



THE CIRCLE



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MARIST COLLEGE, POUGHKEEPSIE, NEW YORK 12601

APRIL 29, 1971

Seat Of Learning Stolen

by Oblong

Today in the early morning hours, the Marist Bureau of Information was the victim of a theft which could have a paralyzing effect on the entire operation of the Marist Bureau. Apparently, a band of conspirators successfully evaded the bureau's security and penetrated to the very heart of the Institute. They had evidently stolen the seats of learning which were strategically placed throughout the center. The importance of these seats to daily operation cannot be overstressed. These seats served as the beginning and the end of all activity taking place in the Bureau. The members of the bureau, faced with this situation, were panic-stricken. The panic was first evidenced in the decline of food consumption. Health officials were especially alarmed by the sharp decline in the consumption of prunes.

Threatened with the consumption of daily activity, the bureau's chiefs held an emergency meeting. President Toy, visibly calmed the department chiefs, when he stated that the theft had created no difficulty and urged a return to normalcy. He suggested that in order to facilitate this return to normalcy

there should be no public acknowledgement of the theft, and that the department chiefs should adopt a business as usual attitude. In an off the record interview, General Grimnews, coordinator of the Institutes' activities, vowed to find the conspirators and to prosecute them to the limits of the law, which in this case is death by hanging. He also revealed to this reporter the confidential reports of his various subordinates concerning the theft. The following is a summary of these reports.

Colonel Lamplit, director of the nine story information computer, reported a desparation situation with 54 seats missing. He also stated that in an effort to retain communications with the members of the Institute he had removed his own seat. General Grimnews applauded this action and suggested that the Colonel might receive a medal for this courageous action.

Lieut. Col. Stanhololis, director of the top secret Leo Project, reported all but 3 seats missing. He attributed the failure to steal all of the seats to the valiant

effort of two members of the Project who successfully retrieved three stolen seats.

Commander Gunslinger, Chief of the Sheahan Human Resources Community reported only 6 seats missing. He also reported the only casualty of the theft. It seems that one member of the Community failed to notice the missing seat and before anyone could stop him had sat in the cooling system which was left exposed by the missing seat.

The report of Lieutenant Aderlfree, director of security, was vague. General Grimnews told this reporter that the vagueness was due to security's role in apprehending the conspirators. Lieut. Aderlfree stated that his men had reported no disturbances during the night. In response to a question about the alertness of the guard, he replied, that since they were ex-thieves they were best equipped to deal with thefts. His report led Gen. Grimnews to conclude that the theft was well planned and that this might be the first in a series of many designed to stop the operation of the Marist Bureau.

Dialogue on Drugs

By Bill O'Reilly

Another attempt at a day of education happened on Wednesday, April 21. The day, co-sponsored by the Champagnat House Council and the Champagnat Alcohol and Drug Council, dealt with the topic of drugs.

The programs set up were sparsely attended but extremely interesting and informative. The day started off with an address from the Associate Narcotic Education Representative from Albany, Miss Sandra Lee Hoffman. Among Miss Hoffman's comments was a suggestion that a separate drug abuse council be set up on campus.

The afternoon featured a discussion with an undercover detective and a drug movie "Skezag" which will be commercially released shortly.

The Day of Dialogue was a success for those who attended due to the energies of Champagnat Housemaster, Fred Lambert, and certain members of the two councils. Many of those supposedly involved with the day failed to show up thereby making organization difficult.

Publicity for the day rested with the Champagnat House Council, which once again showed its lack of energy, and the faculty who, once again, showed their detachment. Faculty members were urged to cancel their classes or, if this was not possible, urge their students to attend parts of the day. For the most part this was not done in either case.

Upon my personal investigation I found that many faculty and administration had not even read the directives that were issued to them concerning the day. Statistically only eight faculty or administrative people attended any part of the day.

The Day of Dialogue was an important event for many reasons of which is that it shows the continuing activity of the Champagnat Drug and Alcohol Council. This council will be headed by Thomas Fitzpatrick next year and it is hoped that it will evolve into an important organ of communication and education on campus. The council will strive to be this with or despite the people who make up Marist College.

Holt

By Jack Simeone

John Holt is a teacher, author, and education reformer. He believes that education is not a part of life, it is life. "The child must experience as much of the outside world within the classroom as possible, and teachers must be given total personal and academic freedom to work with children as they think best." On the subject of freedom: "There is no reality of encounter between adults and children... because most teachers do not feel free, do not dare either to let the children say or to say themselves what they feel and think."

Today's schools are impersonal and unfeeling; they fill a child's head with facts making him virtually obsolete since a machine can spew out facts at a much faster and cheaper rate. Because of the emphasis on grades, tests and attendance, today's schools promulgate stupidity, incompetence, ignorance, alienation, apathy, resentment and rage. Holt continues that until parents and teachers run the schools, instead of specialists in school administration, America's educational system will continue to produce children devoid of inventiveness, flexibility, resourcefulness, curiosity, and most important, judgement.

Holt calls for some tradition-shattering changes: elimination of schedules, grades and lesson plans; abolition of compulsory attendance, certification requirements for teachers, compulsory testing and use of "intelligence" tests. Mr. Holt is currently writing his fourth book *What Can I do Monday?* and is the author of *How Children Fail*, *How Children Learn*, and *The Underachieving School*.

John Holt will be speaking here at Marist on Monday, May 3rd at 8:00 p.m. in the Theater. Admission is free.

Edward Waters, assistant professor of English at Marist, has been appointed a dean of the college in charge of the office of Special College Programs, it was announced by Linus R. Foy, president.

Dean Waters received a bachelor of arts degree in history and English from the University of Vermont and a masters degree in English from New York University. He has also done graduate work in administration at George Washington University. He is a member and past president of the Board of Education in Millbrook and is a member of the American Association of University Professors.

Since 1967, Mr. Waters has been director of the Upward Bound Program at Marist and Bennet College and director of

the King Scholars program at Marist since 1968. He has been a member of the Faculty Policy Committee for the past two years and chairman of that committee during the current academic year. In addition to teaching in the English Department he has been responsible for the student teachers in English and is a member of the Committee on Teacher Education and the President's Advisory Commission.

The Office of Special College Programs has been established to administer federal, state and privately financed programs which are academic in nature, but which, because of their newness or uniqueness, do not readily fit into the regular college program. Many of these programs would in time, however, be spun off into other

areas of the college once they are established and are functional.

These programs will generally be community oriented or will be special study or research programs at the college.

The dean will be responsible for initiating these programs obtaining funding for them and bring them into operation.

The office will continue to administer Upward Bound, the

King Scholars Program and Operation Higher Education, the latter being funded by the Poughkeepsie Model City Agency.

The proposal for the establishment of this new administrative position at Marist was presented to the Governance Committee of the President's Advisory Commission by President Foy and approved by that committee.

Waters To Be New Dean

Students Shape Rural Poverty Program

By Jack Gordon

Four years, 1440 days, more or less, away from reality, the academic matrix covers first lovingly then smotheringly. It takes 424 steps, more or less, depending on the individual's gait, to go from the front door of Donnelly Hall to that of Sheahan. Very little is to be met during the trip. There are few obstacles and not very many strollers have been waylaid.

"I haven't heard an alarm clock in two months," one said, "I have only afternoon classes, haven't been up before noon in three weeks."

I feel the river setting our pace. We arise when the sun is at its apogee and sleep when our fat, healthy eyelids can no longer stand separate.

People still throw water balloons from Leo and refuse to become human; because that's

the way they are.

There are for the first time some subjects of relevance at Marist College. Next fall ten students will work in Dover Plains in what has been labeled as a Rural Poverty Program. These students will receive academic credits hopefully for making someone else's life a little easier. They will probably also gain a lot of pleasure.

Marist Ecology Action is one of the few clubs on Campus which caters to neither ancestral jingoism nor pure self aggrandizement. These people have been working to make our community as liveable as it was before we got here. They probably need help.

They still throw the water and we still sleep until noon but that's not the way it must be.

Marist Adopt-A-Child

By Larry Lomuto

Stephen Lente, age 5, is one of ten children in the Lente family. Stephen belongs to the Isleta Pueblo Tribe located in Isleta, New Mexico. Stephen, his brothers, sisters and mother and father live in a four room adobe home. The parents' education never exceeded the fourth grade, but the children are attending headstart programs in New Mexico and with the help of our sponsorship they will continue to do so. Our sponsorship will provide Stephen with clothing, shoes and supplies necessary for his regular school attendance. Besides helping Stephen a part of our donations will be used in starting community projects. The crowded little village where Stephen and his family live provide only the bare essentials for their existence. Irrigation, inside running water, nutritional aid for new-born babies, community buildings, libraries, bridges, sanitary aids and a host of other facilities are needed for proper living conditions.

The only income the family has is what Mrs. Lente makes doing beadwork. Mr. Lente is out of work due to a chronic heart condition. Through community projects the Indian people are



Stephen Lente gets help From Marist Students.

maintaining their inherent dignity and pride which was nearly stripped from them long ago.

Let it be known that Stephen is not a token but a start. Whether or not a child is an Indian, a Black, a Vietnamese or just plain poor they all deserve a chance, and it is up to us to give them what we have already had - a chance - a chance to become all that they can be.

If anyone would like to write Stephen a letter please do so and explain who you are. His address is:

Stephen Lente c-o Joe Lente
P.O. Box 241
Isleta, New Mexico 87022

Good News

BY FR. LEO GALLANT

That was the week that was. March 22-27.

Sunday - Medea: Excellent. Could very well be a play on man's inhumanity to man.

Monday - Japanese dinner at Byrne Residence: Our four Japanese students cooked a Sukiyaki dinner with snails, Sake, and of course chop sticks. Hail to the Land of the Setting Sun for sending us Wen, George, Rustum and Yoji.

The same night I attended the drug and alcoholic conference, Champagnat second floor lounge. This was most thought provoking, and it sparked a really lively follow up in my residence. Maybe the real benefit of such conferences comes in follow up rap sessions in rooms. One student had an interesting comment: Some of these drug pushers and users are the first ones to attack all types of structures. They want to down church structures, campus structures. Yet what is more structured than the drug industry?

Some things really impressed me during the regular session. In the beginning, some students came out with negative sweeping statements, knocking everything down with one sweep of the hand, and then sat back smugly. But their own peers began digging in

and by the end of the evening the iconoclasts had taken back half of their statement (without realizing it.)

That convinces me that students can handle students. The really responsible ones can do a tremendous job; and I've seen this happen so often in my residence. I believe very much in student power because there are enough responsible students to make it work.

Another thing that caught my sensitive ears: Who is truly real? Who is facing reality? Those who hold that this is the drug age and you might as well get with it look at the "straights" with that look that says "Man be real!" I wonder who is truly real: the guy who doesn't touch the stuff and doesn't care to live on a floor where it's the in thing, or the drug user? Doesn't the latter see beyond Champagnat Hall and picture himself married with children, with a job and a home? Is he honest enough to admit, this isn't real, it's just a precarious way of living till the real thing comes around.

A group of students at City College have set up their own code to deal with drugs on campus. It's the most sensible thing I've seen on drugs. It seems to me that if they can do it,

students at Marist can. It takes courage and guts, especially in the face of those few who 'poo-poo' all this. It takes courage and guts not to let your optimism down.

Tuesday: Bro. Kolowski, great in his talk and in his rap session in the Rath after. He saw a Christian nation become a cruel, sadistic, pagan nation overnight. An amoral generation could change this nation overnight. He calls on us, not only to be good but heroes.

Wednesday: Fr. James Groppi gave us another vibrant challenge to destroy corruption in all our establishments. The church is not bishops, so don't wait for them to take a stand. The church is people. So take a stand. Don't say: "Why doesn't the church take a stand on something?" You're the church.

Thursday: Sister Elizabeth McAlister was a symbol of people's lib. Speak to your country the truth about it. Speak to your church the truth about it. Hold up to your country the truth of its own aspirations, its founding documents. Hold up to your church its Founder and the founding documents.

We have a government that is

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Circle Interview:

BY RAY CLARKE

With Dutchess Judge

Q: Do you feel that the laws prohibiting the use of marijuana are more harmful than marijuana itself, in the sense that it is easier to live with marijuana than it is to live with a police record?

A: Well, I can't say for sure if marijuana is good or bad for a human being. Scientifically I don't know whether it has been proven that alcohol is worse than marijuana. I will say that the problem is that marijuana is being experimented with by people who don't go on to use other drugs. These are the people that are often caught, resulting in a criminal record which hurts them later on when they try to find a job or get into school. So I think there has to be something other than a criminal record for these people. Usually it's like the person who has his first beers behind the garage and gets caught by someone. It's not illegal for a person under 18 to drink beer. It's illegal for him to be given or sold that beer. With marijuana, it's illegal for a person to smoke marijuana. I think this is a problem that has to be resolved scientifically what's good or what's bad. Beer is

licensed and controlled for the sale and use of it. Perhaps the same could be done for certain drugs.

Q: How do you feel about certain laws that they have out now in different states? For example, in Texas possession is punishable for a term of 7 years to life and in Nebraska only 7 days.

A: State laws on any one subject are very rarely all the same. They are diverse. They have extremes, Texas being the extreme. In Texas they carry pistols and the crime of passion is normally allowed in Texas, while in New York State the husband or wife who shoots the boyfriend or girlfriend has committed murder. So you have extremes. In Nebraska they feel perhaps that they don't have the problem, just a couple of kids experimenting, so they give them 7 days. In NYS, in my court, most likely you will receive a probation period. But if you're caught a second time you have two charges against you, the violation of probation and possession. So the second time you're caught with marijuana it's twice as bad as it ever could be. So we will give you the first break

but the second time you'll probably get burnt bad, you will do time, six months or more.

Q: What are your views on student protest - the violent aspect, the non-violent aspect?

A: My son protested tonight, he protests every night. There is nothing wrong with protest, with having an opinion or a view. There is nothing wrong in attempting to convince someone that they are wrong and you are right. The fact is that's how lawyers make a living. The problem is that you must at all times respect the other's opinion and the other's property. You may believe in one thing very much, but you can't come on my property and you can't harm me and destroy that property. You can try to convince me, you can argue with me. But basically speaking if you don't have respect for property and life then you wouldn't have any order at all. So that's the main thing. Why bomb a building and ruin a man's lifetime research in cancer because you don't like the war in Vietnam. It did nothing to stop the war. How often do we kill an innocent person to prove a point of view, that person has never heard your argument. You have an 18-year-old vote, federal its going to be passed with every state going for it and pretty soon you won't have to protest, you have the equal rights of your parents. This important, you can

It seems that we Catholics owe a debt of thanks to the Supreme Court for its recent decision concerning selective conscientious objection. Having reduced the options from three (all wars, some wars, no wars) to two (all or nothing) the court has made the agonizing task of coming to a conscientious decision much simpler. This is especially true for those who look to principles of Catholic theology for guidance.

A traditional principle of Catholic moral theology has been that if something per se evil is inexorably associated with something else good or indifferent, the whole must be considered evil and rejected. A typical example is the necessary choice of a doctor who is faced with a medical position which includes the inescapable necessity of being directly involved with immoral practices (e.g. abortion). No matter what other good tasks may be associated with the position, he must refuse to accept it.

Because of the implicit premises upon which the Supreme Court has built its decision (premises alluded to by Mr. Douglas in his dissent) and because one may legitimately doubt the justness of "some" war

endorsed by a government which supports the "all or nothing" pragmatism of the Supreme Court's decision, it seems that any Catholic may (perhaps "must") opt for the decision to object to all war (engaged in by the U.S.A.).

The middle option "some" having been excluded by the court, the choice of all is more faithful to the dictate of the conscience of a selective conscientious objector than the choice of none. "All" is a universal which includes "some." "None" is a universal which excludes "some." It is certainly legitimate (even incumbent) to choose that which includes the precise decision than to choose that which excludes it.

Effective communication requires employment of the language of the hearer - even if his vocabulary is limited. Thus Catholics who, through the guidance of the distinctions made by their theology, conclude to selective conscientious objection, might legitimately answer the question "Do you object to all war?" with the limited and circumscribed vocabulary offered by the Supreme Court. They may reply, "Yes! Given the

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come here and bomb out the town justice, you can do anything you want. The vote gives you responsibilities you have to protest in an orderly manner now because you've been given the opportunity to do so. Next thing I believe will be an attack on the draft. Pretty soon you will be allowed to have an attorney, you'll learn how to present your case to the draft board. Pretty soon the draft board will recognize that certain people are not good soldiers. Some people are good soldiers and some are not. Some can withstand three years in the service and certain people can't. No use having a man in service if you're just going to throw him in the brig.

Q: What do you think about the militant blacks who feel they can't get a fair trial in a white system?

A: Suppose you were accused of raping a black girl and your attorney is black, you looked up and the judge was black, and you have 12 black jurors. You tell me how you would feel. It's a built-in fear and it's pretty well-grounded. I think the militants have a good cause. There is no question that blacks suffer. It's what they do to gain that cause. You can't kill or destroy property.

Q: Do you feel that putting an individual in jail helps society?

A: A human being is not made to be behind bars. He is not an animal, he doesn't belong behind

bars. Therefore to put a person in jail is of no value whatsoever unless you firmly believe in your mind that this person would either one; gain from the punishment, the shock of a short period of jail and gain enough sense of fear for the law, respect for the law that he will not break it again; or, you feel this person is so dangerous that you have to take him out of society. A jail has never rehabilitated a man. It's for shock treatment, and nine years is not shock. Ten days, thirty days - that's a shock. For thirty days you're cut off from life, you're nothing, you're a number. They push you around, kick you, they feed you nothing and wake you up all hours of the day and night - it's weird. Of course you're caged, you have no freedom. If you put a man in for nine years that means that that judge in his mind believes that that man should be taken out of society, that he is limited in taking him out for nine years. Now in the major prisons they have rehabilitation programs but they are not working as well as expected. Jail, I personally see no value in jail. I don't see any value in bars.

Q: Did you start out your legal career to become a judge?

A: No, at the start I didn't want to become a judge. I had no intention to become a judge. I just wanted to be a lawyer, to make a buck and stay alive.

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PLAY REVIEW

Peter Pan

BY BILL O'REILLY

It is difficult to say anything negative about the production of Peter Pan because it was a success in every way. Although very lengthy, the play was interesting, the set professional, the musical numbers well staged and the acting very good.

Outstanding in their roles were Paul Tesoro as Smee, Leslie Begor as Peter Pan and Margaret Fitzgibbons as Wendy. Steve Wysowski was also fine in his portrayal of Captain Hook.

Credit must be given to Merwyn Romeyn for putting together such a fine show. He received good performances from his whole cast and every facet of the production was slick.

The proof of the success of the play was the reactions of the audience. The children who attended seemed to enjoy it very much. One child was so wrapped up in the play that she blatantly shouted from the audience: "I hate you Captain Hook." Rumor also has it that Wysowski was jumped by the entire third grade of the Mother Cabrini School and beaten to a pulp after the show.

There were, however, some questions about the play left unanswered. As the final curtain fell one child pitiously cried out: "Does the dog have to go back into his house." "Only time will tell my child, only time will tell."

Disabled In Action

BY MIKE WARD

During the spring vacation Bill Heinrich and I will be representing Marist at the Annual Convention of the President's Committee on Employment of the Handicapped. I will quote from a pamphlet which describes the committee's functions.

"The Committee's purpose is 2 permit employment of the handicapped by creating interest in rehabilitation and employment for these citizens, and by obtaining and maintaining corporations from public and private groups in the field."

Subcommittees were formed to help carry out this initial purpose such as: Education permits employment of the handicapped in the field of education; Em-

ployer: develops greater acceptance of the handicapped by the nation's employers; Library: Places full support of the nation's libraries behind the Committee's program; Public Information: An overall group composed of smaller committees from the various mass media for the promotion of the committee's programs. The other subcommittee's function is too insignificant to mention.

My view of the committee is that it is a body of men who are looking to get their names published for being liberal. Analyzing each committee mentioned above, I find that the Education Committee never responded for Judy Heumann who was looking for her teaching license in N.Y. C. The Employers

Committee fails to break down the prejudice which prohibits the handicapped from the labor market. The budget for the whole committee is just enough to hire a complete staff to answer correspondence, let alone a library staff. I haven't seen a public information campaign yet designed to give a realistic picture of the disabled.

The fact that the committee has no authority to implement its recommendations is its biggest fault. I'm tired of reading idiotic goals that would better the lives of handicapped people confined to a book about dreams. This Committee must be changed to a full-time commission, funded by Congress with the power to

CIRCLE EDITORIALS

Educational Workshop

Friday's Workshop on Education devoted a long time to the concept of evaluation. As part of evaluation the subject of grades was discussed. Grades have nothing to do with the educational process. They are one big ego trip and not the least bit functional. Faculty and administration use the justification that they have to measure progress somehow and A,B,C,D and F fit the situation quite well. Too often students have accepted as necessary this retarding gimmick and learn for the sake of acum. The rationale being the higher the index the more acceptable the student is to society.

However, no where in the grading system is student motivation or a student's concept of a course taken into consideration. Grades are given out on the basis of how well one has grasped the teacher's goals of the course.

Students have to stop competing amongst themselves for some artificial number or letter and start realizing the importance of self-satisfaction. Grades are a cop-out for students. They too easily accept a teacher's value judgment as to the measure of their progress, when in reality they are not being true to themselves. It's time to stop hiding behind the notion that competition is healthy. It isn't when it is used for its own sake rather than for positive merit. What good is an "A" when there is no personal satisfaction?

Students have to make a decision. They can continue to opt for grades and after four years receive a certificate of attendance or they can press the A.P.C. and the Academic Dean to abolish grades or at least allow experimentation, with students willing to risk not gaining society's acceptance, in unstructured evaluation. This would make education all the more relevant because a student would then have to prove his own worth rather than have his worth made up for him.

Do We Need A Yearbook?

Probably one of the most creative arenas in the world is photography. That most of the photographic talent of Marist is channeled into the yearbook would seem to be a waste of effort. To service the needs of nostalgia by such an extravagant publication is abusive. The yearbook receives the largest yearly allocation from the Student Government and the expenditures for the yearbook exceed \$15,000. Our priorities seem to be out of proportion.

The Circle feels that the capital involved in the present yearbook should be channeled more towards the publication of a photographic mosaic published quarterly. Combining literary creativity with photographic creativity in a super-mosaic would better mirror a year at Marist than any yearbook.

The concept of a yearbook is a college dinosaur that is incompatible to the changing college environment. We are looking not to do away with a Marist publication, but to move to a new creative dimension, combining the present publications of yearbook and Mosaic.

Nature Of Community Paper

These statements are intended to be the opinions of a member of the Circle staff and not necessarily the opinions of the editorial board.

The Circle by its own definition is "the weekly paper of the Marist Community," but many times it has fallen short of representing the community with good news coverage and community minded editorials. Since this paper is funded by the college budget committee through the Student Council, a greater amount of student, faculty, administration and staff opinion should be incorporated into the printed pages.

This paper should not be considered a student weekly, but in reality this is what it appears to be on a regular basis. The sad fact is however, that only students publish the paper. If we're gearing ourselves towards a community government, then why can't faculty, administrators and staff express feelings and report news items on a more expanded and regular basis? With respect to Fr. Gallant, and various faculty, I do feel that the community interest which is vital, is absent.

SOME: ALL OR NOTHING...
Con't from Page 2

options you offer, I object to all wars. Objection to war is the rule. I may make exceptions to this rule only by employing distinctions you have declared invalid. Therefore, in conformity with the guidance of my Roman Catholic religion I must choose the only legitimate alternative you offer, objection to all war."

Under analysis it must be recognized that Catholic theology has never sanctioned approval of all wars. It has never tolerated unqualified acceptance of war. Rather it has consistently improved such an attitude.

It therefore seems that in the terms dictated by the Supreme Court, the official stance of the Catholic Church's moral guidance must be total conscientious objection.

(Rev.) Richard M. Nahaman,
O.S.A.

CHUCK HERE...
Con't from Page 4

Westmoreland, Richard Nixon, Creighton Abrams and the whole group of individuals who have perpetrated crimes against the Vietnamese. Far more harm has been done by these men than any one soldier could ever commit. America must do this. The

responsibility for the destruction of a whole subcontinent lies with America.

DISABLED IN ACTION...
Con't from Page 2

foresee more employment of the handicapped by court order if necessary. It must also supervise existing workshops to make sure that the handicapped are not exploited by menial wages. In short, this new commission must be composed of professionals who have worked with the handicapped. They must be expected to research on the problems of employment for the handicapped and propose adequate legislation to Congress.

D.I.A. of New York City has asked colleges in the surrounding areas to show their support by sending representatives to the convention. They have also asked the Committee to reserve a room so it can lead a panel discussion. The committee at first denied the request because it was not on the agenda. It quickly reversed its decision when pressure was applied. This weakness may be the Committee's first mistake because more pressure will be applied and more change will be taking place.

The results of the convention will be the topic of my column after Easter.

GOOD NEWS...
Con't from Page 2

not of the people, by the people and for the people. We have a government afraid of its people...and it will use every corruptible means to destroy people. The blacks and very poor have known this for years. Now the white, middle-class is beginning to know this. It has finally hit home.

A rap session followed at Benoit House, then at Byrne Residence. Sister Elizabeth showed herself to be a real person, just as Groppi and Kolowski had the previous evenings after their talks.

Saturday: A most successful peace vigil and march. Two co-conspirators for the Harrisburg 6, Paul Mayer and Tom Davidson, were with us. Marist students showed real life as they demonstrated in front of the County Court House. Right on!

In the 19th century the problem was that

God was dead; in the 20th century the problem is that man is dead. (Erich Fromm)

(Let's make a liar of Erich.)

Grades vs Satisfaction

Exactly what was accomplished at the Workshop on Education? Those who attended did air their opinions, but, the symptoms of advanced academia were present and everyone talked each other to death. The result was that nothing will change. The problems were identified - meaningful classes - the games people play - the marking system - etc., but all these were known beforehand. As a matter of fact, the programming of the workshop reveals that these questions were supposed to be raised - but answered?

No discussion group came up with answers, and none were expected to, that's the problem. The pessimism on the part of the student that results in our saying nothing will change, easily stems from Mr. Donohue's presentation of the student's power to affect a teacher. According to Mr. Donohue's statements, the student who falls asleep in class or cuts classes, is trying to transmit the message to the professor that his class is not meaningful. But Mr. Donohue failed to realize that such student communications result in the student failing and the teacher carrying on teaching to those students with their eyes open.

Dr. Kirk was right, a certificate of attendance is all that the present Marist system can give to most students. Rather than be depressed over Dr. Kirk's statements, we wish to communicate to the faculty that they stop passing those with their eyes open during a class, because as is the case, open-eyed stares are a characteristic of many dead bodies.

We await a reply from someone that will hint at innovation in the educational process. That we need change was evident in the climate of the workshop but we are afraid that the workshop has ended until next year.

Justice?

After fourteen days of deliberation Lieutenant William Calley was found guilty of pre-meditated murder by an Army Court-Martial. The crime of Calley is not a unique one, there have been many Mai Lai's in this war. Calley now faces either life imprisonment at hard labor or the death sentence.

This situation smacks of the absurd when one realizes that his will most probably be the only major war crime trial to come out of this devastating war. If the United States was as truly fond of justice as our leaders would have us believe then people such as Calley would not be isolated scapegoats. In reality we are all war criminals by allowing this horror to continue. The simple fact of numbers will prevent all of us from being tried so therefore, our leaders should be prepared to defend themselves in a world court. Charges against dupes such as Calley are absurd, rather charges should be pressed against Kennedy, McNamara, Johnson, Nixon, Westmoreland, et. al.

Which Way Rehwoldt?

"It is apparent that our local government is not responding to the needs of the people." "The ultimate answer to our environmental problems are political and it is time that we recognized it." "We must weld ourselves into a pressure group so strong and so well informed that every candidate for every office will understand that lip service to ecology is not enough."

The above statements are a few which were made by Dr. Robert Rehwoldt, Director of the Environmental Science Program at Marist College. Last December, Dr. Rehwoldt turned down a request of a citizen's group to run for mayor of the City of Poughkeepsie. However, in following his statements at public meetings and on radio interviews, his range of interest has expanded from ecology to the injustice of the present Urban Renewal program being carried out in Poughkeepsie.

In response to inquiries concerning his possible candidacy, Rehwoldt has answered vaguely that every citizen must do what he sees as necessary. We look to see Dr. Rehwoldt step more towards the political ring. Perhaps he would reconsider the citizen's group and run.

ATTITUDES OUTRAGEOUS...
Con't from Page 4

We envisage two courses of action that must be taken immediately: We must stop enjoying the failures of others and truly learn what friendship is. We must cultivate friends and understand and forgive our enemies. We must also develop into leaders who will create a positive atmosphere and use their position not as an extended ego-trip but as a vehicle to help others.

I said that!

NOW AND THEN...
Con't from Page 4

the damn subways and the Long Island Rail Road and about how hot the City was. Steve was talking to George about the Mets and how poorly he thought Seaver was pitching. Just then Bob and Nancy came in, they had just come from the beach. The traffic was hell.

After awhile, George, who always liked to be master of all ceremonies, started opening the clams and Janet mixed up the sauce while Peggy cut the lemons. Everyone had some and they all laughed and talked and played pool and decided to all get together that night.

At six o'clock Janet and Steve went back to Steve's apartment. Steve put on the air conditioner and started to prepare a steak for dinner. Janet went in to shower and change. She came out wearing his bathrobe and they ate dinner. Then Steve went to clean up while she cleaned up the dishes.

Outside Steve's bedroom window a car screamed to a stop and Steve jumped up in the bed. He was sweating and shaking and almost about to cry. It was twelve noon now, twelve noon Saturday. Saturdays always had been fulfilling days, so had been Sundays. Summer Saturdays and summer Sundays had always meant clamming, and laughing and doing and living and fun friends and Janet. Janet who had golden hair and goodness. Janet who made love with loving innocence. She who could type business letters and dig for clams with equal enthusiasm. She who could drink beer and play pool, who could discuss Hemingway and Fitzgerald, who could play the guitar, who could out curse the best of them, could out live the liveliest and yet be as modest and feminine as the most mannered of ladies; who had a passion for life was now dead.

ROWERS ROMPED IN REGATTA



Rowers pull hard as President's Regatta begins.

Varsity Finishes Third

The 9th President's Regatta Cup was held here Saturday, April 24th with the Foxes rowing against such crews as St. Joseph's College, U. Mass., Iona, Fordham, Merchant Marine Academy, Holy Cross and Villanova. These schools represent most of the top eastern crew teams.

This traditional event, held on the last Saturday in April, was in the honor of Dr. Linus Foy, President of Marist College. His interest in rowing has helped to bring crews back to the historic regatta row. This year's Regatta began on Friday evening with a banquet in the College Dining Room for all crews and friends of Marist rowing.

Many spectators viewed this 9th annual event as Marist entered a varsity, J.V., lightweight and freshman teams, there was also a four man boat race for which Marist did not field a boat.

The Varsity race was the best match of the day with St. Joseph College of Philadelphia taking the Cup. The University of Massachusetts finished a close second, with Marist crossing 1 second later for third place ahead of both Holy Cross and Villanova. The Marist boat seated Dennis

Golf Team Wins

by M. Smith

On Monday, April 2, 1971 the Marist College Golf Team headed to the Knoll Golf Club in Boonton, New Jersey, where they were to meet two of their toughest opponents of the year, Bloom Field and Monmouth, in a triangular meet.

The results were amazing as the Foxes came alive by shutting out Bloom Field 18-0 and topping Monmouth 9½ - 8½. Marist was led by Mike Smith who shot low score 75, Dallas Benedict 76, Juan Campos 81, Walter Neller 90, Fran Scott 84, and Greg Nelson 94.

The match was played under adverse conditions, windy and raining throughout the match on a course of 6617 yards. The team record is now 2-3, with the next match on Wed. April 28th against Maritime at Beekman Country Club. The match will be the first home match of the season.

Stauffer, John Wilson, Matt O'Brien, Marty Torrey, Steve Sepe, Gerry Wilson, James Cockcroft, Marty Grims and Harry Manley. The times for this and all other races were noticeably slower than normal because of the strong current heading u) stream.

Fordham won the lightweight matches, with Trinity finishing second. Marist finished fourth, close behind the Merchant Marine Academy. Brian Ossey, Lew Steele, Tony Re, George Foster, Philip Zacas, Skip Lacey, Lou Emore, John Lyons and Bob Dressel were in the Marist boat.

The J.V. meet was the most

exciting with the powerful U. Mass. winning by a wide margin over St. Joe's, Marist and Holy Cross. The freshmen were the most representative of the day as they finished a close second to St. Joseph, as they came from last place to finish within a length of the St. Joseph boat, which had led from the start. The freshman boat held Dave Phillips, Steve Desch, Tom Kelley, Chuck Gowdy, Paul Egan, Matt Ragers, Dick Cotter and Jimmy Roberts. The crew teams will next travel to Worcester, Mass. to participate in the Rusty C Callow Regatta and on May 7-8 they travel to Philadelphia to row in the biggest meet of the Year, the Dad 'Vails.

The Way To Become:

The Sensuous Student

By Joe Rubino & Bill O'Reilly

With the rash of "Sensuous Books" going around (ie. "The Sensuous Man" and "The Sensuous Woman") we have decided to publish a few excerpts from our forthcoming educational epic, "The Sensuous Student."

I HOW TO APPROACH THE OPPOSITE SEX

a) Direct Approach - tiptoe into shower room as unobtrusively as possible, feigning amnesia. Fall to the ground in front of object of attention whimpering "My head, my head, where am I, where am I?" Object of attention should then take you in his or her room thereby giving you the chance to deliver your big line: "2" you saved my life, what are you doing Saturday night."

Indirect Approach - call object of attention on telephone and ask if he or she will accept the charges for an obscene phone call. If the desired one answers "yes" your worries are over; if he or she answers "no" quickly feign amnesia and hang up.

II MEN: THE WAY TO ASK FOR A DATE

a) Wrong Way - "Hello Shelly, this is Rodney. How would you like to go see "The Lovebug" with me and my cub scout troop."

b) Right Way - "Happenin Shell. This is Rod tunin in on ya. Oh wow, you wanna surrey on down to the Hot Sneaker and

work out? After that, we might get it together."

III WOMEN: WAYS TO ACCEPT DATES

a) Wrong Way - "I'd love to go Rodney, but could you make it an hour later, I have to get my braces adjusted."

b) Right Way - "Dig it Rod, I'm catching your vibes. I hear the Hot Sneaker is space city. And afterwards we might just blast off."

IV BASIC MOVES FOR THE SENSUOUS STUDENT

a) The Huggy Body - back date into corner of your choice, preferably on hand ball court, in an all night diner or in a confessional. Stumble slightly pinning date against wall. This move will bring you into direct physical contact with your date breaking the ice and - or his or her ankle.

b) The Hand On Knee - this move is especially effective in a dentist's office, at the movies or at an auction.

While sitting next to your date stretch arms over head feigning a yawn and-or amnesia. Slowly bring down closest hand and place it on object of attention's knee. (It is important to camouflage this move by throwing out the statement, "Do you think Jimmy Olsen was queer for Superman?")

Bigelin & Blum Named Co-Captains

Bigelin, Blum Elected Co-Captains For Outdoor Track Season

The Marist College Outdoor Track team has opened its Spring Season by running in a dual meet at Fairfield University and participating in a triangular meet at New Paltz with New Paltz and Brooklyn College. Despite losing both of these meets, it should be noted that the Harriers are composed of all underclassmen. In the two outings freshmen Pat Connelly, Tome Murphy, Jim Joyce and Pete Rock have been invaluable by adding many points to the

Marist scoreboard. Upperclassmen, though, Bill Carey, Pete Bigelin and Henry Blum have carried much of the load for the Foxes. Both Bigelin and Carey participate in over eight events between them while Blum is almost assured of gaining points and medals in which ever weightevent he participates in.

Before the meet, the Foxes elected Peter Bigelin and Henry Blum as co-captains. Bigelin, a sophomore, is perhaps the best and most durable runner on the squad. Blum, who holds almost all the Marist weight records is a junior.

The best of the season will also prove tough as the runners face Albany State, Dowling and Brooklyn Poly before participating in the C.T.C. championships and finally concluding their season on Saturday May 15 in the Upstate Championships.

spaghetti.

b) The Tongue Lengthener - tie strong hemp rope around tip of tongue and attach opposite end of rope to doorknob (much like the proverbial tooth trick.) Lean back in comfortable position and slam door several times in rapid succession. This exercise will lengthen tongue, get you a deferment and excite your date. It is also useful if you want to go to a costume party as a python, retrieve coins that have dropped down gratings and catch flies in the summer.

c) Eating The Right Foods - Finally your diet is very important. The Sensuous Student has little time to eat so when he or she does it must be the right things. The following is your diet for Monday.

Breakfast - one small bowl of crispy critters moistened by gatorade. Two organic sunflower seeds and one garlic pizza.

Lunch - one slice of cheese smothered with acorns, one Dr. Teng Eggroll and a large glass of light and lively sipped through a flavor - straw.

Dinner - one glass of delicious Clamato juice chilled to 42 degrees, two saltines smothered by Mother Cloer's Peanut Butter, a heaping tablespoon of farina and a bottle of Dr. Pepper, of course.

This diet eaten every Monday will enhance your power as the Sensuous Student and-or cause amnesia.

V EXERCISES TO CARRY OUT SENSUOUS MOVES

a) The Tongue Twister - place elongated tongue in pencil sharpener and turn counterclockwise until you pass out. This exercise is especially useful in exciting date and eating



THE

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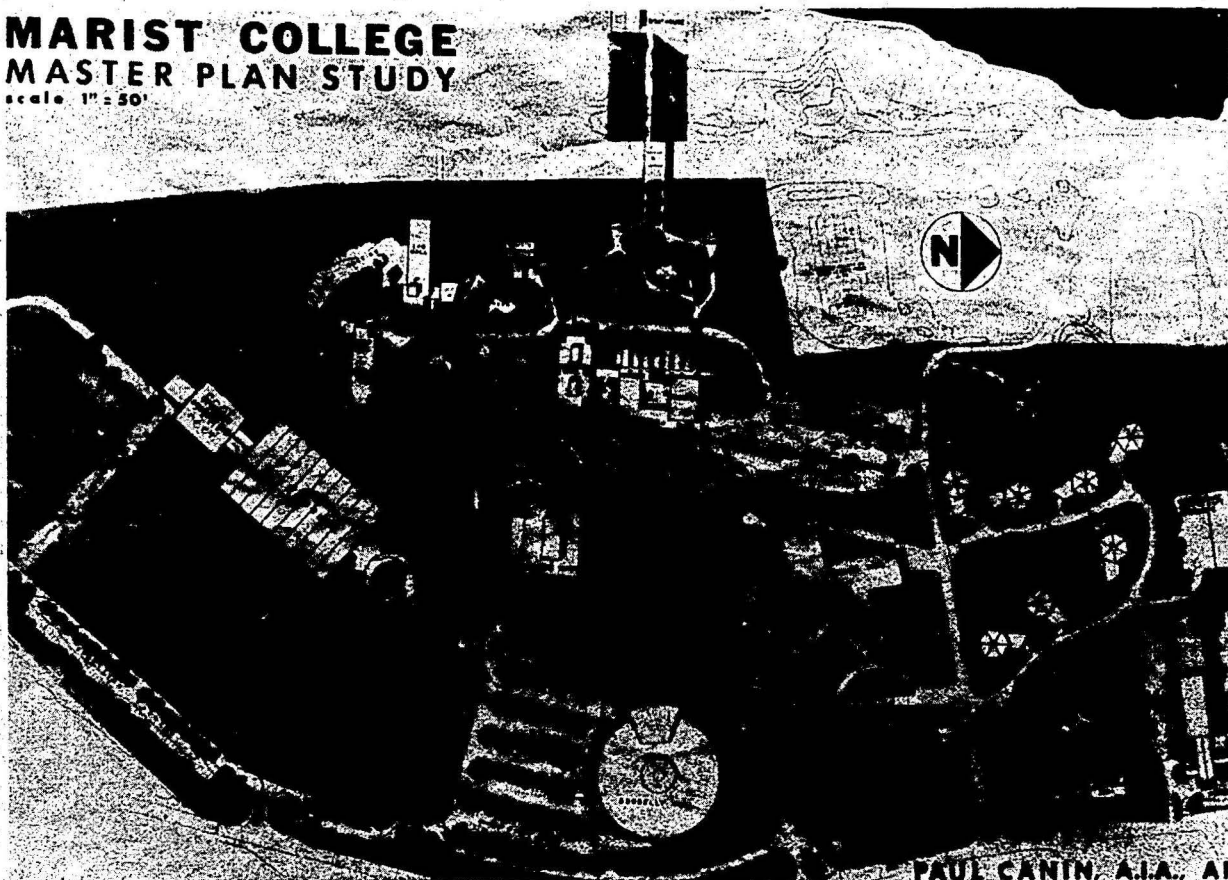
JA APRIL 29, 1971

SUPPLEMENT

**MARIST COLLEGE
MASTER PLAN STUDY**

scale 1" = 50'

GOVERNANCE



GOVERNANCE

PAUL CANIN, A.I.A., AR

PROPOSAL

THE GOVERNANCE PHILOSOPHY

The governance structure of an institution should reflect the purposes and goals of that institution. Therefore, the primary purpose of this report has been to enhance the educational process at Marist College.

College governance must stem from the eliciting of concrete judgments from all segments of the community. Community is not an ideal but rather a realistic and practical representation of the different groups on campus. However, there is a need to recognize the uniqueness of the groups involved in campus governance. The students and faculty have as their primary intent the acquisition of knowledge. It is a give and take situation with neither group having a monopoly on the process. The administrative position concerns itself with the operation and direction of the institution. It is essential that cooperative consideration of mutual interests and needs be taken into consideration in making decisions. As now exists, too often decisions are made by special interest groups that are isolated from the rest of the community. Responsible decisions cannot be achieved if there is no sharing of information. Decisions also require some form of accountability. This proposed structure places responsibility for decisions on the Line Officers and the various committees working in conjunction with them. Furthermore, this structure proposes that genuine cooperation be implemented in acquiring decisions.

The governance committee feels it has established an effective instrument for the conversion of representative opinion. By placing students in the decision making process we are recognizing the legitimacy of student opinion. It is of significant value to both the students and the institution that they (the students) share in this

process. As has been stressed it is necessary for decisions to reflect the concern of those to be affected by them.

This structure is fostering a different type of representation. The inclusion of students and faculty does not indicate that they represent a particular group but that they represent a point of view. It is important not to further the notion that students only represent students and faculty, faculty. There is a need for the interaction and interdependence of viewpoints to arrive at mature and worthwhile decisions.

One of the strengths of this structure is the flexibility in which the various segments of the community can get involved in the decision making process. It is very important that people get involved in areas of the highest concentration of information and influence (e.g. departments or divisions, House Councils etc.). To follow this idea to its logical conclusion; it is even more important for students to get actively involved in the classroom. In order to make significant changes in the area of academics more students and faculty could utilize the classroom experience to initiate experimentation and diversification.

This committee has taken a structural rather than a problematic approach to the question of governance. The deductive approach was considered more beneficial in keeping with the ideas of cooperation and flexibility. It was felt a problematic approach would be too restrictive and confining. While it might solve an immediate problem, it would not lend itself to future instances which could be relatively or radically different.

Board of Trustees

The Board of Trustees comprises the full corporate powers of Marist College and bears complete legal responsibility for the college and its affairs. In accordance with college objectives, it adopts such general policies as it deems necessary for institutional development and administration.

The Board appoints the President of the college upon the recommendation of the College Council. He is directly answerable in administrative affairs to its members, and also appoints such other officers of administration as are deemed necessary for the conduct of college business.

The Board also authorizes, finances, and supervises construction of new buildings, as

well as the general academic and physical development of the college. It ultimately controls the administration of college finances, and approves the annual budget and other budgetary statements. In addition, it acquires, holds, and controls

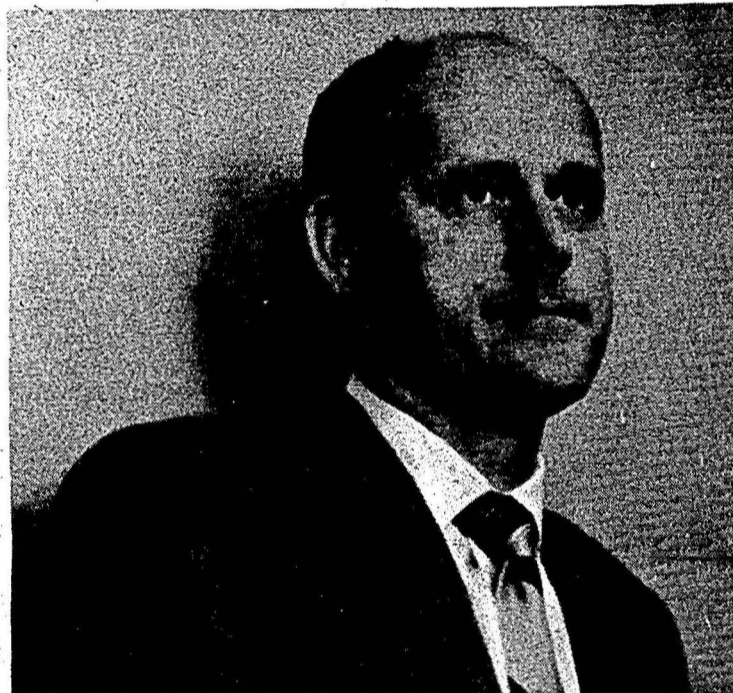
BOARD OF TRUSTEES

property and capital, makes investments, incurs indebtedness, and, in accordance with provisions of civil law, disposes of property in the corporate name of the college.

Members of the Board are empowered to fix and change the rate of tuition and all other college fees. On the recommendation of the President and

or the College Council as is appropriate, it approves the appointment, promotion, or dismissal of faculty members, and formulates salary policies, conditions of service, retirement provisos, and other general policies pertaining to the faculty. The Board likewise passes on the introduction or discontinuance of curricula, and approves the statutes of the college and any proposed amendments.

The Board of Trustees constitutes the final body of appeal in all disciplinary decisions resulting in the dismissal of a student, and holds the singular power to grant and confer academic degrees upon all who, in the judgement of the Marist College faculty, merit such distinction.



Pres. Foy to work with College Council

President

The President is the chief executive of the institution. He supervises and directs all activities at the college. He suggests changes in policy to the trustees and to the College Council and interprets and communicates policy decisions to the staff and faculty. It is his responsibility in consultation with the College Council to give a sense of direction to individual offices and departments, to be the unifying force of the institution, and to be the spirit of direction and the conscience of the institution.

The President is directly responsible to the Trustees of the college, to whom he reports at Trustee meetings.

The President must consult with the College Council on matters of institutional policy.

The President supervises every staff member and faculty member at the college. This supervision is usually done indirectly through five executives: the Academic Dean, the Dean of Students, the Business Manager, the Director of Development and the Director of Special College Programs, (proposed).

Specific Duties of the President

1. As Chief Executive Officer and as a member of the Board of Trustees, he formulates and carries out the policies of the institution and interprets these policies to the college community.
2. He serves as the official agent of contact between the

Board of Trustees and the college.

3. The President proposes changes in college policy to the Board of Trustees and to the College Council.

4. In conjunction with the College Council and/or the Business and Finance Committee, he is responsible for the preparation of the college's annual budget and for the presentation of the budget to the Trustees for approval.

5. He appoints the Board of Advisors and works with them in coordinating of college policy for the best interest of school and community.

6. He approves hiring of faculty and staff on recommendation of

PRESIDENT

the various executive officers and their respective committees.

7. He coordinates personnel within the institution, and under the direction or with the approval of the College Council establishes necessary administrative committees.

8. He approves faculty promotions and dismissals; he presents these to the Board of Trustees.

9. Along with the College Council, he directs the long-range planning and development of the college.

10. He is the institution's official representative to other colleges, to corporations and industry, and other groups or individuals.

College Council

The College Council is the principle planning and policy agency of Marist College and is responsible for all internal policy decisions.

The College Council consists of all of the members of the following committees: the Academic Affairs' Committee, the Student Affairs' Committee and the Business and Finance Committee. (The areas of Development and Special College Programs to be further reviewed.) The College Council will elect each fall, an Executive Secretary from its members, for a period of one year. - Minority report.

The Executive Committee of the College Council is composed of the chairmen of the above

COLLEGE COUNCIL

committees, plus the Executive Secretary of the College Council. The College Council will coordinate the academic, student, business and finance, developmental and special programs of the college.

The responsibilities of the College Council will include but not be restricted to: composition of the student body, composition of the faculty, size of institution, systems of government, use of present buildings and priorities in future buildings, annual budget, admissions policy, philosophy and character of the college, overall meeting rules and the establishment of sub-committees of the College Council.

The College Council must meet at least once each semester in every academic year.

The Executive Committee of the College Council will meet on a regular basis with the President to resolve the more routine matters brought before it and to prepare the agenda for the meetings of the College Council.

The College Council will recommend a choice of President to the Board of Trustees and Executive Officers to the President.

Minority Report

The majority report concerning the composition of the College Council states: "The College Council consists of all of the members of the following committees: the Academic Committee, the Student Committee, and the Business and Finance Committee."

The minority report offers the following as the composition of the College Council: Three (3) representatives from each of the standing committees (Academic Affairs, Business and Finance, Student Affairs), eight (8) other members which would be elected. The eight (8) elected members of the College Council would consist of two (2) students,

two (2) faculty members, and one (1) staff member, each elected from their respective constituencies. The remaining three members would be elected at large from the entire college community.

We feel that the majority opinion concerning the composition of the College Council is too restrictive because it limits membership to those already involved in specific work. Considering that the function of the College Council will be to set over-all policy, we feel that it is ill-advised to limit that group to people who may seek to further the interests of their specific committees. Such a composition, we feel, would limit the perspective necessary to establish policy for the entire community.

MINORITY

We feel that broadening the membership to include non-committee members is necessary to insure the perspective important to any overall policy decisions.

Submitted by:
Charles Meara
Robert Smith
Ann Gabriele
Salvatore Piazza



Academic Affairs

Academic Dean

The position of Academic Dean remains as described in the Administrative handbook. In addition the Academic Dean serves as the Executive Secretary of the Academic Affairs Committee. He implements and administers programs approved by the entire committee. He will determine the faculty workload with the department-division chairman.

Department-Division Chairman

He is responsible for the day to day operation of the department. He is responsible to the Academic Dean and to the Academic Committee for programs. He is responsible for innovation and planning in his department. It is important that each department maintain a committee of students to work within the department. Such a student committee, should conduct yearly evaluations of each department member in conjunction with faculty members from each department. Each faculty member of the department will appoint one student to serve on that committee.

The Academic Affairs Committee

It is responsible for the approval of the Academic Calendar and will review policies concerning the function of the Registrar, Library, Recorder, A.V. Area, Teacher Education. It will set policy on grading, evaluations, tenure, appeals, promotion, hiring, firing, curriculum, admissions-policy, and review of the academic budget.

Committees

Committees should be established by the Academic Affairs Committee to study

special areas. Such committees should last as long as it is necessary to report to the Academic Affairs Committee and then be dissolved, e.g. structured faculty, tenure or any area the scope of which is too large for the Academic Affairs Committee to deal with quickly and efficiently. Such committees should be composed of faculty and students.

Recommendations

a) The Academic Affairs Committee should not be involved in the area of salaries and fringe benefits. That should be dealt with by a faculty bargaining group with the Business and Finance Committee and the Academic Dean.

b) The Academic Affairs Committee should immediately institute a study regarding the extent of student participation in the areas of faculty promotion, tenure, evaluation and hiring and firing policies.



Richard LaPietra will work with the Academic Affairs Committee.



Thomas Wade will work with the Student Affairs Committee.

Student Affairs Committee

Dean of Students

The position of Dean of Students remains as described in the administrative handbook. In addition, the Dean of Students serves as the Executive Secretary of the Student Affairs Committee. He implements and administers programs and policies that have been approved by the Student Affairs Committee.

Student Affairs Committee

It is responsible for the approval and review of policies and programs concerning the campus center, placement, student organizations, chaplain, residence, counseling, health services and athletics. It will be responsible for policies concerning hiring, firing and evaluation of the Student Personnel Staff. It will also approve budget priorities in the student personnel area.

Student Director

He is chairman of the Student

Organization Committee. He is responsible for such services as the Blood Bank, "Who's Who" and the Student Directory, etc. He is a member of the Student Personnel staff elected at large by the Student Body and salaried by the Student Organization Committee.

We do not envision permanent committees being established in the areas of Placement, Counseling, Chaplain's Office, Athletics, etc. We do hope, however, that ad hoc committees will be formed in these areas to assist in policy formulations.

Recommendations

a) In keeping with the spirit of the Governance Report, we recommend that the Residence Director and/or Housemasters should not have veto power over policies set by the House or Residence Councils.

b) It is recommended that the Student Affairs Committee study the House governance system, especially in regard to House autonomy and the establishment of an effective inter-House Council.

c) The Student Affairs Committee should also institute a study of the present court structure, appeals process and the refinement of policies in regards to due process.

Procedure for Incorporation of College Council and Committees

During the transitional phase, the Governance Committee recommends that the present members of the Presidential Advisory Commission appoint the members of next year's College Council and/or their respective committees.

The College Council and their respective committees must then institute permanent election procedures prior to March 1, 1972.

Academic Affairs

- 5 Students
- 5 Faculty
- 1 Staff
- 1 Executive Secretary

Business & Finance

- 4 Students
- 4 Faculty
- 3 Staff
- 1 Executive Secretary

Business Affairs

Business Manager

The position of Business Manager remains as described in the Administrative Manual. In addition, the Business Manager serves as Executive Secretary of Business and Finance Committee. He will implement and administer programs approved by the Business and Finance Committee.

The primary purpose of this committee will be to prepare and present the college budget to the College Council and the President.

It is also responsible for policy and evaluation of the functions pertaining to the Bookstore, Bursar, Construction, Design, Maintenance, Marist Press, Security and the Business Office.

It should set up ad hoc committees to deal with special problem areas as they arise.

Student Affairs

- 2 Staff
- 1 Executive Secretary
- 5 Students
- 4 Faculty

Dean of Special

Programs

The office of Special College Programs is responsible to the President. He directly supervises the work of the various directors of program units within the office.

The Dean of Special Programs of the office of Special College Programs is the executive who supervises the following categories of programs within the college.

Programs which are ancillary to or not usually considered ordinary to an institution of higher education. These programs would reside permanently in the office of Special College Programs; an example would be Upward Bound.

College level programs of a unique nature which would not now be able to be placed within the organizational structure. After a period of time for development, parts of these programs or the whole program would be expected to be moved into the standard organizational pattern. An example of this would be the Higher Education Opportunity Program.

Programs which would require a major thrust outside organizational lines in order to be established. It would be expected that these programs would move very quickly into the standard organization and procedures of the college. An example of this would be the proposed off-campus center.



Edward Waters will direct the Special Programs Committee.



Anthony Campilli will direct the Business & Finance Committee.

Special Committees

Faculty Policy Committee

The Faculty Policy Committee should be maintained to deal with procedures on faculty promotions, elections, salaries, benefits, sabbaticals, election of faculty to the Committee on Faculty Development, and faculty grievance procedures. This group is comprised of vested faculty members only.

Managerial Policy Committee

The Managerial Policy Committee should be maintained to set procedures regarding the middle managers relationship to their line officers, contracts, salaries and benefits, sabbaticals, etc. The Governance Committee recommends the M.P.C. be expanded to include representatives from the secretarial and maintenance staffs.

Student Organization Committee

The Student Organization Committee prepares the budget and dispenses funds for all chartered student organizations other than the College Union Board.

It will also formulate a constitution by which it and all other student organizations must function. It will set the salary for the Student Director.

The S.O.C. will be composed of two students from each class elected by each class.

The Student Director, who is elected at large by the student body, shall be the Chairman of this group.

Special Recommendations

The Office of Special College Programs

The Governance Committee recommends that this additional line office be established. (See Appendix for job description and further information.) It further felt that it would be artificial at this time to attach a committee to this line office without sufficient study of its actual day to day operation.

Developmental Affairs

The Governance Committee suggests further study of the Development Office. In light of

the unique relationship of this line office to the external constituencies of Marist College. A thorough examination of this area will hopefully result in structural recommendations for relating this basically external office to the internal governance system of the college.

Committee on Committees

We propose a standing committee of the College Council be established to conduct a continuing study of the governance structure of Marist College.



John Dougherty will work with the Development Committee.

GOVERNANCE SUB-COMMITTEE

Governance

By Chuck Meara

During the course of the past school year eight students, two faculty members and one administrator have sat down and knocked heads over the question of Who Decides. It is not a Student Power document. Neither is it a document that will increase the power of the faculty or administration. It is rather a document that insures that the decisions of the college will be made by "the People".

A careful reading of the document will show that the power of decision-making is no longer in the hands of one of two men sitting at the head of the college. Rather the power has been decentralized - it has been pushed down to the lowest level. Decisions will be made by committees in conjunction with the appropriate Dean. These committees will be joint faculty-student-staff committees. Also a College Council will hopefully be inaugurated which will insure representative decision making in all major policy decisions.

Information of all kinds will now be available to students to insure that all committee members are prepared to make decisions on a proper basis. I feel this Governance Committee has proven that the concept of Community Government can and will work at Marist. Students on the committee came in the beginning of the deliberations with certain principles and desires. Likewise members of the faculty and staff had some preconceived ideas. But after many weeks of arguing and debating all members began to see the others points of view. In the end committee members were thinking very much alike on almost every major point that the Committee confronted. We on the Governance Committee have set

forth an ideal on decision-making but it is a practical ideal - workable in every respect. Those who charge that it gives students too much involvement or that it would give students too much power simply have not faced up to the realization that students do not all think alike and that students given the information will make as responsible a decision as anyone.

Forget about Governance. Don't even bother to start thinking about it. There is no question that there is a desperate need for a new governing structure. There is no question that there is a need to alleviate our present one (if there is one at all). There is a question as to when we are going to do it. When are we going to realize what exactly is going on?

Think for a moment about the relationship between a teacher and a student. Hopefully, it should be one of mutual respect and appreciation. Unfortunately, it isn't. It is one of fear. Yes, fear. Now I'm not suggesting that this is the case in all situations, because it isn't. But there are those professors who are fearful of that thing, known as student and there are those things who

fear their professors. Have you ever heard one of those bizzare statements like: "I can't do that, he might fail me." End of Argument No. 1. But why should a professor be fearful of a student. Educationally speaking, he should not be. But there are those who feel we have unrightfully entered their arena of education. There are those who question the validity of us entering their administrative posts. It is high time, that some of these themselves become educated.

When I am told that "Freshman cannot make valid contributions because they have not yet learned the ropes", it's a slap in my face. When I'm told that "Students just do not have the same capabilities as professors", it's a slap in my face. And if you let this continue, that is a slap in all our faces.

If you feel that your educational experience consists of paying a man \$150.00, and waiting for him to teach you, then fine. I can send my dog to a training school for \$150.00 and have him taught to speak, and beg, and roll over. If you feel that you have no right to govern and only want to be governed, than fine. You'll find that you never wear out a pair of shoes if you don't step on peoples' toes.

We are all hopefully concerned with injustice all over the world. But what about the injustices right here? If you consider this place to a fucking joke - the joke's on you. Because the only funny thing is how stupid we can be sometimes. ... Because there are people controlling your life.

Now, start thinking about governance!

The Theme Is Participation

By Phil Glennon

It is hoped that all students, faculty, staff and administration carefully review the recommendations presented to the college in the report from the committee on governance. The recommendations which the committee makes were arrived at after many weeks, long weeks of work, and if carried out, will considerably improve the decision making process.

The approach taken by the committee has been structural rather than problematic one. We did not feel it was within our scope to make specific recommendations concerning such questions as residence halls, tenure, but to make recommendations to create a structure in which these issues might be handled adequately.

The underlying theme of the entire report is participation by all groups involved in a decision. There has been from some quarters reluctance to accept such a plan, for it is feared that individual groups will vote as blocks and be concerned only with their self-interest. This is an argument, however, which has not been born out by the experience of this committee or previous ones with similar compositions.

The committee recommended that Student Government as presently existing, be abolished and replaced by a Student Organization Committee. This recommendation is made because it is felt that Student Government is an anachronism by definition and not equipped to

offer representative student voice on the ever increasing number of issues involving student interest today. A more representative opinion it is felt will be heard through the student input on the Academic Affairs Committee, Student Affairs Committee and the Business and Financial Committee. A student organization has been created which will deal with all student organizations and will hopefully parallel the Faculty Policy Committee and the Managerial Policy Committee in representing Student interests. It is hoped that the College Council is instituted as soon as possible so that it may take the lead in implementing all of the recommendations.

College Community

Bill of Rights

1. Be It Known That: Students, faculty and administration need each other and they can and should learn to think together and to share in policy making where appropriate, and to respect decisions made by one another according to the unique responsibilities of each.

2. Be It Known That: Everyone in a college or university has the right and should have his point of view represented when policy is formed and decisions are made that affect his activities and well-being.

3. Be It Known That: Everyone in a college or university has the right and should have the opportunity to Participate in forming policies and making decisions that affect his activities and well-being.

4. Be It Known That: Administration and faculty, though not always right, have responsibilities and must have the freedom to use their training and experience to make policies and decisions necessary for the welfare of the institution and the students.

5. Be It Known That: Freedom of thought and belief and freedom to speak out on issues together form a single, indivisible right of all: students, faculty and administration.

6. Be It Known That: It is a major function of a university to be a laboratory in which students can earn freedoms and opportunities to participate in higher level policy and decision making as they learn to understand and to accept the responsibilities that go with those freedoms.

