4-28-1972

The Educator (April 28, 1972)

Lesley College

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

Recommended Citation
https://digitalcommons.lesley.edu/newspaper_archive/150

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.
I would first like to clarify some of the statements in the above article which appeared in the April 21 issue of the Educational Researcher. I believe this would alleviate the feelings of frustration which seemed to have resulted from the impression that the tenure committee had made final decisions. The committee has voted on and passed proposals, but these proposals are still in their preliminary form and will have to be revised before they are put into a final report. This final report, together with a recommendation, will subsequently be presented to the faculty, the administration and trustees for final approval.

Whereas in the tenure meeting on April 13 the committee dealt with each issue somewhat individually, at the April 20 meeting, the committee found that approach no longer workable. They found that many aspects of the tenure situation were closely related and had to be considered in that fact mind.

The issue of setting a percentage limitation on tenure, rather than a change in the tenure system, is a moot point. The committee did not make a motion on this point. Dr. Fideler said that the motion made was that "the rules have changed, tenure is freezes because of the crisis. He would like to see a tenure arrangement that would be fair for all students in one college that would help to change the present situation.

Another matter Dr. Fideler said was the fate of the non-tenured faculty who also had to do with how they would be evaluated during this delay. The committee had proposed ways that the non-tenured faculty would be evaluated during the delay. (Continued on page 2).

Part 3: The "Tramps" and the "Phony Policeman"

By Cindy Benzel

I would first like to clarify some of the statements in the above article which appeared in the April 21 issue of the Educational Researcher. I believe this would alleviate the feelings of frustration which seemed to have resulted from the impression that the tenure committee had made final decisions. The committee has voted on and passed proposals, but these proposals are still in their preliminary form and will have to be revised before they are put into a final report. This final report, together with a recommendation, will subsequently be presented to the faculty, the administration and trustees for final approval.

Whereas in the tenure meeting on April 13 the committee dealt with each issue somewhat individually, at the April 20 meeting, the committee found that approach no longer workable. They found that many aspects of the tenure situation were closely related and had to be considered in that fact mind.

The issue of setting a percentage limitation on tenure, rather than a change in the tenure system, is a moot point. The committee did not make a motion on this point. Dr. Fideler said that the motion made was that "the rules have changed, tenure is freezes because of the crisis. He would like to see a tenure arrangement that would be fair for all students in one college that would help to change the present situation.

Another matter Dr. Fideler said was the fate of the non-tenured faculty who also had to do with how they would be evaluated during this delay. The committee had proposed ways that the non-tenured faculty would be evaluated during the delay. (Continued on page 2).

Student Mobe Convenes

By Amy Feffer

Thursday night, April 20th, four girls from Lesley College attended a regional Student Mobilization Committee meeting in Concord, N.H. For the first time in a number of years, Lesley students had the opportunity to partake in their own political activities. The meeting was a national student-strike which was held to discuss student activities at Lesley College. The committee did not make a motion on this point. Dr. Fideler said that the motion made was that "the rules have changed, tenure is freezes because of the crisis. He would like to see a tenure arrangement that would be fair for all students in one college that would help to change the present situation.

Another matter Dr. Fideler said was the fate of the non-tenured faculty who also had to do with how they would be evaluated during this delay. The committee had proposed ways that the non-tenured faculty would be evaluated during the delay. (Continued on page 2).

Part 3: The "Tramps" and the "Phony Policeman"

By Cindy Benzel

I would first like to clarify some of the statements in the above article which appeared in the April 21 issue of the Educational Researcher. I believe this would alleviate the feelings of frustration which seemed to have resulted from the impression that the tenure committee had made final decisions. The committee has voted on and passed proposals, but these proposals are still in their preliminary form and will have to be revised before they are put into a final report. This final report, together with a recommendation, will subsequently be presented to the faculty, the administration and trustees for final approval.

Whereas in the tenure meeting on April 13 the committee dealt with each issue somewhat individually, at the April 20 meeting, the committee found that approach no longer workable. They found that many aspects of the tenure situation were closely related and had to be considered in that fact mind.

The issue of setting a percentage limitation on tenure, rather than a change in the tenure system, is a moot point. The committee did not make a motion on this point. Dr. Fideler said that the motion made was that "the rules have changed, tenure is freezes because of the crisis. He would like to see a tenure arrangement that would be fair for all students in one college that would help to change the present situation.

Another matter Dr. Fideler said was the fate of the non-tenured faculty who also had to do with how they would be evaluated during this delay. The committee had proposed ways that the non-tenured faculty would be evaluated during the delay. (Continued on page 2).

Part 3: The "Tramps" and the "Phony Policeman"

By Cindy Benzel

I would first like to clarify some of the statements in the above article which appeared in the April 21 issue of the Educational Researcher. I believe this would alleviate the feelings of frustration which seemed to have resulted from the impression that the tenure committee had made final decisions. The committee has voted on and passed proposals, but these proposals are still in their preliminary form and will have to be revised before they are put into a final report. This final report, together with a recommendation, will subsequently be presented to the faculty, the administration and trustees for final approval.

Whereas in the tenure meeting on April 13 the committee dealt with each issue somewhat individually, at the April 20 meeting, the committee found that approach no longer workable. They found that many aspects of the tenure situation were closely related and had to be considered in that fact mind.

The issue of setting a percentage limitation on tenure, rather than a change in the tenure system, is a moot point. The committee did not make a motion on this point. Dr. Fideler said that the motion made was that "the rules have changed, tenure is freezes because of the crisis. He would like to see a tenure arrangement that would be fair for all students in one college that would help to change the present situation.

Another matter Dr. Fideler said was the fate of the non-tenured faculty who also had to do with how they would be evaluated during this delay. The committee had proposed ways that the non-tenured faculty would be evaluated during the delay. (Continued on page 2).
The Editor

To the Editors:

It's getting to be a bit hectic around this time of year—year-end exams, drawing, exams, papers, graduation for seniors, and right in the middle of it comes Mother's Day. This usually necessitates a visit to the cleaners. It may be worth it to you to try to remember something for your mother that she may have needed and not really have, and you can afford.

Try doing something different this year. Make a contribution to CARE Inc. in her honor. This is not a bad idea when your mother and her children over seas...

$2 provides 600 bowls of porridge

$5 provides 1500 bowls of porridge

$10 will take 900 children to church

CARE will send a special Mother's Day card to your mother letting her know how much you care in what country.

There's a need to evaluate the thoughts and merits of this gift—so it is truly a gift in the eyes of many of us. Even in the world of hasty business materialism, it's a kind of rare treat to actually give something meaningful.

Carla Newton '72

Act Today to Save Tomorrow

If the adult/teachers, who are supposed to teach, are involved, it will be realized that the unanswerable question is—who will be the editors of another surfaces, concerning Lesley College. The opinions and ideas of the students, faculty and administration have been successful in serving the Lesley community. The truth seems to be very sporadic.

To the College, the Administrators, the parents and friends involved received a written specification of the committee's findings. It is requested that a timely appeal from the students be made.

During Lesley's attempted involvement in the national student strike I found myself and a lot of other people suddenly becoming involved again. I say again for the reason that attention is more vital to both National and domestic affairs seems to be very sporadic. Not many of us are conscious of our own personal responsibilities or are the minority devoted or involved. Why do we need a movement to get our interest sparked, to get the public interested in an interest that does result somehow fade away fairly soon. What happened then? What happened to the college, teachers and above all human beings must make our business to be continue involved, involved by being informed.

It is made clear to think that some women at Lesley are more interested in their own sexual rights (or other national issues). After all, aren't our lives being played around with and controlled by us? I am not asking that people get up and go on their own. I am saying that point is that nothing can be accomplished here or abroad unless we are always aware and informed. An annual movement won't accomplish a thing. Let's not waste the good minds in this country.

The attempt to further the porridge movement may individually need. $2 provides 600 bowls of porridge, $5 provides 1500 bowls of porridge. But I do not believe it can be accomplished here. One more requirement to accomplish this may be directed to health services. What we can try and make the best of people that receive these children will be to set a definite legal limit on the number of children in the classroom.

Joan Katz '73

Dear Editors:

Many people believe that the activities here at Lesley College campus last weekend. Many people believe that the activities here at Lesley College campus last weekend. May people believe that the activities here at Lesley College campus last weekend. May people believe that the activities here at Lesley College campus last weekend. May people believe that the activities here at Lesley College campus last weekend. May people believe that the activities here at Lesley College campus last weekend.

As a graduating senior I would like to express my appreciation to the people of Lesley College and the people of the Boston area. This personal would like to express my appreciation to the people of Lesley College and the people of the Boston area. This personal would like to express my appreciation to the people of Lesley College and the people of the Boston area. This personal would like to express my appreciation to the people of Lesley College and the people of the Boston area. This personal would like to express my appreciation to the people of Lesley College and the people of the Boston area. This personal would like to express my appreciation to the people of Lesley College and the people of the Boston area.

For one, all the teachers are very supportive of the upperclassmen. Many people believe that the activities here at Lesley College campus last weekend. Many people believe that the activities here at Lesley College campus last weekend. May people believe that the activities here at Lesley College campus last weekend. May people believe that the activities here at Lesley College campus last weekend. May people believe that the activities here at Lesley College campus last weekend. May people believe that the activities here at Lesley College campus last weekend.

Dear Editors:

We would like just to express our appreciation to the people of Lesley College campus last weekend. Many people believe that the activities here at Lesley College campus last weekend. May people believe that the activities here at Lesley College campus last weekend. May people believe that the activities here at Lesley College campus last weekend. May people believe that the activities here at Lesley College campus last weekend. May people believe that the activities here at Lesley College campus last weekend.

As many of you already know, the laws have recently been changed regarding social security and health insurance. While species of student-aided students are children in the national class." Where species of student-aided students are children in the national class. Where species of student-aided students are children in the national class. Where species of student-aided students are children in the national class. Where species of student-aided students are children in the national class. Where species of student-aided students are children in the national class.

Dear Editors:

The attempt to further the porridge movement may individually need. $2 provides 600 bowls of porridge, $5 provides 1500 bowls of porridge. But I do not believe it can be accomplished here. One more requirement to accomplish this may be directed to health services. What we can try and make the best of people that receive these children will be to set a definite legal limit on the number of children in the classroom.

The attempt to further the porridge movement may individually need. $2 provides 600 bowls of porridge, $5 provides 1500 bowls of porridge. But I do not believe it can be accomplished here. One more requirement to accomplish this may be directed to health services. What we can try and make the best of people that receive these children will be to set a definite legal limit on the number of children in the classroom.

The attempt to further the porridge movement may individually need. $2 provides 600 bowls of porridge, $5 provides 1500 bowls of porridge. But I do not believe it can be accomplished here. One more requirement to accomplish this may be directed to health services. What we can try and make the best of people that receive these children will be to set a definite legal limit on the number of children in the classroom.
The Basic Training of Pavlov Hummel

By Patricia McLaughlin

Eaged on by a painfully realistic portrayal of a young man being "raped" by the United States Army, Al Pacino the slow molding of his character being "raped" by the introduction into army life and seeming comical. Hurtfully realistic this play hits the whole demoralizing thought of thus far are:

- The army has been on an anti-Wal campaign, spending, for extending the Vietnam War appropriations, against the Viet Cong, against the ABC, against Nixon's welfare "reforms," against funds for the House Un-American Security Committee, as well as for adding almost $900 million to Office of Education programs, for passing the Comprehensive Child Developement Act, for limiting campus spending, for extending the vote to 18-year-olds, has a solid "people" interest record and has won the support of Pavlov Hummel.

Dramatic But Ineffectual Student Protest

By Judith Terrill Tjossem

A campus pattern has emerged in the present: Students congregate every other spring in noisy opposition to the Vietnam War and its attendant absurdities. Marches, sit-ins, mass meetings, endless speeches, endless marches, write-ins, and an occasional occupation of campus buildings have characterized all of them. If it happens to be a national election year, as it was in 1972, the usual activities are supplemented with a rush to make oneself heard through the electoral process with voter registration drives and devotion to a non-incumbent presidential candidate (who, of course, is opposed to the policies of the current administration). But, while student protest has educated some in the devious path of "democratic process," forced others to "think about the issues," and affected national sentiment with regard to the war per se, it has unfortunately left national policy unchanged. (No wonder the gift of prophecy would have rejoiced, as most of us did, when Johnson announced in March of 1968 an end to the bombing of the North and his decision to decline re-election; a second Kennedy assassination, a hundred or so Declarations of the Chicago Democratic Convention; the "Vietnamization" jargon of the Nixon Administration, the now enmured and intensified bombing of the North were still in the future; the billions who have learned most from antiwar eruptions are university administrators, counselors, such as Silber at BU.) They have served to anticipate their court injunctions but to wait until the excitement has died away; the buildings, abandoned by students getting no reaction at all, might not secure the nomination.

The army has been on an anti-Wal campaign, spending, for extending the Vietnam War appropriations, against the Viet Cong, against the ABC, against Nixon's welfare "reforms," against funds for the House Un-American Security Committee, as well as for adding almost $900 million to Office of Education programs, for passing the Comprehensive Child Development Act, for limiting campus spending, for extending the vote to 18-year-olds, has a solid "people" interest record and has won the support of Pavlov Hummel.

By Judith Terrill Tjossem

A campus pattern has emerged in the present: Students congregate every other spring in noisy opposition to the Vietnam War and its attendant absurdities. Marches, sit-ins, mass meetings, endless speeches, endless marches, write-ins, and an occasional occupation of campus buildings have characterized all of them. If it happens to be a national election year, as it was in 1972, the usual activities are supplemented with a rush to make oneself heard through the electoral process with voter registration drives and devotion to a non-incumbent presidential candidate (who, of course, is opposed to the policies of the current administration). But, while student protest has educated some in the devious path of "democratic process," forced others to "think about the issues," and affected national sentiment with regard to the war per se, it has unfortunately left national policy unchanged. (No wonder the gift of prophecy would have rejoiced, as most of us did, when Johnson announced in March of 1968 an end to the bombing of the North and his decision to decline re-election; a second Kennedy assassination, a hundred or so Declarations of the Chicago Democratic Convention; the "Vietnamization" jargon of the Nixon Administration, the now enmured and intensified bombing of the North were still in the future; the billions who have learned most from antiwar eruptions are university administrators, counselors, such as Silber at BU.) They have served to anticipate their court injunctions but to wait until the excitement has died away; the buildings, abandoned by students getting no reaction at all, might not secure the nomination.

The army has been on an anti-Wal campaign, spending, for extending the Vietnam War appropriations, against the Viet Cong, against the ABC, against Nixon's welfare "reforms," against funds for the House Un-American Security Committee, as well as for adding almost $900 million to Office of Education programs, for passing the Comprehensive Child Development Act, for limiting campus spending, for extending the vote to 18-year-olds, has a solid "people" interest record and has won the support of Pavlov Hummel.

By Judith Terrill Tjossem

A campus pattern has emerged in the present: Students congregate every other spring in noisy opposition to the Vietnam War and its attendant absurdities. Marches, sit-ins, mass meetings, endless speeches, endless marches, write-ins, and an occasional occupation of campus buildings have characterized all of them. If it happens to be a national election year, as it was in 1972, the usual activities are supplemented with a rush to make oneself heard through the electoral process with voter registration drives and devotion to a non-incumbent presidential candidate (who, of course, is opposed to the policies of the current administration). But, while student protest has educated some in the devious path of "democratic process," forced others to "think about the issues," and affected national sentiment with regard to the war per se, it has unfortunately left national policy unchanged. (No wonder the gift of prophecy would have rejoiced, as most of us did, when Johnson announced in March of 1968 an end to the bombing of the North and his decision to decline re-election; a second Kennedy assassination, a hundred or so Declarations of the Chicago Democratic Convention; the "Vietnamization" jargon of the Nixon Administration, the now enmured and intensified bombing of the North were still in the future; the billions who have learned most from antiwar eruptions are university administrators, counselors, such as Silber at BU.) They have served to anticipate their court injunctions but to wait until the excitement has died away; the buildings, abandoned by students getting no reaction at all, might not secure the nomination.
On Wednesday evening, April 19, the Students for Health Education asked Barbara Draimin, assistant Dean of Students at Wheaton College, to speak to an assembly on birth control.

Although the "sex lady from Wheaton College" didn't even bring birth control devices on display, the meeting was well attended.

The talk was entitled "Har­vard Hospital's Experience with Sexual Exploitation or Intimacy." Miss Draimin explained that the phrase "exploitation" was too strongly worded, and asked instead to make it catchy and interest-holding.

Miss Draimin explained the difference between sexuality and sex to us. In other words, how you act toward people and how you come across to them, as opposed to actually being with people, is sexuality.

"Someone today," con­tinued Miss Draimin, "is looking for intimacy and they end up having sex."

"There is a sex revolution that probably had all that was going on on the grizzly knoll." Miss Draimin added.

"At the present stop, however, from observing similar actions and reactions, you would suspect that they found her, observed her presence, and carried away his thoughts and probably saw an available woman.

"There is evidence that the "babushka lady" is the final movie director."

Also, it was likely that an on-the-scene commander was re­quired in order to make the last-minute go/no-go decision. This man may have been the on-the-scene commander.

The Warren Commission did not observe the "umbrella man" in the photographs, but he seems to have entered the scene before the fatal shot and the umbrella shows up in the Zapruder film. A few seconds after the last shot, we see him holding the umbrella folded. (See page 228.)

While accepting the view of the team members by several hun­dred yards, the noise and confu­sion of the motorcade and the crowd of spectators. The "man with the umbrella" might be the final movie director.

We can draw two tentative conclusions:

1. Visual coordination is the survival function of the many pictures taken by different photographers from different directions standing in different places, but all taken in the same small interval of 10 or 15 seconds, and all in the same small area of Dealey Plaza and its immediate environs.

The "umbrella man's" visual coordination is an interesting thing happening here, and it is definitely something to study, as are the pictures also. Notice that the weather is sunny, "sight blemishes and gusts" is a sunny November day, a day when he was holding it open over his head; the time is shortly before the first shot (see these notes)

Again, the weather was sunny, "sight blemishes and gusts" is a sunny November day, a day when he was holding it open over his head; the time is shortly before the first shot (see these notes)

The Warren Commission did not observe the "umbrella man" in the photographs, but he seems to have entered the scene before the fatal shot and the umbrella shows up in the Zapruder film. A few seconds after the last shot, we see him holding the umbrella folded. (See page 228.)

While accepting the view of the team members by several hun­dred yards, the noise and confu­sion of the motorcade and the crowd of spectators. The "man with the umbrella" might be the final movie director.

Also, it was likely that an on-the-scene commander was re­quired in order to make the last-minute go/no-go decision. This man may have been the on-the-scene commander.

The Warren Commission did not observe the "umbrella man" in the photographs, but he seems to have entered the scene before the fatal shot and the umbrella shows up in the Zapruder film. A few seconds after the last shot, we see him holding the umbrella folded. (See page 228.)

While accepting the view of the team members by several hun­dred yards, the noise and confu­sion of the motorcade and the crowd of spectators. The "man with the umbrella" might be the final movie director.

We can draw two tentative conclusions:

1. Visual coordination is the survival function of the many pictures taken by different photographers from different directions standing in different places, but all taken in the same small interval of 10 or 15 seconds, and all in the same small area of Dealey Plaza and its immediate environs.

The "umbrella man's" visual coordination is an interesting thing happening here, and it is definitely something to study, as are the pictures also. Notice that the weather is sunny, "sight blemishes and gusts" is a sunny November day, a day when he was holding it open over his head; the time is shortly before the first shot (see these notes)

Again, the weather was sunny, "sight blemishes and gusts" is a sunny November day, a day when he was holding it open over his head; the time is shortly before the first shot (see these notes)

The Warren Commission did not observe the "umbrella man" in the photographs, but he seems to have entered the scene before the fatal shot and the umbrella shows up in the Zapruder film. A few seconds after the last shot, we see him holding the umbrella folded. (See page 228.)

While accepting the view of the team members by several hun­dred yards, the noise and confu­sion of the motorcade and the crowd of spectators. The "man with the umbrella" might be the final movie director.

Also, it was likely that an on-the-scene commander was re­quired in order to make the last-minute go/no-go decision. This man may have been the on-the-scene commander.

The Warren Commission did not observe the "umbrella man" in the photographs, but he seems to have entered the scene before the fatal shot and the umbrella shows up in the Zapruder film. A few seconds after the last shot, we see him holding the umbrella folded. (See page 228.)

While accepting the view of the team members by several hun­dred yards, the noise and confu­sion of the motorcade and the crowd of spectators. The "man with the umbrella" might be the final movie director.

We can draw two tentative conclusions:

1. Visual coordination is the survival function of the many pictures taken by different photographers from different directions standing in different places, but all taken in the same small interval of 10 or 15 seconds, and all in the same small area of Dealey Plaza and its immediate environs.

The "umbrella man's" visual coordination is an interesting thing happening here, and it is definitely something to study, as are the pictures also. Notice that the weather is sunny, "sight blemishes and gusts" is a sunny November day, a day when he was holding it open over his head; the time is shortly before the first shot (see these notes)

Again, the weather was sunny, "sight blemishes and gusts" is a sunny November day, a day when he was holding it open over his head; the time is shortly before the first shot (see these notes)

The Warren Commission did not observe the "umbrella man" in the photographs, but he seems to have entered the scene before the fatal shot and the umbrella shows up in the Zapruder film. A few seconds after the last shot, we see him holding the umbrella folded. (See page 228.)

While accepting the view of the team members by several hun­dred yards, the noise and confu­sion of the motorcade and the crowd of spectators. The "man with the umbrella" might be the final movie director.

Also, it was likely that an on-the-scene commander was re­quired in order to make the last-minute go/no-go decision. This man may have been the on-the-scene commander.

The Warren Commission did not observe the "umbrella man" in the photographs, but he seems to have entered the scene before the fatal shot and the umbrella shows up in the Zapruder film. A few seconds after the last shot, we see him holding the umbrella folded. (See page 228.)

While accepting the view of the team members by several hun­dred yards, the noise and confu­sion of the motorcade and the crowd of spectators. The "man with the umbrella" might be the final movie director.