

Lesley University

DigitalCommons@Lesley

Lesley Newspaper Archive

Special Collections and Archives

4-14-1972

The Educator (April 14, 1972)

Lesley College

Follow this and additional works at: https://digitalcommons.lesley.edu/newspaper_archive

Recommended Citation

Lesley College, "The Educator (April 14, 1972)" (1972). *Lesley Newspaper Archive*. 152.
https://digitalcommons.lesley.edu/newspaper_archive/152

This Book is brought to you for free and open access by the Special Collections and Archives at DigitalCommons@Lesley. It has been accepted for inclusion in Lesley Newspaper Archive by an authorized administrator of DigitalCommons@Lesley. For more information, please contact digitalcommons@lesley.edu, cvrattos@lesley.edu.

The Educator

Vol. 2 No. 8

LESLEY COLLEGE

April 14, 1972



photo by Gwen Haas

Gynecologist Speaks To Lesley

By Kathi Shabsheloewitz

Many girls gathered in the Lesley cafeteria on Wednesday evening, April 5th... and it wasn't for the food! Dr. Mel Taymore, chief of gynecology at Peter Bent Brigham Hospital and associate professor at Harvard University, was the guest speaker of S.H.E. (Students for Health Education).

Dr. Taymore said: the three most popular and effective methods of birth control in order of their contraceptive value are the pill, the intrauterine device (IUD) and the diaphragm. He elaborated upon the use, side-effects and complications of each. The doctor pointed out that since so many women make use of the pill their ailments and abnormalities are often immediately attributed to its use. As a result, many people get an exaggerated picture of the dangers of the birth control pill.

Reaching into his pocket, Dr. Taymore produced an IUD. (As he held the contraceptive for the audience to see, a photographer for the yearbook found this an opportune time to snap a picture of the doctor!) The complications and side-effects of the IUD are not well known to many because of its lack of publicity as compared to that of the pill. Yet, Dr. Taymore mentioned that the extent of complications could be more serious than those of the pill. Compared to the pill's 99% protection and the IUD's 97-98%, the diaphragm (which is the safest to use in terms of the body's reaction) runs on the same level at about 95%.

The next topic Dr. Taymore discussed was that of abortion. At this time in Massachusetts, the act of therapeutic abortion is granted to the potential mother with the agreement of the community and hospital doctors, if it is thought that the having of the child will be mentally or physically damaging to the woman. Dr. Taymore did point out that many Boston and area doctors will agree to abortions, but New York hospitals are better equipped with facilities and staff for the operation. He stressed that abortions should not be used as a contraceptive method.

Oh yes, a word to the wise! Aspirin as a contraceptive is out. "The only way it will work as a contraceptive," said the doctor, "is to hold it tightly between the legs!"

Lesley Mission Steig Speaks

By Bonnie Griffin

The current mission of Lesley college is "to stay alive and get kids in to pay tuition, and then get them out into jobs." This is the view of Liza Steig, a member of the Lesley College art department. She was speaking to the members of the Curriculum Study Committee at their April 6 meeting.

Steig would like to see a genuine enthusiasm for knowledge being kindled in the girls at Lesley. They need "some enthusiasm for something besides wedding veils and three

IT'S WHAT LIES AHEAD

By Cindy Bencal

The real work has just begun. Now that the college has approved the idea of 14-4-14 for next year, the Curriculum Committee must work out the calendar and courses for its implementation.

In the meeting on April 6, the committee listed different points it must deal with before it can present a complete January "package" to the school for next year. These were:

- Who should take part in the January Program? The whole school?
- What should the program be? (The choices available)
- Student involvement in planning
- Administrative needs
- Staffing (Faculty)
- Should the program be mandatory? For students? For staff?
- Should and can the January Program be linked to other schools?
- The philosophy or rationale for the January Program (This involves helping the faculty plan for the program)
- How will credit be determined?
- How shall work be planned?
- The budget
- The calendar (The tie in between the graduate and undergraduate calendar)

- Package of faculty concerns
- Communication to the community

The basic issue of whether or not to integrate this new January Program into our present curriculum and structure surfaced in this meeting. Miss Welch feels that we must work with the existing curriculum framework to get ready for next year. She feels that we cannot shift the credit of courses or eliminate courses without causing "a chain reaction" involving upsets in faculty load and required credits. Miss Welch also pointed out that for next year, if we "stay within the present credit structure, January must carry credit."

Alternatives to keeping the present credit structure were discussed and are to be investigated for the future. One alternative,

as Jim Slattery pointed out, would be to get off the credit system and on to a course system. Dr. Perry elaborated on this idea by giving an illustration of it: For a student to graduate from Lesley, she must take "x" number of courses, "y" of which are taken in January. With regard to credit and staffing, more options and their consequences are to be exposed and studied.

Dr. Perry brought to the committee ideas which he thought should comprise a January plan. They included: courses, independent studies, internships, travel/study, college exchange programs, and an Educational Marathon, consisting of 50-75 events going on continuously for four days. Perry would like to "protect the idea of spontaneity," even though he sees the need for "careful preparation."

Orton, Van Egmond and Miller Interviewed

Dr. Orton

1. When were the General Education and Education Deanships put into effect and why?

Answer: "It was done six years ago to help provide leadership for the respective faculties. At the time I couldn't give enough supervision to faculties, graduate school and lab schools."

2. Why are the two deanships no longer feasible?

Answer: The letter of March 20th is the best source. The decision for two deans exaggerated the split of faculties making for a sense of separation.

3. Why was Dr. Miller selected over someone else?

Answer: "It was a logical choice because of George's past performance. Three years ago, the faculty felt it was a very good choice."

4. How was the decision made?

Answer: "Fritz Steele interviewed people on a random basis from different areas of the college. The final decision was made by myself and reported to trustees and Drs. Miller and Van Egmond."

5. When were Drs. Miller and Van Egmond informed of the decision?

Answer: "Three weeks ago." (Last week of February)

Dr. Van Egmond

1. When were you notified of the decision?

Answer: "The last day of February."

2. Did two deans at the time perform an effective job?

Answer: "Trying to take an objective look, the past structure of having two deans has not been ideally functional. There was a good effect in general. It created problems in a tendency to work too separately. The educational group is physically isolated on campus, which might be a consequence of two deanships. Prior to that time, there wasn't any separation by department in terms of office space."

3. What was your job as Dean of General Education?

Answer: "I was concerned about the program and curriculum development change, assigning pro-

(Continued on page 4)

WHO ASSASSINATED PRESIDENT KENNEDY?

By Richard E. Sprague

Editor's note: Richard Sprague is a member of the National Committee to Investigate Assassinations. Through correspondence with Mr. Sprague he has consented to allow The Educator to reprint an article he wrote which appeared in Computers and Automation Magazine. Due to its length, the Educator will run the article in a series form.

On November 22, 1963, in Dallas, Texas, President John F. Kennedy, while riding in an open limousine through Dealey Plaza and waving to the surrounding crowds, was shot to death. Lee Harvey Oswald, an ex-Marine, and former visitor to

the Soviet Union, was arrested that afternoon in a movie theatre in another section of Dallas; that night he was charged with shooting President Kennedy from the sixth floor east-most window of the Texas School Book Depository Building overlooking Dealey Plaza. This act Oswald denied steadily through two days of questioning (no record of questions and answers was ever preserved). Two days later while Oswald was being transferred from one jail to another, he was shot by Jack Ruby, a Dallas night-club owner, in the basement of the Dallas police station, while millions of Americans watched on tele-

vision. The commission of investigation, appointed by President Lyndon B. Johnson, and headed by Chief Justice Earl Warren of the U.S. Supreme Court, published its report in September 1964, and concluded that Oswald was the sole assassin and that there was no conspiracy.

In view of the authority of the Warren Commission, that conclusion was accepted by many Americans for a long time. But the conclusion cannot be considered true by any person who carefully considers the crucial evidence—such as the physics of the shooting, the tim-

(Continued on page 3)



EDITORIAL

To the community:

One of the things that constantly baffles me is the duplicity of the definition of the self. There are two roles open to me, two labels—those of Woman and Human Being. Neither one necessarily excludes the other, and yet, there often seems to be a disparity between the two.

Self-fulfillment comes from various and sundry sources, such as art, music, playing, working, interacting with others. It is this last—interacting with other—which raises the question "Which others?"

I have found, both in myself, and in other women, the tendency towards self-definition in terms of a man or men. A statement of praise concerning appearance, intelligence, or anything else acquires more importance and carries more weight when it comes from a man. Likewise, it is more disturbing to hear negative commentary when, again, it is issued by a man.

Obviously, this is an undesirable state of affairs. Change is in order, but, unfortunately, it is difficult not to swing to one extreme or the other. One of these extremes is the overwhelming need of a male in order to reinforce the concept of self, and the other extreme is the negation of the need and/or desire for male companionship.

The attitude which refuses to accept male overtures at all, which interprets all gestures as sexist or chauvinist, is not a particularly healthy one. It is limiting, negative, and narrow.

We cannot pretend that gender is non-existent. Biological differences have had social connotations, all the way from the dictation of appearance to the dictation of appropriate behaviors, and we have all had to live somewhat within these boundaries.

These social limitations, however, may be overcome, without compromise of the self, if we deal with ourselves and others, not as Male or Female, but as Human.

While I subscribe to many of the tenets of Women's Liberation, I feel that Human Liberation is by far the more important movement. The fierce pride that we women feel must not get in our way. We are human beings, first and foremost.

Gwyn Brown

Anthropologist's Corner

By Joy Ford

(Ed. Note: This is the final article in a series of cross-cultural studies which were done for Peter Siegle's Anthropology Course.)

NGONI OF MALAWI—FAMILIAL INSTITUTION

Setting: a small Ngonian hut. Two women sit talking—Izkazi is the younger of the two—she has just returned from America. Gogo sits, anxiously awaiting her younger friend's words. At last, she can contain her curiosity no longer.

G.: How did you find America, my friend?

I.: I thought you'd never ask, I will begin by saying that America does not make any sense to me at all, in spite of the quantity of thought I have given to the subject.

G.: What are the American men like? Is it true that they treat their women like queens and are all so handsome?

I.: The men are nothing to speak of—men are children everywhere, you know that. But, the women!

G.: The women?

I.: They were *shameless*.

G.: Really? In what way? Tell me.

I.: Their shamelessness, Gogo, is most clearly illustrated when

they are in a certain—condition.

G.: Condition? Condition?—Oh!

I.: Yes. I tell you, Gogo, had I only known about the American woman and the American Subway, I never would have visited that nation.

G.: The American Subway?

I.: Yes—an underground means of travel.

G.: Underground? It sounds exciting.

I.: Exciting? Perhaps, if your idea of excitement is dirt, noise and violence.

G.: Violence?

I.: Gogo, my dear, until you have tried to board an American Subway, you cannot possibly know the true nature of violence.

G.: What does this thing Subway have to do with shameless American women?

I.: It has everything to do with it, Gogo, because you see, I met such a woman on this subway.

G.: Face to face?

I.: Believe me, Gogo, I am quite sure she had a face, but I most certainly did not notice it, as her condition was so obvious.

G.: On the subway?

I.: Yes! And her husband was with her.

G.: No!

I.: Yes! And they were talking about her condition!

G.: Was she wearing long robes to hide it?

I.: She had on a tightly fitting garment.

G.: No!

I.: Yes! It was obvious that she discussed this matter with her husband quite frequently beforehand, but to do so in public—

G.: And on this thing Subway—

I.: Shows that she is quite—

G.: Shameless!

I.: Exactly.

G.: What of the husbands mother?

I.: She does not live near them at all. She will, I am sure, have no responsibility for that baby when it is born.

G.: Who will help deliver it?

I.: Gogo, really, American women have their babies in hospitals.

G.: Oh, yes.

I.: But you haven't heard the worst part of it all, yet.

G.: I haven't? Not yet? Tell me.

I.: She and her husband had decided that—oh, I can't bear to—

G.: Well?

I.: They decided that he should be with her when the baby is delivered.

G.: But it is unclean!

I.: He seemed quite unaware of that fact—he looked happy about it.

G.: That does not sound right, Izkazi.

I.: It is quite apparent that these American women know nothing of the childish, helpless nature of a man, Gogo. And the grandmother is sadly neglected and not given her true authority.

G.: How sad. And how shocking!

I.: Oh, yes. I was shocked.

G.: This has all been very interesting, Izkazi, and also informative, but tell me—are American men really as handsome as they say?

Letters to the Editor

Dear Debra Greenberg,

Your editorial of April 7 properly expressed strong concern for the quality of liberal arts instruction at Lesley College. I certainly agree with this sense of priority and have again and again over the years expressed my belief that competence in the liberal arts and development of "personhood" are both fundamentally necessary to successful teaching. Relevant application is possible only when to begin with there is *adequate substance* (both knowledge and character). Technical teacher education, although important too, starts here.

Unfortunately your editorial was not factually sound. I have been Vice President for Academic Affairs for two years. The recent change based upon the Steele recommendation merely makes my leadership more pointed and more visible, and also effects an economy in budget.

With respect to a third point made in your editorial, an assumption, I of course take issue. You imply that the liberal arts program will not really be strengthened through my leadership. Only time will tell whether or not I am able to be helpful in this role. Meanwhile a bit of positive faith would appear to be in order.

Congratulations for the fine effort being made in behalf of the *Educator*. It has the attention of the campus!

Sincerely,
George L. Miller
Vice President for
Academic Affairs and
Dean of Teacher Education

To the Editors,

There is a vital need in this country which is very seldom thought of or considered by most people.

I am referring to the willing of one's bodily organs after death to organ banks. The need for these organs for transplantation is almost unlimited. One of the most remarkable advances in medicine is the development of methods to transfer organs from one person to another. The individual who donates a healthy organ(s) helps to save a patient whose survival depends upon the replacement of the diseased tissue. Over three quarters of the deaths in the United States result from kidney, liver and heart disease. Thousands of lives every year may have been saved if healthy organs were readily available for transplant. Kidney and cornea transplants are the most advanced but much progress is being made with the liver, pancreas, heart, bone and other tissue.

The willing of an organ deserves a great deal of thought on the part of the donor yet can be easily accomplished. "A donated organ, successfully transplanted is the gift of life—*your* gift of life."

For more information contact:
Kidney Foundation
137 Newbury St.
Boston, Ma. 02116

Ellen Grob

Dear Editors,

There are a number of concerns which could be focused upon in regard to strange noises at a college residence hall at 1:15 A.M. The main issue, however, is not that one is wearing her most disgusting nightgown, but rather when help arrives, it is not easily recognizable.

The basic problem is one of

communication and lack of proper identification. Until 1968 the Lesley security men wore badges to identify themselves. More recently, an attempt was made with official jackets. As the situation now stands, a security guard can be recognized by a ring of keys, a radio, or at close proximity, a Lesley College I.D.

What makes this such a big deal? The characteristics of the Harvard Square area, coupled with the influx of people on the campus due to the construction, the coming of warm weather, and the relative isolation by the closing of Mellen Street to through traffic point out the need for a visible, efficient security force. They must differentiate themselves from the other people in the area, or at least let us know who they are so that we are not calling "security" when, in reality, it is they who are under our windows and making those strange noises.

Who was that masked man, anyway?

Anita Mack '72

To the Lesley Community,

I feel that it is important to give credit where credit is due. Therefore, I want it to be known that the entire menu for last week's delicious African Dinner was completely set up by Carol Bradley, a Black student at Lesley. She provided us with traditional foods from areas ranging from Sudan in North Africa, to Kenya in Central Africa, to Cameroon in Western Africa, to Madagascar in the Malagasy Republic.

Carol, we all appreciate your efforts, and thank you for a fine meal.

Judye Feldman '74

Dear Editors,

As you know, I was asked to report on the proceedings of the last Curriculum Committee meeting, and I tried to do objective reporting. That is why I am using this facet of our newspaper to voice my personal feelings on the matter.

The meeting on April 6 was the first Curriculum Committee meeting that I had ever attended. I now realize the tremendous amount of work that this committee has already done with the 14-4-14 issue, and I respect them for digging in once again to try to implement this change successfully.

I was discouraged with the general attitude of the committee, though; its members seemed detached from one another. This could be attributed partly to the fact that the committee has a rotating chairmanship and no secretary to record the minutes of the meetings. Three of the four student members were absent with no replacements; it seemed to me that the committee had lost its significance, especially to its own members.

This disturbs me, as a student, for I see the issue that this committee deals with as being very significant to the whole college. I hope that not only the Curriculum Committee, but the whole school realizes the spiritual importance that the January Program carries with it. In developing the program, they and we must keep in mind the ultimate goal of enhancing a year of study at Lesley, and not let ourselves be caught in merely tacking on one more new program.

Sincerely,
Cindy Bencal

THE EDUCATOR STAFF Lesley College 1972

The Educator is the undergraduate student newspaper published by the students of Lesley College, 29 Everett Street, Cambridge, Mass. It is published each week during the college year, exclusive of vacations and examination periods. The EDUCATOR is independent of the control and financial support of Lesley College, its faculty or administration. It is printed by the S & R Printing Company, Watertown. Advertising on request.

Editorial BoardGwyn Brown
Lynne Goldberg
Debbie Greenberg
News Editor Nancy Adams
Feature Editor Marilyn Rosenblatt
Photography Editor Sue Weinstein
Layout Editor Daniela Ligett
Circulation Editor Marlene Sands
Typist Carol Creelman
Advisors Paul Fideler



photo by Sue Weinstein

Lesley's Art Dilemma

By Beverly Hinckley

The Art Department at Lesley has long been a bone of contention for students. One hears complaints about facilities, supplies, and faculty. But, for Lesley College, our Art Department is one of the best stocked (and kept) departments.

For many years there have been complaints about the facilities. They are not that modern (the new building is coming, remember). The facilities are spacious. There is plenty of room for any project a student may wish to pursue. Every bit of space is utilized—for projects, work areas, supplies, or "messaging around." Mrs. Steig said, "The college is very generous with supplies." There are plenty of things for those who are seriously interested in using them. One might need a little imagination at times—but is that so bad? There is a good pottery area, and the photography course offered for next year will be well supplied.

The art faculty has only two professors—Mrs. Steig and Mr. Ogier. Students complain about "lack of specialization." Some students would like more structured beginning art courses so that they can "learn" art if they need to. Both professors run their courses in art fundamentals differently. They are both attempting to cover the same

material. They hope that students will take courses from each of them—to get a varied picture of the art field and what one can do in it. Many courses are offered in many areas. They are all two people can handle. If Lesley expanded the budget they might also expand the art staff—but for the present we are not bad off. At least one of the professors should be able to satisfy different student tastes. We have material for helpful comparisons and contrasts.

Students feel differently than the professors about Lesley's Art Department. Where most students are still complaining and not utilizing, the professors feel there is a wealth of knowledge and skill to be gained from what we have now. Students are given the choice of professor, a relatively varied choice of course, and the choice to use what they have and produce it. There may be many things for you to learn at the Fine Arts Building. Why not make the choice and do something positive about your art education?

In later issues I will be interviewing Mrs. Steig and Mr. Ogier so that we may all share in their ideas and feelings about their places in Lesley's Art Department.

What Is Poetry Therapy?

By Patricia McLoughlin

Many forms of art are being used today to help people express their feelings. One of the most recent forms is "poetry therapy." This is a creative approach to helping the patient deal with his repressed feelings.

The Association for Poetry Therapy had its second annual "Poetry Therapy Day" on Friday, April 7, in Brooklyn. It was a compressed day with poets, professors, and psychiatrists speaking on the use of poetry therapy and their experience with using it in hospitals. This association is headed by Dr. Jack Leedy of Cumberland Hospital in Brooklyn. He is editor of the book, *Poetry Therapy*.

This is a new field which is opening up. It has proved to be of value in helping patients express those feelings which they find painful to verbalize. Patients involved in this kind of therapy are encouraged not only to write poetry but to read it.

Therapists offer poetry of various authors to the patients to explore and perhaps find feelings in the poems that they can identify with. Poetry therapy is not for everyone—it can be dangerous in the hands of unskilled people and detrimental if handled unwisely.

This new field offers much to therapeutic treatment, but it was stressed at the meeting that it is more of a tool for growth than a "cure" for disturbance.

Courses in poetry therapy are going to be offered this summer at Indiana University of Pennsylvania and next December and January at CEDAC in Cuenavaca, Mexico, offered by Professor Morris Morrison.

Poetry therapy is the new child of poets and therapists in helping their patients to grow. It has been successful in many cases, but it is a new field and will grow by the involvement of those who are in it.

Out of an increasing need for gynecological information and services, Lesley has asked Ms. Meg Zaremba to help counsel Lesley students with gynecological needs, and train interested students to counsel their peers in this concern.

Completing (yesterday) two years as Director of Education and Social Services at Planned Parenthood, Meg will now be on campus full-time to speak with students in groups or privately, regarding these needs. She especially urges students with specific questions or problems to come speak with her privately where they can be handled confidentially and immediately.

She has had extensive experience in psychiatric social work as well as in being personnel director and training consultant at Planned Parenthood. This weekend she will be holding a training session for those students interested in participating in next year's counseling service in which in-person or telephone

counseling will become available.

Since her arrival this week, she has been sharing her enthusiasm and express concern for such services with many Lesley students, most of whom share her feelings of urgency. Yet responsible for the idea of such services, possibly culminating in a Women's Center of a specific nature, and the hiring of Ms. Zaremba is Dean Miriam Ritvo.

The dean heard of Planned Parenthood's college program—which consisted of trainers speaking at various schools with the idea of their establishing health service centers of their own on their own campuses—and asked Jan Bumstead, its director, to speak at Lesley. In response to students' interest in hiring a gynecologist on campus and her own understanding of students' great need for information and related services, the dean asked Planned Parenthood if not Lesley students could participate in their college program.

ASSASSINATION

(Continued from page 1)

ing of a number of events, and other important and undeniable facts. In other words, Oswald was not the sole assassin, and there was a conspiracy.

This article will develop that thesis, prove it to be true on the basis of substantial, conclusive evidence, and in particular some analysis of the photographic evidence.

There was in fact a conspiracy. Oswald played a role in the conspiracy, although there is conclusive evidence that on November 22, 1963, he did not shoot at President Kennedy, and that, just as he claimed when he was in the Dallas jail, he was a "patsy." At least three gunmen (and probably four)—none of whom were in the sixth floor easternmost window of the Texas School Book Depository building where the Warren Commission placed Oswald—fired a total of six shots at President Kennedy.

One of these shots missed entirely; one hit Governor John B. Connally, Jr. of Texas, riding with Kennedy; and four hit President Kennedy, one in his throat, one in his back, and two in his head. (The bulk of the undeniable evidence for these statements about the shots consists of: (a) the physics of the motions of Kennedy and Connally shown in some 60 frames of the famous film by Abraham Zapruder; (b) the locations of the injuries in Kennedy and in Connally; and (c) more than 100 pictures, consisting of more than 30 still photographs and more than 70 frames of movies.)

More than 50 persons were involved in the conspiracy at the time of firing the shots. These persons included members of the Dallas police force (but not all of the Dallas police—and that accounts for some strange events), elements of the Central Intelligence Agency, some anti-Castro Cuban exiles, some adventurers from New Orleans, and some other groups. After the assassination, some very highly placed persons in the United States government became accessories to the crime. In other words, they participated in assiduous concealment of important facts, in shielding the perpetrators of the crime, and in spreading a thick layer of rewritten

history (in the manner of George Orwell's famous novel "1984") over the whole crime.

Of course, asserting these statements makes them neither true nor believable. Without very strong evidence, it would be evil to make such statements. As to believability, prior to District Attorney Jim Garrison's trial of Clay Shaw in New Orleans in Feb. and March, 1969, public opinion polls in the United States showed that over 75 percent of the people in the United States believed that there was a conspiracy. The press, radio, and TV almost everywhere in the United States reported Garrison's investigation and the New Orleans trial in a very distorted way. Furthermore, Garrison did not prove to the satisfaction of the New Orleans jury that Clay Shaw was involved in the conspiracy, even though he proved that Shaw knew and met Oswald. The news media of the United States (except for two newspapers in New Orleans) reported the trial in such a way as to show that no conspiracy existed. The media largely succeeded in changing U.S. public opinion, if we judge from the falling off of the poll percentages.

But the evidence cited or referred to in this article, and the existing photographic evidence and its analysis, a little of which is published here, establishes the fact of conspiracy. This evidence along with other evidence should and can initialize a major change in the beliefs of the people of the United States. As for beliefs of the people of Europe, it has long been and still is accepted there that President John F. Kennedy was assassinated by a conspiracy.

STRANGE EVENTS

In the Warren Commission's activities, there are many strange events, extraordinary patterns of behavior, and important unanswered questions to which the Warren Commission paid almost no attention. There are more than 50 instances of these strange events—where the Warren Commission did not look, or looked inside, as if they were trying not to see. Among these are the following:

1. Crucial records were burned or destroyed. For example, Commander J.J. Humes, chief autopsy surgeon, personally

(Continued on page 4)

Ms. Zaremba, interested in bringing her task of "educating" to college students, and planning to leave Planned Parenthood for that reason, was eager to come to Lesley and eagerly received by Lesley.

Lesley is the first school that they have seen, in which administration support for a gynecological health center has been so great. Most school administrators Ms. Zaremba said, are afraid of Parents' possibly hostile objections to such a center and take no action at all, despite the obvious needs for one. Other schools avoid action by saying that a college infirmary or medical center treats only "acute illnesses and emergencies" and does not deal with "preventives", under which contraception unquestionably falls.

Lesley is unique in recognizing and acting on the needs of its students and Dean Ritvo must be recognized and thanked for initiating this vital action.

What we must do now is utilize these new resources. Meg Zaremba is a good one to begin with. She lives in "The Apartment" (61 Oxford St.—the annex to Kirkland Hall); has a mailbox near the gym; and can be reached at 661-0848.

HOLT CAMPAIGNS

By Margi Smith

The well known educator John Holt received a warm welcome from a large group of Lesley girls last Friday night when he appeared as a guest speaker in behalf of the McGovern campaign.

Holt relayed his enthusiasm at the success of McGovern in the recent primaries and now sees McGovern as a serious candidate for the Presidency in '72; whereas, before, he admitted, the point of the McGovern campaign was "to keep pressure on the left" and also, "a way of keeping the party honest." He insisted that McGovern is not a one issue candidate but did admit the important thing is that McGovern would end that "damn, Southeast Asian war."

In viewing the opposition of the Democratic primaries, Holt sees Muskie as a "perfectly decent man, a nice guy," but also one who "doesn't have enough smarts." Believing that Muskie really has no original plans, Holt feels the threat of Muskie ended with the Wisconsin primary.

Commenting on Humphrey, Holt said it was "a good thing he stopped dying his hair," going on to say that if Humphrey ever got elected "a lot of people would go take a walk." Contrasting another Democratic candidate in the primaries, Holt believes that Shirley Chisholm is "a good woman, applying weight in the right direction."

Holt firmly stated that "McGovern is by far a stronger candidate than Nixon, because he has the capacity to win people over and to generate real enthusiasm in people necessary to form a strong political campaign."

Stressing the importance of youth support especially in the McGovern campaign, Holt concluded his talk by strongly encouraging any interested person to become involved in campaigning for Senator McGovern, insisting that there is plenty of work to be done by all types of people.



Ms. Kitty Dukakis during a modern dance class session at Lesley. Last week's article on Ms. Dukakis was written by Jane Harris.

INTERVIEW

(Continued from page 1)

fessors to teaching areas, working with faculty on a variety of committees, chairman of Academic Status Committee. Time was spent with the concerns the faculty members had, dealing with students interested in program development that was not in the normal frame of the institution."

4. Was it necessary to make the change?

Answer: "I think some different kind of organization was needed. An institution of this size can probably ill afford to have two people as deans.

5. Why were the two posts created?

Answer: "No particular rationale for creating the two posts. I suppose it would be to provide a more direct kind of concern about curriculum development and change in the program, as well as to relieve the president of a lot of administrative concerns he was carrying."

Dr. Van Egmond will be teaching on both the graduate and undergraduate levels at Lesley.

Dr. Miller

1. When did you find out about the decision to dissolve the two deanships?

Answer: I found out about the final decision shortly before Don released the information to the community.

2. What was your job as Dean of Education?

Answer: When I came, the faculty was an undifferentiated group all mixed up. I came to help the teacher education faculty through building up a good solid teacher education program. "I have great confidence in the style of leadership that helps faculty members to study what needs to be done and to help them do it." The same principles of leadership with helping faculty to become effective should work whether it's liberal arts, elementary education, professional education, research organizations or the lab school faculties.

3. Were two deanships at the time an effective way of handling the situation?

Answer: The two deanships were created six years ago. At the time it was a good idea. If efficiency and productivity is expected there must be specialization and differentiation upon which to build. The time has come for building and now is the time for re-intergration.

4. What do you project will be the results of this decision—for you personally and the college?

Answer: The consequences will be good—I have confidence in my style of leadership.

Sex Counseling Training Course
Sat & Sun: April 15, 16
9-5 p.m. - Rooms 2 & 3
Consultants from Pregnancy Counseling and Planned Parenthood. If interested, sign up at White Hall receptionist box. Sponsored by S.H.E.

Ed. Faculty

By Sue Strouse

The Education Faculty met on Tuesday, April 11, in Thurber Hall under the chairmanship of George Miller. Present at the meeting were Norman Dee, Charlie Clayman, Joe Harvey, Bob Lewis, Mary Mindness, Avis Brenner, Jennifer Page, Judy Grant, Lucy Ulman and Phyllis Klien.

The meeting was primarily concerned with placement folders and what should be included in them concerning Cores I and II. Most of the discussion dealt with whether the evaluation of a student will be written by the cooperating teacher, the Core supervisor or by the student herself. It was decided that it would be up to the Core supervisor as to which direction would be taken in that matter.

According to Bob Lewis there is an open policy allowing a Core I and II student to see her file in his office if she so desires.

There will be an alternative to the Core III program next spring. Catherine Welch will present this program to sophomores at registration time.

STEIG SPEAKS

(Continued from page 1)

newer techniques and the ability to communicate in this age." Steig feels that this is not being accomplished here. Instead, the college is substituting a kind of training that should have been given in the high schools.

Curriculum change, Steig said, should eliminate many of the required courses: "You cannot have choice when over half one's time is allotted to major subjects." She expressed the view that Core should continue, but that perhaps the amount of time it demands could be reduced. She feels strongly that there should be one student teaching experience in the junior year and another during the senior year.

"The only reason this school exists is for teacher preparation," she said, and for this reason she does not feel that there should be alternatives for girls who decide they do not want to teach. The only reason she might see for not continuing teacher training "largely depends on whether or not Sesame street takes over." Steig has always hoped that Lesley would move into the area of teaching at the

WANTED: Young woman who wishes to live in Marblehead (near her boyfriend?) for the summer. We are looking for a mothers helper for two boys, ages two and three. Excellent opportunity to gain experience in early childhood education. Please call Dr. Clayman at Lesley College, ext. 77 or leave a note in Dr. Clayman's mailbox or call 1-631-7766.

KENNEDY

(Continued from page 3)

burned in his fireplace on Nov. 24, 1963 his preliminary draft of the autopsy report. The Warren Commission accepted this action as natural.

2. Crucial physical evidence was destroyed, as in (a) washing of Governor Connally's bullet-penetrated clothing, before it was examined by the Commission's staff, and (b) the prompt rebuilding of the presidential limousine, so that it could no longer be examined for bullet marks; etc. The Warren Commission accepted these actions without questioning.

3. The Warren Commission did not examine the autopsy X-rays and photographs of President Kennedy. In fact, the photographs were not even developed until two years after President Kennedy's death. The Kennedy family and Burke Marshall, their lawyer, assisted in locking them up.

4. The Warren Commission accepted the sudden appearance of a pristine bullet (Commission Exhibit 399) fitting Oswald's gun, on the wrong stretcher in Parkland Hospital, and the Commission assumed that it "fell" out of Governor Connally.

5. The Warren Commission (in an admitted error) published Zapruder frames 314 and 315 in reversed order, so that the motion of JFK's head after the fatal shot was reversed.

6. The Warren Commission ignored the visible and violent backward motion of President Kennedy's head shown in the Zapruder film at the instant of the fatal shot—a motion that conclusively shows that the President was fatally shot from the front.

7. The Warren Commission

junior high school level. The "junior high school is thirsty for knowledge," she said.

Many of the problems, according to Steig, are related to an academic crisis that covers the United States. She also feels that we are in the "worst lull in culture since the neo-lithic period." Society is forgetting everything old, but not learning anything new. She believes that the college must not work with this cultural degeneration, but must work in front of it. She believes that it is only through teachers that a change can come about.

The new building was a topic of discussion at the meeting. Steig hopes that the new "cubbyholes" will be used by teachers and students. For this to happen, students must be given more time between classes to allow them to discuss with their professors. She also feels that "putting the classrooms under the living quarters will produce low-key living." Judging from girls in her classes, Steig sees the "intellectual level at the third grade." This is something found elsewhere, because as she sees it, "the average American girl isn't going to open her mouth about anything intellectual."

She would welcome co-education, but feels that "women enjoy a rest from men for a few hours." She believes that if some of the dorms were made co-ed, others should be kept all female, for those who want a rest.

Her philosophy might be summed up as follows: "Unless a teacher believes in something, she has no right to teach."

failed to investigate many possible motives for shooting President Kennedy, and who would profit thereby. Etc.

Perhaps the strangest of all the events are some events that took place after the Warren Commission made their report: 1. President Lyndon B. Johnson issued an executive order locking up in the Archives of the United States for 75 years as "confidential, secret, and top secret," over 100 important relevant reports and memoranda. The list of the titles of these extraordinary documents was obtained and published in the *Saturday Evening Post* on April 6, 1968.

2. Chief Justice Earl Warren has steadily refused to consider any new evidence. As recently as 1969 he told newsmen, "I know of no new evidence, and have seen no new evidence." It is a fact that such new evidence exists in large quantities. This strange attitude may be coupled with Warren's steady silence in response to letters.

No scientist, no honest man, ever refuses to look at new evidence. The kind of action which locks away old evidence, and refuses to look at new evidence, is not the kind of action of honest scientists and honest men.

Basically, the Warren Commission picked up the Dallas police hypothesis, that Lee Harvey Oswald was the sole assassin and there was no conspiracy. Once they chose this hypothesis (and they chose it very early), they assiduously tried to confirm it, partly by selecting evidence, partly by suppressing information which they knew, and partly by altering evidence to the opposite—in other words, falsifying evidence. Their candi-

date for assassination vehemently denied (for two days before being killed by Jack Ruby) participating in or knowing about the assassination of President Kennedy. He also positively stated that he had been made a patsy, a fall guy. He also said that the photograph of him holding a rifle was a fake, saying, "That's my head but not my body." (That photograph is demonstrably a fake.)

Over 50,000 items of evidence exist which support and mutually confirm a contrasting hypothesis. This hypothesis is that there was a conspiracy, and that at least four persons shot at President Kennedy, and that more than 50 persons were involved in the conspiracy. In fact, about 6 persons who participated in the conspiracy have admitted their participation and described what happened in their own involvement. All of these items of evidence collected confirm the information in all of the photographs, and are very largely consistent. I do not allege that the CIA, the Secret Service, Lyndon B. Johnson, and certain other prominent individuals participated in the conspiracy before the assassination occurred. I do assert that these individuals and agencies, after the assassination occurred, participated in covering up and concealing the conspiracy and thereby became accessories after the fact. The evidence referred to is available under appropriate circumstances to an untainted Congressional investigation.

Reprinted with permission from "Computers and Automation", May 1970, copyright 1970 by and published by Berkeley Enterprises Inc., 815 Washington Street, Newtonville, Ma. 02160.

What's Up

By Amy Weiss

SHUBERT THEATRE

265 Tremont Street Boston has just adopted a new policy giving special student discounts to students showing the proper identification at the box office. A rate of \$3 will be given to all unsold tickets. Purchase from noon for the matinee showing and from 6:00 pm for the evening show.

POLYARTS

Is pleased to announce that it will be presenting the first Boston performance of LaMeri, 1971 Capezio Award Winner, and the premier of La Meri's ETHNIC DANCE REPERTORY COMPANY. The performance will take place Sat. May 6, at Rindge Technical High School. There will be a student preview at 2:00 pm and the premiere will be at 8:00 pm. For further info call 536-0400.

OLD WEST CHURCH

All Day Concert, benefit for the Jazz Coalition Sunday April 16, 3 pm—midnite. 131 Cambridge Street, Boston. Donation \$3 single/\$5couple. Food will be provided. More info. Mark Harvey 227-5088.

THEATER TWO

33 Garden Street, Cambridge, "Sweet Assylum"—two unusual one-act plays will open April 27 at 8pm. and play an indefinite run every Thurs.-Sat. Previews Apr. 20-22. The two plays are entitled "Red head" by Steve and Joel Polinsky and Genet's "The Maids". More info call 864-3681.

THEATRE COMPANY OF BOSTON

Wednesday April 12 premieres "The Basic Training of Pavlo Hummel" by David Rabe at the Open Circle Theatre, 76 Warren-ton Street, Boston. Performances are Tues.-Fri. at 7:30pm, Sat at 5 and 9 and Sun. at 3 and 7:30. This is the story of a young man's desire to be a man. He chooses this society's most obvious symbol, the regular army as the rights of passage to this goal.

AERO KITE MEET

Register now for the second annual Aero Kite Meet to be held Sat. April 22 from 11 am—3 pm near Anderson Bridge on the Charles River. "Free kites, buttons, and balloons will be provided, but why not make your own kite? To find a kite clinic and to register call 536-0400. Is there any better way to spend a Saturday!! Go fly a Kite!

BOSTON CENTER FOR THE ARTS

539 Tremont Street Boston, Photovision '72, May 26—June 25. Photographic entries are being accepted now thru April 25. An exhibit will be held at the Cyclorama of the BCA. For more info about the entries and how to win an award call or write the BCA. 426-7700. (Photographs must be of New England.)

CARAVAN THEATER

Opening Friday, April 14—"Hands Off".