



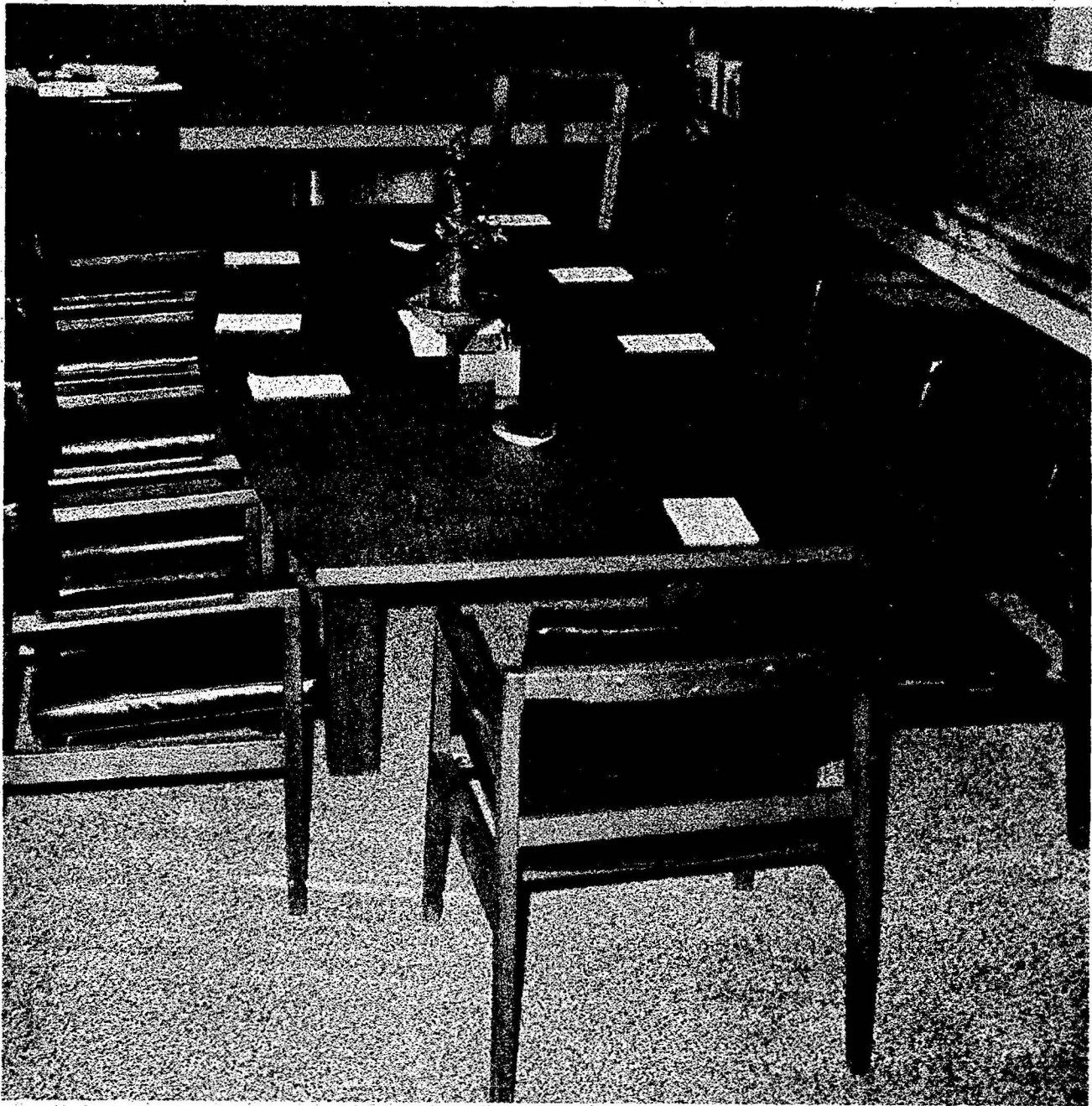
THE
CIRCLE



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MARIST COLLEGE, POUGHKEEPSIE, NEW YORK 12601

OCTOBER 8, 1970



Who Runs Marist?

ATTITUDES: OUTRAGEOUS

by Bill O'Reilly

"Dick, Dick there is someone calling on your short wave radio."
 "Not now Pat, I'm right in the middle of Mod Squad."
 "I think it's pretty important Dick, you'd better answer it."
 "Okay, this is President Nixon, make no mistake about that."
 "Dick, how are you, this is King Mundane of Jordan. Look Dick we are having a little trouble here; we've just had our 17th revolution in the last hour and a half. This time the Gay Arab Front has declared war. The Israelis are also giving us trouble."
 "How do you know that Israel is threatening, King?"
 "Well, someone just opened up a Kosher Deli around the corner from the Palace. It's not too bad but the corn-beef was a little too lean. Look, Dick, things are getting out of hand. The people are rioting, looting and burning and worst of all the Palace bar is out of tonic."
 "Look King, sit tight, this thing might blow over. I don't understand you people, for the last hundred years you just stood around and watched your turbans die. Now everyday its riot city."
 "Look Dick, some little kid just broke my T.V. antenna, things are getting out of control. Why don't you send some of your boys over to help out? Just a few hundred thousand. It will be sort of a cultural exchange program, in return we will send you four camels."
 "I don't know King, in the last year your people have tried to burn down our embassy, hijacked six of our planes, refused to admit the Secretary of State and banned Archie comics."
 "Dick, Dick, can't you take a joke, it was a lot of laughs wasn't it? Remember the time you were going to visit and we lined the Amman airport runway with cobras? You have to admit we Arabs are a lot of laughs."
 "Yes, I guess I'll admit that, King."
 "Look, Dick, I didn't want to mention this but I think our Russian friends have a hand in these uprisings."
 "How do you know that, King?"
 "Well, my intelligence agent found some empty vodka bottles behind a sand dune. And I just got a report that the Syrian army has just invaded my country."
 "That sounds bad, King, what are you going to do?"
 "No sweat, Dick, our anti-ballistic truck defense program worked out perfectly, and the truck that was carrying the Syrian army got a flat."
 "Listen, King, I don't know if I can help out. Wait a minute, maybe if I surrounded Bermuda with warships the rebels will get the message."
 "Dick, you know how important Jordan is to your economy. We are the leading exporters of sand in the world. Besides the guerrilla leaders are anti-U.S. Just the other day I saw one of them spending the \$1,000 U.S. aid dollars I gave them on a Russian bazooka. Is that nice, Dick?"
 "King, I've got enough problems of my own. Sweet Baby James just made fun of me on his new album and Tricia won't speak to me. I'll send Spiro over to calm things down."
 "Thanks anyway Dick, but I don't think Spiro is funky enough for us. Well Dick, I should have known better to call on an imperialistic clod like you."
 "Goodnight, King."
 "Goodnight, Dick."

Untitled 95

by Dennis Alwon

I would like to comment upon one of the Residence House policies that seem to be very hypocritical and contradictory to the College policy of the responsible student. (What I am referring to is the policy of curfew.)

Here we are in an institution of higher learning; preparing ourselves for the outside world; getting prepared to face life independent of our families help, etc. We are all eighteen years old or better. The boys are all capable to fight in the service in foreign lands away from mom and dad, and the girls are being sheltered and protected as our mothers have done for 18 years.

What I'm saying is it is about time we let the institution know that we are old enough to face the problems of our private lives alone just as they expect us to face our academic problems. If the college expects the student to act responsibly in his academic role on campus then it must be ready to accept that the student has his own responsibilities in his private life.

It also occurred to me that there are some R.A.s that are taking check (especially the girl R.A.s) and some that are not. Is it fair to one freshman that he has to be in his room at a certain time while his friend (a freshman) can do what he pleases. It's not right and to avoid this we must do away with curfew.

It also seems to me that it is mainly the girls that are being checked. Come on now-I hope this isn't a moral aspect. Is it? If so I would like to remind the House Committee that we are not a Catholic institution anymore and that we all have minds of our own to decide if we want some sex or not. So it's none of your business.

I would suggest that all freshmen unite together and

deliberately not make check. Refuse to be in your room when you are told.

Just one more thing. Don't refuse just for the sake of refusing-but refuse because you have the right to refuse something that is inconsistent and not worthwhile to your existence. Power to the people.

Once you let the college tell you what to do they'll run your life for you as your parents have done. Maturity is impossible in conditions where you are being oppressed.

It really isn't the greatest thing in the world to refuse curfew. There are so many other things but if you want to go somewhere for the night or perhaps come in late I think you have the right to do it.

The Soft Parade

by Joe Aheam

Substance is not all that matters for there must be something to substantiate the substance. Materialistic beings with dollar signs engraved on their guns search the hungry corners of the earth. Lincolns and Cadillacs have died. Man carries name tags and the small print reads "made with care, packaged with pride" the essentials now rule the world. No more "plus", no more "additives", or "extras". The ten commandments indicative of incentive now read love, peace, understanding, sharing, cooperation, friendship, happiness, giving, equality, and seeking. The promised land is here in tomorrow but why not today. "Anti-this" slogans have been abolished. Stop! One

Drugs: Separate Culture

by Das Velez

It is more tragic than surprising to observe the manner in which the institutions of America have chosen to deal with the so called drug problem. To often drugs have been viewed

and studied outside of the context of what is presumed to be the problem which they create. Essentially, the point of this statement is to note that drugs are not a phenomenon in

and by themselves. They are part of an entire culture which has its own music, art, literature, politics and moral code. Therefore, when one examines the present attempts by the American institutions to solve the problem it becomes very obvious that the "drug stoppers" do not even have a vague understanding of the drug culture. In beginning to understand this culture let us peek at the major actors of this long lasting "fad".

Freaks as they have come to be known, are all individuals who in one fashion or another have decided not to conform to the "Joe College" mentality. The movement away from the traditional college characters has developed not because of drugs but for a multitude of reasons of which drugs is a part. Once we can admit that the present authorities are "out of touch" with the NOW college population: Then we can initiate productive activities which will direct us in understanding the role of psychedelics in this new life style. The acceptance of this fact (that drugs must be viewed as part of a culture) should then move us to observe and study the phenomenon of drugs within the milieu that consumes it. More specifically, studies of the behavior of drug users should be conducted by psychologists concerned with the problem. An analysis of the art, music and literature that appeals to Freaks, by experts of those disciplines, would uncover invaluable information about the effects of drugs on behavior. Furthermore, the accusation of a loss in morality should be investigated by philosophers and educators who have an open mind, to the possibility of a new and different morality.

Good News

by Fr. Leo Gallant

A couple of things caught my eye in September. First, that number of faculty and staff people who are involved on campus, over and beyond their contracts and salaries. Second, the note from the students to the faculty in a somewhat hard tone that concluded with: "We call for an equal vote of both faculty and students on the current proposal and those to follow."

A group of academic deans met recently in a workshop at Seattle to discuss campus unrest and they ended with a resolution which each dean had to sell to the faculty: The need for communal living on the part of faculty and students, as the basis for solving problems.

To generate a powerfully liberating education for the greater number of its students, a college must be a distinctive community, a community in which concern for individuals predominates. If enough faculty members with a basic commitment to broad humanistic education for undergraduates join in a coalition to save liberal education, good things can happen. A shared common excitement about liberal education, a community of faculty and students committed to an ideal of a collegiate education that is not merely professional or specialist, to an education that occurs at a time in students' lives when they are mature enough to begin reflecting, judging and philosophizing, will lead to an education that civilizes." (America, Sept. 19)

The article then stresses the need of real communal living by

the faculty on campus. Here at Marist there are many demands, both from faculty and students for a committed social science and college. Many are asking serious questions about life, searching for a spiritual meaning, finding an interplay between Christian and human wisdom. Basic to these needs is the need of faculty-student involvement in a real community of understanding and enterprise, some kind of communal living. My role, as chaplain, is really small, almost insignificant, but as the old cliché goes: "Every little bit helps." That is why I have open house in the Byrne Residence every Tuesday at 9:30 p.m. and Thursday at 10:00 p.m. (with proper and appropriate refreshments!).

The Coffee House, cafeteria, Rathskeller, Theatre, Athletic fields, the Theatre Guild meetings, the Children's Theatre, Gaelic Club and Italian Club meetings and The Mall are my little world where I do my bit toward communal living. Many faculty members with heavy work loads and family commitments, do much more. If everyone, faculty, staff, students, tried to do a little more-Every little bit helps-toward communal living, then our serious problems could be solved more efficiently. And that would be good news.

Cross My Heart

by Emmett Cooke

Upon reading the editorial of the last Circle, a line used came to mind in reference to something bothering me for a

time. "It seems to be the fashion..." Last spring in the wake of the Cambodian invasion and the Kent State slayings, the Marist student body seemed to come alive with a fervent feeling of unity and commitment rarely seen before at Marist. I said to myself, "Now it is really happening here, at Marist, the outside world suddenly matters to students here." The student body became aware of their feelings and genuine concern. Commitments were made, personal vows taken, and the spirit of constructive confrontation with the status quo was made manifest. There were problems in America which needed solving and Marist, in its way, was acting. Then the summer came and optimistic talk of not being co-opted and keeping up pressure was common. Phone numbers were set up for summer strike work and the call, for some reason, never came. Now everyone returns and affectionately refers to the "spring campaign". Past tense. Was it fashionable "while it lasted"? Is it over? Where are the committed ones now? There is a coming congressional election in which students could play a vital role toward changing the priorities of the American government to fit the needs of people and life rather than to institutions and death; and where is the enthusiasm. And what else is possible? The talk of repression of students, minorities, and social programs which was a favorite topic in the spring still goes on despite a 3-month vacation at the shore? Students might do well to educate themselves to what is happening and perhaps speak out (as in the Circle). This is a very concrete way of strengthening the commitments of your mind, which will prompt further commitments. How

Danforth Graduate Fellowships

Inquiries about the Danforth Graduate Fellowships to be awarded in March 1971, are invited, according to Francoise B. Gregg, Liaison Officer for the Danforth Foundation, Modern Language Department, Room D 209.

The Fellowships, offered by the Danforth Foundation of St. Louis, Missouri, are open to men and women who are seniors or recent graduates of accredited colleges in the United States, who have serious interest in college teaching as a career, and who plan to study for a Ph. D in a field common to the undergraduate college. Applicants may be single or married, must be less than thirty years of age at the time of application, and may not have undertaken any graduate or professional study beyond the

baccalaureate.

Candidates should be reasonably certain that they desire a career in college teaching and will enter an accredited U.S. graduate school in the fall of 1971.

Candidates must be nominated by Liaison Officers of their undergraduate institutions by November 1, 1970. The Foundation does not accept direct applications for the Fellowships.

Danforth Graduate Fellows are eligible for four years of financial assistance, with a maximum annual living stipend of \$2400.00 for single Fellows and \$2950.00 for married Fellows, plus tuition and fees. Dependency allowances are available. Financial need is not a condition for consideration.

GREYSTONE FROM 3

This interim committee would have had the responsibility of preparing a paper on governance to be presented to the full Planning Committee. The only paper of this nature was written by the President himself. Although, he conscientiously sought various viewpoints I believe it essential for the President to appoint others to the task.

Finally, we were not aggressive enough. As a committee we were disorganized and much too dependent on the President for direction.

CONT ON 5

Letters

Students

A few students from the Math Department have gotten together and would like to organize a Math Club. We feel since learning is not only experienced in the classroom, where a theoretical approach of Math is usually given, an informal atmosphere such as a club could prove very rewarding for developing applications and tricks of the trade.

A few suggested purposes are:

- 1) One can work with the applications of math in various disciplines.
- 2) One can work with others in discovering how the computer can be used in other fields.
- 3) One can follow up special interests, in discussion or supervised projects, etc.
- 4) Social aspects of working with fellow students and faculty.

There will be an open meeting for all those interested on Thursday October 15, at 12:30 in Mr. Roger's and Mr. Lumia's office.

If for some reason you can not attend this meeting on October 15 and you are interested, please contact either Bill Haedrich, Rm 523 Leo Box L-110 or Gary Jones Rm 321 Leo, Box C-280.

Thank you,
William Haedrich
Gary Jones

This letter was submitted by a member of the Marist community for, he felt it informational and educational. The letter was taken from the New York Times Magazine Section and refers to an article by a Mr. Blum which had appeared previously in the magazine.

To the Editor:

Mr. Blum mentions in his article complaints of fatigue and

La Frontera

Summer Session! Greystone Government

by Paul Browne

Vital to any college is its governance policy. At Marist College the question of governance is critical primarily because there appears to be no governance policy at all. Nothing was more obvious after reading the incredible responses of the Academic Dean (The Circle, Oct. 1) when the question of governance was pursued by officers of the student government.

This summer, along with two other student representatives (Jack Warzonek and Chuck Meara) I attended two Planning

Committee sessions which concerned the duties of administrative line officers and the governance issue. The editors of The Circle have asked me to discuss my impressions of these meetings.

Let me be brief and concise in re-capping the conference and pointing to, what I feel, were its basic strengths and weaknesses.

The representatives at the Conference numbered 21: Three students, nine faculty members and nine administrators. We met twice - once on July 11 and again on August 8. The first

meeting was devoted to hearing progress reports from various line officers in the administration. During the second session we discussed governance.

The basic strength of the conference was its open-endedness. We were free to be blunt and aggressive in criticizing any area concerning governance at the college. We also had the advantage of having all administrators concerned attending the conference. The summer was ideal for conducting research, and generally "getting things done." In this I know I run the risk of being party to "summer conspiracies" students are constantly conjuring up.

During the second session people began to ask all the important questions. Who governs? How is change implemented, specifically?, etc.

The goals of the conference were also encouraging. We would meet, hear administrative reports, discuss vital questions on governance, and form an interim committee which would research specific problems in the governance issue.

Considering how vital our task was, the weaknesses of conference can only be described as critical. Let me be specific:

The President directed a largely uninformed committee, with few duties delegated to it.

We were restricted by time. Two meetings were scheduled, there should have been more.

To compensate the time factor, the President said an interim committee would be formed and would "work intensively to study governance. This committee would interrogate a sample of trustees, administrators, and faculty to isolate problem areas." No such committee was ever appointed.

time it provides a significant discussion on the practical problems and the techniques of student participation in governance.

By no means is the work monumental in its handling of the subject matter, but it was never meant to be so. Ten years from now, after, hopefully, our university system has responded to the pressures of American society, it will probably be seen as just another good book on student power. What will be significant of this work even beyond the fact that it is one of the first books to combine perspective, theory and application in this area, will be that it came at the right time.

The administrator, the faculty member, and the student, particularly at this institution, would be doing well to read and study this book.

Dr. McGrath is an educational administrator, editor and co-author of nearly twenty works on higher education in America.

Calendar Of Events

Wednesday, Oct. 14
3:00 P.M. - Soccer, N.Y. Maritime - Away
7:30 P.M. - Children's Theater Meeting, Room 249, Campus Center

Thursday, Oct. 15
3:30 P.M. - Cross Country, Siena - Home
8:00 P.M. - Meeting of Faculty Wives, Fireside Lounge, Campus Center

Friday, Oct. 16
7:45 P.M. - Football, Iona - Away
8:30 P.M. - Coffee House, Room 249, Campus Center

Saturday, Oct. 17
11:00 A.M. - Cross Country, Brooklyn, Lehman, Queens Van Cort.

2:00 P.M. - Soccer, Southampton - Home
Fall Crew - Syracuse - Away
8:30 P.M. - Coffee House Concert, Nick Holmes, Theater Campus Center

Sat. & Sun.
Sailing, Nevins Trophy - Kings Pt.

Sunday, Oct. 18
Art Exhibit by the Dutchess County Art Association. Artist: Carole A. Lieb, Title: Now and Then
3-5 P.M. - Reception, Gallery Lounge, Campus Center
8:30 P.M. - Coffee House, Room 249, Campus Center.

listlessness often heard from marijuana users but disregarded by many physicians. Actually these are the symptoms which hold the clue to the tragically overlooked effects of marijuana on the initiative, motivation and will power of its users. To quote from my pamphlet, "About Marijuana," which to my surprise has received wide acceptance among young people:

"An early effect of marijuana and hashish use is a progressive loss of will power, already noticeable to the trained observer after about six weeks of moderate use. This loss of will power weakens the ability to resist coercion, so that marijuana users too often fall victim to hard-drug pushers, extortionists and deviates. Soon all ability for real joy disappears, to be replaced by the noisy pretense of fun. While healthy teenagers will eagerly participate in all

kinds of activities, such as sports, hiking, artistic endeavors, etc., a marijuana user will show an increasing tendency to talk endlessly of great goals, while doing nothing about them. Athletic abilities invariably fall off with the use of marijuana. Artistic achievements become meaningless and lose all originality. Instead of developing strong feelings toward others, the marijuana user is apt to wallow in sentimental emotions. Since the drug removes inhibitions, sex life may be stimulated for a brief period but invariably declines within a few years, leaving men all but impotent and women frigid."

My only reason for waging the rather hopeless battle against cannabis is the subtle, but to me deeply tragic deterioration of the personality of the marijuana user.

Franz E. Winkler, M.D.
New York

EDITORIAL

Destruction Not Rehabilitation

The recent outbursts of violence at city prisons have served to highlight one of the most tragic and criminal abuses of twentieth century America. Behind the verbiage of rehabilitation lies a system of punishment which is sorely in need of drastic overhaul. The plea for reform of the prisons in this country is being made by a totally disenfranchised group: the prisoners themselves. The charges of inordinate brutality alleged by prisoners must be investigated. The question of widespread corruption within the prison power structure demands an answer.

It is not difficult to recognize that there is little or no attempt on the part of prison officials to rehabilitate those remanded to their custody. Rather prisons are regarded by those officials and the public at large as places of confinement. Places where those who have transgressed are placed to remove them from the street. The question of rehabilitation is not seriously considered.

The insurrections within the prisons will continue. Their occurrence is justified until the needs of the prisoners, as human beings in need of rehabilitation, are met.

A Governance Question

The rebirth of the University System in the western world is primarily the result of certain monumental educational advances that occurred in Germany in the 18th century. The Berlin Plan, as these reforms came to be known reflected an emphasis for the first time on freedom of both students and faculty. The university carried two new forces: science and nationalism which profoundly influenced the character of the American University system.

The idea of the modern American University is that it is an expression of an age as well as an influence operating on the present and the future. Perhaps even more than an idea though the contingencies of growth, complexity and reform are tortuously affecting our university system. The power of leadership on the campuses in the past were given to college and university presidents. American higher education has developed because during the last four decades of the 19th century a number of fabulous personalities appeared in university presidencies who had the insight to understand and the ability to marshal the forces then maturing in American society.

But even for such individuals the task of governing an entire university complex has become too taxing. The American University is actually a multiversity with many different communities and activities. Students more than ever before are coming to college for a variety of reasons placing even greater stress on our institutions. There are over 7 million undergraduate students in this country attending only 3000 colleges. Administrative leadership has been given much discretion in the exercise of its broad powers (perhaps too much?). In the work "The Culture of the University: Governance and Education" the authors see "today's campus society as a collection of status bound interest groups, each having a special presence and each possessing claims to participation in varying degrees-subject to negotiation-in the activities assigned to the other components".

Faced with the massive demands of the seventies on our educational system, the choice must be made between rejecting applicants or diluting the quality of our instructional staffs. In America, it seems we have chosen the latter. Should we regain the level of quality? This question and others are far too important to answer without faculty and student participation in that decision. The search is then to find the form of government to replace the "waning" executive as the key decision maker. The developing style seems to be in the form of a community government in which the power of the respective groups will be defined. The hope of this parliamentary approach is the elimination of the credibility gap which has obviously existed on our larger campuses but even is evident on the smaller ones. Consistency of ideals and practice must be apparent. (The Columbia University disorders of 1969 represents such a demand for consistency).

As mentioned previously the two major forces which helped to style the American University system (German influence) were: science and nationalism. It could be remembered though that this system is still only adolescent in terms of its development. It is seen growing now almost uncontrollably and developing the personality of a spoiled child that has been given, up until this point, all it has wanted in the form of governmental grants, defense contracts, powerful alumni and trustees etc. But when forty-one percent of American Government defense contracts go to the California University system the question that this staff would raise is "Who actually governs at those universities to determine the style and quality of education?"

If the college's ability to govern itself (in the form of community government) is not asserted, it is truly possible that the entire academic community in this country will become a suppressed minority. We must (and we must soon) decide on, "Who governs the American College?"

Should Students Share The Power?

Book Review by Terry Mooney

By Earl McGrath
(124 pp. Philadelphia: Temple University Press. \$2.45)

"Dr. McGrath's essay marks an important waystation along a path, the future course of which is uncertain and probably tortuous for all of us in higher education." Martin Mezersan, Chairman The Assembly on University Goals and Governance.

"Should Students Share the Power?" will no doubt be the catalyst that will prompt further scholarly investigation into a field which has been up until this point a virgin insofar as thorough academic research is concerned. Dr. McGrath's treatment of the subject has, to his credit, gone beyond its purely academic and rhetorical questions of student power and the student's right to participate in campus governance. It rather represents an enthusiastic effort to develop an historical perspective on student rebellion, unrest and power on American college campuses. At the same



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CONT ON 2

THIRD YEAR AT HOME: REALISTIC REFORM

Submitted By: Dr. Melvin Michelson To: APC

CURRICULUM REFORM

The present curriculum reform proposals, while going in the proper direction, do not go far enough. There needs to be two additional features at least added to the current proposals. The first change that I propose is to institute a program fashioned along the lines of the Marist Third Year Abroad Program but carried out here at home - a Marist Year at Home Program. This program would be carried as part of the 60 credits of elective courses allowed to students. The program would allow those students and faculty members who are interested in dealing with a complex problem to do so from as many different viewpoints as possible for a semester or an entire academic year. The number of credits would be more than the 3 normally allotted for a course and could be as much as 9 or 12 depending on the work needed to do whatever is deemed necessary at the time. What is important is that the faculty and the students involved would be free to devote all their time, energy, talents and enthusiasm in a particular area of mutual interest without the encumbrances of many other course responsibilities. The students and faculty member would conduct interviews with one another prior to beginning the project. The problem chosen should be related to the region that Marist College is located; that is, Poughkeepsie, Hyde Park, Beacon, the Hudson River, Dutchess County in general. The students would not simply be studying to find out what is wrong but more than that, what is needed to start correcting the wrongs and offering viable solutions and alternatives to the community in cooperation with community people. The necessary action to bring about the constructive changes would be attempted wherever and whenever possible. I now will point out some specific examples of Marist At Home Programs:

ECOLOGY

Ecology is not an anti-littering course but rather a study of the victimization of human beings and nature by the technological society we now face. This course will try to show means of gaining control of the conditions which now rule our lives. The victimization manifests itself in many ways: chemical and physical (air, water, food pollution) psychological, social and economic, for example, our treatment as a society of Blacks, women, homosexuals, rural poor, migrant workers, the unemployed, the old, the young, the land and other natural resources. A Marist At Home Program in Ecology would study the various general problems associated with ecology such as population control including the question of genocide, food production, air and water pollution, pesticides and alternatives to insect control, noise pollution, alternatives to the internal combustion engine, mass transportation, solid wastes, economics of pollution and the politics of pollution and other topics. The program at the same time would start looking at specific problems associated with the City of Poughkeepsie or Dutchess County. For example, a solid waste management program utilizing the city garbage as a source of raw materials rather than the current practice of throwing things away. Those associated with the course would try to bring about this change by an educational campaign using leaflets, door-to-door canvassing, starting a weekly newspaper, starting a weekly radio show using a local station, meetings with the Common Council and citizen's groups and conducting teach-ins.

There are other programs that some groups of students might be interested in that concerns ecology. These students could grow organic food (no chemicals) for instance, and learn about organic farming in a direct way. Land could be rented or perhaps someone would contribute some land. The food harvested from this activity could be brought into the city on Sundays and given out free to the community people who are in need. This could be accompanied by street festivals including singing, dancing and other entertainment done jointly by community people and students. Thus community becomes aware of more healthful alternatives and students learn to relate to others than their peers.

Other possibilities include teaching classes at the local schools, giving talks to community groups regularly in churches, P.T.A.'s,

service organizations such as Elks, American Legion, and community centers. Students could also make movies and slide shows to be shown to the community.

In summary, we would be bringing the ideas, energy and enthusiasm of many different people needed to bring about the solution to the problems.

TEACHER EDUCATION

A Marist Year at Home Program would allow those students interested in teaching as a way of life to observe the schools in the area, public, private and experimental. A study of alternative teaching methods suggested by Holt, A.S. Neill, Kozol (How Children Fail, Summerhill, Death at an Early Age) and others could be undertaken, and from this an alternative teaching program could evolve which would be presented to the community for discussion and hopefully implemented by the school system with Marist students' help. Another possibility would be setting up an alternative school for those parents who desire the alternative for their children manned by Marist students and faculty.

POLITICAL SCIENCE

In this area studies of housing code enforcement, jail conditions, the Justice Court, the City and County Court Systems, Urban Renewal Office of Economic Opportunity and other civic areas. The students would use the media and other techniques in order to bring about the needed changes uncovered in their researches.

MODERN LANGUAGES

Spanish majors in a Marist Year at Home could live in Beacon amongst the Spanish speaking community, and relate to their problems trying to help them in order that their culture may survive in a dignified manner. Poetry readings, music and dramatic readings in Spanish could be offered to the community regularly.

ECONOMICS

Studies and analyses of economic institutions in our region could be made to discover the ways they fail to meet the needs of the people. A realistic study should also be made of the so-called Gross National Product putting into proper perspective the negative factors, such obvious examples are waste disposal plants built to correct the polluting of major industry and over-production of weapons which waste our natural resources.

A cooperative non-profit paperback bookstore run by students could be initiated. This store could carry books that are outside the curriculum reading requirements. The experience of students running a store on a cooperative basis would be available. It could become a place where ideas would be exchanged and a center for cultural activity.

ART

Students in art could develop people's parks and playgrounds from cities ugly and vacant lots. These projects ideally should be done with cooperative efforts of community people and students.

THEATER AND ENGLISH

The Children's Theater Group would give many performances in all areas of the county. A puppet theater group could start, a street theater group could start, dramatic readings with block parties planned around these activities - a community spirit of living and learning.

RELIGIOUS STUDIES

Marist students could give weekly sermons or talks in all churches and synagogues in the area where they would be welcome. Students could be invited into homes of the church members to discuss various current issues.

SOCIOLOGY

The Marist Year At Home Program involving the rural poor of the Harlem Valley of Dutchess County would seek means of allowing the rural culture to survive in dignity.

These are just some programs, there are others. However, the entire Marist Year At Home Program has a common thread: we are working on community problems with community people. We are not studying people as if they are curiosities. We are not patronizing, elitist or smug but we are concerned with their problems because they are our problems. We are not measuring them by our values or our way of life as if these are the ultimate values. Not all students and faculty at Marist would care to participate in this program but the opportunity should be given to those students and faculty that so desire.

Schools in the past, have been traditionally a sheltered place, removed from the realities of life outside in the real world. This has created numerous problems between the academic community and the people. It is time these superficial barriers are ended. We should have programs which give students an opportunity to work with the people, and we should make potential students aware of our program in order to attract interested students to Marist College.

The second area of curriculum reform is in the area of the grading system. If we are to have a humane community at Marist, a community based on trust, scholarly interests and personhood, then the present grading system cannot remain since it is based on competitiveness and a false value system which are, I believe, inhumane and contrary to the goals we desire. I propose a substitution of a pass - no credit system for the present grading system.

I feel that these two proposals are a start toward curriculum reform which would lead to the humanistic society we all want.

Marvin J. Michelson

Draftees Killed At Higher Rate

Army draftees have almost twice as high a chance of being killed in Vietnam as non-draftee enlisted men, according to a U.S. Army study.

During 1969 draftees were killed at the rate of 31 per 1,000 and injured at the rate of 203 per 1,000, while first term enlistees were killed at the rate of 17 per 1,000 and injured at the rate of 120 per 1,000.

The reason draftees tend to be killed at a much higher rate is that the Army, in a procedure different from previous wars,

allows men who enlist for three years to choose what job they want. Because of this, draftees who make up 56 percent of the men entering the Army, tend to make up a much higher percentage of combat units.

William K. Brehm assistant secretary of the Army for manpower and reserve affairs, explains that "the popular jobs are the ones for which people enlist. They don't enlist for the hardcore combat skills. That is why draftees tend to populate the hardcore combat skills: 70 percent of the infantry armor and artillery are draftees."

Booters Split

by J. T.

The Soccer Team split this weekend, first with a win over Western Connecticut last Tuesday, and then a loss to Bloomfield Saturday afternoon. Tuesday afternoon the Booters recorded their first victory of the season by a score of 3-1, led by the scoring and assists of Tom Rabbitt. Rabbitt opened the scoring in the third period as he connected on a direct kick, his second goal of the season. The shot deflected off the leg of an opposing player and into the goal. This goal paved the way for two more goals in the period for the Foxes. Gary Westfall scored about halfway through the period on a cross from Rabbitt. This was also Westfall's second goal of the season. The third goal was booted by co-captain

Pete Walaszek who scored unassisted from 20 yards out. Walaszek is the team's leading scorer with 4 goals in four games. Western Connecticut scored its goal in the fourth period on a penalty kick by inside left John Narillio.

Saturday afternoon Marist continued league play against Bloomfield College. Jim Basnight scored four goals Saturday in leading Bloomfield to a 4-1 victory. Bloomfield took 32 shots to Marist's 24. Marist's goalie John Bubenko made 23 saves to his counterpart Bob Babiza's 17. The loss left Marist's record at 1-3 with a record of 1-1 in league play. Bloomfield's record stands now at 1-3.

Harriers Harassed

by J. T.

Drew University's cross country defeated the Foxes 20-39, last Saturday over the five mile Drew course. Bob Mayerhoffer led Marist with a third place finish in 31:01. Vic Urghuart of Drew won the meet with a time of 29:33. Freshman Don Gillaspie finished fifth with a 31:46 and along with Senior Captain Mayerhoffer were the only scorers.

Other finishers were Senior Mark Des Jardins who finished eighth, (32:40); Senior Greg Howe eleventh (35:34), Junior Joe Nolan (37:08) finished 12th and 13th respectfully. The Marist Harriers are still looking for the first victory as their season record now stands 0-3.

CROSS FROM 2

many can say they have committed their minds and bodies to the strength for their beliefs. Will it be characteristic of the student of the '70's to be passive rather than active, to react rather than to act, and to be co-opted rather than attempt to control your destiny. Will we tell our children as we are hearing now, "I once had ideals like you have, but you have to be realistic." "My, I was considered radical in my time". Are the cuties correct? Are we a generation of the uncommitted? The hole in the future, I maintain, is filled as you have the courage to fill it. Can we do as Phil Ochs beseeches, "I'm going to give all that I've got to give, cross my heart, and I hope to live!"

