

Wagnerian

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photo by Erik Unhjem

Gaffney

by Renee Schmidt

Richard Gaffney, one of our talented art instructors, has opened another one-man show. This one's at the Grace Gallery of New York City Community College in Brooklyn.

Mr. Gaffney has won a number of grants and prizes from other exhibits throughout the country. This one deserves an award not only for its creative content, but also for his pictorial description of the intaglio process -- a type of printmaking that includes etching and engraving, drypoint and aquatint.

Gaffney's prints are very simple in that each one contains only a few basic elements. It is his combinations of these, and his preoccupation with color arrangements, that make the show a success. There are prints of human silhouettes against backgrounds of rocks and sky, and graceful birds walking or flying. There are unusually fluid fields of corn, and a frog that looks alive enough to jump at

you.

All the prints seem to be basic animal-vegetable-mineral combinations, but with a great amount of variety in each. The line detail is fantastic, and the rich, strong colors give a lively effect. Gaffney makes everything MOVE by his use of line, and the stark simplicity of it is quite beautiful.

Many of the prints are in free form rather than having geometric outlines. Gaffney feels "confined" by the usual rectangular picture, and so he lets the birds and clouds determine their own outline. As a result, the edges are in constant motion and the work comes alive. So if you're looking for something different to occupy your mind for a while--take a look at some very fine work by one of our own.

The Grace Gallery, located at 300 Jay Street, is open Monday through Friday 12:00 to 4:30 and 7:30 to 8:00 P.M.

Ecology and Esthetics

by Renee Schmidt

Victor Spinski is an artist who also happens to be a vegetarian, a progressive liberal, a student of ecology and an extremely gifted potter. Last Wednesday he visited Wagner.

Victor gave two lectures with slides of his work, including some pieces recently exhibited at the Museum of Contemporary Crafts. Over the years he has created series of birdbaths, headstones, and spoofs of such diverse characters as George Washington, Pope Paul and Mickey Mouse. His caricatures of these celebrities were applied to the ceramic forms with a photography emulsion process, in which the picture is glazed and fired as part of the work.

Speaking of Mickey Mouse, Victor explained the Disney character's role in his work: "Mickey Mouse is a sexless, sterile beast. It doesn't have anything to offer. It's the perfect hero! It's also the only thing left in our society that it's safe to attack."

Throughout the late morning and early afternoon, Victor gave a demonstration of some of his many and varied techniques. It was fascinating to watch him wrestle the shapes out of the clay. At one point he stated, "Just showing students how to center and how to throw is sort of like being a trainer in a circus." Victor, who also teaches, is trying to go beyond that, to explore the sundry possibilities in an unbaked lump of clay. In a very short time he threw a number of pots, which students put together in a gigantic clay assemblage. One of the pots had a finishing touch of a scroll-like shape around the neck, which stemmed from his interest in Classic Oriental pottery.

Victor works his pottery the same as he lives his life: "Anything in the middle is mundane and unexciting. Pushing life to the extreme brings out all the possibilities. Just to work, eat and come home is such a void existence." His energy is apparent in his work. Pieces of machinery, nuts and bolts, pipes and tubular shapes appear frequently in his

more recent achievements. If you look closely the pieces seem to set themselves in motion, and most of the works do have a dynamic presence about them. Victor feels that "the ceramic form itself is static," and so he gives it a life of its own by combining unusual shapes and using low-fire red, black, gold and silver glazes.

Though most of his works are more esthetic than practical, as a person Victor Spinski is a pragmatist. He believes very strongly in the theory that our surroundings have a definite effect on our behavior, that bleak homes and offices produce colorless people: "Imagine the number of hours we spend each week looking at the ugly containers we eat out of. Why, primitive societies had more esthetic eating utensils than the stuff we use today!"

Having lived in rural areas for much of his life, Victor is very much aware of what technology is doing to the land. Did you know that meat from a chicken's neck is unsafe for human consumption because of the drugs shot into it to insure high production? Or that the number 1 killer of turkeys (other than Thanksgiving) is heart attacks--due to planes flying overhead,

and other loud noises of our progressive civilization.

Aside from being ecology-minded, Victor Spinski is active politically. Since he is attempting to work within the system in order to change it, he is fearful of the fascist state this country is letting itself turn into: "conservatism... that's the sort of thing that's going to do the world in." His ideal existence would be a paradise filled with sensitive, creative people, having something to talk about other than beer and baseball."

etc.) by \$222,727.00. This reduced the potential deficit to \$670,312.00. Committees are now at work to present a revised budget at the February 22, 1972 meeting of the board of Trustees which will further reduce expenditures

As for 1972-73, projections are such that, even after cutbacks and deferrals in non-academic areas, a tighter policy on filling vacancies, projected economies in the academic area and the possibility of state aid, we still would need additional income of approximately \$500,000.00 to achieve a balanced budget. Reluctantly, the board committee recommended a \$5.00 per credit hour raise in tuition effective in June 1972. This raise should provide between \$400,000.00 and \$420,000.00 additional income, which is still insufficient.

Additional funds from federal, state, and private contributions for student aid are being sought to minimize the impact of this increase upon those receiving financial aid and those who will need financial aid as a result of this increase. While it is impossible to predict the extent of funds that will become available to students as a result of these efforts, all avenues of possible support will be solicited vigorously.

The months immediately ahead will be difficult for each of us individually and for the College as an institution. Hopefully, increased income from grants and

TUITION TO INCREASE

FOLLOWING IS A VERBATUM RELEASE FROM THE PRESIDENT'S OFFICE

The Wagner College Board of Trustees announced that tuition beginning in the summer session of 1972 will be increased to \$70.00 per credit hour. This projected increase has been reported to appropriate Federal Agencies whose decision is now awaited. The decision by the Board to raise tuition was made only as a last resort.

A special committee was appointed by the Board of Trustees on May 25, 1971 to review the financial situation of 1971-72. During the summer it reduced non-academic expenditures (buildings and grounds, maintenance, security,

LETTERS TO THE EDITOR

Dear Jane,

As a member of last year's College Council and as an officer of the Student Government this year, I would like to reply to "A Friend's" letter in the November 9th *Wagnerian*.

This friend stated the College Council's reasoning for appropriating \$10,000 to a minority scholarship fund was "onerous screw deserved another." Since this money came from the budget of the Board of Social and Cultural Affairs, this may have been viewed as curtailing the present Student Government's effectiveness for this academic year. However, if one looks at the history of the Council in approving money for community development programs, one will find this is not the case. The fact of Black Concern and Phi Sigma Kappa fraternity both being given budgets for their children would seem to prove this.

Our friend also states that Bill Kourbage and Scott Anderson were appointed co-chairmen of the Board of Social and Cultural Affairs. To my knowledge, they were appointed to coordinate a concert for the end of the year, not to be co-chairmen. Scott Anderson was asked to be chairman, but this was done in a range of several days of the meeting. Thus he had hardly any time in preparing a report and/or budget for the social events this year. To compound this problem, the budget approvals were the last items on the agenda (the scholarship was approved as a separate request in the beginning of the meeting). As the confusion of where to take the \$10,000 from spread, it was readily apparent that the council wanted a fast and simple solution so everyone could eat dinner (typical of last years meetings). Thus when the motion was made to take the bulk of the \$10,000 from the Board of Social and Cultural Affairs, it was passed because no one could adequately protest the motion and because it would lead to a quick adjournment.

The Student body is lucky to have an active and efficient Social Chairman in Jim Smith. To those that hold the philosophy that "one royal screw deserved another", maybe they should reevaluate their own purposes and their own memories. George Boyer

Dear Editor;

I would like to come to the defense of the freshmen class of Wagner concerning the Freshmen show.

When we first arrived here, at Wagner, we were not aware of tradition and many of us are unaware of what's expected of us. So we must depend on the upperclassmen, or more realistically, the student government to tell us what the "story" is!

The second or third week of school came about and the first freshmen class meeting was

called. Only thirty freshmen showed up which is poor. I can't deny this, it was a terrible turnout and it was maybe due to prior communication within the campus. At the meeting, El Presidente of the school government decided to talk against having class officers which has also been a tradition. According to Mr. P. anyone seeking the office of president would be doing this only to say that he or she was the President of the Freshmen Class. In other words I believe he was trying to say that one seeking to be president would be an egotist! Every group needs a leader if they desire to get any place. A true college atmosphere should promote building leaders for the future. If these type of people are egotists, then there must be a few in our student government. As far as I can see the freshmen class is following in the footsteps of the rest of the school - apathetic - I hope this will change because the future of the school depends on more interested students, willing of giving of their time.

Just a final note, this was the first year the freshmen class was without officers and there was no freshmen show! Is there any correlation?

Robert A. Rorke

Dear Editor,

The New Party was formed in 1968 by Dr. Benjamin Spock, Gore Vidal and other leaders of the peace and civil liberties movements after Eugene McCarthy refused to head a fourth party as an alternative to Humphrey, Nixon and Wallace. Since then, the New Party has become a founding member of the fast-growing national coalition made up of 25 independent parties in 30 states. Some of the more prominent members mentioned within the New Party as possible presidential candidates are Ralph Nader, Ramsey Clark, John Gardner, Bella Abzug and Ron Dellums. The New Party intends to build a permanent fourth national party around the millions who feel the national parties respond only to the needs of a few rich men and corporations at the expense of the people's welfare and the country's environment.

"Supporters of McGovern, Lindsay or Ted Kennedy have worthy intentions but they are only wasting their time. Big money will, and Muskie the nomination -- it will be a rerun of the 1968 convention -- and then Muskie will be too busy rubbing the backs of the rich to worry about the little guy's problems. That's assuming he'll beat Nixon, which is highly unlikely."

It's time to join millions in every community on every campus, who are already moving toward the future in a very different way; FOR AN ECONOMIC SYSTEM in which everyone is assured useful work with fair compensation; AGAINST THE MILITARY POLICY and the

Indo-China war, which continues to drain our moral and material strength. We are CONVINCED THAT INDEPENDENT political organizing is needed NOW TO RESIST UNREASON AND UNFREEDOM, and to bring about a society free from RACISM, POVERTY and NEGLECT, and with its democratic freedom staunchly upheld.

Do something now while there is still time. For further information contact Ed Andreano at 698-4956; or write NEW YORK CITY ORGANIZING OFFICE 31-15 32nd Street, Queens 11106. It's up to you!

Greetings from sunny Vietnam,

We would like to request your help in solving one of our most pressing morale problems. One of the most depressing things a GI an experience is returning from "Mail Call" empty handed. A few of us came up with an idea that might possibly solve that problem. Obviously, a GI would rather receive a letter from a real, live, honest to goodness, red-blooded, round-eyed American FEMALE than from anyone else. Now, our problem boils down to this: how do we get enough girls from back home to write to us? Especially, enough girls to go around the 1 1/2 million guys presently stationed in Vietnam. We put our heads together and came up with the idea of a contest. We planned on two major categories, Letter and Photo, with both subdivided into smaller groups. After pooling our resources, we found that we could afford Star Sapphire rings (real) for the two major winners and ten sets of sil slack sets for the runners-up. The main idea is to try to get as many girls as possible to write and let the guys here know they haven't been forgotten.

The rules are simple: each entrant must be female, over 17, and send a snap-shot of herself if at all possible. Contest deadline is 15 December 1971. The categories are as follows:

LETTER CONTEST

GENERAL -- Judged on the basis of being interesting, informative, and friendly. Don't sweat the grammar; it's the idea that counts.

HUMOROUS -- An open category judged on the amount of chuckles it produces.

CATCH-ALL -- Any letter that doesn't fit the other categories.

MIND-BLOWERS -- Anything goes and the sky is the limit. Psyche us out, gross us out, or generally blow our minds -- if you can!!

PHOTO CONTEST

BEAUTY -- This is hard to judge, especially since beauty and sex appeal tend to overlap, but we will judge strictly on "Good Looks" alone. We will create a separate category for sex appeal.

SEX APPEAL -- Since we promised this category, here it is. The winner will simply be the sexiest picture we receive.

HUMOROUS-CANDID -- The funniest photo wins.

MIND-BLOWERS -- The "Farthest Out" flick takes the prize. (This has to be a photo of the entrant herself, and if you blow our minds, you will hold the record.)

Also, a secondary contest for the most novel Child's toy sent to us will win an ivory bracelet (real) and all toys will be donated to "Save the Children" hospital in Qui Won, Vietnam. Those kids appreciate them and they can definitely use them as they have so little themselves.

All entries should be sent care of: T. C. Parker, HHT, 7/17th AIR CAV, REPUBLIC OF VIETNAM, APO 96226, San Francisco, California.

Sincerely,
Tom Parker

P.S We thank you for your help and support and sincerely hope that everyone gets in the act soon.

Open Letter to the College Community

JUSTICE AND THE ENVIRONMENT

by John N. Mitchell
Attorney General, United States

Young people have played a primary role in focusing the attention of the Nation on the quality of our environment and the importance of insuring that clean air and water are available for future generations.

During the past two and one-half years, the Department of Justice has recognized the urgency of their concern and has given top priority to the enforcement of federal laws relating to environmental protection.

Our original approach was to give new emphasis to a 72-year-old law -- the 1899 Refuse Act -- and to use it as one of our most effective weapons against polluters. Under the Refuse Act all industries which discharge any waste into navigable waters or their tributaries must apply for a permit to do so from the Corps of Engineers, stating that the waste does not pollute the water. If a company discharges without a permit, it is in violation of the law and may be fined as much as \$2,500 a day upon conviction.

Criminal actions and civil penalty actions are brought against sporadic or accidental polluters, as in the case of oil spills from ships or from shore installations. We found, however, that the penalties carried by these statutes are ineffective against major industries with continuous discharges.

Therefore, in March 1970, we adopted a second approach to stop pollution by asking the

courts to issue civil injunctions. The relief requested in an injunction suit is that the company be ordered to stop discharging its wastes into the tributary or navigable water.

Generally, an attempt is made to negotiate a settlement which specifies treatment facilities to render the wastes harmless to receiving waters. In the event a settlement cannot be reached, the Court is asked to totally stop the discharge.

Since the beginning of 1969, the Justice Department has filed more than 300 criminal cases seeking fines against polluters. In addition, we have filed more than 65 civil actions for injunctions.

The first civil injunction suit brought under the Refuse Act to abate pollution was filed against the Florida Power and Light Company to halt the discharge of heated water from its power generating plants into Biscayne Bay.

After the federal judge ruled that the discharge of thermal waste is a violation of the Refuse Act, the utility company agreed to undertake a \$30 million construction program to lower the temperature of its water discharge to a biologically acceptable level.

This case has resulted in voluntary compliance by promises of additional improvements to many power plants in operation or to be built throughout the United States.

The three United States Attorneys whose districts cover the New York waterfront are also using the Refuse Act to clean up the New York Harbor and other waterways in their areas.

Of special interest to citizens is the provision of the Refuse Act authorizing payment of half of the fines imposed on polluters to persons who provide information leading to a conviction. Courts have authorized such payments in recent years.

And through the use of still another federal law, the Justice Department prosecuted several oil companies for failing to install safety devices on wells located in the Gulf of Mexico, which resulted in the leakage of thousands of barrels of oil off the coast of Louisiana. The companies paid fines totaling more than \$2.5 million.

The Department of Justice will continue and intensify its efforts to enforce federal anti-pollution laws, but every segment of our society must share in the responsibility for improving the quality of our water and air.

The full resources of states and localities must be brought to bear on their problem. And, in a nation where governmental power is conferred by the people, the interest and enthusiasm of young people will continue to be a primary factor in our campaign for a clean environment.

Students and Money

by Jane Primerano

There was another editorial in this space about 20 minutes ago. Never mind what it was about. This one's about the tuition increase that's all over the front page. Dr. Davidson and Dr. Dieckman got us all together: myself, Mike, Bob, Kathy, George, and Jim and told us all about it. You'll be hearing about it too. It's bad. So's the thirty cent subway, but we're living with it. Let's live with this too. All the facts aren't available yet, but you'll get them when they are. That's a promise.

And don't get hyper that this announcement came just before a vacation, things happen inconveniently for all of us. They didn't plan it this way.

Have a Peaceful Thanksgiving.

Announcement to

Eco. Majors

Our Junior representative, John Roche, attended a meeting with the honored and distinguished faculty of our fine, outstanding, up to-date department.

Quickie quizzes will continue because of their value in spot checking the students. So, all you have to do is be prepared for class and you won't have to worry. Right, Mr. Jahn.

Professor Rohrs, advisor to the "national honor society" of Business Administration majors, the Delta-Mu-Delta, and the society are presently conducting a survey of alumni of the department from the past twenty years (not every year, but every five except for 1950 because the yearbook didn't list the majors that year, so they're using 1951 instead!) to judge the relevancy of the present curriculum offered.

An overhaul of the Graduate department is also in progress. Spring Cleaning in the fall is under way to clear out all the deadwood courses and institute new and contemporary listings. Also, a course in Business Statistics is now required of all graduate students.

Finally, a word to the freshman. You're real people too! Your suggestions and ideas would be appreciated and... green no, but seriously come to the meetings and find out what is going on. You might learn something.

Spotlight on the Vets.

There are one hundred and thirty nine vets on campus, (92 in undergraduate status, 47 in grad. school) also attending graduate studies are three wives of deceased veterans. Not only that, but twenty-one children of deceased or 100% disabled vets. of earlier wars now in undergraduate studies. There are also eight disabled vets. on this campus drawing partial to full disability pensions.

According to Tom Gehshan (the current president of the organization) the veterans group is completely apolitical. Its membership, while currently small, (30-35) covers a wide spectrum of political thought, both pro and con the war.

In fact, several of its members as individuals participated recently in anti-war marches at Borough Hall on Staten Island. Because of these facts Mr. Gehshan hopes that the group can act as a "decompression chamber" to reorientate the returning veteran into the campus and civilian community at large.

The group was first conceived in the Spring Term of 1970. The college approved its charter in the Fall Term. However, there was some disappointment among the founders of the group, as they had originally hoped to achieve fraternity status. It was the legal technicality of

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A Challenge: Literature in Translation

by Amanda Martin

There is a new course on campus this fall "Language 157/58", (a misnomer, by the way, some people feel). Is it a new course? The method is new at least: the course is taught by four different bodies instead of, as it was done previously, by one body. In the spring it will be taught by five different bodies, all specialists in their fields: French, German, Italian, Russian, Spanish. Student opinion about the course? It varies from hot to cold, from terrific to killing. Professors opinion about the course? Not yet ready. All involved in the course know it is a challenge. But then each new course is a challenge. So "challenge" says pitifully little. The most obvious comment to be made on the

course at this point is that it is a course in translation. Translation is the challenge. A culture has to

be conveyed through a second medium, or may be through a third medium, a fourth, a fifth, etc. medium, as is the case for example with the story of Buddha, or, for that matter, with the story of Christ, the latter going through such language processes as Massoretic, Old Hebrew, Aramaic, Old-Syriac, Greek, Latin till it finally reached our modern Western speech media. It seems, culture, or at least part of culture, is translation. It seems also, there is something pure and universal contained in human speech, some final essence, that even translation, however fragmentary, cannot kill. So far the course has proved just that.



About the Author: By the Author

Tony Mancini is the president of the ODK Circle at Wagner. He has been a member of the Academic Development Committee, a Student Government representative as well as chairman of the Student Government Constitution Committee. He is a senior history major, and intends to go on to law school.

Let it be known that all articles written for the ODK column represent only the opinions of the authors who do not necessarily speak for the entire circle at Wagner College.

A year or so ago I was asked to aid in responding to the Middle States Committee Report by making a few comments as to whether or not Wagner College has a representative democracy on the books which provides the mechanics of a representative system with which students can participate in the college's governance. Perhaps it may seem a little outdated to reproduce some of the opinions I held way back then in this article today; on the contrary, I can't help but feel they are just as meaningful to our present college community. I am still inclined to believe that those students who complain that they have no real part in the decision-making process have brought it upon themselves for failure to actively participate in the system. There are openings for student representatives on every faculty committee; despite this fact, we still do not fill all the vacancies and those who do volunteer often do not attend the meetings. With respect to my fellow students, there are good reasons why some of us are unable to get involved in college community activities. A few of us have our hands full keeping up with our studies, while others need to carry a part-time job during the few extra hours they have to spare. I would not agree with the Middle States Committee that student leadership has been not overly aggressive either in its tactics or in its desire to affect constructive changes to cause an adamant backlash towards the accommodation process. No brother, that's not Wagner! On the contrary, how we long for some student leadership (as well as faculty leadership!). Neither have I any indication that there are blocks within the student body which refuse representation to political minorities. Minorities want the freedom to be themselves, not anyone else. These are not the underlying factors which make

the Wagner community an apathetic one. I'm afraid the Wagner way of doing things has been fostered by a long standing conservative tradition. I would like to qualify my opinion by recognizing some changes which have occurred since my original statement such as our open curriculum, the granting of voting privileges in the Faculty Meetings to first year instructors, the strong effort of Dean Rowen to revamp the Registrar's Office, and the freeing up of regulations in the dormitories, and the addition of black and Puerto Rican studies, and some others. The question is today as well as it was a year or so ago, not one of skeptical waiting to be shown whether students have a real contribution to make or whether they are self-disciplined enough to make it effectively within the new terms of representative democracy, but in reform. Additional reforms such as those in the academic calendar which would make possible time for independent studies, give the faculty time for new creative scholarship, open possibilities for development of new types of teaching and learning, give students time to do in depth studies on one subject without the distraction of other subjects, develop a situation for closer student-faculty interaction by making time for wider representation in interdisciplinary approaches and greater use of off campus facilities such as labs, museums, shows, New York City resources, European trips, etc.

I would like to recall the work of Professor Leland E. Wilshire and others who a few years ago labored hard to construct a calendar revision along the lines of a 4-1-4 or what is known in academic circles as the January Plan. This plan, of which you probably have some knowledge, would adjust the academic calendar so that the month of January would be free. A criticism of the plan a year or so ago which is still uttered today is that a majority of Wagner students and faculty have been under the traditional calendar for so long that they do not want unstructured courses crammed into a single month, nor individual projects, nor any

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Preparing for

your Future

in Medicine

We, the Premedical society, quiet as we are, are still busy preparing for our future. We are trying to present something of interest for every premedical student at Wagner and hope that more people will take an interest in our program. This Tuesday November 23 Dr. Tygruve Jensen, chairman of the Chemistry Department and Premedical advisor at Wagner, will speak at our meeting and will answer any questions you may have about preparing for, applying to, acceptance to, or any other aspects of medical school. We to see many interested people there at 10:00 A.M. on the 4th floor of Science Hall.

Earlier this fall, the society began with the election of new officers, which are as follows: President: Richard Hittinger Vice President: Honora Skorski Secretaries: Lucy Mitchell and Maria Pomponio

We are currently stocking the biology seminar room with medical and graduate school catalogs in an attempt to build up our "library" which is maintained for anyone's use.

Another program has been initiated which could be very valuable for anyone planning to take the Medical College Admission Test. This is a review session held twice a week since September. So far we have based it on the review book published by ARCO for the MCAT review and most of us see it as a profitable learning experience. Along with these activities we are planning other events for this school year. This includes visits to medical schools in this area and possible guest speakers from these schools if we have a sufficient amount of participation.



The chaplain's Office is sponsoring the Chi-Rho Company's production of "ILLUSTRATIONS" a new original musical revue by Al Wagner and Ed Voosen. Featuring songs, dance, humorous sketches, and multi-media presentations the two hour show includes (from right) Ed Voosen (68), Carole Wagner, Leslie Hanrahan, Ruth Voosen (71), Frank Hanrahan (69), and Al Wagner (58). Curtain Time is 8:30 p.m., November 30, in Main Hall Auditorium.

Education Department Workshop

The Education Department sponsored an all day workshop on communications on Thursday, November 18. It started with chapel at 10:00 a.m. and continued through two speakers and lunch. Attending the workshop were teachers from Lutheran schools in the Metropolitan area, administration, faculty, and students from Wagner. Master of ceremonies for the workshop was Dr. Norbert Leesburg, chairman of the Education Department.

Chapel Speaker

The Education department began its all day conference on the theme of "The Communicative Process" with guest Chapel speaker Dr. Frederick Boos from Trinity Lutheran School on Staten Island. Dr. Boos directed his talk to the theme of the conference saying that "Communication is a vital part of human life. Man is a message-sending animal full of words and signs." There are two ways to communicate, word and example. According to many example is more effective. Dr. Boos then presented a story of a boy who as he grew up saw his parents do many things which were wrong, but who also heard them say, "It's all right son, everybody does it." So when the boy was 17 and needed spark plugs for his car he thought it would be okay to steal them. And of course the parents wondered how he could do such a thing as he had never learned anything like that at home. Dr. Boos then asked his listeners about the examples they were setting, and said the Christian Gospel tells us that we ought to communicate the thoughts and actions shown to us by Jesus Christ.



The Communications Age

The theme of the Education Conference was picked up later by Dr. Frank Nichols of Wagner College's Sociology Department. Dr. Nichols first stated that just as $E=Mc^2$ was the formula at the dawning of the Atomic age, $I=I/h$ was the formula which marked the beginning of the communications age. In this formula, I equals "information" and h equals "entropy." In the early sixties there was considerable interest in this theory of communications. But those interested tended to treat "entropy" as disorder or chaos rather than its true meaning of "sameness." Communication and information is not the opposite of chaos, but it is the opposite of sameness. Because information means something new or novel.

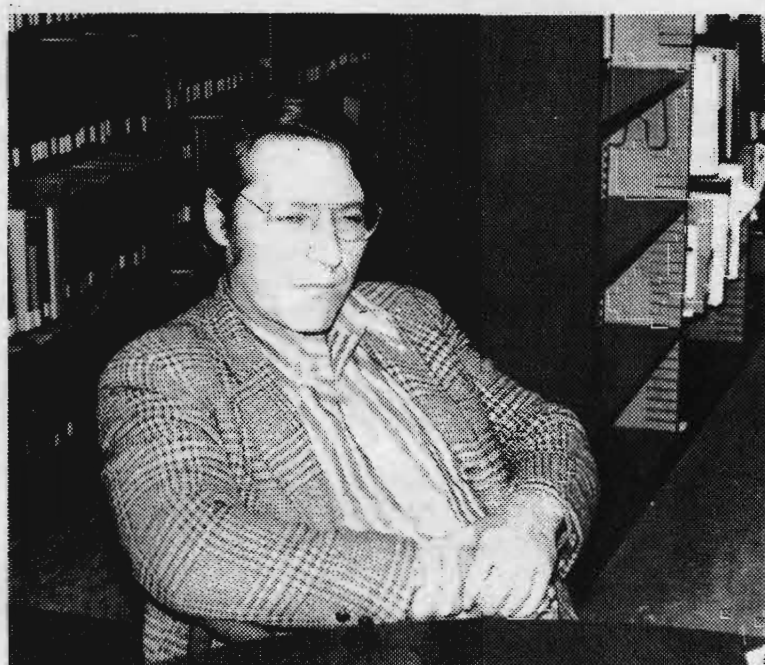
Dr. Nichols then went on to look at the classroom as a Communications Network. In this network, the teacher is the transmitter. He formulates a message, codes it, and transmits the message through noise and space to the receiver, which in this case is the student. It is up to the receiver to decode it. There is also an Action Unit connected to the receiver which first accomplishes a task, and then sends back a message to itself of what it did. From this point the receiver can choose whether to send a new message back to the original transmitter. However, the message which he sends back must be different. Because what the receiver learned from his experience is what is important. Man

teachers, however, expect to get the same message back which they originally sent to the student by using a device which they call a "test."

The most important part of communication is what the sociologist refers to as "Integration." This is the idea that the receiver will "integrate" the message with the storehouse of knowledge he already has in his head. The teacher must remember that he is not filling an empty vessel as was the case taught by many in the past, but that he is adding to a vast collection of knowledge in hopes that what he has added will combine with some of the stored knowledge to form something new. Action-feedback-learning is much more important than simple sending-receiving.

Much of the material of these theories was pre-dated by a theory from the twenties concerning social interaction. It was known as the theory of self. This theory said that the person's understanding of himself is formed in dialogue with his own being. The person as a child, formulates a model in his head of something only known as "other." So by the time a child gets to school he has models of "others" as reactors and himself as a receiver-transmitter. At the age of seven he can realize that he is capable of sending a message out for a certain reaction from an "other."

When the teacher begins teaching children from different backgrounds than himself there is a problem because something different will happen at the other end. There is a "culture of poverty" which gives poor children outlooks centered around poverty. This will also lead to low self-aspiration in the child. But the teacher, who comes from an upper or middle class background, goes into the classroom with his higher expectations of the students. It is difficult for the teacher to find a middle point between his high hopes for the student and the students low ideas of himself without going all the way down to these ideas. The teacher must also remember that now when he sends out his coded messages they will be decoded. Finally, the teacher must realize when teaching students from the culture of poverty that they may not have a concept of authority already in their head, yet they may have an idea of power...which leads to fear. Then it is up to the teacher to build an authority/respect relationship, rather than one of power and fear.



Children are Beautiful

After lunch, the workshop reconvened in Room 201 to hear Dr. George DeLeon of the Psychology Department speak on the "Group Approach to Communication."

Instead of launching into a monologue, which combined with full stomachs would have sent the audience into immediate slumber, Dr. DeLeon started by asking his audience for reactions, primarily negative, to the communication between themselves and their students. There were many responses referring to the frustration that can come from standing in front of a room full of kids.

Dr. DeLeon picked up on the reactions by reminding the audience that it is almost impossible to separate education from therapeutic growth. Since children are whole people, an adult can't just deal with one aspect. The teacher is a significant force, whether negative or positive, at the given time of contact with the child. Unless we touch or are aware of all levels of the child's existence, we have failed, not as teachers, as people.

If a new level of communication is to be set up between the child and his peers, and the child and teacher, it is the adult who must be altered as a communicator. The point is not to make the teacher a better technician but to cause an intellectual, motivational, and emotional alteration.

The Communication Group is a vehicle for this alteration. Dr. DeLeon was careful to emphasize the difference between the encounter group and the communications group. The former is a method of therapy that starts with a person in pain and wanting to change something about himself. The group goes into these things in a person's past life that caused or contributed to the discomfort. A communication group starts with a homogenous aggregate who want to come together to talk and feel in order to change the way they communicate with themselves and each other.

The members of the communication group are all on an equal level, though there should be a professional trainer to keep things going, and they deal with task-oriented questions. The primary purpose is the training of personal honesty.

One of the places where personal honesty is most necessary, as Dr. DeLeon sees it, is where a teacher places the blame when he does not feel what should be done is being done in the school. It may be the hierarchy, principle, Boards of Education, etc., but before indicting the "system" a teacher should examine himself and remember that the "system" is "other guys just like him."

Moving to elementary schools, Dr. DeLeon admitted his qualifications are somewhat limited since he's never taught at that level. However, he is on the board of a Montessori school, has done clinical work with children, and is the father of a nine-year-old. He reminded the audience of the importance of personal honesty on this level: children ask deep questions about who you are, forcing you to do some re-examining of yourself as a person.

He cautioned the teachers in the audience not to answer a parent's questions without a "good sense of yourself." When a teacher isn't sure, it is communicated to the child and the parents.

One of the major points that Dr. DeLeon kept coming back to was the child as a whole being. He acknowledged that an adult can have a learning relationship with another adult that is confined to the subject being learned. A child cannot function this way, all levels must be operated upon simultaneously. A hazard is to "escape into technique around the child" by working only with content and syllabus. This doesn't mean we should abandon this scheme, but we must along with it, treat the child as a whole person.

One of the ways to do this is to maintain a little distance, (Continued on Page 5)

DeLeon

(Continued from Page 4)

allowing the children to react around themselves and other children. We must remember that when the adults in his life change, a child seems to pick something up from this and change too. "Children are beautiful," Dr. DeLeon said, they don't injure or hoard too much, unless they are reacting to what has been done to them.

Dr. DeLeon spoke about a technique they are experimenting with at the Montessori school - a parent-teacher communication. Teachers and parents have preconceptions of each other before they meet. What they need to do is to talk honestly, something that's hard to do in a typical parent-teacher conference.

One aspect of the communication is the same as the old conference - it's important for the fathers to come! There are some striking differences, notably the relief everyone feels when the things they have been holding back all come out.

The first of these communications at the Montessori school was pure show-biz. An unthreatening invitation was issued, for coffee and talk. After everyone was there, it was opened up to what they should be talking about. So many of the problems encountered by teachers goes back to the parents' own problems. This makes communication critical. As with all groups, the importance of experience, skill and ethics in running the group can't be overstressed.

This comes back to competent experienced trainers, a very rare commodity. Their importance is in training the members to be "group people" - starting them off communicating, guiding, showing them an example. Part of the job is to get people to look at the communication out of the group, within the culture and feel frustration with the lack of honesty. It's possible to use non-professionals running the group, but that increases the possibility of failure and failure is demoralizing.

Dr. DeLeon ended on this point after a few brief questions. The workshop broke up with a positive atmosphere, everyone seemed to have gotten a great deal out of what was said.

The Student Government movie on November 28th will be "The Wild Bunch" starring William Holden, Ernest Borgnine, Robert Ryan, Edmond O'Brien and Warren Oates. It's the story of the West in 1913, when it was no longer heroic to be an outlaw; the men are the last of the kill-or-be-killed breed. The showings are at 7 and 9 p.m. in the auditorium.

Help Wanted

Salesperson wanted for sporting goods and clothing store. Work parttime evenings and Saturdays. Neat appearance essential. Call 351-7575 between hours of 3-5 p.m.

Wagner College Nursery School

by Roberta Gleason

The Wagner College Nursery School has been in existence for nearly twenty years. It currently has fifty-five students, from all parts of the island, enrolled. SEANYS has provided a scholarship, which the school greatly appreciates, for a child who could not otherwise attend nursery school. The director, Mrs. Amitrani, expressed the hope that the scholarship fund can be enlarged to enable the school to provide for other children who would not normally have the experience. She is particularly interested in taking a child with hearing and speech problems into the school.

The program of the nursery school is designed to provide a balance of indoor and outdoor activities. The materials are carefully selected and the staff feels it is especially important to treat the children as individuals. The criteria for admission are basically the maturity of the child - his readiness to be separated from his mother, and her willingness to accept the philosophy of the school.

Mrs. Amitrani believes the child must attain some degree of social adjustment initially, though this is by no means the only function of a nursery school. After the child has learned to wait, to share, he can move on to more academic skills. The early stages of the program are designed to build foundations with sensory, manipulative, and creative materials, then the child may move on to more structured materials such as puzzles. The school also provides much

language enrichment and attempts to further conceptual understanding. The children also have many experiences with science through trips, show and tell, and observations on the playground.

While it is important to foster cognitive development, particularly for the child from a deprived background, intellectual development and group learning - on a child to child basis - are also very desirable. The children are encouraged to recognize shapes, letters, etc.; to improve their readiness for reading, but they are not forced to do so. For those who are "ready" to read, materials are available.

Mrs. Amitrani feels it is particularly important not to focus on one aspect of the child's development, but to treat each one as a whole individual. Recently meetings were held at Wagner to discuss values and goals in early childhood education. Attending these meetings were Mrs. Amitrani and representatives from day care centers, Montessori, and Lutheran schools in the area, the supervisor of early childhood education in the New York City public schools, and representatives from Richmond College and the Jewish Community Center. Though their approaches and emphases differ, their basic goals are the same and they hope to exchange ideas and meet with authorities in the field.

The nursery school also welcomes students who are interested in observing.

The Boyfriend

by Michelle Gasparik

one's self. However, the show itself did not have such a comic plot; it was the stock characters who aroused one's sense of humor.

Robin Lindenbaum as Madame Dubonnet was uproariously funny. She pranced around the stage with an air of total sophistication. Her voice is a show in it's self.

Betsy Joslyn, as one of the silly young ladies was extremely elderly gentleman was could have perfected the art of gracefulness a trifle more.

Sweet, shy, and innocent, Mary Lee Newton played the part to a t. Yet, I was sitting in the first row and could barely hear her. Lord Brockhurst, the amusing elderly gentleman was performed by Mike Hansberry. He dazzled the crowd and was thoroughly absorbed in his role. I have to admit I was fooled. Yes, for a moment I could have sworn Patrick Del Zoppo was a gentleman of forty-five years of age. Playing the part of Polly's father, he was a truly deceiving actor.

Ed Lemos and Elaine Bitel performed especially well in Act Three when they played the role of two dramatic tango dancers at the costume ball.

Congratulations to all the cast for a great job of "hamming it up".

On the Language Requirement

by Lynn Scheel

Some questions put to Dr. Tirado on the Language Requirement

1. Do you think that the study of foreign languages is of fundamental importance. If so, why do you think so.

Yes, I think it is. I have been brought up in contact with foreign languages. From the very beginning of my school years I have been taught that the study of foreign languages liberates and broadens the mind; that it is a great tool in fostering international understanding and cooperation, in destroying racial and national barriers.

These arguments and others, well known to our readers, were constantly repeated to the young generation of my time. It even became a political issue in my country, where a Commissioner of Education was ousted because the authorities in Washington alledged that he was not promoting the teaching of English effectively.

As a result of this constant indoctrination, I grew up with the conviction that foreign languages are essential in a curriculum of studies, and, that anyone interested in rounding up his education should study one or more foreign languages thoroughly.

2. In view of this opinion, am I right in thinking that you favor a language requirement?

Yes, I do. I realize, nevertheless, that there are many students who are not capable of studying a foreign language. Some do not have a good ear for sounds, others lack the character to study consistently and intelligently, others need mental discipline, and the majority of them do not know their own native language well. If I remember well, it was Comenius, the great Czech educator, who said, "How can a person learn a foreign language if he does not know his own well?" Taking into consideration this reality, I would suggest that this type of student be permitted to study foreign literature in translation or any other course which could put him in contact with foreign cultures.

3. Has there been a drop in enrollment and a rise in class participation since the language requirement was dropped? Yes, there has been a drop in enrollment but to our advantage because we have better students in our classes. Those who have registered for foreign languages are making an effort to overcome their difficulties. They are consulting their professors more often, they are even attempting to suggest to the instructors means of making the subject matter more attractive and the teaching more direct and effective. I have noticed closer relationships between professors and students, more concern, not only for the courses but also for the activities held in order to

create the proper atmosphere. Attendance to classes, as well as participation is much better. Very few students have dropped courses, no student has protested as yet, about the imposition of the language laboratory attendance.

4. What new courses have been added for students who are not language majors? And for majors?

We have added a course in Soviet-Russian Literature in translation and another in the Modern Continental Novel. This last course is taught on a team basis.

For majors we have added two courses in linguistics: General Linguistics and Historical Linguistics, one additional course in Spanish American Literature and another in Contemporary Antillean Literature. We have also added another course in Contemporary Italian Literature.

5. We have observed how active your language clubs are, what have you been doing to awaken the enthusiasm of the students in these activities?

We have just joined them in their activities and encouraged them to plan for the whole year and to work as a team.

We will take advantage of any opportunity we may have to get together: we will bring singers and dancers to our campus, organize a Christmas party, show them films, celebrate birthdays, attend games, concerts, shows. What else could we do to be able to meet them out of class?

The James Joyce

Memorial Liquid Theatre

by Mike Rosen

OOOUUUUU we can touch you: they touch you. They actually walk up and fondle and kiss and hug and squeeze and blow warm air in your ear and you've probably got the wrong idea already. The Liquid Theatre is called the "theatre to make you feel good." You want to know how they make you feel so good. I wish I could tell you without ruining it but I can't. If I told you what to expect, I'd take the joy of experiencing the theatre away. It's kinda like getting a present, half the fun is in the opening.

I must admit I was a little apprehensive about going. My father told me that the actors hug the audience as they go in. "Hug the audience" sounded like another phony peace-love scene, one of those take the money and pass the flowers arrangements. By the time I arrived I had developed a sit back and let somebody else try it attitude. Fortunately all that changed once I got inside. The theatre was more like Fireside Theatre than Broadway. If nothing else, it was unique.

Wagner's Special Field

by Roberta Gleason

Special education, as the name implies, is the branch of education that takes over when a special learning situation is necessary - for children who are mentally retarded, blind, deaf, physically handicapped or who have speech, health, social, or emotional problems.

Special education is now a part of the education program at Wagner - as a field of concentration for education majors. The requirements include Arts and Crafts (ed. III), Educational Measurements (ed. I3I), Teaching Mentally Retarded (ed. I40), Psychology of Teaching Mentally Retarded (ed. I42), Individual Differences (psych. 32), nine additional credits in psychology, and two-three additional credits in education. Students choosing this field may also work, on a voluntary basis with mentally retarded (educable and trainable), socially and/or emotionally maladjusted, slow,

or gifted children. New courses are to be added to the program, which, it is hoped, will serve as the substructure for a masters program.

The co-ordinator of the special education program is Mr. David Spelkoman who holds a B.A. in secondary education and an M.A. in special education from William Patterson College and is in the last stages of earning his Ph.D. at Fordham University. He commented that the cooperation in building the area of special education at Wagner has been "terrific" and he sees a good future for it as part of the education program. Mr. Spelkoman also observed that special education is designed for "special kids" and involves a special type of teacher - which most people don't realize until they become involved. The field is, in his words, "Extremely rewarding and also extremely taxing, but well worth any real effort."

T. V.

by Cindy Lloyd

College students are notorious for finding a variety of means by which they may avoid their work, among the most popular is the television set, more commonly dubbed by non-enthusiasts as "the boob-tube" or "the green eyed monster." However you feel about the medium, the fact remains that it is definitely a part of campus life, and as such deserves to be paid attention to. As a result the Wagnerian is starting a new column beginning this week devoted to television and the various shows which may be of interest to the college community. We will try in our new endeavor to inform students of up-coming shows which they may have an interest in, as well as reviewing some of the programs presently on the air in an attempt to give a comprehensive account of the available shows now running. We welcome comments, and are open to views from the opposing side.

T.V. Briefs

For all you former Twilight Zone fans, Rod Serling is once again exploring the eerie realms of darkness (in addition to his current Wednesday night show) each week-day night, except Wednesdays, at 11:00 P.M. when re-runs of his Emmy award winning series are being aired. No matter where you are on Thanksgiving Day Morning familiar campus faces can come to you live across your T.V. screen if you happen to be tuned to the Macy's Day Parade. Word has it that the members of the

band will be part of the colorful holiday event, marching beside the wide array of floats, balloons and costumes, so don't turn the dial or you may miss it.

So far this season the winners in the ratings category seem to be, Marcus Welby M.D., All in the Family, the CBS and ABC movies, Flip Wilson, Mannix, Gunsmoke (will it ever die?) and still going strong Medical Center. Not so lucky are, Shirley's World, which has fared the worst, the Courtship of Eddie's Father, formerly among last years top ten, and The Smith Family.

For the first time in years NBC has lost its top place over-all rating crown to both CBS and ABC. CBS is the new leader with ABC just behind. All three networks are highly competitive, each fighting the other for a fraction of a percentage rating. It ought to be interesting to watch the repercussions which result.

For those interested, ABC will be presenting a two hour space adventure on its Sunday Night Movie on November 28 entitled "Earth II", starring Gary Lockwood and Tony Franciosa. ABC's current sports line up for football fanatics is as follows: Atlanta Hawks vs. Baltimore Bullets, November 26 - 2:00-4:30 EST; and Notre Dame vs. LSU, November 20, 8:00 P.M.

Longstreet

former Mr. Novak fans may remember James Franciscus as the soft spoken high school teacher who seemed to have a great amount of acting ability but little room to display his talents within his very confining role. Things have changed, and he is now back on the television

screen as a blind insurance investigator, Thursdays at 9:00 P.M. on channel 7. "Longstreet", his new series, is at least to this reviewer, one of the best offerings of the seasons. Franciscus takes a difficult role and not only makes it believable but does it in such a way as to remove any pity harbored by the audience for his character. Michael Longstreet, the series lead, is played by Franciscus as a man with a handicap which just happens to be blindness. His slightness, though crucial to the show, is not the central theme around which each episode is built. Though the viewer can not forget Longstreet's blindness, he is not allowed to feel excess sorrow for him. In one scene for instance, Longstreet informs his housekeeper that her cookies are "stale and should be thrown

out", only to be greeted by a chuckle from her and the answer that it wasn't a cookie which he consumed at all, but a dog biscuit. Interjections such as these keep the character of Longstreet very much in balance. Complemented by Franciscus's superb portrayal and top notch scripts, this results in a highly polished outstanding series very much worth the watching.

In addition, the show is further strengthened by a fine supporting cast comprised of Marlyn Mason, Peter Mark Richman and a white German shepherd named Pax. Developed by Stirling Silliphant formerly of Route 66, and "In the Heat of the Night" fame, the series is one of the few truly excellent network shows now running.

school and high school students learn the fundamentals of astronomy. On Mondays, Wednesdays and Fridays Professor Thomas Hamilton, who also teaches the astronomy course, usually gives elementary astronomy lectures, which stress some of the more important highlights of the science.

These shows (given Mondays and Fridays at 10:00 A.M. and at 1:30 P.M.) are open to the student body free of charge, any student wishing to attend them may. There are also shows given by the college each month which are open to the general public. The next of these will be presented on November 21 at 3:00 and again at 7:30 P.M. There is however, an admission charge: \$1.00 for adults and 75 cents for children. The topic for this month's program is Kepler, the famous astronomer in honor of his 400th birthday.

The Wagner planetarium is also used to teach an adult education course in astronomy Thursday nights from 7:30 to 9:30 P.M. The course is offered for non-credit and is not technically orientated in format. The cost is \$20 for six sessions; anyone

interested should contact Dr. Horn of the Math Department. Another addition which will soon be offered for those having a basic background in the sciences will be a 3 credit course in planetarium operation.

The planetarium, one of the few in the New York area, has expanded considerably since the college first acquired it. Massive improvements have been made both on the room in which it is housed and the equipment and accessories used to operate it. Some of the additions include an audio system, improvements built into the back panel board, as well as new parts which permit a more extensive display of astronomical phenomenon.

For those of you who have been leaning against the planetarium's thick wood stained doors inbetween classes, wondering what's inside or how to see a show, all you have to do is come at any of the above times and take a seat; with New York pollution increasing at its present rate, it might be the only way you'll ever get to see the stars.

★★★★★★★★★★★★

"Bloodrock", Capitol Recording Stars and "The Everyone", a popular New Jersey rock group will be appearing on Saturday, December 11th, 8:00pm at Marist High School, 1242 Kennedy Boulevard, Bayonne, N. J.

Tickets are \$5.00 advance and \$7.00 at the door. for the benefit of the Bayonne Council of the Boy Scouts of America's summer camp. Tickets can be purchased by mail from Bayonne Council, B.S.A. 41 East 25th St., Bayonne, N. J. 07002.

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of Wagner College

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Saturday, December 4 - 8:00 P.M.

Ronald Cross, Director



The Planetarium

by Cindy Lloyd

TURCOTT: Ethel's Husband

He's going the same way as his brother. They even died the same way - by an assassin's bullet. And it is getting increasingly evident that Robert Francis Kennedy, who would have been 46 last Saturday, is going to go down in history as some kind of folk hero and legend.

It's as if he had never tapped phones, counseled Senator McCarthy's witch hunt team and moved to New York to run for Senator. It has gotten to be as if he were flawless. He wasn't. Nobody is. But, unfortunately legends and folk heroes dictate perfection. So it goes. Being brought up as a Kennedy must have been hard as well as wonderful. The old man, Joseph P. Kennedy, along with his wife, Rose, instilled a drive to win, win, win-at-all cost, and this drive was most apparent in RFK, the third oldest son.

Tenacity was his most obvious characteristic. Endowed with fewer natural political assets than his brother, Bobby pushed harder. He also lived and thought harder. And took longer to die.

Bobby lacked the looks and intellectualism of his older brother, the late President, as well as the easy-going manner and oratorical flair of his younger brother, Edward. He also, unlike the others, was quick to anger. Unlike his brother, John, he told people what to do. According to his father, he hated the same way the old man did.

He probably was hated by as many as worshipped him. But I feel that he probably was the most misunderstood man in America -- right up to the very end.

Robert Francis Kennedy thrived on controversy. Of course, some got controversy confused with publicity. Victor Lasky, in his book **Robert F. Kennedy: The Myth and the Man**, one of the most bigoted, superficial anti-Kennedy books I've ever read, seems to suffer from this problem.

The usual pleasantries and jobs bored RFK and he showed it. He was a relentlessly driven man who was tough and pragmatic, emotional and aggressive, and had no time to waste on the tired and tedious. Often he was called ruthless by his enemies, but they could never really justify it.

Bobby Kennedy was a caricaturist's dream. His brown hair, parted rebelliously on the right side, was defiantly long. It went wild in a stiff breeze. His eyes were blue, glacial. They could be depicted cold or wistful, depending on the situation. He was lean, almost stooped, and looked frail in a crowd. This was deceiving. His body was solid muscle. It was the body of a welterweight athlete.

There was another side to the pragmatic, controversial Senator from New York. At times, he appeared shy, almost humble. His charm appeared wistful. He probably would be embarrassed by the stadiums, Legion Posts and village squares that are being named after him today.

One acquaintance of mine has a plan for a super Kennedy monument. It would honor both the late President and the late Senator from New York. Frankly, I find the idea a bit too ostentatious and almost vulgar, but here it is for what it's worth: Imagine. The monument could be like the Lincoln Memorial. In other words, big.

Imagine. George Bernard Shaw's far-reaching quote, "Some men see things as they are and ask, why. I dream things that never were and say, why not," engraved on one side of this super monument for Bobby. On the other side, "Ask not what your country can do for you, but what you can do for your country," for the late President. Personally, I feel both men would shy away from such a thing.

Newsman often found RFK exasperating. When entrenched in thought, Kennedy would often answer questions with monosyllables or long, dreamy stares. Other times, he would discuss his work, life, ideals, and surroundings quite candidly, almost wryly.

I first met Bobby Kennedy when I was four, with my father in Washington, while Kennedy was briefly part of Senator Joseph McCarthy's witch hunt team seeking out "Communist infiltration" into America.

All I remember of that meeting was my father commenting as we left, "You know what, Johnny boy?"

"What, Daddy?"

"I think that kid is going to be President of this Godforsaken and currently very sick (the old man hated McCarthy) country someday."

"He's fun," I replied, showing a brilliant example of political assessment by a four-year-old.

"Can't you ever think of anything but fun, kid?" said my old man, who sometimes seemed to expect a four-year-old kid to act like a 40-year-old midget. Besides, he was like RFK in many ways and had no time for fun.

I saw Bob Kennedy again, many times. Usually when my father had to interview him for our paper. And he always struck me as a man searching for something; a man intent upon something just out of reach, and a man who not only was a good husband and father, but also a hard, tireless and thorough worker.

His wife, the former Ethel Skakel, always appeared to be an amazing woman to me. Though I never met her, you'd always see her by him, supporting him. It seemed she never complained about the long hours, the toil and the strain, or the unnatural world of continually being in the limelight. She seems to be a woman filled with tremendous love for her family; endless patience with her children (all of them!), and when tragedy struck, as it often does in the Kennedy family, the possessor of boundless strength and courage.

Bobby Kennedy's wit was often devastating and self-directed. Once during a rainstorm he commented as he campaigned: "You know, I'm not sure I'd vote for a man who didn't have enough sense to come in out of the rain."

At an enthusiastic welcome in Jamestown, L.I., he quipped: "I see my Long Island accent got you."

His popularity was phenomenal. It wasn't just the Kennedy name or image. It was much more than that. It had something to do with the man. He always seemed to be in transition, looking for new ideas. He

seemed to be trying to place his finger on something that only he would be able to bring about and that which he could not explain. It probably was what writer Jack Newfield referred to as RFK's potential ability to have "united the American black and white poor into a new majority for change." In his fine book, **Robert F. Kennedy: A Memoir**, Newfield added, "And American Liberalism hardly noticed."

An example may be found in RFK's speech in Elkhart, Indiana, a place that was hardly the territory of a relatively liberal New York Senator.

Still, the crowds came to see Bobby and cheer him on in Elkhart. They loved him. So he asked them:

"Are you going to go out there and vote for me Tuesday?"

"Yes!" the crowd roared.

"And are you going to go out and ring doorbells and tell your neighbors to vote for me?"

"Yes, Yes!" the crowd roared again.

"And have you all read my book, **To Seek a Newer World?**"

"Yes, Yes!" the crowd roared yet again, almost overcome by the rhetoric.

"You lie in Elkhart, Indiana!"

The crowd loved it.

When my father died in 1965, RFK sent us a letter. It was a long and articulate letter, much more than the polite notes and telegrams we received from other public officials. It illustrated that Bobby was a "kind and decent man," as his brother would later eulogize him.

Of course, my mother's reaction to the letter was as expected:

"He's a politician, Johnny dear. Just like the rest of them. He's just being polite." Then she started to read the letter over. About halfway through her hands began to shake and she started to break down. But before she could, she said, in a voice that could cut through steel, "It's nice. I'll give him that. It's almost too personal. That's why I'll never vote for him. It has a phony personal air! YOU write the thank you note to him!"

Which I did. And I got a reply! It seemed to surprise her, but my mother would never admit it. Face it. My old man married a staunch Republican.

Bobby angered and infuriated many. But he seemed to thrive on it. Many Liberals were furious when he didn't run for President before he did, and Conservatives saw red with most everything he did -- particularly in relation to Vietnam.

After he found himself a leader of America's dispossessed -- the blacks, the poor, the students and the migrants he seemed relieved of something. You could sense it on the telecasts. Unfortunately, when he discovered that role, his last, he had such little time left to live.

When he was gunned down in June 1968 in Los Angeles, I was sitting in my room at Blair Academy studying for a final. The news came on the radio and I sat there -- stunned -- not knowing what the hell to do. I didn't cry. I didn't do anything. I just sat there for a long time, feeling afraid. And I didn't know what I was afraid of.

A little later -- like about 7 a.m. two days later -- my mother called from her office (She spent the whole night there following the assassination) to tell me he was dead. She started to talk about that letter RFK had sent us after the death of the old man and her reaction to it. I cut her off with a "I know, Mom." Then, in a voice dangerously close to tears, she acknowledged that, perhaps, she was wrong about him. Assassinations do that to people.

The following day, I graduated from Blair. The exercises were somber -- depressing -- unlike the festive ones I had seen in years previous. The day of his funeral I got back my summer job with the Daily News and watched, in silence, as the nightmare of his funeral and long ride south to Arlington took place. Somehow, I still felt lost. A feeling that would heighten later that August while covering a travesty known as the Democratic National Convention in Chicago -- a city of hate.

It has taken me 3½ years to write this. And still I can't express my feelings on the man. How can you describe admiration. How can you convey identification? Hope? Or, any other emotion for that matter.

Some seem to be attaching the word love to Bobby. I wouldn't go that far. He was only a man. He wasn't God. His is becoming a myth, just like his brother.

At any rate, he certainly doesn't deserve the treatment people like Victor Lasky gave him. Lasky capitalized on a hate book. A book written against a man without even interviewing him. I find this unpardonable.

Perhaps, I'm at fault, but in the opposite sense. I can't interview Bobby Kennedy to write a memoir-like column on him. Lasky had the chance to interview the man and never took it.

The men RFK quoted -- Shaw, Dante, Frost, Tennyson, Churchill and more -- and the decisions and findings he made -- let them be carved on the monuments. But, for me, his epitaph is some words I overheard at lunch in the Delegates Dining Room at the United Nations the other day.

"History is a relentless master.

It has no present, only the past rushing into the future.

To try to hold fast is to be swept aside..."

No one I know seems to know who spoke these words. I couldn't find them in any available sources. There seems to be no record of them anywhere.

But, if I remember correctly, I'm sure they come from one of Bobby's speeches. I hope I'm not the only person who remembers them.

REWARD 20 DOLLARS

For the return of Gail Sipala's wallet. No questions asked. Just bring it to the Wag office. Any information leading to the return of the wallet will also be rewarded. The wallet was missing from The Gym on Monday the 22nd.

America America

by Michelle Gasparik

Oh, my God. Is that the Whitney Art Museum? A huge and beautiful modern building amid the fast-moving commotion of Madison Avenue. Higher, higher in a tremendous elevator.

The press screening for the pseudo-documentary movie "America/Amerika" was produced by the New American Filmmakers Series. It was viewed in the second floor Auditorium Gallery of the Whitney Museum. The movie will be shown in Manhattan Tuesday and Wednesday evenings at 6 and 8 p.m.

It is a film about how Americans have widely divergent political and social viewpoints. What America should be and what it is. Seven sequels combine to make a ninety minute speel. In my article I will quote a paper distributed to help one understand what the film is saying.

Who is Mr. Middle Class America? A funny looking cartoon character named King Joe? He has everything this capitalistic society has given him. After all, everyone knows America has ninety per cent of all the worlds refrigerators. The name of this twelve minute flick was "Meet King Joe" done by George Benson, President of the National Education Program. There was a fifteen minute movie produced by Fred Wardenburg. He zoomed in on the basic human experience of working. "I used the assembly

Plastic Dreams

by Mike Rosen

The Modern Jazz Quartet: Plastic Dreams by Mike Rosen
Yea, I know you don't like jazz, but then you've never really listened to it either. MJQ has been playing together for almost twenty years and they're good. You think the Allman Brothers are tight, well these people are unbelievable, in fact, they pride themselves on interplay and spontaneity. And the sounds! Piano, harpsichord, bass, drums, and somebody even added a brass section complete with tuba. You gotta imagine listening to those sweet fluid vibes and having that tuba crash in. This is the kind of album that can't help but put you in a good mood.

Led Zeppelin

Led Zeppelin has done it again. They released another forty minutes of heavy trash. Actually they're getting pretty good at it. Jimmy Page is becoming one of the world's fastest and most tasteless guitar players while Robert Plant is now whining higher and longer than ever before. I hate to admit it, but I kinda liked their first album, in fact, I even bought it, but one is bad. Basically, it is just a collection of speedy insane riffs covered up by distortion and repetition. Who knows, maybe they really are deaf.

SPORT P O T

Valparaiso Tops Seahawks 34-18

by Phil McLaughlin

The Wagner Seahawks closed the 1971 football season by losing to Valparaiso 34-18. Although the Hawks had 378 yards in total offense, mistakes and penalties caused their downfall. Wagner simply played itself out of contention with critical errors including two bad snaps on punt attempts that led to touchdowns, two interceptions of Jim Fagan passes deep in Valpo territory and two fumbles inside the Crusader 10 yard line. By the time Wagner got a sustained drive going they were

losing 34-0. They did manage to make the score a bit more respectable with three touchdowns in the fourth quarter, on runs by Vitale and Fagan, and a 35 yard scoring pass to Joe Peters.

Extra Points

Wagner closed the season with a 5-4 record. It was the sixth game in which the Hawks picked up over 200 yards rushing. Wagner was penalized 11 times for 116 yards while Valparaiso had 3 penalties for only 11 yards.



photo by Erik Unhjem

Amerika

line because it is such a crude and visible perversion of human experience in the name of efficiency."

"Please allow me to introduce myself. I'm a man of wealth and fame." One is barraged with the Rolling Stone's song "Sympathy for the Devil". It is the background theme for film of President Nixon at the Debutante Ball, exiting from an airplane, etc. One sees flashes of the events and then quickly the situation is reversed and the gory events of Viet Nam, for instance, are shown. This is a four minute film distributed by the Creative Film Society.

Another four minute film was outlandishly amusing. It was named "A Fable for Fleas" and it was done by Alexander Weiss. It portrayed in cartoon form a rat which was becoming infested with fleas. As each flea entered the body, the rat would become progressively ill. "The view that parasites of a society can destroy it (with implications towards welfare) is portrayed in this animated allegory.

Everyone is aware that Arizona is indeed a conservative state. Sun City, Arizona is where middle class America spends life after fifty; in almost a completely controlled environment. Everything is planned. No children, "acid has been poured on the ground lest grass grows as opposed to green gravel". It has been likened to a fabulous motel. I found the movie quite amusing because the people seemed to believe that they had solved all of the world's problems in their own little microcosm.

The three remaining films were "Except the People", "Wilmington", and "Hog Calling Blues". I did not find them as invigorating.

America/Amerika makes one open up their eyes to the state their country is in. What are we going to do about it?

ODK

(Continued from Page 3)

extra work outside the regular semester. I am sure the majority of us do not concur with this point of view, indeed, we would relish an idea that would mean the end of the fall semester before Christmas.

Reform in the academic curriculum was an arduous task of our Academic Development Committee. I would comment that my own participation on this committee in the past three years has been both stimulating and rewarding. We passed through the Faculty Council an entirely open core curriculum with only major requirement restrictions. Believe me, change is possible within the system for I've seen my own ideas become practical realities right here on campus. The iron doors of traditional education have been unlocked and are beginning to open to new ideas. A clean slate is available to our college community for serious re-examination of ourselves as students, as a faculty, and as administrators. Our desire to develop a sense of academic community is reflected in these new reforms. This is a large assignment, however, which will not be resolved over night. Wagner can be a dramatically changing institution responding to the needs of its community. The ink is scarcely dry on some of the new proposals. Student apathy as well as faculty apathy is not an inherent condition within the student body itself or the faculty staff; it is a by-product of a passing tradition in educational thinking.

Today, Wagner College is thinking in terms of calendar revisions, interdisciplinary studies and independent study. It is my hope that she will not fall too far behind in social reform particularly in dormitory life and on campus social activities. Moreover, new

changes in the student government constitution are up before the Student Government Council. These changes are directed at curing certain evils in the constitution and resolving certain needs; hopefully, they will not be taken as a personal affront to anyone. These new tools of communication within the Wagner College community will build new attitudes towards the educational experience both for students and faculty. The challenge lies with all of us who consider ourselves part of the Wagner College community.

Veterans

(Continued from Page 3)

non-participating freshmen in "fraternities" that kept them off the budget rolls of the college and as such they exist as a non-funded group. Dean Mahr and Mrs. Polansky are the groups advisors.

The group, though small, attempts to present varied social occasions for its members. Earlier in the year, they held a day long golf-in at Beaverbrook-Country Club, N.J. followed by a dance. Previously the group held several dances. Notably the vets, held a brief 3-4 minute ceremony on Nov. 11 (the traditional Veterans Day) in front of Main Hall, during which the flag was lowered to half-mast and taps sounded. Six members chose to attend in uniform while a dozen others came in civies. According to their president, this ceremony was not a "show-support" of the war--but to show cognizance of the fact that the memory of those gone should be preserved. The weekend of Oct 30 saw a statewide attendance of collegiate veterans groups at Monroe Community College in

Rochester, N.Y. to formulate goals and aid-related programs for the vet. Raefer Johnson, black athlete and himself a veteran and Sen. James Buckley (R.C.-N.Y.) a vet also addressed the caucus. However, due to financial difficulties and a misunderstanding of possible modes of travel, Wagner's veteran representative did not make it.

The group also dug into their own pockets for a float at Homecoming, they had no college related funds to help them.

By working closely with Mrs. Canninzaro (the school's official veterans counselor) in the Business Office, such facts as additional governmental benefits for vets has come to the groups attention. It seems that the government will now pay an additional \$50.00 a month for tutorial payments for a low-achievement vet. and that 4,000 vets nationwide have taken advantage of the program with an average of 60 000 hours of benefits paid out. If you are a vet and have scholastic difficulties--the government is prepared to help you; just stop by the Business Office.

Unfortunately, some negative behavior towards the veterans group has surfaced. Initially most of it took place last year, instances such as sneering remarks along the lines of "How many did you kill?" and Vietcong flags accompanied by other pro-V.C. remarks. It is no surprise that such actions directed toward them tend to make our vets self-effacing and bewildered.

Lastly, a brief introduction to the groups president and vice-president. Tom Gehshan, is

a second year History major and member of the College Court.

Mike Turley, the V.P., is a nursing major and was a medical corpsman in the service. The group meets on the second and fourth Tuesday of every month at 10 p.m. in Gilligans College Inn, Van Duzer Street. Room 221 in the Union is also a gathering point for our vets.

Tuition

gifts, state aid and tuition will make it possible to maintain and improve our academic program, but there seems to be no question that certain non-academic services including maintenance and building and grounds, housekeeping and security will be reduced.

On

Tuesday, October 26, the Annual Meeting of the Board of Trustees took place. Among the actions taken by the Board were:

The budget for the 1971-1972 fiscal year was approved. The budget approved reflects an anticipated income of \$9,273,181 and anticipated expenses of \$9,943,493. A revised budget is to be submitted February 22, 1972.

The auditor's report for the previous fiscal year was received and it reflects a deficit for the 1970-1971 fiscal year of \$250,738.

The Board confirmed the recommendation of a special Board committee which had studied our financial conditions since May 25, 1972 that the tuition charge be increased \$5.00 per credit hour effective the summer session of 1972 subject to approval by the appropriate Government agency.

The preceeding were the only releases available as of 8:00pm Monday. Further information will be in the hands of the College Council as of 3:30pm Tuesday. More detailed breakdowns of the cutbacks that will be made will be made available in a further edition of the paper.

Delta Mu Delta

The following students were inducted into Delta Mu Delta on Friday, November 19th:

G. Koch
O. Marrazzo
F. Ninome
P. Howells
R. Skvonec
W. Tunkel
M. Provissiero
F. Thomas

The guest speaker was Carl W. Greene of Consolidated Edison C. of New York.

CLASSIFIEDS

People who are Virgos with Libra leanings shouldn't throw stones. Arian.

Wanted: Boxes of Sugar Crisps for Pie, he can't get enough. Hey Bear.

Is it true that a certain editor got a ticket for illegally parking his bicycle?

Dog Biscuits?

K. and V. -- Congratulations. The Staff.

We love you George Boyer