Seating Capacity

Today in the early morning hours, a theft took place at... in New York on Wednesday, April 21. The day, co-sponsored by the Champagnat House Council and the Champagnat Drug and Alcohol Council, was held in an effort to promote dialogue on drugs.

The programs were set up to attract both day students and evening students, who were interested in learning more about the topic.

The day started with an address from the Associate Narcotic Education Representative from Albany, Miss Sandra Lee Hoffman, on the importance of a drug-free school. Hoffman's comments were a call to action for students who were skeptical about the effectiveness of drug-free policies.

The afternoon featured a discussion with an undercover detective from the Drug Information Service, "Skeezix," who shared his experiences with drug use and its dangers.

The Day of Dialogue was a success, with several important discussions held on the topic of drugs. The event was coordinated by the Marist Student Council, which once again suspended its rules to allow for the discussion.

The Day of Dialogue was an important event for many reasons: it was the first time the school had held an event to address the issue of drug use, and it was an opportunity for students to learn more about the dangers of drugs.

The event was well-received by students and faculty alike, who expressed their support for the school's efforts to promote a drug-free environment. The day ended with a call to action for students to take an active role in promoting a drug-free campus.
Good News
By Fr. Leo Galas

The college chaplains were as different. Many had heard, however, that the future is not the same as the present. They numbered less than ten, and in a small minority among the thousands of protestant clergy. They were specialists in a milieu of their own in Minneapolis during Easter week.

Hardly in the mood to be dedicated to youth completely, in the midst of identifying with them. Barabbas and others did not want them. Their youth did not want them. Because they were finally and truly the masters of the situation. They were there to spend the days long ago spent comparing, sharing, playing, laughing, learning to love each other. They were there to show Catholics students who no longer attended mass in college. But, despite a deep growing gulf, they were making the multiplitudes that set the beat of subway tunnel that reeked of a blind man's cup. But the aggressors and the oppressors echoed across the centuries from the hair played and barked in would when the dog with golden anxiety was his coffee after a cocktails before dinner—and because he knew it wasn't others didn't know it. Love was there anymore and nobody missed good-bye. And the people who down to lie eternal on cold star. But he had to walk on the field of stars were sexless kiss, that he is still out there somewhere. Look for him back and tell you that it will all be worth it.

Depending on the value of a systematic approach. If change is to be realized at all, it must be the only permanent reference to the life, manners, customs, and educational program of a school for a given period of time. It becomes the only permanent reference to the life, manners, customs, and educational program of a school for a given period of time. It becomes the only permanent reference to the life, manners, customs, and educational program of a school for a given period of time.

Peace Movement
by John Zitlala

The article in the Times (April 13, 1975, regarding the peace demonstration in Poughkeepsie is good reading for anyone who is interested in the peace movement. It is a thoughtful piece that offers a fresh perspective on the issue.

The article focuses on the need for a new approach to the peace movement. It argues that the current approach is not working and that a different approach is needed. The author suggests that a more focused, more organized approach is necessary. He calls for a renewed commitment to nonviolence and for a more active role for young people in the movement.

The article also highlights the importance of education and awareness. It emphasizes the need for a greater understanding of the causes of war and the need for increased awareness of the suffering of those affected by war.

Overall, the article provides a compelling argument for a new approach to the peace movement. It is a timely and important piece that challenges us to think more deeply about the nature of the peace movement and the challenges it faces.
Bigelin & Blum
Named Co-Captains

By Joe Rubino & Bill O'Reilly

The Sensuous Student

The 9th President's Regatta Cup was held here Saturday, April 24th with the Foxes rowing against such crews as St. Joseph's College, U.Mass., Iona, Fordham, Merchant Marine Academy, Holy Cross and Villanova. Many schools represent most of the top eastern crew teams.

This traditional event, held on the last Saturday in April, was in the honor of Dr. Louis P. Boyd, President of Marist College. His interest in rowing caused him to bring crews back to the historic regatta row. This year's Regatta began on Friday evening with a banquet in the College Dining Room for all crews and friends of Marist rowing.

Many spectators viewed this 9th annual event as Marist entered a varsity, J.V., lightweight and freshman teams. There was also a four man boat race for which Marist did not field a boat.

The varsity race was the best match of the day with St. Joseph College of Philadelphia taking the Cup. The University of Massachusetts finished a close second, with Marist crossing 1 second last for third place ahead of both Bloomfield and Monmouth. The Marist boat seated Dennis Stauffer, John Wilson, Matt O'Brien, Marty Torrey.

The Way To Become:

With the rash of "Sensuous Books" going around (i.e. "The Sensuous Man" and "The Sensuous Woman"), we have decided to get you started from our forthcoming educational epic, "The Sensuous Student." Here it is:

I HOW TO APPROACH THE OPPOSITE SEX

a) Direct Approach - tip-toe into shower room as unobtrusively as possible. Feign amnesia. Pull the ground in front of object of attention, whimpering, "My head, my head, where am I and where am I?" Object of attention should then take you in his or her room thereby giving you the chance to deliver your big line: "2: you saved my life, what are you doing Saturday night?"

b) Indirect Approach - call object of attention on telephone and ask if he or she will accept the charges for an obscene phone call. If the desired one answers, "yes" your worries are over; if he or she answers "no" quickly feign amnesia and hang up.

II WHEN: WAYS TO ACCEPT DATES

a) Wrong Way - "I'd love to go to the game tomorrow," (say it fast).<br>
b) Right Way - "Happening then. Let's meet later, I have to get my braces adjusted."<br>
c) The Neck Nibble - slowly retrieve coins that have dropped down gratings and catch flies in your hunger for ten minutes. The following is your diet: 60 degrees, two saltines smothered with acorns, one Dr. Pepper, of course.

d) The Kissie-Face - divert dates attention by pointing out an unusual occurrence such as a long extinct volcano erupting in your living room. When date is off guard lean over feigning to whisper something into her mouth and-or amnesia. When in strategic position press lips to his or hers in the same fashion you've observed little boys use on pet shop windows.

V EXERCISES TO CARRY OUT

a) The Tongue Twister - place elongated tongue in pencil sharpener and turn countdownerwise until you pass out. This exercise is especially useful in exciting date and eating spaghetti.

b) Buy a Tongue Longeater - tie strong hemp rope around tip of tongue and attach opposite end of rope to doorknob (much like the proverbial tooth trick). Lean back in comfortable chair, slam door several times in rapid succession while the exercise will lengthen tongue, get you a deterrent and excite your date. It is also useful if you want to go to a costume party as a python, retrieve hose that has dropped down gratings and catch flies in your summer.

c) Eating The Right Foods - your diet is very important. The Sensuous Student has little time to eat so when he or she does the must be the right things. The following is your diet for Monday:

Breakfast - one small bowl of crispy cereals moistened by gatorade. Two organic sunflower seeds and one garlic pizza.

Lunch - a slice of cheese smothered with scarves, one Dr. Teng Eggroll and a large glass of light and lightly sipped through a flavor straw.

Dinner - one glass of delicious Clamato juice chilled to 42 degrees, two saltines smothered by Mother Cloer's Peanut Butter, a tablespoon of fava and a bottle of Dr. Pepper, of course.

This diet eaten every Monday will enhance your power as the Sensuous Student under cause amnesia.
SUPPLEMENT

MARIST COLLEGE
MASTER PLAN STUDY
scale 1" : 50'

GOVERNANCE

PROPOSAL

PAUL CANIN, A.I.A. AR
THE GOVERNANCE PHILOSOPHY

The governance structure of an institution should reflect the purpose and goals of that institution. Therefore, the primary purpose of this report is to examine the governance of Marist College.

Marist College must stem from the essence of principles that are both original and lively as well as the strategic and practical representation of the different departments and various groups involved in campus governance. The governance at Marist College must be viewed as a dynamic process that is responsive and responsible to the various constituencies that are involved in the governance of the institution. By balancing responsibility and authority, the Board of Trustees sees that the governance structure is effective and efficient.

One of the strengths of this structure is the flexibility in which the college can respond to new situations. For example, in 1984 the Board of Trustees formulated and adopted a new structure for the governance of the college. This new structure provided for a President to be appointed by the Board of Trustees and for the College Council to be established by the Board of Trustees. The new governance structure has been successful in allowing the college to respond to new situations.

Another strength of this structure is the balance of power between the President and the Board of Trustees. The President is responsible for the day-to-day operation of the college and is accountable to the Board of Trustees. The Board of Trustees, in turn, is responsible for the long-term direction and strategic planning of the college. This balance of power has been successful in allowing the college to respond to new situations.

The governance structure at Marist College is designed to be flexible and responsive to the various constituencies that are involved in the governance of the institution. By balancing responsibility and authority, the Board of Trustees sees that the governance structure is effective and efficient.

Academic Affairs

The Office of the President is responsible for the overall direction and management of the college. The President is also responsible for the development and implementation of the college's strategic plan. The President is also responsible for the development and implementation of the college's budget. The President is also responsible for the development and implementation of the college's financial policies.

The Academic Affairs Office is responsible for the development and implementation of the college's academic programs. The Academic Affairs Office is also responsible for the development and implementation of the college's faculty policies.

The Office of Student Life is responsible for the development and implementation of the college's student life programs. The Office of Student Life is also responsible for the development and implementation of the college's student affairs policies.

The Office of the Provost is responsible for the development and implementation of the college's administrative policies.

The Office of the Vice President for Student Life is responsible for the development and implementation of the college's student life programs.

The Office of the Vice President for Academic Affairs is responsible for the development and implementation of the college's academic programs.

The Office of the Vice President for Administration is responsible for the development and implementation of the college's administrative policies.

The Office of the Vice President for Finance is responsible for the development and implementation of the college's financial policies.

The Office of the Vice President for Student Affairs is responsible for the development and implementation of the college's student affairs policies.

The Office of the Vice President for Administration is responsible for the development and implementation of the college's administrative policies.

The Office of the Vice President for Finance is responsible for the development and implementation of the college's financial policies.

The Office of the Vice President for Student Affairs is responsible for the development and implementation of the college's student affairs policies.
GOVERNANCE SUB-COMMITTEE

Goverance

By Chuck Mears

During the course of the past school year eight students, two faculty members and one ad­
ministrator have sat down and knocked heads over the question of Who Decides. It is not a Student Power document. Neither is it a document that will increase the power of the faculty or administration. It is rather a document that insure that the decisions of the college will be made by "the People". A careful reading of the document will show that the power of decision-making is no longer in the hands of one man sitting at the head of the college. Rather the power has been decentralized - it has been pushed down to the lowest level. Decisions will be made by committees in conjunction with the appropriate Dean. These committees will be joint faculty-student-staff committees. Also a College Council will hopefully be inaugurated which will insure representative decision making in all major policy decisions.

Information of all kinds will now be available to students to insure that all committee members are prepared to make decisions on a proper basis. I feel this is a very good idea, two proven that the concept of Community Government can and will work at Marist. Students on the committee came in the beginning of the deliberations with certain principles and ideas. Likewise a few members of the faculty and staff had some preconceived ideas. But after many weeks of arguing and debating "the People" began to see the others point of view. In the end committee members were thinking very much alike on almost every major point that the Committee. We on the Governance Committee have set forth an ideal on decision making - that it is a practical ideal - workable in every respect. Those who charged that it gives students too much involvement or that it would cost too much power simply have not faced up to the realization that students do not sit back and let students given the information will make as responsible a decision as anyone.

Forget about Governance. Don't even bother to start thinking about it. There is no question that there is a desperate need for a new governing document. There is no question that there is a need to alterate our present one (if there is one at all). There is a question as to when we are going to do it. When are we going to realize what exactly is going on?

Think for a moment about the relationship between a teacher and a student. Hopefully, it should be one of mutual respect and appreciation. Unfortunately, it isn't. It is one of fear. Yet, fear. Now I'm not suggesting that this is the case in all situations, because it isn't. But there are those professors who are fearful of that thing, known as student and there are those things who fear their professors. Have you ever heard one of those literature statements like: "I can't do that, he might fail me." End of Argument No. 1. But why should a professor be fearful of a student. Educationally speaking, he should not be. But there are those who feel we have unrightfully entered their arena of education. There are those who question the validity of us enter their administrative posts. It is high time, that some of these themselves become educated. When I am told that "Freshman cannot make valid con­tributions because they have not yet learned the rope", it's a slip in my face. When I'm told that "Students just do not have the same capabilities as professors", it's a slap in my face. And if you let this continue, that is a slap in all our faces.

If you feel that your educational experience consists of paying a man $100.00, and waiting for him to teach you, then fine. I can send my dog to a training school for $50.00 and have him taught to speak, and beg, and roll over. If you feel that you have no right to govern and only want to be governed, then fine. You'll find that you never wear a pair of shoes if you don't step on peoples' toes.

We are all hopefully concerned with injustice all over the world. But what about the injustices right here? Do you ever hear a student place to a fucking joke - the joke's on someone else? Is that the kind of thing is how's stupid we can be sometimes. Because there are people controlling your life. So, start thinking about governance!

Think About It

By Tom Walsh

It is hoped that all students, faculty, staff and administration carefully review the recom­mendations of the college in the report on the committee on governance. The recommendations which the committee makes were arrived at after much research, long weeks of work, and if carried out, will considerably improve the decision making process.

The approach taken by the committee has been structural rather than problematic one. We did not feel it was within our scope to make specific recom­mendations concerning such questions as residence halls, tenure, but to make recom­mendations to create a structure in which these issues might be handled adequately.

The underlying theme of the entire report is participation by all groups involved in a decision. There has been a quarters reluctance to accept such a plan, for it is feared that individual groups will vote as blocks and be concerned only with their self-interest. This is an argument, however, which has not been born out by the ex­perience of this committee or previous ones with similar compositions.

The committee recommended that Student Government as presently existing, be abolished and replaced by a Student Organization Committee. This recommendation is made because it is felt that Student Government is an anachronism by definition and not equipped to offer representative student voice on the ever increasing number of issues involving student study today. A more representative opinion it is felt will be heard through the student input on the Academic Affairs Committee, Student Affairs Committee and the Business and Financial Committee. A student organization has been created which will deal with all student organizations and will hopefully parallel the Faculty Policy Committee and the Managerial Policy Committee in represen­tating Student interests. It is hoped that the College Council is in­stituted as soon as possible so that it may take the lead in im­plementing all of the recom­mendations.

The Theme Is Participation

By Phil Glennon

It is hoped that all students, faculty, staff and administration carefully review the recom­mendations of the college in the report from the committee on governance. The recommendations which the committee makes were arrived at after much research, long weeks of work, and if carried out, will considerably improve the decision making process.

The approach taken by the committee has been structural rather than problematic one. We did not feel it was within our scope to make specific recom­mendations concerning such questions as residence halls, tenure, but to make recom­mendations to create a structure in which these issues might be handled adequately.

The underlying theme of the entire report is participation by all groups involved in a decision. There has been a quarters reluctance to accept such a plan, for it is feared that individual groups will vote as blocks and be concerned only with their self-interest. This is an argument, however, which has not been born out by the ex­perience of this committee or previous ones with similar compositions.

The committee recommended that Student Government as presently existing, be abolished and replaced by a Student Organization Committee. This recommendation is made because it is felt that Student Government is an anachronism by definition and not equipped to offer representative student voice on the ever increasing number of issues involving student study today. A more representative opinion it is felt will be heard through the student input on the Academic Affairs Committee, Student Affairs Committee and the Business and Financial Committee. A student organization has been created which will deal with all student organizations and will hopefully parallel the Faculty Policy Committee and the Managerial Policy Committee in represen­tating Student interests. It is hoped that the College Council is in­stituted as soon as possible so that it may take the lead in im­plementing all of the recom­mendations.

College Community

Bill of Rights

1. Be It Known That: Students, faculty and administration need each other and they can and should learn to think together and to share in the responsibilities that go with those freedoms.

2. Be It Known That: Everyone in a college or university has the right and should have his point of view represented when policy is formulated and decisions are made that affect his activities and well-being.

3. Be It Known That: Everyone in a college or university has the right and should have the opportunity to Participate in forming policies and making decisions that affect his activities and well-being.

4. Be It Known That: Administration and faculty, though not always right, have responsibilities and must have the freedom to use their training and experience to make policies and decisions necessary for the welfare of the institution and the students.

5. Be It Known That: Freedom of thought and belief and freedom to speak out on issues together form a single, indivisible right of all: students, faculty and administration.

6. Be It Known That: It is a major function of a university to be a laboratory in which students can earn freedoms and opportunities to participate in higher levels of decision making as they learn to understand and to accept the responsibilities that go with those freedoms.