







United we stand, divided we fall, and if our backs should ever be against the wall, we'll be together, together, you and I.

Valedictory

We were young,
and all that dares in love
went well with us.
Straight and taut
we skimmed the sky
as did our stiff, correct gray tower
in winding trance
through all our days;
its calculating face
above our coming and our going,
we found it hard to ease the spring.
Swift flowering becomes the young
and time has other ways of showing
what greenness in her fancy
wants of childrening.

We were not meant to take the rancid blubberings
of a callous creed,
we fumbled as sincerest lovers will,
together wore our gayest dawnings
most with tears our dragging dooms,
knew with the gaudy fears
that preyed our hearts,
only alone
our slowest wounds healed
quickest in the dark.

Hoping to know
we end where we begin,
with feeling, where all the lovers tend.
Still innocent unprism'd eyes,
spread wholly if in angled agony
you bend with lurid light,
give us then a still unmated wondering.
Ours crave the morning's purple destiny,
deny us not the violet yearnings of the night.

Pat Stansfield







We need a day of peace, a year
of peace, a century of peace.
John Fox
May 5, 1970





















































S.A. OFFICERS RESIGN, CHALLENGE

This week President Jim Harrington, Vice-President Allan Stafford, and Secretary Verna Petrilli of the Student Association, announced their resignations. With the student lounge filled to capacity on Tuesday morning at eleven, students and professors alike had to resort to sitting on the floor in order to hear each member state his reasons for giving up his position.

THE LOG Friday, October 9, 1970 Page 4

THE NEW FANTASY

by Buddy Cushman

SSC...SCENE OF TRAGEDY

CARLOUELLETTE

Carl Ouellette, age 10, of nearby Rainbow Terrace, was pronounced dead last Sunday night. His death was the result of a fifty foot drop through the ceiling of the SSC Auditorium early last Thursday evening.

In spite of a valiant rescue effort by the Salem City

and crawled along the fragile tiles, where the ceiling meets the wall. Hand prints were visible on the tiles surrounding the hole where the young boy fell through.

He suffered a fractured skull, internal injuries and multiple lacerations of the head.

that the many children in the housing project adjacent to the college lack adequate playground facilities. "This never would have happened if the kids had a decent place to play."

As a s
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Committe
not my o
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must be

THE WINDING ROAD

more than 72 inches.

Ouellette, with two other boys whose identity is not known, got to the ceiling by way of ladders and trap doors. Over the ceiling, they were walking on catwalks that are there for electricians.

Carl's accident occurred when he apparently left the catwalk

for the Ouellette family early Monday morning. Carl left two brothers and two sisters.

Keegan further stated that he expected a full report on the incident within a few days. As of press time, the report was not released and the auditorium is still locked up.

Carl's mother, in a statement to the Salem Evening

RADICALS TAKE DATA PROCESSING CENTRE
FRANCIS ISSUE "NOT RESOLVED"
LOG Editors

November

COMMUNITY

STICHOMYTHIA

by **steve whitten**

THE FRANCIS AFFAIR, or BEATING A DEAD HORSE.

Open Letter to the College Community

ALL-COLLEGE CONGRESS ENDORSED

representative on
nic Policies
dilemma I face is
that of the entire
community. It is my
opinion that the entire
process as
at Salem State
reevaluated and

The Individual and the Establishment

Keegan Stresses New Salem



ON PURPOSE

An excerpt from Dr. Keegan's speech Sept. 28

We might perhaps do here what Clark Kerr hoped to do on the Santa Cruz campus of the University of California, which is "grow larger all the while growing smaller."

I told the faculty that if we could disrupt campus life so that we could ALL learn together, we would turn so-called peaceful campuses into lively, active and stimulating ones in this Inauguration year. We could, I suggested, take some days off this year:

to increase independent study among all students.

to encourage new teaching methods.

to stimulate discussion between our students and faculty on national and international issues.

to draw the North Shore community to the college and move the college out to the community.

to bring adult education or lifelong learning to the Salem campus, and finally.

to set the tone for a new Salem

ate.
also told the faculty of my
ew that the day of the so-called

multiversity is over, whether public or private. I told them I have no interest in a large, research oriented university where the distinguished professors teach few students and the most distinguished teach none at all. I told them that professional advancement on some campuses is determined by the number of air miles flown, the number of lucrative consultantships held, the number, and weight, of publications issued and the fewest number of students taught.

In these terms it is ironic for some administrators and faculty to maintain that students should not be involved in sharing academic deliberations on the ground that they are transient and here for only four or five years. It would be interesting to compare the mobility of ranking professors with that of regular students. In some places, the argument of permanence and regularity of attendance would favor the students over the faculty.

As the multiversity continues to prove its inability to teach undergraduates colleges like Salem State will take up the slack.

resent Demands































Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never rest from their evils,—no, nor the human race, as I believe,—and then only will this our state have a possibility of life and behold the light of day.

Plato, *The Republic*











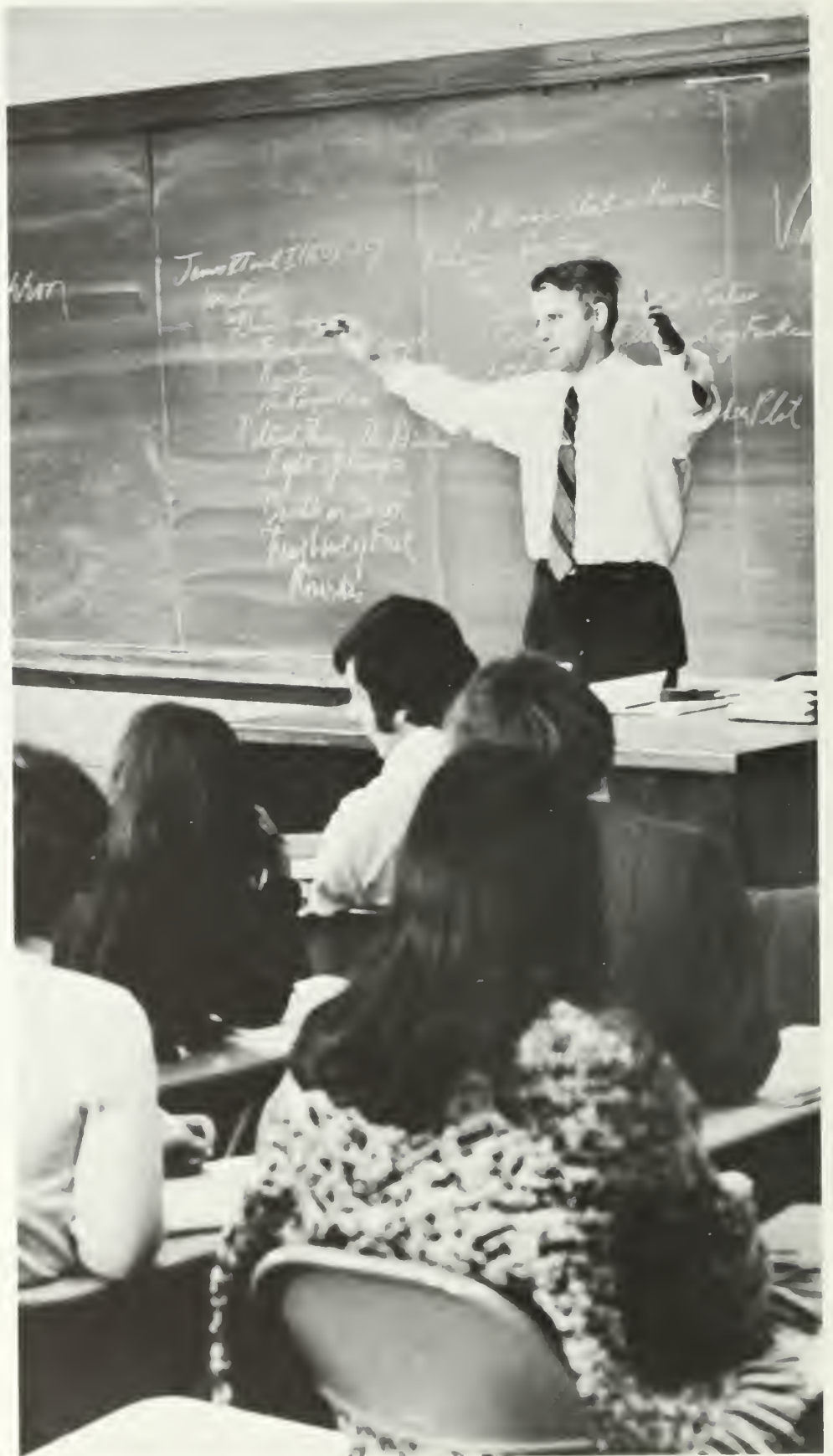








































† | †
**FILTHY
FIGHTING
HEAD-
QUARTERS**

ROBERT C. HAGOPIAN
Director













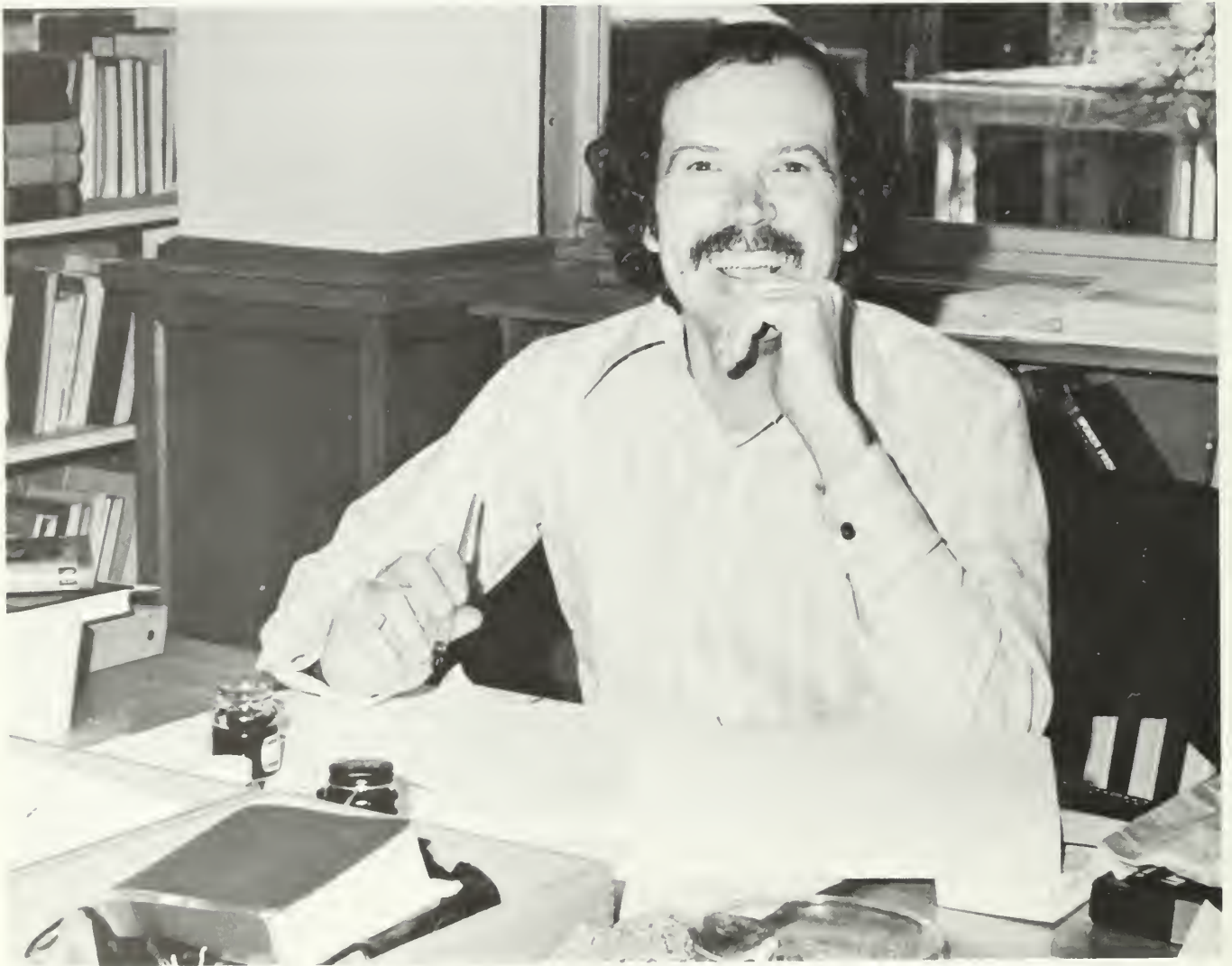


















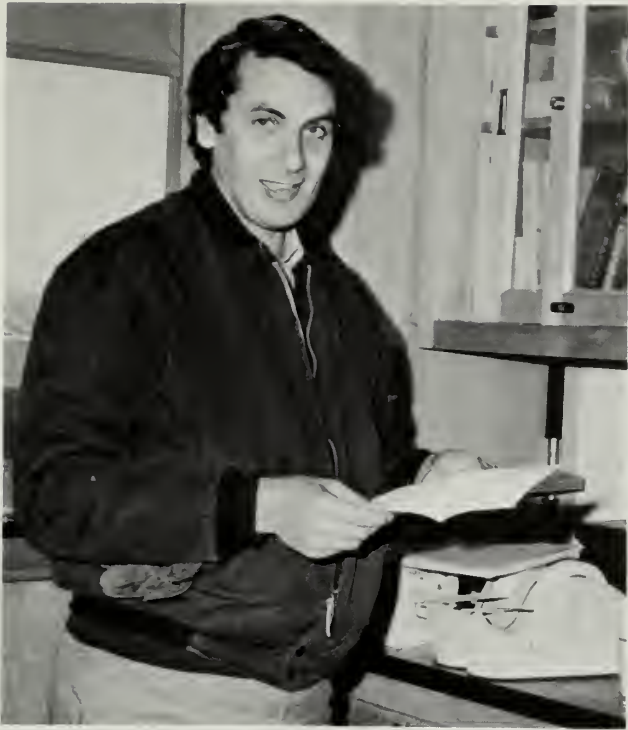


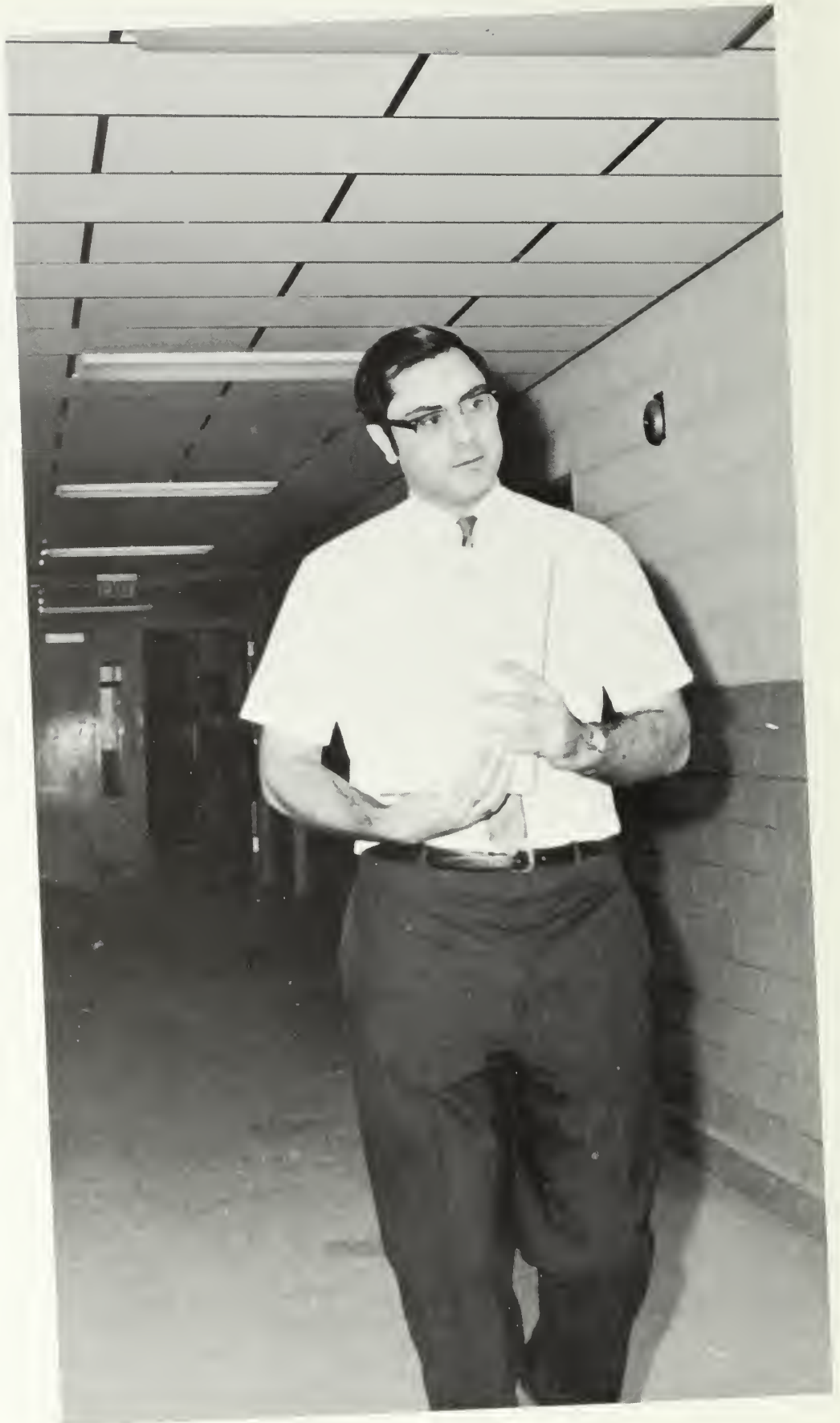




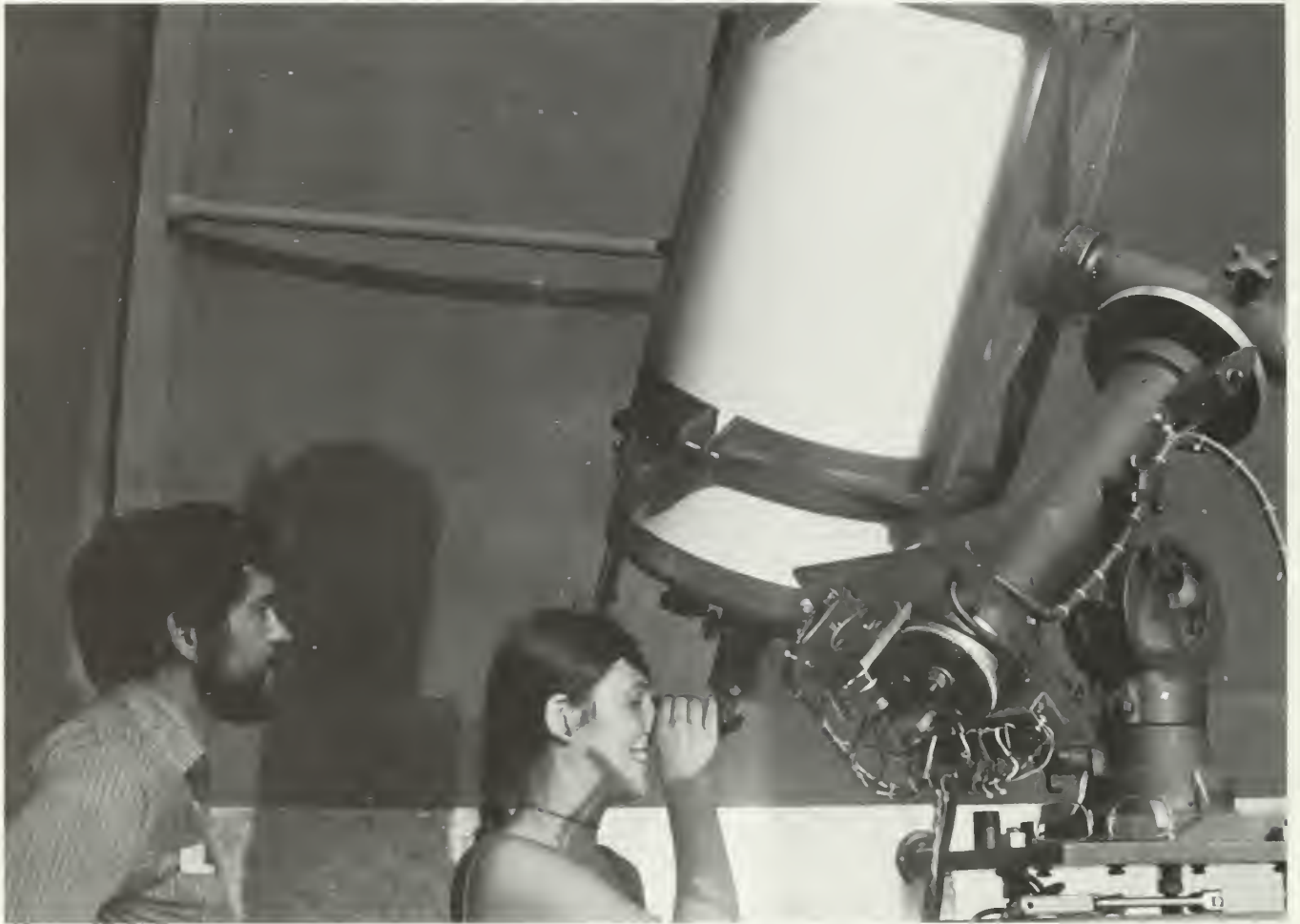




























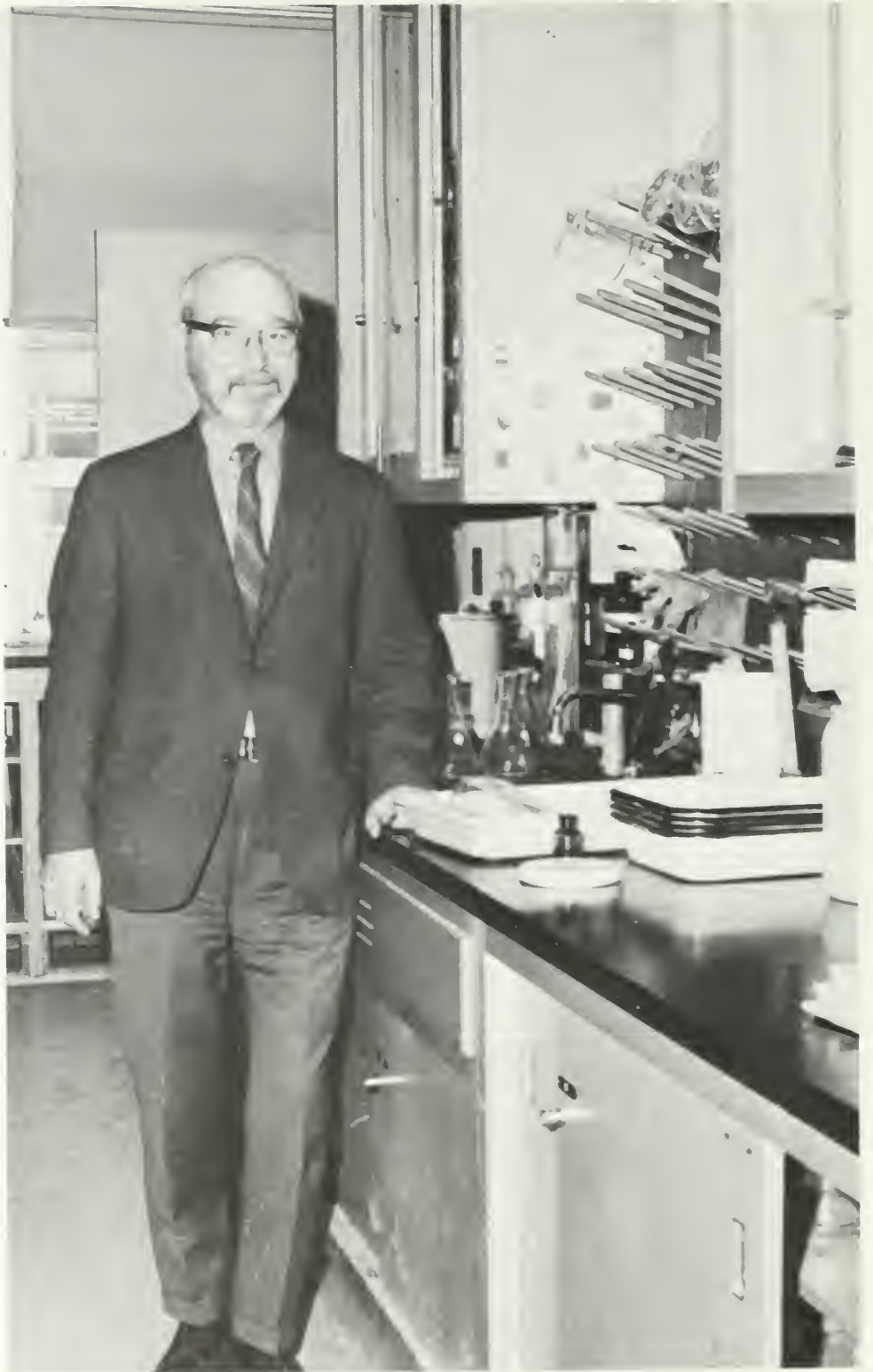












Beautiful People

Beautiful people, you live in the same world as I do,
but somehow I never noticed you before today,
I'm ashamed to say . . .

Beautiful people, we share the same back door, and it isn't right,
we never met before today . . .
But then, we may never meet again.

If I weren't afraid you'd laugh at me,
I would run and take all your hands.
I'd gather everyone together for a day,
and when we're gathered, I'd pass buttons out that say . . .

Beautiful people, never have to be alone
'cause there'll always be someone with the same button on as you . . .
Include him in everything you do.

Beautiful people, you ride the same subway as I do, every morning.
I just gotta tell you something.
We got so much in common.
I go the same direction that you do.
So if you take care of me,
maybe I'll take care of you.

Beautiful people, you look like friends of mine,
and it's about time someone said it here and now . . .
I make a vow that sometime, somehow . . .

I have a meeting, invite everyone you know.
I'll pass out buttons for the ones who come to show.

Beautiful people never have to be alone
'cause there'll always be someone with the same button on as you . . .
Include him in everything you do.
He may be sitting right next to you.
He may be a beautiful people, too.
If you take care of him, maybe he'll take care of you.
'Cause all of the beautiful people do,
and you're all beautiful people, too.

Melanie Safka



Mary E. Abenante
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Kristine Aker
English



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Daniel Allen
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David F. Allen
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Elementary Education



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William J. Bradford
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Elementary Education



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Early Childhood



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Early Childhood



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Shirley Brown
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Joyce Buckley
English



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Early Childhood



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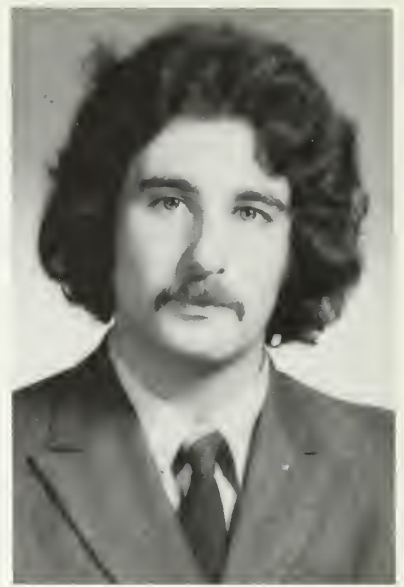
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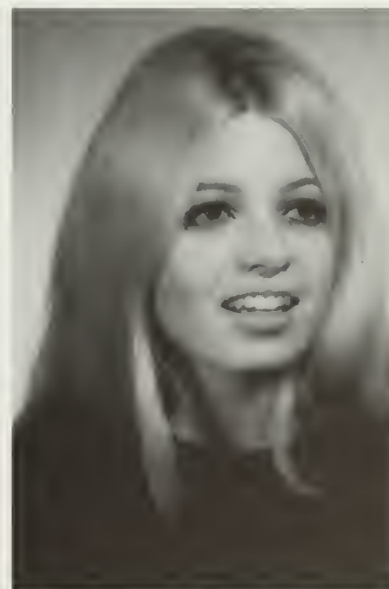
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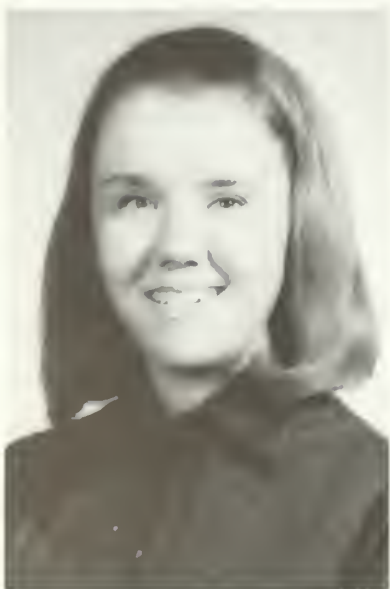
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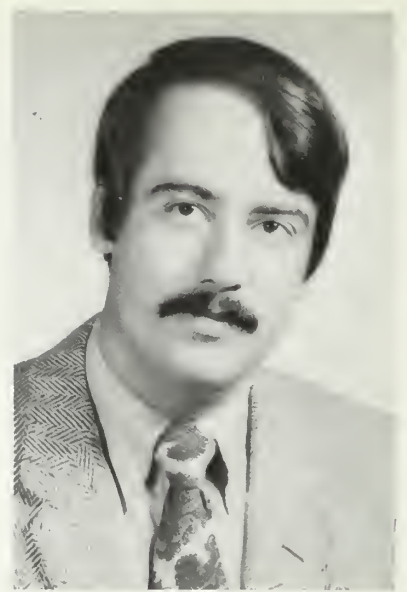
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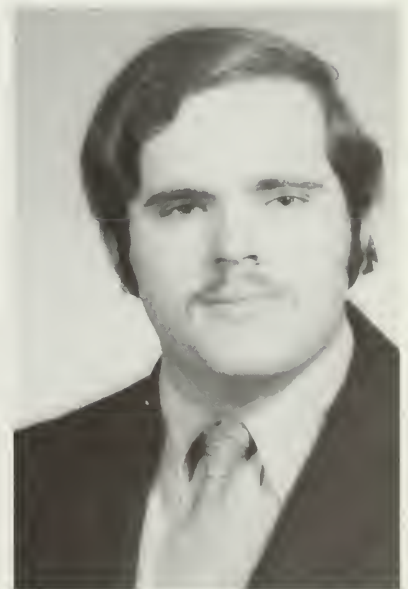
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Cheryl D. Langer
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Joan Larson
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Nancy Langill
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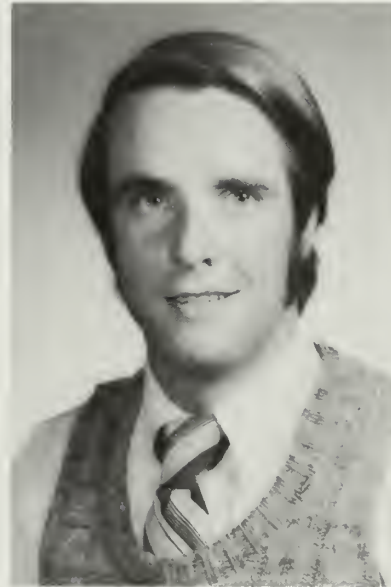
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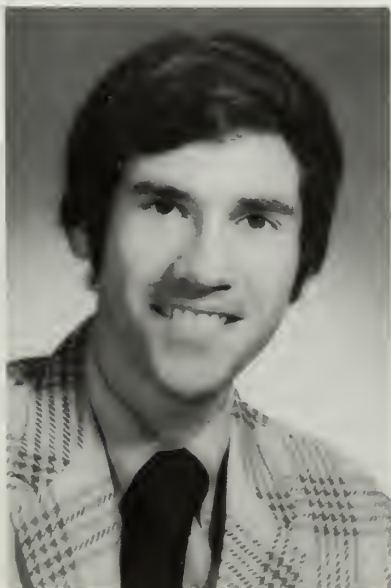
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Joseph O'Connor
English



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Stephen O'Connor
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Susan (Surrette) Odom
Early Childhood



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Biology



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Jean Oliva
English



Ann O'Meara
Mathematics



David R. O'Neil
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Anne J. Ordway
Business Education



Paul G. Ormond
English



Patricia A. O'Shea
Chemistry



Glenn Osterman
Biology



Loretta O'Wril
Business Education



John Packard
Social Studies



Adele Pagliarulo
Elementary Education



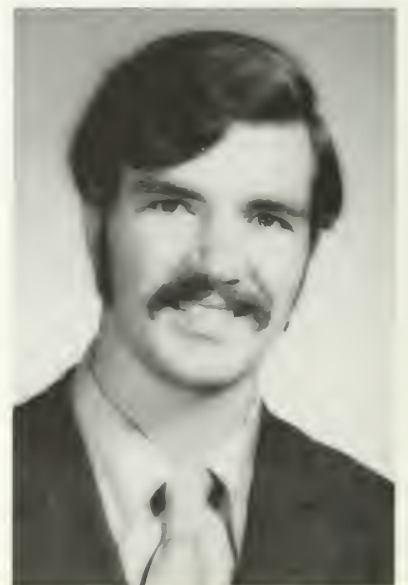
Joseph Palazola
Math-Science



Daniel Pantano
Business Administration



Linda Parady
History



Walter Pare
Elementary Education



Diane Pariseau
Early Childhood



Robyn Parkinson
Business Education



Cynthia Parsons
Elementary Education



Lucy Parsons
Elementary Education



James Pawlowski
Business Education



Linda Patsiaris
Business Education



Robin Pearlstein
Elementary Education



Joan Peckham
Business Education



Donna L. Pentland
Elementary Education



Donald M. Perkins
Business Administration



Richard Perron
Business Administration



Linda Peters
Elementary Education



Richard A. Peters
Mathematics



Elizabeth (Reardon) Pettingell
Mathematics



Anna Petullo
English



Sharon Phipps
Business Education



M. Lois Phelan
Elementary Education



Barbara Pierce
Elementary Education



Thomas Pizzello
Business Administration



Bernard Pohl
Business Administration



Maureen Polsi
Mathematics



Lois Polsonetti
Elementary Education



Wendy Ellen Portney
Early Childhood



John Powers
Business Education



Frances Pytka
Business Education



Daniel Quill
Chemistry



Mary E. Quinn
History



Donna Quirk
English



Donna Rauseo
Business Education



Barry Ramsdell
History



Shirley Ravaris
Elementary Education



Deborah Reagan
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Jane Reilly
Elementary Education



Susan Reilly
Mathematics



Richard Reilly
Mathematics



Pauline Remy
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Robert Restaino
History



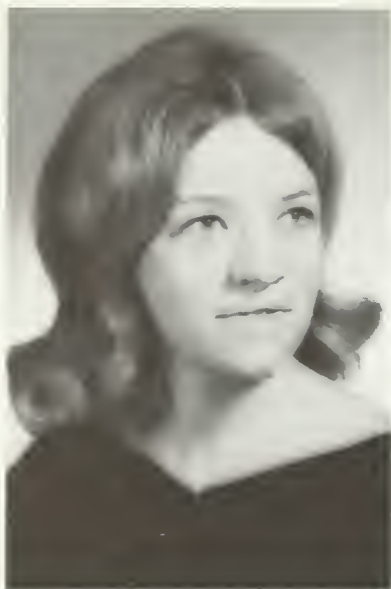
Judith Renoni
History



Andrew Reusch
Social Studies



Joan Reynolds
English



Margaret (Carney) Riccio
Business Education



Elaine Rice
Early Childhood



Irene Richardson
Mathematics



Ross P. Richardson
Elementary Education



Ricki L. Rickabaugh
Elementary Education



Michael L. Rivet
English



Kathleen Robertson
Biology



Barbara Robinson
History



Yvonne Roderick
English



Daniel Rogalski
English



Linda Rogers
Earth Science



Marlene M. Roman
Early Childhood



Claire Rooney
Elementary Education



Roberta Rosenstein
Earth Science



Brenda Rotondi
History



Diane Ruel
French



Paula Ruelle
Elementary Education



Mary Ryan
Elementary Education



Paul Ryan
Social Studies



Edward Rybicki
English



Lucille Sacco
Elementary



Irene Safley
History



Katheryn S. Sacco
Elementary Education



Stephen Salvo
English



Diana Sampson
Elementary Education



Donald Sandos
Business Education



Mary Sanguedolce
Elementary Education



Patricia Santeusano
English



Theodore Sarnowski
Business Administration



Susan Camille Sardella
Mathematics



Kathleen M. Sauchuk
English



Daniel Schaefer
Business Education



Kenneth Schaefer
Business Administration



Rexford C. Schiano
Business Education



Sandra Schifano
Elementary Education



Linda Secondini
Elementary Education



Laural S. Segal
Elementary Education



Janet Sempé
Elementary Education



Gaetano G. Severo
English



Kathleen Shaheen
Early Childhood



Maureen E. Shannon
Elementary Education



Patricia F. Sheehan
Business Education



Deborah Schultz
Elementary Education



Marjorie Shyavitz
Business Education



Ferna Silva
History



Jeanne H. Skinner
English



Dennis Smith
Business Administration



Elizabeth (Otoski) Smith
English



Gale Lynn Smith
English



Mary Sokol
Elementary Education



Lewis A Spates
English



Kathleen Smith
Early Childhood



Noreen Solan
English



Kathy Lee Smith
Elementary Education



Casmera L. Soroka
Elementary Education



Stephanie Squillace
Elementary Education



Carol J. Stagno
Elementary Education



Andrew W. Stallworth
Social Studies



Patricia Stansfield
English



Donna R. Staples
English



Gail Stokes
English



Elizabeth Steele
Early Childhood



Maureen Sturgis
Elementary Education



James L. Sullivan
Business Administration



Mary H. Sullivan
History



Christina Szybiak
Elementary Education



Paul Tagliamonte
Social Studies



Mary E. Tahmash
Business Education



Mary Tassi
Business Education



Carol J. Taylor
Elementary Education



Larry Taylor
Mathematics



Mark Taylor
Math-Science



Rita Terenzi
Business Education



Ann Thibeault
Elementary Education



Susan Thierauf
Elementary Education



Otis B. Tholander
History



Arlene Thomson
Business Education



Dorothea Thomas
Elementary Education



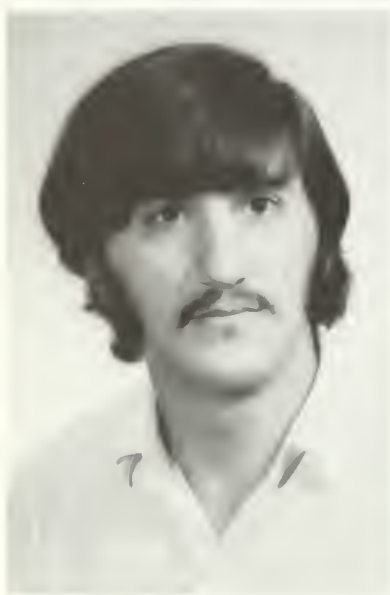
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Elementary Education



Elaine Toleos
English



Ronald T. Toleos
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Carmine G. Tortora
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Norman Tremblay
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Michael Tomao
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Randolph Townsend
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Barbara Tominsky
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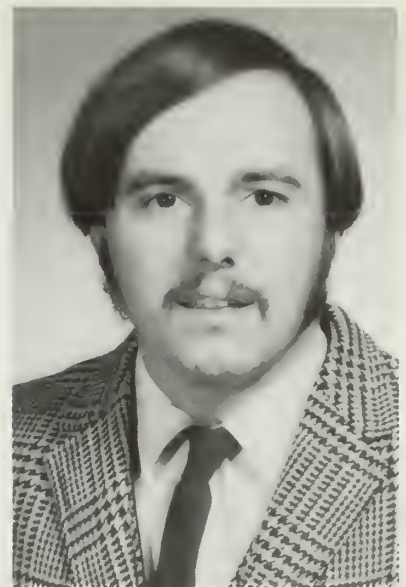
Karen Tranos
Elementary Education



Sheran Tremblay
Early Childhood



Robert M. Trudeau
History



Ralph Tufo
English



Susan M. Trull
Early Childhood



Patricia Vaillancourt
English



Gale Tuomi
Business Education



Paula (Casey) Vail
Early Childhood



Diane Valenti
English



Veronica M. Valente
Elementary Education



Joan Vasily
Elementary Education



Mary K. Vallas
English



Susan Vatalaro
Early Childhood



Beverly Vogel
Elementary



Donna Voke
Elementary Education



Jeanne M. Vozzella
History



Eugene Wallace
History



David E. Walker
Social Studies



Kathleen Walsh
Social Studies



Linda A. Walsh
English



Paula Walsh
Elementary Education



Sharon Walsh
English



Sheila A. Waltos
Business Education



Anne Weafer
Elementary Education



Ronald Weekley
English



Doreen (Doyle) Welch
Social Studies



Martha Welch
Elementary Education



William Whalen
Business Administration



David Whelton
English



Sheila White
Early Childhood



Karen A. Wickman
Business Education



Nancy Wilber
Elementary Education



Doris (Gray) Williams
English



Michael Winn
Biology



Henry Wilk
Business Education



Cheryl Woodfin
Elementary Education



Charlene Wodzynski
English



Cynthia J. Wood
English



Ronald Wood
History



Jan Wazniak
Business Administration



Joseph R. Zina
Earth Science



Edward J. Zubiak
Math-Science



Nancy A. Zampell
Elementary Education



Rhonda (Poretsky) Zunick
Elementary Education



Adelina Antunes
English



Kenneth Beaton
Business Education



Robert Carlson
Mathematics



Patricia Carter
Business Education



Kathleen Conrad
Elementary Education



Robert Driscoll
Elementary Education



William Kuszmar
Biology



Nance Laliberte
Elementary Education



Eileen Manos
Elementary Education



Linda Mahan
Elementary Education



Patricia (Carey) McCarthy
Elementary Education

During the past year, my first at Salem State, I have been struck by the dramatic quality of a campus in conflict with itself, struggling to move out of a past age of witchcraft into the present. The diverse impressions I have received, placed in juxtaposition, form a mental collage of such twisted images as . . . the highly prescriptive curriculum which treats students as bleating sheep rather than as individuals . . . mossbacked faculty oaken in their opposition to any change because any change is evil . . . baby-bottomed faculty quixotically supporting any change because any change is good . . . students who have the guts to challenge the system . . . the incredible inefficiency of the audio-visual services . . . the normal school mentality of those administrators, faculty, and students who consider college a four-year extension of high school . . . the deep dedication of faculty who work exceptionally hard to effect rational change . . . students who don't give a damn and those who give too many damns . . . the twaddle and circumlocution in the Faculty Senate . . . the impotence of student government . . . the many students who care . . . the fear, mistrust, and confusion in all segments of the campus community . . . the intellectual maturity of senior English majors . . . the completely inadequate size of the secretarial staff . . . students who request extra classes because they are interested in learning . . . faculty who consider students to be inferior beasts who must be kept in chains . . . the sophistication and maturity of many students . . . unethical conduct before and after the faculty election . . . the banal priorities of student demands . . . those faculty who believe students are people too . . . the archaic minds that believe all knowledge comes packaged in semester-long chunks . . . those misguided souls who think that the art of teaching can be taught in a course . . . students who can produce a pamphlet on ecology and work to improve the campus environment . . . students who deface the grounds and litter the buildings . . . the willingness of the faculty and administration to consider changes . . . and a spirit of guarded optimism among those who strive for improvements.

The conflicts involved within these images infuse vitality into the college. From such conflicts will come, I believe, a break with the rigidity of tradition and a movement into a period of innovation and experimentation. From such conflicts will come a time when students, faculty, and administrators work together with mutual trust and respect; when students are treated as individuals and as human beings; when faculty place the educational process above their petty departmental and personal concerns; when the curriculum is open; and when students have options available to them for meeting degree requirements, fulfilling major programs, and being evaluated.

My impressions, then, are such that I believe the necessary changes will occur, and they will happen because members of the college community are growing to realize that education is not dictation and memorization but rather questioning, analyzing, and thinking. And the educational process at Salem State is already being questioned, analyzed, and thought about at every level.

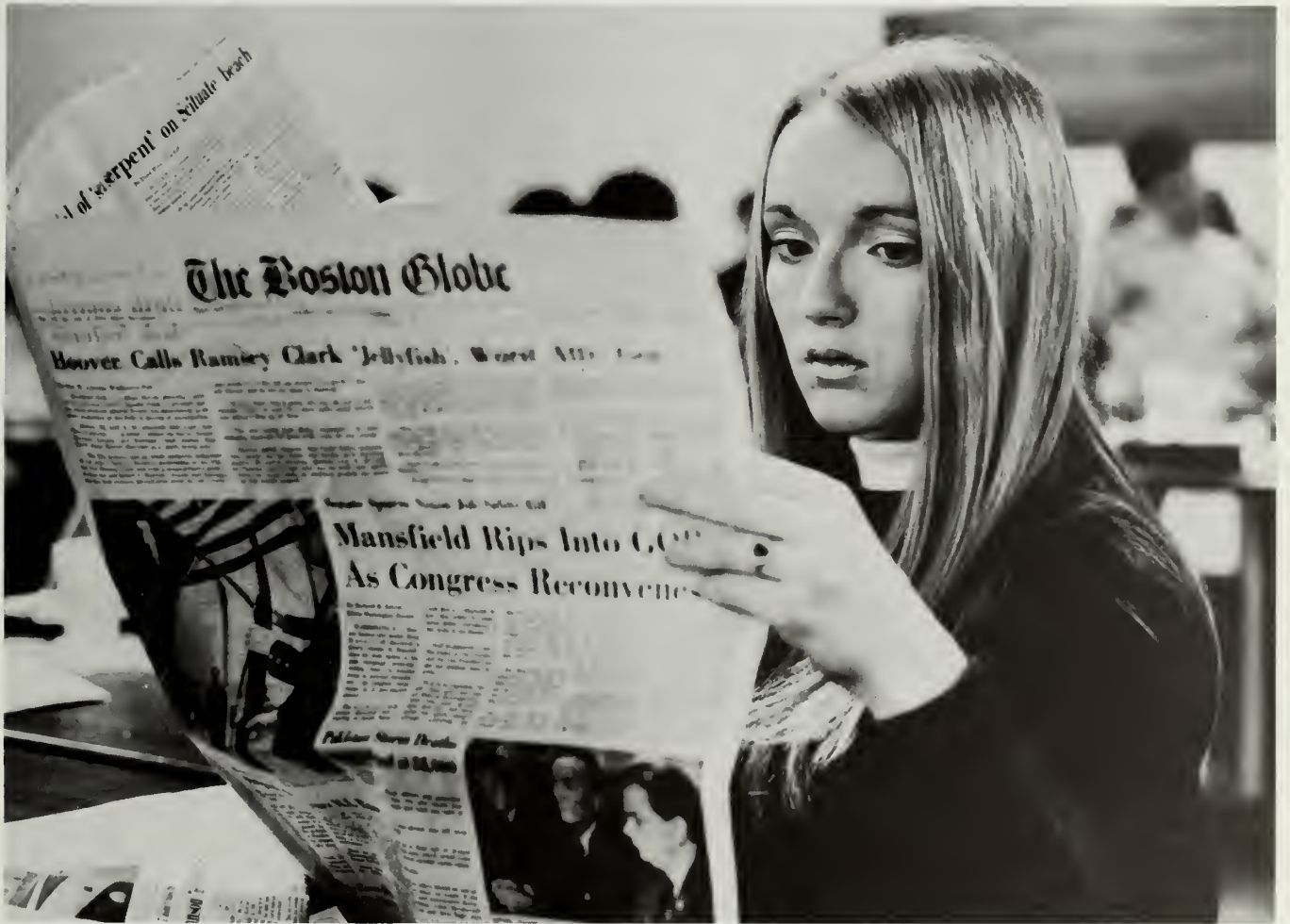
Dr. William E. Mahaney

























Freedom

All of the other beings in creation are subordinated to very definite physical laws. You are not. You are not restricted and you can take anything upon yourself and you can be anything you will yourself to be. You are your own master worker and sculptor, and you form yourself to your own liking. So, you are free to descend to the level of the beasts, but you can raise yourself to the highest species of the godhead. In you alone, as human, is every type of action and every kind of life.

And so the basic freedom we all possess is the capacity to determine ourselves. By making decisions we are free to be anything, but, more than anything else, we are free to realize ourselves through the fullest use of our freedom. Each one of us is the *principle* of freedom that we are willing to accept. We cannot be any more free than the amount of risk we are willing to take. Thus, we can never avoid the stark reality of our responsibility.

If you deny that you are free, you are destroying yourself—your whole existence becomes a matter of despair. If you deny your own freedom, you can only regain some

semblance of freedom by living for the group or the commune. Your indifference to freedom makes you susceptible to any of the various systems of un-freedom; and existence, as it is in Orwell's *1984*, becomes a life of complacent routine, a habit, or a *duty*. If you recognize yourself as free, you are freed by the components of every decision that you make. You then gain the capacity to live with *less structure*, with the *unpredictable*, and even with your own *self*. You are freed to use your own resources, and you are freed to determine yourself through your own work, whatever that might be.

You will then possess freedom and control. You are then a spontaneous being. What you do is not important. By your decisions, your actions, and your labor you are engaged in the most fundamental project of all—your own self-formation. Your only handicap in this endeavor is yourself. Knowing yourself then means knowing what you can do, and nobody knows what he can do until he tries. The only clue to what you can do is *what you have done*.

One cannot avoid conflict in this; if you do, you become a smooth-running machine where

every effect is levelled off, where all desires are automatic, and where all feelings are flattened out.

So in order to be free you must involve yourself in risk, the risk of your security, your comfort, your time, and most importantly of all, your self-interest.

You have to *use* conflict, then, because all freedom is born out of conflict and tension. We are really freed *then* through self-discipline. We are really only freed through commitment.

When you recognize yourself as free, when you are responsible for your freedom, you act spontaneously, and you seek to give yourself completely. You realize that you cannot be part of a noisy crowd and be free, but that you must stand as a single individual—inwardly honest and generous, in order to reveal yourself to yourself and in order to help others to be free also.

Mr. Edward D. Meagher





































In Memoriam



Antonio J. Ceddia
June 14, 1970



Robert Larter
July 5, 1970



























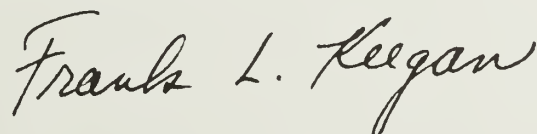
inaugurating the sevenies

INAUGURATING THE 1970'S AT SALEM STATE COLLEGE

Not the inauguration of a person but of a place, not a historical pageant but a celebration of the future. Salem State College will open wide its campus between April 28 and May 16 to inaugurate the 1970's. The themes are learning and teaching, race and society, man and civilization, science and technology, and our common cultural roots.

Leaning on the strength of the past but not bound by it, the College will become for a few weeks a learning society, a wonderful degree-less world of concerts and plays, sound and film, books and seminars, life and learning.

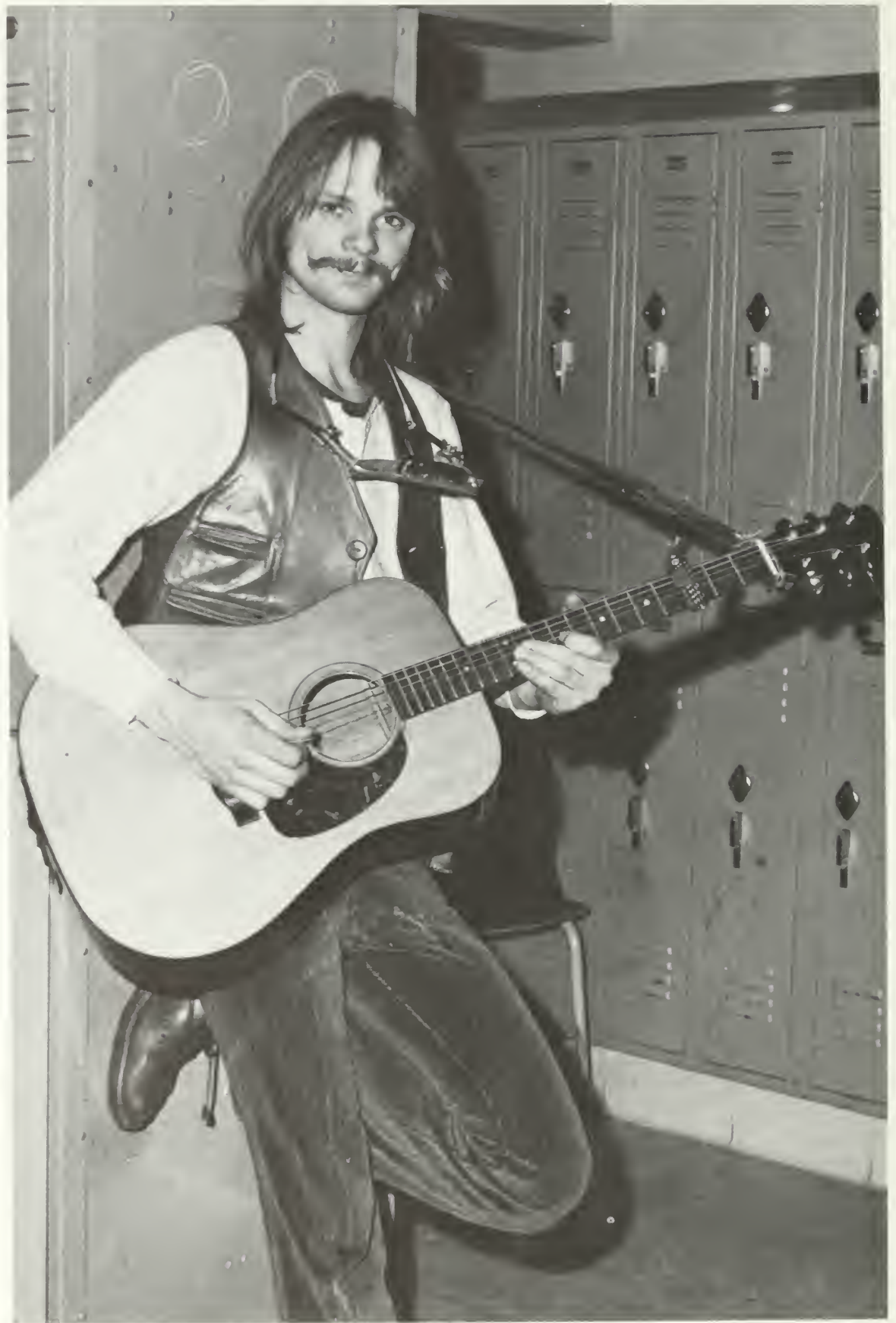
We invite you to join us.



Frank L. Keegan
President
Salem State College































In Retrospect . . .

Ave atque vale—hello and goodbye! It's been a short four years. Having come aboard—i.e., to Salem—just four years ago with the Class of '71, I feel a close identity with this class. We've laughed together, cried together, and that's good! That's good because, to my knowledge as a psychologist, the human animal is the only animal which can laugh and cry. We've proven we're human!

Changes in the last four years? Well, from my vantage point, the changes are most reflected in curriculum development. In the last four years the following curricula have come into being—with a lot of quiet, hard work making them possible: social service, psychology, nursing, political science, among others. Note that these are all "action" programs. Any student coming out of one of these programs in the future will be in a strong position to move creatively "in his/her little corner of the world."

Equally significant, in my judgment, are the evolving "options" which are available to students; honors work, foreign study, independent studies, interdisciplinary studies, etc. The corollary here is that with more options available the counselling function

should be strengthened. In my judgment, we still need more work in this area.

Some years ago, I was involved in the development of something called "CUES", or College University Environmental Studies. The environment here is not merely the physical environment but, more importantly, the intellectual environment. The CUES Scales were developed to measure "the tone" of the setting. The two poles on the scale were (a) an extremely rigid, structured, controlled environment, and (b) a completely "free wheeling," open, uncontrolled setting. Obviously, either extreme gets slightly ridiculous upon analysis, as the "pure" existentialist is as impure as the "pure" essentialist. In my judgment, again, I believe we can strike the balance at Salem. I believe we are in the process of doing so at this point in time.

The process, from my perspective, is involving increasingly more an identity with the Salem community and the North Shore generally. The "town and gown" are working more effectively together. This process has also been going on for the last four years.

When recalling "change" during the last four years, we probably should not forget the

"sensitivity training" activity begun a few years back. In my book, as a generalization, there are no "good guys" and "bad guys"—no white hats and black hats—simply people who have not yet met each other on the level at which both are functioning. It is always enlightening to discover how much people have in common when they talk to each other, listen to each other. The planet earth does indeed look small as seen from the moon, or some point beyond.

Finally, may I enter a caveat? One of the more silly pictures I get these days is that of institutions suddenly discovering that what happens in the third grade (i.e., early childhood) is important. This institution has known that for a long time—say, a hundred years. Through the "blood, sweat, and tears" years—when name institutions were not remotely concerned with the third grade—this college and the state colleges generally were involved. A lot of good work was done. A lot of good people were engaged, committed. As we move constructively, creatively into the future, let's not forget the past!

My prayers, my good wishes go with the class of '71—now and for always.

Dr. James J. Reilly













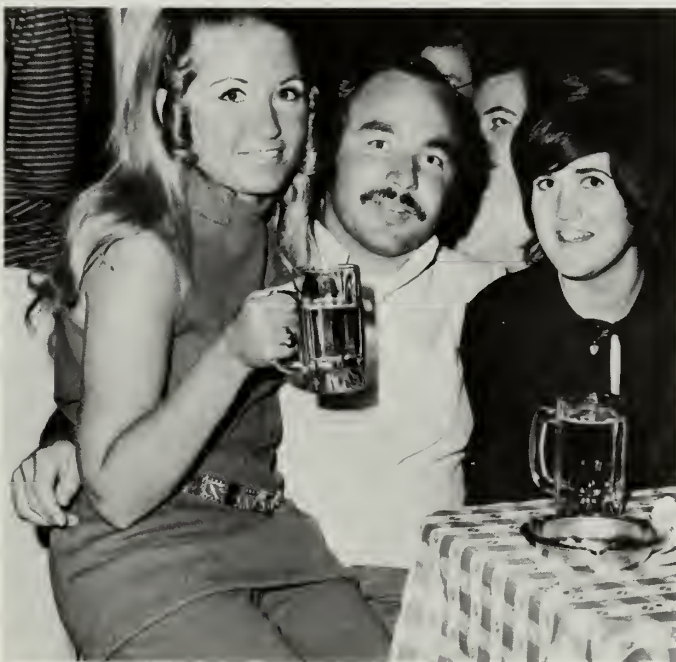












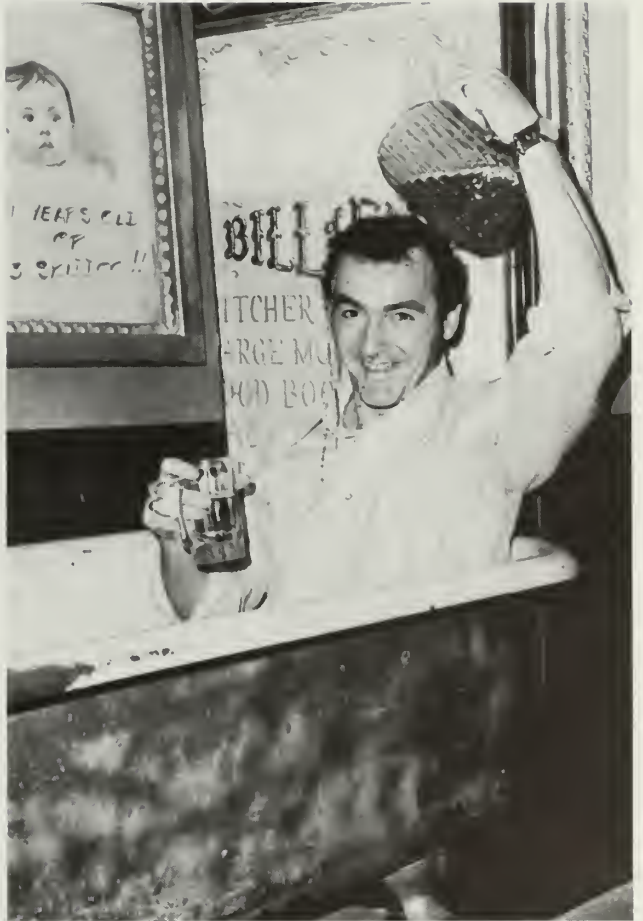




















































Commencement Address Class of 1971

Let me express my gratitude that the students of this class have seen fit to honor the faculty at this college by asking one of its members to speak as an individual at its commencement exercises . . .

When I first came to Salem State College, students often asked me why I did so. I suspect they questioned me because they themselves were searching for their reasons for their own presence.

From what I can remember, I told them the following:

1. I said that I believed in some way that the future of the nation depended on public higher education.
2. After living in the New York City area for ten years, I said I wanted to come to a college that was small. I wanted to feel that I "belonged" to the institution.
3. I said that I did not want to live in Boston, and I didn't want to face the problems of commuting.
4. I said—most important of all—I wanted to work in a College that had roots in a community because I deeply believed that this fact was a requirement for a meaningful education.

I find—six years later—that my reasons have greater validity now than ever before . . .

There were certain things happening at the College when I came here. The College was growing. It offered a range of valid programs. It encouraged a host of cultural and artistic activities.

Like so many other colleges, however, there was one thing it really did not do. It did not carefully gauge the reality around it. The very movement and expansion of the College was creating problems that had to be resolved, and in essence, it did not anticipate that a changing college would require that it keep pace with the intellectual and emotional needs of its members.

It was this failure to anticipate the new pressure surrounding the institution that found faculty and students struggling last spring to find procedures on how to handle problems that were already in their midst. As Dr. John Walsh of Boston College argued at the Honors Convocation, many colleges did not develop a philosophy of education that was comprehensive and practical and did not do enough research to have the information necessary to handle their own operations in time of stress. So that in the turmoil that followed here, there were noble and ignoble acts but, for the most part, individuals suffered indignities in all segments because the College was confused and individuals within it were forced to make decisions under confused conditions.

But this, it is true, is in the past, but it is an awareness of the past, as T. S. Eliot suggests, that constantly reveals its presence in the present, and we must strive not to repeat our mistakes.

It is sad but there were voices warning us in 1966, '67, and '68 to prepare for this change. And basically, the driving force behind it centered upon this need. Taking its impetus perhaps from the civil rights movement, people in a variety of fields—social workers, teachers, students, others—wanted a truly meaningful role in the events that determine their lives.

As the pressure inside and outside institutions increased, the need to feel that you could exert some control over these pressures increased as well.

Those of us who teach literature have a particularly painful experience. We go to the historians who give us the historical framework behind a work of art, but we go to the writers of fiction—the makers of tales—because they so often have an uncanny way of seeing ahead of their time. We see their prophecies come true and Cassandra-like, their visions reveal a future that so very few people are prepared to acknowledge.

In 1844, Nathaniel Hawthorne wrote the short story "Rappachini's Daughter" in which he foresaw the poisoning of our environment by our technology and the coming of fallout. In the short story "Bartleby the Scrivener" (1853) Herman Melville foresaw the problem of alienation in the cities and the havoc it plays upon our citizens.

In 1955, Wallace Stevens—American poet and businessman—wrote an essay entitled "The Noble Rider and the Sound of Words" in which he said the pressures in our society were growing with increasing omen, that they could stir the emotions to violence, and that they would upset the concepts that order our society and that finally they could threaten life itself.

His description of these pressures is worth noting:

"The collapse of authority and the need for people to make key decisions by themselves; the power of the news media; the dreariness of non-human housing projects; the sexual pressure in our literature, the smattering of a little education; the lack of physical distance between people; the influence of Freud and the view that we must face reality without the need for myth and ritual; the frustration of meaningless work; a growing and paralyzing introspection that makes us, like Prufrock in Eliot's poem, unable to act upon any overwhelming questions . . ."

Stevens writes on the need for space:

"It is not only that there are more of us and that we are actually close together. We are close together in every way. We lie in bed and listen to a broadcast from Cairo and so on. There is no distance. We are intimate with people we have never seen and, unhappily, they are intimate with us . . ."

Stevens defined the pressure of reality:

It was his premise that outside events on the consciousness could become so powerful that they could prevent our ability to think. Are there pressures,

then, in our society that so invade our thoughts and our time that we are unable to focus our attention on more crucial and meaningful endeavors?

Stevens' conclusion was also significant. He argued that the artist must resist these pressures and, by using his imagination, he could balance the reality around him, and this would give his work of art a sense of nobility.

In my view, there are certain pressures in our midst that exert an influence upon the quality of life at this College and in the community around it.

It will be my thesis today that no matter what educational structure one adopts—traditional or experimental, free school or de-schooled, or any combination of these patterns—it cannot succeed in a truly meaningful sense if the reality around us does not permit us to create a noble and heroic image of ourselves.

What forces in our society undermine this heroic concept? What point of view will help it?

Let me speak to you now, if I may, with the imaginative logic of the poet who strives to create resemblances between different things and who hopes to reveal a unity that permeates them. Let me mention several words and my responses to them as I prepared this address.

1. Automobile

Is the personal comfort it affords worth the role it plays in the world around us? If lack of space is a pressure, congested roads contribute to it . . . How can students at this college get its full benefits if they are forced to fix their schedules at registration in order to get transportation to cities that are remote from the campus? How can a student enjoy an open-college concept which should permit him to arrive at 8:00 a.m. and stay until 11:00 p.m. If there are events outside the classroom that interest him, if he is always worried about how to get a ride home? Just recently, a city decided not to have fireworks during the 4th of July because of air pollution. And yet during the last holiday, people sitting along the beach road waiting for the last display, watched an endless parade of automobiles, moving bumper to bumper, choking the air with fumes and noise. Is it irrational to suggest that one ban the automobile for this day, allow people to move freely in the streets so that they can enjoy one of the few things that occurs during the year that gives them a sense of unity with their community and their nation?

But there is another factor about the automobile that is significant. Does it isolate us from one another. One goes to a class reunion and discovers that his classmates live in his neighborhood but that he never sees them . . . We now discover that the trolley car had at least three wonderful virtues. It was safe, it was clean, and significantly, it provided a social context, a chance for people to meet one another in an open and free manner.

2. Sports

If pressure is an external event that invades our consciousness so that we cannot think, a barrage of news about professional sports is a pressure . . . Why must thousands of men and women be reduced to the role of "shriveled spectators," as social critic Sidney Harris so aptly defines us, while just a few play sports and primarily for money. Why must we be reduced to a kind of passivity, particularly when psychologists inform us that passive people are so often filled with hostility. How often do our citizens get a chance to "play out" or "act out" the frustration in their own lives?

And sadly enough, we have sports everywhere, but not enough true interest in physical education for all of us. We seem to forget that in certain Eastern cultures, the daily training of the body is an important necessity for a true intellectual and religious experience.

3. Secrecy

Ivan Illich said it very well when he visited the College. Is it ever possible to have a community when important decisions are not made in the open and after a full discussion? Does one ever feel more manipulated and insignificant than when he finds that he has been invited to discuss an issue that has already been decided in someone's favor?

4. Advertising

. . . When the Goodyear Tire Company advertises that there is nothing more lonely than a woman on a highway with a flat tire, it succeeds in doing at least two things. It creates the image of a hostile environment and it undermines the role of men, who have often felt that they must, and not in a patronizing sense, protect and help women who find themselves in these situations. If a young college student is afraid to drive home at night, what meaning do experimental programs have for her? . . .

5. Telephone

Is it possible to ask people never to telephone us before they come to visit and that we vow never to apologize for an untidy house when they do?

6. Violence

It is rather strange that people do not see a contradiction when someone expresses a violent hatred for the tactics of the enemy in Vietnam and then can attend a hockey game and urge the players to kill one another . . . Or, from another viewpoint, a Boston newspaper decries the cost and the violence of the Vietnam War, and yet on the opening day of the season, one of its sportswriters is elated by the toughness of one player who slides into second base with such force that the opposing player does a double somersault. It is interesting, but not surprising, then, to see a ten-year old in his game go into second base with sneakers up to knock his rival, as they say, out of the play. The thing to notice here—it's important—not to play.

When we praise violence, we should not be surprised then when it becomes contagious. One can attend a crowded concert, then, and throw an empty wine bottle into the air and not care whom it hurts. One can vandalize our pub-

lic buildings. Why not? Indirectly, we approve of these acts.

7. Noise

If airplanes cannot travel over our classrooms, our homes, and our backyards in silence, it is better to consider other means of transportation. No technological advance has any meaning if it jeopardizes human needs. If the suspension of supersonic travel endangers jobs, there must be another way to put people to work to create other means of travel . . .

8. Asphalt

Can someone urge that all cities and towns remove black asphalt from their playgrounds so that children can play in healthy dirt and grass? If education, as Bremer states, is learning in the presence of disorder, can we permit children to organize and create their own games with a minimum of interference from adults?

9. Heroin

The use of heroin, the newspapers inform us, has reached epidemic proportions in Vietnam. If pressures in a society make one feel small and manipulated, how do tragic young men, who may have other problems as well, survive an unexplained war in which they must spend their time concentrating on a way to save themselves and their friends.

One victim speaks to us:

"There is nothing to do. I mean nothing at all. All you do is stand there and watch for people trying to attack, and there's nobody trying to attack. You can't read, you can't listen to the radio. It drives you crazy. I tried skag just to have something to do."

In the name of the heroes in our past, let us bring these men home . . .

10. Patriotism

In his "Ode to the Athenian Dead" Pericles said: "We are lovers of beauty without extravagance, and lovers of wisdom without unmanliness. Our citizens attend to both public and private duties, and do not allow absorption in their own various affairs to interfere with their knowledge of their city. We differ from other states in regarding the man who holds aloof from public life not as "quiet" but as useless; we decide or debate, carefully and in person, all matters of policy, holding, not that words and deeds go ill together, but that acts that are not discussed are foredoomed to failure. For we are noted for being at once most adventurous in action and most reflective beforehand . . ."

These are several words and they tend to say that if education then means to create a community, our tasks are before us. I know that I should not give assignments on the last day of the academic year, but I'm a teacher and I just can't break the habit.

Here are a few for all of us. We must open the society, control the automobile and work for public transportation, take some of our attention away from professional sports, keep the media responsible, return the sense of adventure and mystery to our holidays, open our homes, stop the war and re-channel our resources, admire technique in our play, clean the air and silence the noise around us, allow children to play creatively, and encourage an active participation by everyone here in the creation of a true community in the section of the city or town in which he lives.

As we do these things, as we urge political leaders to break down impersonal cities into smaller communities with a house or building as a focal point, we can create our own heroes—indigenous heroes springing from our own plot of land in a variety of fields—intellectual, artistic, athletic—and we can regain a true sense of our own American heroism—the sense of nobility upon which this great nation was founded.

People who are made to feel like heroes will perform heroic acts. People who feel like victims perform the most disheartening acts of all. They do a terrible violence to themselves.

And we must not despair when we do not succeed. When the "system" does not work, we must realize that whenever two or three people are in a situation, individually or collectively, one has a system. In what creative ways can we strive to insure the greatest amount of social and economic justice within it? In what way can we channel more of our resources into the public sector of our society?

And I believe in democracy, imperfect and disappointing as it often is, is still the way to move toward this goal.

It does assume that the individual is important, an assumption it often violates, it is true. But it does permit criticism and it does offer a free press, which, although often cheap and vulgar, protects the rights of all of us. But democracy also provides something else. In his essay, "What I Believe," E. M. Forster wrote:

"The people I admire the most are those who are sensitive and want to create something or discover something, and don't see life in terms of power, and such people get more of a chance under democracy than elsewhere . . . The dictator-hero can grind down his citizens till they are all alike, but he can't melt them down into a single man . . . The evidence of history shows us that men have always insisted on behaving creatively under the shadow of the sword; that they have done their artistic and scientific stuff for the sake of doing it."

There is also the need to struggle and the capacity to endure defeat. When those of you who will teach in a poor school discover that you do not have enough books for your class, you will get your first very sharp taste of disappointment. But as one poet explains it, one must be able to stand on the abyss without flinching and one must stare at the awesome realities without fleeing into an imaginary world. And, again, E. M. Forster encourages us by placing those who endure in a very special group. He writes: "There is an aris-

tracy of the sensitive, the considerate and the plucky. Its members are to be found in all nations and classes and all through the ages, and there is a secret understanding when they meet. They represent the true human tradition, the one permanent victory of our queer race over cruelty and chaos."

You may recall from your study of history the famous Battle of Thermopylae in which King Leonidas of Sparta took 300 men to hold back the invading Persians while the rest of the Greek city states quarreled with one another. You will remember how Leonidas and his men fought the Persians until a Greek traitor by the name of Epialtes informed the Persians of a secret pass and the Spartans were eventually surrounded. At one point, the historian Heroditus informs us, the leader of the Persians urged Leonidas to surrender, warning him that the Persians were so many that they would hurl enough spears to cover the sun. Leonidas responded that this was good. He and his men would fight all the better in the shade. Leonidas and his men were defeated but their actions inspired the Greeks who organized themselves, and, after victories at the Battles of Salamis and Plateia, prepared the world for the Age of Pericles, one of the most intellectually and artistically creative democracies in the history of man. Throughout history, Leonidas remains a symbol of the creatively heroic act; Epialtes, a symbol of the forces that have attempted to destroy that creativity.

The modern poet, Kostas Kavafy, has written a poem entitled "Thermopylae" based on this historical event in western civilization.

I wish to dedicate it to those in this audience who have taken and those who will take their stand at Thermopylae to move this College and the community around it toward a new and brighter destiny



Thermopylae

Honor to those who in their lives
Guard and protect Thermopylae.
May they never desert that sacred duty.
Straight and just in all their actions,
But forgiving also and compassionate;
Generous when they are rich, and yet, when
They are poor, generous in a smaller fashion;
Helping again and again as much as they can,
Always speaking the truth
And yet without hatred for those who are false.
And an even greater honor is due them
When they foresee (and many do foresee)
That Epialtes will appear in the end
And the Persians will finally cross the pass.

It has been an honor to speak to you

Dr. Michael Antonakes
May 30, 1971

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E. Chelmsford, Mass.

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Leominster, Mass.

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Shirley, Mass.

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Palmer, Mass.

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21 Cedar St.
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Elizabeth Marie Haran
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Anne M. Harrington
6 Steele St.
Stoneham, Mass.

James Thomas Harrington
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Holden, Mass.

Susan Lee Harrison
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Methuen, Mass.

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Abington, Mass.

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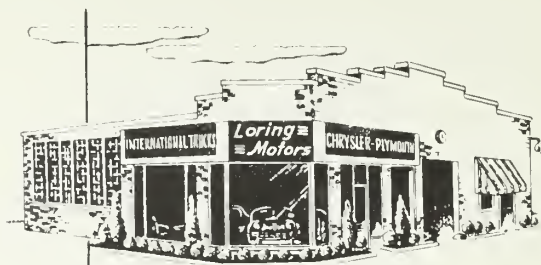
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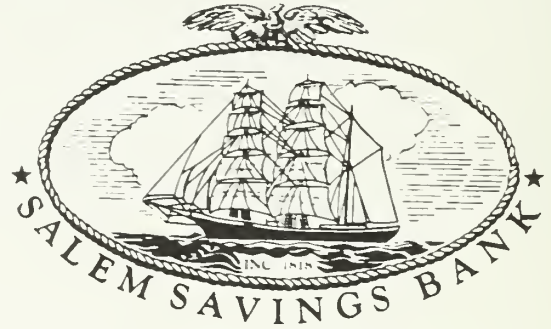
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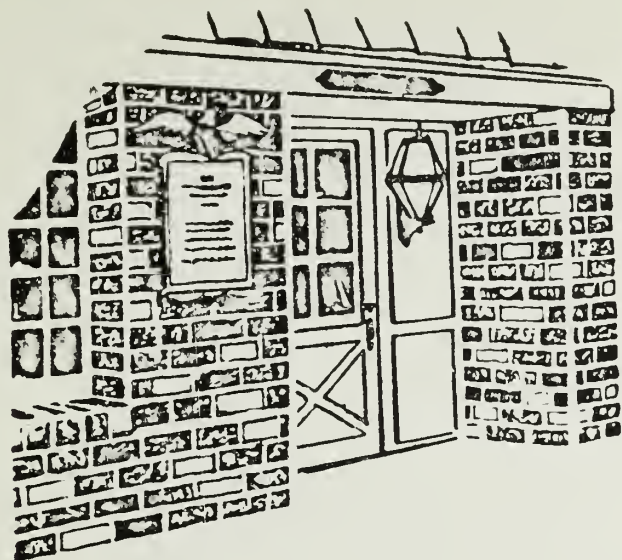
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