Last Friday and Saturday nights, April 9 and 10, Theatre 308 presented their rendition of Splendor in the Grass. The play was concerned with the conflicts in moral values confronted by two high school lovers. It was fairly sophisticated, dealing with many psychological subtleties.

The leading roles of Deanie Loomis and Bud Stamper were well-played by Val Mehlig and Mark Rodman. Both actors handled their highly emotional lines in a low-key, intense manner, contributing to the strained undertones of the play. The roles of the parents of the two students were somewhat stereotyped. This and the awkward updating of the play, originally written for the 1920's, combined to elicit some laughter in responses to the dialogue spoken especially by Betsy Blake and Bruce Jones as Mr. and Mrs. Loomis. The rowdy response of the audience, especially Friday night, made it difficult to deliver some very serious lines, but Betsy and Bruce managed to give excellent performances in spite of this. John Mucci played a convincing small-town oil-baron receiving support from Jane Barnes as his rather merky wife.

The play was sparked by the performances of some minor characters, notably Marion Macchio, Van Ballantine, Mark Brann and Wendy Heffernan. The acting was highly exciting to the constantly shifting audience, many of whom returned for three or four periods. First of all, Mr. Simmons believes that Simmons' personal experience, notably the environments in which he has lived, the effects of people's attitudes on each other, and all this with a view to exploring and learning to control the effects of attitudes.

Mr. Simmons' theories were dramatized by Mr. Simmons in TTB. This reporter joined a session which had begun with readings from the works of black poets, spawned by Mr. Simmons in order to demonstrate various different subjects relate. Mr. Simmons then opened the discussion by asking questions, ranging through Mr. Heffernan as chairman, and Mrs. Gage from Math 112 as secretary. The committee members divided themselves into subcommittees to research specific areas, as follows:

1. SURVEY LITERATURE & SUMMARIZE FINDINGS—PROVIDE BIBLIOGRAPHY: Mrs. Irish and Mr. Piderit
2. WRITE LETTER & QUESTIONNAIRE TO SEND TO COLLEGES, SUMMARIZE AND REPORT FINDINGS: Mrs. Buxton and Joe Genster
3. WRITE LETTER & QUESTIONNAIRE TO SEND TO HIGH SCHOOLS, SUMMARIZE & REPORT FINDINGS: Mr. Heffernan and Mrs. Gage

Mr. Peter Hufstader will leave the Darien High School English department next year to become Head of the Humanities Division of the Mary C. Wheeler School in Providence, Rhode Island. Mr. Hufstader has taught at DHS for nine years, including three years as chairman of the English department. Before taking on the department chairmanship, he served as faculty adviser to Neirad. At Mary C. Wheeler, an all-girl school, grades 1-12, Mr. Hufstader's responsibility will be to coordinate the history, English, languages, music and art departments. He will concentrate on developing a well-balanced curriculum, that will, he hopes, give students a better understanding of how these different subjects relate.

The English dept head said that he would "miss the good aspects in the school, such as the physical plant." He added that his new position will be 'challenging.'

Reflecting back over his years at DHS, Mr. Hufstader remarked that the "kids appearances have changed to a remarkable degree," also that the present students at DHS "are more concerned about what happens to others." Mr. Hufstader accounted for this by commenting on how students were more "aware" and "serious" than before. Although the students have changed some, "there has been no change in their teachability." As Mr. Hufstader reviews the time he spent as English Department Chairman, he noted that curriculum has changed tremendously in the past few years, possibly because "more kids are going out for I.S. and other inter-departmental subjects." Even as Mr. Hufstader prepares to leave, he is working on several programs to strengthen the English Department, such as improving the Senior electives and recommending a "new" English Department's curriculum.

The only regrettable aspect of the concert of the New York Brass Quintet on the evening of April 1 was the smallness of the audience. Nevertheless, the receipts from the approximately two hundred people that did attend were sufficient for NEIRAD, the sponsor, to break even.

The ensemble's instruments were two trumpets, a trombone, a French horn, and a tuba. They
How Do You Live With Others?

This question is indeed a complex one but one which certainly requires an answer if we are ever to live together and continue to face the problems posed by ourselves and by other people whether male or female, black or white, handball or antivest demonstrator. If we are ever to approach that ideal situation of peace and happiness in the world or even just to live each day and find happiness in our own lives and in others around us.

The sophomore and senior seminar programs are a start at attempting to answer this important question and allowing students to learn for themselves about feelings and relationship; but let's look at what has happened so far and what should happen in the future.

What Others See The Seminars

There seems to be a concern here, amongst some students, school staff members, and especially some parents, a narrow interpretation of the seminar programs, classifying them as only reproduction education. One reaction to what is taught is that it is "from the gutter." Other parents feel anxiety about the school dealing with sexual relationships and sometimes the whole idea of the family because they fear moral indoctrination on the part of the teachers. They do not want their children being told that sex is all right and other such statements which incorporate moral values and judgements. Perhaps some other parents feel that even reproduction education should not be taught because they don't want their children to know more about sex than they do. For whatever reason or feeling, these parents have labelled the seminar programs as only reproduction education. One reason why this situation developed is because the teachers were faced with too wide a range of students in relation to the topics; for example, some knew more about drugs so that all might come to the high school with relatively the same background of information. This might solve the problem of having the course become irrelevant and might get students interested enough that they would continue to attend. If a student did want to drop out after the first two classes it should be his own choice and should not involve parental approval. In the sophomore program, where parental approval was needed, this requirement may have kept some from dropping out because they did not want to approach their parents; therefore they had to remain bored in a class which for them was irrelevant and in which they did not learn anything.

New Course To Be Offered

As a beginning towards further providing for student interest, a course in Human Values is being offered for next year, which everyone should be aware of. It will deal with how people make decisions and behavior through the use of speakers, films, and discussions. Teachers will be available also at any time for small group discussions and anyone can drop in on these. The method of grading, which is being decided on right now, should be Pass/Fail because, after all, how can you judge and grade emotions and feelings and besides, behavior is an emerging science with not yet a complete hard core of tangible facts.

Where The Answer Lies

If we are going to learn anything in respect to the question, how do you live with others, students must first be presented with courses dealing with the topic, namely the seminars, Human Values, and hopefully even more courses in behavior, and next these courses must be individually worthwhile, interesting, and not weighed down with a lot of self-defeating requirements and restrictions.

Letter to the Editor

Neirad Editor,

As a parent and a lay member of We in Darien are fortunate to have ever had under the guidance of an even greater man, Mr. Charles Avedisian. These coaches have done more for the individual child, the changing concepts of masculinity and femininity, family life, and get a chance to talk with the teachers involved.

Richard Jewett

Anst. Sports Editor

George Hill

Advertising Editor

Peter Bigelow

Circulation and Distribution

Batsy Ammer

Photo Editor

Eugene Myers

Art Editor

Kevin Wright

Faculty Advisor

Miss Helen Wright

Printed by

Darien Phototypographers

How Should We Approach The Future?

In the near future, the junior highs and even lower grades should give all students an indepth presentation of the facts surrounding such topics as drugs so that all might come to the high school with relatively the same background of information. This would allow the senior high to go onto deal with what all the students expressed an interest in the reasons behind behavior and hopefully all can be exposed to at least one course in behavioral science during their three years. There should also continue to be access to the facts and information on drugs, venereal disease, etc., for anyone.

What Do We Do With The Seminars?

The sophomore and senior seminars should continue to be offered and the first two classes of each should be required. These two classes would be a time when the teachers could talk over with students how the course should be run and where interests lie and not deal with any specific topics. This might solve the problem of having the course become irrelevant and might get students interested enough that they would continue to attend. If a student did want to drop out after the first two classes it should be his own choice and should not involve parental approval. In the sophomore program, where parental approval was needed, this requirement may have kept some from dropping out because they did not want to approach their parents; therefore they had to remain bored in a class which for them was irrelevant and in which they did not learn anything.

NEIRAD Is published bi-weekly by the students of the Darien High School.

Editor-in-chief: Nicholas Ney

Assistant Editor: Bob McGooldrick

Managing Editor: Richard Jewett

Feature Editor: Phil Williams

Copy Editor: Craig Mason

Sports Editor: Joe Vitti

Art Editor: George Hill

Advertising Editor: Peter Bigelow

Circulation and Distribution: Batsy Ammer

Photo Editor: Eugene Myers

Art Editor: Kevin Wright

Faculty Advisor: Miss Helen Wright

Printed by Darien Phototypographers

NEIRAD April 16, 1971

Page 2

Page 3

NEIRAD Is published bi-weekly by the students of the Darien High School.

Editor-in-chief: Nicholas Ney

Assistant Editor: Bob McGooldrick

Managing Editor: Richard Jewett

Feature Editor: Phil Williams

Copy Editor: Craig Mason

Sports Editor: Joe Vitti

Art Editor: George Hill

Advertising Editor: Peter Bigelow

Circulation and Distribution: Batsy Ammer

Photo Editor: Eugene Myers

Art Editor: Kevin Wright

Faculty Advisor: Miss Helen Wright

Printed by Darien Phototypographers

NEIRAD April 16, 1971

Page 2

How Should We Approach The Future?

In the near future, the junior highs and even lower grades should give all students an indepth presentation of the facts surrounding such topics as drugs so that all might come to the high school with relatively the same background of information. This would allow the senior high to go onto deal with what all the students expressed an interest in the reasons behind behavior and hopefully all can be exposed to at least one course in behavioral science during their three years. There should also continue to be access to the facts and information on drugs, venereal disease, etc., for anyone.

What Do We Do With The Seminars?

The sophomore and senior seminars should continue to be offered and the first two classes of each should be required. These two classes would be a time when the teachers could talk over with students how the course should be run and where interests lie and not deal with any specific topics. This might solve the problem of having the course become irrelevant and might get students interested enough that they would continue to attend. If a student did want to drop out after the first two classes it should be his own choice and should not involve parental approval. In the sophomore program, where parental approval was needed, this requirement may have kept some from dropping out because they did not want to approach their parents; therefore they had to remain bored in a class which for them was irrelevant and in which they did not learn anything.

New Course To Be Offered

As a beginning towards further providing for student interest, a course in Human Values is being offered for next year, which everyone should be aware of. It will deal with how people make decisions and behavior through the use of speakers, films, and discussions. Teachers will be available also at any time for small group discussions and anyone can drop in on these. The method of grading, which is being decided on right now, should be Pass/Fail because, after all, how can you judge and grade emotions and feelings and besides, behavior is an emerging science with not yet a complete hard core of tangible facts.

Where The Answer Lies

If we are going to learn anything in respect to the question, how do you live with others, students must first be presented with courses dealing with the topic, namely the seminars, Human Values, and hopefully even more courses in behavior, and next these courses must be individually worthwhile, interesting, and not weighed down with a lot of self-defeating requirements and restrictions.

Letter to the Editor

Neirad Editor,

As a parent and a lay member of We in Darien are fortunate to have ever had under the guidance of an even greater man, Mr. Charles Avedisian. These coaches have done more for the individual child, the changing concepts of masculinity and femininity, family life, and get a chance to talk with the teachers involved.

Richard Jewett

Anst. Sports Editor

George Hill

Advertising Editor

Peter Bigelow

Circulation and Distribution

Batsy Ammer

Photo Editor

Eugene Myers

Art Editor

Kevin Wright

Faculty Advisor

Miss Helen Wright

Printed by Darien Phototypographers

NEIRAD April 16, 1971

Page 2

Page 3

NEIRAD Is published bi-weekly by the students of the Darien High School.

Editor-in-chief: Nicholas Ney

Assistant Editor: Bob McGooldrick

Managing Editor: Richard Jewett

Feature Editor: Phil Williams

Copy Editor: Craig Mason

Sports Editor: Joe Vitti

Art Editor: George Hill

Advertising Editor: Peter Bigelow

Circulation and Distribution: Batsy Ammer

Photo Editor: Eugene Myers

Art Editor: Kevin Wright

Faculty Advisor: Miss Helen Wright

Printed by Darien Phototypographers

NEIRAD April 16, 1971

Page 2

How Should We Approach The Future?

In the near future, the junior highs and even lower grades should give all students an indepth presentation of the facts surrounding such topics as drugs so that all might come to the high school with relatively the same background of information. This would allow the senior high to go onto deal with what all the students expressed an interest in the reasons behind behavior and hopefully all can be exposed to at least one course in behavioral science during their three years. There should also continue to be access to the facts and information on drugs, venereal disease, etc., for anyone.

What Do We Do With The Seminars?

The sophomore and senior seminars should continue to be offered and the first two classes of each should be required. These two classes would be a time when the teachers could talk over with students how the course should be run and where interests lie and not deal with any specific topics. This might solve the problem of having the course become irrelevant and might get students interested enough that they would continue to attend. If a student did want to drop out after the first two classes it should be his own choice and should not involve parental approval. In the sophomore program, where parental approval was needed, this requirement may have kept some from dropping out because they did not want to approach their parents; therefore they had to remain bored in a class which for them was irrelevant and in which they did not learn anything.

New Course To Be Offered

As a beginning towards further providing for student interest, a course in Human Values is being offered for next year, which everyone should be aware of. It will deal with how people make decisions and behavior through the use of speakers, films, and discussions. Teachers will be available also at any time for small group discussions and anyone can drop in on these. The method of grading, which is being decided on right now, should be Pass/Fail because, after all, how can you judge and grade emotions and feelings and besides, behavior is an emerging science with not yet a complete hard core of tangible facts.

Where The Answer Lies

If we are going to learn anything in respect to the question, how do you live with others, students must first be presented with courses dealing with the topic, namely the seminars, Human Values, and hopefully even more courses in behavior, and next these courses must be individually worthwhile, interesting, and not weighed down with a lot of self-defeating requirements and restrictions.

Letter to the Editor

Neirad Editor,

As a parent and a lay member of We in Darien are fortunate to have ever had under the guidance of an even greater man, Mr. Charles Avedisian. These coaches have done more for the individual child, donating many hours beyond what they are getting paid for. They have produced quality teams Darien can be proud of. They are dedicated, hard-working people.

If I feel a coach sets rules and
THE HISTORY OF ROCK
by Grant Castle

After the Twist began to fade in the United States, the teenagers were again looking for a sound to identify with. The inevitable happened. The Beatles, along with other English groups, came along and were obviously the greatest influence on rock music ever.

The day Paul McCartney was born, the #1 song was "Sleepy Lagoon" by Harry James. It really could have been any binder picker (Donny Goodman, Glenn Miller, Guy Lombardo, etc.). The entire world was at war and Moonlight Cocktail, Sleepy Lagoons and White Christianised swept everyone off their feet. Bing Crosby didn't want to be fenced in, and Perry Como was a prisoner of love when the Beatles were young.

When the Beatles were in their teens, something happened that would change the face of popular music and lay the groundwork for revolution in music that the Beatles themselves were to bring about in the sixties. Of course it was Bill Haley's "Rock Around the Clock." It was so different for it spoke of revolution. The Beatles were at the right age to be hit hard with that song and John Lennon started a group called "The Quarrymen" at age 15. His mother objected vehemently and he argued and finally gave up on her (as was the spirit of that time), and put all of his efforts into the group. In 1956 John met a boy in school (about a year later) and heard him play guitar. The boy was Paul McCartney and thus began one of the most famous song-writing teams in history. Paul thought John looked a bit like Elvis, and this was a time when the entire world was Elvis-crazy. The two played Elvis' songs in the group that was called the " myths." In the same year that five years later in 1962 would be their first English release. The song was entitled "Love Me Do."

George Harrison had a band called The Rebels. George came from the most stable family of all the boys. While they were touring from brook to brook, he had a "hoo" (a toddler boy in English vernacular), with tight pants and greased-back hair. In 1958 he left The Rebels to join the Quarrymen. This was about the time when the Kingston Trio were making a mark on the charts with folk ("Tom Dooley") and the Beatles were on top of the music revolution that would make Bob Dylan popular three years later. A lot of big things were happening in 1958 but who would have imagined that the Beatles were destined to be big?

The Quarrymen changed their names several times and finally came up with "The Silver Beatles," the second "e" in beetles changed to represent silver. Stu Sutcliffe who was to die soon of a brain hemorrhage (some say he was poisoned by his fellow band mates), but who would have imagined that the Beatles were destined to be big?

In 1959 the Silver Beatles went to Hamburg to back up a singer named Tony Sheridan. They did a sort of rock version of "My Bonnie." It was really terrible. There were many better bands in Liverpool where they all hailed from at that time. It was only in Hamburg where they got together musically with George, Paul, John, Peter Best on drums, and Stu Sutcliffe who was to die soon of a brain hemorrhage (some say he was the most talented of all the Beatles). They were all rebel rockers, breaking a trend of long draped suits set by Rory Storme and the Hurricanes, the leading Liverpool group at the time. They had a drummer named Ringo Starr who was later destined to join the Beatles, only after he learned to brush his hair forward.

An interesting point is that Stu Sutcliffe's girlfriend, Astrid, persuaded him to change his hairstyle and brush it forward. This was copied by the other Beatles, hence the "pudding bowl" haircuts.

On October 13, 1961, a customer asked Brian Epstein, a record salesman, for a copy of "My Bonnie" by the Beatles ("Silver" had been omitted by this time). Epstein had never heard of them but was intrigued oddly enough by the name. He went to a gig of theirs at a small Liverpool club called the Cavern. He was "knocked out" by the sound and became their manager and after wheeling around and getting a million rejections, he got the Beatles a recording contract. Ringo Starr put away his drilled suit and took off his glasses and hair, replacing Pete Best on the drums. Ringo played a different beat that the Beatles liked better.

The Twent was about the only thing happening at that time and it was getting stale.

EARTH MARCH

Tens of thousands of high school students from every school in Connecticut will march on the State Capitol in Hartford at four o'clock on Saturday, April 17. CBS, NBC, ABC and other radio and television networks will be covering this unprecedented event.

RALPH NADER has selected Connecticut and Ohio as test states to see whether or not over Earth Week we can interest a minimum of 25,000 high school students to march into the State Capitol on a ten-mile march. The Earth MARCH is sponsored by environmentally concerned citizens all over Connecticut: businessmen, housewives, parents, and students. If each student marching represents at least $10 worth of contributions, the amount will be sufficient to open an office of Nader's Raiders right here in Connecticut. They will work in Connecticut for Connecticut.

This office, the CONNECTICUT EARTH ACTION GROUP (CEAG) will be completely independent, and will work solely for the good of Connecticut's environment.

Ralph Nader will supervise without compensation, the basic administrative and financial aspects of CEAG.

CEAG's major roles:
- To uncover and bring to court Connecticut's major pollution sources.
- The average citizen is concerned today, but is quite unwilling to take legal action against corporate polluters. CEAG will take action!
- The cost of taking this action is our greatest financial need.
- To organize and promote state-wide pressure on polluters and environmentally unsound projects.
- To establish lobbies for strengthening Connecticut's laws and regulations for environmental protection. To encourage the State government to take a more active role in enforcing the laws governing our air, water, and land use.
- Future finances will be covered by contributions from environmentally concerned citizens, based on CEAG's success in bringing about ecological reform.

1962 was the initial year of success for the Beatles with a single entitled "Love Me Do," of course. This made the top twenty, but not #1. It was the only single the Beatles ever released that didn't make #1. The Beatles released an album, "Please Please Me" and the title song of that album was #1 for weeks. "Beatlemania" hit England but the United States would not hear of them for two years.

The "Please Please Me" album was #1 for six months. In 1963 the Beatles released "From Me to You" but "I Want To Hold Your Hand" and "She Loves You" really established them.

Fairbanks Shops
Darien's Complete Camera Store
Sales • Repairs • Rentals
Sugar N' Spice Gift Shop
Hallmark Card Shop
655-0404 • 655-1566
1094 - 1096 Post Road
**MOVIE REVIEW**

Five Easy Pieces
and Gimme Shelter.

If you have not seen Five Easy Pieces please give the movie industry another chance— they get their precious dollars and you will get a good dose of human movie fascination. Jack Nicholson plays an intelligent drifter who is in search of a portion of life that is worth putting down roots for. Nicholson has broken from his family because he found it hard to accept the intellectual bullshit life that they served to him on a silver platter.

His search takes him to the oil fields of the mid-west. He finds only a small life which is complicated by a woman who becomes attached to him. She is very thick and simple and as her dependence on Nicholson increases so does Nicholson’s need to leave her. The situation eventually becomes unbearable for Nicholson and he leaves the girlfriend with all his money, clothes and car to continue his search. You will feel sorry for the girl, she was not able to comprehend what was happening. Nicholson was about and she would never be able to understand why he had to leave her.

This will hit home for many in it’s perception and it’s portrayal of people that are running from the unlife of the ‘good life’.

One movie that you won’t get much more depression than is Gimmie Shelter. This movie has rehashed for us again the mindless violence and a disappointment. It has some good footage of the Stones in concert around the U.S., especially of Jagger strutting around the stage in his majestic ways.

The film centers around the free concert the Stones at the Altamont racetrack on the west coast to enter the ‘good life’ without too much deviation of the U.S. five months after Woodstock.

The Stones hire the Hell’s Angels to police the stage and help escort them through the Woodstock size crowd. The Stones, the Angels and the impatient crowd don’t mix. Occasional scuffles appear in the crowd and fear can be seen on the faces of the audience. The Jefferson Airplane comes on and do a set before the Stones and are interrupted by a scuffle that breaks out on the stage between the Angels and the kid wielding a gun. The boy is taken away. The lead singer for the Airplane tries to keep the Angels from beating the kid senseless with their pool cues and he is knocked out for his efforts. He eventually comes to and the Airplane continues to play and the mood of the concert has been set.

The Stones come on at nightfall and the crowd is very restless. The Stones start to play and the fights break out again between the Angels and the audience. Mick Jagger pencils with the audience to make peace with their neighbors but to no avail.

Toward the end of the concert a murder occurs in front of the stage as the Angels jump a guy who is wielding a gun. The boy dies from knife wounds and the concert roars to a close. The end of the film has Jagger strutting around the stage as the Angels jump a guy who is wielding a gun. The boy is taken away. The lead singer for the Airplane tries to keep the Angels from beating the kid senseless with their pool cues and he is knocked out for his efforts. He eventually comes to and the Airplane continues to play and the mood of the concert has been set.

The Stones come on at nightfall and the crowd is very restless. The Stones start to play and the fights break out again between the Angels and the audience. Mick Jagger pencils with the audience to make peace with their neighbors but to no avail.

Toward the end of the concert a murder occurs in front of the stage as the Angels jump a gun who is wielding a gun. The boy dies from knife wounds and the concert roars to a close. The end of the film has Jagger re

---

**DESCRIPTIOON UPTON ARTIC-MILK**

by Geekamooc

Descending from my famous and elusive dogleg, the S.S. Nanook, I trudged into the DHS cafeteria and cold-bloodedly bought a can of pre-masticated moo-milk. What to my delight should I see when I peered inside but my arctic wasteland again before me. I was pleased to see some relatives of mine alleviating about the crystallized and stagnant milk, which contained bits of quick-frozen caribou meat, or so it seemed (or tasted) to me. How is it that DHS can afford such quaff delicacies as this without totally obliterating the entire school economy? I shall make a most favorable report to the head polar bear about your most generous and selective cuisine. Tell me, why not have roast parakeet as well as a side dish of goat’s galbladder sauteed in fried wart-hog belly-button oil as well? untouched? Doesn’t that set your mouth to quivering? Of course I don’t expect you to comprehend what such exotic tastes in toto, however, you may take it as a humble suggestion from a satisfied slobbering gourmet Looking forward to a more delectable lunch? (?)

**Yours truly**

viewing the different parts of the film in the cutting room. He is shown a clip of film that has the murder on it. The film is stopped and a murder occurs in front of the Angels jump a guy who is wielding a gun. The boy is taken away. The lead singer for the Airplane tries to keep the Angels from beating the kid senseless with their pool cues and he is knocked out for his efforts. He eventually comes to and the Airplane continues to play and the mood of the concert has been set.

The Stones come on at nightfall and the crowd is very restless. The Stones start to play and the fights break out again between the Angels and the audience. Mick Jagger pencils with the audience to make peace with their neighbors but to no avail.

Toward the end of the concert a murder occurs in front of the stage as the Angels jump a guy who is wielding a gun. The boy dies from knife wounds and the concert roars to a close. The end of the film has Jagger re

---

** But don’t be fooled by me**

Don’t be fooled by the face I wear.

For I wear a thousand masks.

Masks that I’m afraid to take off.

And none of them are me.

Pretending is an art that is second nature with me. But don’t be fooled.

For God’s sake don’t be fooled.

I give the impression that I am secure, that I am safe and unafraid with me.

within as well without.

that confidence is my name and coolness my game, that the water is calm and I’m in command, and that I need no one.

But don’t believe me, please.

My surface may seem smooth, but my surface is my mask.

Beneath this lies no complacency.

Beneath dwells the real me in confusion, in fear and aloneness. But I hide this. I don’t want anyone to know it.

I panic at the thought of my weakness and fear of being exposed.

That’s why I constantly create a mask to hide behind, a nonchalant, sophisticated facade, to help me pretend, to shield me from the glance that knows.

But such a glance is precisely my salvation.

My only salvation and I know it.

That is, if it’s followed by acceptance, if it’s followed by love.

It is the only thing that will assure me of what I can’t assure myself, that I am worth something.

But I don’t tell you this. I don’t dare. I’m afraid to.

I’m afraid your glance will not be followed by acceptance and love.

I’m afraid that you’ll think less of me, that you’ll laugh at me, and your laugh will kill me.

I’m afraid that deep down I’m nothing, that I’m no good and that you’ll see this and reject me.

So I play my game, my desperate game, with a facade of assurance without, and a trembling child within.

and so begins the parade of masks.

And my life becomes a front. One movie that you

I dislike hiding. Honestly! I dislike the superficial game I’m playing, the phony game.

I’d like to be spontaneous and genuine and me,

but you’ve got to help me.

You’ve got to hold your hand.

Even when that’s the last thing I want you to do.

Only you can wipe away from my eyes the blank stare of breathing “death.

You will receive little from this movie. I’d like to be able to say what I’d like to be able to say;

You will receive little from this movie. I’d like to be able to say what I’d like to be able to say;

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say

What I’d like to be able to say
Mike Harbison and Pete Sweeney

1971 Vaudeville Show. The show that showed us...

Hal Cherry and Hap Dunne, Centre Stone’s Directors

Centre Stone:
Then, Now, and
Coming
by Hal Cherry

In the past half-year since our conception, the phone listeners at Centre Stone have handled calls ranging from the potential suicide victim to the prank caller screaming, “Help me. I’m freaking out on oregano!” We have, perhaps, saved three lives, and have utilized many of the area’s services in making referrals. Much of the satisfaction derived from working on a hotline comes when a caller ends a conversation with, “Thanks, you’ve really helped.”

Since its inception, last September, Centre Stone has averaged seventy to eighty calls per month, and we believe that this average will increase. In January, we experienced a marked decrease in the number of calls; this can probably be attributed to an article appearing in the local newspaper which misquoted our director, Hap Dunne, as saying, “Kids who were last year’s drug abusers have stopped and are now working on Centre Stone, but these are now diminishing as people realize Mr. Dunne would never say this.

As of the moment, Centre Stone serves only as a hotline-telephone counselling/referral service, but we hope to institute additional programs in the future. Our plans include the establishment of an adult hotline, a house with our own drug addiction facility, and open workshops and encounter group sessions. We also plan to align ourselves more closely with other drug programs in this area, and in May or June we hope to conduct another training session to replace the departing seniors.

(Hal Cherry serves as Assistant Director of Centre Stone to Mr. Dunne—Ed.)

Continued from Page 1

In order to finance CEAG, student and community ecology groups are raising money all over the state. In Darien, funds for CEAG are being raised by the DHS Environmental Action Committee, as a part of DARIEN CARES. A door-to-door campaign is underway, asking town people for donations of at least one dollar. Each contributor receives a slip or ticket, briefly explaining the Earth March and CEAG.

Nader’s CEAG funds are also being raised locally via the sale of CEAG buttons, posters and bumper stickers by Environmental Action.

Mr. Nader said that at least $250,000 must be raised for CEAG to effectively start functioning, so everyone’s contributions are desperately needed.

Another way to help CEAG is to help raise money with the local drive. The area’s groups, such as Environmental Action, are relatively small and urgently request that interested people get in touch with these groups and lend a helping hand.

The Children of Change have led many adult Americans to re-examine their way of life, their value system, and whether it any longer fits the world they live in. Despite its anti-intellectualism, the Movement is a little philosophic: it asks not “What?” or “How?”, but “Why?”

—Kaiser Aluminum News, Volume 27, No. 1

THE STUDENT SHOP
Apparel for Boys and Young Men
Novis Paint Co.
899 Post Road
rigidly adhered to the classical style of playing, but occasionally incorporated certain types of jazz. For instance, the last piece on the program, Joseph Horovitz's "Music Hall Suite," was similar to New Orleans jazz of the '30s. Some of the pieces were almost flippant, with the instruments playing a long series of quick notes continuously, each instrument contributing to the pattern of the melody and the fabric of the accompaniment.

In other pieces, notably the second movement of "Brass Quintet" by Malcolm Arnold, the tuba and the French horn would dominate the Red Bank, New Jersey, and became that the play was not a comedy, beach at night, instead of an arm's reach to Paul Marden of the Youth Committee, supple face and frequent gestures.

The sets were well designed. The use of music as an inflection filled in awkward moments and also supplied the play with a flowing continuity. The original songs during and in between scenes by members of the "orchestra," and actors as well, was a novelty, and certainly a major asset to the play. However, there were times when the music overpowering the actors, such as in the dance scenes, or the words of the songs were lost because of an imbalance of sounds.

The sets were well designed. The playing adopted an important role in isolating each scene although it never closed it. All the movement and the use of the walkways and stairs contributed to the slower, yet like-quality of the play and eliminated the traditional separation of players and audience.

As mentioned before, the audience was somewhat restless which often made it difficult for the actors to deliver their lines. Although it had been planned that the play was not a comedy, it was perhaps too sophisticated for some of the younger members of the audience and the dramatic impact slipped by them. The cast managed to meet the challenge through and keep from turning the play into a comic romp. On the whole, it was an ambivalent venture, taking that achieved great success.

Kathy Greely

Why build these cities glorious if man unbuilded goes? In vain we build the world unless the builder himself unbuilds. In vain we work all day long on an ecology committee, were too tired to respond to the distress call of a suicidal friend. He felt that any individual can withstand an atmosphere of savagery with mental control, that we attract the events that happen to us and are responsible for them. He does not believe in accurate stage directions as "we put up the barriers," demonstrating several cases of this among the students, as they spoke their attitudes to him.

During the hour this reviewer attended, Mr. Simmons revealed that he had been brought up in Red Bank, New Jersey, and became an actor in New York through trying out for parts nobody expected a black person to apply for. He shone with so much assurance that one girl suggested his idea of his own power meant that he felt he was God. He laughed and replied, "You said that, love. I didn't." Later he said that one does not know how one is until one knows in what oneself or others put limits on themselves, and discussed a restricted restaurant near a mid-western college where he had gone to lunch with some professors. The head waiter at him: he immediately said that there was a nice table near the window and headed in that direction. "She had a problem. I left her there." Deal with situations positively, Mr. Simmons advised, do not imitate; evolve yourself.

I can compete with my past, be explained, as presenting questions regarding his acting ability, which showed mostly in his supple face and frequent gestures. He remains excellent, he says, on his present tour of eight months, because the audiences are always new.

Continued from Page 1

4. SURVEY COMMUNITY & SENSE FEELINGS ABOUT PRESENT GRADING OR GRADING SYSTEMS: Mrs. Norman Selover, (parent), Mrs. Piderit, Mrs. Irish, Mr. Lumper.

5. SURVEY JUNIOR HIGH & ELEMENTARY SCHOOLS AROUND PRESENT GRADING SYSTEM

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1

Continued from Page 1