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 agreed on different points it must deal with before it can present a complete January Program 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 of the January Program (This involves helping the faculty plan for the program)
- How will credit be determined?
- How shall work be planned?

“IT’S WHAT LIES AHEAD”

By Cindy Bencal

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 upsetting 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 “a given 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 expanded.

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 Departments put into effect and why?
Answer: “It was done six years ago to help provide leadership for the restructuring, facilities.”
2. How was the decision made? Answer: “I couldn’t gather enough supervision to faculties, graduate school and lab schools.”
3. Why are the two deanships no longer feasible?
Answer: “The letter of March 20th is the best source. The decision for two deans created the split of faculties making for a sense of separateness.”
4. Who was Dr. Miller selected over someone else?
Answer: “It was a logical choice because of George’s past performance. Three years ago, the fact was it was a very good choice.”
5. When were Dr. Miller and Van Egmond informed of the decision? Answer: “Three weeks ago.”

Dr. Van Egmond

1. When were you notified of the decision to create two deanships?
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 ideal functionally. 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-

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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 exclusively excludes the other, and yet, there often seems to be a disparity between the two.

Self-fulfillment comes from various 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 a men. A statement of praise concerning appearance, intelligence, or anything else acquires more importance and carries more weight when it is issued by a man.

Again, it is the negation of the need and/or the refusal to give oneself to another which is the 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 is issued by a woman.

Setting:

By Joy Ford

(Ed. Note: This is the final article in a series of cross-cultural studies which were done for Peter Singer by the Anthropology Center.)

By Joy Ford

MALA W I - NGAKIZA.

FAMILY INSTITUTION

Sitting: A small Ngonian hut.

Two women sit talking. Takaizi is the younger of the two she has just brought home. Gogo sits, unsurely waving her young friend a wave. At last, she can contain her curiosity any longer.

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

I.: I thought you'd never ask. I will begin by saying that America makes no difference to me at all, in spite of the quantity of thought I have given to the subject. I have been asked:

G.: What are the American men like? Are they different from 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.: The women?


I.: Their shapeliness, Gogo, is most clearly illustrated when they are in a certain—condition.

G.: Condition?

I.: Yes! And her husband was only known about the American woman and the American Subway—she would have viewed about that nation.

G.: This American Subway—

I.: Yes, an underground means of travel.

G.: Underground? It sounds ex-

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

G.: And on this thing Subway—

I.: Yes! It is quite—

G.: Shameless!

I.: Exactly.

G.: She fears that the husbands' woman does not live with her at all. She will, I am sure, have no responsibility for that baby when it is born.

I.: Who will help deliver it?

G.: Gogo, really, American women have their babies in hospital.

I.: Oh, yes.

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

I.: What?

G.: Well! They decided that he should be with her when the baby is born. Of course, it is understandable.

I.: But it is unusual.

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

I.: That does not sound right, Takaizi.

G.: It is quite apparent that these American women know nothing of the true nature of love. G.: What do you think?

I.: I thought you'd never ask.

G.: What have you been doing?

I.: Well, I was shocked.

G.: This has all been very interest-

I.: It is quite clear that those American women know nothing of the true nature of love. G.: I think we have a right to be shocked.

G.: And how shocking.

I.: Yes, it is also alarming.
Follow Through On Gynecological Concerns

By Jane Harris

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

Completing (yesterday) two years as Director of Education and Planned Parenthood, Meg will now be on campus full-time to speak with students personally, take their questions, regarding these needs. She especially urges students with specific problems of concern to come and speak with her privately where they can be helped confidentially and quickly.

She has had extensive experience in psychiatric social work as well as in personnel director and training consultant at Planned Parenthood. This week, she is also 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.

Ms. Zaramba, interested in bringing this service to college students, and planning to leave Planned Parenthood for this purpose, has been in demand by Lesley and eagerly received by Lesley.

Friday, April 7, in Brooklyn. It was a warm day, bright and clear, and the students complained about facilities, contention for students. One student even complained about the facilities. They are not that modern (the new building is coming), Lesley College, our Art Department is very generous with work areas, supplies, or "messing around." Students complain about the most recent forms is "poetry in the poems that they can use today to help people express themselves, poetry authors to the patients to try therapy, but is that so bad?" Ogier. Students complain about the group reading them poetry. What Is Poetry Therapy?

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 has 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 Ledy of Cumberland Hospital in Brooklyn. He is editor of the book Poetry Therapy.

This is a field which is opening up. It has proved to be of value in helping patients express those feelings which they find "painful" or "horrible." Patients involved in this kind of therapy are encouraged not only to write poetry but to read it.
Mr. Kitto Dukakis during a modern dance class at Wellesley. Last week's article on Mr. Dukakis was written by Jane Harris.

INTERVIEW

(Continued from page 1)
I find it difficult to work with a faculty on a variety of committees, chairman of Academic Council Dr. Clayman said, because it was spent with the concerns the faculty members had, dealing with matters external to the program that was not in the normal frame of the institution.

3. Was it necessary to make the changes? Answer: "I think some different kind of organization was needed. An examination of this site can probably fail to have two people as deans. 4. What were the two posts created? Answer: "No particular rationale for creating the two posts, I suppose I would have to be a more direct kind of concern about what people were doing and change in the program, as well as to relieve the president of a lot of administration and upperlevel officers was being carried." Dr. Van Engeland will be teaching only the graduate and undergraduate levels at Lesley.

2. When did you find out about the possible deanship dissolved? Answer: "I found out about the final decision shortly before I was informed the results of the search.

What's

BY Amy Weiss

STEG SPEAKS

(Continued from page 1)
newly restructured department, and I want to communicate in this age. Steig feels that this is not being accomplished. Instead, the college is substituting a kind of training that should have been given when I was teaching in my youth.

Curriculum change, Steig said, should eliminate many of the restrictions that are not characteristic when over half one's time is allotted to major courses. She feels that the view that Core should continue, but that perhaps the amount of time given to it should 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 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 "likely depends on whether or not Sesame street takes over" Steig has always liked to have move into the area of teaching at the junior high school level. The "junior high school is thirsty for knowledge." Many of the problems, according to Steig, are related to an academic department that is covering the United States. She also feels that we are in the "worst luck in the world" in this educational period. Society is forgetting everything old, but not learning anything new. Steig believes the college must not work with this cultural degradation, but to communicate in this age.

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 visit with their professors. She also feels that "putting the classrooms under the first floor will produce low-key living." Judging from girls in her classes, Steig sees the need for this 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 interesting.

She would welcome co-education, but feels that "women can't make men do anything for a few hours." She believes that if some of the doors were made to be locked, there should be kept female, for those who want a root. Her philosophy might be "if one teaches in this area, he has no right to teach."