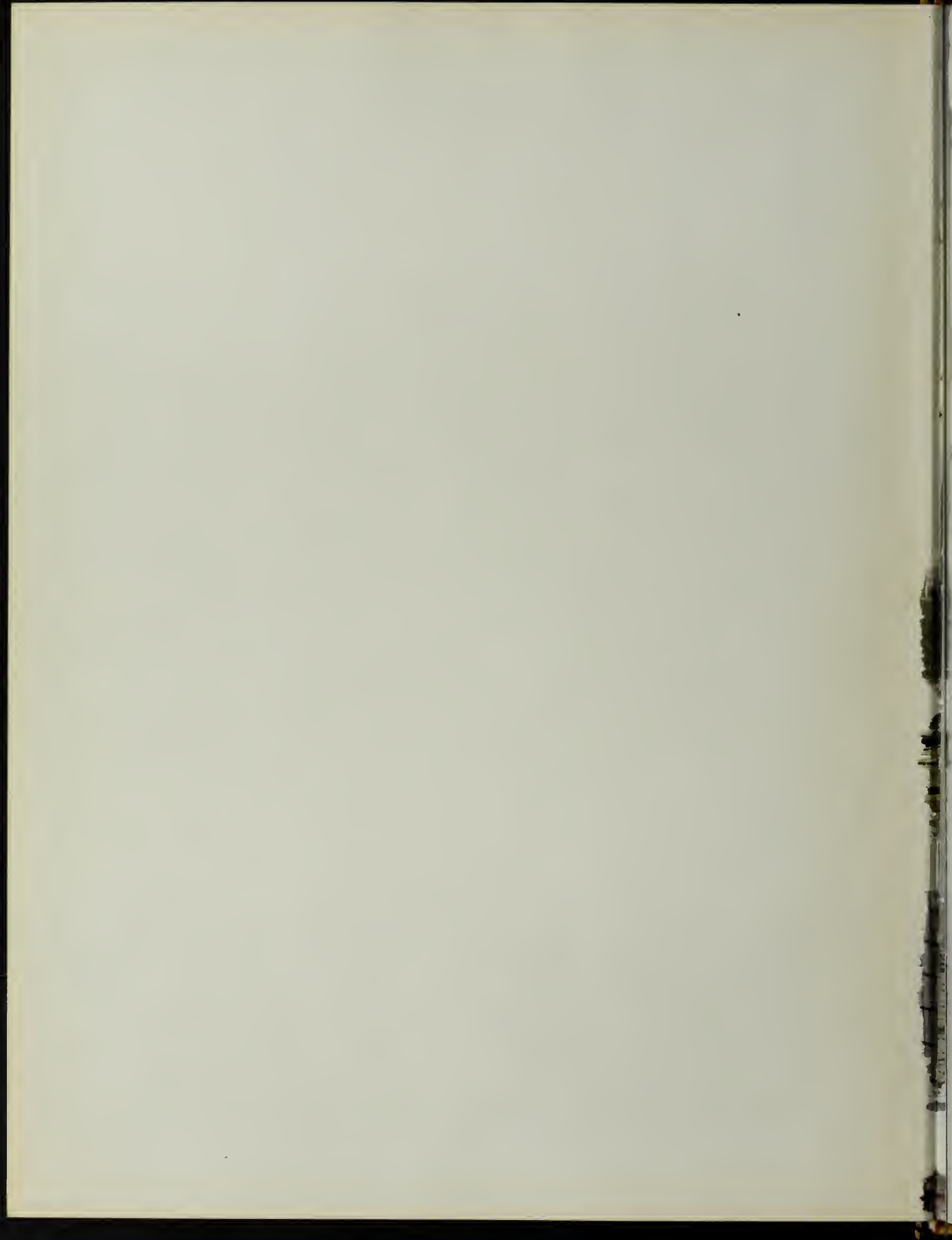




SUFFOLK
UNIVERSITY
BEACON
1976





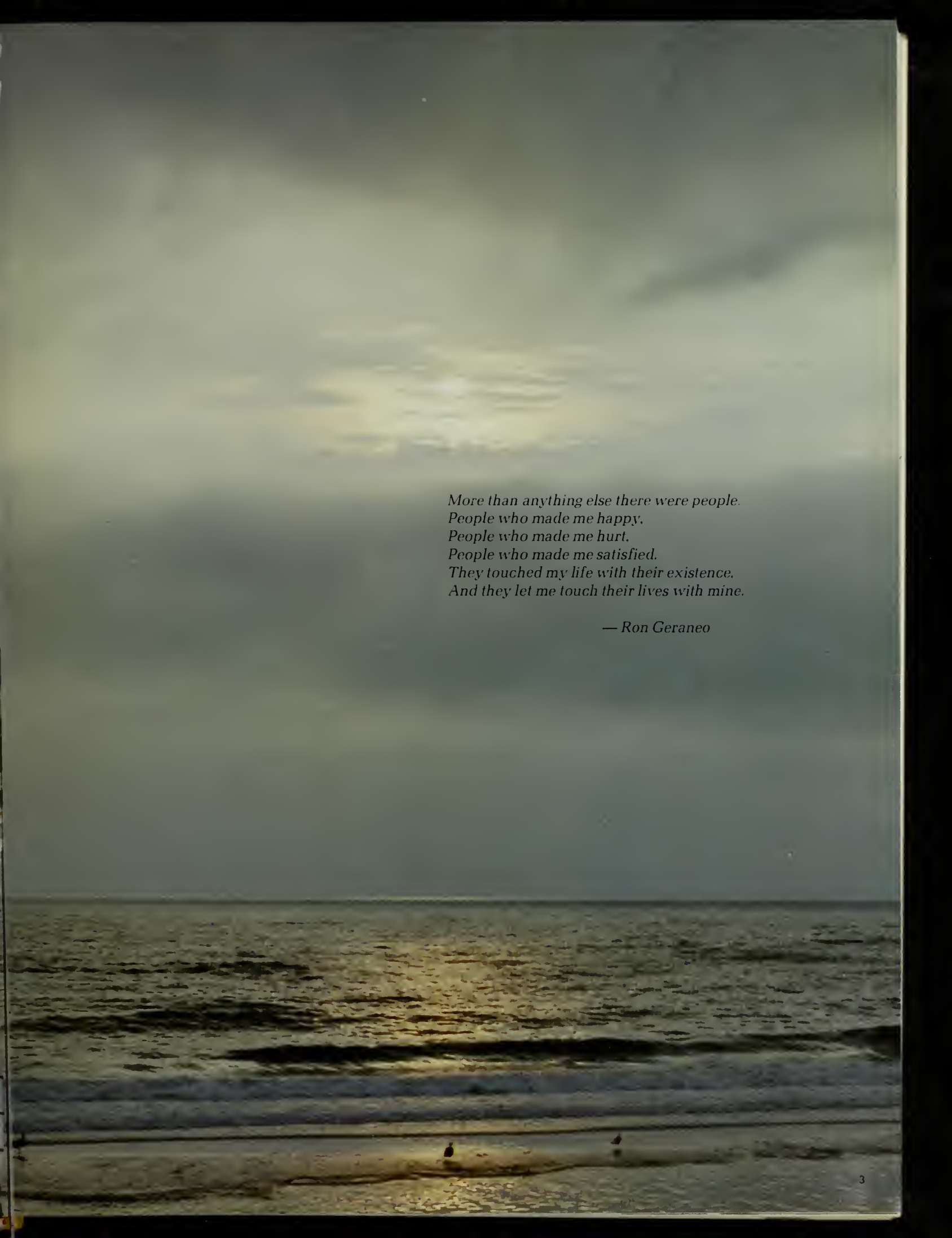


SUFFOLK UNIVERSITY BEACON



NINETEEN-HUNDRED AND SIX — NINETEEN-HUNDRED
AND SEVENTY-SIX





*More than anything else there were people.
People who made me happy.
People who made me hurt.
People who made me satisfied.
They touched my life with their existence.
And they let me touch their lives with mine.*

— Ron Geraneo







*a patch of blue, hazy in the distance
approaches slowly with the sun as good
as bursting in your eyes.
a promise, a patch of light and warmth
a midst a dark and threatening sky.
it come, and a chilly wind
is warmed to a cool, a pleasant sort of compromise
with it comes laughter and lighter feelings, and
hope of changing bleak and mundane moods,
and then the cover comes again, restores the gray
to wishing fools.*

Alphonso Davis II



Why does a man have to work two jobs to make ends meet
 And end up on his back just to keep us on our feet
 He gets us out of trouble and gives of things we want, when he can
 And when I grow he sends me to school so I won't be like him
 — Frank Arnold



School is a hassle
 A heavy heavy thing
 It takes my life
 turns it upside down
 and gives back to me
 an empty nothingness . . .
 a bag of tricks which

blows

my

mind

— Martha Coston









As time passes, I ask myself:
 What does living mean to me?
 Should I be . . . Have I ever been . . .
 myself?
 Or have I allowed myself to be
 sucked into the whirlpool of
 conventionalism and lost touch
 with myself, my mores, my sense
 of reality, my mode of compassion . . .
 Somehow, somewhere, someday I have
 lost out on living.
 I am drowning in that whirlpool.
 I feel my pebbled being hit the
 bottom as it joins in reveille
 with the other multitude of
 drowned stoned souls who have
 lost out in that treasure
 called living.

You ask yourself why?
 But upon hearing the answer,
 it doesn't seem as though
 it has even come close to
 answering the question.
 You ask yourself why?

— Karen Hairston





the
 skies
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down
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 anxiety
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 tear-laden
drifting
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 clouds,
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 enveloping
thinking
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 about
 where
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wondering
 where
 i'm
 going
 to
 be

—Peter M. Francis



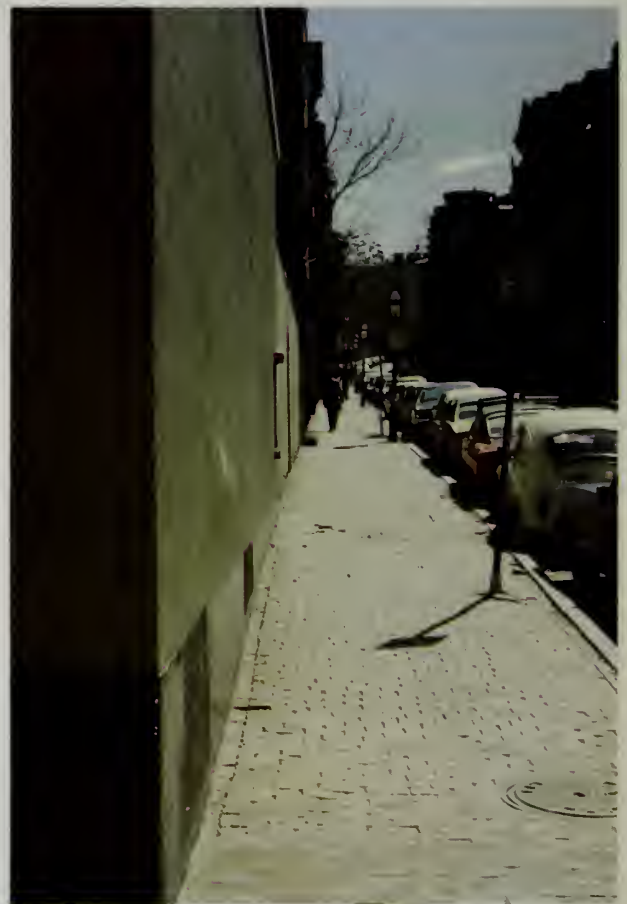
Time —
 You are/will be
 my first and last.
 Which is good
 that you are a repeated performance that
 keeps on going — never stops or slows.
 For it will show me all my seasons
 That I won't see again.
 It has spared me spring
 and has guided me into summer
 to become colorful
 and to be harvested during the constant change

So that my winter won't be cold.
 Thanks. You have shown me that the
 good outweighs the bad.
 You have shown me happiness.
 You have shown me extremes.
 Time, thank you for your experience
 because it was a definite necessity.
 And since I can't/won't be able to say
 Good-bye as you leave, during the future,
 I am fortunate and very glad that we met.

— Bobby A. Brooks











Suffolk University Office of the President
Beacon Hill
Boston, Mass. 02114
(617) 723-4700

TO THE MEMBERS OF THE CLASS OF 1976:

IT WOULD APPEAR FROM READING THE CURRENT PRESS THAT OPTIMISM IS NOT A PLENTIFUL COMMODITY AMONG RECENT GRADUATES. JOB OPPORTUNITIES HAVE NOT BEEN IDENTIFIED, GRADUATE STUDY PROGRAMS HAVE NOT BEGUN, AND OUR NATIONAL LEADERS, WITH AN EYE ON IMPENDING ELECTIONS, SPEND MOST OF THEIR TIME VIEWING PAST GLORIES WITH PRIDE AND PRESENT CONDITIONS WITH ALARM.

THE MEMBERS OF THE CLASS OF 1976 IN MANY SENSES ARE SPECIAL. THEY HAVE OVERCOME WAR, CIVIL DISRUPTION, INDECISION, RELOCATION AND NOW APATHY. WITH SUCH TEMPERING, IN TIME THEY SHOULD PROVE TO BE MORE ILLUSTRIOUS THAN THEIR PREDECESSORS, FOR THE DETERMINATION, ZEAL AND ENTHUSIASM REQUIRED FOR CURRENT SURVIVAL SHOULD BE THE CORNERSTONE FOR FUTURE SUCCESS. I DO HOPE AND WISH FOR EACH GRADUATE A FULL MEASURE OF HAPPINESS AND FULFILLMENT.

SINCERELY,

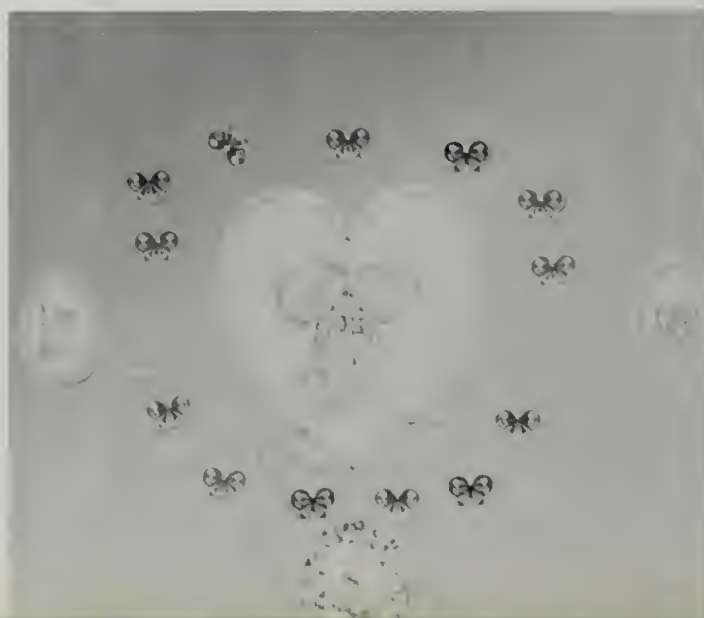


THOMAS A. FULHAM
PRESIDENT





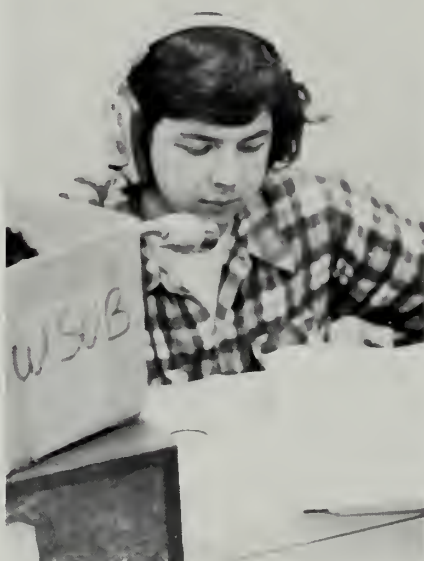


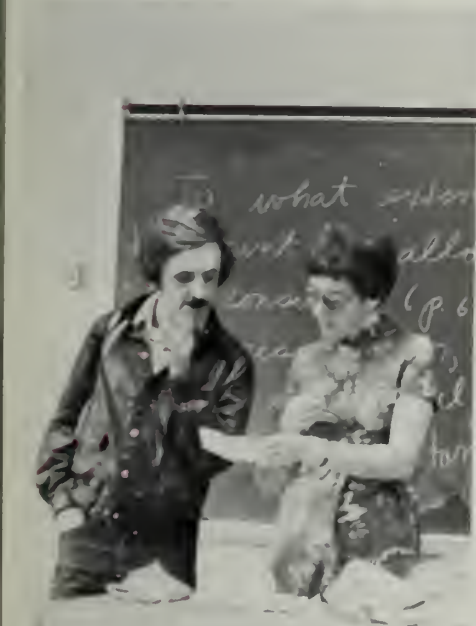


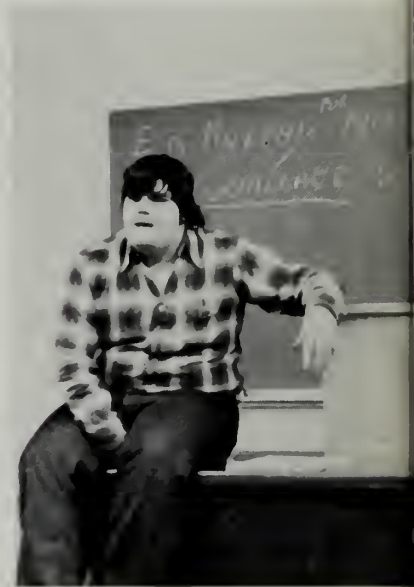




THE GHOST OF DONAHUE PAST









SENIORS

Yearbook Portraits
will be taken by

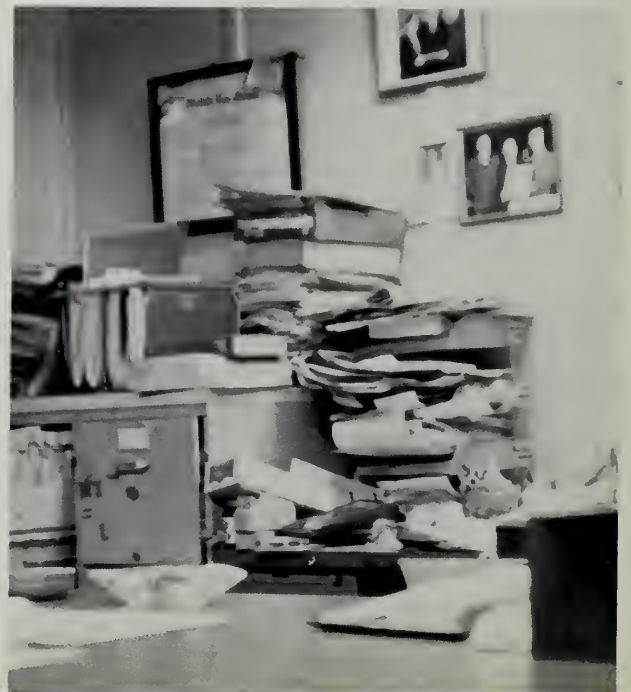
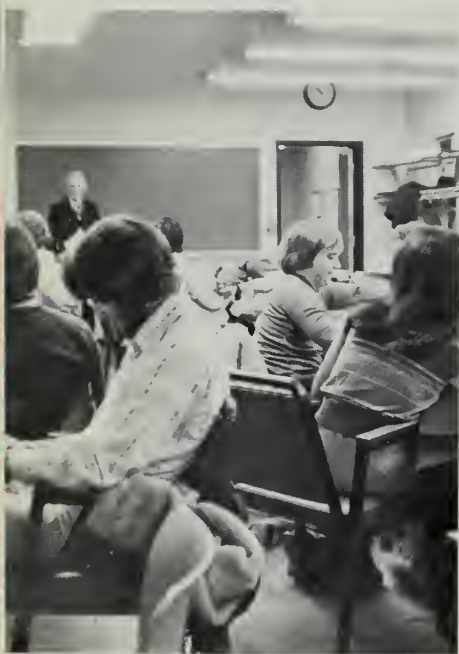
BOBBS & BOBBO

Time-Place Nov 1-7
Monday-Friday Nov 10-11

SENIORS

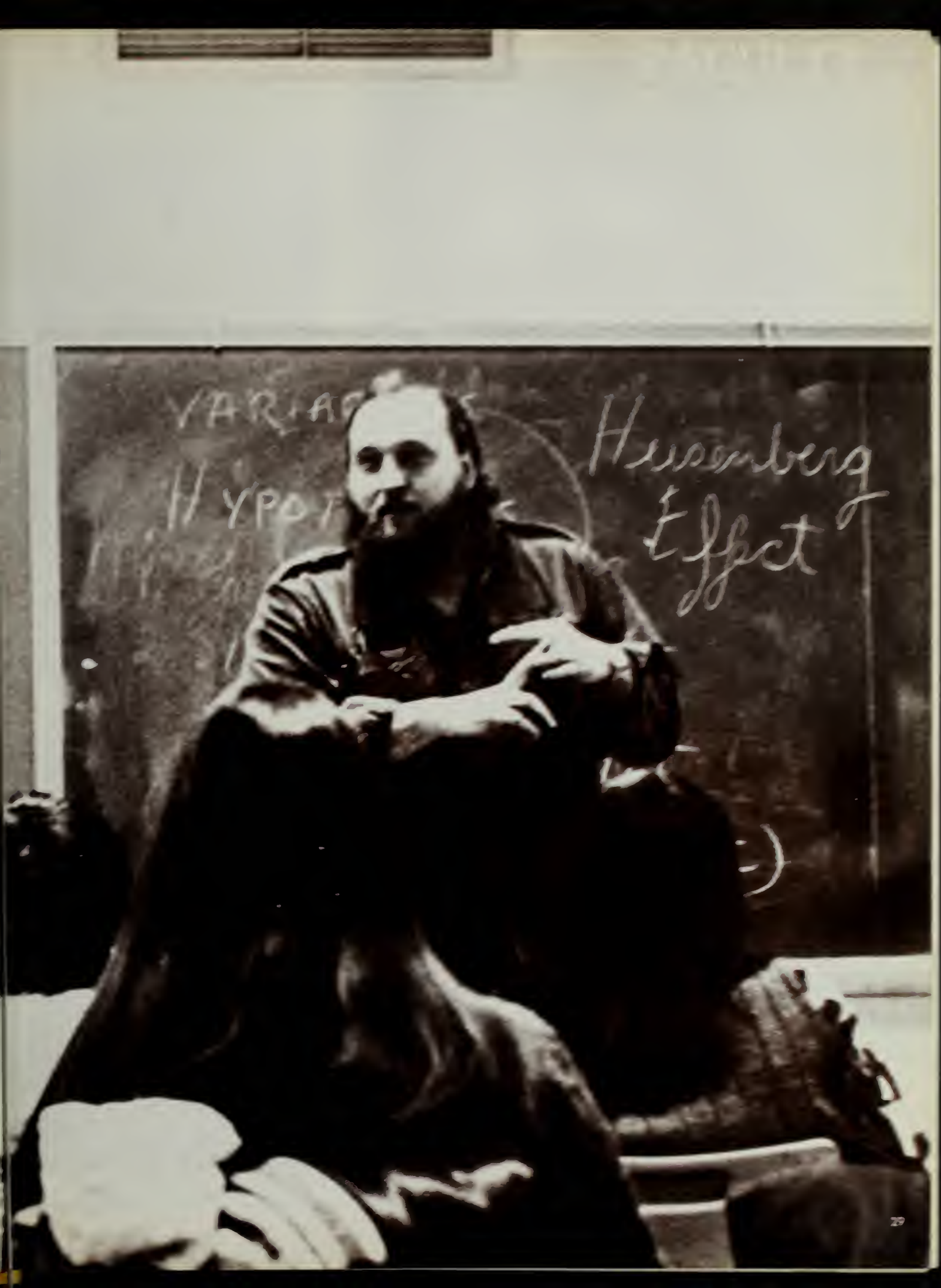
YEARBOOK PICTURES ARE
BEING TAKEN IN THE
FACULTY DINING ROOM











VARIAC
HYPOT

Heisenberg
Effect



Thomas A. Fulham
President



Richard McDowell
Dean College of Business Administration



Francis X. Flannery
Vice-President and Treasurer



Dr. Michael R. Ronayne, Jr.
Dean College of Liberal Arts and Sciences



D. Bradley Sullivan
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Dr. Joseph Strain
Dean of Evening Students



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Director of Admissions



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Administrative Assistant to the Deans



Louis B. Connelly
Director of Public Relations



Mary Hefron
Registrar



Ellen Peterson
Transfer Counselor



Charles Law
Athletics



P. Richard Jones
Director of Archives

COLLEGE OF BUSINESS ADMINISTRATION



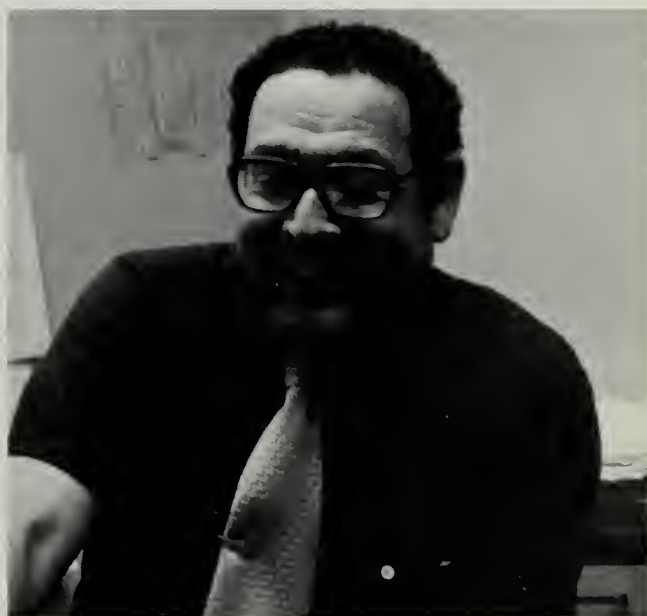
Joseph Vaccaro
Business Administration



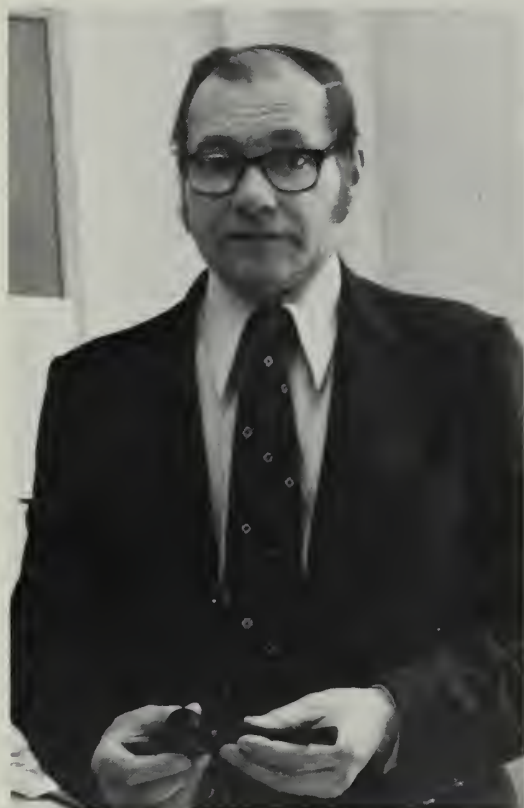
John Burke and wife
Accounting



Andre W. Courchesne
Computer Science



Norman Slater
Business Administration



Robert Waehler
Accounting



Anthony Eonas
Chairman — Marketing



Lee Sutherland
Business Administration



Martin Donahue
Business Administration



Howard Aucoin
Computer Science



Dr. Joel Corman
Management — Chairman



Bernard Meyler
Accounting



Benson Diamond
Accounting

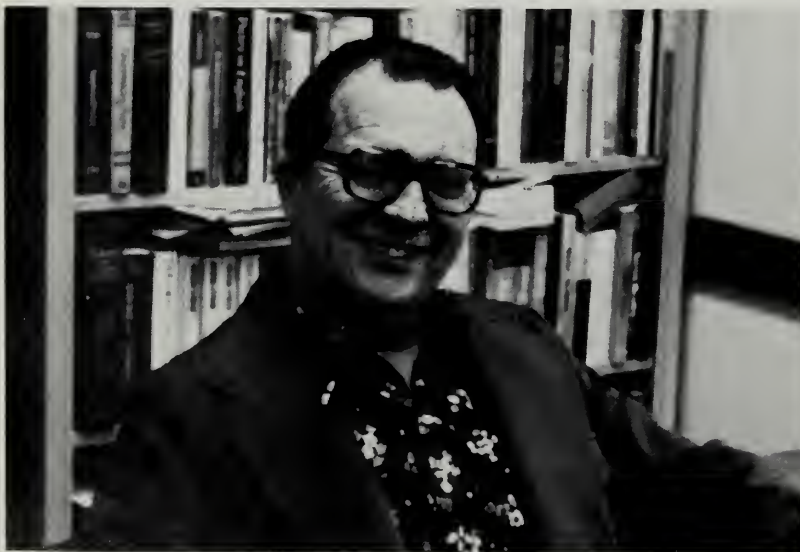
COLLEGE OF LIBERAL ARTS AND SCIENCES



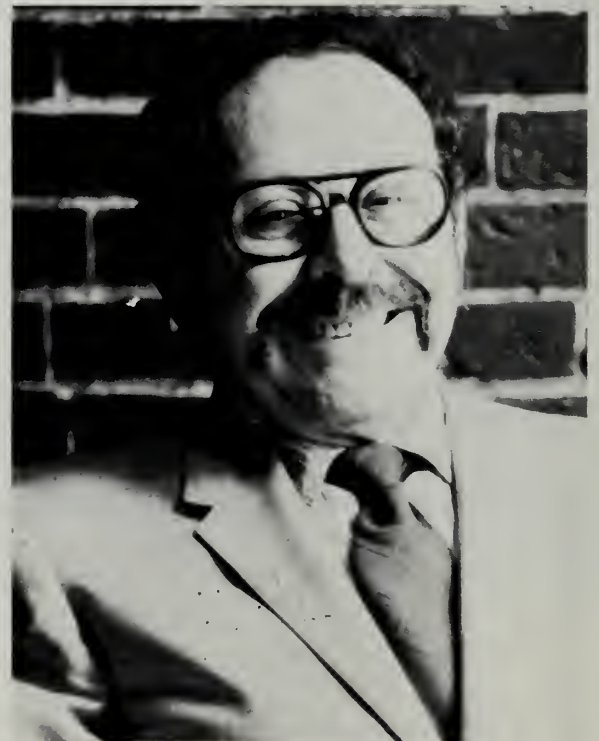
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Government



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English



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Chairman Government and Economics



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Sociology



Mary Mahoney
Psychological Services



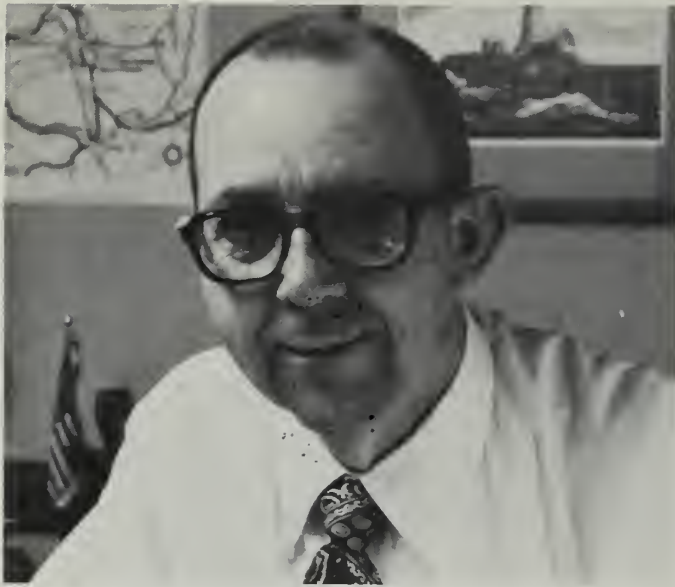
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Government



Judith Harrison
Psychological Services



Dr. William Sahakian
Philosophy



Dr. John Sullivan
Sociology



Dr. Florence Petherick
Humanities



Robert Johnson
Physical Science



Phyllis Mack
Sociology



Stan Kaszanek
Sociology



William Good
Chemistry



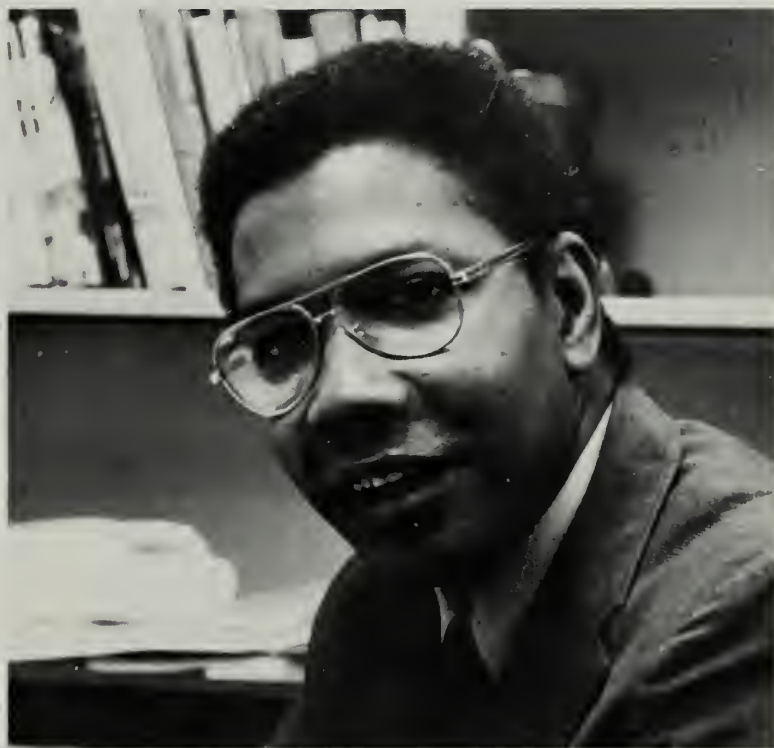
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Chairman — Sociology



Colleen Kaznowski
Languages



Malcom Barach
Chairman — Journalism



William Hannah
Psychology



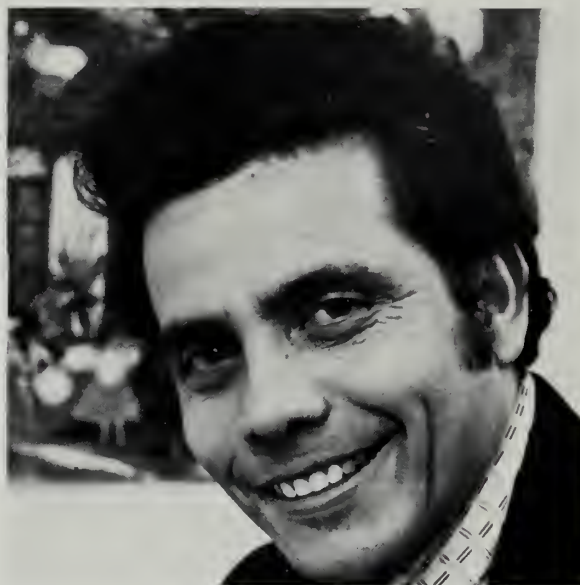
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English



Cosmo T. Stefany
Education



Dr. Marshall Hastings
Languages



Juan Mendez-Herrera
Languages



Dr. Edward Bates
Education



Dr. Blair F. Bigelow
English



William J. Buckingham
Chairman — Mathematics



Dr. Frederick Wilkins
English



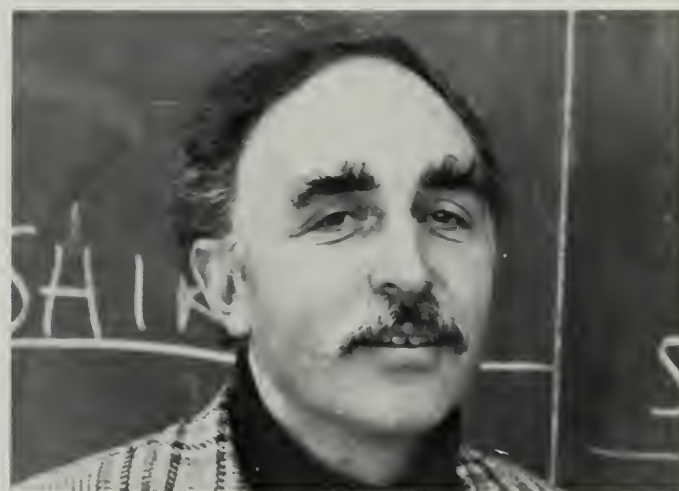
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Chairman — History



Ann D. Hughes
English



Dr. Stuart Millner
English



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Philosophy



Ruth Lottridge
English



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Education



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Philosophy



Dr. Rudolf Zuckerstatter
Philosophy



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Chairman — Chemistry























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 EVELYN M. SPENCER
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 PHILIP J. TARALLO
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 ASHMANSKAS
 BRIAN G. WALKER
 MARJORIE L. WONG

Colleges and Universities
 University

Beacon Yearbook
Suffolk University
Boston, Mass. 02114
July 7, 1976

Dear Reader,

The Beacon 1976, as you can see, is much different in both size and approach. The '76 book, although similar in content to those of past years, has a changed style. This book has much more color and different uses of this addition (i.e. Senior portraits).

When publishing a yearbook it is important to remember that the purpose of it is to record events which have transpired between the start of school in the fall, up to the Commencement at the end of the year. One tries to avoid political issues, as well as other issues which would seem dated in future years.

At this time I would like to thank the people responsible for the book, who, without them, there very possibly would not have been a book this year. I thank the book's other editor, Ron Geraneo, whose photography and technical assistance was invaluable; Diane Wrobel, layout editor, who set the style; David Coscia, who co-ordinated the book; Mary Ann Kiklis, the editor's assistant; all of the photographers: Chuck Kiklis, Aileen McClennan, Bruce McIntyre, Art Smith and Martin Gavin. Thanks to Ken Kelly, the book's advisor, for his patience; Pam Strasen for technical assistance; to the S.G.A. for financial help, principally Mike Covino, for his lobbying techniques; Tony Perez, the business agent, for keeping the book out of bankruptcy court; Akosia Farrar for her poetry; Monica Duffy, the editor's personal advisor; Taylor Publishing and John Orall for printing the book; John and Daryll from Boris Studios for the photography; New England Air Photo for the cover and endsheets; President Fulham and Vice-President Flannery and all of Suffolk University; the class of '76 for their efforts and this book's contents.

And to the class of '76 — I hope you will appreciate the book which all involved have worked hard on.

Thomas J. Boyle
editor-in-chief
Beacon 1976

CLUBS AND ORGANIZATIONS 76



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SIGMA





HISTORY
SOCIETY



SKI
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CLUB



T.K.E.



AFRO-AMERICANS CLUB

PHOTO
CLUB



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CHESS CLUB



FREE MONEY BAND

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Earth Mother
Faculty Advisor
Publisher

Pam Strasen
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SUFFOLK UNIVERSITY



W.
S.
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B.



R
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ALPHA
PHI
OMEGA



PHI
ALPHA
TAU



DELTA
SIG



PHI
SIGMA
SIGMA

















ACTIVITIES '76



“A DOCTOR IN SPITE OF HIMSELF”

CAST IN ORDER OF APPEARANCE

Sganarelle, a woodcutter Steve O'Donnell
Martine, his wife Andrea Harding
Mme. Robert, their Neighbor Maggie McDonough
Valere, Geronte's servant David Broeg
Lucas, Geronte's servant Brian Walker
Geronte, a rich landowner Al Migliorini
Jacqueline, nurse maid Cookie McGuire
Maid Maggie McDonough
Lucinde, Geronte's daughter Joan McCormick
Leandre, Lucinde's lover Ronnie Geraneo
Thibaute, an old peasant woman Sara Johnson
Perrine, her daughter J. C. Healy





STUDENT ART SHOW





REGISTRATION



RALLY — 1975

SUFFOLKATION

"We Need More Room!"



CHRIS SPINAZZOLA



VICTOR DOCOUTO

FENTON BUILDING DEDICATION

SATURDAY, OCTOBER 25, 1975



PRESIDENT THOMAS A. FULHAM



*SGA PRESIDENT CHRIS
SPINAZZOLA*



HYPNOTIST

JIM MAPES



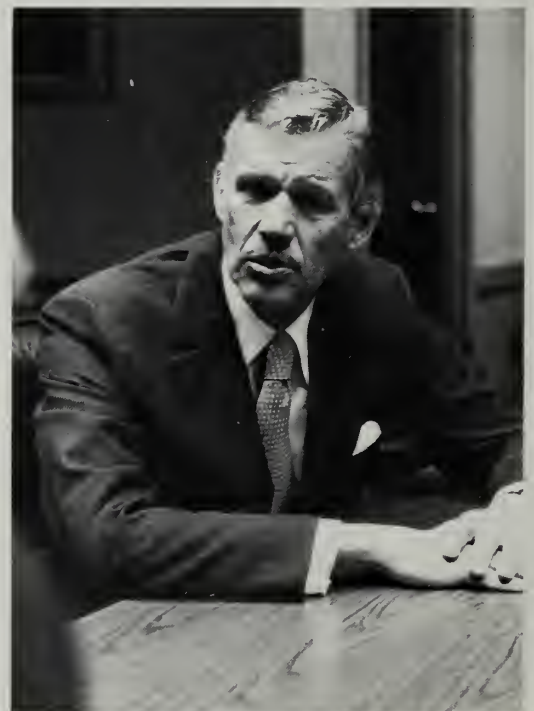




VINCENT BUGLIOSI



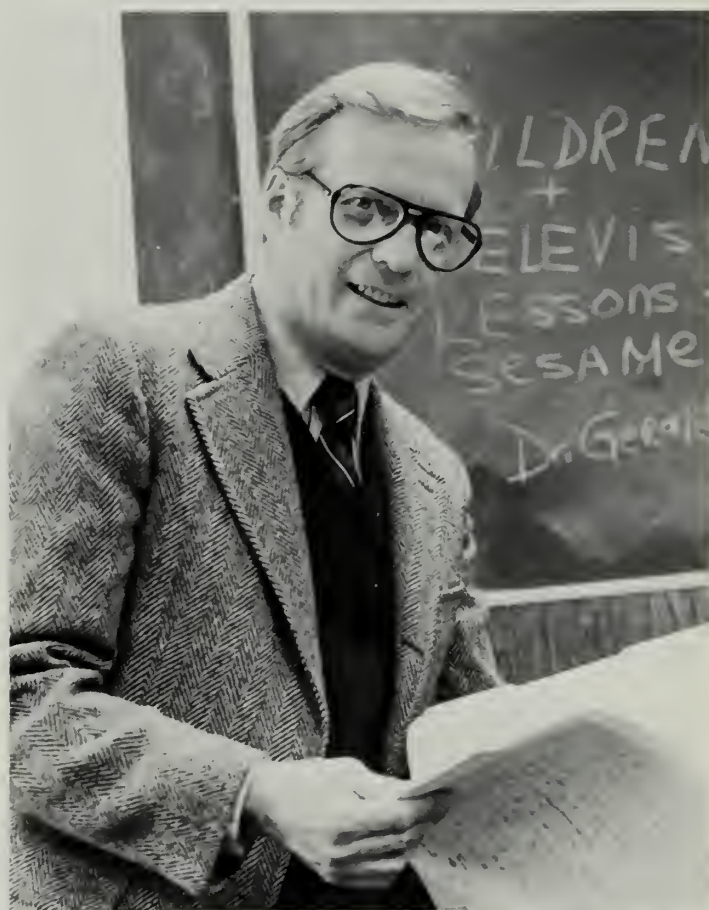
JACK COLE



FRANCIS W. SARGENT



DAVID TOMA



HALLOWEEN

BASH



AT JOE'S PLACE



MS. BUBBLES

CHRISTMAS PARTY

FLORIAN HALL DORCHESTER, MASS.



GET-TO-KNOW SUFFOLK PARTY

SEPTEMBER 1975



SUFFOLK UNIVERSITY PRESENTS “WOO-WOO GINSBERG”









MOTHER DAUGHTER BANQUET



PHI SIGMA SIGMA ($\Phi\Sigma\Sigma$)

AUCTION



SUFFOLK UNIVERSITY RECOGNITION DAY 1976



WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

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Michael J. Covino
Kathleen M. Donovan
Peter M. Francis
Ronald Geraneo
Thomas J. Hanley
Lynn Y. Keel
Rayeanne King
William Lancaster

Thomas J. Loughlin
Joseph E. McLaughlin
Robert C. Mullen
Jon A. Muschiette
Steven W. O'Donnell
Carol Edmunds-Pantalone
Michael J. Piemonte
Michael J. Reilly
Mark C. Rogers
Richard Scenna

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Evelyn M. Spencer
Chris C. Spinazzola
Joseph A. Stasio
Philip J. Tarallo
James J. Torney, Jr.
Maria Tovaresh-Ashmanskas
Brian G. Walker
Penny Witt
Marjorie L. Wong



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Joni A. Muschiette
Margaret M. O'Neill
James F. Tobin

Theodore E. Burke
Francis X. Ciampa
Robert G. Clouse
Anne Marie Coakley
Bruce M. Cormier
Joseph J. Czerwonka
Marie R. Guarnieri
Dennis F. Jackson
Paul J. Jenkins
Thomas A. McDonagh
Gloria J. Pallas
Joseph A. Regan
Arthur L. Smith
Jeanette Wickstrom

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Susanne T. LaCasse

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Peter A. Gilman
Robert Johnson
Helen M. Laub

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Rayeane L. King
Eugene A. J. Lamoureux
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Brent L. Marmo
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Elizabeth A. Zolli

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Arthur A. Guardia
Edward L. Hayden
Karl Mayer

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Stephen G. Berardi

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Richard A. Collari
Marion P. Donaghue
Lynda J. Edelstein
Daniel N. Ford
Frank A. Gigliotti
Lynn Y. Keel
Steven W. O'Donnell
Frederick E. Rackin
Joseph A. Regan, Jr.
Marjorie L. Wong

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Stewart M. Brooks
Brent L. Marmo
Rebecca Pearl
Donna M. Schnicker

MARKETING

James H. Dennis
Ronald J. Everett
Gary E. Zumbahlen

MANAGEMENT

Joseph E. Duggan
Joanne McTieman
Dace D. Pupols
Michael J. Selissen
Tina P. Tardone

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Randall K. Abbott (French)
Diane E. Bisson (German)
Maureen Carmain (Spanish)
William Creighton (Spanish)
Martin W. Davis (French)
Joan Descoteaux (French)
Kevin J. MacLellan (German)
John D. McElhiney (French)
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Michael Mulry (Spanish)
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Michel Pean (French)
Gasil Pelkey (Spanish)
Maryann Szczudluk (French)
Audrey Tocci (Spanish)
John V. Toomey (French)

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Francis X. Ciampa
Robert W. Garneau

PSYCHOLOGY

C. Deborah Cross

SOCIOLOGY

Patti B. Cohen
Karen S. Harlan
Peter M. Gorczewski
Thomas P. Shamshak









Massachusetts







SPORTS



FLAG FOOTBALL



SUFFOLK HOCKEY

75-76

B. Underwood
E. Johnson
B. Flannery
R. Burke
J. Bertrand
T. Norris
B. McDevitt
B. Regan
C. Devin

T. Palie
M. Sullivan
G. Quilty
P. Vatalaro
K. O'Neil
B. Hefner
T. Foley
J. Davidson
F. Wagget

B. Breslin



CROSS COUNTRY



CROSS COUNTRY MEMBERS 1975-1976

JOE WALSH (CAPTAIN)
ROBERT BRESLIN
STEVE TONRA
LARRY VAN STRY
DON PLETTS
BARRY CLIFFORD
WAKEL FETUGA
TONY GONSALVES
GREG QUILTY
GERRY LAMB
RICHARD FARMER







"IF YOU CAN'T TAKE A JOKE, JUDY" — T.J.B.





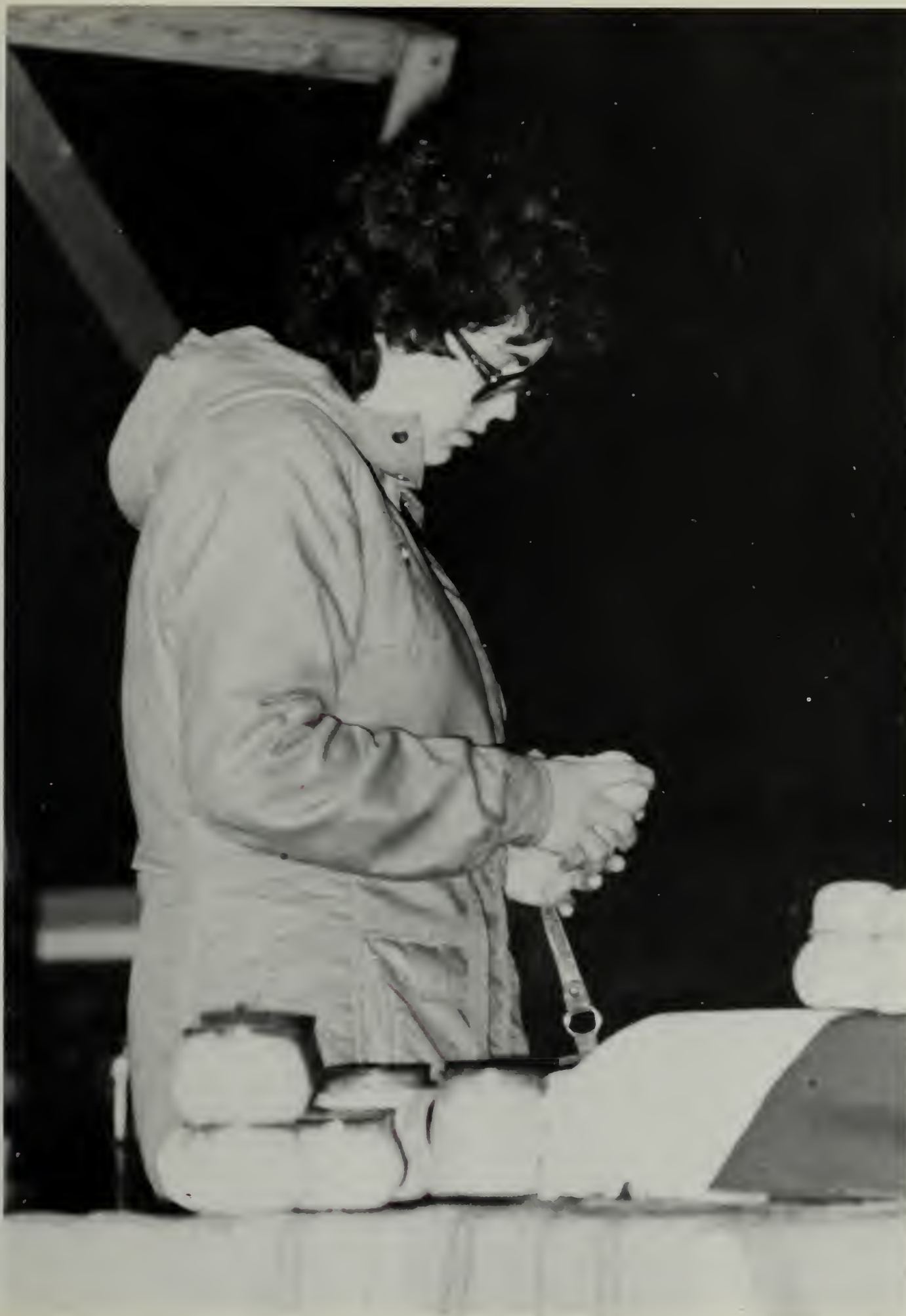
Front Row (L-R):

(Manager) — Steve Madden, George Kalogeris, (Capt.)
 John Howard, Bob Mello, Bob Ferrara,
 Aubrey Langford, Steve Forlizzi, Larry
 VanStry, (Manager) — Charles Melanson.

Back Row (L-R):

(Head Coach) Charles Law, Pat Ryan, Steve
 Barrett, Chris Tsiotos, Donovan Little, Steve
 Relihan, Jeff Blaisdell, Nick Tsiotos, (Asst. Coach) Jim Nelson.





FOLK UNIVERSITY

FRANK J. DONAHUE BUILDING

LAW SCHOOL







TENNIS ANYONE?



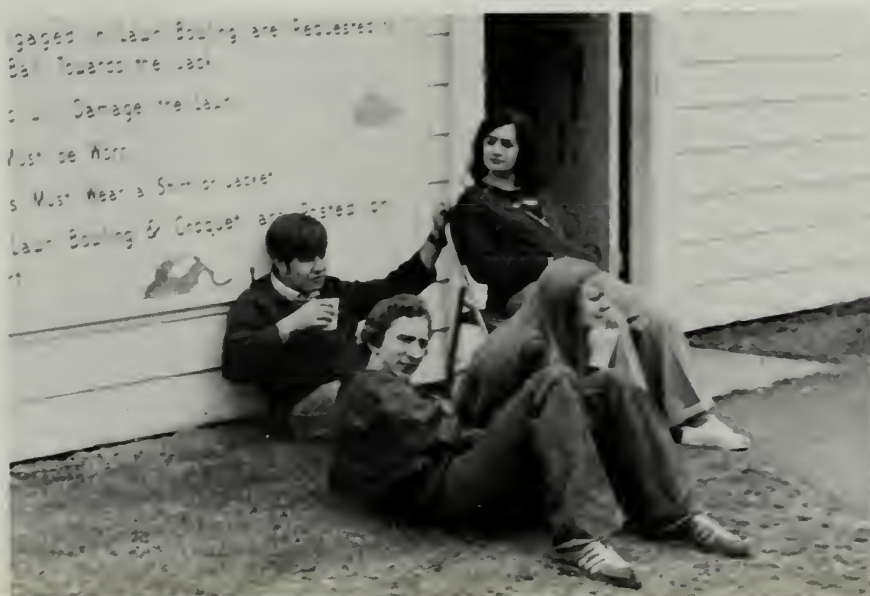
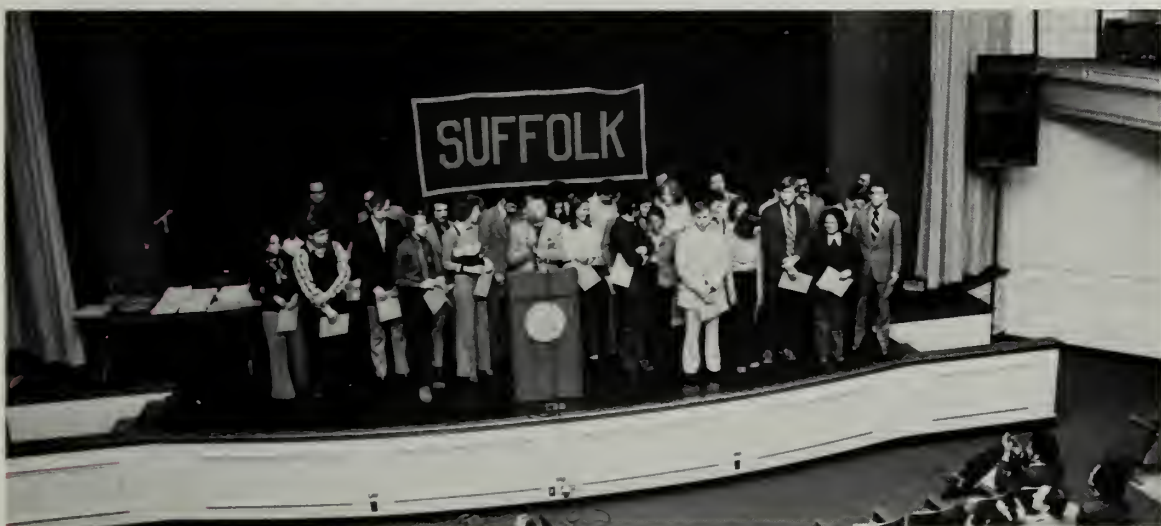
BOY, DON'T I KNOW IT.



CHEAPEST DATE I EVER HAD!!

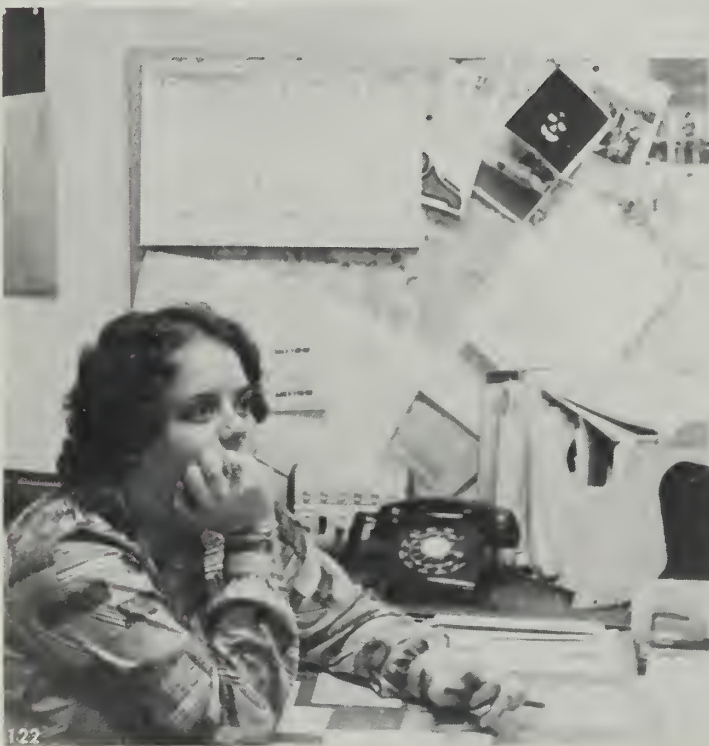






I'M SO HAPPY HERE

I
COULD
JUST
SHIT!













SENIORS '76





*John Abdalah
Marketing*



*Lucious Addison
Business Administration*



*Stephen L. Achin
Sociology*



*Joanne M. Adduci
Sociology*



*Nich Alessandrone
History*



*Willie M. Allen
Business Administration*



Maria T. Ashmanskas
Child Care



Barbara Bressler
Accounting



William Begley
Accounting



Julius Bertrand
Marketing



Judi G. Blood
Biology



Kathy Bosco
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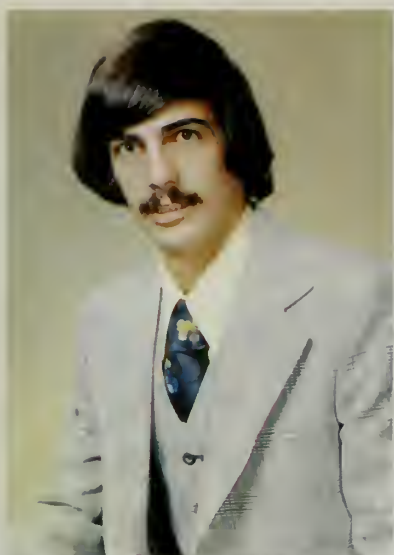
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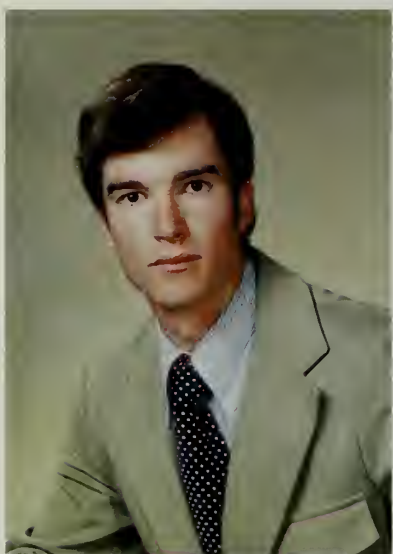
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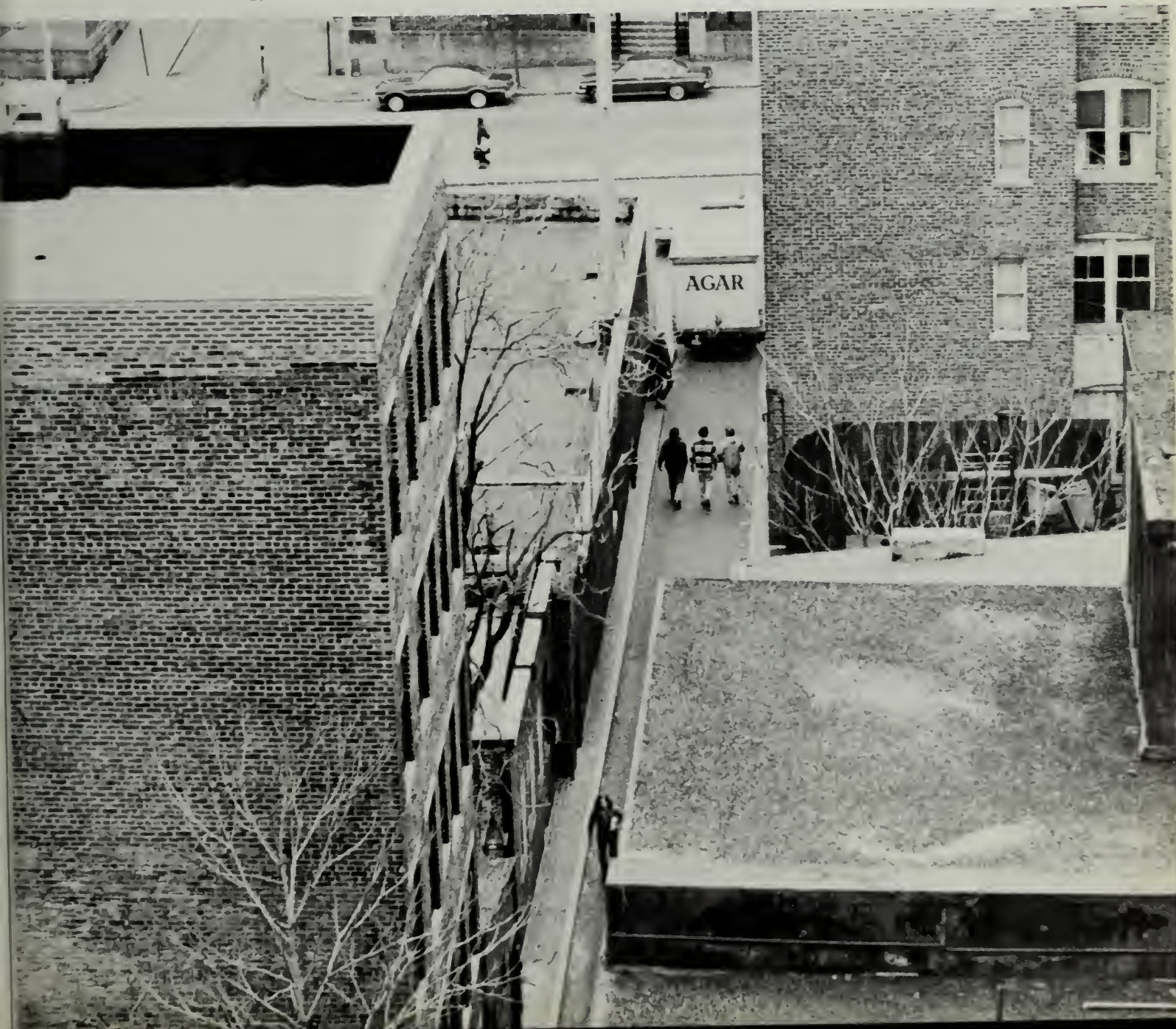
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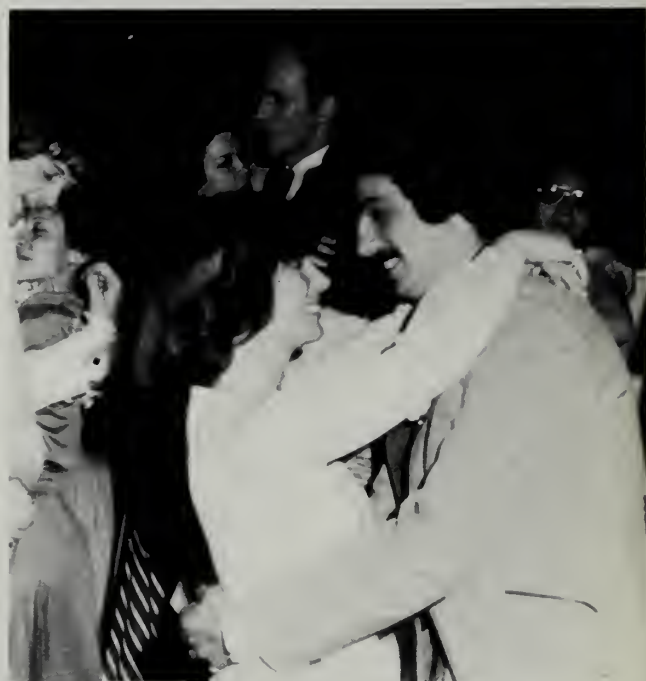
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Jim Torney — singing "When Will I Be Loved"



Victorian — Boston

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JUNE 13, 1976

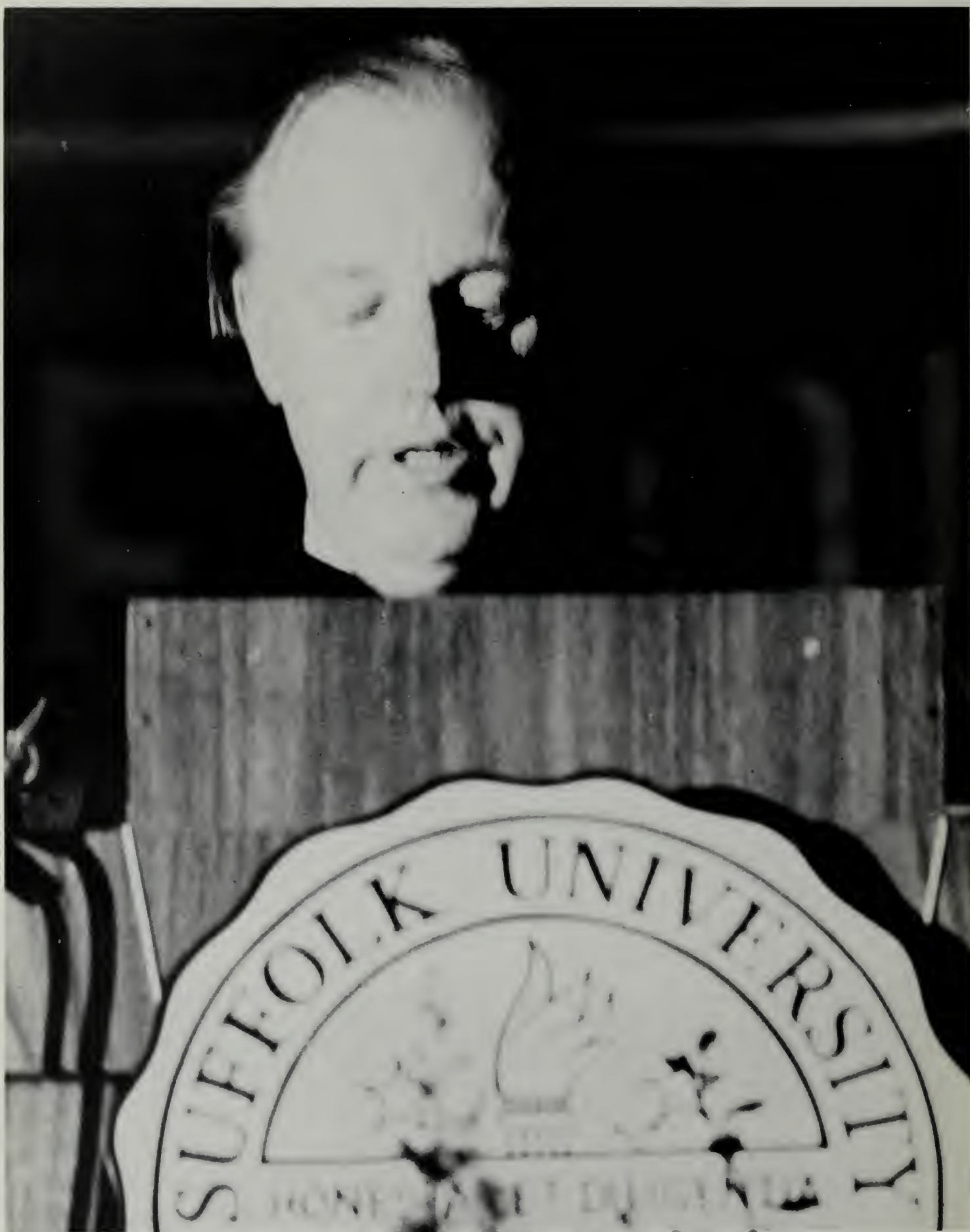












COMMENCEMENT ADDRESS BY ROBERT C. BERGENHEIM







EDITOR'S NOTE:

ON THE FOLLOWING PAGES IS THE FULL COMMENCEMENT ADDRESS GIVEN ON JUNE 13, 1976, BY ROBERT C. BERGENHEIM, PUBLISHER OF THE BOSTON HERALD AMERICAN. THE ADDRESS SIGNALS MANY POINTS RELEVANT TO TODAY, BUT MORE IMPORTANTLY, IT SIGNALS POINTS WHICH ARE RELEVANT IN SHAPING THE ACTIONS OF OUR LIVES FOR THE FUTURE. MR. BERGENHEIM STRESSED INVOLVEMENT AND QUESTIONING OF AND IN THE WORLD AROUND US AND NOT TO HIDE OR SURROUND OURSELVES IN OUR OWN LITTLE WORLDS OR ENVIRONMENTS, AND BE TOO CYNICAL TO SEE WHAT IS GOING ON AROUND US. IN THE LONG RUN, WHAT IS GOING ON IN THE WORLD WILL EVENTUALLY AFFECT US OR OUR FAMILIES. ALTHOUGH SOME OF THE EXAMPLES IN THIS ADDRESS WILL SEEM DATED IN THE YEARS TO COME, THE MESSAGE IN THESE EXAMPLES WILL NOT, OR HOPEFULLY NOT, BE EVER DATED.

TJB

Today is your commencement.
By definition, it is a time to begin.
But, you began a long time ago.

You are graduating today, and we can assume that you have laid a firm foundation for the beginning of a professional career. So, in a very real sense you will be entering a new phase of your life.

I'm sure you already realize it is a highly competitive world. Some of you already have jobs waiting. Others are still looking.

To a large degree, however, most of you will be moving from the academic to the real, or from theory to practice.

It is natural that many of your new employers or associates will ridicule your professional virginity. They will put down your theories and your ideals. Somehow, they will try to convince you that cynicism is the badge of experience.

To a degree, they are right. What kind of skepticism, however, depends on you. And, not only on the job, but in society and your role in it.

What do you want out of life? What did you get out of Suffolk? How much will you compromise in order to get along? What are you willing to fight for? These are not idle questions. They are well worth dwelling on in the privacy of your own mind.

Students of my generation are noted for their idealism; for their rigidity; for lofty goals which other generations ignore or forget.

Will you go along with the establishment just to get ahead? How practical will you get to please the boss? Will you be too busy trying to get ahead to bother about the other guy?

These questions are no easier for you than they are for me. Life is a constant compromise, but it need not be hypocritical. We all change. We mature. We understand. We forgive. We help.

But we don't have to sell out.

I want to suggest to you today that you don't sell out. That you have an obligation, not only to yourself and to your family, but to our society and to our way of life. As you start out professionally, you still have an obligation to the world around you.

If you were indignant over Vietnam and Watergate, for example, you should stay indignant. Don't get so involved with your own little world that you say, "The hell with the rest of them. I'm going to get mine." It won't work. At least, it shouldn't. But again, it all comes back to you. What do you really want out of life?

Naturally, you will have to bear down on your new job. Many of you will assume family responsibilities which will eat up a lot of your time and energy. You are also entitled to some fun and relaxation. But there is a satisfaction in meeting broader commitments. In paying our dues. In fighting for the common good. Too many of us do not realize until it is too late, and we seldom learn from our past mistakes. We gloss them over; defend our actions or inaction.

Take Vietnam, for example. What did we learn? The minority of Americans who opposed this action from the beginning were ridiculed, maligned and punished. It was an illegal, immoral and stupid war, but how many of us took a stand against it? Especially of my generation? Too many of us accepted the political propaganda and lies while we attended to our personal needs.

Watergate was not so unbelievable that only a handful of newspaper reporters stuck with it. Now, we can all go to the movies and applaud a couple of guys who fought the power structure and won. Now that it is all over, we, as a nation, want to punish those who got caught. That way our own conscience will be clear and we can go back to doing our own thing.

But, if you think Vietnam and Watergate were bad, there is another tragedy at our doorstep. It is our inept approach to an equal public education for all races. This has not only affected your generation, but it will influence the lives of your children and grandchildren.

Like a nation of sheep, we were herded together in support of Vietnam. Now, we are herding our children together, shoving them into little yellow buses, because we think we can give them a better education on the other side of town. In the name of equality, in certain key schools, we have lowered the standards instead of raising them. Instead of diluting differences of race, we have emphasized them. Instead of bringing ethnic groups closer together, we have started a civil war. Instead of strengthening neighborhoods, we are destroying them. Court-ordered busing, or forced busing, whatever you want to call it, was considered a tool to racially integrate our public schools. Instead, it has become a weapon tearing us apart. Close to \$30 million are being spent each year in Boston on buses and police in a vain attempt to artificially bring equal education to all our children.

Have you, any of you, ever been to Charlestown, for example? Have you seen the schools in this all-white neighborhood? They are outdated, worn out and dilapidated. Who in his right mind would want to go there, even if he lived across the street? Then we add insult to injury and tote the poor black kids over there and say: "This is it. Whether you like it or not, get in that yellow bus and the cops will take you to school. It may be a dump, but it's equal." At the same time we say to the Charlestown mothers:

"Fair is fair. Now we are going to take your kids to the black neighborhoods to equalize our education system." And to all parents we say: "Obey the law, and with a little bit of luck, your child will get home alive." There is a parallel in Boston which we might look at for a moment. I am referring to Boston's Combat Zone. The city fathers found that they were embarrassed by the amount of smut, pornography and strip joints which were sprinkled throughout the city. So, what did they do? They created the Combat Zone. There, anything goes. Dump it all around Washington and LaGrange Streets. Keep the rest clean. The only trouble is that it doesn't work. It slowly, but surely oozes out and

there are today pockets, or little combat zones, just as we have little City Halls. The theory is, however, that Mr. Clean can take his pleasure in the Combat Zone. He can get drunk, watch a filthy show, have sex with a teenager, or whatever, and then head for home in the suburbs and respectability. Now we have found that we can use our Boston schools as a combat zone. Shuffle the kids around, but keep them in the city. Don't contaminate the suburbs. Contain these kids. Let them fight. And, above all, let's be patriotic and law abiding. An equal education is what the Constitution says. What is equal about downgrading a whole generation of children in our cities, while those who can afford to move to the suburbs, look the other way?

Professor James S. Coleman of the University of Chicago was the architect of court ordered busing. In 1966 he did a study for the U.S. Office of Education. The report stated that children from disadvantaged backgrounds performed somewhat better when they attended schools with children of affluent homes. Now, he has testified before the U.S. Senate Judiciary Committee that the whole program is a mess. He never envisioned black cities and white suburbs. Whether or not he envisioned it, that is what is happening. Not all because of forced busing, but that certainly has speeded up the process. In the last five years, the number of whites in the Boston Public Schools has dropped from 62,000 to 36,000. 53% of the students in Boston's schools this year are non-white, although the city as a whole is still 75% white. In ten of the largest cities in the U.S. the percentages of white students in the last twenty years have changed as follows: Baltimore, from 58% to 27%. Chicago, from 70% to 37%. Philadelphia, from 61% to 33%. Milwaukee, from 97% to 60%. Washington, from 36% to 3%. Houston from 77% to 37%. Dallas, from 84% to 41%. New York City, from 72% to 32%. Los Angeles, from 76% to 40%. Detroit, from 71% to 22%.

What is it going to take to wake us all up? How much longer can the citizens of Massachusetts look the other way, while Boston goes down the drain? What do people of Greater Boston think is going to happen to them when Boston becomes a city of a few rich and a majority on welfare . . . mostly black? When Boston hasn't any middle class to speak of . . . when there aren't enough whites in any school to classify it as being balanced?

Federal Judge W. Arthur Garrity did not want to take over running the Boston Public School system. He was forced into a vacuum of social and public leadership. For decades, there wasn't a voice in Boston raised above a whisper to give minority children a decent education. And that is only a part of it. The minorities could live in squalor and nobody cared. And they were effectively barred by both labor and management from getting a decent job.

What kind of human being is it who says today: "Leave the minorities in the Combat Zone to fight it out with the poor whites who can't escape either." We on the Herald American have advised our readers to stay calm — obey the law of the land — avoid violence. It is the only sane advice anyone can give. We told our readers to look to the courts for salvation; look to better schools; look for better leadership; look to the judges. They look and what do they see? Disillusionment, with success the exception, rather than the rule. When violence breaks out, another committee is formed; another study is made; the police are blamed for not keeping order. It is Vietnam all over again. Busing was seen as a panacea. But, of course, it is not. The problem is immense and complicated. Busing is only one tool, but it has become a symbol which causes fury among the races. "I'm against forced busing, but . . ." has become a phrase which infuriates many blacks. They aren't in love with it either, but without this trump card, they see themselves back where they were ten years ago when blacks got the short end of the stick in education, just as they did in everything else. Busing has got to go. It is counter productive. But, we just can't cancel the busing contracts and go back to where we were. There must be action which guarantees minorities in this city equal rights to a decent education. How do we get there? If all the committees formed in this city would address themselves to this question and stop wringing their hands in pious despair, we would find the answer.

Now that increased taxes are involved, perhaps we can look for some tangible results. It is a sad commentary, but most of the progress in this country has been tied in with the profit and loss concept, rather than in helping mankind. Now, busing is embroiled in the Presidential election. Some complain about that but election time seems to be the only time that politicians give a damn about what is happening to the voters. Let us hope that elected officials at some level start to assume the responsibilities of their office. As I said earlier, Judge Garrity would not be running the Boston Public School system today if the elected School Committees, City Councils, and Mayors for the last fifty years in Boston had done their jobs. But, damning the past is not going to help us today or tomorrow. And remember, if it took us this many years to get into this condition, it will be many years before it is corrected. If we start now, perhaps, there will be a semblance of a decent, equal education for your children when that day comes. So far, however, those in Greater Boston have been able to contain this forced busing problem in the city. Here, in our equal education combat zone, we battle it out while the more affluent suburbs ignore it. In the meantime, everyone who can afford to, moves or pulls his children out of the Boston Public School system. Despite this loss in students, however, the costs keep going up. The cost per high school student in Boston today is \$2,300. When I suggested recently to some black leaders

that the entire Boston metropolitan area had to take part in the public education of all students, they responded:

"Are you kidding? We can't get anywhere with the whites in the city, and now you want us to take on the whole state?"

Another suggestion was that the blacks need representation on the Boston School Committee. Realistically, this is not going to happen, as long as five School Committee persons are elected at-large. But, if they were elected from districts, there would be some minority representation on the Committee. Such a bill should be passed by the State Legislature. This would be one step in the right direction, but it is not enough. Judge Garrity has already taken steps to get more minority representation in the school system. He has ordered that teachers and administrators be hired on a one-black-for-one-white basis until the percentage of black professionals in the school system equals the percentage of black students. But, this will take time. Jobs in the Boston School Department have hung on a patronage system for far too many years. In addition, there are white-controlled unions at all levels, and our Civil Service system guarantees the status quo for generations.

Another avenue also addressed by the U.S. District Court is to allow parents to have more say in the operation of the neighborhood schools. Judge Garrity has set up bi-racial parent councils and has included parents in screening committees which help select principals and headmasters. This parental participation could be expanded to all aspects of school life. To guarantee decent buildings and books, for example, parents could work closely with School Committee members elected from their districts. Also with close to \$30 million each year now going to buses and police, there should be a way that this money can go to new schools with priorities being given to minority areas. On another level, a system should be established whereby parents have some say in which schools their children attend on a voluntary basis. The magnet school concept should be combined with a network of regional schools like those already existing in parts of the state.

Remember the G.I. Bill which came into existence after World War II? Many of you have shared in it. The same type of program could be adopted in Greater Boston. It has been referred to us as a voucher system. Here is where the suburban schools would be involved. For example, if 50 qualified Boston students elected to go to Newton, the City of Boston would pay to Newton so much

per pupil. This helps Newton meet its financial commitments. It also helps Boston, which now spends many times more for buses and police. At the same time, it is entirely possible that some students in Newton might elect to go to one of the successful magnet schools in Boston. They may wish to go to Madison High to study Music, to English High for Art, or to Coply Square High which offers experimental, rather than traditional styles of teaching. These proposals for district representation of the School Committee, a quota system for hiring minorities, priorities for more schools in minority neighborhoods, a G.I. Bill-type of enrollment in Boston and its surrounding communities are proposed for one purpose only — to indicate that there are many ways to equalize a good education without relying so heavily on forced busing. Busing is only a small part of the problem, but it is taking the brunt of abuse from those who favor the old neighborhood schools. It is a rallying point for opponents of Federal Court intervention. But we cannot get rid of the buses or the judges without working programs which will prove neither of them is no longer necessary. Tremendous strides have been made in Boston's Public Schools in the last several years, but they are overshadowed by the busing issue.

And this brings it all back to you and me. If the voters do not insist on a better Public School system, it will not come about. It will not be long before you may have children ready for elementary school. Unless you intend to leave Massachusetts, you will be right in the middle of one more catastrophe created by your elders, but inherited by you and allowed to continue. Even if you do leave Greater Boston, you might well have the same problem wherever you settle. To the best of my knowledge, no city, town, state or country has accepted the Golden Rule as a way of life.

But today is your day. We are all here to honor you. You have made it. You are now part of the elite. Less than 10% of our population has a college degree. This doesn't necessarily make you smarter than the other 90%. It only means that you are more fortunate. Undoubtedly, somebody helped you along the way.

Beginning today, however, most of you will be on your own. You must make a living, and you are entitled to what you earn. But, don't be like sheep. Don't believe everything you hear or everything you read. At the same time don't ignore everything you hear or everything you read. Don't leave it up to someone else. Think for yourself and act on your convictions.

To paraphrase a former President:

"If you don't, you won't have anyone to kick around anymore except yourself and possibly your children."

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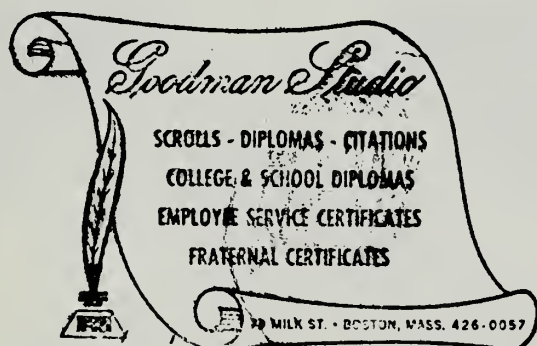
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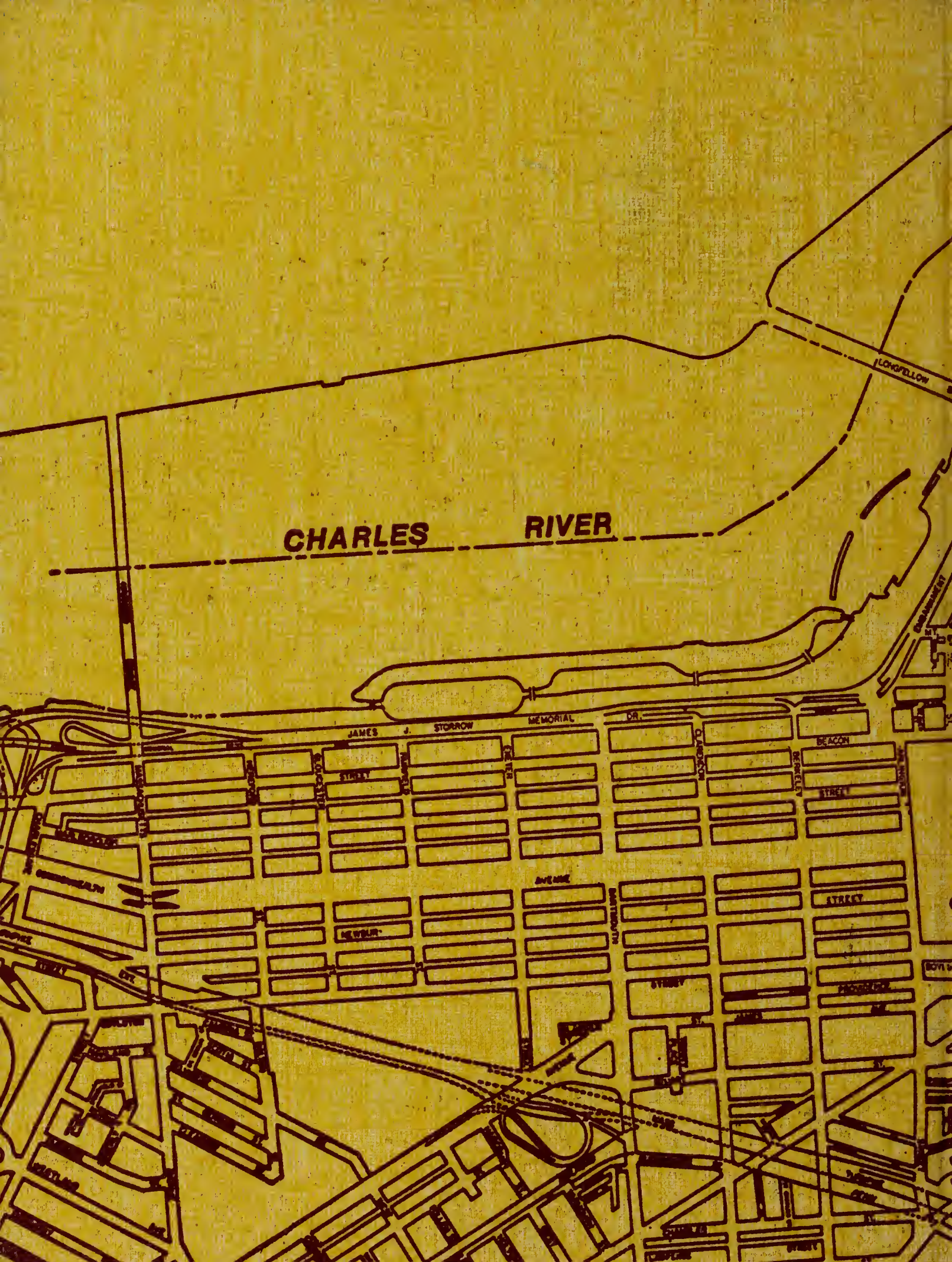
Banquets
Buffets

Call: 963-5070

CONGRATULATIONS
Tom, Ron and Tony!
Keep Cool,
David and Diane







CHARLES RIVER

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