

Lesley University

DigitalCommons@Lesley

Lesley Newspaper Archive

Special Collections and Archives

3-25-1971

The Lantern (March 25, 1971)

Lesley College

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

Recommended Citation

Lesley College, "The Lantern (March 25, 1971)" (1971). *Lesley Newspaper Archive*. 109.
https://digitalcommons.lesley.edu/newspaper_archive/109

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



*Sounds of laughter here comes sunshine,
Smiling faces around.*

They possess you bless you sunshine,

Now you can never let them down,

I say sunshine, sunshine, sunshine.

"Sunshine, Sunshine"
James Taylor



Student Papers Under Fire For Printing Abortion Ads

William A Sievert

The publishing of advertisements in campus newspapers for abortion referral services has caused almost as much controversy as the services themselves. Student newspapers on at least eight campuses have come under fire for accepting advertising for abortion counseling and referral.

Joseph L. Knutson, president of Concordia College in Minnesota, has suspended **The Concordian** and dismissed the paper's editor, Omar Olson. Augsburg College, in Minnesota suspended the mailing of an issue of its student paper, **The Echo**, fearing that an abortion advertisement might be illegal.

The Student Voice at River Falls State University in Wisconsin was ordered by the administration not to print advertisements for abortions and contraceptive counseling.

The Index at Niagara University a Catholic institution at Niagara Falls, New York, has been reprimanded

for running an abortion advertisement.

The regents of University of Georgia and the trustees of Ohio University have considered taking action against student newspapers running similar advertisements.

In both cases the decision was left to the student editors, and both papers continued to run the advertisements. However, the Ohio University Post, in its editorial columns, has cautioned its readers that the abortion and referral services are expensive and that free counseling is available elsewhere.

The abortion referral services, which use campus newspapers extensively for their advertising campaigns, arrange legal abortions in New York state. Their fees go to well over \$100 for the referral service alone, not including the medical costs.

The same service is available free through local Planned Parenthood offices, lo-

(Continued on Page 4)

Message from the President To Lesley Community

Colleges across the country are experiencing financial difficulties. At many institutions enrollment and contributions are declining while the educational costs per student continue to climb.

Although in a stronger position than many of our sister institutions, it is essential that we keep Lesley financially strong. Obviously, the time to prepare for a possible storm is before it strikes. Our usual response to increased costs has been to increase charges to students. For example, two tuition increases have been announced in the last two years. During the same period, inflation also forced room and board increases.

Complicating the College's financial picture is the unsettled attitudes of students here (and elsewhere) concerning their staying in college, or, if they are prospective freshmen, their ap-

plying for admission. To date our applications for admission are lower than they were a year ago. Although this does not necessarily mean we will be accepting fewer freshmen, it does indicate that enrollment is unlikely to increase in the near future.

These factors make obvious Lesley's need for economy and flexibility if it is to continue to provide quality education at reasonable cost. In keeping with this need, the Executive Committee of the Board of Trustees at their March 9 meeting took the following action:

- 1) froze all administrative and academic salaries for 1971-72 at their 1970-71 levels;
- 2) urged that all feasible economies be taken to preserve the financial integrity of the College;
- 3) temporarily froze tenured and non-tenured status

and directed that a faculty-administration-trustee-student study be made of viable alternatives;

4) affirmed its vigorous endorsement of provisions presently operating at Lesley to protect **academic freedom** as outlined in the **Regulations of the Board of Trustees**, Chapter 5, Sections 4 and 5, and approved the Amendment to Chapter V (Section 7), as passed by the faculty February 5, 1970, so as to assure non-tenured faculty through "due process" provisions full protection in their exercise of academic freedom;

5) directed that tuition for 1972-73 not be increased over that presently set for 1971-72.

All faculty members who would like to discuss these matters further are invited to meet with me Thursday, March 11, from 12:30 to 1:30 in the Psych Lab.

SANCTUARY

By Jeryl V. Proce

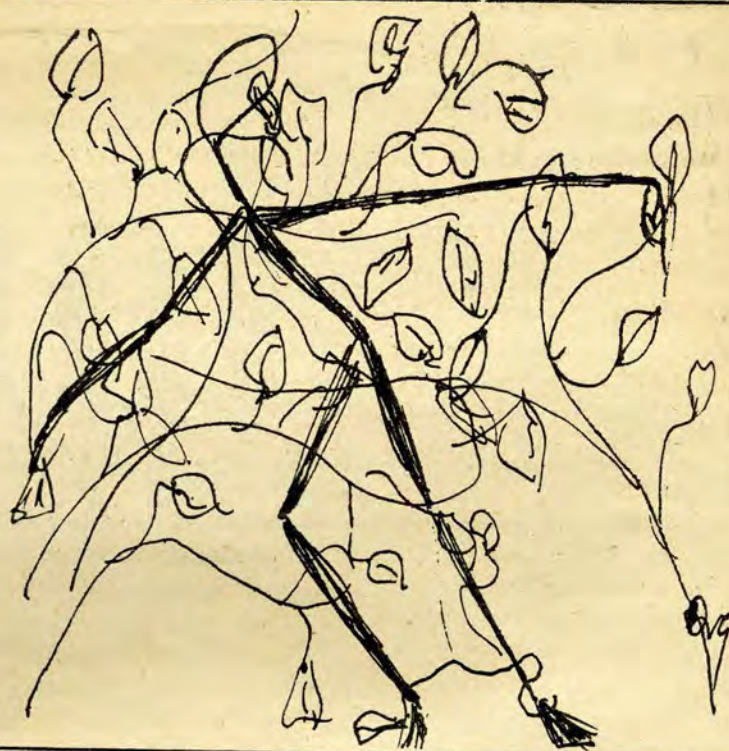
Ivy vines shade the long standing archives of knowledge from the sun. I hear the battering at the doors disrupting the transference of thoughts from Aquinas to me. I want a place to meditate, by the coolness of the stream or quiet pond, safe from the static interference of the teeming world. Enough of streets, of clamoring hordes and social disorder. I must get away and disentangle myself from the midsts of society . . . to a place where I am free from blurred or fractured images. I need a wall of immunity, a screen to filter out the impurities and give an unobscured view of past and future.

Ah, to tread the scholars way and breathe life into misty pages. Here I can relive the Trojan War with din of battle and heroic deeds, hear Mozart playing and follow the intricacies of Byzantine art. I need time and

leisure to discuss the questions of time and space, of nature and live, of social order . . . without troubling about the immediate consequences of answers.

Who are these overeager newcomers that threaten my quietude? What manner of chant are they entoning? Accompanied by such strange gestures, they are beckoning me to come look at the horror and ugliness of the world, to rub my nose in it.

Why did they track mud into my sanctuary in the name of learning? Perhaps I must seek solace elsewhere. Like lemmings they tumble over one another in their haste to discover relevance. Must everything be relevant? Am I tired of it. Where can I go now that they have torn down the walls? I feel crowded . . . Coerced.



Why Don't You Read This And Learn Something

By Debra V. Greenberg

What has happened to the plans for the new campus Dr. Orton?

That question had been plaguing me ever since the bids were first turned down. I was sick of hearing all kinds of rumors from various unreliable sources, so I decided to ask the one who supposedly could give me all the answers — Dr. Orton.

I started my question by writing a note to the President saying simply — "What happened to the plans for the new campus?" — I received a note the following day advising me to talk to the President during a "Meet the Pres.", or please make an appointment to see him. First I tried "Meet the Pres." and received a complete run around. That made me angry so I went to make an appointment to see him privately. Obviously, I was expecting another run around thus I went with a defensive attitude.

I was never so pleasantly surprised to find a man who was willing to tell me all the facts as they stood and as they knew them — and

that's exactly what happened for one and a half hours — no Bullshit!

My first question was why if you had started planning a new campus in 1964, there is not one building knocked down, no less a new one to replace it. A very lengthy description of what took place from 1964 until now was my reply. I shall briefly relate the most important facts.

Between 1964 and 1966 the faculty, students and administration planned what they wanted from this new campus. The rough plans were then submitted to the architects and in 1966 they came up with what is presently known as the "new campus".

The next task was to start raising the money to build this three phased dream. This proved to be the most difficult task and took the most time. Finally in about '68-'69, Lesley was promised a tremendous gift from the federal government (meaning it wouldn't have to be paid back). A loan from the federal government and var-

ious other monies from sources. Now they were ready to send the plan to the contractors, but there was a runin about having twenty percent minority workers employed by the contracting companies. There were disputes, moral and practical issues arose. The students and faculty formed a block and refused to allow contractors to start any building. The cry then became, Lesley should stick to its moral issues or to hell with the new campus, we don't need one. Dr. Orton was then faced with a practical issue — accreditation. He hesitated on whether to bring this point out because he was afraid that what has already happened would happen — panic and so it did happen.

He then proceeded to explain step-by-step what accreditation was, how you get it and how you lose it.

1. Every ten years a college is evaluated and expected to meet the requirements of the Accreditation Assoc. for our purposes the following occurred:

In 1963-1964 the accreditors paid us a visit and severely criticised us on a) science lab facilities b) library c) gym. I'm sure they could have added more but they were kind and gave a warning to remedy this situation. They will return in '73-'74 obviously expecting the wrongs to be righted.

We already know Lesley planned a new campus and we are aware that it hasn't been started yet — Next question — What happens in 1973-1974 when they return and find the gym, library and labs in the same condition — do we lose our accreditation? (This is assuming the worst).

NO — In 1973 they would

(Continued on Page 4)

Workshop at Medford High Message from the Education Faculty

By Mark Spikell

On Monday, February 22, seven Lesley sophomores and juniors conducted a Mathematics workshop for Medford High School students and teachers. The workshop informally titled "Fun with Mathematics" was designed to acquaint Medford High School's Mathematic Club with the concept of a Mathematic's Laboratory, the type of problem solving appropriate to the laboratory approach, and some of the materials to be found in the Math lab.

Lesley students presenting the Workshop were, Debbie Solomon, Cheryl Young, Denise Greenspan, Libby White Ann Landau, Barb Lightman, and Beth Zatuchni. Working with small groups, each Lesley student presented various manipulative materials to her group and guided participants through a variety of explorations. Among the materials included in the Workshop were; attribute blocks, Sorra cubes, Tangrams, Think-a-Dot, Dr. Nim, Switch-em, Hi-Q, instant insanity, The Triangle Puzzle, Three Dimensional Tic-Tac-Toe, Kahla, and the Cubic Maye puzzle.

The workshop was conducted at the invitation of Mr. Michael Antone, coordinator of Mathematic K-12, and Mr. Roger Close, chairman, Mathematics Department of Medford High School. Originally scheduled for a one hour session, the workshop lasted for two and a half hours to the delight of all participants and discussions are underway for a repeat performance next term.

A number of workshop programs are being planned for a variety of Boston area elementary, junior, and senior high schools. It's a great opportunity to see a Mathematics laboratory in action and to gain some first hand experience in planning and presenting valuable Mathematics programs.

The Education Faculty has been considering the possibility of instituting Pass-Fail grading for the three semesters of Core at Lesley. However, an informal poll of some freshmen and two sections of Core III indicated that some freshmen would prefer to have grades in Core, some juniors want Pass-Fail and some want to have the option of asking either to be graded or to take a Pass-Fail. On this basis, it did not seem to us to be sensible for the Education Faculty to institute this reform without strong student sentiment in its favor.

Why we like the idea of Pass-Fails

We see this as a way to remove artificial grading pressures and to stimulate all of us to become more involved in professional growth. If they are not working for grades but rather for self-improvement, students will have more freedom to experiment and more motivation to change in ways that are relevant.

Pass-Fail should include evaluations

We feel that a Pass-Fail system will also have to include some method of evaluation which will help a student to understand her strengths and weaknesses so that she can continue to grow. We feel that grades (including Pass-Fail) do not give the kind of evaluation that is helpful to the student, and we would propose in addition to the Pass-Fail ratings, one or more of the following:

(a) Student evaluates her own growth as a teacher and confers about her evaluation with her instructor.

and/or

(b) Instructor writes a paragraph or more for each student describing her performance and accomplishments during the semester. This becomes part of the student's permanent record and can be read by an employer

(Continued on Page 4)

The LANTERN

Undergraduate newspaper published by the students of Lesley College, Mellon Street, Cambridge, Mass. 02138 Published every week during the college year, exclusive of vacations and examination periods. The Lantern is independent of the control and financial support of Lesley College, it's faculty or administration. Printed by Antioch Publishing Company. Subscription by mail \$5.00 a year. Advertising on request.

Editor-in-Chief — Jeryl V. Proce

News Editors — Mimi Packman, Janet Formicola

Art Editor — Debbie Greenberg

Rewrite Editor — Michele O'Leary

Circulation Editor — Marlene Sands

Layout Editor — Janet Weiner

Review Critic — Debbie deGraffenreid

Secretary — Carol Vena

Business Editor — Janet Gary

Literary Editor — Trisha McLaughlin

What To Do When Stranded

Two weeks ago during my weekly pilgrimage up to Cornell University, I found myself in a position I had never been in before. The weather wasn't too good on Thursday morning at 10:30, my time of departure. That was not going to stop me though, nor the person who was driving. He had to go up to Corning, New York for National Guard duty, and no excuses were valid. There was another girl from Lesley along also. The entire trip usually takes between 5 and 6 hours. Since we started out at 10:30, and the weather was bad, we expected to be about two hours late. Our predications proved wrong, quite wrong. At 2 in the afternoon the Thruway closed down. The only times the New York Thruway closes are in times of great emergency. The last time was two and a half years ago when most of the country was on its way to Woodstock via the Thruway.

Well we got off of the road in Amsterdam, for those of you who don't know, Amsterdam is about 40 miles away from Albany which is the half way point of the trip. We got on scenic route 5. At four o'clock we were stopped dead in our tracks. We waited and continued waiting in a line of about 20 cars for two hours. At the end of that time we found out that the tractor trailer that had overturned blocking the road could not be removed and the road was closed. At 6:30 we found ourselves in Ernie's bar in Canojerhari, about 40 miles from Utica, which is about 100 miles from Syracuse, which is an hours driving time from Utica, our destination. . .

The good people at Ernie's told us about THE FIREHOUSE. . . Every year when there is a big storm like this the townspeople open up the fire house to the public. They give free food, and a place to stay for weary travellers who can't make it through the storm for various reasons. Well we walked up the road to the firehouse.

We found about 50 other people there. They were giving out soup and beef stew, coffee, tea, soda, beer, and cookies. There was a color television, a pool table, playing cards, chess sets, a piano, and sleeping bags for about twenty. As the night wore on more and more people came in. There were freaks mostly from Boston, traveling salesmen, greasers, and straights. Everybody was doing things together. It was quite communal. People

(Continued on Page 4)

The mood of the editors meeting at the University of Colorado for the eighth annual congress of the U.S. Student Press Association was cautious and introspective last week. As Robert Widrow, an editor from the State University of New York at Cortland, remarked, "Only a year ago, everybody would have applauded at every mention of the word revolution." Now they stop and say, "Let's think about this first."

This does not mean that the editors — some 300 were on hand — are ready to withdraw from political action. Some of them picketed the Rocky Mountain Arsenal near the Denver Airport to protest against chemical weapons they believed were stored there. Others held seminars about organizing rent strikes. And many cheered an underground film that showed Berkeley's students throwing tear-gas canisters back at the police.

But as the week's seminars and workshops dragged on, it grew increasingly clear that beneath the protests and the rhetoric the majority of editors advocated a moderate approach to problems, on campus and off. A social revolution, they

realized, calls for a program rather than a placard. "There is recognition," said Konstantin Berlandt, former editor of Berkeley's **Daily Cal**, "that the revolution may take 20 or 30 years."

Though USSPA often urges editors to cover controversial stories (war research, black studies) that help fuel campus radicals, it is generally more concerned with solving local paper's problems — and the largest of those problems is censorship.

"There's a lot of junk handed out these days about censorship," says Rob Burton, USSPA's executive director and former editor of the University of New Mexico's **Lobo**. "Some students think, for example, that college administrators are becoming good guys and that it's the printers and other students who pose the threat to student-press freedom. But censorship is just as bad as ever — from advisers, administrators, trustees, and state legislators."

Campus censorship, of course, ranges from overt attempts to silence a paper because of its politics to "suggestions" that the paper go easy on four-letter

words. At San Francisco State, acting President S.I. Hayakawa tried to silence the **Daily Gater**, the student paper, by cutting off funds from the student government, its sources of income. Then, when the **Gater** continued publication — and continued to support the student strike that crippled SF State for much of the year — Hayakawa suspended it because he thought it did not "represent all the students." The **Gater** kept publishing anyhow.

WORDS: At the University of Missouri the chancellor threw the SDS chapter off campus when it distributed its underground paper in the student union — with the word "mother----" in a headline. Betsy Barnette, editor of Missouri's **Maneater**, the above ground student paper, says she then wrote a straight news story with the controversial word appearing in the text. The university printer refused to set the type, simply leaving a black space in the story. Miss Barnette, a senior from Buffalo, had the support of her publication board, "but I don't know what the dean of students would have done if the word had been printed."

A Commercial For the Lottery

By Mimi Packman

Next month is The Lottery, no not the one for the draft, but one that seems to be just as important to most girls here at Lesley. A lot of upperclassmen, will no, that's wrong, I don't know a lot of upperclassmen, but the few I do know have been telling me what a terrible time of the year room drawing is. They say friends turn into enemies, everyone gets hurt, and everyone is upset for a long time before and after. Well before this week I didn't even believe it, in fact room drawing was about the last thing on my mind. Lately it seems to be taking up a lot of my thoughts, and making my friends and I rather confused and upset. Its a hard thing to pick out one or two people you want to room with when you have about 10 close friends. I'm sure a lot of girls have the same problems. Naturally its the worst for freshmen because they have the worst chances of all being together. Perhaps something can be done about this problem. Perhaps if a number of girls got together and took all the

(Continued on Page 4)

What is Emerald Key?

By Debra V. Greenberg

"Emerald Key Honor Society members greet visitors, take them on tours of the college, official hostesses for all major college functions, and accompany the director of Admissions to local high schools. Members are selected for their personal graciousness, active interest in the college community and satisfactory academic standing." That is the definition as it appears in the Lesley College Catalogue 1970-1971.

As a newly inducted member of the "Emerald Key Honor Society", I feel there should be more than a few words devoted to greeting visitors and tours of the campus. Many of us who had interviews last year, followed by a tour, were just shuffled around the campus and had very little opportunity to speak to a number of students with a variety of opinions on Lesley as it really is. This is not how I want to see Emerald Key and judging from the other new members they seem to share the same thought.

Emerald Key had a tea for all interested girls who would like to become new members. We were given a brief summary of what Emerald Key was and how it would choose its new members. This year they were going to have any freshman

who wanted to be on the ballot be on it. A preliminary election would be held where the freshman class would check ten names thus narrowing it down.

A final vote would take place which would give the club its new members. This way of obtaining members is much more fair than the way it has been done in the past. They used to have the freshman class officers choose a certain number of girls who they felt met the standards of the Club and then the people who were already members of Emerald Key would vote on the submitted names. It's obvious why the newly adopted way is a better one.

Conversation at the tea revolved around what the girls perceived the responsibilities of giving a tour would be. It was mostly along the lines of 1) more contact with different students' opinions, 2) explaining Lesley's faults as well as attributes, 3) answering questions honestly.

I see Emerald Key as something which should prepare a girl as much as possible for becoming a member of the Lesley community, it's classes, faculty administration, state of campus, opportunities, and Cambridge itself. This can't be done with rush jobs and uninter-

Letter to the Editor

Dear Student Leader:

Eighteen to 21 year olds now have the power to participate fully and effectively in the governmental decisions that determine their futures. Potential young voters must be made to realize this power and to react by registering to vote and by voting responsibly. Only through increased youth (those from 18 to 29) voter participation can we create an irreversible mandate for democratic reforms in education, governmental priorities, the draft, drug laws, conservation laws, taxes, environmental pollution regulations and their enforcement, poverty conditions, equal rights provisions and their enforcement, laws governing the freedoms of speech and assembly, or anything else.

In the state of Massachusetts there are over 200,000 young persons in college who have the right to vote, ested students, giving tours.

Emerald Key holds a very important position within Lesley. Let's not treat it as a joke and just another activity. Emerald Key will be as effective as we see the members of the club and you the students make it.

but first they must register.

With this in mind an organization called Youth Voter Participation has initiated a state wide drive to register all youth in Massachusetts.

YVP is nonpartisan and has the backing of many state-wide organizations as well as many leaders in all political, academic and business fields.

Thus far YVP has set up offices in Boston, Worcester, Springfield, New Bedford and Lynn. We have also arranged for extensive advertising coverage during the month of April, and have coordinators in over 80 towns and cities.

If we are to register a vast percentage of young people we will need the full support of all the colleges in the state, public and private.

Recent census date projects that by the 1972 presidential election there will be 11.5 million voters between the ages of 18 and 21. An elected official will listen attentively to a view if he knows that the holder of that view has a potential vote for or against him.

Yours truly,
William M. Burke
Director
Youth Voter Participation

Student Papers Under Fire

(continued from page 1)
cal Family Planning Information Service in New York City, the Clergy Consultation Services on Abortion,

Lottery

(Continued from Page 3)

rooms in one house, perhaps we could have a lottery of houses not just rooms. I'm not really sure what we can do . . . This is just sort of a plea, get your heads together and see what you can do about changing the system. Also be aware of your friends, a lot of people are going to get screwed by their so called, "friends" during the month. . . WATCH OUT FOR THE OTHER GUY. . .

Message from the Education Faculty

(Continued from Page 2)

to help him understand the meaning of her Pass grade.
and/or

(c) Instructor gives student an oral or written evaluation of her performance, accomplishments, strengths, weaknesses, and growth. This is for her personal use and does not become part of her permanent record.
and/or

(d) Each student chooses one or more instructors over the three semesters who is asked to write a paragraph describing the student's work in a particular Core-section. This paragraph becomes part of the student's permanent record.
and/or

(e) There may well be other fine alternatives.

Since students will be the ones to be most affected, the Education Faculty is reluctant to institute a change in the Core grading procedure without strong student support. We have agreed, therefore to withhold our decision at this time. We urge interested students to get together, discuss this issue and express their opinions to the Education Faculty. WE WILL MAINTAIN THE PRESENT A, B, C, D, F GRADING SYSTEM FOR CORE UNLESS THERE IS STUDENT-INITIATED PRESSURE FOR CHANGE

with offices in 32 states, and non-profit groups set up on many campuses.

New York is studying the question of whether the operation of the profit-making referral agencies should be regulated by law.

Some editors of student newspapers are awaiting opinions from states on whether advertisements for the services are illegal. Editors Connecticut, Minnesota, and South Dakota have stopped running the ads pending decisions. Student editors report that most of the controversy surrounding their publishing the ads stem from legal questions some say moral considerations also are involved.

1970 MG Midget For Sale
12,000 miles — in excellent mechanical condition.
Need money for school—MUST SELL — to Best Offer!!
Call Dave at 734-0848

Classifieds

The LANTERN announces Free Classified Advertising Service for all Lesley Students (Day and Evening.)

Very few people stop to read all of the notices on every Lesley bulletin board, but nearly everyone reads the LANTERN. Take advantage of this free service offered only to Lesley students, faculty and administrative personnel.

All ads must be typed on a 3x5 card, just as you would like them to appear in the paper. Also include your name and address for our files.

All ads should be delivered to the LANTERN office in person or in the LANTERN mailbox.

All ads must be in our hands one week before publication dates, listed below.

It must state for what publication date you would like to have your ad printed. If you want the ad to run more than once, submit one card for each time you want the ad printed.

Publication dates: April 5, April 19, May 3.

Any and all ads may be rejected, subject to approval of the LANTERN.)

Stranded

(Continued from Page 3)

shared extra blankets, dog food, guitars, and thoughts. One man had an expensse account, so he went out and bought a case of beer for anyone who wanted it. The police department was located downstairs and every once in awhile they would even come up to see how things were going. Well, we could have done with out that. There were two pregnant women there, a boy who needed an insulin shot before 8 in the morning, people going as far West as California, and others just going as close as 15 miles. There were two large rooms, one for eating and watching television, the other for sleeping. Well thngs got a bit mixed up. People were eating, playing guitars, and talking in the sleeping room and visa versa, but everything was cool. Most people went to sleep about one or two in the morning. Waking up was not up to any one person in particular. The dogs and early risers had a lot to do with it. I woke up at 6:30 definitely expecting the roads to be opened. breakfast which they provided, of donuts and coffee, watched Popeye and The Little Rascals, and went back to sleep until someone stepped on me. By that time it was 11:00. There wasn't much to do so everyone was just sitting around and talking. We all got to be pretty close during the twenty some odd hours we were all together. Rumors were flying about how the roads were opened, everyone would rush downstairs as one huge mass, but all the roads remained closed. At one in the afternoon Route 5 opened up. Everyone heading west would be leaving. We all exchanged phone numbers and bade a fond but happy farewell.

The point of this story is to inform you, the students of Lesley what to do when stranded, and how to prepare, in case you feel you might be.

1. Bring a sleeping bag with you whenever possible.

2. Always have some form of entertainment with you, you might not be as lucky as I was.

a. a musical instrument if you play.

b. a good long book.

c. some knitting or sewing.

3. Bring some canned food.

4. Always keep a positive attitude about what could have happened.

5. Always bring a friend. It might last longer than you think.

Read This and Learn

(Continued from Page 2)

evaluate the campus, curriculum etc., go back to the accreditory council and report their findings. In 1974 we would be given **Provisional Accreditation** — and would have another 5 years to get this place in shape. If when 5 years have passed and nothing has been done — then we would lose full accreditation.

Provisional accreditation is like being on probation — for all purposes, the girls that would graduate during this probation period would graduate from a fully accredited college — there would be no effects on getting a job or worry that the diploma is no good. But as I said thats assuming the very worst happens.

Our present state is this. The first phase was put to the contractors to bid on. Lesley had a budget of 4.1 million dollars the lowest bid from a contractor came in at 5.1 million dollars. Lesley could either try to raise another 1 million dollars or try to cut down on the new campus. The decision was to cut down on the campuses plans. They went into meetings, which are still going on, and decided to cut out the underground garage, change from gas to electric heat and simplify the architecture on the residence houses. This is supposedly going to bring the cost down about one million dollars.

The final plan will be through in April, submitted to the contractors in May, and their prices on the bids will be returned in June. If all goes well they would break ground in July and approximately 18 months later phase 1 would be finished.

You must be wondering what will happen if it doesn't go through — well, so was I that was my next question.

Before I do that I think a few things should be known.

1. Why so extravagant a campus?

2. Where are you placing your priorities?

Dr. Orton's answers to these were along the lines of — We have a philosophy of living and learning and we wanted to intergrate that philosophy into the Lesley community. We felt this campus we planned does just that. The government and the trustees are really impressed by this philosophy and how we are going about instilling this in our college. In fact the government will only give us money if we build this exact campus. The trustees had a dream to believe in and its a good dream — we will lose a lot of backers if these plans

don't go through.

The conversation then swung to exactly what does Lesley have, and why not add to it rather than destroy it? For the sake of philosophy that I feel is already in working condition because of Lesley's population alone. From there on it was a conflict of values and if a campus's appearance could outweigh an excellent reputation in teacher education. Build up your strength in the curriculum, thats how you attract students. He asked me what I would do if I could plan the campus.

I am concerned with 1. time, 2. practicality, not dreams.

1. Take the classrooms building and make the first and second floor a library, a real one.

2. Knock down the walls of the classes on the third floor and add a fourth floor, making science labs.

3. Turn the entire Basement into a gym.

4. Tear down Oxford Hall and build a simple solid classroom building with facilities for a lecture hall in the basement.

5. Renovate the now standing residence homes so they are safe against fire, burglars and anything else you can thnk of.

Well that was Dr. Orton's answer to my question, "What happens if the bids are turned down?" Of course not exactly those changes but it would work along those lines.

It's very unfortunate that there is so much misunderstanding and lack of communication between students and faculty and students and administration and very important faculty and administration.

The whole answer lies in open honest communication on all members of the Lesley community.

Dr. Orton told me that he enjoys and wants very badly to have students see him personally on what's bothering them. If enough of us go out of our way and do it, it will be effective.

There aren't very many other campuses where you can make an appointment with the president and see him within 72 hours — many times less. Take advantage of this opportunity — you'll be pleasantly surprised.

BENCE'S Pharmacy, Inc.

1607 MASS. AVE.

TEL. 876-2002

School supplies, Prescriptions,
Luncheonette



You break it, we fix it.