The following is a staff report which is the result of a CIRCLE inquiry into the Presidential Planning Committee, the Faculty Workshop, and the Draft 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 effort made in cooperation and to further discuss the idea of the planning of the school. It is hoped that the students will concern themselves with regard to this long range plan as they make their own plans known. An explanation of the document will not be attempted - this will be done by the President at the Faculty Workshop 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 feeling was not that students were interested in these two days - they will not be consulted.

Brother Foy believes that much of the controversy stems from a faulty understanding of what Marist must be. It is a statement of goals and necessarily has a certain set of values reflected in it. There was more agreement than was feared for much of the controversy over a few items, a statement 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 of 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.

Dr. M. Teichman

Doctor Milton Teichman, Chairman of the Faculty, was asked to comment on the workshop held this past October 20th and 21st. Dr. Teichman, a professor dedicated to the enhancement of the individual in the humanities in particular, necessarily has a certain set of values reflected in this opinion of 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.

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1) The document does not take sufficient account of 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.

Cont. on 4

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 should become by the plan. He thinks that student and faculty have lost their perspective in viewing the goals as final and reads "I am in favor of this... We must not do one and exclude the other."

When it was pointed out to Doctor Menapace that the goals of the plan specifically state that students feel humanities, the actual plan itself corroborates this and suggests programs to enhance the humanities. "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 added.

He also pointed out that the proposed Environmental Science Program 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 humanitas 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 not available," commented Menapace, "I object to putting students against faculty in a game in which one side has to win, that in should be a community action." With particular regard for the recent Faculty workshop Menapace feels that the administration was not involved as much as it should be for student opinion. "I definitely feel that the body should have been represented. It was between the humanities that SAC was that group of representatives. I feel satisfied that we did have..."

Cont. on 6

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 interdepartmental program in the college. Since then, the Program, under the direction of Dr. Menapace, has grown to encompass twenty four faculty 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 evaluations were included in the program 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 Menapace, Casey and Lewis being the principal speakers. Mr. Casey offered an explanation on philosophical implications while Mr. Menapace presented a literary interpretation of "Darwinism". The second part of the series will take place today (Nov. 6) at 3:30 in Fireside Lounge toping "Darwinism; an economic interpretation.

Cont. on 6

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 this projection is a statement of goal and desired outcome rather than being a fall accompli it is something 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 review and approval or rejection by the faculty and the college community. Also, it is apparent that many long-range projection are put there primarily 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 spring, it has been the proper concern of every segment of the college community. Phase one consisted of the student-faculty discussions which took place in the dorms and in the academic evaluation and approval or rejection by the faculty and the college community. In view of this, the long-range projection makes two statement 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 indicated. 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 hand out, which will be distributed at the workshop this semester, so that the faculty could discuss the departmental self-evaluation reports. This is a revision in much the same way that the American Studies Symposium, the first of which includes a report from various student and academic advisors of the college. In view of this, the long-range projection makes two statement 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 indicated. These two statements are predicated on the fact that evaluation and study of the core have already been undertaken.

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Ron Gagnon Speaks

By Ron Gagnon, F.M.S.

At 12, on Thursday, November 6, 1969, the Office of Marist College and the student body gathered in the Fireside Hall for the Ad Hoc Committee meeting. The Ad Hoc Committee met with Br. Stephen Cox and Br. Louis Alpert, both of whom are members of the Committee. The meeting was read: "Relevance", "Instant Reaction", and "SAC as an Organizational Form".

Show You Care

By Don Duffy

On Oct. 25, 1969, Bill Cupo, President of Marist College, announced that the Office of Marist College and the student body were invited to attend a meeting of the Ad Hoc Committee meeting. The meeting was read: "Relevance", "Instant Reaction", and "SAC as an Organizational Form".

Mr. J. Norton

Mr. Joseph M. Norton, Assistant Sports Editor, stated that he had been invited to attend the meeting of the Ad Hoc Committee meeting. He stated that he had been invited to attend the meeting of the Ad Hoc Committee meeting. He stated that he had been invited to attend the meeting of the Ad Hoc Committee meeting.

Mr. T. Casey

Let me begin my appreciation of the Office of Marist College in the Seventies. The office of Marist College in the Seventies has been an important part of the college. It has been a place where students can gather to discuss their goals and objectives. It has been a place where students can learn about the college and its policies and procedures. It has been a place where students can learn about the college and its policies and procedures.

Mr. R. Satterfield

I am a native of Marist College and have been a member of the Marist College faculty for the past 40 years. I have been a member of the Marist College faculty for the past 40 years. I have been a member of the Marist College faculty for the past 40 years.
Reading the few paragraphs before and after the one you have selected, I wondered about The Epistles. Is it a collection of 138 letter-like poems, or is it a collection of 513 letters? It's hard to tell. It's also hard to tell who the audience is. Is it for the contemporary world, or is it for the existing world? Even the title, The Epistles, suggests ambiguity. What exactly is the context of the poem? The author's purpose? The audience? I am not sure.

The realization that I have no idea what I am reading is unsettling. I feel a sense of disorientation, like I am in a dream world where everything is unfamiliar. I am not sure if I am on the right path or if I am lost in a labyrinth. I wish I could have a guide to help me navigate through this poem. I feel like I am wandering through a forest with no map or compass.

I wonder if the author intended for his readers to feel this way. Perhaps he wanted to evoke a sense of confusion and disorientation. Maybe he wanted to challenge the reader to think critically and question the assumptions they have about the world. I don't know.

As for the title, The Epistles, it is a good name. It suggests a collection of letters, but it also suggests a collection of epistles, which are shorter, more personal letters. It's a versatile title that can mean different things to different people.

Overall, I am not sure what I am reading. I don't know if I understand it or not. I don't know if I will ever understand it. I feel like I am in a never-ending cycle of confusion and disorientation. I am not sure if I should keep reading or if I should just give up.

The realization is a powerful experience. It is a moment of truth. It is a moment when I am forced to confront my ignorance and my limitations. I am not sure if I am ready for this realization. I am not sure if I want this realization.

But I am grateful for it. I am grateful for the opportunity to confront my ignorance and my limitations. I am grateful for the chance to grow and to learn. I am grateful for the chance to become a better person.

I am grateful for the realization that I have no idea what I am reading.
In Perspective

John Hurley

Sports Special

Top Marist Soars--New Cheerleaders Boost morale

by Linda Chen

The 1969 athletes were the first to have a new dimension in support system added. For the first time in Marist history, the cheerleaders and other support personnel went to the game with the team and became a part of the events. They had been a luxury before but have never been a part of the action as they are now. At the opening drive, the cheerleaders were up front and on hand to support the team. The cheerleaders were a new dimension to the team's support system.

This Week In Sports

By Peter Maternow

Late in the second period, Doc. Goldman says it was "to play the Vikings Sunday afternoon. Come out to the football field and support your team."

Frosh Crush Columbia Crew

By Greg McLaughlin and Jack Barry

The frosh frosh have done nothing less than win everything they entered this season. The only two losses were to the varsity crew of Siena and the varsity crew of Harvard. The frosh crew did nothing less than win everything they entered this season. The only two losses were to the varsity crew of Siena and the varsity crew of Harvard.

TURKEY TROT MONDAY

(See them run?)

It was a brisk, cold day and the turkey trotters were definitely on the move. The athletes lined up at the starting line and began their run. The race was short and sweet, with the finisher being John Hurley in a time of 17 minutes and 34 seconds.

Campus Stuff

by Don Duffy

Only one word can sum up last Saturday, Great, Great, Great! That's how the students responded when they heard about the football game. The game was a huge success and everyone had a great time.

This fine day didn't start with the game. There was a lot of excitement in the air as the students prepared for the big event. The students were all dressed in their finest and ready to cheer on their team.

The game was a great success. The students showed their support and enthusiasm. The game was called at 12:30, and the students were all very happy with the outcome.

DeVega

From a tough defensive strategy, the team comes out of a touchdown lead to win the game. The team played well and controlled the game from the beginning. The coach was pleased with the team's performance and said they played well as a team.

Rat or Vicki's...what better place to enjoy a drink? The atmosphere is electric, and the prices are right. The staff is friendly and the service is quick. The food is delicious and the variety is great. A perfect place for a night out or an afternoon get-together.

In Perspective

Isidore Sabeta
**Foxes Top Sacred Heart 2-1 In Overtime**

By Don Duffy

The Marist soccer team defeated Sacred Heart College, 2-1 in overtime. The game took place on Saturday, Oct. 28. It was the second straight win for Marist over Sacred Heart booters.

The Marists turned solid early in the first quarter. Siena received the ball on a punt at the 10 yard line and moved 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 behind by Bill Rogerson. On the following play Brad Spring went untouched for 12 yards and the score. The PAT was good and the Viking lead was 7-0.

The game grew more even in the second quarter. The Marists were able to maintain the intensity of their play and were successful in a 7-0 lead. The game continued in this manner for the entire half with Marist maintaining the lead by a score of 7-0.

The Vikings started to go deep into Marist territory in the first twenty-two minutes. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. However, the Marists were able to maintain their control and were successful in a 7-0 lead. The game continued in this manner for the entire half with Marist maintaining the lead by a score of 7-0.

Marist started to go deep into Viking territory again in the second quarter. The Marists were able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newark St. goal line and a direct kick was sent his way by Pete Walaszek. Marist was able to penetrate on the Newar...