

WHO WHO'S ANNOUNCED



by Tom Walsh

Pictured above are fourteen of the twenty-seven Marist Seniors who have been selected to be included in this year's Who's Who in American Universities and Colleges. Who's Who is a private corporation whose function is to provide institutional recognition for services rendered by students. Selections are taken from over 1000 institutions in

North and South America.

The choice of the Marist students was made by a campus committee that submitted the students' name to the editors of Who's Who for approval. The committee attempted to include in this group the broad spectrum of interests that involve Marist students whether it be in academics, leadership or com-

munity action.

The complete listing of the seniors named to Who's Who follows:

Ralph Cerulli, Dennis Alwon, James Daly, Dan Cappio, Jude Shaudenecker, Larry Lomuto, Ray Clerke, Ed Clare, Emmett Cooke, Hank Blum, Bob Smith, Brian Maloney, Tom Walsh, Pat

Parcells, Dick Davis, Roseanne Avallone, Denis Wixon, Joe Beniche, Pat Cherry, Bill Duecher, Tom Healy, Tom Fitzpatrick, Frank Griffin, Ron Peirson, Frank Kaffrey, John Wade and Ed Kenealy.

Ed. Notes: The following people are not included in the picture above. This exclusion was

not due to lack of page one space, but rather to a lack of photos of these individuals. These people include; Larry Lomuto, Ed Claire, Bryan Maloney, Roseanne Avallone, Dennis Wixon, Joe Beniche, Pat Cherry, Tom Fitzpatrick, Ron Peirson, Frank Kaffrey, John Wade and Ed Kenealy.



THE CIRCLE



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London Experience

BY J. Fred Eberlein



Carolyn Landau and Milton Teichman will guide an educational experience over the inter-semester break.

Two courses, Political Science 516 and English 698, which will combine and make up the London Course Program, now appear on the pre-registration listings. With less than 2 months before departure, a limited number of openings are still available. This program, which is scheduled to run from January 2nd to the 29th, will be coordinated, so that departure and return will be on the same time schedule; also while in England, both groups will have the same housing.

English 698, Aspects of the London Stage - the Renaissance to the Present, will study the many characteristics of the English Theatre. This course will include meetings and interviews with actors, critics and directors. A famous London drama school

will also be visited. Throughout the visit a dozen or more plays, both traditional and experimental are planned to be attended. During their stay, Marist students will also be welcomed at the residency of Prof. Robert Lewis, a member of the Marist faculty, now on his sabbatical and studying at Oxford.

Political Science 516, Comparative Government, will study the British Parliamentary System. This program will include first hand observations of the House of Commons and the House of Lords. Interviews with members of Parliament and government officials at the national, municipal and local levels are also on the agenda, along with discussions and lectures at London University, and

local meetings and television debates.

These two courses will be inter-coordinated, so as that Political Science students will have the opportunity of participating in the theatre experience, while English students will be able to participate in Political Science affairs. (Neither course is restricted to specific majors).

During this four week program, tours will be made to museums and historical landmarks throughout London. Excursions to other places of cultural interest, such as Paris, will also be arranged. Students will have access to the nearby London and other British Universities.

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S.G. Allots \$28,160.00

Last Thursday night, October 28, 1971, at 9:15, the Student Government met in Sheahan Lounge.

President Cerulli stated the S.G. was "under fire from certain quarters" in the campus. He proposed a S.G. committee which would re-evaluate and redefine the role of the S.G. at Marist. President Cerulli added that perhaps the S.G. could become the focal point or coalition of various activities within the school. He suggested new ways of representation i.e., by dorm, by major, etc.

Every member of the government was appointed a member of the committee.

Earlier in the meeting, President Cerulli announced the formation of an Ad Hoc Committee consisting of S.G. members, delegates from various campus activities, and interested students. The Ad Hoc Committee

would discuss and reach a consensus in the area of the College Governance Council.

A new club was given a charter. It is the Marist Association for Students with Special Needs. This organization would be funneled towards the handicapped on campus. A budget of \$250 was approved for the club.

The Literary magazine was awarded \$1200.00, the History Association Journal was allotted \$200.00, and finally President Cerulli gave the Math Club \$25.00.

Vice-President George Blazer was appointed liaison to the Committee on Academic's to Brother LaPietra. The S.G. mimeograph machine will be ready for use by next week.

This year the Student Government has been allocated the largest budget in its history, \$34,600.00. As of October 21 the following amount has been distributed to the Student Body -

1) Harlem Valley Club	50.00
2) Appalachia Club	3,500.00
3) Marist Ecology Action	945.00
4) Spanish Club	150.00
5) Chemistry Club	75.00
6) Biology Club	75.00
7) Psychology Club	75.00
8) Commuters Union	600.00
9) Gaelic Society	450.00
10) Sailing Club	335.00
11) Football Club	400.00
12) Children's Theatre	1,500.00
13) Theater Guild	3,500.00
14) Reynard	3,280.00
15) Marist College Radio	315.00
16) The Circle	7,000.00
17) Marist Cheerleaders	400.00
18) Passport	795.00
19) Memo Machine & Typewriter	515.00
Total	\$28,160.00

Christmas 1969

by Tom Walsh

It was about 4:30 in Williamsburg. Two nights before we were in Arkansas and it was really cold. But, then it was cold the whole trip. It had been thirty five degrees in northern Florida. We had to wait a pretty long time to the ride into Penn; I'd say about two hours. We had just come from Boise City, La. and the exit we were left off on the interstate was not too good. It was at the bottom of a hill, and the only people on the road at that time of night were the truckers going into New York. I had always thought that truck drivers were good for a ride, but we hadn't been picked up by one the entire trip. I guess it would have been impossible for them to stop even if they wanted to, because by the time they got to the bottom of the hill they were going too fast. As a matter of fact, we had to turn our face away when they really got close because the wind kind of burnt your face. Denny had a hole in his gloves and his fingers were turning blue. I was afraid that they would be frost bitten. My eyes were tearing so from the cold, that the tears were actually freezing on my cheeks. We kept jumping up and down on the side of the road so that our feet wouldn't numb. I remember we had done the same thing in Tallahassee, not because our feet were cold, but in order to get attention. People must have thought we were whacked out, but it got us our ride and a place to sleep too.

Florida wasn't that bad, but traveling through the South was rough. It really is a different part of the country. Everywhere that you looked was "Dixie" - Dixie restaurants, Dixie gas stations and even Dixie license plates. It was obvious they didn't appreciate Yankees either. We only spent thirty cents on food for the first couple of days (2 bags of popcorn and a bag of peanuts) and a lot of rest room water. We stopped into one diner in Fayetteville and I didn't think we'd make it out. The whole place just turned around and stared us down. We didn't bother to eat, kind of lost our appetites. Oh, they did have one good trick, they would stop as if to give you a ride, and when you ran to the car they would floor it. Nothing nicer than gravel in the face. But, that was all behind us now.

Denny had fallen asleep on the bench, using his knapsack as a pillow. The train station was pretty old and it reminded me of the one in Poughkeepsie. It had the same type of hanging lights. The station was pretty empty; the coffee shop didn't open until six. I knew I wouldn't be able to sleep, so I started to read Gibran.

I looked across the railroad station and saw the old man. He had on a yellow shirt and gray suit jacket. The suit jacket looked about two sizes too big. He pulled out a pack of matches from his pocket as if to light a cigarette. He lit the match and put it up to the lamp of his hand with no reaction. He held it there until it burnt out. He lit another match and did the same thing to his other hand. I pushed my knapsack closer to Dennis and walked to him. He said he needed a dime for the bathroom. I watched him go into the men's room and heard him begin to barf. I took another dime from my pocket and went over to get some coffee back from one of those machines they have in terminals. I brought the coffee back and waited by the bathroom doors. I waited about ten minutes and then reached for another dime to put in the lock of the door. I opened the door, but no one was there. I walked back to the bench and leaned against the sleeping bag. Denny woke up and turned around half asleep. "What are we doing now?" We picked up two tickets from Greyhound, for the Port Authority. "We're going home."

Campus Folly

Oblong

It seems that whenever a person criticizes something special, he is always confronted with a question along the lines of "Do you have something better than that?" With this in mind, let us consider the present dorm situation.

As previously stated, I feel that the present reaction on campus to dorm living is a hindrance rather than a help to Marist. Despite this feeling, it would be ignorance on my part not to acknowledge that some good came from the reaction, in that it shows for the first time that students do realize that there is a need for rules or some type of system. However, the reaction (silent hours, etc.) does not really hit at the main problem, but rather only cures one aspect of it. The real problem is values. To attempt to get down certain universal values is impossible because everyone has different values.

It is equally wrong to force one person's values on another, which is the result of the present happenings. The concept of majority rule is fine, but it doesn't apply to everything. It doesn't apply to values just as it doesn't apply to freedom of religion or freedom of speech or anything which is basic to man. In this realm, no man has the right to impose on another. Then, the question that stumps most critics, myself excepted, seems fairly obvious. Everyone with the same values should live together. In ordinary society this is difficult, however, at Marist it is easy -- for two reasons -- because first, the values are easily defined, and second, the structure of the buildings tends to aid segregation of various values. Just to quell the doubts of the 'Thomas', I've devised a simplified version. Of the panacea that will restore Marist to its former esteem. I've applied it to Leo Hall, because this hall seems to attract a larger amount of students devoted to the different value systems which are evident on campus. The first floor would be for all students who held silence as a value. The second floor would be for all those who valued "free love". The third floor is reserved for the lovers of violence, while the fourth floor will be allocated to those who value participatory democracy above everything else. The fifth floor is reserved for those who value alcohol as the cure all of the world and personal problems. Finally, the sixth floor because of its altitude will be given to those who aspire to a higher order through drugs. In this system, it is obvious that one person's values won't have to be imposed on another, and consequently the basic tenets of man will be preserved.

In expectation of another problem which will shortly envelop Marist, the rest of the column will be devoted to the grading system or systems, since it is apparent that at Marist we have two. One part of the faculty follows the system outlined in the Marist catalogue while the other follows a system or something which they feel solves the inadequacies of the defined system. The latter part of the faculty must feel that the present system is ineffectual and that by devising their own method, they are helping. An example of the latter, are those teachers who give A's and B's to those who attend class while reserving C for the student they never see. This manner of marking has always baffled me, for in trying to help, they are only undermining the college. They serve as a catch all, in that if a person doesn't want to do anything he takes their courses. They attract the persons who in days gone by would be said to be just passin time. Perhaps there is something in this, however, it would be beneficial to all if these persons were encouraged to pass their time somewhere else. It serves no purpose to promote a false illusion, and that is what is done when grades are given and not earned.

Don't Cop Out

by Fr. Leo Gallant

I recently heard a rather interesting comment concerning resident students who meet their partner while living on campus and who decide to marry, say, before they leave college or at graduation.

But before going into this, I would like to comment on how vibrantly alive The Circle is becoming. The last issue was especially interesting because it was such a "reaction paper." So many writers took issue with ideas previously stated. That is a healthy sign. Even my articles were quoted!!! Dr. Peter O'Keefe used a quote to stress a point. Prof. Robert Norman took me to task for saying something he disagreed with. I can't defend myself because he is so right. I hate to straddle fences, so when I emphasize a good on one side of the fence, I unfortunately tend to forget some good on the other side. I don't ever want to stand uncorrected if I, consciously or unconsciously, twist the truth.

My friend says this about student weddings: "Practically everybody on campus talks about college life being unreal. (In last week's Circle someone called it "fantasy world.") If life here is that 'unreal' what happens to people who know each other only in an unreal world and marry? There have been so many critical breakups just before taking the step to a life-time, loving commitment, due to this unreal life, could it be more tragic after taking the step? Waiting could be a sign of true love."

Here is another thought-provoker. It's from Louis Evelyn's book on marriage:

"Never marry someone who expects a total change in his life after marriage. Never marry someone who was never happy until he met you. The person you marry should have found some happiness on his own. His complete happiness should not depend on you. You may soon fail him. Even after an unhappy childhood he should be able to make some changes before he gets married to you. Do not marry someone who was not able to love the people he lived with before he met you. You'll be living with him a long time. The same for yourself. Don't look for happiness only after you are married. You've got to fashion a happy life before marriage.

"Observe your loved one in her home, among friends, people in general. She will probably act much the same way with you some day. Do not marry a deadbeat who is looking forward to marriage in order to have something to do. Seek out a mate who is vibrant, alive, interested in many things. Never marry someone for whom you do not feel a real sexual attraction. It should not be a decisive factor, but it is indispensable. Sexual attraction is a fine servant but a bad master. It will add spirit and excitement to everything you do together. But if it rules your relationships, if it's all you can fall back on, things are in bad shape. You should feel this attraction at work but it should not be pursued to its ultimate consequences to know it's at work. Haste in this is a sign of gluttony and boredom. True lovers can drink in the delight of being close to each other." (Louis Evelyn)

Related and unrelated footnotes:

Next week: positive approaches to married life...Thanks to the various groups who have been planning the midnight Masses. Each liturgy is more and more a thrill for me...The shared prayer type of Mass every day (Monday through Friday) is attracting almost fifty students daily at 5 p.m....The shared prayer liturgy in second floor Leo Lounge was great...The ecumenical type liturgy with Rev. Williams on Mondays has also drawn much praise...Maybe shared prayer is the boost needed for shared living...Next Sunday at 11:15 Mass, the Regina Coeli Folk Group will lead the singing.

Ward's Words

by Mike Ward

An editorial in last week's Circle criticized the Student Government for being inactive in student affairs. The writers of the editorial questioned whether the SG was actually necessary to maintain a liaison between students and administration. It criticized the members for this board by stating, "Except for the efforts of President Cerulli, aided by Vice President Balzer, and Secretary Frank DeNura, the Student Government would already have been destroyed."

I attended the meeting last Thursday night and was disgusted with the unconcerned members of this board. Three members were absent two of which were unexcused. This is typical of the dedication of many members of the board who sit idly by sometimes making insignificant remarks. I must also compliment Mr. DeNura and Mr. Frecia for actively contributing to the meeting.

I was outraged by the apathy of one member in particular...the Vice President constantly abstained from every important vote. I doubt that he did this because he could not decide in favor or against an issue since many of them were cut and dry. On the other hand, it scares me to think that Mr. Balzer constantly abstains in order to maintain his individuality and his "coolness". The only other explanation is that he just doesn't care. This is the worst possible choice since Mr. Balzer was elected for the sole purpose of representing the student body. By refusing to take on an issue, he expresses zero representation. It is as if the post he holds is vacant.

A member of the board told me that this meeting was the best meeting all year. If this is true, I wouldn't want to imagine what the rest were like. I feel that the student body should ask for a revote of the member for the Student Government, and an emergency election if deemed necessary. I will go on record that Mr. George Balzer's motives should be reviewed and in the interest of an active Student Government be asked to resign.

Is the SG necessary? I feel that the SG should decide this for themselves. If their job has become non-functional by the evolution of other committees, then they should look for other areas which they could become involved in. The SG will be as active as it's members...Right now I do not see the chance of improvement.

Freshman Sleep-in

by Loreen McGinty

On November 5, the Freshman Future Council of Champagnat House, is sponsoring an all-nighter entitled, "Freshman Flicks and Flickers for Free."

It is an experiment for all freshman, both resident and commuter to get to know each other.

The night begins at 11:00 p.m.

in the Campus Center, room C-249, includes refreshments and will show a variety of old-time favorite movies starring Laurel and Hardy, W.C. Fields, and Charlie Chaplin. The only thing the Freshman will have to do is bring pillows and blankets and enjoy meeting the other Freshman.

Marist Year Abroad

Discovery

A Contrast

by Jim Brown

Elaboration on one theme of a year of innovation is indeed a difficult task. But the same Marist College to whom I am extremely grateful for the priceless opportunity to go abroad also alleviated that problem.

During the past few weeks there has been a wave of destructive criticism which initiated an awareness and finally, a Convocation. It was during this convocation that I realized that once again the American "student" and the British student operate in two distinct spheres of accomplishment. Therefore, the resulting theme will be an expose of the British student.

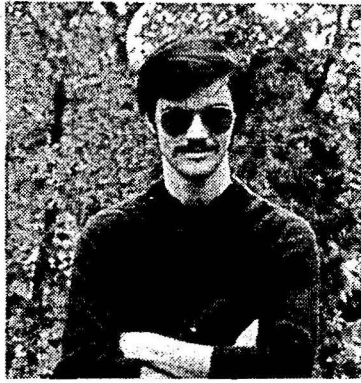
The British student is a serious and well disciplined person. To him, a place in a university is a privilege, not a right, and he acts accordingly. Thus, there is never a problem concerning those vague abstracts of freedom and responsibility. The universities in England accept students who have been geared to a concentrated field of research and, to these students, this can be compared to a full time profession. Again, their priorities are not hazy and not subject to as much peer group pressure as we evidence.

With my frame of reference concerning what a student is supposed to be, there was immediately one facet missing with my British counterpart. The vacuum was the similarity of motive. Our levels of satisfaction are different. British students do not have the reward-punishment syndrome of exams and grades every semester. Instead, they are responsible for handling course material in individual contact with their professors. In some fields, there are exams after the first and third (final) year. Their responsibility and capability must prevail for this time span.

In essence, what I have told you is indicative of most of the people with whom I have made contact. However, I must emphasize that British students are not social eunuchs. The Britains have an uncanny ability to live the philosophy of everything having a right time and a right place. They are a very well rounded people - students as well as the rest of the population. The students are as susceptible to vogue fads just as we are but somehow they are able to distinguish the necessary from the trivial. They have also been very careful and thoughtful on the kind of an individual or situation that they decide to idolize.

What I have established is an ideal student in my estimation. I realize that the contrasting entities in the American system of education are not direct opposites. However, the fact that we admitted there was a need for a convocation is an admission that the British student would not have had to make.

I do not stand in judgement but rather consider myself fortunate to have seen a cooperative, student system that works.



Jim Brown



Jim Quinlan

Student Living in Paris

by Chris Riley

Student living in Paris, for the most part is not centered in dorms on campus, and except for large universities, there are no campuses. Most students live in apartments or in student residences, called foyers, which are independent of the universities. Almost all of these are run by the Church or by affiliated organizations, but entrance is non-secular. This means that the majority of students have the chance to get away from their schools, and I found that they were more content than students who lived on campus.

61 Rue Madame, in the sixth arrondissement of Paris, which is the Latin Quarter, has been the home of Marist students for almost six or seven years now. It was here that I spent my year with two other Marist students, Ray Frontain and John Foley. A building about 300 years old, "61" houses approximately eighty-five students as well as almost a dozen priests, including several who are political exiles from such countries as Argentina, Spain and Portugal. There are single rooms and double rooms of varying sizes, all equipped with sinks and some with windows that open onto balconies. Most of the students are from well to do French families since "61" is very expensive (about \$130 a month), and they attend many different universities in Paris. Their majors are very diversified and range from interior design to chemical engineering.

As one can see the membership of the house offers an interesting mixture of middle-aged and young people. Including students and priests, there are two families living adjacent to the foyer, who work in the foyer, and one family, that of the concierge, lives in the foyer itself. In total there are about six apartments in the foyer complex, most of which are occupied by families.

"61" is also the Center of French Catholic Intellectuals and this organization sponsors frequent seminars and lectures conducted by well known theologians and philosophers. Although student participation at

these lectures is mostly non-existent, it provides the students with an interesting opportunity and the constant flow of ladies and gentlemen who attend the lectures has a quieting effect on the students.

I would be unfair, however, if I were to imply that the life in the foyer was strictly academic. The foyer, like Marist dorms, has a House Council directed by students. Membership in the house denotes membership in the activities of the Council. However, each student is charged, on his bill, three dollars, to be used for the support of the Council. In addition, if there is any liquor served at the functions, there is an additional charge, for each drink. This permits the Council to run for a year without too many serious financial difficulties, and without demanding a very large sum of money from the students.

The Council sponsors several dances during the year, usually with records, instead of live music, since live music is scarce and expensive in Paris. One dance during the year is a formal and an all night affair. Refreshments are served in the dining room downstairs and dancing is held in a conference room upstairs, and for this dance, there is a live band.

Drinking is a wholly different matter in France. The attitude is far more mature than one will find here at Marist. Perhaps through education at home, French students have learned a certain respect in regards to alcohol. Wine is common place at the table, and drinking in the cafes is usually done lightly over a long period of time in a social gathering with friends. The capacity of French students for alcohol is greater than that of the Americans, and they don't go out "to get drunk". Occasionally a person drinks too much, but then he usually has the common sense not to try to make an idiot out of himself, or the disturb his neighbors. The contrast between French and Americans in this regard is very great and even more pleasant.

On the whole the foyer is far more quiet than the dorms here at Marist. The students seem to be much more concerned with their studies, and less concerned with having a good time, all the time. There are on occasion, loud record players, yelling and even water fights, but these seem to be few and far between to act as a frustration control. They are by no means constant or even regular.

Finally I would say that the foyers have a great advantage over dormitories. Fewer students, removed from their daily work atmosphere, and mingled with adults, gives a much more mature attitude to the foyers than one sees in dorms in the U.S. It offers a better atmosphere for concerned students who are interested in the work they are pursuing.

Paris, City of . . .

by Tommy Moore & Pat Mc-Namara

With this article, we two Marist students will begin to introduce our feelings and thoughts while being away. We hope to pin the "relevant" issues highlighting this newspaper. We have to remind you that what you will read is seen through the eyes of three weeks of a different kind of life.

To be a student at home or abroad is an "educational experience" (author unknown). We are students in Paris. Paris is a city in which everyone you know, French or otherwise, becomes your friend, (without this there is no survival). It is truly a city of difference, in a few words, it just ain't Po'keepsie. There are Arc de Tromphes here, churches that date back to J.C. times; an aura of preservation, a strange Gaul tradition of people and some customs you could probably call foreign.

It is no wonder that she has such a world renowned name. To

There are many things I could write about last year in Europe. For some of you, they may be nothing but a group of words on a page; but for me, they represent the happiest time of my life. Every emotion from the deepest sadness and loneliness to months of ecstatic happiness were fit into what is called my Third Year Abroad. But it was more than a year because something as exciting and intense as last year cannot be limited by a calendar but by the spirit of the entire experience which I still retain. This spirit can best be summed up by the word "discovery" - of things that I had never seen before, or things I had been too busy to enjoy.

From the moment I arrived in Europe, I was filled with a sense of history that made me some kind of frenzied freak. I became a romantic caught up in a romantic continent. Nowhere was this romanticism more pronounced than in Alsace, where I spent the year. I had always read about Alsace-Lorraine and its history of changing from German to French several times. It's one thing to read about it; its another to stand where Bismarck stood. I was like a rat testing his new cage as I roamed around my new Alsacien environment. I remember the first time I borrowed my friend's motor bike and drove out to the suburbs of Strasbourg. I passed through small villages and farms where I caught the true spirit of France; I visited a park made by Napoleon for his wife, Josephine, as a "country-playground"; but mostly I just rode on long, empty roads that let me dream and smile and sing. But this was soon interrupted by the monuments of mankind's savagery and stupidity as I saw bunkers left over from W.W. II. I continued on my way until I came to the Rhine River which makes the Franco-German border. And for the first time I saw Germany. It was as if it had never really existed until that moment. Up to that time, it had merely been a name in a paper or book. Now it was a reality - a reality I shared.

This was just the first time I was excited to the innermost fibers of my being. The problem with last year is that it has too many superlatives and we all know from Dr. Drennan that, "If everything is great, nothing is great because you're on a plateau." But there were simply too many happy moments to become indifferent. For how can you be indifferent when you see the sun set on the Alps, or watch the Mediterranean under a star-lit sky or sit in a sidewalk cafe and see Notre Dame on the other side of the Seine?

I'm sure the sunsets in France are no more beautiful than those on the Hudson each night. Likewise Strasbourg doesn't have anything we don't have in the states. But last year opened me up in a lot of ways and made me realize I was missing a lot. It's very simple to develop a routine and never break out of it because it's easy. I found my constant companion and reminder: "Choose life and only that. To let it leak away, to let it slip by with the mere passage of time is to choose nothing."

Some people don't need a European stimulus to help them to discover. But the important thing is not where you get it, but that you get it. And retain it. Otherwise, we're not living.

First Impressions

by Mike Arendt

The Marist third year abroad tribe has now scattered all over the European continent. Everyone is at his or her respective college or university preparing for a term's work that promises to be quite different from any other in the past.

I, Mike Arendt, landed in Paris on September 21 and at the time I had mixed emotions about doing so. I was destined for Manchester College in Oxford, England, and the five day stopover in Paris seemed rather like a hurdle that I had to leap successfully with a great deal of cost and effort

before I could be allowed to settle where I was rightfully supposed to reside for the year. Tom Rabbit, also destined for Oxford, Rafael Polo, destined for Madrid, Joe Igoe for Dublin, and Neil Esposito for London commiserated with me in this pseudo dilemma. Tom and Raf were leaving the following morning and I felt envious of their fortune to move along without the five day delay in Paris.

Joe, Neil and I were stuck in this alien city, loaded down with cumbersome luggage and phantom apprehensions of the strange demoniac forces that might have been at work around us. The spirit of adventure within us superceded our fears, however, and we approached Paris with a devil-may-care attitude. We simply reverted back to cave man tactics - pointing, grunting, and furiously making graphic gestures that we hoped might be translated into such mundane objects as hot dogs, ice cubes, and stamps. The Parisians would often join right in during these antics. I think they enjoyed the effort we applied to our acts and on occasion they actually surmounted our efforts. I will never forget the waiter in a side walk cafe who enacted a glass of seltzer water.

We tramped along the sidewalks of Paris and nearby Versailles for what turned out to be five days of excitement and pleasure. I will not easily forget the artistic and historic delights Paris offers. The majesty of Notre Dame, the staleness of the Louvre, the quaint charm of an outdoor cafe, the peaceful Seine (which rivals the Hudson for its magnitude of pure filth), the perfect symmetry of the Gardens of Versailles - I could go on, but the point is, Paris is a very special place.

Sophomore Year Abroad

by William Baker

I was part of an experiment: my sophomore year. I say part for I was only half of the test which took place during that time. The other student involved was Bill Haggerty, and we were the first two sophomores to go abroad from Marist. I suppose that it is no big deal, but just the same it was quite a step for the formerly named Third Year Abroad Program. It opened a whole new range of possibilities for students, who could now go either sophomore or junior year to a foreign country for a year's study. Of course, along with the expanded possibilities came some special problems. These problems include: a definite background advantage for most juniors; the junior is a year older and most always more mature; and then there is the problem that seems to plague the sophomore returning from a year abroad -- how does one come back to Marist after a year at the universities in London, Madrid, Paris, or any of the other cities in Europe which have become a second home to so many Marist students? It's a problem with which I can identify, and one about which I would like to express a few errant thoughts.

There is very definitely a re-entry problem involved. The proportions it reaches, though, depend pretty much on what experiences were had during that year abroad and on the individual himself. I was very fortunate last year in being able to construct a world here at Marist which proved livable, but it took me almost a full semester in which to do it. If we consider exactly what the problem boils down to, and realize just what it encompasses, we can have a better understanding of this unique situation. After spending a year abroad (I happened to be in Paris) confronting the reality of having to return to Marist for two years is not always pleasant. I can remember that I had little or no trouble coming back to the way of life I had at home, while

finding a favorable academic atmosphere, comparable to the one that I had enjoyed in Paris, back at Marist was nearly impossible. Freshman year at Marist was easily forgotten when in sophomore year I discovered that I could communicate with another culture, a whole new way of life. It was quite natural that upon returning to Marist, I would want this great adventure all over again. No one, in my opinion, would want to leave this kind of learning, living, and growing experience for something perhaps less sure. Marist left much to be desired in the respect mentioned. I had spent as much time at the Catholic Institute in Paris as I had here at Marist, and the experience that I had just left had been the more favorable of the two. Of course, the question of how real a year abroad may be posed, and I would contend that it is as real as the participant makes it, not as unreal as some onlooker might label it.

To face the test (and the real test was re-orienting myself to Marist) or not to face the test, that is the question. Corrupting Shakespeare might be a poor way to arrive at my main point, but the line certainly does seem to fit the thought. The Marist Abroad Program is one of the most important aspects of this school's curriculum. It has only grown in

stature and importance, though, because of the students involved in it. Returning seniors were always chagrined when thinking back on their junior year in a foreign country, but life was opening up to them in a few short months and adjustments could be made to accommodate the situations. Going abroad as a sophomore inflicts an extra year on this particular student; a year in which he must wrestle with the ways he was changed by the experience and must now incorporate them into the lifestyle at Marist. I might suggest that some people would be discouraged from going in the second year for this very reason. It might keep others from going altogether and making the MAP a less attractive part of Marist.

The reactions to facing two years at Marist after spending sophomore year abroad are going to be wholly individualistic. For some the answer will be to live totally in the yesterday which was so brilliant, for others, and I find this one hard to believe but still a possibility, it will be to forget the year abroad and embed themselves in the concrete today, still others may find outright transfer to some other institution the way to solve the problem. Perhaps the most realistic approach would be to

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A Stranger In A Strange Land

by Charles de Percin

Going abroad sophomore year a student would find his or herself suddenly removed from the college life. This cultural and educational opportunity accomplishes many developments towards the student's education. Culturally, Europe offers a wide range of experiences because of the proximity of her different cultural backgrounds. Within a matter of hours one could visit and observe more than one culture. This closeness of the European countries has given the Europeans an "Esprit d'entente de l'homme" which is somewhat missing in this country. The foreign student abroad is introduced to this understanding or what knowledge he had before is reinforced by physically taking part of this experience.



Charles de Percin

art are two main qualities which the Europeans cherish the most. Tradition is the strongest reason why the European countries have not united since Charlemagne first made the proposition for such unification, and even now the Common Market effort to unify Europe is still effected by tradition. The beauty of art and its preservation is one common inter-relation to which Europeans communicate at one level. The student abroad has the opportunity to travel to different countries where art with its various influential styles is noticeable from one country to another.

Going back and forth to school was an experience within itself. I lived in the thirteenth arrondissement of Paris. On my way to school these renowned sights were a daily scene for me: La rue des Ecoles, where the Sorbonne and the College of France are located; the Odeon theatre; the garden and the palace of the Luxembourg. It was often a common scene finding myself in the middle of a student or leftist demonstration on my way home.

The French have a tradition of being a people who protest for a worthy cause. The Burgos trial, which involved the Spanish government's trial against the Basque people of Burgos, who partook in actions contrary to Franco and his regime. And the Alain Gesmar trial which relates to the mere student revolution of May 1968, in France: these are only two of many large and small demonstrations which I've seen in Paris during my ten months stay in France. In the Burgos trial it was France, one of the first countries to make public awareness of the regime in Spain. It was not till France made her voice heard, then, the other countries made publically known their standpoint to the event.

The American in Europe would practically have no problem of communication whatsoever; The mere fact that he is an American is an "laissez aller" or an "laissez passer". This non interference with Americans is the "laissez fair" attitude Europeans have towards Americans; To let the American do what they want as long as they don't effect them and for as long they receive their tokenism from the American people which is the DOLLAR.

them as advocates of revolution rather than the curious scholars that they really are.

Perhaps an apology is in order for the many generalizations made above. They were not really intended to prove anything specific at this time. Their purpose was to show that Africa is so very often shrouded in various ways by the media - the result being widely held concepts of the area which have little or no basis in fact. I am not asking the reader to reject whatever he may have learned about Africa but I

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Africa In The Nude

by James J. McLoughlin

Africa! Lions, savages, pythons, cannibals, spears, people swinging through trees, utter chaos. Right?

What other area on earth has suffered more from lack of accurate information than the continent of Africa. For centuries the land and its people have been the victims of gross maltreatment by the western world especially by our media.

In colonial times the European powers described Africa as a world quite inferior to their own.

The Boers who now occupy South Africa even went as far as to say that their religion, patterned after Calvin, holds that they were predestined by God to rule over the natives of that area! These ideas were necessary in order that the colonial powers might attempt to justify their exploitation of Africa, which, led by the Portuguese, they pursued for well over 300 years.

In later times - indeed right up till the early sixties the bulk of our information on Africa was in the form of movies in "Tarzan" capacity. These invariably portray white supremacy; the black man always emerges second best. One sees the "courage, poise and physical beauty" of one in relation to the primitiveness and often the downright stupidity of his black counterpart.

Movies like this originated because people saw that there was profit to be made from such entertainment. Other forms of fiction were also part of the American scene for some time. For example the same people who sent Buck Rogers to outer space sent Tarzan to Africa. The sad part is that people who are sensible enough to realize that Buck Rogers is entirely fictitious often refuse to accept the fact that Tarzan is equally as mythical! Consequently, their image of Africa is something less than realistic.

While the white people of this nation and Europe are largely responsible for the myth that is Africa, the black populations of America cannot entirely escape blame for this either. In recent times they have often used Africa in a rather selfish and nonacademic fashion to further their interests in this country. Specifics might include their conceived relationship with the religion of Islam and the body politic of the "Third World" nations of Africa and Asia. Unfortunately these identifications are more theoretical than empirical.

Afro-americans have sometimes aligned their cause at home with the neo colonial areas - particularly in Africa. While the

two are not totally dissimilar they have little in common. Black people in America are a minority attempting to achieve political parity with a larger white power structure that governs them. But this is simply not the case in the vast majority of neo colonial states. There, black people were never a minority, moreover they always lived in a culture that was their own. And now (3 exceptions they are independent and govern themselves - at least politically. What then is their need to identify with the black populations of the new world?

The belief that Islam is the religion of the black man also appears to be more superficial than real. After witnessing how Muslims exploit and segregate from Africans I am hardly in a position to say that Islam is the religion of black folks. In fact the actual practice of slave trade was started by the Muslims with the Bantu tribes on the East coast of Africa in the 12th century.

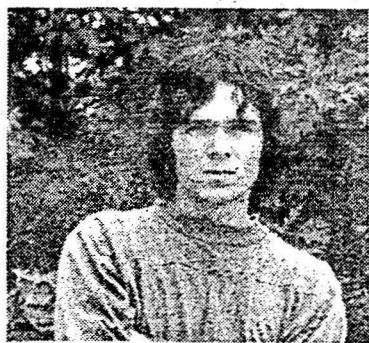
While some Afro-americans have abused Africa in the manner described above it must certainly be remembered that many black people in America are interested in making rational and intelligent investigations concerning their possible relationships with the continent. Often however, our biased news media will paint

West Africa: Ghana

by Deucher and Dougherty

Everything around us was different, where we came from wasn't there, where we are going wasn't there either. Being social beings, we continually related all to our social conscious but the development of our consciousness, prior to our arrival was inadequate in dealing with our new environment. When we say our consciousness was inadequate in dealing with our new environment, we mean all out thought patterns had been directed towards protection of the self within the Western Culture. In the initial period of cultural shock, we found our protection shattered and our thought process meddled in decision between the security of our western customs, thoughts, social, religious, political concepts and the invitation to venture beyond the matrix of thoughts to which we had been limited to. So we entered into unsure ventures discovering new concepts of friendship, sexuality (like those pointed out by St. Jerry in last week's Circle), social structure, etc., When our consciousness moved out of the limited scope it was once imprisoned in new avenues for transcendence were painfully opened to us. A transcendence from gross nationalistic motivation could only have come from the period of cross-culture confrontation which we experienced in our new environment. A new view of reality which emphasized different

perspectives was brought into focus. Consciousness which no longer dealt with the limited experiences of only one particle of mankind's genius. With difficulty we moved into a post nationalistic consciousness. Thoughts such as "good will of mankind" were not limited by the immediacy of our previous environment. We discovered that what was good for General Motors was not necessarily good for the country. And what was good for the country was not necessarily good for mankind. In



Kevin Dougherty

retrospect we can now view our system of "democracy" as one which refuses to deal with the non-communal animal, an animal which justifies itself under the guise of freedom. An individual which established a value system based on self-aggrandisement is "free" legally, to produce cars which will pollute and break down within three years.

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Back in the U.S.S.R.

by Glenn Lehman

Upon leaving South America after spending over 11 months there, I found myself torn with emotion. I had passed the first semester traveling on weekends to various cities and towns in Columbia, studying, living with a Colombian family and the most unavoidable thing in a totally different culture, learning. Christmas vacation came swiftly but hadn't passed before I had seen five other countries.

Second semester a friend and I acquired an apartment in downtown Bogota, while still attending classes at the local universities. We had a small

shortwave radio in our apartment, by which we'd listen to Armed Forces Radio or Voice of America., more specifically to the news. Our reactions didn't vary with regards to what we heard. It was either sheer horror or laughter. I couldn't believe how far advanced and sophisticated our radio programs were in comparison to the local stations, and how intense things were at home, and how everything seemed to be in crisis. It seemed, though, that the good old United States was still ahead in everything, but especially in

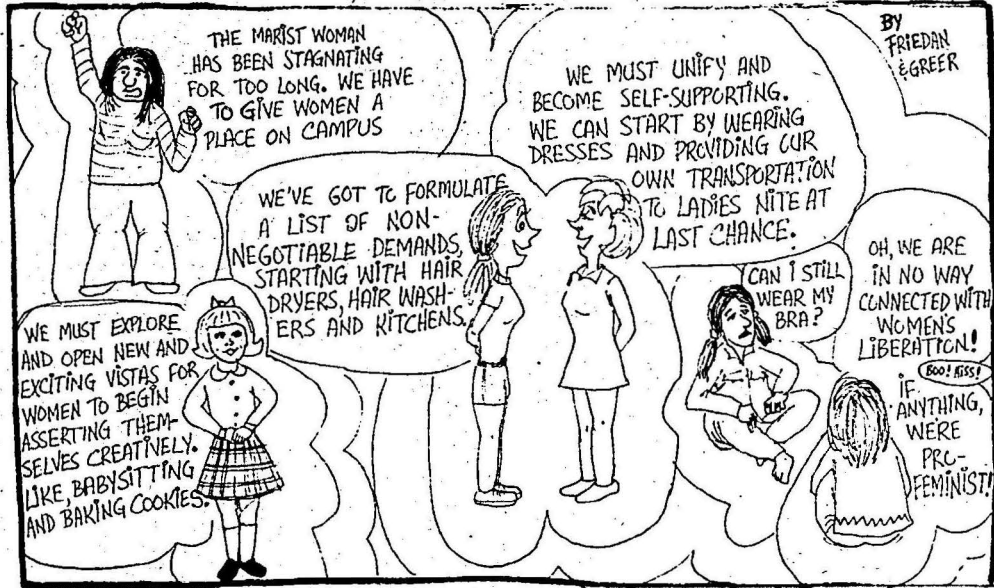
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CIRCLE EDITORIALS

Who Cares Who's Who

Whether the motives for community service be altruistic or ambiguous the logical result of service is recognition. However the form this recognition takes can and should be questioned when only a limited number of individuals are selected to receive institutional gratitude. We question why the institution of Who's Who in American Colleges and Universities Inc. should bestow its gratitude on anyone. Immediately, the profit that this company accrues from the publication of its 'Blue book' weighs heavily. Perhaps it would be wise for these twenty-seven seniors to quickly call home and prepare Mom and Dad for the attack of the 'Who's Who' salesman with his onslaught of parchments, plaques and expensively bound book.

The Circle feels that there are definitely more than these twenty-seven seniors who have exceptionally contributed to Marist College. For Who's Who to give recognition to all who really deserve it would no doubt push it past the intersection of the books supply and demand curve.



Marist Year Abroad

The value and benefit of foreign study to the student cannot be minimized. The Marist Abroad Program is one of the college's most valuable assets in that it provides qualified students the opportunity to study in an educational system different from that of the United States and to live in and experience cultures and life-styles often quite dissimilar from their own. These and other aspects of study abroad are profound learning experiences in themselves, along with the actual study.

For these reasons and others, it is the duty of the faculty and all student participants in the program, past, present, and future, to consistently strive to support and improve Marist Abroad Programs. One needs only to discuss with a student who has returned from a year of study in Europe, Africa, or Latin America to gain some idea of the numerous advantages of this program. As it is beneficial for the students, this course of study is beneficial to the college as a whole.

A word of praise and gratitude should be extended to the Director of Marist Abroad Programs, Dr. Joseph L. Belanger, FMS, for the time and effort he has given on behalf of foreign studies for students at Marist.

THE CIRCLE

Ann Gabriele, Bob Smith, Janet Riley, Jim Daly, Chris Pluta, Anne Trabulsi, Kathy Harvey, Bernie Brogan, Jack Gordan, Frank Baldasino, Ed O'Connell, Ed Kissling, J. Fred Eberlein, Bill Clark and Ray Clarke.

The above are names of people who contributed to this week's CIRCLE but whose names do not appear in bylines.

International Book Project

by Althaea Seaver

Many of you will be returning home for the Thanksgiving holiday. There is an organization that will send you a list of people that can use your old books. If you run across any books that you and or your family don't need or want any more please bring them back. The kinds of books that are needed are all kinds. From History to Biology, grammar-school per-school, non-fiction to fiction.

In some countries books are so scarce and costly that libraries are closed to students; a textbook may cost as much as half a person's annual income; millions of families have never owned a book; pupils must learn by rote; teachers use memos, not books; foreign students returned home lose touch with their fields; many have fewer than sixteen printed

pages of educational material per person.

The fact that your books will be printed in English will not matter. Many people in other countries use English in science, commerce, diplomacy, and often in daily life. Most needed for children are stories, reference books and modern texts. Adults need scientific and business publications and leisure reading.

The date of publication is not an important fact in making up your list. Books are needed and there is no use in letting them just sit around the attic or basement cluttering dust and always getting in the way. You can contact me either by campus mail; Leo 251 or my room is 210 Leo. Please feel free to contact me even if you just want more information.

Oxford

by Tom Sullivan

Portraying academic life in the environs of one of the world's oldest and most prestigious universities is no simple task. My year as a student in Oxford has now assumed an almost dream-like quality. I will attempt, however, to present a few aspects of student life in a university which dates back over seven hundred years and a city which had its beginnings over one thousand years ago.

First of all, the environment for study is ideal. To the eye, the age and grandeur of much of Oxford's architecture and the pastoral beauty of the outlying countryside are quite conducive to academic achievement in that the student cannot help but reflect upon himself and his surroundings. And the student must look to himself in that the center of his academic endeavors is the tutorial, where the student meets with the teacher on a one to one basis. It is in the tutorial that the student demonstrates just how well he has or has not grasped the material to be studied. The responsibility rests in the individual and therefore each student must master the skills which are needed to be a student in the most ideal sense of the word. One can not hide behind fellow classmates. The weekly confrontation between the student and his tutors necessitates a strong self-awareness on the part of the student and a realization of what his task is.

In terms of physical realities, the scheduled lectures and library facilities are, to say the least, comprehensive. For example, the University English library contains over ninety thousand volumes devoted to English literature and language.

Cultural and social activities for the student in Oxford complement the academic life. This can be aptly illustrated by the comment of one undergraduate: "If you're bored in Oxford, you are a boring person." Events in all areas of the arts occur regularly so that the student may either gorge himself in the area of his personal liking or be exposed to those of which he has little or no knowledge.

Academic life, however, is just a part of the indescribable experience of living in another country whose styles, customs and values are quite different from our own, despite those similarities which may appear on the surface. Time and space forbid me to relate in greater detail an unforgettable year of which I was fortunate enough to experience.

Letters to the Editors

Ladies Day?

Dear Editors,

This letter is in regard to the article entitled "Ladies' Council", printed in the October 28, 1971 edition of The Circle.

Before Ms. Brady writes another article, I suggest she become familiar with the term Women's Liberation. It is quite obvious by the way it was thrown out that she has no idea what it means - quite sad since she professes to be a woman herself. From the sentence, "The council should in no way be connected with women's liberation; if anything it is profeminist.", I truly wonder what she thinks Women's Liberation is! Women's Liberation is pro-women, pro-WOMAN - the WHOLE woman. Not a cardboard facade you paint on in the morning and wash off at night.

As for the three major concerns of the "council", you should only know how closely allied the first one is to Women's Lib. Women's Lib supports day care centers all over the country - I worked at one. The purpose of our center was that women could get out and work, knowing their pre-school age children were being taken care of while learning and enjoying themselves. As for a Dean of Women on campus, that is probably the best idea that has come out of the "council."

What I find so disagreeing is your third major concern. I am a woman - I know that. I don't think that putting on a dress, painting my face, and going to Sal's Last Chance for Ladies' Champagne Nite is going to make me any more of a woman. I also don't think it will prove to anyone else that I am a woman. I think your concept of a "lady" is a bit out-moded, belonging to middle America.

I know I am a woman - I don't have to prove it to myself by trying to prove it to others.

Thank you, Ellen Delaney

OOPS!

To the Circle Editors:

Any person who sends critical articles to be printed in any reputable paper, such as The Circle has the responsibility to the editors and readers to sign them so as not to cast any undue suspicion on others who may be innocent of any statements by the person submitting the article. The article "In Retrospect" in last week's paper was written, edited and revised by myself. I take all credit (or discredit) for the article and I would like to commend the editors for printing the article exactly as submitted and I would also like to commend the editors of the new Circle for their professional posture in a venture that is new to them and refreshing for the total college community.

Robert C. Norman
Assistant Professor
Communications Arts

Editors Note: Mr. Norman's by-line last week, was omitted due to a printing error.

Announcement Marist Brothers

Several representatives of the Marist Brothers will be available to discuss vocational possibilities with Marist students on Nov. 9, 10, 11, in the conference room of the Campus Center. A panel discussion will be held in Fireside on Wednesday evening. All welcome.

Saturday Evening Concert

The Marist College Union Board will sponsor the comedy group "We The People" along with folk singer DAVID POMERANZ, on Saturday, November 6th at 8:30 p.m. in the College Theatre.

The comedy group consists of three young actors who have held roles in leading Broadway plays including, "Lovers and Other Strangers".

Their materials consists of improvisations and "take off as

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killing and crime, racial prejudice and "cultural shock" and adapting ourselves to the easy-going Latin American way of life, we'd find ourselves saying we're going back to that!"

I did return to my mother country; however, under the pretense of finishing my B.A. and examining how much I'd changed and learned. Being back in the United States I've noticed one can get into a rut, which is, for the most part, the manner in which I view people that exist here. This, of course, can't be limited to the inhabitants of this society. But the United States seems to have so many distractions devices (perhaps not consciously devised) to such you into its web. Here I see a massive conditioning of mind and body, alleviating individuals of knowing themselves or discovering any of their naked essence, unlike any other country in South America.

Although I feel I have advantages over many in that I've been able to peer at the United States from the outside, I shant pretend to be one of the elite fortunates who have transcended to the extend to which they are no longer influenced by it's powers. However, I do believe that those who don't consider traveling abroad, whether it be during their education or afterwards, are perhaps limiting themselves and may never realize how potentious we are. I should even go so far as to wish Marist College make travelling abroad, like other schools have done, mandatory.

many television programs such as American Bandstand a look at Howard Cosell's "Weird World of Sports." Their sketches deal with many contemporary subjects such as the draft.

David Pomeranz is a folk singer, piano player who refers to his music as New Blues". He will also be appearing on Saturday evening with "We The People".

Admission to the concert will be 1 dollar for Marist students and 1.50 for others.

Marist Year At Home

by M.J. Michelson, Ph.D.

"We need to get the kids out of the school buildings to give them a chance to learn about the world at first hand. It is a very recent idea, and a crazy one, that the way to teach our young people about the world they live in is to take them out of it and shut them up in brick boxes."

John Holt

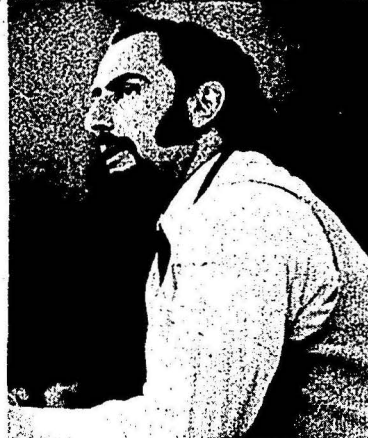
The philosophy behind the Marist Year at Home program is a simple one - that there are severe community problems needing understanding and solutions and that in our curriculum as a liberal arts college opportunities for attempting to solve these problems realistically, should be offered to students at Marist College.

The pilot program is being carried out in a 9 credit experimental course, Applied Topics in Science. The course over the past two semesters has allowed students to conduct research and attempt solutions to a variety of tough but real problems with a variety of community people and organizations. A brief list of the projects Marist students have worked on include: solid waste recycle, in Poughkeepsie, Dutchess County and campuses, housing code enforcement, rehabilitation of the Union Street area, a previously designated

demolition area of Urban Renewal, student's rights at Poughkeepsie High School, conducting classes at Rip Van Winkle housing project because parents were involved in a conflict with the Board of Education over busing, serving as teachers in the Resource Center (school within a school) at Poughkeepsie High School, tenant's association organization, attempting to secure a firm commitment for mass transportation in the city of Poughkeepsie, pollution violations by Hudson Cement, conducting environmental classes at local high and grade schools, publishing a monthly environmental paper, the entire Dover Plains project, everything from working in the area schools, day care centers, Welfare Rights Organization, food co-op, etc. (see the Oct. 28, 1971 issue of the Circle for the exciting details) and educating the public with regard to Stewart Air Force base expansion.

Has the program been a success? That depends on how you look at things. I've heard faculty members talking about "traditional" courses that if they reached 2 or 3 students in a class of 40 or 50 they considered it a success. I have often wondered about the "productivity" implied

in that statement. After the last plenary session of the faculty, I now understand that it isn't the 2 students you reached, but the fact that you have 40 or 50 in the class that is "dollar productivity" and that is important! (I may if I have time this semester, attempt an article to analyze the, to me,



depressing Oct. 29 faculty session. Its implications are far beyond the range of a MA program at Marist. So from that point of view, in that I have seen more, much more, than a token 2 or 3 excited, aware and alive students in the course, it has been a success. But from another point of view it has not - and this, I'm beginning to understand, is not the fault of the student. Since

work is such an alienating experience in capitalist and competitive societies, and since students are, naturally, products of their society, they do not realize, I think, this course for the first time allows them to do extremely meaningful work (recommended reading of the week VENCEREMOS BRIGADE.) But with present attitudes, students approach this with it "teacher as a policeman" (right Spook?), etc. etc. From this point of view it hasn't been the success I dreamed or hoped for. These students should have considered themselves the cadre, attempting to show other students, faculty and administrators that indeed this is the meaningful curriculum we so talk about - the total commitment - a community of scholars working together cooperatively to understand and attempting to solve community problems. This total education embraces Donnelly and Champagnat and Leo and Benoit and Sheehan and Poughkeepsie, and yes even poor, lost, spaced-out Fontaine (right Lenny T.?)!

But never ask someone who designs a course or anything else for that matter whether the project is a success - ask the people involved. Ask Mrs. Smith and Mrs. Johnson, residents of Rip Van Winkle, what they think of Marist people - people like Mike Ertz, Nigel Davis, John Trocher, Dennis Vignola, Dennis Alwon, Marshall Raucci, and Denise Delamontaigne and their work on the tenant's organization, their struggle with Legal Aid Services, and the tutorial program. Ask the "pushed out" students at Poughkeepsie High School what they think of Marshall Raucci and his attempt to secure legal rights for them, rights they are

entitled to. Ask Mrs. Demenkoff of the Resource Center, what she thinks about Marist people like Heywood "Woody" Smith, Denise Delamontaigne, Dennis Alwon and Marshall Raucci. Ask Richard Cantor, the Urban Renewal lawyer, about Mrs. Joan Buchman - the most full-time, part-time instructor here at Marist - and what he thinks about Marist students. I'll tell you. He thought Marist students were only good for drinking until he ran into the Applied Topics bunch last semester - the Marist Marauders. He respects them! Ask the rural community in the Dover area, ask the Outreach workers, ask Mr. Leydon, the head of the Dutchess Office of Economic Opportunity, who last year made light of a project involving a guaranteed annual wage for people in this area because "they" are not ready; and is now ecstatic over the National Welfare Rights Organization (NWRD) people coming to this area working with the Marist and Dover people; and what is one of the NWRD platforms? - you guessed it baby! Ask Joe Bennici who knows more about Stewart Airforce Base and its proposed use as Rockefeller's International Airport than probably any person in Dutchess County, and Mr. Bennici is merely a student at Marist College. Ask Jim Fantauzzi, a bio major, what problems there are in carrying out a real research program concerning Wappingers Creek, and where did he get the opportunity to do this? Ask Bill Endy what problems are involved with carrying out water pollution analyses. (Bill is a psych. major, but the way, who is doing some real chemistry). Ask Larry Lomuto, Mike Maffai, John Gordon, Bernie Mulligan, Jim Corbett, Marty Keely, Tom Breslin, Jack Simeone, Bob Fales, Kathy Cambone, John Mulvey, Gerry Hooks, Ralph Cerulli, Bob Meyers, Morna Moore, John Towey, Rich Bala, Joe Johnson and even cynical Judson Quiaoit. Ask the Hudson Cement Company and the people of Kingston, who now see that company promising electrostatic precipitators to control air pollution by 1972. I can go on and on. The program is real and if you want to come aboard, welcome. But please understand it isn't a nine credit course in varsity, - or is it club? - football. It is not a nine credit course in CUB or student government or pot or games. You're dealing with people's needs and problems. It's not a hobby like coin collecting or stamp collecting or anecdote collecting, but rather it is learning how the institutions of our society victimize people, and developing alternatives and recourses we have to help each other.

So welcome students and faculty. There is much to be done. That jail on Hamilton Street is still there, with changes still needed (please, for God's sakes, ad hoc a jail committee at Marist, don't bring Rev. Miller on again. Let's get down to work!) There's the Spanish community in Beacon still getting messed over. There's people in Mattewan and Hudson River State Hospital who need student teachers and other concerned people. There are migrant workers across the river, the urban poor, poor people who go before the city court and many others, including the 900 resident students and 800 or so commuters at Marist who need help. That's the community we need to relate to, not the 80 or 280 whatever who want an MA in psychology or business!

I would hope that this program excites you and that we can get away from the present system of

British Educational System

by John C. Maher

I was asked by the Circle to write an article on some aspect of my study at the University of York, England. One of the typically British things with which I was most impressed was their highly efficient educational system. I'll try to be as objective as possible in describing what I personally feel to be a system far superior to its American counterpart. Please bear with me if at times I get too opinionated.

After six years of general elementary education; British students take the "Eleven plus" exam, a type of aptitude test. According to the results of this test, students are geared toward different programs, i.e., college preparatory, general studies or vocational. Since most of the people I came in contact with in England were in the same situation, I have to concern myself with this side of education.

Upon completion of the eleven plus exam, British students take on a broad curriculum of studies at a level comparable with American high schools. Until they reach the age of sixteen (approximately) they study english, history, math, the sciences, just as we do in high school but with one big exception - look at the age differences. Let me give an example, when did most of you do trigonometry? Probably in your junior year in high school, when you were sixteen or seventeen. A friend of mine studied trig when she was twelve years old, as all British students.

At the age of sixteen the students take the "O" levels, exams based on the material they've covered over the past five years. These tests are administered by the government and are a large factor in determining university admissions. Many who do not plan to go on to teachers training college or university drop out of school now. Unfortunately many of these are of the working class who go out and get jobs. At the present time the government is behind a drive to make a few more years education more attractive to these people. Those going on to university now pick three subjects in the area in which they would like to concentrate. For example, math majors take

theoretical and applied math and possibly physics; economics and statistics or history; English majors take english, history and maybe a foreign language. For the next two years they study nothing but these three courses, and the British school year is much longer than ours is. The material covered during this period (called the Sixth Form) is comparable to the material covered during at least the first, and possibly the second year of undergraduate study here in the states. Another example, my roommate last year was an economics major who used Paul Samuelson's textbook when he did economics in the sixth form. This is the textbook used in the Marist College (and most other universities) Principles of Economics Course, which according to the "Course Advisor" is not recommended for freshmen.

When they finally get to university the students are placed in a situation which stresses individual research but which provides an excellent supervisory system for help in direction. This type of program is complemented by a very low faculty-student ratio (at York it was one faculty member for every six students) and excellent research facilities in every discipline.

British Universities give bachelor degrees after three years of full time study. As in the sixth form, the students do nothing but their major field and related subjects. A friend doing math did nothing but math for three years. One doing economics did all economics plus math, statistics and two courses in politics and sociology. The same pattern is followed in all other subjects.

As far as course structure is concerned, the low faculty student ratio gives rise to a system which stresses seminars and which plays down lectures. The majority of my classroom time was spent in seminars which consisted of five or six students and one instructor, or ten-twelve students and two instructors (most university instructors are doctors.) Competition for teaching positions is tough which leads to good quality. The economics department at York

last year had two positions to fill. They had a choice from over five hundred applicants.

Getting back to the seminars, they were usually of 2 1/2 - 3 hours in length and met once a week. For each meeting there were required readings (journal articles and books - yes books. There were times when I was "advised" to read two books for the next meeting, quite a change from the too often seen one textbook per course type of situation.) These readings had to be done because it was the student (chosen by the instructor after the seminar started who had to initiate the discussion. For my own part, I have never been (and have been again) in a situation where information and ideas were so freely volunteered. Believe it or not, these meetings were looked forward to, not dreaded as they are in many cases. The slow pace of British life does not seem to affect the British students questing for knowledge.

Exams are given twice during the three years, once after about the first third (after one year, or after the fourth trimester), and at the end. During the intervening periods, students do essays but are not graded. They meet privately with the instructor and are told where they were lacking and where improvements could have been made. After the exams the students are classified not graded. A person could get a first class degree, an upper second, or a lower second degree, a third class degree and a general degree. The first and second classes are the honors degrees. The absence of grades eliminates the concern over ones index and all the related problems (ie. people talking guts).

For those of you who have stuck it out so far, I hope I haven't been too confusing in explaining the British educational system as I understand it to be. It has been and will continue to be criticized on many of its features - the selection process and the relatively small enrollment in universities; the age at which one must make a decision about his career; the narrowness and restriction of the curriculum after the age of sixteen. These

Nurses View Abortion Spring Registration

by Dean Cox

Legalization of liberal abortion laws are not necessarily followed by a change in attitude towards the issue. In the medical professions, particularly nursing, legalization of these laws could possibly cause personal conflict for the nurse, resulting in poor care for the woman seeking abortion. The author, therefore, endeavored to find out what the professional and personal attitudes of some nurses were, and if these attitudes were in conflict with the laws on abortion.

According to the Nursing Association's code of ethics, there is no prohibition of abortion. The code calls for the nurse to provide services "with respect for the dignity of man, unrestricted by considerations of nationality, race, creed, color or status." However, each individual's personal attitude will influence their view of a professional purpose. Among the several nurses interviewed, one nurse was opposed to abortion. It is interesting to note that her definition of a nurse's professional purpose is the preservation of life and to take care of the patient.

If a nurse is opposed to abortion, can she really give a woman seeking abortion the best possible care without her attitudes and opinions influencing that care? The nurse who opposed abortion believed that "the only thing you can do as a nurse is to take care of the patient seeking abortion." It seems to the author that this attitude would not give the woman and optimal psychological support she needs. This is not meant as a condemnation of that nurse's or any nurse's opposition to abortion. Rather, it is to suggest that hospitals and clinics performing abortions should be staffed by people whose personal opinion would not be in conflict with the service provided. The nurse or any staff member who opposes abortion should not be involved in the pre- and post-abortion patient care or in the abortion procedures.

The following are some

remarks by the nurses.

1) What is the professional attitude or purpose of nurses?

Nurse 1: In nursing you have a goal and that goal is to preserve life and take care of the patient, and to do the most you can to help the patient.

Nurse 2: The nurse belongs in the hospital and takes care of patients, administering to their physical needs and emotional needs stemming from hospitalization.

Nurse 3: You have a responsibility to the individual patient in your nursing care.

2) Is this professional attitude in conflict with the legalization of liberal abortion laws?

Nurse 1: The purpose of nursing is to preserve life, abortion is actually destroying life. So, it would be in conflict.

Nurse 2: No.

Nurse 3: I think that the professional purpose of the nurse is going to be guided mainly by her moral and religious background and her views. If she feels legal abortions for other than therapeutic reasons is wrong, she's going to fight for the right to choose to be a part of this, or not to be a part of this.

3) What is your personal attitude towards abortion?

Nurse 1: I don't agree with abortion. I'd never have one myself. But I feel if a person has made the decision to have an abortion, the only thing you can do as a nurse is to take care of the patient.

Nurse 2: I believe abortions should be performed if the mother and father have made the decision.

Nurse 3: I am definitely in favor of the abortion laws and reform, not only from an economic standpoint, but from a health standpoint -- all the illegitimate children, the child abuse, poverty.

4) Does your personal attitude and opinion conflict or hamper your professional care of the patient seeking abortion?

Nurse 1: I think that it could affect the way you take care of a patient. Your attitude might

change towards these patients. You might think they're doing something wrong, and you might act differently toward them. I think what you have to do is to try to help these people more, because they need more support. They've made a decision to have an abortion and you have to go along with it.

Nurse 2: My personal opinion would in no way hamper my professional care.

Nurse 3: No. I have been in the situation where I have taken care of girls, both age thirteen and unmarried to age thirty-five and married ten years, in for legal abortions. I treat them as I treat other patients, with their own right to their decisions.

EDITORS NOTE: The three interviewed nurses and the author have chosen to remain anonymous so as not to divulge their positions in a nearby hospital.

Educational Opportunities

by Dean Cox

The State University of New York has announced two educational opportunities which should be of interest to some of you. They are a seminar (2 credits; 2-14 January, 1972) and a Law Semester Program (15-18 credits; 17 January - 1 May, 1972).

First, there will be the seminar: Global Crises, The Rule and the United Nations. Participants will earn two hours of college credit through the Political Science Department of the State University at Brockport, N.Y. The course will focus on critical problems which threaten world stability and the response of international legal processes -- especially the United Nations. The aim is to provide an appreciation for the limits and potential of law for solving global crises. Members of the United Nations community will participate in the seminars. Comfortable and secure living accommodations are available at the Law Semester Center in Manhattan. Most seminar meetings will be held there. Materials needed for the course will be kept in the Center Library. Room and board fees at the Center for the two week term are \$82. This includes the cost of a single room, breakfast and dinner five days a week and the use of materials required for the course.

For further information and applications write: James H. Klein, Law Semester Program, State University of New York, 175 Ninth Avenue, New York, New York 10011.

Secondly there will be the Law Semester Program: The LAW SEMESTER aims to provide an in-depth understanding of the law's potential for solving social problems such as poverty, discrimination, violence and pollution. Participants live in New York City for the term. They enroll in courses at the Law Semester Center of the Political Science Department of the State University College at Brockport, New York. The courses taken are: PLS 320 - Introduction to Law (3 hrs.); PLS 424 - Law and

Registration for the spring semester will take place during the week of 8-12 November. In attempting to compose a desirable schedule of courses, there are a number of sources of assistance which each student should consult. I suggest the following approach: Begin with studying The Spring Schedule of Courses. Study it; consider several possible combinations of courses. Then use the Marist College Catalog, '71-'72. Check the catalog for the official course descriptions; this year's catalog includes in its lists of courses all the new courses which have been added to our offerings. Each student should have his own copy of the catalog. As an additional aid is The Course Adviser and Supplement. In these publications, you can find each teacher's description of his course: structure of the course, major requirements, etc. These

guides were published for the first time this year. The information was compiled during the first months of 1971 and consequently, some spring offerings are not included.

Course Advisers and Supplements were given to all freshmen when they registered for the fall semester. In addition to the freshmen, all faculty advisers have copies. Residence Advisers have copies of the Course Adviser. Copies for on-spot study may be found in the following locations: Library, Academic Dean's Office, the Commuters' Office, and the Office of the Registrar.

Apart from these publications there are people who can give you insights into the various offerings, who can help you plan a worthwhile program of studies; these are people with knowledge that you do not have. I am talking about the people who teach. I am talking about the students who have taken the courses. Each student should feel free to seek advice from the people who have shared the academic experience once before.

I realize that it may be difficult to find another student who has taken a specific course which has caught your interest. The tempting time saver, then, is to play the personality game: Professor X is good, Professor Y is fair, Professor Z is no-good. X, Y, and Z are good, fair and no-good regardless of what course is being taught. This is a dangerous game.

Instead, I strongly urge students to speak with the men and women who serve on our faculty. Ask the members of the faculty to advise you not only on the selection of a specific course but on your combination of courses as well. In short, there is no group of more highly qualified people available to you than your faculty for helping you to plan your program of studies.

It is at registration time that you give additional attention to your overall plan for your college years. If you feel that there are areas of study which you would like to pursue but which are not currently offered here, I suggest that you consider the Visiting Student Program (p. 24, Marist College Catalog), as well as Cross Registration (p. 25, Marist College Catalog). Both programs make it possible for qualified students to follow courses at other colleges.

Society (3 hrs.); PLS 425 - Law and Social Problems (6 hrs.); PLS 399 - Independent Study in Political Science (3-6 hrs.).

Students also work as unpaid interns with lawyers or law agencies involved in areas such as poverty law, consumer rights, law enforcement, environmental protection and civil rights.

The program emphasizes student initiative and responsibility. The faculty attempts to stimulate creative and thorough research on socio-legal problems, to coordinate individual efforts with group goals, and to provide a basis for the paraprofessional responsibilities of internship.

Living accommodations are available at the Law Semester Center in Manhattan for the Spring Term (January 17 - May 1, 1972). The cost of \$525 includes a single room, breakfast and dinner five days a week, and materials required for courses. This amount excludes tuition, travel, entertainment, etc.

You may apply for admission to the LAW-SEMESTER through the Visiting Student Program of the New York State Association of Colleges and Universities. Visiting Student applications may be obtained from the Associate Dean for Student Academic Affairs.

For more information write to James H. Klein (address as given above).

The Marist Brothers Lay Volunteer

Program offers college grads the opportunity to give 1 or 2 years of service in a manner chosen by the individual himself.

**CONTACT JIM PHILLIPS
Rm. 834C**

AFRICA FROM PAGE 4

do think it is time to examine the validity of the sources from which the information was obtained.

This then is the point of departure for a series of articles I plan to write on Africa based on my experience at the University of Nairobi in East Africa and my travels throughout that fabulous land. They will include among other things, nationalism in Africa, tribalism, imperialism, the presence of the Asians, Africa

and the diaspora, and the Mau Mau and Vietnam. In addition students from the University of East Africa will be writing feature articles on various cultural aspects of the tribes from which they come.

Finally I do not claim to be any type of scholar on the continent. I merely want to express the differences between what I had always heard Africa to be and my actual impressions from spending some time there.

Benoit Opens Library

BENOIT LIBRARY HOURS

10:00 a.m. - 12:00 a.m.
1:30 p.m. - 5:30 p.m. MONDAY - THURSDAY
8:00 p.m. - 12:00 p.m.
10:00 a.m. - 4:00 p.m. FRIDAY
10:00 a.m. - 4:00 p.m. SATURDAY
7:00 p.m. - 11:00 p.m. SUNDAY

The library is for the use of the entire Marist Community.

LIBRARY RULES

1. SILENCE AT ALL TIMES - No talking please.
2. Persons will be asked to leave the library if he/she makes excessive noise.
3. All students must show I.D. to get in.
4. No books are allowed to leave the library.
5. Please - no coats, hats, bags, bookbags, are allowed in the library.
6. The student must ask the librarian to get books.
7. Student can stay as late as possible as long as he/she is accompanied by a library worker.

Joan of Lorraine

After the successful production of the Petrified Forest, the Theatre Guild is now looking forward to the presentation of Maxwell Anderson's "Joan of Lorraine." Four performances are scheduled, following its opening on November 18.

Described as one of the most interesting plays in many seasons it evokes the highest critical praise as an ingenious piece of theatre.

Written with Anderson's skill and virtuosity, Joan of Lorraine concerns itself with both the story of the maid of Orleans, herself,

and with the problems and emotions of group actors and actresses rehearsing the play on a bare stage of a theatre. The audience is shown the backstage mechanics of producing a play and at the same time is shown a fresh presentation of the Joan of Arc story.

Throughout the course of action many similarities are pointed out between the story of Joan and the problems facing actors and citizens in the world today.

Appearing in leading roles are Joanne Giardino, Brian Doyle, and Kevin Keenan.

MARIST FROM PAGE 6

stealing term papers to complete the "requirements" of a history or an english or a religious studies course or going back over the old exams for a chem or psych or bio course because these are the old ways and they are leading to Marist becoming too rapidly, I fear, a mediocre, expensive, drinking hotel on the Hudson.

HARRIERS & BOOTERS PLACE 2nd.

Doyle Second In Conference

Marist Ace Jay Doyle, had another highly successful week by winning the New Paltz meet and finishing second in the C.A.C. Championships.

The New Paltz meet predicted a battle between Doyle and New Paltz ace, Omar Rodriguez, but in winning handily once again, Doyle relowered his Marist course record and beat Rodriguez by 71 seconds. Doyle's record time of 26:03 has only been surpassed by Redmonds of Nyack and Heavens of Southern Connecticut.

New Paltz, however, took 2, 3, 4 before co-captain Bob Salomone came in as the second Red Fox to score. Bob's time was his best of the year and broke the 28:00 minute barrier by 5 seconds. The

third Marist harrier to finish was "Dizzy" Gillespie who also ran his best time of the year, running a strong 8th in 28:54. John Petraglia was just behind "Dizzy" in a good 29:02. The Traveling Bands final scorer was Bob Nelson, our other fine freshman, who battled the heat to finish eleventh. Bob has scored in every meet this year which is quite an accomplishment for a freshman and shows a good sign for the future. Pete Rock turned in a good performance finishing twelfth in a time of 31:22. The final score New Paltz 22 - Marist 34.

Marist co-captain and star, Marty McGowan, had an extremely tough week. During the early part of the week Marty

battled a case of the flu and seemingly recuperated in time for the New Paltz race. But a combination of the flu and the heat caught up with Marty on Water Works hill and he collapsed. Marty did however recover to run Saturday in the CAC Championships.

The CAC Championships were run at the extremely difficult Nyack course. The Nyack harriers successfully defended their CAC title and were paced by NAIA champ Mike Redmond. Marist ace Jay Doyle was second and just one minute and twenty seconds behind the Nyack standout. Marty McGowan, not fully recovered ran well enough to finish eleventh, five seconds ahead of Bob Salomone who finished twelfth. Bob Nelson was 15th. John Petraglia 17th, Don Gillespie 21st and Pat Stevens, finally shaking off injuries was 25th. Although the harriers struggled through the tough hilly Nyack course, they did manage to salvage a tie for second with Kings College. Both teams scoring identical 57's while Nyack won the meet with 24 points.

Marist did manage to win some medals as Doyle, McGowan and Salomone each received medals. This week Marist takes its 6-5-1 record to Van Courtland against Hunter and Maritime on Tues., and will end the season with the NAIA championships on Saturday.



Strider breaks tape in CACC meet

Fairfield Falls, 25-2

by Dan Faison

After facing their first regular season defeat in three years at the hands of Iona, The Vikings took the field against the winless Stages of Fairfield University. With a 3-1-1 record the Vikings showed the people of Fairfield that they weren't dead yet.

It was the first time in a long time that the Marist offense looked very sharp. The linemen of the Vikings, Tom Cardinale, Mike Lewis, Emmett Cooke, Charlie Van Nostrand, Hugh Knickerbocker and Paul Valli, blew big holes in the Fairfield defensive line. As the lines opened the holes, All American candidate Nigel Davis ran circles around his opponents as he ground out 178 yards rushing for over seven yards per carry average. When Nigel didn't do it, the old man of the backfield did; Murray Milligan. Nigel scored three touchdowns and Milligan added one.

Davis upped his team leading rushing count to 655 yds. for an 109 per game average. Milligan is second with a total of 300 yds. Davis also leads the team in scoring with 48 points.

The Vikings scored early in the first quarter after recovering a Fairfield fumble. Davis rushed 28 yards in two carries for the score. Later in the same period the Vikings made it 13-0 when Don Cappilino piloted the team on 69 yd. touchdown drive that was climaxed when Murray Milligan went over from the three yard line.

In the third period, after Fairfield scored a safety, the Vikings tied together a drive of 88 yards to score its third touchdown of the afternoon. Davis rushed for 70 of those yards and scored when he went off tackle for a 28 yard T.D. run. Davis scored later in the fourth period when he went off tackle for a five yard score. The touchdown was

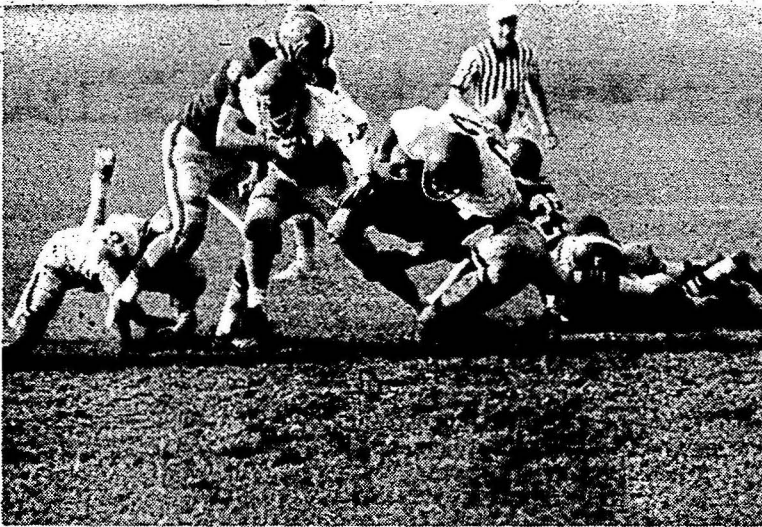
set when Jim Wilkens hit Murray Milligan with a 28 yard pass play.

Coach Ron Levine said the offensive line "played its best ball game of the season." Levine also praised his two quarterbacks, Don Cappilino and Jim Wilkens who threw for 93 yards between them.

The defense, who are claiming itself as the No. 1 defensive team in the nation limited the Stages to only 4 first downs and 150 yards

total offense. The defense was led by Joe Johnson, who knocked down two passes and dumped the quarterback a number of times. Mike Erts was also outstanding as he again filled in for the injured Henry Blum.

John Sullivan, Russ Humes, Paul Lacombe and Tom Murphy all played fine games, Murphy picked off his third interception of the year. Also playing a fine game was safety Dan "Earl the



Pearl" Faison. Faison picked off his first pass since freshman year, made numerous tackles and recovered a fumble.

It was a good game for the Vikings as they get ready for this Saturday's game against Norwalk. Game time is 2:00 on Leonidoff Field. The win gave Marist a seasons record of 4-1-1.

Marist	Fairfield
14 first downs	4
224 yds. rushing	115
83 yds. passing	44
2 fumbles	5
2 fumbles rec. by	4
3-40 Punts	5-29
2 interceptions by	1

SOPHOMORE FROM PAGE 4
live with the "problem", carrying out the more intensive research of which they are now capable and preparing themselves in a more rigorous manner for their chosen station in life. As more and more Marist students fall into this somewhat unique situation, the ways of dealing with it will grow. By that time we will be able to generalize and say that the program is good or bad. Until that time, though, we won't be dealing with enough specifics to comment sufficiently. The way I feel about the program is that careful screening will yield subjects most able to cope with such a situation. I wasn't excited

Dowling Topped in O.T.

Last Saturday, Dowling University of Long Island came up to Marist to play the Red Foxes in the Foxes final conference game of the season. Dowling went home disappointed when freshman Tim Trotta scored on a penalty kick with thirty five seconds remaining in the second overtime period of a hard fought contest. It was Trotta's fifth penalty goal this year out of five attempts this season.

The scoring opened in the first period when George Saunders, playing offense for the first time in three years scored off a fine pass from Tim Trotta. For Saunders it represented his first goal at Marist. Normally a defenseman, Saunders soon returned to his normal defensive position and turned in his usual strong game. Tim Trotta also got an assist when he passed to Bill Putre for the other Marist goal.

Dowling scored a goal in both the third and fourth period thus tying the game and sending it into overtime. The first overtime period was tightly played with neither team completely dominating the action. Lou Hajas was most instrumental in the two overtime periods as he



constantly kept the ball down in the Marist offensive zone. Thus, setting up Trotta's winning shot. The final score was Marist 3 Dowling 2.

Earlier in the week, the Booters traveled to Van Courtland Park in the city to face Hunter College. Hunter scored after twenty seconds into the first period on a fine shot by one of their linemen. The game continued at this 1-0 pace until there was only two minutes to go in the last period. Again Tim Trotta was called on to kick a penalty shot and again he connected. The game ended in a 1-1 tie as Pat Parcels performed well in stopping many Hunter scoring attempts. Again the defense played well as did the offense.

The Dowling Victory vaulted the Foxes into second place in the CAC conference, tied with Nyack and Southampton. All posted fine 3-2 records. The season's record is now 6-4-1. The away Newark State game Saturday will end the season for the Foxes, who were given an additional win over West Conn. State. The WCS game was originally won by W.C.S. 8-3, but the game was awarded to Marist because of State's use of ineligible players.

Heavyweights 5th. At Charles

by Bob Creeden

The Crew team who receives the least attention of any team at Marist, accomplished a rare feat, by finishing fifth at the "Head of the Charles Regatta" in Boston, last weekend. It was the second straight year that the heavyweights were to place in the top 5 of this elite event.

The races at this regatta all begin with a "staggered" start. Marist went first and actually was just rowing against time while every other school had an opportunity to pass someone.

Captain Marty Torrey said that "although we finished fifth, the difference between first and fifth places was only 22 seconds."

Torrey also added that "the competition this year was much tougher and that the whole crew organization was proud of their accomplishment."

Harvard University won the main event, "The Heavyweight 8," in 15:48, Syracuse was second, Marietta, third, Cornell was fourth and Marist finished 5th out of 41 major colleges and universities in the three mile race.

Rowing in the medal winning boat were Mike Reilly, Marty Torrey, Matt O'Brien, Steve McDermott, Bob Creeden, Joe Puvogel, John Wilson and Mike Hawd.

GHANA FROM PAGE 4

After our initial period of cultural shock we found that our position in Africa offered us an opportunity to view with a much less subjective perspective the tension between East and West. We observed, as the African Nations, motivated by the non-alignment politics of the deceased Nassar and the deposed Nkrumah, balanced the best of both worlds. Cast in such an atmosphere, we swam like fish amidst the various schools of existence. The gold fish we once knew no longer held such brilliance, not because of what it was or what it was not, but rather because of what it had never considered to include.

about two more years at Marist, but I still do not think that the program is useless. Some academic learning and much simple growing comes of the experience for the correct prospective candidate.

LONDON FROM PAGE 1

Both members of the faculty conducting this program, Ms. Landau and Dr. Milton Teichman, have contacts over in England and are dealing directly with British representatives. The cost of the program has been calculated to approximately \$500.00 (this excludes small fees for passports and taxes etc.).

If you are interested it is recommended that you pre-register (there will be no additional cost) or see Mrs. Landau or Dr. Teichman for further details.)

It should be remembered, however, that the emphasis here is not on a traditional course, but on a course of experience. On the basis of its schedule thus far, this program indicates not only a learning experience, but a rewarding and enjoyable experience as well.