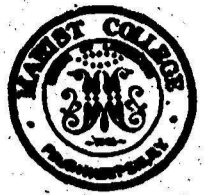


THE CIRCLE



VOLUME 8 NUMBER 18

MARIST COLLEGE, POUGHKEEPSIE, NEW YORK 12601

FEBRUARY 24, 1972

Dover Plains

The Dover Plains Project, which exists under the course title "Applied Topics of Science" (under which is also included the Red Hook Project) is now well into the second semester of its existence, with this semester's students following through on projects already under, as well as initiating new ones of their own.

The eight students currently involved in the program (R. Bala, K. Breslin, K. Costello, D. DelaMontaigne, P. Morris, D. Mungo, D. O'Sullivan, P. Panzera) are living and working in the same apartment that was used last semester, although the rent is now almost three times as much. This is due partially to the addition of a large 12' x 18' room, which is not connected to the apartment proper, to be used as classroom space for the High School Equivalency program that is conducted at the "center", and for the eight to ten grammar school children who come almost every day for individual and group tutoring. At present, the apartment, and "classroom" is being funded solely by student funds, from the right students' pockets.

The students are involved in work as teacher's aides in the grammar school, and the head

start day care center, as tutors in High School Equivalency Programs in Millbrook, Millerton, and at the apartment in Dover, and a private tutors for grammar school children. Projects are also being undertaken to organize a teen center and an emergency clinic, both of which are desperately needed. The students are also active in the organization of local Welfare Rights groups, in a program to help local residents with their income tax forms, and in the local Senior Citizens group. Also, since there are no buses running to Poughkeepsie, and because many people who must go to the city for medical appointments, to the Dept. of Social Services for their Welfare checks, or to the Unemployment office don't own cars, the students offer their time and cars to the Volunteer Service Bureau, to provide these people with some very necessary transportation.

Each student concentrates on a number of projects at one time, while devoting most of his energy to one in particular. Aside from the problems incurred in the specific project work, internal "problems" complicate the situation; such as budgeting food money so the eight people will be



Dr. Michelson formulating to beginning of the Dover Plains project last spring.

well fed, and raising the money for the exorbitant amount of rent the students must pay. There are no business majors involved in the project so "balancing the books" takes on the dimensions of a project itself.

Through living and working in the area together, the students share fully in all the experiences they encounter, and benefit from

each other in this actual living-learning experience. This is probably one of the only opportunities provided at Marist (along with third year abroad) where a student can work in such a situation. There is a strong feeling out here, though, that we are separated from the school and its support on almost every level. It is the hope of this present

group that some consistent means of communication will be established. Marist has a campus in Dover Plains, and one in Red Hook, with thirteen students on them. They are as much a part of the "Marist College experience" as the Poughkeepsie campus is. "We are part of you, and you are part of us, we out there keep telling ourselves. Lets get 'together!'".

S.A.C. Sets New Procedures

By GEORGE BYRNES

The Student Academic Committee is presently organizing members for the 1972-1973 academic year. Any full time student may apply for membership on the committee. If you are interested in giving your time and energy for this cause, please consider joining us.

The following procedure will be utilized in the formation of the S.A.C. for the next academic year.

1) Any full time student interested in working with the S.A.C. must submit a letter of application to the co-chairman by March 15. Address letters to Mark Fitzgibbon (LEO) or Bill Kargis (Gregory House).

2) After submitting the application explaining the reason for his interest, he would have to

secure two letters or recommendation from faculty members in his major field.

3) He would have to obtain the signatures of 10 percent of the students in his major field. Petitions would have to be submitted by March 27.

4) For people involved in non-major fields, the applicant would have to present ten signatures from students enrolled in courses in that field.

Representation on the committee will be limited to one member from each department with the exception of English, History, Psychology and Business, which will have two representatives. Personal interviews of all student applicants will be conducted when these requirements are fulfilled. If you have any questions, please feel free to contact one of the chairmen.

Brian Doyle . . .

To All Students and Faculty

I am, this semester, involved in Dr. Michelson's nine credit course, Applied Topics. Within this course, I am working through the Office of Economic Opportunity, its subsidiary and other community agencies and organizations and within the group of students in Red Hook and on my own trying to learn of the problems of Rural poverty and trying to apply myself to the solution of the existing reality.

On occasion I find myself on campus, for academic reasons (classes), business reasons (mine and the programs) and

when my work allows me, I visit my personal friends. I am not offering this as an explanation, however, I am tired of answering the questions "What are you doing here?" or "Shouldn't you be out there?"

I do wish for you to know what is going on in Dover Plains and Red Hook. But, I cannot give you capsulized summaries on the way to your class or passing you in a hallway. If you are interested in learning what is being done in the project, contact us, we are glad to inform you.

BRIAN DOYLE

Gregory House A Special Report Committee Named

Mr. Lambert announced the committee who will screen the various groups seeking the use of Gregory House. The members are: Mr. Fred Lambert, Residence Director; Dr. Edward O'Keefe, Faculty Representative; Mr. Vinnie Begley, Representative Housemaster; Mr. James Condon, Champagnat Representative; Miss Pat Nevins, Leo Representative; Miss Gayle Mullahey, Sheahan Representative; Mr. Len Travaglione, Fontaine Representative, Mr. Bruce White, Benoit Representative.

Each house was asked to select one person from its Inter-House Council membership to represent the House on this Committee. The Committee's decision will be



Fred Lambert heads committee.

announced by mail to the groups on March 1st, and the community in the March 2nd issue of the paper.

The open hearing will be held in room 249 of the Campus Center at 7:30 Monday evening February 28. The hearing will go as follows: 1. Resident Director will chair the hearing. 2. Groups will draw for 1st, 2nd, 3rd, and 4th. 3. Each group will have 15 minutes to present proposal and the committee will have 10 minutes to question and the public 5 minutes. 4. Following all presentations, the committee will meet in private to discuss proposals and make decision. All interested members of the community are welcome to attend the hearing.

Roll On!

By THOMAS HARRISON
MICHAEL WARD
NICHOLAS SEKETA

On Feb. 29th, Marist College will sponsor an event which will enable the community to experience what life is like in a wheelchair. Some members of the community have agreed to spend a "Day in a Wheelchair." It is hoped that the administration will gain a greater insight into the problems of being confined in a wheelchair and confronted with the architectural barriers which the physically disabled encounter.

Each volunteer will obtain a wheelchair at 8:30 A.M. and he must remain confined to it until 4:30 P.M. He is being asked not to leave the wheelchair except for personal reasons. The volunteer will experience the frustrations of any disabled person in a wheelchair. Some of the problems are: stairs, narrow doorways, dependency on others for mobility, and poorly designed lavatories.

This will be the first time a major program of this kind will be attempted on a college campus. A program such as ours was attempted at the Illinois Mayor's Conference. The outcome of the experiment was legislative action in making all new public buildings accessible to people in wheelchairs.

The goal of our program is to bring to the attention of the college administration the difficulties which prevent the disabled from greater mobility. It is expected that the Campus Center will be the focal point of our activities. Future renovations can eliminate these barriers and it is hoped that any new building will have the proper facilities for the disabled who are confined to a wheelchair.

The success or failure of this program depends not on its planners but upon those who will participate in the program and those who do not. The opinion of those who choose not to participate is perhaps equally important as that of the participants. If the observer recognizes the difficulties handicapped face, the program will be successful.

There will be a reaction to the experiment both afternoons at 4 p.m. in Fireside Lounge. You will be able to question the participants and express your own viewpoint. We feel that if a large number of people experience the event, the chances of finding meaningful solutions to these problems will be greatly increased.

Gregory House Proposals

Hispanic Studies

King Committee

The following proposal grew out of a series of meetings of students and faculty interested in promoting the study of the Spanish language as well as the civilization and culture of Spain and Latin America on the Marist Campus. It is being presented to the Dormitory Council with the hope that it will be considered in the light of its potential contribution to that overall Marist College community.

The term **HOUSE OF HISPANIC STUDIES** as used in this proposal may be defined as a group of students and faculty living together in the Gregory House and sharing their common interest in the language and culture of Spain and Latin America through various types of academic, cultural and social activities.

PURPOSE: The purpose of the **HOUSE OF HISPANIC STUDIES** is manifold:

1) To provide the students of Spanish and Latin American origin with a sense of identity based on the language and traditions of their own culture.

2) To enable students who are majoring in Spanish or who are keenly interested in Spanish to come together in an atmosphere conducive to the study of this language and culture.

3) To provide a basis for cultural rapport and understanding through this living-learning center for students of Latin origin and students of non-Latin origin.

4) To provide an opportunity for non-Latin students who are studying Spanish the opportunity to engage in conversational practice with the bilingual students, and at the same time to afford the bilingual students this same opportunity so that this very valuable asset of bilingualism may never be lost.

5) To provide an interchange of cultural activities which will benefit students of non-Latin origin who may eventually be involved in teaching Spanish, doing social work with Spanish speaking people, etc.

6) To make students of Spanish and Latin background more cognizant of the rich heritage of their own traditions and culture throughout the Spanish speaking world.

7) To confront the residents of the **HOUSE OF HISPANIC STUDIES** with the tremendous need for help that exists in the nearby community among Spanish speaking people and to afford these students opportunity of becoming actively involved in working with these people.

8) To provide opportunities for the campus community to join the residents of the **HOUSE** for cultural and social activities of a Spanish or Latin American nature.

9) Finally, to prove to all involved that people of different races and national origins can live together in harmony and accord when given the opportunity of developing a close bond of community.

RELATION TO THE CURRICULUM AT MARIST

1) At present time there are fifty-two Spanish majors at Marist. Potentially, these students would be ideal occupants of the **HOUSE** where they would be in a position to benefit from the conversational practice and the cultural traditions of the Spanish and Latin American students living there. The result of this interchange would benefit the students directly in their course work as it relates to a degree in Spanish.

2) Spanish majors have the option of spending a year in a

Spanish speaking country. Residency in the **HOUSE** before they go abroad would provide them with the opportunity for conversational practice. Similarly, residency in the **HOUSE** after the third year abroad experience would afford many opportunities for them to retain their newly acquired fluency in Spanish.

3) The Spanish and History Departments have been collaborating for the past several years on a joint project aimed at introducing a program in Latin American Studies into the Marist curriculum. Several courses have been offered in this area, and at the present time a proposal is under consideration by the faculty. This new program will offer courses on all aspects of Latin American civilization and culture with special emphasis on the Caribbean area and Mexico. More specifically within these areas will be a concentration on Puerto Rican studies. The rationale for this line of thinking is expressed in the following paragraphs quoted from pages two and three of the proposal for a Program in Latin American Studies.

"Within the area just mentioned particular emphasis will

be placed on Puerto Rican studies. Among the reasons for this are the following:

1) Marist has committed itself seriously to the King Program in an attempt to provide quality education for students lacking financial resources. Students of Puerto Rican background generally fall into this category, and hopefully recruitment efforts can be stepped up to include more Puerto Ricans in the future.

2) The availability of several courses touching on the history, civilization, literature, sociology, etc. of Puerto Rico will give these students a better sense of identity with their rich cultural heritage.

3) At the same time non-Puerto students may be drawn to these courses through their own desire to understand the Puerto Rican people in the overall context of their cultural milieu.

4) Courses of this type will be especially important to students (Puerto Ricans and others) who may be planning to do social work, teach in communities with a concentration of Puerto Rican people, or become involved in the rapidly expanding field of bilingual education. For real expertise in these professions, fluency in Spanish must be coupled with an understanding of

Continued on Page 4



Living-Learning Experience

Philosophy - Gregory House shall be an experiment in Living-Learning. This will be an attempt at Marist to unite a non-homogeneous group of students, under a common intellectual and cultural aspiration. It will consist of students and a faculty advisor who desire to enrich their college experience by formulating and running various cultural and intellectual activities as a service to the Marist community of students, faculty and administrators. Students from these three (3) basic groups shall be part of this experience. (1) Third Year Abroad. (2) Third Year at Home. (3) Interested Students from the Residence Halls.

These students with their total involvement with Marist and the outside community shall provide the newly formed house with a special uniqueness.

These two concepts of "living" and "learning" shall be the underlying philosophy of the house as they become one whole idea-living-learning.

The foundations for this new community are our experiences gained from living in other communities and our constructive desire to build a functioning living learning experience here on campus.

Programs: - (1) Curriculum: Seminar Courses held in Gregory House. This shall help provide an

academic and intellectual atmosphere for the House.

(2) Literature: Literary Quarterly. This magazine shall be published by members of the house for distribution to the Marist Community. Since the residents would be involved in various fields of the academia, a Quarterly, consisting of material in the Fine Arts, Liberal Arts, Arts of Sciences, shall be the composition of the interdisciplinary publication. FREE.

(3) Lecture Series: Bimonthly lectures sponsored by and held in Gregory House. The Lecture Series shall consist of speakers from inside and outside the Marist community.

Special Activities: Workshops. Series of informal creative workshops. Workshops in woodcarving, glass cutting, pottery, non-violence, yoga, etc. shall be held in Gregory House throughout the year.

(5) Library: The library shall be composed of area college newspapers and literary magazines.

(6) The Free University: This newly formed concept of creating courses without credit and fee would be initiated in the Fall of 1972 by members of the House. Whereby, Gregory would serve as the center or source of information for the campus. Courses shall be taught by professional people of Dutchess County who would be donating

In keeping with its function of acting as the conscience of Marist College and of fostering new programs in the school and community, the King Committee proposes a program for the use of Gregory House or Fontaine for a campus school.

PURPOSE: The proposal would meet a community need and foster the further involvement of Marist College in the community. The campus school would be designed to meet the needs of approximately twenty teenagers who would be put into a state institution of they were not given a home. These are young people who have been in frequent conflict with the adult community, legal authorities, schools, etc. because of a lack of parental guidance, or indeed, a lack of parents. Most foster parents are reluctant to take into their homes teenagers who present the problems these young people have. The campus school would be a home for these young people, and would provide a rehabilitative setting in which they could qualify for high school diplomas or high school equivalency diplomas. The program would also aim to prepare the teenagers for

college, and ultimately to function as socially adequate members of society.

STAFF: Supervision of the program would be under the Dean, Special College Programs. A qualified adult in residence would be employed for the immediate supervision of the program. Ten selected Marist students would live in Gregory House or Fontaine as paid tutors-counselors assisting in the proper care and guidance of the teenagers.

OPERATION: The campus school would be designed primarily as a home. During the school year an individual tutorial system would operate in which selected local high school teachers would direct the activities of the ten counselors. During the summer months the program would work in conjunction with the Upward Bound program.

FINANCIAL ARRANGEMENTS: Financial assistance would come from the Model Cities Agency and other federal and state sources. Support for this proposal would imply the use of Gregory House or the facilities of Fontaine.

Humanities Studies

We, the undersigned, students in humanities, considering the availability of Gregory House for group living beginning Fall 1972, hereby petition the Residence Director and the Inter-House Council to assign Gregory House to the undersigned for group living for the reasons following, to wit:

1) The undersigned consisting of students in history, American studies and political science are committed to the concept of the humanities through an interdisciplinary approach. We desire to locate in one place for the purpose of maximizing our understanding of interdisciplinary relationships through the use of informal dialogue between

ourselves, the Faculty and others.

2) A diversity of informal dialogue would be encouraged through activities, such as informal addresses by members of the Faculty, the residents and persons from the area. Among the possibilities which would be of benefit to the entire Marist community would be the sponsorship of symposia, faculty receptions, and others.

3) Such a concept would further encourage the identification of Gregory House as a focal point for those on the rest of the campus interested in the humanities.

4) Gregory House in this capacity would also serve as a gathering point for commuting students, who would be encouraged to make use of the common facilities.

5) Gregory House might also serve as a focal point for various student-organized courses conducted as joint efforts by Faculty and students under Independent Study provisions of the various departments.

6) Gregory House would serve as a focal point for organizations such as Phi Alpha Theta, national history honorary. The creation of a resource library, which might possibly include the current Departmental Library in St. Peters, would be encouraged.

7) The common rooms might also be used for receptions, for speakers in the various lecture series, currently sponsored by Phi Alpha Theta, the Department of History and Political Science, American Studies, and other groups on the campus. In addition, it might serve as a focal point for other activities such as the Roosevelt Symposium.

8) The aforementioned points are intended as merely a starting point for activities in the House, and are certainly not to be considered limiting. It is further our intent to expand upon these points during the Open Hearing on February 28th.

9) Mr. W. C. Olson of the History Department has agreed to serve as the Sponsor for the undersigned.

We, the undersigned, for the reasons indicated above, do hereby petition for the assignment of Gregory House.

Continued on Page 3

Circle Editorials

College Council

For almost 2 years now students and some members of the staff, and faculty have hoped and tried unceasingly to establish a permanent College Council. The proposal for a permanent council, was first formulated by the Interim College Council after the idea was suggested by the 1970 Presidents Summer Planning Committee. Since then, and particularly in recent months this issue has been of major concern among students sincerely concerned with developing Marist as a Community. Yet the steps toward developing a community as developing a College Council have been too frequently spoken of and too infrequently enacted.

Thusfar the Proposal has been approved by the Interim College Council and the Students. And tomorrow, FRIDAY at 3:30 P.M., in the large lecture hall of Donnelly will decide as to whether or not they want to take one of the final steps toward furthering Marist as a Community. Their decision will be taken in the form of a vote.

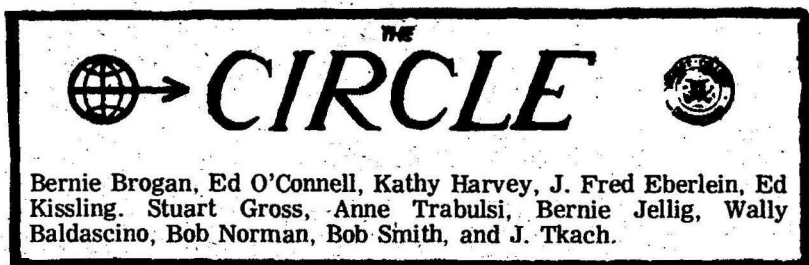
Presently, however there is much uncertainty among those concerned and related with the proposal, as to whether it will be approved by the Faculty. Even after last month's meeting with the Faculty, to answer questions with respect to the proposal, there still appears to be a considerable degree of doubt.

Ironic as it may seem, the Faculty which has interminably spoken of the benefits of a real community arrived at through student involvement, now hesitates only to consider if this is how they really feel. It's their decision now, to decide whether another year will be wasted while trying to provide for a College Council, or whether the few remaining hopes for a community at Marist will be either quenched or strengthened.

Gregory House

In looking at the various proposals for Gregory House, it is the opinion of the Circle that the Living-Learning Experience submitted by Bernard Mulligan, John Petraglia, and Jack Simeone is the most feasible and would benefit the greatest number of students at the College. While all the proposals have definite redeeming qualities, the Free University idea, by offering non-credit bearing courses, workshops, and lectures for the enrichment of the community would interrelate many different groups both in and outside of the College. Since the idea for Gregory House is the involvement of the whole school and not just those living there, the Living-Learning Experience, if its goals are in fact realized, most evidences these ideas. This is not to claim that the other groups are not qualified to put their ideas into practice however, but that realistically speaking, the Living-Learning Experience is the most practicable.

The Circle can only stress that the decision for an endorsement was a difficult one, for all of the applicants had excellent proposals. This can only show that there is a need for more Gregory Houses. Surely there are interested parties of students who are desirous of making a community within the community.



Lay Volunteers

By PAUL BROWNE

There are four of us in Pago Pago. Three are from Marist College, the fourth from Notre Dame. We teach in a small high school run by the Marist Brothers in American Samoa. It's quite an experience.

For me, it all began last winter when I met Bro. John Cherry who was interviewing prospective candidates for the Marist Lay Volunteer Program in Poughkeepsie. I was interested in a program involving migrant workers in Texas. But then in May Bro. Cherry called me at my apartment and asked "How does Pago Pago sound?" Quite frankly, it sounded unreal. I hunted through my dusty collection of National Geographic maps, found the tiny island, and called Cherry the next day. I had agreed to go, and in the next week so would Brendan Mooney and Phil Glennon. We met the fourth volunteer, Brian McIntee, at Kennedy Airport. Now, six months and 8,000 miles later, we have grown accustomed to life in the Tropic of Capricorn.

We teach secondary subjects in an American system. The academic year runs September to June with the usual holidays. We are also involved in coaching athletics and organizing extra-curricular activities. The most obvious difference between American and American Samoan students is the language. English is clearly the second language on the island.

Besides language difficulties there are striking cultural differences between the American teacher and his Samoan students. It would probably take years of experience with the people, the customs, and their language to appreciate those differences. This, by no means, makes teaching impossible. It merely makes it challenging in its own unique way.

Outside of the classroom, we have developed a variety of relationships with people on the

island. First of all, there are the Marist Brothers. Although we live in our own hurricane house (with a fantastic view of the Pacific) we share meals and facilities with the ten Brothers. Of the ten, eight are from New Zealand, one from Germany, and one from Western Samoa.

Outside of this community, we have established a series of ties with the sizeable American population here. Because the United States has made such a large commitment of educational and developmental funds to Samoa, there are numerous Americans working as teachers or public works administrators.

As a result of the funding and intense educational activities here, we are witnessing what some might call "the Americanization of paradise." Still some important aspects of paradise survive: there is no crime to speak of and there is no poverty.

I think the reason for the absence of these ills can be found in the communal nature of the Samoan people. Everyone is considered part of the family. As a result anything like murder would amount to fratricide. So would the rejection of the mentally retarded, the physically deformed, or anyone who might be considered a "misfit" in other cultures. Here everyone is accepted.

All this gives Samoa a very peaceful quality - one that has disappeared in almost every other society.

Despite the idyllic nature of the life, three of the four volunteers

will probably leave Samoa to return to graduate study or a job that could eliminate some undergraduate loans. As volunteers we earn \$50 per month. And although all basic needs are supplied, it is impossible to save under such circumstances. As a result, the school may have to rely on new volunteers next year. Essentially, what's needed are teachers. Any degree-holder in the arts and or sciences could help, provided that he is adaptable to new circumstances and new people. Teacher ed. graduates would probably find the work here fascinating. So may some single professors who could gear-down their teaching to an almost elementary level. Because of the housing situation here, the volunteer would have to be single and male. Some of us have often regretted this. I mean a guy's smiling face is alright each morning. But it is after all just that - a guy's. Kidding aside, the school will need teachers, and applicants for a year or so will be welcomed, provided the Brothers can finance transportation, room and board for a new group of volunteers next year.

As I look over what I've just written, I realize the words don't come close to establishing the reality of Samoa to the reader. It is obviously something one has to experience first hand. If there are questions you can write to us at: Marist Brothers H.S., Box 188, Pago Pago, American Samoa, 96920.

Ed. Note: for general information about Marist Brothers Lay Volunteer Program contact Jim Phillips Room C834, Box C50.

LIVING-LEARNING from 2 Journal, Radio Station, Cable Vision (Team Taught) (4) The Law by lawyer of the County Court. (5) Medicine: Its Growth in the Twentieth Century by a physician. (6) A Liberal and Conservative Philosophy and Political Program by Representatives of Democratic and Republican Parties (7)

Meteorology by a local weather forecaster. (8) Architecture: Constructive Construction by a member of City Planning Board, Urban Renewal. (9) Astrology vs. Astronomy by local high school teacher and cultist of astrology.

By B. Mulligan
J. Petraglia
J. Simeone

Alternatives

By STUART GROSS

The purpose of this column is to
Taken from PROCESS NUMBER FIVE ON FEAR.

"Fear is the root of man's destruction of himself. Without fear there is no blame. Without blame there is no conflict. Without conflict there is no destruction.

But there IS Fear; deep within the core of every human being it lurks like a monster; dark and intangible. Its outward effects are unmistakable. Its source is hidden.

It can be seen on one level in furtive embarrassment, argumentative protest, social veneer and miserable isolation. It can be seen on another level in the mammoth build up of war machines in every corner of the world. It can be seen in the fantasy world of escapism known as entertainment. It can be seen in riot-torn streets and campuses. It can be seen in the squalor of the ghettos and pretentious elegance of "civilised" society. It can be seen in the desperate race of commerce and industry, the sensational slanderings of the press, the constant back biting of the political arena, and the lost world of the helpless junkie who has passed the point of no return.

The tight lipped suppression of the rigid moralist reflects it, as does the violent protest of the anarchist. But more starkly and tragically than anywhere else, it manifests itself in the pale grey shadow of the ordinary person, whose fear clamps down on all his instincts and traps him in the narrow confines of the socially expected norm. Afraid either to step into the darkness of his lower self or to rise up into the light of his higher self, he hangs suspended in between, stultified into an alien pattern of nothingness.

But to a greater or lesser degree, and manifesting one way or another, all humans are afraid. And some of us are so afraid that we dare not show our fear. Sometimes we dare not even know our fear. For Fear itself is a terrifying concept to behold."

Considering the merchandise we as people are being sold, I've come to wonder what they put in pet foods. The idea is frightening; because we've been told they use radiator anti-freeze for vanilla ice cream, a form of lice treatment for strawberry ice cream and etc. One should wonder and rightfully so.

From the Recent Commuters Survey:

Question No. 5

What is your gripe about the Circle?

First it should be noted - at 72.79 percent of the students either had no gripe with the paper or thought the paper was excellent and had relevant articles. Responses of the other 27 percent.

1. The Circle is ultra liberal and concerns subjects that force radical views.
 2. It has too many editorials and is opinionated.
 3. Some claimed it is one sided and didn't represent the views of all the students.
 4. Some thought it should add articles about other colleges and how they solved problems similar to Marist.
- All thoughts welcome.

Siena Tonight, Southampton Saturday

Hispanic Studies

The following proposal grew out of a series of meetings of students and faculty interested in promoting the study of the Spanish language as well as the civilization and culture of Spain and Latin America on the Marist Campus. It is being presented to the Dormitory Council with the hope that it will be considered in the light of its potential contribution to that overall Marist College community.

The term **HOUSE OF HISPANIC STUDIES** as used in

Spanish speaking country. Residency in the HOUSE before they go abroad would provide them with the opportunity for conversational practice. Similarly, residency in the HOUSE after the third year abroad experience would afford many opportunities for them to retain their newly acquired fluency in Spanish.

3) The Spanish and History Departments have been collaborating for the past several years on a joint project aimed at

be placed on the same against Siena will be studies. Among scheduled affair. Because of this storm last weekend, the

1) Marist has seriously to the Saturday night. The Indians with a misleading 11-10 education for having been hampered financial resources all season long. The Puerto Ricans are led by 6-10 Sophomore Eric Steppenback (13.4 and hopefully rec forwards Fred Shear, a can be stepped up, (19.8 points) and Dave Puerto Ricans in a 6-3 senior. The back- 2) The available made up of 6-4 sophomore courses touching (16.6 ppg) and 5-10 junior J. Sheridan. This will be

the eighth meeting of these two teams with Siena holding a 4-3 edge having defeated the Foxes 77-72 last season.

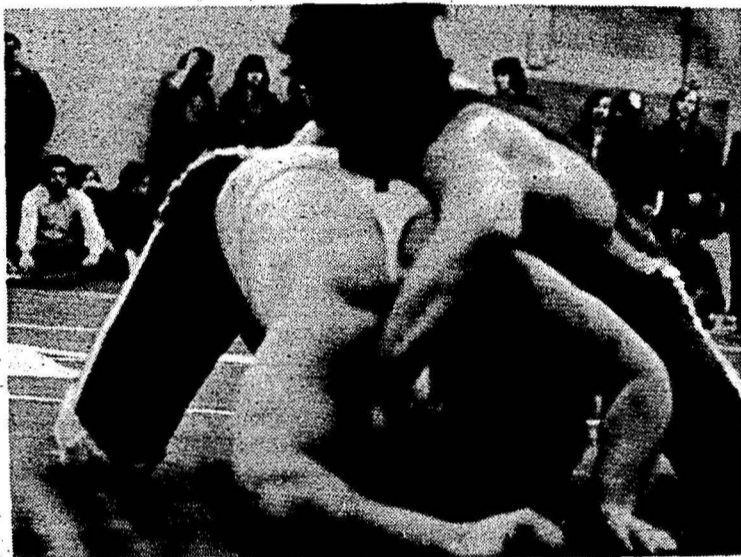
Southampton College, currently ranked 2nd in the state with a 19-2 record battle the Foxes in an important Central Atlantic College Conference game. Southampton is currently in first place in the C.A.C.C. with a 8-1 record and must be beaten

by the Foxes (7-2 in league) in order to force a playoff. The Colonials are led by 6-2 Senior guard Ron Cargil (32 ppg) and Rich Blue (14 ppg) and 5-8 junior. The frontline is made up of 6-4 sophomore Neal Meachan (14 ppg), 6-4 senior Jerry Potts and 6-1 senior Rich Wingfield. The Foxes will be trying to avenge an earlier season loss to the Colonials 76-70 at Southampton.

Redmond Wins N.A.I.A. District Championships

Last weekend the Marist College Wrestlers traveled to Southampton College to compete in the N.A.I.A. District championship. The Red Foxes led by Junior John Redmond's victory in the 190 lb class and fourth place finishes by Juniors Warren Brown (Heavyweight) and James Lavery (177 lbs.) placed a respectable seventh in team standings.

Redmond with a bye and two pins, won the 190 lb weight class in three consecutive matches. Redmond will compete in the N.A.I.A. National Championships at Oregon Tech, in Klamath Falls, Oregon. The nationals takes place on March 10-11th. This will mark the first time that anyone from Marist has competed in any National Championship competition.



John Redmond to compete in N.A.I.A. championship.

Les Chenery Selected to E.C.A.C. All-Star Team

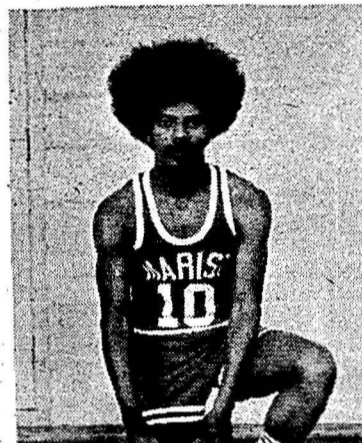
Lester Chenery, a senior on the Marist College Basketball team, has been named to Eastern Athletic College Conference's weekly All East Team (Division III).

Les, who came to Marist by way of Concordia Junior College is the son of Mr. and Mrs. Gordon Chenery, 868 Steffin's Ave. Bronx, New York.

Les was selected to the weekly team at the guard position. This selection was based on his performance against New Haven College, in which he pumped 23 points as well as passing off for 9 assists. Les put on an amazing shooting performance as well as hitting on 82 percent of his shots from the floor (9 for 11).

Les is currently one of the team's starting guards, averaging 8.6 points per game. Les, who sat out the first half of the season because of his student teaching assignment, has come back and is currently planing up to form.

Head Coach Ron Petro has only



LES CHENERY

good words of praise for Les: "Les has been playing good consistent ball for us, and he has been making the difference for us in this backcourt."

Lester's unselfish play plus strong defense are some of the main ingredients in Marist's fine 15-5 record at this point in the season.

The M.S.I.

Athletic Facilities Drive

In the first week of the drive for signatures to have the Alumni Office take an active part in the September Field House fund raising, four hundred and three signatures have been obtained. It has been a very rare occasion that such a quick response appeared to any drive held on campus.

There has been a strong response to the idea of having our security force set up an ID check for those wishing to use the gym on reserved days. This would insure that students wishing to use the gym would not be forced

to stand on the sidelines while non-students played. We are sure that the security force will argue that they do not have the men or money to implement such a program. A call for a set of priorities would be in order. If the security force can only justify its expenditures on the basis of locking doors and watching the boilers—a function which could easily be taken over by the Residence Staff—then such a force should not exist. Here exists a chance for the security force to do a genuine service to the students—both the resident and

the commuter, male and female—of Marist.

The Varsity Club

Ring Weekend Announcement

The Junior Class Committee presents Junior Ring Weekend: March 10, 11, 12, 1972.

FRI. NIGHT - Sals Night - \$10 couple beer and food (3 hrs).

SAT. NIGHT - Semi Formal Dinner Dance, place to be announced later (about \$25). Dress-jacket and tie.

SUN. Ring Ceremony - Theater 2 P.M., Reception Following (To help defray the cost the Junior Class is conducting a 50-50 raffle. Already in progress. Please Help.)

HISPANIC STUDIES from 2

the culture of the people with which one intends to work.

5) Conceivably, Marist can become a leader in offering courses of this type. No colleges in the area offer such courses, and it is only recently that New York City colleges have begun to offer courses of this type.

Initially the program will consist of several courses on the history, culture and literature of Puerto Rico. Qualified Puerto Rican lecturers can be hired for these courses, or a professor from the University of Ponce in Puerto Rico might be contacted on an exchange basis (see below). When the sociology program develops at Marist allied courses from this area can also be included.

4) From the above statements it is evident that the proposal for a HOUSE OF HISPANIC STUDIES is very much in line with present and future trends in the Marist curriculum.

5) Furthermore, another im-

REALITY or DREAM?

MARIST FIELD HOUSE



"I warned him he was jumping too high for those rebounds."

Lights for Leonidoff

By KEN VITALE

The Marist College Football Club is in the process of running a large scale raffle in the City of Poughkeepsie. This raffle is designed to finance permanent lighting facilities for the athletic field on campus.

The Club is looking to the community of Poughkeepsie to make this venture a success. The approximate figure of \$13,000.00 is needed for the project. Tickets at the price of \$25.00 a piece are being sold on prizes of \$2500.00, \$1000.00 and \$500.00. Club officials are looking to the superb support they have received in the past from the business men and other citizens of Poughkeepsie to aid in this improvement to the Marist College community.

Another raffle in conjunction with the "Lights for Leonidoff" drive is a chance for a trip to Bermuda. This raffle is being kept predominantly on campus with a low price; 25 cents a ticket. This is designed to enhance the odds of a Marist student or faculty member enjoying the four day trip over Spring recess.

With the support of both the Marist College community and the people of Poughkeepsie, the Vikings of Marist hope to achieve this significant goal for our college. The addition of permanent lights would make night football an enjoyable and profitable event. Night soccer would also become a possibility with proper facilities.

This project is in keeping with the progressive nature of the Marist College Football Club. The Club is confident in finding the support which it has enjoyed in the past.

A Club football team only succeeds with the support of the people, and the Vikings are a success. The "Lights for Leonidoff" is one way of repaying our followers; besides winning. The Vikings wish to thank the students of Marist and the people of Poughkeepsie for their help in this effort.

portant aspect of the curriculum which seems to be emerging is that of student involvement in the larger community outside the confines of the college campus. The HOUSE would also be the center by which Marist students would be in a position to involve themselves as part of their educational experience with the Spanish-speaking community in the Hudson Valley, specifically in the areas of Beacon, Newburgh, and Plattekill. Tutoring,

bilingual education, social work, working in orphanages, prisons, and mental institutions are some of the ways in which bilingual students may extend the scope of their education beyond the campus walls. Students could undertake such projects for academic credit under the Special Topics Course offered by most departments at Marist.

By EDWARD VALEZ
PATRICK BUCKLEY
BRO. WEISS