

EDITORIAL:

Revolutionaries - "Cool It"

Submitted by Pasquo Pecora

We students at Highacres may boast that no major problems exist between our student body and our administration, but student riots and demonstrations on college campuses across the United States have made it obvious that the harmony we find between students and administration at Highacres does not exist at all in many colleges and universities of our nation. Demands for new privileges and freedoms have been voiced again and again by American college students, and when the students have been ignored or turned down they have been quick to protest.

The question we must ask ourselves is: Are the protests and demonstrations just and reasonable, and do they achieve their purpose? Of course, there is no "yes" or "no" answer to this question. Each incident must be judged separately as to the validity of the students' complaints and the worthiness of their demands; also, the student body's method of protesting and the effects of the protest must be judged.

However, there are several generalizations we can make about any demands or changes and any protests or demonstrations designed to bring about these changes:

If a student is not sincere in his demands, or if he has not seriously thought about what he is asking for and what he hopes to achieve, then he has no place in a student demonstration. The attention seekers, the students craving for excitement and violence, and those who hate all of society, will only be harmful to the students who are sincere in their cause.

One should not demand or expect administrators to perform the impossible. Also the administration cannot be blamed for the evils of society or for the student's own slothfulness in his life or his own inability to be moderate in his pleasures. Requests such as those for better race relations, liquor and narcotics on campus, easier curriculums, or more student participation in student government are usually unfounded and, moreover, they rarely can be answered by the administration; for society's problems (such as racism) are not to be blamed on college administrators and the extension of student freedoms is often impossible because it would result in chaos on campus, due to the inability of some students to use their freedoms wisely.

Also, college students should be careful not to become trival and childish in their demands. They must simply accept and try to live with some problems of college life. This does not mean they should quit trying to improve things; however, they should come to realize that some changes must come about gradually and only through their own perseverance and patience can they succeed in bringing about those changes.

Students must also remember that they only harm their own position by adopting unconventional and offensive slogans and doctrines. Students must keep in mind that they are doing their bargaining with a generation of people which is not accustomed to the new ideas and attitudes of the younger generation, nor are they always aware of the good intentions many student demonstrators have in their requests for changes. Students should, by all means, respect and be grateful to the generation which came before them, for the colleges and educational opportunities open to students would not have been possible without the work and finances of American adults. In fewer words, students should respect and be tactful with the people with whom they are bargaining. In the long run, offending the administration, faculty, or adult society only does harm to the student cause.

Finally, any violence whatsoever is unnecessary and detrimental to the cause of student protestors. If the teenagers and young adults of the sixties take pride in being a part of the "love generation," they should certainly be ashamed of members of the generation who display hatred and violence in demonstrations. Students should accept their administrators as people, who, like all humans, have their shortcomings and are not immune to error. If students can show no love

and understanding for others in society they have no right to voice their complaints about not being treated as mature American citizens.

Certainly no young people have been more original and idealistic in their attitudes and ideas than the kings of popular music — the Beatles. Nor have any young adults tried harder to discover what people in the world need to find happiness, even if that happiness would require drastic changes from the present situations. Yet in one of their more recent songs, "Revolution," written by John Lennon and Paul McCartney, the Beatles tell the revolutionaries of the younger generation to "cool it." It is not usual practice to print lyrics to a pop tune in an editorial, but the Beatles were trying to say something in "Revolution" and we should all consider their words seriously. Perhaps, if all college students were to accept the advice put forth by the Beatles, narrow-mindedness, hatred, violence, and expectations of the impossible would be eliminated from their requests for changes.

"Revolution," Lennon/McCartney

You say you want a revolution,
well you know,
we all want to change the world.
You tell me that it's evolution,
well you know,
we all want to change the world.
But when you talk about destruction,
don't you know that you can
count me out?
Don't you know it's gonna be all-
right?

You say you got a real solution,
well you know,
we'd all love to see the plan.
You ask me for a contribution,
well you know,
we're doing what we can.
But when you want money for

people with minds that hate,
All I can tell you is brother you
have to wait.
Don't you know it's gonna be all-
right?

You say you'll change the consti-
tution,
well you know,
we all want to change your head.
You tell me it's the institution,
well you know,
you better free your mind in-
stead.
But if you go carrying pictures
of Chairman Mao,
you ain't going to make it with
anyone anyhow.
Don't you know it's gonna be all-
right?

No Class!

What is class?

The word is an American colloquialism and as such has no precise meaning. But it is often used to suggest a certain refinement, not in appearance but in spirit.

What is "no class"?

No class is not vulgar and dirty language. It is someone using vulgar and dirty language because it makes him part of the group.

No class is not a SUB left in a state roughly resembling a pig sty. No class is a student who does not care about, is not even aware of, leaving it in that state.

No class is not cheap, vulgar, unfunny remarks scratched into desks and written on walls. No class is someone who does this and thinks he is being clever or brave or cute or funny.

No class is not criticizing or making fun of a teacher behind his back. No class is doing this even when there is no reason for doing it, doing this because the student does not even care enough not to do it.

No class is not criticizing the ability of a teacher. No class is criticizing a teacher because he is not "interesting", as if a teacher were a night club entertainer who is committed to giving his audience a thrill.

No class is not student apathy. No class is an apathetic student blaming others because things are not better than they are, making fun of others who try, even if unsuccessfully, to make things better.

No class is not criticism of a teacher who criticizes students for having no class. No class is failing to know and believe that someone may criticize out of respect or concern.

Mel Topf