

their experience. To train effective and efficient young people, we must foster their deeper needs.

One of these is for a rich imaginative contemplation of the nature of human experience with the consequent gaining of insight, understanding and satisfaction. By their imaginative culture they may grow to become good lovers, good parents, good workers and creative people in the community, able to let their sympathy flow, to become sustained by self-respect, and possessed of a sense of purpose.

It is the ability to name and impose order on experience--to clarify and to communicate--that we must preach, practice and teach. Let us do for all our students what that aforementioned eleventh grade teacher did for hers; let us show them how to whirl in fabulous new directions and encounter that exhilaration that accompanies self-discovery and creation.

Watching People Move in Their Sleep

People who make strange sounds in their sleep
as though someone is awake in them,
waging war or making love
or saying yes to hands that wave goodbye
or play with the hair of children.
How slowly they breathe!
Perhaps they have slid down the map
from Minnesota to Oklahoma or Louisiana,
regardless of rivers and mountains.
Whose arms do they put around themselves
in their sleep? Who do they tiptoe to avoid waking?
What food could keep them moving like this?
Perhaps it is a grave they are moving in.
Perhaps they have grown extra breasts
to suckle themselves.
Oh, what frightening music comes out
of the churches there! Oh, what people dare
to say to their mothers!
They mention flowers, and someone says No.
They rock themselves and chase each other
around each other. What laughter!
How they love to touch themselves
and each other with their hair.
They uncover their heads and become children
playing at giving each other flowers
and messages from important people.
No one ever sleeps alone. No one
ever comes all the way back.

JOHN REZMERSKI