

REFLECTIONS





THE BOSTON STATEHOUSE IS THE HUB OF THE SOLAR SYSTEM . . . OLIVER
WENDELL HOLMES
BOSTON'S A HOLE . . . ROBERT BROWNING





REFLECTIONS

1970

PUBLISHED BY
THE FOURTH YEAR CLASS OF
THE MASSACHUSETTS
COLLEGE OF OPTOMETRY

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ELLIOT BRASS
PHOTOGRAPHY EDITOR

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ED GRANT
BUSINESS MANAGERS

CONTRIBUTORS:
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STEVEN STREBEL
FRANK FOX

5 JUNE, 1970

Four years later and here we are. Thruout these swiftly passing years we've been frustrated, aggravated, invigorated, and stimulated. And after all this, we feel unsure, we feel we've been lazy in our drive to gain knowledge; we feel immature, and not ready to take up a position as a professional. However I don't think these feelings are a deviation from the norm. In conversations with various professionals they relate experiencing the same emotions.

According to our seniors in the profession, the unsure feeling will wane with experience. Our feelings of laziness will also ebb, as we put to use, and appreciate the knowledge we've accumulated. Most of us could have delved further into optometric knowledge, but we all have our own parameters of responsibilities. I feel sure that in the future many of our names will be affixed to papers and optometric literature, and even after these accomplishments I feel we will still consider ourselves performing below our potentials and thus strive for even greater perfection.

Immature? . . . I suppose we are. Again however, our ability to overcome this will be tested as we make our way in professional life.

As the O.D. degrees are conferred on us we are also handed the responsibilities that a professional degree carries. Our charge is one of God's most precious gifts . . . vision, and upon graduation we assume this delicate responsibility. Those of us who claim we are not ready will have to shake this shackle and carry on.

Although many of us have had differences throughout the years, I have a feeling of sadness when contemplating that each of us will be going to different destinations. Hopefully, our paths will cross again, and we will be able to laugh at the diverse feelings experienced during the years of study.

I trust, and am committed to the belief that each and every one of the class of 1970 will be a success in every sense of the word.

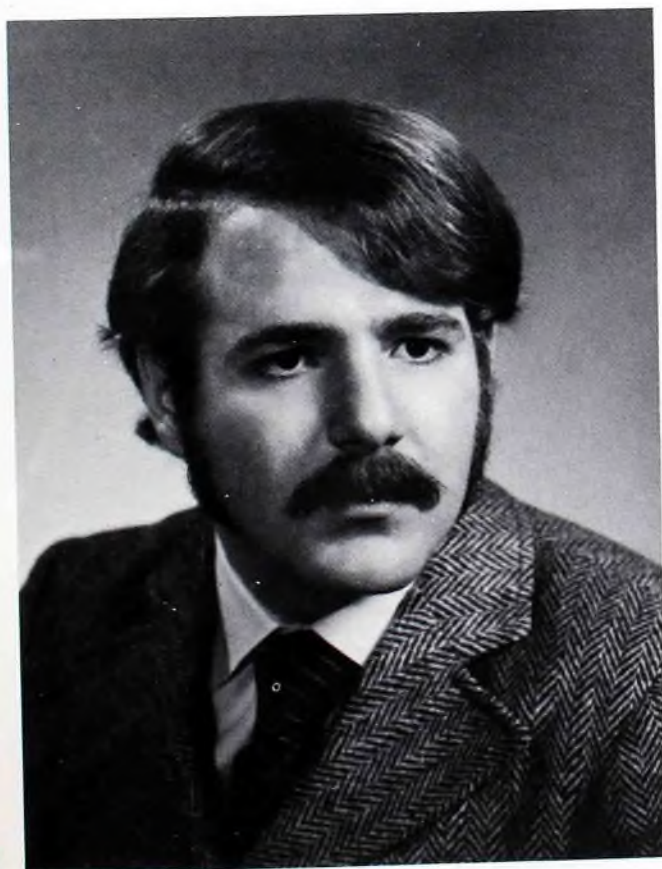
Frank J. Fox

**Class
of
1970**



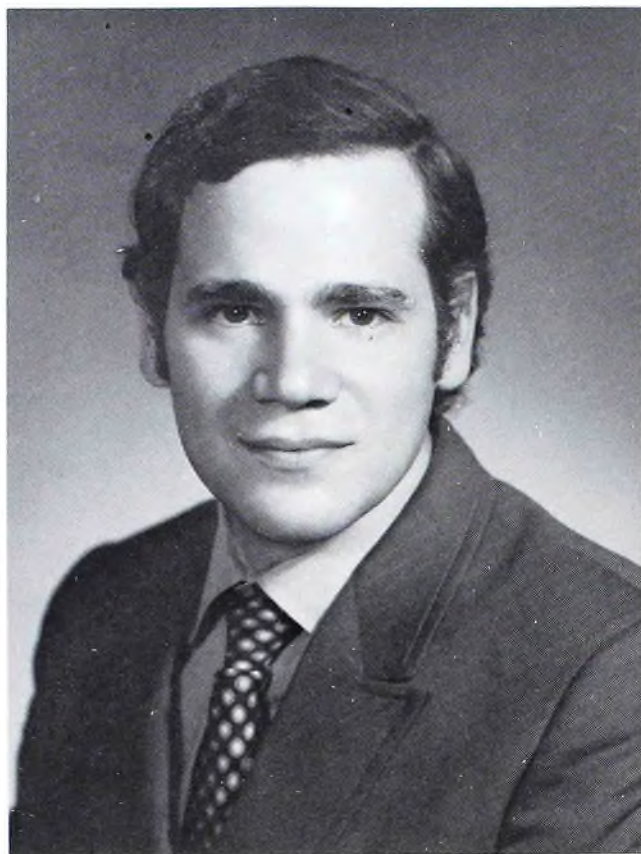
Pauline Vachon Beale

Regis College



James Alan Begun

Univ. of Maryland



Elliott Jay Brass

Queensborough Comm. College

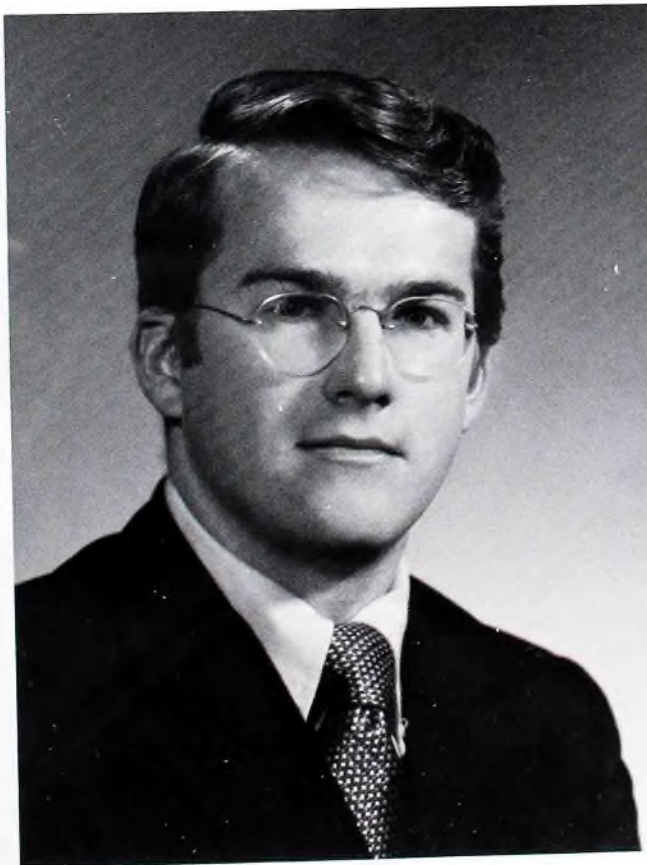


Richard Joseph Colo

Hobart College

Francis D'Ambrosio Jr.

*Tufts University
Boston University*



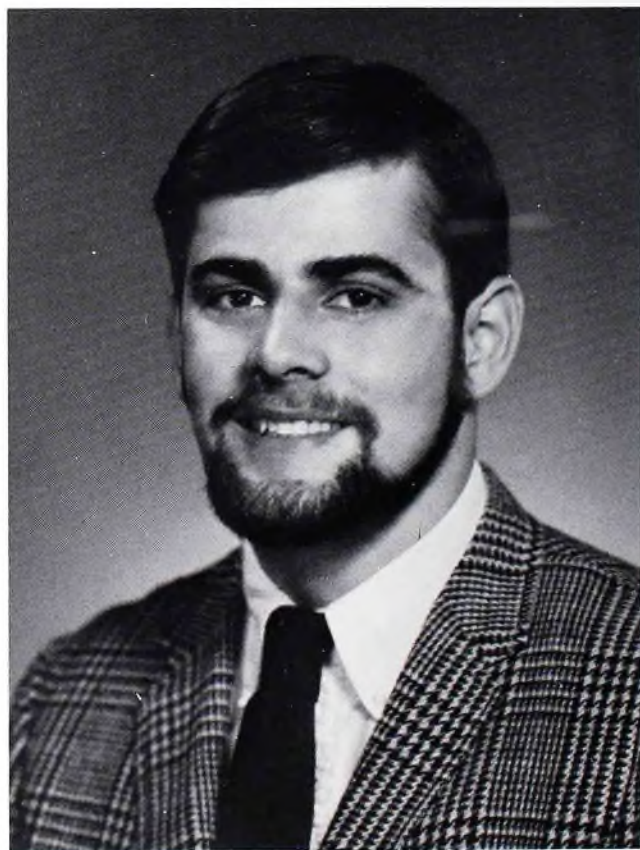
Uldis Albert Delviks

Boston University



Paul Charles DiStefano

Providence College

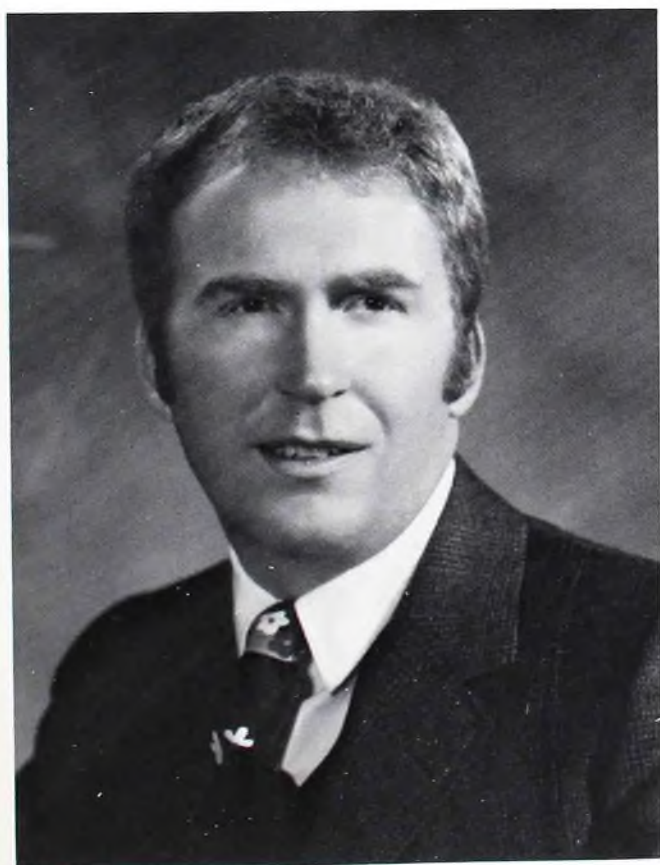


Raymond Theodore Escher

Hudson Valley Comm. College

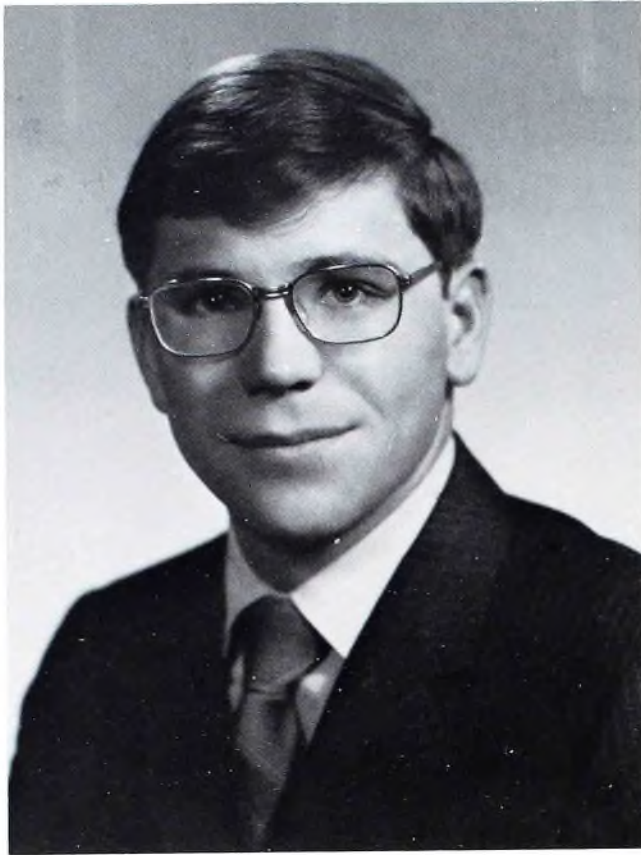
Mark Julian Forgues Jr.

Worcester Jr. College



Frank J. Fox

Henry Ford Comm. College



Harold A. Frieden
Fort Hayes State

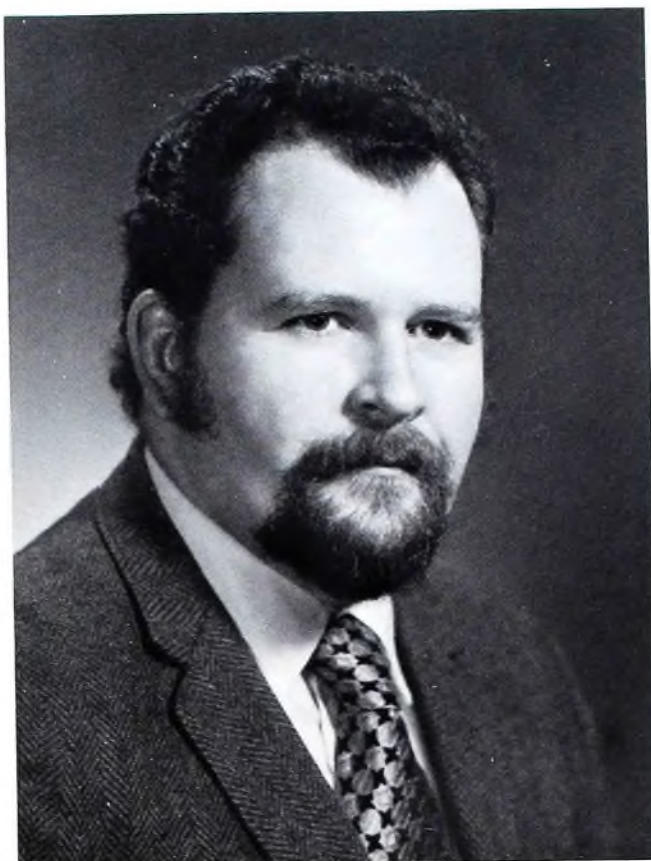
Edward Michael Goldberg

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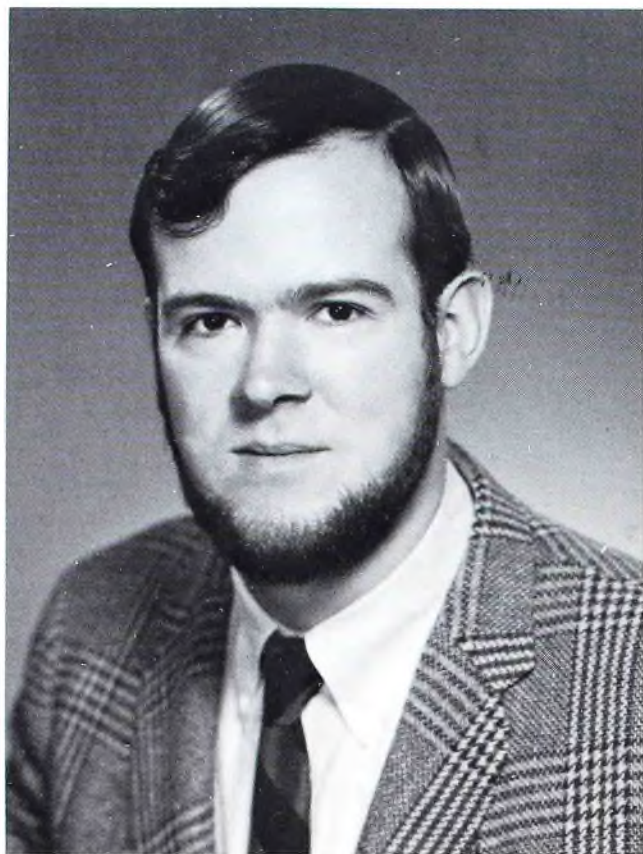
Paul David Gould

Boston College



Edward Grant

Newton Jr. College



David Alfred Hanson

Dean Jr. College

Bruce Paul Hillman

Northeastern Univ.



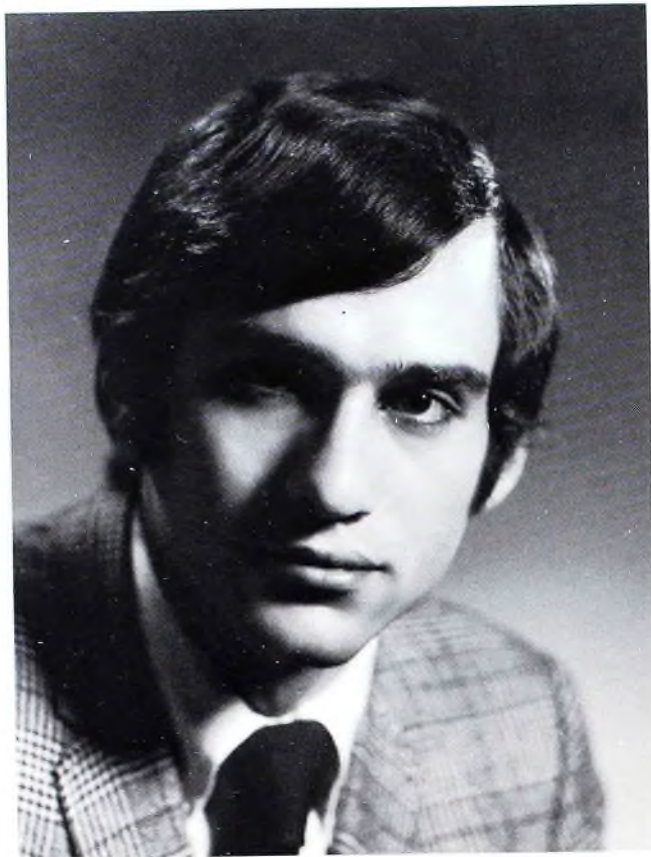
Arthur S. Janklovits

Queens College



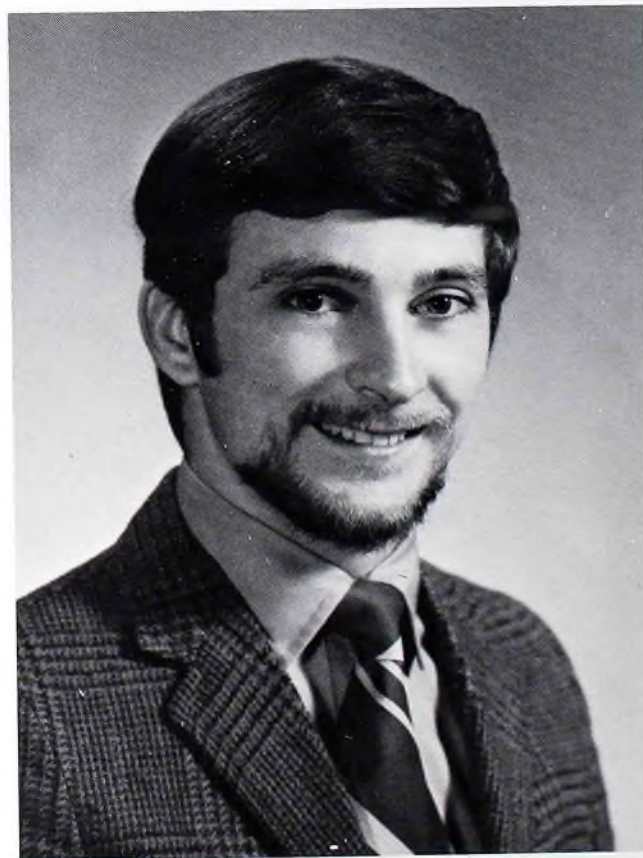
Peter Miles Kumpitch

University of Vermont



Steven L. Lieberman

Brooklyn College

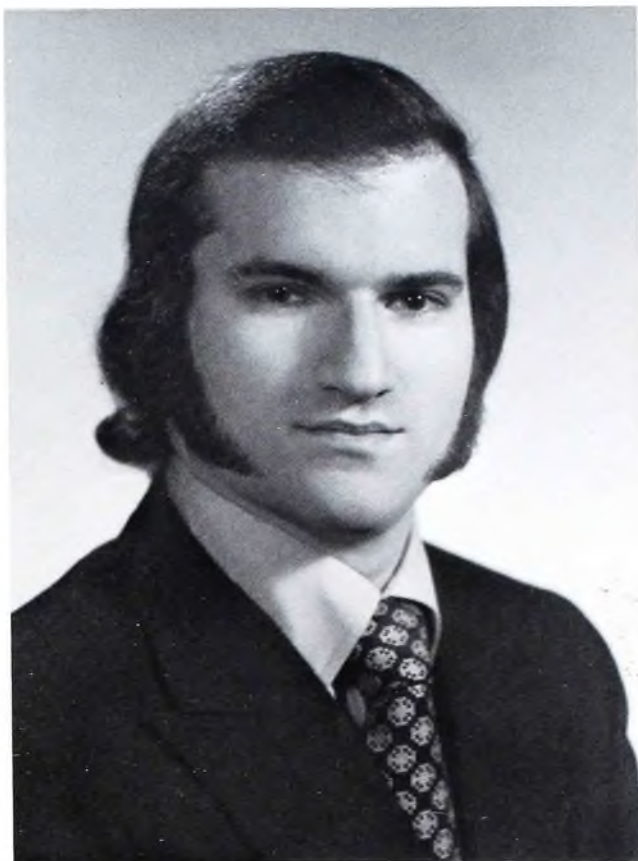


William Joseph Mateik

Stonehill College

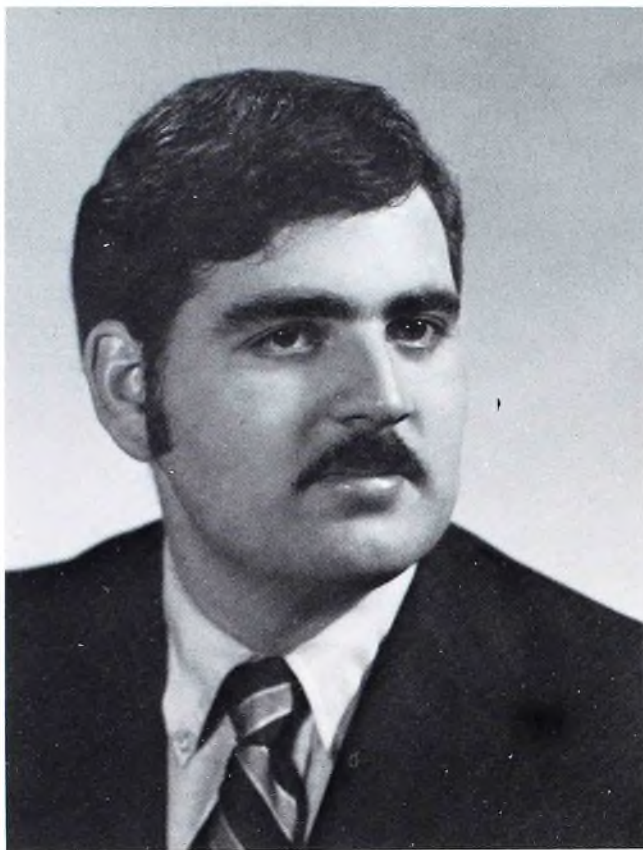
Richard Thomas Montross

Rutgers University



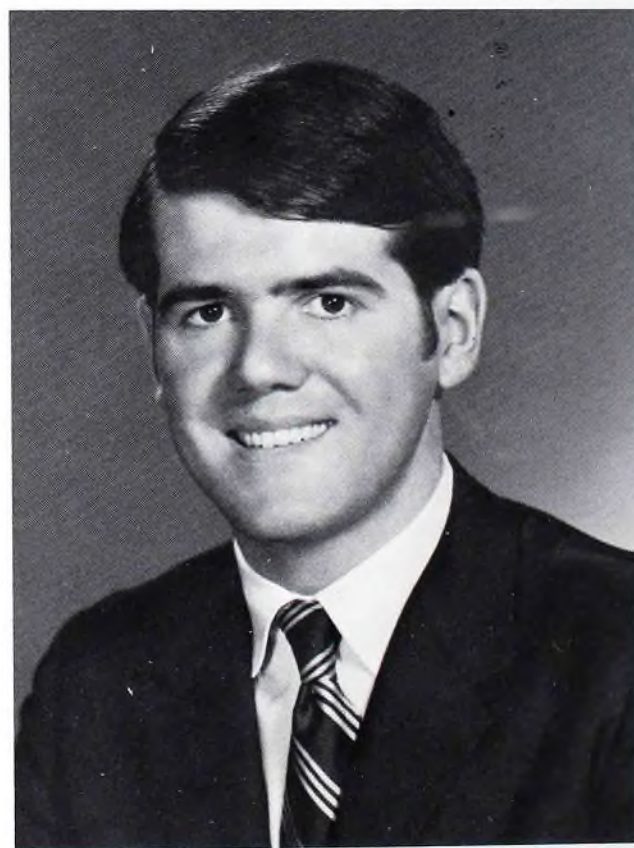
Albert I. Pristaw

*University of Vermont
Boston College
Boston University*



Robert Michael Resnick

University of Vermont

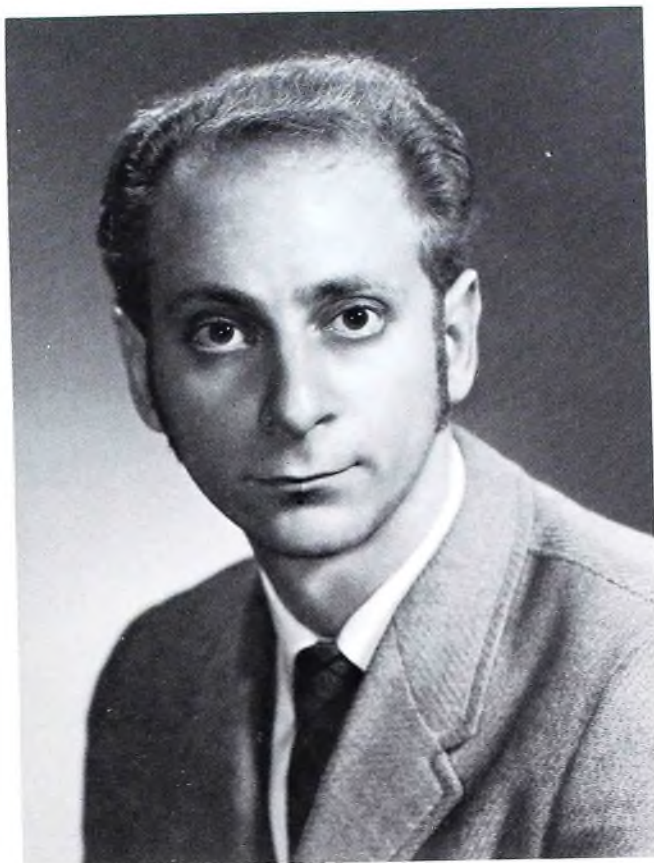


Michael Alfred Roy

Boston College

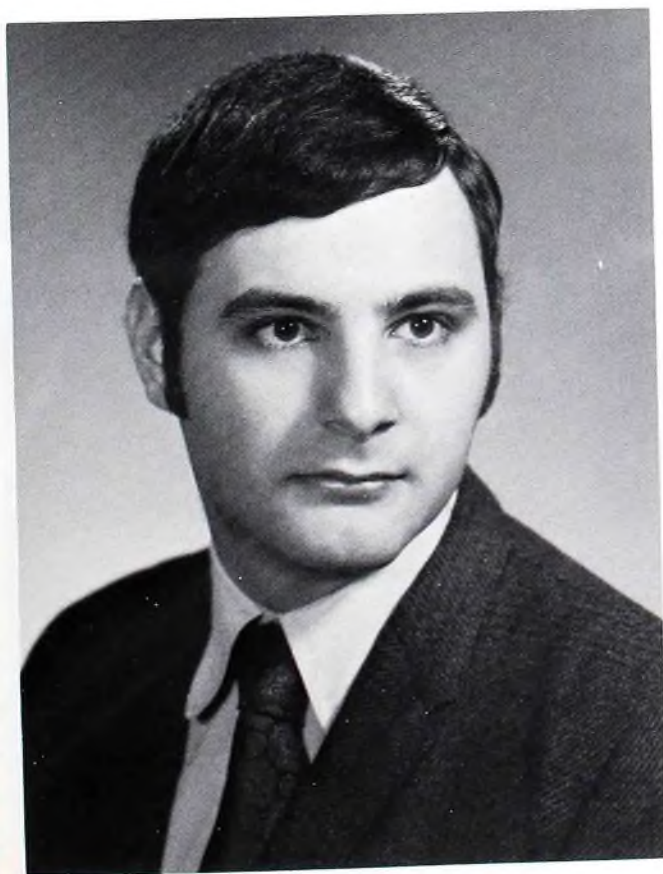
Mark G. Schonfeld

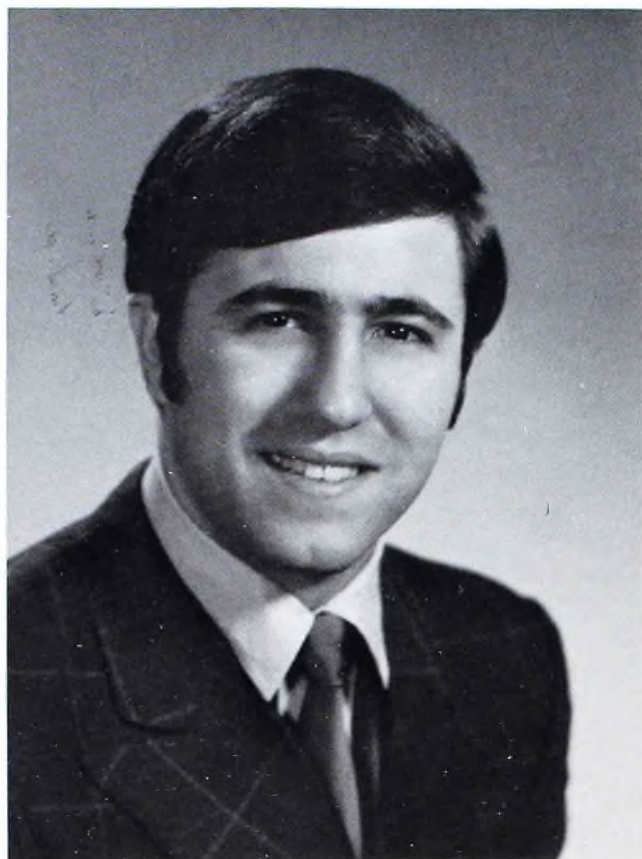
Adelphi University



Kenneth Robert Schwartz

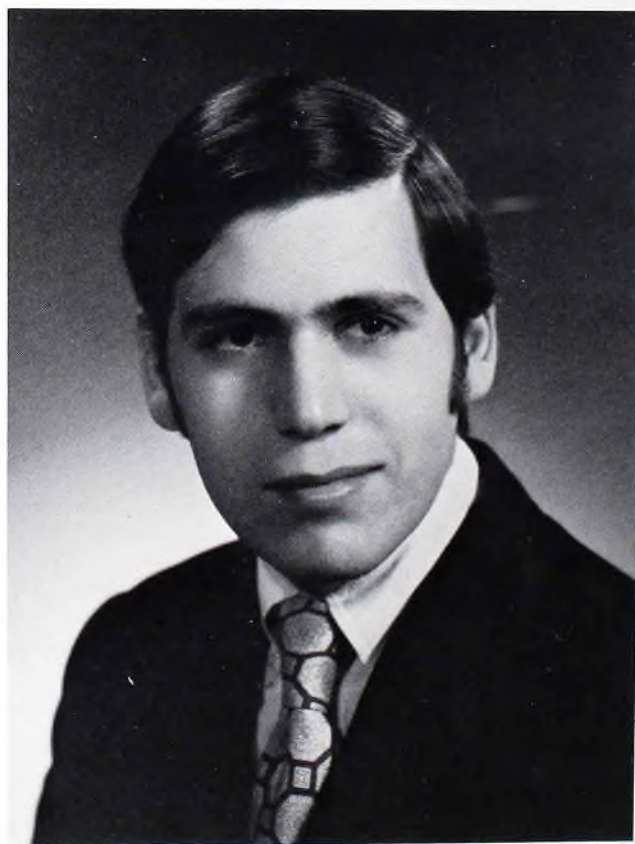
Fairleigh Dickinson Univ.





Ronald James Serra

Providence College

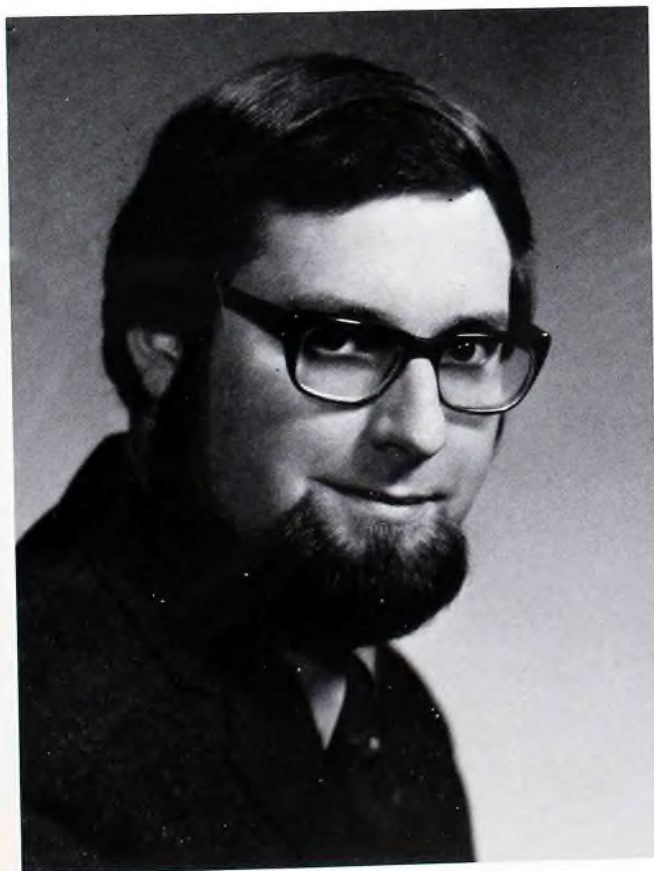
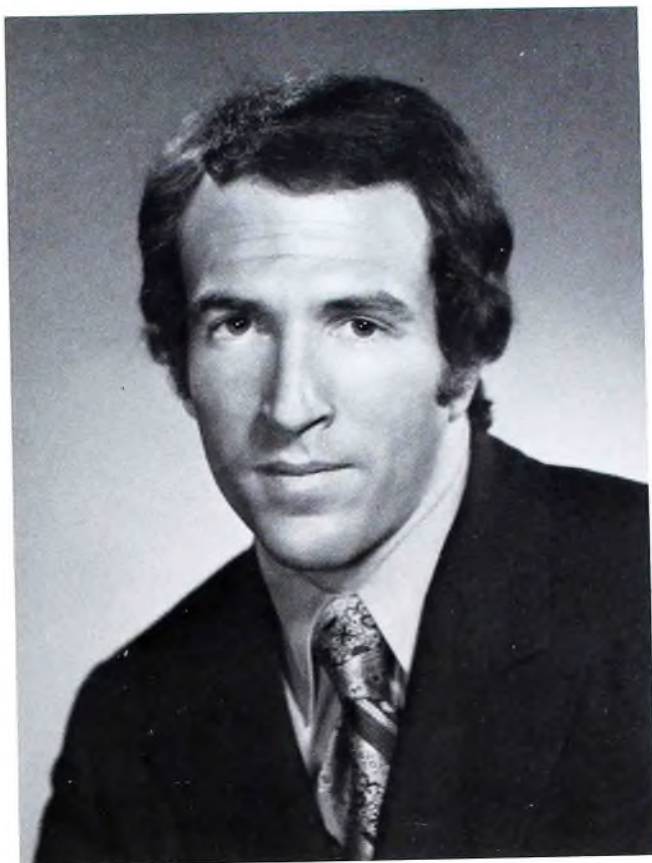


Marc Howard Sherman

Long Island University

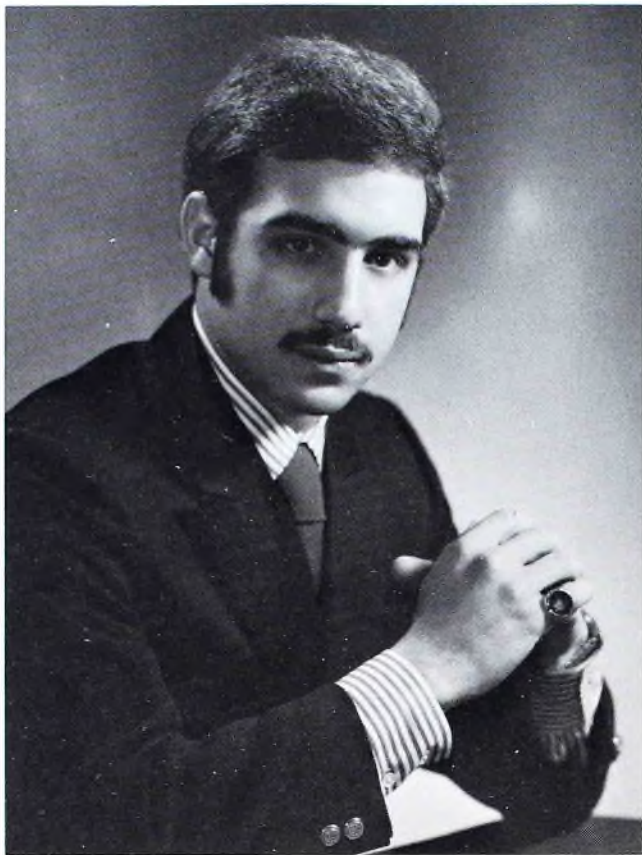
Mark I. Silverman

Ithaca College



Hayes I. Sogoloff

University of Vermont



Jeffrey Levin Starr

Bates College

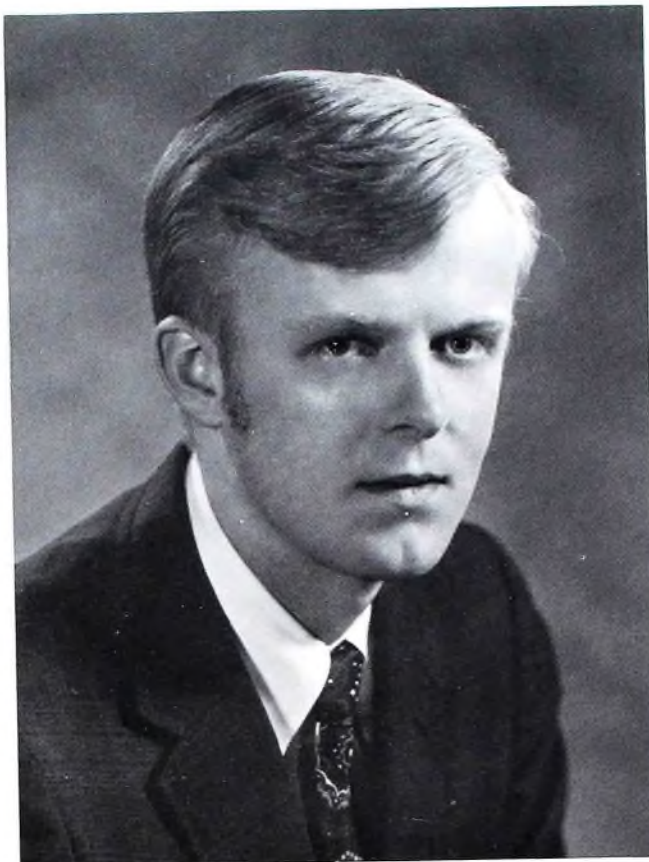
Stephen Corridon Strebel

*University of Rochester
Rochester Inst. of Technology*



Edward Joseph Troendle Jr.

*Univ. of New Hampshire
Roger Williams Jun. Coll.*



Robert I. Zisner

Rutgers University



To the members of the class of 1970, I would like to express my congratulations on your successful completion of your education at the college.

Your class will always be remembered by me because of your friendship and your sense of humor.

As all of you have, at one time or another, been a member of the course called Dean 101, I will miss your sarcastic remarks concerning my prowess in making coffee. It has been fun for me to sit with you and discuss the problems of the world and those of Optometry. I'm sure we never solved any problems but who has? I will miss all of you and you have my best wishes for a happy and healthy future in whatever aspect you choose in our profession!

GOOD LUCK!!!

Hyman R. Kamen
Dean



MESSAGE TO MCO STUDENTS

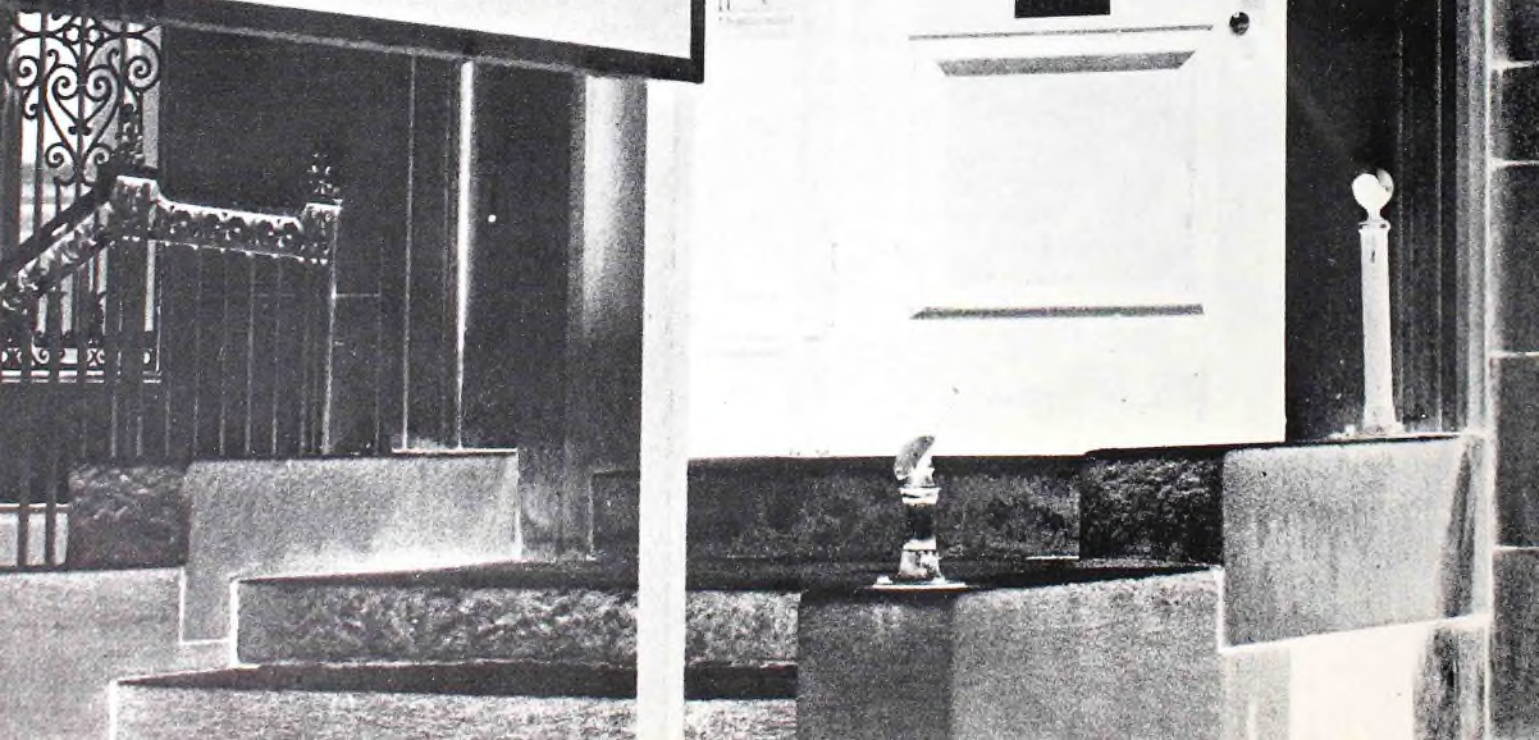
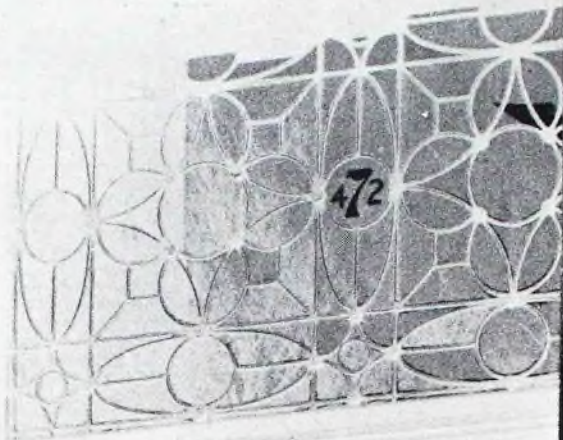
Your formal education is being consummated during the time of optometry's most dramatic development in stature, in scope and in service. However, in optometric education, as in all other professional disciplines, virtually no one is satisfied that the way in which we are delivering education is as effective as it should be. Much of this dissatisfaction stems from the growing awareness that Lincoln was right when, in the first public utterance, he said, "Education is the most important subject in which we, as a people, can be engaged." Hutchins, perhaps, over-stated the case when he said, "We do not know what education can do for us because we never tried it." It is not an exaggeration to say that no educational program ever delivers fully what it has the potential and the responsibility to deliver. Therefore, students will and should find a climate of change here. This will require that you adjust, but we hope that you will also help guide.

Basic and applicable knowledge in visual science is not the whole of your professional education but rather the framework on which it is based. You must, therefore, achieve a certain level of saturation concerning specific facts, but you should not do this without questioning. Philip Brooks admonished that "Nothing in education is so astonishing as the amount of ignorance it accumulates as inert facts." Nothing assures this ignominious result more than the apathetic swallowing of all "facts" that are served.

If you can fit the events of the days you spend here to industrious and critical inquiry into the body of knowledge that is called visual science, developing thorough competence that justifies self-confidence in your professional skills and molding the qualities of character that make you truly a professional, then our joint enterprise will have approached its potential.

Wm. R. Baldwin
President

**MASSACHUSETTS COLLEGE
OF OPTOMETRY
OUT PATIENT CLINIC**



In the lectures we were
confronted with a sea of faces
from which emerged scattered
island of excellence.

These exceptional teachers
and human beings are
distinguished for their depth of
knowledge, their clarity of
thought and above all for their
ability to teach. We single them
out for our profound and
special thanks.....



Paul F. White, O.D.



Hyman R. Kamens, O.D.



Donald Doughman,
M.D.



Robert McNulty, O.D.



Carroll Martus, O.D.



Marc W. Richman, M.D.



Frank Kozol, O.D.



YOU
NEVER
KNOW
WHAT
IS
ENOUGH
UNTIL
YOU
KNOW
WHAT
IS
MORE
THAN
ENOUGH

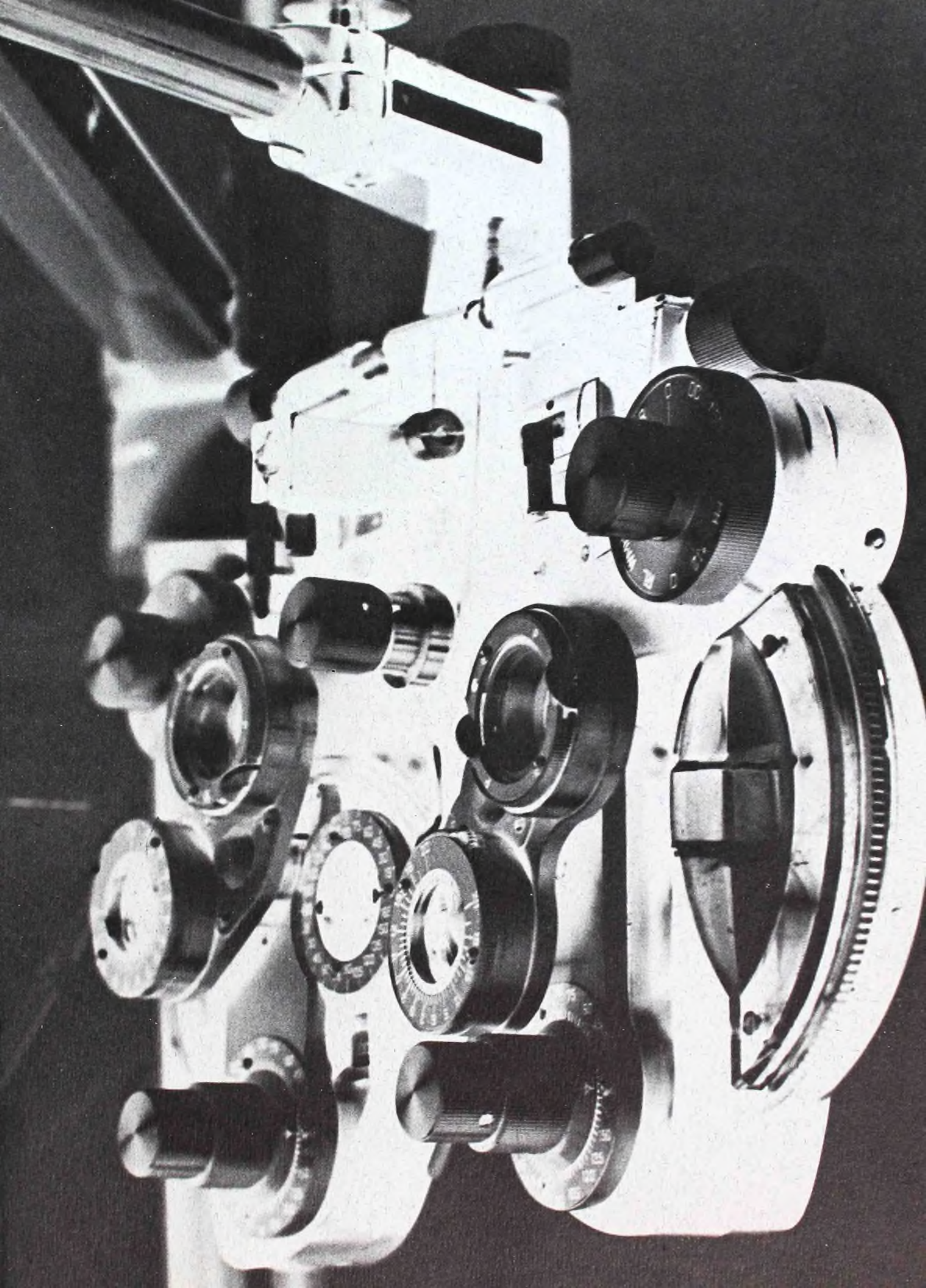
TOGETHER WE LEAVE



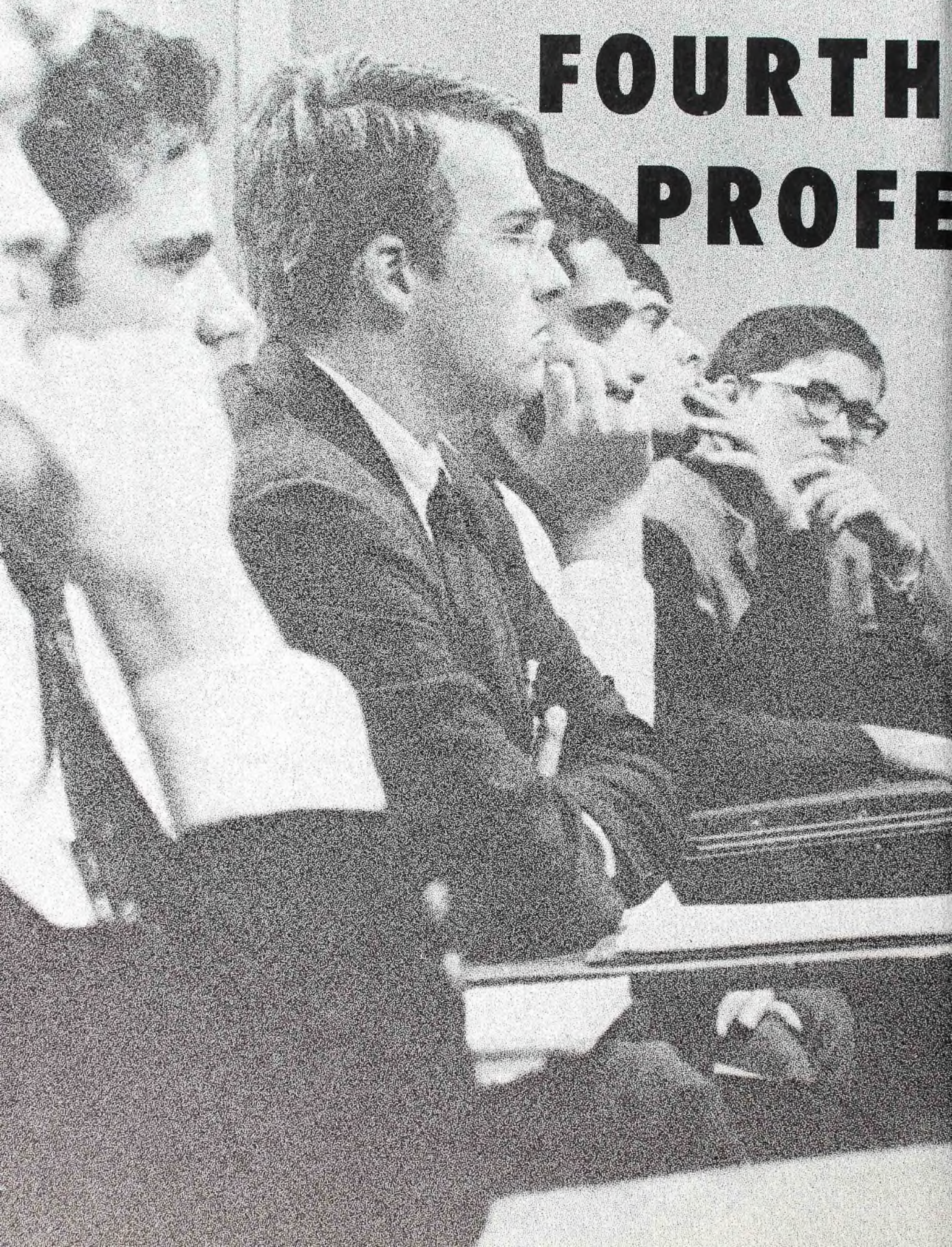
WHAT
FUTURE

DOES
HOLD?

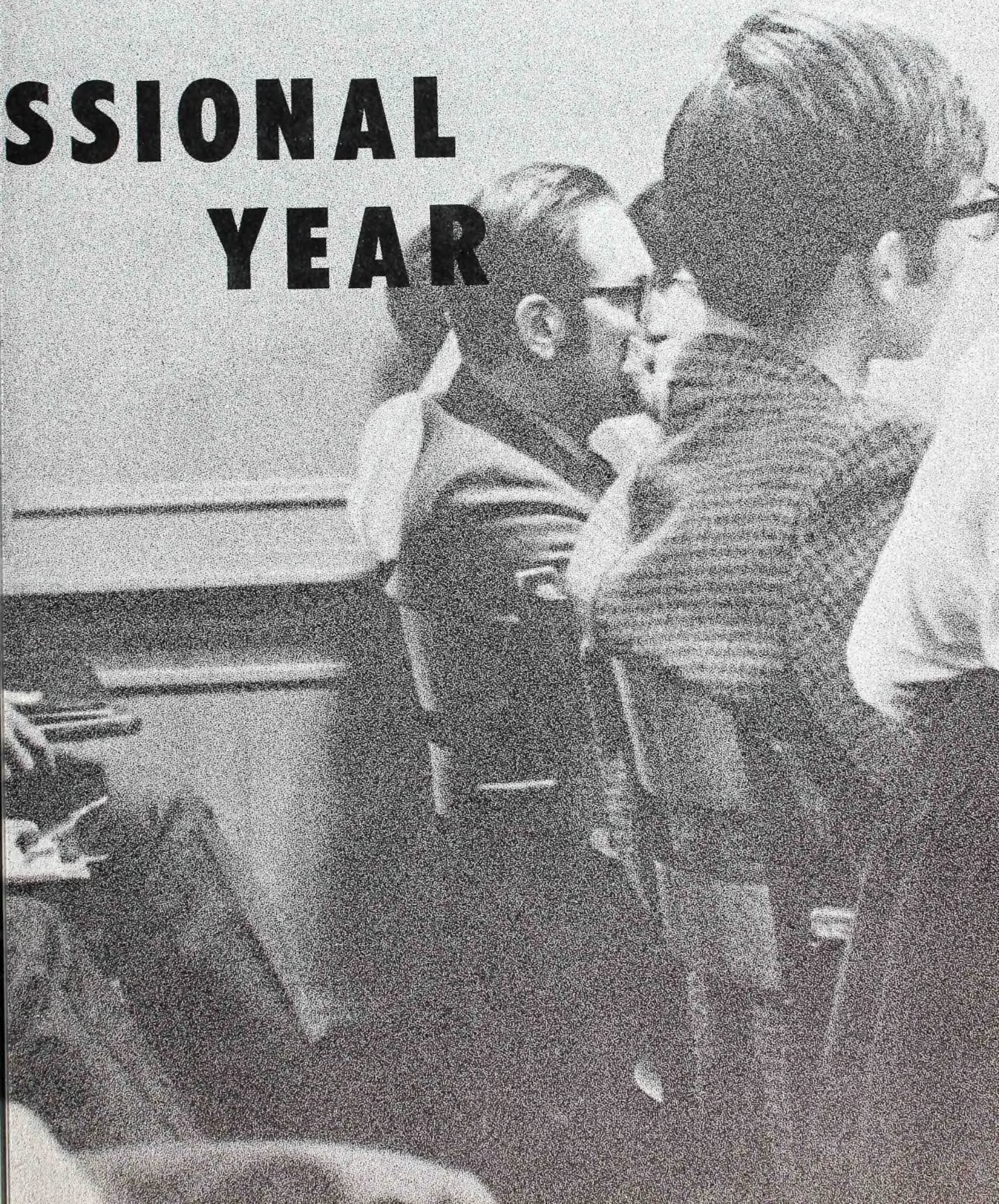
THE



FOURTH PROFE



SSIONAL YEAR







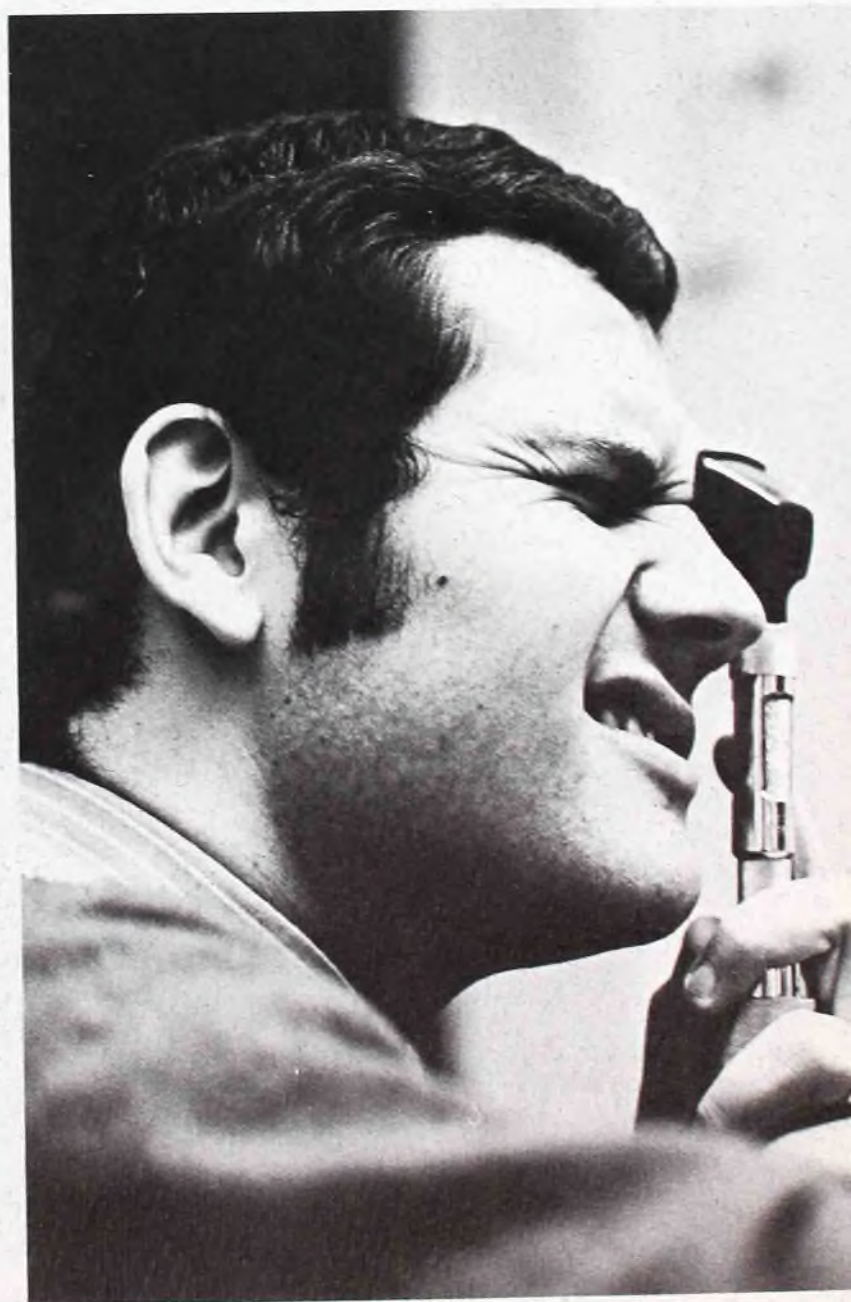
DETERMINATION,

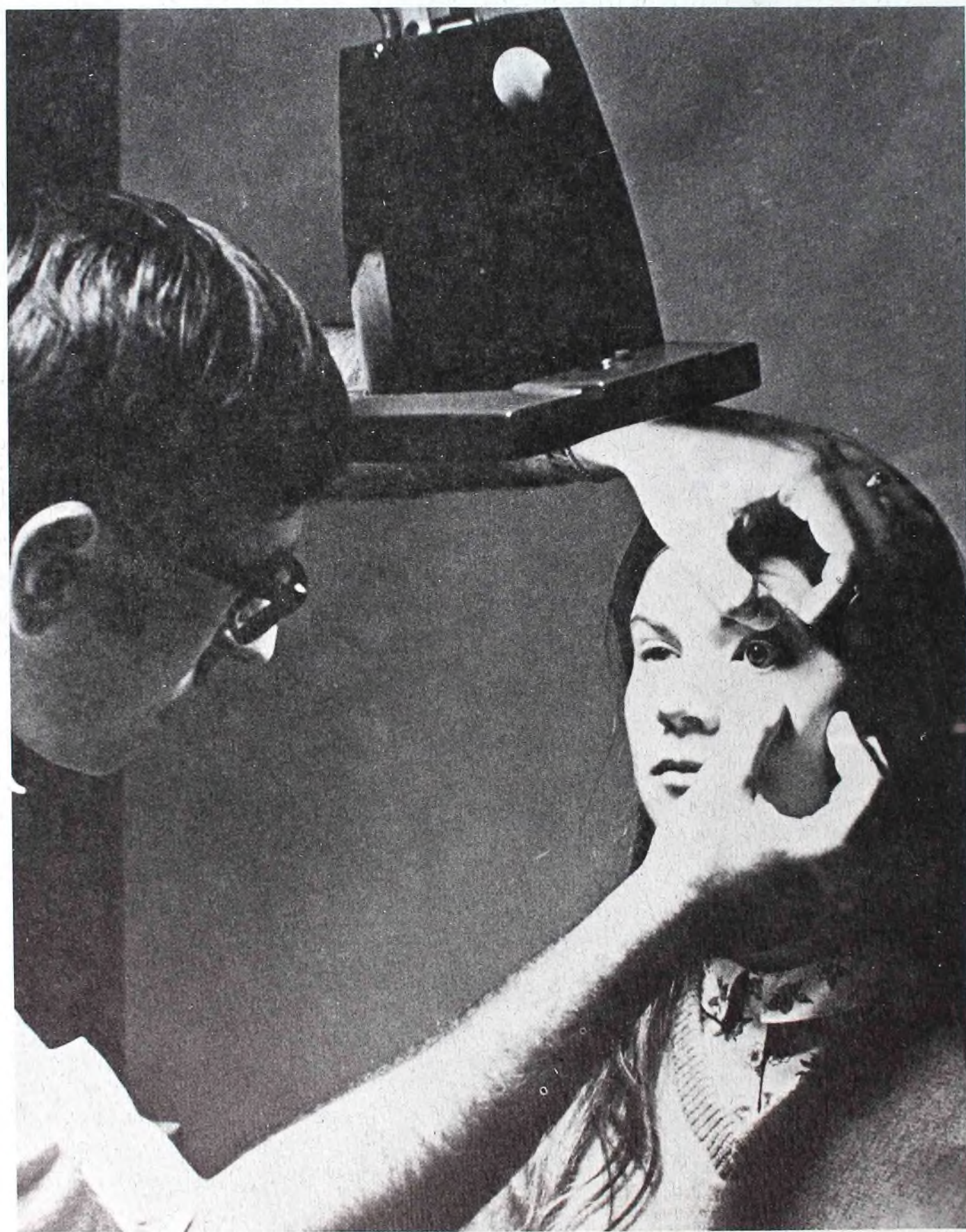
DILIGENCE,

DIDACTIC,

DEDICATION,

DESPAIR,

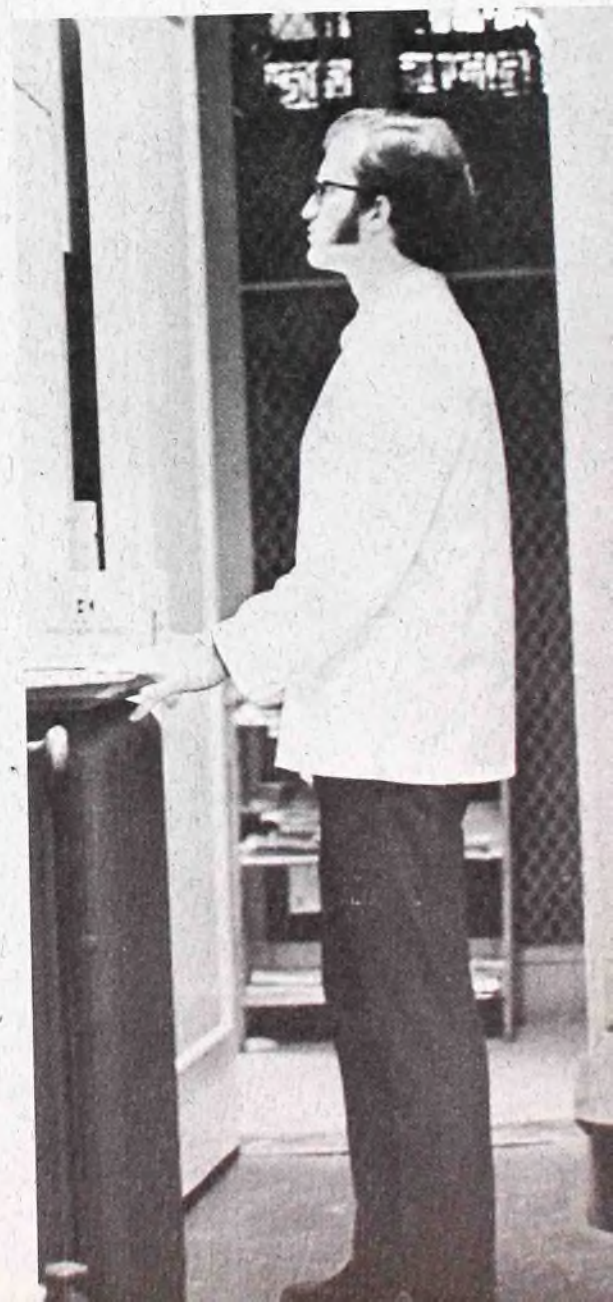




Our clinic's brightest feature
is a twenty-one step procedure
But when the verification is thru
— it took us forty-two

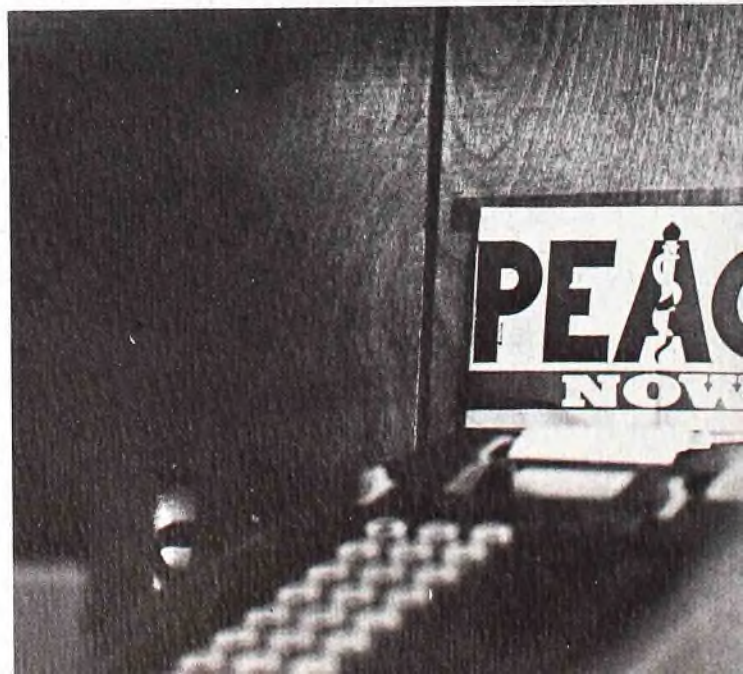
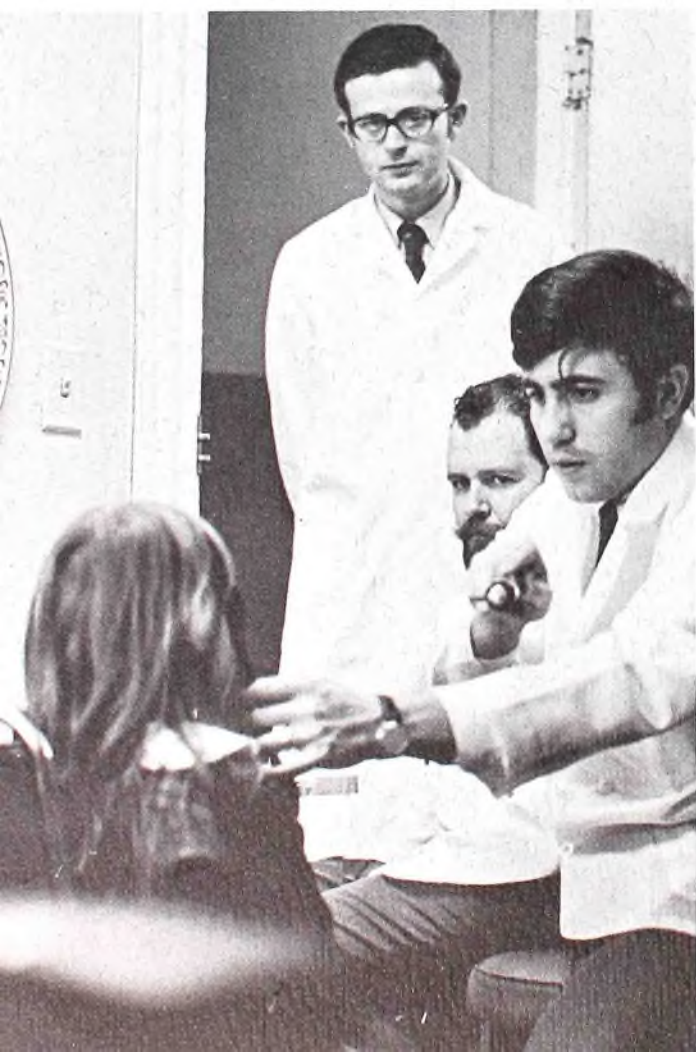
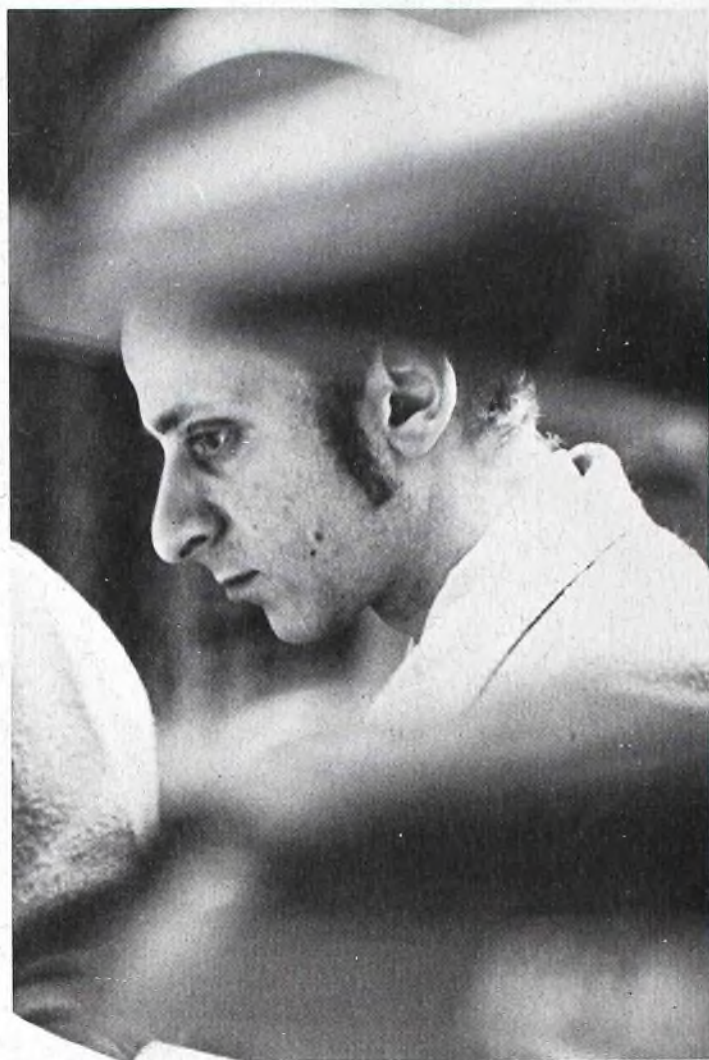


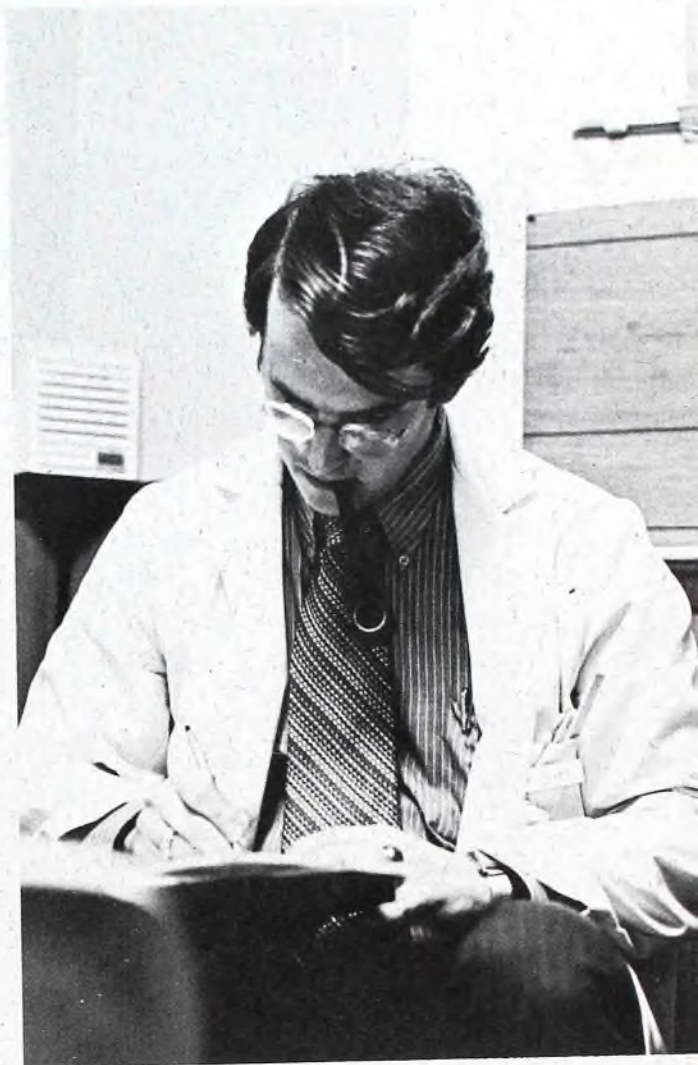
Life is to be lived,
not understood,
and lived continuously,
by the device of acceptance



"I have not yet learned the secrets of lights,
nor have I understood the mysteries of dark-
ness."

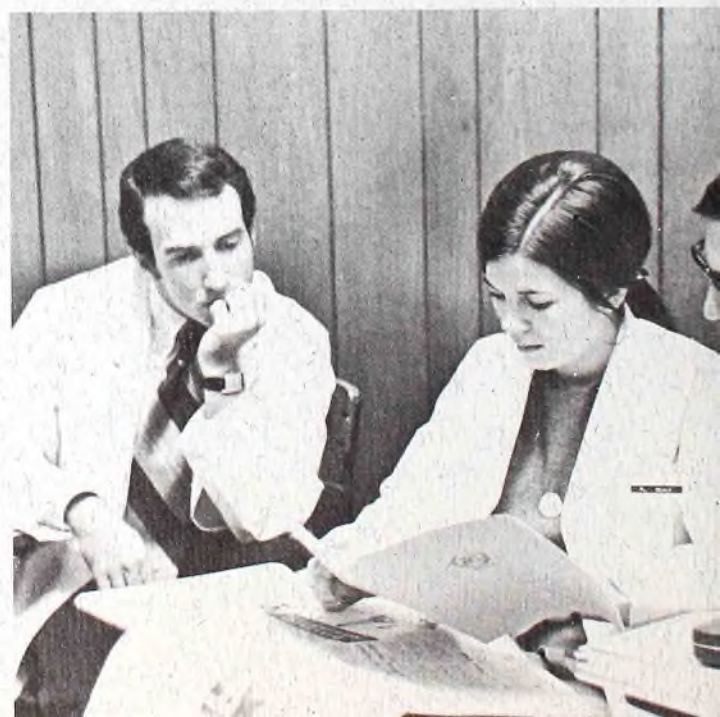
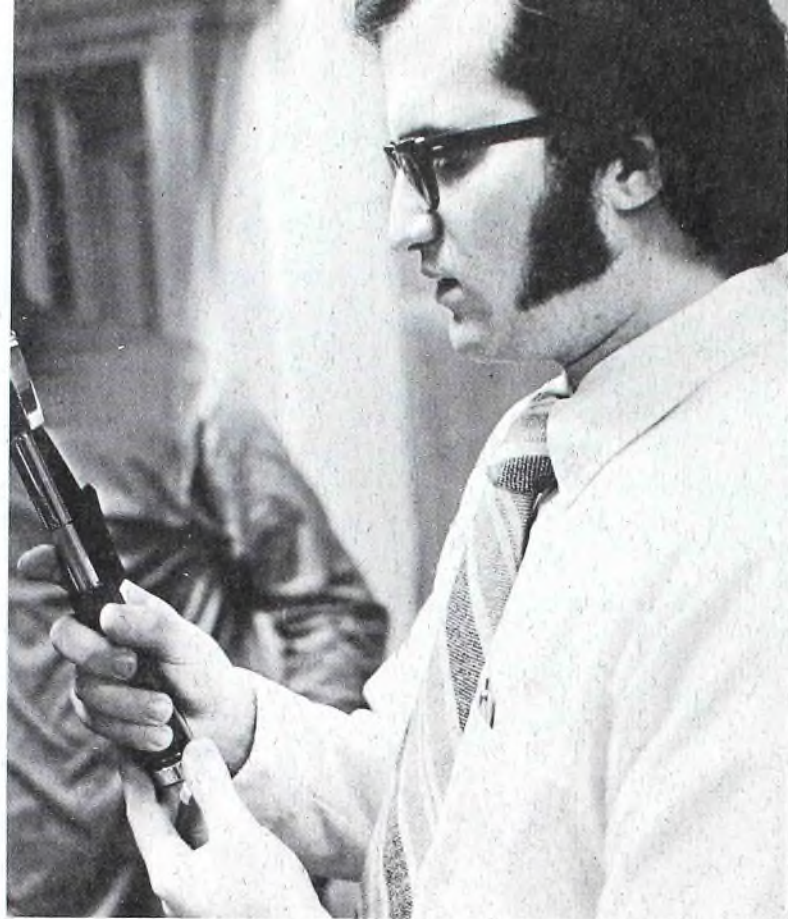
— Gibran

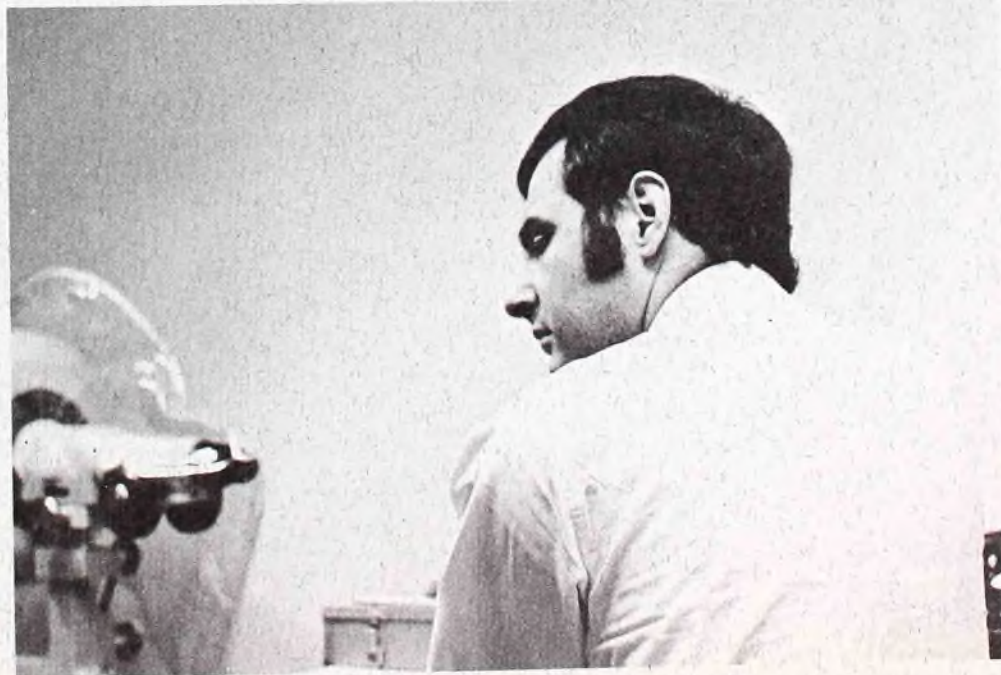
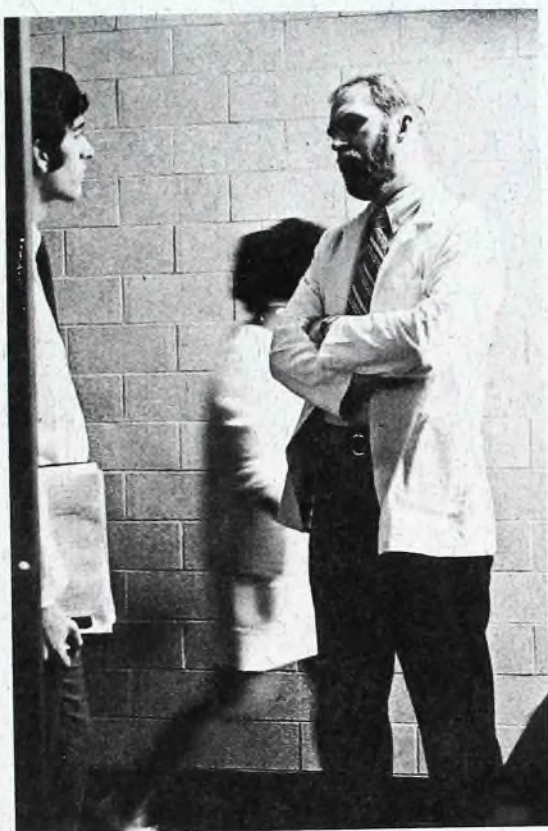


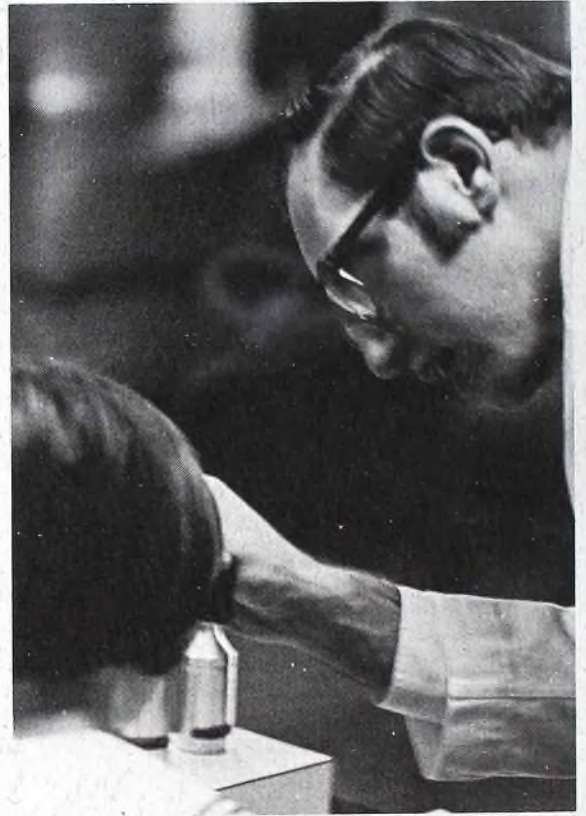
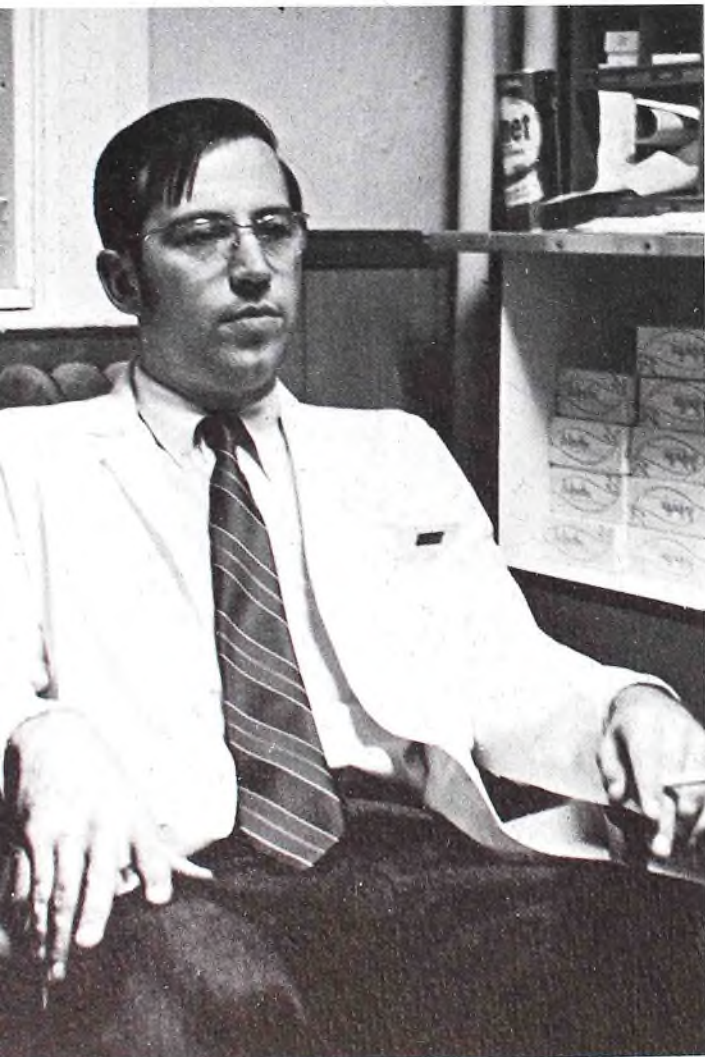


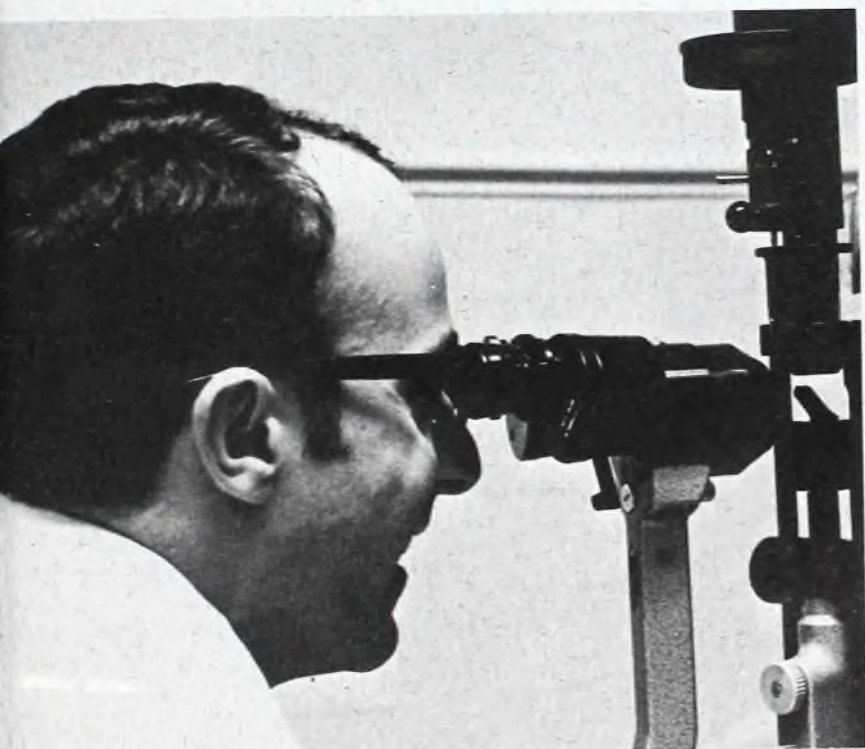
STUDENTS: ●

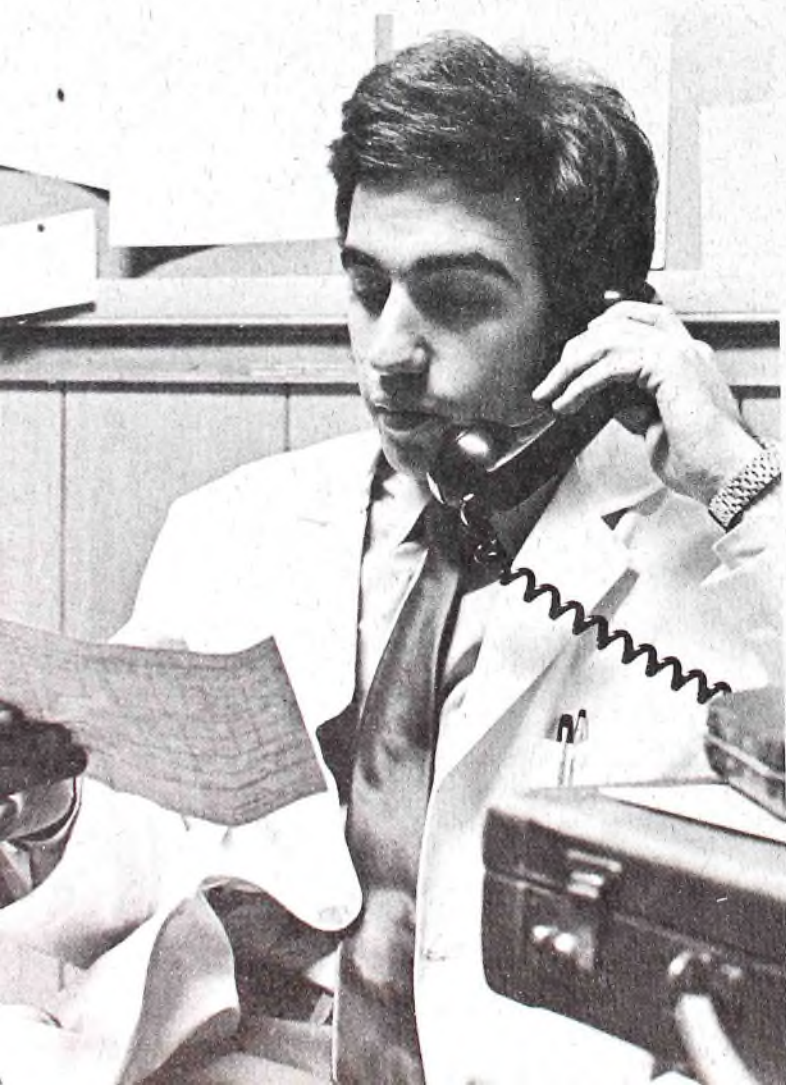
Do not stick fingers
in refractor to see if
a lens is present.
Please help keep the
equipment in good shape

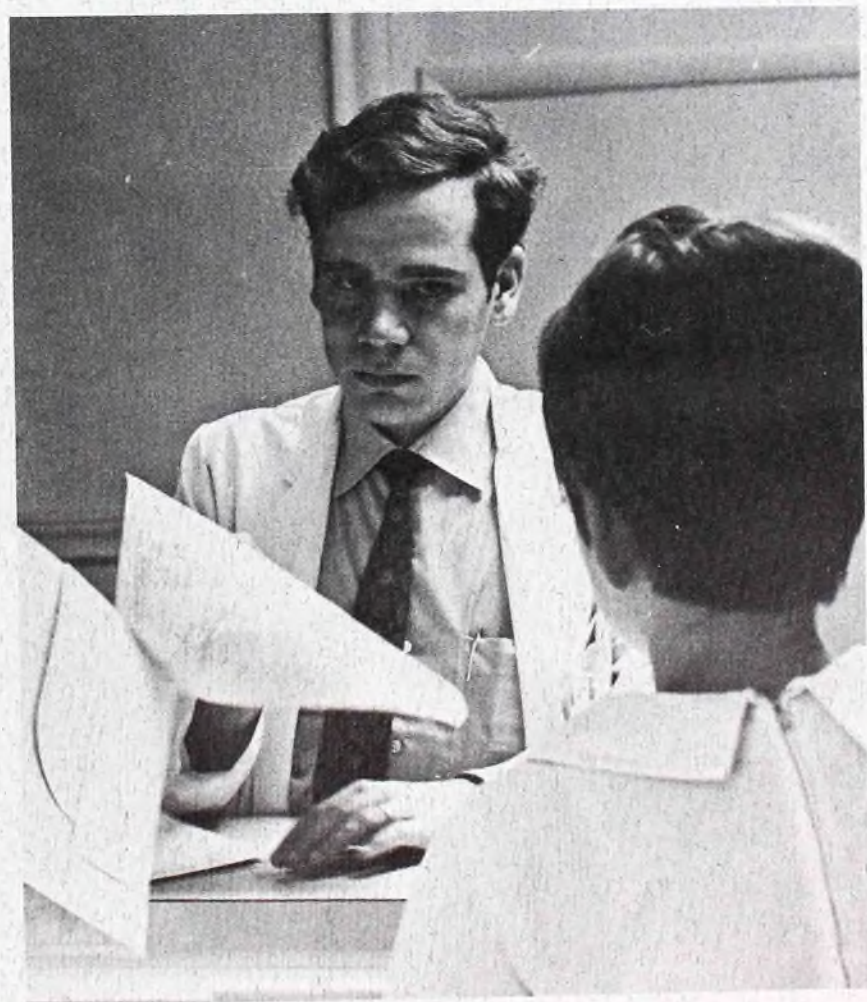
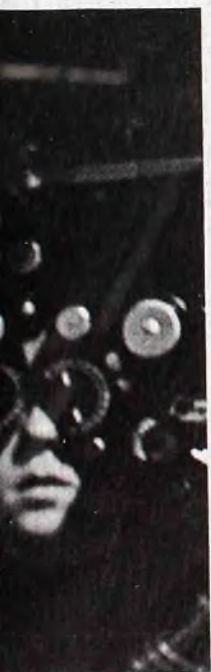
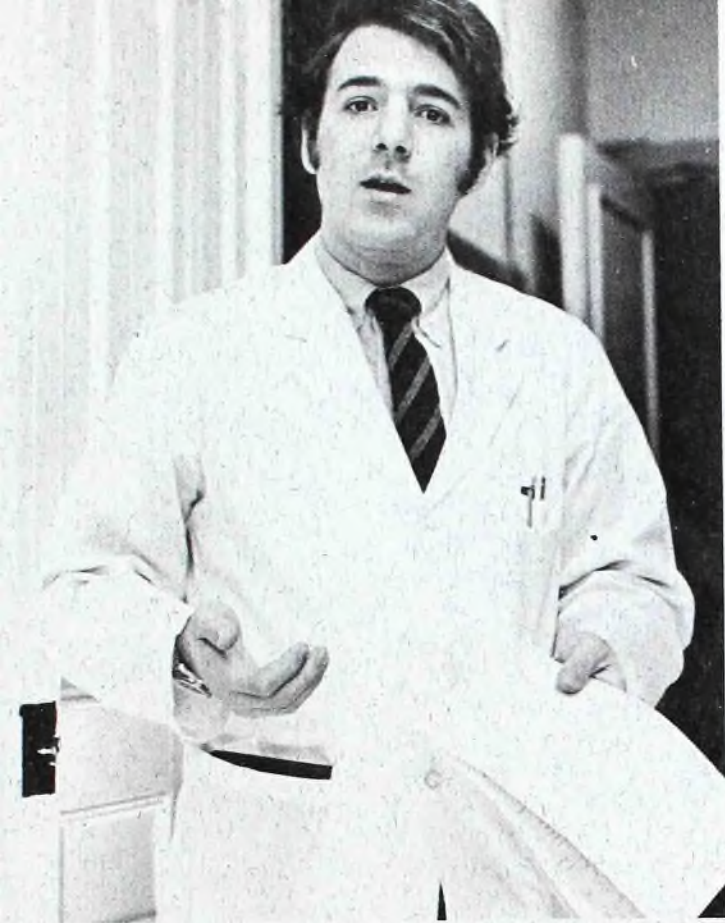










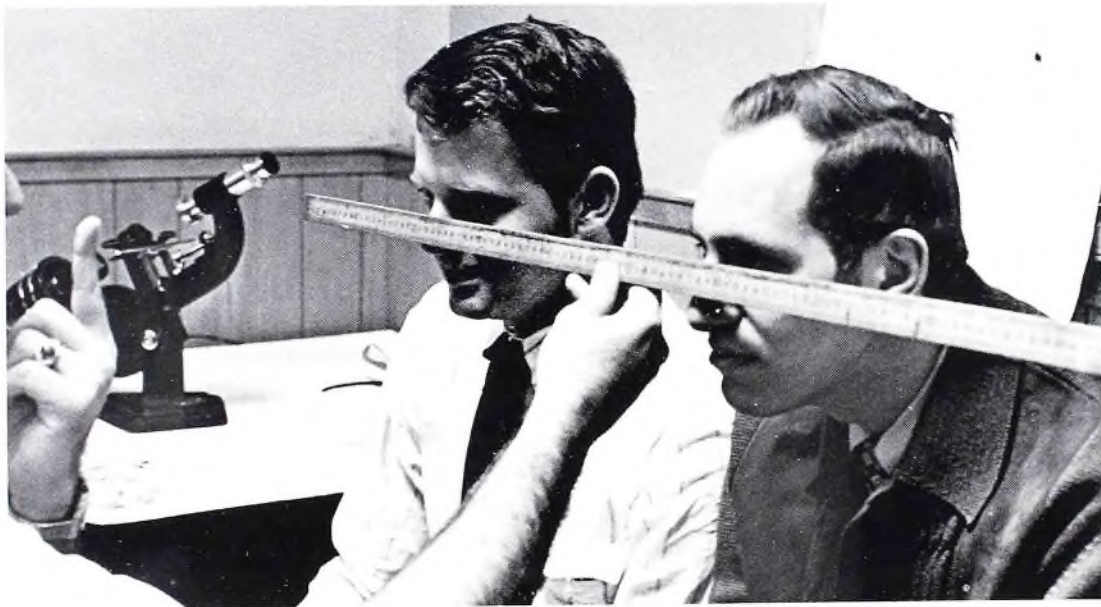






Through it all we were
able to maintain our
sense of humor





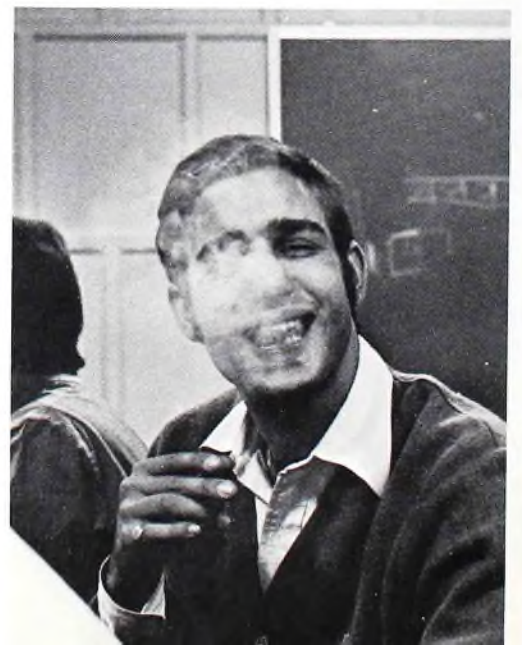


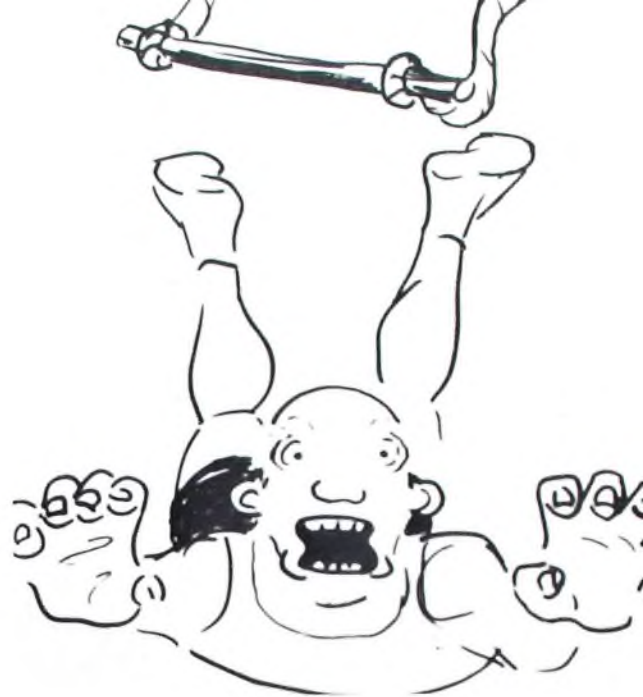
CONTACT LENSES AGAIN
ED?





To be quite honest Mr. Dracula,
you're as blind as a bat . . .





What do you mean
that you just lost
your contact lenses
and can't see a
thing??





FOURTH YEAR CLASS

Many people were introduced to each other



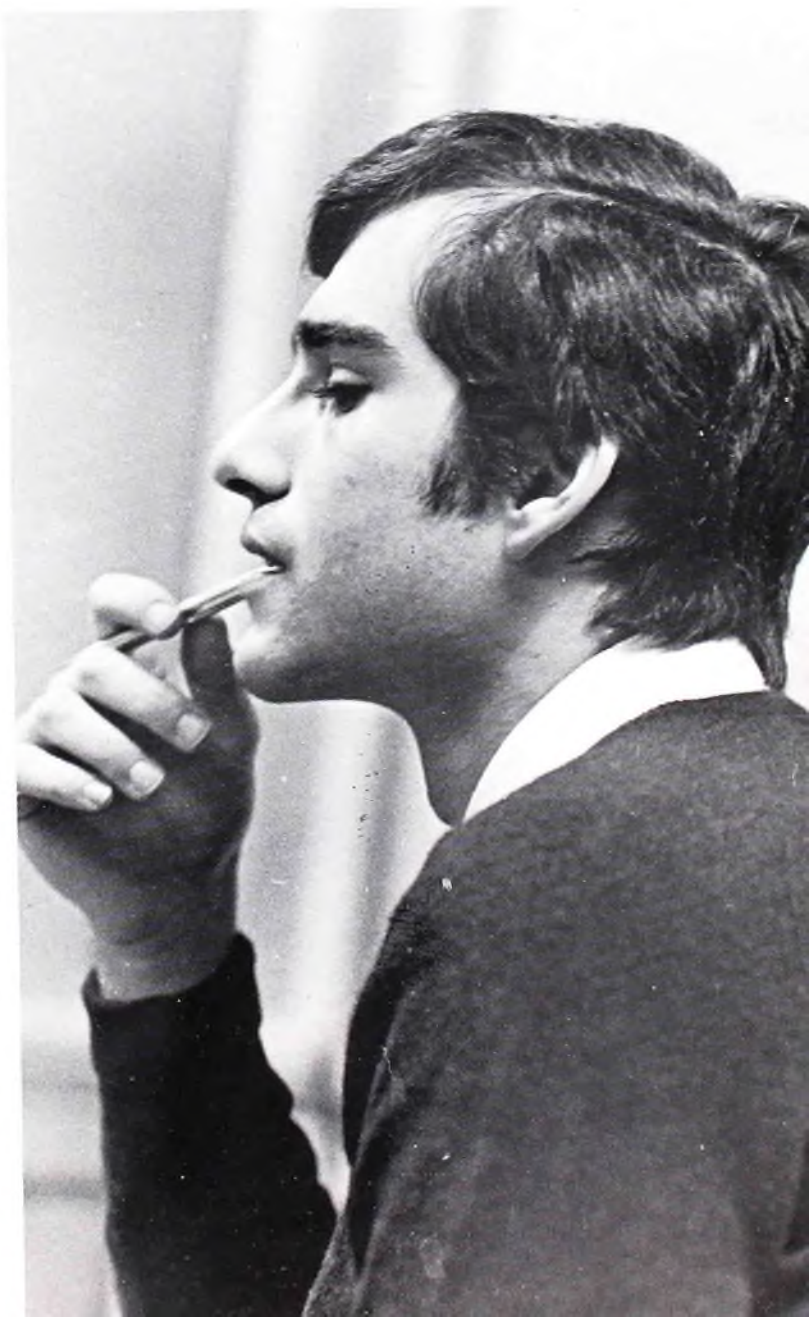
AND FACULTY DINNER

for the first time — even some classmates.



The following pages reflect the innermost thoughts of this year's graduating class. In that a picture is more expressive than many words, we invite you to interpret some of the ensuing facial expressions . . .







Simplicity, I said
(Trying to be profound)
is too simple.
Therefore we dupe ourselves
making it hard by trying to
make simplicity profound.
(This I said trying to be
profound, but what I made
it sound like it was something
entirely too simple).













Foster Namias, O.D.



Harold Cline, O.D.



Samuel Wasserman, O.D.



Joseph McDermott, O.D.



Chanel Dufour



Philip Friedman, O.D.

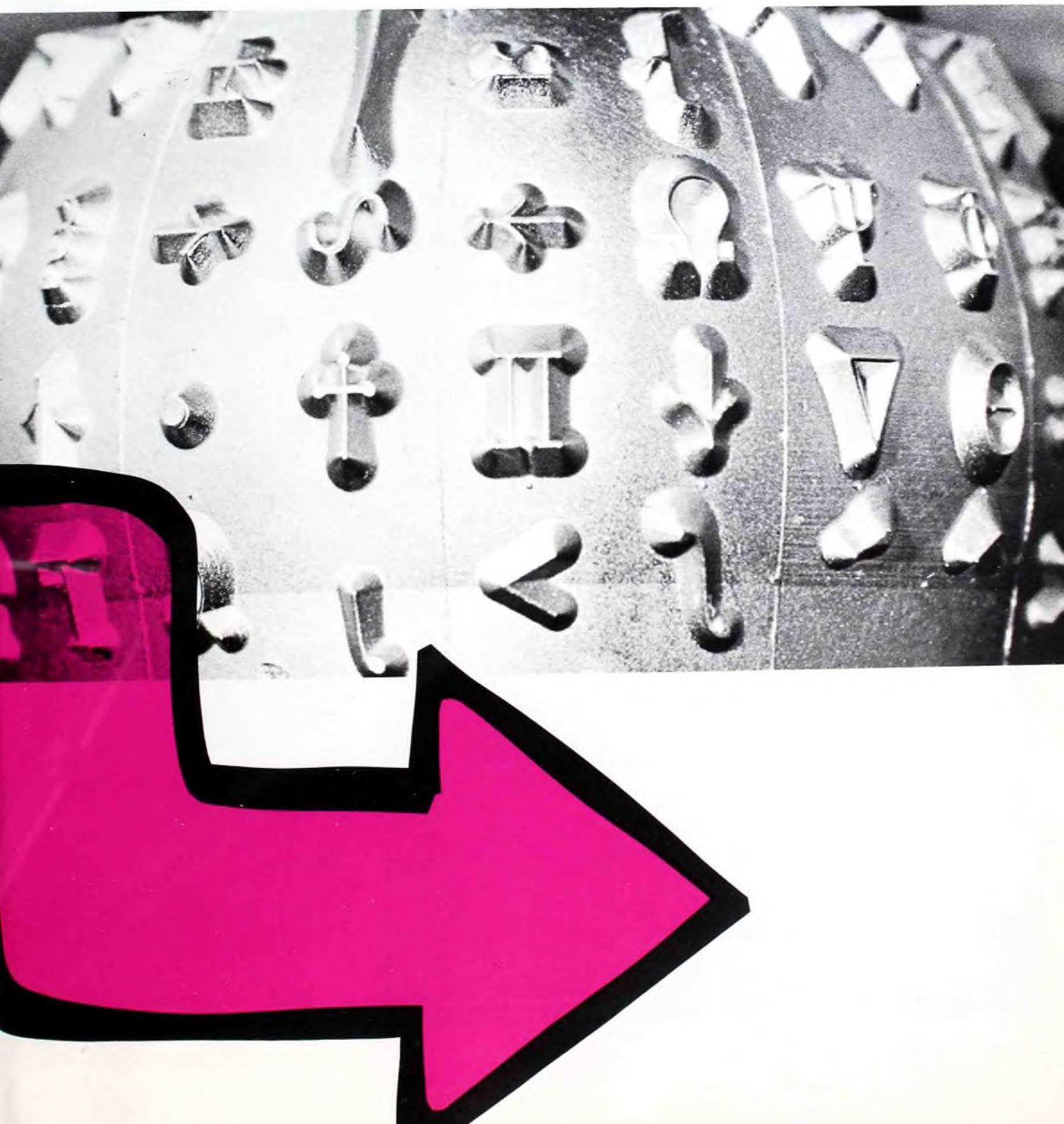


John Asarkov, O.D.



Daniel Appleton, O.D.

FACULTY





Richard Hazlett, O.D.



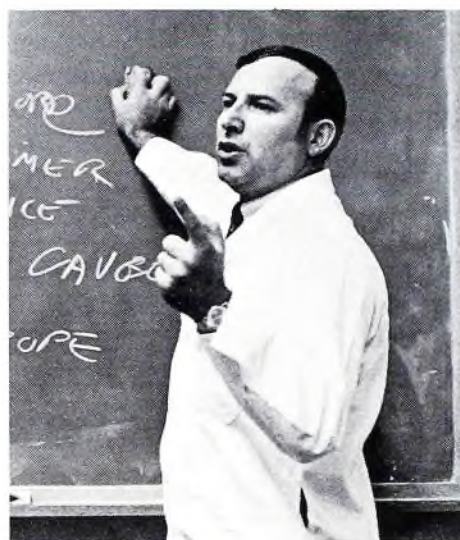
Joseph Svagdys, O.D.



Sidney Wittenberg, O.D.



James Walters, Ph.D.



Louis Bardfield, O.D.



Sumner Kagan, O.D.



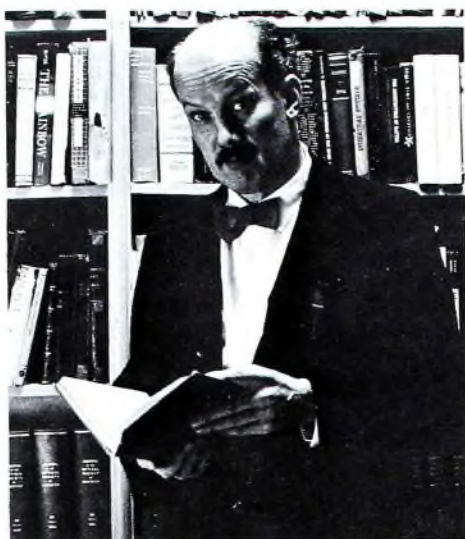
Eugene Craig, Ph.D.



Louis Zglobicki, O.D.



Charles Mullen, O.D.



D. J. Lovell, M.S.



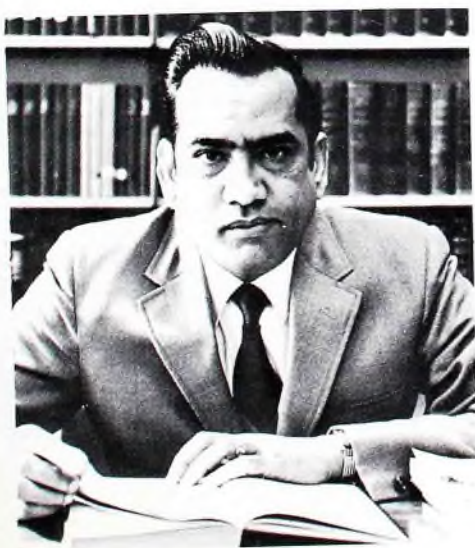
Carl Doughty, O.D.



Paul Weatherly, M.S.



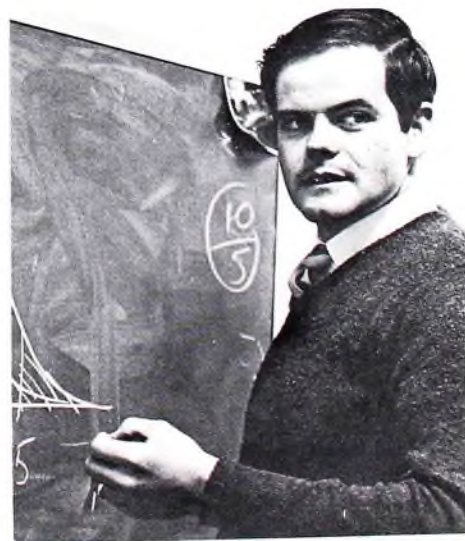
Jerry Christiansen, Ph.D., O.D.



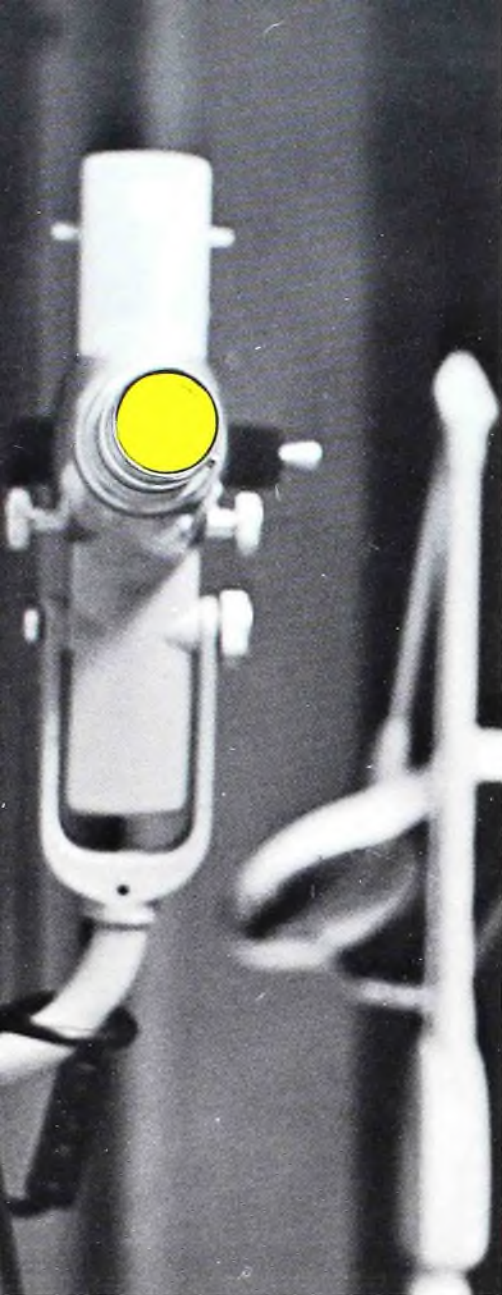
Srinivas Natrajan, Ph.D.



Matt Garston, O.D.



Frederick Bleck, Ph.D.



"What

Could

They

Do

With

This

Place

Finally?

Except

Pour

Kerosene

On

It."

Lenny Bruce



TELL ME ANNIE, HOW LONG HAVE YOU HAD THIS ANOMALY?



INGENIOUS HENDERSON, QUITE INGENIOUS, BUT THERE ARE MORE CONVENTIONAL WAYS FOR TREATING STRABISMUS.



OH! MISS WILSON HOW CLUMSY OF ME TO DROP YOUR CONTACT LENSES.



YUP, ALL YOU NEED IS A LITTLE BIT OF PLASTIC, HIGH QUALITY LENSES, AND A FEW PRISMS, GIVE IT PLENTY OF LIGHT, MUMBLE A FEW INCANTATIONS, AND BEFORE YOU KNOW IT YOU'VE GOT AN OPTOMA TREE.



I APPRECIATE THE FACT THAT THE BUILDING IS OF RUGGED CONSTRUCTION AND AVAILABLE IN AMBER, WALNUT AND ONYX, BUT AREN'T THOSE GLASS DOMES TAKING THINGS A BIT TOO FAR?



YES, I KNOW THESE ARE STONG, LIGHT WEIGHT, AVAILABLE IN FOUR COLORS, AND SIX SIZES, DOCTOR, BUT I WAS THINKING MORE ALONG THE LINES OF A MONOCLE.



OH NO!! D.J. HAS GIVEN ANOTHER TEST TO THE FIRST YEAR STUDENTS!



JUNE 5



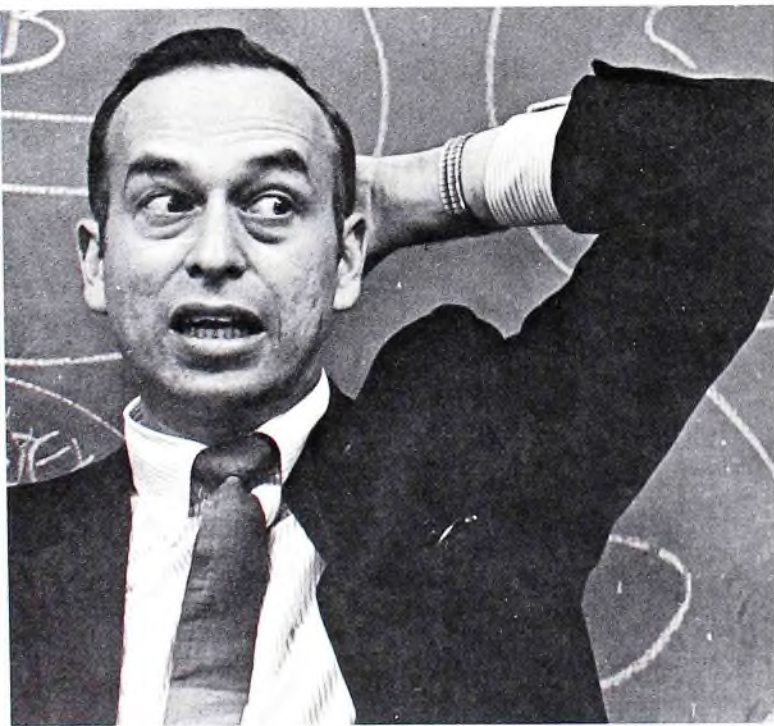
th 1970



"THE VANITY OF TEACHING OFTEN TEMPTS
A MAN TO FORGET HE IS A BLOCK HEAD."
— LORD HALIFAX



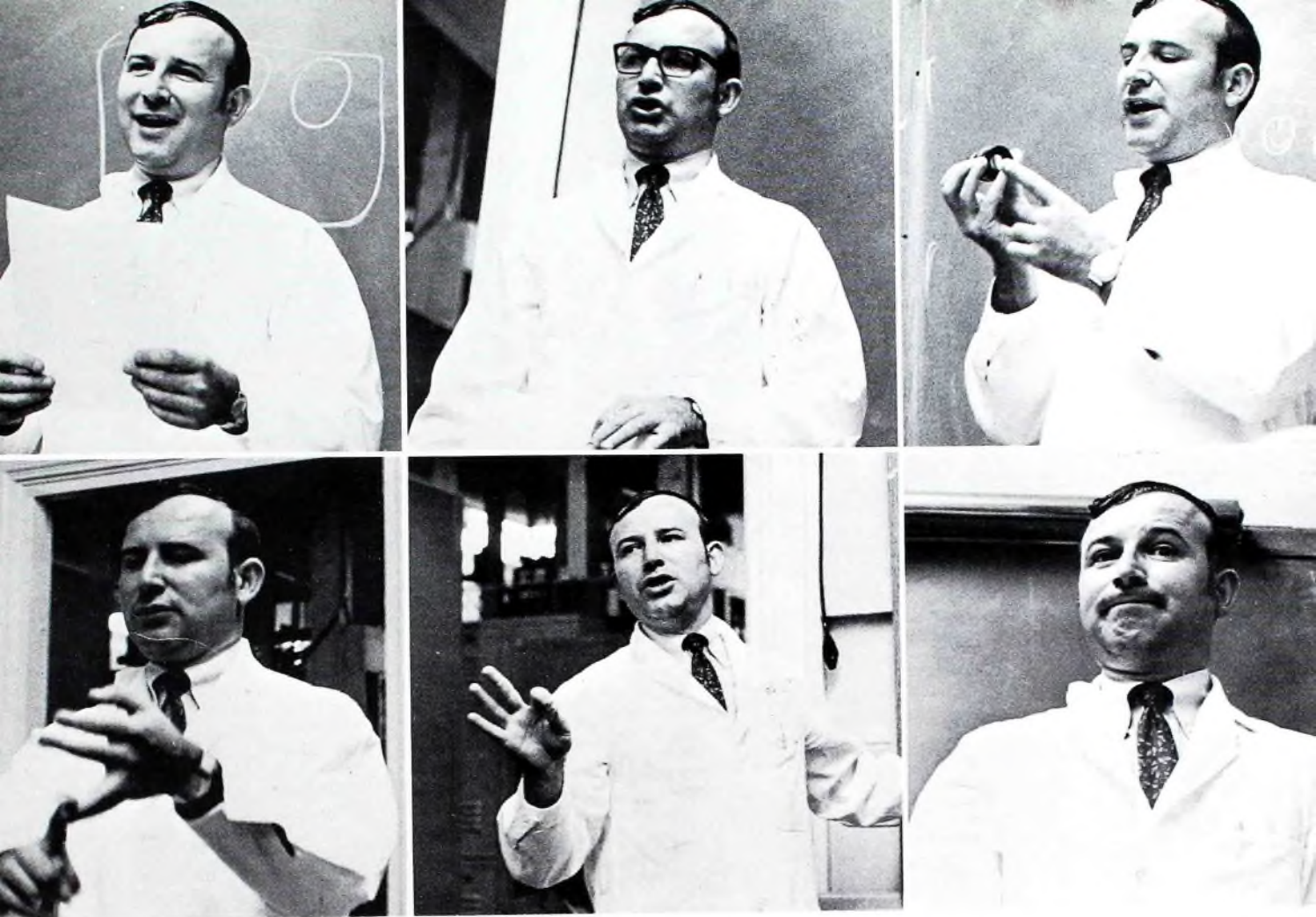
PRECISELY WHAT IT WAS, A FRAME-UP.



I WISH YOU GUYS WOULD STOP GOING OVER MY
HEAD.



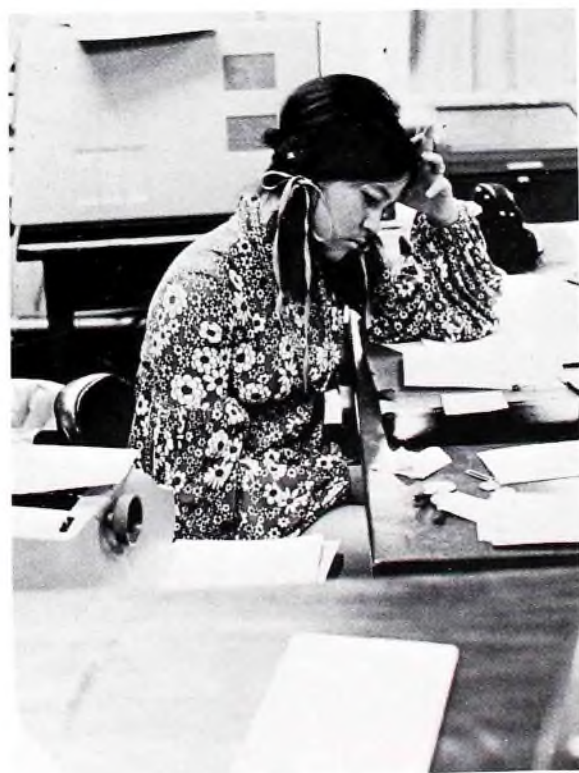
WHAT PHARMACOLOGY PAPER?



HONORABLE JAPANESE CONTACT LENS LECTURE.



PROPER ADJUSTMENT ASSURES THE COMFORT OF THE PATIENT.



WHO THE HELL DO I WORK FOR ANYWAY?





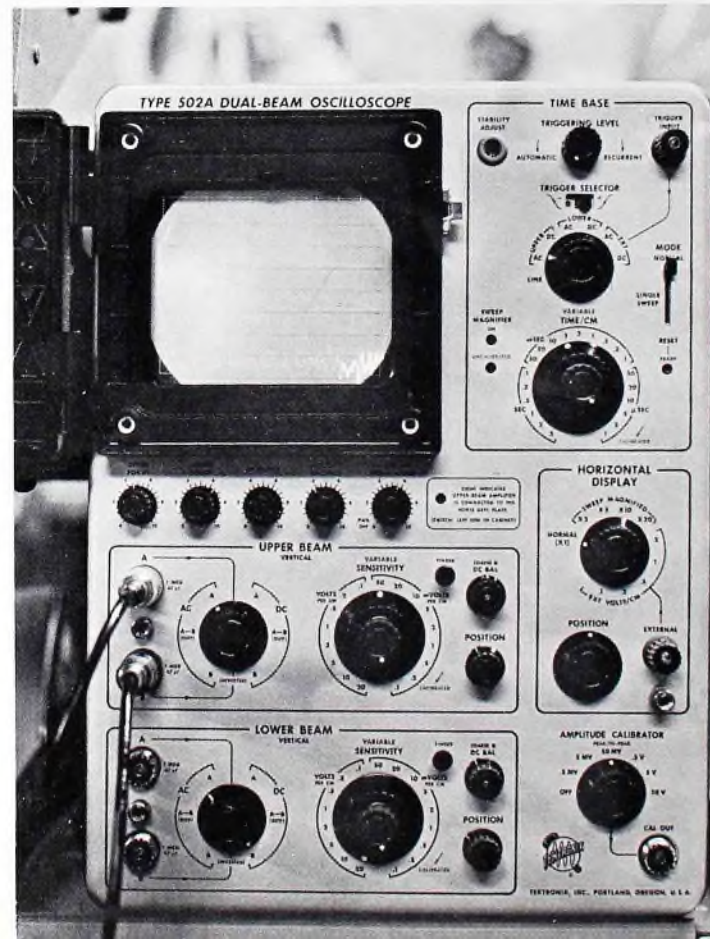
Spring
In
Boston

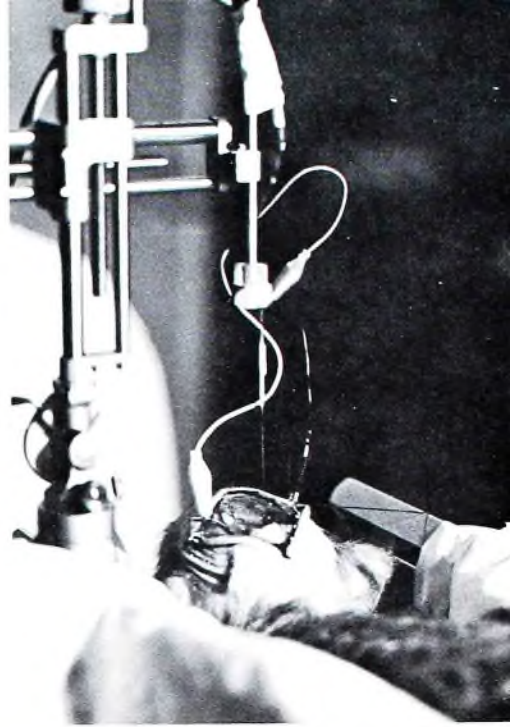


Research with micro-electrode recording commenced this year at the Massachusetts College of Optometry.

Under the direction of James Walters, Ph.D., and Jerry Christiansen, O.D., Ph.D., the students were introduced to a meaningful and sophisticated physiological optics laboratory.

Some hope that through this facility we may explore the intricacies of occipital EEG refraction.





A vintage medical X-ray machine, likely from the mid-20th century. It features a large, circular gantry mounted on a vertical column, which can rotate around a patient lying on a table. The machine is made of dark metal and has various adjustment knobs and levers. The background is a plain, light-colored wall.

*"I do not regret it —
therefore I know that it was good."*

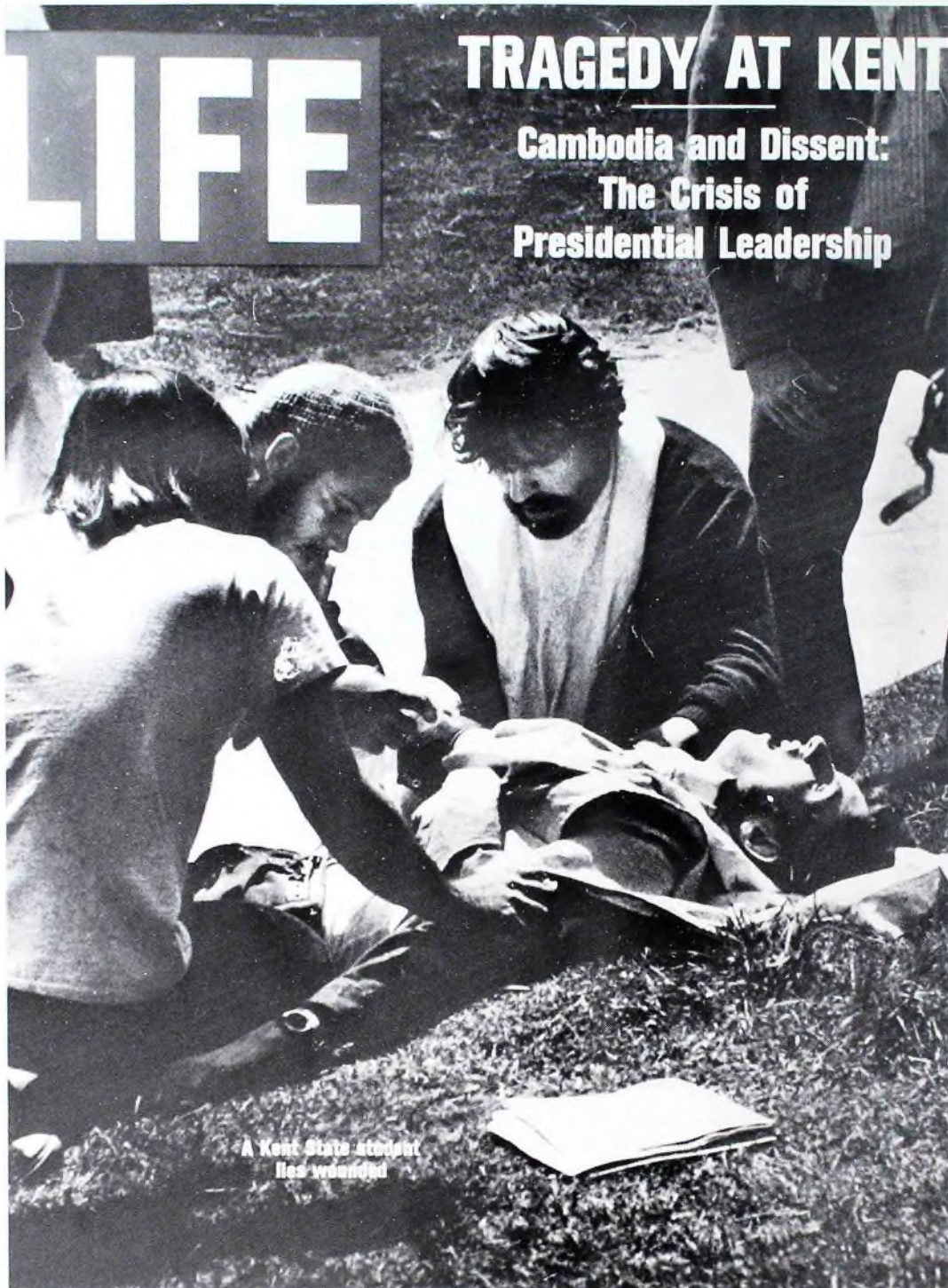
— Camus

On The Nature of Things

There are many thoughts which come to mind in looking over the last four years of school. We came knowing very little, if anything, about Optometry and now we are leaving as specialists in the field. With this in mind all that we have experienced could not have been as bad as it seemed to have been. All of our criticisms and anger were mostly reactions to our situations at the time. For we, the seniors, are a transition class. We contain part of the "old" and part of the "new" ways of Optometry, hopefully the best of each. We have been given the ability to abstract the useful, valid and practical aspects from material and so we entered our senior year.

Aspirations that our final year would be more meaningful, informative and educational were met with personality conflicts, faculty and student quibbling and impracticality on both sides. A lack of communication and understanding among students, the new administration and the remaining old administration and faculty produced a situation which was educationally unhealthy and morally inexcusable. However, from among the chaos a few wise words were spoken and an educational year was had by those who were fortunate enough to find it. Our senior year was not wasted, for an understanding and knowledge of the problems of education was acquired by both the students and the faculty, from which Optometry can only gain. Let the succeeding seniors profit from our, the graduating class and the administration's, lessons learned.

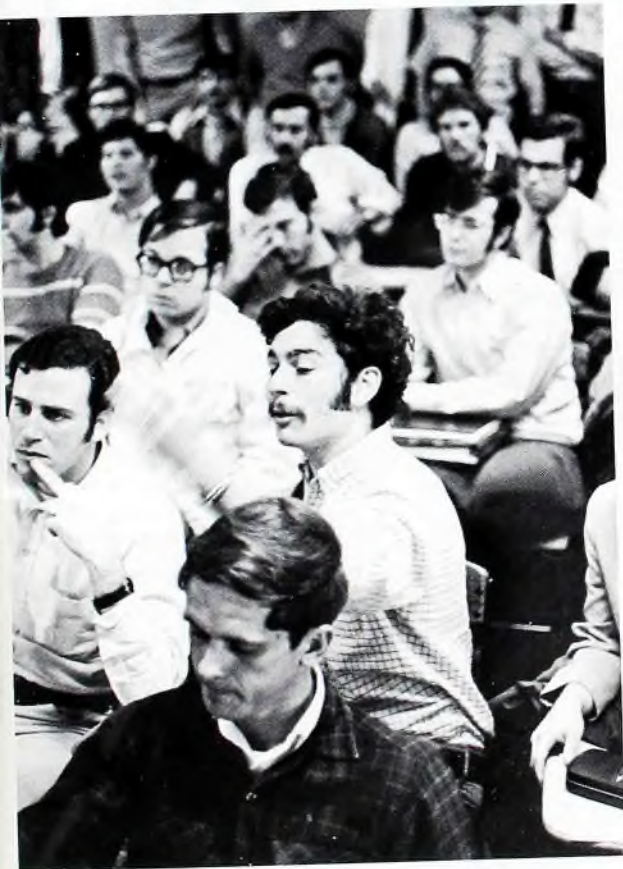
"ANON."



On May 6, 1970, the student body of the Massachusetts College of Optometry voted to support a student strike in favor of the following 3 proposals.

1. That the United States Government cease its expansion of the war into Laos and Cambodia; that it unilaterally and immediately withdraw all forces from Southeast Asia.

2. The condemnation of violence of any sort, especially that which is used by either side for the purpose of political repression.



3. We deplore the action taken by the government in handling dissent on the college campus.

It is the consensus of this class that our yearbook be committed and dedicated to one common goal:

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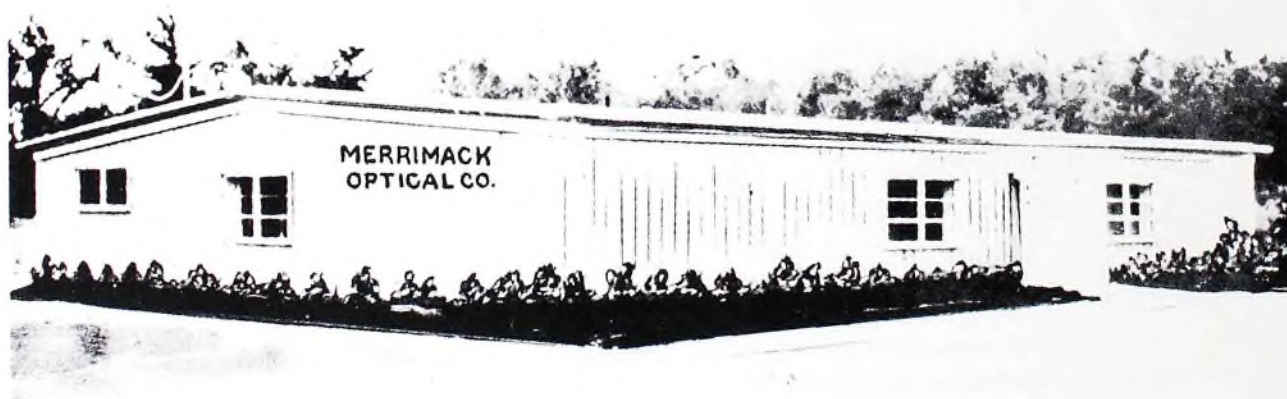
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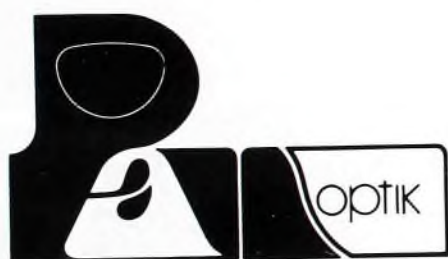
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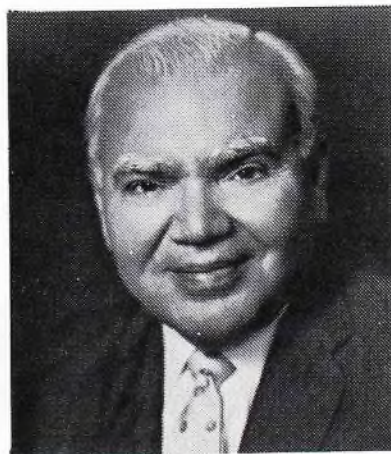
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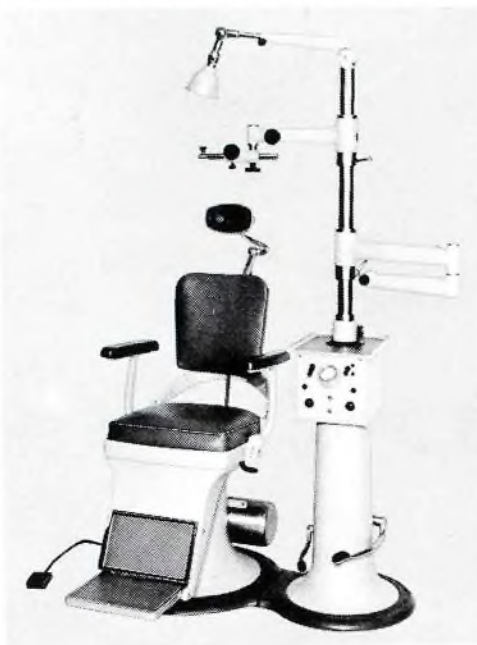
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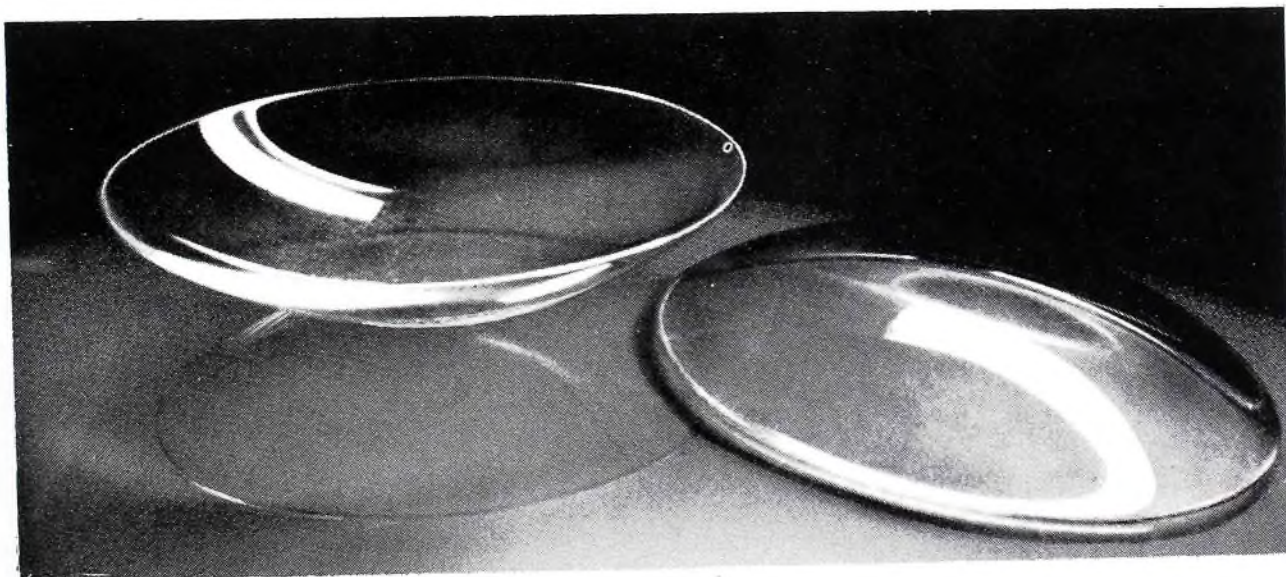
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