M. C. Genieve Wilson.
"If I cannot do great things, I can do small things in a great way."

Each of us plays an important part in our environmental problem, whether we realize it or not. In the words of Florida ecologist, Arthur R. Marshall, "We are all part of the endlessly integrated earth system. We can't do nothing about it; we either direct our environmental history, or we just let it happen to us."

We affront Americans in our "throw-away" future have had a devastating effect upon our planet's life support systems. We must stop this destruction before the whole system collapses. But we must act NOW. The personal responsibility of each and every one of us begins at home—with some deep thinking about our own life style. The following suggestions should be taken seriously as important first steps.

What YOU Can Do
1. 46% of all municipal solid waste is paper and cardboard. You can help bring this down to one percent by reading your Sunday newspaper in a single sheet of paper and magazines, and by composting other paper products.
2. Select products in minimum packaging. Compost to manager of excessive wrapping.
3. Buy a tote bag to carry with you when shopping. Take your brown paper bags back to the supermarket and reuse. Place fruits and vegetables in a bag you bring from home.
4. Return eggs cartons to stores, or recycle them.
5. Substitute cloth for paper in towelling, napkins, handkerchiefs and diapers.

What's up?
By Amy Weiss
The Proposition All Saints Church—212 Cambridge St.
Harvard University There are several movies being shown here this weekend. Check local listings for "Films Across The River," Quincy House and Emerson. Columbia University plays The Band, The Dead, or just The Breed.

Week of March 5-March 11
Sun. March 5 SGA MOVIE "WHO'S AFRAID OF VIRGINIA WOOLF?"
7:00 PM
7:30 PM
8:30 PM
9:00 PM
Mon. March 6 Exercise Class
7:00 PM
5:00 PM
2:00 PM
1:00 PM
Tues. March 7 Dance Class
2:30 PM
11:00 AM
R.D.
Wed. March 8 Exercise Class
6:00-7:00 PM
2:00 PM
Thurs. March 9 Exercise Class
6:00-7:00 PM
4:00 PM
Fri. March 10 SGA MOVIE "WHO'S AFRAID OF VIRGINIA WOOLF?"
110 Brookline Street, Cambridge, MA 02138
3:00 PM
5:00 PM
7:00 PM
9:00 PM
Abbott Dance Class
8:00 PM
10:00 PM
12:00 AM
Mon. March 13 Exercise Class
7:00 AM
5:00 AM
3:00 AM
1:00 AM
Tues. March 14 Exercise Class
12:00 PM
10:00 PM
8:00 PM
1:00 PM
Wed. March 15 Exercise Class
11:00 AM
9:00 AM
3:00 PM
2:00 PM
Thurs. March 16 Exercise Class
9:00 AM
7:00 AM
5:00 AM
3:00 AM

"Eco•ogy Begins at Home"

MONDAY
6 If you do use them, save half-used paper napkins in box on counter for wiping spills, not for disposal and instead of paper towels.
7 Do not buy disposable plates, cups and flatware. Invest in a picnic basket complete with reusable dishes and utensils remains one.
8 Pack lunches in a lunch box rather than a paper bag.
9 Dye paper bags so you will use only white facial tissue, toilet tissue, napkins, etc.
10 Fence paper wrapping (gift wrapping, etc.)
11 Most plastic materials do not disintegrate and they release poisonous gases into the air when burned. Avoid using polyvinyl chloride (clear, soft plastic), styrofoam, cellulose and other plastic products.
12 Use wax paper wrappers and sandwich bags instead of plastic.
13 Buy your milk in returnable glass bottles. These are available at all Farm Stores.
14 The per capita waste in the U.S. is five pounds per day. This must be cut and need not go on. Take your paper, aluminum
num and glass to the recycling depot, and encourage our county officials to change to a trash separation system which recycles the end products.
15 When you shop, consider all the containers in which products come. Buy products in reusable, recyclable or
recyclable containers.
16 Bi-metal or wax-coated paper products are not disposable. Neither are the laminated wrappings which are part paper and part plastic. These are expensive and reuseable
17 Do not use a trash masher machine. These consume electricity and result in a highly compacted lump of material which is very slow to disintegrate.
18 Make a compost for your garbage, grass cuttings, leaves. Rotating and composting will drastically cut down on the volume of your garbage.
19 Try to think in terms of reusing everything at least once (e.g. aluminum foil and reuse, and evolve envelopes, etc. for note writ-
ing) and then recycle if pos-
table. Think—"Is everything in your garbage bankable and waste... or is it wasted?"
20 Water is one of our most valuable and abused resources. Stop and think about how you can take real steps to conserve it.
21 Do not leave water running continuously when brushing your teeth or washing dishes.
22 Take 3-inch baths or 3-minute showers. Bathing more often than twice weekly actually robs your body of natural oils, so substitute sponge baths occasionally.
23 Do notFlush toilet unnecessarily. About five gallons of water is used with each flushing. Adjust the float valve in the toilet tank or pile bricks inside to reduce flushed water.
24 Always have a full load before turning on dishwash-
er or washing machine.
25 Wash outside windows, lawn furniture, car, etc. from bucket instead of running water. Take it all from your home. Use manu-
26 Save your own waste and back up your waste... or is it wasted... or is it?"

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Tues. March 14 Exercise Class
12:00 PM
10:00 PM
8:00 PM
1:00 PM
Wed. March 15 Exercise Class
11:00 AM
9:00 AM
3:00 PM
2:00 PM
Thurs. March 16 Exercise Class
9:00 AM
7:00 AM
5:00 AM
3:00 AM