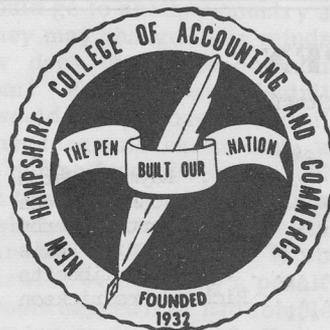


THE PEN



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An Editorial

"J'ACCUSE"

The malaria mosquito, or Anopheles, is the carrier of a dreaded disease. This disease does not outwardly affect the mosquito, but is spread to everyone with whom it comes in contact.

We are all like the Anopheles in that we are guilty of carrying and spreading a disease which has infected us all -- Prejudice. In its stagnant state it seems perfectly harmless, but then conditions may change and it can erupt into a degrading and powerful force which can cruelly affect thousands of lives. This has happened many times in the past and is especially noticeable in the unsettled conditions of our own country today.

We are not born with prejudice, and when we are young we are taught to believe in liberty, justice, and equality for all. Yet, as we grow older, we realize that the entire world contradicts this. We all come in contact with the germ of prejudice and permit this cancer to grow. Any type of prejudice can be a crippling and perhaps a destroying element in and otherwise powerful society.

We have found a cure for malaria. Perhaps prejudice is at its peak and may be followed by a turn for the better, but if we are to destroy the germ itself and not just its symptoms it will take the concerted efforts of everyone. If we are to achieve a better life for all, we have got to know what such an achievement implies and work towards its fulfillment.

We are far from discovering a cure, but if we are to finish we must begin. It is about time that we should drop out of this carrier wave of discrimination and disrespect, and thus destroy its frequency.

President of Plymouth State College Named Speaker

COMMENCEMENT SPEAKER



"J'accuse" is the French term for "I accuse." We are all guilty. We must realize that our own well-being is ultimately dependent on the well-being of others. We should support our own beliefs and religions, but we should leave room to understand the beliefs of others.

by Brian Lewis

Dr. Harold E. Hyde, President of Plymouth State College will be the Keynote Speaker at commencement this June. Dr. Hyde received his Bachelor's degree from Hartwick College Oneont, New York, his Master's Degree from Albany State College, and his Doctorate degree from New York University. Dr. Hyde served in New York State from his graduation in 1934 to 1948, his school posts there included work as a commercial teacher, high school vice-principal, and director of guidance and adult education in various communities in New York.

In 1948 he came to New Hampshire to serve as Chief of the Division of Educational Research. In 1951 he was appointed President of Plymouth State College the position he now holds. Dr. Hyde has been Director or Chairman of many New Hampshire Teacher or Educational Committees, and currently is Chairman of the Committee on the Study of Centralized Controls Association of State Colleges and Universities. Dr. Hyde is also a Trustee of the University of New Hampshire and Director of the Scève Speare Memorial Hospital, Plymouth, New Hampshire. Dr. Hyde is married and has one daughter.

George Boucher

THE PEN

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The Learning-Teaching Situation:

A COOPERATIVE ENDEAVOR

"In brief, this is what we can expect of a man; that he be useful to other men; to many if he can; to a few if he can but a little; and if he can but still less to those nearest him; and if he cannot to others, to himself."

This quotation from Seneca's *De Otio* is, in essence, a definition of the teaching-learning situation; a situation that determines to a large extent what society is — and will be; what a college is — and will be.

Both student and teacher have a part in shaping the society and the college. It logically follows then that each has something to contribute to the learning-teaching situation. Each must possess certain qualities that will make their contribution of value to themselves and ultimately to the college and society.

In an article published in *College and University*, Winter, 1962, Prof. Daniel J. O'Neil maintains that the good college teacher "loves his subject, knows it thoroughly, but does constant research in it, driven by an unquenchable thirst for knowledge. He knows and loves his students, considers them as individuals, and strives to imbue them with an equally unquenchable thirst for knowledge that will continue long after college days have ended."

The student, on the other hand, must bring certain qualities to the classroom in order to make this learning-teaching situation an effective one. The response of the learner to any learning experience should rise from a sense of value to him, the student. Knowledge and value are two facets of the educational process, and if the student feels there is, or will be, little or no value in a specific knowledge, his efforts to assimilate that knowledge

will be weakened. The acquisition and application of knowledge is a self-starting, self-propelled activity. The goal the student attains, and the speed with which he reaches it depends on the quality and quantity of the fuel of desire and motivation burning within him.

The Educational Policies Commission of the National Education Association in its 1957 report entitled, "Higher Education in a Decade of Decision", says:

"Increase in the responsibility of students should extend to their own consciously planned learning. Students should require less detailed direction of their study and should be thrown more upon their own responsibilities. Some observers believe that in comparison with students in other parts of the world, American students are often spoon-fed by a lecture and cover-examination system inappropriate in many ways to their maturity."

Each of the foregoing authorities has indicated that the ultimate goal of the learning-teaching situation; of the faculty-student relationship, can be brought to fruition only by the integrated effort of both. The teacher can, hopefully, inspire the student, can lead him to knowledge and a sense of values by presenting subject matter in an interesting, stimulating fashion. The student must want to assimilate knowledge, apply it to his immediate needs, and expand and explore it to enrich his future. Together, as each recognizes and bears his share of the responsibility the student, the teacher, the college, and ultimately society, grows and proves.

Rita M. Brack

Apathy In A "Great Society"

A person picking up any newspaper or periodical these days cannot escape the shocking fact that crime and juvenile delinquency are on the rise in our society. Reports come from all sectors of America encompassing all walks of life including the very rich, the very poor and the "Average American." This trend is not just true of these United States; crime and juvenile delinquency are prevalent in almost all foreign countries as well.

With this rise in crime and juvenile delinquency many people are guilty of APATHY. As defined by Webster apathy is: "indifference to what appeals to feelings or interest". On many occasions, widely publicized by the American Press, citizens have witnessed and failed to act when a crime such as a beating or mugging has taken place.

The American Public has been highly indignant concerning these injustices and public support against apathy is increasing. A New England radio station (WBZ in Boston, Massachusetts) has gone so far as to initiate N.A.G., Night-lighters Against Gutlessness, a program where citizens wear a dime to call police when they are witness to a crime.

This is as it should be. The American People have too fine a history of defending justice and lawfulness to sit back and allow apathy to ruin it. The crime rate may be increasing; this is backed up by statistics. While our local, state and federal government act to eliminate crime, the American People should give what aid they can. This only makes sense; laws were not made to break, rather they are made and enforced for the common good.

I feel that when Americans lose their apathetic feelings toward crime and juvenile delinquency, then and only then, can our country fight as one against this problem in our society. Now is the time to act; before we lose all respect for our youth, our community and our own selves.

Philip G. Smet

Discipline - Freedom

Robert Dion

The God who created man implanted in his soul a yearning for freedom & freedom of mind, freedom of heart, freedom of body, freedom of spirit, and freedom of conscience.

For man he hopes freedom will bring him a fuller, better, and happier existence. In his eternal pursuit, his everlasting striving for freedom, man, since back in the dim centuries underwent many sacrifices almost unbelievable.

What is really meant by the word freedom? The Supreme Court of the United States has defined freedom as meaning, "The right of the citizen to be free in the enjoyment of all of his faculties — that is, his talents, gifts and abilities, whether natural or cultivated; to be free to use them in all lawful ways; to live and work where he will; to earn his livelihood by any lawful calling; to pursue any livelihood or vocation — that is, calling, occupation, profession or employment; and to enter into all contracts necessary and proper in carrying out these rights." (1)

What is Freedom of Speech, Freedom of Press and Freedom of Assembly? Can you tell me? There are many people in the United States who couldn't — because they just don't realize how well off they are. To realize this vital importance we must understand the supreme, the fundamental importance of thought in the welfare of mankind and the advancement of civilization. Without thought there would be no progress in art, science, invention, business, industry, or anything else. Thought, of course, is free by its own nature and is essential to communicate one's thoughts to others.

How can we help perfect our government? By taking an active and intelligent interest in public affairs and voting in every election. By understanding the questions on which the people are to vote. Remember, this is a democracy and you have the right to vote for whomever you please.

Today, in America, people just don't realize what freedom is because they have never had it "rough." Ask any person who has escaped from the Iron Curtain and he will be glad to tell you. Some people always frown on government view point and won't salute our flag; these peo-

ple should go to another country and then they may change their minds.

How does discipline come into freedom? We must have discipline or we would begin to lose our morals, and then turn into barbarians, and finally perish from the world. Why do you think we have policeman and a legislation? To help us because there are laws which we have to obey or otherwise we must pay a penalty. What would happen if we had complete freedom but no discipline? For one thing every law that we ever had to obey would be broken, people would become like animals and savages, and last, only the strongest would live.

Discipline is very essential and must always be preserved or the United States will begin to falter. The people of the United States I hope realize this because we are the greatest nation ever conceived and without liberty and discipline we would turn Communism. Remember, it is easier to be strict about these disciplinary laws and have our freedom, then to lose everything and turn into slaves.

My conclusion is this, without discipline and having freedom alone we will deteriorate, but if we have both of these we will keep on being the greatest country in all the world. Whose freedom and ideas will never perish and if any country ever tries to interfere, we shall fight and die for these words, "Live Free or Die."

1. The United States, Americanism, the United States Flag Assoc., Wash. D.C., pages 21 - 22.

WHERE TO FROM HERE.....

Mrs. Lillian Killilea

A short time ago I told my classes about two young men who were successful in obtaining positions with a large international company upon graduation from college in June of this year. They will have a B.S. degree in Nuclear Engineering and will start at a salary of \$8,500 per annum. They are replacing men from two of the foremost universities in the country and are being hired in preference to other candidates from the same and equally well-known universities. They themselves have attended and will be graduated from a school that is little known outside our own immediate New England area.

An incident such as this is not unfamiliar to me nor to anyone else who has spent any length of time in

the industrial world in a professional capacity. It merely confirms and substantiates my own observations and thoughts.

Exactly what does a story such as this tell us? It can be summarized in three words: degree, opportunity, and income.

A degree from a four-year college is probably the most valuable asset you will ever acquire. It matters not from what school you obtain the degree; the important thing is that you get it.

It bewilders me when I hear people referring to their schools as "second rate" or making statements to the effect that the faculty cannot teach them anything. I have known people in the past to make such criticisms of the schools they were attending, who ultimately transferred to three or four different colleges, only to repeat similar criticisms. Needless to say, they never got their degrees.

Acquiring a degree required a certain amount of effort and diligence on the part of the student. In fact, with few exceptions, the student will probably be required to do more work at this time of his life than he will ever be required to do again. But what will it mean in the future to him, to his family, and to his life?

It means opportunity. It means the difference in the type of position he will be qualified to apply for; the type of position he will get. In short, the difference between a professional man and a layman.

The "professional" position means that the employee will carry out assignments on a higher level-- assignments which are not routine and which are often extremely interesting and enjoyable.

The degree, the professional position and the opportunity all add up to one thing; the figure on the top of the income statement-- your income statement. This figure may not start as high as that of the candidates mentioned in the first paragraph, though such a salary is not unusual today. However, you can be assured that your income, as a professional, will start out a great deal higher than that of the non-professional. It would not be at all unusual for you to start at a figure with which the non-professional may finish.

Where do you go from here? This is strictly up to you. I can only say there is a lot less time between 1965 - 68 than there is between 1968 and 65.

What Are We Here For?

Janie Fickett

Recently I was going through a dresser drawer and I happened to come across a thesis written by my uncle, a clergyman, as part of the requirements of a Bachelor of Divinity degree for which he was studying.

It is a splendid piece of work, all 65 pages; and a mere glance at it makes it obvious that it is the fruit of many hours of labor. But, the reading of it astounds one. So much work, study, thought, planning, research!

I immediately wondered how many of my classmates, myself included, would even attempt such a task. I am sure my uncle's thesis was done with a lot of love and care, for it was a part of what he wanted to do with his life.

But then, aren't we supposed to be studying for what we want to do with our lives? We are paying hard-earned money for our education, yet few of us study more than the bare minimum that is necessary to get us by.

We want more out of life than the minimum; we want all it has to offer, and yet we aren't willing to extend ourselves to make it possible. We want all the fun, joys, and "status" of college, but we don't want to work hard to secure and keep these things. We want all the pleasures but none of the struggles.

If we all would only wake up and keep in mind that it is ourselves and our future we are keeping by working diligently. This is not to advocate all work and no play--certainly not! But after all, we gain knowledge; without it, we are the losers.

BASEBALL

Since the latter part of March the baseball team has been rounding into shape, with practices at the Boys' Club, and currently at Derryfield Park. Many candidates have shown up with the beginning of outdoor practices.

The schedule for the coming season is as follows:

- May 4th - Home
Nathaniel Hawthorne
- May 10th - Away
N. H. Technical Institute
- May 11th - Home
Emerson

- May 13th - Away
Franklin Pierce
- May 19th - Away
Nathaniel Hawthorne
- May 20th - Away
Emerson
- May 25th - Home
Franklin Pierce
- May 27th - Home
N. H. Technical Institute

Our home games will be played this year at the Athletic Field. It is hoped that much support will be given to the team this year -- both at home and away games. This can be of great value to the team, as was the case with our basketball team during their tremendous season.

Robert Lockerby

ADMINISTRATION NOTES

Joseph Lacroix

During this month's interview with Dean Shapiro, two major issues were discussed. The first of these is "HELP". The Higher Education Loan Plan is a non-profit arm of the New Hampshire Bankers Association and will lend students up to \$1,500 without a parent's signature. The small monthly payments, according to Dean Shapiro, will not begin until after graduation.

Another important advancement of N. H. C. A. C. is its acceptance into a non-R. O. T. C., O. C. S. Program. Any male sophomore can become eligible after taking the O. C. S. exam in January of next year. Dean Shapiro is willing to discuss either of these programs, at greater length, with any interested students.

Election Time

Jo La Rocca

The second semester is coming to a close. Many events will be coming up in the next few weeks that will be of interest to all the students of NHCAC.

Class elections will be held during the month of May for the officers of the Senior, Junior, and Sophomore classes. The Senior class will hold a general meeting on May 7, at which time nominations will be taken from the floor and voting will take place. Juniors and Sophomores who are interested in running for office, must obtain a petition and have it signed and returned to the school office by May 7. After the list of nominees have been cleared by the faculty and administration, campaigning may begin. Elections will be held on May 14.

The last big events of the year will be held on the weekend of June 5 and 6. The annual spring prom will be held at the Carpenter Hotel Ballroom, Saturday, June 5, from 8 to 12 P.M. Jimmy Mosher's orchestra will provide the music for dancing. Admission is by student activity card only.

The outing will be held Sunday at Bear Brook State Park. There will be plenty of activity for all. Volleyball games, horseshoes, baseball, football, swimming, dancing and music will be going on all day. And there will be plenty to eat. SO SET THAT WEEKEND ASIDE AND PLAN TO ATTEND THE SPRING WEEKEND!

The Ampegs

