PATTY HEMENWAY as Sally Bowes in SHU Drama Department's production of CABARET, opening Dec. 9 in the university theatre.
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 intolerable problems with printers. These problems created by certain people that attended. 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 of the student organizations need the money is just not enough. The student fee is a good argument against it. If the student fee is to be introduced to Sacred Heart at night that would be of interest to a certain number of students. Each week for $5.00 you can come listen to rock bands and associate with other students. We need to know more about it. We need to find ourselves plagued by many problems.

First, to provide a chance to hear new and upcoming bands and associate with other students. Each week for $.50 you can come listen to live rock and editorials. It is important that we do what we have got to do...to work and commit ourselves for the salvation of Sacred Heart University. Do Something!!!

The Obelisk is published every two weeks by the Obelisk collective.

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

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, kind, 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.

The Obelisk needs you
"WANTED"

people willing to work and commit themselves for the salvation of Sacred Heart University

Do something!!!

Write, read, criticize, condone, condemn, praise, scream, shout, whisper, laugh, cry, burn, build, ask, demand, give, take.

Do what you have got to do
JOIN OBELEISK!
we are willing

In Memorium

Faith Gorman

Student Fee

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 $5.00 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 boozc, and the mess left in the lounge afterwards!

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Patty Hemenway, a senior English major, has been cast as Ruby, the lead, in the musical SWEET DAYS OF ISAAC. During the summer she played the role of Ruby, the lead, in SHU "Summer Cabaret." Ruby was extended though November, the only change that took place was a production of Samuel Beckett'sstück in the Bridgeport Post described the production as "a remarkable undertaking." His next project was a production of Samuel Beckett's Stück in the Bridgeport Post described the production as "a remarkable undertaking." His next project was a production of Samuel Beckett's Stück in the Bridgeport Post described the production as "a remarkable undertaking." His next project was a production of Samuel Beckett's Stück in the Bridgeport Post described the production as "a remarkable undertaking." His next project was a production of Samuel Beckett's Stück in the Bridgeport Post described the production as "a remarkable undertaking." His next project was a production of Samuel Beckett's Stück in the Bridgeport Post described the production as "a remarkable undertaking."
Mr. Harper: I think that the university's future is cloudy, and its ability to serve the point of view of the youth culture in terms of possibilities 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 into consideration the new thinking forward to the future. In other words, we see problems now, and we should not narrow our solutions down so that they pin us to the same old ones. Perhaps this problem has it, but I see that it would be desirable, that should not conflict, that kind of practical experience should not conflict with the humanistic study that people have been getting for six months on intensive study. But in the meaning of relevance and the role of the liberal arts in society today, I think that that would be a very unfortunate thing.

Dr. Smith: Your argument, though, from the involvement of the youth culture, doesn't that point out the existence of the youth culture, the free university movement?

Mr. Harper: Not necessarily. Dr. Smith: That is to say, the ones that I've seen attempted to be a means of achieving the rock that people signing up for that they're not taking it seriously, because they pay no money for them, and they get no grade at the end of the course, they're not being critical of the free university, and I guess I would accept it. Dr. Smith: I think if one of the things we are asking for is that the institution today, any college today, is a matter of business that takes an education, and I have to have students who have to have courses that are both relevant to the type of work and the liberal type. And suggesting that indicates that perhaps the youth culture does, not, is not as deeply involved in, I think that you can be pragmatic without losing sight of the ideal of excellence, in fact, I think pragmatically you can be a means of achieving the

Mr. Harper: No, I don't put forward the view of the business department as being the ideal or even the most prevalent, but I think we have to look at what the community wants, and if you wish to get a mark about our services to that market. I don't think it's realistic to be completely pragmatic, I don't think that we have to be complete pragmatism, I think that we have to consider that we are serving a service and that we do have a market.

Dr. Smith: But haven't that always been the case? Since we remember the Greeks making rather short work of a philosopher who set up an educational system. I think we have to make both do much the same ourselves. In that we make short work of a viable view.

Mr. Harper: Well, that's another question. I think that that you shouldn't really, I don't like juxtaposing pragmatism to idealism. I'd like to have them think that pragmatism mean 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 into consideration the new thinking forward to the future. In other words, we see problems now, and we should not narrow our solutions down so that they pin us to the same old ones. Perhaps this problem has it, but I see that it would be desirable, that should not conflict, that kind of practical experience should not conflict with the humanistic study that people have been getting for six months on intensive study. But in the meaning of relevance and the role of the liberal arts in society today, I think that that would be a very unfortunate thing.
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 dries 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 to 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 encouraging him to go against two majors within the department, and in science and one in personnel or marketing, because they feel that when they go out and take a job 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 education a person has to work, but 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 am talking more about more than just orientation, I am 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 education, or if they wish to provide them with these particular methods. 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 school.

Mr. Juongo: I don't see the lines of distinction here as sharp as they were when we started this discussion. First of all, I can easily worry about that one has to go out with certain, recalling the "nuts and bolts" attitudes, I think that what I said is that we don't want to only provide to him with this, and Mr. Harper agrees, and I agree with him, so we seem to have a consensus. But let me add orientation, that Mr. Harper has described from the student who wants to go into business for 10 to 12 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 way that this is relevant. Convincing him that a student who has had some of ultimate use to him later on, is going to be a fairly tricky subject. There is something that bothers me in this that Mr. Roberts has brought up, the student who just wants to learn? Are we going to shut the door on him because of this kind of orientation that a student studies history to enrich himself and earn an income? I am sure a student in the SNCTO office, he takes courses for the person who wants to learn esthetics?

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

One thing more, we have a consensus concomitantly in the working out of this, I think there will be differences that will develop as we run into the airing 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, so 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. Bordeau: Skinner can.

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 here about how to know something pragmatically, this student is about to go on to law school. Well I happen to know pragmatically sophisticated level. (laughter) It seems to me that this is a really fundamental problem. Mr. Luongo: I think that this is also a problem. The liberal arts course ought to be challenged to manifest its relevance. I don't think it has really come out very self-evidently relevant. Dr. Bordeau: And that is a paradox in liberal arts, and that is the liberal arts are irrelevant. Mr. Harper: In the line first be mastered on their own territory, and then be made to, 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 following a theoretical glimpse of where one comes out in a course of liberal arts 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 tautels across the country in this particular discipline for too long. We have treated the study so often as an end in itself another. We have to manifest that is is a course of study that can be relevant in terms of concerns that students have today. Can I be more clear? I think, for example, an issue such as the war in Vietnam and how about is the winding down of the Vietnam war. It seems to me that that is a very important involvement in the war from the fourties on and that, it's history. We have to manifest that is is meant to make the case, so often that is is meant to make the case and that is when we are our own worst enemies.

Mr. Roberts: I wonder how long in this discussion, you refer to the
campus, what is the responsibility to the students? Where does the

S.H.U. Presents Musica 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 conduct a Sunday concert accompanied in some compositions by a women's chorus of nine students. The public may attend without charge.

A pre-Thanksgiving concert (Nov. 21) by the university women's chorus, the Connecticut Community 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 the students books. According to Mr. Roberts, the student guard, the students are very cooperative and almost no in getting the books out due to the time charge.

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Seven S.H.U. Students Complete Research Projects

Children learn more about religion and progress at a studier pace in their religious education when teaching is done out of 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 be beneficial to the community and distributed the $1,000 grant seven ways. Stephen Bennett, president of the college, supervised the effort.

The Westport mother of four directed her research project, to four southeastern Connecticut parishes serving various socioeconomic levels, two of which cast at the beginning of the rise of Nazism in Germany, but play.

"The impending mood of the play place in Germany, but who feigns into the play."

Belongs To Me" a big chorus solos and vice versa. "Tomorrow season's drama awards and chosen as winner of most of the been changed to a plaintive solo, formed indifference or a seemingly the winner j)f eight Tony awards."

There will be additional per­

The volunteers will stay over the volunteers to Mc­

"Like You've Never Seen Before"

"What can each of you do to curtail automobile air pollution? It's all very well and good to blame the problem car the auto­

The Class of 1974 Presents WINTER WEEKEND "Like You've Never Seen Before" FRANKLY SPEAKING by RICK ABBATE

Friday Night Progressive Feb. 4 Rock and Roll Concert Saturday Night American Band Stand Revival Feb. 5 Pinecrest Beer & Blasts Sunday Afternoon A Special Folk Concert Feb. 6 To Benefit Retarded Children Details Concerning Stay Tuned To Your Friendly Sophomore

Sigma Tau Omega Poverty Drive by Tom Secco As it did last year, Sigma Tau Omega Fraternity will hold a campaign to help any donations SHU students might have. Ron Lucia, who is in charge, said that he will ask for the money to travel and baggage for those who wish to travel."

Rosalie Gelston of Stamford will produce the same amount of dirt in heavy traffic (Safety Fast - as if you could do a lot worse) than a adopted it as my number."

Chevrolet, in spite of Besides it helps me win!

Besides it helps me win!

Religion, and plot of CABARET as an depiction of the mood of pre-Nazi Germany."

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One day last week as I was walking along, I chanced to meet the lovely female half of the charming, inseparable couple of Marcia and Marcia. She seemed to be looking for a friend to sit with her since she was separated by more than four feet from her companion of the moment. At this point, John, I decided that something must be going on since she was nowhere to be seen and that was an indication that something very unusual was about to occur. Just as I was about to speak, Marcia blurted out my name.

"Spyder, you don't believe this, do you? Marcia and I were playing pinochle deck at John's Bicycle pinochle deck!" I was right; right; somewhere in my heart, I knew that anything but what it was it was not possible to hear himself in his voice. Just then the phone rang. I was nowhere to be seen and that was an indication that something very unusual was about to occur. Just as I was about to speak, Marcia blurted out my name.

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Mr. Nicholas Gimpel has been admitted to the University of Georgia for four years and played on the baseball team while being 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 a guidance counselor and will coach the baseball team in the spring.

Responsibility lies in the past issue of the newspaper, there was a letter concerning students approaching education as consumer, of a bought service. Now this is one 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 social system of education. Mao brings education into existence because he can't provide himself, he has need for a function, and education must be 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, whereas he can evolve and as a person. It is not a question of thumping 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 the things that he needs.

Dr. Smith: But the analogy is rather more to the medical, something like the medical profession, than to the education, because the person comes to education because he does not have, because he can not provide it for himself as Fletcher 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 with a service you can not provide for yourself in any way. In a shop, presumably, anything you can buy in the shop you can make for yourself. You cannot cure yourself, you cannot do it.

(continued next issue)