

MARIST IN THE SEVENTIES

A Special Report

The following is a staff report which is the result of a CIRCLE inquiry into the Presidential Planning Committee, the Faculty Workshop, and the Long-Range Plan for Marist College. Various members of the faculty were asked to comment on the planning for Marist in the '70's. Included in this compilation are student comments from the SAC representatives and others. The purpose of this report is to inform the students of the existence of the plan and the faculty's opinions on the plan and to further discussion about the planning of the school. It is hoped that the students will concern themselves with regard to this long range plan and make their views known. An explanation of the document will not be attempted - this will be done by the President and the Planning Committee at a date to be decided. Copies of the third draft of the plan are available in the library.

Bro. Linus Foy

Brother Linus Foy stressed two key points in regard to the two-day Faculty Workshop. First, although there was controversy over a few items, a great deal of the plan provoked little comment indicating that there was more agreement than people think. Second, the fact that students were not involved in these two-days does not mean they will not be consulted.

Brother Foy believes that much of the controversy among the faculty stems from a faulty understanding of Chapter one in the plan. Because too many people misunderstood it, that chapter will have to be rewritten. When it was first printed in the second issue of the Circle, many of the faculty saw it as an attack on the humanities instead of five limited objectives that we would be concerned with in two years.

Regarding the second point, Brother Linus had taken steps to insure that a student meeting would be held so that opinions could be voiced and the Planning Committee would then have received feedback from all of the college groups. Before this however a general information meeting for students during which the President will present the ideas of the plan and answer all questions is necessary.

Brother Linus felt that there was a need for more courses on a practical level, in math for



example, because many graduates do not immediately go on to graduate school and therefore would rather take courses in which they feel genuinely interest.

Although technology will pervade the educational process, it must look to the humanities for the value system which determines its application. No preferential treatment was given to the sciences in the plan and there were no plans for major expansion of equipment or construction of developmental labs. Brother Foy believes that there is a definite need of interdisciplinary cooperation between the humanities and the sciences, and that in this current age, to some extent "a scientist has to become a humanist and a humanist must become a scientist."

We know that... We must appreciate the fact that we are living in a technological age. As we learn to live in a technological age we must also learn to live with other human beings. I am in favor of this... We must not do one and exclude the other."

When it was pointed out to Doctor Menapace that although the goals of the plan specifically stated the necessity for humanities, the actual plan itself contained few if any direct programs to enhance the humanities he commented that "I would agree that the plan has not addressed itself to how to make our humanities program more vital. In my opinion the problems in the humanities are best handled by the people in the humanities." He also pointed out that the proposed Environmental Science major is a program designed to make science more meaningful to someone concerned with his fellow man. In a manner of speaking it can be called a humanitarian science.

Dr. Menapace then continued to express his opinions on the necessity of student participation at faculty meetings. "I want to make it quite clear that student opinion is valuable", commented Menapace, "I object to pitting students against faculty in a game in which one side has to win. I think it should be a community action." With particular regard for the recent faculty workshop Menapace feels that the administration was quite liberal in its regard for student opinion. "I definitely feel that the student body should have been represented. It was my opinion that SAC was that group of representatives. I feel satisfied that we did have

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THE CIRCLE



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Dr. M. Teichman

Doctor Milton Teichman, Chairman of the Faculty, was asked to comment on the workshop held this past October 24th and 25th. Dr. Teichman, a professor dedicated to the enrichment of the individual in the humanities in particular, necessarily has a certain set of values reflected in this opinion on the workshop.

In response to a question concerning student participation in the workshop, Dr. Teichman expressed the view that students could have been involved in the early planning stages, such as student participation on the Planning Committee itself. However Dr. Teichman did state that students from the SAC were present at the meeting. Asked to comment on Faculty response to the document of the Planning Committee, Dr. Teichman observed that a large portion of the faculty wishes to see a stronger humanistic emphasis in the statement.

Dr. Teichman offered the following personal views regarding the Planning

Committee document:

1) The document does not take sufficient account the social problems and social revolutions of our times: the alienation of youth, their search for an expanded and richer consciousness, the "new morality", racial strife, the poverty problem, the anti-war movement, etc.

2) The program should include a study of the humanity of man

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Br. Gerard Weiss

Concerning the work of the planning commission we are all aware that it has published a long-range projection for Marist College. It should be kept in mind, however, that a projection is a statement of goals and desired outcomes. Rather than being a fait accompli it is something that is subject to review, analysis and change. In its entirety it represents a statement of direction, but in each of its component parts it is subject to the scrutiny, evaluation and approval or rejection by the various sectors of the college community. Also, many things which are put into a long-range projection are put there precisely because such directions have already been indicated by what is happening at the institution.

A case in point, and one with which I am closely involved, is the core curriculum. The entire college community is aware that a study of the core curriculum is in progress. Initiated by the Academic Policy Committee last year, it has been the proper concern of every segment of the college community since then. Phase one consisted of the student-faculty discussions which took place in the dorms and lounges over a six-week period last spring. Phase two was the self-evaluations recently completed by each academic department. Phase three will be a report from various student and academic offices of the college. In view of this, the long-range projection makes two statements relative to the core curriculum, namely, that the next year and a half should be a time of experimentation and minor revisions within the framework of the existing core and that in 1971 a revision of the core curriculum should be initiated. These two statements are predicated on the fact that evaluation and study of the core have already been undertaken.

The second point that I would like to make concerns the dissemination of the work of the planning commission to the college community. The APC had suggested a two-day faculty workshop this semester, so that the faculty could discuss the departmental self-evaluation reports and the problems of core revision in much the same way that the Student Academic Committee had done last spring. However, it became evident at the meetings of the APC this semester that a discussion of the departmental reports and the core curriculum would be impossible without any reference to the academic implications contained in the

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American Studies Initiates Symposium

by Ted Brosnan

In September of 1968 seven juniors took up the challenge of the American Studies Program, the first and only interdisciplinary major at Marist. Since then, the Program, under the direction of Mr. Casey, has grown to encompass twenty four students and six distinct disciplines.

However, a vital opportunity has also been provided by the Program far from the environs of the lecture hall. Last year, various student-faculty discussions were instituted and this year such extracurricular activity has expanded in importance and purpose into an American Studies Symposium

on "Darwinism". The first of these discussions was held in Fireside Lounge on Oct. 30th with Messrs. Casey and Lewis being the principal speakers. Mr. Casey offered an explanation on philosophical implications while Mr. Lewis presented a literary interpretation and understanding. The seven faculty and fifteen students in attendance then discussed the points made, the highlight being a further contribution by Dr. E. O'Keefe concerning the psychological aspects of Darwinism.

The second part of the series will take place today (Nov. 6) at 3:30 in Fireside Lounge-topic, "Darwinism: an economic interpretation."



American Studies advocates listen attentively as Mr. T. Casey and Mr. R. Lewis discuss "Darwinism."



Dr. L. Menapace

Doctor Lawrence Menapace, the Chairman of the Presidential Planning Committee, was quite disturbed by rumors and misrepresentations of the goals of the long range plan. He feels that the goals were set down as guidelines for the plan and are not necessarily finalized statements of what Marist must or intends to achieve by the plan. He thinks that student and faculty have lost their perspective in viewing the goals as a totality. "A lot has been said about goal number one," said Menapace, "but little has been said about goal four. This goal (no. 4) calls for involvement in the community."

The number one goal to which Dr. Menapace referred is the highly touted goal which concerns learning to live in a technological age and how Marist is going to handle the problem. In relation to this problematic goal Dr. Menapace said, "We are definitely living in a technological age, the emphasis of the first goal is not that we are living in a technological age."

Br. Stephen Cox



The recent Faculty Workshop was not, as some would have us believe, a reincarnation of Lewis Carroll's school in Alice's Adventures in Wonderland wherein "reeling and writhing" were taught. The Faculty Workshop was not a convocation of legislators summoned into secret session to enact a new law of the land. The Faculty Workshop, as designed by the Academic Policy Committee, was a meeting at which the faculty could learn more directly of the work which had been done to date by the Planning Committee, to react to it, to offer suggestions, to ask for clarification and then to move on to the resumption of discussion of curricula revisions.

As one member of the college community who had the experience of working with the Planning Committee and as one who did participate in all sessions of the Faculty Workshop, I believe that it did achieve the purposes for which it had been called. By dealing with one part of the college community (the faculty) the suggestions which came from the

sessions have qualities which are characteristic of the more permanent members of the community. For example, in the various discussion groups there was an authentic, professional concern regarding the language of the Planning Committee's statement of the extensions of the goals of Marist College. In short the faculty called for greater concreteness in the wording of these extensions of the traditional goals. The faculty response indicated that in some parts it was not a question of vagueness but rather the introduction of terminology which connotatively could produce a negative response unless the terminology had denotative clarity.

The Student Government is planning meetings at which the student body will be able to react to, to offer suggestions for, and to ask clarification of the work done by the Planning committee. If more students become involved than in the past, the greater will be the refinement of the work which has been done and greater will be our consciousness of the potential of the future.

No single meeting or workshop can mark the beginning or the end of the process that we are involved in realizing. But each meeting and each workshop should have a specific purpose which will bring us closer to our goals and to each other - if not through physical presence at these meetings, at least through the communication which follows from the meetings.

Within the past week I had the opportunity to meet with one group of students who were interested in discussing student participation in academic deliberations. I hope to remain available to all students who individually or collectively, formally or informally, express concern for student academic affairs.

Student Representation

by Edward O'Neil

As an appointed representative to the Academic Policy Committee, my function is to reflect student opinion with regard to specific academic issues. The major difficulty is trying to formulate a position which is a true indication of what 1400 other people feel, which will demonstrate a positive good for the student body, and which will make Marist a better college.

The Student Academic Committee is the main organ of this formulation. With representatives to each department and students from each year, it is a knowledgeable and reflective group. Yet, it is still not representative of all 1400 different opinions. However, in knowing both sides of a particular issue, it can formulate an opinion which in the least is better than that of the average student, or group of students.

There is still the factor of the receptivity of the faculty to student opinion which is at times less than enthusiastic. It appears that some of the faculty lives under the delusion that because a person is a 20 year-old student, that he can't have any creative ideas in education. These same people could then wonder why the saying "Don't trust anyone over 30" persists. The main cause for this attitude could be a retained bitterness following the published faculty evaluation of three years ago. Such evaluations do have merit when they are done well; this was not. Willingness to listen to student opinion has improved somewhat in recent weeks and particularly as demonstrated at the faculty workshop of Oct. 24-25.

I, as Co-Chairman of SAC, took the position at that workshop that before the goals of the President's Committee

report (published on page 1 of the Circle Oct. 9) be implemented that the definite problems of the humanities be dealt with. I also stated that the humanities themselves have not been creative in seeking solutions to these problems. The reason for this assertion is that the humanities have been working under the delusion that through such external means as a number of additional humanities instructors and an 'interlectual in residence,' the problems of the humanities will immediately be eliminated. Of course, such means would be of assistance but they would not get to the root of the problem which is a lack of regard for the educational needs and perspectives of today's student.

This is reflected in the attitude which asserts that the only real college education comes from books while our generation is learning what life is about through television, movies such as 'The Graduate' and 'Charly' and through life experiences in the dormitory. Is it the feeling of superiority of the academic world which keeps a teacher from admitting that his students can learn more in one hour before a T.V. than a week of sitting in his class? This is not to downgrade the role of teacher in today's world but rather to put it in its proper perspective.

The teacher is an educated, aware person with whom the student must interact in order to understand and interrelate the divergent concepts in his world. Students and teachers are people entering a relationship which should benefit both toward becoming better persons. This objective has yet to be reached on a campus which is perhaps better suited for it than any other in the country. This is the real challenge of Marist College in the Seventies.



Mr. Louis Alpert

I shall confine my comments in this article to the first goal as stated in the document "Marist in the Seventies".

GOAL 2:1: "Learn to Live in a Technological Age"

The very first statement under this heading reads: "Man is living in a rapidly developing and changing technological age. These recent and rapid changes in science make it necessary for an individual to be informed and knowledgeable about these developments if he is to function in our society".

There are two diametrically opposed interpretations that come to mind after reading this statement: The first is that the statement has such an obvious meaning that if it were included in an eighteenth century college catalog (just in print after the invention of the Cotton Gin) it would hardly cause the most conservative college trustee to

raise an eyebrow. The second interpretation would cite this very "first" goal as a radical realignment of the priorities in the objectives of the educational institution, i.e., training in "technology" will take precedence over the traditional aims of a liberal arts education.

The first of these interpretations deserves no further comment. The second does. Upon researching this latter interpretation, the following words and phrases appear to be unavoidable: "relevance", "instant utility", "preparation for life", etc. I shall devote the balance of this article to an analysis of these words and phrases as I see them used in relation to the purported aims of "higher education".

"RELEVANCE", "INSTANT UTILITY", "PREPARATION FOR LIFE"

In the first place, I would like the word "relevance" to be thrown out of the academic vocabulary. Am I guilty of oversimplification if I say that the only "relevant" aim of a liberal program of higher education is that which teaches a student how to think - for himself? It is this attribute (or the lack of it), above all others, upon which today's college graduate is ultimately judged - if he intends to be much more than a "technician". Jacques Barzun, in his latest study, "The American University - How it Runs - Where it is Going", can say things so much more effectively than I:

"The belief that a curriculum can be devised and kept relevant to the present is an illusion: whose present, in the first place, and relevant for how long? Students differ in tastes,

knowledge and emotional orientation. What concerns (or 'excites') one four-year generation will bore the next, as anyone can verify by reference to popular music. And so it is with literature, politics, and the current view of creeds and crises. If a university is not to become an educational weather vane, a sort of weekly journal published orally by aging P.H.D.'s, it must avoid all "relevance" of the obvious sort. The spirit of its teaching will be relevant if its members are good scholars and really teach" . . . "The revival of the classics (and the 'great books') in the past twenty years shows that they had neither gained nor lost relevance, but merely found convincing interpreters" . . . "You can forget the details of history or chemistry and have gained immense profit from learning them, because by learning them you have become a different being, but forget the details of real-estate management, or ice-cream making, and you have nothing".

The phrase "preparation for life" is, perhaps, the least understood on college campuses today. Business executives and professional leaders scream at us until they are "blue in the face": "Don't try to prepare your graduates for our techniques and routines, which may change overnight. In-service training will teach the tricks; you teach them to use their brains, work hard, and be adaptable".

To summarize my feelings on this last point, I would remark

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Show You Care

By Don Duffy

On Oct. 25, 1969, Bill Cupo the cornet and bass player for the last three years at Sal's died of a heart attack while at work. In itself it was his best place to die, doing what he himself wanted to do in life. Music is one of the greatest forms of communication in this world and Bill Cupo died communicating with all different people around him, listening to him do his thing. Death is a sad thing but it occurs all the time even to people like Billy.

On Nov. 9, 1969 we at Frivolous Sal's will hold a tribute for Billy Cupo. Many musicians in the local area will come to Sal's that Sunday to pay tribute to a great Musician, Live Music will include Banjo, Dixieland, Jazz and Folk. The management of Sal's will present all money taken in that day and give it to the Cupo family.

If you really want to do something for the good of the people who you live with in this world then this is it. Death is a sad thing but show how much you care by going to Sal's next Sunday.

Student Ad Hoc Committee Formed

As a direct repercussion of the widespread campus controversy which has arisen over the content of the long range plan for Marist College and the purported mishandling of student representation at the Faculty Workshop of the twenty fourth and twenty fifth of October, a Student Ad Hoc Committee was formed to investigate the circumstances surrounding the controversy.

The Committee was formed on Tuesday night October 28 when a group of resident students decided to quell some heated arguments and misunderstandings surrounding the faculty workshop. The Ad Hoc Committee was concerned with the substance of the faculty workshop in order to form an opinion about the substance of the workshop. They did not collectively take a stand on the issues of planning for the college. The students on the committee however were concerned that they were not informed about the workshop and felt that future misunderstandings should be avoided.

Ted Brosnan, one of the founders of the Committee said, "I see this Committee as an attempt by concerned students (who only claim to represent themselves) to ask some questions and seek their respective answers. We did not come into existence in a spirit of negativism, but rather in hopes of establishing procedural steps for meaningful student understanding of the nature of the Workshop and its future development." Brosnan further added, "We have already been partially successful having met with Bro. Foy, Bro. Cox and Ed O'Neill. As a result we have become aware of many facts which previously been overshadowed by hearsay."

The first official action of the Committee occurred on Wednesday night when the Committee met with Bros. Stephen Cox, Ron Gagnon and Ed O'Neill of the Student Academic Committee. The

meeting was very instructed and at first tended to stray away from its purpose which was to find the most efficient manner of informing the students of the activities during the faculty workshop. However, Ted Brosnan brought the meeting back to its original purpose.

After one hour of fruitful discussion a number of propositions for informing the students of the procedures of the faculty workshop were decided to be worth further consideration. Among these were plans for a student-faculty convocation and an investigation to be conducted by "The Circle." Des Valez proposed that letters be sent to various members of the Administration and the Faculty Planning Committee expressing the Committee's intentions.

THE CIRCLE

Stephen A. Harrison

David DeRosa

Steve Harrison, Joe McMahon, John Rogener, Tony Barker, Peter Masterson, John Zebatto

Tony Barker -
John Zebatto,

Peter Masterson, John Zebatto, James Newman, Paul Browne, Bill O'Reilly, Raymond Pasi, F.M.S., Edwin Peck F.M.S.

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Pat Grealy, Ray Frontain,

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SPORTSWRITERS

CARTOONISTS

CIRCULATION
Greg McLoughlin, Jack Barry

TYPISTS

CIRCULATION

Ron Gagnon Speaks

By Ron Gagnon, F.M.S.

At 12 a.m. on Thursday morning of last week, I attended a meeting of an Ad Hoc Committee of Seniors who had gathered together in the Fireside Lounge to draw up a plan of action concerning the Faculty Workshop. Their main complaint was that they resented the students' not being informed by the faculty of its undertakings and not being invited to attend. They opposed the faculty's making of decisions without student voice and opinion which I also would certainly oppose were that the case.

I returned from the meeting rather depressed feeling that nothing I would have said could have had any effect upon them. I was impressed by the fact that on the basis of information they had received, they had taken a stand, but if one is to speak of the "lack of communication" that exists in this day and age, this was a prime example.

The Faculty Workshop was an attempt on behalf of the Academic Policy Committee to determine faculty opinion on the curriculum study which is presently underway in hope of revision by 1971. A similar attempt was conducted by APC in conjunction with the Student Academic Committee last semester to discern student opinion on curriculum revision so that I must point out that the students were consulted first.

The fact that the report of the Presidential Planning Committee on the "Goals of Marist in the 70's" was presented at the Faculty Workshop and not to the students last spring was that it was conducted during the summer and felt of value to be considered in terms of curriculum revision. However, it is also a fact that Pres. Foy has consulted with Pres. Francese concerning a student discussion of this Planning Committee Report in the near future.

To say that students weren't allowed to attend and participate in the Faculty Workshop is quite untrue. Assuming that the members of SAC are the liaison between the faculty and student body in academic affairs and that SAC has been working hand in hand

with APC for a year on the curriculum study and the every effort to ascertain student opinion in this regard had been attempted, SAC was permitted to take active participation in the Workshop. Any interested student could have attended. It is also the general consensus of these student representatives that the faculty drew from them to full extent as a source of student opinion. If I can speak in behalf of SAC, We resent the fact that with the many hours of labor put into this project we're considered as individuals merely speaking for ourselves.

I sensed a contradiction at this Ad Hoc Committee meeting when on one hand the students were saying that the SAC didn't really represent the student body and on the other protesting that at a previous faculty meeting last year a member of SAC was not allowed to speak in behalf of the student body.

My question to the student body is: Do we or don't we (SAC) represent student opinion? And if we don't, where were you when we needed you? When SAC conducted the student opinion polls on curriculum revision in behalf of APC and the various departments, student response was poor and in many cases non-existent. We reported the findings on the basis of the information we had. Therefore, if our reference is incomplete, it's due to lack of student interest. Why be up at arms now? When one is dissatisfied with something, he takes the means he has at hand at the proper time to rectify the situation, and we at Marist do have the means.

SAC is quite well aware of what's going on at Marist academically among students and faculty; and if students are interested enough to check the bulletin boards and read the Circle, they realize that every attempt is made to solicit student response and to keep the student body informed as to goings-on. We could use a little more support and confidence from you.

Bro. Ron Gagnon (SAC)

what? to what dominant society and available culture? And if this question is asked, we must ask the other question, Is the harmonious organization to which the young are inadequately socialized, perhaps against human nature, and not worthy of human nature, and therefore there is a difficulty in growing up? If this is so, the disaffection of the young is profound and it will not be finally remediable by better techniques of socializing. Instead, there will have to be changes in our society and its culture, so as to meet the appetites and capacities of human nature, in order to grow up."

I submit that the student of the seventies will manifest a diminishing concern for immediate career goals. His (her) focus will become more broadly value oriented than individually occupational. In short, the career of humanity itself is gaining ascendancy over the career of the individual and it is precisely technology which is elbowing this question to the forefront.

Finally, a few random observations of a more specific nature. 1. I am disappointed to note that the second and third largest departments (History and English) were not represented on the Planning Committee by either a departmental chairman or senior faculty member.

2. The 20-1 student-teacher mean should be complemented by information regarding the standard deviation of this mean. I think that such information would assist us in isolating many of our problems.

3. Section 2.2.2. (Establish

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Dr. G. Sommer

One of the principal fears that many faculty members had upon reading the chapter on goals in the document "Marist in the Seventies" was that Marist would, in the future, be laying heavy stress on the technological at the expense of the humanities. As a matter of fact, since September when the statement of the goals was given to the faculty perhaps no other single topic was more discussed among members of the English, history, philosophy, and language departments. Then when the remainder of the document was distributed a few days before the Workshop it seemed to the humanities' departments that their fears were well founded, for of eight new faculty projected in the next few years none were to be allotted to the humanities.

At the Workshop itself the principal topic in all of the seminar sessions on Friday, October 24th, was the chapter on goals. In some form all seminar groups expressed dissatisfaction with the statement as presented. Most, if not all groups, requested that this section of the document be rewritten to indicate the centrality of the humanities at

Dr. D.A. Drennen

In a recent interview with Dr. D. A. Drennan, on the series of faculty, student and administration colloquiums concerning the future of Marist College, he stated that he felt somewhat embarrassed to initially comment in view of the editorial in the Oct. 30 issue of the Circle which seemed to stress negative aspects of the meeting more than the positive ones. He stated that these meetings were the start of something which should have been done some time ago. He indicated that students weren't deliberately excluded from the meeting, and that some students did attend.



Mr. J. Norton

Mr. Joseph M. Norton, Instructor in History, has become a very active member of the Marist community in the few months he has been on campus. Mr. Norton in speaking about the Presidential Planning Commission projects the ideals of the rights of the individual and the need for an active concern for the social revolutionary problems of the seventies - both themes that he is particularly involved with. Asked about the need for

Marist. It was also requested that other sections, such as that on faculty projections, be re-evaluated in the light of a new statement on goals. It is my belief that this will be done; at least, I shall be looking forward to either a rewritten statement of goals or else a statement from the Planning Committee or the Administration on the subject.

I also am greatly concerned about the teacher-student ratio among the humanities, English, history, philosophy, and religious studies range between 30:1 to 50:1, while the overall ratio in the college is 20:1. Since the departments and faculty were urged to be "inventive and imaginative" about their approaches to the faculty-student ratio, it would seem, in the light of the projection that no new faculty were to be allotted to the humanities, that these departments should be MORE "inventive and imaginative" than either Business or the Science departments. I shall be looking for further developments on this subject.

A third area that I believe should be examined is the overall allocation of budgets. The \$1,100.00 allocated to the English Department for the current academic year is but a small fraction of that granted to any one of the sciences. The 250 majors in English is about three times that of chemistry and two and one-half times that of physics. I full well realize that the natural sciences require very costly equipment and I don't begrudge it to them. However, \$1,100.00 is a very small amount for a department with eleven faculty members and which numbers about one-sixth of the entire student body as its majors.

To my knowledge students were neither encouraged nor discouraged from attending the two-day FACULTY workshop. This two-day period was (again, to my knowledge) planned as

Drennan stated that the plans were not considered "master plans" but rather "institutional projections." He said that the main thrust is upon flexibility and technique, and that everyone should be interested in the overall welfare of the college. He also felt that the job of the faculty and administrators should be to lift and broaden the sights of the students.

The meeting outlined various directions and goals that Marist hopes to eventually head for and therefore the views of the faculty were likewise, many and varied. Dr. Drennan's own impression of last week's meetings was that it was definitely beneficial to the college and the first of many steps in the right direction.

student participation regarding long range planning of the college, Mr. Norton, pointed to the necessity of especially recognizing the students view. Mr. Norton stated that teachers can only give opinions of what the students think but only the students themselves can accurately relate to the faculty what they feel. Mr. Norton advocates full student representation on the Planning Commission - namely total equality numerically and in terms of influence of the students and faculty. Thus the notion of students "paid and paying" evolves and the role of the administration should seek to accommodate these forces.

The document itself in Mr. Norton's view displays a 19th century utilitarianism which is too emphatic with regard to technology. Furthermore, the document seems not to be an "open minded" one that in the future, teachers will be hired on the basis of agreement with the document, whatever the terms of the document might be at that time. The document is also too attuned to the student who does not wish to immediately advance his education but who is looking for a job.

In conclusion, Mr. Norton stated that although the

faculty sessions on projections for the future of the College and the curriculum. The faculty represents about fifteen departments and numbers more than eighty persons. Only very infrequently can there be "cross ventilation" of ideas on a large scale among the faculty—and almost never can the faculty be alone. This is not meant as a slighting of students; the fact that I am in the business of education and the relationship that I have with students should indicate that I like and respect them. However, I believe that there should be occasions when the faculty can exchange thinking. Therefore, I do not believe that students should be present at FACULTY meetings, or FACULTY colloquia, or FACULTY workshops.

I believe that students should be apprised of administrative and faculty thinking through formal memoranda and meetings and through informal discussions with them. I believe that faculty and administration should be tuned to student thinking through the Student Council, the SAC, the Circle, and discussion. I further believe that decisions, whether long-range or short, should be made with the student viewpoint and bias in mind. But above all, I do not believe that students should have a vote in college decisions. The faculty and administration are specifically charged with providing the intellectual atmosphere in which students grow but students are neophytes to the academic life and by the time that they begin to understand some few of the basics of this life they are gone. Students are transients passing through an academic institution. Hopefully, the institution will make a deep and lasting impression on the total life of its students, but the means that the institution employs to create this impression is the responsibility of the faculty and the administration, NOT THE STUDENTS.



document seems to de-emphasize the humanities, the humanities have thus far failed to enunciate its goals. The humanities must therefore be realigned. In addition, if Marist is interested in long range plans it should in the absence of abundant finances and unhindered by tradition, seek to observe and adapt the changes that are seen on other experimental campuses. By both student and faculty observation of other campuses, Marist is brought out of the "vacuum". By opening ourselves up to other experiences, Mr. Norton believes, we may be better able to become continually relevant and to cope with the problems of mixed education in terms of race, creed, sex, religion, and social background.

ALPERT

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that the "rapidly developing and changing technological age", alluded to in the "first" goal for the seventies, would seem to place more demands than ever on the student for developing a capacity for independent and creative thinking; and this capacity, paradoxically, will not be increased by orienting our curriculum to the technologies - but rather by expanding and broadening our base in the liberal arts and humanities.



Mr. T. Casey

Let me begin by expressing my appreciation of the efforts involved in giving birth to the Marist College in the Seventies document. Such a document represents a positive accomplishment in the sense that it furnishes a point of departure for community wide discussion on the direction that we ought to pursue in the immediate and remote future.

I would hope that the Planning Committee would take steps to reconcile the discrepancy between their intention and substantial faculty interpretation regarding the goals for Marist College.

In my opinion, 2.2 of chapter one treats the problem of student motivation in a limited perspective. As early as 1956 Paul Goodman stated in his Growing Up Absurd what proved to be prophetic of the student of the late sixties. "Socialization to

The Realization of Time

By Stephen T.J. Sawicki



The Croces, in conjunction with the Happy Arts Weekend, entertained the masses at the Folk concert on Saturday evening in the Theatre.

After reading the few paragraphs Benjamin Franklin wrote about, The Ephemera, "a kind of little fly, whose successive generations, were told, were bred and expired within the day!" I was troubled about the amount of time humans spend doing things which they think are, just a waste of time.

In the story a group of ephemera were in dispute over two foreign musicians, "seemingly as regardless of the shortness of life as if they had been sure of living a month."

If people realized how very short the human life span is they would surely (get more out of life) Live. There is still another demension to this, the realization of how extremely short the years which are labeled our best, young, learning, productive, or whatever you want to call them are. The years so many of us are in now

(maybe everyone). If these years are spent (mark hungry) so we can get a better job then you wasting time now and probably will continue to waste your entire life, frustrated! We are supposed to be (learning) experiencing life. This means doing (as much as possible) everything with the outlook that life is what "I" want to make it, not necessarily what our parents want us to be or what they told us is necessary to be (successful). There is no such thing as normal and if your trying to achieve normality/normalcy your wasting your time. Trying to do everything with a purpose? Why do we need a purpose? -please don't tell me, ("because....") you are already making a purpose! If you do everything with a purpose your going to be frustrated and unhappy.

Being here on the Hudson at Marist College may be a total bore are you going to be bored

for 4 yrs.? If at times (you think) there is nothing to do then your to blame and only yourself. If you think your wasting time then, you are. You must develop the attitude that everything you do is really an experience (something to do).

Walking to and from classes is something to do because you don't know everyone around you and people become "they" people have names and they smile—smile back, don't be so self-conscious. If this isn't making you think---you are....

CASEY from 3

flexible quotas by major field. Restrict change of major into a field that is overloaded) is a suggestion meriting extensive exploration. Our ability to create a balance of majors involves much of the solution to the present advisory problem and our common desire to be a small liberal arts college.

The Fall

by George Papp

The Fall is a beautiful time of the year. The leaves are changing colors and falling to the ground. When all the leaves fall you can see the kids raking them up, and making dummies, and jumping in them, and just having a ball.

Soon all the leaves will be off the trees, and then you can tell that winter is not far away. You can see the kids getting ready for winter, and so full of happiness and laughter it looks like they are about to burst. That is what is so beautiful about this time of year. (This composition was written by a young girl from Highland, N.Y.)

Well its nice, very sweet, and very sentimental, but what is it doing in a college newspaper? Let's not be naive, leaves are not the only things falling, and somewhere a G.I. is using a dummy for bayonet practice, and every time he plunges his weapon in it he yells, "KILL."

What is the composition doing in the paper? It is true that in our contemporary world there are certain guidelines one can follow, if he wants to write an "effective" article. First you pick the right names; Nixon, Kennedy, Lindsey, Procaccino, or Paul McCartney are good examples. These help rouse the emotions as well as the intellect so your reader will take the step which is so important in our society, that of taking a stand. In the article you will also have some "useful terms and phrases," for instance; inflation, withdrawal, Viet Nam, moratorium, the campus, sex, black power, Middle East, or racist. These too are used to evoke the balance of emotion and intellect the writer wishes in order for you to "take a stand." (I can see myself being put in some useful term category right, left, pacifist, agitator.)

Then of course there always comes a time when you are not sure that your audience is going to buy what you have to say. In this case we sally forth with the one word that renders all readers defenseless. The word that stimulates the ego and attacks the

concepts or right and justice, whether you are in the apple pie, mommy, and peanut butter world or a more promiscuous one. The word is "CHALLENGE," and boy doesn't

Cont. on Page 6

Blood Bank

On Monday October 27th the first Blood Bank for the 1969-1970 school year was held at Marist. It was a success despite the late arrival of the nurses and diminishing of the blood donor time.

The Marist College Blood Bank was started two years ago. It was instituted solely for students at that time but has now been expanded to cover all those on the campus and their immediate families. It has, since its origin, saved at least one life per year.

The yearly quota for the Marist Blood Bank is 300 pints. All donors are covered for their four years at school and for one year after graduation.

Teichman from 1

depersonalization in an ever increasing technology.

3) The document could express a higher estimate of the student being educated at Marist and a deeper commitment to helping him realize his highest potential.

4) It should emphasize more fully a concern with ultimate questions: what is the good life, the good society, what are man's responsibilities to his brothers, what are his loyalties, etc.

Dr. Teichman also stated that he hoped that Marist would in the future be enriched by a greater diversification of students in terms of race, creed, and economic and social background. Such diversification makes for healthy intellectual friction and ferment.

Many things have happened since this column appeared last and I will try to give my view of some of them. Before I launch any attack I would like to remind all those who might be offended by anything contained herein that this article represents my own personal opinion and not necessarily the opinion of the editorial board of this paper.

Item Number One

I have on my desk here a notice that I borrowed from the bulletin board on my floor. It is addressed to the residents of Leo House under which heading I come under since I live on the fourth floor of Leo Hall. It reads: There is NO OPEN HOUSE this weekend except for the regular times on Sunday from 1 p.m. to 7 p.m. This really doesn't upset me in the least. For reasons of my own I couldn't really get upset in the least about Open House or the lack of it. What upsets me is what is said in the next little paragraph which I wonder how many people read and thought about if that were possible. To avoid misquoting anybody I will reproduce this paragraph in its entirety.

"NB; Although the House Council has approved certain changes in the regulation, and the Resident Board has gone along with them, the CHANGES ARE NOT IN EFFECT, AND WILL NOT BE IN EFFECT until they are promulgated by Brother Brendan Ginnity Director of Residences.

If I may ask a rather sharp question, what the hell is going on here? When I returned to Marist this Fall, I learned about this wonderful new bureaucracy called the House System, consisting of 1 Director of Residence, with three House Masters, 1 Resident Board with three House Councils. Not particularly liking bureaucracy in any form quickly scoffed at this whole setup. In talking with members of the Leo House Council, I told them that I felt

that they were wasting their time. They told me it was this simple. The administration was doing out another dose of the old serum Responsibility. The way this worked was that the House Council could vote in favor of a change in dorm policy such as open house. Then the proposal would be forwarded to the Resident Board for action. If the Resident Board approved the change in policy then it would be the new policy. This is what representatives on the House Council told me. They mentioned nothing about anything being promulgated by anyone. One of the big features of the whole system is that the House Masters and Resident Director have no vote. But I look back at the notice from the bulletin, it doesn't say that Brother Brendan has to abide with the decision of the Resident Board. It doesn't say if his promulgation is immediate or even forthcoming. What it says is: "It is to be understood that the same hours remain in effect for future weekends, until there is a special announcement of change from Brother Ginnity's Office."

Also have you ever tried to go to a meeting of your House Council. Their location, time and date are probably one of the best kept secrets on the Marist campus. Why? If you happened to find the meeting you would not be allowed to attend, I understand. You are supposed to make your feelings and suggestions known to your floor representative and all would be wonderful and good. Suppose you are a skeptic and want to find out if your rep made your opinion known at the meeting. The student government publishes detailed minutes. Not so with the House Council.

I have tried to point up a few questions concerning the House System now it is, in my opinion, time for the administration to dispel any doubts in the minds of the believers in the wonderfulness of the House System. But please don't waste your time trying to

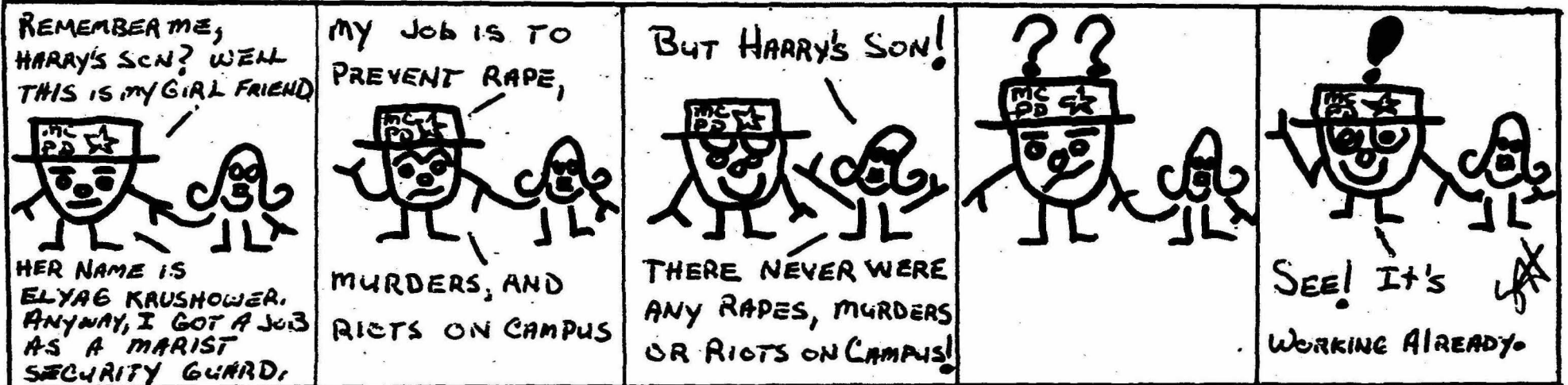
convince me.

Item Number Two
Wake Up

In January and even more in June seniors will graduate from Marist. This we all know. A government exists in this country which enjoys depriving men between 18 and 26 years of age of their "inalienable rights, that among these are life, liberty, and the pursuit of happiness." This government does this through a system commonly called the Draft. Many of these seniors to not know what few rights they have under this system and among the ones I have talked to none of them really care. They are sitting back and waiting for the Draft to be ended by the time they are out of here. President Nixon never said he would end the Draft system, he said that he would reform the system. Just a word of advice, if the sound of bullets whizzing past your ear is not your thing, it would be to your advantage to get some advice from a competent draft counselor. One such draft counselor is Doctor Mal Michelson in the Chemistry Department. He has hours from draft counseling on Tuesdays from 11:30 to 1:00 in the afternoon.

Item Number Three
Mass Indigestion

Have you noticed that the repeat provided in the College Dining Hall is looking less and less like what is commonly called food. The fault probably can not be solely attributed to Saga foods. The equipment in the Cafeteria looks like what the Greeks used to feed the troops during the Peloponnesian War. Steps should be taken to improve the food service. It seems in general we are paying more and getting less for our money with each passing year. This applies not only to the food service but other areas as well.



Letters

Dear Editor:

May I use your Letters column to convey this message of gratitude to those of the administration, faculty and students who wrote to me during my recent illness?

I have never really known until this time how enjoyable and important the simple expedient of letter opening and reading can mean during idle hours. The "get well" and "sick" cards were as clever as were the salient traits of some people whose letters were of great surprise! I found originality in prose, humor, poetry and sketching I never knew these people possessed.

My sincere thanks to all!!

Jim Britt
Drama Director, M.C.T.G.

Dear Editor:

Just what in the name of Sam Hill gives you the right to award me at one of your intramural functions. I sensed fowl play the moment your perverted propaganda hit my doorstep. I would just like to know what sadistic minded birdbrain organized this whole affair. You call this a sport? Myself and my fine feathered friends don't think people of college age should gobble up all this malarkey without any consideration for us. In fact we think this plan deserves the proverbial ax.

Anyway, what came first, the Turkey or the Trot?

Sincerely,
Tom Turkey
Grand Union
Market Street

Circle Editor:

Having read the last issue of the Circle, I was very much upset to find the article which I had supposedly written, substantially changed from the original version. I do not necessarily object to the rewritten version, however I most strenuously object to the use of my name on any editorial without my having been extended the common courtesy of proofreading all, ridiculous for me to suggest the inclusion of one student at each departmental meeting; this system has been in operation in most of the published form. With regard to the published article, I would like to correct one misquotation. It would be rather ridiculous for me to suggest he inclusion of one student at each departmental meeting; this system has been in operation in most departments for this last semester. What I did suggest, on the other hand, was that a student from each class (senior, junior, sophomore, freshman) attend these meetings, thereby increasing student representation to four. I offer this suggestion feeling quite strongly that certain problems and suggestions in departments are relative to each class (senior, junior, sophomore, freshman) and that increased student participation is necessary in the departmental meetings.

Sincerely,
Edward Timmes
Student Academic Committee

FOXES from 8

able to sustain a real solid attack. Newark St. was able to score late in the fourth period on a dunk shot which was overlooked by the ref. The final score was Marist 2 - Newark St. 1.

Saturday, Marist faced one of their strongest opponents of the '69 season in Sacred Heart College. Sacred Heart had a record of 5-1-2 coming into today's game. With thirteen minutes gone in the first period Dan Zelinski passed the ball thru

Calendar of Events

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CALENDAR OF EVENTS FOR THE WEEK OF
NOVEMBER 10-16, 1969

If you would like your organizations' information included on this calendar, it is important that you contact Mr. Brosnan's office at least two weeks prior to the date that the event is scheduled to take place.
Please contact:
Joseph Brosnan Director of Campus Center 471-3240, Ext. 279

WEDNESDAY, November 12

4:00 - 5:30 p.m. - Movie - Placement Office - "SEARCH" and "ENGINEERS IN THE MAKING" - COLLEGE THEATRE, CAMPUS CENTER

8:00 p.m. - Lecture and Discussion - "THE EFFECTS OF IMMEDIATE AND DELAYED AUDIOTAPE AND VIDEOTAPE PLAYBACK OF GROUP COUNSELLING" Presented by Mid Hudson Psychological Association - Dr. David Miller, ROOM 249, CAMPUS CENTER

PLAY - November 13-16

THURSDAY, November 13

3:30 - 4:30 p.m. - American Study Symposium with Mr. Tom Casey - FIRESIDE LOUNGE, CAMPUS CENTER

8:00 p.m. - Lecture - Dr. D. Livingston, Zoologist from Duke University - Topic: "ENVIRONMENTAL ZOOLOGY" ROOM 249, CAMPUS CENTER

8:30 p.m. - Play - "INCIDENT AT VICHY" by Arthur Miller. COLLEGE THEATRE, CAMPUS CENTER

FRIDAY, November 14

8:30 p.m. - Play - COLLEGE THEATRE, CAMPUS CENTER

SATURDAY, November 15

2:00 p.m. - Cross Country - St. Francis - HOME

2:00 p.m. - Football - Providence - HOME

Fall Crew - Class Day Race - HOME

SUNDAY, November 16

2:30 p.m. - Play, - Afternoon Performance COLLEGE THEATRE, CAMPUS CENTER

8:00 p.m. - Movie - "THE RUSSIANS ARE COMING" - Sponsored by Student Government, COLLEGE THEATRE, CAMPUS CENTER

Sailing - War Memorial Trophy - NAVY

Test Schedule

DAY DIVISION STUDENTS

Below is the tentative final examination schedule for Fall Semester. As in previous years the exams will be scheduled according to slot. No conflicts should result except on Tuesday Afternoon when both slot 9 and slot 12 courses will be held.

If you have a conflict on this

schedule please report it by filling out one of the conflict slips available at the switchboard. Leave the slip there or return it to me. This must be done by Wednesday November 12th so the final schedule can be ready by November 14th.

Herchel Mortensen - Registrar

TENTATIVE SCHEDULE

Monday, December 15th
9:00 a.m.
All 1st Slot Classes
1:30 p.m.
All 8th Slot Classes

Thursday, December 18th
9:00 a.m.
All 5th Slot Classes
1:30 p.m.
All 7th and 7A Slot Classes

Tuesday, December 16th
9:00 a.m.
All 2nd Slot Classes
1:30 p.m.
All 9th and 12th Slot Classes

Friday, December 19th
9:00 a.m.
All 6th Slot Classes
1:30 p.m.
All 6A Slot Classes

Wednesday, December 17th
9:00 a.m.
All 3rd Slot Classes
1:30 p.m.
All 4th Slot Classes

Saturday, December 20th
9:00 a.m.
All 10th Slot Classes
1:30 p.m.
All 11th Slot Classes

two S.H. defenders to Pete Walaszek for the first score of the game. It was Walaszek's fourth goal in the last three games. The Marist rooters only had 16 seconds to cheer as that was the time it took Sacred Heart to score. The goal was scored by Skirnsuy with an assist from J. McGuigan. Very little shooting occurred in the first half and the score remained at 1-1. Marist outshot their opponents 9-8. The second half was exactly like the first with few shots on goal. Only four shots were taken in the third quarter with each side shooting twice. With ten minutes left J. McGuigan broke free in front of the Marist goal, he scored but the goal was nullified when a Sacred Heart player was offside. Regulation time ended with the score Marist 1, Sacred Heart 1. Marist took control of the ball in the overtime. They went right at the Sacred Heart goalie. With

only 2:27 gone by in the first overtime period Pete Walaszek crossed the ball in front of the Sacred Heart goalie. DePercin nudged the ball to the post and "Dirty Dan" Zelinski booted the ball in for the winning tally. Marist won the game 2-1 for their third straight victory. It was a great double victory for the booters. An excellent defense is the main reason for the wins. A defense led by the great Izzy Sabeta, aided by three Freshman backs, George Saunders, Bob Bergin and Jimmy Heilmann, have been the outstanding players in this three game win streak. Goalie Bob Krenn had only allowed two goals in those games while making a number of great saves. Marist has one home game remaining this Saturday against Dowling. It all happens at two o'clock at Leonidoff field. Come see the Little Red Foxes end the season on a winning note.

EDITORIAL

"The Fortunes of The Human Race"

The battle is on. Ad Hoc Committees are forming, heads are rolling, heated arguments are being waged and tension is at a maximum. The Long Range Plan for Marist College in the Seventies has been released.

The Presidential Planning Committee has released a document which holds the potential to destroy Marist College if it is not properly discussed and revised appropriately. But conversely, if the proper adjustments are effected, the document holds a similar potential to develop Marist into an institution with a reputation second to none. THE CIRCLE has decided to ignore the former potential and has concentrated on fostering the latter.

Looking at the actual document itself reveals five stated goals of which the most controversial is goal number 2.1 entitled, "Learn to live in a technological age." Basically, this goal is marvelous and does not hold any potential for turning Marist College into a community of "technocrats". For besides proposing that the individual be informed of the technological advancements in modern society it also specifies that, "A vital program in the humanities is, therefore, essential if one is to enter this highly organized and technological society as a creative and critical individual: one who can articulate perspective and values, and one who can incarnate tradition." Consequently, all prospective "technocrats" may cease worrying about the STATED GOAL - it does provide a channel for maintaining your sanity.

There are inequities within the plan. For example, section 2.4.2d calls for the maintenance or slight increase of the 20:1 student faculty ratio. This proposal is fine but it makes no provision to correct the lopsided ratios of 130-50:1 in English, History and Business as compared with 10-20:1 ratios in Science majors. Let's face it. Some students (and not the science students) are being cheated.

The CIRCLE realizes that it is much easier to censor the plan than it is to laud the good points. But the good points will take care of themselves: what we have to accomplish by this issue and this editorial is to provoke educated discussion of this vital document before any decisions are made.

Finally, the CIRCLE leaves you with the following words from Francis Bacon, (These words were found at the beginning of the chapter entitled "Scientific Humanism" from Herbert S. Muller's book Science and Criticism: The Humanistic Tradition in Contemporary Thought).

"For the matter in hand is no mere felicity of speculation, but the real business and fortunes of the human race, and all power of operation. For man is but the servant and interpreter of nature: what he does and what he knows is only what he has observed of nature's order in fact or in thought; beyond this he knows nothing and can do nothing."

Form

Your

Own

Opinion

Build Up...Let Down. Get Out...

The first indication that Mr. Nixon would make a major speech on Vietnam came from the White House shortly before the day of moratorium on October 15. The scheduling of the address three weeks in advance was unusual. It prompted speculation among the critics and they then relaxed their attack in the hope of peace. In the fields of Vietnam the soldiers waited for the Presidents address - the military commanders reported that the soldiers were not responding to orders as usual. They thought perhaps they were going home. Much of "silent" America waited as well as "vocal" America, for the presidential speech.

Then on November 3 the President displayed a most profound lack of political agility knowledge of history (Vietnam history), and misunderstanding of his electorate. The speech was a let down. It turned the clock back to the days of Johnson. The talk of rejection of immediate withdrawal, the lack of progress at the negotiations, the call for domestic support, and the implication of escalation to counter enemy attack are all too familiar. The American people do not want to hear it. They rejected it last November.

The American people do not want a "secret" timetable contingent upon battlefield gains. The American people can not wait for the South to take over the war. They want immediate withdrawal of American forces; all of them.

It remains for concerned Americans to work for the immediate termination of the war. The Nixon government must be made to understand. Every available means of demonstrating to this government our disagreement with policy should be used. November 14th and 15th will afford us the opportunity to do so.

The students, intellectuals, and financial leaders of America realize that the war is over and that we have lost. We have lost the funds that should have gone to the ailing cities, that should have been used for education, elimination of poverty, for control of pollution and many many others. We have lost the peoples faith in the American government. We can no longer talk to one another regarding racial problems for we have lost our patience. Finally we have lost lives, too many lives, too youthful, too far from home. We have lost the war - let us now bring the boys home.

In Perspective

John Hurley



Who scored the first touchdown on Leonidoff Field? Who led Marist to its first victory over arch-rival Iona? Who won the Best Athlete of the camp award over Lew Alcindor in St. Jude's Daycamp of 1958? Who scored his first touchdown for Marist as a flanker and was promptly switched to quarterback in his next game? Who quarterbacked Marist to its only victory of the 1968 season in his first quarterbacking effort?

The answer to all these questions is Marist College's quarterback John Hurley. John, a native of Milford, New Jersey, came to Marist half-way through his sophomore year from St. Joseph's in Indiana. John attended Don Bosco High School in New Jersey where he played football and basketball. John is an avid boxing fan who majors in History and hopes to work for the Government after graduating.

John has been the Marist quarterback since the fourth game of the 1968 season. He started the season as a defensive back but was switched to flanker in the second game of the season and it was here that he scored Marist's only touchdown in a 7-6 loss to Kings. John's next appearance was at quarterback against Niagara. It was in this game that John thrilled the Viking fans with his passing and running. He was rewarded the

WEISS

long-range projection, which it did. The question was also raised concerning student participation in this workshop. The student members of the APC discussed this with me, and it was decided that the student representatives in academic matters, namely the members of SAC, would attend the workshop. Meanwhile, the president of the college had announced that plans were being formulated with the Student Government to make the work of the planning commission known to the student body.

I was asked if the long-range projection stressed technology at the expense of the humanities. This hypothesis is based on the statement of goals developed by the planning commission and which were printed in an earlier issue of The Circle this semester. The misunderstanding developed because of the wording of the first of these goals which is entitled "Learn to Live in a Technological Age." At the workshop it became painfully evident that what was perhaps clear to the members of the planning commission was not as clear to the people who were just being introduced to the document. The discussion of that day helped to clarify the fact that Marist was not

game blazer for his outstanding performance in this game. The last game of the season against Providence proved to be his most disappointing game in a Marist uniform. Trailing 13-12 with seconds remaining John rolled around left end attempting to score the 2 extra points but he came up inches short.

This spring season's game was the highpoint of John's college career. Leading the Vikings to a thrilling 18-6 victory over arch-rival Iona John quarterbacked a tremendous game, hitting his receivers Tyne and again. His accurate passing was the difference in the hard fought battle.

In the season's opener against Plattsburg John led Marist to a 28-0 victory. John has had outstanding success hitting his short receivers and hitting his man in the end zone. In the exciting game against St. John's, Hudson Hurley (in contrast to... Union Turnpike Mike) led the inspired Vikings to a near upset over highly ranked St. John's. Moving the club by consistently mixing his running game and his passing game, John's efforts were instrumental in the Viking attack. In what was one of Marist football's finest hours, John's courageous performance in spite of a back injury won him great respect throughout club football.

from 1

overemphasizing the technological. Rather, what was intended was a reaffirmation of the role of the humanities in an age which is becoming increasingly technological. How does Marist, a liberal arts college, continue to probe the real meaning of man in an age when man's very existence on this planet is being threatened?



Soph. Pete Walaszek shoots ball at Sacred Heart goalie in Marist's 2-1 victory at Leonidoff Field.

MENEPACE

from 1

students there participating. The students who were there were allowed to participate openly." However, he did comment that, "I think it would have been unwieldy to have several hundred students there."

As a final remark, Doctor Menapace made the following commentary: "I would make a plea for people to read the plan with an open mind and to attempt to understand the general thrust of the plan rather than to isolate individual parts of it and taking these parts out of context. The goals are not all inclusive but represent points of emphasis for the present time. All the goals are interrelated and are considered of equal importance."

FALL from 4

everyone jump on that bandwagon, teachers, parents, government, media, and even friends. Yes sir the great call to "MEET THE CHALLENGE." Aren't you getting sick of it? Aren't you fed up with the "big names" and "useful terms and phrases?" Maybe our papers should be full of compositions like, "The Fall?" Maybe the whole world should take the hint from nature and drop dead for a while?

What's that? You say there are some things you are really fed up with, but... BUT WHAT?

Why?

By Peter Masterson

Why is Marist still a virgin? When will the seductive evil forces of student militarism and campus violence rape our fair maiden Marist? Columbia... Cornell... and now Vassar... all defiled by the insidious grip of student agitators... but not Marist! Virginal, clean, wholesome, sweet, untouched, pure, and inviolated, Marist, blossoming in her innocence and maidenhood, appears to the concerned community as a thrust to the bust of intellectualism while sitting on the ass of apathy. She seems to flaunt her figure of academic potential yet flees from the first seductive glance from a progressive program.

Responsible attendance... proper classroom attire... pass-fail... reduction of core curriculum... improved curfews... alcoholic privileges... open house(?)... these are the changes accomplished through the aggressive efforts and patient labors of many concerned and progressive students. Some were years in coming due to the unfound fears of the administration that these innovations would cause adverse reaction. There have, however,

been no adverse reactions to these reforms which indicates that our Administration is playing the role of an overprotective, domineering old lady, whose inflexible Victorian attitudes are inhibiting the academic, social, and moral growth of her young, growing student body.

The fault is not entirely with the Administration. There comes a time when every girl must grow up and prove herself a woman. She must expose herself to the advances of current ideas, as it is her responsibility to present herself to the undressing eyes of modern society. Thus, the Marist students must assert themselves and cast off these maternal apron strings and create a more responsible and mature relationship with the Administration. But how?

In the past, students have repeatedly knocked on the Administrations door, and after not receiving an answer, have ripped down that door. However, there is one easier solution. Let's merely open that door ourselves, and meet the Administration face to face in their own boudoir where we will be heard.



(Top Row) (l. to r.) Jane Pancheri, Peggy Miner, Elaine Zuiriconi, Mikey Pepe, Shevaun Hall. (Bottom Row) Judy Schaudnecker, Fanny Colligan, Mary McGuire, Linda Cloer, Dee Coutant.

Sports Special

New Cheerleaders Boost Morale

By Linda Cloer

As the 1969 athletic season opened a new dimension in support was added. For the first time, Marist College has a female cheerleading squad. Chartered under and sponsored by the Booster club, the cheerleaders hope to be an asset in spirit to

the Marist student body.

In conjunction with past experience and ability a quality characteristic of the cheerleaders has been a desire to be well and deservedly received. This has been evidenced in the willingness to devote time and energy to practice, making of their own skirts and buying their own sweaters and accessories. The squad includes captain, Jane Pancheri, Mary McGuire, Linda

Clair, Elaine Quiriconi, Judy Schaudnecker, Frannie Colligan, Dee Coutant, Mikey Pepe, Peggy Miner and Shevaun Hall. They wish to gratefully acknowledge all the support from the stands and express the hope that it will continue and grow. You can see the squad in action this Saturday at the soccer game and Sunday at the football game. Both promise to be exciting so come and give the teams your support.

This Week In Sports

During this week in 1966, Mr. Ron Petro was preparing for his first season as Varsity Basketball coach, taking over for Mr. Paul Arold, the famed crew coach. His starting five that year were: center, John Murphy, a senior, who would later pass the 1000 point mark; forwards, Rick Schneider, a junior, and Bill Gowen, a sophomore; and 2 sophomore guards, Rick DiPatri and Tony Powers, who were cousins...

At this time in 1967, the Varsity Club, under President Paul Sicilian donated the trophy case to the Rathskeller... On Oct. 29, 1966 John Forbes

led the Cross-Country team to victory in the Conference Championship at Van Cortlandt park. John Goegel was second, and a freshman named Phil Cappio finished third for Marist...

On Nov. 1, 1967, John Forbes set the record of 24:22 on the Marist 4.6 mile Cross-Country course...

On Oct. 28, 1967, the Vikings defeated Niagara 14-6, as Bill Dourdis took a flair pass from Jim Conroy and sped 80 yards down the sideline with the help of a key block by Andy Herzing to break a 6-6 tie with 1 1/2 min. remaining...

Frosh Crush Columbia Crew

by Greg McLaughlin and Jack Barry

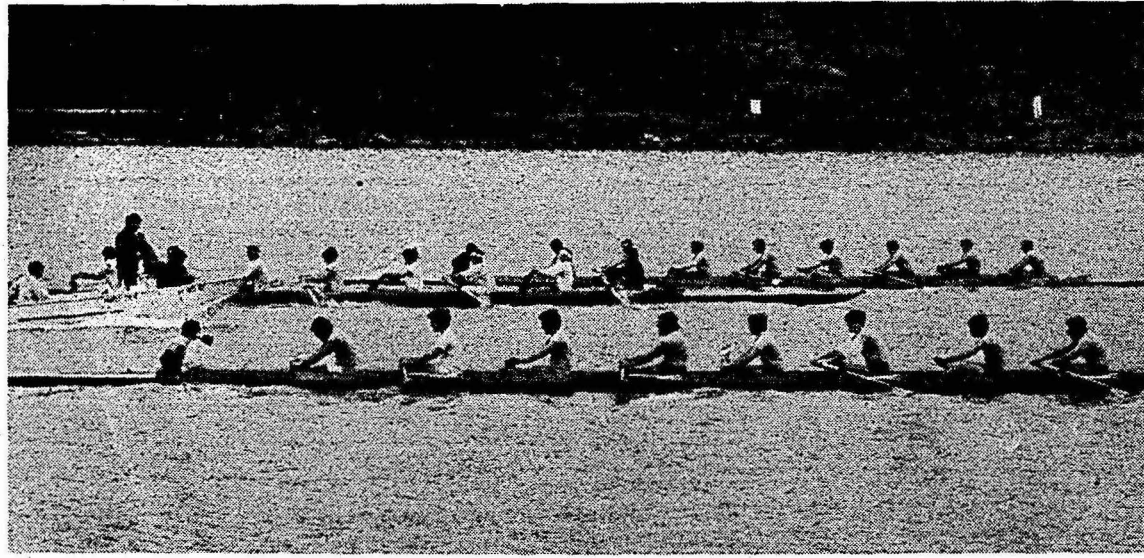
On Saturday, Nov. 1, the Freshman Crew Team met with the Columbia University Frosh Crew for a dual meet on the Hudson.

The race was not as important as the Syracuse race was, although it yielded up-to-date reports for the coaches as to the progress of their personnel. The team itself found the race invaluable because it enabled them to see how they would react under pressure. It also gave them the experience and confidence they will need for the spring season.

The normal one mile distance for the race was abandoned in favor of five 500 meter sprints. This short distance racing enabled the coaches to get a truer evaluation of the crew's power than a long distance race.

All three Marist crews swept all five sprints by at least a length and a half. The Marist victory can be attributed to the keen coaching of William "Butch" Lennahan. The Frosh crews were well disciplined for the Columbia race and found it a welcome respite between the rough workouts.

This Sunday afternoon at the Orchard Beach Lagoon, the N.Y.R.A. will sponsor a fall regatta. Among the colleges and clubs entering are St. John's, Fordham, John Jay College, Stony Brook, Columbia, Iona and Manhattan. There will be events in fours, singles and eights. Marist is entering a varsity four and a freshman eight as well as a four. Andre Albert and Mike Camardi will race in the singles for Marist.



Marist's second and third Freshman boats soundly defeat Columbia on the waters of the Hudson last Saturday morning.

Campus Stuff

By Don Duffy

Only one word can sum up last Saturday, Great, Great, Great. Every Marist team that competed won and that has to be great. Marist has come of age sports fans and this won't be the only time that this is going to happen, you can bet your last dollar on that.

The frosh crew did nothing less than win everything they competed in, with the only boat from Columbia surviving was the varsity shell because they didn't row. Rumor has it that this frosh team is going to be victorious at the Dad Vail in May. The Cross Country team didn't get discouraged after their loss in the C.A.C. but instead beat two teams from the big city with ease. The football team hasn't beat Siena in the last four years but that jinx ended with a 27-13 victory. And then there is the soccer team. After losing six out of their first seven games, salvaging only a tie, they didn't lose faith and soon they were a three game win streak. Led by those sparkling front liners of Walaszek (4 goals and 2 assists in those three games), Zelinski (winning goal Saturday) and Tom Rabbitt (tied for scoring lead and ace Penalty shooter), who have back up by Jim Elliott, Bill Kawina and the ever persistent Izzy Sabeta and the great frosh fullbacks in the personage of Fly boy Saunders, Adorable Jim Heilmann and boom-boom Bergin, this team has heart and now they have a respectable record. Lets get down to the game on Saturday and see our obys win their last game of the season.

BITS-N-PIECES

Hope Mr. and Mrs. Steve Larkin had a very nice fall weekend at their Hyde Park estate. All I want to know is w who stood up for you Steve, was it Mr. and Mrs. Popeye Nolan. . . If your ever in the mood for a great time come see Jet Ullrich or Emmy Cooke and they will let you listen to lovely poetry on their record player. Oh those two are so much fun. . . Go see the gatehouse queens before they move. . . If you ever need some motherly advice go see Ma Krakower, she will take care of you. . . Congratulations to Cooney on his 82 yard run Saturday against Siena. See Tom, there is some one slower than you. Does Tom Mahoney really get lost on those five day weekeds of his. . . I don't like carrot, the Rabbit does. . . Saw Joe Rubino at the football game Saturday, I was just tickled pink. . . Turkey Trot is next Monday, if your interested get in touch with Jim Elliott, Rm 804 c. Get in touch with him before Friday because Pattie is making a return trip this weekend to the old U. Any late entries can be handed in at the Red Bull. . . There is a great show on WMCR every Monday nite at 1 a.m. I won't tell you who the D.J. is, but he is just magnificent. . . Noodles Noonan would like to thank all those adorable people who went to the Siena game Saturday. He would also like some info on his whereabouts that same night because he can't remember anything. . . Well that ends another rotten column. I wonder if Pat and Ann aren't really escapeses from that institution across the street? Electric doesn't like her nickname so see if you can come up with something else for her. . . Don't forget about the Turkey Trot. They are giving away three birds as first prizes. Love Duff. . .

FOOTBALL from 8

to Siena's 35 yard line. Hurley was sent in for Vuy. Even though Hurley could not throw because of a shoulder injury he did some nice running, going over from the two yard line. The PAT was no good and the game ended with the score 27-13.

A few injuries were sustained in the game. Those injured were Mike Towers, Andy Herzing and Jack McDonnell. The injuries are not serious and all will probably see action next Sunday against Seton Hall. Bill Dourdis will also return to the starting line-up. Next week the Vikings play at home against Seton Hall at 1:30 Sunday afternoon. Come out and support the home team.

TURKEY TROT MONDAY (see them run!)

Peas and Carrots

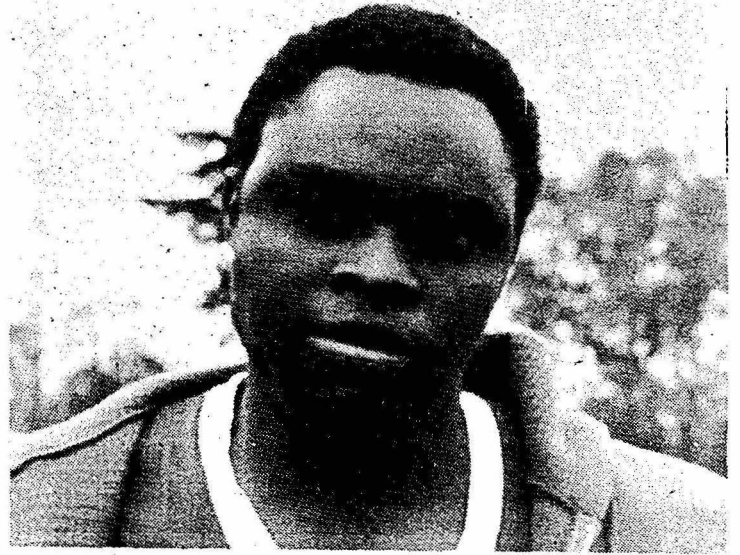
by Joe McMahon

You might say the football team was a little psyched last Saturday at Siena. It's a good thing for Blecker Stadium that the half-time wasn't any longer, or there probably wouldn't be anything left of the locker room. . . With Bill Dourdis sidelined by an injury, and John Hurley out for most of the game, with a bad shoulder, Mark Rowinski and Ron Vuy were called on to do the job and both came through well in the clutch. . . Andy Herzing helped out the cause with a number of timely receptions, including two circus catches which he hit with one hand and caught with the other. Speaking of circus plays, one pass from Vuy in the 3rd quarter went off Bill Paccione's chest straight up 10 yards in the air and landed right back down in his arms. In the 4th quarter, the ball was jarred loose from Dick Hasbrouck and the alert Bob Scott picked it out of the air for what looked just like a 3-yard forward lateral. . . The best second-effort of the day came from Chris McNamara who, with two defenders on him, hauled in a 40 yard bomb from Vuy on the four and almost dragged everyone across the line with him as he lunged to the 1 foot line to set up the 3rd touchdown. . . Mike Towers came through with a key play in a very unexpected way. Being the last man with a shot at Siena's speedy halfback, who had reversed his field twice at the 10 yard line to get by everyone else on the kickoff team, Mike got an angle on him at full speed and knocked him out of bounds around midfield, thus preventing a sure 6 pts. . . We have a big home weekend coming up with Dowling here for Soccer on

Saturday at 2 o'clock, Seton Hall to play the Vikings Sunday afternoon at two, and the Turkey Trot on Monday at four. . . If you want to stretch the weekend, the Cross-Country team ends its season at home Wednesday at 4:00. . . I hope our next feature "This Week In Marist Sports" will go over as well as In Perspective did. Unfortunately, my files only go back to 1966, so if anyone could fill me in on some of MOTH's action-packed thrills from the days of yesteryear, whether it be headline or trivia, it would be most welcome. . . I wonder how many football players were given a decent meal last Wednesday after their practice at Riverview. But, no, a training table isn't too important! RIGHT? I mean what's so big about missing a meal? Athletes are supposed to be big and strong. Especially runners - they're all nearly 140 lbs. And wrestlers, they never come in tired or anything! And there's always the Rat or Vicki's - what better place to use the spending money from our athletic scholarships! . . . Don't pay any attention to what Tom Turkey says in his letter to the editor. Show up at 4:00 Monday for the highlight of the year in intramurals. . . I've yet to receive an entry from the Big Fatty A.C. Last year's group made it to the river but they never came back. . . Gerry Rondon, last year's champ, has made it known that he wants another Turkey. His time for the 2.8 mile course was 17:24 and he beat Tom McCutchen by 12 seconds. . . The Banana Splits A.C. are the new sensation of the Intramural Soccer season. Don't miss their psyche cheer. . . Erp! . . .

In Perspective

Isidore Sabeta



To anyone who has been to a home soccer game in the last three years, it is obvious that one athlete stands out above the rest. In the eyes of the spectator, "Izzy" (as his soccer team-mates call him) may not seem as the most colorful performer nor does he seem to have the flashy moves. But no spectator has ever seen a soccer player get the job done as he does. Izzy's "job" is to stop the opposing offensive line and he does so with amazing consistency. Br. Sabeta came to the U.S. four years ago from Rhodesia. Soccer is close to a national pastime in Rhodesia, therefore, Brother Sabeta got his start playing in elementary school. He began playing as a goalie and continued as one until he reached Marist. After considering the size and ability of Br. Isidore, Doctor Goldman decided that he would be more valuable to the team on the field rather confined to the goal, and Izzy has been stand-out at

fullback ever since. Br. Isidore also has the ability to handle the ball on offense as he proved against Nyack this season. With the score tied late in the game Izzy came from his defensive spot to continually feed the ball to our offensive line and prevent Nyack from clearing the ball downfield. Doc. Goldman says it best of the value of Br. Isidore Sabeta: ". . . the only words to describe him are cliches like fantastic, and outstanding; he has been more than just a soccer player, he's been a symbol to the rest of the team who are always happy to see him out on the field. For three years he has been the bulk of our game; unfortunately, there is only one of him; at a big school with the proper publicity, he would be an all-American." Br. Isidore is presently devoting most of his studies to Chemistry and he says although his future plans are not certain, he feels that he will teach eventually.

DAVEGA from 8

type with a tough defensive struggle coming about by both sides, Diaspora was unable to gain any ground at all as their receivers found difficulty in catching the ball. Midway in the second period, Davega forced a punt deep in Diaspora territory. A strong rush by Davega blocked the punt netting them a safety and the only score in the game. Late in the second period, Davega established the first real offensive threat of the game. Ken Gestal's end sweep netted five yards. A pass to "rule book" Kelmer was good for twenty yards and another Gestal completion to Tom Roman placed the ball just one yard short of a touchdown as the half ended. Strong defense marked the next two quarters with little offensive gains. Davega was able to place Diaspora in terrible field position due to the tremendous punting of the "golden toe" Chuck Stebener. Excellent coverage of punts placed Diaspora in rotten field position. Leading the coverage was awesome Tom Roman and Captain Marvel Mullany. Diaspora was unable to move offensively. Late in the fourth quarter, They received the ball and started to move but the threat was stopped by Slat Gormley with a key interception with 11:47 left in the game.

After the game the boys from Davega were ecstatic with joy. When Ken Gestal was approached for a comment about the game, he was heard to say with a tear in his eye; "They played good but we played better."

Due to the amount of faculty and administrative opinion in this edition of THE CIRCLE, FACULTY FOCUS has been deleted. It will reappear next week with Mr. Casimir Horkelinas and "Some Impressions of the Soviet Union."

Vikings Upset Siena 27-13

Soccer Wins Two; Frosh Row Over Lions

Vikings Meet Seton Hall Sunday At Home

The Vikings, led by Ron Vuy at quarterback, beat a strong Siena team last Saturday at Blecker Stadium in Albany by a score of 27 to 13. It was the third win for the Vikings which brings their season mark to 3 and 3 with two games left to play.

The Siena team ranked eighth last week could not get going as the strong defense of the Vikings held them time and time again. Henry Blum, Marty Keely, Bill Leber, Jack McDonnell, and Don Ronchi all turned in fine performances in holding the Indians to only 13 points. Their season scoring average was 27 points per game. Jack McDonnell added to his interception total by picking off three Siena passes.

The offense kept rolling as Vuy's passing and Hasbrouck's running proved too much for the Siena defense. Vuy went 9 for 23 in passing and 127 yards while Hasbrouck gained 113 yards rushing. The Viking offensive line consisting of Mike Towers, Mike Cahill, Emmett Cooke, Bill McGarr and Frank Attanito did a fine job in protecting Vuy and also in enabling Hasbrouck to gain 113 yards. Mark Rowinski replacing injured Bill Dourdis turned in a strong performance.

The scoring started early in the first quarter. Siena received the opening kickoff bringing the ball out to their own 40 yard line. From there Joe Grasso on a halfback option, threw a pass to Mike Schonger, who took the ball deep into Viking territory before being caught from behind by Bill Rooney. On the following play Brad Spring went off tackle for 12 yards, and the score. The PAT was good and Siena led 7-0.

The Vikings wasted no time as Tom Cooney took the kickoff and raced 82 yards down the sideline for the touchdown. The PAT was good and with only a few seconds gone by in the first quarter the score was tied at 7

all. It looked as though it was going to be a high scoring game, but the Viking defense tightened and did not allow the Indians to score again in the first half.

Shortly after the Viking touchdown Keely blocked a Siena punt. McGarr picked up the loose ball and went to Siena's 10 yard line before being knocked out of bounds. Three plays later Vuy hit Herzing in the end zone for the Vikings second touchdown. The PAT was missed and the score became 13-7.

In the second quarter The Vikings started a drive from their 45 yard line. Vuy hit Herzing for 20 yards as Andy made a fine catch for the first down. Vuy then threw a long pass to McNamara, who caught it on the two yard line. From there Hasbrouck took it over for the score. The try for two points was good as Vuy hit Herzing in the end zone. The half ended

with the score 21-7 in favor of the Vikings.

The second half became a defensive duel as neither team was able to sustain a drive. Late in the third quarter Siena started to move. With the fine running of Joe Grasso and Jim Broderick the Indians moved to the Viking 30 yard line. From there reserve quarterback Pete Diamond threw a perfect pass to Mike Schongar for the second Siena score. Smith missed the PAT and the score remained 21-13.

Still behind 21-13 in the fourth quarter Siena was forced to throw. The Viking defensive backfield of McDonnell, Gestal, Rooney, Faison and Hinchey did a great job intercepting four passes and knocking down scores of others.

Late in the fourth quarter McDonnell intercepted a Pete Diamond pass and took the ball

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Pete Walaszek crosses ball to Tom Rabbitt as Marist moves downfield enroute to 2-1 overtime victory against Sacred Heart last Saturday.

Foxes Top Sacred Heart 2-1 In Overtime

By Don Duffy

The Marist soccer team defeated Newark St. of Union, N.J. by the score of 2-1 on Tues. Oct. 28. It was the second straight win for the young booters.

On a cold, overcast day neither team was able to maintain much of an offense in the first twenty-two minutes. Marist was outshot in the first period 2-1. The action came early in the second period. Marist was able to penetrate on the Newark St. goalie and when a direct kick was sent his way by Bill Kawina at the 2:30 mark, Pete Walaszek was able to deflect it by him for the first score of the game. Marist outshot their opponents in the

second period 6-4. The third period was much like the first period with little action until Marist started to go deep into Newark St. territory. Dan Zelinski got off a shot which deflected off both Walaszek and Rabbitt into the goal. Rabbitt

was credited with the goal at the 9:20 mark with Walaszek and Zelinski getting assists. Marist outshot N.S. 6-4 in the third period. Marist played defense in the last period with neither team

Cont. on Page 5

Davega Wins 2-0

Lead by a tremendous defense the senior team, Davega, was able to win its second consecutive football intramural championship on the lower soccer field before a capacity crowd of 150 fans. They defeated Diaspora by the score of 2-0.

The first quarter featured mixed gains in the small variety

Cont. on Page 7

Harriers Top Two City Schools Finish Third In C.A.C. Champs

By Steve Sawicki

On Wednesday Oct. 29 Marist was host to the Central Atlantic Conference (CAC) cross-country run. There were only four teams

in the race but the performances were excellent. Kings College, Nyack Missionary Bloomfield and Marist engaged in a close, well fought race, producing some of the best times ever on the Marist Campus.

The race went off late with Kings taking the early lead. McClements and White of Kings soon held the lead positions and remained unchallenged until the very end. The remaining runners were intermixed, forcing them to produce better times and separate into small groups where competition became fierce as the race progressed. The four teams fielded 32 runners in which Marist placed 4 in the top 12 due to the excellent performance of John Petraglia and Tom Mahoney who lowered his time from 29:55 to a personal best of 28:28.

Kings battled to retain the lead positions as Jenks (Nyack) challenged their ability to endure. McClements of Kings took first with an excellent time of 27:11 followed by teammate White in 27:27.

The first runner in for Marist, John Petraglia placed 7th overall and lowered his time from 29:26 to 28:00. Tom Mahoney placed 10th with the excellent time of 28:28. The 11th and 12th positions were a tie between Co-Captain Bob Mayerhoffer and Steve Sawicki (28:40) Marists 5th position and 18th overall was held by Jim Corbett (29:35) Co-Captain Joe McMahon placed 21st (30:33). Following closely were Greg Nelsen 22nd (30:45) Don Paulson 24th (31:25) Mike

Smith 25th (31:42) Tom Geraghty 26th (32:09) Charles Russet 28th (32:20) and Mike Moran 29th (33:48).

Although the Marist Harriers turned in excellent performances Kings won the meet with 29 points. Nyack was second edging Marist 48 to 57 and Bloomfield ran up 100 points.

On Saturday Nov. 1 Marist competed against Brooklyn Poly Tech and Hunter at Van Cortlandt Park. With a stiff wind blowing against the runners the paces were slowed significantly, resulting in poor times for so late in the season. Marist ran a close race with Hunter, overpowering them 21 to 35 and succeeded in toppling Brooklyn 16 to 45.

The winning time of 29:30 was held by C. Vercoe of Hunter. The next 4 places were captured by Marist displaying a phenomenal team effort. Steve Sawicki placed 2nd overall and was 1st for Marist in 30:45 John Petraglia was 3rd in 31:03 Co-Captain Bob Mayerhoffer was 4th in 31:13 and Tom Mahoney 5th 32:15. Joe McMahon placed 8th in 33:35 Don Paulson in a spectacular 100 yard sprint finish against Senapica of Hunter placed 12th in 34:35, Charles Russet placed 14th (36:26) Tom Geraghty 16th (36:43) and Mike Moran 17th (36:45).

With these two additional wins the Marist Harriers raised their record to 8 and 10. The Harriers will run their last two meets of the '69 season in the N.A.I.A. meet at Trenton Sat. Nov. 8 and a home meet with St. Francis on Wednesday Nov. 12.



Co-Captain Bob Mayerhofer and Freshman star John Petraglia pick up speed on flats after climbing the mountainous "water-works" hill. Petraglia garnered a medal at this C.A.C. Championship by finishing a strong 7th place.