MARIST

1989/90 MAGAZINE Vol. 2, No. 1

Tibet

Lowell Thomas, Jr. recalls his 1949 journey to

OUT OF THIS WORLD REVISITED

The miracle has happened! We're on our way to Tibet. Meet me in Calcutta." With that telegraphic message to me in Tehran from my father in July 1949, the greatest travel adventure of my life began...

continued on page 23

On the cover

The Potala Palace, or "The Palace of the Gods," rises 900 feet above the Lhasa Plain. From street level, this is approximately two-thirds the height of the Empire State Building. The photograph was taken by Lowell Thomas, Jr. on his journey to Tibet with his father in 1949. The inset photograph is of Lowell Thomas and Lowell, Jr., taken on their way to Lhasa, the capital of Tibet. The two were the only Westerners allowed into Tibet on this expedition.

MARIST MAGAZINE

1989/90 Vol. 2, No. 1

FEATURES

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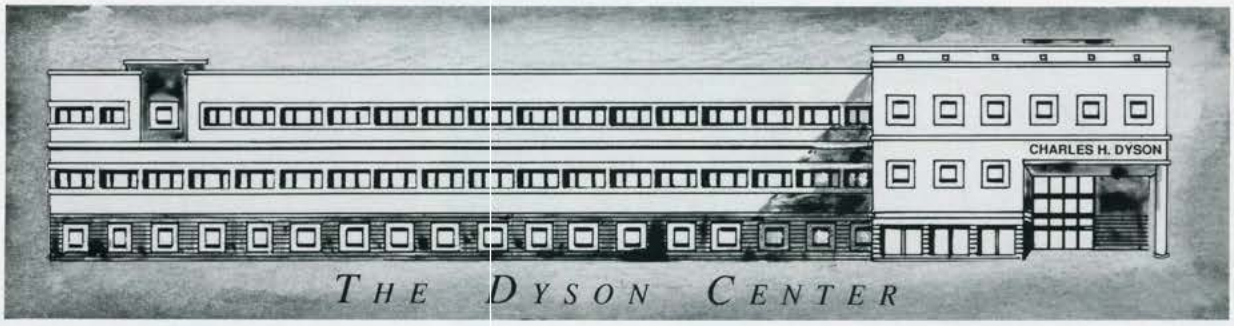


THE DYSON CENTER

New academic building slated for completion in fall

CONSTRUCTION BEGAN last fall on what will be Marist's premier academic building, a new $7 million center for the study of management and the social and behavioral sciences. Named the Dyson Center in honor of businessman and philanthropist Charles H. Dyson of Millbrook, N.Y., the facility will be a three-story, 53,000 square-foot building including 21 classrooms and 55 faculty offices.

The building will be equipped for receiving information from national and international sources via satellite communication.

The Dyson family is a major sponsor of the project and long-time supporters of the college. Robert Dyson, the son of Charles and Margaret Dyson, is a member of the Marist College Board of Trustees and participated with his parents and other members of the family in ground-breaking ceremonies on October 20.

Charles Dyson is the co-founder and chairman emeritus of the board of the investment company Dyson-Kissner-Moran. He also is a community leader, having served on the boards of many organizations, including the Westchester Medical Center Foundation, the Hospital for Special Surgery in New York City, the Metropolitan Opera Association, and Common Cause. He was commencement speaker at Marist in 1986, when the college awarded him an honorary Doctor of Laws degree.

Located adjacent to the Lowell Thomas Communications Center, the Dyson Center will incorporate some of the most advanced technology for the education of undergraduate and graduate students in business, social and behavioral sciences, public administration, and public policy. The building also will house Marist's adult and continuing education programs.

The classrooms, offices, and seminar rooms will be linked through fiber-optic cable to Marist's powerful mainframe computer. The building also will be equipped for voice and data transmission, and for receiving information from national and international sources via satellite communication.

In designing the Center, the architects, Einhorn Yaffee Prescott, tapped into the rich 19th century architecture of the Hudson Valley. Borrowing from existing campus structures that date back to the Beck Estate — Greystone, St. Peter's and the Gatehouse — the architects are using greystone and brick to create a unified campus identity that is in keeping with regional architecture and the college's own rich past.

Other Einhorn Yaffee Prescott clients include Cornell University, Skidmore College, IBM, and the United States Military Academy at West Point. The firm has received national acclaim for their recent renovation of Albany's historic Union Station for Norstar Bancorp. ▮

Charles H. Dyson

Student residences dedicated to Gartlands

HOWARD DRATCH

Marist Trustee John J. Gartland, Jr. and his wife, Catherine, at the dedication ceremony of the Gartland Commons.

IN A SPECIAL ceremony on May 20, Marist dedicated a 21-acre tract of river front student residences and athletic fields to John J., Jr. and Catherine Gartland. The Gartlands were honored "for their numerous contributions to Marist College and for improving the quality of life in the Mid-Hudson region."

Officially named Gartland Commons, the tract, on the north end of the Marist campus, includes garden apartments for more than 300 students and a series of commons adjacent to a walled promenade on a bluff overlooking the Hudson River. The dedication to the Gartlands was inscribed in bronze on a two-and-a-half ton slate outcropping formed millions of years ago when the region was submerged by a vast inland sea.

Gartland, a Marist trustee and former chairman of the Marist College Board of Trustees, has served as a close adviser to each of the college's presidents, Brother Paul Ambrose, Richard Linus Foy, and the current president, Dennis J. Murray. ▮

HOWARD DRATCH

Brian Hill, associate professor of biology (left); Robert Levine; Mary Tyler Moore; and Mary Louise Bopp, assistant professor of communications and host of What's Up?

Mary Tyler Moore appears on *What's Up?*

"WE HAVE TO START being a little less lazy," said Mary Tyler Moore. She picked up a plastic water cup that had been placed by her side during the television taping, and suggested that real glasses be used — ones that could be washed and used again. Later, she picked up a paper cocktail napkin, and said that people can also use those kinds of products more than once before throwing them out.

Moore and her husband, Dr. Robert Levine, appeared on the Marist television talk show *What's Up?* during the summer as part of their battle against a proposed landfill near their home in rural Washington, in Dutchess County. It was part, too, of a larger mission of theirs to raise the public's consciousness about environmental degradation.

Mary Louise Bopp, Marist assistant professor of communications, hosted the program. Also appearing as a guest on the program was Brian Hill, associate professor of biology at Marist. The television studio was crowded with Marist students, staff, special guests, and high school students from the college's summer High School of Excellence program. The program was aired on campus and to the Poughkeepsie community over Poughkeepsie Cablevision.

"The more we learned (about the landfill), the more concerned we became not only with what was happening in our own backyard, but also with the situation in the world," Moore said. "We began to think about things like recycling and reuse."

The landfill — any landfill— is a symptom of a larger societal disease, Moore and Levine said. "The entire thrust of waste management is misguided," said Levine. "We must reduce the flow of waste."

Hill agreed. "The only answer is waste reduction," he said. Hill has established an environmental toxicology laboratory on the college campus on the Hudson River. One of the first research projects the lab will undertake is an examination of the effects of incinerator ash on the river. The work of this project will coincide with the operation of a large trash-burning incinerator due to start operating in Poughkeepsie along the river this year.

During a question and answer period with the studio audience, one student asked Moore if she was taken seriously at the legislative level of decision-making. Said Moore: "I was born with the right and the obligation to speak out." ∎

Info-tainment or news?

Marist alum receives award at news directors conference

EDWARD J. LOWE, JR., award-winning *Newsday* columnist and a 1967 graduate of Marist College, was honored at a November conference cosponsored by Marist and the Radio-Television News Directors Association.

The conference, which addressed "Info-tainment and the News: The Impact of Tabloid Television," also featured *New York Post* editor Jerry Nachman as the keynote speaker.

Lowe joined *Newsday* in 1969 as a reporter and has been cited for writing excellence by the American Society of Newspaper Editors and on four occasions by the New York State Associated Press Association. He also is a recipient of the Mike Berger Award from the Columbia University Graduate School of Education.

Conference panelists included a number of noted representatives of print and electronic media, including John Tomlin, producer for ABC's *Inside Edition*; John Corporon of WPIX News in New York City; Kathy Maloney, news director of WABC in New York City; and Rob Sunde, ABC Information Network.

Mock job interviews also were presented for communication students who attended the conference, with a number of industry representatives participating, including Judy Sullivan, employment administrator for NBC-TV; John Mulvey, vice president of human resources for MTV-TV; Michael Dvorocisk, manager for information activities for the IBM Corporation in Poughkeepsie; and Assistant New York Fire Commissioner John Mulligan. ∎

HOWARD DRATCH

Panelists discuss "Info-tainment and the News" at the Radio-Television News Directors Association conference. From left, Rob Sunde, of ABC Radio; John Corporon, news director at WPIX-TV; and Edward J. Lowe, Jr., class of 1967, nationally syndicated columnist at Newsday.

Talking heads:

Debate team among best in country

HOWARD DRATCH

Pictured here are members of the 1988/89 team who took awards at the New York State Championships. From left to right: Thomas F. Kavan, April Amonica, Vanessa Codorniu, Michael Buckley, Marist President Dennis J. Murray, Anthony Capozzolo, debate team coach James Springston, Julie Dumont, and Mark Liepis.

IF THE MARIST DEBATE team record this year is anything like the past year's, they will not only be busy, but No. 1.

They're well on their way. At the end of the fall semester, they were ranked second in the country among the 400 colleges and universities that participate in the Cross-Examination Debate Association (CEDA). As of December, the team had participated in seven tournaments and won seven championships, defeating such opponents as Michigan State and Cornell.

At the end of the 1988/1989 season, the team was ranked 7th nationally among CEDA schools. The Marist team won two of three CEDA national championships, and at the New York State Championships took not only first place, but seven of 10 top speaker awards.

"It is a real accomplishment that this school of 3,000 can assert itself as a power in terms of debate," said Michael Buckley, a senior and team co-captain.

Another highlight of last year was the World Championships held at Princeton in early January. As a team, Buckley and Anthony Capozzolo were ranked 44th out of 116 schools, with Buckley individually finishing as the 26th top speaker in the world. "I was delighted," said Springston. "The world championships used a kind of debate we had never participated in before."

"It was unbelievable that people from all over the world came together for the same purpose," said Buckley. "People from Poland, Australia, and observers from the Soviet Union were there, as well as the Scottish, who were walking around playing their bagpipes."

In addition to their competitions, the team has been involved in a debate workshop for junior high and high school students and in making an instructional video. The workshop, done in coordination with the Dutchess County Board of Cooperative Educational Services (BOCES), gave team members the opportunity to teach debate coaching techniques to junior high and high school teachers, and about 80 students from the area. Two actual tournaments were held in February and April.

"They get so much better in the few weeks we work together, and they have a lot of fun," Capozzolo said. "We got letters from the kids saying 'We can't wait to do it next year.'"

The instructional video was made to be sold with a new edition of *Prima Facie: A Guide to Value Debate*, written by Stephen Wood. Wood, impressed with the Marist debate team, asked Buckley and Capozzolo to appear in the video, with members of the Suffolk (England) debate team. An instructional debate involving the two teams was filmed at the University of Rhode Island in April.

Early last year, a joint resolution was passed by both the New York Senate and the Assembly recognizing the state and national championships, and the team and individual accomplishments.

In addition, the team is now involved in starting a debate program in coordination with Green Haven Correctional Facility, with which Marist has an academic program. "The program is great because it shows we are not myopic," said Buckley. "We care about winning, but realize there are more things out there. It makes the team feel good." ▮

—LAURIE LEAVY

LYNAIRE BRUST

As the end of last season's competition came near, Springston made a bet with the team: If they won a national championship, the team could shave his head. The team did win a national place, and Springston spent the late spring and early summer with a very short haircut.

1988 President's Report wins two awards

THE COLLEGE'S 1988 President's Report won two awards during the year. The unusual and striking cover broke with tradition at Marist, and with most college annual reports.

The Council for the Advancement and Support of Education (CASE) in Washington, D.C. presented a silver award to the college for the report's cover. Locally, the Hudson Valley Marketing Association gave the college a silver *Éclat* award for general excellence.

The cover was done by graphic and fine artist Richard Deon, from Dover Plains, N.Y. The inside was designed by graphic artist and illustrator Wanda Yueh, from Red Hook, N.Y. ▮

NBC's John Chancellor presented 1989 Marist College Lowell Thomas Award

JOHN CHANCELLOR, senior commentator at NBC News, was the 1989 Marist College Lowell Thomas Award recipient. In presenting the award, Marist President Dennis J. Murray cited Chancellor for his "fearless pursuit of truth." Murray added: "In all his assignments, John Chancellor helped establish the benchmarks of accuracy, fairness, and wisdom."

"This award has a special meaning for me," said Chancellor, reflecting on the influence of Lowell Thomas on his own life. "His life was a model for us all. We remember him as an example."

MATTHEW MAURO

John Chancellor with Marist College President Dennis J. Murray.

NBC newsman Garrick Utley, who served as the master of ceremonies and introduced Chancellor to the crowd of some 200 guests at the luncheon, said of Lowell Thomas: "He was a master storyteller, and that's what lives at the root of journalism."

Earlier during the event, held each spring in Manhattan's Helmsley Palace, Chancellor, as have all Lowell Thomas award recipients, met with Marist journalism students.

"Commentary is useful because it goes beyond the who, what, why, where, and when of ordinary journalism," Chancellor told the students. "I pull different lines of news together and make some sense of them."

Journalism, he said, "is a chronicle of conflict and change. These are the two things people need to know about."

Later in his talk with students he cautioned: "I like to say that the press is an element, like fire or water. And once it gets out of hand, it's hard to control."

Marist alumnus John Gilmartin, '75, was awarded the college's Alumni Internship Achievement Award. "It is rare that we can look back and credit what we learned in school to what we are doing now," he said. Gilmartin is currently associate director at NBC Sports, and recently won two Emmy Awards for the network.

The Marist College Lowell Thomas Award is a miniature bronze bust of the late Lowell Thomas, who lived in Pawling, N.Y., and was an honorary alumnus of Marist. Thomas died in 1981 and Marist College created the award in 1983 to recognize the outstanding achievements of broadcast journalists.

Previous recipients of the award are Harry Reasoner (1988), David Brinkley (1987), Douglas Edwards (1986), Howard K. Smith (1985), Walter Cronkite (1984), and Eric Sevareid (1983). ▮

MATTHEW MAURO

Alumnus John Gilmartin, '75, was awarded the college's Alumni Internship Achievement Award. Pictured with Gilmartin is Robert Norman, associate professor of communications at Marist and director of the college's communications internship program.

Students promote responsible use of alcohol

IN AN EFFORT to increase awareness of the damaging effects of alcohol abuse, several Marist students have started a student campaign to promote responsible drinking.

A local chapter of the national organization BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) was started on campus last year.

"It's not a 'don't do' –organization," said John Padovani, residence director of Gartland Commons apartments and adviser of the group. "It's a program geared to increase awareness of responsible drinking."

Kellie Kahrmann, a junior at Marist, joined Students Against Drunk Driving (SADD) in high school after a good friend was killed in a car accident by a drunk driver.

"Learning how to control the amount of alcohol one drinks is a more intelligent goal than saying 'don't drink'," said Kahrmann, a political science major from North Brunswick, N.J., and member of BACCHUS.

BACCHUS provides educational information on topics such as planning safe parties, recognizing drinking problems, drinking and driving, and ensuring the safety of intoxicated persons.

Last year, BACCHUS sponsored an alcohol awareness social in conjunction with Sigma Phi Epsilon, a campus fraternity, and a talk on Children of Alcoholics given by Laurence Sullivan, Marist assistant professor of Religious Studies. BACCHUS also sponsored a vignette on drinking and driving given by former New York Giants team member Tim Sherman.

HOWARD DRATCH

Dan Gregson, John Padovani, and Sue Budney.

Showing students that college and drinking do not necessarily go hand in hand is another goal for BACCHUS, said member Denise DeCicco, a communcation arts major from Floral Park, N.Y.

DeCicco has proposed using the funds raised by the organization's social events for a taxi service which would provide an alternative to driving for students who had been drinking.

BACCHUS, founded in 1976 at the University of Florida, is now based at the University of Colorado and has 315 chapters at colleges and universities in 48 states.

"I think it is important to give alternatives on campus," said Sue Budney, a computer information systems major from Cold Spring, N.Y. "You don't need drinking to have fun. BACCHUS provides alternatives." ▮

–ROBIN MARTINI

HOWARD DRATCH

John McGinty (right), director of the Marist Library, works with a student doing research with the help of a computer. The library is currently being computerized with the IBM/DOBIS system so that its card catalogue, hundreds of periodicals, and even entire books, will be stored in computer files and retrieved via computer terminals throughout campus and off campus.

Getting power to the people

The college spreads its new technology throughout campus

MARIST and the IBM Corporation have worked over the past year to connect the campus to the college's new mainframe computer to offer students, faculty, and staff opportunities to use the advanced technology in their teaching, learning, and administrative functions.

The Marist/IBM Joint Study, a $10 million, five-year project aimed at developing ways to make advanced computer technology easier for consumers to use, was initiated in the summer of 1988. It provided Marist with an IBM 3090 series mainframe computer, one much more common in large corporations than at small colleges.

Connecting, or "networking," offices, student residences, and other campus facilities to the computer, has been a priority over the past year as Marist and IBM staff have connected a major portion of the campus to the mainframe computer in the Computer Center in Donnelly Hall. Using fiber-optic cable, a backbone connection has been installed between the Computer Center and the Lowell Thomas Communications Center and between the Computer Center and Champagnat Hall, Marist's largest residence hall. Design work has been completed and contracts signed to extend that backbone from Donnelly to additional residence halls, classrooms, administrative buildings, and the college library.

Translating those connections into computer access for Marist students and staff, the joint study has provided all faculty offices in the Lowell Thomas Communications Center with new personal computers linked to the mainframe. The new connections also allowed for existing computers in the Lowell Thomas computer lab to operate more efficiently and at greater speed. A new desktop publishing system for students has been established, and new personal computers installed in the Advanced Computer/Graphics Laboratory.

Marist is one of the few liberal arts colleges to have mainframe accessibility so conveniently located for students.

An outstanding feature of the networking project has been the installation of 17 computer terminals in the study lounges of Champagnat Hall, making Marist one of the few liberal arts colleges to have mainframe accessibility so conveniently located for students.

"Our students will have access to databases and eventually material from our library right from their dorms. They will be able to do their research, writing, and editing much more efficiently and quickly," said Marist Executive Vice President Mark Sullivan.

The Marist Library also has been a focus of the joint study. DOBIS, a computerized library cataloging system, has been installed at Marist, and an initial version of what is called the DOBIS Library On-Line Public Access Catalog is running with approximately 10,000 book titles and 3,000 periodical titles, a representative sample of the library's holdings. The automated system currently is being evaluated by a human factors committee of Marist and IBM staff to learn how easily students and faculty can use it. The system is expected to be available for general use in early spring.

College personnel have been intensively involved in transferring Marist's administrative functions to a new software application system, one that will allow for greater efficiency in student services and day-to-day operations.

"A great deal of credit has to be given both to the Computer Center staff, who have put in an extraordinary amount of effort on this and all aspects of the joint study, and to a number of administrative staff members, who have worked untold hours on this project over and above their already full schedules," Sullivan said.

Progress also has been made in the human factors area of the joint study. This research end of the study will explore the ways in which people interact (or don't) with the machinery. Human factors include such things as the design of the computers, the ease with which they can be used, their accessibility, how comfortable the users are with technology, and the entire work environment.

Several benchmark studies were conducted over the year to determine how tasks are currently being done, to what extent computers are being used, and what kinds of support and service students, faculty, and staff perceive as being needed for computer usage. A human factors curriculum committee, headed by Royce White, Marist psychology professor, also has been working on ways to incorporate human factors materials into courses. A human factors psychology course is being offered this spring semester, and there is interest in developing a course in computer/human interaction.

Plans for the coming year include completing the fiber optic backbone and internal cabling of the library, Donnelly Hall, Fontaine, a faculty office building; and the new Dyson Center (construction to be completed in August 1990). Faculty and students in those buildings will then be provided personal computers linked to the mainframe. Efforts will continue on the library DOBIS system, with the On-Line Public Access Catalog available for use in spring, and circulation, acquisition, and periodicals information on line in summer 1990. ▮

"Challenging, confusing, and intimidating."

Faculty learn to use computers

WHILE STUDENTS were vacationing or working over the summer, 27 "students" were studying one of the newest courses at Marist. The "students" were faculty members, and the subject was not English, history, or math, but computer literacy.

Marist Vice President for Academic Affairs Marc vanderHeyden, and Chairman of the Division of Computer Science and Mathematics Onkar Sharma, jointly sponsored the course to teach the basics of operating a computer to faculty members. Starting last semester, computer literacy became a requirement for nearly every Marist student.

"The response of the faculty to the program has been wonderful, and I have been very impressed with their enthusiasm and hard work," said Sharma. The classes met for10 days for 4 hours a day.

During one of the summer classes, vanderHeyden, who was one of the "students," said, "If we ask it (computer literacy) from the students, then for it to succeed, faculty must also participate." He added that computer literacy is an obvious prerequisite for the faculty to be able to take full advantage of the Marist/IBM Joint Study, a $10 million project initiated in the summer of 1988.

Faculty members from many departments took part in the program, including those from fashion design, criminal justice, psychology, communications, and business.

Mary Louise Bopp, assistant professor of communications, said she will use her new-found knowledge in a copywriting class she is teaching this semester. "I'm having a lot of fun," she said during the class. "Everybody is upbeat, and this class has a wide spectrum of learners."

Mike Corbett, the computer instructor for the faculty summer session, found the faculty learning from each other, learning about what the computer is, and about specific applications, such as word processing programs, data base tools, information processing programs, and spread sheet programs.

"It really shows commitment," Corbett said. "They are professionals in their fields, and to take 40 hours out for this says a lot about their interest."

At first, there was a wide range of reactions from the faculty, Corbett said during a break in one of the classes. "For some, it is the first time that they are even close to a computer, and there is initial shock, fear, and discomfort," he said. "It's a natural learning process."

"It's challenging, confusing, and intimidating," said Robert Norman, associate professor of communications. "I'm an old reporter with a pad and pencil." Norman, who is also Marist's communication arts internship coordinator, will be using the computer to replace the paperwork he maintains for the internships, and also for personal use. ▮

—LAURIE LEAVY

HOWARD DRATCH

Marc vanderHeyden, vice president for academic affairs, gets some help while learning to use a personal computer.

HOWARD DRATCH

John MacDonald, Jr., professor of computer science, receives a new personal computer as part of the Marist/IBM Joint Study.

Marist selected for teaching awards

MARIST HAS BEEN selected to participate in the Sears-Roebuck Foundation's 1989/90 Teaching Excellence and Campus Leadership Award Program.

The awards to the nation's leading private liberal arts colleges and universities will recognize top educators on each campus for their resourcefulness and leadership. Each faculty member selected will receive $1,000, and the institution will receive a grant ranging from $500 to $1,500 based on student enrollment. Marist College will receive the full institutional grant of $1,500. The institutional grants can be used to encourage campus leadership, faculty enrichment, and improved teaching."With this new program," said Paula A. Banks, president of the Sears-Roebuck Foundation, "we are supporting the importance of teacher competence as a critical element in strengthening undergraduate teaching and learning."

Each year one distinguished faculty member will be selected for the award at each institution. The faculty member will be selected by independent committees on each campus. The Marist College committee is made up of the chairmen of the college's divisions, including Jeptha H. Lanning, division of arts and letters; Onkar Sharma, division of computer science and mathematics; Richard Atkins, division of humanities; John Kelly, division of management studies; George Hooper, division of science, and William Eidle, division of social and behavioral sciences.

Over the past 25 years, the Sears-Roebuck Foundation has provided more than $30 million in annual unrestricted grants to private higher education. ▮

Show and tell:

Chess instructions now on video

IF YOU'VE EVER WANTED to learn to play chess but were afraid to ask, two videotapes produced by Marist communication arts instructor Douglas Cole, along with several communication arts students, can show you how.

Play Chess and *Play Chess II* are official guides to playing chess, sponsored by the United States Chess Federation (USCF), a nonprofit organization. Production and editing of the tapes were done exclusively at the Lowell Thomas Communications Center's television studios.

Project coordinator Al Lawrence, of the USCF, found many instructional tapes for advanced players, but no good beginner tapes, said Cole, who was a writer, editor and producer of the programs. "I went into the project with the ideal background because I knew enough about chess to know what I was talking about, but not as an expert," Cole said. "I put myself in the mind of the beginner."

Crews for both productions included Marist students Joseph Podesta, Jr., Holly Krayem, Anne Marie Gaynor, Robert Fennell, Paula Heroux, Katherine Vetter, and Dominique Willems. Also involved was technical assistant Vincent Fairbrother of the Marist Media Center. Music for the tape was composed and performed by Scott E. Cole, son of professor Cole.

The first tape, which shows chess rules, regulations and tactics, was well received and translated into German, Italian, French, Spanish, and, recently, Japanese.

Due to the first tape's popularity, *Play Chess II*, which features international chess master Vince McCambridge, was produced in the spring semester with the same core crew. At the end of August it was ready for distribution. The second tape shows basic strategies and tactics with a game recreated in the studio, and an actual tournament filmed in Somerset, N.J.

JOAN BARKER

Douglas Cole, visiting instructor of communications.

The tapes are available through the United States Chess Federation, catalogs, Chess Life Magazine, and are included in computer/electronic chess games at many toy stores. ▮ —LAURIE LEAVY

HOWARD DRATCH

Desmond Murray (left), assistant director of HEOP at Marist, with students Peter Jones and Ann-Marie Weathers, who served as peer-counselors for the new students during HEOP's summer session.

HEOP celebrates 20th year

CYNTHIA MCCOLLIE-LEWIS, director of the Higher Education Opportunity Program (HEOP) at Marist, has one point to make above all others about her program: "Our students range the spectrum of ability just like the general college population." She quickly adds a second point: "Students in the HEOP program statewide have a success rate comparable to the national average. And you're talking about a population of students many people have said don't even belong in college."

HEOP was established in 1969 by New York State with a mission to increase access to higher education for educationally and financially disadvantaged students. This year HEOP celebrates its 20th year and Marist celebrates 20 years of participation as one of the first schools to become involved in the program. Currently Marist has 60 students enrolled through HEOP.

"Our students would not be eligible for regular admission using the usual academic standards. They also have to meet financial need requirements," McCollie-Lewis explained. "But once they're here, they get the academic and personal support services they need to help them make it through and graduate," she said. HEOP students are not, however, in separate or special classes. They are part of the regular courses offered by the college.

"By and large, our students need information and services. They often have not had the kind of guidance in high school to find out about assistance programs. They also need to learn to believe in themselves. Many of these students are not just first generation college students but are one of only a few in their whole community to go to college," she said.

Essential parts of the program are tutoring and counseling services that are provided not only by HEOP staff but by a number of other offices on campus. In their freshman year, students enrolled through HEOP must see their staff counselor weekly. "We have a lot of contact with the students. We get to know them very well," she said. "I've tried to extend our office through the services of other parts of the campus, the mentors in the residence halls, for example."

HEOP doesn't want to be too much of a good thing, however. "We try not to be an office where students come to us for everything," she said. And HEOP doesn't allow excuses for not meeting academic responsibilities.

"We tell our students: 'You can do it; you're expected to do it; and if you don't do it, you're out like anyone else.' If they don't do the work, they don't get the support from HEOP, and I think other offices at the college have respect for us because of that."

"We tell them 'Yes, you came in as a weaker student but we believe you can do it, can graduate from college. And that's the only reason you're here,'" McCollie-Lewis added. ▮

During 1989, Marist College celebrated the bicentennial of the birth of Father Marcellin Champagnat, founder of the Marist Brothers. In a conference organized by Marist's Division of Humanities Chairman Richard Atkins, regional scholars convened at the Eleanor Roosevelt Center at Val-Kill in Hyde Park to discuss a number of issues in private higher education. One session was titled with the question: "What are the most effective ways for higher education, but especially private higher education, to restore to our students a consciousness of values, social responsibility, and public morality?"

Marist Brother Cyprian Rowe, '57, assistant professor of social work at the University of Maryland at Baltimore, and research associate and faculty member at Johns Hopkins, responded with a presentation entitled, "Values and the Mandate of Private Higher Education." Following is an excerpt of his presentation.

HOWARD DRATCH

Marist Brother Cyprian Rowe, '57

Marcellin Champagnat and the Marist tradition

THE ANANSE TALE is one of the characteristic folk arts of West Africa. Sharing one here will situate us, I hope, in the territory I would like to explore, briefly, today.

Nyame, the great high God, said to the people on earth that if they could get themselves up into heaven, they could possess all that God possessed. Ananse took up the challenge immediately and began running all over gathering building materials. At first, it seemed easy. Caught up in the promise of the prize, he ran back and forth between the ground and the ever-higher levels of the tower, so energized that it never occurred to him that he would run out of materials. However, as he got closer the task got harder and the materials scarcer. Two bodies' length from heaven, he became exhausted. He couldn't cast about any longer looking for materials. Despite the warnings of those who stood and watched and began to wonder, Ananse decided that he would try to pull some of the materials away from the lower levels, take them to the highest, and give himself enough height to catch on to the rim of heaven for just one second. That would be enough. He would be in. But predictably, his structure collapsed. There are no short cuts to beatitude.

We all build towers. Depending on one's attitudes toward education in a private college, the tower might be called Ivory or Babel, but towers nonetheless. It is the structure upon which we believe that students can be raised up to some level of beatitude in the society in which they find themselves, prepared to take their places on societal assembly lines on which are put together the latest models of social structure, home, family, religion, art, and so forth, propelled by engines of geopolitics and economics, and shaped by the moral notions of meaning, significance, and priorities that we label values. Without ethics, towers of education collapse.

That we talk about values, indeed specific sorts of values, at this symposium is a given. We are dealing with a sainted man who was a child of the Revolution that made *liberte, egalite,* and *fraternite* its generative triad. Even though Alexander Bickel, the late Sterling Professor of Law at Yale University calls this Revolution "the first of the totalitarian movements to drench the Western world in blood," we believe that for those whose acts toward *liberte, egalite,* and *fraternite* are in a process of continuous formation tied to the radical equality of Judeo-Christian transformation are unlikely to go around slitting throats. I believe that Joseph Benedict Marcellin Champagnat was one of these.

On Thursday, January 2, 1817, Marcellin Champagnat brought history to heel. He believed that values could change lives. Evangelical blood is power and his has flowed through almost two centuries of men and movements which take as (their) ideal vision that real education brings transformation. For them, reading, writing, and arithmetic are tools for building the kind of new earth that Margaret Walker and Teilhard de Chardin wrote about. The private college that comes out of this tradition lives in the real world in the way that Marcellin lived in the real world. To live in a fantasy world in which all things are to fit into a tight theory of order or, conversely, that all is preordained to bear out conflict theory is really spiritual suicide for any institution. In the manner of Frantz Fanon, the private college enters into a dialectic with this world, intuiting as did Fanon that "each generation must...discover its mission, fulfill it, or betray it." The role of private education in a society is jealously to seize a freedom to make persons new despite academic fashions and political frenzy.

The private college bears the burden of these survival imperatives and it must carry this burden by providing every means possible for their students and graduates to challenge the world with those life values that come out of studies and reflections that are shaped by an awareness of the varieties of life.

I am suspicious of any term that addresses itself to a universality that does not exist. To use the term classic, as if it conjured up for everyone the same general canon of works, has to be rejected. For one people's classics are another people's cage until such time as the classics of all people are treated with the same level of respect. The same boys who stood in the chapel at Eton and were washed daily in the verbal waters of the Testament went on to Cambridge and Oxford and became the men who lifted up the thuggery of colonialism as Christian visitations.

It is within such attitudinal places that a private institution fulfills its function as nutrition in a society that all too often is overfed and undernourished by what (Dr. Kenneth) Clark calls "an amoral human intelligence in the service of...irrational, primitive, egocentric, animalistic impulses harnessed to his blind quest for power and status." The private college that resists this reality, by refusing to face a world that rejects a Euro-Americanism which maintains that it alone defines all things, is a private college that is in violation not only of an educational imperative but also an ethical one.

I believe that Marcellin Champagnat with his identification with the poor; his belief in the dignity of the human person; his desire to equip the poor with life skills and the Judeo-Christian values to make life rich, would feel completely energized by the challenges of the world today. He would disdain the myriad seductions of privilege today, just as he scorned the clerical affectations of his day. The man who adjured his Brothers "to take every possible care of the poorest, the most ignorant, and the dullest children; show them every kindness," would hardly put his hand on the Book of the SATs and declare: HERE I STAND. It is hard to imagine such a man defining the excellence of his schools by way of instruments of exclusion rather than a passion to make all things new in the Baptism of education, a Baptism of ethical values. ∎

Reaching Out

Marist opens its doors to the community

DURING THE WAR, the Marist Brothers at the fledgling college in Poughkeepsie, spent a good amount of their time farming, raising cows, pigs, and chickens. They had pasture lands, gardens, and vineyards. They donated much of the produce to the patients at St. Francis Hospital less than a mile from the college campus. President Franklin D. Roosevelt, who was born in nearby Hyde Park and maintained a residence there, offered his land for grazing pasture for the Brothers' steer. One day, the Brothers got a telephone call: The hundred steer had broken loose. Classes were canceled, and all able Brothers joined the New York State police, Presidential security guards, and the local police in the last roundup ever held on Route 9.

Since the early days of the college, those in the Marist community have been encouraged to combine study and reflection with helping others.

This moment of community interaction was not exactly what the Brothers had in mind, but it does paint a vivid picture of the college as an institution that has not isolated itself from its community, one that has worked to help meet the community's ever-changing needs. "From now on," President Bush said when presenting his "Points of Light Initiative" early in his Presidency, "any definition of a successful life must include serving others." For Marist, it has never been otherwise.

The Marist Brothers, the college's founders, is a religious order dedicated to community service, particularly education. But the college never limited itself to that. In years past, when St. Francis Hospital was short of blood, Marist faculty and students became a "living blood bank." Today, this tradition of service is an inspiration for the many ways in which Marist College students, faculty, staff, and alumni volunteer their time to help people in the community, and the ways in which the college opens its doors for people in the community to use its facilities, services, and resources.

The following 12 pages illustrate some of Marist's people involved in volunteer work in Poughkeepsie and elsewhere in the country, and some of the programs that bring the community to campus.

COMMUNITY SERVICE

Marist student Gin Kang with students from the Beacon Community Center, a United Way agency also funded by the Dutchess County Youth Bureau. The Beacon students visited the campus as a "Day at College" experience organized by Marist student Martin Comacho.

The Marist Community Service Program

Marist students volunteer to help others

By Karen Cicero

When Marist junior Martin Camacho spoke at a local church this fall, he didn't realize that he was giving an 8-year-old the gift of an education.

The day after Camacho, a volunteer for the Beacon Community Center, delivered that speech, he received a phone call from a Hispanic man who asked him to set up schooling for his daughter, who had just arrived in the United States. The man, in tears, told Camacho that he was afraid to contact school officials because he only spoke Spanish.

Camacho, who is bilingual, quickly remedied the situation. After a few phone calls, the young girl is now hitting the books and working on the ABCs of English.

For Camacho, a political science major, it has been a rewarding experience.

"I love to see the smiles after solving a problem. That's something community service is all about," he said.

Camacho's not the only one who believes that. Some 44 students are currently in placements tailored to their interests in Marist's Community Service Program, a project implemented in early 1988. Each semester, students earn a minimum $500 tuition credit for doing community service 10 hours a week or more.

But for many students, the money is just an extra bonus to the joy they feel when working with children, the elderly and the homeless at more than 20 local agencies.

"When I help someone, that's the best thing that can happen to me," said Camacho, a native of San Salvador, El Salvador, who came to the United States eight years ago. "You can't top that with any dollar."

Phil Koshkin, Marist's Community Service Program coordinator, said when volunteers were asked to fill out evaluations last year, only one person cited the tuition credit as an incentive.

Jason Lerner recently began working at Warring Academy, an elementary school in the inner city section of Poughkeepsie. Lerner, a business/marketing major, is now helping out in the school's new IBM computer lab.

But during one of his first days there when he was waiting for the lab to be finished, he tossed a football around with some of the students.

During those few hours, he scored more than a touchdown with these kids; he also captured their hearts.

"I couldn't believe that they attached to me so quickly," he said. "I enjoy working with them so much. They make me happy."

The feeling's mutual. School officials and agency executives said the students have greatly contributed to the organizations and to the lives of the children.

"Marist has given me the nicest young people," said Linda Mann, principal for Warring Academy's 380 students. "Little kids know genuineness; they know when the students care."

Apparently, junior Michele Mottola cares a lot.

The youngsters have become so attached to Mottola, an accounting major, they have jokingly asked for her hand in marriage.

But Mottola, who has been working with the Warring School's Writing to Read Program since February of 1988, said the attention she gets is not what makes her feel special. Rather, she said, it's the improvements she helps the students make in their reading and writing skills.

"Children need positive role models, and Marist students reinforce them," Mann said.

George, a 9-year-old special education student, wants to go to college because of the example set by Maryanne Leary.

Leary, a political science major, first met George last spring in the special ed classroom at Kreiger Elementary

COMMUNITY SERVICE

HOWARD DRATCH

Jason Lerner helps a youngster in a new IBM computer lab in Poughkeepsie's Warring Academy.

School. During one of their sessions, when the two of them would practice how to say the word "the," Leary told George all about college.

Leary said George works harder now, and the incentive of college — even though it's 10 years away — is nudging him along.

One day, George's teacher asked him to show Leary his math test. "I'm going to college someday," he said, pointing to the word "excellent" that the teacher had marked on top of the paper. And Leary said she has no doubt that he'll make it.

But how much further will the Marist Community Service Program go?

Last May, when a two-year, nonrenewable grant from the U.S. Department of Education was about to run out, Marist was forced to make a decision. The college could either cancel the program or allocate the money from its own budget to keep it alive. After a successful appeal made by college officials, the program received a $10,000 grant from the Gannett Foundation, and, recently, a $10,000 grant from the Hearst Foundation. The college's board of trustees voted to allocate the additional $56,000 needed for the program.

Marist's decision seems to reflect the times. Recently, Massachusetts Senator Edward Kennedy and other national and state legislators have proposed legislation linking college financial aid to community service. Kennedy said the federal government should spend $500 million over the next five years on a national community service program. The program, he said, would enable college students to broaden their horizons as well as fulfill a need for community volunteers.

"In the program, students are seeing more than they ever saw before," Koshkin said. "Their perceptions are deeper."

For sophomore Ann Salasny, her placement at the Dutchess Interfaith Council meant gaining some insight into the ways and needs of the elderly.

Salasny, an accounting major in her second semester with the service program, spends her volunteer time speaking with four elderly women, ranging in age from 78 to 94. She says they never cease to amaze her.

In her year-end evaluation of the program, Salasny wrote the following after her first semester with the Community Service Program:

"When I started with the program, I didn't have an appreciation for the elderly. But now I've come to highly admire them. They have so much to offer people — especially youths. But most of that time is wasted because nobody wants to take the time talking to them. I've taken the time and I've grown to love them. I'll miss my ladies." ▮

–Karen Cicero, '91, is this year's managing editor of Marist's student weekly newspaper, The Circle.

TKE contributes to Special Olympics

HOWARD DRATCH

More than 70 Marist students volunteered during the fall's New York State Special Olympics competition in Saugerties, N.Y. Members from the Marist fraternity Tau Kappa Epsilon (TKE), who organized Marist's activities at the Special Olympics as well as several other community service and fund raising projects throughout the year, made up about half of the volunteer students. Some 500 athletes, age eight and over, from throughout New York State competed in the games. "We would be nothing today without the volunteers from Marist," said Bernie Carle, host site director of the Special Olympics. Pictured here are several Marist students enjoying some time out with a few of the participating athletes. ▮

HOWARD DRATCH

Johnson Kuo

Memorial Service for Chinese

AFTER THE Chinese government shot down hundreds of pro-democracy demonstrators in Beijing last June, many of the Chinese community in the United States went into mourning. Marist opened its doors for a memorial service organized by the Mid-Hudson Chinese-American Ad Hoc Committee in Support of the Chinese Democratic Movement.

Some 300 Chinese immigrants from the People's Republic of China and Taiwan, and many American-born Chinese, filled the college's Campus Theatre to try to understand the brutal killings, and to express their optimism that the lives of the victims were not lost in vain.

Johnson Kuo, committee chairman, spoke at the memorial service in both English and Mandarin Chinese. The committee held an auction of Chinese art which raised more than $5,000 to aid the democracy movement through the purchase of fax machines. Fax machines were used extensively during, and shortly after, the demonstrations to send press clips from Western sources because of the sanitized version of Chinese news reporting on the movement. ▮

COMMUNITY SERVICE

HOWARD DRATCH

D.A.R.E. video crew (from left) Anne Gaynor, Holly Krayem, Kathy Vetter, Jennifer Becker, and Madeline McEneney.

Students produce video for D.A.R.E.

FATHER TERRY ATTRIDGE of the Archdiocese of New York was looking for a video program that would bring attention to drug abuse and what his drug rehabilitation program, D.A.R.E. (Drug, Alcohol, Rehabilitation, Education) does to combat the problem.

Thanks to a group of Marist students, Father Attridge got just what he wanted.

Attridge called Douglas Cole, visiting instructor of communication arts last year, and asked for his help in creating the video. Cole suggested that the program be turned over to advanced communication students.

Then Marist senior Holly Krayem was appointed to serve as producer/director for the creation of the video. Four other students assisted her in the semester-long project.

Video production is nothing new for Krayem. After graduating from Ulster Community College in December of 1985, she worked for WTZA-TV in Kingston, N.Y. She was on a leave of absence from Major League Baseball Productions while she worked toward graduation from Marist last spring.

The five-woman team of Krayem and Anne Gaynor, senior Kathy Vetter and juniors Jennifer Becker and Madeline McEneney handled the actual production and the research, writing, interviewing, and on-location shooting.

The end result was an hour-long video illustrating the primary aim of D.A.R.E., which is to help combat the problem of substance abuse through preventive education projects.

The program includes a dozen educational projects in and around New York City, even as far as the suburbs of Westchester, Orange, and Ulster Counties.

Krayem and her crew traveled throughout New York, interviewing police officials, D.A.R.E. volunteers, and recovering addicts, making 40 hours of video that had to be logged and edited. Using equipment from the Lowell Thomas Communications Center, Krayem and crew shot video in Manhattan's Alphabet City (a low-income housing area), Brooklyn, Dobbs Ferry, and Long Island. Krayem's connections at WTZA-TV also helped her in obtaining news footage of actual drug busts.

The crew agreed that working on the project was an eye-opening experience about the drug problem in America.

"All of the shoots really affected us because the interviews were so intense, but I think being in Alphabet City affected me the most," said Krayem. "Even though you know there is poverty and a drug problem, it really doesn't hit you until you are forced to walk through it."

The complete video has been distributed to D.A.R.E. members and will be used as an educational tool, an orientation film for new D.A.R.E. volunteers, and as a community outreach program. It has been used at a video teleconference and is planned to be aired on cable. A copy of the tape has been sent to CBS, and, according to Attridge, a producer of *60 Minutes* "thought it was excellent."

"I have no doubt that cable outlets will pick it up," said Cole. Though Cole oversaw the making of this video as project coordinator, he said that the video was really Krayem's project. "You get a project presented to you, and you get excited," said Krayem, who currently works at Phoenix Communications in New York City. "It's hard work, so you burn out. But eventually you get excited all over again." ▮ –KATHY PAPPAS

Singing for freedom

ONE DAY when Bob Higgins, a Marist College senior, was 12 years old, he was emptying the dishwasher in his Long Island home and discovered the magical sound of silverware clanging against an aluminum lasagna pan.

Soon, the sixth-grader moved on to more sophisticated tools — a butter cookie tin and chopsticks.

But that didn't last long. To continue encouraging her son's musical interests (Higgins played the piano) and perhaps to regain her kitchen, Higgins' mother bought him a $125 drum set for Christmas.

Today, Higgins, a communication arts and psychology major, still empties the dishwasher, but his talent has moved beyond the family's pots and pans.

When he and three friends — two who are 1987 Marist graduates —formed the band Second Look three years ago, they never expected it to last. But through a chain of musical events — with some good times and bad — they're beating the odds and helping people in the process.

Second Look's chosen path has involved them with Amnesty International, a 28-year-old organization dedicated to the protection of human rights worldwide.

With Higgins at the drums, Second Look has released "Breaking Away," a four-minute soft rock tune that speaks to Amnesty's commitment to everyone who has their freedom restricted, especially prisoners of war.

HOWARD DRATCH

Bob Higgins

Some 700 of the 1,000 copies produced last January were sold, Higgins said, with all proceeds going to Amnesty.

The Ocean County, N. J. branch of Amnesty International covered the record's production costs, but the band contributed the $2,000 needed for the recording.

"We actually lost money on this," said Higgins, also an editorial cartoonist for the Marist College student newspaper, *The Circle*.

Second Look formed in fall 1986 when Higgins, then a freshman, met John Macom and Matt Browne while rehearsing *Godspell* in the Marist College Theater.

"It's hard to find time to study," said Higgins.

Still, the group manages well. Macom is working on material with an anti-drug theme to submit to singer LaToya Jackson. ▮

–KAREN CICERO

COMMUNITY SERVICE

HOWARD DRATCH

Bob Lynch and his groupies.

Bob Lynch: The kid who went away to camp, and never really came back

By Larry Hughes

Bob Lynch went away to summer camp 18 years ago and part of him never left.

Lynch, 36, is director of the Little People's Summer Workshop that is held each summer at Marist College. The program has been a fixture since its 1971 inception.

The Long Island native was a Marist freshman when he first worked in the summer program as a counselor. Lynch has remained actively involved because children and education are important elements in his life.

The summer workshop stresses imagination and creativity in the fields of theater, arts and crafts, athletics, reading, dancing and singing. Kids meet at a variety of indoor and outdoor facilities on the Marist campus. Hot lunch and snacks are served daily.

It's painted faces, playing pretend, little hands creating make-believe reality, and laughter — lots of laughter.

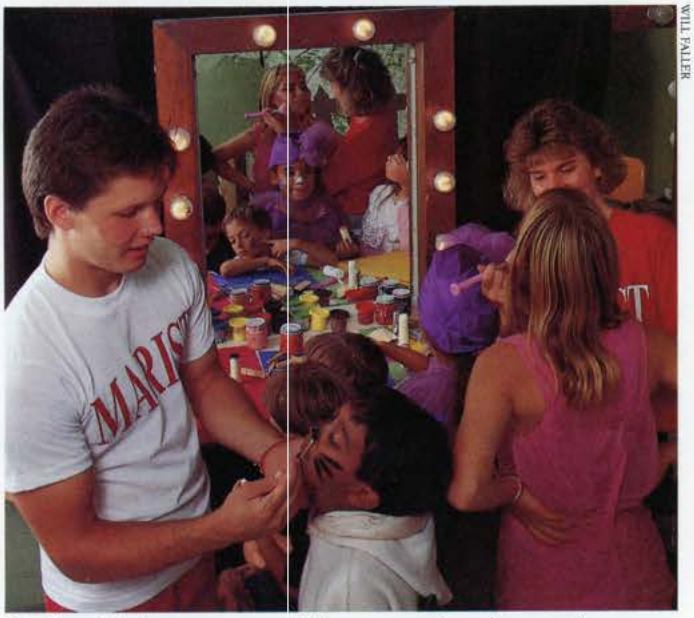
Lynch looked all the wearier the first day of the last of this year's four two-week sessions. As we sat in a quiet alcove off the main path to the college Campus Center, a few fast-moving herds of small people swept past us en route from one activity to another.

"Hi, Bob!" several little voices called out.

You can read the descriptive brochures and peruse the state of New York mandates governing the operation of summer camps to find out how one operates. But to my mind the way to determine successful operation is to look for happy little faces.

And it's a good sign when kids involved in a program yell "Hi!" to the adult in charge.

Lynch heads a staff of paid graduate and undergraduate college students who work as counselors for groups of nine to 18 youngsters. Group sizes are determined by age and activity. The senior counselors are joined by junior counselors, ages 16 to 17, who are recommended by local high schools. They are assisted by junior counselors-in-training (JITs). These 14 and 15-year-olds are recommended by local school districts.



WILL FALER

Youths with the summer workshop are made up for a performance.

About 300 boys and girls between the ages of four and 12 have participated as day campers this year. Some kids spent two weeks while others attended all four two-week sessions, at a basic rate of $215 per two-week session. Lynch, who lives in Poughkeepsie, is a 1975 Marist graduate with a degree in science.

A variety of other summer programs keeps the campus busy during the summer months. Lynch says the college is happy if the Little People's Summer Workshop breaks even financially.

Following graduation, Lynch taught for eight years at St. Mary's School. He is now assistant director of Marist's College Activities office.

"We were more socially-minded at that time," he says of the early 1970s, when he began working with kids. "It was just nice to do things for kids."

Lynch experienced the joy of working with children at the summer workshop. And he experienced the opposite working with troubled youths across the river in West Park at the Mother Cabrini Home.

In the process, he gained a new appreciation for the way he had been brought up, and he came to realize how one person having a positive impact on the life of a child can help develop a productive adult.

Between 60 and 70 kids now participate in each two-week summer workshop session. Lynch says he prefers a ratio of one college counselor to six kids, depending on the activity. The state mandates standards, including staffing ratios, for all such camps.

Families expressing interest in the summer workshop are mailed one brochure describing the program and another, "Children's Camps in New York State," issued by the state and covering such areas as staff credentials, health, and safety.

There are 12 senior coun-

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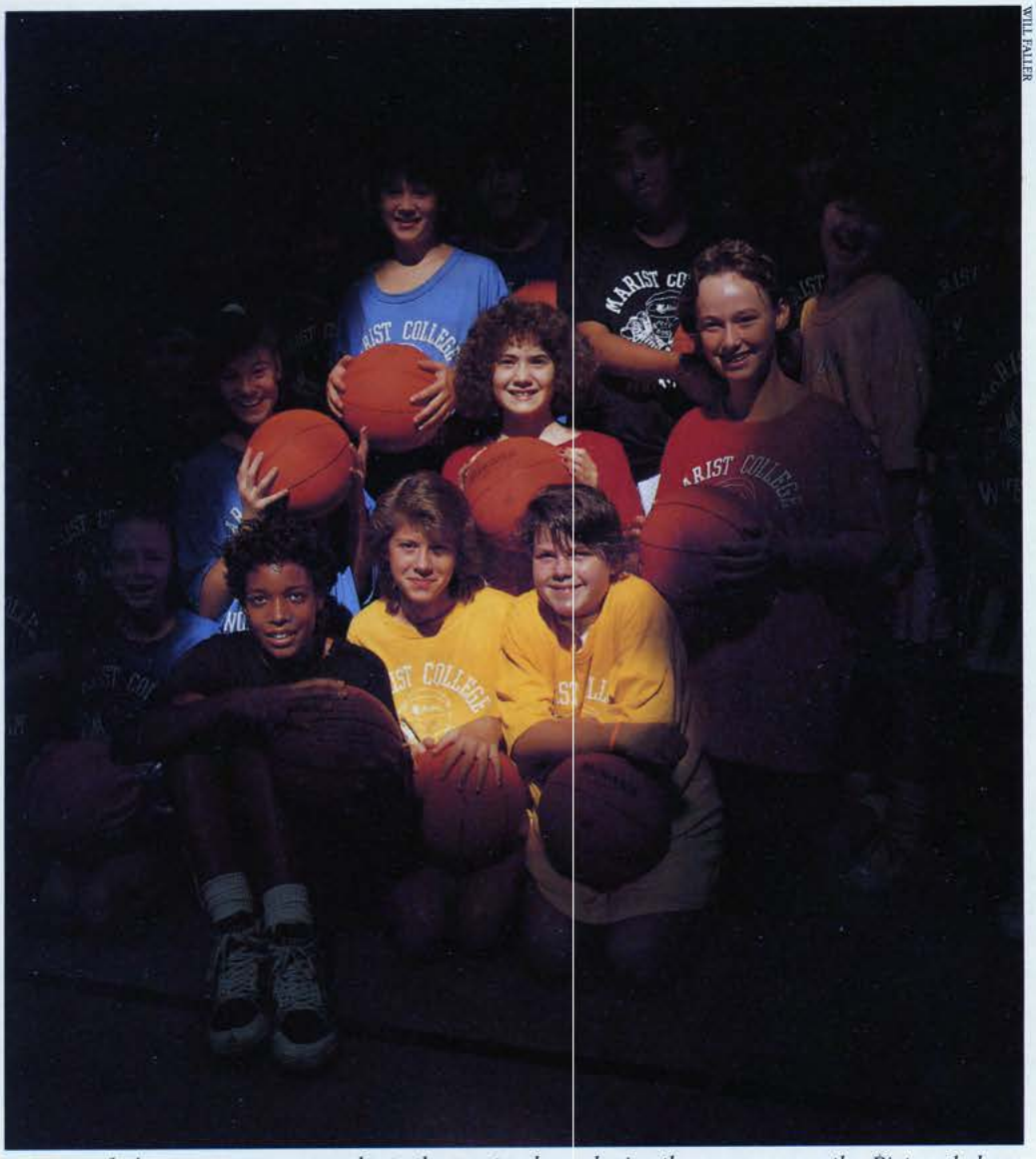


WILL FALER

A variety of other summer programs keeps the campus busy during the summer months. Pictured above is a group from the Ken Babineau/Marist College basketball camp for young women.

selors from Marist and such other colleges as Syracuse and the University of Pennsylvania. Working with Lynch, they are allowed to develop their own programs in such areas as arts and crafts. Before the first workshop, Lynch and his staff spend a week in training.

"We go over health and safety and give the counselors a direction," he says.

This is often career preparation as well as a summer job for the counselors, which is why they are allowed some programming freedom. Many are working toward careers in education. One counselor is interested in family law.

"We want well-rounded individuals who are patient and willing to work with kids; people who are very approachable and who want the kids to feel confident and comfortable around them," he said.

It's painted faces, playing pretend, little hands creating make-believe reality, and laughter—lots of laughter.

Each group of campers is diversified, representing different economic groups, Lynch said.

"Some of the kids are from typical families and, others, from not so typical families," he says. "We have some special kids who are in need of a structured summer program. They are recommended to us by foster parents and social services. We also encounter parents experiencing marital trouble whose kids are in need of a quality program."

The workshop is a lot of things, but it is not school.

"It's different than what they experience at school," says Lynch. "Our days are structured, but we give them a dose of all the programs we offer: reading, singing, athletics, etc. We have group dancing once a week on stage with flashing lights and music like a real disco. It's quite interesting. You see the latest dance steps and some that have never been seen before and may never be seen again. I would prefer the Beach Boys but they bring in their own tapes."

In daily theater workshops the kids engage in improvisation, theater games, and actual acting craft in a theater production. Each child has the opportunity to participate fully in the preparation and performance of a play to which their parents are invited. Arts and crafts are on display at that time.

"That's a time for esteem building, when the parents see their work and watch their play and compliment their children for doing a good job," says Lynch.

Childhood is a wonderful time.

And it's the only time you get away with painting your face funny and yelling "Hi!" to the guy in charge. ▮

–REPRINTED FROM THE *POUGHKEEPSIE JOURNAL*

The critics rave...

★★★★★

"I liked lunch, reading and swimming the best, and it's only my first week here!"
— Larissa Pitcher, 13

"I liked swimming, arts and crafts and the counselors because they are nice and caring."
— Shanthi Moturu, 10

"Bob (Lynch) is nice, and most of all he's funny!"
— Katina Marino, 6

"Bob is a nice guy-he does mostly everything...We can play any game and eat any food...I like this day camp best of all the others I went to...There's nothing to do but play games at the other places. We have plays, arts and crafts, snacks and lunch, swimming, theater, athletics and music."
— Tara Englehardt, 8

COMMUNITY SERVICE

Photo Essay

A Day at the Little People's Workshop

PHOTOGRAPHY BY WILL FALLER

WILL FALLER lives and works as a photographer in the Hudson Valley. He took these photographs during two days last summer that he spent with Marist's Little People's Workshop (see story on page 14).

Former editor of *Photograph Magazine*, a critical journal on creative photography, Faller has curated photographic exhibitions, taught workshops, and lectured extensively on the history and aesthetics of photography. He is an adjunct professor at The School of Visual Arts in New York City.

Exhibitions of his work have been seen at P.S. No. 1 and Twenty/Twenty in New York City, Massachusetts Institute of Technology in Cambridge, and locally at the Kingston Public Library and The Center for Photography in Woodstock. Faller's photographs are in numerous public and private collections. In 1989, he was awarded a Photographer's Fund Fellowship Grant from the New York State Council on the Arts.

Recent publications include the books *Dude Ranches of the American West* (Viking Penguin) and *West Coast Bed & Breakfast Guide* (Simon & Schuster). His photographs have been published in *Life*, *Newsweek*, *Money*, and *Glamour*. ▮

COMMUNITY SERVICE

COMMUNITY SERVICE

Working for Habitat for Humanity. Front Row: Mary Kay Tuohy, Alicia Walker, Cathy Casey, and Aimee Bryndle Second Row: Marianne Policastro, Deirdre Phayer Sue Budney, and the new home owner Back Row: Ginny Kenny and Sister Eileen Halloran.

To teach and to learn, not to judge

A student volunteer writes about her experiences working with migrant farmers in Georgia

By Deirdre Phayer

For the past five years, a group of Marist students of all ages and majors has spent two weeks of their summer vacation working with migrant farmers and their children in Americus, Ga. Working with the Diocese of Savannah and a local church in Georgia, St. Mary's Parish, Marist's Director of Campus Ministry, Sister Eileen Halloran, brings Marist students to work with the children in the migrant camp and on projects for Habitat for Humanity. Last summer eight students made the trip, two of them for their fourth time. Among them was Deirdre Phayer, an English major, who wrote the following account for Marist Magazine.

We were welcomed into the migrant camp in Americus, Ga. by children with big smiles and twinkling eyes. It had been a long bus ride for us, and we were as happy to see them as they were to see us.

We had gone as part of a two-week volunteer mission sponsored annually by the Campus Ministry program at Marist College. There were eight students in all who participated in the program during the summer

The day after we arrived we started work. We had several goals there. The first was to introduce basic Christian concepts to the migrant children. During our time there, we discussed the ideas of Jesus as a friend, of trust in God, and of the uniqueness of each individual.

Our second goal was to strengthen the children's mathematical and cognitive skills. The children in this migrant camp do not have much time for school. Some children are required to spend their days working in the fields to help their families earn money They often miss many days of classes. In some cases, they are not in one place long enough to register in the local schools. Due to the generous donation of materials from local schools, however we had plenty of books for the many different ages of the youngsters we worked with at the camp.

During lunch we all ate together This was a very special time of day for the children; our sharing of food and socializing together helped them understand the ideas of unity and equality which we always hoped to pass on to them before we left.

Before we arrived, we were aware that migrant parents are often too proud to accept assistance from outsiders. However because the children were the center of our concern, we faced little resistance from the parents. They saw how much we cared for them, and they accepted our help. They were extremely grateful for the time and energy we devoted to their children because they themselves must spend most of their days working.

Parents and children as young as 10 years old pick peaches, squash, peppers, and cucumbers. For their hard work and long hours in the sun, they receive a mere 35 cents for each basket they fill. Sometimes there was no picking available. For these migrants, low wages and poor living conditions are daily problems. They have little means of fighting for better conditions; the farmer owners can always find another migrant picker to replace one who doesn't like the work and leaves.

Despite all their hardships, we found that the people worked as a community looking out for themselves as well for the others who live in the camp. When clothes were distributed, mothers in the camp picked out clothes not only for themselves, but for the women who were at work in the fields. They are not greedy people. They take what they need and give the rest to a neighbor Our often self-indulgent culture could learn a lot from their compassion.

Each afternoon we also gave lessons in arts and crafts.

Deirdre Phayer and Christina.

This enabled the innovative ideas of each child to come alive. The children made baskets, boxes, and picture frames. This gave them an opportunity to create something that they could be proud of Often, these crafts were saved and given as presents.

We finished each day trying to foster an atmosphere in which the children could practice cooperation and further develop coordination skills. And, of course, to have fun. We all played jump rope and kick ball, we tossed a Frisbee back and forth, and blew bubbles.

In addition to our work with the migrant workers in the camps, we spent several nights working in the local community at St. Martin's Preschool and at Habitat for Humanity a housing organization headed by former President Jimmy Carter We put up Sheetrock walls and laid tile on floors. In addition, we worked at a local food pantry and did various tasks for the Sisters of St. Mary's Church.

We also took some time out to enjoy the local heritage. One day we went to the small town of Plains, home of Jimmy Carter On another day we visited Andersonville, where there is a prisoner of war camp from the Civil War

During the time we were there it was imperative for us to assimilate the migrant culture; we were not there to impose our social and moral ideas and values on the migrant families. This was not always easy for us. Their customs of marriage and education, for example, differ from ours. They do not hold the same value of education as we do, and it is their custom to marry very young. Sometimes we had an urge to tell them what we thought was best for them, but we didn't. Our purpose was to teach and to learn, not to judge.

For some of us, the experience opened a window of cultural awareness and made us see the importance of learning about, and acting on, the needs of others. For others, it strengthened an awareness that there is more to life than material success. Morning prayer and evening reflections renewed our faith. For all of us, it was part of a journey that enabled us to take part in a community that encouraged kindness and concern for our fellow man. ▮

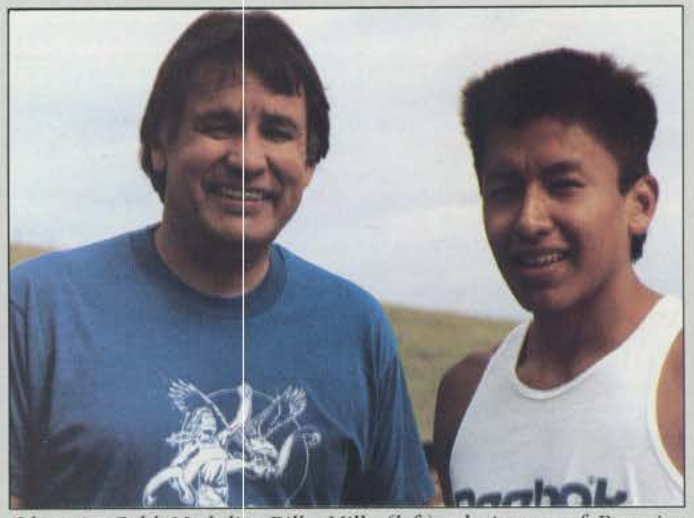
COMMUNITY SERVICE

A harsh land reveals human strength and beauty

A Marist Brother writes about his time with Lakota Sioux in South Dakota

By Brother Rene D. Roy, F.M.S.

In 1973, the Marist Brothers began working on the Pine Ridge Indian Reservation in Oglala, S.D. It is one of the poorest regions in the country and faces many poverty-related problems, such as alcoholism and family violence. Brother Rene D. Roy, F.M.S., is a 1964 graduate of Marist College and has been a Marist Brother for 29 years. He began working on the Pine Ridge Reservation in 1976 and continues to work with the people there today as the acting pastor of Our Lady of the Sioux Church. He has offered the following on the "strength and beauty" of the Lakota Sioux, who have given him the name Wanbli Waśte, which means Good Eagle.



Olympic Gold Medalist Billy Mills (left), chairman of Running Strong for American Indian Youth, offers encouragement to Reuben Picotte, a member of Brother Rene Roy's parish.

It's funny how a piece of paper can change your life. One day in 1973, in Wheeling, W.Va., I saw a brochure about Red Cloud Indian School on the Pine Ridge Reservation in South Dakota. After reading about the poverty and feeling a deep sense of devoting a part of my life to rectify and expiate the sins of our forefathers, who took the land from our Native Americans — as well as those of our present government, which is doing its best to slowly wipe out today's Native Americans and their culture — I decided I would someday join Brother Eric Anderberg and Brother Julian Roy, who had that year begun to work on the reservation.

My first impression of the reservation came the Wednesday night before Thanksgiving in 1976 when I flew to South Dakota to look at life there before making the actual move. I remember driving endlessly through the dark, amazed at how the Brothers who had come to pick me up at the airport knew where to turn right or left in the middle of nowhere, and my asking such outlandish questions as, "Do they still live in tepees?"

During a midnight discussion after our arrival at the Brothers' trailer (I soon found out that's what most people lived in), I felt that I was left with little choice: either I joined the Brothers currently in the community, which now consisted of Brother Eric, Brother Joe DiBenedetto, and Brother Brice Byczynski, or they would have to abandon the whole project. Pressures from within and outside the community were too great, they said. They needed a fourth person to work with them.

As I look back now, that weekend presented, in encapsulated form, what my next 13 years there would bring. I knew then that for a white man from the East, life would be hard: bitter cold winters, endless interruptions, torn reins of broken plans and appointments, disappointments, violations of the sacred, exploitations, lows and highs, anxieties, stresses, all interspersed with Lakota hospitality in various forms. Yet, now I think: What are these hardships compared to what the people there have been put through? Nothing. "Rubbish," as St. Paul would say. For the Native American has been through, is going through, and will go through, much worse.

Brother Rene D. Roy, F.M.S.

The ideals of Native American existence have been all but gutted. They can no longer follow the roaming herds of buffalo that have been at the center of their subsistence for generations because another power has killed them off as a nuisance to progress. Their language and their religion are taken away, and they are told that they will be cared for and protected by their conquerors. A self-sufficient, spiritual people is reduced to a dependent, depressed, passive, almost broken nation, not outrightly annihilated but perhaps worse.

What this generates is a constant diet of death, failure, low self-esteem, and pessimism. "There's nothing here," people tell me. But what has persisted, and what counterbalances these negatives, is a life-giving hope that springs from a deep faith and natural spirituality. As time here with the land begins to reveal its unique beauty, so too does time with the people reveal their beauty and strength.

My work as a pastoral minister in a parish, rather than as a traditional teacher in a classroom (as I once was as a young Marist Brother), enables me to reach people of all ages, from new babies to the "elderlies," as we call them here. I am there at their baptism and at their burial and everywhere in between.

I especially see in the youth a desire to make a break with the alcoholism and welfare system that have crippled the generations before them. The obstacles in the path of such a desire are greater here than perhaps anywhere else in the country. Here the struggle between good and evil is stark, an open battle with no subtle sophisticated grays to cover up what is really going on. Life is brutal here. Not only do the youth face the choices presented by a popular but misguided "rock generation," whose music, movies and heroes present glittering but empty values, but they live with inferior housing, food, clothing, education, services, and transportation — things that put them 20 to 40 years behind the rest of the country. They are influenced by these; some succumb and follow the way of drugs, alcohol, sex, and even suicide as a way of escaping from them. Some don't give up; they struggle and win.

Billy Mills was one of them. In one of the most notable examples of contemporary Native American achievement, Billy won the 1964, 10,000 meter Olympic Gold Medal. Not only was his race that October a personal victory for him, but it symbolized then, and still symbolizes today, the possibility that all Lakota people have of becoming who they truly are, and not letting that self get buried. Meeting Billy this past summer, 25 years after his victory, I was amazed at his optimism, energy, and desire to help others reach their goals. He gives motivational talks in schools and in large companies, taking advantage of his position to make people aware of the broken promises, and of the failure of the government to honor the rights retained and the rights given.

At present, he is chairman of a program called Running Strong for American Indian Youth, part of a larger organization called Christian Relief Services, which raises money for the betterment of people, particularly those on reserva-

continued on next page

COMMUNITY SERVICE

tions around the country. Recently, they have funded well drilling and a truck garden enterprise at Pine Ridge, which is attempting to provide work that will help people get off welfare and earn their livelihood. Their latest project is to build 16 log cabin homes for some of the elderly.

Running Strong has helped several promising athletes to improve their skills or participate in national events. One young man named Reuben J. Picotte from our parish took part in the All-American National Teams Triathlon Competition in Maui, Hawaii, this past July.

.they are told that they will be cared for and protected by their conquerors. A self-sufficient, spiritual people is reduced to a dependent, depressed, passive, almost broken nation.

He had long been an admirer of Billy Mills, having watched many times his story in the film *Running Brave*, particularly before an important race. Not only did Running Strong help him financially, but Billy Mills took two days to spend time with Reuben, describing what it takes to become an Olympic champion. Reuben is an especially gifted young man who has suffered his share, as other young reservation people have, but his deep prayerfulness and spirituality have so far helped him over the humps of injuries and hard choices.

It is this deeply intimate daily contact with a strong, spiritual people that energizes me and remolded me and my approach to brotherhood. I came here to give of myself to help rectify and reconcile, but I have received instead a clearer understanding of my Marist vocation: that I am Brother not by title or membership in a Congregation of Brothers, but a real Brother to youngsters whose brothers and fathers are absent. I am a brother to adults who struggle with sobriety, family problems, depression, to all who search for the meaning in life, who seek to be more kind and compassionate toward themselves and others, who thirst for a deeper relationship with God.

The land and the people are one: open, infinite, harsh at times, desperate, but overwhelmingly beautiful, and already so close to God. I am glad to be here. ▮

LARRY ABRAMS

Brian Hill (right) and student on the Hudson River

Hudson River to be studied for toxins

Program aimed at improving river quality

MARIST is doing its part to improve the environmental quality of the Hudson River

Brian Hill, associate professor of biology and director of Marist's Environmental Science Program, has initiated a course that will study the effects of toxic substances on life in the Hudson River

"Being on the river is ideal (for this kind of course)," said Hill. "The Hudson is a commercial, econornic, and ecologically dominant feature in this area."

The course is designed to include both research and classroom work, and will be offered once a year It will be offered for the first time in the fall of 1990.

"Marist is committed to rebuilding the natural sciences in its curriculum," said Linda Cool, Marist's assistant academic affairs vice president. "In our location, it's an obvious choice to go with environmental and river studies."

An artificial stream is being constructed on campus along the river so students can study the effects of fuel, pesticides, and polychlorinated biphenyls (PCBs) on microorganisms and other river life. PCBs are a major contaminant in the Hudson River

"As a training program for students, it (the new course) will put them on the cutting edge of environmental toxicology " said Hill.

Currently the Environmental Science Program has approximately 24 declared major students enrolled. The program started in 1970. "I am hoping that enrollment will grow " said Hill. "Between 80 and 100 majors would be ideal."

"The college as a whole is redefining their goals, and research is important," Hill said. "It is an effective teaching tool and it brings a new perspective, more enthusiasm."

Other faculty members involved with the program include Mulugeta Assefa, assistant professor of biology and Andrew Molloy professor of chemistry

In addition to the new course, Hill is also working on approval of a joint-study program with Bard College, a private liberal arts college located a few miles north of Poughkeepsie and also on the Hudson River This program would allow environmental science majors from both colleges to begin work on a master's degree in the summer of their junior year and complete it in the summer after their senior year

Hill is also involved in seven other research projects, including ones in Texas, Minnesota, and a study with Bard College students on acid rain. ▮ –LAURIE LEAVY

JOAN BARKER

Larry Plover (left), a 1965 Marist graduate and chairman of Hudson Harvest, with Tammy Diehl of the Lunch Box, a food distribution center for the needy in Poughkeepsie, and Dan Hickey, '66, owner of J.B. Danigans restaurant in Poughkeepsie, which is donating food to Hudson Harvest. The Lunch Box will be receiving some of the donated food.

Alumnus leads drive to feed the homeless

WHILE WAITING for his wife to come out of work at Bellevue Hospital in New York City Larry Plover saw workmen by an old, rusty truck unloading "food that looked like it was out of the Marriott Hotel" into a crumbling, timeworn building.

Curious, he asked what they were doing.

The driver explained that they were from City Harvest, a nonprofit organization that channels surplus restaurant food to needy New York City residents.

"It was then I thought if I was ever back in Dutchess County, I would start a program like that," Plover said.

He did move back, and after nine months of planning, a new organization called Hudson Harvest is scheduled to be delivering food to the area's needy by this spring.

Plover a 1965 Marist graduate, is chairman of this nonprofit network that will take donated food from area retailers, wholesalers, restaurants, and other sources and deliver it directly to area shelters, soup kitchens, churches, and synagogues.

The aim of the program, Plover said, is to tap a previously unused source: people in the food service profession who discard food simply because it is not suitable for serving the following day

"The logic of it appealed to me," Plover said. "Food could be thrown out tonight at the Radisson Hotel (Poughkeepsie), and I could probably throw a baseball from there to a house where a little boy is having Cheerios for dinner "

An initial meeting for the project was held at Marist in November 1988, with volunteers including Maureen Smith, president of the Dutchess Restaurant Association, Art Weinberg, former Mayor of the City of Poughkeepsie, Anna Buchholz, former Town of Poughkeepsie supervisor and Gary L. Smith, Jr Marist's coordinator of the Annual Fund.

Another Marist graduate who is involved is Dan Hickey '66, who is an owner of J.B. Danigans in the South Hills Mall in Poughkeepsie.

The group also consulted with legal counsel because of a fear of lawsuits. They found that New York had passed a Good-Samaritan law in 1981 which says donors of charitable contributions of food given in good faith are protected from civil and criminal liability An additional protection is that all drivers are required to take the state Health Department's food handlers course.

Currently, the organization is in the fund raising stage, hoping to raise money to cover operations for three months. The Dutchess County Community Action Agency in Millbrook donated office space for Hudson Harvest after hearing of its efforts, and IBM has announced they will donate several thousand dollars, Plover said.

"There is no glitzy administration getting in the way, no conferences, no lunches," said Plover "We don't want to move money from one cause to another We are drawing from the private sector "

Participating restaurants in the Poughkeepsie area already committed to the project include the Beekman Arms in Rhinebeck; J.D.'s Backyard in Poughkeepsie; the Culinary Institute of America in Hyde Park; Caesar's Ristorante in Poughkeepsie, and the Ship Lantern Inn of Milton. These restaurants not only see their food put to use, but they also can claim charitable tax deductions.

"To me, going through my school years at Marist, I saw a potential," said Plover "The (Marist) environment gave me a 'we can do this' attitude."

Future plans for the organization include the spread of the "harvest" to adjacent Orange and Ulster Counties, Plover said. ▮

—LAURIE LEAVY

JOAN BARKER

Robert Lane (left) and Gerald W O'Brien of the Culinary Institute of America in Hyde Park, N Y., are helping advise Hudson Harvest on food-handling The institute is donating food and assisting in fund raising activities for Hudson Harvest.

COMMUNITY SERVICE

HOWARD DRATCH

Local high school students making the news in their summer workshop.

Broadcast News

High school students learn about television news at Marist summer "camp"

IF YOU HAVE EVER wondered what it is like to sit in front of a real television camera and give a news report or direct a news program, just ask any one of the 26 students who experienced firsthand the world of broadcast journalism last summer at "camp."

The Marist College School of Adult Education sponsored a newly-created TV/Video Production camp during a single two-week session in July. Designed for 12- to 17-year-old students, the camp was held in the TV studios of the Lowell Thomas Communications Center on campus.

According to Vincent Nugent, director of the camp and a 1978 alumnus of Marist, "The purpose of the program is for students to receive a comprehensive overview of all aspects of broadcast journalism."

The program, which took students behind-the-camera, and in front of it, for the filming of their own TV news program, emphasized three main components: news writing, stage presence, and the technical side of television production.

"We tried to give them a course in TV journalism, not just TV production," said Douglas Cole, technical director of the camp and a visiting instructor of communications at Marist.

"The goal of the program is for the students to produce a final television broadcast," said Nugent.

To gain experience in news writing and editing, students were taught how to write leads, proofread, and properly attribute sources. Julie Cretella, 14, from New Paltz, now appreciates the importance of knowing how to accurately research and write a story for a newscast. "It's the core of everything," she said.

Each day, students pored over *The New York Times*, the *Poughkeepsie Journal*, and *USA Today*, gathering news stories to report on.

"The students had a lesson in current events, as well," said Nugent, who is also an English teacher at Rhinebeck Central High School.

Travis Webster, 14, of Poughkeepsie, agreed that, in general, you have to know what's going on, or you seem illiterate.

In addition, students were required to watch actual local and national news broadcasts. "The students will never watch newscasts the same," said Cole. "They realized that the jobs of real-life newscasters entail much hard work and practice, and that there is very little glamour on the job."

"I have a lot of respect for newscasters," added Webster.

The second part of the program included public speaking, pronunciation, and overall stage presentation. "The students are expected to perform at a professional level," said Cole. "This is not just playtime."

The students spent six hours a day, five days a week in the studio. In two weeks, they received the same training that a college course would cover in one year. "The program was challenging, but fun," said Sara McLaughlin, 15, of Hyde Park. "When the newscasts are done, you see the work you've accomplished and it's satisfying." ▮ —VALERIE HALL

"Summer scholars" record local history

FOR TWO WEEKS in July 40 gifted high school students from throughout Dutchess County had the opportunity to be documentary video producers and to learn firsthand about the history of the Hudson Valley in the process.

The program at Marist, entitled "Filmmaking as Social History " involved three teams of students, each team producing a documentary on a unique aspect of local history The documentary subjects included the environmental organization and sloop Clearwater· the Bardavon 1869 Opera House in Poughkeepsie, and the Ebeneezer Baptist Church, one of the oldest churches in Poughkeepsie.

The Summer Scholars program at Marist is part of the Regional High School of Excellence Summer Scholars Program sponsored by the Dutchess County Board of Cooperative Educational Services (BOCES) and the participating colleges. Marist, Vassar College, and Bard College participated in the 1989 program, involving a total of 120 academically advanced students. The students, high school sophomores and juniors, lived on campus for the two-week session.

HOWARD DRATCH

"You can't talk about the history of the United States without talking about the history of the Hudson River " singer and songwriter Pete Seeger (left) told a group of high school students with Marist's High School of Excellence Program. Seeger is active in Clearwater, an environmental organization that runs the Clearwater sloop to promote sound environmental policies concerning the Hudson River Because of Clearwater's work in reducing the amount of pollutants going into the river Seeger looking across the water said, "It's safe to swim out there now "

Marist communication arts instructor Douglas Cole, a faculty member for the Summer Scholars program, said that the most frequently heard comment from students about the two weeks was that they discovered how difficult it really is to research, write, shoot and edit a documentary Another big point the students made, Cole said, was that they had to learn to work together as a team or their project wouldn't get done.

Cole, an experienced producer/director as well as a teacher also recorded some unique history during the Summer Scholars program. "I made my own documentary about the students making theirs," he said. ▮

COMMUNITY SERVICE

To follow knowledge like a sinking star

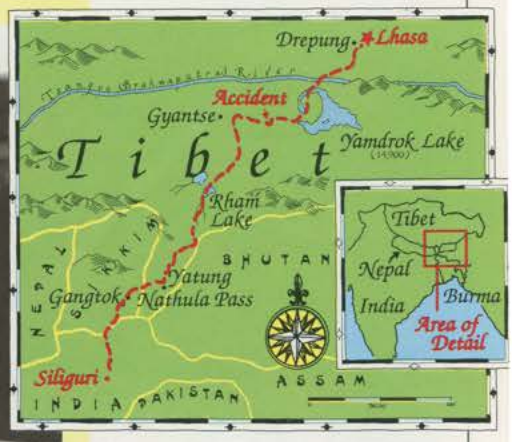
Lowell Thomas, Jr. recalls a historic journey to Tibet with his father 40 years ago.

BY LOWELL THOMAS, JR.

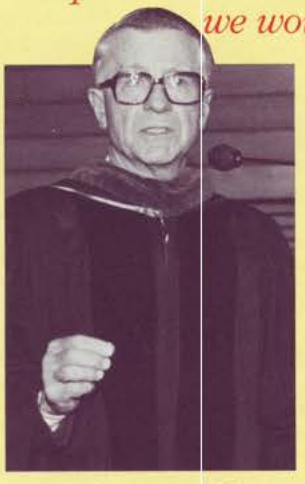
HOW DID IT HAPPEN? My father had traveled throughout Arabia, India, Afghanistan and parts of Asia shortly after World War I, writing books about his experiences. He had sought permission ever since to visit that El Dorado of all travelers, that land of mystery and lost horizons beyond the Himalayas. But, until this moment, he had always been turned down, as had all other Westerners. At the time, only six Americans had ever been allowed into Tibet. Why us? We wouldn't find that out until reaching Lhasa at the end of a month-long trek from India.

With the utmost haste, I wrapped up my film assignment in Iran, boarded a Pan Am DC-4 to Calcutta, and began rounding up the food supplies and camping gear we would later need for the next two months. Dad flew in several days later by way of the Pacific, having entrusted his nightly national newscast to CBS Allen Jackson and others. Our purpose in going to Tibet was, I guess, like Tennyson's Ulysses, "to follow knowledge like a sinking star " or to explore a long-forbidden land and its culture. Our practical objective was to report in words and pictures what we would find. This we did in a series of tape recordings, using the first two such recorders ever made, and had the tapes periodically carried down to India by Tibetan mail runners, then flown to New York for use on my father's news broadcast. We also made a 16mm film for the lecture platform and U.S. television, and many still photographs to illustrate a series of magazine articles and my book, *Out of This World*. (I wish I had had the benefit of a Marist College course in communications beforehand!)

Lowell Thomas and Lowell Thomas, Jr. in 1949.



Our practical objective was to report in words and pictures what we would find



Lowell Thomas, Jr., 66, is an air taxi pilot based in Anchorage, Alaska. He has worked in film, radio, and television production, recording his journeys to South America, Turkey, Iran, Africa, and many parts of Asia. He was Lieutenant Governor of Alaska from 1974 to 1979. He has written several books about his adventures, including Out of This World *about his and his father's trek to Tibet. Marist College's Lowell Thomas Communications Center is named for Lowell Thomas, who lived in nearby Pawling and died in 1981. Lowell, Jr is pictured here at the dedication of Marist's Lowell Thomas Communications Center Lowell, Jr wrote this article for* Marist Magazine *to commemorate the 40th anniversary of his journey to Tibet.*

OUR EXPEDITION got underway in Gangtok, Sikkim in early August. Our caravan included nine pack mules, half a dozen porters, a Sikkimese interpreter a cook and the Sirdar (man in charge of the animals and porters). For several days, the narrow trail led upwards through a misty rain forest of bamboo, eventually climbing into a region of wild orchids and giant rhododendron 30 feet tall. It was the monsoon season, raining almost constantly until we crossed the border at 14,000 foot-high Nathula Pass. Was it ever slow going! Some days we only covered twelve miles, for our sure-footed mules had their own ideas of speed. Other days, once out of the mountains and on Tibet's windswept plateaus as high as 15,000 feet, we managed to more than double that distance, alternately riding and walking. Now and then we met a caravan of donkeys going the other way with loads of wool, and musk and yak tails for the markets of India, as has been the custom for countless centuries. We were on Tibet's main highway but we never saw a wheel (other than the prayer

wheel); not even an ox cart! When we asked about this, we were told that Tibet wanted nothing to do with the outside modern world, that if the wheel were introduced for transportation, footpaths and trails would have to be widened into roads which would make it easier for foreigners, especially armies, to penetrate. This policy of isolation had served them well for a century or more, but soon would fail when Communist China began its invasion a year later building a road as its army advanced.

Looking back 40 years, that expedition seems to have happened in another lifetime. Not only was it a thrilling adventure, it was the best time I ever had with my father Instead of a day or two of skiing with him, or an afternoon at a ball game, now he and I, alone were sharing an incredible

LOWELL THOMAS JR.

*Lowell Thomas is shown here leading the caravan through the jungle and mountains of Sikkim on the climb to Nathula (*la *is the Tibetan word for pass), 14,800 feet above sea level, on the Tibetan frontier The caravan set out on the 300-mile trek on August 5, 1949, along this mountain trade route, one of the oldest on earth and, at the time, Tibet's main trade link with the outside world.*

adventure, comparing observations and supporting each other in every way When Dad was thrown from a horse near a 17,000-foot pass on the return to India, breaking his hip in eight places, it was up to me to take care of him and to organize teams of porters to carry him out in a sedan chair

Although most of our time was spent just getting to the Tibetan capital of Lhasa and back, my most vivid memories are of our days in that ancient city beginning with our first view of it. My notes at the time convey our feelings: "Late that evening, as we splashed along, we suddenly caught a glimpse of our goal —Lhasa —far off, under a range of dark mountains, sparkling in the sunset; and the huge Potala Palace standing out above the city its golden roofs beckoning like a far-off beacon." Next morning

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Rare Tibet photos on display at Marist

MARIST COLLEGE and Tibet House New York are cosponsoring an exhibit of rare photographs taken by Lowell Thomas, Jr. during the 1949 journey he and his father made to Tibet. The photos included in this special section, plus 23 more, have been enlarged and put on display in the Lowell Thomas Communications Center Gallery until March 10. The exhibit is entitled "Out of this World Revisited: Rare Photographs of Lowell Thomas' 1949 Epic Journey to Tibet." The title is borrowed from Lowell, Jr.'s 1950 book, *Out of This World.*

The very existence of Tibetans and their culture faces extinction. Since the Chinese invasion in 1950, Tibet and its people have suffered at the hands of the Chinese widespread destruction and bloodletting that continues today. The photographs in this exhibit, taken by Lowell, Jr. during their journey, capture Tibet poised on the eve of that invasion; in them are people who may well have been murdered, and a culture that is all but drawing its last breath.

The college has chosen this time to show these photographs to shed some light on the plight of Tibet in honor of the presentation of the 1989 Nobel Peace Prize to the Dalai Lama, Tibet's exiled spiritual and political leader. Since the Thomases' visit, the Chinese, according to human rights officials, have committed genocide in Tibet. Perhaps the greatest atrocities occurred in two separate waves of destruction, one in 1959, which forced the Dalai Lama to flee, and the second, which began in 1966 at the beginning of China's Cultural Revolution. John Avedon, in his book *In Exile from the Land of Snows*, writes that during a failed uprising of Tibetans in 1959 the "obliteration of entire villages was compounded by hundreds of public executions, carried out to intimidate the surviving population." The Chinese used "crucifixion, dismemberment, vivisection, beheading, burying, burning and scalding alive, dragging victims to death behind galloping horses and pushing them from airplanes; children were forced to shoot their parents, disciples their religious teachers." Seven years later in 1966, Avedon writes that, "...Tibetans were routinely mutilated, their ears, tongues, noses, fingers and arms cut off, genitals and eyes burned...Crucifixion was also employed; on June 9, 1968, the bodies of two men were dumped in the street in front of Ngyentseshar—the old Lhasan Jail—riddled with nail marks, not just through the hands, but hammered into the head and the major joints of the torso."

At present, the cruelties continue. Just since last March, the 30th anniversary of the 1959 failed uprising, Chinese soldiers have shot and killed as many as 800 Tibetans and have imposed martial law in Tibet to crush pro-independence movements. The Chinese government is swamping Tibet with large numbers of Chinese in an effort to finally liquidate Tibetan culture. Despite the years of atrocities carried out against his countrymen, the Dalai Lama, now living in exile in India, has continued to call for a peaceful settlement. Realizing that total independence is out of reach, he has sought a compromise in which Tibet would be granted cultural and religious autonomy, the freedom of self-government on all matters but foreign affairs and defense. Yet, China is showing no signs that it is willing to negotiate. Responding to the Nobel Committee's selection of the Dalai Lama, China voiced "extreme regret and indignation." The photographs in this exhibit, sad as it is to say, are significant—even poignant —in light of the fact that Tibetan language, art, and the traditional way of dress may be driven from their homeland, and even into extinction.

— JAMES KULLANDER

The Nobel Peace Prize

1989 Recipient The Dalai Lama

Of the six Nobel Prizes given annually the Nobel Peace Prize is generally recognized as the highest honor which can be bestowed upon an individual or organization for furthering fraternity among nations and all humanity reduction of standing armies, and promotion of peace conferences. Although other Nobel Prizes are awarded on the decision of Swedish juries at ceremonies in Sweden, the Nobel Peace Prize is administered and presented by the Nobel Prize Selection Committee comprised of the Norwegian Parliament and the Norwegian Nobel Institute The award is presented concurrently with ceremonies in Stockholm on December 10; they take place in the presence of His Majesty the King of Norway in the Great Hall of Oslo University

Wearing the gold-peaked cap that is his crown, the fourteenth and current Dalai Lama, Tenzin Gyatso, smiled down from his throne in Norbu Linga, the summer palace, where he received and blessed pilgrims "This was almost too good to be true," Lowell, Jr , recalled in his book, Out of This World, *when granted permission to photograph the Dalai Lama "Although the throne room was very dark for Kodachrome, we did manage to get His Holiness to stand in a shaft of sunlight by one of the tapestried pillars, where we filmed him talking to his staff; and I took several flash-bulb shots of him perched on his throne " In this photograph, the Dalai Lama is 14 years old Standing to the right is the Lord Chamberlain, a position that headed all of the priest officials in the country*

A corporal in the Tibetan Army, Chogpon Nima Gyabu, served as the Thomases' military escort throughout their journey He is wearing an earring under his campaign hat Near the end of each day's march, he would gallop ahead to arrange the Thomases' accommodations for the night

Some of the nearly 8,000 monks who inhabited the Sera Monastery, once one of the "three pillars of the state," along with Drepung and Ganden monasteries holding as many as 22,000 monks in the 1940s

A Tibetan mail carrier sticks out his tongue while sucking in his breath in the customary greeting, a mark of Tibetan politeness The practice was prohibited by the Chinese during the Cultural Revolution

The stone staircase leading to what was then the main temple of the Potala Palace Thomas is pictured here, second from the right in the group of four men He is talking with Heinrich Harrer, on Thomas' right, who was one of four Europeans in Tibet at the time An Austrian, he was put into prison in India at the outbreak of WWII, only to escape with another man into Tibet where he lived for seven years and became the Dalai Lama's English teacher He escaped into India in November 1950, a month after the Chinese had entered Tibet, and in 1953 published a book about his experiences, Seven Years in Tibet, *whose last lines read. "My heartfelt wish is that this book may create some understanding for a people whose will to live in peace and freedom has won so little sympathy from an indifferent world "*

A Tibetan peasant holds up two shaggy Lhasa apsos Dogs, most of them wild and vicious in Tibet, were the scavengers with vultures and ravens The apsos shown here were pets During the Cultural Revolution, pets were exterminated by Chinese Red Guards (or Tibetans themselves were forced to kill them) to counter the Tibetan abhorrence of taking life

A general of the small Tibetan Army, which, with old Matchlock and Springfield rifles, was no match for the invading Chinese People's Liberation Army the following year

A woman on Iron Hill looking over Lhasa It was a popular place for making offerings of prayer flags and incense to the gods A raven perches nearby as if he knows he has nothing to fear; at the time, birds were not harmed in Tibet

Journey to Tibet

Continued from page 24

at the city outskirts, we were greeted by two Tibetan officials, one of whom, Rimshi Kyipup, spoke good English having years earlier gone to school in England. Rimshi and Dorje Changwaba presented us with *katas*, ceremonial white silk scarves. Both were dressed in full-length robes of red silk and yellow hats. They explained that they would be our hosts in the Holy City

Luckily our arrival coincided with the annual summer festival and we soon found ourselves among a stream of Tibetans heading to the Dalai Lama's summer palace to witness this centuries-old pageant. We rode leisurely past the towering Potala (winter palace of the Dalai Lama) dismounting every few minutes to film the colorful crowd in their bright, other-worldly costumes. Never had we seen more photogenic people. Tibetan officials and their wives were riding gaily ornamented horses and mules. The men were dressed in flowing robes, with yellow hats shaped like inverted saucers. The colors of their silk robes varied according to rank and office, some gold and blue, others orange and red. The wives, who brought up the rear, wore long silk dresses of bright blue, and their green and blue hats had twelve-inch visors to protect their fair complexions from the intense high altitude rays of the sun. A few women wore wooden frames studded with turquoise and coral. Over these frames, which looked like antlers, they draped their long straight hair The ordinary townspeople, proceeding on foot, were no less colorful, although not dressed so elegantly Some of the men wore large fur caps that for centuries have been a characteristic feature of the Mongol costume, and many had on the curious Tibetan cloth boots with flat soles of yak hide.

Inside the palace grounds we joined the audience sitting around an open-air platform shaded by a roof-like awning, watching a drama almost as old as Tibet itself being enacted to the accompaniment of drums and cymbals. The costumed actors were singing and dancing as they acted out an ancient tale of good and evil, while a narrator in white gown and mask chanted the story It was like something right out of the Middle Ages.

LOWELL THOMAS JR.

Lowell Thomas was thrown from a horse near a 17,000-foot pass on the return to India, breaking his hip in eight places, and it was up to Lowell, Jr to take care of him and to organize teams of porters to carry him out in a sedan chair "O Lord Buddha, lighten our load!" chanted the bearers of Thomas chair as they made the journey down. Their prayers were answered, too, for on that difficult descent from the mountain heights he lost 20 pounds.

Visiting Lhasa's Drepung monastery, home of 10,000 monks and lamas, was another out-of-this-world experience. Drepung, founded in the early 15th century, means "rice heap," and that was what it looked like from a distance. Tier upon tier of whitewashed stone buildings rising up a hillside, topped with gold-encrusted turrets. There we had yak butter tea with Drepung's red-robed, bald-pated abbots, their faces wrinkled with age, eyes set in a permanent squint from years of reading Buddhist scriptures. Through interpreter Kyipup, we talked with them about many things, including prospects for peace. They told us peace will descend upon the world only when men understand their inner minds, when they come to know themselves and, with the death of greed, begin to consider and help others. And from them we learned that one in every four boys enters a monastery dedicated to a lifetime of study prayer, and celibacy The goal of life for them was attainment of Nirvana, the Buddhist heaven. But religion was not confined to the monasteries. It was evident everywhere, in prayer flags fluttering from rooftops, stone shrines along the trails, prayer wheels, and strings of beads in the hands of the lay people; and pilgrims chanting "Om Mani Padme Um" ("Hail, jewel in the lotus") while prostrating themselves before monasteries and shrines.

The highlight of our visit was an audience with His Holiness, the 14th Dalai Lama. The Living God of Mercy was only 14 years old at the time, still in training under the guidance of a regent. After a short wait in the courtyard at the summer palace, we were led into the dimly lit throne room. From the roof above came thundering notes from 12-foot long horns blown by monks. Through a haze of incense smoke we could see the young Dalai Lama sitting bareheaded on his high-cushioned throne. Bright-eyed and smiling, he was dressed in a red lama robe. When we reached his throne, we presented symbolic gifts to the Lord Chamberlain, then bowed before His Holiness who touched our heads with his fingers, thus bestowing his blessing. We were unable to converse with the Dalai Lama, but could sense his curiosity in two foreigners who had traveled so far to see him. Later we were given a rare opportunity to film him in a palace garden—the first movies ever of a Tibetan God King.

Beneath the Dalai Lama stands the *Kashag*, a powerful cabinet of three lay ministers and one monk, the Kalon Lama. It is endowed with all the powers of government legislative, executive, and judicial. From these officials, we learned at last why we had been allowed to enter Tibet, and why such great hospitality was being extended to us: their fear of Communism and China.

By the lucky timing of my father's request, we had been chosen to tell our countrymen about the Communist Chinese threat to Tibet's independence and deeply religious way of life, in hopes that America and the free world would come to their rescue through diplomatic and, if necessary military measures. The Kalon Lama asked us if Communism had come to stay in China and would it keep spreading across Asia. I'll always remember my father's rather prophetic answer: "Communism may not have a lasting effect on China's age-old culture and civilization. Chinese life up to now has always centered on the family and on religion and both are institutions which Red doctrines oppose. Even if Communism is not entirely cast off, China may modify it to such an extent that it is no longer a part of a Moscow-directed scheme for world conquest."

As we know China did invade Tibet in 1950. The free world did nothing beyond condemnation through the United Nations. The Chinese Communists destroyed monasteries, scattered the monks and lamas, pressed Tibetans into slave labor on roads and facilities for their soldiers, and forced countless thousands, including the Dalai Lama, to take up refuge in northern India. But in spite of all, the Tibetan spirit has not been crushed. From what I hear both those within and without Tibet await the day the 14th Dalai Lama can return to his throne in Lhasa as their spiritual and temporal ruler

The recent winds of change blowing across China and elsewhere on the Asian continent give real hope that Tibet will regain control of its own internal affairs, perhaps as an autonomous Chinese province, surrendering only foreign and military affairs. I fervently hope this day is not far off. ▮

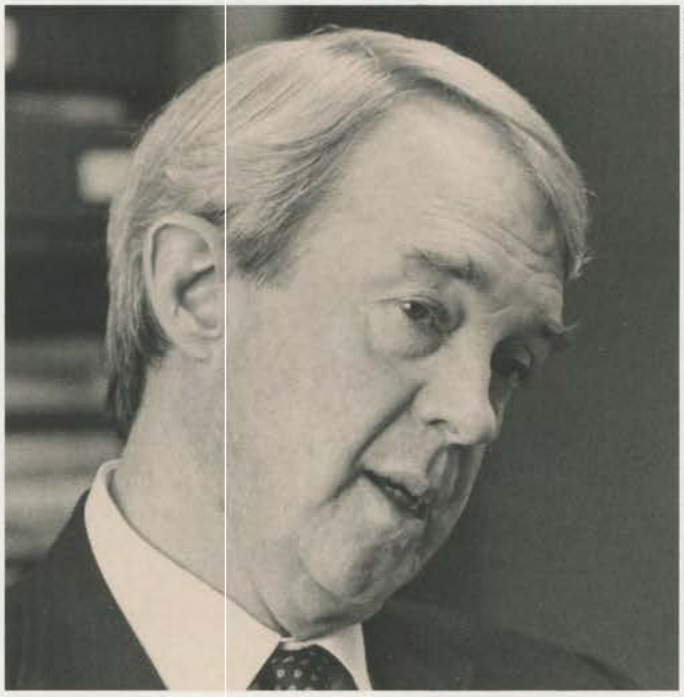
As the United States, and indeed the world, continue to change, so must education change. Marc vanderHeyden, Marist's academic vice president, and Brother James Kearney, former superintendent of schools for the New York Archdiocese, and now a distinguished professor of teacher education at Marist, spoke together about their views on the future of education and the future role of the teacher.

A CONVERSATION

Education today and tomorrow

Marc vander-Heyden: In reflecting on ways in which higher education has changed, there are three areas that concern me very much. I'm worried about the underprepared student who comes to college and is lost in the context of skills and motivation. The second problem is that I believe our society is really not serious about the prospect that we will be much more of a multicultural society by the year 2000. If you look at the statistics about the minority populations that will form about half of the eligible pool of students by the year 2000, we are not preparing our universities for that. And, third, I think we will have a serious problem of maintaining private education over the next decade in the United States. I am convinced that sooner or later we will do like the rest of Western democracies, and that is make college and university education free. We are the only Western democracy left where that is not the case. And if you think about the fact that in the year 1992, there will be a united Europe where university degrees and manufacturing products and real estate will be exchanged on a European scale, we are going to be in hard times to compete with that kind of thing.

Brother James Kearney: I can identify with all of those, and I would like to add even a fourth concern. I think that college education, university education today is confronted with a rank materialism and secularism that society is experiencing. And of course when you think of young people, they're in the midst of that. They are bombarded by it, day in and day out. And so they begin to see their college education as more of an investment rather than an experience which will help them grow as full human beings. That is another challenge that the small liberal arts college in particular and liberal arts education in general, are confronted with. I think that the partial solution to that is what the core curriculum (class requirements for all students consisting of natural and social sciences, history literature, math, and fine arts) tries to do, and I think that Marist is not just hopping on the bandwagon right now The core here has been around for a good while and there seems to be a firm commitment to it.



HOWARD DRATCH

Marist Brother James Kearney, former superintendent of schools for the Archdiocese of New York, and now a distinguished professor of teacher education at Marist.

vanderHeyden: I think one of the advantages we have at Marist is that the core in many ways has been more than the acquisition of skills. The core at Marist always has had a very strong, if not dominant, position reserved for the humanities. And in many ways I subscribe to Father Hesburgh's (Theodore Hesburgh, president emeritus of the University of Notre Dame) definition that universities are as good as their humanities. And in many ways that is what we are really all about, with our particular background and tradition. We are here to help the students find values, rediscover values, inquire about them, and become more eloquent in defense of their values, while respecting that other sets of values may be preeminent in other cultures, for other persons. The core is doing that. I think we can do better on the multicultural dimension. And someone like yourself who comes out of the polyglot environment of New York City must feel that we are somewhat isolated on these beautiful banks of the Hudson.

Kearney: Again, it seems to me that the core will be successful only to the extent that it is seen in the context of the development of the whole person. I believe it's operative at Marist in that we have teachers who will sit down and cooperatively agree on a program. Teachers are talking together to say that this is the kind of person we would like to develop through the core. And once that base has been achieved, then we can build on that in specialization in the third and fourth year That exposure to higher values becomes apparent to a student coming to a small liberal arts college, that the sense of community is there I think that there is something that students pick up on when that kind of teaching and that spirit of community take place. By the very fact that students see this operative, they have role models. So what we begin to see is an adult world meshing with the world of the 18, 19 and 20 year-old. And humanities become alive in that community And it is not just isolated fact. It's not just cognitive input. It's not just knowing history or great parts of literature, but it's being able to internalize them, and to live them. Again, in terms of what the internal mechanisms of an institution can do to help bring that about, I like very much what I see happening here, and I think it is being duplicated in other undergraduate situations around the country· Teaching is becoming the key factor in determining one's promotion, that is, good classroom teaching, where the teacher relates with students, students with teacher where the content becomes alive, where students are challenged, and don't just sit and be blotters. In a very real sense,

good teaching says much about the philosophy of a college.

vanderHeyden: I agree. It is not that we are without a debate on that score, but Marist has maintained as the first criterion for promotion and tenure excellence in teaching —not satisfactory but excellent teaching — and it is clear that the entire faculty is very much behind that particular position. At the same time, it is also true in the environment of a modern university and college that greater emphasis has been placed on scholarly teaching, not that the scholar needs to be made visible by virtue of multiple publications, but scholarly demeanor demands that the person will remain current in the field, and remain very much in touch with scholarship that his field engenders. And in that sense we find at times some conflicts, because some choices have to be made and that is probably a perennial question for most institutions. And we are struggling with it a little bit because for a while there may have been some good reasons to believe that good teaching could have been at the exclusion of good research. More and more people are coming to the conclusion that both have to be enhanced, that each has to support the other So at Marist we have to come to a balance without ever forgetting that while all of it may be important, teaching comes first. In addition to teaching and research, the third criterion for tenure that we use is community service, which is very very explicit on our campus. Community service can be in multiple directions, can be geared for on campus activities and can also involve the community on a larger scale. I think that is very critical to include because if we have to function as role models, we have to make sure that our students will be contributing citizens, and that can be within their profession, or that can be within their church or their synagogue But they have to contribute as citizens.

Kearney: What we are really saying is that what the adult role models, the faculty are supposed to be is further represented not only in the classroom, but in what that person does outside the classroom. This concern for others speaks messages, speaks volumes galore, to the student. Again you have example and you also have cognitive content which the student can internalize, let percolate if you will, and that is one way of addressing the future, multicultural population that we will have. The very fact that you have faculty who operate in the rest of the community whether they be a different religion, a different race, a different culture, is important. Then, I think you have in a very real sense begun to form the basis of what multicultural education should be about, in kindling the greatest respect for all human beings regardless of their differences from you.

HOWARD DRATCH

Marc vanderHeyden, Marist vice president for academic affairs.

vanderHeyden: As academics we can very quickly come to some sort of intellectual tolerance for that multicultural environment. It is something else now to invite it into your life, into your spirit, into your mind. And I think we have to do that and it becomes a little harder to do, on a small campus like ours when compared to New York City in which the request to be so inviting is daily put upon you. And we have to make efforts for that and I think that as an institution we have. But we certainly can do more, as all of us will be willing to admit.

Kearney: There's another very pragmatic rationale for it too. Graduates of a small liberal arts college are going to be working in the professions in the future. They are going to be mixing up with people of all societies, all classes of society and they had better well learn to work cooperatively with them. So in a very pragmatic sense this kind of thing is important. Though one doesn't like to hook that on to the sort of heady, perhaps idealistic rationales that we have been discussing, it is there and one has to contend with it.

vanderHeyden: I think that we can contend with it in the context of our pedagogy I think we could make many more efforts, for instance, in our classes, particularly at the senior level, to teach and help students get acquainted with team approaches to learning, to problem solving. There are very few professions where things are done by lonely characters.

Kearney: You are quite right about this value integration. It is one thing to say that it should be part and parcel of the core during one's first two years, but if a student doesn't see this integration of values into their specialty later on, they are going to say well what is really important here. So the value integration factor has to play out the entire four years. The faculty have to constantly internalize their thinking about it and make sure it is being incorporated into their lessons.

Interestingly I pulled out an old *US News and World Report* article last night, and it quoted Steven Muller president of Johns Hopkins, and he said very frankly as he looks at colleges and universities these days, and he is including his own university in this, that they are prone to forget the value orientation. They're relying so much on cognitive input. He said values are being neglected and that many universities and colleges in our land today are turning out, and this is his own terminology "cultivated barbarians." In other words, they know the facts, but lack moral standards.

vanderHeyden: Well I wouldn't be surprised by that. I mean there is the claim that Attila the Hun knew Greek too. I don't know if that is historically correct or not, but it is an interesting observation. The distinction that the gentleman from Johns Hopkins was making was going to the heart of the matter

Kearney: He also said that if these people are indeed not getting this value orientation, that not too long after graduation, because they are bright people, they will begin to have a void in their lives and an emptiness that their profession will not satisfy And they will become very disenchanted with their undergraduate and graduate education. He feels that some will come back to the university and say give us back now later in life, some of these things that you didn't give us previously And he may have a point. I don't know if that is happening, but when you see what is happening in the business world, the way corners are cut and the unethical behavior of some of the most prestigious names in business and politics, you might give credence to what he is saying.

vanderHeyden: While we project for our students when they exit from college, this new real world, the four years in college are equally real. And it is equally hard, equally full of pressures, whether they be called peer pressures, or exam pressures, or parental pressures. Our young people really don't have it that easy There is nothing on the surface, at least, very relaxed about the way they have to go through this incredible four years dedicated to study Many of them have jobs, many of them have problems at home, many of them are trying to meet goals that are unrelated

to an academic career Many of them have personal frustrations, they are trying to become adult and resisting becoming adult. You wish that you could protect them and shelter them and at the same time you know that that would be unreal. I mean I may be getting a little nostalgic here, but at least I remember my university days as times of great pleasure and having the time to read, the urge to read, and sit down with professors and listen and move from sciences to poetry and all that kind of flirtation with knowledge. And I don't find it with our students, not that they are not competent, they are; and not that they would not want to do it, but they seem to be constantly pressured. I think it ties in somehow with what you said earlier It ties in with the very materialistic environment in which goals and expectations have already found definite shapes and configurations. I mean many of these young people, when you talk to them their freshman year know that they want to have a good job and a salary of a proportion our faculty probably will never find. So in that context, I think that there are certain goals set that I don't recall were set by the students at the university in my age.

Kearney: The influences that the young person had 20 years ago are not there as much, for example, the influences of two people called parents who gave them a lot of time, who were with them those often aren't there They're bombarded by visual images. Look at TV look at the vapidness of TV those are the things that these youngsters are confronted with. That is why all the more, we need the faculty and teachers who will replace in a sense what young people should have, but don't. It is a tricky proposition, but perhaps it is one of the reasons why private education can be healthy competition for the public school system. If parents are electing to find in the private school sector some of this, I think that the public schools in losing population at times will say "What are we doing? What can we do to be more like the schools that the parents are putting their children in?" And it seems what parents look for in schools is a sense of discipline, a sense of order a sense of mission which they reinforce. This precision of mission, which is more tangible and can be quickly implemented in the private sector is something that I think is beginning to become more visible. It's coming up in very scientific studies as that which makes a school work.

vanderHeyden: The next step of this discussion might be to focus on a more precise picture of the next high school teacher or elementary school teacher and how he or she ought to be prepared in college. What kind of student would you want to see enter that profession? Do you have a composite picture?

Kearney: I have certain characteristics in mind that I think would be very fitting for the teacher of the future, whether it's a public or private school

Steven Muller, president of Johns Hopkins, said very frankly, as he looks at colleges and universities these days, that values are being neglected and that many universities and colleges are turning out "cultivated barbarians."

teacher Good teachers are people who love other people, who really like people. So compassion, regard for other people, the ability to get out of yourself, to be unselfish, all of these are essential. Good future teachers are young people who have been in community service along the way in their high school days, in their college days, people who have a certain altruism and people who are, in a sense, out of the ordinary because I think it is part and parcel of early adolescence and mid-adolescence to be somewhat self-centered. I think they are going to have to be this kind of person because the rewards of teaching are not always tangible. You are not going to make big dollars, although it is good to hear that starting salaries for teachers are getting better and better every day that more and more energies, national energies, state and local energies, are being put to making teaching a profession of high regard.

vanderHeyden: Ultimately I would like to see in a teacher a lot more of the characteristics that I like to see in a friend. And when you think about what it is you like in a friend, it is rare that you list among the top 10, or among the top three, that he or she be the smartest person on earth. But what you like to see is that they have a sense of humor that they have compassion, they care, they're curious, they are eloquent when they are advocates for their values. I like my friends to have some polish. I like them to be sufficiently detached from their own ambitions. You like them to be somewhat self-deprecating, you like them to extol the virtues of others.

Kearney: When I am talking to some young teachers I ask them sometimes to think of who the best teachers in their lives were. And very often some of them can't remember altogether what content they were taught, but they remember how the person taught them. My best teacher gave me a lot of time after class when I wasn't understanding something. And I'll always appreciate the fact that she didn't give up on me. High expectations can be expressed in many ways, very forcefully or somewhat tentatively A good teacher has to have a good repertoire of doing that. Give me someone who is well-educated, broadly educated, give me a good liberal arts graduate, who has an awareness and sensitivity to literature and the humanities, an appreciation of science and math, has insights into the Judeo-Christian ethic of our country and of his or her own unique religion. Give me someone who has some values, who can clearly state that I believe in this, and I believe in this because of this. I have thought this through and this is where I stand.

vanderHeyden: Should people in college, when they prepare for teaching, have the experience prior to going into the field internships, observation, practice teaching?

Kearney: I think it is preferred, if it's done in such a way that the student is looking at many alternatives, is looking at other ways of doing things, looking at some situations which are distinct success stories. The more of that the better

vanderHeyden: How about the person who is approaching teaching as a second career? Twenty years in a field and now wants to go into teaching?

Kearney: They have probably learned a good deal of life already about interaction with people by the very fact that they have been successful in another career and are now leaving it. I would say that they could well take the big step into the profession. They may do some preservice of a few months before, or the summer before. They will probably be hired by a school system that is very appreciative of their life experience and who will in a very real sense give them the pre-service that they may need to start up, but then once they get into the swim so to speak, they will have someone there to help them, a department head, another faculty member Very often that is one of your best ways of learning the profession. Pragmatically a lot of these people just can't take a year off to go and do 18 credits and so forth.

vanderHeyden: Society should be working on something like that.

Kearney: That's right. The shortage, certainly in the urban areas, is such that you know individuals could get right in there and fill the void and learn on the job. That's not such a bad way of learning, for the more mature person. We are finding more and more people moving from the business world, which is at times cold, and somewhat calculating, wanting to do more than just that. They want to deal with people. Just one more idea, looking at teachers for the future. Again, we are finding that the successful school has a faculty that works very closely with one another There is less compartmentalization where everyone looks upon his or her turf and tries to protect it. There is a lot of sharing and integration going on in the disciplines. They are finding out that with a strong principal who will encourage this, you have a vibrant teaching staff. To get ready for that, we've got to make part of our training of teachers this collaborative effort, to help them not just sit and absorb via the lecture system, but teach one another to work as a community in a classroom. This is get ting ready for the profession more aptly than just acquiring knowledge and not being able to use it or transmit it. Sometimes you can learn more from your equals. It is that kind of teacher that is going to be the teacher of tomorrow

vanderHeyden: Are you opti-

mistic about the profession?

Kearney: I have to say that it has gone down in terms of its prestige, and society is beginning to see the implications of this. One hopeful sign is that across the country, there are more young people thinking about teaching. The down side of that is that some national statistics show that no more than 5 to 7 percent of these young people who now are thinking about teaching have any inclination, desire or intent of ever going to an urban school, a city school. And urban education across this country has a lot of remediation to bring about. So I would like to see more of these people start thinking of their life as a teacher as a calling, not only as a profession or a job, but almost as a mission. Look at the number of the young Peace Corps people who go to other countries. There are three thousand of them every year coming back to this country Some of those people would be great teachers because I think they would be willing to come back into the inner cities. So I am more hopeful than not. I see it coming back, but I think there is a long way to go and there are huge problems ahead of us. I think that we would do well sometimes to look at some of the studies that are coming out. One is James Coleman's study of private schools. He reports that the private schools — the parochial high schools, and the non-sectarian high schools — are getting something done that is not being done in the public schools. And he attributes this to many many things. But one of them is a preciseness of mission that is bought into by every faculty member Not perfectly but they all agree that this is what they are about and so everything that the school does is a reinforcement of the mission. Then there are other reinforcing circles that Coleman says exist. One is a parental component where the parents of the school tend more than in a public school to reinforce what is happening. Not only reinforce what is happening, but to say this is what I want for you and I will put up big dollars to get it. All of these cycles of reinforcement are something that Coleman defines as social capital. So I am wondering if more of the other school systems can't look at what is happening in the successful schools to see what can be brought to bear in their operation. And some of that has been done. More academics are being required for graduation, more time is being demanded that students put on task, a consistent code of discipline and so forth. All of those things are happening. Involvement of parents, as demanding as that is, is sometimes impossible given today's society but it is being sought after A reinforcement from the business world, getting the business world to come in and help motivate these youngsters, to motivate faculty to update faculty — all of that is a possibility There are more recent studies going on right now The Rand Corporation is doing one, and I am on their advisory board. What the researchers have done over the last year is to come into New York City, into the Catholic high schools and what are called the alternative public schools. These are small public schools, two and three hundred students, which have unique students in them. They are not specialized high schools like the Bronx High School of Science, but they are schools for youngsters who have certain characteristics. Maybe they are just plain troublemakers in other schools who have to go over to this school. But they are looking at the heartbeat of those schools, and the Catholic schools, and they are pulling out of those, common elements that have made them successful. And they take a look at each of those and try to find out which of them we can replicate in the comprehensive public high school. And of course it is somewhat arrogant to say that it's only the public school that's learning. I think some of the private schools also, Catholic as well as non-sectarian, would do well to look at successful public school practices to see if they can learn something there. And I think that that is happening. Another thing has come out of the Coleman studies and many others recently The University of Chicago analyzed national assessment of educational progress test results. Their analysis has shown that the Catholic schools at the elementary and the high school levels are significantly better in your standard subjects, your basic academic subjects, especially math, reading, and the verbal areas. And what they have found is that the success rate is even more profound for the minority students in those schools. So somewhere along the line, your Catholic school system has prevailed and is duplicating its success with poor children in previous years, and has brought it into today's world where your black and Hispanic and Asiatic students are performing in a more significant and superior fashion. All these things are worth looking at, and are bright signs for the future that our educational system can work. ▮

Keeping students:

Making the freshman year successful

EARLY LAST YEAR, John N. Gardner, internationally noted educator and expert on making the freshman year experience successful for college students, was the keynote speaker for a two-day workshop for Marist faculty. The workshop focused on ways in which the faculty, student services personnel, and other college staff can enhance the educational experience for freshmen.

Gardner, who is vice chancellor of university campuses and continuing education at the University of South Carolina, Columbia, S.C., is the director of that university's pioneering "University 101" program, an award-winning approach to freshman orientation. "University 101" is a one-semester course designed to teach freshmen basic college "survival skills," such as study techniques and how to use the university's resources.

Gardner is perhaps best known in higher education as the founder and director of the University of South Carolina's series of Conferences on the Freshman Year Experience. Since he began this venture in 1982, several

WANDA YUEH

thousand educators have participated in these conferences on freshman adjustment.

While at the Marist workshop, Gardner reflected on the transition to the freshman year:

"Freshmen, particularly freshmen on a residential campus, have got to approach this transition like any other major transition in life, and in effect, learn how to make others based on this one. And they need to do so holistically. So my philosophy is that you work with the students in terms of their intellectual development, moral development, their character development, spiritual, and physical development. The private, particularly sectarian, institutions have an enormous advantage...in taking this kind of holistic approach because you can, by (the) nature of your mission, address the interrelationships among the intellect, character, values, and spiritual qualities of a developing person.

"So from the perspective of a faculty member, you're not just dealing with a student's mind or ability to learn, you're dealing with a student with a whole set of emotions, customs, values, a belief system, a body type with good health or not so good health. There are so many things that you have to address simultaneously. And I think there are certain deliberate skills that a student can be taught that are very concrete; but there are also attitudes and values. Part of what I want to do with freshmen is teach them a way of viewing themselves, a way of viewing the college experience, to help them develop a set of values to base behaviors on." ▮

In 1983, Rebecca Busselle, a well-known photographer spent a year photographing the residents and staff at Wassaic Developmental Center a large institution for the developmentally disabled near her home in Millerton, N Y When her time there was over, she came away with more than a collection of moving portraits; she also wrote a book reflecting on her experience, An Exposure of the Heart *(W W Norton & Company, Inc.), which* The New York Times Book Review *said is "as impossible to put down as it is to read without intense distress." Busselle will be exhibiting her Wassaic photographs for the first time at Marist College this spring in conjunction with a program of lectures and seminars Following is an excerpt from Busselle's book.*

REBECCA BUSSELLE

An Exposure of the Heart

"I WENT to high school," a client named Emma told me in a small, stuttery voice. "I can read and I can spell. I didn't do too good in school, but I went. I have all these arithmetic books, see?" Grade-school notebooks and workbooks bulged from a frayed shopping bag on the footrest of her electric wheelchair With the back of her bent, palsied hand, she pushed the joy stick that drove the chair maneuvering herself face to face with Gertrude Healy I took my camera and a film holder out of my white bag.

Gertrude wore a housedress covered with forget-me-nots. Over her lap, a gray blanket outlined tiny legs that dangled in the wheelchair Her hands were serene in her lap. Because of her stunted legs her body and head looked disproportionately large; with her close-cropped gray hair she resembled Gertrude Stein.

The two old women talked to each other while waiting for their lunch shift in Evergreen Transitional. I photographed them side by side; being in front of the old press camera seemed to please them, as though it were something remembered from their past. When I finished they looked at me expecting conversation, but I could think of nothing to say The questions I really wanted to ask about their lives seemed too intrusive

As though she knew what my questions might be, Gertrude Healy began to speak in a voice that sounded more like recitation than spontaneous speech. "I was born on St. Patrick's Day 1900." She smiled and looked satisfied, paused a minute, then leaned forward to tell me more. "I was six when my parents put me away on Randall's Island. I can remember the horse-and-buggy ride to the landing and the ferry over That's the only way you could get there in those days."

At the turn of the century Randall's Island and Ward's Island, in New York's East River were grim homes for the unwanted. During the eighteenth and nineteenth century both islands were used for potter's fields, garbage dumps, and almshouses. In 1906, when Gertrude went there, Randall's Island was dominated by the sprawling "House of Refuge," a punitive detention home for juvenile delinquents, and the New York City Children's Hospital, another dumping ground for abandoned and "defective" children.

"I spent all my time on Randall's Island except for two months when I went to Ward's Island. I cried the whole time there, because I would wake up and I wouldn't be at my home. That's what I thought of Randall's Island, it was my home.

"I couldn't walk, I never could," Gertrude continued. "But I could crawl on my hands and knees. At Randall's Island I got knee pads and that made it easier "

I glanced again at the blanket that covered her lap. Under it were knees that had scraped along the cold and splintery floor of a tenement house and only felt relief when she had been *put away,* that chilling phrase. And in her head was a brain that could recall events and dates three quarters of a century ago.

"How did you feel. " I began and stopped. I could not shake the phrase *put away* from my mind. I leaned towards her wanting to ask, but wanting to ask in a low voice so we would not be overheard. "How did you feel when your parents put you away? Were you angry at them?"

"Oh, no!" Gertrude looked shocked. "I loved my parents very much. They lived on the West Side and they always came to see me, every three weeks. They never forgot about me."

The resiliency of the human heart.

She told me more about Randall's Island, entertaining me as though I had come for tea. She described the circus they went to on the first Tuesday of every April, she said how lovely it was to sit on the wooden porches of the buildings in summertime. "Then I came to Wassaic in 1934. They tore down our place on Randall's Island to build the Triborough bridge, you know "

Wassaic had been built to relieve overcrowding at existing upstate institutions and to accommodate people displaced when the Randall's Island and Ward's Island buildings were demolished. Nearly 950 inmates were transferred from the metropolitan setting to the hurriedly built, isolated, country one. Gertrude was among them. The population of the four-year-old school — still under construction and struggling to organize — was already 2,900. *The Annual Report of the Wassaic State School, 1934,* admits, "It became evident that a certain amount of overcrowding was unavoidable, and extra beds were placed in every ward."

"All the girls wore the same dresses, blue, the color you have on," Gertrude said pointing to my faded jeans. "The men all wore these striped suits. Monkey suits, we called them. Each building had its own dining room and we'd all walk over Except for the cripples. And that's what I liked best about the new place. I got my first wheelchair here in 1935."

After twenty-nine years as a ward of the state, Gertrude finally got off her hands and knees.

Emma broke in, her jaw moving for several seconds before words came out. I strained to hear her soft, stuttering voice. "I came here from upstate. My mother put me away when I was seventeen because she couldn't lift me no more. I had polio. I loved my mother so much. When she told me she was going to put me away I cried my eyes out."

"I wish I had one like Emma's," Gertrude said nodding at the wheelchair "then I could get around more. It's too hard to wheel myself in this one."

Emma looked at Gertrude and shook her head. "It ain't nothing," she said. "It don't get you out of here and that's what counts."▮

Sister Marian Bohen lived in Indonesia for 24 years, teaching in several higher education establishments and working in pastoral care. The following article decribes her work on the island of Kalimantan, where she lived for almost five years. Bohen, a member of the Ursuline Sisters, taught religious studies at Marist College last year after she returned to the United States. She is now teaching at the Maryknoll School of Theology in Ossining, and at the Sing Sing Correctional Facility, also in Ossining.

Sister Marian Bohen in Buntok on the diocesan boat with colleagues.

Life in river villages in Indonesia

By Sister Marian Bohen

After fifteen years in the pulsing, perspiring rush of Jakarta, I moved across the Java Sea to Kalimantan (formerly Borneo), a large island of uncluttered rivers and lush vastnesses of jungle. My base was in the city of Banjarmasin, a city more than 450 years old and, as its name implies, the place of salt water built in an area below sea level. Often referred to as the Venice of Asia, Banjarmasin is a city woven within a network of rivers and canals, and can best be seen in all its beauty from a *klotok*, a small, low-roofed boat.

Dominating the city is the impressive mosque, Sabilai Muhtadin, or "The Road unto God's Blessings." Its copper dome, which can be seen from many parts of the city changes color as the sky changes. The Banjarese, one of the most devout of all Indonesian Muslim groups, are justly proud of this mosque and of the number of those among them who have made the pilgrimage to Mecca. It is thought that the Banjarese, a Malay people, originally came to these coastal areas from Palembang in South Sumatra, and even today there are marked similarities. The Banjarese are good merchants, value education, and work at improving their lot in life. They are open, straightforward, and love to learn about other people. And yet they strive to keep their own values, particularly Islamic values. Muhammed Mugeni, a student at the University of Lambung Mangkurat, would often come to my office to meet the Dayak students working there, and to hear about Java and the United States, even to correspond. In one letter he described his efforts to find the right wife for himself. His first prerequisite: a woman of deep Islamic faith, "because life is difficult and we have to be able to face it from the same pivotal point."

The map shows the entire island of Borneo, the northern part of which belongs to Malaysia and Brunei. Kalimantan, the southern part, is in Indonesia.

It was chiefly to work among the Dayak people of central Kalimantan, however that I had come to the island. Our Banjarmasin office, on the grounds of the cathedral and diocesan center was a kind of meeting place for people from the interior and a planning center for leadership training courses for community leaders among the Dayak villagers, who were Christian. As the Banjarese are by cultural definition Islam, the Dayaks, who no longer follow their indigenous belief, Kaharingan, are by cultural definition Christian. One very practical reason for this is that the indigenous Dayak culture includes the presence of pork and strong drink at festivals, elements acceptable in Christianity but unacceptable in Islam.

During my first year in Kalimantan, I spent six weeks in the small town of Pendang on the Barito River as an orientation period to life on the island. I stayed at the parish center and tried to follow as much as possible the rhythm of life in the area. I rose at about 6 a.m. went to the outhouse, then helped Ibu Remi start the wood fire for morning coffee and set out the dried biscuits for breakfast. Then for an hour or two I worked in the garden weeding, hacking at roots, and hoeing — until the sun got too hot. Around 10 a.m. women and children headed down to the river to bathe and do the family wash. This was a welcome ritual because it included catching up on the local and regional news, joking, and storytelling. It could last for more than an hour. By then it was time to prepare the noon meal, eat, then collapse for the siesta — the only activity possible in the full heat of the day. In the afternoon, the women sat with their youngest children, preparing supper, sewing and chatting; but after a few days of this, I spent the time reading and preparing for the coming months. Very often, toward the end of the afternoon when it was cooler there was another stint in the garden, and the final bath of the day toward sundown (in the tropics sundown is at the same time year-round, between 5:30 and 6:00 p.m.). This bath was less leisurely, but necessary to wash away the afternoon's dirt and perspiration. When it was completely dark — minutes after sundown — families gathered for the evening meal, and for the usual pastime of talk, laughter and music. The oral traditions of the people there are in no danger of being lost

continued on next page

because they are still so much a part of their daily lives.

The men spent most of their time working in the fields and could be away for days if their *ladang* (field) was far from town. Some had to travel a day or more to reach their *ladang*. Others did not come home until near sundown. For the Dayak people I met, the *ladang* is not just a place of work, but a place where they enjoyed the labor of creating a clearing in the jungle, of caring for the crop while fending off its worst enemies, the monkeys, and later harvesting the nourishing rice. To have a *ladang* is a point of pride and self-respect, and very often children in the family will have their own plots, earning money for their schooling. It was not unusual to see teachers and government officials proudly walking or canoeing out to their fields after hours, and on weekends, to care for their land. Students in the larger cities would look forward to the summer vacation, when they could return to their villages and help cultivate the land. To have come from a farming family from a remote village, is a point of pride, certainly nothing that was hidden nor considered embarrassing.

The Dayaks are an independent people, and often during our courses in the villages, when asked to reflect on their deepest cultural values, they would most often say "freedom" — freedom to roam and travel on their island, freedom to be themselves, to follow their own customs and their own ways of thinking and being. At one course we organized for community leaders in Palangka Raya, the capital of the Province of Central Kalimantan, a government official was delivering his presentation on the principles of the national philosophy (always a requirement in government-funded courses, as this was), and he spoke condescendingly to these farmers, considered backward and rather primitive by many people of other ethnic groups. Finally one man had had enough, and stood up and said, "We are not children, and do not want to be treated like children. Maybe you can do that in Java, but not with us."

The presentation ended soon after that.

Tatoos have been used to represent the tribe, family, and station in life of a Dayak.

Another facet of Dayak life that I observed during my period of orientation, an element which I continued to observe, was how men and women had much of the same roles and responsibilities. Nowhere else have I experienced such a degree of equality and democracy as I did among the Dayaks. They sit in separated groups on formal occasions, but this did not express the idea that one was better than the other In their traditional religion, Kaharingan, the belian, or leader, is as often a woman as a man. They work together in the field and in the house and in the kitchen. If there is division of labor when there are small children in the home, this is due only to the biological fact that it is only the mother who can nurse the child. Among the Manya'an Dayaks, if a child is conceived out of wedlock, the parents are usually married, at least until after the birth of the child, to ensure that the baby will have a full name. The parents are then free to decide whether to remain married or to separate, but the child would be ensured a place as a member of the family

Nowhere else have I experienced such a degree of equality and democracy as I did among the Dayaks.

Also in this period of orientation, I went with the parish priest on what is called a *turne*, a pastoral visit to outlying villages. The number of villages covered in one *turne* depended on the distance between them and the seasonal conditions of the rivers and streams.

From Pendang we left with Ubur Remi's husband, who was a pastoral assistant as well as a farmer We loaded everything into the open longboat, which is propelled by a small outboard motor then crossed the Barito and went into the narrow, winding river called Ayu, which roughly translated means lovely and graceful, as this tree-shaded river is. After only an hour we reached the village of Manjunre, just in time for the evening bath. So down I went to the river followed by a group of children curious to see how the newcomer would manage in their river As it turned out, I supplied the afternoon's entertainment, as well as an anecdote for the evening session. I took one step into what I thought would be shallow water near the shore and went in with a splash, grabbing for the soap and my sarong at the same time. The soap floated away but at least I emerged decently garbed. I learned from this — and from other incidents not to mind the laughter· I knew they were not laughing at me, but were ready to laugh at anything unusual in their lives of constant, unchanging work. I often marveled at the ability of these people, as of people in Java and Irian, to smile, to laugh, and to be gracious and welcoming when, to an outsider's eyes, there seemed to be little to smile about.

We were engaged on this *turne* in a Holy Week and Easter celebration, and so it was that in each village the three moments of Paschal festivities, which normally take three days, would be compacted into a single two- or three-hour service. The Dayaks are noisy and relaxed in their daily lives, and so when they gather for a religious celebration in the church, or in a home large enough to fit most of the people, they sit on the floor chatting and laughing, the ever-present cigarettes providing smoke which rose like mundane incense. When it was time to begin the service, Father Stefan asked them to put out their cigarettes and to pay attention to what was going on, which they gladly did. The atmosphere of the celebration was relaxed, yet the people were clearly attentive and involved.

A young mother stood up to do the first reading and placed her baby in the arms of an older child. The child started to cry When, after two sentences into the reading, it became clear that the baby's crying would not stop, the mother left the lecturn and picked up her baby The baby immediately stopped crying, and the woman returned to continue the reading, babe in arms. I found throughout my time in Kalimantan and elsewhere that the best ministers and community leaders were those who accepted, encouraged, and integrated the people's spontaneity into religious services, rather than forcing on them the more serious, stilted forms of Western worship.

Another particular aspect of this *turne* that impressed me was Father Stefan's policy of depending on the people of the villages for our food and board. We ate with the people, ate whatever they ate, and spent the night in whatever place they provided for us with traditional Dayak hospitality We didn't always get enough to eat, however One day we fasted from the time of our predawn biscuits and coffee until dinner at 11 p.m., after the service. But on another day when we visited three villages in one 24-hour period, we had three full meals. Even with little food, we survived and learned to do without much which had formerly seemed necessary

In another village, Baruang, we were met by the community leader, Awin. He looked like a teenager but was the father of two with another on the way Awin had exceptional leadership abilities. This was evident in the vitality and participation which characterized the Baruang community The fact that they would have chosen this young man as their leader illustrates another trait of the Dayak groups with which I came in contact: the democratic acceptance of everyone, regardless of age, gender status. Awin's youth was no obstacle to his being chosen; he had the ability to be a leader and the willingness to serve, and that was what determined the outcome of the election.

This trait was later evident in another area, among the Dayaks of Muara Teweh, during a course for community leaders from the outlying villages. During several sessions, a participant from each group was chosen by the group to speak. Among those chosen

was Doni, a 16-year-old high school student. Many who listened to him were gray-haired elders. Most were mothers and fathers. Yet, when Doni stood up, they listened, and once they realized he had something to say they took him very seriously, and later asked him questions. Some even asked if he had learned anything in school that could help them. The people we came to know in these courses impressed me with their own idea of self-worth, their readiness to learn, and their spontaneous questioning and critical attitude toward life. I learned that formal education is only one means of human formation, and perhaps not always the most significant.

Another example of this Dayak acceptance of others on the basis of merit not status was Ibu Tariana, wife and mother of five children, and junior high school graduate. Tariana is one of the community leaders in Buntok, a town of considerable importance on the Barito River When we began our courses there, it soon became clear that Tariana was unusually intelligent and had considerable gifts in communication, so we asked her to join our team for in-service training in the villages near Buntok. Her husband, a government employee, was willing to let her go for a week, with their youngest child, while the oldest daughter took care of the other children at home. In every village, as Tariana began to speak, I could see the "show-me" attitudes gradually fall away as she spoke. Then, as now, I often reflect on how much human potential is hidden in obscure places.

One of the typical Kalimantan experiences is the journey by river taxi. Because the rivers are the thruways in Kalimantan, there are a variety of boats that travel up and down the river There are the canoes, longboats, and speedboats. Each kind of boat in Kalimantan is a sign of prestige and material wealth much like automobiles are here. Canoes are the Fords, the longboats are the Chevies, and the speedboats are the Cadillacs. The watery highways, however are mostly crowded with taxis and *klotoks*, or small taxis. They are the most numerous, most common, and least expensive means of transportation. River buses are the Metroliners: sturdy, European-built ships of steel, which might carry passengers along the great rivers of Europe. These have rooms for passengers, two fairly large bathrooms with running water, and a deck with chairs and tables. There is also an economy class deck for passengers who are willing to sit and sleep on the floor as in a river taxi. One distinct advantage of the large river bus is its powerful engine, which cuts travel time. The fastest, most expensive way to travel is by speedboat. The speedboats used for commercial transportation can hold up to 14 passengers squeezed together in typical Indonesian fashion. I once joined others on a "speed," as such a trip is called, when I had to move quickly from Buntok to Banjarmasin, and enjoyed the fact that it took eight hours, as compared to 12 on a bus or eighteen in a taxi. Less enjoyable was the prolonged bouncing and banging over the waves; it was a good test of how much backbone I had.

The river taxi was my most frequent means of travel, and I like to recall the memories of some of those trips. My first trip seemed more like an ordeal than a journey though it was a relatively short one, lasting around 16 hours. It was during a busy traveling season and I was barely able to squeeze into the crowded taxi. Finally I found a space to stretch out and sometime during the night I woke up with a start, having felt my head being scratched. I sat up, turned around, only to see the woman behind me also sitting up: she had scratched, and felt nothing; I had not scratched, and felt something. So, with sleepy "*ma afs*" (excuse me), we settled down again.

That first trip seemed interminably long, and when we reached Banjarmasin at 3 a.m. I hurried out of the crowded boat. I joined the few people leaving at the time most waited inside for a safer 5:30 a.m. exit — and someone hailed an *ojek* for me. The *ojek* is the cheapest, speediest means of land transportation. It is a motor bike with a seat for the passenger behind the driver So, this early morning I started out from the docks to the hospital complex where I lived, and only midway did I realize how crazy it was to be cruising at 3 a.m. through the dark city, my small bag on my knees.

I soon became more adjusted to the river taxi, and to the way people lived on it. Life on a river taxi was like living on an island, a crowded, noisy island, but an island where people formed a kind of community especially on the longer trips, such as the two-and-a-half to three-day trip from Banjarmasin to Muara Teweh. In my first years in Kalimantan, the taxis were fairly simple: one large room under the roof, with a linoleum-covered floor When we boarded we staked out our territory on the floor there with a pillow and possibly a *tikar* (woven mat) that could be rolled up during the day Bags sometimes were put into overhead racks, otherwise they helped to form a backrest. The larger taxis had a similar room on a second story covered with a roof At the bow was the pilot's cabin and a small space of open deck. I loved to sit out on this deck during the day

enjoying the vast expanse of river and jungle, dotted with occasional villages, especially after having spent 15 years in space-hungry Jakarta. Life out on the deck was filled with small talk, with periods of quiet, and with serious conversation. Many of the passengers were Dayaks and others were Banjarese merchants traveling with their wares to villages in the interior I remember one conversation with a young Banjarese man who began talking about his family and when I asked the names of the children, he replied, "Well, the first is called Francisco"

I was surprised, and said so, that a devout Banjarese Muslim would give a Christian name to his child.

"My wife and I like America," he said, "so we named our children after places in the U.S.A. — Francisco, Sallypurnia (California) and Angeles."

At the stern of the river taxi were two bathrooms containing the usual squat latrine and a plastic bucket with a rope tied securely around its handle. It was like a balancing act to get the bucket through the window and down into the river for clean water, then to bathe without losing your balance, or to wash your change of clothes hanging on the hook just inches away from this ingenious manual shower At first this routine was inconvenient, but later a joy I liked to feel the cool water wash away the heat of the trip. After my first trip, I discovered the trick of getting a leisurely bath in the morning. I got up at 4 a.m., picked my way over the sprawled, sleeping bodies with my bathing kit — which included a flashlight — then took my time with a refreshing bath. I was out before the line-up began at 5 a.m. and on my way to the ship's restaurant for a cup of freshly-brewed coffee.

This restaurant never ceased to amaze me. It was at the back of the boat, just to the side of the bathing area. In a small space on the deck, open except for the roof were a table, a bench on one side, the woman who served as the cook and waitress on the other, and in a niche — protected on three sides — the cooking area with a good wood fire and place for two large pots and one small pot. I have rarely tasted such delicious meals as those served on the river taxis. The meals were usually rice, fried fish, and a spicy sauce. Of course, if you took a long trip the same menu could get monotonous, so many people brought their meals from home, or they bought food from the many vendors who came out in canoes to sell their wares alongside the boat when we stopped at towns along the way I enjoyed the inexpensive food, the wallop-packing homegrown *kopi tubruk* (a strong coffee made by pouring boiling water over coffee grounds and letting the grounds sink to the bottom), and the talking that went on at the table as we ate.

On board we spent much of the time talking the national pastime. And I, for one, learned a lot during these conversations. Many of the men played card games or games of dominoes. Because most were serious Muslims and were prohibited from betting, they devised an ingenious way of penalizing the losers. Dead batteries, usually the large sizes of C or D, were tied up in rubber bands and looped over the ear of the loser until he won a game. It was not unusual to see someone with three or four batteries hanging from his ear, then, after he won a game, sighing with relief as he passed on the burden to another Others did crossword puzzles, usually in groups. If there were foreign words, I would be called upon for an answer Once, when some people were puzzling over an Indonesian word and I volunteered a possibility which worked, they just stared at me. I was not supposed to know that much Indonesian. People spent part of the time napping, especially as the day grew hotter Come evening, the socializing would begin again, almost always in a cloud of smoke from the crackling *kretek* (clove) cigarettes. On the river as in the villages, cigarettes were the wine and cheese of their social life. Some, however preferred the pleasure of chewing beetlenut. Every woman, as well as some men, carried a small kit of beetlenuts, lime, siri leaves, and a paring knife. There was an art to preparing the chew sharing ingredients around with those who had none. Some passengers read to pass the time of day as I did (night reading was impossible in the poor light). Someone would eventually approach you to find out what you were reading. If it was in Indonesian, they would ask to borrow it later; if in English, they would ask for a summary of the story After my first few trips, I would buy several magazines in Banjarmasin before getting on the taxi, then share them with my companions of the journey I learned to enjoy the trips, even to look forward to them as adventures, as opportunities to delve more deeply into the life of the people of this vast island.

As with the river taxi, so it was with the *ojek*, the land taxi of Banjarmasin. I was told to be wary of the *ojek* drivers, as if they were dangerous people. But because the *ojek* was the fastest and cheapest way to get around, I tried it and was never disappointed. The drivers were invariably men. Some were students earning tuition money, others were retired civil servants trying to supplement a meager pension, while others were office workers moonlighting to help put a younger brother or sister through school. Some also did this as their full-time job. Gradually as I became accustomed to the perch on the back of the bike, I was able to maintain my sidesaddle balance while clutching the seat with one hand and whatever load I had with the other The *ojek*, like its more sedate cousin, the *bajaj*, provided yet another opportunity to engage in the national pastime socializing. Even haggling over the price of the ride, which I hated at first, became a pleasurable art. And it is an art, though it took me some time to realize this, and to enter into it as the form of communication that it is. This was no cold, flat business arrangement, but an acknowledgment that the *ojek* driver was someone who was trying to make ends meet, someone who had a say in the price he would accept and the people he would take on as passengers. Some of them would brusquely ride off after our initial bargaining, and after the first experience and its accompanying pique, I often thought how good it was that they had this kind of self-respect and sense of independence. They, too, had their standards and their preferences, and they though materially poor or just about getting along enjoyed the freedom and sense of their own dignity

These random reflections on one period in my Indonesian years may in some way illustrate what I conceived as my "mission" during those years: to help others to be proud of who they are, to stimulate them to dig into the roots of their cultural heritage, hoping they would be able to hang onto and nourish the essentials, while adapting to the demands of a changing society· to challenge them to find their own ways into the future, rather than accepting ways imposed on them by others. I learned far more than I taught.

I learned that many values I had seen as absolutes were actually relative, and that some very deep values can indeed be called universally human, even though they happen to be clothed in a variety of cultural garb. It also became clear to me that the word "primitive" has long been used to control and belittle people. There are "primitive" means of agriculture, which means that the tools and techniques are simple. But they are used by cultures marked by a highly-developed philosophical and mythological system. There are highly complex technological societies wherein "primitive" value systems, which result in crude behavior form a kind of public philosophy I learned that people often have a subconscious sense of superiority over those who are different. Above all, I learned that being human acting humanely — is a constant urge across many cultures. It is expressed in different ways, yet the same deep desire to be oneself to treat others well, and to search for some meaning underlies the sweat and soreness, the routine sameness of daily life. ▮

Fashion luminaries attend Marist's Silver Needle show

THE COVER of the November *Hudson Valley* magazine asks a good question. What *were* Bob Mackie, Michael Kors, Carolina Herrera, and Marc Jacobs doing in Poughkeepsie? On the magazine cover they were straightening the tie and sprucing up the tux of Marist's fashion program director Carmine Porcelli. But they were really in Poughkeepsie for Marist's second annual Silver Needle fashion show and awards presentation held at the Radisson Hotel in April.

All four of these noted designers served as critics for Marist's fashion students during the 1988/89 academic year They gave generously of their time, meeting with students on an individual basis at their studios in New York as the aspiring designers worked on all aspects of the design and construction of garments for resort, spring, summer and fall collections. Joining Mackie and Jacobs as designer-critics for the current academic year are Isaac Mizrahi and Louis Dell'Olio of Anne Klein.

The Silver Needle show is the culmination of the students' efforts, their chance to present the final products of their year's labors. At April's event, approximately 60 designs were modeled for a standing room only crowd of more than 500 people. The highlight of the evening was the presentation of Silver Needle awards by the four designer-critics to the student each designer felt had done the best work.

The 1989 Silver Needle recipients were Alisa Esposito, Pleasant Valley N Y Christine Garvin, Cincinnati, Oh. Josephine Miluso, Locust Valley N Y and Chris Ann Pappas, Douglaston, N Y

The audience for the Silver Needle show included a number of well-known individuals in the fashion industry many of whom serve on Marist's fashion program advisory board. Etta Froio, vice president and fashion editor of *Women's Wear Daily*; Alan Grosman, vice president and merchandising manager of Saks Fifth Avenue; Allen McNeary president of Liz Claiborne, Inc., Nonnie Moore, fashion director of *Gentlemen's Quarterly*; and Gerald Shaw president of Oscar de la Renta. Marian McEvoy editorial director of *Elle* magazine, recently joined the advisory board.

The Marist fashion program also found itself in good company on the pages of *Women's Wear Daily*, which called Marist a good place to look for talented young designers.

Lisa Lockwood of *Women's Wear* wrote the following after the Silver Needle show·

"Anyone looking for some hot new design talent should check out the recent graduates of Marist College's fashion program under the direction of Seventh Avenue alumnus Carmine Porcelli. The quality and sophistication of their work was good enough to impress Carolina Herrera, Bob Mackie, Michael Kors and Marc Jacobs, who made a two-hour trek to Poughkeepsie, N Y last week to see the students' fashion show and present Silver Needle awards to four of the graduates. During the show Kors entertained his front-row companions with witty repartee.. When one student got a rousing cheer every time her designs came down the runway he said, "I'd like to have that cheering section at my show "

With a recent move into modern new classrooms and offices in renovated Donnelly Hall, the fashion program at Marist is on its way to the third annual Silver Needle show April 26 at the Radisson Hotel. You'll want to get your tickets early· it's hard to tell just who might be in Poughkeepsie that night.▮

PETER BYRON

Behind every great show...

While the excitement may be great out in front of the curtain, backstage at the Silver Needle fashion show is a whirlwind world all its own. A half dozen models, plus several students and faculty, a hairdresser, and a makeup artist, all are working frantically to make sure that the right clothes and the right accessories come out on the right model in the right order. No small task when 60 designs are modeled during the hour-long fashion show. Here some of the essential behind-the-scenes staffers take a peak at how things are going out front.▮


HOWARD DRATCH

Isaac Asimov at Marist

Isaac Asimov, the acclaimed author of almost 400 books ranging from science fiction to history, spoke at Marist last fall before a full house in the Campus Theater During his 45-minute talk, he spoke about the process of learning and the role of computers in education. Following is an excerpt

IN THE OLD DAYS, education was not a mass phenomenon. Mostly parents taught their children the trade they labored in. The goldsmith taught his children, if any how to be a goldsmith. A farmer taught his children how to be a farmer And so on. You learned to do what your father did. These are all mechanical arts. This is the sort of thing you have to know to make a living.

There were people who didn't have to work to make a living, who inherited land, who were nobles, who had servants and slaves and peasants and surfs, and all that. And in what did they educate their children? They educated their children in the kind of knowledge that was suitable for free men, for men who were not forced to work for a living. They could study the great classics of the past, the great works of the Greeks and Romans. They could study geography They could study foreign languages. They could study I don't know how to play a musical instrument. Not to make a living, but just to enjoy their lives more. So these were called arts for free men. Or in Latin, if you'll excuse the dirty word, liberal arts.

Who studied the liberal arts? Just a relative few, and they usually studied it by tutors. Or they eventually went to colleges. It was a minority type of education. But when the industrial revolution came in, it became important to educate many people. It was all right on the farms of the kind we had in a nation of medieval times not to be literate people, not to know anything but farming. Knowing farming was enough. But once you got into the mills, once you got into the factories, you were dealing with complicated machinery which could be broken, and would be very expensive to have it broken, or to have catastrophes take place. So, it was important to be able to read instructions. In short, it became necessary to have everyone read.

Now that was an enormous advance, because I am sure that in ancient terms literacy seemed to be the province of the very few I mean, clerics could read. Merchants could read. People in trade could read. But, by and large, peasants, who made up perhaps 95 percent of the population, couldn't read. And the aristocracy often couldn't read, either They hired someone to read for them. But then when it turned out everyone had to be able to read, or at least many people did, they began to have mass schooling. Free public schools were established in industrial nations, not out of the goodness of their hearts, but because it was necessary And when that happened, it turned out that those people could be taught to read.

The only trouble was that in those cases, you generally had one teacher for many students. You couldn't have individual tutoring. There just weren't enough teachers. Certainly there weren't enough good teachers. How are you going to handle mass education? You had to fix up a curriculum. You had to tell the people what to teach, when to teach, how to teach, and so on. The whole thing became standardized. And, unfortunately kids aren't standardized. Some kids are brighter than others in one particular way or another Some kids are more interested in one thing, other kids in another thing. So that the end result is that in the schools some people find that the process is going too slowly and they are bored, and for some it is going too quickly and they are confused. For some, it is going in the wrong direction and they are just mad. So it doesn't work out very well, but obviously there was nothing to put into its place. Until now

In addition to schools, we can have the kids making use of their computer outlets, and learning the things they want to learn on their own. They must be curious about something themselves, whatever it is, and they can find it out themselves. They've got all the books in the world in that particular subject at their disposal. It may be something that you think is thoroughly useless, but what do you care. He's interested. She's interested. Let each person be interested in what they are. It's going to make a complete difference in the approach to learning.

Too often now we think of learning as something which is a deed to be completed. In other words, you go to school, and you have an education, and you complete your education, and you leave school. Well then, it means that education is something for children. Grown-ups don't have to be educated anymore. It means that once you get out, anything in the way of education that someone tries to push on you is a return to kid stuff, and you resent it. You got out as fast as you can, you don't necessarily remember what you learned. There are a great many people who went through a public school, and high school, and, dare we say college, too, who remember very little of what they learned, who will have the various diplomas that show that they finished.

You can't really expect people to enjoy learning under those circumstances. And, therefore, we assume that learning is not a pleasure. That it is something forced on you and you hate it. And that goes against everything that makes sense.

If we look at any animal that is sufficiently complicated to be able to act in such a way that we imagine emotions for them, we see that they enjoy what they are best adapted to doing. When a bird soars through the air when a swallow swoops down, when an otter goes sliding into the water when a seal swims about, it's hard not to see they are enjoying themselves. It's a pleasure. Why not? They do it so well, it comes so natural. Why not? If they didn't enjoy it, they wouldn't do it.

What is it that human beings are adapted to do? What is it that human beings enjoy most that other animals wouldn't? We've got three times the brains and only 150 pounds of body Two percent of our body is brains. The only animals that have bigger brains than us are elephants and whales, and they have much bigger bodies. What are we going to do with our brains? What is it there for? The answer is to learn. We learn faster and better than any other creature on earth. So why don't we enjoy learning? The answer is we do enjoy learning. We are learning what we want to learn according to a curriculum. If we have to, we have to. But isn't there some reason that we can also learn by ourselves? Isn't there some way we can use our computer outlet as sort of spare time pleasure? Learn what we want to learn in our own time? In our own speed? Go from place to place? Get the ideas to do something else? Then learning becomes pleasant and not just for children. You can do it all your lives. Everything you enjoy you keep on doing. Anyone who loves to play tennis doesn't stop just because he turns 40. He keeps on playing as long as he can find someone to carry him out to the court.

I've got to write about what's going on. So I've got to keep learning all the time. And I'm getting on in years. But just because I've been doing this all my life, I haven't gotten stiff at it. I can still learn as easily as I

could when I was 19 because I've been exercising it all the time. Use it or lose it. And I've been using it, so I haven't lost it. And if I can do it, everyone can do it. There's nothing special about me. It's just that I found out a way of spending my life that makes learning fun. And anyone else can do it, too, if they are helped by means of the new development of computers.

That is what I think is most important about computers. They are going to introduce a new and totally different form of learning, of education. We're going to let computers (and remember robots are just mobile computers) take care of the "three D's" eventually· the dull work, the dirty work and the dangerous work. And human beings are going to indulge in creative work, the truly human work. And, amazingly we are going to find that most human beings are creative. Maybe almost all human beings are creative one way or another if they are only given a chance.

Just as it turned out that most people can be taught to read, if they are properly educated, so it will turn out that people can be made creative, if they are properly educated. And, we will have a world of creativity

Anyone who sits down to do a job that is dull and repetitious and does it over and over and over again, year after year eventually is incapable of doing anything else. If you are tied to your chair and made to sit there for years, when they untied you you would be unable to stand up. The standing-up muscles would have withered and atrophied. And the same way the creative portions of the mind would wither and atrophy So it is no use saying, "But look at people. They are just not creative." We have kept them from being creative.

"People and computers will not compete, but cooperate"

Alter the educational system. Put in computers to do the work human beings should by no means ever have to do, and we will have a creative world. We can destroy the world before we make it creative. For that we need to be wise. We need to be sensible. I can't guarantee all of the human race to be wise. All of history shows that humanity doesn't tend to be wise, that it tends to do foolish things based on all sorts of false emotions and hatreds, suspicion, and so on. But if we can somehow change, somehow keep this beautiful world and not destroy it, there's a great future ahead of us. Some people worry about it. They say "Well, my goodness what if computers become so capable that they can do everything human beings can do, and in this way make us obsolete in general?" It all depends. When I'm feeling cynical, I say it can't happen soon enough. I mean, look what the human race has done to the world. There should be a replacement. Maybe computers would do better But that's only when I'm cynical. When I am more rational, I realize that what they call artificial intelligence may be altogether different from that form of intelligence.

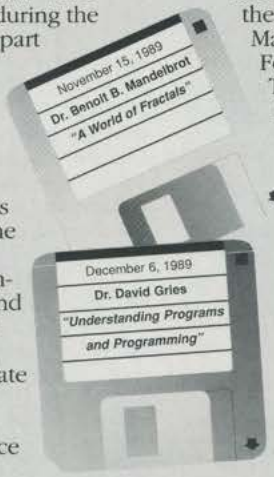
The computers are very good at punching numbers and doing other things that human beings couldn't really do unless they wanted to spend a couple of thousand years and not really mind making mistakes. On the other hand, there are things we do that perhaps computers can't. For instance, I told you I've done 396 books. Now how did I do that? It's very simple. I write very fast, and I don't revise a lot. So how come I get it right the first time if I'm writing so fast? And I can give you the answer to that: I don't know It just works. I can do it, but I can't describe it. I cannot possibly describe it. So if I want the computer to do my work for me while I sit back, I can't. I can't program it. I haven't the faintest idea what it is I do. And this is true of human beings generally We all can do things and we can't describe how we do them so well. Watch a baseball game. There's a crack at the bat, a guy runs out to the outfield, lifts up his head and gets the ball. How do you know where to go? Ask him. He'll say "Well, that's where the ball is going." He can do it. I can't. You can't. And that's the way it is.

So, the future belongs to us and to the computer We are going to do two different things. We are two entirely different intelligences. It's not a matter of competition, it's a matter of cooperation. Together we will accomplish much more than either of us could separately provided we don't destroy the earth before that.▮

Cadden lecture series

TWO INTERNATIONALLY noted mathematicians and computer scientists were guest lecturers during the fall semester as part of the 1989/90 Dr. William Cadden Distinguished Computer Scientist Lecture Series.

The series is sponsored by the Marist College Division of Computer Science and Mathematics. It was funded initially by the late Dr. Cadden, a professor of computer science at Marist. The fund is now supported by his wife, Valerie, and the IBM Corporation.



Benoit B. Mandelbrot, best known as the author of the books *Les Objets Fractals* and *The Fractal Geometry of Nature*, spoke to a group of more than 200 students, faculty members and participants from the community. Mandelbrot is an IBM Fellow at the IBM Thomas J. Watson Research Center and the first Abraham Robinson Adjunct Professor of Mathematical Sciences at Yale.

David Gries, a faculty member in the department of computer science at Cornell University and chair of that department from 1982 to 1987, spoke on "Understanding Programs and Programming." Gries is chair of the Computing Research Board, the organization working to represent the interests of computing research in North America.▮

HOWARD DRATCH

Ernest Boyer

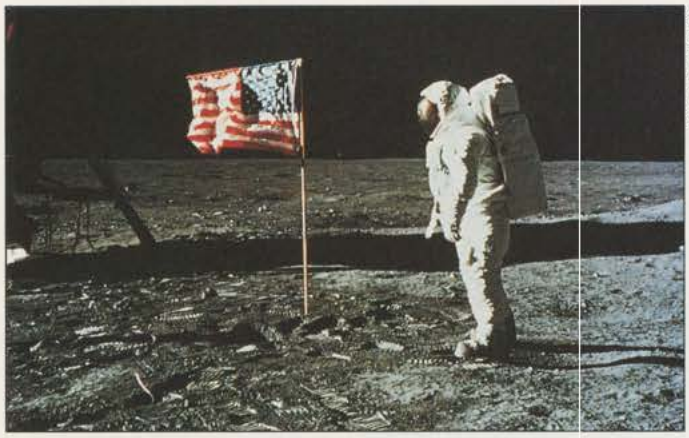
Boyer lauds Marist

DURING A LECTURE last fall on the Marist campus, Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, and former U.S. commissioner of education and chancellor of New York's university system, said that "there have been more significant and consequential changes at Marist than at any other independent, higher education institution that I know."

Speaking on "College, the Undergraduate Experience in America," Boyer added that Marist is "an institution that confronts the odds and demonstrates the unbeatable combination of vision of leadership and dedicated faculty."

Boyer is regarded as one of the nation's leading educators and authorities on education. His landmark study published as *College, the Undergraduate Experience in America* evaluates the capacity of the nation's colleges to serve its students effectively.

"I think that Marist continues to demonstrate the superb blend of, on the one hand, the utility of knowledge, and on the other hand, responding to the deepest yearnings of the human spirit," Boyer said. "And that is precisely, in my opinion, what the academy urgently needs today."▮



COURTESY OF NASA

Trustee recalls Apollo 11 moon mission

For the 20th anniversary of the Apollo 11 mission, the Poughkeepsie Journal *interviewed James Bitonti, a Marist trustee, about his role in the project.*

BY STEVE MARDON

To dream about the moon is within the sleep of all men. To dream about the moon and, on waking, to see it close at hand will be given to few. It is a rare privilege to be living when the first men do so.

SO READS the inscription on a picture frame of NASA patches Jim Bitonti keeps inside his house in the City of Poughkeepsie.

Bitonti never woke up on the moon, but he did play a role in Apollo 11's historic flight, which landed on the moon 20 years ago. He was one of thousands of faces behind Neil Armstrong's "giant step for mankind."

While working for IBM, Bitonti was instrumental in developing the computer system which controlled the craft's trajectory "To be part of something as momentous as that was just incredible," he said. "You had to feel a great pride in your country a great feeling of patriotism. Being a part of it was very emotional.

Beginning in 1967 Bitonti, who is now 58, worked with about 3,000 other IBMers on space-related projects. The federal government contracted IBM to develop and build much of the computer technology used on the space missions.

Besides Apollo 11 Bitonti worked on computers used on the other Apollo missions, Skylab, the Apollo-Soyuz flight with the Soviets and the space shuttles. He retired from IBM in 1987 and is now involved in trade with the Far East.

Newspaper and television reports about the anniversary of Apollo 11 have stirred up pleasant memories of the 1969 launch, he said. Bitonti watched the 2 a.m. broadcast of astronauts walking on the moon from his home in Owego, Tioga County (N Y.).

Jim Bitonti

"I don't believe I'll ever forget the feeling I had watching that on television," he said. "To think, here it is, happening live. It was a fantastic happening. It's hard to convey the actual emotion."

Over the years, he met most of the astronauts on the flight at NASA receptions.

"You'd expect tall, brute, powerful people, but they were all very much like common people," he said. "They had slight builds. That's the thing I remember most of all. They were no different than everyday people."

Bitonti laughed as he recalled reading science fiction stories as a boy growing up in Brooklyn.

"I liked Buck Rogers and that kind of thing," he said. "But it was all fantasy with ray guns and space ships. I never thought it was possible."

"As a young boy the thought of sending an object to the moon and back was inconceivable. To find that as an adult, I participated in that, was incredible. I hold it as a highlight of my life. ▮

—*REPRINTED FROM THE* POUGHKEEPSIE JOURNAL

The two lives of Leslie Gabriel

BY DAY, Leslie Gabriel is a systems programmer at Marist; but at night she is sometimes a Chinese princess.

As an actress of Beijing opera, the Taiwan native (her maiden name is Lu), Gabriel plays the leading role in a play called *The Chao Orphan*. She played the part in a recent performance at Marist with the Yeh Yu Chinese Opera Association of New York City, of which she has been a member for the past five years. She is one of only two members in the Hudson Valley.

"I've been interested in Chinese opera since I was a child," said Gabriel, who is

Leslie Gabriel the Chinese princess...

PHOTOS BY HOWARD DRATCH

and Leslie Gabriel the systems programmer.

27 years old. In Taiwan, she said she watched performances on television and performed with a club in high school. She came to the U.S. in 1979 to study, and shortly after she joined IBM in Poughkeepsie, she got involved in Chinese opera here.

Beijing opera, or Peking opera according to the former spelling of China's capital city, is one kind of opera named after a city or area of China, and is the most widely known. It is a combination of music, dance, and acrobatics used to tell stories from ancient times. This form of theater has a long history in China and thus carries with it ancient Chinese tradition and thought, which is what makes it so appealing to Gabriel, she said.

The Chao Orphan is about a princess who seeks to avenge her family's honor. Personal and familial defamation, or "losing face," as the Chinese say, is a desecration; maintaining one's dignity is paramount in life, and involves its players in all kinds of intrigue.

The costumes and makeup of the characters for Beijing opera performances are colorful and complicated; for Gabriel to be made-up and dressed for her role takes roughly two hours, she said.

The Yeh Yu group (Yeh Yu is Chinese for amateur) is a nonprofit organization founded in 1958 by a small group of Beijing opera artists in New York. It now has about 100 members and a repertoire of more than 120 authentic traditional Beijing operas. ▮

Silver Needle Awards

The man behind those posters

Noted fashion illustrator at Marist

AS ONE of the leading fashion illustrators in the country, Michael Van Horn has pleased a lot of people with his work. But Mae West wasn't one of them.

As a young sketch artist working in the Los Angeles bureau of *Women's Wear Daily* in the late 1960s, Van Horn was often called on to draw famous people as an alternative to photography "Those kinds of drawings were used a lot in *Women's Wear* at that time," Van Horn said. "There were many people, especially people in Hollywood, who didn't want to be photographed. Mae West would only allow herself to be photographed in a studio where she could be all done up with her hair and the dress and the makeup," Van Horn said. At her home, where the *Women's Wear* interview was being done, she would allow no photographs. So Van Horn went along to sketch her

"I drew her as she was — an 85 year-old little old lady sitting on the couch in a muu-muu with a wig on," he said. Her reaction to the drawing? "She hated it. She wanted to be depicted as she was in the movies. Her idea of Mae West was the hourglass figure, the caricature, really So she asked me to trace a drawing of her that one of her fans had sent. When I told her I didn't have anything to trace with, she opened a big heart-shaped box of candy that was on the table and gave me the waxed paper from that box," Van Horn said. "I think she was right to do that, to want the other drawing," he added. "That was Mae West."

Van Horn sketched a number of other famous people during the three years he was at *Women's Wear Daily,* including Katharine Hepburn. "It was during the time that she was doing the play *Coco* (about Coco Chanel), and she decided to give an interview for the first time in many years and chose *Women's Wear* I remember we had to drive down a long road to get to her and there she was all by herself out on this reservoir sitting on a blanket practicing her lines." Van Horn was only "21 or 22" when he did these sketches.

Getting hired at *Women's Wear* was a plum for a young

continued on next page

Michael Van Horn

Van Horn's artwork included the two posters (top left) for Marist's Silver Needle fashion shows. Above are examples of his advertising illustrations.

artist just getting started. Looking back on his early work, Van Horn said, "Certainly in the beginning it was horrible. I don't know how I ever got hired. I imitated everybody But I learned more in those three years than at any other time and I learned fast."

Van Horn had come prepared for the job. After earning a B.A. in art from Florida State University he studied commercial art and illustration at the Art Center College of Design in Pasadena, Calif It was at the Art Center where he had his first exposure to fashion illustration. It was also during this time that Van Horn had what he calls "the most artistically productive" period of his career Part of a group of young artists including noted British artist David Hockney who had just come to California, Paul Warner and Don Bachardy Van Horn said, "We would use a model and sit around in my living room for five or six hours at a time and just draw .It was straight drawing, nothing to do with fashion." It was, of course, great training for the kind of work he would later pursue, demanding work that, ironically would require him to give up doing "the beautiful little drawings" from his early days.

After his three years at *Women's Wear* Van Horn became art director at a fledgling publication called *California Apparel News*. The fashion editor there was Marian McEvoy now editorial director of *Elle* magazine. "We became great friends, and when she went to New York as an editor at *Women's Wear* she encouraged me to try New York City "

Van Horn is quick to point out that there were two trips to New York. "The first time I went and was looking for work, I got a rejection from the first place. That was it. I went running back home to California to get my portfolio together "

That was in the mid 70s, and with help from McEvoy when he returned to New York Van Horn started working for the department store Bendel's. It was, he said, "the top of the heap, just fantastic, a stunning-looking store." There Van Horn added artistic touches throughout the store, everything from big wall paintings for various departments, to hand-painted ceramic pots and lampshades.

Through the art director at Bendel's, Van Horn met the person responsible for window design and display at Charles Jourdan on Fifth Avenue. For their windows he did large stylized figures in front of painted backgrounds — and for free. The project did have a payoff however leading to a job for Revlon promoting Polished Ambers, a line of cosmetics for black women. "For the opening promotion, Revlon rented a huge hall on the Upper East Side. It was like a gallery opening, and I did these very large paintings six and eight feet long."

With a growing reputation, Van Horn became part of a small, elite group of artists who were using innovative approaches to fashion illustration. They were moving away from straight figure drawing to the creation of stories and moods as the most important part of their illustrations. Through these kinds of drawings, the illustrators created a whole new look for stores.

The noted graphic design publication, *Step-By-Step Graphics*, recently said of this group of artists:

"A select group of illustrators artists like the late Antonio Lopez, George Stavrinos, Michael Van Horn and others — rose to prominence quickly not only for their sense of style and ability with the human figure, but for their power to create a mood or setting within the ads they create. .Instead of stylized pictures on a page depicting clothing, they create total environments, complete with stage props and, at times, a cast of characters. .Department stores like Bloomingdale's, Bergdorf Goodman, Filene's, and Neiman-Marcus have used the work of these illustrators in tremendously successful advertising campaigns."

McEvoy agrees. "He's given a sense of drama and a sense of fantasy to fashion illustration. Michael takes fashion out of the real world of the everyday and elevates it to the level of the exotic. His work is much more about atmosphere than about the clothes themselves. This thing of ambiance, of decor is very important to Michael," she said.

McEvoy also described some of their early days. "I used to put on a lot of things he was drawing. Sometimes the clothes were pretty ratty-looking or dowdy but he would keep working and changing the look until he got what he wanted. He'd start with the figure drawing and then, of course, embellish it later with the background. Michael is a person who loves to laugh, but he's an incredible nit-picker with himself He's always working to top himself "

Van Horn has been credited with creating the "look" of a number of department stores over the years, including Bloomingdale's, Filene's, and Neiman-Marcus. The first was Bloomingdale's, where, in 1979 he was hired to do the store's newspaper advertising campaign in *The New York Times*.

In 1982, Van Horn embarked on what would be one of his most impressive campaigns more than 40 illustrations over two years for the prestigious Boston-based department store, Filene's. The full-page ads, which appeared on page three of the Sunday edition of *The Boston Globe*, featured designer clothing, but more importantly were used to create a new image for the store itself

Since 1987 Van Horn has worked full-time exclusively for the department store Neiman-Marcus, producing at least one-hundred illustrations a year for their newspaper ads, their catalogs, in-store art, including posters and shopping bags again creating a total image for the store. His ads have featured clothing designed by the top names in European and American designs.

Van Horn recently sold his studio in SoHo and works from his home in rural Red Hook, N Y In addition to his full-time work as an illustrator Van Horn has been a member of the Marist fashion department faculty for the past three years. Currently he's teaching two courses in fashion illustration.

"I don't consider myself an 'instructor' I can show students through my own work how to interpret their designs on paper using color and detail," he said.

For their part, his students consider him an artistic resource. "In New York City you can hop on a subway and go to museums to see lots of work, but here in Poughkeepsie there are few opportunities for us to see fashion artwork, so he's a great inspiration," said fashion program senior Sonya Bertolozzi. "He gives us a clean eye to see and improve our own work.

"He also gives us encouragement. When we say we can't do something, he says 'Yes you can; with practice you can do anything.' " ▮

"Instead of stylized pictures on a page depicting clothing, they create total environments, complete with stage props and, at times, a cast of characters..."

Illustration for Filene's

Working with NBC's Gabe Pressman

Kourtney Klosen, a junior communication arts major with Gabe Pressman in his office.

WHEN Kourtney Klosen started an internship in the fall, little did she know she would be "rubbing elbows" with television personalities and the political elite.

"I'm running into people you see on TV every night," said Klosen. "I meet the press agents, campaign managers, and I shook Giuliani's hand." (Rudolph Giuliani lost to David Dinkins in the New York City Mayoral race in November.)

Klosen, a junior from Baldwinsville, N Y., is working with Gabe Pressman of NBC News. She works five days a week, 10 hours a day and commutes two hours each way from Poughkeepsie to Manhattan and back by train. Her duties include handling office and managerial work, and going to press conferences with Pressman, especially those that were concerned with the Mayoral campaign.

"The job was overwhelming at first," said Klosen.

"Being from Syracuse, I knew nothing of New York (City) politics, and only a little about Gabe.

"He (Pressman) is a fabulous teacher " Klosen said. "He's interested in what I have to say and it's an honor that someone of his prestige asks my opinion."

Lee Miringoff, director of the Marist Institute for Public Opinion (MIPO), recommended Klosen to Pressman at the beginning of the school year Miringoff often works closely with Pressman when the veteran broadcaster reports on MIPO's survey results. Klosen had worked as an intern at MIPO last year

Klosen said she finds it interesting to see how the media shapes and reshapes the public image of a candidate. "I study it from a different perspective, because most of what I see doesn't go on TV " she said.

As for her brushes with fame, Klosen says, "I just bumped into Al Roker the other day!" ▮

—LAURIE LEAVY

From Pentateuch to Polo

Humanities professor publishes discount outlet guide for Connecticut

HOWARD DRATCH

Marla Selvidge

THE COUCH in her office is valued at $800, but she bought it for $199. The carpet on the floor is valued at about $50, but she bought it for $27.

Just who is this bargain hunter?

Marla Selvidge, a humanities professor at Marist, began a hunt for savings throughout Connecticut, and finished with a published booklet, *Outlet Guide of Connecticut*, that lists 360 stores that would make any thrift-seeker smile.

What would make a religion scholar — someone with a doctorate in Biblical languages and literature, a widely published author of theological books and articles, and one who is competent in two Romance languages, Greek, Hebrew, and a student of Egyptian hieroglyphics, Sumerian, and Hittite Cuneiform — put together a shopping outlet guide?

"When I moved to Connecticut after living in the Midwest, I was paying two and three times more than I ever paid before," Selvidge said. "Shopping isn't an escape for me; it's warfare."

The booklet, which became available last June, contains the names and phone numbers of the stores, directions to them, and approximate discounts. Orders for the book came in from not only Connecticut, but New York, New Jersey, Rhode Island, Michigan, Florida, and California. "It grew from 100 orders a day to 500 orders a day," she said.

In addition to calls for orders, Selvidge is now seen as an expert in the "outlet" field. She has received calls from a real estate developer asking if it might be profitable to develop an outlet in her town, a magazine editor asking her to write a column, and other outlets asking her to be included in her next booklet. Recently, she gave a talk at the local YMCA about outlets. "Everything I wore (for that presentation) was from an outlet," she said.

Next year, with a national marketing company, she will comprise a booklet of outlet advertisements, which will then be available in bookstores. The current booklet is available through direct mail, libraries, some outlets, and every state visitors' center in Connecticut.

What is the best deal she's ever come away with? "My best bargain was a boot-length leather coat which sells for $339," she said with a big, satisfied smile. "I got it for $139." ▮

—LAURIE LEAVY

Newman is elected chairman of Marist trustees

WILL FULLER

Jack Newman

JACK NEWMAN is the new chairman of the Marist College Board of Trustees, succeeding Donald P Love who remains a member of the board. Newman has served as vice chairman for the previous term.

At the board's annual meeting last November James A. Cannavino, former secretary of the board, was elected vice chairman; Robert Dyson was elected secretary· and Jonah Sherman was reelected treasurer

Newman is president of Drive & Park, Inc. (an Avis licensee) and owner of The Derby Restaurant in Poughkeepsie. A Poughkeepsie resident since 1948, he joined the Marist College Board of Trustees in 1985 and served as board secretary prior to serving as vice chairman. Newman's support of the college spans a decade He was a 1980 charter board member of the Marist Red Fox Club.

"Jack Newman has been a dedicated supporter of Marist College and has put untold hours of work into making the institution what it is today and what it will be in the future," said Marist President Dennis J Murray "I am very pleased to have him in the leadership role for the board of trustees."

Cannavino, an IBM vice president, general manager of personal systems and president of the entry systems division of the IBM Corporation, is a resident of Hyde Park, N Y

Dyson, a resident of Pleasant Valley N Y is president of the Chrismol Group, based in Poughkeepsie.

Sherman is president of Sherman's Furniture Corporation in Poughkeepsie. ▮

HOWARD DRATCH

Linda Dunlap

On the record

Psychology professor is quoted in* The New York Times, *and then some.

WHEN LINDA DUNLAP'S husband asked her who she was talking to on the phone one day, she wrote on a slip of paper, "*The New York Times.*"

"Sure you are," he exclaimed.

Little did they both know then where that unexpected phone call would lead; she would be quoted in the next few months in two articles in *The New York Times* by Larry Kutner, and later, in *Newsweek, The Boston Globe,* and even *The National Enquirer.*

Dunlap, Marist assistant professor of psychology, was quoted first in a *New York Times* article on the topic of parents apologizing to children, and in the second, about research she and Marist colleague Joseph Canale did on career aspirations of Marist students. Canale is an assistant professor of psychology.

"The articles have piggybacked into other things," said Dunlap. "Other journalists read them, take the topical ideas, and write other stories."

Dunlap has also been quoted in *American Baby* and *Children's Magazine.*

"The most exciting part of all this was when a student called to say her mother saw the article and asked if she knew me," said Dunlap. "That in itself made it all worthwhile."

An article in *Newsweek* about the prosecution of parents for their children's crimes, called on Dunlap's developmental psychology knowledge. In addition to her teaching duties at Marist, Dunlap has taught in state prisons for nine years. ▮

—LAURIE LEAVY

Psychology professor edits series of counseling books

JOAN BARKER

William VanOrnum

WILLIAM VANORNUM, assistant professor of psychology at Marist, has been serving as general editor of a 30-book series entitled the *Continuum Counseling Series* for both professionals and general readers.

The series has been published by the Continuum Publishing Company and is being distributed nationally. VanOrnum works closely with the authors, who are professionals from around the country.

"We try to make the books interesting and readable for a general audience," he said. "I look for authenticity."

Titles of the books published to date include *On Becoming a Counselor, Sexual Counseling, Crisis Counseling, Crisis Counseling with Children and Adolescents, Suicide, Alzheimer's Disease, Women and Aids,* and *Couples Counseling.* Future books will include *Bereavement, Religious Themes and Counseling,* and *Autism.* In addition to editing the series, VanOrnum has authored *Talking to Children about Nuclear War* and co-authored *Counseling with Children and Adolescents.*

In the future, VanOrnum will be helping comprise a collection of psychology articles on approximately 700 topics written by 150 specialists.

In addition to his teaching and writing, VanOrnum is a psychologist at the Astor Home for Children located in Rhinebeck, N.Y. Each of his activities helps the others, he said.

"I'm learning from the authors, reading up and asking questions," he said. "I'm also out there working in the psychology field and seeing the new practices, which helps me as an editor." ▮

—LAURIE LEAVY

HOWARD DRATCH

William J Ryan

Media expert joins Marist

WILLIAM J RYAN formerly director of instructional media, television producer/director and coordinator of audio-visual services at Rensselaer Polytechnic Institute, Troy N Y , is Marist's director of media and instructional technology

Responsible for coordinating audio-visual, television, graphics, and photographic services at Rensselaer Ryan also was in charge of special projects involving video production and distant learning via satellite education. He also was faculty adviser for broadcast radio station WRPI at Rensselaer

Ryan earned his Ph.D. degree from Rensselaer in 1987 His doctoral thesis was entitled, "Public Access: A Component of Cable Television." He holds a master's degree from Syracuse University and a bachelor's degree from the State University of New York at Buffalo.

As director of Marist's media and instructional technology Ryan will be responsible for all campus media production, audio-visual class instruction, and expansion of the use of new technology on campus.

Ryan's plans for Media Center activities include the integration of satellite technology at Marist. He has also been involved in plans for providing the campus with access to cable television. Plans call for the new classroom building on campus to have cable connections, and Ryan has been part of the team working on the facilities planning for that building.

Cable television is an important educational tool, Ryan said.

"For instance," he said, "if there is a program on CNN about the space program, we should be able to provide that program to our science classes." His plans also call for video and audio connections between campus buildings using fiber-optic cable.

"Bill is a person with a great vision for media and technology but a realist with his feet on the ground," said Linda Cool, assistant vice president for academic affairs. "He's putting together the classroom of the future."

In addition to his tasks as media director, Ryan, who had been a high school teacher for 10 years before his work at Rensselaer also teaches a broadcasting class in the Marist communication arts department.

"I held an administrative position at Rensselaer and what really attracted me to Marist was an opportunity to get back into teaching," he said. ▮

HOWARD DRATCH

Deidre Anne Sepp

New career development director

MARIST COLLEGE has appointed Deidre Anne Sepp, former director of career development at Susquehanna University, as the college's new director of career development and field experience.

As director at Marist, Sepp is responsible for expanding the college's internship and cooperative placement programs, and for increasing the college's role in helping students prepare for their careers while they are in college.

"We are very pleased to have someone with Ms. Sepp's experience and success in working with the business sector," said Marist's Assistant Vice President for Academic Affairs Linda Cool. "We are even more pleased with her experience as an educator who views career counseling as an essential part of a student's four years of undergraduate study."

While at Susquehanna, Sepp increased the number of employers conducting interviews on campus by 22 percent. She also established a resume referral system. She had been at Susquehanna, located in Selinsgrove, Penn., for two years. ▮

New director of academic computing

HOWARD DRATCH

Mary E. Commisso

MARY E. COMMISSO, former assistant vice president and director of academic computing at Pace University, is Marist's new director of academic computing.

In the newly-created position at Marist, Commisso provides support and resources for faculty who want to use instructional computing in the classroom and in related learning activities, and for faculty interested in using computers in their own research projects.

At Pace University, Commisso, who held her former position from 1982, was responsible for all aspects of the university's Academic Computing Center, which served nine schools and colleges on five campuses. She has extensive experience working with faculty to develop course curricula which incorporate computers. At Pace, she also served as the primary resource for evaluating and recommending new hardware and software to faculty and staff.

Commisso's own background combines the liberal arts and computers; she graduated *cum laude* with a degree in English from Pace where she also received a Master of Science degree with honors in computer science.

"The combination of technology and the liberal arts gives Ms. Commisso an edge in working with our faculty," said Marc vander-Heyden, Marist vice president for academic affairs. "Given the advanced technology available through the Marist/IBM Joint Study, faculty here have opportunities to use computers in innovative ways for teaching and research. Ms. Commisso is their resource for putting the technology together with their creative ideas." ▮


HOWARD DRATCH

Pamela Uschuk

Uschuk wins poetry awards

IT'S BEEN A GOOD YEAR for Pamela Uschuk, poet and advanced poetry teacher with Marist's Special Academic Programs at the Green Haven Correctional Facility She won three prestigious awards: the *Ascent* Poetry Prize from the University of Illinois, the National Poetry Award from the Chester H. Jones Foundation, and the White Rabbit Poetry Award from the University of Alabama.

Ascent magazine, which sponsors the annual *Ascent* award, is the oldest continuously-published literary magazine in the country and its award is Uschuk's first major prize for her work. The award was for a poem entitled "Calendar of Thirst," which describes the languishing of life during a dry spell in and around Tucson, Ariz., where Uschuk spends her summers.

The National Poetry Award is for Uschuk's poem titled "Good Friday and the Snowstorm Keep Land Developers from Clearing the Woods." Her poem, "Snorkeling in the Sea of Cortez Just Off El Coyote Beach" is the winner of the White Rabbit prize.

Uschuk has been published in more than 80 magazines in the United States, Canada, England, France, and Scotland, and has been recognized for her work in the Amnesty International Poetry Competition, the Stone Ridge Poetry Contest, and the *Pushcart Prize Anthology* in 1986.

In addition to her work at Green Haven, Uschuk is a full-time Poet in Public Service in New York City an educational program to cultivate an appreciation of poetry in city schools. This spring, she will serve as writer-in-residence at Pacific University in Tacoma, Wash.

She described her work at Green Haven as extremely interesting and rewarding. Her students are very dedicated and talented, she said.

"They begin writing about prison life," Uschuk said. "That's their environment. We all write from our environment. Then they branch out into other areas."

Uschuk is in her third year with the Green Haven program. She and her husband, poet William Pit Root, director of the creative writing program at Hunter College, live in Ulster County ▮

Civic leaders honored


HOWARD DRATCH

Each fall Marist College President Dennis J. Murray presents local civic leaders a President's Award. The awards are given to recognize their outstanding contributions to improving the quality of life in the Mid-Hudson area. This fall, the awards were given to Michael G. Gartland (left), a partner in the law firm of Corbally, Gartland & Rappleyea, Esqs.; Assemblyman Stephen M. Saland, who has served in New York's Legislature since 1980, and Caroline Morse, executive director of Dutchess Outreach.


HOWARD DRATCH

Patrice M. Connolly

Brendan T. Burke

1990 Marist Fund has two new chairpersons

MARIST TRUSTEE Brendan T. Burke is leading the 1990 Marist Fund effort to achieve record annual giving of $682,000. As national chairperson, Burke oversees seven contributor divisions and is responsible for major gift and trustee giving.

A 1968 graduate of Marist, Burke is director of personnel for Capital Cities/ABC, where he is responsible for human resources support operations in New York, Washington, D.C., and Chicago. A long-time member of the Alumni Association Executive Board, he served as president of the Alumni Association from 1982 to 1986, and has been active with Marist's Communication Arts Advisory Council for more than a dozen years. He joined the board of trustees in 1988.

Burke appointed Patrice M. Connolly, '76, to serve as chairperson of the Alumni Division, which has a goal of $378,000. Connolly's career in New York publishing has included positions as Book Rights Manager for Better Homes & Gardens Book Clubs and Managing Editor of Doubleday Book Clubs. Since 1987, she has been the principal in Connolly & Associates, which provides consulting services to foreign and domestic publishers, cable stations, direct mail operations, media research firms, and authors.

Serving as chairs in other divisions are John F. Hanifin, a former trustee, Friends Division; William V. McMahon, senior vice president for Key Bank of Southeastern New York, Business/Corporate Division; Kevin E. Molloy, director of financial aid at Marist, Employee Division; Sharon M. Garde, Adult Student Division; and Mr. and Mrs. Joseph Kratochvil, parents of Stephen, '87, and Paul, '90, Parents Division.

Gifts to the Marist Fund support important educational programs and activities underwritten by the college's annual operating budget, including academic development, financial aid and scholarships, faculty salaries, library acquisitions, computer equipment, and physical plant improvements. The campaign concludes June 30. ▮


HOWARD DRATCH

Judith and Douglas Brush

Communication doctors

JUDITH AND DOUGLAS Brush still make house calls, but no, they're not a husband and wife team of itinerant doctors. Not exactly They are husband and wife and they do help people get better but better at communicating.

Their client list reads like a corporate *Who's Who*: Allstate Insurance, American Express, AT&T Boise Cascade, Chrysler Corporation, General Electric, J.C. Penney Company J.P Morgan & Co., MONY Financial Services, United Airlines, and Westinghouse Electric, to name a few

The Brushes, who are recent additions to the Marist communication arts department, are management consultants and market researchers who specialize in corporate communications and electronic information systems.

Their job is to help corporations figure out what they're doing right and wrong in communicating within their organizations and with the public. They also help corporations implement systems and equipment to improve those communications.

"We are teaching our students to think through communications problems"

They have advised many top managers, including Chrysler Corporation's Lee Iacocca, of ways to improve what they call the "communications climate" of a corporation. "Corporate culture can be very closed, and there may be poor communication within an organization because of it," Judith explained. "While top management may think they are communicating, employees often feel that they're not being told anything."

In other cases, middle management may be the problem. "Top management may be communicating with their workers, but middle management is getting in the way of that communication," said Douglas.

Enter the Brushes and their house-call approach. "We spend a lot of time with our clients at their locations, getting to know as much as we can about what kinds of communication are currently taking place," Judith said. This is also the focus of their course at Marist. "We are teaching our students to think through communications problems and arrive at practical solutions," she said.

In many cases communication within an organization can be improved through the use of corporate television. The Brushes have gained an international reputation as authorities on what they have dubbed "private television," or corporate video. In a publication known as the *Brush Reports*, their studies have tracked the growth and development of the private television industry since 1974.

Their latest study reports that video is being used for communications, marketing, and training by nearly 10,000 organizations in the United States, and that corporate video is now a $6 billion industry which is continuing to expand at a rate of more than 17 percent each year

Why is the use of video in corporations growing at such a pace? A major factor is what the Brushes call the "comfort factor" of television. "Most people today are comfortable with video," said Douglas. "Seven out of ten households have VCRs and over 6 million camcorders are in the hands of consumers. Being on TV today is no big deal."

Also, video can improve the accuracy and clarity of communications. "Everyone in a corporation can get the same written memo, but that doesn't mean that everyone is getting the same message," Judith said. "Video eliminates the barriers between the sender and the receiver Video is able to deliver the look in the eye, often from the chief executive officer "

Federal Express uses video to communicate regularly with its employees throughout the world by taping a daily program from its Memphis headquarters and sending it via satellite to field locations.

For many years, the Brushes have been forecasting the merger of all communications technologies within corporations. In 1989 they began the first nationwide study of the newly emerging field of "desktop video" (DTV), which combines personal computers and video. This technology enables individuals with little or no technical training to produce video programs at a desktop PC or work station as easily as they produce printed documents on desktop publishing systems.

"Essentially what we are experiencing is a turning point in communications technology where, for the first time, the end user is able to take control of the process," Douglas said. "Desktop video is a user-driven, computer-based technology which will have a major impact on how organizations will communicate in the coming decade." Marist is one of the participating sponsors of the Brushes' DTV study ▮

Kopec becomes director of development

WHEN Shaileen Kopec became director of development, it was a bit of a homecoming for her. Seventeen years before, she had begun her career at Marist in the Office of College Advancement as the college's first full-time alumni director. Then two years later, she became the college's first full-time director of public relations.

Soon after her children were born, Kopec shifted her professional activities and formed her own advertising and public relations business, Shaileen Kopec Communications. Throughout those years, though, she continued to work part-time for Marist as a fund raising consultant and writer, and had responsibilities for special events activities. She joined the admissions staff in 1986 as Marist's first director of enrollment communications.


HOWARD DRATCH

Shaileen Kopec

A graduate of Emmanuel College with a B.A. in English, Kopec holds an M.A. degree from the Fairfield University Graduate School of Education. A long-time volunteer for the American Cancer Society, she served as president and crusade chairperson for the Dutchess County Unit of the American Cancer Society, and has received several state and national awards for public information and fund raising programs.

She and her husband, Tony (MBA '77), have two daughters, Christina and Elizabeth. ▮

Noonan, '69, can really make 'em smile

"You can't imagine how good you feel," said Dr John Noonan, '69 "It's physically devastating, but emotionally it's a real roller coaster "

Noonan was speaking of his experience performing plastic surgery on impoverished children in Colombia, South America. "It's so rewarding to hear a child speak for the first time," he continued. "It gives you a chill."

Noonan, 42, currently in private practice in Albany N Y , is one of the founding participants of Operation Smile, a nonprofit medical treatment organization which dispatches medical teams, headed by plastic surgeons, to inner cities, poor rural areas of the United States, and abroad. The teams treat patients — especially children who have severe burns and congenital facial deformities, such as hare-lips and cleft palates, both of which often render a person unable to speak.

For his work with Operation Smile — going on a mission to Colombia and helping recruit and train other doctors being sent to poor regions worldwide — and for his work with numerous other medical organizations, Noonan was given the 1989 Marist Alumni President's Award during October's college Homecoming Weekend, which was Noonan's 20th reunion.

When Noonan began his medical training at Downstate Medical Center in Brooklyn, N Y he was not certain about what area of medicine he wanted to specialize in; at first he thought he might want to be a pediatrician. Then during his medical training he spent time in traumatic services, and he found his calling as he performed his first operation.

"As soon as I did that, I knew I wanted surgery " Noonan said. "Surgery is so immediate," he said. "You do what you can do, and you hope you do it right." He then became interested in plastic surgery because of its healing and restorative potential.

During the 1970s, plastic surgery had entered a growing period of experimentation. "Anything you could think of was not out of the realm of possibility " said Noonan.

CHIP PORTER

Dr John Noonan, '69, receives the 1989 Marist Alumni President's Award from Marist President Dennis J Murray

In 1978, Noonan furthered his training with the Canniesburn Plastic Surgery Unit at the Glasgow Royal Infirmary in Scotland, which Noonan described as "the seat of plastic surgery in Europe where all the masters came from during the war " While in Scotland, Noonan became interested in facial and head reconstruction. This area now he said, "is like the last frontier" in plastic surgery

Noonan got involved in Operation Smile while working at Eastern Virginia Medical Center in Norfolk, Va. A colleague of his there, Dr William Magee and Magee's wife, a nurse, "had a vision of getting people involved in missionary work," Noonan said. The organization was officially founded in 1982 with its national headquarters in Norfolk, Va.

Today the organization's medical teams have been compared to civilian M.A.S.H. units, operating in some of the world's most remote regions and under extreme conditions. Its services were recently featured on National Public Radio's *All Things Considered.*

Noonan's first mission took him to Colombia. Together with about 30 other doctors, technicians, and nurses, they flew to a village high in the Andes Mountains. Like other Operation Smile missions, the team flew in all the equipment and supplies it needed to operate, including electricity generators. In the one bag of luggage each person is allowed to take on a mission, Noonan said he packed mostly scrub suits.

Noonan was in Colombia for 15 days. "We worked from daybreak to midnight," he said. "We were too tired to eat." Operation Smile makes return missions to places where there are still more patients awaiting treatment and native doctors needing training. "Our commitment is to go to a location until we're not needed anymore," Noonan said.

Plastic and reconstructive surgery is a challenge because each person who comes to him has a different problem, Noonan said. And the technique involved is part science and part art. To make an ear for example, one can take cartilage from a rib, and then fashion skin over it.

"You are never going to get it the same way as the Maker " Noonan reflected. "We get close, but not perfection." ▮

Smits, '88, helps rebuild home court

PHOTOS BY HOWARD DRATCH

A new floor was installed during the summer on the basketball court in the college's James J. McCann Recreation Center. Funds for the floor were donated by alumnus and basketball star Rik Smits, and the Red Fox Club. Smits, whose stellar career at Marist was capped off when he was drafted in 1988 by the Indiana Pacers, contributed $40,000 toward the new floor.

HOWARD DRATCH

Coach Bob Mattice works with team members during practice.

Hockey team marks a new beginning

TAKING IT from the blue line, he skates down the ice, sets up his shot. .and he scores!

It's not a game; it's practice, and the skater is the newest member of the Marist team, coach Bob Mattice.

The hockey team, which began at Marist in 1981, started its season this year under the expertise of Mattice, who was named new head coach over the summer

"I saw games last year, and I was under the impression that a lot of raw talent was being underutilized," said Mattice, 37 "My objective is to take the talent and maximize it."

Mattice has been coaching hockey for the last three years at Our Lady of Lourdes High School in Poughkeepsie. In one of those years the team had a record of 24-0.

The season for the Marist team began November 4 and continues through March 4. Last year the team had a 12-5-2 record. Games are played at the Mid-Hudson Civic Center on Saturday evenings.

Mattice, who grew up in Troy, N Y., played hockey as a student at Rensselaer Polytechnic Institute (RPI). He also played in an international league that traveled throughout the Midwest. At present, he works at IBM as a manager in charge of new products planning. "This coach is stricter and has more control of the team," said Steve Waryas, a junior from Foxborro, Mass. "He knows his stuff. He played at RPI and he has refereed up to the college level."

Not only does the team have a new coach, but they also have a new division. The team has moved up a division in the Metropolitan Collegiate Hockey Conference. Team captain Steven Murray a senior communications major said it will be a challenge. "Our team is ready talent-wise," said Murray "We can fare well against any team in the division."

Tough competition will come from University of Southern Connecticut, which is a division above Marist, and William Patterson College, which moved up a division with Marist, according to Waryas.

"My job (as captain) is to keep the team together, motivate them," Murray said. "(I want to) get them in the right direction and have them stay that way "

"I align spirit with motivation," said Mattice. "You can't motivate someone. They have to motivate themselves. If the spirit is not there, I can't give it."

He added: "If you have fun, you're going to win, and if you win, you have fun." ▮

—LAURIE LEAVY

Racquetball champion is rising to the top

IF MOST PEOPLE saw a small, round object propelling toward them at 180 miles per hour, they would cower.

But senior Sean Graham meets it with confidence.

The object — and the sport— is racquetball, and his rankings prove that confidence.

Graham, a 21-year-old senior majoring in communication arts, has been playing racquetball since he was 14 years-old. "My motivation is that I love the game, and want to be great at it," he said.

Graham has been a member of the Men's Professional Racquetball Tour for three years. In the 19-year-old and over division of the tour, Graham is ranked first in the state of Connecticut, fifth in the New England region, and fourth nationally.

During the 10-month season, Graham travels across the country. He has traveled to Nevada, California, Michigan, and Oregon. He is sponsored by Ekleton, a racquetball manufacturer.

"It's great to see the country and meet other players,"

HOWARD DRATCH

Sean Graham

said Graham. "We talk and realize that we play so much we almost forget how fun it is."

Currently, while he is establishing his credibility on tour, Graham is finishing an instructional manual he is writing. He is also beginning to give racquetball clinics at several health clubs. Due to the growing popularity of the sport, Marist students began a racquetball club on campus last year, with Marist President Dennis Murray acting as adviser.

"The actual playing is good, but the training, running and lifting are the best thing for you, physically and mentally," Graham said. "It's a good release of energy."

Racquetball has been an organized worldclass competition for about 20 years, with tournaments included in the Pan American Games and World Games. For the first time, it will be an exhibition sport in the 1992 Olympic Games in Barcelona, Spain, and may be introduced as a medal competition sport in the 1996 Olympics.▮

—LAURIE LEAVY

Rowing on the river

Women's crew brings home the gold

The women's varsity crew after the 1989 Frostbite Regatta standing on the banks of the Schuykill River in Philadelphia, Penn. Pictured are crew members Kathy Schiller (front and center) and (from left to right) Sarah Brown, co-captain, Katie Morrison, Karen Groves; Jennifer Terracino; Jennifer Johannessen; Debra Widmer· Jessica Valente; and Cathy Fazzino, co-captain.

THE FOG IS ROLLING off the Hudson River and the brightly colored autumnal leaves are reflecting on the glass-like water The air is crisp and cold.

Eight women are in the midst of it all. They may be enjoying the scenery but they are also enjoying the power of their muscles as they row on the Hudson River

The Marist women's crew begins practice every morning at 6 a.m., and for the women's eight-member varsity team, rowing on the river before most of us are out of bed is well worth the effort. "I like the feeling of the boat moving," said Sarah Brown, a senior from Simsbury Conn., who has rowed for eight years. "You feel the power you have."

During the season, the team not only practices two hours in the morning, but runs four miles a day They also lift weights, do aerobic exercise, and "ergs." "Ergs" is a term referring to working on an ergometer or rowing machine, that builds strength.

This year there are 17 varsity and 22 novice women on the team, which is coached by Larry Davis. Davis is in his ninth year at Marist coaching crew Previously Davis coached at the University of Alabama at Huntsville. Women's crew at Marist began in 1975.

"Ideally I try and get everyone at a consistent level of performance," said Davis. "It's like time-sharing, trying to give equal attention (to them all)."

"Motivation for rowing comes from the individual," he said. "It comes from excelling and improving the self "

Coxswain of the women's eight-rower team, junior Kathy Schiller concentrates on keeping the team together "Motivation is the most important part, keeping them concentrated and focused," she said.

The team participated in five regattas in their fall season. At the Head-of-the Hudson competition, the women's eight-member boat brought home two gold medals. The women's four-member boat placed sixth out of 22 at the Head-of-the-Connecticut regatta.

During spring break in March, the team travels to Florida to train for the spring season. "It's very concentrated," said Brown. "You're stuck together and you have to work and get along."

The spring season begins in March, with their first regatta on March 31 Their only regatta at Marist is the President's Cup, which takes place on April 21.▮

–LAURIE LEAVY

Gone Fishin'

Biology professor hooked on fly fishing

"IT'S HARD TO DESCRIBE what makes a person so addicted," said George Hooper, chairman of the Division of Science at Marist.

You might think Hooper was talking about his keen interest in biology, but he was referring to his love of fly fishing.

"Fly fishing is like a fraternity in the sense that no matter what background a person may have, there is a common language for all," said Hooper. "Bona fide fly fishermen approach fishing from a certain perspective."

Hooper, who came to Marist in 1960, has been an avid fly fisherman for the past 15 years. At the end of this academic year, Hooper, 65, said he may step down as chairman, enabling him to teach part-time and to spend more time fishing.

Hooper believes that fishing means doing as much by oneself as possible; he even makes his own fishing rods and ties his own flies. Ever the teacher, Hooper also gives courses in fly tying and rod making. He finds it a challenge to tie different types of flies, making use of a variety of materials, such as bird feathers, animal fur, wool, and deer hair. Tying a simple fly takes five minutes or less, he said, whereas tying more difficult flies can take hours.

The type of fly fishing Hooper likes consists of using a floating line, in which only the tip sinks, and dry flies, which — to a fish's eye — look like an adult insect floating on top of the water. This approach to fly fishing begins with making a fly that seems to come to life in the water. And, unlike many fishermen, Hooper doesn't have to catch fish to enjoy fishing. For him, the big thrill is the strike, because then he knows that he has successfully fooled the fish. Besides, Hooper added that he has philosophical trouble killing a fish because

George Hooper

its color, shape, and form make it such a beautiful organism.

He considers himself to be a stream fisherman. Stream fishing, he explained, offers challenges lake fishing does not. One of the biggest challenges, he said, is maneuvering the fly in the air and trying to put it in a specific spot; the light weight of the line, the wind, rocks, and trees contribute to making this a difficult task. When fishing, Hooper wades in the stream with a wading staff to protect himself from falling in, and he prefers to fish upstream, allowing the fly to float freely downstream. He likes to fish during the day instead of early morning, and spends about four hours on a typical fishing excursion.

Hooper said he learned to fly fish on his own by reading, watching others, and experimenting. His years of experience since those early days paid off in a big way once in the summer of 1988 when Hooper caught his largest trout, a 19-inch cutthroat, during a two-week fishing trip in Yellowstone National Park.

During the winter months, Hooper's hobby takes on a bit of a different form: He makes small display cases of wooden frames and Plexiglas to display his flies.

"I like to show what I tie because I take pride in them," said Hooper. "To me, it's a work of art that allows me to express myself."

"It's a hobby that has captured me completely," said Hooper. ▮

–DENISE BECKER