Who Runs Marist?
ATTITUDES: OUTRAGEOUS

BY Bill O'Reilly

"Dick, Dick there is someone calling on your short wave radio.

"You're all crazy," Dick grumbled, as the caller hung up. "There's nothing anyone can do about this."

"Other, other, Dick, I want us to go to the convention this summer."

"Oh, I don't think that's a good idea."

"I'm not saying it's a good idea. I'm just saying we should think about going."

"No, that's not what I meant."

"Then what do you mean?"

"I mean we should think about it."

"Okay, okay, I get it."

The phone rang again. "Hello, the hotel."

"Hello, this is the hotel."

"Hello, how can I help you?"

"I want to reserve a room for the convention."

"Okay, what's your name?"

"My name is Dick."

"Okay, what's your room preference?"

"I don't care."

"Okay, your room will be reserved."

"Thank you."

The call ended. Dick was left wondering what he had just done."

"What is this all about?"

"I don't know."

"Well, it sounds like we're in trouble."

"What do you mean?"

"Well, if we're in trouble, we should do something about it."

"What do you suggest?"

"I don't know."

"Well, let's make a plan."

"Okay."

Dick and his friend sat down to制定 a plan. They thought long and hard about the situation. They came to the conclusion that the best thing to do was to go to the convention and see what happens.

"Okay, let's do it."

"Okay."

They set off for the convention. The journey was long and tiring, but they were determined to make it. They arrived at the convention and were amazed by the size of it. There were thousands of people there, all discussing the same thing. Dick and his friend decided to stay for the whole convention and see what happens.

"Okay, let's do it."

"Okay."

The convention was a success. Dick and his friend were able to make new friends and learn a lot about the topic they were interested in. They were pleased with their decision to go to the convention and see what happens.

"Okay, let's do it."

"Okay."

Dick and his friend decided to write a book about their experience. They called it "Conventions: The Ultimate Experience." The book became a best seller and Dick and his friend became famous. They continued to write books and go to conventions, always determined to make a difference.

"Okay, let's do it."

"Okay."

Dick and his friend lived a happy life, always determined to make a difference. They continued to go to conventions and write books, always determined to make a difference.

"Okay, let's do it."

"Okay."

The end.
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 Third 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 an academic viewpoint as possible for a semester or an entire academic year. The number of credits would be more than the 3 normally allowed 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.

It is important to note that the faculty and the students involved would be free to devote all their time, energy, talents and enthusiasm to the study of a particular area of mutual interest without the encumbrances of many other course responsibilities. The students and faculty would have time to interview 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 these constructive changes would be attempted whenever and wherever possible. I now will point out some specific examples of Marist At Home Programs:

ECOLOGY

Ecology is not an anti-climactic subject 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 over that which now rule our lives. The victimization manifests itself in many ways: chemical and physical (air, water, food pollution), psychological, social, economic, for example, the 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 groups and assocaited with ecology such as population control including the question of genocide, food production, air and water pollution, pesticides and alternatives to insect control, litter pollution, alternatives to the internal combustion engine, solid waste, 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 area. For example, 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.

The proper design of these programs might be interested in that concerns ecology. These students could grow vegetables, amending the land to be suitable for instance, and learn about organic farming in a direct way. Land could be rented or perhaps someone would share their property. This land could be brought into the city on Sundays and given out free to the community - those who are interested. This could be accompanied by street festivals including singing, dancing and other entertainment designed not 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, F.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.

ECONOMICS

A realistic study would be bringing the ideas, energy and enthusiasm of many different people needed to bring about the solution to the problems.

POLITICAL SCIENCE

In this area studies of housing code enforcement, jail conditions, the Justice Court, the City and County Court Systems, Urban Renewal, O GPL, Economic Opportunity, and other topics. 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 speakers of Dutchess County, and relate to their problems trying to help them in order that their culture may survive a dignified manner. Poetry readings, music and dramatic readings about the needed changes uncovered in their researches.

SOCIETY

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 a few suggestions, there are others. However, the entire Marist Year At Home Program has a common thread: we are working on community problems which trouble and interest community people. We are not studying problems for them or if they are curiosities. We are not being 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 participate in this program but the opportunity should be given to those students and faculty that desire it.

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 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 these problems 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 truth, scholarly interests and personhood, then the present grading system cannot remain since it is based on the base competitive system we have now. An alternative value system which we, believe, is humanistic 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

TWO STORIES IN THE MARIST TIMES
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 nearly 60 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 hard-core combat skills. That is why draftees tend to populate the hardcore combat skills: 70 percent of the infantry, armor and artillery are draftees.

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 Urquhart 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 respectively. The Marist Harriers are still looking for the first victory as their season record now stands 0-3.

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 being now, "I once had ideals like you have, but you have to be realistic," "My, I was considered radical in my time."

Are the cuts 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 men entering my heart, and I hope to live!"

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 Narillo.

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.