

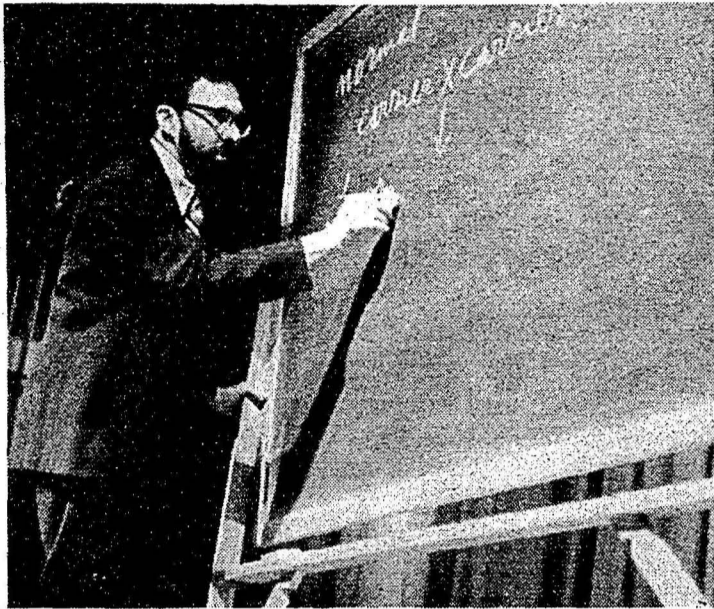
THE CIRCLE



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MARIST COLLEGE, POUGHKEEPSIE, NEW YORK

NOVEMBER 2, 1972



Dr. Ivan Huber, at Genetics Lecture last Thursday "Man Made Man".

"Urban Planning" to Be Offered in the Spring

by Eileen Elmendorf

There will be a new course offered at Marist for the Spring, 1973 semester. It will be an interdivisional course entitled "Urban Planning—Choices 76," and the interdivisional moderator will be Robert P. Fried. Choices 76 is a course on urban problems designed to tie in with the 31 county (N.Y., N.J., Conn.) Regional Plan Association Choices 76 Program.

Marist was recently fortunate enough to have as a guest speaker for its Community Weekend, Michael J. McManus, Director of Choices for 76 and a member of the Regional Plan Association. Mr. McManus, a graduate of Duke University and a former White House consultant, spoke about the television series that is being produced in conjunction with Choices 76, a series that will be carried by the twelve major television stations in the spring and fall of 1973. The issues that will be discussed on the programs will be population growth, housing, transportation, and poverty in the spring, and government in the fall. Citizens can watch the TV series in their own homes or in a group, as part of a Town Meeting. They are encouraged to discuss the choices posed by the programs and to register their opinions on ballots that will be made available in 25 newspapers throughout the 31 county area. These ballots will then be mailed to George Gallup and RPA for processing. Thus, widespread citizen participation in the solution of community urban problems can be made possible.

The course at Marist will also involve opinion formation and tabulation in areas of poverty, transportation, housing, environment, urban growth, and government. The course is interdisciplinary at Marist, involving business, community relations, economics, aesthetics, religion, political science, natural sciences and psychology. "Urban Planning—Choices 76"

will attempt to provide an integrated picture of urban problems and possible solutions.

The course will look at the overall concepts, opportunities and problems of urban planning. The various theories of urban planning will be discussed and then related to the practice of urban planning in the designated geographic area and, more specifically, to Dutchess County, in such a way as to enable the students to arrive at informed conclusions. An opinion poll on each subject—poverty, housing, environment, etc., will be conducted, and the results will be supplied back to the Regional Planning Association, together with an appurtenant information. In this way, Marist students can form opinions in the various areas under consideration, and their corporate attempts at solving community problems can be made viable. Of course, the other vital way to effect desired solutions will be to apply impetus to the suitable legislative representatives.

The course will not be an esoteric one designed for specialists in urban planning, business or government. Rather it will be designed to help all CONCERNED persons understand the complexities of urban organizational development. It will try to help the students re-evaluate community priorities with a view to reconciling pressures for urban expansion with the necessity of preserving a high quality of life.

More people in an area means more of all the facilities needed to support and maintain them in an increasingly urban way of life: more jobs in offices and factories; more shopping complexes and colleges; more hospitals and libraries and museums and cultural centers; more apartments and town houses and single family homes; and to tie all this together, an expanded transportation system. What type of pattern should be adopted for this inevitable growth—a "spread city" of scattered housing and

facilities across the countryside, or a concentration of housing and facilities in a limited number of centers that would reinforce community spirit and preserve the "open space" for the benefit and recreational enjoyment of all? Shall the facilities be clustered in centers so that each resident, regardless of his background or income, can find a job matched to his skills within a reasonable trip from home; so that he will be able to reach without undue strain the educational and cultural institutions that might enrich a life or advance a career; so that the highest quality of medical services can be available to him; so that public transportation can be readily available for him if he cannot drive? Will the people choose the broader range of choice and opportunity that is the main advantage which urban growth might bring, or will the county become an indeterminate mixture of city and county, offering the full benefits of neither? Will the long-range interests of everyone in a county take precedence over the short-range interests of a particular municipality? Will citizens be prudent and far-sighted enough to better coordinate the plans and decisions made at the municipal level with those made at the county level (for example, will they realize that handling wastes and preventing environmental damages from them can best be done from a county perspective?)

These are the kinds of issues that will be considered by "Urban Planning—Choices 76." The course will be held once a week, from 7:30-10:10 p.m. on Monday night, starting January 18, 1973. It will be a three credit course; it will yield major field credit, and will fulfill general requirements for non-majors who elect to take the course.

Tentative subjects and speakers (subject to change) include: "Principles of Urban Planning—Choices 76"

URBAN PLAN CONT'D PAGE 7

A.P.C. Evaluations 60-60 Curriculum

By Mark Fitzgibbon

The Academic Policy Committee (APC) is the college committee which is responsible for all academic decision making. It consists of eight members who represent all aspects of the college community. The administration is represented by the Academic Dean Br. Richard LaPietra, the faculty by Chairman Mr. Peter O'Keefe, Br. Hugh Turley, Br. Maurice Bibeau, Mr. Thomas

Casey, and Mr. Vincent Toscano; the students are represented by two members of the Student Academic Committee (SAC) Richard Cairns and Mark Fitzgibbon. The two student representatives have no votes on the committee and only act in an advisory role. However, a new proposal now before the Board of Trustees will establish a new committee called the Academic Affairs Committee (AAC) which would grant the students two votes on all academic decisions.

This year, the APC is working on an evaluation of the 60-60 Curriculum. It has been brought to the attention of this committee that a majority of the students are not wisely using their elective credits to round out their liberal arts education. In an attempt to gather facts and find a solution the APC has sent out a questionnaire to all department chairmen. The APC will receive these questionnaires in early February. After their evaluation, a decision will be made regarding the course of action to be taken. At this time, students should be aware of some of the questions that have been brought up so far: What is the role of counseling in this 60-60 Curriculum? Should departments that have only 30-45 credit requirements be compelled to fill their full 60 credits?

The student must realize that these are only suggestions and a final decision is far from ready.

So far this year, the APC has turned down two academic programs. The first was the Marist Year At Home Program. This was rejected because of the lack of student interest and its indefinite status as to financing, staffing and coordinating. However, the APC has extended provisional approval to offer the Marist Year At Home courses under Applied Science. The second was the Educational Program Proposal suggested by the Dean of Students. The reason for its rejection was its lack of cohesion as a program. There were also some serious questions about its substance, supervision and requirements. However, the committee realizes the need for some of the courses proposed under the program and recommended they be developed in coordination with other departments.

In the future, the APC will look into such issues as responsible attendance and course advisement. All students who have any questions or comments are asked to get in contact with their SAC representative or the student representatives of the APC.

S.A.C. Studies Academic Problems

By Mark Fitzgibbon and Bob Zagursky

In recent weeks there has been a fury of concern about academics on campus. Students feel they have been left out and kept in the dark on all academic issues. A main cause of this is the lack of communication on the part of the Student Academic Committee (SAC). The SAC as it now exists consists of fifteen students who represent and sit in on major and non-major department meetings. Their responsibility is to keep their department majors informed of all major academic issues. These fifteen students were the only students who responded to a letter asking for representatives to this committee last year. This shows the student apathy that prevails here at Marist College and the overwhelming responsibility placed on these students. For the last two months, the members of the SAC have been attempting to send out news letters and communiques to all students informing them of matters in their departments. However, because of the high cost and time needed to put out such letters, it has been very difficult to build these lines of communication. What the SAC needs is student interest and student support so as to make it the truly strong representative body it should be.

As it now stands, all academic proposals are evaluated, studied, and approved by the Academic Policy Committee (APC). Student representation on this committee is limited to two SAC members acting only in an advisory role with no voting power.

S.A.C. CONT'D PAGE 7

College Council

Announcement: THE THIRD PLENARY SESSION OF THE COLLEGE COUNCIL WILL CONVENE ON FRIDAY, NOVEMBER 10, 1972 AT 3:30 P.M. IN CAMPUS CENTER ROOM 249.

The agenda for the meeting will be comprised of preliminary reports from the sub-committees on Academic Viability, Budget, Student Life Style, and Decision Making and Accountability. Each report will be followed by a question period from the floor. The meeting will conclude with remarks from the President.

The community is urged to attend.

Third World Alliance

By Raymond Green

The Third World Alliance is an organization formed during the first few weeks of the semester by a group of students who are in disagreement with the divisive nature of the student organizations presently on campus. The existing organizations seem to search out reasons why they are different from the remainder of the population rather than trying to find the more important reasons why we are a community and therefore should act accordingly. The tendency has been to cultivate differences, no matter how small, in order to create a *raison d'être* for these organizations which represent one of the least attractive features of American society: segregation.

The idea behind the Third World Alliance is not a new one, it was first proposed two years ago by a few students who were then and still are upset with the lack of communication coupled with the latent hostilities existing on the Marist Campus in particular, and in society generally. Few people were attracted however, so we had to wait until a sufficient number of interested individuals came forward before introducing ourselves to the Marist community. This year the interest exists along with the number of people showing concern so therefore we feel that this is the appropriate time to make our presence known. Following is the Preamble to our Constitution which I feel is a fitting introduction.

PREAMBLE

Although it is the specific purpose of each of us here to acquire those skills that will bring a greater liberation of our people. We also understand that our education involves much more than academics. Moreover, without certain basic securities our academic endeavors become struggles far removed from the pursuit of knowledge. Therefore we have come together to dedicate ourselves to the perpetuation and exploration of our Latin culture. This combined with the sweet warmth of our brotherhood will be our common vessel to success at this Marist College. Let it be understood that the Third World Alliance will be the negotiating tool of any and all Latinos that wish to avail themselves of its services. Furthermore the Third World Alliance will be the representative body for all those people who subscribe to its code and

purpose.

As defined in Article III of the Constitution, membership in the Third World Alliance is open to "any individual whose aspirations are in harmony with those of the organization should be considered for membership; any individual wishing to join should present him (her) self at any Central Committee meeting and state his (her) reasons for desiring membership, a verbal vote by all the members present will determine acceptance or rejection."

The governing body of the Third World Alliance is the Central Committee which is composed of the Chairmen of our four committees, and the Chairman of the Central Committee. The Committees are: Political Affairs, Social and Cultural Affairs, Committee on Education and Financial Affairs Committee. The Central Committee Chairman is Rico Velez and the respective Committee Chairmen are Raymond Green, David Quinones, Juan Campos and Richard Green. These chairmen were elected by the popular vote of those present at our second meeting.

Because we are presently without resources, we are as yet unable to initiate many of the different activities which we feel are necessary for the creation of a true sense of community but we have taken a step in that direction by soliciting volunteers from our membership to read to the blind students. These students had posted signs around Campus for weeks, but received no apparent response. We therefore felt that we should volunteer our services for this very urgent task.

One of our major efforts will be directed at destroying the artificial barrier between the Campus and the Community because there is no logical reason for its continued existence. Students prefer to remain secure in the *petit-bourgeois* existence provided by the Campus, however, so we attempt to forget the reality which threatens it, the reality from which we came and to which we must return. When our four year trip is over we must assume the role of workers because our parents won't constitute the working class forever, and a new one won't be imported. Therefore, we will establish and maintain close contacts with the community so that when we leave Marist it won't take four more years to readjust to the reality which awaits us.

In closing I would like to state

that our meetings are open to all for inspection and are held every Thursday night in the Campus Center. Notices are posted well in advance, giving the specific time and room. The Constitution will also be posted in the Campus Center to provide a more detailed picture of our structure and functioning. We invite all to come, acquaint themselves with the organization and become actively involved if the need for an organization such as this is seen. Our next meeting will be on the 2nd of November in the Fireside Lounge at 10:00.



Yoga Workshop in Browsing Library.

Fullness And Freedom Through Meditation

"Man is born to live a perfect life, encompassing the values of the transcendental absolute - unlimited energy, intelligence, power, peace, bliss - together with the unlimited values of the world of multiplicity in relative existence."

Maharishi Mahesh Yogi

This perfection of life, for so many ages thought to be out of man's reach, can now be realized in a natural way. Transcendental Meditation is a simple, effortless technique which makes use of the mind's natural tendency to seek greater fulfillment in order to unfold life to a state of fullness and freedom.

On Monday evening, November 13, at 8:00 P.M. in the Fireside Lounge, Campus Center, Students International Meditation Society will present an introductory lecture describing "a vision of possibilities" for integrated personal development through the practice of Transcendental Meditation, as taught by Maharishi Mahesh Yogi. The lecture will be given by Barbara Holdrege, a Vassar Senior, and Amy Lifton, a graduate of the University of Wisconsin. Both have spent several months with Maharishi in Spain and Italy training to become teachers of Transcendental Meditation.

The practice of Transcendental Meditation leads the attention to progressively more refined levels of the thinking process until it contacts the source of thought, the field of pure consciousness, a vast reservoir of energy, creative intelligence, and happiness. This

process expands the conscious mind and at the same time infuses these qualities of energy, creativity, intelligence, and happiness into one's awareness. Meditators report that their minds become clearer, thinking is more precise and profound, hence more effective; they are more creative, inspired to do more, and they enjoy whatever they do to the fullest.

"Meditation has provided a unification and direction of my studies and has increased my creativity, which is especially important to me - I'm a musician, I play piano, jazz. It has given me an integration of myself, as Gestalt psychology talks about, things like that. It also provides a philosophical and practical context into which I can fit all my different studies. I can take a philosophy course and I can see that Heidegger was probably aware of consciousness expansion, or I have the direct experience of what is mentioned in a poetry class about Blake. Which is really amazing. It never used to happen," says a Yale Junior, meditating ten months.

While the mind is engaged in this subtle, increasingly quiet activity, the body settles into a correspondingly deep state of rest. Many physiological studies have been done recently on meditators, most notably the series of experiments done at Harvard Medical School by Doctors Herbert Benson and Keith Wallace (the findings of which were published in February 1972 issue of *Scientific American*). Their experiments showed that during T.M. oxygen consumption, a direct gauge of metabolic rate, decreased 15-20 percent, as compared with a decrease of 2-5 percent in deep sleep. At the same time, blood lactate concentration, an indication of anxiety, decreased sharply while galvanic skin resistance, a sign of relaxation, rose markedly - in some cases as much as fourfold. Together these findings indicate a profound state of rest, much greater than that of deep sleep, which at the same time is unique, as the mind remains alert.

This state of "restful alertness" neutralizes all of the deep-rooted tensions and stresses deposited in the physical nervous system which inhibit the capacity for full perception and spontaneous enjoyment of life. The individual is refreshed and renewed, becomes capable of using his full potential in all of his thought and action, and finds increasing harmony and joy in his relations with others. Meditation is not for its own sake, but for the sake of the fullness it brings to life.

Maharishi compares the

technique to a gardener watering the root of a tree. If a man wants a tree to grow tall and strong, to expand and to produce full, ripe fruit, he doesn't water the individual branches where he wants the fruit to appear; instead, he waters the root of the tree. As a result of this one basic activity of watering the root, the tree flourishes. Similarly, the quality of man's outer life - all his actions, achievements, and relations with the world - are as dependent on his inner life, his mind, as a tree on its roots. The outer life is visible, just as the branches and leaves of a tree, but the mind, the inner root of man's life, remains hidden. And just as the hidden aspect of the tree takes nourishment from the surrounding soil and delivers it to the trunk, branches, leaves, and fruits, allowing the tree to reach its full development of beauty and usefulness, the mind can tap the vast field of nourishment within us, the source of thought, pure consciousness. By contacting that field of pure consciousness, the mind gathers more and more of the wealth of creativity, intelligence, energy and joy which lie latent deep within every individual, and emerges steeped in these qualities, naturally using them to enrich all aspects of life.

"The technique is amazingly simple. Anyone who can think can meditate; anyone who can think a thought can begin to experience the finer and finer stages of development of that thought and eventually reach pure consciousness, the source of thought," says Amy. No effort, concentration or contemplation is required. "A person need not even believe in the truth of what we say in order for the technique to work," say the teachers. Regular practice brings results, which no one can deny.

All of this is to say that here, perhaps, is a new element which can bring fulfillment to life as a whole, in a permanent way. Through such a simple, natural practice every person can unfold, can develop; can be more of what he potentially is - him Self.

The lecture on Transcendental Meditation will be under the auspices of Students International Meditation Society, a non-profit educational organization with centers in each of the fifty states and chapters established on nearly every major college campus throughout the nation. At many colleges and universities S.I.M.S. has sponsored courses for credit in the Science of Creative Intelligence, an intellectual investigation of the nature, range, development and application of

YOGA CONT'D PAGE 7

Two New Courses In Religious Studies

Dr. Florence Michels will be teaching two new courses in the Spring semester, one with a double listing, the other an outgrowth of her freshman seminar. *Social Conflict and Religion* is listed as REST 538 and SOC 937. Under Special Topics, Religious Studies, is listed her course *Witchcraft, Magic and the Occult*.

The first will deal with situation of conflict like the following:

Urban crises and the churches; Jesus Freaks; Women's Lib and the counter-culture; the Social Gospel; Religion and social stratification. Social conflict involves a struggle for power by contending forces. This struggle means competition, conquest or

coercion, and may imply violence or revolution. In Judaeo-Christian cultures, institutional religion has often been wedded and sometimes at odds with the world around it.

The thrust of a course on *Social Conflict* will then indicate that conflict is not merely to be feared, but also to be welcomed. Surely the cutting edges of a democratic society are at the points of conflict and tension, rather than in those areas where the issues are settled or dormant, where growth is curtailed, and social stagnation sets in. The discussion of social conflict will involve a consideration of religious motifs, explicit and implicit, at work in the social conflicts of our day.

In recent years there has been a resurgence of interest in the occult. Men realize now that the occult was man's first science, in the sense that it represented the first human efforts to come to terms with nature. Dr. Michels' new course will investigate among others the following topics: Divination, Voodoo, Black magic and superstition, which doctors and medicine men, divination, the Black Mass, and extrasensory perception. The course will also involve a study of the forms of practices and will address itself to the following questions: Who are the people engaged in these practices? Why do they persist? Are the practices substitutes for religion?

To Mumford

THIS COLUMN IS DEDICATED TO MUMFORD

By Morna Moore

Overworked phrases "never cease to amuse me". Although it is yet more than a month away, I am already "eagerly awaiting" the arrival of exam week. It is then that we students are all allowed the "golden opportunity" to cram "excess verbiage" into our answerbooklets-tactic usually resorted to when we have done too much cramming ourselves, instead of "on-going" study during the semester.

Allow me to "crystalize" the issue and "address myself" more fully to the "point in question." We all know that unless we're careful, our exam books will be returned to us with a lot of "cite examples" written in the margins. To avoid this grade lowering predicament, be sure to introduce several sentences with phrases like "for example" "to illustrate this point" and (as a "last resort") you can always say "fr" instance".

"In addition to" useful phrases, there is a "plethora" of "in-describably delicious" words. One of the most highly practical of these terms is "highly." Also included in any decent list of sentence fillers are: thus, therefore, however, further (more), actually, and those "cliches of cliches." valid and relevant.

In conclusion, I wish to reaffirm the aforementioned statement. I leave you with this thought...See ya later, alligator.

The Final Poll

By Bob Nelson

In the October 26 issue of the Circle, an article was printed showing that the plurality of students on campus favored President Nixon in Tuesday's election. However, another poll in which the same students were questioned again on the same subjects shows that some changes have occurred. The results of the first poll, conducted between October 11 and 13 were as follows:

Favoring Nixon	40 percent
Favoring McGovern	32 percent
Undecided	28 percent

In the poll conducted among the same eighty-four respondents, a number of the undecided

took a stand in favor of a candidate, so that the results of the new poll (October 29 to pertaining to whether or not the respondent was registered to vote was asked in the second poll. Then, all those who were actually registered and could vote were separated from everyone else, and their views were tabulated. There were fifty-four registered voters in the sample, and their preferences are as follows:

Favoring Nixon	39 percent
Favoring McGovern	50 percent
Undecided	11 percent

It would appear certain, at this late date, that McGovern with an eleven point lead among

registered voters, would have carried the campus.

November 1) are as follows:
Favoring Nixon 40 percent
Favoring McGovern 43 percent
Undecided 17 percent

It is reasonable to assume that those who had been undecided were affected by last minute McGovern propaganda and took a stand. There have been a number of pro-McGovern speakers on campus; television broadcasts by McGovern; posters and leaflets, etc.

This is not to say, of course, that McGovern would win the election because 43 percent of Marist students favor him. However, it is very probable that the net Marist student vote would be in favor of McGovern.

ATTENTION!!! ATTENTION!!! ATTENTION!!!

STUDENTS CLAIM YOUR CHECKS FOR EOG AND

NATIONAL DEFENSE LOANS, AT THE BUSINESS OFFICE

DEADLINE: NOVEMBER 13, 1972

Literary Magazine

There will be a general meeting tonight (Thursday) at 9:00 in Fireside Lounge for all interested in working on the 1973 Literary Magazine. The magazine will be published in the beginning of April and will be composed of original works contributed by members of the Marist Community. Photography, drawings, poetry and prose are welcome. The editors of the '73 magazine are Tom Maslanka (photography, drawings) and

Morna Moore (poetry, prose). If you are interested in contributing time and-or material to the magazine, please attend the meeting. If you are unable to attend, but would like to contribute to the publication, please send your material to the appropriate editor. Post Office boxes are Ch 681 (Morna) and Ch 311 (Tom). If you have graphic material too large to go through the post office, you may submit it to Tom in room 920 Champagnat.

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"We need a local salesman"

Brendan Gill

An Understanding Of The Marist Judicial Processes

In a year in which student apathy has reached a high peak, perhaps it is time to look around and see what is unknowingly happening to us. I am referring, specifically, to the judicial processes of the college (including student's rights) and the prevailing administrative position and actions on drugs.

In reading through the section on Student Conduct and Due Process in the student handbook, there are a number of points that should be brought into question. The first point is brought out in the second paragraph. It reads: "A student may be placed on short-term suspension or on disciplinary probation by the Dean of Students. Penalties of a more serious nature, such as dismissal or long-term suspension from the college, can be invoked only through action of the various judicial committees..." From reading this, it seems to me that the administration does not consider short-term suspension or disciplinary probation very serious penalties. Well, I, as a student, do consider them to be serious. But what I consider to be more serious is the fact that the Dean of Students can assign such penalties arbitrarily. In this case, there are no provisions dealing with hearings, evidence, procedure or appeal. Are there any? If not, why not? And if so, why aren't they spelled out? Assuming there is an appeal procedure, is the student guilty until proven innocent or innocent until proven guilty? Does the penalty assigned by the administrator or K's delegate go into effect immediately or pending the outcome of the appeal? Perhaps, before these questions are answered, someone first must answer the question as

to whether college disciplinary procedures are supposed to help the students handle their problems, or are they merely intended to provide an appearance of "law and order" on campus while nothing is done to solve the very real problems we face.

The second point is merely one of clarity. It concerns (under Due Process Procedures, 3) Level of Hearings. Who or what decides which level of action is taken upon? At what point does a "trail" situation take place? According to the Appeal Procedures (para. 3), "The appeal must be based on particular grounds. If the appeal is upheld, a new hearing will be ordered." This section, then, diagrams the appeal procedure, from Administrative Action up to College Judicial Board. It seems that from the point of Administrative Action up, the defendant is simply appealing. If so, where is he actually found guilty in the first place? If it is the mind of the administrator, then justice, Marist style, is truly a distortion of what justice is supposed to be in this country.

Paragraph 4 of Due Process Procedure states that "An administrator has the authority to take administrative action and to discipline a student for his behavior which is in violation of college regulations when the administrator has clear and decisive evidence and this is recognized by all parties concerned." By "all parties concerned" do we mean the administrators and students involved other than the defendant? Or does the defendant have to recognize the clear and decisive evidence too?

Paragraphs 7, 8, and 9 present a list of rights and procedures

available to him when "charged" with a violation. I now must ask, at what level is a student "charged" with a violation? Certainly not at Arbitration, because by the nature of the present arbitration structure "Hearings will be closed and informal," and "No lawyers shall be present." Paragraph 6 states that "If the violation is considered serious by the administrative officer and the possibility of dismissal or suspension exists, he should convene the proper Judicial Board to hear the case. The Student Judicial Board possesses the authority to suspend or to dismiss a student from campus residence and-or the college." Does this mean that the only time the Student Judicial Board will be used is for suspension or dismissal? To what extent does the arbitration board have power? The administrators? Is an extremely serious offense the only one where a student may have counsel present and an open hearing? These questions need clarification if we are to have a fair judicial system on campus.

The issue of the judicial system becomes further complicated when the Administration attempts to control drug usage. First of all, if we go by the Policy Statement of the Dean of Students (which states that any person using any drugs has chosen to exclude himself from the college community), then we have a college community of about 500, and a college non-community of about 1000. In other words, the Policy Statement is great for parents to read, but meaningless within the college.

There has been an attempt made by Champagnat House to curb Marijuana smoking. This has been done through numerous

letters of "warning" issued. The handbook states that violations of regulations can be met by a number of responses. Section C states: "Warning - notice to the student, orally or in writing, that continuation or repetition of the conduct found wrongful ... may be the cause for more severe disciplinary action." Found-wrongful? These are strong words when dealing with a possibly felonius act. What I am wondering was how the wrongful conduct was determined. Proof is required in the courts. And people with red eyes or a funny smell about a room do not constitute proof. Neither does hearsay, or a noisy party for that matter. After all, noise is one thing, and I think the college can effectively enforce regulations concerning it. But smoking refer? That would be considered by some a serious accusation, requiring substantial proof. Although I have not been able to read any of the letters of "warning," I have a rough idea of what they are about. I don't pretend to know all the facts, but as a student here I must wonder whether or not something is amiss. Are the students rights being protected? Have the actions been taken to help the students or merely intimidate them? These questions must be answered, because the nature of the accusations is serious.

What has been the effect of the letters? Most definitely, they have increased paranoia. (Paranoia causes bad trips ... disciplinary probation could too.) They have possibly reduced pot smoking in some rooms. They have also possibly increased the use of downs, or other pills. (Pills don't smell outside in the hall - therefore, safer in dorms.) The letters have probably pushed the

drug scene a little further underground. It makes it hard for a person to try to help someone who might be doing drugs to extremes when the person who is doing the drugs is afraid you are going to bust him, or report back to administrator.

But why pot? When we have the very real problems of heroin addiction and alcoholism, when the Poughkeepsie Police say they don't care about pot, why does Marist College decide to do something? Are the administrators trying to mask the symptoms of the real problems? Are they looking for scapegoats? The college must either admit that they cannot handle it, or take some money and invest in professional counselors. For certainly what is being done now is absurd.

Since I don't know all the facts, I am sure that there are many flaws contained in this article. I expect criticism, warrant corrections, and welcome suggestions and insights. Perhaps this could start some meaningful dialogue. Of the administration, I request clarification and definition of purpose. To the students, I say don't take things sitting down, and don't let yourselves become scapegoats. If you think you've been wronged, check it out, and then fight it. I will be out of Marist very shortly. Some of you still have time to spend. You better make sure you know which way the wind blows.

Americans are expected to spend \$125 billion for food this year, about five per cent more than last year and 80 per cent of the money will be spent for food eaten at home.

Selected Responses To: Dr. Mal Michelson's "Education At Marist"

Dr. Louis Zuccarello

It is difficult to decide where to begin in discussing Dr. Michelson's shot-gun philosophy of education. It is quite clear that what he proposes i.e. an education which forces students to grapple with "real" problems in the "real" community is an important aspect of education. Yet, even this activist, experiential education has its limits. It is also apparent that the charges levelled constitute a rather unfair overstatement of things at Marist. (Refer to listing at the end).

In dealing with experiential schemas, one is at times confronted with concepts, vaguely defined, couched in a demand that they be implemented fully and immediately without sufficient time for study and discussion. Often these proposals are really worth while in embryo but are either prematurely presented or lacking in adequate design. When these proposals are returned with requests for clarification or with requests that they be improved, there usually follows a series of statements castigating the lack of imagination, daring... of the dean, the chairman or of the committee involved. Usually, these poorly drawn proposals are defended on grounds that we don't have time to construct a well-thought out and properly organized program. Good intentions will pave the way.

Frequently, students express a desire to attack problems for which they are unprepared. The study and discipline which should precede the activist phase are often ignored with the rather vague hope that the student will learn by and while "doing."

There are many things to be learned and many things to be done while one is in college. Students should be encouraged to take time for reflection and for a broadening of themselves as persons. By so doing they increase their abilities to make a meaningful contribution to the community.

Not everyone will consider the same problems as significant; not everyone will tackle problems in the same way. Courses leading to an M.A. in Community Psychology or an M.B.A. may have just as much validity as courses on prisons or on refuse disposal. The important things are what people do with what they have learned and the essential humanism of what they have learned. There are experiences associated with a full college education which may serve no apparent utilitarian purpose.

It is about time that Marist stop beating its breast about its real and apparent failures. We are a dynamic institution with significant achievements to our credit. We can improve and we will. To do so, we need a Michelson to stimulate, prod and advance his concepts of education. But, we need more ideas and varied, competing ways of learning and teaching. What we do not need is a monolithic approach to education.

Among needs at Marist, are the need for opportunities to reflect and to test ideas, to venture into the unknown, to develop skills and discipline, and to enjoy the beauty of a thing for its own sake. There is no one way of doing all these things. They can be achieved through a well-structured lecture, through

discussions in the Rathskellar, through a concert on the weekend or through demanding study in the quiet of one's room. Different people will give and receive these facets of education in different ways. If Dr. Michelson is as concerned with individuality as he says, then, it seems that the varied bases of education available at Marist form a much better foundation upon which to build, than adoption of a tactic in which we destroy the old and replace it with a one dimensional route to salvation.

Dr. Michelson states, "I am not hearing people say this is a positive place a place where learning exists, a place where life's problems are being explored, where alternatives are being examined and lived, where ideas are respected, analyzed, debated, discussed, a place where experimentation is allowed, where failure is seen as a step forward because we tried something new..."

My only question is, Where have you been Mal? I think that's a good description of what Marist is.

To be sure there are many ways of improving Marist. There are real personal needs which have to be dealt with. However, attempts to meet these challenges do exist at Marist and will continue to grow as long as dedicated people like Dr. Michelson continue their efforts.

One thing finally which we all can learn from Dr. Michelson is that students need not be given credits every time they decide to express real human concern and action. Dr. Michelson has gone far beyond the defined expectations of his contract because he believes deeply in certain things. Let that be the model for our students and faculty. If the only way that students can be expected to become active is by giving them credits then I feel that we well them short and dilute such activities of some of their meaning.

Let us hope that Marist is always big enough to avoid being boxed within a single idea.

Attendum: Here is a partial list of some of the things happening or about to happen at Marist.

Applied Topics in Science
Volunteer Programs (check bulletin board)
Senior Citizens Program
Internships in Psychology
Environmental Studies Projects
Student Involvement in Decision-Making
Community Experiences in Political Science
Special Program for Social Studies Students
In Teacher Education
Creative Coping
Intra-Murals
Club Football
Integrative Studies
Children's Theatre
Living-Learning in Gregory
Bilingual Education & Teacher's Ed.
Upward Bound
Poughkeepsie College Center
Study Projects in Business Courses
Emergence of Women
King Program
College Union Board
Big Brother Big Sister Program
Community Law Enforcement Program
Independent Study
Wide range of electives
Faculty and Administration open door policy
Study Abroad

Dr. E. O'Keefe

I sincerely hope Dr. Mal Michelson stays on at Marist. In the past we have profited from his perspective on education and perhaps even more so from his personal dynamism. In the future I am sure we would continue to benefit from his presence on campus.

But to recognize his contributions is not to say that Mal has cornered the market on the philosophy of education. Without question, many students profit from his educational approach, but many others do not, and could not unless properly prepared. The relevance and significance of what is learned is the concern of a great many of us, but it is a distortion to maintain that this can only be achieved "in the field". A liberal open-minded approach to education necessitates a variety of techniques and a flexibility of attitude.

There is no guarantee that a student will learn simply by being immersed in the sea of contemporary problems. Without a few swimming lessons on shore, he may drown. I will continue to see to it that my students "go swimming" but before "jumping in" they'll learn a few strokes.

Yours truly,
Edward O'Keefe

J. MURPHY

I found Mal Michelson's letter to be a courageous personal statement by a dedicated Marist Teacher. The questions he poses raise vital issues regarding the roll of the college in our community and the responsibility of each one of us at Marist. I hope we can all respond in a positive and constructive manner.

I discussed his letter with other evening students and with Dr. John Steingart and I'd like to make the following observations. Unless Marist College students can perceive their ultimate roll in society (primarily their job) in a positive way and really believe that the courses they are taking are relevantly preparing them for that roll they are going to be damned unhappy. Secondly, unless every department in Marist is addressing both ends of this spectrum - the basic educational requirements within each discipline and its relevant application within the real world Marist isn't doing the job it could do.

The one segment that Mal Michelson did not address, the evening student, is well qualified to help in giving the day students a sense of reality of the real world. My contact with evening psych. students has been extremely exciting. A large percentage of these students are working as social workers, counselors, and psychiatric assistants etc. The 300 day psych. majors would benefit greatly by just talking to them. Yet no effective attempt is made to bring these two groups together. A recent organization meeting of the Psychology Club, for example, produced only two evening students.

I have offered my commitment to MAL and to anyone else interested in making Marist a better school.

Joseph Murphy

Shaping The Shapeless Into Community

By Father Leo Gallant, Chaplain

Dr. Mal Michelson, in last week's Circle, wrote an excellent article on education at Marist. He did make two minor errors: Brother Flanagan is no longer at Marist. I do not belong to the Religious Studies Department and have no say in what is taught or how it is taught in religion classes.

In Campus Ministry, I try to share with others a hierarchy of values that is completely at variance with our society's values. If Marist is going to achieve Mal's wonderful ideals, I believe that more students, faculty and staff members had better think of a very personal, voluntary upheaval of their hierarchy of values. This is basic for the achievement of Mal's desires.

To reach his ideals, we must be poor in spirit, meek, gentle, merciful, pure in heart. We must be peacemakers, so hungry and thirsty for justice that we are willing to be persecuted, turn the other cheek, walk an extra mile, give another cloak. We must be aware that we are going to be judged on whether we have given food and drink to the hungry and thirsty, clothed the naked, raked in the stranger, visited the sick and those in prison.

We have to reconciled with all, make peace with all, be servants of all, get on our knees with a towel around our waist and wash the feet of our brothers. We have to sell what we have and give it to the poor. We have to be fools in the eyes of the world and dare to be different. Evening the following prayer has to make sense:

I asked God for strength, that I might achieve...
I was made weak, that I might learn humbly to obey.
I asked for health, that I might do greater things...
I was given infirmity that I might do better things.
I asked for riches that I might be happy...
I was given poverty that I might be wise.
I asked for power, that I might have the praise of men...
I was given weakness, that I might feel the need of God.
I asked for all things, that I might enjoy life...
I was given life, that I might enjoy all things.
I got nothing that I asked for, but everything I had hoped for.
Almost despite myself, my unspoken prayers were answered.
I am among all men, most richly blessed!
Then we will be ready to transform this college - and shape the shapeless into community.

Eugene Best

A faculty member asked in the last issue of The Circle: "what is the religious study department courses doing with regard to conscience at Marist?" A partial and previously-published answer may be the six new courses scheduled by the department for Spring semester. These courses are: Contemporary Judaism (Williams); Contemporary Moral Problems (Pasquariello); Economics and Ethics, and Religion and American Religious Thought (Best); Social Conflict and Religion, and Witchcraft, Magic and the Occult (Michels).

Dr. Rhys Williams, who will teach Contemporary Judaism, requires that students first take his course Principles of Judaism. His new course shows that just as this Chosen People gave many prophets (or spokesmen for God) to the world in the past, major Jewish religious thinkers are today in the forefront of any discussions of ethical concerns and problems of conscience.

Dr. Ronald Pasquariello, who will lead the in-depth study of Contemporary Moral Problems, looks for answers to new problems not from the past but from the future. He sees divine revelation not as past event but as continuing process. Thus man's search for conscientious answers to newly-emerging problems is part of the revelatory process.

Dr. Eugene Best introduces his new course, Economics and Ethics, to complement another second semester course, Religion and Politics. The one focuses on ethical aspects of socio-economic

problems, the other on problems of conscience arising from the interplay of religion and politics. His course, Religion and American Religious Thought, deals with the interactions of institutional religion with American political, economic, educational and social structures.

Dr. Florence Michels' new course, Social Conflict and Religion, analyzes specific issues to show that while religion sometimes supports and legitimates the status quo, it also at times brings about revolutionary social change. Her course, Witchcraft, Magic and the Occult recognizes that the occult has been a part of human experience longer than science, and shows that witchcraft and magic are believed in and practiced by many sophisticated (conscientious?) men and women today.

These new courses are theoretical and practical, looking at world-wide problems, looking at the problems of Dutchess County and the city of Poughkeepsie. While all focus attention on religious man and his problems of conscience, no one department is responsible for forming or being the conscience of Marist. And members of the department of religious studies acknowledge the efforts of other departments, of other faculty members and of many concerned students to be and to form our common conscience.

Dr. Eugene C. Best
Chairman,
Dept. Religious Studies

CIRCLE EDITORIALS

EDUCATION

OPEN FORUM

Dr. Michelson has written the first true account and evaluation of the value of the education one receives at Marist College. He has written what many of us consistently think of while we sit through courses which mean exactly nothing to us, our future or our goals in our world.

He has also spoken out, not just as one member of the community but as a leader and innovator of the college. His work in developing courses and curriculums which deal with today's world has had a major impact on the campus. His work in developing the Marist at home program and the nine credit Science course stand alone as practical educational devices.

Thus, we hope that each academic department seriously listen to Dr. Michelson's constructive criticism and re-evaluate the one that they are now employing. Students must do the same. Students must come and say what they want their education to be like.

While it is also true that in the past few years, we have come a long way in this direction, we must use Dr. Michelson's suggestions as the impetus to continue our search for quality and lasting education which is at hand and could be had.

Thank you Dr. Michelson.

Retraction

In last week's editorial on the endorsement of Sen. George McGovern, a statement was made labeling President Nixon as a "psychotic". This statement was not made by the editors of the CIRCLE. The statement in which the editorial writer, James Keegan, referred to was made by speaker David Harris two weeks ago in the Cafeteria. The quotation marks around the statement, along with proper credit were inadvertently left out by the writer.

Therefore, a retraction is due on the entire last paragraph of the editorial "A Choice."

The Editors

THE CIRCLE

EDWARD O'CONNELL	CO-EDITOR
STUART GROSS	CO-EDITOR
ANNE TRABULSI	FEATURE EDITOR
FRED EBERLEIN	NEWS EDITOR
JIM KEEGAN	SPORTS EDITOR
RICHARD BRUMMETT	PHOTOGRAPHY

Rebuttal: To Tegan

To the editors of The Circle:

In the October 26 issue of the Circle, I wrote an article entitled "Student Poll Favors Nixon." Then, in last week's circle, Mr. William Tegan saw fit to raise certain questions about the motives and truthfulness of the author. Since when has Mr. Tegan become an expert on survey research techniques? He appears to think that I picked my statistics out of thin air; but in fact I have spent a good deal of time on a series of polls this year and in previous years.

Mr. Tegan appears to have disliked my use of the word "stereotypes" in relation to the fact that most Leo students favored Nixon; most black students favored McGovern, Gregory House favored McGovern, etc. Mr. Tegan should consult a dictionary as to the meanings and usages of this word; it need not always be pejorative. Mr. Tegan would appear to be a Nixon supporter, since he objected to the use of the word "stereotype" only in relation to Nixon supporters, although it was used to refer to McGovern supporters also.

Here I have a few stereotypes to make about Nixon supporters, and I will back them up with evidence. First most Nixon supporters are apathetic. Take a look at the results of the mock elections held two weeks ago: the results were overwhelmingly in favor of McGovern. Yet a survey I took only a week before that showed Nixon to lead slightly on campus. Quite obviously, Nixon

supporters did not get out and participate in the mock election. Furthermore, the leaders of the Nixon campaign on campus have been complacent as to the results of the election, which may or may not be warranted. Witness the activities sponsored by this group; the distribution of one issue of campaign leaflets, and one speaker on campus. No wonder the campus opinion has shifted to favor McGovern! (See the article on polls in this Circle). Though I personally do not favor Nixon for president, I am sure that the Nixon campaign on campus could have been better run.

On the other hand, McGovern supporters have been very active. In this latest campus poll, it is obvious that those who favored McGovern had taken the trouble to register to vote, since the poll tabulated from registered voters only favored McGovern by a greater margin than did the October 29-November 1 poll including nonregistrars. The participation of McGovern supporters was the reason for the lopsided McGovern victory in the mock elections. Several speakers have purveyed the McGovern line: David Harris, Robert Winter-Berger, and Elizabeth McAlister. A canvassing effort on behalf of McGovern and a literature table set up in Champagnat lobby were other activities not to mention numerous McGovern posters on campus.

Mr. Tegan made a few unsubstantiated accusations. I have made a number of substantiated accusations. Entertain us with a few more of your haphazard gems, won't you, Bill?

Bob Nelson

MOCK ELECTION

TO THE CIRCLE!

After reading Jim Elliot's views (Results of Mock Election of October 29th, 11-2-72) on the elections held at Marist, I can hardly avoid being critical of his article. He mentioned that the turnout at the polls was poor and he casts some doubt as to the political activity of the Marist Community. Perhaps he is ignorant of the fact that some students were not allowed to vote. I personally approached the polling place with intention to cast a ballot. To my astonishment, I was denied the opportunity to vote by those regulating the voting procedures. The reason given was that I am a commuter and they didn't have a list of commuters to check names off in order to assure that each commuter would only vote once. If a voting qualification was that a student had to be a resident and not a commuter, I respectfully withdraw my criticism with certain reservations. If this was the case, please do not include commuters in the population count of the Marist Community. Perhaps the voting percentage would be a bit higher. Personally, I feel commuters are an important part of the Marist Community. Furthermore, I believe the election was very biased and poorly run. Like it or not Jim Elliot, you will have to deal with the commuter population on campus, and the least you could have done (if you had anything to do with the election) would have been to obtain a list of commuters and give them the opportunity to vote. Then if the election turnout was poor for the Marist Community you may have a legitimate comment!

Sincerely yours,
Jim Peluso

THE CLASSIFIED

The CLASSIFIED is a new innovation of the CIRCLE and will serve as a vehicle of the community for notices, buy-sell, upcoming events submitted to this column. All inserts are limited to 20 words and must be typewritten. It is the hope of the CIRCLE staff that this service be utilized to its total capacity.

Mr. Lewis on The Circle

Dear Sir:

I would like to preface my letter by acknowledging the hard work of the editors and staff in issuing a weekly Circle and assure them of the interest with which I read it. The criticisms that follow will not be construed, I hope, as hostile or disgruntled carping.

I have been distressed, however - over last year and this - by the increasing number of poorly written articles: by the frequency of inaccurately phrased statements, garbled syntax, illogical punctuation; by the relative thinness of many writers' working vocabulary and a resultant wordiness; and by - inevitably, therefore - the recurrent fragmentation of argumentative pieces or even simple news summaries. The texture of the weekly Circle is highly uneven. There are, to be sure, columns and articles tightly written and easily digested - Mr. Laffin's and Mr. Terranova's, for example. But there seems to be no consistent check on the most blatant writing errors; too many people write "specials" for the Circle that enjoy seeming immunity from editorial correction.

What I'm pointing to is not the occasional misspelling or faulty construction, but that flaccid, diffuse prose texture which results from a host of gram-

matical and verbal laxities and which thereby compromises the truth and accuracy of what is said.

I would not want to see anybody now writing for the paper not writing, for whatever awkwardnesses I'm criticizing in students' work are outweighed by the interest I have in what they say and by the educational value I'm sure this writing has for them. Nor do I recommend that only the "best" writers should work for the Circle, for not infrequently a "good" writer has a dull or unimpassioned mind. The Circle frequently has the virtues of liveliness and representativeness, and this is because a generous cross-section of the campus writes for it. But the Circle editors owe their writers the benefit of informed criticism. Someone should be ready - and most of all able - to say "this needs shaping up," or else the Circle won't be an educational experience, but rather a handy, unchallenging "outlet."

Writing errors are one problem, perhaps fairly easily addressed by knowledgeable, persistent copy-reading, and by required re-writing. But the Circle suffers too from several subtler writing defects perhaps unrecognized by its editors. One is a kind of verbal self-indulgence

and liberty from logic granted some who are writing "personal opinion." Few columnists embrace this freedom, but a column or two seems set aside each year for ornery (or lyrical) "effusions." More pervasive is a naive fondness on the part of too many Circle reporters or analysts for superlatives. A given conference is bound to be the "most productive" ever, a given lecture or film series the "most imaginative" or "successful." News stories and notices via the ubiquitous superlative tend to become proclamations - even prophecies. News becomes - and here perhaps we are only aping the media - a means to "excitement." One is urged to view everything (and hence nothing) as terribly urgent, "important," and portentous. As I read reports of the dorm situation, last year while in England, I imagined Marist on the verge of apocalypse, choosing between chaos and "true community" rather than simply confronting definable problems intelligently.

Related to this is what I find the most annoying of Circle mannerisms, its collective penchant for "exhortation." There's just too much tedious and importunate moralizing in what are supposed to be news stories. A dance is not just a dance but a

chance for the community to show if it really cares for this or that group; a faculty vote on a governance proposal is a test of how sincere they really are about student participation; a faculty-student conclave was the occasion for each to really encounter the other, not simply to "play games" and act out "roles." One is too frequently cajoled to adopt this or that attitude toward, and to get excited about and indignant at, this or that "news" item. Implicitly the reader is presumed to be too unintelligent or uncommitted to act on fact and reasoned argument; he must be exhorted. I would like to see less blurring of the (admittedly problematic) lines between news and opinion. Most of all I'd like to see a less coercive and condescending style evolved to handle both.

I've been reading the Circle for nine years. My impression is that it has improved gradually and significantly in the range of its reporting, a tribute to the energy of its successive editors and staff. I'll venture to say, however, it has probably not improved very much in the quality of its writing. That may be a judgment on the faculty and the curriculum as much as on the student editors, for faculty have perhaps in recent years sentimentalized

about students' "interests" and "responses" without an adequate regard to the definition, discrimination, and expression of such responses. But ultimately style is itself a test of sincerity, not simply of correctness. It was a Confucian moralist, not a grammarian, who said, "He who defines his words with precision will perfect himself and the process of his perfecting is in the total process of nature ... the proper man's words must cohere to things, correspond to them (exactly) and no more fuss about it."

Sincerely,
Robert P. Lewis
English Department

Subjectivity

"Up Your A,B,C."

By STUART GROSS

According to a proposal at S.U.C., New Paltz, a student could receive a grade of A, B, or C. If the student does not meet the instructors standards for any of these grades, he will receive "no credit" for having taken the course, nor will this appear on his permanent record.

College Assembly at New Paltz passed this proposal by a vote of 30 in favor and 11 against.

The recommendation passed by the Assembly included the following: a. only courses that have been completed for credit (with a grade of "C" or better) shall be recorded; b. students shall be required to complete 60 percent of their courses per semester (an academic dismissal policy); c. dean's list shall require a 3.5 cumulative average (raising the standards); and d. Incomplete grades shall become "no credit" grades after the mid-term point of the following semester.

Similar proposals have been initiated at various universities such as Brown University in Rhode Island where it came into effect in 1969, and the State University of New York at Binghamton since the fall of 1971. Binghamton has issued a comparative study of the division of grades between the old grading system and the A,B,C, "no record" system. These divisions exclude physical education grades and go as follows:

Grade Category

A Category
Grade FALL 1970 (old system)

A	23.14
B+B-	38.87
C+C-	22.58
D	4.72
Incomplete	2.70
Withdrawn	0.33

Grade Category
Grade FALL 1971 (new system)

A	23.50
B+B-	35.90
C+ . . C-	18.90
D	0.00
Incomplete	3.58
Withdrawn	0.04

(These numbers represent percentages of students.)

Consensus among Brown University students and faculty reveals a desire never to go back to the old grading system. Those who have attended classes under the new A,B,C "no credit" system at Brown University feel that this system has raised the quality of class performance.

There are many arguments for and against the new system. Those against the abolishment of the present grading system argue that our system, although not functioning well now, has worked in the past, and can be made to work again. They stress the need and importance of grades for consideration when applying to graduate schools. Grades, they argue, are needed to motivate the student to work. Many instructors against the A,B,C "no grade" proposal are arguing for their need and right to evaluate students and render each a grade. Those contrary to the new system argue that the competitive aspects of grade achievement prepare students for the real competition of the world beyond university walls. If this system is adopted those against it fear that the school's standards would be lowered, because the value of an A, B, or C would be decreased. They feel that the elimination of a D grade would only mean that a C would take on the same connotations that the D originally had. By grouping the D and F grades together for elimination they feel that there would be no distinction between these two grades. One final argument against the adoption of the new grading policy lies in the fact that a faculty member would have no say in a student's failure causing his withdrawal from a course.

The old system is collapsing and campuses across the country are adopting alternative grading systems. Proponents of the new proposal argue that when a student is faced with an F grade, he is placed in double jeopardy: first he receives no credit for having taken the course, then he has a difficult time raising his cumulative average in the future. As for grades counting very heavily towards graduate schools, more and more schools are relying more heavily upon test scores than ever before; such as medical, dental, and law graduate schools. The weight and present validity of grades is dubious now, because of the common rise in grades and not in standards. By refusing to give any credit for unsatisfactory work under the new system we would be tightening standards, simply because we would no longer accept poor work. Without the pressures of failure more students would be encouraged to take courses labeled as "difficult" just for the sake of learning. However, a grading system would still exist to help motivate the student. Because of this system, the pressures put upon Freshmen would not be as great, and the disastrous first semester freshman year cumulative average that many students suffer from would not exist. Besides eliminating pressure from the fear of failure, this system would encourage discussion between students and faculty members when a student's status in a class was in doubt. As a benefit to the faculty, the A,B,C no grade policy would present the instructor with an alternative to administering an E grade to an unsuccessful student.

BUSINESS AND ECONOMICS MAJORS

A REGISTRATION ASSISTANCE program will be held in Donnelly Hall lobby at the following times:
TUES. NOV. 14 - 10:30 a.m. to 12:30 p.m.
WED. NOV. 15 - 10:30 a.m. to 11:30 a.m. - 12:30 p.m. to 1:30 p.m.
A general meeting of the Business and Economics Club will take place at 7:00 p.m. on Thursday, November 16.



..MUDDY WATERS this weekend.

The following performing rock group(s) will appear in concert at Madison Square Garden during the month of November:

Jethro Tull
November 13 at 8 p.m. Tickets, priced at \$6.50, \$5.50, and \$4.50, are available at the Garden Center box office as well as at any Ticketron outlet.

Sly and the Family Stone
November 23 & 24 (Thanksgiving recess) at 8 p.m. Mail orders are now being accepted. Write: Madison Square Garden Center, 4 Pennsylvania Plaza, New York, N.Y. 10001.

Bulletin Boards

I have been requested to inform you that bulletin boards should be used for posting of all materials. All other areas, such as windows, doors, walls, etc. are unacceptable, and information posted in these places will be removed.

I would ask your cooperation in not only the Campus Center but also for the Residence Hall, Donnelly Hall and all other public areas. Your cooperation is much needed and will be greatly appreciated in helping the community clear up this problem.

Romanoff and Juliett

The Theatre Guild will be producing the play "Romanoff and Juliet" by Peter Ustinov in the College Theater on Thursday, November 16; Friday, November 17; and Saturday November 18 at 8:30 p.m.; and Sunday November 19 at 2:30 p.m.

The play is a humorous retelling of the famous Shakespeare drama in modern terms -- but with a happy ending. The Montagues, renamed Moulsworth, now belong to the American diplomatic corps, while the Capulets share their son's surname of Romanoff, and dwell in the Russian embassy. The comedy's humours arise from the dismay of the Russian Ambassador's daughter at the news that their son wants to marry a daughter of capitalist Americans, and the American's horror at learning that their daughter has fallen in love with a Communist.

Come and see this entertaining production. Admission for adults is \$2.50, students \$1.50, and Marist students are to be admitted free. Reservations and information concerning this production may be obtained by phoning 471-3240.

submitted by Mike Arendt

Maximus Night

There's been a lot of excitement in the past week generated on the Marist campus. A lot of people have been going around talking about something called "Maximus Night." What the heck is "Maximus Night?"

"Maximus Night" is a First Annual Marist happening, sponsored by the Freshman and Sophomore Classes. It's going to be a 'night in the Rat,' Friday, November 17th from 8 to 12:45. But it's not going to be just an "ordinary" night in the Rat. Maximus-Super beer will be served. And Maximus-Super is no "ordinary" beer! There will be "Maximus" T-Shirts, posters, and other promotional gear given out for free. And of course no 'night in the Rat' can be complete without "Mouse." So he'll be there playing his choice oldies and newies. The charge for all this - nothing! Just bring yourself and buy Maximus-Super beer.

A note of caution: Maximus Night is not going to be a "drink-all" (and frankly you really can't drink that much Maximus-Super for it to be a drink-all) It's going to be an evening where everyone can get together and enjoy some good music and a few "cold ones."

And, as mentioned above, "Maximus Nite" is for everyone (freshman, sophomores, juniors and seniors).

You can bring a guest if you'd like. Just be sure he or she is 18 and can prove it.

So remember, next Friday, Nov. 17, at 8 p.m. Be there!



Parents weekend was highlighted by the acting in the theater last weekend.

A Story

By Dan Spada

The ship lay trapped in the polar ice fields. Its bough was lifted heroically high into the air as the freezing gusts of wind broke over it. The stress of the jagged ice boulders' weight crushing in on the hull made strange creaking noises that echoed throughout the boat. But no one is there to hear these creakings, moanings of the old ship...

Like a huge pendant diamond, the moon hung about Hecates neck, surrounded on her black velvet mantle by clusters of lesser gems. Her eyes, like fire, beamed down their white hot glow but that glow lost its warmth as it was dispersed by the prismatic ice floes in the northern sea.

Becalmed was the ship as it drifted grimly on, being carried only by the currents in the waves. The tattered canvas of its' sails hung limp from the spars. And the men aboard were becalmed, their minds grew slower and slower, closing to more and more things, opening only to that thought of their impending death. They tore at their hair, and screaming, howling oaths into the night, they cried and prayed and begged all the multitudes of angels to secure them from their plight.

Soon Polaris stood closely overhead. That bright North Star, the sentinel of those frozen wastes, illumined the scene of the ships' entombment. She became wedged between two slivers of ice and then slowly, imperceptibly the ice fields began to close in. The next morning they were but a dark dot on an expansive plain of white.

Some of the men died quietly, others, tormented by their fear of blissful death, prolonged their agony with the mouthings that men weep before that death.

Now only the dark groanings of the weather-beaten boards emerges from the vessel.

Responses Continued

DR. REHWOLDT

It is difficult to respond to Dr. Michelson's analysis of education without resorting to the same extreme emotionalism. One must be careful that he does not become so defensive as to lose his objectivity.

There are problems with education at Marist and in fact in all educational institutions. However before we completely scrap the traditional or classroom approach we must examine his basic premise. Marist may not be meeting the needs of the majority of its students, but to base this opinion on impressions from King Committee meetings and the students he sees in his office, seems somewhat questionable.

The assumption that King scholars and dropouts are the only sensitive, humane groups on campus, is to imply that if a person has a problem defining his place in society he is Christ-like by virtue of his problem (an interesting thesis). However, if Dr. Michelson's description of their experiences is accurate then Dr. Kirk and the King Committee are indeed remiss. It would seem to me that if we truly are a community, the same life style should be extended to all members of that community and not reserved for a special few.

I support Dr. Michelson's plea for fresh approaches to education. His abortive "Third Year at Home" program had exciting possibilities and I share his frustration at a system which is so involved in maintaining the system that it loses sight of its original purpose. He is not the only person guilty of emotional analysis of educational program.

Innovation for the sake of innovation however cannot be tolerated. If I felt that courses were to be judged on their entertainment value then I would resign. Obtaining the basic tools to think, make decisions, and attack major problems whether social or industrial is not easy and not always entertaining. If these are the purposes of education then one must wonder if teaching basic anatomy in a house of prostitution would be educationally sounder than teaching it in a classroom.

I am not an avid supporter of experiential education. The curriculum should be flexible enough to allow for it, but it should not dominate. The Third Year At Home would have been a good mechanism for this type of innovation. It was and still is a good idea. Malvin, however, don't let your frustration blind you to the fact that it may not be the panacea for all of the educational problems we face.

Robert Rehwoldt



Dr. Madeline Pelnar Cosman speaking for the institute of Medieval and Renaissance Studies

Dear Friends,

I have just read the article on education here at Marist by Mal Michelson, and would like to say a few things about it. I think it was excellent.

The article pointed out a major fault with Marist -- that it is withdrawn from the "real world." At this point of Marist, the only chance for real education depends upon certain individuals. That is, it doesn't seem that education exists as far as the school itself is concerned. How many times have you heard someone say, "You can get an education here if you really want one"? Unfortunately, that is true. One really has to look for an education, he/she has to run an obstacle course to get through all the bullshit. If you make it, you might realize your rainbow.

Here we have situations where students complain of their teachers' lack of motivation, and teachers of students' lack of desire and/or interest. This is true in some cases, and, when it occurs, it is usually not long for the other to follow. However, is this the only answer? Is it possible that it might be some of the courses themselves? Mal pointed this out very well in his article, asking Marist to find its directions.

Now, I'd like to ask some questions. Instead of playing circular games with curriculum requirements, when is Marist going to consider some radical changes? When are we going to see new courses offered, and maybe some of the old ones dropped? When do we become

students -- even on the Thursday-to-Sunday weekend? When will we channel more of our energy into worthwhile programs (such as the Applied Topics in Science - 9 credits) for the community? And, when will we have a library instead of a Mariology resource center?

This is easy, I suppose, to "criticize" without answers, but when is Marist going to admit to itself that it has to ask these questions? This school has some excellent resources -- faculty and students alike -- and it's time we started to use them in meaningful ways. Mal, I am willing to help you. Let's make this more than an idea.

Yours in peace,
John Engallena

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Editorial p. 5

S.A.C. FROM PAGE 1

A new committee has been proposed and is now being discussed by faculty and administration. This committee called the Academic Affairs Committee (AAC) would replace the present APC. If established, the students will have two votes on all academic proposals. Also, the SAC will be the equal to the Faculty Affairs Committee (FAC) and have all the power of petition. As pointed out, the SAC has to become the main representative for the whole student body in order to be effective.

Cheerio From England



From left to right, Janet Riley, Marie Catalano and Ann Baldassare.

Harriers Conclude "Impressive Season"

The Marist Running Red Foxes capped up their most successful 1972 cross country season by placing third in the NAIA District 31 Cross Country Championships at Van Cortland Park in New York City on Saturday. This was Marist's highest finish ever in these championships. One week before, the Red Foxes had placed second in the Central Atlantic Collegiate Conference championships, the highest finish for the Red Foxes since 1968 when they won the league title.

Overall on the year, Marist finished the regular season with a 10-4 record for a .714 winning percentage. This tops last year's 11-5-1 mark and is the best record at Marist since 1968 when the team finished 14-5 for a .737 mark.

The team set more individual and team records this year than any previous Marist cross country team. Jay Doyle now owns the record for Marist for the most races won by an individual in a career at 10. He won seven races last year and three this year. Marist's schedule this year was much tougher than last year's schedule as the Red Foxes added Oneonta State and Queens College to their list while dropping several easy schools in the process. Doyle set the Marist



The Cross Country Team

record for best time on the Marist course at 25:30.5 and for Van Cortland at 27:29. He won a trophy in the Central Atlantic Collegiate Conference for placing third and a medal in the NAIA Championships by placing seventh.

For the team as a whole, several records were achieved also. The team swept to its ninth winning season in ten years. The only losing season was 1970. The team set a record for most consecutive home meet wins at 4,

by beating Fairfield, Kings College, Siena College and Brooklyn College consecutively (and in the span of the same week). The team tied the record for least perfect scores against for a season at none. As a matter of fact, the team's worst loss for the year was 19-42 to Oneonta State. The total shutouts for Marist in the ten-year history of cross country now stands at 8 (15-50 scores).

The team recorded the best team time (combined time of the top five runners) on the Marist course at 132:08 vs. Kings College and for the Van Cortland Park course at 143:51 vs. Queens College.

With seven of the ten team runners returning next year prospects look good for another Marist cross country season to be good. Bob Salomone and Marty McGowan, senior-co-captains, are graduating this spring and sophomore Bob Nelson from Saugerties is studying abroad for a year. Thus Marist will have two of its top four runners back, and three of its top six returning. The team will also be bolstered next year by several good freshmen and some junior college transfers.

URBAN PLAN FROM PAGE 1

Design", Jules Vivas; "Urban Education", Mal Michelson; "Urban Philosophy and Religion," Florence Michels; "Housing and Urban Planning", Harold Weber; "Environment--Water: The River", Robert Rehwoldt; "Environment--Aesthetics: Urban Aesthetics", E. Fisher; "Politics of Planning", Louis Zuccarello.

Registration for the course will be November 13 through November 17.

YOGA FROM PAGE 2

creative intelligence in all fields of life. Transcendental Meditation is the practical aspect of this new science.

The lecture will be open to the public; all are welcome. For further information, please contact the local S.I.M.S. center at 439 Dutchess Turnpike, Poughkeepsie 12603, phone 452-6577.

Vikings Win League Title, Siena Sunday, Harriers 3rd in N.A.I.A.s

Vikings Blank Norwalk Community, 30-0

by Bob Sullivan

Marist College's undefeated football team defended one title and won another Saturday afternoon by whipping Norwalk Community College 30-0 at Brian McMahon High School in Norwalk.

In addition to keeping a grip on the No. 1 national ranking, the Vikings clinched the championship of the Metropolitan Division of the Eastern Collegiate Club Football Conference. The win thus sets up the ECCFC championship game against the winner of that league's Colonial

year.

While beating Norwalk, Marist was able to move almost at will from the second quarter on, and when the offense was sputtering in the first quarter, the Viking defense played superlative football forcing to kick on third down the second time they had the ball. The next time Norwalk had the ball they were forced to punt from their own 16 yard line. Capitalizing on a bad snap from center, the Vikings chased NCC punter Dick Winslow into his own end zone where defensive end John Sullivan tackled him for a safety giving Marist a 2-0 lead

Bonnett promptly made up the lost yardage by hitting wide receiver Tim Murphy with a pass covering 12 yards. Five plays later Bonnett found Murphy with a four yard strike to give Marist an 8-0 lead.

After Norwalk fumbled on third down, the Vikings, hampered by another clipping penalty, drove to the NCC 9 yard line where freshman Sheldon Davis kicked the first fieldgoal in Marist history, a 25 yard boot that gave Marist an 11-0 halftime lead.

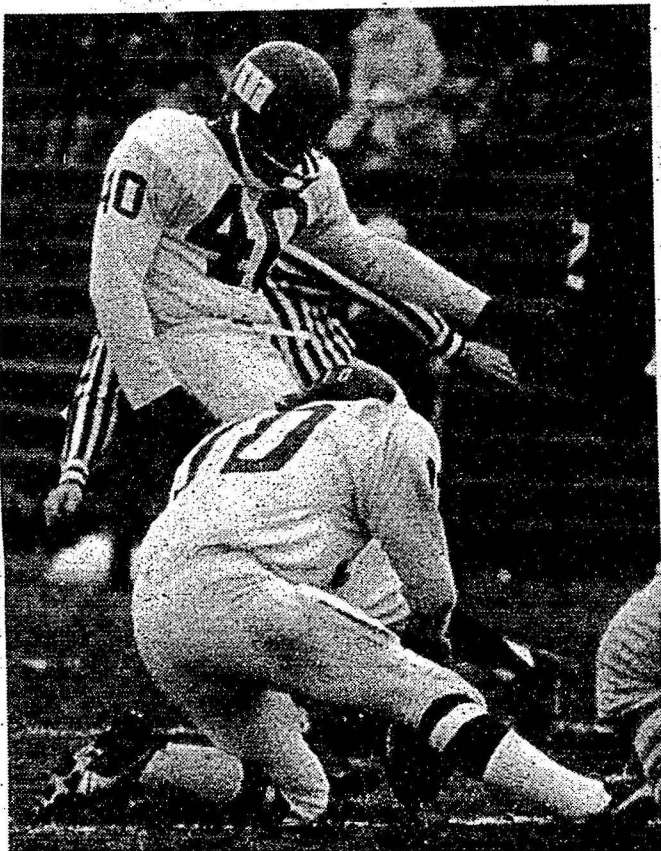
The third quarter belonged entirely to Marist. After NCC received the kickoff, linebacker Tony Johnson intercepted a pass and ran it 25 yards to the Norwalk 24 yard line. Bonnett hit Don Cappolino on the 1 yard line and snuck over for the TD on the next play.

Marist then successfully attempted an onside kick when Bill Lee fell on the spinning ball at the NCC 40 yard line. Four plays later Davis broke three tackles and raced 23 yards for another score. Sheldon Davis converted.

Norwalk fumbled the kickoff and, after another clipping penalty, Davis threw a 57 yard pass on a halfback option to Tim Murphy who grabbed the toss and trotted untouched over the goal line, to complete Marist's scoring for the day.

Speaking after the game, Marist head coach Ron Levine summed up his team's performance by paraphrasing an old idiom: "When we were good we were very good, when we were bad ... we were horrid." Commenting the size and physical strength of the Norwalk team he expressed admiration for the way they "hung in there considering the way the game progressed."

Looking ahead to the regular season finale next Sunday against winless Siena College, Levine was quick to point out that in 1967 a winless Siena team upset Marist who was 5-2 at the time. Levine cautioned that his team might look ahead to the ECCFC championship and that Siena will be fired up as a win over the nation's No. 1 team would make any season a success, regardless of their record.



..Sheldon booting an extra point.

Division, who will be determined next week when Providence College and the University of Hartford, both undefeated in division play meet Friday night, Nov. 10 in Providence. Marist defeated Providence 22-14 in a non-league game earlier this

going into the second quarter. The Viking offense took the ensuing kickoff and marched 57 yards in a drive highlighted by a 30 yard touchdown run by Nigel Davis, the nation's leading rusher, that was nullified by a clipping penalty. Quarterback Ed



..Booters Beat Siena 4-0 on Tuesday.

Intramurals

What's happening with intramurals? With football season over and soccer in full swing, it is time for basketball to come into the picture.

Rosters must be in by November 13th at 10:00 p.m. Rosters may be handed in to either Greg Garville in room C-814 or to Jim Landolfe in room C-905. Since so much of the success of Intramurals this year depends on the quality of referees, there will be a \$5.00 entrance charged to all teams entering the 1972-73 basketball league. This fee will help cover the cost of paying the referees and must be handed in with the team's roster. If you have any question, please refer them to Jim Landolfe in room C-905.



Harriers Third in N.A.I.A.'s

The Marist Running Red Foxes placed third of seven competing schools in the NAIA District 31 Cross Country Championships at Van Cortland Park in New York City on Saturday, November 4. This was the highest finish ever for a Marist cross country team in these championships.

Monmouth College repeated as champions by placing five of the first ten finishers and seven of the first twelve. They finished with 25 points. Nyack College was second with 56 points, followed by Marist's 86, Drew with 90, Kings College with 109, and New Paltz with 170. Plattsburgh did not receive a team score although they brought one runner, Robin Goodrich, who placed third in the race.

Dave Billings of Nyack, New York State 1971 cross country champion and the state two-mile

champion, won the race with a 25:47 clocking. He beat Monmouth's Rich Karrtt who ran a 26:19. Marist's first runner was Jay Doyle who placed seventh in the race to win a medal. His time of 27:29 was a new Marist record for the Van Cortland Park course, taking off 21 seconds from Phil Cappio's 1968 record of 27:50.

Marty McGowan was Marist's second runner across the line in nineteenth place with a time of 28:48. Mark Heterilla finished some eight seconds later in twentieth place with 28:56. It marked the second time in Marist cross country history that three Marist runners ran sub-29s on the park course in the same race. The other time was two weeks ago in Marist's loss to Queens College.

Bob Salomone was Marist's

fourth runner across the line, finishing in twenty-third place. Salomone clocked a 29:22. Mike Duffy, Marist's usual fifth runner, suffered a leg and ankle injury during the race and placed seventh on the team with a 31:48. Bob Nelson ran a great race for Marist in picking up extra for the ailing Duffy. Nelson ran his best time ever at Van Cortland Park, a 29:59, to place fifth for the Running Red Foxes. Marist had five runners under 30 minutes at the park for the second time in their history also, repeating the feat they accomplished two weeks ago.

Jim McCasland improved on his time from two weeks ago also, running a 30:18 for twenty-second place, and sixth for Marist. Nelson was twenty-ninth in the race and Duffy was forty-sixth. Pete Ulaseqicz was Marist's

eighth man in the meet and Tony Wilger was ninth. Both runners were far ahead of many other participants who ran the race.

Marist was also scored against Hunter College and defeated them 15-47 to finish the regular season 10-4, 714.

"I was very pleased with the overall team showing in the championships," Coach Rich Stevens replied. "Jay Doyle and Bob Nelson ran the best for us. Jay ran a very impressive race while setting those Marist records. Bob Nelson ran a great race in helping out for injured Mike Duffy. It was a very clutch performance by Nelson, and without it we would have placed fourth behind Drew who we beat by only four points. This was the kind of team it was all year, a well-balanced team where one guy could help make out for another injured runner."