Despite Financial Strain Foy Quite "Optimistic"

(Reprinted by Permission from Poughkeepsie Journal.)

"The economic situation is forcing us into a period of consolidation. At the same time, it is prompting us to develop innovative programming. New ideas create new enthusiasm. So despite the current financial strain on us as a private institution, we are quite optimistic about the future.

This is how Dr. Linus R. Foy, president of Marist College, summarizes his institution's outlook for 1975:

The new year is bringing a new thrust to the consumer of educational services. Under the direction of Dr. Stephen M. Panko, the college's first director of continuing education, Marist is offering adults in the Hudson Valley several new opportunities. In addition to revitalizing its part-time evening program, this spring Marist is offering a television correspondence course entitled "The Ascent of Man." Designed for area residents who would like to earn college credits but cannot attend on-campus classes, the course centers on a 13-week series broadcast on Channel 13 (Public Broadcasting Service). Narrated by Dr. Jacob Bronowski, the course deals with two million years of man's existence as illustrated through his scientific achievements.

Marist is also inaugurating extension centers in Poughkeepsie, Middletown and Kingston. Both graduate and undergraduate courses will be available to residents in these areas.

This semester Marist will also initiate a weekend college. A new concept in education, the weekend college enables adults who cannot attend classes during the week to complete requirements by attending all-day classes on Saturday or Sunday for six weeks.

"The Little People's Growing Place," a new concept in on-campus day care for preschool children of continuing education students and Marist employees, will open with its spring semester. Unlike a babysitting center, Growing Place will stress imaginative creativity and innovation in the fields of theater, arts and crafts, science, reading and athletics.

While innovation is the order of the day in 1975, Marist's adoption of new educational programming did not occur overnight. Curriculum changes in the past few years indicate the college's awareness of the needs of a changing student population.

In 1971, Marist introduced graduate programs in business administration and community psychology. This year's enrollment shows a 15 percent increase. While full-time student enrollment is up, these programs have been designed primarily for professional men and women who want to pursue a degree on a part-time basis.

In 1973, Marist and Our Lady of Lourdes High School embarked on a "bridge year" program which enables high school seniors to complete a freshman college year while still remaining members of their graduating class. The program continues with Lourdes and now encompasses Spackenkill High School. Other area schools have expressed interest in participating next fall.

A special three-year degree program with an emphasis on inter-disciplinary studies is offered to high school graduates capable of accelerated college study. Students are individually tutored by faculty, as well as other students advanced in the program.

Examples of new undergraduate programs with a vocational orientation are accounting, communication arts, criminal justice, bilingual education, computer science, mathematics, paralegal studies, special education and applied social studies in child development.

Other undergraduate programs offer students an opportunity to earn credits for community experiences that can prepare them for future careers.

The Ascent of Man will be available for six weeks. The spring Marist is offering a television correspondence course entitled "The Ascent of Man." Designed for area residents who would like to earn college credits but cannot attend on-campus classes, the course centers on a 13-week series broadcast on Channel 13 (Public Broadcasting Service). Narrated by Dr. Jacob Bronowski, the course deals with two million years of man's existence as illustrated through his scientific achievements.

Marist is also inaugurating extension centers in Poughkeepsie, Middletown and Kingston. Both graduate and undergraduate courses will be available to residents in these areas.

This semester Marist will also initiate a weekend college. A new concept in education, the weekend college enables adults who cannot attend classes during the week to complete requirements by attending all-day classes on Saturday or Sunday for six weeks.

"The Little People's Growing Place," a new concept in on-campus day care for preschool children of continuing education students and Marist employees, will open with its spring semester. Unlike a babysitting center, Growing Place will stress imaginative creativity and innovation in the fields of theater, arts and crafts, science, reading and athletics.

While innovation is the order of the day in 1975, Marist's adoption of new educational programming did not occur overnight. Curriculum changes in the past few years indicate the college's awareness of the needs of a changing student population.

In 1971, Marist introduced graduate programs in business administration and community psychology. This year's enrollment shows a 15 percent increase. While full-time student enrollment is up, these programs have been designed primarily for professional men and women who want to pursue a degree on a part-time basis.

In 1973, Marist and Our Lady of Lourdes High School embarked on a "bridge year" program which enables high school seniors to complete a freshman college year while still remaining members of their graduating class. The program continues with Lourdes and now encompasses Spackenkill High School. Other area schools have expressed interest in participating next fall.

A special three-year degree program with an emphasis on inter-disciplinary studies is offered to high school graduates capable of accelerated college study. Students are individually tutored by faculty, as well as other students advanced in the program.

Examples of new undergraduate programs with a vocational orientation are accounting, communication arts, criminal justice, bilingual education, computer science, mathematics, paralegal studies, special education and applied social studies in child development.

Other undergraduate programs offer students an opportunity to earn credits for community experiences that can prepare them for future careers.

Will Marist Survive?" was the topic discussed Monday night by students, faculty and administrators in the first of this semester's Free University Dialogue Series.

Practise speakers at the gathering included President Linus R. Foy, Frederick Lambert, director of campus life Richard McCarty, assistant professor of business and Dean Thomas Wade. Other faculty and staff members who attended the dialogue were Xavier Ryan, Janet Schilling and Father Leo Galliff.

The discussion began with Mr. McCarty stating emphatically that there will be a Marist College in 1980. He explained that last year the school was a victim of change, and it became a question of who would make sacrifices in the face of these changes. McCarty said that the real concern today was with the state of the future Marist, and he hopes are that it won't become a "no too college," meaning, an institution offering basically the same opportunities as other institutions and using the same teaching methods as most other schools use.

Dean Foy also assured students that Marist will continue to exist, because "there is no problem in getting students to Marist. In fact, Marist has been the last college to administer." Another point that was brought out was that Marist's geographic location was very good, that this is a growing area and that the seven colleges in the area are distinctly different from one another.

There was mention of Marist possibly becoming a law school in the future, which would be ideal for the location, being that there are no law schools between New York and Albany. There was also the mention of expanding the psychology department.

Fred Lambert did the dialogue with Dr. James Conocchioli, who mentioned that were successful recruitment campaigns, there'd be an amount of financial aid available, talent of the faculty. Dean Wade brought out the fact that there aren't many schools that over PhD's teaching freshman courses, talent, creativity, of the campus, and the dynamic, interest in Marist.

There was also some very outspoken reactions to the dialogue, one was by Kevin Gruver who said that you have to take the problem of the state of the college from a marketing point of view. "You have a product, and that you have to market it. If the problem here is that the administration doesn't know the exact way to market it. They don't know what the attributes are." Another was by Bob Simmons both said that Marist is an old school and that Marist is a good product, you've got to sell it.

Frank DeFint, one of the students of the Free University thought that the most important topic discussed was the psychology department during the evening, was "the future of Marist's survival. It's more promising than it thought. I think most of the students sessions were an
House Defends Arbitration Policy

by Susan Frenklefeld

As a result of a fire at Champagne House resident, Ted Pugliese, was displaced from his dormitory. He has been staying in a tent in front of Champagne House since the fire occurred on February 10.

Pugliese, a sophomore from West Orange, N.J., said that he has been living in the tent outside of Champagne House since the fire. "I was sleeping in the dorm when the fire started, and I woke up to find the room on fire," Pugliese said. "I ran out into the hallway and down the stairs, but I couldn't find a way to get out of the building."

According to Pugliese, the fire was contained to one room, and there were no injuries reported. "I don't think anyone was hurt, but the smoke was really thick," he said. "I don't know how long the fire lasted, but it was pretty intense."
Thank You

Now that The CIRCLE staff has officially turned over, there are some things in order to people who worked hard during the past year.

The CIRCLE would like to say a special thank you to Lee Oleson, Don Dunphy, and Rich Kohn who helped with the tasks of keeping the paper flowing smoothly. The paper's success is the result of the hard work of our reporters, editors, photographers, and everyone who contributed to the process of making The CIRCLE a reality.

The CIRCLE is funded by advertisers and receipt of Student Government Funds.

Counseling Column

Among the new services being offered to the college community this semester, the Counseling Center has added a new feature to its list of offerings: the Counseling Column. Counseling is conducted with Marist College Counseling services by Mr. Snyder, the key word is "aware". The counselor's job is to be aware of the student's needs and help them to become aware of their own needs. Information can also be obtained from faculty members or former students.

Dear Marist Community,

We are pleased to announce that we have joined the staff in mid - February 14, 1975

* * *

Dear Students,

The Counseling Column is here to help you in your journey towards finding your own answers. It will attempt to give advice and guide you in the right direction.

Mr. Snyder

Letters To The Editors

Dear Mr. Snyder,

I am writing this letter to express my concern about birth control information. Unfortunately, the Birth Control Information Center is not yet established, and it's therefore not yet existent. In other words, the information about birth control is not available to the student body. Not only is it a deplorable fact that the birth control information is not available to the student body, but it is also deplorable when apathy is shown towards the issue. We appreciate the efforts and energetic and concerned students that are working in an area to make things better in this way. We commend them for their efforts and we appreciate their dedication.

Dear Editors,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.

Dear Snyder,

I am writing this letter to express my concern about birth control information. The editorialist begins by saying that the birth control information is not available to the student body, and that it is an important fact that needs to be known by the students. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information. The editorialist then proceeds to say that the student body is not often moved by trends, and that the editorialist will not write about birth control information.
As I write this article, which will appear in the student newspaper, I have been asked by my professor to "find the right people" program will succeed. I don't know who they are, but my goal is to organize and make sure that these young people are prepared to make a difference.

In the past, we have seen a decrease in the number of students who are interested in participating in community service. This is a problem that has been recognized by many organizations, including local government and non-profit organizations. However, our university has taken steps to address this issue by creating a program called "Find the Right People." This program is designed to identify and connect students with community service opportunities.

The program is led by a team of experienced professionals who are dedicated to helping students find the right opportunities to make a difference. They work with students to identify their interests and values, and then connect them with organizations that are working on projects that align with their goals.

One of the key features of the "Find the Right People" program is its focus on student-led initiatives. Students are encouraged to take an active role in identifying and developing projects that will make a real impact in their communities.

In addition to providing guidance and support, the program also offers resources and tools to help students succeed in their community service efforts. These resources include training, workshops, and networking opportunities.

Overall, the "Find the Right People" program is a promising development in the field of community service. By providing students with the tools and support they need to make a difference, the program is helping to create a new generation of leaders who are committed to making the world a better place.
Cagers Shot Down In
Monday's Sienna Contest

By Thomas Mcternan

After winning three straight games last week while showing signs of the same Edwards and shooting ability that enabled them to win nine of their first eleven games, the Marist team was shot down in Siena 103-87 Monday night following a valiant comeback from a 17-point deficit early in the second half. Due poor shooting, which was followed up by the indoor's fast break offensive line breaking up layups or Marist fouls, the Red Foxes found themselves trailing 20-18 midway through the first half. Following a timeout, Joe Cirasella led the Fox rally with nine points, while the other team was denied the fast break by keeping guard Eric DePercin back waiting. With two baskets by Mike Hart in the final minute of the half Marist had cut the lead to 42-39 at halftime.

At Fairfield kept the offensive line moving at the start of the second session and his driving layup brought the visitors within 54-50 fifteen minutes left. But Sienna, ranked sixth in N.Y. State college division standings, rediscovered their fast break and, with the help of two critical offensive foul calls against Hart and Cirasella, opened up a five-point lead at 70-65.

Earl Holmes, plagued by foul trouble throughout, finally was forced to the bench with 8:17 left after scoring only 6 points, way below his 16.9 average. The Indians took full advantage, feeding sophomore center Gary Halick for eight of his game-high 27 points during a 13-3 stretch that boosted Siena to a 44-44 margin which they maintained over the final five minutes. Cirasella, who played a strong game both ways, scored 24 points and had 13 rebounds in the losing cause.

In the meantime the Foxes beat New Paltz (88-60), Bloomfield (68-61) and Concordia (95-80) at Dutchess CC. They were treated to a清理 look at the checking, the passing, the shooting and the superb goalkeeping that make the game what it is outdoors. Because the shooting area is much smaller and the games consist of only one fifteen-minute period, indoor soccer is quickly and tightly-played, providing for continuous action and excitement that are sometimes lacking in the outdoor game.

When the double - elimination tourney was completed, Germania B emerged victorious by blanking the best team 4-1 in the final. Marist, coming off its best outdoor season ever, had the misfortune of playing the Ger­mania A team twice and lost both times, sandwiching a 5-3 decision on Kingston over on corner kicks. Germania A scored twice on first goal gave Jay Metzger while his teammates were unable to get anything started and were shooting shots that would have got out of bounds even outdoors, sailing way over the net or high into the stands. Al Holmes put the Fox on the board with 2:31 left when he took a bloop pass from Tom McDonald and beat a wandering Germania goalie the putters out of reach, however, when they headed one past Metzger with 3:19 left. Vito Aprigliano scored two goals in the last two minutes, several others as he led Marist to the decision over Kingston. The score was 2-2, but Marist led 3-1 in corner kicks. Aprigliano converted a corner passing from Cirasella 22 seconds into the second half... And, Aprigliano scored an equalizer, giving New Paltz 4-4 with seconds to go in the game. Kingston tied the score with two goals in two minutes, the second coming when Tim Trotta lost the ball in front of his own net. Marist defeated Kingston 11-8 overall.

In the quarterfinals, Germania A-Aprigliano was hurt in the third minute and sat out the remainder of the game. The49ers held a 2-0 lead until John Metzger scored off a steal with 3:22 left, but the Foxes were unable to penetrate for a good shot the rest of the way and were eliminated from the tourney.

Marist will play in one more tournament at Dutchess later this month before concluding the NPI tourney in March.

High On Sports

Vikings Enter New League

With 6-foot-8 Dave Bean and superguard Ernie Morley, who scored 14 points and handed off 12 assists, his season high. Holmes once again took scoring honors with 38 points, while Murphy contributed 30 and Joe Cirasella 18.

Saturday night, Concordia jumped off to a 7-0 lead as the Red Foxes were unable to get things going, but, following a timeout, Holmes and Murphy engineered a 9-0 drive to open up a commanding 60-43 lead. Holmes had 30 points and 16 rebounds despite foul trouble, with over seven minutes left. Hart, the team's leading scorer, played his first game in a week and added 15 points.

Marist, 13-4 before last night's game at aluminum, is the team that Dutchess Saturday (Feb. 15) against Monticello before moving on to the playoffs. The Red Foxes ranked in state in college basketball at No. 12 to form a big upset of the Red Foxes to three consecutive victories.

NOTES FROM THE SPORTS DESK

J.V. Basketball Nest to Siena (80-84) Monday after leading most of the first half, Imperial 6-foot-7 Neil Lajournette, who scored 26 points apiece. Lajournette scored 20 in 84-83 squeaker over New Paltz last Thursday. High Letsie, assistant soccer coach here, played for "Coaches" at Dutchess Indoor Soccer Tournament Saturday. He sponsored by the Hudson Valley Athletic Association Saturday...

During recent floor hockey intramurals, scheduling of games last Thursday... Rich Irvin, assistant soccer coach here, played for the Club Hockey All-Star team for Division III.

During recent floor hockey intramurals, scheduling of games last Thursday... Rich Irvin, assistant soccer coach here, played for the Club Hockey All-Star team for Division III.

During recent floor hockey intramurals, scheduling of games last Thursday... Rich Irvin, assistant soccer coach here, played for the Club Hockey All-Star team for Division III.

During recent floor hockey intramurals, scheduling of games last Thursday... Rich Irvin, assistant soccer coach here, played for the Club Hockey All-Star team for Division III.

During recent floor hockey intramurals, scheduling of games last Thursday... Rich Irvin, assistant soccer coach here, played for the Club Hockey All-Star team for Division III.

During recent floor hockey intramurals, scheduling of games last Thursday... Rich Irvin, assistant soccer coach here, played for the Club Hockey All-Star team for Division III.