

# **the OBELISK**

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**PATTY HEMENWAY as Sally Bowles in SHU Drama Department's production of CABARET, opening Dec. 9 in the university theatre.**



## STAFF

Established by the students of Sacred Heart University in 1963 the Obelisk is published every two weeks.

Managing Editor: Roland Wauthier  
General Editor: Hobert Summers  
Secretary: Candy Honer

Staff: Rick Abbate, Andy Avedisian, Dullivan Shavis, Dan Davlick, Margaret Fitzpatrick, Robert Gondos, James Holland, Nancy Kolwicz, Brian Loughran, Thomas Sacco, Jack Camanda.

Photographers: Ted Lucas, Dave Proctor, Al Sawicki.

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Office: G5 phone: 374-9441, ext. 286.

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## The Managing Editor

Good Day, today the Obelisk comes to you under new management. This semester the Obelisk faced many different problems ranging from writer to staff production to intolerable problems with printers. These hassles only lead to an inevitable revising of the papers' staff, its philosophy and printer. So here we are today a little behind but with a spirit to make the only communications medium on this campus a tool that will expose all news, right where it's at.

We will be working towards bringing you a wider scope in all our areas, general news, special columns, social events at Sacred Heart University, and on other campuses, sports and editorials. It is important that we print news, but it is equally important we print the feelings and attitudes of the members of SHU, be they student, faculty, and administration. We want to expand our editorial section so to generate progressive controversy-spirit, change, challenge, soul and to motivate you, the reader, to concern yourself

with others about your university .... something that is rare at SHU. Live letters will also be accepted, printed and responded if so desired.

The staff of the Obelisk is new, young and enthusiastic, and as most new young things are, we're small in number. We need more staff, people willing to work and commit themselves. Positions in all facets of the Obelisk are open. We can be effective as a newspaper with you, so please . . . we need your help and support.

I would like to thank with respect, former editor Paul Dubinsky, for his help and cooperation with the Obelisk.

Thanks also to our new, very professional printer, REPRO/COMP, from Norwalk, Connecticut for their help. So . . . our thanks to you, and I hope you like us . . . OBELISK!

Managing Editor  
Roland Wauthier

## In Memorium

Faith Gorman, a nineteen year old Freshman at Sacred Heart University died on Nov. 17, 1971 of an inherited disease. Her death was a shock to the many who knew her as the optimistic friendly person she was. Faith always had the ability to smile and be happy, a quality which seemed to rub off on everyone she met. A quality by which she will long be remembered by those of us at Sacred Heart University.



Faith Gorman

## Editorials

### Electric Night

There's a reason why Thursday nights have been a little quieter lately. No more Electric Nights. Tragedy? I think so. Some background on the Electric Coffee House.

First, the idea behind it, we wanted to present an activity on campus at night that would be of interest to a certain number of students. Each week for \$.50 you can come listen to live rock bands and associate with other students.

Second, to provide a chance to hear new and upcoming groups. We felt that this was just one extra reason to come back to Sacred Heart at night. The idea worked for a while.

In the beginning, we faced a few hassles such as, "Did we have enough coffee?" "The band starting on time?" and "Would enough people show up?" Then suddenly in a short time we found ourselves plagued by many problems.

First, those problems created by certain people that attended. For example, crowding the hallway, damage to the pool tables, smoking dope, drinking booze, and the mess left in the lounge afterwards!

by Greg Collins

### Student Fee

During the past year the possibility of a student fee was suggested. Suggested only, it has gotten no farther. It seems to have died in its embryo stage.

To develop a plan for the student fee overnight is not expected, but to put it off so long as to run into another semester without even a start is equally unexpected.

The most likely place for a plan to originate would be in the student government. Perhaps the student government is working on it. If so, why has there not been a progress report?

In order to sell me on the idea of paying an extra \$25.00 student fee much more information is going to have to be given. The student organizations need the money is just not enough. We need to know more about it.

The thought of one day having to vote on such an issue as the student fee, without being previously informed of it is a frightful one. If such is the case it will be undoubtedly voted down. One does not part with money that easily.

President Kidera made it clear that if we were to have a student fee, the student body would have to approve it. How can we approve something we know nothing about?

Perhaps the lack of interest being shown on the subject the student fee is a good argument against it. If the student fee is to finance student activities, then there is not enough student activity to warrant a fee.

by H. Summers





## Pres. Kidera Confers With Black Students

Upon an invitation from President Robert Kidera, the Black Heritage Organization met in the president's office on November 3.

Mr. Kidera had asked for a list of academic problems which exist among the black students at Sacred Heart.

The following is the list of academic problems:

### ACADEMIC PROBLEMS — BHO

#### COURSES:

(a) Why was black history and literature dropped?

(b) It should be mandatory that all students for social and cultural reasons be required to take courses in black history and literature or incorporate with U.S. history, Western Civilization, and literature courses.

#### INSTRUCTORS:

(a) How are instructors recruited?

Eligible names of Black Instructors were submitted and the University has never made information as to the availability of black instructors or its plans to engage such.

#### FINANCIAL ASSISTANCE:

The University has neglected to make available especially to black and minority students scholarship and financial assistance information so as to encourage their participation in higher educational endeavors.

#### SOCIAL PARTICIPATION:

The University has been very complacent in nurturing the cultural and social growth of the black students i.e.: mixers, weekends, festivals, art shows, contests, etc.

#### BLACK HERITAGE ORGANIZATION:

Is not aware that the University has or has not appointed an advisor. If so the appointed advisors name has not been properly submitted to the president of B.H.O.

#### UNIVERSITY ORGANIZATIONS:

SHU has not encouraged black students to partake in policy making organizations, etc., to the

fullest extent. Their efforts were curtailed since blacks in the main are not elected or appointed to these policy making bodies, if so appointments have in our opinion been a token or for appeasement purposes.

#### RECOMMENDATIONS:

President or University Official should insure equal black representation on all policy making boards, unions, etc., to promote social, cultural, and educational growth.

On the question of courses, President Kidera stated that we now have two black courses for anyone interested, which can be taken next semester. As for the black instructors the president requested that eligible names be submitted to him. In the future, pamphlets will be distributed listing scholarships available in the community. President Kidera stated that he will try to correct the social relationship in promoting social participation. In answer to the Black Heritage Organization selection of an advisor, Mr. Kidera stated that there is no advisor appointed by a specific person; however each organization chooses its own. In regards to the recommendations of black representation, President Kidera said he asked for a list of qualified people from the community as possible candidates on the Board of Trustees.

The Black Heritage Organization will submit representatives to attend more meetings with President Kidera in the future.

by Dullivan C. Chavis

## CISL Speaks

Connecticut Inter-Collegiate Student Legislation, popularly known as CISL, is considering the issue of changing the age of majority from twenty-one to eighteen.

The main purpose of CISL is to draw together pieces of legislation that the organization feels strongly opposed to or strongly in favor of. The group enacts a mock legislature meeting with issues such as abortion, prostitution, voter registration, and national defense.

The main issue this year, changing the age of majority, would mean an eighteen year old would have the right to vote in any election, drink legally, the right to sign contracts, and the right to sue or to be sued.

There are fourteen schools actively participating in CISL with five to twenty-five delegates representing each school. Twelve delegates from Sacred Heart are sent to monthly meetings at designated schools. Speakers at the various meetings include state senators and other visiting dignitaries.

Each March, CISL takes over the state legislature at the Capital Building in Hartford for three days for the purpose of mock legislation.

The voice of CISL is not a major deciding factor in state legislation although the group is considered and respected by the State lawmakers.

Margaret M. Fitzpatrick

## Grant For Head Start Training Received

A supplementary training program for full-time staff members at Head Start centers throughout Connecticut is being administered by Sacred Heart University with a maximum grant of \$22,737 for the academic year.

Final signatures were affixed to the contract recently with University Research Corporation-Supplementary Training associates, Washington, D.C., charging the university with a responsibility to "...provide supplementary training for qualified professional and non professional members of Head Start center staffs."

Under the Head Start supplementary training program, the federal government meets tuition costs for staff personnel that have been with Head Start centers for more than six months and wish to continue their training in a higher education institution. The program pays only for the cost of college credited courses that are transferrable.

More than half of the maximum listed grant of \$22,737 will be used for tuition and book costs.

The federal government realized that some persons working in Head Start centers with preschoolers needed more post high-school training to deal effectively with the children, said Mrs. Marian I. Calabrese, program manager, explaining why the training program began in 1967.

Mrs. Calabrese acts as liaison between the 44 Head Start staff members now also part-time students at nine different Connecticut colleges and universities and program administrators in Washington, D.C.

She works from an office at the university, but spends most of her time traveling from Hartford to cities such as Waterbury, Stamford and Bridgeport where Head Start centers are in operation with personnel in the supplementary training program.

The students are at varying levels in their progress toward a degree, said Mrs. Calabrese. Some are new to the college environment and need the

familiarity of cluster classes with other Head Start personnel to overcome "insecurity" in a college classroom while others are close to an associates or bachelor's degree.

Persons in the Head Start program that already hold degrees may study for different or advanced degrees with the federal government meeting half their tuition costs.

The Head Start project was conceived by the federal government in the mid-1960's as a child development program for pre-schoolers from poverty backgrounds. A program of total education, it provides academic training but also instructs children and their parents in good health and nutritional standards and makes available social and psychological services.

The target group for the training program are aides that work in Head Start paraprofessional positions. Most of the staff members are from the poverty area the Center is designed to serve with many also mothers of children that have or do attend Head Start.

Many of the staff personnel that enroll in higher education institutions gravitate toward early childhood and education curriculums "since it is the area they know and like the best," said Mrs. Calabrese. But, she explained, there is nothing to prevent a Head Start Center full-time employee from taking courses leading to a degree in any field. However, Washington specifies that once their training is completed, the persons continue working in Head Start or another program serving the poverty population for a period of a year, she added.

A stipulation in the agreement states "The Contractor (SHU) ... shall develop a curricula leading to a two-year degree or its certificate equivalent."

Dean of the College Stephen J. Bennett, whose signature is on the contract, explained that while a Head Start employee could tomorrow enroll in any course of study at Sacred Heart university for which he met admittance requirements, the administration is working to institute a course in early childhood development

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## Dr. Mikolic - Leave of Absence???

### From the President's Desk:

On Tuesday, November 23, Professor Stanislav-Adolf Mikolic requested, for personal reasons, a leave of absence as Chairman of the Social Science Department. I have granted his request.

I have asked Dean Stephen Bennett to assume the post of Acting Department Chairman, effective immediately, in a

manner similar to his role with the Modern Languages department and several of the smaller departments which do not have chairmen.

I know that you will give Dean Bennett your full cooperation and enthusiastic support so that the department may function effectively and harmoniously.

Robert A. Kidera  
President

## Patty Hemenway Stars In Cabarets Biggest Production

Patty Hemenway, a senior English major, has been cast as Sally Bowles, the romantic lead, in the SHU Drama Department's production of CABARET.

Patty's performance as Maria in WEST SIDE STORY two years ago brought praise from area critics, who spoke highly of her "brilliant singing." The, as Antonia and understudy for the man of La MANCHA, Patty was singled out for her extraordinary work. Her performance last Spring as Ingrid in THE LAST SWEET DAYS OF ISAAC brought attention to her skills as an actress.

In ISAAC, a rock-musical, Patty played a young housewife going through the pains of searching for meaning in her life. During the summer she played the role of Ruby, the lead, in DAMES AT SEA, which received an enormous following at the SHU "Summer Cabaret." Ruby is a small town girl who dreams of coming to New York and tap-dancing her way to stardom. Now in CABARET as Sally Bowles, Patty faces the largest challenge she has yet faced in a part-it also represents a most exciting step in her very exciting career. Her part in CABARET is a complete change from her role as Ruby. In DAMES AT SEA, she played a naive, young country girl, day dreaming of success on the

Broadway stage. As Sally Bowles, she plays self-imposed castaway from London, a self-assured young woman very aware of the hardships and realities of everyday life, living in Third Reich Berlin.

CABARET will be directed by Claude McNeal, Head of drama at SHU. Opening night is set for Thursday, December 9. CABARET represents the SHU Drama Department's largest undertaking to date.

Under McNeal's direction the SHU Drama Department has sprung to life. In the two years that he has been at SHU his group has made remarkable strides, earning the praise of area critics and winning the attention and admiration of area theatre goers and theatre groups alike.

McNeal's first directoral undertaking at SHU was WEST SIDE STORY, Richard Day of the Bridgeport Post described the production as "a remarkable undertaking." His next project was a production of Samuel Beckett's GODOT, which received exceptionally high acclaim, and was later produced off-Broadway at the Unit theatre.

In the fall of 1970 McNeal decided to present the recent Broadway success MAN OF LA MANCHA; followed in the

spring by another musical, but this time a rock musical, THE LAST SWEET DAYS OF ISAAC. Both of these shows caught the public off guard and LaMANCHA and ISAAC were praised on all possible levels. McNeal was praised for the overall professional quality of his productions, the power of the actors, the intensity and vocal ability of everyone involved.

SHU Drama and McNeal have received a lot of attention and publicity throughout the summer and also during the last few months because of the highly successful Summer Cabaret. The Summer Cabaret, which started out as a workshop for SHU actors, became so successful that it was extended though November, the only change that took place was in the name-Summer Cabaret became Cabaret theatre.

Now the Cabaret theatre is taking a well deserved vacation, only for a few weeks during the run of the big show, while preparations are being completed for their latest undertaking, a production of the recent Broadway Musical, CABARET.

McNeal has changed the emphasis of the play, attempting to remove the Broadway slickness in the hopes of achieving a more meaningful

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# Faculty Raps

Mr. Harper: I think that the university's future is cloudy, and what is ideal may not be practical, and I should think that this is where we find ourselves now, in dealing with the ideal versus the practical. Do you want a survival in the next ten years or do you want to be idealistic and serve as a mourner at a wake? I'm not sure just about where we should be going because I am trained to look at the bottom line, and my thrust then, of course, is



EDWARD JAMES BORDEAU

Assistant Professor-Philosophy; Ph.B., University of Montreal; M.A., Fordham University; Ph.D., Fordham University.

toward the pragmatic. But perhaps we should hear from the idealists first.

Dr. Bordeau: That's arbitrary. Harper: I realize that.

Dr. Bordeau: I can be as pragmatic as you can, Charles. I really know what you are trying to say, I think that you're pointing out the fact of the marketability of this institution and its ability to serve the Bridgeport community and the larger community in Southern Connecticut. And I think that you are trying to show that perhaps we should orient our curriculum more to services, maybe of a business type, or educational type. Is this what you had in mind?

Harper: No, I don't put forward the view of the business department or business school as being the ideal or even the most pragmatic approach. I think that we have to look at what the community wants, and if you will, abide it to that mark about our services to that market. I don't think that we have to be completely pragmatic, I don't think that we have to be completely relevant, but I do think that we have to consider that we are selling a service and that we do have to consider our market.

Dr. Smith: But hasn't that always been true of education? Since we remember the Greeks making rather short work of a philosopher who set up an aberrant educational system.

Mr. Harper: We seem to do much the same ourselves. In that we make short work of aberrant views.

Dr. Smith: Although some of them like Black Mountain college simply run out of steam, it takes a lot of drive to keep an aberrant institution going, even providing the original drive move on.

Obelisk: Do you mean that you feel that the idealism is forced to take a second place to pragmatism, and that a realistic viewpoint would be to take a pragmatic view and disallow the idealistic view?

Dr. Bordeau: I'd like to just address myself to that. I think that you shouldn't really, I don't like juxtaposing pragmatism to idealism. I'd like to have them think that what pragmatism means in its best sense is that whatever ideal you do project is a realistic ideal, and therefore is guarded in terms of possibilities of the situation in which you find yourself. And that would be to my

mind, a broad pragmatism, a narrow one would be solving your problems ad hoc without taking the long view, you're looking forward to the future. In other words, we have problems now and we should not narrow our solutions down so that they pin us to solving just this problem but we should have the longer view. I fear sometimes that we may take too narrow a view and give up the concept of excellence which I would hate to see fall as one of our ideals because of excellence, everywhere; in our classrooms, in our curriculum, in our libraries. That this be not necessarily, however to be contradictory to pragmatism, in making the appeal, of making ourselves serviceable to the community but in a large sense a large community, not a narrow community.

Mr. Harper: I think that you can be pragmatic without losing sight of the ideal of excellence, in fact, I think pragmatically you can not abandon the idea of excellence.

Fr. Fletcher: You can't have one without the other. If you are going to exist as an educational entity or institution you have to exist as one of service and you have to be servicing the people that are available to you. If you are going to remain in existence, you have to have students, and to have students you have to have courses that are both relevant to their needs, as well as attractive. I think that one of the things we are faced with is that any institution today, any college today, is a matter of business that takes an offer to draw student body to stay afloat. A physical existence depends upon the size of the student body, and the courses had better be relevant, and they had better be utilitarian at the same time. If you can not omit the idealistic element from it or the whole content of idealism from it, at the same time be looking fiscally at the soundness of an institution. I don't think. If you are going to have education, which is a learning experience, and it is a learning experience on the part of all involved; the administration, faculty and student body.

Dr. Smith: Well, isn't that one of the problems in American education today, that education is, has become for too many involved in it, most principally the students, not a matter of learning anything, but a matter of collecting credits.

Mr. Luongo: I think that the challenge here then is to show a liberal arts curriculum is in fact relevant, and meaningful for young people today, and I should think that we would be able to sell this, so I'll accept the challenge inherent in Mr. Harper's remarks that we need to take a pragmatic approach. I think we do, and pragmatically speaking I think the liberal arts have much to offer a university for the future if there is any truth in what panelists have been saying about the youth culture today, then certainly there should be large numbers of young people looking for a four year experience in which they can examine basic questions about man, the meaning of man, the meaning of life, etc. These seem to be of pressing concerns.

Many no doubt will see a four year college education as simply a route to a job and I think that they will have to be serviced, if you will. But I think beyond that we've got to take it upon ourselves to try to sell the idea that a liberal arts education can be very good for society, and in fact, that this can be a great service to society. This need not conflict with valuable experiences on the

part of students, for example, I see no conflict in developing within a liberal arts framework, a work-study program in which students at some point in their four years do confront the so-called real world. I think that would be desirable, that should not conflict, that kind of practical experience should not conflict with the humanistic study that they might be engaged in. But in the meaning of relevance and utilitarian value, I think we ought to resist the reducing of the liberal arts to second class status here at the university, in fact, I think that that would be, from a pragmatic viewpoint, a very unfortunate thing.

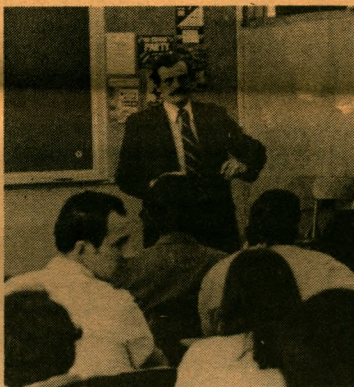
Dr. Smith: Your argument, though, from the involvement of the youth culture, doesn't that founder on the experience of the youth culture, the free university movement?

Luongo: Not necessarily.

Dr. Smith: That is to say, the ones that I've seen attempted to be set up founder exactly on the rock that people signing up for the courses don't take them seriously, because they pay no money for them, and they get no credit for them. And above all, they get no grade at the end.

Mr. Luongo: I understand your criticism of the free university, and I guess I would accept it.

Dr. Smith: Please, I didn't mean to be criticizing the free university, simply observing something that in fact happened and suggesting that indicates that perhaps the youth culture does not, is not as deeply involved



CHARLES W. HARPER

Assistant Professor-Business; B.A., University of Maryland; M.S., George Washington University.

in the liberal arts and humanities except as another route to the accumulation of grades and credits.

Mr. Luongo: Well, that may be, I don't believe that's true. I think the stories are real, and young people today are asking basic questions more and more.

Dr. Smith: But they are not looking to academic structures to guide them to those answers.

Luongo: Consider, for example, the Renaissance of theological programs across the country, religious studies programs. This is evidence that young people are asking these questions all the more, and I would hope that would be true here. But what I would like to emphasize is that there ought not to be any conflict between a humanistic, liberal arts college and practical experience. I think the two can go together, it seems to me.

Obelisk: Father Fletcher, you mentioned in passing the courses that are offered are part of the question here. What responsibility, and where does the responsibility lie on what is taught?

Father Fletcher: I think the responsibility is a shared one, it has to be consideration of, number one, what money's available for funding courses, that once the funding is taken

care of, then the courses that are offered are a shared responsibility of administration, faculty, and student body. I think the three have to be involved in what courses are really produced. For example, in any one of your departments, just take English for example, we've been producing English majors for the purpose of training people to go into teaching English; there is no longer a market for it. English is still very much important but it has to take another turn. You can take the same thing in Sociology. In the past it has been a means of producing people for graduate work who have picked up a degree, a masters or more, and then go into a specialized work. Here you have two sequences which are very much to the point. For two different directions, but the content of those two sequences had better be producing the goal, or the means of producing the goal, one being academic and the other being practical; one enabling a person to do research or to teach while the other is being involved in social work. And here it would see, for example, for students that are interested primarily in social work going into juvenile court work or going into welfare work and so forth, be in a position to pretty much tailor a course that would be to their advantage in getting a job. While at the same time the administration, and faculty would be directing them toward what they should be picking up. I don't think that we are at a point any more of where a course is merely put in the curriculum because there is someone available to teach it. I think it had better have a purpose to the overall goal of education, whether it is liberal arts or whatever else it may be. It had better be geared to produce what the goals of the university stand for. Whatever those goals are, everything in the curriculum better be a means of achieving those goals.

Dr. Smith: But aren't you Father Fletcher, then implying in that a job training definition of education?

Fr. Fletcher: Not necessarily.

Dr. Smith: Because, if you take a more generalized view of education simply as learning, then no course can be irrelevant.

Father Fletcher: Well, who goes to college just for the sake of learning? Everyone goes to college for a very utilitarian purpose. Do they not? I've yet to meet anybody who's going for the sheer delight of learning, and it will terminate when a degree is handed out.

Dr. Smith: What I'm trying to suggest is that definition of education is a direct odds with some of the usual cliches about liberal education.

Fr. Fletcher: Well, if you want a definition of liberal education then it should be an experience in which an individual learns something about everything and everything about something so he comes out well-rounded and whether you want to give Newman the credit for this definition or whoever else you want, it is a well-rounded definition of what education is supposed to be. It is supposed to turn out a fully rounded product.

Dr. Smith: But if we are going to suggest that the course for example, has to be relevant, aren't we rather using a den-thinite definition?

Fr. Fletcher: Well isn't every course by its very existence supposed to be relevant?

Dr. Smith: Not relevant to a career orientation necessarily. In other words, unless I happen to be planning to go on to philosophy my having taken a course in

esthetics as an undergraduate, is irrelevant to a career orientation.

Mr. Luongo: Not necessarily. I don't know exactly what you mean Dr. Smith, by career orientation.

Dr. Smith: Preparing somebody for a job.

Mr. Luongo: But that has to be seen in broad terms. What does it mean to be prepared for a career? I think that it means certain skills have to be developed, I think that this should be taken care of at the college level. I think, let's say, that if it is a business career, there is a certain business orientation that the business department needs to provide our students. But I would hope that everyone would agree that career orientation need not be a "nutsy-boltsy" affair only, that the best thing that we can do for a student in terms of his success in a career is activate his imagination, for example, there is your course in esthetics perhaps. It seems to me that the successful executives of the future are the ones who are put out of college alive to creative possibilities and sensitive to them. If we are interested in turning out just office workers, that is another matter, but if we are interested in turning out creative people in their careers then we have to do more than just tell them how to get from 9 to 5 in the course of their working day.

Dr. Smith: Yes but using a definition like that, couldn't you defend requiring Fourier analysis of a man in training to be a ditch digger?

Dr. Bordeau: Let me tell a story at this point. I have a nephew who is, or a cousin rather, who has been selected by the Bell System. He's working for the Bell system. He's being groomed for a higher position executive job. What they did was they sent him to Princeton for six months on intensive study, and while he was at Princeton he visited me twice and told me what he was doing there. And he said "We are reading Sartre, we're reading Fielding, we're reading literature, and we have men from the State department coming down and talking to us on international relations, we are reading theology." In other words, what they were grooming him for was a broad liberal type of view, a value type of orientation, which I thought was rather interesting. I think this would support your concept Frank. Seeding imagination, broadening perspectives, expanding consciousness being able to see before vision, this is the type of thing I think that you might highlight as essential to a liberal arts type of education. And certainly it cannot then be



REV. WILLIAM FLETCHER

Lecturer-History; A.B., S.T.N., S.T.L., St. Mary; M.S., John Hopkins University.

divorced from career orientation.

Obelisk: Mr. Harper, this discussion has been playing into your department, as it were. Do you see any movement in your department into this area, or



# On S.H.U. Future

problems moving into this area?

Mr. Harper: What I see, of course, is this particular institution is a movement away from this area, movement away from this thinking on the part of the student who is career oriented, who comes to this institution, or has come to the institution in the past, again career oriented, a career usually oriented toward teaching and the market dried up, and now they are moving into my department. I find no conflict in anything they have said here, I happen to agree that the worst thing that you can do for a student is give him a narrow orientation. We discourage, for example, too narrow a concentration within the department. I would like to see any student in our department take only those courses that constitute a major, let's say, somewhere between 30 and 50 hours, depending upon the major, but anything beyond that should be taken outside the department with the view toward giving you this broad view of the world and broad view of humanity that I consider essential. It's difficult to convince the student that this is necessary and I find myself counseling students, for example, against two majors within the department, one in accounting and one in personnel or marketing, because they feel that would be the most effective way of insuring employment when they leave the institution. I agree with what has been said here. Our problem is if we provide that kind of an institution and that kind of environment, can we attract enough students to make the institution viable, will it survive in a situation like that? I think we have to understand that we have to provide them with career orientation, we have to provide them with skills, and I'm talking about more than just orientation, I'm talking about providing the student with the equipment necessary to go out and find employment. Beyond that I think that we should provide them with a liberal arts in education, or perhaps I should say that we should provide them with a liberal arts education and then provide them with these particular skills. Counter to what Mr. Luongo says, you have to provide them with some nuts and bolts. My experience had been

that if they don't have the nuts and bolts, they are not employable. And this has been experienced not just in this institution, but in many institutions. You can see this in the kinds of programs that are offered in most business schools throughout the country, because we are pragmatic and we do have a responsibility to the students to make sure that he is competitive when he leaves here.

Mr. Juongo: I don't see the lines of distinction here as sharp as they were when we started this discussion. First, I can easily worry that one has to go out with certain, recalling the "nuts and bolts" attainments, I think that what I said is that we don't want to only to provide him with this, and Mr. Harper agrees, and I agree with him, so we seem to have a consensus. But let me add



FRANCIS J. LUONGO

Assistant Professor-History; B.A., College of the Holy Cross; M.A., Fordham University; doctoral studies, New York University.

one thing more, we have a consensus, conceptually, naturally, in the working out of this, I think there will be differences that will develop as we run out the string on these ideas and try to implement them. And that is where I think we have to live out the creative tension that is involved in different approaches. There is no absolute truth here that we are dealing with, no one can construct an ideal university that would be absolutely the truth of the matter so that we are going to have to in a sense "fight it out."

Dr. Bordeaux: Skinner can.

Dr. Smith: When I was speaking before, but of course I was speaking from a narrow

orientation, that Mr. Harper has described from the student who wants to take nothing but 120 hours of business, because this is the way, and it seems to be a problem for the faculty and administration face, this is the way the student judges his relevance. Convincing him that a course in esthetics might be of some ultimate use to him later on, is going to be a fairly sticky communication problem. The one thing that bothers me in this discussion is what about the student who just wants to learn? Are we going to shut the door on him? If we are going to take this kind of orientation that a student studies history to enrich himself as a manager of the local SNETCO office, he takes philosophy, what about the person who wants to learn esthetics?

Dr. Bordeaux: I think this is what Frank says. We have to be pluralistic in our approach and not have single vision. I would like to raise the question that pushed us further into another question, the future of the university by suggesting that as Father Fletcher has told me himself, that the diversification at a time like this is essential to survival in many ways and that there is a reconsideration of our curriculum, that will allow for a greater selection of electives for students to build in many different areas that they may have an aptitude for as well as an appetite. There are others here that know more about this than I do. How about the future of the university with regards to wider range of programs, a wider range of choice, either interdisciplinary choices, or can we institute an American studies program?

Dr. Smith: Can I come back, because it seems to me that this

is the problem? I have just come into this discussion from talking to a student, I happen to know something pragmatically, this student is talking about wanting to go on to law school. Well I happen to know pragmatically



NELSON J. SMITH, III

Associate Professor-English; Chairman-Department of English B.A., DePauw University; Ph.D., Indiana University.

that English is regarded by law schools as a first class pre-law major. Convince the student of that. Political science is the pre-law major, and universities who have of course, reinforced this, that the law school takes English as a pre-law major and a desirable pre-law major for pragmatic reason. The commonest cause of failure of all first year law students across country is that they can't write. An English major they know is going to stay because he can write. But convince the student of this. Because the connection between studying Alexander Pope, and writing a paper on Pope's imagery, and writing a brief escapes him. We can connect it on a very sophisticated level, we on the faculty, can connect it because we reason on a fairly

sophisticated level. (laughter) It seems to me that this is a really fundamental problem.

Mr. Luongo: I think that this is where we fail, every liberal arts course ought to be challenged to manifest its relevance. I don't think that there is anything that is self-evidently relevant.

Dr. Smith: But there is a paradox in liberal arts, and that is that the liberal arts are irrelevantly relevant. They must first be mastered on their own terms, only then can they be made to be, by a sensitive individual, can they be made relevant.

Mr. Luongo: I think what we in liberal arts have to do is to give the student a considerable glimpse of where one comes out in a course of liberal arts study before we can get him to go into a course of liberal arts study. We have to, for example, in the case of history, we have rested on our laurels across the country in this particular discipline for too long. We have treated the study so often as just one damn thing after another. We have to manifest somehow that the study of history can be relevant in terms of concerns that students have today. Now I believe that it can be. I think, for example, an issue that every student is concerned about is the winding down of the Vietnam war. It seems to me that one can make a case study of our involvement in the war from the forties on up, and that's history, would be relevant. But I didn't mean to make the case, so often the students don't get a glimpse of this and that is when we are our own worst enemies.

Obelisk: While speaking here in this discussion, you refer to responsibility to the students, what is the responsibility to the students? Where does the

continued on page 8

## Library Security

An added attraction to Sacred Heart Library this year is security protection for its books.

There are two full-time guards and one alternate guard. As each student leaves the library, a quick but thorough check is made of the students books. According to Mr. William Dalton, a security guard, the students are very cooperative and almost no incidents have occurred. The guards also maintain an accurate record of the number of people who use the library daily.

According to a library spokesman, the library's book reserve was falling victim to robbery with almost no chance of getting the books back.

Last year an overall inventory was taken and an overwhelming amount of books and periodicals were unaccountable for. In turn, the missing material must be replaced, a very slow and expensive process. The two major areas hardest hit were the psychology department and the education department.

Many students would not check the books out due to the time element involved and the overdue fine charge on each late book. In this respect, the security measures are quite effective.

It was also stated that the books could have been taken by students or people who use the library, not necessarily Sacred Heart Students.

With more book security precautions, it is hoped that book resources will be strengthened and their presence on the shelves more available.

Margaret M. Fitzpatrick

## S.H.U. Presents Musical

Sacred Heart university will present its second community musical performance in three weeks next Sunday (Dec. 5) starting at 8 p.m. in the all-purpose conference center of the administration building.

The SHU Community Chamber Orchestra will be featured in the Sunday concert accompanied in some compositions by a women's choral of nine students. The public may attend without charge.

A pre-Thanksgiving concert (Nov. 21) by the university Chamber Singers and the Community Chamber Orchestra drew a capacity audience to the all-purpose conference center. A program of Renaissance music was presented at the event, which initiated in 1971-72 university music program.

The concert next Sunday will include holiday music. Leland R. Roberts, of Trumbull, director of music, explained the program and indicated that the Community Chamber Orchestra performs music written especially for small chamber settings most of the time.

Next Sunday evening's concert will consist of baroque, pre-classical and twentieth century music, Mr. Roberts said, including, in the first part of the program: "Orchestral Quartet in A Major," by Carl Stamitz; "Rondo on a Sephardic Theme," by Odoen Partos; "Shacony in G Minor," by Henry Purcell and "Ouverture in G Major," by G.P. Telemann.

Music with a Christmas-holiday theme will be performed following an intermission. The three pieces will be: "A Little Advent Music," by Hugo Distler including the women's choral

group; "Concerto Grosso, Op. 6, No. 8, with Christmas Concerts," by Archangelo Corelli, and "Canon in D Major," by Johann Pachelbel.

The orchestra is composed of about 20 musicians, most of which are community residents with university faculty and students participating. Members of the orchestra come from the greater Bridgeport area and as far away as Waterbury, Danbury and Southport.

After the Dec. 5 concert, rehearsals will begin for an engagement sometime in late January or early February when the orchestra will perform at the Easton Public library. The group also performs once a year at the Salem Lutheran church in Bridgeport on Palm Sunday with the church choir.

Musicians in the upcoming concert on Sunday will be: violin - Mabel Benson, Joseph Kochiss, Dmitri Ragoza, Ona Gorenzel, Dr. Alex Berger and Lyda Heilmann; violin II - Joseph Szecskas, Richard Goggin, Alice Przybylski, Netti Hopper and John Najarian.

Also, cello - Jean Bradley and Cheryl Najarian; harpsichord - John Estok; flute - Norman Cantor; oboe - Arthur Kaizer and double bass - Malvina Lund.

University students in the choral will be: soprano - Patricia Cote, Isabel Machado and Mary Blundeki; soprano II - Mary Ellen Chap de Laine, Carmen Lopez and Mary Miko; and alto - Holly Hunt, Marge Fahy and Emily O'Connor.

Mr. Roberts said membership in the Community Orchestra and Singers is open to any area residents on the basis of an audition.





# Seven S.H.U. Students Complete Research Projects

Children learn more about religion and progress at a steadier pace in their religious education when taught in the informal home-family atmosphere, Mrs. Janet P. Egan of Westport, a Sacred Heart university senior, determined in a research paper completed recently.

Mrs. Egan was one of seven Sacred Heart university students who last Spring received a grant from the Connecticut Research commission for independent

study. A student evaluation committee at the university selected the topics from student research applications giving preference to projects which might prove beneficial to the community and distributed the \$1,000 grant seven ways. Stephen J. Bennett, dean of the college, supervised the effort.

The Westport mother of four sent questionnaires to four southeastern Connecticut parishes serving various socioeconomic levels, two of which

used formal classroom methods to teach religion to Catholic children up to their receiving First Communion, and two that used the parent-informal method of instruction. Telephone interviews were also conducted with parish priests, teachers and parents to supplement the questionnaires.

"A young child's value system is formed by the family," Mrs. Egan said in her paper. Parental interest and guidance is instructing the child in religion coupled with the relaxed, "pleasant" home atmosphere will have the greatest influence. The child will form the beliefs the parents teach, she noted.

"The churches must go back to  
*continued on page 8*

## Patty Hemenway con't from page 3

story, with a personal impact on the audience.

In describing the play to the cast at the beginning of the rehearsal period McNeal said, "The impending mood of the play is something in the air called Nazism, no one is sure of what exactly it is or what it will do." He explained that he wanted to mirror the changes taking place inside Germany by gradually reflecting the changes taking place in the characters in the play.

The New York production of CABARET told the story of the rise of Nazism in Germany, but glossed over it so as not to offend the theatre going audiences. The New York show under-played the rising tide of nationalism and the beginnings of antisemitism in Germany. McNeal intends to instill "a stronger sense of impending Third Reich powers" into the play.

He has changed the emcee from a devil with patent leather hair into a more believable character. McNeal has transformed the basically evil emcee into a man who is completely aware of the changes taking place in Germany, but who feigns indifference or a seemingly blaise attitude about it. To the emcee the world does not exist outside of the Cabaret.

Mr. McNeal has rearranged the order of some of the songs changing chorus numbers to solos and vice versa. "Tomorrow Belongs To Me" a big chorus number in the original show has been changed to a plaintive solo, full of hopes for a better future.

Broadway's CABARET was chosen as winner of most of the season's drama awards and recipient of the Critics' Circle award as the best musical of the 1966-67 season. CABARET was the winner of eight Tony awards

out of a possible ten. CABARET also received a Tony award as the best musical of the year.

Though it shocked some New York audiences, CABARET is an interesting show and the staging is superb. Several critics compared CABARET to plays by Bertold Brecht and the score to tunes written by Kurt Weill.

Lotte Lenya, one of the stars of the New York production, and also married at one time to Kurt Weill, described the atmosphere and plot of CABARET as an authentic representation of life in 1930's Berlin. She lived in Berlin until 1933 when she and Weill escaped to Paris.

CABARET epitomized the change from the conventional musicals of the 1940's and 50's to the musicals of the 60's and 70's. As an authentic representation of decadent Berlin, it mocked emotion and emphasized decadence and immorality in its depiction of the mood of pre-Nazi Germany. Moreover, it had few if any admirable characters.

CABARET will run the second and third weekends in December. Opening night is set for Dec. 9. There will be additional performances on Dec. 10, 11, 16, 17, and 18 at 8:30 pm in the University theatre. Tickets are now on sale at the Drama Dept. box office, located alongside the theatre. Student tickets are only \$2.00 for all performances.

Leland Roberts is musical and orchestral director for the show. Rosalie Gelston of Stamford will choreograph.

Other production personnel are; Tim Wilson, set designer; Ray Horvath, master carpenter and stage manager; Larry Shields, lighting; Mary Lou Szczesiul, assistant to the director; Mary Miko, costumes; Patrick Lombard, publicity;

*continues on page 7*

## Sigma Tau Omega Poverty Drive

by Tom Sacco

As it did last year, Sigma Tau Omega Fraternity will hold a drive for the families who suffer the cold edge of poverty in the Appalachian region of Pennsylvania.

Next week there will be a table set up in the hall, for any donations SHU students might have. Ron Lucia, who is in charge, asks that money be given to pay for the trucks and travel expenses. He also requests that anyone interested in helping to wrap the toys, "preferably female," contact him or any member of Sigma Tau Omega.

The frat members have been working hard on getting others to help. So far they have gotten the aid of 14 parochial schools, both elementary and secondary, from Greenwich to West Haven areas. Letters have also been sent to people in Darien, various Cub Scout Organizations all over Southern New England, and food chains and companies in an effort to acquire aid.

The food, clothing, toys and books are being stored and packed at the Franciscan Monastery in New Canaan. From here the donations will be loaded on two 20ft. vans and driven by the volunteers to McConnellsburg, Pennsylvania where the Reverend Ben Wolfe will meet them to give further instructions. One truck will be left here and the other will be sent to another area.

The volunteers will stay over Saturday night, to distribute the articles and talk with the people..

## From the Driver's Seat

by RICK ABBATE



What can each of you do to curtail automobile air pollution? It's all very well and good to blame the problem on the automakers but after all, 99 per cent of any cars "pollution life" is spent while it's in our hands.

On new cars, pollutants have been reduced to the point where it would take 20 new cars to produce the same amount of dirt as one 1960 model. So the first and hardest step (if you can do it) would be to get yourself a newer car (1969 and up are the cleanest). Driving an old clunker may be very IN, but it scores no points with environmentalists - unless you take step two.

This applies to all pre-'63 models. Have your car outfitted with some of the pollution control devices found on later cars. It's not hard to do and it doesn't cost much. You could do it yourself with a little know-how.

The third step applies to everybody. Keep your car tuned up! Yes I know it costs money but it's money spent on clean air, less wasted gasoline (conserve natural resources) and easier driving. Research indicates we could cut pollution by 40 per cent immediately if every car was properly tuned. It really isn't very costly (about \$10, twice a year) and again you can do it yourself with very little mechanical know-how.

Stopping pollution is everyone's job and the pay is really good - clean, breathable air.

If you should decide to take Step 1 above, or you're just looking for a good new car that is relatively inexpensive, fun to drive and made in America (wave them stars and stripes) you can't do much better (and you could do a lot worse) than a Vega GT. Chevrolet, in spite of any other faults, has produced the best handling car made in America today.

The regular Vega is no slouch as it comes off the showroom floor. I drove one across country to California this summer and it was fantastic. With the smaller 90 hp engine it cruised easily at 80 mph and went an effortless 100 mph in speed limitless Nevada. Passing trailer trucks, usually a ticklish operation in cars like

VW's, produced no side wander from wind buffeting. In fact effects from side winds are almost non-existent.

The GT is all this and more. With the 110 hp engine the gas mileage drops from about 27 mpg to about 20, but the trade off in better acceleration is worth it the first time you get on the turnpike in heavy traffic (Safety Fast - as the MG ads used to say). Acceleration may be fun but the corners are where it's at. The GT goes around curves like its on rails. Every GT comes with heavy duty springs and shocks, front and rear anti-sway bars (to keep the car steady and smooth) and 6 inch wide wheels with A-70 x 13 tires. Car and Driver magazine found the GT to be the best handling and generating most cornering power in a comparison test with five other mini Super Coupes.

If all this fails to impress you then think of this - Bill Dean owns a Vega GT. Any guy who has Porsche posters on his office walls couldn't be caught dead in an un-cool, poor handling car.

Why does my car have big No 9's on each door? My Mustang leads a double life. During the week it takes me from my home to school and work, on Sunday afternoons it becomes a racer. For three years now that 1969 Mach I has competed in the Connecticut Autocross Championship Series (autocross, for those who don't know, is like slalom skiing with a car). I was runner up for the state championship in 1969 and won it last year and this year. The number nine is a very mystical number and although I'm not a very superstitious character, I have adopted it as my number. Besides it helps me win!

## Obelisk Needs Help

FRANKLY SPEAKING

by Phil Frank



## The Class of 1974 Presents WINTER WEEKEND

"Like You've Never Seen Before"

Friday Night

Feb. 4

Progressive

Rock and Roll Concert

Saturday Night

Feb. 5

American Band Stand Revival

Pinecrest Beer & Blasts

Sunday Afternoon

Feb. 6

A Special Folk Concert

To Benefit Retarded Children

Details Coming

Stay Tuned To Your Friendly Sophomore



## Hush, Hush, Sweet Marcia

by Spyder

One day last week as I was walking across the campus, I chanced to meet the lovely female half of the charming, inseparable duo of John and Marcia, Marcia. She seemed to be laughing hysterically and since she was separated by more than four feet from her companion and pinochle partner, John, I decided that something must be amiss. Actually, John was nowhere to be seen and that was an indication that something very far out of the ordinary had occurred. Just as I was about to speak, Marcia blurted out my name.

"Spyder, you won't believe this. But, honest it's true. I swear by John's Bicycle pinochle decks." I was right: right; something was out of the ordinary but whatever it was it did not seem to be disastrous. Just the opposite as a matter of fact. Amidst gales of laughter, she managed to blurt out, "I was just up to see Doc Curall. He he he. I don't believe what happened."

My curiosity was rising fast now. Marcia just did not react this strongly to anything short of a double pinochle. I had to find out what had happened. "Now, calm down, Marcia. What's so funny? What happened with Doc?"

Doc Curall was a counselor upstairs in the guidance department who managed to solve just about any problem that anyone seemed to have. She did however have a tendency to go a bit over-board in her efforts to solve the problem. Well the problem was usually with isolating the problem rather than solving it. She had a habit of imagining the worst possible problem and then working down to the actual problem of the moment. If the actual problem wasn't really very serious, the whole procedure was really kind of amusing. I was beginning to suspect that this is what might have happened to lovely Marcia.

Marcia had never answered my question, she had just continued to laugh hysterically. I tried again. "Now, please calm down, Marcia, what happened?"

"Oh, Spyder you wouldn't believe it." I was beginning to believe her. "You see, I went up to see Doc Curall and no sooner did I get into the office and she asks me, with a most solemn face, 'What's the matter dear?' Right away I began to feel that my problem might not be too significant." This happened occasionally with Doc Curall. Confronted with this solemnity, students had been known to invent problems that they felt would match the solemnity of the situation.

Hoping to prod the story out of Marcia, I played into her hands. "Well, what did you tell her?"

"I told her that it wasn't a very serious problem but she said that all problems were serious. I really didn't know what to say for a moment and before I could think of anything to say she asked me if I was pregnant. I just couldn't believe she had said it. That wasn't exactly what I was expecting." I had heard that this had happened in the past but had never really believed it. "Finally, I managed to recover myself and told her that wasn't the problem. Most definitely not the problem."

As I listened to her, I could imagine Doc searching for another possible problem. Hmm. Not pregnancy. Well, maybe....

"Let me guess, she asked if you

were on drugs."

"Yeah, she did. And so seriously, too. At first, I was angry that she might even think that about me. But then I realized that she wasn't accusing me but trying to help me. So I told her no to that one too. By this time I was really starting to find this pretty funny and I was beginning to have problems keeping a straight face."

At this point, Marcia started laughing hilariously again. I was also having trouble believing that this had really happened. I felt a warm feeling for Doc Curall rising in me. I mean, she was probably the best intentioned person in the counseling department and when there was a really serious problem, she always had a solution. Unfortunately, she sometimes wouldn't take no for an answer.

"She didn't believe me, though. She kept telling me that I could tell her if that was the problem. All the while I kept telling her that that wasn't the problem. But for some reason she just wouldn't believe me. Finally, still not believing me and telling me that I could tell her because she could help, Doc starts giving me phone numbers and addresses of clinics."

## Vets Tell It Like It Is!

By Brian Loughran

There is always discussion and voicing of opinion among college students. Little attention is paid to the person who might have the most to say.

Most college students have had no real experience in outside society. The former serviceman who has joined college society therefore may have a more knowledgeable view of life.

Thomas Sandin is one of these. He is 21, and a Vietnam Veteran. "It's opened my mind," he stated, "Now I understand there are worse things in the world that I hadn't seen before I went over there."

Ray Sadler, 22, was stationed in Germany during his army years, and has come back with a new maturity. "I just didn't care before," he said. "Now I've matured. I take education much more seriously than before." He went on to express a more critical attitude toward teachers: "I am a little more intolerant toward teachers I feel shouldn't be there."

Another Vietnam Veteran, Ted Lucas, 27, looked upon his entrance into the service as a complete shakeup of his sheltered life. "I don't take things for granted anymore. I was thrown into reality, and it was a traumatic experience." Looking at college, he had the following to say: "As long as you get an education, that's what counts, getting your own head straight."

Jay Murphy, 25, who spent four years in the navy, told me why he came to Sacred Heart University: "I wanted to better myself by getting more of an education. I hope it will give me more freedom to do the things I want to do."

It was interesting to note how these veterans ended up in the service and their reaction to it. James St. Pierre, 23, was in the air force for four years. He said that he joined merely because it was "something to do." He assured me, however, that it was "nothing like the documentaries you see on T.V." Jay Murphy gave me an interesting reason for his joining the Navy: "I could swim better than shoot a gun." Hobert Summers, 25, stated

"Didn't you tell her that you didn't need that info?"

"Of course I did. But then she said that if I was worried about someone finding out, she could give me the number for a private referral. I couldn't help myself at this point and finally burst out laughing." At this point also she burst out laughing, even more hysterically than before. "I managed to calm down and told her thanks but I thought I could probably solve the problem myself and split."

While Marcia laughed and giggled, I tried to think of poor Doc Curall worrying about Marcia and her apparent drug problem and helping that Doc would find out that that was not the problem.

Realizing that I did not yet know what the problem was, I ventured a query which required calming Marcia down again. "By the way, Marcia, just what was the problem, anyway?" By this time she had started to walk away.

"Oh, I don't really remember, Spyder, but it wasn't really too important." And away she walked to another meeting with the other half of the lovely couple, John, and another inspiring round of pinochle.

that he was more idealistic before going to Vietnam. "Now I can see what the problems are and appreciate the complexity of the problems," he stated. "Everything isn't black or white. I'm more of a realist now. War is a reality for man. There will always be conflict."

Ted Lucas said he wouldn't wish his Vietnam experience on anybody: "I gained an awful lot, through my experience with people," he said, "but you pay dearly — you go through a great amount of suffering, mostly mental suffering."

Thomas Sandin had a different reaction to his experience in Vietnam, at least in one respect: "I think others should go through something like this — it would make people discover that they are not alone with their problems and their lives."

He went on to relate his college life with his stay in Vietnam: "There are certain rules you have to abide by in Vietnam to keep alive. In college you also have to follow rules — you've got to study hard in order to stay in school."

On the important question of student demonstrations, there were mixed feelings. Ted Lucas stated that the demonstrators "really don't know what's going on — they haven't been in it." James St. Pierre was even more critical: "I don't think they accomplish anything. I think it hurt the war effort—it encourages the morale of the enemy."

On the other hand, several veterans were in favor of demonstrations. "They're all right as long as they don't interfere with the rights of others," said Jay Murphy. Hobert Summers indicated his support of any student demonstrations "as long as they remain peaceful."

Tom Sandin stated that he is more understanding toward the issue. Concerning Vietnam demonstrations, he told me: "The majority can be misguided because they haven't been there — they rely on what they read and hear." Nevertheless, he concludes, "Nobody can prove them wrong except those who have been there."

## A Review:

### Emerson, Lake & Palmer

On Thanksgiving night Madison Square Garden was transformed into a musical satellite, speeding through the galaxies of electronic sound. The transformation was at the hand of the progressive and versatile rock ensemble known as Emerson Lake and Palmer. The group's music was an exciting vehicle for a mind awakening journey through a spectrum of energy filled music.

The rock band is composed of: former member of "The Nice", Keith Emerson, organ, piano, moog synthesizer; former member of the "Atomic Rooster", Bruce Palmer, percussion.

Each member of the year old group brings his own distinctive musical style to the band. Keith Emerson displays the successful merging of his Classical and Rock background, combining them to create a most unique musical experience. The pulsating rhythms of Greg Lakes bass guitar blend tightly with Emerson's talents: while Lake's strong and mellow voices provides the occasional lyrics. Bruce Palmer's percussion is unique among rock'n roll drummers; as he combines his various talent to successfully create a strong, constant, driving beat.

On Thanksgiving evening Emerson Lake and Palmer only performed five members; but each one was long musical endeavor which stimulated and aroused the eager audience.

The groups second song, "Tarkus", managed to get the crowd "up" for the evenings festivities. The half hour rendition was extremely moving. The highlight occurring when

### Dr. Mikolic on the Air

Life and conditions in Central Asia and Siberia will be discussed on Bridgeport's WPSB-radio (100 on the fm dial) Tuesday (Nov. 30) from 12:45 to 1 p.m. on the Anderson Mid-day show.

Dr. Stanislav-Adolf Mikolic of Trumbull, associate professor and chairman of the department of social sciences at Sacred Heart university, will be the guest of host Ed Anderson for the 15-minute talk show broadcast live at mid-day during the week from the Holiday Inn.

The university educator spent last summer touring behind the Iron Curtain in East Germany, Poland and portions of the Soviet Union.

Drastic life style differences between those countries and the United States were noted by Dr. Mikolic. There is less television and little television variety in Siberia and parts of the Soviet Union he said. However, many more cultural and recreational events are available there to fill leisure time, Dr. Mikolic said, and the people read more than the average American citizen.

Emerson utilized part of the moog (which resembled a 3 inch thick yardstick) as a machine gun. He came into the stimulated audience and as the synthesizer simulated the rat-tat-tat of the weapon, Emerson pointed it at the crowd while taunting them with jeering comments. The combination of the visual representation and the audio accompaniment created an enticing and forceful theatrical production.

During the groups third selection, "The Barbarian", Bruce Palmer exhibited his drumming process in a most enjoyable 20 minute solo. As a rule drum solos are not very unusual; but Palmers energies were not in vain. As, the crowd applauded long and hard. Palmer combined imaginativity his playing of the drums, kazoo, wooden blocks, whistle and two giant Oriental gongs. The drummer's quick feet and hands merged with his musical creativity to provide the 20,000 spectators with a sound experience.

The evenings highlight was during the performance of "Sadman". As the electronic number reached its musical climax, Keith Emerson began to grapple with his organ. As he did so the instrument took on animal like imagery and fought back valiantly. Emerson, stood upon the vibrating organ playing with his feet; layed under the triumphant instrument and proceeded to play as the organ pinned him to the stage. Finally to culminate the fight (man versus his life-like instrument) by stabbing the personified organ with a long silver knife!

The enthusiastic crowd left the large arena realizing for the first time that Rock Theatre is more than the conventional uses of guitar, drum and organ. The entire audience shared together a most invigorating evening and then traveled to their quiet homes to sit and wonder about the exciting and unique rock'n roll show they had just been part of.

### Patty Hemenway con't from page 6

Cindy Fullajter, box office.

Students, members of the University staff and area residents have been cast as actors and chorus members for CABARET. Cast members are: Greg Collins, Karol Solomon, James Murphy, Walter Muntner, Bob Fallon, Milton Sands, Vera Meyers, Isabel Machado, Ed D'Angelo, Debbie Kane, Patrick Lombard, Tink Matzek, Keith Lobdell, Patty Quinn, Didi Saad, Belasco Graham, Sonya Wolf, Eileen Conley, Susan Hyra, Bob Sweet, Carolyn Kosewski, Raymond Rogers, Fran Hubbs, Mike Sommer, Betty Steele, Tim Wilson, Mariellen Chapdelaine, Wendy Lamb, Jackie Romanello, Debbie Kunz, Judy Chittick, Laurie Dworken, Mary Edwards, Barbara Flynn, Scot Fabri, Gary Schneider and Marilyn Jones.

# HAIR

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# New J.V. Coach



Coach Gimpel

Mr. Nicholas Gimpel has recently been appointed as the new junior varsity basketball coach. He will also serve as a guidance counselor and will coach the baseball team in the spring.

By performing these two roles at Sacred Heart, Mr. Gimpel has accepted the offers as a unique opportunity to help both on the scholastic and athletic levels. He has expressed an interest in assisting the college age group with their problems.

Mr. Gimpel is from New York City where he was born and raised. He attended the University of Georgia for four years and played on the basketball team while being

captain in his senior year. After graduation, he served as an assistant coach. He is currently pursuing his masters degree in guidance. At Georgia, he received a number of awards including the athletic scholar award and the leadership award as highest academic scholar.

Who will make up the junior varsity team is not yet known but Mr. Gimpel has said it could be composed of varsity substitutes but the roster is as yet indefinite. The JV team will serve strictly as a breeding ground for the regular varsity. This change will be a new approach for Sacred Heart athletics. However, beginning with this season, the frosh, if good enough, can participate on the varsity team.

## Faculty Raps con't from page 5

responsibility lie? In a past issue of the newspaper, there was a letter concerning students approaching education as consumerism, that they are the consumer, of a bought service. Now this is one view, of the responsibility that the faculty, the administration, are nothing more than people providing a service. This, as I said, one view. What is the responsibility of specifically, the faculty to the students?

Fr. Fletcher: I think this goes right into the basic concept of our whole social system of education. Man brings education into existence because he can't service himself. He has need for a function, and education must be providing this function which will enable him to evolve and develop as a person along the particular needs that he has. There is a very direct correlation between the need of the person and the system providing that service. I think that this is something that has been lost sight of in almost every social institution, where they are looked upon as entities in themselves and they are not entities in themselves. They were brought into existence to serve the individual, because he had need which he couldn't supply himself. Just like the family or religion or any of these others, education exists to provide a

basic functional service to the individual, whereby he can evolve as a person. It is not a question of thumbing him with all kinds of things being poured into him, but rather through a learning experience, he can grow and become a person that is learned, knowledgeable, skilled, and all the rest of them.

Dr. Smith: But the analogy is rather more to the medical, something like the medical profession, than to the shop, because the person comes to education because he does not have, because he can not provide it for himself as Father Fletcher said. This means that he must, as you do when you go to a medical man, he must submit himself not as you do when you go to a shop and you, in effect, demand goods in return for your money. I think this is probably the basic fallacy, the basic problem with the consumerist argument, is that it is always in terms of the shop, rather than in terms of the medical, in terms of the auto mechanic, the place where you are going to a man to provide you a service you can not provide for yourself in any way. In a shop, presumably, anything you can buy from a shop you can make for yourself. You cannot cure yourself, you cannot ...do it.

(continued next issue)

# New Major Good News

by JACK CAMARDA

The Senate of Sacred Heart University is pleased to announce the addition of a new major area of concentrated study. Beginning in the fall semester of 1972, a Bachelor of Arts degree will be offered in the field of Ping Pong, and immediate reaction to the move has been generally applauded.

Since the first meeting between the United States and Red China occurred over a ping pong table, several students thought it would greatly improve relations between the two countries if Americans began understanding the game. The students honestly believed that they could understand the Chinese better if they were more adapted to the art of table tennis, and all over the country a wave of ping pong fanatics has cropped up. The recent announcement of President Nixon's journey

to Red China was set for Feb. 21, and experts believe this is the target date set by White House ADVISORS, SO THAT THE President will be able to compete with Premier Chou En-Lai in a ping pong match. Obviously, how would it look if Nixon fared poorly in the match??? It would give the Chinese the moral advantage in the talks with the US, and could conceivably leave the Chinese holding the trump card. So . . . should the date of the trip be canceled or re-scheduled you'll know the true reason behind it.

In SHU alone, the demand for the ping pong major has been overwhelming and speculation has it that Mao Tse-tung will head the department. The choice of courses are listed below:

Cat No.	Title	Prerequisite & Remarks	Prob. Cr.	Inst.
PING PONG				
PiPo 001	Intro. to Ping Pong		3	Mao
PiPo 002	Intro. to Ping Pong for slow learners.	PiPo 001	3	Mao
PiPo 101	Ping Pong Anatomy & Physiology	Good sense of humor	3	Chou
PiPo 105	Fund. of Organic Ping Pong	Great sense of humor	3	Chou
PiPo 106	Fund. of Inorganic Ping Pong	PiPo 105	3	Kai
PiPo 110	History of Mao Tse-tung and lab	Great Love of Communist China and high level of pain.	4	Mao
PiPo 150	Continental Ping Pong		3	Staff
PiPo 150T	Continental Ping Pong	Stu. teachers only	2	Staff
PiPo 160	Style and Technique			
PiPo 170	Modern College Ping Pong	Can't be taken by stu. who failed Lu 001 (elementary lunch) Warped mind	3	Mao
PiPo 201	Romantic Ping Pong and You		1/2	You
PiPo 221	Probability and Statistics in Advanced Techniques	must be able to count	3	Staff
PiPo 235	Studies in Table Technique		2	Kai
PiPo 301	Care and Usage of Balls, Paddles and table.		2	Staff

## Seven S.H.U. Students con't from page 6

the primary family group as the influencing factor," Mrs. Egan, a sociology major, contended.

### Bridgeport Growth Traced

The industrial development of Bridgeport from 1821 to the present and the European immigration flow during that period was extensively documented by Mario J.F. Russo, a senior majoring in history from Trumbull. He noted among many pieces of information that the first German immigrant family in the Park city was that of "Jacob Lutz who, along with the Schneider family, made their homes around Congress and Middle streets."

His paper established a correlation between immigration and its impact on Bridgeport's industrial development. However, he concluded, that much more research would be needed to measure the full ramifications of immigration on early Bridgeport's industrial existence.

Miss Daneen Cali, an SHU graduate from Fairfield, did "exploratory" research testing for age and sex differences in voluntary control (increasing and decreasing) systolic blood pressure.

Paid volunteers were asked to control a physiological process by "mental processes" only while applied cuff pressure, pulse sounds and respiration data were monitored. Differences between sexes and age groups were noted in varying degrees and recorded as data for further study, the former psychology major stated in her paper.

Film and propaganda was studied by Thomas C. Buch of Norwalk who graduated last May with a major in sociology. He admitted that propaganda and its effect on the recipient still cannot be measured but concluded:

"... Propaganda is a reflex to the immensity, the rationality and willfulness of the modern world. It is the new dynamic of society, for power is subdivided and diffused, and more can be won by illusion than by coercion. It has all the prestige of the new and provokes all the animosity of the baffled."

Mr. Buch showed three films about the Vietnam war to students in varying age groups. Responses to questionnaires he distributed after the showing comprised the raw data for his paper.

In a lengthy report on ideas concerning peace and non-violence by philosophers from the beginning of man's history to the present, John J. Georgette, Jr., of Stratford, a philosophy major who graduated last August, found "...Much of what is believed about peace and non-violence is wrong and intellectual changes must be made by one of one is to keep a free, challenging and creative mind." He also asserted that, "Strongly held convictions often block one from dealing with reality and in keeping a peaceful or non-violent situation viable."

Two biology students, Rene Sanz, a junior from Bridgeport, and Daniel J. LaBonte, a senior from Putnam, undertook two scientific experiments in the

independent study project. Both efforts investigated the feasibility of a new synthetic process for the preparation of nitriles.

Dean Bennett was pleased with the research papers saying that all seven reports were submitted as directed and submitted on time.

After the first of the year, the papers will be filed at the university library and will be available to interested students and members of the public.

## Grant

### con't from page 3

because it would serve best the educational need of most Head Start personnel.

Presently no one from the Connecticut Head Start programs are attending classes at Sacred Heart university, although that could change in the future, said both Dean Bennett and Mrs. Calabrese. Sacred Heart will administer the program until June 30, 1972.

Mrs. Calabrese was formerly a lecturer in speech and English at Sacred Heart university. She has a bachelor's degree in English and a master's degree in speech from the State University of New York at Albany.

## ATTENTION STUDENTS

The Stratford Motor Inn located Merritt Pkwy Exit 53 have many attractive rooms to rent by the week or month. Rooms have own shower, 24 hr. telephone service, free parking and maid service if desired.

For further information call Bob Corcoran 378-7351