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"Nice piece of meat"

A Man in the Classroom

There is definite evidence that male participation in the Kindergarten classroom is steadily increasing. To give statistics; there are six men teaching kindergarten in Conn., twenty-nine in Los Angeles and more than fifty men in the greater Boston area. Many male teachers find the need for males to combat the feminist system which dominate the early grades.

Looking at some reasons why there is an increase, we find many young men seeking the draft deferment that teaching guaranteed (until last year, when such deferments were abolished), even if this meant working in the lower grades. The salaries of elementary school teachers equals those of secondary school teachers.

Many theorists insist that the growing influx of men into the grade school classrooms is due to the recent child-development research. These studies indicate that traditional sex differences in

learning (girls outdistance boys in the early grades) disappear in classrooms with men teachers. The male figure has also been said to add to the psychological development of boys (those impartial from broken homes). Male teachers bring a distinct masculine touch to a classroom situation which for many years has been a feminine one. "Men are rougher, louder and more aggressive" says one of Louisville's first grade school teachers. Many men seem less concerned with traditional rules of order and silence than with finding new and better ways to teach.

Parents reaction to male teachers has been positive. Some administrators continue to remain skeptical. Teachers also have a hard time with their public image. It seems as though the old traditional system is being done away with by this recent influx of males into the elementary school classroom.

Message From a Concerned Student

By Irma Gamberg

When it comes down to the crude realities of Lesley College, I think that the majority of the student body is afraid to voice their opinions. I was in this majority until I saw the lack of union, cooperation and contentment that existed on our campus. It is certainly not sufficient enough to talk about grievances if that's how far you plan to go. If our ancestors talked of rebelling against the English Government during the Colonial Era instead of acting directly, we might now all be servants of someone else's will.

This next paragraph might seem to be reiterating
(Continued on Page 4)



Auction at Lesley

By Toni Brodax

For the first time in several years, Lesley College held in White Hall lounge a slave Auction. This was one of the many pleas for funds for the Lesley Lantern. The slave sale on March 3, 1971, raised over 250.00 dollars, which amazed the planners, but added to the financial needs fo the Lesley Lantern.

The slave auction opened with a reading of an editorial written and orated by Jeryl V. Proce. Afterwards the silent bids started. Slaves walked around the lounge with numbers, so that prospective buyers would be able to inspect the merchandise. After the period of getting acquainted, the bids started. The minimum bid was three dollars, plus a fifty cent admission fee. The bids ranged from three dollars to the highest bid of

fifteen dollars and fifty cents. Some slaves were auctioned twice and the Lantern received donations of approximately twenty dollars combined (from the first and second sale).

Slaves were bought mainly by students from M.I.T., Harvard, Tufts and Lesley. Their duties included cleaning rooms, cooking dinners, waitressing and other menial jobs.

The staff of the Lantern would like to thank the following people for their much appreciated service: Lisa Finnerty, Lois Naegle, Ellen Meisel, Patty Cole, Janet Weiner, Judy Frey, Penny Schwartz, Susan Tapper, Cindy Bencal, H. H. Lozen, Amy Weiss, and Martha Grodd. The Lantern would also like to thank everyone who participated.



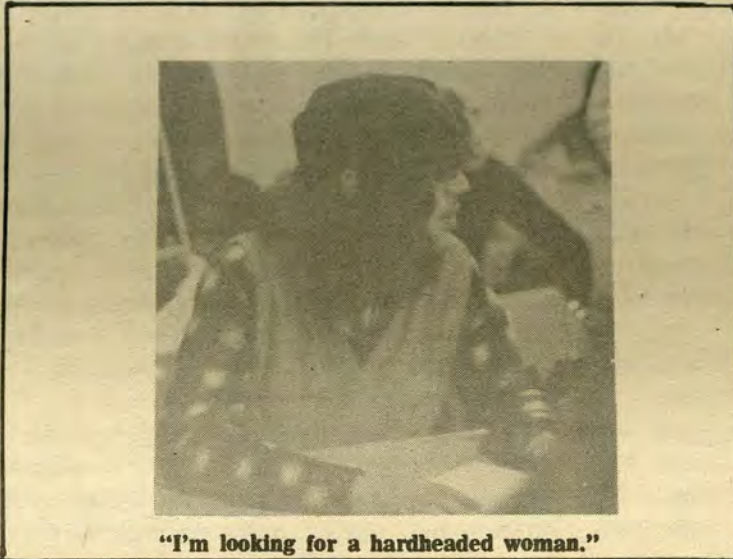
"I wish . . ."

Academic Clinic

There are many people with academic problems at Lesley, but until recently there hasn't been a place to bring these problems and get results. Interested administration, faculty and students have remedied this by forming the **Academic Counseling Clinic**. By this, we mean an advisory as well as a reference service for students and faculty who have academic difficulties or questions concerning their life at Lesley. If your schedule is too heavy and you want to know what you can do about it — come to us. If you are having a problem with a particular teacher and you don't feel you can handle it alone — talk it over with us and we will help you work it out. If you are in doubt as to what courses you must take for a specific minor — we will investigate it for you. If you are a teacher who is having difficulty with a student or group of students, there are faculty and student members of ACC you can share your problem with. When the ACC worked on the problem between the Lantern and Dr. Oliver, it was necessary to interview the parties concerned and serve as the means of communication between them, and we will do this whenever necessary. We will help the members of this college in every way we can.

The ACC has representatives of students, administration and faculty and therefore has access to different points of view. This means that it is not necessary to work with the ACC as a whole — you may prefer to work with students, faculty or administration only, or with a specific member.

If you have an academic problem and would like to bring it to the ACC, please
(Continued on Page 4)



"I'm looking for a hardheaded woman."



"No gentlemen, that is one of the stipulations."

"We Try Harder"

Editorial

The Problem

By Jeryl V. Proce

Stop, Think. Is Life meaningful?

We get up in the morning; we go to classes, to work; we come home, study, rest, go to bed. Tomorrow we begin again. A pattern, a cycle develops without meaning, the result of man's need for order and clarity. We look at the world in search of clarity, but there is no response. The world does not care if it is beautiful or serene, — it is, it exists, nothing more.

Man is a creature for death, the ultimate culmination of our lives. When we recognize this absurdity (which confronts us at least once in our lifetime, although we may not recognize it) we have three alternatives.

The Options

We can commit physical suicide, we annihilate ourselves and the absurd. But man is not supposed to destroy the problem; he is to solve it.

We accept the absurd. After acknowledging its existence we can forget it and continue in our everyday patterns. With this choice we have committed philosophical suicide. By accepting the absurd we have annihilated the problem, but we have also annihilated the intellect.

The remaining choice is to face the absurd squarely and change ourselves by revolt. Intellectual revolt does not promise that life will be worthwhile or rewarding. It does

give one dignity, integrity and meaning. By choosing this avenue there are three results.

The Effects

FREEDOM — There is no preconceived essence given to us by some institution that dictates our lives. Man is freedom. His only restrictions are death and the absurd.

PASSION — We must live the revolt dramatically, with a vengeance. It is not important how long we live, but rather how much we live.

REVOLT — There are two kinds of revolt, active and passive. We encounter active revolts, riots, everyday in the news. Passive revolt is far less obvious. This is intellectual revolt. It creates a corrective tension between ourselves and social institutions.

The Decision

The choice most frequently made is the second, philosophical suicide — it is the easiest . . . but such a betrayal to the dignity of the individual!! We cannot go to work or classes and accept these patterns without question. Every second of our lives is important. What a waste to spend an entire semester going to classes that are dull, meaningless, and have no correlation with life itself. How many courses, how many classes, how many semesters, how many years, how many lives have been wasted already???

Source: "The Myth of Sysephus" by Albert Camus.

Diogenes

Did you know that Lesley College has a Department of Modern Languages?

You didn't? Well, if you consult page 51 of the 1970-71 Lesley College Catalogue, you will discover that there is such a Department and that it offers several courses in French. Listed are ML 203, 204 INTERMEDIATE FRENCH; ML 303, 304 CONVERSATIONAL FRENCH; and ML 411, 412 MAJOR FRENCH WRITERS for which ML 305, 306 is a prerequisite. Of course, ML 305, 306 is not listed in the Catalogue. But then you didn't want to take MAJOR FRENCH WRITERS anyway, did you?? And you can even take ML 460 DIRECTED INDEPENDENT STUDY under the guise of an instructor expert in the field of Modern Languages.

Did you ever try to register for a course in Modern Languages at Lesley College?

Well, don't!! The courses are listed, but not offered. In fact a little research will demonstrate that courses in Modern Languages have not been offered at Lesley College since the Fall Semester of 1968. Naturally, the 1969-1970 Lesley College Cata-

logue offered 6 courses in Modern Languages but at that time the administration understandably may have thought the Department was going to make a comeback. It seems clear by now, however, that at this rate of deletion (2 courses a year) the College may finally be rid of the mythical Department of Modern Languages by 1973.

Putting aside the entire question of the need (and the need is great) for language courses at this College, it is appalling to consider the total misrepresentation present in this instance. As I am sure that no member of the administration has any intention of resurrecting the Modern Language Department, it seems apparent that such courses as are listed remain in the Catalogue purely for the sake of appearances. And I would remind administrators that a catalogue is a legally binding instrument.

The Modern Language Department fiasco seems to be the most blatant instance of its kind in our course listings. But it does make one wonder, as one thumbs through the Catalogue, how many other false courses are listed there that will never be taught.

The Classroom Experience:

We Are All Searching for An Educational Experience

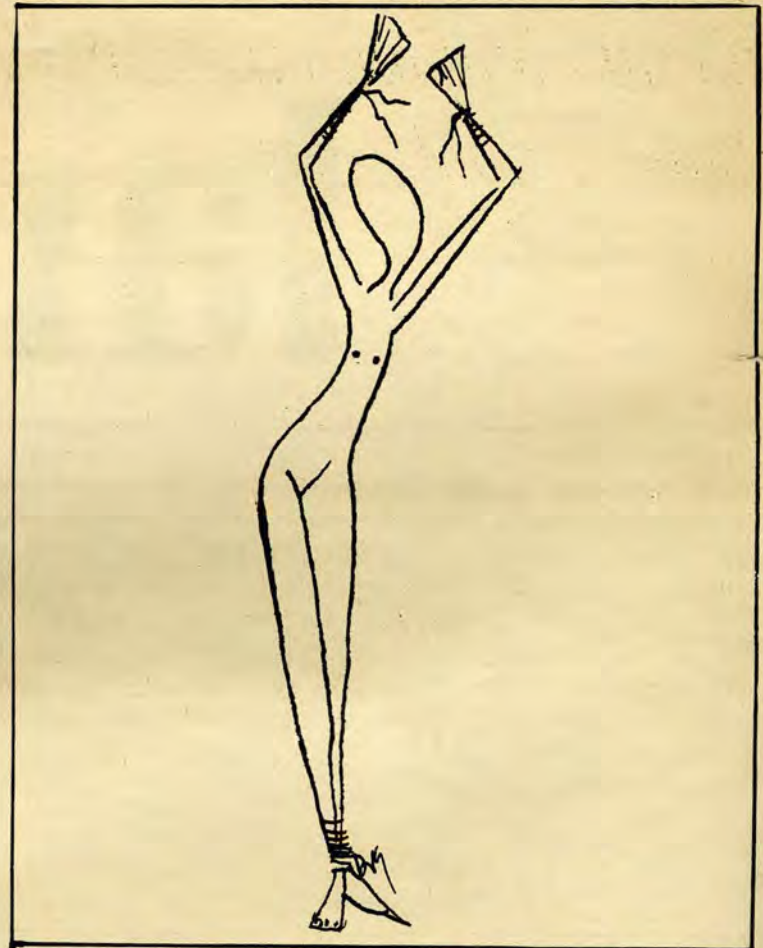
By Jeryl V. Proce

The suggestions given below are necessarily incomplete due to limitations of length and knowledge. These suggestions, however, are made on the premise that 1) an educational experience should be of a more intimate nature between professors and students 2) a complete education requires a more responsible effort on the part of the students 3) a Lesley graduate should feel a great sense of expertise and knowledge in her specific field, and 4) the graduate should leave with an improved ability to analyze and reason, theoretically and logically. Generally we feel that Lesley students should enter as potential intellectuals and not as future homemakers of America.

FRESHMEN YEARS: There should be no distribution requirements. Low level, interdepartmental seminars with small groups should be offered. The freshmen courses should be challenging in order to set the tone of the years she faces. A freshman enters Lesley bombarded by required courses, from which she has fled in high school. She is once again confronted with "requirements."

Freshmen should receive priority for those seminars which might meet once a week for several hours and the courses would be taught with professors from each of the departments involved. The basics of this course could be handled in reading outside of class,

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Two Naked Women

By Nancy Adams

This composition was inspired by two paintings of naked women. The youth I refer to are the girls of Lesley college. They are the people I am in contact with, and I know best their attitudes towards the problems I discuss.

They both hung naked on the wall. Each one glared at me as if I were guilty of starving children, diseased adults, and burned Vietnamese peasants. The orange nude knelt among her colorful pillows, as if to spring on someone who would declare ours a sane society. The other reminded me of a rich broad, liberated and pseudo-concerned because it was the thing to be.

Then I began to dig through my past. It was I who wished to save Biafra, but only because everyone else was involved. All those strenuous dance technique classes I went through, so I could feel creative. Was I as guilty as they? They who wanted to put Beethoven in the closet with all those ob-

scure and horrid composers. They, who were only concerned with now, not the past or future. Were they sincere with their answers too, do you fear nuclear? Or was it a "cool" thing to say yes because only the silent people admitted their guilt of not being concerned and concerned. Why are we hung up on freedom of a sensual nature Do we take the pill because Susie Creamcheese across the hall said it gave the ultimate in protection and pleasure? Or do we take it because WE feel that it is right for us?

They, the two nudes, still stare. Am I to be drawn in by that protestant ethic? Maybe. For nineteen years I have enjoyed the fruits of hard work and frugality. How many of us young adults are ready to leave our material wealth for almost a subsistent level of life? We are guilty of trying to have both. We act and speak freely, but in our minds that material ethic controls de-

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The LANTERN

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Secretary — Carol Vena

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Amended Curriculum Change Passed

The Memorandum

RE: Proposal for revision of course requirements, Curriculum Study Committee

The following proposal is submitted for your study at convener group meetings and action by the General Education Faculty. Hopefully, a recommendation can be submitted to the College Faculty for action at its March meeting.

This proposal is directed primarily toward the reduction of specific course requirements for the freshman and sophomore years. The purpose is simply to provide more choice and freedom for both faculty and students by making what the authors view as minor procedural changes. The proposal should not be construed as a complete or sufficient revision. The work of the committee will need to proceed toward more substantial revision of offerings.

Guiding principles of this revision:

1. Experience with various disciplines is a continuing and important aspect of general education.

2. Since we can justify neither the present weighting of hours in particular disciplines, nor any particular other weighting, we will not drastically alter specific hour requirements but will change to a combination of specific course requirements and distribution requirements.

Proposals by Academic area:

1. HUMANITIES

A possible amendment to the present proposal for interim revision of the General Education Curriculum.

This amendment represents a possible compromise between the original proposal and the Humanities Counter proposal, it includes three additional liberalizing provisions which apply to the entire curriculum. Les Oliver suggested the additional provisions as an **integral part** of this amendment and has more thorough revision of the curricu-

lum after the faculty acts on the present proposal.

The amendment:

A. Substitute for the Humanities portion of the proposal:

Humanities

English Composition — required 3 hours

Philosophy — required 3 hours

Literature — a student must elect 6 hours in Literature from courses designated by the department as fulfilling the distribution requirement.

B. Add to the proposal.

One hundred teaching a particular course may

1. The faculty permit a student to substitute another course for it should he choose to do so. Such other course may be offered at Lesley or elsewhere

2. Courses at other institutions shall be approved unless there are unusual circumstances. This may be done either before or after a

student takes such courses.

3. All departments should set up testing or other procedures whereby students can be exempted from required courses by department decision. (This is presently done for English Composition.)

This amendment submitted by:

Jim Slattery

Les Oliver

2. FINE AND APPLIED ARTS

Required: One one hundred level Art courses (either Art 101 or an equivalent at the department's pleasure). One one hundred level Music course (either Music 201 or an equivalent at the department's pleasure). Physical Education 101, 102

Distribution: Free elective.

Net Effect: This represents no change in present requirements except that the faculty members concerned may

wish to offer than one possibility to satisfy the Music and Art requirements.

3. NATURAL SCIENCES AND MATHEMATICS

Required: One course in the biological sciences. One course in the Physical Sciences (the department may decide which of the courses it wishes to offer will satisfy the introductory nature of this requirement). One beginning Mathematics course (probably a combination of Math 201 and Math 204).

Distribution: One additional course in Biological Sciences and one additional course in physical sciences. One additional course in Mathematics.

Net Effect: This reduces the Natural Science requirement by 3 hours to 9 hours from 12 hours. The hour requirement in Math is not reduced, but the specific sophomore and junior math course require-

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The Times They Are A Changing

By Barbi Langorsten

It's a change, however small, it's a change. For four months, and some more, I have served as the student representative to the curriculum study group of the General Education Faculty at Lesley College. This group was designed to review the present curriculum at Lesley in hopes of coming up with some beneficial changes for students and faculty alike.

The results of our deliberation was an interim proposal which provided for a minimum amount of required courses in each discipline along with area distributions and free electives.

The first time the proposal was presented to the General Education Faculty, it received a great deal of controversy. Certain teachers had specific gripes against the proposal while others felt the change would not be any more beneficial to the college than the present curriculum. The meeting turned into something of a heated discussion about philosophical views of education, and the proposal was not voted on.

The General Education Faculty was to meet again in two weeks. Within this time the NTL Action Research Group on the Lesley campus decided to inform

the student body of the Curriculum Study Group's proposal hoping that some students would voice their opinions and become an active part of the change. As a result of NTL's efforts, six hundred letters were written to the faculty from the students, expressing their concerns about the proposed change.

On March 9., the General Education Faculty re-met. During the two weeks span, different groups had met to discuss their feelings about the proposal and perhaps come up with some amendments. This they did. After an hour of intelligent discussions and compromises a

strong majority of the faculty voted to pass the original proposal with amendments.

The change will go into effect this September. It is hoped that a new curriculum committee will be set up for further intensive study of the curriculum and come up with a permanent and thorough plan for future change.

I have many different feelings concerning this new event in Lesley history. The first is a feeling of pride for having been part of the Curr. Study Group. The second is happiness and relief that some changes have been made. The third is despair that the change was

such a small one and the fourth is a hope that the future will bring new and better curriculum proposals of which I hope to be a part.

While looking over the situation again, I see another small but very important change. I feel because of their chosen involvement and concern in the letter writing campaign, many students have taken one very important step away from the general apathetic state Lesley has suffered from all year. Perhaps through the realization that their efforts did help, more and more students will begin to see that caring and then doing makes a difference.

Announcement of the 1971 Massachusetts Governor's Summer Internship

At the direction of Governor Sargent, the Executive Office for Administration and Finance this year will again administer the Governor's Summer Internship Program. Each year the program allows a few rigorously selected college students the opportunity to engage in research work for a state agency.

Who is eligible to apply: The program is open to both Massachusetts and out-of-state residents attending any college or university in Mas-

sachusetts. It is also open to Massachusetts residents who are attending colleges located outside of the Commonwealth. Applicants must be currently enrolled in their junior or senior year in college or attending graduate school or law school. Students currently completing their sophomore year in college are not eligible.

Applicants must submit a completed application form by Monday, March 22, 1971, and must take an examina-

tion which will be held on Saturday, March 27 at 11:00 a.m. in Gardner Auditorium, State House, Boston.

The examination will consist of multiple choice questions dealing principally with current events. A major proportion of the examination will be devoted to questions about Massachusetts government. Applicants will be allowed one hour to complete the examination.

The top fifteen scorers on

the examination will be required to submit a letter of recommendation from a professor in the applicant's major field of study and a transcript of academic record from all institutions of higher education attended.

These high scorers will also be required to appear for an interview.

The schedule for the summer: Internship will begin no later than Tuesday, July 6 and will continue through Friday, August 27. The in-

terns will be paid \$100 a week. Group meetings will be held, and each intern will be required to make periodic written reports of his work.

Please address all inquiries and correspondence to: Governor's Summer Internship Program

State House — Room 268 Boston, Massachusetts

02133

Charles E. Shepard
Commissioner of Administration

Memorandum Two Naked Women

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(Continued from Page 3)
ments are dropped.

4. SOCIAL SCIENCES

Required: One course in American Constitutional History. One course in Introductory Psychology. One course in Sociology — Anthropology (again any one of a number of courses may meet this requirement). One Economics course — Economics 325.

Distribution: One additional course in history or political science (at least one additional American History course should be offered for those who plan to teach in states with 6 hour certification requirements). One additional course in Psychology.

Net Effect: No change in the area requirement, but choices are freed in Sociology and Psychology and the Freshman specific requirement is reduced from 6 hours to 3 hours in history.

All of these are seen as subject distribution requirements rather than specific course-hour requirements, even though in some places specific courses are the only likely possibilities to satisfy the requirements. Still, with the curriculum committee's approval, a course might be offered which would meet *two subject requirements at once* (e.g. "Ecology and Politics" meeting science and social science distribution requirements.) This would allow a student one additional elective.

cision of the greatest nature. We youth can not maintain a sane society because the majority will not be committed totally to one way of life. Our children will be educated on the most part by oppressive and authoritarian systems that will have destroyed the creativity of students and teachers. The majority of students get active in demonstrations and revolutionary causes because the people across the hall will shun them for not belonging.

It appears that many of us are guilty of ignorance. Ignorance of the true meaning of our lives and others. The sun is born bursting with life and dies with a soft subtlety that many times goes unnoticed by man. Ignorance of what Nixon had to say in

Concerned Student

(Continued from Page 1)

what others have stated earlier, but I absolutely deplore the connotation that Lesley College girls have with many "prestigious" men's colleges in the Boston vicinity. "Is Lesley a two year secretarial school?" or "Are you attending Lesley in order to receive a MRS.?" In order to show these "ignorant men that we are special — that teaching is the essence of our society, and that Lesley College is a unique institution for learning, we must improve our status by working together to relieve all grievances and discontent. Searching for solutions might prove to be tiresome but the end products of achieving are rewarding enough to sacrifice the time and effort.

his last state of the union address. The only thing that people have some knowledge of is their life. People don't care about what effect Laos has on their lives. The only possible way that they might take an interest is if demonstrations flare up and school is let out before exams.

I am to some degree guilty of the above, but I am trying to understand why this country is so insane and disruptive. Maybe I have answered some of my own questions, but I still get an uneasy feeling as those nudes glare. I want to be dedicated to one way of life, not be pulled by two extremes. I know that to be in the middle is not satisfactory, for one's actions can never be fully justified. What am I to become? Another Susan Saxe or Julie Eisenhower? I detest both. They still stare, pressing for a conviction. My answer is wait a few years, my dear nudes, then I shall be happy with what I have become, whatever that will be. I am not fully grown, but am having severe growing pains. Just wait, I'll share my patience with you two ladies until the answer arrives.

Academic Clinic

(Continued from Page 1)

get in touch with one of us. The members of the ACC, are:

Jim Slattery, Ellen Yaffee, David Honick, Linn Wilson, Magee Buso, Mark Spikell, Barbi Landgarten, Anne MacNamara, Harriet Udoff, Fredi Juni, Jeryl Proce, Joy Ford.

The Classroom Experience

(Continued from Page 2)

eliminating lectures, and allowing discussions to dominate the period.

ENGLISH REQUIREMENT: An elective course in composition could replace the English requirement. This course would not emphasize literature, but would stress researching, organizing, developing ideas, all essential abilities in good writing.

PHYSICAL EDUCATION REQUIREMENT: the requirements should be abolished, for it breeds animosity and often wastes time. The instructor should be available for impromptu and individually pro-arranged help in all fields. She is certainly qualified enough.

ADVISING SYSTEM: When a student enters Lesley, she should be assigned an advisor, according to her interests. In particular, special care should be taken within a department to assign a student a teacher who is qualified to advise that student about her major or minor field.

INDEPENDENT WORK: Each student should be required to do independent work in her minor field. In most cases, her minor advisor would be the best advisor for her independent work. This system would encourage a closer — student — advisor relationship, and it would be beneficial to the content of the independent project itself.

MAJOR: Aside from education, a Lesley student should be able to major in another

field. She would then be qualified to teach that subject in a secondary school. The result would be a Lesley degree signifying that the graduate knows an unusual amount about education and her field of interest; an accomplishment which graduate schools would especially appreciate.

GRADING SYSTEM: sorry grades should be maintained, with some pass/fails still allowed.

CLASSROOM EXPERIENCE: The elimination of as many lecture classes as possible should be the trend. Many courses could put more emphasis on outside reading and becoming familiar with other materials besides the text. Classes that must remain lecture classes should include outlines for the student to study in advance so that she doesn't spend all her class time desperately taking notes and wondering how to spell proper names. Classes should be as small and informal as possible with maximum use of informal settings as opposed to cement block walls of pink, green, purple, dingy woods and rows of left armed seats. More importance should be placed on students and professors learning from one another rather than on professors divulging their superior knowledge in one constant flow. A greater effort should be made to obtain outside speakers who would give the class a new perspective.

THE REGISTRAR: 5-5: Yes, but that's a book in itself.



The Love Story

By Mimi Packman

Romeo and Juliet, Tony and Marie. Oliver and Jennifer? Yes, folks, this is a review of *Love Story*, the greatest commercial hoax ever perpetuated on the naive American public.

A couple years ago Erich Segal wrote a screenplay. It stunk and no-one would produce it. Someone suggested making it into a book letting it gain popularity slowly, and then spring it on the public as a movie and make a gross profit. Well, the fairy-tale came true.

I saw *Love Story* in New York City on a Sunday night. While standing in line freezing, my gaze went from the magical Bulava Watch Advertisement to a great banner waving in the sky reading — All New York Loves *Love Story*. I immediately was psyched.

We went into the lobby, waited in a hot room for the previous showing to let out. We waited and waited for 45 minutes. This naturally made me feel as if I were waiting for something fantastic. It would be insane to wait in any other case. Twenty minutes later we were seated, and the beautiful melody which personifies the movie came through the speakers. The crowd was silent. The screen opened, and there we saw Ryan O'Neal's back. We heard his first thoughts concern-

ing Jenny "What do you say about a 25 year old. . ." The girl behind me gasped aloud. The tragedy had begun.

There is little I can say about the movie except it shat. (past tense of shit.) The photography was nice. I admit I got somewhat excited when I saw *The Yard*, and *Nini's Corner* flashed upon the screen, but that's when the excitement ceased.

Ali MacGraw, although beautiful and youthful made me ill. The only words out of her mouth were, "Bullshit preppie" and the nostril movement accompanying it made it worse by far. Ryan O'Neal did a fair job as Oliver Barret (of the Hall), but one could have turned on Peyton Place and gotten the same effect.

Since the majority of the book was Oliver's thoughts, and about two of them were stuck into the movie, it is apparent that substantial dialog was missing. Besides "Bullshit preppie", there were some other standards such as "Gee Jenny", and the all time favorite. . . which is still first place in most middle class suburban homes, and of course all college campuses throughout the Boston area. . . LOVE IS NOT HAVING TO SAY YOU'RE SORRY."

I will not disclose the tender ending since I'm sure some of you have not seen the film yet. I won't tell you to read the book since you won't find it there. Therefore, leave it to your imagination. . . I think it will be more creative and original than Segals'.

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