VIETNAM
DEATH COUNT

Washington—(CP)—As of the first of October, 38,823 Americans had died in the War in Vietnam since this country began its involvement in 1961. More than 250,000 American veterans have been added to the list since the war began.

The deaths include 20,542 from the Army, 932 from the Navy, 10,840 from the Marine Corps, and 384 from the Air Force, for a total of 32,698 in combat deaths. The Defense Department says the "other Free World forces" have lost 3,244 Americans since the war began.

"Using Defense Department figures, 692,853 persons have died in the Vietnam War since the U.S. became involved."

Let Us Entertain You by Nancy Greenwood

The members of the Lesley Glee Club have invited the Northeastern University Chorus and Orchestra and the Bridgewater State College Chorus to join them in a new concerted series consisting of three performances: the 1st at N.E.U. Nov. 12th at 8:15 pm; the 2nd for the Lesley College community Nov. 19th in Sanders Theatre at 8:15 pm; and the 3rd Dec. 15th at Bridgewater State College.

Prof. Ray Smith of N.E.U. will conduct the pieces sung by his group. Prof. Jacob Lieberles will conduct the Bridgewater singers and Prof. Benjamin the Lesley Chorister.

The Northeastern University Orchestra will accompany the combined choruses in performance of the three parts of the Mozart Requiem for chorus and orchestra conducted by Prof. Benjamin.

Put the Nov. 19th Sanders Theatre concert date in your calendars and plan to support our Lesley singers on this occasion.

More detailed information will be forthcoming soon.

Washington—(CP)—The presidents of some 75 colleges and universities have appealed for a "stepped-up timetable for withdrawal from Vietnam."

The appeal came in the form of a joint statement issued by the presidents, speaking as "individuals who work with young men and women." Their statement concluded, "We urge upon the President of the United States and upon Congress a stepped-up timetable for withdrawal from Vietnam. We believe this to be in the country's highest interest, at home and abroad."

"The accumulated costs of the Vietnam War are not in men and material alone. There are costs too in the effects on young people's hopes and beliefs. Like ourselves, the vast majority of students wish to be in just, honest, and sensitive America. But our military engagements in Vietnam now stand us in a denial of so much that it is best in our society. An end to the War will not solve our problems on or off campus. We will however permit us to work more effectively in support of more peaceful priorities."

PRESIDENTS FOR WITHDRAWAL

Congressional leaders October 11. The statement did not specify a time limit on withdrawal, but called for a "stepped-up timetable."

Among those signing were the presidents of Brandeis, Oberlin, Columbia, Cornell, Antioch, Swarthmore, Princeton, Tufts, New York University, Boston College, University of Chicago, Amherst, Drexel Institute of Technology, MIT, Fordham, Villanova and Vassar.

Europe on 5c a Day

Luxembourg—The American Student Information Service (ASIS) has announced that after 12 years of successful operation it is now able to give scholarships to all students. This means that a number of its standard services will be free of charge from now on.

ASIS will absorb all registration and enrollment fees for students who wish to attend an ASIS-EUROCENTRE language laboratory in Europe and place any student in a paying job if his choice in Europe, arranging all working papers and permits at no charge to the student.

(continued on Page 6)

An Opportunity to Learn

by Barbara Travis

"What are you doing on or before October 15?" was the slogan of the "Teach-In" to be held at White Hall Lounge on Tuesday, October 7.

That evening a crowd of about 200 Leslians gathered to hear several speakers express their views on various aspects of the Vietnam War and the Moratorium. Cheryl Rust served as moderator introducing first Mr. Joe Ghebaert, head of the Harvard Law and Graduate School's Vietnam Moratorium Committee, who discussed why we should participate in the Moratorium. Paul Fisher, a member of the Lesley faculty, then gave the history of the United States involvement in Vietnam. Marjorie Wechster, also a member of the Lesley faculty, addressed herself to America's fear of Communism and its relevance to the war. Mr. John Sharoff, a 1965 graduate of Harvard Law School, who is a draft lawyer, spoke about the draft and its effect in our present military conflict. Peter Siegel of Lesley's Education faculty gave his personal feelings about the Vietnam War, the draft, the Moratorium, and its effects on him. Following the speeches a question and answer period was held.

(continued on Page 4)
Respectfully,

Sincerely,

William A. Fraenkel, Ph.D.
Assistant Commissioner
to the Editors

It's a Matter of Choice

by Dody Diogenes

There are two kinds of students at Lesley, those who see nothing but the obnoxiousness of protest and those who see beyond. There are common prophets of goals who see the other college as a rotting core, and those who see us as a future. There are two kinds of students, those for whom the college is a nucleus, and those for building. I am committed to using the bricks to build. As an adult, I am free to make this choice. As an educator, I am determined to give the same choice to the students at Lesley.

It is my goal to help build a program in which the students find themselves swept up in the problems of the college, and, in the college. Education is not for a black and white society in any sense of the word. In the heart of a college, more than between the covers of any book, it is to be found that "we" students study "we" students for the answer amid several conflicting values. Our students must seek out the choices available, weigh each in the light of not only what they know, but what they can find out, and then take action once the course has been determined.

We, the faculty, must give evidence in the case of the students: "Forgive and forget." The peuter must draw facts from the struggle of others in order to give opportunities for intelligent choices in the struggle that are for our college as a community. I am primarily interested in having the students find the fuse which is within human beings, competent to change none. Once they feel this, I would have complete faith in their wisdom to choose their own path.

How can such a program be build? We will not do this by disciplining the material people. We have worked years to build we do not do it by dividing people. We do not do it by setting up a system of lectures for teachers on how to teach. I am interested in a fresh start. I seek an agreement of philosophies, but a searching appraisal of each.

We together, students and faculty, could select and build materials for the opportunities to explore problems and stresses that encourage the searching for, and weighing of evidence before action. Since this selection has been made, all could have an opportunity to examine it and to evaluate it. Those who feel uncomfortable with it could be encouraged to discuss their concerns and to work toward improving the material.

The curriculum would not be considered formed until a program of man and woman; the students would change with the presentation within each classroom, and with the passing of each month.

I am aware that we are out to change the world. We are out to change the attitudes of those who have been brought up with the oppression of society and economic order. If Reason is powerless to change man's purpose, then only passion is left. Yet, in an individual, when basic instincts are separated from controlling intelligence, they tend to become crude and brutal. When the idealism of reason disappears, the claims of human equality and the enthusiasm of a man or mass. Yet, simply because intelligence might dictate it, a motion should not be delegated to the side of the negative.


His offering is the Formula of the mess of a new, free socialist society, a life's myth which is founded on the human imagination, demanding a new morality. This new morality is the opposite of Puritanism which does not exist. It is a morality for shower for people whose cleaning practices involve systematic tortures, laughter, singing, and is built on the element of the human being united by humanism and unencumbered by biological necessity. This new morality affirms the growth of the human being which the abolition of poverty and toil terminates in a universe where the sensual, peaceful, calm and beautiful become forms of existence. It will appear at a stage of development where the individual and material resources for the conquest of scarcity are available, where repression turns into creativity, where the foundations, where hatred of the young bursts into laughter and song. Science and technology would have to change their present direction and goals and would have to be reconstructed in accord with the demands of life, instincts, free to discover and realize the possibilities of things. What is this new myth, this society—its life, its death and its death? The term "aesthetic" may serve to designate the quality of productive—creative—nourished man, the conditions of freedom and an environment of freedom.

The construction of this society presupposes a new man who is no longer the recipient of an obnoxious token of freedom attained; that is, no longer being ashamed of ourselves. (Continued on Page 3)
The President, The Protestant Ethic, and Welfare

President Nixon's proposal for welfare reform, presented in his nationally televised speech of August 8, requires careful scrutiny. Nixon claims to be 'living well', in physical terms. Pipes freeze in the winter, silverfish thrive in bathrooms, and somehow walls build character; to achieve

"DIOGENES
First, a little background about Diogenes: he was the epitome of the avant-garde person of the Greek society. He thrived on scorning his contemporaries, being poor and philosophically, being a bachelor, and being truly alive. Each time from now on I will begin my article with a quote either from him or about him.

"Why do you live if you do not care to live well?"

Lesley College can hardly be said to be "living well", in physical terms. Pipes freeze in the winter, silverfish thrive in bathrooms, and somehow walls

Therefore, the profits and comforts. Conversely, the poor are idle, characterless persons who will not muster the effort to care for themselves. They have no one but themselves to blame for their distress. Most important, to be unemployed is not only to be unproductive and unprofitable, but is immoral. These ideas, attractive as they are always to persons who have "made it" or are making it, were not even acceptable century contemporaries of Franklin.

However, eighteenth century views notwithstanding, knowing what we do about our economic system today, to promote the Protestant Ethic. Nevertheless, President Nixon in his speech reminds us that it is "immorally wrong" for employed persons to have lower incomes than those on welfare and that any system which makes it more profitable for a man not to work than to work is "wrong and indefensible." Towards the end of his remarks he sums up with a run of clichés worthy of Franklin himself.

(Continued on Page 6)

VIETNAM MORITURUM
by Cheryl Rust

I sat here before this typewriter occasionally peering to my left in repeated inspection of my pet turtles who are paddling about in their buckets from over-inhalation of Ben-Gay fumes. My thighs are thickly annointed with the power salve as the muscles slowly readjust to their routine job of transporting me to, about, and from Lesley's campus. Although my legs are now crossed and serve only as a balancing prep for the rest of my body, they inwardly continue to throb the repeated steps which they took as I marched with thousands from the Cambridge Commons to the spectacular gathering in the Boston Commons this past Oct I had debated taking part in the march, not out of any premonition of achings muscles, but rather out of an attempt to keep my identification with the march. It had been my opinion that work must be done on an "urban poor" basis in order to soundly produce and achieve designed and sought after goals. I had planned for bicycling to Boston to participate in the major demonstration until seeing Tufts University's marchers on route down Mass. Ave. to join forces with the others congregating on the Cambridge Commons. There was a great dignity to the procession as they orderly flowed with protest signs and arm bands. Expressions were not fanatic, but rather they conveyed a seriousness and dedication of intent. Pride was swelling, bravado subsiding. Deliberation was high, impassiveness low. Healthy dissent was thriving, mischaneled hate non-existent. I was on the Cambridge Commons within fifteen minutes.

Organizers announced the route. We were told that ten thousand were already in Boston, that five thousand would join us at MIT, and some ten thousand on Commonwealth Ave. from BU. If the gathering had indicated any elements of hysteria or fanaticism I would have reversed my thinking once again, but people simply began to move and move and move. As we proceeded down the streets we were greeted by peace signs made by undergraduates from office buildings. Employees at City Hall in Cambridge stood on the steps with a large poster reading "Work for Peace". People placed speakers to windows amplifying songs of love and peace. Perhaps the most moving scene was that of an employee who had accompanied her to Mass Ave. to watch the procession. She yelled "Go to it! That's the way! Come on!" and would then thrust her artistic hand forward in the "V" shaped symbol of peace. Marchers returned her greeting with numerous peace symbols and smiles.

The demonstrators were representative of many more actions than I had expected. Couples in their sixties as well as young couples in infants in carriages and children on their backs with pretzels (Continued on Page 7)
Opportunity

(Continued from Page 1)

The Teach-In was truly what its name suggested; it would be an opportunity to be taught and to learn. It enabled its participants to escape from the confused, brouhaha, and often contradictory reports of the media by listening to the historical facts as told by Mr. Fiddler. The discussion of Communism was helpful in understanding our nationalistic fervor of that ideology and the nuances that have led to that fear to our involvement in Vietnam. Perhaps most informative to Lesley girls, who have probably not been in the position to acquire such knowledge, was the speaker on the policies and corruptions of the draft system. He also explained what is being done to reform the antiquated laws governing induction.

Special recognition should be given to the Group of Students Interested in October for their organization of the Teach-In activities.

For Love of Science

Washington, D.C. - The National Research Council has been called upon again to advise the National Science Foundation in the selection of candidates for the Foundation's program of graduate and regular postdoctoral fellowships. Panels of outstanding scientists appointed by the Research Council will evaluate applications of all candidates. Final selection will be made by the Foundation, with plans to announce it on March 15, 1970.

Postdoctoral and graduate fellowships will be awarded for study in the mathematical, physical, medical, biological, engineering, and social sciences, and in the history and/or philosophy of science. Awards will not be made in clinical, education, or business fields, nor in history or social work not for work toward medical or law degrees. Application forms must be made by college seniors, graduate students working in a degree program, and individuals wishing to do postdoctoral work. All applications must be citizens of the United States and will be judged solely on the basis of ability. In the postdoctoral programs only, fellowships will be offered also for work in applied and empirical studies in the field of law which uses the methodology of the social sciences or which interact with research in the natural or social sciences. The plan of study or research in the field of law must be at the postdoctoral academic level, since postdoctoral fellowships are not intended for study toward an advanced degree of any kind.

Applicants for the graduate awards will be required to take the Graduate Record Examination designed to test scientific aptitude and achievement. The examinations, administered by the Educational Testing Service, are scheduled for the October test date. The Graduate Record Examinations on any of the six different test dates during the academic year are required.

The first testing date for the GRE is October 25th. Scores from this examination will be reported to the graduate schools before December 1. Students applying for the October test date are advised that applications received by ETS after October 7 will incur an $3.00 late registration fee. After October 10, there is no guarantee that applications for the October test date can be processed.

The other five test dates are December 13, 1969; January 17, February 28, April 25, and July 26, 1970. Equivalent late fee and registration deadlines apply to these dates. Choice of test dates should be determined by the requirements of graduate schools or fellowships to which one is applying. Scores are usually reported to graduate schools five weeks after a test date.

The Graduate Record Examinations include an Aptitude Test of General scholastic ability and Advanced Tests measuring achievement in 15 fields of study. Full details and registration forms for the GRE are contained in the 1969-70 Bulletin of Information for Candidates. Bulletin also contains forms and instructions for requesting transcript service on GRE scores already on file with ETS. This booklet may be available on your campus or may be ordered from: Educational Testing Service, Box 955, Princeton, New Jersey 08540. Educational Testing Service, Box 1052, Berkeley, California 94701.

Up and Coming in S.C.E.C.

October - Field trip to Perkin Institute for the Blind. November - Fashion Show with "Marmique" of Newbury Street, Boston (Open to the Public). Business Meeting. Fund raising project.


January - Speakers from different teaching areas of Special Education.

Business Meeting - Fund raising project.


April - Field Trip. May - Field Trip. May - All College Annual Conference. Election of Last Outing.

Imitation Time

by Dottie Mullen

I took the time to get with the times with a new Time. Like everybody, when my self-besotted, weekly copy of the magazine comes, it's usually a quick flip People, Milestones (the old gossip column), then perhaps Medicine and the others if I'm in a news-seeking mood.

As the three-lettered sound results reported in the Daily WOW, the Harvard Lampoon has done it again; witty, comical, and cutting, their ingenious staff has created a panoply of parody. Did you know that Paul Sartre divorced Center for Citizenship and Public Affairs at Trinity University. The program she worked under studied the racial and cultural diversity in American life. Miss Benson realized that elementary grades were the crucial years in encouraging healthy race relations. She came to Lesley because she is interested in the kind of girls that will be teaching.
Many undergraduates at Lesley may be unaware that a graduate program of study exists at the college to enable them to become a specialist in a new professional area of remedia tion. The demand for learning disability specialists continues to increase. The following remarks may help clarify significant issues that face educators as well as prospective teachers.

A primary concern for teachers and counselors in the education of children with learning disabilities is the translation of our knowledge about learning and language disorders into efficient and effective classroom instruction. We are faced with the challenge of understanding theories, and even political pressure from those who choose to produce a teacher competent in the use of information as well as prospective teachers.

The core of professional preparation is a program of study in which reading, spelling, and handwriting skills are an integral part of the program. The teacher will have a more comprehensive understanding of the relationship of visual, auditory, and motor skills and the development of these skills. The program includes many challenging assignments in which the teacher will be able to work on improving his own reading and writing skills.

The program also provides training in the use of language and learning disabilities in the classroom setting. In this setting, students are taught to understand the complexity of behavior and the structure and nature of underlying attitude change, which may include attitudinal or attitudinal changes that would be involved in self-concepts and attitudes of these children toward their skill development and feeling about learning and reading processes.

Since we are concerned with the core problem of reading and learning disability in children, our program trains groups and experienced teachers in screening procedures to evaluate reading disability. We demonstrate a more effective teacher's role in a diagnostic, developmental model and diagnosis and treatment of children with a learning disability. One critical concern for students is the flexibility of expression in a child's self-concept. A multitude of students in elementary schools cannot express their ideas and their attitudes toward a new type of person perception of themselves as a construct. Children who may appear to be "underachieving" at first are encouraged to think in terms of their world to others on a more constructive influence in their professional work with children. Our program also provides teachers with a practical in guidance and counseling of parents of children who have learning problems.

The ability to confront oneself and others is a key to the development of interpersonal relationships. In recent years, an increased emphasis on interpersonal competence in the field of learning disabilities has been a part of the educational experience. This increased emphasis has led to a greater awareness of the importance of interpersonal relationships in the field of learning disabilities.

SUMMARY

Essentially, this program makes three contributions to the field of teacher education in the area of learning disabilities:

1. It promotes competency in a special area of professional work.
2. It fosters increased interpersonal competence in the conduct of a special role in school systems, thereby providing a more adequate learning climate for the intellectual and emotional development of children with learning or reading disabilities.
3. It provides other incentives with an innovative model of teacher training which (where appropriate) can provide useful information for the development of a tutorial form of teacher training program.

HITCHING POST

Andrea Meisel '71, pinned to Roger De Vries, Cornell '70.
Harriet Rifkin '70, engaged to Rick Fingeroth, Tufts '69 Yale Med. '73.
Terry Trivens '70, engaged to Robert Chancellor, B.U. Law '72.
Maxine Churutz '70, engaged to Larry Rogers, Northeastern.
Sharon Clifford '70, married to Derek Knoedel, Harvard Law '79.
Debbie Shapiro '70, pinned to Frederick Kraft, American U. '70.
Roberta Feinstein '71, engaged to Barry Gilstein, Bryant College '67.
The President, the Protestant Ethic

(Continued from Page 3)

In the final analysis, we cannot talk our way out of poverty; we cannot legislate our way out of poverty. What America needs is not more welfare but more "workfare." To suggest seriously that the poor can escape their way out of poverty in America now requires at least the poor assumption that they will be able to get work, if they succeed in fact, are however, that the jobs needed to employ every able-bodied unemployed person do not exist at present. The figures on unemployment published each month by the OEO are considered. The Statistics are a compilation of the number of able-bodied civilians over 16 who have sought work during the past four-week period. Thus, when we learn each month that about 3 million persons (almost 5% of the total possible laboring force) are unemployed, we also learn automatically that they had tried to find work but could not. Furthermore, the manner in which the figures are compiled means that an accurate figure is taken of the unemployed who do not seek employment. If the figures available are analytically reviewed, we can see that non-white Americans are unemployed at the rate of 8%. (6% is considered the normal rate.)

Mr. Nixon subsequently proposed a 10% increase in social security benefits to the poor. He also proposed that the automatic cost of living adjustments to be made from that point on.

Thus, the most serious shortcoming in the President's proposal is the failure to acknowledge that our economy does not provide jobs for all potential employees. That, and not the refusal to work, is the major reason for persistent unemployment. Consequently, the National Advisory Commission on Civil Disorders in its report of last spring recommended that a minimum of 1 million new jobs be created in the private sphere and 1 million new jobs in the public sphere should be "created" by 1971 in order to relieve chronic unemployment with humane speed. The National Commission on Technology, Automation, and Economic Progress estimates that there is the potential work force of 5.3 million new jobs in the public sphere alone.

The campaign promises that earned the President's election victory and formed a constituency of mostly satisfied Americans made it possible -- even politically advantageous -- for him to avoid the real problem. He promised during the campaign to curb inflation and reduce government spending, both of which regardless of what can be said in their favor serve to restrict the labor force. Arthur Burns, the President's principal economic advisor, has already announced that as the administration acts to "cool down" the inflated economy unemployment will go up. And, the President himself, with the pride of a man living up to a promise, announced recently significant cuts in federal construction starts. That middle-income taxpayers will also put many thousands of men out of work tended to be passed over without any notice by the administration.

Given these campaign promises and the realities of the unemployment situation in the President's welfare speech, temporized and offered the poor the Protestant Ethic warmed over. Whether or not the President would appreciate that, he was quite certain the middle class would; and, he was right.

(1)

Mr. Nixon subsequently proposed a 10% increase in social security benefits to the poor. He also proposed that the automatic cost of living adjustments to be made from that point on.

Mr. NIXON subsequently proposed a 10% increase in social security benefits to the poor. He also proposed that the automatic cost of living adjustments to be made from that point on.

THE LANTERN
October 29, 1969

What Is S.D.S.
(Continued from Page 2)

really opposes the war by FIGHTING ON CAMPUSES against the ways that Universities hurt people here and abroad. SDS has waged militant struggles against ROTC, UNIVERSITY EXPANSION, POLICE INSTITUTES on the campuses. We also supported workers in three different struggles, e.g., Calif. Graphic Artists, Unionization of Pioneer Steel Strike, Morgan Memorial Strike, Transit Workers' Wildcat in Chicago, and the Curtis Books Teamster Strike in Baltimore. On campuses around the country, we have begun to ally with campus workers against those who run the university. The best way to oppose the non-neutrality of a university is to try to use the campus institutions to get by cheap--real cheap.

SDS is having nationwide anti-racist actions in November to build fights against racist courses, racist hiring practices, cops, institutes, university expansion in Black neighborhoods, and in support of the local Black campus workers, because they are super-exploited, are in the lead of the fight against U.S. imperialism. We know it is vital to support the struggle of Black people, and "WIN WHITE IN AN ANTI-RACIST STRUGGLE." In the past few years SDS has helped to expose to masses of students who really run this country--who is responsible for WAR, RACISM, and EXPLOITATION. Many of these same men are allied with those who run colleges all over the place.

This is a war. We here need to become part of the same class that is consistently being fought. In realizing this we will ally ourselves with other workers in order to fight against bosses. We have found marvelous methods of instilling within us very racist and anti-working class ideas. They have led us to believe that college is the answer to many of our problems and the world's problems. This is a lie. We here need to come to recognize that the college is part of the same class that is consistently being fought. In realizing this we will ally ourselves with other workers in order to fight against bosses. We have found marvelous methods of instilling within us very racist and anti-working class ideas. They have led us to believe that college is the answer to many of our problems and the world's problems. This is a lie. We here need to come to recognize that the college is part of the same class that is consistently being fought.

JOBS and EXPLOITATION. Many of these same men are allied with those who run colleges all over the place. This is a war. We here need to become part of the same class that is consistently being fought. In realizing this we will ally ourselves with other workers in order to fight against bosses. We have found marvelous methods of instilling within us very racist and anti-working class ideas. They have led us to believe that college is the answer to many of our problems and the world's problems. This is a lie. We here need to come to recognize that the college is part of the same class that is consistently being fought. In realizing this we will ally ourselves with other workers in order to fight against bosses. We have found marvelous methods of instilling within us very racist and anti-working class ideas. They have led us to believe that college is the answer to many of our problems and the world's problems. This is a lie. We here need to come to recognize that the college is part of the same class that is consistently being fought. In realizing this we will ally ourselves with other workers in order to fight against bosses. We have found marvelous methods of instilling within us very racist and anti-working class ideas. They have led us to believe that college is the answer to many of our problems and the world's problems. This is a lie. We here need to come to recognize that the college is part of the same class that is consistently being fought. In realizing this we will ally ourselves with other workers in order to fight against bosses. We have found marvelous methods of instilling within us very racist and anti-working class ideas. They have led us to believe that college is the answer to many of our problems and the world's problems. This is a lie. We here need to come to recognize that the college is part of the same class that is consistently being fought.
Boston Babble
(Continued from Page 6)

What's Your Price?
Arthur Miller's new play, "The Price," is the latest in a string of impressively written dramas which over the past twenty years have made him one of the most prominent American playwrights of our time. He won the Pulitzer Prize and the New York Drama Critics Award with "A View from the Bridge," "The Crucible" brought him a "Tony" Award. His other plays have included "Incident at Vichy." "The Price" is set in the attic of an old Manhattan brownstone, a musty room crowded with family furniture of another generation. The room becomes the dueling ground for two brothers, one a career police officer, the other a successful surgeon. The policeman's wife, and a salty old antique dealer who has come to buy the furniture, round out a quartet of roles brought vibrantly to life by Michael Strong, Betty Field, Shrewdard Strudwick and Harold Gray.

"The Price" ran for a year on Broadway, and also long and successful London engagement. Praise was lavish on both sides of the Atlantic. The Times, of New York, found it "A great evening in the Critics' theater." National Enquirer, in its "London Daily Express," called it "A marvelous evening in the theater." "The Price" is an enthralling work by our leading dramatist, played to the hilt by four excellent actors.

A MYTHICAL QUEST...
(Continued from Page 3)

Nietzsche - Die Fröhliche Wissenschaft. There will be a man who has had the good fortune of being woman, tender, and sensuous. The imagination of such men and women will fashion their reason and tend to make the process of production a process of creation.

If this deadly system of life, this mythical life, is to be changed without being replaced by another deadly men must learn to develop a new sensibility and theory of their own life and that of things.

and pacifiers moved among the many students. Conversation scanned tones of emotionalism, intellectualism, and practicality. The diverse crowd, overwhelmingly unified in their desire to carry out their study strongly, respectably, peacefully, and emphatically a demonstration of determination.

I spent much of the two hour marching considering the feelings of those who were opposed to the moratorium. I tried to imagine my feelings if I were viewing the events from a different vantage point. How would I have felt if I had had a brother, a son, or a husband killed or maimed in this war? Would I have been as enthusiastic if I had had little opportunity or ability to understand the evil of this particular war, but rather had felt the bitterness and pain of others instead? How could I have been more respectful if all I knew of college, but, most of all, have not experienced the deprivation of the American showing of paintings by Guida will hold his first American showing of paintings and sculpture at the Wadsworth, Tufts University from November 16 to December 1.

For his exhibition in Rome, Geneva, and Zurich, Guida's style has been aptly described as "an expression of primitive archaic and religious melancholy."

This two-year period of linear patterns reflect, by means of attenuated people, buildings, and covered camera-positions of his youth in Southern Italy in the 1920's and 1930's.

Even the marriage scene in a recently completed gothic doesn't lack guts. When questioned about this he said, "I am unable to reduce the novel to work, despite the continuing development in my technique, my subject matter, and my composition."

Guida's paintings express a reverence for Gothic atmosphere with reference to early stained glass windows such as those in the Rouen cathedral.

The public is invited to the exhibit opening, Sunday, November 16, 3:00 p.m. to 6:00 p.m. in Westminster Library. Sponsored by the Mass. Youth Arts Association and the Departments of Classics and Fine Arts, the exhibit may be viewed during regular library hours, 8:00 a.m. to 11:30 p.m. Monday through Saturday and 1:30 p.m. to 11:30 p.m. on Sundays, until December 1.

Vietnam Moratorium
(Continued from Page 3)

The wide-spread attendance of students and members of communities to "teach-ins" and other such preparatory events I feel is largely an attempt to infuse into the demonstration of determination of the moratorium. It was organized in such a way as to provide an opportunity for people to understand the moratorium, to have opportunities to discuss and understand general involvement in the war. Most of all, this event commentary resulting in a considerably higher understanding of opposition to the war. I believe that these opportunities to become more knowledgeably critical and deliberate are greatly responsible for the overwhelming support that has been organized.

THE LANTERN
(Continued from Page 1)

TEACHERS' THEATER COMPANY OF BOSTON
ADAPTATION-NEXT
IS THE BEST EVENING I'VE SPENT SO FAR IN THEATER THIS SEASON. I DON'T WAIT. GO! — Kevin Kelly, Boston Globe

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Grant To France
Five scholarships of $1,000 each are available to students applying to the Institute for American Universities for an academic year at Aix-en-Provence, in southern France. The Institute, chartered by the University of the State of New York, and under the auspices of the University of Aix-Marseille, founded in 1409, is designed for American under graduates who wish to study abroad and have credit transferred to their home universities. The above scholarships are awarded among majors in French, Literature, Social Sciences and Mediterranean Area Studies. (They are not available to students enrolled in the I.A.U.Kummerow Program or the I.A.U. One Semester Program in addition to the above awards. 25 tuition grants and a French Government scholarship of over $1,000 reserved for French majors, are awarded each year.

Aix-en-Provence is located 17 miles north of Marseilles with easy reach of the French Riviera, ski resorts in the French Alps, the Roman cities of Arles, Nimes and Orange, and is only a few centimeters away from Spain, Italy and Switzerland.

Information about the Institute for American Universities is available in college libraries, foreign study offices or French Departments. Applications should be made by airmail directly to:

The Director, Institute for American Universities 2 bis, rue de la panthère Aix-en-Provence Telephone: (01) 27.82.39
Lesley Family Tree
Class of 1973

Leslie Atkin
Sally Brenner
cousin
Edwina Canavan
Nancy Doyle
sister
Martha Epstein
cousin
Joy Ford
Adrienne Golden
cousin
Maryjane Heymann
Kathi Hillman
sister
Rhoda Schachter
Marlene Kaplan
cousin
Nancy Katz
sister
Brenda Moskovitz
Louise Nelson
sister
Carol Plate
cousin
Phyllis Paul
sister
Bette Rundick
cousin
Irene Sisto
cousin
Deborah Shapiro
daughter
Suzan Solomonson
cousin
Phyllis Waltman
cousin
Cynthia Whittmore
cousin
Elizabeth Williams
cousin

Transfers

Jane Gordon
Katherine McDonald
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College Students’ Poetry Anthology
The National Poetry Press

The closing date for the submission of manuscripts by College Students is November 5

Any student attending either junior or senior college is eligible to submit his verse.
There is no limitation as to form or theme. Shorter works are preferred by the Board of Judges, because of space limitations.

Each poem must be TYPED or PRINTED on a separate sheet, and must bear the NAME and HOME ADDRESS of the student, and the COLLEGE ADDRESS as well.

MANUSCRIPTS should be sent to the OFFICE OF THE PRESS

National Poetry Press

3210 Selby Avenue
Los Angeles, California
90034

A Proposition Accepted
by Rouelle Berkowitz

The Proposition, relatively few concept in contemporary theater, requires a little extra from both the audience and the actors. After entering what seemed to be a renovated garage, the audience was well entertained with improvisations, satire, and music by the five members of the Proposition company.

During the evening’s performance consisted of a series of “slice of life” comedy sketches which subtly highlighted the humor of everyday conflicts. I recommend the Proposition as a pleasurable escape from the overemphasized sex and violence oriented forms of entertainment that are so prevalent today.

Classifieds

Oh, that’s all right, Lydia. I had to get up to answer the phone anyway.

Is your walky-talking, Bob? This year, let there be peace. Entice your vice! Call 354-2395.

Peter, shut your beak! If Peter Single caught the measlies, so would every girl on campus!

Rent-a-bed! Call Bouma Hall.

Les. Oliver, how about Al Brower for a boxley and understated reading of King Lear?

Sauna Cosmetics at Discount Prices—“Come in and sample. You don’t have to buy.” See Lesley Baker, James Hall anytime!

The following classifieds run every two weeks.
20 words or less on one side. Send for O’Keefe or call Laura 436-2817 or Sara (244-6665). Make the classifieds your messenger and advertising service.

For Love of Science
(Continued from Page 4)

Testing Services, will be given on January 17, 1970, at designated centers throughout the United States and in certain foreign countries.

The annual stipends for Graduate Fellows are as follows: $3400 for the first-year level; $3800 for the intermediate level; and $4200 for the terminal-year level. The basic annual stipend for Postdoctoral Fellows is $6500. Dependent allowances and allowances for tuition, fees, and limited travel will also be provided.

Further information and application materials may be obtained from the Fellowship Office, National Research Council, 2101 Constitution Avenue, N.W. Washington, D.C. 20418. The deadline date for the submission of applications for graduate fellowships is December 1, 1969, and for postdoctoral fellowships, December 8, 1969.

Bach, Statinsky and Offenbach
by Nancy Greenwood

The Boston Symphony Orchestra Student Organization held its first meeting of the year 1969-70 season in the Cabot-Cahners Room at Symphony Hall on Tuesday, October 7th. Formed in the fall of 1968, the Student Organization consists of representatives from colleges in the greater Boston area. The group has been comprised of the trustees of the Boston Symphony Orchestra to help inform the student community about the activities of the Orchestra and to make recommendations to the Orchestra as to how it may adjust its programs to the college community’s needs.

It was decided to extend the Friday afternoon $1 "Rush Seats" to Saturday evening, giving students the opportunity first-come, first-serve basis.

Shakespeare’s King Lear in Lesley’s amphitheater by Dr. Leslie M. Oliver has its first meeting of the semester.

Dr. Oliver suggests that parents interested in these courses, and should see him.

The closing date for the submission of manuscripts by College Students is November 5th.

The Saturday evening concerts...

Nancy Vogler

"Now is the time for all good men to come to the aid of their countrymen..."

Vietnamese, U.S. soldiers Viet Cong... Get the HELL out of here... October 15, peace, love, freedom... doves... hawks... marches... peace is the only way... come to the aid... stay in Vietnam... speeches... 5,000,000... 100,000,000... people... largest crowd in the history of the Boston Common... reflections in a peace-loving eye... paint it black... peace and freedom... but there have to be... 1967... keep the war in the name of peace.

Saturday evening concerts.

Friday afternoon concerts begin at 2 p.m., with rush seats on sale from 12 noon. The Saturday evening concerts will begin at 8:30 p.m. with rush seats on sale from 6:30 p.m.

Other suggestions regarding the orchestra’s Open Mic Night, chamber music concerts and regular series were discussed and will be made to the orchestra’s management in the near future. Anyone interested in this program or who has any suggestions, may get in touch with the Lesley representative, Nancy Greenwood.

Lesley Family Tree

Lea L. Bader, Jenkes Hall

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