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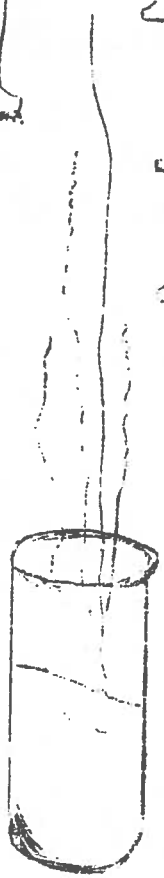
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EDITORIAL

In the October 18 edition of the GRIFFIN there is a article which lists seven characteristics essential to a quality college. This article gives a resume' of the criteria of a quality college as outlined by Dr. Warren B. Martin of the Council for the Advancement of Small College. Let us put Canisius to the "acid test" and see how it fares. The first point says, "In these schools students accept a larger role in the "acquire" (acquisition) of information, and the faculty make their teaching a joint inquiry with the students into the meaning of that information." I do not feel that a professor who is lecturing from thirty year old notes is making "a joint inquiry with the students into the meaning of that information." Often there is a great advantage in having a professor who is just beginning to teach because he often approaches the problem from the standpoint of the student. All too often however, we have the professor who says, "I learned it this way thirty years ago, so now you learn it this way, clod!"

The second point says, "The library, . . . , is not an adjunct to, but an integral part of, the learning process." As a whole our library facilities are good, but when a teacher has about one hundred students in his classes and has ten books on reserve, this is stretching things a bit. The third point says, "Quality is associated with colleges that provide the least remedial instruction." We have very few remedial courses. (Who ever heard of remedial philosophy?) The fourth point says, "Quality is associated with colleges whose students average 30-40 clock hours per week in out-of-class study." This of course includes the 15 hours it takes to color your maps. When I read this next point I had to do everything in my power to keep from crying. It says, "Quality is associated with colleges whose courses

or programs reflect not only scholarship, but exploit uniqueness. They are sufficiently different from high school courses in method and content to intrigue and challenge students. Such colleges are frequently, fearlessly experimental and flexible." To be honest there are about five courses at Canisius which intrigue the student and offer a challenge. All the rest are no different from high school. As for being "fearlessly experimental and flexible", did you ever look at The core curriculum. It is about as flexible as Plank's constant. The sixth point says, "Quality is associated with colleges that have high but attainable aspirations." It seems to me that a good number of teachers and administrators are suffering from "Harvarditis!" They would like to be a little Harvard, but someone ought to tell them that an undergraduate at Harvard takes an average of 12-14 semester hours instead of 20-21. As soon as we recognize that Canisius has an identity of its own the off we will be. The seventh point says, "They (the quality college) work to the end that students may develop a capacity for judgement". I'm sure we all developed our capacity to make judgements, that is should we have Sam or Joe hand in our activity slips.

It seems to me that the order that launched the Counter Reformation should be able to transform a high school into a college.

C.N.R.

A.C.S. Football Game

On Oct. 20, the joint football game (and picnic) took place between the A.C.S. and Strohaber. We were honored by a splendid turnout including the following profs: "Cookie" Stanton, "Big Daddy" Erickson, and "Elbows" Keiffer. The game began at 12:00 in Delaware Park on a regulation football field. However, due to circumstances beyond our control, the field had to be relinquished in order that the Hungarian Chargers could play the Poznon Bread Rioters in the English game of soccer. Since their number exceeded ours we were only too happy to leave. However, before we terminated this phase of the game, one of our linemen, "Big Daddy", in a sparkling offensive move, sustained a rather untimely injury (don't feel too bad Doc, Roger Kochman experienced a similar difficulty the same afternoon). At this point, the A.C.S., sparked by this injury to one of their finest linemen, decided that one of their linemen (namely "Elbows" Keiffer) must also be carried off the field. However, due to his elusive nature and constant out of bounds position, the A.C.S. was not successful in its attempt at mutilation.

Under the threat of another Hungarian Uprising we resumed play in a different part of the park. At this point, the game was (1) tied, (2) A.C.S. ahead or (3) Strohaber ahead. (Choose one). The ontological truth of the outcome lies somewhere in between. The second phase terminated after much haggling over first downs, score, Will Grycz, etc. At this point everyone adjourned to Ernie Ku...Kzr...ah... you know, that red headed physic major's car for some liquid refreshment.

Marksism: Part I

The title used to head this article is by no means a misspelling. It is, on the contrary, a trend which must not be ignored, for it is as dangerous to education as its homonym is to democracy.

Marksism is hereby defined as the pursuit of good grades in education, with this qualification: pursuit of grades regardless of learning, not in addition to it. Most of us have heard something of this problem in the past. At some time in everyone's education his instructor has told him to study for knowledge, and not merely for good marks. This is a good, yet somewhat idealistic point of view. The whole educational system of America must have but one purpose: to educate the people of America, i.e., to allow everyone the opportunity to come to some greater realization of the world in which they must live. If this is not the aim of American education then it is in a sorry state. Now, if we grant that this fact has been established, we must then ask if this end is in fact, being pursued.

We would probably grant this pursuit on a strategical level. At the top of the educational ladder many persons step off the top rung and fill important positions. But now the spotlight falls on the tactical level. A question is asked: are these people "educated" in the sense that they have a good moral foundation. This author says, in many cases, NO! Why? Because, along the way these people have become mark worshipers. Those who switch classes, those who purposefully take the easiest courses, those who plagiarize and those who resort to outright cheating, are not educated. They are utilitarian phonies with no concept of the purpose for which they were given the faculties of mind. They are as un-

desirable in society as the common chiseler, cheat, and criminal- and perhaps worse, for they are not exposed. Worse yet, they are not even aware of their "crime".

Now that the existence of this situation has been established, we ask ourselves, "What can be done to cure it?"

The problem must be attacked from its base-the educational system. In our estimation the fault does not lie in the person, but in the system. When one applies for college, what mainly determines his acceptance? Marks, of course. Graduate school? Marks. Medical school? Right again. Therefore, whether consciously or not, many do not have education as their primary concern. They must procure good marks, regardless of what they learn in the process. Learning has become incidental, a necessary accident which is distasteful to the true marksist.

Now that the problem has been stated I shall, next month, discuss the more important aspect of the entire problem, namely the possible solution.

W.G.

Gorner of Corn

Q. Why are chemists always revolting against authority?

A. Because they are reactionaries.

Q. What did one small sample say to the other small?

A. See you in a little vial.

Did you hear about the deceased carpenter who was board to death.

Q. Dad, will you offer me some concrete advice ?

A

A. Never get plastered, ma-son.

CHEM ABSTRACTS

Juniors...gee! those are swell looking models you made.... How long is Kolb going to stay flakey? ...We hear junior", Bakalik is going to change to a philosophy major.... Who wants Laf for a roommate on retreat? Guaranteed eternal state of unrest... What were Fr. McCarthy's thoughts when he came over to Delaware Park to watch the A.C.S.-Strohaver football game and he found everyone beering it up....Senior Dillon has been chosen to be on Fr. Lehmkuhl's symposium, the chemistry dept. requests funds in order to clothe Mr. Dillon on this initial step... Kaz is still running the storeroom. Question: Has the storeroom reached maximum disorder yet?... We hear Ken Broda is going to nominate Pete A. for man of the year.... South Korean Sing Wong was asking for Jack Kim the other day... Irony of the week: Laf won a speech contest...Question: What course do the seniors love best? Answer: Fr. Cantillom's Sociology. Nice looking course; nicer looking teacher... Is it true that if a bunch of lizards are placed in an electrified cage and left overnight, they will come up with a solution to the La Place Transform in the morning?... How come there were thirty activity slips handed in at one of the career conferences but only three chemistry students present?.... Why does Mike O'Mara look so serious when he's blowing glass? Rumor has it that since the "administration" has closed down John Burke's "Coffee Shoppe" the underground has set up operations in many of the faculty offices..... What about the secret, Richards' is trying to keep about Cuba Lake last summer....

SCHOOL ADMINISTRATION

What is the function of the Dean of Men? This question is a very difficult one to answer. Some colleges have this office as a liaison between the college and community. In less technical terms, he posts bail for students who run afoul of the law. This is an extreme. At most schools, he is there to see that no one does anything particularly damaging to injure the reputation of the school or its students. In our establishment of higher education, this office has turned into a gestapo-type organization, designed to make life uncomplicated for the administration. (The rule is the law.) There are no exceptions. The office is infallible and never mistaken. (A doctrine derived undoubtedly from the Pope.) This is a ludicrous thing to perpetrate on young men who are supposed to be mature enough to go to college. This office should be renamed the prefect of discipline as it was in high school.

J.P.L.

DICK & JANE or

THE ABC'S OF ATOMIC PHYSICS

In the future with the increase nuclear reactors in everyday life, it will be necessary to teach children proper safety precaution. What better way to indoctrinate them when they start to read. The following is a passage from such a typical book.

See Dick and Jane. See them go to the nuclear reactor. See them ignore the sign, and pull out the carbon control rods. See the pile go critical. See the pile go super critical!! Go, go, go. See Dick and Jane run. Run Dick and Jane, run, run, run. BOOM! Too bad Dick and Jane. (ECH! See all the electrons and protons all over the place. ECH! ECH! ECH! ECH!)

Dick and Jane were bad children; now they're just a bit of hyperspare.

Lest you be disheartened by the preceding, we offer the following bit of salice.

ROCK OF AGES

Rock of Ages, cleft for me,
Let me hide myself in thee,
While the bombers thunder past,
Shelter me from burn and blast,
And though I know all men are
brothers,
Let the fallout fall on others.

A. Plagiarist

A.C.S. BRIEFS

On October 17, the A.C.S. held its second meeting of the year. The officers conducted the business of the month and the remainder of the meeting was turned over to Mr. Joseph West, for a glass blowing demonstration. One of the highlights of the evening was when Mr. West constructed a swan, filled it with water, and asked for a volunteer to test his lungs. Chuck Richards stepped forward. (thanks to Jim Kolb) to test his ability in emptying the swan. The object was to blow into one end of the swan and, supposedly, watch the water come shooting out the other end. However, this did not quite happen. Mr. West, while constructing the swan, camouflaged a small slit into the swan's neck. Thus when Chuck blew into the swan, the water came pouring back into his face. Keen trick, huh? The roar of applause and cries of glee and laughter quite drowned out Chuck's vocal feelings on the whole matter..

SUMMER RESEARCH

Last summer, in order to avoid working too hard, and thus to avoid straining muscles or minds, 12 industrious lads went to work

(excuse the term) in the nationally known Canisius Research Laboratory where some of the most significant developments of the last decade have been conceptualized. These lads went to work daily, slaving to make products, straining their limited minds to understand melting point techniques, proper method of cleaning a buret and discussing, earnestly, the philosophical implications of seeing God's creation in motion, as it were.

Bruce McKay finally succeeded in making his bromo-acid. After this startling breakthrough, he managed to annihilate matter, of which, the philosophy dept. will neither affirm nor disprove.

Mike O'Mara tried, diligently to make a delightful carbonium ion but unfortunately, had so many beakers with different material in them, that he lost his ion and spent the rest of the summer looking for it.

Chuck Richards, between the moments of beating off Pete for the G.C. and blowing up Dr. Erickson's office with ozides, worked on the ozination of p-nitro benzaldehyde.

George Huddleson worked on impressing a girl, playing chess, and intermittently, on the ozination of diphenyl furoxan.

Adam Brakas worked on some secret preparation. No one ever got to see him, except that he used the library quite a bit. A rather quiet lad, he frowned upon the frivolity displayed in the lab, but managed to display quite a soccer kick.

Bill Geiger and Jim Dillon worked on ester formation for Dr. Annino. Bill is best remembered for his Coke-buying spree. This resulted from a multitude of product. Unfortunately for Bill, the product did not stay solid very long. Jim Dillon is remembered for early arrivals and heated discussions about God. He also seemed to be making quantities of something that even Dr. Annino looked at with much dismay.

Joan May, girl chemist from Nazareth College, worked for Dr.

Szymanski. Suffice it to say, each lad remembered her for her feminine approach to gas cells/liquid cells.

"Laf" and "Bake", as they were lovingly called by Dr. Szymanski, did ample research in I.R. and G.C.. Unfortunately, Joe had migraine headaches which severely handicapped him in his work. Joe sometimes found relief at the beach.

Jim Kolb indubitably did the most work of any of the students. He proved to be the steady influence on the rest of the researchers. However, he managed the vice of chess; sometimes locked up with O'Mara in the Euici room, in mortal combat.

Ken Broda, the now defunct chem major, worked for Dr. Szymanski on G.C., I.R., or anything else the good doctor had in mind to investigate.

Pete Andrulis, our somewhat esteemed graduate student, just sat around and made a pest of himself. Pete will be remembered for his snappy comebacks.

There were others, of course: Dave Manzo, who tried so hard to avoid letting Dr. Annino overwork himself. Dave was so sincere in his concern, that he let his thesis go until August. Twenty-four caret, that Dave is. Tony Markulis, Tom Kazmierczak, and Jim Galeza formed the backbone of the supply room. And last, but not least, our good buddy, J.H.B..

Thus, a summer started and finished; reports on research are still being pondered over; people have gone back to their respective tasks as students, but there will be remembered with nostalgia, the summer of '63.

LETTERS TO THE EDITORS:

Dear Editor:
Koch is a fink.
Mrs. Hagler

Dear Editor:
Where's Kolb?
Mrs. Buster

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M. O'Mara

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B. McKay
C. Richards
J. Laforanara
G. Huddleson
M. O'Mara

Note to our readers:

Surely there is something around this joint that you see to be humorous, or as the case may be, not so humorous. In either case, why not write us an artical? WE PUBLISH ANYTHING!!! (or almost anything).