Demise of Alternative Learning Program

by Kate Maderen

I've lost a lot of the Street and most dedicated teachers move away from the Alternative Learning Program now. I think that's a good thing, Kate. I wonder if there are more enthusiastic alternative learners in the community. I have not heard from any of the teachers who have left the program. They seem to be moving on to other projects. The Alternative Learning Program was not a dream come true. It was a necessary evil. The program was designed to provide an alternative education for students who were not succeeding in traditional schools. However, the program was not successful and was closed in 1992. The teachers who left the program are now scattered across the state, teaching in various alternative schools. The Alternative Learning Program ended under a cloud of controversy, with the teachers who left the program feeling betrayed. The program was closed due to budget cuts and lack of support from the community. It was a difficult decision, but it was necessary to close the program. The teachers who left the program are now working in various alternative schools, teaching students who are not succeeding in traditional schools. It was a difficult decision, but it was necessary to close the program. The teachers who left the program are now working in various alternative schools, teaching students who are not succeeding in traditional schools.
TO-CAN: "I FORGET WHAT I WANT TO REMEMBER."

by Bette Graf
and Jane Dickerson

To Can't remember what she wore to the party? She can't forget what she had to eat or drink. And, she can't keep track of her keys. Memory loss is often more frustrating than it is frightening. It can be a symptom of a brain disorder or a normal part of the aging process. If you or someone you know is experiencing memory loss, please seek professional help as soon as possible.

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Disability notes: Personal Perspectives

by Sally Atkinson

As a disability activist, I have been exposed to the unique experiences of people with disabilities. It is not my intention to generalize or oversimplify any of my experiences or generalize my experiences with disabilities. However, I have learned that individuals with disabilities face unique challenges in their daily lives.

I have improved my understanding of disability through my own experiences and those of others. I believe that people with disabilities have a unique perspective on the world and that their contributions can enrich our society. I encourage others to learn about disability and to work towards creating a more inclusive and accessible society for all.

One way I have improved my understanding of disability is by reading about the experiences of others. I have read many books and articles written by people with disabilities, and I have spoken with many individuals with disabilities. I have also participated in disability advocacy efforts, such as organizing events and writing articles.

Another way I have improved my understanding of disability is by participating in disability awareness programs. I have participated in workshops and conferences focused on disability, and I have volunteered with organizations that work to promote disability awareness.

I have also worked to improve my understanding of disability through my own experiences. I have learned that people with disabilities face unique challenges in their daily lives, and I believe that it is important to work towards creating a more inclusive and accessible society for all.

One of the most important things I have learned about disability is that it is not a single experience or condition. People with disabilities have a wide range of experiences and challenges, and each person with a disability is unique.

In summary, I believe that it is important to learn about disability and to work towards creating a more inclusive and accessible society for all. By doing so, we can improve the lives of people with disabilities and create a better world for everyone.

Kids & Parents & Students & Hamphire

by Gillian Segal

The news committee in this city has been studying the idea of a new school for students with disabilities. The committee is working to determine what kind of school would best serve the needs of these students.

One option being considered is a comprehensive school that includes students with disabilities. This type of school would provide a supportive and inclusive environment for all students, regardless of their abilities. The committee is working to determine what kind of resources and support would be needed to make this option successful.

Another option being considered is a specialized school for students with disabilities. This type of school would focus specifically on meeting the needs of students with disabilities. The committee is working to determine what kind of programs and services would be needed to make this option successful.

Regardless of which option is chosen, the committee is committed to ensuring that students with disabilities have access to the services and support they need to succeed.

I hope that this information is helpful and that you continue to support our efforts to improve education for students with disabilities.
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On the Haagen-Dazs train, you're another peasant trying to be accepted as a gentleman. You're not allowed to have a beard, and you're not allowed to carry a cane. The Haagen-Dazs brand is a symbol of the modern gentleman, the man who still believes in traditions.

Massachusetts Board of Regents Spearheads Big Business Takeover of Public Higher Education

By Paul Rosenthal

The Massachusetts Board of Regents, under the leadership of Dr. John D. Dingell, has spearheaded a major business takeover of public higher education across the state. The board announced plans to implement a new framework for higher education that places the needs of corporations and private entities above the quality of education and the needs of students.

The plan, known as "Corporate University," aims to transform public universities into profit centers for businesses. Under this scheme, universities will be paid by corporations for courses and programs tailored specifically to industry needs. This will result in a significant reduction in the number of courses offered in the humanities and social sciences, and an increase in courses related to business and technology.

The move is expected to generate millions of dollars in revenue for the state, as well as a significant increase in the state's economy. However, critics warn that this will result in a loss of academic freedom and intellectual diversity, and a dilution of the university's role as a place of learning and research.

"We are literally turning our universities into factories," said Dr. Rosemary Brown, a former university president. "This is a grave sacrifice of public interest and academic freedom for the sake of corporate profits."

The plan is set to be implemented in phases, with the first phase expected to begin in the fall of 2023. The Massachusetts Board of Regents has already started negotiations with several major corporations to implement this framework.

Energy News

Massachusetts' Green Energy Initiative,

Governor Charlie Baker announced the state's new green energy initiative, which aims to transition the state to 100% renewable energy by 2050. The initiative includes funding for wind and solar projects, as well as incentives for consumers to switch to renewable energy sources.

"We recognize the urgency of addressing climate change," said Governor Baker. "This initiative is a major step forward in our efforts to create a sustainable and resilient future for Massachusetts."
ARE WE AFRAID OF FEAR?

For awhile I managed to control my fear. My mind would be occupied by other things, but as soon as I would relax and everything would be quiet, I would become aware of how afraid I was. The fear would grow, and I would think about all the reasons why I should be afraid. I would imagine the worst-case scenario and then my mind would spiral out of control, and I would lose my sense of reality. I would become paranoid and mistrustful. I would think about all the things that could go wrong, and I would start to panic. I would feel like I couldn't breathe. I would feel like I was going to die. I would feel like I was losing control. I would feel like I was losing my mind.

My fear was not just a feeling. It was a physical sensation. My heart would race, my breath would become shallow, and I would feel like I was going to hyperventilate. I would feel like I was going to pass out. I would feel like I was going to die.

I tried to control my fear by focusing on other things. I tried to distract myself. I tried to think about happy things. I tried to think about things that would make me feel better. But my fear was stronger than my will. It was like a force that was pulling me into the darkness. I couldn't resist it. I couldn't stop it.

I tried to talk to other people about my fear. I tried to get their help. But they didn't understand. They didn't understand how afraid I was. They didn't understand how much my fear was affecting me. They didn't understand how much my fear was controlling me.

I tried to find other people who understood. I tried to find people who could help me. I tried to find people who could understand my fear. But I couldn't find them. I couldn't find anyone who could help me.

I tried to fight my fear. I tried to overcome it. I tried to beat it. But it was too strong. It was too powerful. It was too overwhelming. I couldn't do it.

I tried to run away from my fear. I tried to escape it. I tried to avoid it. But it was everywhere. It was in everything. It was in every moment. I couldn't escape it.

I tried to ignore my fear. I tried to pretend it wasn't there. I tried to deny it. But it was there. It was real. It was alive. I couldn't ignore it.

I tried to suppress my fear. I tried to silence it. I tried to quiet it. But it was too loud. It was too strong. It was too insistent. I couldn't suppress it.

I tried to medicate my fear. I tried to numb it. I tried to dull it. But it was too sharp. It was too intense. It was too overwhelming. I couldn't medicate it.

I tried to accept my fear. I tried to embrace it. I tried to love it. But it was too painful. It was too dark. It was too scary. I couldn't accept it.

I tried to change my fear. I tried to transform it. I tried to alter it. But it was too fixed. It was too ingrained. It was too deep. I couldn't change it.

I tried to leave my fear behind. I tried to move on. I tried to forget it. But it was always there. It was always waiting. It was always lurking. I couldn't leave it.

I tried to move forward. I tried to move forward. I tried to move forward. But it was too slow. It was too slow. It was too slow. I couldn't move forward.

I tried to go back. I tried to go back. I tried to go back. But it was too late. It was too late. It was too late. I couldn't go back.

I tried to wait. I waited. I waited. I waited. But it was too short. It was too short. It was too short. I couldn't wait.

I tried to put my fear to rest. I tried to put my fear to rest. I tried to put my fear to rest. But it was too hard. It was too hard. It was too hard. I couldn't put it to rest.

I tried to make my fear go away. I tried to make my fear go away. I tried to make my fear go away. But it was too strong. It was too strong. It was too strong. I couldn't make it go away.

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FLASH
AT UMASS
by Beat Reinhardt

April 14, 1984, was no ordinary day for the Faculty of Arts and Sciences at the University of Massachusetts. The day marked the official opening of the new Performing Arts Center, which was designed to bring together all aspects of the university's creative and cultural life. The center was the result of several years of planning and construction, and the day was filled with excitement and anticipation.

The opening ceremony began with a ribbon-cutting ceremony, followed by a tour of the center's various facilities. Attendees were impressed by the center's modern design and the state-of-the-art equipment.

Among those present were the university's president, John L. Higby, and several prominent figures from the arts community. The day concluded with a performance by the university's renowned chamber orchestra, which received a standing ovation from the audience.

The opening of the Performing Arts Center was a significant milestone for the University of Massachusetts. The center provides a much-needed venue for the university's artistic programs and is expected to strengthen the university's position as a leader in the arts.

Gary Karr: A Not So Basic Bassist
by Arthur Reppen

Saturday night's performance by Gary Karr and the University of Massachusetts Symphony Orchestra was a resounding success, leaving listeners with an unforgettable musical experience.

Karr, a renowned bassist, began his performance with a captivating solo, immediately drawing the audience into his world of music. The crowd was captivated by his virtuoso playing, which was a testament to his years of dedicated practice.

The performance continued with a series of classical pieces, each one more beautiful than the last. Karr's ability to convey emotions through music was truly remarkable, and the audience was deeply moved by his performance.

The highlight of the evening was a world premiere of a new composition by a local composer. The piece was a stunning example of modern music, and Karr's interpretation of it was nothing short of breathtaking.

The evening ended with a encore, which was an exciting addition to the program. Karr's playing was as impressive as ever, and the audience was left in awe.

Overall, it was a night to remember, and the audience was unanimous in their praise for Gary Karr's performance. The University of Massachusetts Symphony Orchestra is to be commended for bringing such a talented musician to their campus, and the audience looks forward to future performances by Karr and the orchestra.
THE CALENDAR FOR THOSE IN THE KNOW

Films and Screeners

Bangladesh Film Society presents "A New Generation" film series. "A New Generation" is a collection of films by young filmmakers from Bangladesh. The series includes works by filmmakers like Aminul Islam, Md. Azim, and Shamim Mawju. For more information, contact the Bangladesh Film Society at 123-456-7890.

3rd Annual Bangladesh Film Festival


Art and Culture

"Art for the Environment" exhibit at the Art Gallery of the Metropolitan Museum of Art, New York. The exhibit features works by environmental artists from around the world. For more information, call 123-456-7890.

Workshops

"Painting for Beginners" workshop at the Art Institute of New York. The workshop is taught by a professional painter and covers basic techniques and materials. For more information, call 987-654-3210.


drinks and spices

"Spices of the World" cooking class at the Institute of Indian Studies. The class is taught by a chef who specializes in Indian cuisine. For more information, call 123-456-7890.

Music

Bangladesh Folk Festival at the Paramount, 890-7890 Broadway, New York. The festival features traditional music and dance performances from Bangladesh. For more information, call 123-456-7890.

Other Events

"The Great Bangladesh Run" at the Bangabandhu Park, Dhaka, Bangladesh. The run is open to both Bangladeshis and expatriates. For more information, call 123-456-7890.

The event is sponsored by SilverScape Designs, a company that specializes in diamond jewelry. For more information, visit their website at www.silverscape.com or call 123-456-7890.

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