

Wagnerian

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BOIES GETS "JESSE JAMES" GRANT

The National Endowment for the Humanities has awarded a \$2,000 stipend to Wagner College professor, Dr. Jack J. Boies to continue his research into the mythical heroes of the wild, wild American West.

The announcement was made by Dr. Ronald S. Berman, chairman of the Washington D.C.-based National Endowment. In all, the organization awarded some \$3.9 million in 482 stipends and fellowships for the 1972-1973 academic year.

The award to Dr. Boies, an English professor residing at 404 Henderson Ave., S. I., will help underwrite his research of the coming summer, including some planned trips to the scenes where the legends concerning Jesse James and Wild Bill Hickok, among others, were born.

Dr. Boies' project, which he hopes to complete into a book, was one of 482 projects chosen this year for support out of 1930 applications.

Dr. Boies explained, "A really scholarly study that attempts to draw together all our Western myths and at the same time to offer a full socio-literary analysis of their meaning has seemed to me long overdue." He added, "This will be research into how myth is born."

He contended that the legend and folklore of the American West is "in one respect just an extension of the Arthurian Round Table." "In all of the great Matters (Matter of Greece and Rome, Matter of France, Matter of Britain) one finds a sort of frontier that had to be tamed, and so the 19th century in the United States became an intensified example."

The "Matter of the West" has come down in a sub-literature of oral tradition, tall tales, penny-dreadfuls, dime novels, pulp magazines, and more recently, in movies and television.

Boies thinks there is no question that the West and its heroes, or anti-heroes, "is the most importantly persistent matter in our American civilization," pointing to the popularity of TV's "Gunsmoke" and the recent success of "Butch Cassidy and the Sundance Kid."

Boies revealed, "I have a growing inner sense that what really binds us together as American, is that for that brief moment... the latter half of the 19th century, essentially... America experienced a kind of Camelot which lodged forever certain frontier ideas and ideals in its... psyche."

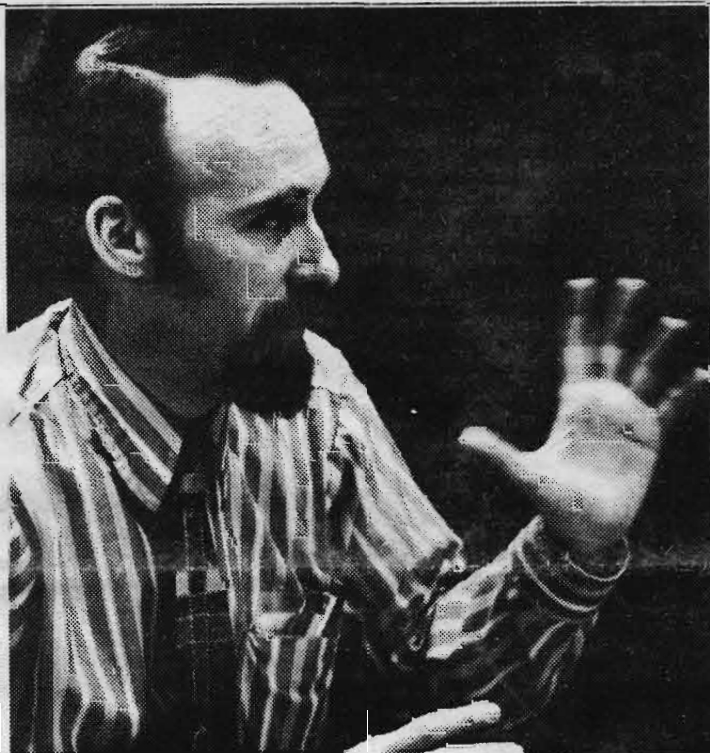
He believes that the parallel between today and yesterday is in our native mythology. It was the "establishment" of civilization and government that the archetypal American hero of them all was fleeing-Natty Bumpo.

Boies' study is intended to treat the many archetypes of American western lore-cattle barons, bandits, gunslingers, lawmen, mountain men, the frontier woman and the Black frontiersman-in both actuality and as portrayed on television and in motion pictures.

DR. JANOV TO SPEAK AT HUNTER

Dr. Arthur Janov, Ph.D., controversial father of Primal Therapy, will make a rare public appearance at Hunter College Saturday evening, April 8th.

Dr. Janov, who has gained worldwide recognition from his book "The Primal Scream," will speak on the subject "Primal Therapy: What Does Cure Mean?" He will present scientific findings and follow-up studies of Primal patients which are to be found in his newly released "Anatomy of Mental Illness." A



Dr. Robert Williams

photo by Jeff Hulton

AN UNUSUAL PHYSICS LECTURE

by Lon Hosford

The President's Lecture Series diverged from the usual tradition last Wednesday afternoon. Dr. Robert Williams, a physicist, abandoned the usual lecture-talk and organized a panel discussion between the professors from philosophy, chemistry, religion, biology and physics. He began the discussion informally with a non-scientific touch-reading a fable about communication

which ended: "the gods then called the instrument man and the music love." The discussion formally began when Dr. Kirsch suggested the problem of the MYTH in the culture. The myth, parable or allegory is usually a story that serves to explain a practice, a belief or a phenomenon. He felt that it is becoming a put-down or archaic word. But he contended that the myth still commanded respect in religion, by explaining a faith of things as they are, and by being the beginning of human action. The concept seemed intriguing and promised an afternoon of interesting discussion. Professor Williams then expanded with a story about a tribe in New Guinea that related and identified Western Science's explanation (or myth) about bacteria with its own mythology of spirits. But he did not clearly relate the story to Dr. Kirsch's point about myth, but the story did add a pensive mood. From this point on nothing valuable was gained by the discussion, especially by the audience. The ponderous medicine ball of opinion was heaved from speaker to speaker. The

discussion, partly renouncing the value of logic ("that Greek stuff"), mostly forgetting to erect the boundaries of organization, and completely devoid of meaningful distention, began like a flash flood only to peter out into endless eddies of digression. It became clear that afternoon why the accumulation of man's knowledge was slow, fumbling and discontinuous prior to the seventeenth century. It was because man made observations and formulated opinions of phenomenon, which he never summarized, clarified or compared as he went along. Nevertheless, about one and a half hours later, Professor Koecher, of the Philosophy Department, attempted to return the stream of thought back into useful channels. He quite simply pointed out the overlooked fact that myth carries different meanings, purposes and problems in each area of a culture. Certainly the myth of Sisyphus requires different consideration than does science as a myth of Western Culture. It seems that the gathering of such resourceful, intelligent and interesting professors could have been utilized in a much more practical manner if someone had directed the discussion's lexis. Yet there were two things of value presented that afternoon. One is that the myth is definitely not a put-down or archaic word, but rather merits further consideration of its ramification in any culture whether Ancient Greek or Technological. The second point was best summarized at the dawn of the scientific revolution by Denis Diderot in his Encyclopedia: "...[Some] men are carried away by their passions, their thought not being preceded by reflection; these are the men who walk in darkness. On the other hand, the thinker, even in his passion, acts only after reflection; he too walks in darkness, but by a torch."

EDITORIAL:

ACADEMICALLY SPEAKING

by Jane Primerano

Lately the Wagner campus has been crowded by speakers on education--discussions on the proposed 4-1-4, guest speakers from nursery schools to Empire State College. This is one of the healthiest signs to hit campus in a long time--trouble is, not many people are attending these events. Since this is an institution of higher learning, all members of the college community should and do have a stake in the educational process. Almost nobody thinks the process is perfect the way it is being run now, yet few seem willing to help in the change that can and must take place. Many students at this college are training for the service professions, many of these for the teaching profession--these students should be interested in anything that may help to improve the educational process in America. The faculty and administration have a more immediate stake in this subject--if they don't find a way to improve the quality of education here, Wagner may go the way of so many small liberal arts colleges. This isn't to say the education at Wagner is bad--it's not--there are many competent, enthusiastic faculty members who make the learning experience meaningful for their students. Because this proportion is so high, it would be tragic if Wagner were to lose it's place in the educational scheme today. For no college can rest on its laurels now. The position of the liberal arts college in today's education must be re-evaluated and it is the responsibility of the entire college community to lend a hand in this re-evaluation.

SOCIALLY SPEAKING

by Jane Primerano

Here it is another long-awaited student apathy editorial. Congratulations to all of you who packed Gatehouse Lounge Friday night. Lynn did a good job and it was wonderful to see so many students turn out to hear one of their own. But, it makes one think. This concert was free and didn't cost the Board of Social and Cultural Affairs anything--except a few dollars worth of office expenses--to sponsor, yet it brought a full-house. So many times when the Board or another campus group sponsors an expensive event designed for the entertainment or edification of the student body, nobody shows. Maybe the various campus groups should stop trying along those lines and keep entertainment confined to the coffee-house and an occasional concert like this one--its cheaper and seems to be more attractive to the students. Anxious to hear the pros and cons on this proposal.

Dear Larry Jones

What happen to the French

Dressing and Tea Bags this week?

Dear Jane:

I am bewildered at the "philosophy" of the Psychology Department here at Wagner College. Seemingly, this department has taken on characteristics oddly familiar to us in the form of the infamous "sewing circle". Their emphasis is not upon true education, but rather upon blind competition for the sake of competition. There is an absolute absence of creativity and an undesirable emphasis on mere memorization of factual information. As a result, the student who succeeds is of no worth to society of his fellows as he/she is unable to relate or communicate. Stuffing endless information into a student who is as useless as a Dr. Pepper can seem at most absurd to me. Further, these persons who conform to this system, that of learning the material, regurgitating it back exactly on exams, and at the same time wallowing in the glory heaped upon them by the mindless psychology majors who are led like dogs on a leash and who bow down and lick their master's feet, are in no way to be respected. It is indeed sad that such a negative environment, that of blind competition, deters and

negatively effects the performance and interest of many sincere students. One namby-pamby professor comes quickly to mind in relation to the playing of favorites game. If one is not a member of the Psychology Department's elite group, then one's academic experience is distasteful because some members of the faculty and their "pet" students will actively make it that way. It is indeed enigmatic that those who profess a knowledge of human behavior behave in such a dildockish way. I may continue this later as need be.

Sincerely submitted,
Whitman Blake

Dear Editor:

Recently there has been a vast amount of excitement among lawyers, educators, and students about the Antioch School of Law, which is to open in Washington, D.C. next September. The Antioch School of Law is the first law school with a law firm--the Urban Law Institute, a poverty and public interest law firm--at the core of its academic program.

LETTERS

The objective of the new School is to produce competent lawyers sensitive to the needs of disenfranchised citizens. It intends to generate a new body of legal scholarship to deal with the problems of social injustice, and to be a catalyst for changing legal education nationally.

Other precedent-setting features of the School are: a twelve month a year program which will insure services to clients; an admissions policy which reduces reliance on LSAT scores and which better measures the applicant's ability to do the work of the citizen's advocate lawyer; significant enrollment of students with minority and poverty backgrounds; and a program for the training of certified legal technicians. Senator Edward Kennedy wrote to Co-Denas Jean Camper Cahn and Edgar Cahn, "Your concept for a school dedicated to . . . providing legal assistance for the disadvantaged deserves the . . . attention of all who believe that equal protection through law is a . . . right for every American."

The Black Congressional Caucus stated that with the establishment of the Law School, "black and powerless citizens, have been given a new ray of hope." A score of national figures have expressed support for the School of Law. The School's clinical legal education program, which is a combination of academic work and internship, is similar to medical training currently offered at the better medical schools. The relationship between the law firm and the School is similar to the relationship of a hospital affiliated with a medical school. The academic program begins with a six week orientation that will sensitize students to inner-city life in Washington by having them apply for welfare and food stamps, spend a night in jail, and live for a few days with an inner-city family.

During the first year at the law firm's office and at a neighborhood law office of the Teaching Law Firm, students will learn to file housing complaints, interview clients and otherwise work with individual problems. This "on the job training" in the basic skill of securing remedies for individual clients will be coupled with academic work.

In the second year students will have the opportunity to serve a four to six month internship in government and regulatory agencies. Internships will be coupled with tutorials which explore the issues precipitated by students' work in the various agencies. At the end of the second year, the student will be a "law clerk," fully able to serve as a junior associate to a senior attorney in any type of law firm or legal venture.

Third year students, as permitted by local court rules, will provide actual representation to clients. The product of the law school will be a competent attorney, sensitive to the needs of the poor. In its brief history, the ULI has pioneered in the practice of poverty law by acting as

"corporate counsel" for the poor in the areas of housing, municipal services, communication, economic development, consumer affairs, and discrimination.

Recent activities of the law firm include, for example, involvement in a class action case which alleges inferior city services for all 240,000 residents of the black Anacostia section of Washington, and the bringing of a suit against a television station alleging discrimination in programming and hiring practices.

For entrance in September 1972, applications should be submitted by May 1. Although the school has, up to this point, actively sought very little publicity, it has received over 2,100 requests for applications.

Sincerely,
Glenda Graham
Public Information Officer

Dear Friends,

Each year I visit UNCF universities and colleges in the South . . . and send you a report on what's happening on our campuses and to our graduates. This year I can report to you that what IS happening is probably the most important and hopeful development in our nation today!

The forty universities and colleges in our Fund are providing increasingly effective ways for aspiring blacks throughout the U.S. (and especially in the South) to achieve advanced education of high quality -- as a needed "giant step" toward full participation in the professional, political and business life of our country. Last year our colleges conferred 6,544 undergraduate degrees and 806 graduate and professional degrees. Although our colleges

are all integrated, and have always been, our principal concern is assuring strong educational opportunities to the black students of our country. What do our graduates do . . . with those degrees? To date, they have become 85 percent of the nation's black physicians, 75 percent of the nation's black Ph.D.'s and more than 50 percent of all black officials elected to public office in the U.S. And that's only a part of the record! Hundreds of thousands of our graduates have, in recent years, been changing the course of American history by their rational, self-disciplined and determined struggle for social justice through non-violent revolution.

Today, thousands of OTHER young black Americans need YOUR help in getting the quality of education THEY need to help build a more creative, dynamic America . . . and a viable world society. Whatever support you can give our Fund will go directly to help promising black students to achieve a strong college education.

Please reach out a generous hand to them! It's the surest way I know toward a better world!

Yours,
Martha B. Lucas Pate, Ph.D.

M. R. A. Presents:

BOGART FESTIVAL

Fri. & Sun.
CCF-2
7&10

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NATIONAL WILDLIFE

Washington D.C.--Film star-ecologist, Robert Redford, has been named National Chairman of the 35th annual National Wildlife Week, March 19-25, sponsored by the National Wildlife Federation and its state affiliates.

The 1972 Wildlife Week theme, "Ecology: A Wild Idea," focuses on the fact that wildlife is a part of the environmental crises and is dependent upon quality natural surroundings.

The bald eagle, emblem of the United States, is in serious trouble. Its plight symbolizes the fate of 100 other American wildlife species threatened by extinction due to man's interference with the natural world.

"The bald eagle is more than a decoration for dollar bills, postage stamps and commercial advertising," Redford said. "It is a symbol of strength, freedom and quality of life."

"It may be a wild idea to believe we can reverse environmental destruction to protect the bald eagle and create a quality life for man, but this country was founded on the wild idea of independence, and not so long ago a wild idea took us to the moon. Ecology is another wild idea that will work."

Throughout Wildlife Week the National Wildlife Federation and its 3 million members will be urging people throughout the United States to consider their relationship to the natural world and make personal commitments to help achieve environmental quality.

(Ed. note: This letter is included because when National Wildlife Week starts, Wagner will have just concluded its Solicitations Week and CCC. If these two events annually come close together, it might be a good idea to incorporate National Wildlife into the list of charities we contribute to. After all, animals don't bring on their own problems, man handed them to them--if our generation is to repair the mess we have been handed there is no better place to start.)

In order to facilitate communication between students and personnel responsible for certain college services, we have organized the "Ad Hoc Service committee." Representatives from Traffic and Security, Housekeeping, Maintenance, Dining, Health Services, and the Wagner Union plan to meet on a regular basis with student representatives. Students from each of the residence halls and members of the Executive Committee of College Council and the Commuters' Association serve on this committee. Other interested students are also welcome to attend the meetings. The Committee met again on February 24, 1972 and devoted

most of its time to discussing problems relating to the dining service and campus security. Comments on the Dining Service Evaluation questionnaires will be distributed in each of the residence halls by student members of the Committee.

Parking lot security was also discussed. It was announced that a new golf cart type motor vehicle will soon replace the station wagon which currently patrols the campus. This will provide for greater mobility. In addition, more coverage will be provided by the use of unmarked cars.

The Committee is planning to meet again on March 23 in the Wagner Union. Student members of the Committee are:

Mike Provissiero, President, College Council
Bob Sessa, Vice President, College Council
Kirk Emanuelson, President, Commuters' Ass'n
Eileen Katowich, Vice Pres., Commuters' Ass'n
Francie Biasotti, Vice Pres., Commuters' Ass'n
Cynthia Huge, Harbor View Hall Rep.
Linda Truett, Guild Hall Rep.
Janet Roscher, Women's Residence Rep.
John Adelman Towers Rep.
Amy Panagy, Towers Rep.
Bob Rorke, Towers Rep.

ECO AND BA NEWS

Remember all those signs for the business majors and the Eco majors posted all over campus about three weeks ago? Ten people presented themselves with the comments, suggestions, and gripes of the four hundred E and BA majors. The question of the meeting concerned the variety of courses offered in the summer session. At present only freshmen and sophomore level requirements are offered. Dr. Petrello at the student-faculty meeting last Tuesday replied that for purely financial reasons the school cannot offer courses to less than eight students per lesson. But... maybe next year?!!

Next fall most courses will have a variety of professors. If you don't like to work in Mr. Jahn's Thought class you will have your choice of other professors. Management and Marketing will both be offered in the fall and the spring, during the day and the evening.

Class sizes next fall will be reduced or Mr. Jahn will conduct special instruction for the other professors on teaching large classes!

Bregenz is undergoing a course change in the department of E and BA majors-- junior courses would like to be introduced which could be taught more effectively in the European surroundings, something of the like of "The Common Market." In the near future the statements from every department reporting what it does and what it plans to accomplish will be released.

Don't miss it! You may learn something.

No formal reply was received from the faculty when asked why limited use (Professor Rohrs) of New York City, the financial giant of the business world is made in the course construction. According to Dr. Kraemer the students are supposed to take the initiative! The addition of a methods course in economics was approved by the curriculum committee, BUT state aid has been cut for additions to the education department.

Some preliminary results of the Delta Mu Delta Alumni Survey concerning Wagner's undergraduate business program relevancy: the most practical courses were found to be Accounting, Business Law and Banking, in that order. The least beneficial were Economic Thought, Comparative and Labor. Insurance was found to be the greatest deficiency, followed by a course in data processing and business communication. Suggestions included an adjustment to eliminate undergraduate-graduate overlappings; a review of courses to bring them up-to-date; the possible introduction of a "work-school" consisting of business people to keep the faculty informed.



Poetress Diane Wakowski will be reading her poetry at Wagner on Tuesday, March 14 in CCF-2 at 8:00pm.

GROUP THERAPY

by Michelle Gasparik

"Group therapy is psychotherapy done not with individuals but with a group. It makes use of group functioning as a means of gaining insight into one's problems and behavior. Ethically, the leader should be a psychologist trained in therapy. Otherwise, there is a potential danger." This was the response given by Dr. Lee Borah, Associate Professor of Psychology, when asked for a definition of group therapy.

A film on this topic was shown by the Psychology Club on March 7th. The people participating in the group were child care workers whose concern is working with very disturbed children.

An important point discussed in the film was that man in the social sciences tends to categorize human behavior in such a way that he forgets the whole human being in his relation to the world around him. The living person must be re-discovered. The exchange of feeling and the exploration of relation to one another must also play a part in helping one to adjust. Those who work with the disturbed also need an exchange of feelings and understanding of relations.

The meeting starts off in a peaceful, friendly atmosphere. One member begins to discuss a problem that he has. This triggers a reaction from the rest of the group. Someone may make a judgment of the person who is discussing his feelings. Often, one person's problem is shared by others. His discussing it reawakens the anxieties and tensions that someone else is feeling. Suddenly, the room is full of tension and highly charged feelings. True feelings must be set out and honesty is the key to helping one's self. There are no facades to hide behind. Images, reservations, and defenses are all broken down.

The leader of group doesn't participate to a large extent orally, though he is constantly aware and learning from the confrontations, he lets the discussion follow its course and interrupts only when he feels the emotional interaction is reaching a dangerous head. He then directs the discussion elsewhere. Often, the people in the group direct their hostilities towards the group leader. A possible reason for this is that they are aware of his need for objectivity and do not have to fear his lashing back at them.

We all feel better when we talk out our problems with others. It lessens our feelings of isolation and alienation. One must also keep in mind the potential danger of allowing our sensitivity to take precedence over common sense.

BLACK STUDIES SPEAKER

Professor Hollis Lynch, Director of the Institute for African Studies at Columbia University will speak on "Black Studies and Pan-Africanism" on Wednesday, March 15, at 3:00 PM in Room CCF-2.

This will be the third presentation in the Black Studies Program Series of films and lectures jointly sponsored by the Office of Special Programs and the Department of History and Political Science. Professor Lynch's appearance was first scheduled for February 15 but was unavoidably canceled at that time and rescheduled for March 15.

The lecture is free and open to the public.

"Resurrection"

Jesus Rock Band

in Concert

Fri. Mar. 25

Gatehouse



photo by John DiClemente

FREEMAN WHITE and CAP

by Cathie Freeman

The first thing that impressed me about Freeman White was his name. That was before I saw him.

The second thing to impress me about Freeman White was his size. That was before I met him.

The third thing to impress me about Freeman White was that my MOTHER, all the way back in Pennsylvania, had heard of him. "He's a football player, isn't he?" she asked after I told her I had interviewed him for the Wag. That, fortunately was after I had met him, for then I could tell her some of the many other things he is.

Freeman White is the full-time CAP-HEOP Counsellor at Wagner. Like Mike Kelly (Director of Special Programs), he came here via the New York Giants Football Club, and like Mike, he still has strong feelings for the sport. I know, for I was treated to a short discussion on the subject by the two of them.

Freeman's strong feelings don't end there. They carry over into his current line of work.

HEOP (Higher Education Opportunity Program) is a financial designation. Funds come from New York State and are used to benefit financially, socially and educationally deprived students. The State is only where the MONEY comes from. The power behind the charge comes from the CAP half of the title. In fact, Mr. White says to speak of CAP, not of HEOP. So here goes.

Through CAP (College Achievement Program) it is hoped that the 175 currently enrolled students (who, just for the record are not all minority students) will overcome the aforementioned handicaps, compete their college program and go out to face the world with the same advantages as all the other students who entered Wagner with them.

This is not done by desire or drive alone. Each CAP student

must also participate in CAP "courses" whose aim is to make up for past deficits in training. Reading rate and comprehension, writing and critical reading are worked upon. Cultural improvement through utilization of the City is stressed and actual course tutoring can be arranged on an individual basis.

Freeman White is the man behind all of this. He is the man who first came here as a representative of the New York Giants to play a benefit basketball game against Delta Nu and was intrigued by the cohesiveness between Blacks and Whites. And he is the man who came back one year later to work and found all that had changed. But more than that, he is the man who believes that equality can be achieved if one works at it!

As I have already said--Freeman White impresses me.

SURVEY ON COURSES

by Lon Hosford

Being aware of what students think and feel has become increasingly important to colleges in the past few years. But these thoughts and feelings rarely have taken a tangible form or have become so crystallized that you could definitely say, "most students think this or that is true." Usually you only know what a small group of students think on a given issue. Consequently, the Wagnerian is experimenting with a weekly survey that will pose questions concerning the college and its students. The answers to these questions will primarily be value judgements. Our surveys will include drugs, music, courses, governmental policy, administrative policy, facilities, or educative methods. Each week the results of the previous week's survey will be published along with the current survey. We hope that this survey will be the beginning of a needed institution at Wagner and that you will make it work to give you some meaningful and interesting data on student opinion.

This week's survey -- Courses

Each one of you probably has one course that you would suggest every student take during his college career. The purpose of this survey then is to find that course by asking you to name your first choice. Place all ballots in the receptacles in the Wagner Union or send them to Wagnerian Survey. Next week's survey will deal with Presidential candidates and a Rate Reading course offered at Wagner.

Courses

1. What course offered at Wagner do you think every graduating student should have taken?

2. What course at Wagner has been the most beneficial to you?

3. What course that Wagner doesn't offer do you think it should offer?

4. Please indicate your class status (junior, senior, etc.)

EMPIRE STATE COLLEGE

Dr. James Hall, President of State University of New York's most unique college spoke to faculty and invited students on Thursday, March 16 at 8:00 pm in CCF-5. Empire State College is unique because it has no campus, no classes of its own and only sixteen full-time staff members.

As an introduction to his explanation of how ESC works, Dr. Hall talked about change. Knowledge change is an accepted part of educational life--in fact it is the essence of education. Organizational change, however, is met with disdain by the faculty and administration of most institutions. Faculty tend to join institutions they believe in and then recruit new people with the same beliefs.

In most schools, procedures for learning tend to overshadow goals. An instructor may say, "It's my job to lecture," and not care whether or not the students understand him. An administrator may only be concerned with legislation. Organization is an integral part of collegiate life and change is difficult, especially in times of fiscal trouble. At any given institution, an individual professor may have a brilliant idea, but he has to get it through his department with the different views of all its faculty, then there is the problem of competing departments. After that there is the Curriculum



photo by John DiClemente

Illustrating some of his famous rapport with the students Freeman White mugs for the camera with some of his favorite students.

Committee whose problem it is to see that everything holds together. All change must be additive, it can't take from another program.

In the face of all of these problems, Empire State College was created as an effective way to move the State University system. It started with the belief that "colleges are created to help students learn." There are two things to keep in mind with this premise.

1. Students do learn differently; learning always depends on the subject AND the student.

2. Students learn independently, no matter what the subject is, or

the method in which it is taught; they learn as individuals.

At Empire State there is no age limit; it is open to students of all backgrounds, and there is no specific scholastic average required, but it does not have precisely an open curriculum.

SUNY felt it had to be a flexible system to serve up so many options -- it had to relate to learning situations no matter where they occurred. It would have been difficult to do that piecemeal in the existing system.

(Continued on Page 6)

Comment on ESC on pg. 5

C. C. C.

The Last Picture Show

by Lynn Morrell

Wagner's Campus Community Chest drive, a week-long campaign culminating in an all-day carnival, will begin Monday, March 13 on the campus. The carnival, to be held in Sutter Gym, is scheduled for Saturday, March 18.

An annual student-led affair, CCC has as its theme this year "The World Through a Kaleidoscope." The carnival features about 18 booths with midway style games, prizes and fun for all ages. It will open noon on March 18 and run through 9 PM.

Proceeds from the drive -- a \$4000 goal is sought -- will be donated to various recognized charities with the Staten Island Community Chest earmarked for 30 percent of the money raised.

The week preceeding the carnival, known as Solicitations Week, will be highlighted by various campus group efforts to raise money. Some groups will be selling services, such as shoe shines or wheel barrow rides to class, while others will be selling commodities such as knishes, hot dogs and donuts. Also, faculty and administrative members will be put up for slave auction with the highest bidder obtaining the slave's services for a specified time.

The CCC carnival is the biggest feature of the campaign, drawing audiences from among the Staten Island community. The CCC committee awards prizes to the participating group that raises the most money at its carnival booth, the group raising the most money during Solicitations Week, and the group that puts together the most imaginative booth.

In the past five tries, the Campus Community Chest drive has surpassed its stated dollar goals.

"The past is a foreign country. People do things differently there." The opening words of a Victorian novel called *The Go-Between* lend their wistful and yet resigned spirit to a review of this splendid movie. *The Last Picture Show* is a sketch of life back in the 1950's, just before the outbreak of the Korean War. Filmed in black and white, this is the story of a young man who comes of age in a dusty Texas town just as the tenor of life in America as a whole is undergoing a similar coming of age and loss of innocence.

Life, for the various characters who people this drama of things past, had been held together and epitomized by one man called Sam the Lion. He was a living symbol of the rugged joy which could be found in the relative simplicity of town life. During the last years of Sam's life, the forces of change had been howling on the plains. At his death, the grip which had held the town together relaxed and the fragmentation process began. Sonny, the young man played

extremely well by Timothy Bottoms, inherits part of the Lion's legacy and is buffeted most strongly by the turbulent winds of change as he struggles with the responsibility for the human lives which were left in his care. In his growing strength he is sought out by the lonely, the confused as well as the simple souls who find a home only in the compassion of others.

The acting in this film is excellent. Besides Timothy Bottoms fine performance, one can place the work of Cloris Leachman as the lonely wife and Cybil Shepard as the confused and flirtatious young girl.

The black and white photography evokes a splendid sense of "pastness" and yet allows the viewer to enter into that bygone world of yesteryear and to catch a glimpse of the spirit with which the '50's were imbued in an almost poetic fashion.

By all means, one should see this movie. It is one of the finer works of modern filmmaking.

NICHOLAS
AND
ALEXANDRA

by David Heitner

To say the worn out words "this is one of the best movies I've ever seen" would be an injustice to this movie. It speaks for itself in the excellence category. In terms of acting alone, the choices were superb. Janet Suzman could not give a more convincing portrayal of Alexandra if she had been the empress herself. The same may be said of Michael Jayston (as Nicholas), Tom Baker (as Rasputin) and the list goes on to include such sterling names in the theatre as Sir Laurence Olivier, Jack Hawkins, and Eric Porter. Janet Suzman and Michael Jayston are relative newcomers to the American cinema, but their performances and that of the supporting cast will be remembered long after the film is fortunate enough to appear on the late, late show.

(Continued on Page 6)

IT'S
MEANING
FOR
WAGNER

by Jane Primerano

COMMENT

The lecture was interesting and informative. ESC is a fantastic program. It provides an opportunity to get into the field of study in many ways, not just through the classroom. It also provides a one-to-one relationship which is a more meaningful way to learn than being a lost soul in the back of the room. Finally, it places the responsibility on the student, assuring more dedication -- they wouldn't be so involved if they didn't really want to.

As a small part of a continuing effort to improve Wagner, the lecture was very useful. Certain ideas presented could be modified and used here -- such as the contract system. However, this should not be taken as a step in itself -- just talking about change is no help.

The audience was responsive but it's always the same people -- the faculty members who are on committees. That's strange, being on a committee only means you know how to work in an organized manner with other people. It has nothing to do with a person's knowledge of, or dedication to, the educational system. Not saying that these people aren't dedicated -- we're sure they are, but so are many other faculty members who should have been asked to come.

MACBETH

by Jane Primerano

Polanski's *Macbeth* at the Playboy Theatre, 110 West 57th Street (between Avenue of the Americas and 7th Avenue), is one of the finest interpretations of Shakespeare's tragedy I have seen. *Macbeth* is the most visual of Shakespeare's tragedies and Polanski used this to its best advantage. Without altering dialogue, he managed to create an impression of domesticity around Macbeth and Lady Macbeth, and turned Ross into a villain for all seasons. His camera work utilized Scotland to its fullest also, the heath, the beach, and the forest were splendid backdrops for the action.

This review seems to concern itself mostly with Polanski, because the movie is truly Polanski's *Macbeth*. His interpretations of the significant scenes, notably the sleepwalking scene and the "Out, out brief candle" speech are unique, and yet, the viewer gets the feeling Shakespeare really wanted it that way. The only license he takes is at the end and his silent epilogue gives one an eerie feeling walking out of the theatre. The possibility that Donalbain could seek out the witches is a reflection of the cyclical nature of reality -- and a logical conclusion?

The casting of a youthful couple as Macbeth and Lady Macbeth was a stroke of genius. John Finch and Elizabeth Arras were an unusual pair -- yet realistic in their roles. John Stride as Ross was the most outstanding in an outstanding cast.

Yes, it was bloody, but so was the play and we can forgive Polanski a little hang-up of that score. Very little of the bloodshed seemed superfluous -- those were violent times (as are these). The nudity was tasteful; he only used it where it made sense.

Polanski's *Macbeth* is as close to a flawless movie as I have ever seen.

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ESC

(Continued from Page 4)

Following the latest academic fad can be harmful, but positive change reflects institutional growth, maturity, and responsiveness.

Empire State College has "learning centers" in eight regions of the state; there must be a point to tie together all learning resources for the service of the student. The faculty members of ESC are called mentors. They are not precisely counsellors or tutors, but rather they have to tie together a range of academic capabilities and must have the ability to teach one to one. He advises the student in how to go about acquiring the desired knowledge. For example, if a student requires a class, he will enroll in a participating college for that course. The mentor may also act as a tutor in all subject fields.

The method used by the student to schedule his work is called a contract. This is an agreement that the student will complete a certain amount of work within a specific time limit. The purpose of the contract is to make the learning rigorous, set time limits, and tie together various learning experiences so they aren't random and are fixed at a certain problem. The student goes from contract to contract until he gets his degree.

The method of evaluation in ESC is judgement by the mentors. Tests are used up to the point where they work, also used are interviews, papers, portfolios and supervisor evaluation reports in cases of field work. It is not difficult for a mentor to evaluate within a contract, but it is hard to evaluate prior learning. The only requirements are the expectations of the student to fulfill his goal.

Empire State College is a method of sharing the strongest points of each of the SUNY colleges, instead of having them compete against each other.

Another professive program of SUNY is the External Degree Program which is run by the State Board of Education and is based on equivalency exams. While ESC is the instructional model, EDP is the testing model.

After the lecture there were questions from the audience. Faculty members asked questions about the operation and effectiveness of ESC. Following this was a short coffee hour in the CC hallway.

Dr. George DeLeon will speak on the topic of "Dying in College" on Tuesday, March 21 at 8:00pm in the Auditorium Sponsored by the M. R. A.

SPORTS SPORTS

Hawks End Dismal Season

by Phil McLaughlin

The Seahawks lost out on the MAC playoffs when they were defeated by Upsala 80-76. The game was close throughout with the Seahawks taking a 76-72 lead with less than two minutes left. Upsala came back to tie it up and with less than 30 seconds left the Seahawks had the ball for the last shot. They lost this chance when Gene Kapela threw the ball away, ending their slim chances for the MAC playoffs. Tom Miller had 20 points and 19 rebounds. JoJo Jones had 19 points. Erik Flamm did a good job with 11 rebounds.

Back at Wagner, the Seahawks finally came through with a victory, only their second win in their last 12 games. Down by 11 points at the half, the Seahawks staged one of the most thrilling comebacks since the days of Ray Hodge and Oliver Featherston, by beating Delaware Valley 81-80; Delaware Valley could do nothing wrong in the first half and they would have run away with the game if it hadn't been for Jeff Bryant. Bryant hit all four shots he took, usually from 20 feet, to keep the Seahawks within striking distance.

In the second half the Seahawks used a full court press, with JoJo Jones and Ed Sweeney doing the bulk of the work. This plus the rejuvenated scoring of Jones and Tom Miller brought the Seahawks back. The lead switched hands a few times, and with less than a minute left they went ahead on a drive by Jones. Delaware Valley tied it up on a jumper by John Silan, but he was also fouled by Bryant. He hit the foul shot to put Delaware Valley up by one. Wagner came downcourt hoping for one last score. Tom Miller got the ball on the left side of the lane and popped in a short jumper with 17 seconds left to give Wagner the win. Tom Miller had 24 points, Jones 19, and Bryant 15. In their last game the Seahawks didn't do too badly, scoring 94 points. The only problem was that they gave up 106. Wagner was never in the game as St. Francis dominated both backboards. Tom Miller had 24 points and 13 rebounds. Clay had 18 points and Bayersdorfer 15.

The Seahawks ended the season with an 8-17 record.

Free Throws

Tom Miller was the team's leading scorer with 451 points, (Continued on Page 8)

(Continued from Page 4)

Nicholas & Alexandra

The story revolves completely around the last of the Romanovs, and the end of a 300 year dynasty in the turmoil and conflict of the Bolshevik revolution. Even those who are inclined to feel that it was a historical situation that was superior to that of having the Romanov dynasty continue indefinitely will see the disparagement and unbelievably cruel circumstances in which they ended, or better yet, surrendered to. The opulence and splendor which the Czar and his entire family lived in was probably the most magnificent court that Europe had ever seen. But as the Empress Dowager Marie Fedorovna (Nicholas' mother) wryly observed, "Russia is an 18th century country trying to live in a 20th century Europe."

The actual beginning of the story is in August of 1904 when Russia began an unsuccessful and unpopular battle with the Japanese. At this time the Empress gave birth to a baby boy, the heir apparent. It was the experience of the Russian people that a woman was not as good or just a ruler as a man having had past experience with both. So after having four lovely daughters (who were, by age: Olga, Tatania, Marie and Anastasia) it was wonderful for the family to have a boy to carry

on the autocratic traditions of the Nicholas and Alexander that preceeded him. Unfortunately he was a hemophiliac, and even with all the Romanov treasury there was nothing like a clotting factor to prevent him from bleeding. The dangerous thing for a hemophiliac is not so much cutting and bleeding externally; it is the internal bleeding which can result from even the slightest pressure that is dangerous and often fatal. Alexis, as he was called, inherited the disease from his mother through the royal line of descent which carried down from his great-grandmother, Queen Victoria. Then Rasputin, a wild, illiterate Siberian peasant arrived on the scene. With his miraculous ability to help Alexis recover from his attacks, and his spell-binding control of the Empress he became an important (though unwanted) part of the Romanov household.

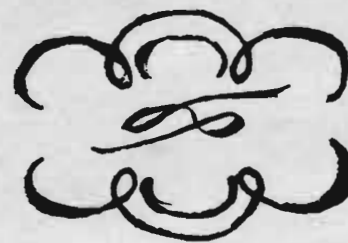
There are many people that play into the pagentry of historical drama woven by this most fascinating of plots, including your old favorites Lenin, Kaiser Wilhelm (Nicholas' cousin), Trotsky, Kerensky, the ill-fated loyalist who hoped the Duma (the Russian Parliament) could model itself after Western democratic governments, and many other such characters. But the emphasis in this film was not so much on the history of the changing times in Russia, with WW I and the changes incited by it on Russian culture as it was on the individuals of the Royal Family, and what eventually

became of them. When one thinks of this movie, one tends to think of it in conjunction with David Lean's masterpiece "Doctor Zhivago." It is true that there are certain parallels within it, but Sam Spiegel's aim in producing this movie was probably to present a picture with a fascinating historical perspective and show that against an epic background in the same rank and with the same intent (traditionally, if not otherwise) as pictures such as "Exodus" or "King of Kings" with the pomp and circumstance of pictures like "Gone With the Wind," that masterpiece of cinematographic art. But it was carefully and painstakingly researched, superbly casted, acted and directed. And every detail of the millions of dollars it took to produce was put into it to make it possible for the film to come as close to reality as is possible. Any person who wants to be entertained and educated at the same time should see Nicholas and Alexandra. It will most assuredly be a wise monetary investment, and perhaps will achieve the same status as the great movies of the past. It is indeed unfortunate the vast majority of films today do not contain the solitary excellence of this picture.

Andy C. Brady
Printmaking and filmmaking
Workshop

March 15, 16, 17

Wagner College Drawing Studio



LAURA FOREMAN DANCE TROUPE

by David Heitner

Modern dance, like other types of modern art, has taken on many new forms. One of the most exciting new forms it has taken was danced by the Laura Foreman Dance Company at the American Theatre Lab on February 27th. To describe anything visual on paper is difficult, especially when you are trying to demonstrate the excellence of the particular thing. The first dance the Company performed was called "Margins" and it was a premiere. At first, I was not certain of anything I saw. The movements in this type of dance may be as symbolic or as "symbolically neutral" as you prefer. There is no "message" conveyed through the dance. All the props (which included such unusual items as a set of telephones that resembled bare-breasted women, with men dressed in clothes that were worn backwards, who answered the phones as the dancing went on around them, a person who was playing a flute at intervals, and another individual wrapped in what appeared to be a blanket covered with little lights that would periodically blink off and on), and the lighting and the dance steps were extremely well planned before the actual dance

was presented. If everything seemed as though it were happening spontaneously, that was the intention you saw yourself. The dance only lasted 15 or 20 minutes, and it was lengthy enough to convey a few notions to each individual in the audience. The second production was a longer, more involved dance than the first, entitled "Glass and Shadows." It was very different from anything I've seen previously. It was a combination of visual effects that involved an unusual collage of dance, photography in the form both of slides and splices from a myriad of films. You would be so intent on trying to concentrate on everything around you, that you lost track of the thing as a whole, and you would just try to accept the parts of it you could totally visualize. Miss Foreman choreographed the dances, but she did not dance herself. I felt that "Glass and Shadows" had a message, although I'm not absolutely certain as to what it might be. If you would like the uniquely enjoyable pleasure of seeing this most entertaining, unusual and artistically inspired group of dancers, I suggest that you go to the new works exhibit at Finch College Museum, Saturday March 18th, at 1:15

PM. They will be a part of the "Women in the Arts" festival there. When I talked briefly with Miss Foreman after the performance, I found her to be very receptive to comments and questions, and she is the type of dancer who is capable of conveying her talent as an artist without diffusing the intent of her art.

I would like to inform all the students of Wagner College that Jacqueline Potter achieved a score of 100% (Very Good) on her first Linear Algebra test.

JF: Did you check out the chest of the guy in the yellow shirt? :ED 16

Did you know that Wagner College houses the Court of King Thyme and Queen Boss and all their lowly servants? (Check third floor Main Hall)

Any information concerning the blackout Saturday night, March 4, on E-2 please contact L.S.

What R.A.s from Women's Residence have Baby Blues and Funny Hair on Certain Days?

What Wag staffers are arsonists on the side?

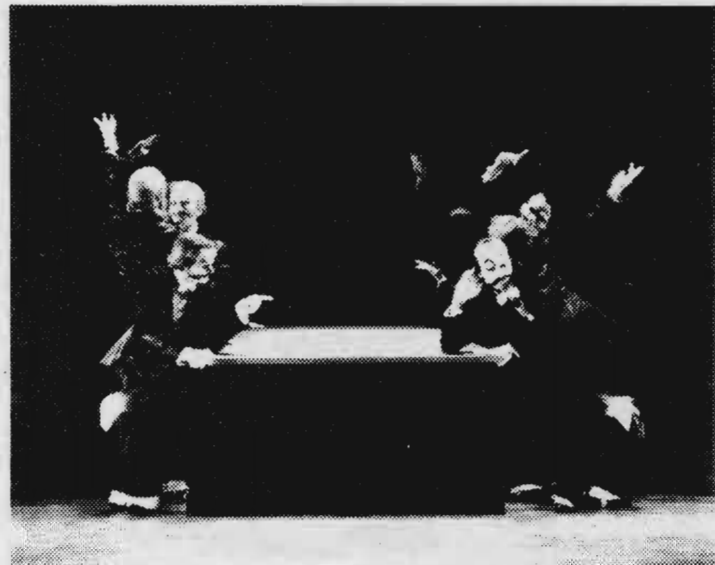
15 minutes! Wow!

Dr. Bock is: a. a famous baby doctor b. a character from Star Trek c. the College chaplain d. a brand of beer e. a baroque composer

Dr. Hensley is really Kurt Vonnegut Jr.

Jim Smith is an underground Italian.

What Wag staffer had a hard time signing in to the room with the red candle Fri. nite?



The Green Table--a shot from the great Kurt Jooss satire on diplomacy and war, as staged by its creator for the Joffrey Ballet, only American company authorized to present it. This is the ballet which won international acclaim, stirred all Europe--and also produced voluntary exile (call it escape!) from Hitler's Germany. In this photograph: The Diplomats at the Confernece Table--The result is war!

photo by: James Howell

photo by: Herbert Migdoll



Shot from Gerald Arpino's "The Clowns," a full-company work. Special stage effects include mobile, plastic sculptural forms by Vernon Lobb and Kip Coburn. The large plastic sphere can stand for The Big Top of the Circus the World, the Sun and the more menacing of the Bomb. It also has a special commissioned score by Harshy Kay, employing instrumentation new in America. Costumes are by Edith Dityens Bel Geddes.

In this photograph: Gary Chryst (foreground) as the little hero-clown who tries to help the others who have survived the series of holocausts with which the ballet begins.

NIMBUS

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SPORT

P Girls End

O Successful

T Season

by Phil McLaughlin

The Wagner Seahawk Girls Basketball team closed their season by winning four of their last six games. They started their streak with a 44-37 win over Queens College. They were led by Lois Weierstall and Kathy Darraigh who combined for 25 points to offset a 21 point performance by Barbara Wedinski of Queens.

They suffered a tough overtime loss to Lehman 44-43 when Lehman scored on a foul shot with four seconds in the overtime.

Back on Grymes Hill they beat Brooklyn in another overtime game. Down by 11 points at the half, Brooklyn roared back to tie the game with only 6 seconds left. However, Wagner pulled ahead quickly in the overtime and went on to win 39-35. Kathy Darraigh was leading scorer with 13 points and Lois Weierstall had 10 points. They continued their winning ways with a 38-31 win over Fordham. Elaine DelPriore was high scorer

with 10 points, followed by Lois Weierstall with 8 points and Grace Mulligan and Connie Sano with 7 points apiece.

Against New Paltz, Wagner put 10 players in the scoring column. Ahead 23-12 at the half, Wagner coasted to a 41-31 victory. Elaine DelPriore was high scorer with 11 points and Lois Weierstall had 8 points.

They ended their season on a sour note, however, with a 61-45 loss to Newark State. Down 31-19 at the half, Wagner battled back to only a 5 point deficit, 45-40 at the end of three quarters. Newark State regrouped in the fourth quarter and blitzed Wagner 16-5 to win going away. Lois Weierstall had 11 points for Wagner followed by Connie Sano with 10 points and Grace Mulligan with 8. Wagner finished its season with an 8-7 record.

Boys Beat Girls

by Phil McLaughlin

In a tough, hard-fought battle the Seahawk varsity boys basketball team ecked out a 24-19 victory over the Seahawk girls basketball team. The varsity was lead by Tom Miller nad JoJo Jones. Miler scored 16 points, most of them on one-handed dunk shotes. Jones scored 8 points on long jumpers from 30-40 feet out.

The girls played valiantly but the height advantages of the varsity team was too much to overcome. The game was close most of the way with the varsity pulling away late in the fourth quarter.

The varsity played under some handicaps. They had to take their foul shots from the midcourt line. The girls also had a special defense that they used for the last two minutes of the game. It was a 3-4-3 zone in which the ball handler was quadrupled-teamed. Grace Mulligan was high scorer for the girls with 7 points.

(Continued from Page 6)

Hawks

an 18 point per game average. At this rate he will become Wagner's next 1,000 point scorer. Bob Clay averaged 12.8 points per game and JoJo Jones 12.7. Miller was also the leading rebounder with 319, averaging 12.8 per game. Frank Bayersdorfer was second with 213, and 8.5 average.

Kevin Quinn was the leading shooter. In 17 games he hit 52% from the field and 84% from the foul line. Gene Kapela was second from the field with 49% and Dave Easton was second in foul shorrtng with 82%.

There will be an introductory lecture on the technique of Transcendental Meditation as taught by Maharishi Mahesh Yogi on March 21 at 8:00pm in WU Rm. 203

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