

THE

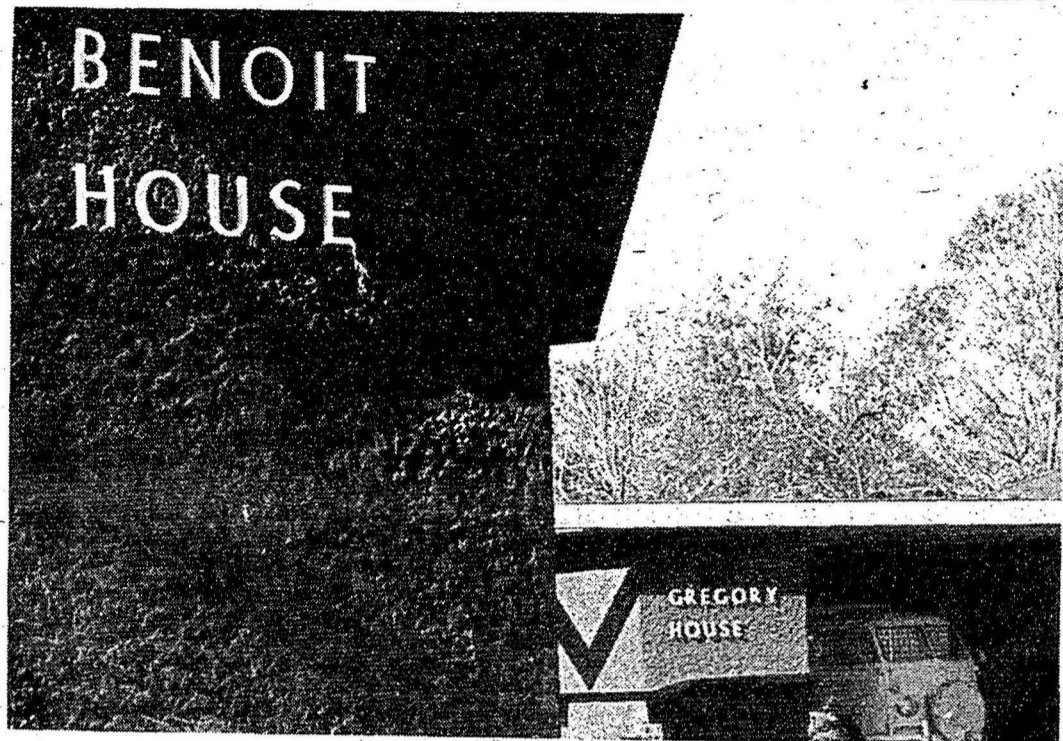
CIRCLE



VOLUME 11, NUMBER 10

MARIST COLLEGE, POUGHKEEPSIE, NEW YORK 12601

DECEMBER 11, 1973



Gregory, Benoit Face College Evaluation

by Gregory Conocchioli and Katherine Finnegan

At the present time both Gregory and Benoit House are up for evaluation by administration, faculty, staff and students. The people involved with the evaluation process in a more direct way are the members of the Inter-House Council on the evaluation committee. While Fred Lambert heads the Inter-House Council the group also consists of Gerry Kelly, Sheahan Housemaster, David Tees Student Chairman, Robert Pesce, Robert Sammon and Brenda Williams. Said Sammon of the group "we are not out to take the house away from either group. The purpose of the committee is

to 1. Help the houses to see where they stand internally and 2. to see where the houses stand in relation to the rest of the campus."

While copies of internal evaluations forms have been distributed to house members, there is also a random sampling of administration, faculty, staff and students to aid in the committee's external evaluation of the individual houses. Along with those people polled in the random sampling, each house has been asked to have five faculty members familiar with each house and its activities, and member to also evaluate them.

The sampling of all administration, faculty, staff and students will be published in the Circle with the hope of dispelling myths about each of the houses. The final decision will be reached regarding each house's standing for the coming academic year. The results will be available sometime in February or March.

Promotions Committee Formed

by Tom Page

The Board of Trustees made a decision this summer to limit the number of promotions given to faculty members. This decision has been disputed by both the faculty and the Student Government.

This decision stated that only 40

percent of the faculty members in each department could hold positions in the upper ranks such as a full professor or an associate professor. This would make the cost of faculty salaries less expensive. However, the Faculty Policy Committee and the Student Government became aware of this and were perturbed

at not having been consulted on the matter. Both organizations asked that a committee be formed to investigate the situation. The Board of Trustees went along with this and in the meantime negated their decision for a period of one year.

This committee is comprised of the following: five faculty

members - John Griffin, William Perrotte, George Sommers, Edward O'Keefe and Louis Zuccarello, one administrator - Dean LaPietra, and one student Peter Pless. Jim Elliot, President of the Student Government, who were both involved in this matter, protested the fact that only one student was appointed to this committee. However, after the matter had been discussed Ed Kissling stated that "for the good of the school, and for the good of the committee," they decided to let things get underway with the Student Government's Protest.

Peter Pless, the student delegate, said that the purpose of the Committee will be to determine whether or not there is a problem regarding faculty promotion. If there is one, a solution will be sought. Also, they will try to decide if there are any aspects of the faculty which require a quota. Steve Kochis was the second student selected for this committee and serves as an alternate.

Thus far the committee has had an organizational meeting. There was to be a meeting on Monday, Dec. 10 which will be followed by meetings running through the Christmas vacation.

Davis Wins Award

By Gregory Conocchioli

Angela Davis, a freshman handicapped student has been one of the fifty recipients of the 48th annual League of Crippled Children Award. The award was available to Metropolitan Area residents only. The award of a \$100 scholarship was presented to Angela at the Waldorf Astoria, Manhattan with the day being proclaimed by Mayor Lindsay as Handicapped Day in N.Y.C. Formerly a student at Charles Evans Hughes High School in Manhattan, Angela is presently a psychology major here at Marist. Angela was chosen as a recipient of the award for her poetry and for her desire to continue her higher education. Angela feels that the handicapped must be recognized as people who have the same physical and emotional

Continued on page 7

Orchestra Appears Tonight

by Gregory Conocchioli

The Hayden Festival Orchestra will perform here at Marist on Friday, December 14th. The group is being sponsored by the C.U.B. Performing Arts Committee headed by Philip Petrosky.

The group is an outgrowth of the Hudson Valley Philharmonic, it was founded and is conducted by Claude Monteux. Monteux is the son of world famous French conductor Pierre Monteux. Before becoming the permanent conductor and musical director of the H.V.P., Monteux was the conductor of the Columbus

Symphony Ohio. Currently he is celebrating his fourteenth season as musical director of the H.V.P., and has long pursued a dual career as flutist and conductor. In addition to annual European tours where he has conducted the London Symphony, the London Philharmonic and Orchestras in Berlin, Paris and Brussels he has also given command performances at the White House performing with numerous chamber groups. His 1965 guest appearance with the London Symphony then conducted by his father won the special praise of music critics.

Monteux, who began his conducting career with the Ballet Russe, has been described by Paul Henry Lang critic of the late N.Y. Herald Tribune as "the man responsible for the remarkable development of this lively and growing orchestra."

In addition to two concerti by F.J. Haydn, the group will also perform selected works by Mozart and Telemann. Though there are many great European ensembles of equal merit, it is remarkable that this fine group is local and accessible and local, not imported and available only from time to time.

Fraud Examples Cited

by Gregory J. Garville

During the month of November, the Poughkeepsie office of the Attorney General, Consumer Fraud Bureau & Protection, received 160 complaints, investigated 341 complaints and closed 288 complaints. A total of \$5,236.92 in money, goods and services was recovered for local consumers during the month of November.

In late October of this year a consumer took his automobile into a shop for muffler work. Acting upon the advice of this shop, he allowed them to replace rear shock absorbers. Upon completion of this work, he took his car to an independent mechanic for a tune up. The mechanic revealed to the consumer that the new shocks were installed improperly, his original equipment was easily repairable, and far more valuable than the shocks he had recently installed. Due to the shoddy installation of the new equipment, the

automobile was in poorer condition than before "repairs." The Attorney General's office immediately contacted the shop the consumer dealt with and presented the consumers problem. The shop refunded the consumer a total of \$168.85 for the expenses he incurred.

A consumer was due a security deposit from a landlord. After numerous letters and phone calls over several months, the landlord failed to respond. The consumer complained to the Poughkeepsie office after her futile efforts. The Poughkeepsie office was able to obtain the security check plus interest, a total of \$129.82 for the consumer.

In March of 1973 a consumer placed a down payment of \$1,795.00 on a home. No contract was signed. The firm and consumer agreed that the down payment was returnable. Within a short period of time the consumer wished to recover his own down payment. The firm did not

respond. At this time the Poughkeepsie office was contacted. The firm refunded the consumers \$1,795.00. The case was resolved to the consumers satisfaction.

A Dutchess County woman purchased a refrigerator from a large chain department store, found it to be unsatisfactory and advised the store accordingly. She was given a substitute refrigerator which she also found to be unsatisfactory. The company agreed to issue a refund for the refrigerator but deducted \$56.06 from the reimbursement for carrying and transportation charges. The Poughkeepsie office contracted the store which agreed to issue a complete refund.

The cases just listed are only a few of the many which are solved by the Consumer Fraud Bureau. Please keep in mind that this is a public service supported by your tax dollars, therefore do not hesitate to sign a complaint.



Angela Davis Wins Award

THE
CIRCLE

Volume 11 - Marist College, Poughkeepsie, N.Y. Number 10

<p>Co-Editors Feature Editor Layout Editor Sports Editor Photography Editor Corresponding Editor Staff: Brian Morris, Jim Naccarato, Frank Baldascino, Carolyn Boyd, Jeanne Caligiuri, Patrick Callagy, Greg Concocchioli, Katherine Finnegan, Kevin O'Connor, Tom Page, Mary Beth Pfeiffer, Bill Werle, Mitchell Williams, Dave Pristash, Candi Davis, Tim DeBaun. Business Managers</p>	<p>Jim Keegan and Anne Trabulsi Maryanne McQuade Lyn Osborne Jim Donnelly Rich Brummett Mary Foster Mark Fitzgibbon, Ken Hayes, Jack Reigle</p>
---	---

Editorials

Co-Education

This week the CIRCLE is presenting its last issue of the fall semester. Hopefully, we have been able to offer the college community an expanded vehicle of communication that has, for the most part, been untested. The purpose of almost any newspaper whether it be a college publication or any other is to present its readers with factual accounts of past events and to exhibit a wide variance of opinion which will ultimately lead its readers to voice their opinions.

Ideally, this week's CIRCLE will fulfil that definition. By devoting a special issue to the topic of "Co-Education at Marist" the editors and staff are attempting to bring out the feelings of the Administration, Faculty, and Students towards Co-Education at this institution. We believe, that the input supplied will enable all of us to look back and review quite carefully the developments that have taken place during the past five years. More importantly, we will be able to focus on areas that have been weak and strong, and areas that have gone unchanged.

For the most part, Marist College has adapted to the basic needs of a Co-Educational situation, however, this adaptation is by no means enough. At this particular time the college is at its most crucial stage of development and unless its members decide to take on the total commitment that Co-Education necessitates the college will slowly fall apart!

Energy Crisis

Marist is suffering from the fuel shortage along with the rest of the nation. The forecast for the winter is not pleasant. We must conserve or go without.

What does the fuel shortage mean to Marist, though? It means that we must deny ourselves some of the creature comforts that we have taken for granted all of our lives. Taking a drive is no longer a good way to pass the time, now it stands to become a luxury. To see the dormitories ablaze with lights is no longer a sight to be joked at. It is a memorial of our indiscriminate waste of electricity.

Presently, we are merely uncomfortable walking in our dimmed halls with sweaters on. The situation may become more acute. The measures recommended by the Interdorm Council are good in theory. However, it takes the concerted efforts of all to save.

The Circle does not advocate the closing of the college for an additional four weeks, but it will take judicious use of energy by everyone to prevent it. Before you turn anything on, think. Do you really need three lights to locate a pencil?

Your Newspaper

The Circle is, by definition, the newspaper of the Marist College community. Yet, without the writers from the Introduction to Journalism class, this semester the Circle would have been reduced to printing a four page paper each week, or nothing at all, for sheer lack of material and correspondents.

The result is that we must plead guilty to the charge that we represent only a small segment of the college. It is not by choice. The college newspaper is available to all members of the community, not only as a bulletin board to announce coming events, but to voice opinions, to make comments or to bring an interesting feature of the school to the attention of the entire college.

In this, the last issue of the fall semester, the editors would like to commend the people who have contributed to the newspaper and those who have helped through their constructive criticism. It has been said before, but it must unfortunately be said once more. If the college paper is to represent the entire community, more people must contribute, not just in letters and verbal comments, but in writing and in the mechanical aspects of the paper. We need writers, we need people skilled in layout and headline writing, as well as typists and proofreaders. If the Circle is to achieve the status of being truly representative of Marist College, more people must contribute time and effort.

This is a plea - if we are to continue to move forward, we need help. If there is to be a newspaper in the future of the college, the community must contribute.

The entire staff of the Circle joins in wishing everyone a very Merry Christmas and an enjoyable winter vacation.

Letters To The Editor

Commendation

To the Editor:

I would like to commend the cast and supporting staff, and the director, Dr. Jephtha Lanning, for their splendid production of

Eugene O'Neill's "Mourning Becomes Electra."

I bit my tongue when Dr. Lanning first told me of his and the Theatre Guild's choice of this massive and demanding classic of this modern repertory. Given the limited time and resources of all involved, but especially that of

Dr. Lanning and the lead actors, and given the size of the play, one could only fairly have expected a competent performance. But the final result was a good deal more than that.

Sincerely,
Robert P. Lewis
English Dept.

Vacation And Energy

To the Editor:

Having just heard the news that the Marist Community vetoed a proposal to extend the Christmas break to conserve energy, I must say that I am quite disappointed at the decision. It seems that the majority of people at Marist are failing to see the reality of the energy crisis in that they are unable to face the fact that life styles formerly taken for granted

will have to be changed. Just how these changes come about is reflected in that decision, because the failure to voluntarily control oil consumption will only result in a future decision (certainly not made by Marist students) for mandatory cuts of oil supplies. In effect, Marist turned down a chance to play an active role in these inevitable adjustments in life style, for I'm sure that next year there will be no choice on this matter.

With all the adjustments being made in other segments of

society, from high schools being closed down during cold months to speed limits being reduced, I find it difficult to accept the fact that Marist refuses to change realistically also. A vote to avoid burning a large quantity of fuel oil and extend the next semester into June would have been a realistic decision and I regret it not having been made.

Sincerely,
Mike Asip
University College
Galway
Republic of Ireland

Food Survey

To the Editor:

We appreciate the time and thought you put into the recent food service survey.

As the article in last week's Circle mentioned, there was much mention of a temperature problem. We have made a strong effort to eliminate this problem and have gotten a commitment from our cooking and serving

staff to see that you get food at the temperature that it should be served. Each of you can also help by not taking too long to get seated. A very hot meal leaving the serving line can lose a lot of heat by the time you sit and start eating. Please help where you can.

We will be working on a new menu items and reworking recipes to help control the variety and taste complaints. There is

also the spice table in the dining room. We will be working with your food committee in trying to eliminate these areas of discontent.

If you have any problems, complaints or suggestions, please feel free to come to my office in the dining room or see a member of the food committee.

Thank you again for your time and willingness to help.

Jim Ladota

Class Of '77

To the Editor:

Plans for an eventful second semester have already been begun by the freshman class of 1977. Under class officers Joseph Aiello (president), Robert Morley (vice president), Rodney Lemon (treasurer), and Fran Fulling (secretary), committees to work on the class constitution, class senate, social events, and cars-on-campus have been established.

The class constitution is of primary importance, and the officers hope that a constitution can be presented to the class for ratification immediately following the semester break. Of special significance in the con-

stitution will be the provision for a class senate. Twenty to twenty-five active freshmen will be selected by the officers to provide a wide and varied representation of the class in policy decisions and activity planning. (Any freshman interested in serving as a senator should talk to one of the class officers before Christmas vacation.)

The cars-on-campus survey conducted last week showed the freshmen overwhelmingly support being allowed to bring cars on campus next semester. Following a meeting with Dean Wade this week, Joe Aiello will be able to report to the class the decision.

On Thursday, December 13, the

class will hold its first social event. A Freshman Class Dinner to be held in the New Dining Hall from 6:00 to 8:00. All freshmen are invited to bring their dinners to the New Dining Room where there will be music, caroling, and presents from "Santa Claus". A special discount has been arranged for commuters. The officers hope that the dinner will put the class in a mood to really work together next semester.

Other social events to be held second semester have been discussed, including ideas for a dance, and a variety show. The class needs active involvement, to realize the many projects already suggested by its members.

Fran Fulling

NYU Conference

TO: Marist College

On the weekend of November 17th, there occurred at New York University a conference on racism and the university. The conference was called in order to discuss the increasing attention being paid to the "scientific" racism flowing from the work of people like Jensen, Herrnstein, Eysenck, Shockley, Moynihan, and Banfield. About fifteen workshops were held on topics such as "IQ and Genetics" and "Racism and Public Education."

One of the major concerns of the participants was the question of what can be done to challenge the claim made by these men that their research is "scientific". A second major concern was to demonstrate the sociohistorical significance of the increasing propagation of ideas such as "Jensenism." Finally, there was general agreement that racism, in whatever form it might take, must be combated.

To struggle towards these ends, committees against racism have formed at many colleges and

universities in the U.S. and Canada. A number of us at Marist would like to see a similar committee organized here. If you are interested in participating in the work of such a committee, please contact any one of the persons whose names appear below.

Joe Tiedemann, Mark Kleinhans, Bro. John Scileppi, Linda Tomasini, Sally Schillizzi, M.J. Michelson, Richard E. Green, Kathryn Cambone, Richard Bickley, Cagle Moore, Gerry Breen, Raymond Green.



'MISS WOODS, MOST BOSSES WOULD HURL YOU OUT ON YOUR EAR FOR WHAT YOU'VE DONE, BUT...



Co-Education

Co-Education As A Phenomenon

By Lyn Osborne

An essay on the nature of education in America has, at least for this writer, no sexist overtones. There are those who would have us believe, especially during the "awareness" uprisal of the past few years, that all education - in whatever form it takes - from kindergarten through doctoral studies has a common chauvinistic basis. And there are those on this chauvinistic side who would readily agree (whether out of fear or loathing, I can't determine) that education is geared towards men at best, and at the role of the stereotyped female at worst.

But what is the basis of education? I believe it to be factual knowledge derived by those greater or at least with more authority, than I hesitate to believe, for example, that Newton had men in mind when getting in the way of falling gravity. And Einstein never mentioned that the "M" in his formula stood for "Male." As for the great women scientists, rulers, thinkers, and educators, I stop short of the belief that Marie Curie discovered and developed the use of radium with women in mind.

Is this digressing from education? Certainly not, by all means, discoveries and technological advancements are the products of earlier education and the basis for the present. I challenge anyone to prove the quadratic formula to be sexist. Recent studies of school

curriculum, especially in elementary education, point out the need for complete changes in order to comply with the Education Amendments of 1972, in particular Title IX, which reads that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance." This title can, and does, give the government the right to revoke school aid from federal funding wherever it sees the evidence of "discrimination."

But in order to discriminate, we must first be teaching our children something. Our knowledge is wrapped up in books and the minds of our educators, ready to be presented to our nation's youth, so we must teach our children to read. "Aha!" will pounce a radical feminist. "A woman's role is pre-set by the likes of Dick, Jane and Sally." (Personally, I as a child preferred Tim, the Teddy.)

In a study done by a group known as Women on Words and Images (a Princeton, New Jersey based group), 2,760 stories from 134 of the most widely used children's readers were examined for instances of discrimination. The results were not in themselves surprising instances where the portrayal of males appeared were much more frequent. But what interested me was their own classification of "Male Occupations as Compared to Female Occupations" by

their own admission, there are jobs that are classified "male" and "female". Is this stretching the point a bit? I think not.

The molding lies not within the learning to read, but in the atmosphere in which it is learned. "Cat" will always read "cat" whether read by a boy or girl, or in reference to a boy or girl cat. Two and two will always be four, no matter who is computing the sum.

So now we find ourselves faced with a vigorous re-examination of co-education - the main complaint not falling on the "education" as much as the implications of the "co".

For an essayist, the major field that is dealt with is within the realm of the writer's experiences, in this case being public co-education grammar, and junior and senior high schools. Now that in itself is not a unique background, indeed, it is the most prevalent in America today. I do not remember being "molded" into any of the role patterns usually used as examples: "women" images formed by their initial exposure to the adult world, such as nurses (rather than doctors), secretaries (rather than businessmen), schoolteachers (rather than fire and policemen), "mommies" (rather than "daddies"?), for some reason did not affect me as a child. I did associate with teaching - but science, rather than the typical "schoolmarm" grammar teacher. This too is not that unusual - most children identify with their parents, and one of

mine was a teacher. So I was a little amazed by a statement made by Albert H. Yee in his paper "Are the Schools a 'Feminized Society'?" (Educational Leadership Vol. 31, No. 2), where he said: "the fact that teaching is perceived by intellectuals (male and female) as a feminine profession in America, that it does not offer men the stature of a fully legitimate male role, indicates the transient nature of teaching as a career and its less than adequate professional development." Both my former male teachers, as well as my father, will be glad to hear that.

Yet, I learned to read, and was educated, and with the same information that my male counterparts received. But I do not feel threatened by any of the "typified" women figures that seem to incense liberators so much.

The easiest argument here would be "But you did learn how to be a 'lady'!" Of course I did, and of course, as many women today, I am indignant about some of the petty and ridiculous social rules that were labeled "For Women Only." But they are social rules, not educational norms, and as such, can and should be changed in any ways possible. It will also arise here that children, young and impressionable, learn or assimilate these things in school where they spend a great deal of their waking hours. Fine, but they learn them also from their home environment in general and their parents in particular.

I am not of the opinion that girls should be forced into boys' roles, however, as an answer to stereotyping. That is, in the home life, as well as the educational system, there should be no obvious effort to "make" a child participate in boys' games if she does not want to - or vice versa for the boys - but the games should not be made to appear offensive to either sex. The mother who takes a doll away from a son, and the father who hits that son when he cries are not only inadvertently showing the child a bad example of social conformities and roles, but are also interfering with an educational process that could be taking place.

Education does not occur only in the classroom, but in everything and everywhere anyone is. Children are not the only ones who are continually being educated: by our recent probing of social roles, society in general is learning that much of the stereotyping that has done has been bad. But the public should keep in mind that not all of us share the problems of this type of re-orientation that is needed in developing male-female relations and roles. We can go too far in the direction of "co" and "equal" and all those other nice redefinitions of words, stifling the homebody urge and turning it into something as "wrong" for a woman as a profession such as law once was. We should not let our new awareness drive us towards something as dark as our ignorance once was. Carol Millsom, in her editorial "Women and Education" (Educational Leadership Vol. 31, No. 2) refers to the recent moves of curriculum re-evaluation: "We can best design a curriculum for boys and girls by avoiding these categorical distinctions and focusing instead on the individual educational requirements of each child."

Education remains as it always has - sexless. Co-education still refers to the teaching of males and females simultaneously. The language we teach in has none of the masculine-feminine rules - it has nouns that are neuter. But the question remains if we want our educational institutions to spawn a nation of "neuters". Our education cannot, and our co-education should not, cause male-female role determinism. Only our society and our own ideals affect the role our children will play. Mr. U. Brofenbrenner in a paper entitled "Two Worlds of Childhood" (Reprinted in the Harvard Educational Review, Vol. 43, No. 3) made what I believe to be the truest statement on our education system thus far: "If the children and youth of a nation are afforded the opportunity to develop their capabilities to the fullest, if they are given the knowledge to understand the world and the wisdom to change it, then the prospects for the future are bright. In contrast, a society which neglects its children, however well it may function in other respects, risks eventual disorganization and demise."

If we dropped the whole notion of "male" and "female" in education, and concentrated on educating, we would probably all be better off. I have never felt coerced or stopped in any way from pursuing the knowledge that I desired - I have always been encouraged - and as I said before, I cannot and must not be a unique case.

Who Has Greater Achievement?

By Katherine Finnegan

Who are better students - men or women? It is a difficult question to answer. Inquiries about sex differences in academic achievement goes seems to imply an underlying tone of sexism. Of course, teachers and students, for the most part are willing to give an answer about one group in general. Some of these opinions have been adopted as the result of hearsay, some as the culmination of bias, others as an honest assessment of the schools they have been in contact with.

Teachers and students at Marist fall into one of three general opinion groups, but express a wider variety of explanations of why they have come to those conclusions. The three opinion groups are those who believe that college women are better students, those who think that men are better students, and those who firmly believe that there can be no such generalizations and that it depends on the individual student.

Overall, those who did express opinions demanded that they not be quoted or their names used. The interviewed felt that any public exposure of their opinions would yield repercussions from the "lesser student" group. There were a few who didn't mind their opinions being made known, but these were a very small minority.

There have been no studies done comparing the cumulative indexes of the men and women in Marist. Mr. Gumienny of the Computer Center said that such a study would be an act of discrimination.

Of 63 students asked, 21 said that such a generalization would be ludicrous and unfair. One who holds such an opinion, Mr. Jerry Breen, said he "refuses to think in those terms". Some others think that any statement one way or the other would create unconscious, but nevertheless powerful, psychological biases. In theory (that one) the classified student would modify his aspiration level and the teacher would discriminate on those basis.

The group who felt that men were the better students numbered 10 out of 63. They said that they held their belief because men, when they reach college point, are faced with the very real problem of shaping his life in such a way that he can secure a good and meaningful job.

One male student said that even though women are more interested in academics as a way of life for the four years and work harder, the male has the capabilities to accomplish more and do so better. As expected, the female reaction to such a statement was vehement.

Another male student said that even though the trend is changing the stereotype of the "husband hunting woman" is still alive and well. And as a result the man is more dedicated to academics per se.

Mrs. Shratz, a Psychology teacher, said that there is a clear division. The woman begins college with a more mature attitude and the ability to take the pursuit of academia more seriously. The man, she said, "is testing his freedom" at the outset. By junior year, though, the male realizes the importance

woman is questioning her role, future expectations and the related relevance of a college education.

The last group, which most students fall into (32 out of 63) expressed the belief that, as a group, women of college age are better students. Many believe that a "mature attitude" has a lot to do with their success.

One such person, connected with the college, thinks that women "have a point to prove" and are taking advantage of the male apathetic attitude toward education. Thus, they try harder to prove her worth. They have had to fight for the simple entrance into institutions of higher learning and so the momentum of their "trail blazing" attitude is still in effect.

Some think that the financial cost of a college education entails a certain "direction" and dedication even before they consider college as a possible alternative. The man, on the other hand, view college as a taken for granted necessary background for anything.

Another male student said that psychologically, women come to college with their "goals more in sight".

Dean Cox said that the seemingly easier ability of women to "take off" in the process of their education to reevaluate the situation makes those who return after such a session, better more dedicated students. He believes that, when Marist first went co-ed, the women who first came were better students simply because they placed themselves in the position of wanting to prove themselves in a "male" school. It goes along with the general belief

that a male college attracts highly competitive women. That position has virtually disappeared as the proportion evens out.

Some say that the men at Marist come here compromising themselves to the small, lesser known college, whereas for women, they wouldn't think of going to a larger institution but instead attempt here to give it all they have without being conscious of the college status.

A few people shared the belief that although women work harder and stick to the course structure, men are more inventive with their work. They are not afraid to risk the presentation of a new idea simply because they seem to possess a deeper self-confidence in their knowledge.

There are, one male student said, statistics that prove that the mean on College Board scores is higher for women than for men. That knowledge, he remembered, was given him by his high school guidance counselor at the time of the college boards.

Comparison of cumulative indexes the Registrar said, has not been done here at Marist. But then, many believe that such a study would not determine the "better student" as attitude is a partial, if not the most important, measure.

Evidently, opinion varies. As one co-ed said "stereotyping will get us nowhere." What would be the purpose of such a study? Curiosity? Determination of the high and low group so that we may live up or down to our respective standard? Perhaps constructive knowledge.

THE
CIRCLE

Volume 11 Marist College, Poughkeepsie, N.Y. Number 10

<p>Co-Editors Feature Editor Layout Editor Sports Editor Photography Editor Corresponding Editor Staff: Brian Morris, Jim Naccarato, Frank Baldascino, Carolyn Boyd, Jeanne Caligiuri, Patrick Callagy, Greg Conocchioli, Katherine Finnegan, Kevin O'Connor, Tom Page, Mary Beth Pfeiffer, Bill Werle, Mitchell Williams, Dave Pristash, Candi Davis, Tim DeBaun. Business Managers</p>	<p>Jim Keegan and Anne Trabulsi Maryanne McQuade Lyn Osborne Jim Donnelly Rich Brummett Mary Foster Mark Fitzgibbon, Ken Hayes, Jack Reigle</p>
--	--

Editorials Co-Education

This week the CIRCLE is presenting its last issue of the fall semester. Hopefully, we have been able to offer the college community an expanded vehicle of communication that has, for the most part, been untested. The purpose of almost any newspaper whether it be a college publication or any other is to present its readers with factual accounts of past events and to exhibit a wide variance of opinion which will ultimately lead its readers to voice their opinions.

Ideally, this week's CIRCLE will fulfil that definition. By devoting a special issue to the topic of "Co-Education at Marist" the editors and staff are attempting to bring out the feelings of the Administration, Faculty, and Students towards Co-Education at this institution. We believe, that the input supplied will enable all of us to look back and review quite carefully the developments that have taken place during the past five years. More importantly, we will be able to focus on areas that have been weak and strong, and areas that have gone unchanged.

For the most part, Marist College has adapted to the basic needs of a Co-Educational situation, however, this adaptation is by no means enough. At this particular time the college is at its most crucial stage of development and unless its members decide to take on the total commitment that Co-Education necessitates the college will slowly fall apart!

Energy Crisis

Marist is suffering from the fuel shortage along with the rest of the nation. The forecast for the winter is not pleasant. We must conserve or go without.

What does the fuel shortage mean to Marist, though? It means that we must deny ourselves some of the creature comforts that we have taken for granted all of our lives. Taking a drive is no longer a good way to pass the time, now it stands to become a luxury. To see the dormitories ablaze with lights is no longer a sight to be joked at. It is a memorial of our indiscriminate waste of electricity.

Presently, we are merely uncomfortable walking in our dimmed halls with sweaters on. The situation may become more acute. The measures recommended by the Interdorm Council are good in theory. However, it takes the concerted efforts of all to save.

The Circle does not advocate the closing of the college for an additional four weeks, but it will take judicious use of energy by everyone to prevent it. Before you turn anything on, think. Do you really need three lights to locate a pencil?

Your News Paper

The Circle is, by definition, the newspaper of the Marist College community. Yet, without the writers from the Introduction to Journalism class, this semester the Circle would have been reduced to printing a four page paper each week, or nothing at all, for sheer lack of material and correspondents.

The result is that we must plead guilty to the charge that we represent only a small segment of the college. It is not by choice. The college newspaper is available to all members of the community, not only as a bulletin board to announce coming events, but to voice opinions, to make comments or to bring an interesting feature of the school to the attention of the entire college.

In this, the last issue of the fall semester, the editors would like to commend the people who have contributed to the newspaper and those who have helped through their constructive criticism. It has been said before, but it must unfortunately be said once more. If the college paper is to represent the entire community, more people must contribute, not just in letters and verbal comments, but in writing and in the mechanical aspects of the paper. We need writers, we need people skilled in layout and headline writing, as well as typists and proofreaders. If the Circle is to achieve the status of being truly representative of Marist College, more people must contribute time and effort.

This is a plea - if we are to continue to move forward, we need help. If there is to be a newspaper in the future of the college, the community must contribute.

The entire staff of the Circle joins in wishing everyone a very Merry Christmas and an enjoyable winter vacation.

Letters To The Editor

Commendation

To the Editor:
I would like to commend the cast and supporting staff, and the director, Dr. Jephtha Lanning, for their splendid production of

Eugene O'Neill's "Mourning Becomes Electra."

I bit my tongue when Dr. Lanning first told me of his and the Theatre Guild's choice of this massive and demanding classic of this modern repertory. Given the limited time and resources of all involved, but especially that of

Dr. Lanning and the lead actors, and given the size of the play, one could only fairly have expected a competent performance. But the final result was a good deal more than that.

Sincerely,
Robert P. Lewis
English Dept.

Vacation And Energy

To the Editor:
Having just heard the news that the Marist Community vetoed a proposal to extend the Christmas break to conserve energy, I must say that I am quite disappointed at the decision. It seems that the majority of people at Marist are failing to see the reality of the energy crisis in that they are unable to face the fact that life styles formerly taken for granted

will have to be changed. Just how these changes come about is reflected in that decision, because the failure to voluntarily control oil consumption will only result in a future decision (certainly not made by Marist students) for mandatory cuts of oil supplies. In effect, Marist turned down a chance to play an active role in these inevitable adjustments in life style, for I'm sure that next year there will be no choice on this matter.

With all the adjustments being made in other segments of

society, from high schools being closed down during cold months to speed limits being reduced, I find it difficult to accept the fact that Marist refuses to change realistically also. A vote to avoid burning a large quantity of fuel oil and extend the next semester into June would have been a realistic decision and I regret it not having been made.

Sincerely,
Mike Asip
University College
Galway
Republic of Ireland

Food Survey

To the Editor:
We appreciate the time and thought you put into the recent food service survey.

As the article in last week's Circle mentioned, there was much mention of a temperature problem. We have made a strong effort to eliminate this problem and have gotten a commitment from our cooking and serving

staff to see that you get food at the temperature that it should be served. Each of you can also help by not taking too long to get seated. A very hot meal leaving the serving line can lose a lot of heat by the time you sit and start eating. Please help where you can.

We will be working on a new menu items and reworking recipes to help control the variety and taste complaints. There is

also the spice table in the dining room. We will be working with your food committee in trying to eliminate these areas of discontent.

If you have any problems, complaints or suggestions, please feel free to come to my office in the dining room or see a member of the food committee.

Thank you again for your time and willingness to help.
Jim Ladota

Class Of '77

To the Editor:
Plans for an eventful second semester have already been begun by the freshman class of 1977. Under class officers Joseph Aiello (president), Robert Morley (vice president), Rodney Lemon (treasurer), and Fran Fuling (secretary), committees to work on the class constitution, class senate, social events, and cars-on-campus have been established.

The class constitution is of primary importance, and the officers hope that a constitution can be presented to the class for ratification immediately following the semester break. Of special significance in the con-

stitution will be the provision for a class senate. Twenty to twenty-five active freshmen will be selected by the officers to provide a wide and varied representation of the class in policy decisions and activity planning. (Any freshman interested in serving as a senator should talk to one of the class officers before Christmas vacation.)

The cars-on-campus survey conducted last week showed the freshmen overwhelmingly support being allowed to bring cars on campus next semester. Following a meeting with Dean Wade this week, Joe Aiello will be able to report to the class the decision.

On Thursday, December 13, the

class will hold its first social event. A Freshman Class Dinner to be held in the New Dining Hall from 6:00 to 8:00. All freshmen are invited to bring their dinners to the New Dining Room where there will be music, caroling, and presents from "Santa Claus". A special discount has been arranged for commuters. The officers hope that the dinner will put the class in a mood to really work together next semester.

Other social events to be held second semester have been discussed, including ideas for a dance, and a variety show. The class needs active involvement, to realize the many projects already suggested by its members.

Fran Fuling

NYU Conference

To: Marist College
On the weekend of November 17th, there occurred at New York University a conference on racism and the university. The conference was called in order to discuss the increasing attention being paid to the "scientific" racism flowing from the work of people like Jensen, Herrnstein, Eysenck, Shockley, Moynihan, and Banfield. About fifteen workshops were held on topics such as "IQ and Genetics" and "Racism and Public Education."

One of the major concerns of the participants was the question of what can be done to challenge the claim made by these men that their research is "scientific". A second major concern was to demonstrate the sociohistorical significance of the increasing propagation of ideas such as "Jensenism." Finally, there was general agreement that racism, in whatever form it might take, must be combated.

To struggle towards these ends, committees against racism have formed at many colleges and

universities in the U.S. and Canada. A number of us at Marist would like to see a similar committee organized here. If you are interested in participating in the work of such a committee, please contact any one of the persons whose names appear below.

Joe Tiedemann, Mark Kleinhans, Bro. John Scileppi, Linda Tomasini, Sally Schillizzi, M.J. Michelson, Richard E. Green, Kathryn Cambone, Richard Bickley, Cagle Moore, Gerry Breen, Raymond Green.



'MISS WOODS, MOST BOSSES WOULD HURL YOU OUT ON YOUR EAR FOR WHAT YOU'VE DONE, BUT . . .



THE
CIRCLE



MARIST COLLEGE, POUGHKEEPSIE, NEW YORK 12501

Special EDITION

Co-Education

Co-Education As A Phenomenon

By Lyn Osborne

An essay on the nature of education in America has, at least for this writer, no sexist overtones. There are those who would have us believe, especially during the "awareness" uprisal of the past few years, that all education - in whatever form it takes - from kindergarten through doctoral studies has a common chauvinistic basis. And there are those on this chauvinistic side who would readily agree (whether out of fear or loathing, I can't determine) that education is geared towards men at best, and at the role of the stereotyped female at worst.

But what is the basis of education? I believe it to be factual knowledge derived by those greater or at least with more authority, than I. I hesitate to believe, for example, that Newton had men in mind when getting in the way of falling gravity. And Einstein never mentioned that the "M" in his formula stood for "Male". As for the great women scientists, rulers, thinkers, and educators, I stop short of the belief that Marie Curie discovered and developed the use of radium with women in mind.

Is this digressing from education? Certainly not: by all means, discoveries and technological advancements are the products of earlier education and the basis for the present. I challenge anyone to prove the quadratic formula to be sexist. Recent studies of school

curriculum, especially in elementary education, point out the need for complete changes in order to comply with the Education Amendments of 1972, in particular Title IX, which reads that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance." This title can, and does, give the government the right to revoke school aid from federal funding wherever it sees the evidence of "discrimination".

But in order to discriminate, we must first be teaching our children something. Our knowledge is wrapped up in books and the minds of our educators, ready to be presented to our nation's youth: so we must teach our children to read. "Aha!" will pounce a radical feminist. "A woman's role is pre-set by the likes of Dick, Jane and Sally." (Personally, I as a child preferred Tim, the Teddy).

In a study done by a group known as Women on Words and Images (a Princeton, New Jersey based group), 2,760 stories from 134 of the most widely used children's readers were examined for instances of discrimination. The results were not in themselves surprising: instances where the portrayal of males appeared were much more frequent. But what interested me was their own classification of "Male Occupations as Compared to Female Occupations" - by

their own admission, there are jobs that are classified "male" and "female". Is this stretching the point a bit? I think not.

The molding lies not within the learning to read, but in the atmosphere in which it is learned. "Cat" will always read "cat" whether read by a boy or girl, or in reference to a boy or girl cat. Two and two will always be four, no matter who is computing the sum.

So now we find ourselves faced with a vigorous re-examination of co-education - the main complaint not falling on the "education" as much as the implications of the "co".

For an essayist, the major field that is dealt with is within the realm of the writer's experiences, in this case being public co-education grammar, and junior and senior high schools. Now that in itself is not a unique background: indeed, it is the most prevalent in America today. I do not remember being "molded" into any of the role patterns usually used as examples: "women" images formed by their initial exposure to the adult world, such as nurses (rather than doctors), secretaries (rather than businessmen), schoolteachers (rather than fire and policemen), "mommies" (rather than "daddies"?), for some reason did not affect me as a child. I did associate with teaching - but science, rather than the typical "schoolmarm" - grammar teacher. This too is not that unusual: most children identify with their parents, and one of

mine was a teacher. So I was a little amazed by a statement made by Albert H. Yee in his paper "Are the Schools a 'Feminized Society'?" (Educational Leadership Vol. 31, No. 2), where he said: "the fact that teaching is perceived by intellectuals (male and female) as a feminine profession in America, that it does not offer men 'the stature of a fully legitimate male role,' indicates the transcendent nature of teaching as a career and its less than adequate professional development." Both my former male teachers, as well as my father, will be glad to hear that.

Yet, I learned to read, and was educated, and with the same information that my male counterparts received. But I do not feel threatened by any of the "typified" women figures that seem to incense liberators so much.

The easiest argument here would be "But you did learn how to be a 'lady'!" Of course I did, and of course, as many women today, I am indignant about some of the petty and ridiculous social rules that were labeled "For Women Only". But they are social rules, not educational norms, and as such, can and should be changed in any ways possible. It will also arise here that children, young and impressionable, learn or assimilate, these things in school where they spend a great deal of their waking hours. Fine, but they learn them also from their home environment in general and their parents in particular.

I am not of the opinion that girls should be forced into boys' roles, however, as an answer to stereotyping. That is, in the home life, as well as the educational system, there should be no obvious effort to "make" a child participate in boys' games if she does not want to - or vice versa for the boys - but the games should not be made to appear offensive to either sex. The mother who takes a doll away from a son, and the father who hits that son when he cries are not only inadvertently showing the child a bad example of social conformities and roles, but are also interfering with an educational process that could be taking place.

Education does not occur only in the classroom, but in everything and everywhere anyone is. Children are not the only ones who are continually being educated: by our recent probing of social roles, society in general is learning that much of the stereotyping that has done has been bad. But the public should keep in mind that not all of us share the problems of this type of re-orientation that is needed in developing male-female relations and roles. We can go too far in the direction of "co" and "equal" and all those other nice redefinitions of words, stifling the homebody urge and turning it into something as "wrong" for a woman as a profession such as law once was. We should not let our new awareness drive us towards something as dark as our ignorance once was. Carol Millsom, in her editorial "Women and Education" (Educational Leadership Vol. 31, No. 2) refers to the recent moves of curriculum re-evaluation: "We can best design a curriculum for boys and girls by avoiding these categorical distinctions and focusing instead on the individual educational requirements of each child."

Education remains as it always has - sexless. Co-education still refers to the teaching of males and females simultaneously. The language we teach in has none of the masculine-feminine rules - it has nouns that are neuter. But the question remains if we want our educational institutions to spawn a nation of "neuters". Our education cannot, and our co-education should not, cause male-female role determinism. Only our society and our own ideals affect the role our children will play. Mr. U. Brofenbrenner in a paper entitled "Two Worlds of Childhood" (Reprinted in the Harvard Educational Review, Vol. 43, No. 3) made what I believe to be the truest statement on our education system thus far: "If the children and youth of a nation are afforded the opportunity to develop their capabilities to the fullest, if they are given the knowledge to understand the world and the wisdom to change it, then the prospects for the future are bright. In contrast, a society which neglects its children, however well it may function in other respects, risks eventual disorganization and demise."

If we dropped the whole notion of "male" and "female" in education, and concentrated on educating, we would probably all be better off. I have never felt coerced or stopped in any way from pursuing the knowledge that I desired - I have always been encouraged - and as I said before, I cannot and must not be a unique case.

Who Has Greater Achievement?

By Katherine Finnegan

Who are better students - men or women? It is a difficult question to answer. Inquiries about sex differences in academic achievement goes seems to imply an underlying tone of sexism. Of course, teachers and students, for the most part are willing to give an answer about one group in general. Some of these opinions have been adopted as the result of hearsay, some as the culmination of bias, others as an honest assessment of the schools they have been in contact with.

Teachers and students at Marist fall into one of three general opinion groups, but express a wider variety of explanations of why they have come to those conclusions. The three opinion groups are: those who believe that college women are better students; those who think that men are better students; and those who firmly believe that there can be no such generalizations and that it depends on the individual student.

Overall, those who did express opinions demanded that they not be quoted or their names used. The interviewed felt that any public exposure of their opinions would yield repercussions from the "lesser student" group. There were a few who didn't mind their opinions being made known, but these were a very small minority.

There have been no studies done comparing the cumulative indexes of the men and women in Marist. Mr. Gumienny of the Computer Center said that such a study would be an act of discrimination.

Of 63 students asked, 21 said that such a generalization would be ludicrous and unfair. One who holds such an opinion, Mr. Jerry Breen, said he "refuses to think in those terms". Some others think that any statement one way or the other would create unconscious, but nevertheless powerful, psychological biases. In theory (that one) the classified student would modify his aspiration level and the teacher would discriminate on those basis.

The group who felt that men were the better students numbered 10 out of 63. They said that they held their belief because men, when they reach college point, are faced with the very real problem of shaping his life in such a way that he can secure a good and meaningful job.

One male student said that even though women are more interested in academics as a way of life for the four years and work harder, the male has the capabilities to accomplish more and do so better. As expected, the female reaction to such a statement was vehement.

Another male student said that even though the trend is changing the stereotype of the "husband hunting woman" is still alive and well. And as a result the man is more dedicated to academics per se.

Mrs. Shratz, a Psychology teacher, said that there is a clear division. The woman begins college with a more mature attitude and the ability to take the pursuit of academia more seriously. The man, she said, "is testing his freedom" at the outset. By junior year, though, the male realizes the importance of an education, whereas the

woman is questioning her role, future expectations and the related relevance of a college education.

The last group, which most students fall into (32 out of 63) expressed the belief that, as a group, women of college age are better students. Many believe that a "mature attitude" has a lot to do with their success.

One such person, connected with the college, thinks that women "have a point to prove" and are taking advantage of the male apathetic attitude toward education. Thus, they try harder to prove her worth. They have had to fight for the simple entrance into institutions of higher learning and so the momentum of their "trail blazing" attitude is still in effect.

Some think that the financial cost of a college education entails a certain "direction and dedication" even before they consider college as a possible alternative. The man, on the other hand, view college as a taken for granted necessary background for anything.

Another male student said that psychologically, women come to college with their "goals more in sight".

Dean Cox said that the seemingly easier ability of women to "take off" in the process of their education to reevaluate the situation makes those who return after such a session, better more dedicated students. He believes that, when Marist first went co-ed, the women who first came were better students simply because they placed themselves in the position of wanting to prove themselves in a "male" school. It goes along with the general belief

that a male college attracts highly competitive women. That position has virtually disappeared as the proportion evens out.

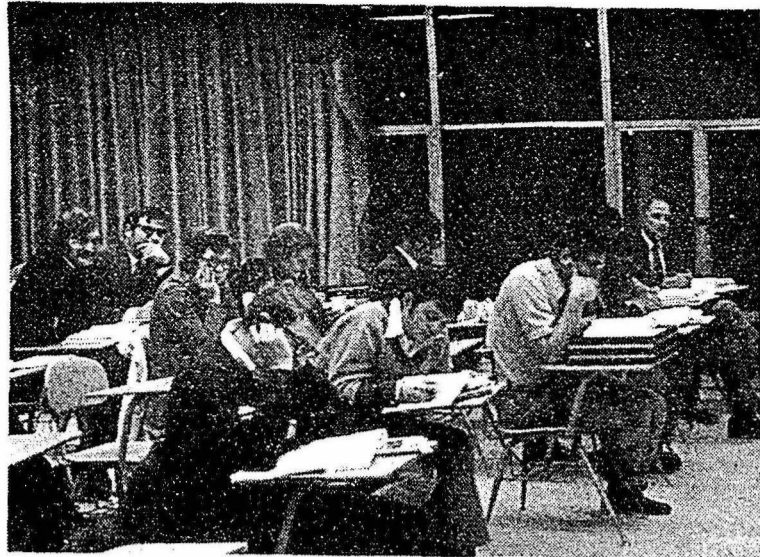
Some say that the men at Marist come here compromising themselves to the small, lesser known college, whereas for women, they wouldn't think of going to a larger institution but instead attempt here to give it all they have without being conscious of the college status.

A few people shared the belief that although women work harder and stick to the course structure, men are more inventive with their work. They are not afraid to risk the presentation of a new idea simply because they seem to possess a deeper self-confidence in their knowledge.

There are, one male student said, statistics that prove that the mean on College Board scores is higher for women than for men. That knowledge, he remembered, was given him by his high school guidance counselor at the time of the college boards.

Comparison of cumulative indexes the Registrar said, has not been done here at Marist. But then, many believe that such a study would not determine the "better student" as attitude is a partial, if not the most important, measure.

Evidently, opinion varies. As one co-ed said "stereotyping will get us nowhere." What would be the purpose of such a study? Curiosity? Determination of the high and low group so that we may live up or down to our respective standard? Perhaps constructive knowledge.



Women On Campus: College Attitudes

By Deborah M. Turner

The issue of incorporating more feminine type courses into the Marist curriculum seems to be one of controversy. Why is it controversy? It seems that courses such as Nursing and Medical Technician would be rejected in Albany because of the nearness of Dutchess Community College and New Paltz etc. which offer these courses.

So the problem now is to get more women to Marist and cope

with those that are here. There are different views on this subject among the faculty. Some feel there should be more courses attracted to women; others feel the problem is establishing enough self-confidence in those here so that they will be able to handle any or most of the obstacles they encounter and if the obstacles are too much, some type of center of committee geared to counseling and guidance.

Mrs. Nolan, head of the Teacher Education Program here at Marist, says that the problem of getting Elementary Education, one of the subjects suggested by the student body as a need, into Marist curriculum is a hard struggle. Mainly because of the many students who graduate with teaching degrees while only about 50 percent get hired as teachers.

Therefore, there is an overabundance of teachers in the New York State area. Also, we do have state colleges and community colleges near by which offer the curriculum. Because of the abundance of teachers in New York State, Mrs. Nolan feels the proposal for Elementary Education presented in Albany might be rejected. Mrs. Nolan did say that there is a proposal for Bilingual Education. Since this is wanted by language instructors and language majors, the possibility of launching such a program looks hopeful.

What is happening now is that some of the Marist students in Teacher Education are commuting to Mount St. Mary's College for courses in special education. Marist is working in conjunction with this institution. Mount St. Mary's offers a curriculum in Elementary Education. Therefore, Marist students do get some formal education in Elementary Education as well as a degree at Marist. Students carry 16 credit hours at Mount St. Mary's, all but 3 credits are Elementary Education. Special Education is a very non-competitive field in relation to the overall educational structure. There is a need for education of the mentally retarded or deaf and others. Mount St. Mary's directors assign work locations, usually the student's assignments are nearer their residence for convenience, where they undergo internship. Mrs. Nolan feels that women should pursue other careers than just education. It seems that women are noted for teaching instead of business management type of jobs or doctors or lawyers. Women should try to get away from this field, if possible, and pursue more competitive fields.

Another viewpoint in getting more women into Marist and getting the ones already here interested in doing something about their dilemma is by talking with Mrs. Hoyt, who serves on a committee called "Attitudes of and Toward Women at Marist", who is doing her internship in this field. In conjunction with Dean Wade, they feel what is needed on Marist campus is to project a strong, self-actualization into the women on campus. It is not a matter of getting proposals for nursing or medical technicians, etc. to attract more women, but a committee or group involving students, faculty and staff to somehow reach the woman and build enough confidence within herself so that no matter what courses she is offered, whether it be or not be geared to the interest of women, they will be able to accomplish their goal or to establish a goal and cope with whatever happens. The women on Marist campus are seen to be too passive, as witnessed by Dean Wade. He said it was recently

brought to his attention by a few women on campus that they wanted to be able to use the gym more often. They made their needs known but never came back to pursue the results. Whereas, the men on campus fight everyday for something they want done. With enough pressure and determination, they do get positive results.

The majority of women who attend Marist are young and come to Marist because of parental guidance and some to find a husband. They do not know what role they are to play in life. So before we can incorporate a lot of courses, we should try to reach those women who are confused as to their role in life. There must be a foundation on which to build self-confidence. Another approach geared toward women's attitudes on campus, as suggested by Dean Wade also, is presenting a program involving physical fitness. One should be physically fit to deal progressively and systematically in any struggle. There are three essentials says Dean Wade, "Social, sexual and physical." All three elements a necessity in functioning.

Marist has quite a few overweight young women. Dean Wade suggested a program whereby the participants would see a doctor to have a thorough examination and see what was needed to maintain a nutritional diet and work to that specific goal, the goal being to lose weight, and thus, you have just taken a step in learning to evaluate a problem and therefore, doing something about it. In other words, there is a systematic approach if one takes the initiative.

"By establishing the role of Marist College, this is an attempt at eliminating some of the problems evident on campus," says Dr. Hooper of Natural Sciences Department. At one time, it was felt that to improve Marist's situation was to propose new programs and courses but to evaluate the college's purpose. He stated, "I would like to see the college focus on the needs of all the students, not just women. The students as a whole should ask the college, 'What should the college be doing for us men and women?' Marist should try to reassess what it is doing wrong and create a curriculum that will provide an education that both men and women want." There cannot be a separation of the two sexes. One needs the other in order to have a fulfilling or well-rounded life. It is a joint process whereby role establishing is created.

As it stands now, Dr. Peter O'Keefe is the only instructor who teaches a course, Emergence of Women. Some students feel that it is a woman's course, but not so. How can one separate the two in learning the essentials of life when the two put together create life?

There are studies on women and their roles in different activities dealing with education as a fundamental necessity. In the report, "Opportunities for Women in Higher Education", by the Carnegie Commission on Higher Education, it stressed the inequality of women to men. They are the result of "cultural circumstances." Men and women are equal in intellectual abilities but men are given more opportunities to demonstrate theirs. The role of the female in early life was known as bearing children and raising them while the men went out to work. Thus, whatever enthusiasm felt to become intellectually inclined as men, soon faded out when the women started housekeeping. In this

Continued on page 6

Co-Education At Vassar

By Patrick Callagy & Carolyn Boyd

In their attempt to discover the reasoning behind Vassar College's decision to go coed, representatives from the Circle were not received enthusiastically. Rather, we found it virtually impossible to receive appointments with the Admissions Office, Dean of Residence, and other administration members. We were told that this was due to the short notice beforehand. However, when questioning at the news room at Vassar, we were informed that many of the administration members were "fed-up" with interviews, regarding coeducation at Vassar. In the past few months, Vassar's administrative offices have been bombarded with news reporter's from several nation-wide magazines and the reports have been all but favorable. Despite our unwelcomed investigation, we did manage to interview a number of students.

As it stands now, the official policy of Vassar College is to aim for parity between the sexes. As the college catalogue states it, "Through its first century, Vassar College successfully pursued its founder's aim of high quality in the education of women. In 1968, recognizing that women's position and educational needs had changed significantly since the foundation of the college, Vassar became coeducational. Many other institutions have long been coeducational and many more have recently joined their ranks - but in neither the old or the new has true equality between the sexes been the distinctive aim. Vassar is striving for 'equal coeducation' which will prepare its women and its men for life in a society where there will be genuine equality between the sexes, and where women will increasingly assume the same responsibility for an independent and rewarding career as men are now expected to do. Vassar is moving gradually toward approximate parity in numbers between women and men undergraduates. The College is encouraging on the campus an atmosphere in which young women and young men regard members of the other sex as truly their equals, respect the qualities of mind of the other sex, and learn from one another in the classroom and on the campus in a spirit of partnership."

There are a variety of opinions on whether or not this stated aim has been achieved at Vassar. In the September 1973 issue of Ms. magazine there appeared an article titled, "The case against coeducation, or, I guess Vassar wasn't so bad after all," which was written by Susan Lydon, a graduate from Vassar in 1965. Ms. Lydon's article states that, as a student, "I complained that Vassar prepared its students to be wives of corporate executives in Greenwich, Connecticut; to chat smartly at cocktail parties; and to ponder Shakespeare's

sonnets while washing the dishes." However, a visit to Vassar after its initiation of coed resulted in her change of attitude. She now feels that the decision to become coed was "a bad historical decision."

In the article, Susan Lydon further reported the results of her interviews as follows: "Most teachers and students I talked to seemed to feel that since coeducation began, the college has deteriorated. 'Once you go coeducational, you begin to attract a different type of student - one who is more interested in socializing than in education,' said one teacher. Mel Rosenthal of the English department, who has taught at Vassar for five years, said he found it a more interesting place when it was all-women. 'The women now don't work as well as they did before,' he said. 'They used to be much more serious students.' Another teacher said, 'Things have definitely become worse around here in the past few years, but I'm not sure if coeducation is a symptom or a cause.'"

There are some who strongly believe that coeducation at Vassar has greatly inhibited the women. Since the appearance of men on campus, the women have taken a more passive role. The men run for the leadership positions on campus and one of the men recently won the election for Student Body President.

In the December 10, 1973 issue of Newsweek, in an article titled, "The New Campus Rebels: Women," it was reported that "the only apparent complication caused by coed living at Vassar has been a rise in noise. 'We were told by the house president,' recalls a Vassar sophomore, 'Smoke whatever you like, sleep with whomever you like, just watch the noise.'" In that same article it was stated that psychologist Matina S. Horner observes, "that women do not experience a free intellectual and personal kind of growth in any atmosphere where you have masculine domination."

The major portion of opinions concerning co-education at Vassar has come from the students themselves. A questionnaire was distributed randomly to several students and the following are those results:

Q. What did the name Vassar signify to you when you first applied?

A. The majority of both male and female students referred to Vassar as being a prestigious school of high academic standard where they could receive a good education.

Q. Were you in favor of going co-ed?

A. All of the students questioned were in favor of the change, but many were not at Vassar before it was co-ed, so they have not experienced it otherwise.

Q. Do you feel that the college's standards were lowered to accept males?

A. Approximately half of both male and female students questioned felt that the standards

were not lowered and the other half felt that in the beginning they were lowered "to attract males" but this was not in practice now. One woman student stated: "Yes, the standards were lowered. The men seem to come because they were rejected at Harvard, Yale and Princeton."

Q. Do you feel that your education is more well-rounded by being co-ed?

A. The majority of students answered yes.

Q. Do you feel that by going coed it has changed academic life?

A. Most felt that it has changed, but many did not know it before, therefore they did not know.

Q. Do you feel that the social life has changed?

A. The majority answered yes, but again many did not know.

Q. If male, do you feel as if you are an integral part of the entire campus life?

A. All of the men questioned answered yes.

Q. Are you discriminated against?

A. All males answered no.

Q. Do you feel that new majors have been created oriented towards males?

A. Both males and females primarily said no. One woman student stated, "No, but the phys. ed. department got equipped pretty quickly! Even though women have been making requests for years."

Q. Now that you have experienced co-education, if it was to be done over again would you be in favor of the change?

A. All of the men said yes, the majority of women said yes also, but a few were negative.

Q. Do you feel that co-education has been successful at Vassar?

A. The majority felt that this question was ambiguous. "It depends on what you are trying to succeed." "It has been successful to a certain extent, but it should be given more time since it is relatively new." "Up until this year, no, however much upheaval seems to be setting and that within the next year a successful adjustment will be completed."

A space was reserved for additional comments and some students stated the following:

"Don't feel that co-education is much of an issue at Vassar - It just is."

"I would never have gone to an all female school because I think that one's existence with other people male and female is as important to becoming a full human being as education is."

"I'm just sorry that we can't return to being all women. Unfortunately it seems to be too late."

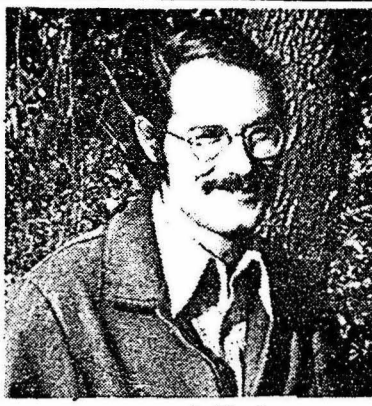
"We should continue with and for high academic standards - while achieving better social life. Not compromising either one for another."

"It's a good school - but not all its cracked up to be."

"I don't know what they mean by a 'woman's education'. If you distinguish between two types of education, haven't you already lost the battle?"



Donald Honeman



Joseph Norton



Gerry Kelly

Why Did Marist Become Co-Ed?

By Jeanne Calliuri

With the large rampage of colleges turning co-educational during the last ten years or so, one might be wondering exactly why any college decided to make the big switch. It might be quite unusual for us even to imagine why a college would have decided to be a single-sexed college, after experiencing it on a co-ed level. To be more explicit than "any" college, Marist College is definitely a good example to use to examine and understand this transition.

It seems that through an interview with Dr. Linus Foy, the President of Marist College, and also an ex brother from the Marist order, the reasons for the transition were extremely basic. It is quite possible that anyone who wasn't familiar with the mechanics of the Marist Brothers might not have considered the basic rationale behind their choice.

First of all, it was assumed in the Marist tradition that Marist Brothers only teach men. This was established in the early 1800's and continued through time up until the French Revolution. After the revolution, France went through a change toward liberalism. Because the Marist Brothers felt a need to go out into the towns and homes of the bourgeois to teach, the brothers did not discriminate against the sexes of families. And so, coeducation had begun, thanks to the post war effects.

At time went on, it was discovered that a lesser percentage of women could write than men. There is a very chauvinistic rationale behind those results. Women were needed to learn home economics at a time when push button machinery were non-existent. Herein, lies the beginning of a separation and was followed by the question as to whether or not women should be educated. Since, the women had enough to keep her busy around the house with children and housekeeping and the like, the decision was not a difficult one to attain. Men were the only ones to be educated.

The college itself was founded in 1929 and its primary function was to educate members of the order. By 1946, the school had achieved four-year status as a liberal arts institution receiving

its permanent charter from the State of New York in 1950 which changed its wording to, "provide education on a college level". At that point, it was decided upon to leave the door open, at least in their thoughts, to include women in their education. Nineteen years later, fifty women were matriculated at Marist College as residents.

The reasons for this sudden change of heart are more involved than what meets the eye. Marist is a college that works hand in hand with the community of Poughkeepsie. There is much interaction through programs, (Dover Plains, Upward Bound), with the women of the community. In essence, it didn't make sense to retain an all male college for the soul purpose of Marist Brothers to teach only men, then go out into the community and teach both sexes.

It was also agreed upon that it would be better for the men at Marist College to be exposed to women in a realistic living-learning situation. When I asked a group of men who presently reside in Champagnat House I if they would like to see the college revert back to its all-male existence, the answer was quite negative.

Being co-ed and liberal is definitely advantageous to this transition. Having a loose structure leaves room for a person to develop his character on his own instead of adopting morals and beliefs from his parents. Living on a co-ed campus or even experiencing women, from a commuters stand point, only in the classroom makes the development more realistically. "Hopefully, that person would structure himself from his home training" said Foy. "It becomes a balanced institution."

Because Marist College primarily draws its students from Catholic High Schools who's religious attitude is to educate sexually separated, there caused an imbalance both academically and socially at a single-sexed college. To balance out this situation Marist College became coeducational.

When the Board of Trustees consulted an ad hoc committee of women to determine exactly what should be done to prepare for the first in-coming female Freshmen, the answer was to change as little as possible. Although there were certain physical reconstructions that were made, for example the bathrooms, the women on the most part added more attractive rooms to the decor of the campus. During the last few years, since 1970, security measure became tighter within the dorm as well as on the campus. (eg. better lighting, more security guards, re-arranged parking facilities).

When asking Dr. Foy if he had to do it over again would he do it, the reply was "Yes!" There is just one thing that could have been arranged to better facilitate the women on campus and that is in the direction of athletics. The gym would have been reconstructed to suit female needs and possibly the sports program or at least some aspect of it, could have been geared with the women in mind.

It seems that women are very much here to stay. The first "pioneers" had the difficult task of breaking the ice but now that the rough spots are being ironed out, the dream of a balanced education is realistic, it's here and it can only grow in an advantageous direction.

Co-ed Living Opinions Of Housemasters

By Tom Page

Through the eyes of the Residence Director and the three Housemasters here, coeducation has had its progress and its problems. Their opinions differ in varying degrees on the matter of co-ed living.

Mr. Fred Lambert, Residence Director, viewed the coed residences from two standpoints - the physicalities and the intangibles. He stated that one of the most measurable changes since this school has been coed was the physical appearance of the residence halls. Damage and vandalism has gone way down. Lambert also stated that there is more sensitivity in the dorms mainly with regard to decoration. "There was a time when Christmas trees were decorated only with beer cans," he said.

As far as the social life is concerned, Mr. Lambert felt that its caliber has changed. "There is now a participation on the part of girls, whereas guys used to drink together just to get drunk."

In speaking of the intangible aspects of Marist's coed situation, Lambert said he was not convinced that the school was truly coed. "Marist is a male college which has allowed women to enter." He said there is still the feeling that "they're here, but..."

The problems which have been encountered according to Lambert are mainly involved with an irresponsible regard to sexuality. However, he said that there was no measure for this, and his opinion was based on experience. His overall reaction was that it is now natural to have women anywhere and that this is a healthy interaction.

Mr. Gerard Kelly, Housemaster of Sheahan, was basically concerned with two points with regard to coed living. First, was the fact that coed dorms was a natural environment to live in, and second

that this had a civilizing influence on both male and female students. He stated that there were problems of privacy, but nothing which could not be coped with. The twenty-four hour open dorm policy was one which the female students had learned to live with.

With regard to future changes in the basic structure of the coed dorm, Kelly said that there had been an attempt to create a coed floor. "For the most part, there was not enough enthusiasm. In fact, there was a lot of negative reaction."

In general Kelly said he has had a favorable reaction toward the social life of the dorm, especially in the sense that a coed dorm is a healthy environment.

In Champagnat, Mr. Don Honeman is the new Housemaster this year. Thus far, he feels that there are no coed living problems with regards to the structure of the dorm. Three of the four houses contained within Champagnat are coed, and these are divided into male and female alternating wings. Honeman feels that this type of coed life style contributes to the maturity and development of both the male and the female.

"Ideally," Honeman said, "each wing could be integrated." However, he also stated that the idea of an all-female house was an awful idea. "Coed living is something positive. Girls here are still too few in number, and something like that would only isolate those who lived there." This, he felt, would be an unhealthy situation as opposed to an integrated wing.

Honeman thought that there was an attitude problem concerning many girls now. He feels that women should have a clear identity of what they want to do here. He also stated that there must be a social change along with curriculum change in order that women might be better able to adjust here.

Mr. Joe Norton, Housemaster of Leo Hall, considers coed living at Marist a problem. He feels that students have not yet accepted the responsibilities which go along with this type of living. This, he said, was a generalization, and it did have its exceptions. However, he felt that both male and female students are not yet emotionally able to live under the conditions of a coed dorm. "Predominantly, the people here are followers, and very much conscious of peer group pressure." Norton feels that since Marist has been coed, there has been a little more reality added to the dorms, but "it has kept people like juniors and seniors in high school."

Concerning women, Norton said that they are still not viewed as natural. "The faculty and the facilities here are still geared toward males. The values are still male-oriented." Norton felt there was a need for more women leaders, not merely in the secretarial and janitorial roles. He suggested that these things could be changed by attaining a more widespread recruitment policy for women. Also, he thought there was a need for Marist to "beef up its resources for women to develop themselves in their ways."

Norton gave consideration to the idea of some sort of freshman workshop in which people could be "taught the facts of life a little earlier". He felt that most people were not capable of dealing with their own emotions, and therefore, there is the problem of coed living. "I've never been in a place where I've met more people who've been in love so many times."

Generally coed living here has seen its problems and its progress. These viewpoints were given as an indication of the past, present and future.

Co-Ed Living Discussed At Marist

By Maryanne McQuade

With the changing tide of male colleges around the country becoming co-educational, it only followed that many of these schools would go a step further and introduce co-ed living in the dormitories. Marist, like other schools, accepted the challenges of co-ed living and integrated the residence halls with males and females.

During the five years since girls have been living on campus, the six dormitories have all become co-ed in the sense that both male and female live in the same building. Unfortunately, the physical structure of the three large dormitories (Champagnat, Leo, Sheahan) take away from the enhancement of co-ed living. In both Leo and Sheahan, girls and guys are separated by floors; in Champagnat by wings. Like segregated dorms there is still a distinction made as to where males and females are able to live. In the three smaller houses (Benoit, Fontaine and Gregory) the

physical set up is more conducive to a co-ed living situation. Both male and female are able to interact more freely and are never given the feeling they are on either a "guys" or "girls" floor.

The separation of the sexes by floors in the dorms is one of the drawbacks the students have about co-ed living at Marist. They feel that due to the segregation there is little need for a uni-sex dorm.

For the most part, co-ed living was thought of as "good", with few students who would like to see a regression back to segregated dorms again. Most residents accepted the idea of coed dorms as natural, having never experienced any other type of dormitory living. Speaking to one of the few students who was at Marist as an all male college gives us a better understanding of why co-ed dorms were introduced. Looking back he realizes that the dorms were "zoos" with little consideration for others around. He feels the introduction of girls to the dorms

adds a stabilizing factor and adds a new dimension to dormitory living, making it more realistic.

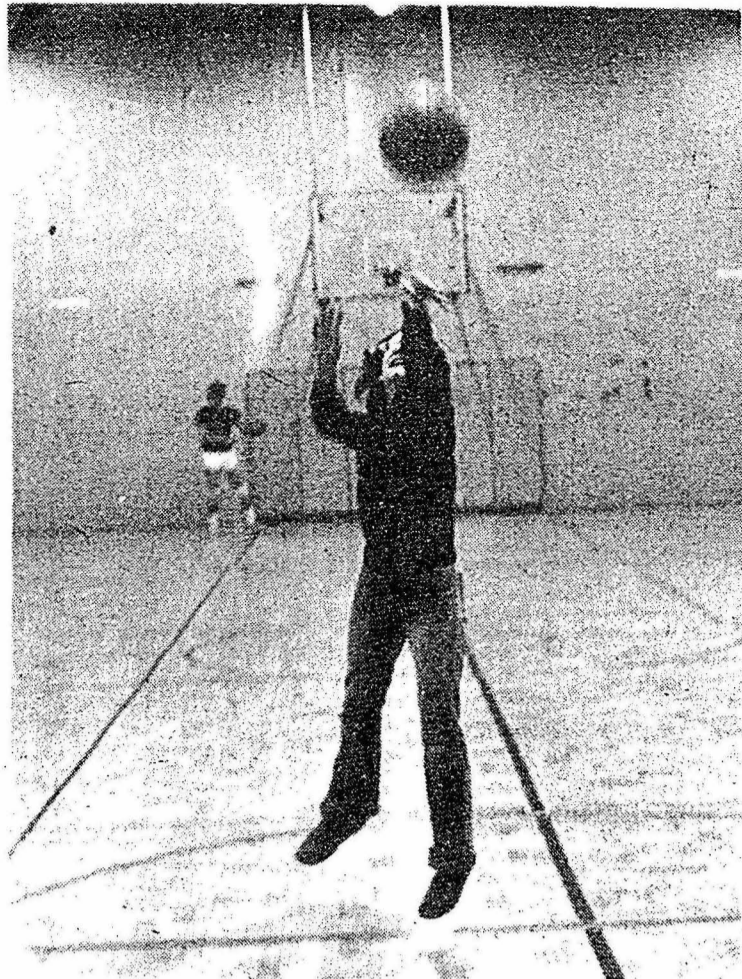
Both male and female reactions to the idea of co-ed living was surprisingly similar. Both sexes felt that a co-ed dorm was a more natural living experience. Through interaction between the sexes many of the fallacies about male-female relationships were alleviated, and males and females were better able to form friendships rather than sexual attachments. The availability of the viewpoint of the opposite sex on everyday matters was another plus for the continuation of co-ed housing.

On the negative side students felt that co-ed dorms take away from your privacy and can hamper your style of living. Though co-ed dorms have alleviated many of the problems of interaction between the sexes, there is still too much emphasis put on unimportant things such as dress, language, etc. which interfere with establishing sound relationships. A student from House IV Champagnat (which is

the only all male house at Marist) said he wouldn't want to move to a co-ed floor for the above reason. He said he felt more comfortable living with all guys, yet he still was easily able to meet girls being that they lived on the floor underneath.

Whether a reaction to the times or an affect of co-ed housing students remarked on the decline of dating on campus. Many felt that co-ed dorms went too far in establishing fraternal relationships. Though this be true one said, "the good of co-ed living outweighs the bad."

Finding both good and bad points to co-ed living is a necessary objective if the situation is to be improved. If co-ed living is not what you expected it to be, try to improve it. If you are unhappy with a co-ed living arrangement make it known. Marist must not stagnate itself in either academics or residence living. If you see a need for change, it is your duty to change it. Times are changing, so must we.



Athletics: Attitudes VS Facilities

By Mary Beth Pfeiffer

Among the women of Marist, it seems that lately a greater awareness of the minuteness of their role in athletics is coming about. Those behind the cause are in for a long uphill drive to achieve their desired equality for in this field of athletic opportunities, it's not so much a job of organizing activities and making them available, but overcoming pressures and changing attitudes.

Can woman's role in athletics be blamed merely on rampant apathy, lack of facilities or lack of time? Most girls have intramural sports available to them yet few take advantage of them. Teams are organized and competitions arranged but when game time comes, turnouts are sparse. The facilities might not be ideal but they are there for those who seek them. Boys are attending the same classes and fulfilling equal amounts of credit hours as the girls, yet they have

time enough to devote hours practicing for crew, football and basketball.

When thirty-three Marist females were surveyed as to their athletic standing and attitudes about the present situation, almost eighty percent of them indicated a drop in the level of sports activity engaged in from high school to college. More than fifty percent of the girls said that they were much more physically active in high school. When asked to account for their drop of interest almost three-quarters of the girls blamed it on either lack of time, lack of facilities or a combination of the two.

Are there other factors which inhibit women from participating in sports? Are women made to feel that here at Marist, sports is an activity which men are normally expected to engage in while female athletes are frowned upon? Are Marist females victims of this sort of imprinting? One hundred percent of the girls thought that exercising their bodies was important; why then don't they?

A question was included in the survey as to whether girls thought that they were expected by males to be non-athletic. Two-thirds of the girls did not believe that this was true. Yet many of these girls indicated in another question that they would feel embarrassed playing a game of basketball in front of boys. Out of the entire total more than half the girls surveyed felt embarrassed to play in the gym due to what could be interpreted as feared male response. Many girls suggested that men be barred from the gym at certain times - a possible alternative but certainly no solution.

Do the males communicate a condescending attitude when girls attempt to endeavor in a field so exclusively their own? One girl commented that "the guys attitudes are bad towards...girls sports...in general." "Guys don't like (our) competition," said another.

The last question of the survey asked whether a girl would feel pressured to leave the gym because it is "boy's territory". Two-thirds of those questioned answered yes. A female surveyed said that this is "The main reason why girls do not partake in sports at Marist. If a time were allotted for girls to use equipment in the gym I really think they would take advantage of the opportunity." "A lot of times they (boys) just run you off the courts and practically force you to leave," said another student. One girl summed up her feelings as "the guys would not hesitate to ask us to leave the court if they wanted to play." Hints of male

chauvenism, perhaps?

This survey is an indication of attitude more than it is a collection of facts. When such a large percentage of females go from being very athletic in high school to being totally non-athletic in college, there are reasons behind the change that lie not in the individual but in the environment. Marist's lack of facilities can take only partial blame, as can a student's lack of time. But here, as in all of society, social pressures play a large role in determining a person's behavior. Marist can be considered a society in itself where actions of individuals deemed unacceptable here are acceptable elsewhere. Why should playing a game of basketball be an embarrassing experience for a girl?

The fact that girls take little part in sports not only in Marist but everywhere in our society is a reflection of the society itself. We live in a male dominated society so likewise sports is male dominated. Competition is the American way of life and so too sports takes the form of fierce competition. Men have been severely injured on a football field for the sake of a touchdown. In our society, where the woman plays a minor role in all this competition, she plays a minor role in sports. Males are encouraged to physically compete from the time they can walk and women are discouraged. "A guy likes the pressure and excitement of a good game whereas girls are usually content to sit and 'gossip' for hours," said one female.

In Socialist countries where the society is cooperative rather than competitive, it is interesting to compare the various forms that sports takes. A greater respect for the beauty and ability of the body is stressed whilst a fiercely violent game such as football is unheard of. The effeminate role of women is not instilled to the young and there is thus a greater equality.

It is unfortunate that the muscles of hundreds of once physically active bodies are prone to atrophy as women of Marist relinquish any role they once had in athletics. The same thing is true of a girl who graduates from college with a B.A. in Mathematics or English and gets married a month later only to take the job of mother and housekeeper for the rest of her life. What a reservoir of untapped resources lies in the minds of American housewives. But this, too, is changing. Woman's role is on the increase rather than decrease in our society.

As for Marist College and women's athletics, it has yet to go co-ed.

A New Idea In The Dorms

By Bill Werle

Just as the issues were hedged at the eighth floor Champagnat meeting, so were evasive answers the rule in the interviews on co-ed living. The only points that could go beyond verbalization of a debased female image were those concerning the physical environs of the campus. A situation like this might suggest to some that the overall mindset and resultant male-female interaction is something short of a peak experience.

There were also those individuals who were acutely aware, however. Significant and surprisingly similar feeling were disclosed as to the causes and the possible alternative that could be initiated once the responsibility is pinpointed.

The basic problem which underlies a succession of other problems, stems from the Admissions Office. The student body is predominantly composed of white, middle-class Catholics with a very common cultural heritage. This is in direct opposition to a living, sharing, growth experience. By its very nature, it denies that newness in others through which one may become critically aware of himself. This condition results in cohesion of the student mass with a common value system. Unfortunately, belonging to this group carries the very difficult responsibility of accepting its leaders, and their social and moral viewpoints. This might be argued to be a viable and desired living situation by some. But the individuals interviewed saw it as a direct contradiction of what they feel comprises a dynamic college experience.

The co-ed living program is the foundation of that experience. It should be a creative, individual self assertion that doesn't infringe on the rights of others. This attitude or right is not fostered or protected under the present system.

The "drink and become oblivious" attitude is the mainstay of campus activity. It is promoted by the campus activities programs as well as the obvious scarcity of any other entertainment in the outside community. What little there is in the way of movies or bars is non-participation oriented. Rather, it relies on a packaged product for the spectator. In other words, any meaningful choice at a male-female dialogue would be slim.

It is felt that even minimal contact of a couple on the social scene would fixate the relationship. Thus, for some people, the niche is found and is adequately comfortable. For others, it reaches extremes. It stifles those who might experience each other in new ways, be it totally intellectual, spiritual, or sexual. It is a safe working system for the community as a whole but alleviates some and stifles others. Safety is not necessarily a worthwhile objective.

In answer to questions about the co-ed dorm arrangement, a number of possibilities emerged, but were held to be undesirable under present conditions. One was the complete and thorough co-ed program with male-female roommates. It was felt that the complete program wouldn't be suited to our needs or capabilities. If there were alternating rooms on the same wing, there would have to be lavatory sharing and although it might work in a small integrated unit like Benoit or Gregory, doing it on a large scale would invite trouble.

It was held unanimously that there is a definite lack in both facilities and in future plans to obtain fair and equal programs for female sports. However, this is an area of female emergence that has just come into its own and no pressure has yet come to

bear on the Phys. Ed Department.

Most people interviewed felt no sense of competition between male and female in the classroom. They knew of examples of prejudices by professors but these were isolated cases.

If these impressions, feelings, and anxieties are a true picture, what measures may be taken to rectify it? Some saw the possibility of committees to investigate further. They should become acquainted with the groups which have the power to initiate action, such as the Campus Center, Housing Authority, Admissions Office etc. The committees could, in fact, act as the hub to coordinate the effort. A weakness is apparent in that unless this group were delegated some power, the reaction would be a typical Marist "under the rug act."

The needed element is not to shy away from the truth of inadequacy in the nature of the individual, the campus as a whole, and the administration. Its time for honest, critical appraisals of what we want for ourselves and each other as human beings. An effort toward a vibrant, complete living situation, translated into long-term programs, could make a real college experience a viable possibility.

ATTITUDES, Continued

from page 4

study, it presents an outline for "needed campus facilities" dealing with continuing education for women and the "problem of child care." The Commission found that a campus should have a center for continuing education for women with counseling and guidance services as to a choice of career if the women are uncertain as to what they want to pursue so that courses are offered to them in conjunction with the campus facilities or on a separate basis with the center only. Another function of the center is to contact departmental or campus offices about rules or regulations interfering with opportunities for mature women to enroll or in the case of a woman who is experiencing such obstacles.

The Commission's Recommendations were:

1. It is recommended that all faculty and other College per-

sonnel recognize the existence of differential treatment as experienced by students and women their own attitudes and practices in this regard. Conscientious attempts must be made by all members of the College community to rectify existing attitudinal and functional inequities in the treatment of students. Students should be counseled according to their capabilities. Dr. Hooper is also in favor of such. This is particularly important as more students enter fields not in accordance with traditional sexual stereotypes and where few if any familiar role models exist. 1

2. It is recommended that the administrative units of the College responsible for the preparation and distribution of information to prospective students and to outside community revise this literature in order to cease portraying students in traditional sex-based academic roles.

3. It is recommended that the offices of the dean of students and associate dean of the College, together with a committee of women students, compiling a roster of faculty and staff women, faculty wives, and women in the community who have specialties and careers which might be of interest to students, and that students and advisors be made aware of the existence of such a roster.

4. Support of the development of external degree and other nontraditional study programs, emphasizing the need, that has not in all cases been observed, for high quality in such programs. They are especially important in relation to the special needs of mature married women for continuing education, i.e. Malcolm-King Program.

5. The existence of separate institutions for nontraditional study should not be used as an excuse for denying qualified adults of either sex the op-

portunity to study on traditional campuses on a full-time or part-time basis.

6. Large campuses should have an administrative officer specifically concerned with ensuring that qualified adults are given opportunities to pursue undergraduate or graduate study on a full-time or part-time basis. Whether there should be a separate center for continuing education of women should be decided in the light of the circumstances prevailing on any given campus. We believe that there is often a case for a center primarily concerned with the educational problems of mature women, but that the need for such a center may be transitional and that in the future the concept of continuing education opportunities for mature women is likely to be so thoroughly accepted that a center especially oriented toward women's problems may no longer be desirable or necessary.

Third Year View

by Bob Nelson

The Swiss university system is one of the more reputable and educationally advanced in the world, including, besides the University of Geneva, those at Fribourg, Basel, Berne, Lausanne, and Zurich. But since I have no first-hand information regarding any of the latter universities, I will limit my observations to include only the University of Geneva.

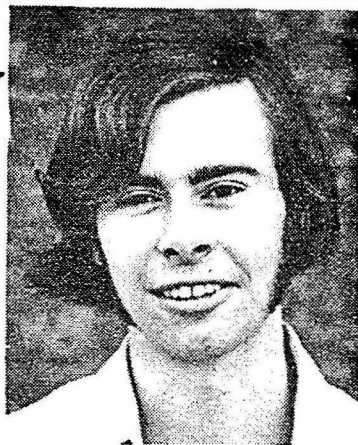
The main university building, which includes the library, central secretariat, and departments of Law, Letters, and Social Sciences, dates from the time of John Calvin, who founded the institution on June 5, 1559. Though this main building is only about the size of Leo and Sheahan Halls combined, the entire university might well be said to encompass the city of Geneva. The Schools of Medicine, Dentistry, and Physical Sciences are located in the southwest on the Arve River, while the Schools of Psychology and Architecture are in the center of town. In the northwest, near the banks of the Lac Lemain, are the Institutes of International Studies and Developing Studies. To cut short the list, there are several other departments of the University scattered about, not to mention student restaurants and residences, bookstores and specialized libraries, faculty offices and classrooms. A small students' guide that I was given states that there are about seven hundred faculty members and six thousand five hundred students, including two thousand five hundred foreign students. Incidentally, this works out to a student-faculty ratio of better than 9.2 students to one professor.

To matriculate at the University, one must have obtained his Baccalaureate - the diploma awarded after the European public school education is completed, falling somewhere between the American high school diploma and Bachelor of Arts. However, anyone eighteen years or older can take courses with an "auditeur" (literally: listener) status, which means that he can attend lecture sessions only, and may not participate in research seminars, homework, or exams. Before one concludes that "auditeur" is synonymous with "gut," I might add that no credit is given for any course taken as an auditeur. It is possible to do research and homework, but only with the written permission of the professor concerned - which I have fortunately obtained. To circumvent other difficulties which arise for foreign students at the University, I am also taking courses at the Institute of Developing Studies, which is mainly concerned with the Third World, and hope to be awarded "le certificat," the lowest diploma granted by the Institute, for a single year of studies.

The system used here for working out class schedules is quite unique. For the first two weeks of classes, any student may go to any class he wishes, if only to find out how rough the professor is going to be. After this trial period, registration is conducted and tuition paid, and all the students know pretty much everything they want to know about a specific course - before the course begins in earnest. Another innovation is that there is relatively little emphasis on exams. The professors generally know who is doing the work and who is coming to class, and many base the year's grade on whatever work the student has done in class or has handed in. Besides, all

students must pass the Swiss federal exams to progress from one year to the next; these exams are similar to final exams in content but are administered along the same lines as the American S.A.T.'s. The federal exams are not graded; one is either accepted into the next year or he is not. So it is entirely possible that some students never take a graded examination during their studies at the University. But for those who do, there is another departure from the routine: the reading period. Prior to any scheduled exams, there is usually about a week for students to finish up any work they had to do and prepare sufficiently for exams without having to worry about classes. Marist College, please take note!

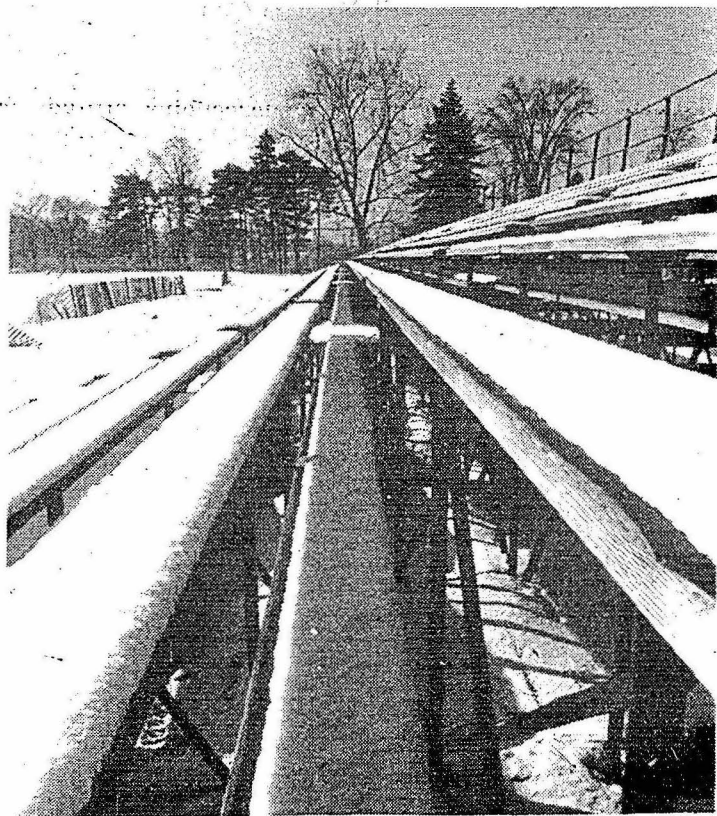
The classes themselves are quite different from any I have previously taken. Instead of buying a certain number of books and doing reading assignments in them each week, there is more of a research emphasis here. The professor gives lectures in the usual manner, except that lecture sessions are often two hours long and meet only once a week. The student picks out a topic in which he has an interest, and the professor directs him to the various sources available for information on the topic. This research is rarely written up as a report, except as a requirement for a diploma - more often, an oral presentation is given, with class discussion. In one of my classes, on the politics of the



Bob Nelson

developing nations, a research group approach is being used; each group of five students will investigate the political situation and economic planning in a particular nation, and report their findings to the rest of the class. Thus every student benefits from the in-depth research done by other students on a different topic.

Knowing how integral a part of campus life sports are at Marist, I made an inquiry into the Institute of Physical Education and Sports, which runs the University's sports activities. Besides most of the sports participated in at Marist, there is also hockey, ping-pong, canoeing, horseback riding, mountain-climbing, rugby, field hockey, swimming, skating, sky-diving, speleology, ballet, billiards, squash, and target shooting. Most are offered as free courses with interscholastic competition for the more advanced students; championships are held at the Swiss national level. The Swiss university system, it seems, is also noted for the variety of its programs - not just their quality.



The football stands provide a bleak perspective for the months ahead.

Shout It Softly

by Fr. Leo Gallant

As I write this article, there is a dime in front of me on my desk, a N.Y. Times with headlines about the energy crisis, and I'm only about four miles from Roosevelt's tomb. And they all tie in.

Roosevelt is still a sort of hero to me. He ended the depression. Even though I was very young, 12 years old, when he was elected, I still remember clearly the NRA and my father going back to work after three years.

For three years, welfare gave us four dollars weekly to feed five people. Our Jewish grocery man allowed us another dollar or so on credit, which we gratefully paid back in later years. An uncle paid our electric bill so we probably were the only family in our tenement not using oil lamps. We paid no rent so we were evicted by our Christian landlord after two years, being forced to live in a bank-owned house without bath. Not paying rent, we were threatened with eviction each month, but thankfully, it never happened.

I sneaked into junk yards with my magnet, hammer and chisel, and stole aluminum from junked cars. A whole afternoon's work brought in 30 cents which could pay for two meals, mostly soup made with soup bones and pieces of meat that my dad begged for at a meat packing firm. These were headed for the garbage can anyway. Government unbleached flour made tasty yellow bread that I remember vividly.

One Christmas we decided that only my baby sister would receive a gift, since she still believed in Santa. We were big enough to go without; I was ten years old. On Christmas morning we stood around her as she gleefully opened her small gift. We were so happy at her happiness. In the excitement I forgot, for a moment, our agreement and I said, "Now I wonder what I got?" It's so vivid in my mind. My mother froze, her face filled with sadness. She then moved quickly and busily. Within a minute she pointed at a folded

piece of stationery paper, which wasn't there before. My name had been quickly written on it. There was a dime inside. She couldn't do the same for my older brother. She didn't have another dime. But he was big, 12 years old, and he beamed at our happiness.

This Christmas, we are suffering from an energy crisis! God, how easily we use the word "crisis!" Affluent America is going to be slightly inconvenienced. Yet 35 percent of all non-food retail sales for the year will take place during the five weeks before Christmas. Sears' sales will be more than two billion dollars. J.C. Penny more than one billion. Big Crisis!

So I look at the dime, the N.Y. Times, and I think of Roosevelt who brought us out of the depression and I look at our distorted idea of Christmas. The problem with the Christmas Story is that we don't know it well enough. We Christians really are afraid of looking at the Child because in him we will see a God whose greatness and love are such a struggle to grasp, a God who makes tremendous demands of love, peace and justice on us, a God who needs men and women. He's not just a "give me" God.

To those who are willing to look at the Child, however dimly, however incredulously, time becomes a most trying time; because the world is tense, tired and troubled with meaninglessness, and they are to bring joy and hope to it. The main value of the Infancy Narrative is a recapturing of enthusiasm and commitment that flow from the scene: "Do not be afraid. Listen, I bring you news of great joy, a joy to be shared by the whole world."

Let's enjoy Christmas so that it can renew the courage and joy we need to develop the community, that Jesus' coming established and which was left in our hands to develop. We must have that creative trust and joy, as we search for answers to the problems that confront us as man and his world continue to grow.

DAVIS, Continued from page 1

needs as the non-handicapped person. "Until we get over the stigma attached to handicapped people, they can never become an integral part of the society," says Angela.

State Senator John Garcia, who considers himself as "a state official who is a friend of the handicapped," was a principle speaker at the award luncheon which was held on Sunday,

December 9th. He spoke periodically on how to involve the handicapped in local, city, state and federal governments. He said "until this is accomplished the handicapped will never have a full voice in their governments."

The League in Aid of Crippled Children, in its 48th year, works with contributions from private sources along with government grants. While much of its strength comes from wealthy New Yorkers, private corporations and local politicians.

Get Involved... Express Yourself!

Write down paperbacks you would like to purchase from your bookstore.

Author	Title
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Cut out and mail to your bookstore, or bring it in person.

Pick 'n Shovel

19 Academy St.

Regular Specials

WED. - LADIES NIGHT 1/2 Price

THURS. BEER NIGHT

FRI. - SURPRISE ??

SAT. - SKITCH, MURRAY, MATT

"HAPPY Every Fri. & Sat. 4 - 9 HOUR"



Ray Murphy searches for pass receiver.

Cagers On Hot Streak

The varsity Red Foxes burned right back from their first two losses to win three straight games this week. Last Thursday they defeated King's College 82-71 at home. Saturday they travelled down to New York City where they beat C.C.N.Y. 74-58. Last Tuesday they travelled across the Hudson to meet New Paltz, defeating them 78-67.

Against Kings junior Mike Hart paced the Red Foxes with 24, sophomore Joe Cirasella led the frontcourt with 11 rebounds. Hart also topped the scoring column Saturday with 18 points and Joe Cirasella led the rebounders with 14.

Tuesday nights game at New Paltz turned out to be a tight one until the end. The first half was close. Good defense kept Marist

in the game as the offense was cold in the early going. New Paltz kept just ahead of the Red Foxes entering the half leading 37-35. The second half showed how effective the Marist deliberate offense and good defense can look. The offense began to hit the open man for the good shot and the defense kept the offense with the ball. Sophomores Ray Murphy and Ron Glackin got hot at the right times to keep Marist

ahead. The scoring column showed the balance in the Marist attack. Mike Hart led the scoring column with 15 and seems to be back to last year's form. Sophomores Joe Nebbia, Ron Glackin and Ray Murphy showed the power in the bench as they came in to score 14, 13, and 12, respectively. Joe Cirasella also had 12 points. Mike Hart was the leading rebounder with 13.

High On Sports

By John Tkach
ATTENTION WOMEN

Those interested in women's athletics; there will be a meeting, December 17 (Monday) at 7:30, Stone Lounge in Leo.

The topics discussed will concern the interest in athletics, the number who will participate, the physical education classes offered, the time available for the women, and the survey taken. If you want progress in athletic activities for women show up and support your interests!

Thank you,
Ms. Conklin

REDFOX HOOPSTERS FACE YESHIVA TONIGHT AND...

Marist College basketball play resumes tonight with the Red Foxes testing its attack against Yeshiva University of New York City at John F. Kennedy High School in Riverdale, with varsity action starting at 8:00 p.m. There will be no J.V. game.

Seven returning lettermen hold the key to a winning season for Yeshiva's Mighty Mites. Jonathan Halpert, the 29-year old coach, is counting on strong performances from returning lettermen, including four starters: 6-0 junior Ira Schraga, 5-11 sophomore Bruce Wenig, 5-11 senior David Wilzig, co-captain, and 6-4 senior Josh Bertram. A fifth starter is 6-2 freshman Jerry Jozsef. Other key players are 5-8 senior Albie Faver, a co-captain, 5-10 junior Alan Lockspeiser and David Beren, a sophomore at 6-2.

Coach Jonathan Halpert, one of the youngest coaches in the country, told me in a telephone interview his outlook on tonight's game. "Marist is not out of our reach. They are not that strong and they don't have any small college All-Americans. The game tonight should be close. Even though Marist beat us last year, I feel that they suffered some real key losses. Nothing is impossible. It all depends on us. If we play well we'll win."

"I look for Wilzig to have a good game and be our leading scorer," Halpert said. "Schraga is also an outstanding shooter. We will try to run and fast break, run a lot of patterns and hold the ball for a good shot."

CLOSE OUT FIRST SEMESTER

SCHEDULE VS. NEW HAVEN AT DUTCHESS

The Red Fox Hoopsters will end their first semester of play in the Poughkeepsie area, Saturday (Dec. 15) with the Marist cagers going against the University of New Haven at Dutchess Community College, with action starting at 8:00 p.m. preceded by the Dutchess Community College - Farmingdale Community College clash at 6:00 p.m.

Sophomore guard Stan MacLachlan is the Chargers leading scorer with a 22.5 average while junior college transfer Andrew Wilder, a forward, is averaging 13.5 points and 11.5 rebounds per game. Junior John Mulligan, a 5-10 guard, is the team captain and quarterback. Together with the high-scoring MacLachlan, Mulligan leads the Chargers to their best backcourt combination in the past few years.

THIS WEEK IN MARIST SPORTS

TEN YEARS AGO... Outscoring Marist College 12-2 in the final six minutes Siena College topped the Red Foxes 64-52 at the winners court.

FIVE YEARS AGO... Marist College placed three men on the Central Atlantic College Conference All-Conference soccer team. They were Rich Measel, Dan McCleary and Isadore Sabeta.

Marist College rolled up an early lead and coasted to a 96-73 victory over Lockhaven in the first round of the Max Ziel Basketball Classic at Oswego. Later the next evening, Ken Thompson and Bill Spenla led a second-half rally as Marist defeated Cortland State 81-75 to win the tournament. Thompson, who was named the tournament's Most Valuable Player, scored 13 of his 28 points after the intermission and played a sparkling floor game. Later in the week Marist College's scheduled basketball game with King's College was cancelled. King's had closed for the week because of the flu.

Marist College's wrestling team gained its' first win of the season after two losses, beating Southampton College 23-14.

ONE YEAR AGO... Nigel Davis, sophomore backfield star for Marist College, who ran for more than 550 yards in four conference games, led the offensive guard of the second All Eastern Collegiate Club Football Conference (ECCFC).

The Marist Junior Varsity basketball team held the U.S. Merchant Marine Academy scoreless over a seven-minute stretch in the second half and downed the visitors 63-36 in a collegiate basketball game at Dutchess Community College. In the varsity game, Jim Osika scored 17 points and grabbed 17 rebounds leading Marist College past the U.S. Merchant Marine Academy 71-62.

Marist College forfeited three matches and won just two of the remaining contests as N.Y. Maritime handed the Red Foxes a lopsided 45-9 setback for their fifth consecutive loss of the season.

HART NAMED MARIST ATHLETE OF THE WEEK

Mike Hart, a junior from Poughkeepsie, N.Y. has been named Marist College Athlete of the week for the week ending Dec. 9.

Hart, a basketball player, sparked the Marist varsity to two victories in three games. Hart paced Marist to a 82-71 victory over King's by scoring 24 points and later in the week fired up 18 points to help the Red Foxes post a 74-58 victory over C.C.N.Y. Led by Hart's performance the Red Foxes evened their record to 2-2.

Red Fox JV's Undefeated

by Jim Donnelly

The Red Fox J.V. continued their winning ways taking three games this week. Last Thursday they defeated Kings College 82-57, Saturday night taking C.C.N.Y. 82-75 and Tuesday night over New Paltz 99-81. This brings their record to an undefeated 5-0.

This team, under the excellent coaching of Doc Menapace is doing everything needed to win in basketball. Excellent team work

is making the offense go. The team has good scorers and each one of them looks for the open man. The outstanding scorer is Walt Janeczek, who has really taken over as the team leader. As co-captain he helps make the team go. Last Thursday he led the team with 18 points against C.C.N.Y. Saturday he scored 29 points and had 15 rebounds, and Tuesday at New Paltz he had 36

points and 18 rebounds.

Janeczek isn't the only man who can score. Against Kings Driscoll added 14, Palladino 12, and Creighton 11. Saturday at C.C.N.Y. Palladino added 20 and Creighton 15. Against New Paltz Driscoll had 14, Bob Lawrence had 11 and Palladino had 10 with 4 assists. This potent offense coupled with good defense is making a name for this year's J.V.

Women & Athletics At Marist

By Jim Donnelly
& Kevin O'Connor

There is a definite problem for the physically active women at Marist; right now it is a lack of facilities. This problem is critical during the winter months when outdoor sports are hampered by the weather. The gym is either being used by the J.V. or Varsity basketball teams in the afternoon, or intramural games in the evening, when nothing is scheduled at the gym it is usually full of guys playing pick-up games on every court. How does a woman get to play? Call winners or shoot for sides? The problem is a real one for the girls at Marist. Even though they can join intramurals, the most they get to play is one hour a week which is hardly enough exercise for a young woman.

The problem is one which is confronted by every athletic group at Marist - a lack of facilities. The gym is small and usually overcrowded. There is a lack of other physical education equipment to use. Girls interested in field hockey, gymnastics or volleyball are out of luck except for volleyball intramurals. Right now there is no place for such equipment even if there was the money for it. An answer to this problem is in the future new physical education facility. This facility would include the room for all these types

of activity including even a dance studio. Whether or not this facility is in the foreseeable future it is up to the director of development, and whether the needed funds could be appropriated.

So much for the future, what is the sport situation like now? As far as intramurals go, a lot of credit has to be given to John Tkach, the Intramural Director here at Marist. He has pioneered the bringing of women into intramurals by bringing about co-ed sports instead of the traditional segregated leagues. These co-ed teams have been a lot of fun for those participating. This program has done a lot for getting the Marist girls involved in athletics.

As far as girls gym classes go, the response has been poor. Last semester there were ten gym courses available for women, yet not too many registered and some classes had to be dropped. For example, in the Modern Dance class, only two girls enrolled. In co-educational courses, the boys always outnumber the girls. Whether this is a sign of the Marist girl's interest or of some deficiency in the program should be investigated.

In inquiring into the female opportunity in intercollegiate sports, it is found to be a very open area. Intercollegiate women's sports are already in

progress in Mid-Hudson schools such as Yassar, New Paltz, Bard and Dutchess. The woman physical education teacher Ms. Conklin has expressed interest in coaching and some students have shown interest in participating. It seems that the problem lies in organization. Doc Goldman the Athletic Director at Marist is very open to aiding these proposed teams which would be on a club basis. He could help in scheduling and getting the teams into area tournaments. The problem is, as a couple of girls put it, "what we need is an organizer and co-ordinator, preferably from the faculty". Karen Conlon of Leo Hall quotes, "the interest is there, if we can get support and organization from the faculty. Once the program is together, I think it could go a long way. Mary Meskers of fourth floor Champagnat said, "there are a lot of girls interested if we could get a co-ordinator and the necessary equipment." Already girls have participated in three co-ed sports: tennis, crew and sailing and there is a chance for women to now expand this.

The future for women and athletics at Marist is nebulous. Plans are being made for the gym being reserved one night a week to women only next semester and possibly for two if enough interest is shown. The women could organize activities without fear of being unable to get the gymnasium. Things will still be hampered by lack of facilities but if women organize, they could make the best of available resources. The challenge is there. There is a need for consideration of women in athletics, yet the problem is how to get it. Joan Small gives one view. "The girls themselves will have to begin to show interest and organize themselves for improvement."

If the CIRCLE is the voice
of the entire campus,
why do so few contribute?