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!!SPECIAL SECTION ON NEW CAMPUS INSIDE!!

the Lantern

Lesley



College

OCTOBER 29, 1969
VOL. XXI NO. 2

Meet a N.J.B.

Masada, the youth movement of the Zionist Organization of America, announces the opening of its winter program. Meetings will be held at Zionist House, 17 Commonwealth Avenue, Boston, every other Sunday afternoon and Tuesday evening, beginning October 19th.

Workshops in Israeli Dancing and Israeli Singing will be led by Hila Yanai; a Drama and Theatre group will be conducted by Rachel Weintraub; and Aaron Falcovsky will lead interest groups in Israel and Zionist Philosophy. A leadership Training Program in Group and Organizational Behavior will be conducted by Yisrael Levine, Masada director. The combined staff will team teach a course in Elementary Spoken Hebrew.

On alternate weeks, "home groups" (ninth grade, high school, college and graduate groups) will meet separately for programs of their own. In addition, a series of Special Events has been planned, including sponsorship of the October 24th Oneg Shabbat at B.U. Hillel House, when Dr. Meron Medzini, director of the Israel Government Press Office will speak on "Modern Israel-What to Look For". On December 6th there will be a Chanuka Celebration at B.U. Hillel.

Along with Hillel House of Boston University and American Students for Israel, Masada co-sponsors Cafe Shalom, an Israeli-style coffee house, every Sunday evening from 6 P.M. to 11 P.M. at B.U. Hillel House.

For information call: 267-3600.

VIETNAM DEATH COUNT

Washington—(CPS)—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 have been injured.

The deaths included: 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 3,344 lives, the South Vietnamese armed forces 94,837 lives, and North Vietnam 556,629 lives. Using Defense Department figures, 693,633 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 concert 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.

Pro. 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 Vespers 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.

IN THE BEGINNING...



If you want to find out what is going to happen in the end, read the Special Lantern Supplement on the New Campus found on page 5. It's a FIRST!!!!

PRESIDENTS FOR WITHDRAWAL

Washington—(CPS)—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 our 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 the students with whom we work still want to believe in a just, honest, and sensitive America. But our military engagements in Vietnam now stand as 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. It will however permit us to work more effectively in support of more peaceful priorities."

President Nixon and

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 5¢ 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 of his choice in Europe, arranging all working papers and permits at no charge to the student.

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An Opportunity to Learn

by Barbara Travers

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

That evening a crowd of about 300 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 Gebhardt, head of the Harvard Law and Graduate School's Vietnam Moratorium activities, who discussed why we should participate in the Moratorium. Paul Fideler, a member of the Lesley faculty, then gave the history of the United States involvement in Vietnam. Marjorie Wechsler, also a member of the Lesley faculty, addressed herself to America's fear of Communism and its relevance to the war. Mr. John Sharaff, 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 Siegle 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.

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LETTERS...

Respectfully

The Lantern staff extends an apology to Dr. Elizabeth Berglund for printing the article, "Or Not To Tutor" in our Sept. 2 issue. This article did not represent the opinions of the staff nor, as we could discern from campus talk, the opinions of the students. We regret that due to errors in organization it passed by the editors unnoticed. We are trying to develop a quality college newspaper but we are still learning. Unfortunately, this time we failed in the process. Again we sincerely apologize.

The Lantern Staff

Letters to the Editors...

Letter to the Editors;

Your editorial INSPIRATION IN A SARDINE CAN by Ruth Bradford made me wonder where I was teaching these days because the faculty-student ratio in the course I am giving, Psychology of Subnormal and Unadjusted Children, is 1-12. It is because of Lesley's ability to run such small classes that I feel as instructor it is worth the effort. I could not be an effective instructor if the ratio went beyond that number. To paraphrase an old Christmas tale "Yes, there is a Lesley!"

Sincerely,

William A. Fraenkel, Ph.D.
Assistant Commissioner
for Mental Retardation

To Tutor

Dear "Disconcerted",

Many people at Lesley College are quite concerned about you after having read your article in the Lantern.

It is disturbing to us that you had such a bad experience as a tutor, and since we are afraid you may meet similar, but more complex problems in your future profession, perhaps it would be best if you choose a profession other than teaching.

However, we feel that one of the unique things about Lesley College is the fact that there are so many helpful people here. And since Lesley is rather a small place, these people can easily be reached. We are sure that these people will spend their "limited and valuable free time" setting up a tutorial program for you. Hopefully they can help you to overcome your first experience; perhaps they can help you deal with the problems you face as a teacher. Perhaps they can instill in you an attitude-- that may make you feel challenged when you meet what you consider an "unprepared", "dumb", "undependable" and "obnoxious" student.

So--"Disconcerted", how about coming out in the open, facing your difficulties and seeking the help we feel Lesley can offer you.

H. Braein and girls in Glennon

P.S; Don't worry about your "shape" and your "size" we can take sessions for that in the gym. H.B.

system of lectures for teachers on how to teach. I am interested in a fresh start. I seek not an agreement of philosophies, but a searching appraisal of each.

We together, students and faculty, could select and build materials designed to give opportunities to explore problem situations which encourage the searching for, and weighing of evidence before reaching a conclusion. Once 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 materials.

The curriculum would not be considered finished for it 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 inhabit it. This change will come through opportunities to solve problems and not from opportunities to run away. Lesley's population contains just as many scholars as its illustrious neighbors claim. It is our opportunity to choose. If our college and our democracy is to survive, it will be because our young people choose to be thus.

A Mythical Quest

by Gail Duboe

Rollo May defined the myth as the unconscious, spiritual structure by which man lives. Stephen Crites, philosopher at Wesleyan, substitutes the word "story" and Erik Erikson and Karl Marx may use the word "ideology" for myth. As May said, we are in dire need of these myths--these implicit assumptions, symbolic meanings, characteristic configurations, and explicit beliefs that help men shape their experience, their interpretations of life, and their behavior. There is a need for national myths, collective group myths, and personal myths. Many of our myths about life's meaning and purposes are learned from parents, teachers, friends, poets, and philosophers. And through the psychological development there are produced fantasies to which members of a society will respond with perhaps unconscious recognition and feeling.

Men are united by their common responses to share myths which perhaps have been polished by the experience of generations. Yet, men are also separated by positive myths and any commitment at all may flag when individuals possess aspirations that society cannot fulfill and feels it has no business fulfilling and when men cannot translate their dreams into public reality. Many obstacles can intervene between the private vision of the good life and concretization of this vision in social reality or a tyrannical political system that thwarts the needs and visions of individuals. (Ha ha Nixon!) Alienation springs not only from the lack of a shred positive myth, but from individual aspirations that outrun social realities.

The reasons for the failure of Marxism in Russia are difficulties in the reconciliation of Reason and Passion, between idealistic theory and working reality. It was an attempt like that of the French Revolution to create a world where men would be free not only from tyrannies of want and power, but from oppressions of their social and economic order. If Reason is powerless to discover men's purposes, only passion is left. Yet, in an individual, when basic instincts are separated from controlling intelligence, they tend to become crude

and bestial. When the idealism of reason disappears, the claims of unreason cannot inspire 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.

Where am I taking you? How, you say, can I solve the problem of recreating or reestablishing or reinstalling American myths? I say we need a new myth where Reason and Passion meet and love, a Marcuse ideology posed in *Essay on Liberation*.

His offering is the Form, the mergence of a new, free socialist society, an esthetic form whose quality is faith in the rationality of the imagination, demanding a new morality. This new morality is the opposite of Puritanism which does not insist on a daily bath or shower for people whose cleaning practices involve systematic tortures, slaughter, or poisoning, but insists on cleaning the earth from the very material garbage, produced by the spirit of capitalism and insists on freedom as a biological necessity. This new morality affirms the right to build a society in which the abolition of poverty and toil terminates in a universe where the sensuous, playful, calm, and beautiful become forms of existence. It will appear at a stage of development where intellectual and material resources for the conquest of scarcity are available, where repression turns into regressive suppression, 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 a new sensibility--the demands of life, instincts, free to discover and realize the possibilities of things and men in the protection and gratification of life. A definite revolution in perception will accompany the material and intellectual reconstruction of society. The term "aesthetic" may serve to designate the quality of productive--creative process in an environment of freedom.

The construction of this society presupposes a new man who is no longer ashamed of himself, "the token of freedom attained, that is, no longer being ashamed of ourselves";

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What Is S.D.S. ?

by Tina Hament

SDS is a mass student organization that fights against such things as the war in Vietnam, racism and the way big businessmen oppress both workers and students.

We have seen the need to ally with workers. Many college students fail to graduate and a good number of those who do, eventually go on to be teachers, social workers, nurses, secretaries, etc. These people suffer low wages and poor working conditions, e.g., crowded schools, poor equipment, long hours, high rents, outrageous taxes, lousy bosses and "public relations" school boards to deal with. We, therefore, have an interest uniting with workers to fight back. The war, furthermore, hurts workers more than students, and workers are in a more powerful position to put an end to it--they are the ones who can shut down the whole show.

We see the war very differently from the way the Moratorium has presented it. We do not think the war is a mistake but an integral part of American foreign policy. This policy is neither new or unique. Starting with Truman, the U.S. has maintained similar pro-Western dictatorships in Argentina, Brazil, Spain, Greece, Taiwan, and South Korea. These governments would never be able to survive without massive U.S. military aid. But the only difference between these countries and Vietnam is that in the latter there is being waged a strong People's War to resist us.

American workers suffer from these imperialist wars in several ways. There is competition with cheap labor aboard--high taxes to pay for the large army and military assistance programs--and the necessity to fight for their lives when these wars break out. These wars and the policy of imperialism (establishment and defense of an economic empire all over the world) strengthens the capitalist system which exploits workers very badly.

We think that students can

(Continued on Page 6)

It's a Matter of Choice

by Daddy Diogenes

There are two kinds of students at Lesley, those who see nothing but the clouds of protest and those who see beyond. There are two kinds of prophets--those who see the inner city college as a rotting core, and those who see it as a nucleus. There are two kinds of bricks--those for throwing, 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, co-judges of its success. 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, is to be found that "grey" in which one must search 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 freedom versus license. The students must draw facts from the struggle of others in order to give opportunities for intelligent choices in the struggle that are our as a college community. I am primarily interested in having the students find the pulse which is within human beings, common to all. Once they feel this, I would have complete faith in their wisdom to choose their own path.

How can such a program be built? We will not do this by condemning all that has been done. We will not do it by discarding the materials people have worked years to build. We will not do it by dividing people. We will not do it by setting up a

EDITORIALS

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. Mr. Nixon claims to be presenting "a new and drastically different approach to the way in which Government cares for those in need..." However, his remarks contain no changes for the vast majority of recipients (social security beneficiaries, the totally disabled, the blind, Medicaid recipients, those on general welfare) to whom 75% of the Government's 9.8 billion dollars in public assistance funds are paid. The focus of the President's attention is actually the present Aid for Families with Dependent Children (AFDC), for which he would substitute "family assistance" and work incentives.

While Mr. Nixon outlines the working details of his plan in only the vaguest terms, its provisions seems to mean the following. An annual federal stipend would be available to families with no income. In the case of a family of four the stipend would amount to \$1,600 (\$133 per month). State governments could add to this amount. Should a member of the family secure employment, the federal assistance would diminish only gradually (\$.50 of aid lost for every dollar earned after the first \$60 per month earned). This ratio, if I understand its operation correctly, would allow the family of four to earn at the rate of \$3,900 (\$320 per month) before all remaining federal assistance would have been forfeited. For those working who are nevertheless destitute (the underemployed, wage earners receiving less than \$3,000 per year), income supplements are to be provided. For example at least the \$3,600 per year level.

It seems doubtful that the unemployed or underemployed will feel significantly less desperate or more encouraged by Mr. Nixon's proposal, even though the concept of

family assistance is a worthy one. The amount of assistance is too meager, especially when we realize that the poor, particularly the urban poor, pay more for their goods and services than do most other groups. Yet, what disturbs me the most about Mr. Nixon's proposal is not what I feel to be needless parsimonious income supplement, but the public assumptions that justify it and the calculations that produced it.

At first hearing or at first reading President's logic is appealing to most Americans. That is so because its assumptions pander to some very old prejudices in the American mind. Mr. Nixon's explanation of poverty, alas, rests squarely on the "Protestant Ethic," according to this view, to work is to build character; to achieve wealth is to prove character (or God's Favor). The moral of it all: to the hard working "just" will accrue 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 uncomfortable but to be 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 cliches worthy of Franklin himself.

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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 philosophical, 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, then 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 never quite reach the ceilings. Take heart, the new campus will be here someday and we'll all be a little prouder to say, "I graduated from Lesley College." But what about the girls who will be here then? Is such a closely-knit setup best?

How much privacy do you have now in your small dorm? When your date arrives do your dormmates hang over the railings to get a look at him? Can you go to the bathroom without being heard? How much space is there between your room and the next room?

And on campus: do you run the risk of being called a snob by not saying hello to every acquaintance that approaches? Do you run the risk of being called weird by eating lunch alone or thinking alone on the amphitheatre steps? After all, in a community everyone knows everyone, at least by face. Everyone has friends they must be with. And everyone knows who goes with whom. No deviations allowed. It's like the proverbial goldfish bowl.

Now think of what the new campus will be like. How much easier will it be to keep track of everyone? Will the Lesley community become even more isolated? Will Lesley girls ever date or bother to venture outside that glass tank?

And in the dorms: will gossip now be passed not only about students, but also about the administration on the first floor? Will the administration then check dates, too?

With the number of students here it is difficult to avoid such unwanted results of "community life".

Then, is a small, closely-knit community best? Where does the community end and the goldfish bowl begin?

VIETNAM MORITURIUM

by Cheryl Rust

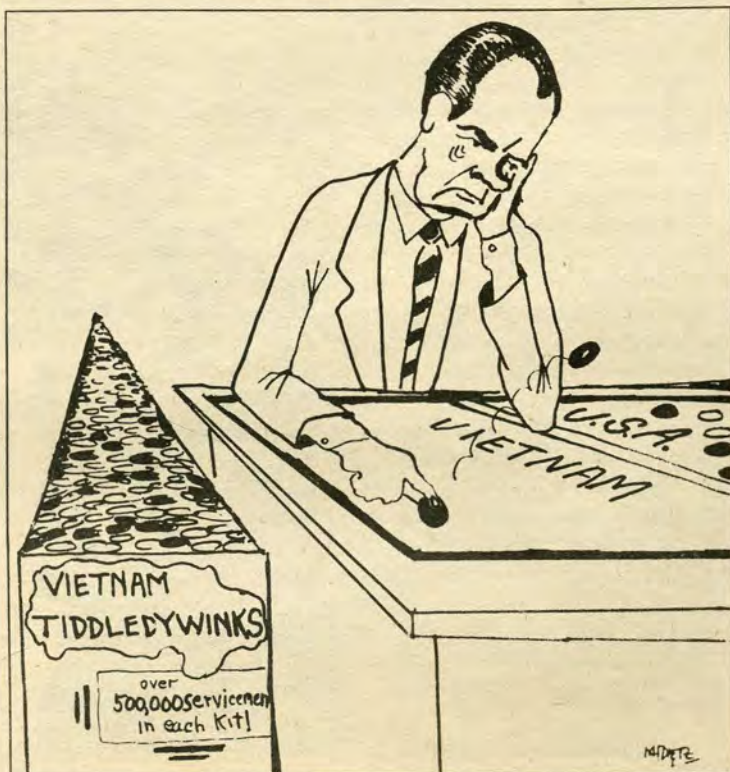
I sit here before this typewriter occasionally peering to my left in repeated inspection of my pet turtles who are paddling about on their backs from over-inhalation of Ben-Gay fumes. My thighs are thickly annointed with the power salve as the muscles slowly readjust to their routine job of transporting 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 1 had debated taking part in the march, not out of any premonition of aching muscles, but rather out of an attempt to keep my identification with masses down to a minimum. It had been my opinion that work must be done on an individual and "behind the scenes" basis in order to soundly produce and achieve designed and sought after goals. I had planned on bicycling to Boston to participate in the major demonstration until seeing Tufts University's marchers en 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 ebbing. Deliberation was high, impulsiveness low. Healthy dissent was thriving, mischanneled 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 onlookers 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 elderly woman whose nurse 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 arthritic 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 with 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, biased, and often contradictory reports of the news media by listening to the historical facts as told by Mr. Fideler. The discussion of Communism was helpful in understanding our nationalistic terror of that ideology and the nuances that have led from 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 force a reformation of the antiquated laws governing induction.

Special recognition should be given to the Group of Students Interested in October 15 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 awards to be announced 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 nor for work toward medical or law degrees. Application may 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 program only, fellowships will be offered also for work in applied and empirical studies in the field of law which employ the methodology of the social sciences or which interrelate 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

(continued on Page 3)

VIETNAM MORATORIUM

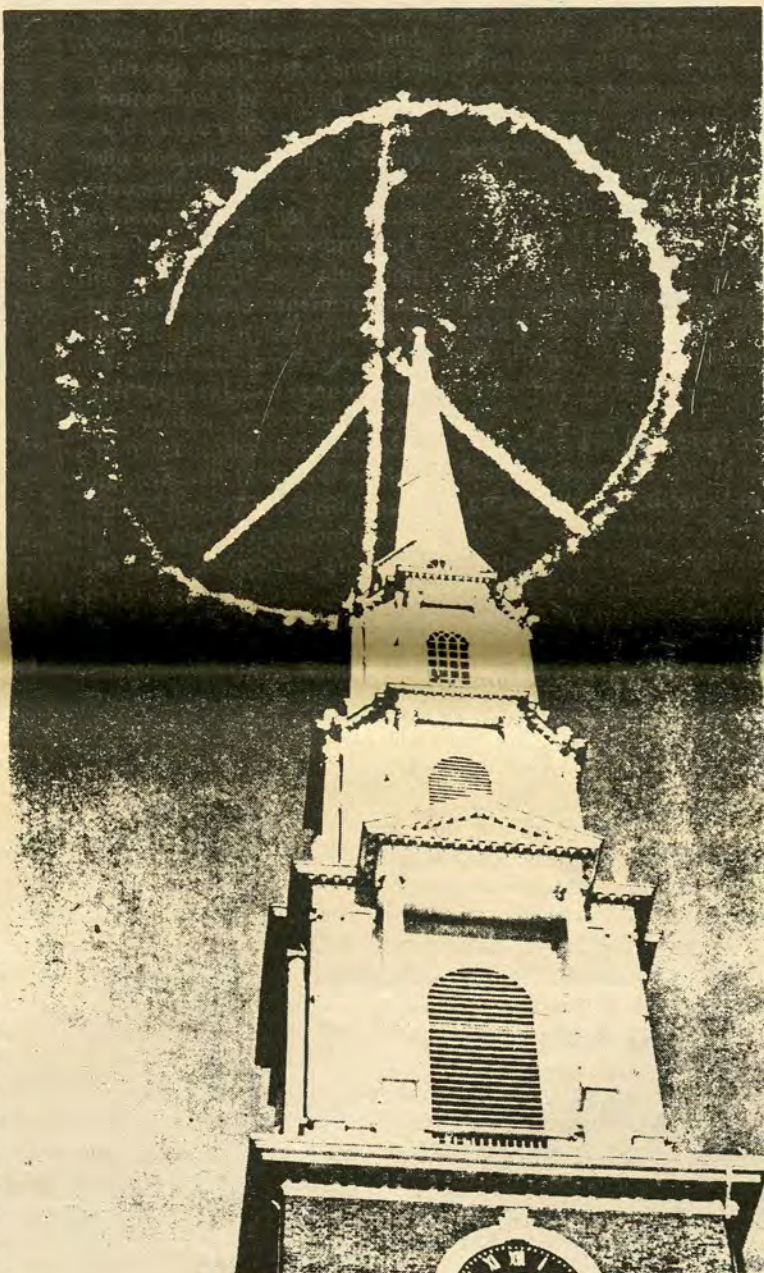


Photo by Norton Smith



Photo by Pamela Brougham



SEE JANE ADMIT

by Sylvia Silberg

Miss Jane Benson, who has taken Margaret Chamberlain's place as assistant Director of Admissions, became interested in education in her senior year at Washington University in St. Louis, Missouri. While in St. Louis, Miss Benson set up a tutoring program for high school age children. Her first experiences in the Boston area were at the Lincoln Filene

Center for Citizenship and Public Affairs at Tufts 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.

Bored with Boards ?

Princeton, N.J.—Educational Testing Service announced today that undergraduates and others preparing to go to graduate school may take the Graduate Record Examinations on any of the six different test dates during the academic year.

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 planning to register for the October test date are advised that applications received by ETS after October 7 will incur a \$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 11, 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 21 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 1502, Berkeley, California 94701; Educational Testing Service, 960 Grove Street, Evanston, Illinois 60201.

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

October—Field trip to Perkins Institute for the Deaf.

November—Fashion Show with "Marmique" of Newbury Street, Boston. (Open to the Public.)

Business Meeting; Fund raising project.

December—Bagle-'n'-Cream Cheese Sale.

Christmas Party at an institution for mentally retarded and emotionally disturbed.

Seminar with another College.

January—Speakers from different teaching areas of Special Education.

Business Meeting—Fund raising project.

February—Book Fair. Movie/Debate.

March—Business Meeting; Fundraising project—party with an institution. Speaker

April—Field Trip.

Speaker.

Fundraising project.

May—All College Annual Conference.

Elections. Last outing.

Imitation Time

by Dottie Mullen

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

As the three-lettered sound goes - WOW; the Harvard Lampoon has done it again; witty, comical, and cutting, their ingenious staff has created a panorama of parody. Did you know that Paul Satre divorced

Jean Satre or that a nude can also be considered naked all in one glance? And what about the new theatre thing-Nudoespianism? Can we accept this "brave nude world" or will we reject this medium of art as "no nudes is good nudes."

From the tender love story of Pyramis and Thisbe to the violent killing of Linus and Violet by Charlie Brown, the Time parody contains a multitude of laughs on people, situations - on the world we live in. Take the Time.

LETTER TO LESLEY STUDENTS

by Boris Gertz

Many undergraduates at Lesley may be unaware that a graduate program now exists at the college to enable them to become a specialist in a new professional role in school systems. The demand for learning disability specialists continues to increase. The following remarks may help to clarify significant issues that face experienced as well as prospective teachers.

A primary concern for teacher training institutions is the translation of our knowledge about learning and language disabilities into efficient classroom instruction. We are faced with a maze of techniques, theories, and even political pressure from which to choose to produce a teacher competent to aid children in their quest for achieving reading and learning goals. All will agree that a child's ability to read, write, spell, and comprehend is critical for his subsequent academic achievement. Recently, children who appear to be "under achievers" and have "learning problems" have been brought to the attention of educational specialists who are increasingly forced to meet the demand for improved and refined differential diagnosis and remediation. A few educational specialists insist that all learning problems are a direct result of some "emotional disturbance" in a child's personality. A multiple causation model of etiology would strongly reinforce the need to prepare a new type of professional person capable of coping with what is becoming a top priority community problem for parents and educational institutions.

The program as outlined below is a continuation and improvement of the pilot program in the Graduate School of Education of Lesley College initiated two years ago. The curriculum is organized into three major areas: (1) Conceptualization of learning disabilities; (2) Developing professional knowledge through carefully supervised tutorial work and practicum experiences, and (3) Incorporating human relations training to achieve an understanding of the social-psychological concomitants of team development.

I would like to explore inappropriate reading habits. Thus, any conceptualization of a professional curriculum to prepare a specialist in the field of reading or learning disabilities should place a heavy emphasis on the dimension of perception. Since reading is a process which requires integration of auditory and visual information, our graduate students learn how to help the child adequately process auditory and visual information as basic prerequisites to the task of reading. Few school curriculums would attempt to prepare a child to accomplish cognitive goals without attention to his emotional life and his concept of self as an individual. The process of perception should be elaborated into those major learning processes which allow a child to relate his experiences in his world to others on interpersonal dimensions. Thus

students are taught to understand the complexity of human behavior and the structure and nature of forces underlying attitude change, presumably since attitudinal changes would be involved in self concepts and attitudes of children towards their skills and feelings about learning and reading processes. PROFESSIONAL KNOWLEDGE

Since we are concerned with the core problem of reading and learning disability in children our program trains prospective and/or experienced teachers in screening procedures to evaluate language disability and demonstrate a more effective teacher's role in a multi-disciplinary team development model and diagnosis and treatment of children with a learning disability. One critical course provides specialized training in screening procedures that requires writing case studies describing the strengths and weaknesses in a child's perceptual-motor language profile. In addition, a teacher's role in the multi-disciplinary evaluation session is demonstrated so that this unique role contribution would be added in the team's effort in planning an individualized corrective program.

An introduction to linguistics and its role in teacher preparation is critical. Students can learn to analyze the sound structure of the English language and learn to recognize visual syllabic patterns, regular and semi-regular as well as exceptional forms. The applications of rules in spelling and the expansion of sentence patterns for a greater variety and flexibility of expression including the operational rules of the "new grammar" is a focus for that part of the program introducing linguistics to the student. Critically related to this emphasis is a further understanding of language development and language disorders in children. The effect of parental interaction upon learning of languages in children, deviations in language development, and comprehension of children who are either educationally deprived or show evidence of defective articulation or continuing symptoms of perceptual-motor disorders, become the basic foundation of a teacher's cognitive understanding of both etiology and functional disorders in children.

The core of professional preparation is accomplished in tutorial experiences or a practicum in the treatment of children with a language or learning disorder. In such clinically oriented field experiences students are required to analyze perceptual-motor profiles of children and learn to write corrective programs recommending the extent and type of treatment model. Students are given training in objective evaluation of the child's progress and treatment. The planning and conducting of such corrective programs for children makes use of the latest knowledge of techniques in visual and auditory motor skills, speech, eye and hand coordination, reading, spelling



"Rochelle DeStefano and Dao"

Me And My Shadow

by Selena Stubenhaus

"A blast of a time!"
 "I didn't realize my father could move like that!"
 "Hey Dad, does Harvard have the ball? What's a 'down'?"
 "OW! Oh, excuse me!"
 "Hey, your father's really good looking!" "No Dad, please not the Polka. Please no, oh, no, I can't! Not after all the others!"

"All these little witticisms were blurted out during Father-Daughter Weekend, October 10 through October 12.

It all began at Sanders Theatre, where Dr. Rollo May spoke of "Myth in Our Society". It was well attended, but many more fathers showed up at Saturday registration, all set for the Harvard-Columbia football game. The weather was bad, but the spirit made up for it. Our true fathers did not "come-out" until they got on the dance floor

at the Father-Daughter Dinner Dance at the Statler Hilton Georgian Room. There, fathers danced both old and new steps with their daughters.

Everybody had a good time, and after Sunday morning's Continental Breakfast and conversations about politics and budgets, reluctant good-byes were exchanged.

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and grammar. Where this program differs from the more traditional remedial reading program is that there is an emphasis on principles which focus on understanding the systematic progression of language and learning skills in which the phoemic-graphemic code is broken down into micro units to help the child progress at a controlled successful basis. Our curriculum emphasizes the comprehensive language and learning skills in which reading, spelling and handwriting skills are combined and taught as one unit as part of a spiral curriculum.

HUMAN RELATIONS TRAINING

So that the teacher will have a more constructive influence in tutorial work as well as professional work with colleagues, we include in the curriculum the study of group process and methods for increasing the effective performance in interpersonal relationships. In recent years, techniques to develop interpersonal competence have emphasized laboratory methods of education. One form of such training, alternately called *sensitivity training* or *leadership workshop*, uses the behavior of the group as the subject for study. Typically, there is no pre-set agenda and no appointed leader. The training group, hereafter called a T-Group, must decide what directions to take and how to provide leadership. During this process, the members of a T-Group are able to examine their own contributions, perceive the impact they are having in the group, and begin to express their

feelings and thoughts to each other. The result is an increased perceptivity to process events in the group, enabling a person to become a better member or leader of groups and hopefully more skillful in interpersonal communications. The unstructured nature of a T-Group experience requires members to learn how to observe the operation of group forces as well as their own behavior and then generalize these learnings to make them meaningful in tutorial and professional relationships. One such relationship is with parents who need counseling and support in understanding the learning dilemmas of their children. Our program also provides teachers with a practicum in guidance and counseling of parents of children who have learning problems.

The ability to confront oneself and others and become competent in interpersonal relationships is part of a professional role in the field of learning disabilities.

SUMMARY

Essentially, then, our program makes three contributions to the field of teacher education in the areas 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

Scandinavian Seminar

Scandinavian Seminar is now accepting applications for its study abroad program in Denmark, Finland, Norway, or Sweden for the academic year 1970-71. This living-and-learning experience is particularly designed for college students, graduates and other adults who want to become part of another culture while acquiring a second language.

The program is geared to meet each student's individual needs. During the year he is separated from the other Seminar participants except during the intensive language courses and the three general sessions conducted under the supervision of the Seminar's American Director, Dr. Adolph G. Anderson.

A family stay early in the year gives the student the opportunity to begin to practicing the use of the language on a daily basis, and to share in the activities of the community. For the major part of the year he lives and studies among Scandinavians at a residential school for continuing adult education or other specialized institution.

The focus of the Seminar program is the student's Independent Study Project in his special field of interest. Many American colleges and universities give full or partial credit for the Seminar year.

Further information is available by writing to SCANDINAVIAN SEMINAR, 140 West 57th Street, New York, N.Y. 10019

HITCHING

POST

Andrea Meisel '71, pinned to Roger DeVries, Cornell '70.

Harriet Rifkin '70, engaged to Rick Fingerioth, Tufts '69 Yale Med. '73.

Terry Trivers '70, engaged to Robert Chandler, B.U. Law '72.

Maxine Chursed '70, engaged to Larry Rogers, Northeastern.

Sharon Clifford '70, married to Derek Knudsen, Harvard Law '69.

Debby Shapiro '73, pinned to Fredrick 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 work their way out of poverty in America now requires at least the prior assumption that they will be able to get work if they seek it. The facts 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 Bureau of Labor Statistics are a compilation of the number of able bodied civilians over 16 who have sought work during the previous four-week period. Thus, when we learn each month that about 3 million persons (almost 4% of the total possible laboring force) are unemployed, we also learn automatically that they had tried to find work and could not. Furthermore, the manner in which the figures are compiled means that an accurate count is never taken of the unemployed who do not seek employment. If the figures available are analyzed along racial lines we find that non-white Americans are unemployed at the rate of 8% (6% is considered the official recession rate for the labor force as a whole). Among certain age groups in cities i.e., non-white males between 16 and 20 years of age, unemployment often runs as high as 26.5% (the worst rate for the labor force as a whole during the Depression was 24.9% in 1933). These figures do not support the notion that work is available for all those who want it. Yet, Mr. Nixon makes no mention of the possibility of providing jobs for the millions, who the government's won statistics tell us are looking for employment.

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 year recommended that a minimum of 1 million new jobs 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 for 5.3 million new jobs in the public sphere alone.

The campaign promises that earned the President his 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 employment. 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 this potential saving for 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 dilemma, the President in his welfare speech, temporized and offered the poor the Protestant Ethic warmed over. Whether or not the poor would appreciate that, he was quite certain the middle class would; and, he was right.

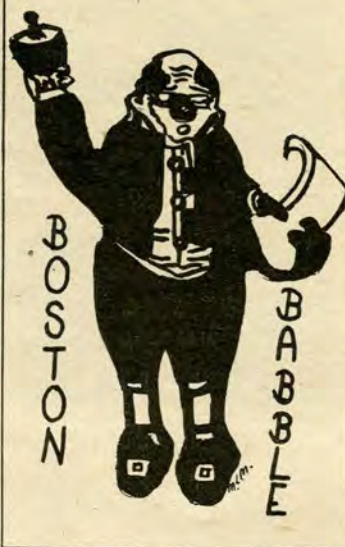
(1)

Mr. Nixon subsequently proposed a 10% increase in social security benefits to begin in April 1970 with automatic cost of living adjustments to be made from that point on.

(2)

The data on unemployment that I will cite are derived from the Bureau of Labor Statistics as reported in the *World Almanac* for 1968 and 1969 and from the *Report of the National Advisory Commission on Civil Disorders* (Bantam Books, 1968).

Boston Babble



by Judy Mandell

This column is designed to inform its readers about the important cultural and fun things that come up during the year.

Tufts University
Lecture Series

November 12 - former U.S. Attorney General Ramsey Clark.

November 19 - Rev. Jesse Jackson, director Operation Breadbasket, Chicago.

All other November speaking engagements are to be announced at a future date: Bayard Rustin and author Michael Harrington, in conjunction with the Young People's Socialist League.

February 3 - Dr. Benjamin Spock, author and Vietnam War critic.

March 2 - Dr. John Knowles, director of the Massachusetts General Hospital.

The Lecture Series, conducted by a student committee, will be given in Cohen Auditorium on the Tuft's Medford campus beginning at 8:00 p.m. The lectures are free to the public and everyone is invited to attend.

"Adaptation-Next" continues its extended engagement. The comic double-bill received rave reviews when it opened last month, and it is still playing to full houses at Theatre Company of Boston.

Elaine May's "Adaptation" is a hilarious satire in the format of a television quiz show. The hapless contestant begins at birth and plays the game of life through adolescence, college, marriage, and middle-age in an attempt to find the "security square."

What he doesn't know, the games master tells the audience, is that he can call any square the security square, and declare himself a winner at any time.

In Terrence McNally's "Next," a 48-year-old draftee reports for his army physical, to find that his examining sergeant

(Continued to Page 7)

What Is S.D.S.

(Continued from Page 2)

really oppose 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 have supported workers in there various struggles, e.g., Calif. Grape Boycott, Gordon Linen Strike, Morgan Memorial Strike, Transit Workers' Wildcat in Chicago, and the Curtis Brothers 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 expose the way it uses its workers and students to get by cheap—real cheap.

SDS is having nation-wide anti-racist actions in November to build fights against racist courses, racist hiring practices, cop institutes, university expansion in Black neighborhoods, and in support of Black campus workers. Black 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 struggles of Black people, and WIN WHITES TO AN ANTI-RACIST VIEWPOINT.

Over the past few years SDS has helped to expose to masses of students who really runs this country—who is responsible for WAR, RACISM, and EXPLOITATION. Many of these same men are allied with those guys who run colleges all over the U.S. These people together have found marvelous methods of installing 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 come here to become part of the same class that is consistently being screwed. In realizing this—we can ally ourselves with other workers in order to fight against Bosses. It will be these alliances and actions like them that will have the rulers of this country worried. It will not allow them to cover themselves up with a Moratorium. Our problems do not drop out of the sky. We have Somebody to blame for the war racist and anti-working class ideas. Let's not let them get off the hook. Instead we must build a movement to fight them!

U. S. GET OUT OF VIETNAM NOW—

NO NEGOTIATIONS
FIGHT UNIVERSITY
ATTACKS ON THE PEOPLE
FIGHT RACISM—BUILD THE
NOVEMBER ACTION.

TALK BACK

As a result of Forum II Day last spring a feedback consulting group meets with the President approximately every three weeks.

Membership consists of students and a member of the faculty, Mrs. Lucy Ulman, Assistant Professor of Education, who indicated interest in the activity.

The student members are Roberta Crafin, '70; Sherri Natkow, '70; and Cherly Rust, '71. Mrs. Miriam Ritvo of Boston University serves as outside consultant to the group.

Its purpose is to provide Don with information relative to his performance as president of the College. The group has already met twice. Members of the Committee, as well as the president, would welcome any comments from students, faculty and administrators.

Europe on 5 c

(Continued from Page 1)

Other free services include 5-country orientation (4-days, all accommodations covered by the scholarships), free comprehensive health and accident insurance for 90 days and a free set of LP language records and manuals.

Students only register with and join ASIS for this all inclusive program which is open to all students. Free material may be obtained by writing directly to ASIS, 22, Ave. de la Liberte, Luxembourg City, Grand Duchy of Luxembourg requesting their new Handbook explaining the free services covered by the new scholarships and containing listings of paying jobs available in Europe, registration and application forms, European train schedules with prices, Student Discount Card application, travel tips, scale map of Europe, mileage and other charts and photos of former participants studying, working and traveling in Europe. However, each inquiry must include \$2 to cover the cost of overseas handling and airmail postage.

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Boston Babble

(Continued from Page 6)

is a woman. He tries desperately to convince her that his induction is a ridiculous error, but she is equally convinced that "The United States government does not make mistakes."

Mail orders are being accepted for the extended engagement of "Adaptation-Next." For further information, contact Theatre Company of Boston, 136 Mass. Ave., Boston, or phone 426-6609.

Ah.. So Good

There's a touch of the Far East even here in downtown Cambridge. Great Japanese cuisine can be found at the Tempura Hut, 7 Mt. Auburn Street (two minutes down towards Central Square from Tommy's Lunch).

The Hut serves four kinds of Sukiaki: beef, chicken, shrimp, and vegetable. All dinners include soup, a special cucumber salad, rice, and fortune cookies (which are guaranteed to lie). All entrees are reasonably priced at about three dollars a person. The meals are served in the traditional Japanese style; sans shoes and sitting on cushions at low tables, where food is prepared right before your very eyes. The quiet, intimate atmosphere is very conducive to romance and relaxation. The waitresses are charming and are dressed in the customary Japanese kimona.

If Lesley food is getting you down, and you are looking for something novel and truly a delight to the tastebuds, try the Tempura Hut.

Primitism Alive in Medford

MEDFORD, Mass.—Andrea Guida will hold his first American showing of paintings and drawings at Wessell Library, Tufts University from November 16 to December 1.

Formally exhibiting in Rome, Geneva, and Zurich, Guida's style has been aptly described as infused with a quality of primitive archaism and religious melancholy.

His two-dimensional linear patterns reflect, by means of attenuated people, buildings, and thinly covered canvas, the privations of his youth in Southern Italy in the 1920's and 1930's.

Even the marriage scene in a recently completed gouache lacks gaiety. When questioned about this, he said "I am unable to change the mood of my work, despite the continuing development in my technique, my subject matter, and my composition."

Guida's paintings express a reserved, Gothic atmosphere with reference to early stained glass windows such as those in the Bourges cathedral.

The public is invited to the exhibit opening, Sunday, November 16, 3:00 p.m. to 5:00 p.m. in Wessell Library. Sponsored by the University 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.

What's Your Price?

Arthur Miller's new play, "The Price," is the latest of an impressive series of dramas which over the past twenty years have made him one of the foremost American playwrights of our time. He won the Pulitzer Prize and the New York Drama Critics' Award with "All My Sons." "The Crucible" brought him a "Tony" Award. His other plays have included "A View from the Bridge," "After the Fall" and "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 Micheal Strong, Betty Field, Shepperd Strudwick and Harold Gray.

"The Price" ran for a year on Broadway, and also enjoyed a long and successful London engagement. Praise was lavish on both sides of the Atlantic. Clive Barnes, of the New York Times, found it: "A great evening in the theatre." Herbert Kretzmer, writing in the London Daily Express, called it: "A marvelous evening in the theatre."

"The Price" is an enthralling work by our leading dramatist, played to the hilt by four excellent actors.

A MYTHICAL QUEST..

(Continued from Page 2)

—(Nietzsche - *Die Frohliche Wissenschaft*). There will be a man who has the good conscience of being human, 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 mythless life, is to be changed without being replaced by another deadly one, men must learn to develop a new sensibility and theory of their own life and that of things.

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Vietnam Moratorium

(Continued from Page 3)

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

I spent much of the two hour march 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 come to understand the evil of this particular war, but rather had felt the bitterness and pain of fighting beside friends in previous wars? If practically all I knew of college students was that they were young, impetuous and often unruly would I be so respectful of their nationally organized attempts to direct the policies of older statesmen and politicians? The only

answer that seemed fitting to me was - "Thank God I have not experienced the immediate suffering, that I have not been imbittered, that I have not been deprived of the experience of college, but, most of all, thank God that I do have within me the power to contribute to and support organized, respectable and democratic attempts of my deliberating peers who seek to end a war which only continues to causelessly embitter, torture and thwart the lives of too many."

The wide-spread attendance of students and members of communities to "teach-ins" and other such preparatory events I feel is another highly commendable outcome of the moratorium. It was organized in such a way as to inspire the reading of pertinent literature, the participation in debate and discussion and general involvement in public commentary resulting in a considerably higher understanding of opposition to the war. I believe that these opportunities to become more knowledgably critical and deliberate are greatly responsible for the overall tone of peacefully organized commitment.

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 divided among majors in French, Literature, Social Sciences and Mediterranean Area Studies. (They are not available to students enrolled in the I.A.U. Summer 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 Marseille 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 hours 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 Bon-pasteur
13 - Aix-en-Provence.
Telephone:
(91) 27.82.39



THE LANTERN

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Bach, Stavinsky And Offenbach

by Nancy Greenwood

The Boston Symphony Orchestra Student Organization held its first meeting of the 1969/70 season in the Cabot-Cahners Room at Symphony Hall on Tuesday, October 7th. Formed in the fall of 1968, the Student Organization is comprised of representatives from colleges in the greater Boston area. The group has been asked by the trustees of the Boston Symphony Orchestra to help inform the student community about the activities of the Orchestra and 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 to hear the orchestra at Symphony Hall for only \$1.

The Saturday evening "rush" seats are sold on a first-come, first-serve basis beginning two hours before the 8:30 concerts. The Boston Symphony Orchestra has set aside 150 seats for each of its 24

KING LEAR AT LESLEY

Shakespeare's *King Lear* in Lesley's amphi-theatre is a real possibility the coming spring. DR. Leslie M. Oliver has announced his intention of staging the drama as a climax to his course in Shakespeare next semester. A date for the performance has not been set, but it will be a day-time performance, like those in Elizabethan times, beginning about 1:00 p.m. on a Tuesday or Thursday in the middle or late May. It will not be a part of Parents' Weekend. Dr. Oliver hopes that all activities, meetings and even classes will be suspended for this important event.

All parts in the drama will be played by Lesley students enrolled in Eng 216 or 418. The one exception will be the part of Lear himself, which will be played by a man, probably one selected from the faculty.

Dr. Oliver suggests that students interested in these unusual dramatic opportunity should plan to enroll in one of the courses, and should see him.

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 Rehearsal Series, chamber music concerts and regular series were discussed and will be made to the orchestra's management in the near future. Anyone who is interested in this program or who has any suggestions, may get in touch with the Lesley representative, Nancy Greenwood.

Curtain Up

by Loisann Brookman

Curtain up! No curtain. Light the lights! Only have three. So begin the first Studio Night put on by the Drama Club. Al Brower set up what lights we had. Add a couple of platforms to the gym, the performers and fifteen people in the audience, and that's a Studio Night: an informal evening of getting acquainted with the

Drama Club, or just doing a favorite act or song or reading.

Beth Carolin and Mary Ann Dorgan welcomed the audience with "Consider Yourself One of Us." Beth then sang "Where If Love," alto from *Oliver*. Sabra Cole then read "The Night the Bed Fell" by James Thurber. Kathie McCaffrey did an excerpt from "A Raisin in the Sun" by Lorraine Hansberry. For a change of pace Ellen Yaffee sang three Peter, Paul, and Mary songs, "Leaving On a Jet Plane," "The Great Mandella," and "Betty and Dupree." The evening came to a close with Elayne Fleischman reading selections from "Quiet Places."

October 8 was the date of this first studio night. Another is planned for January. If you would like to participate contact Mr. Brower. If not, come and see and relax and enjoy.

MORATORIUM CAPSULIZED

by Nancy Voger

"Now is the time for all good men to come to the aid of their country men..." Vietnamese, U.S. soldiers Viet Cong...? Get the HELL out of there...October 15...peace, love, freedom...doves...hawks...marches...peace is the only way...come to the aid...stay in Vietnam ...speeches...Sen. McGovern...100,000 people...largest crowd in the history of the Boston Commons... reflections in a peace-loving eye...paint it black with a white dove of peace on it...take your pick...war and fire...peace and freedom... will there have to be a Nov. 15?...Stop the war in the name of Peace.

A PROPOSITION ACCEPTED

by Rosalie Berkowitz

The Proposition, a relatively new 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.

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 354-8395.

Peter, shut your beak!

If Peter Siegle caught the measles, so would every girl on campus!

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Class of 1973

Leslie Aitken	cousin	Priscilla Aitken Carter '65
Sally Brenner	cousin	Nadine Brenner '72
Edwina Canavan	cousin	Lana Canavan DeGuglielmo '65
Nancy Doyle	sister	Diane Doyle Rolfe '64
Martha Epstein	niece	Charlotte Berg
	cousin	Norma Oppenheim Skoier '52
Joy Ford	niece	Sheila Goodman Hellinger '60
Adrienne Golden	cousin	Barbara Joyce Cohen '66
Maryjane Heymann	cousin	Ronnie Sofogenko '65
Kathi Hillman	sister	Sandra Hillman '69
Marlene Jaffee	cousin	Rhoda Scholnick Smolensky '64
Marlene Kaplan	cousin	Susan Kaplan Harmen '67
Nancy Katz	cousin	Evie Katz '71
June Lebow	sister	Marjorie Lebow Perlman '68
Brenda Moskowitz	cousin	Virginia Dorne '69
Louise Nelson	sister	Susan Nelson '71
Candace Palter	sister	Rochelle Palter Rashotsky '65
Phyllis Paul	cousin	Lois Paul Sholtz '62
Bette Rudnick	cousin	Merle Royte Nelson '57
Ilene Salo	cousin	Joanne Hecht '67
Deborah Shapiro	daughter	Lorraine Blondes Shapiro '42
	niece	Evelyn Blondes Lamb '48
Susan Solmonson	cousin	Tobie Solmonson '69
Phyllis Waltman	cousin	Regina Rosenbaum '67
Cynthia Whittemore	cousin	Carol Stewart '70
Elizabeth Williams	niece	Eleanor Williams Manning '49

TRANSFERS

Jane Gordan	cousin	Marjorie Wolbarst Smith '58
Katherine McDonald	niece	Elizabeth McCarthy McDonald '52
Darlene Sala	cousin	Susanne Scheps Levine '62
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For Love of Science

(Continued from Page 4)

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