Marymount College
Member of
F. A. C. U.

A committee composed of Dr. C. D. Tharp, Vice President for Administration, University of Miami; Mr. E. E. Cohen, Vice President and Treasurer, University of Miami; Sr. Ignatia, head librarian, Barry College; and Sr. Agnes Cecile, of the Department of Philosophy, Barry College, visited Marymount, March 18, 1964, to evaluate the college in the light of its eligibility for membership in the Florida Association of Colleges and Universities. The report submitted by the committee to the FACU headquarters was highly enthusiastic in its praise of Marymount. Its concluding passage read as follows:

The committee recommends that Marymount College be offered Associate Membership in the Florida Association of Colleges and Universities since it is a well-planned and effectively administered junior college, and gives evidence of real stability and support of its community.

In view of the above, Marymount was formally admitted into FACU at the annual meeting of the association, held May 1st at the Edon Roc, Miami. Sr. Jogues and Sr. Gerard were present for the announcement and the voting which preceded it. One of the main advantages accruing to the college from its membership in FACU is the support it will receive from member institutions in petitioning for government funds to be allocated for higher education in Florida.

Marymount College Advocate
High Standards for College Press

It is easy for a person of my generation and position to write glib words of advice or encouragement to the present generation. The older one gets the easier it appears to analyze the shortcomings of youth and to prescribe remedies. Actually, human nature does not change fundamentally from age to age. The mistakes of one generation spring from those of their predecessors. Likewise, the excellence in the efforts of today are due in great part to the achievements of the past.

Today, you represent youth, but at the same time you are the elders of a generation of college students who will follow you. From you, they will inherit the consequences of errors made and deeds accomplished. Everything this first Marymount College class does is history making. And, more clearly than in most history making situations, we are aware of it. We have no tradition proper to this college to fall back on when we have problems to resolve; there are no precedents for ways and means of reaching goals. It is our task and privilege to establish these for those who will follow us. All who have contact with the college agree that the future of this institution is highly promising. Our part in shaping it is thus all the more important.

In our youth and inexperience, we must seek guide posts and they are at hand. Our sister colleges, especially those of the Marymount family, are eager and ready to offer advice. We have, of course, the age long tradition of Catholic education to consult. Thus, our experiments are alive with the enthusiasm of youth but tempered by the wisdom of experience.

This newspaper you publish for the first time will enter the annals of Marymount. When, twenty-five years hence, a silver jubilee is celebrated, the first issue of the student paper will be looked for, the pictures will be greeted with hilarity — the absurd fashions! The articles will be read to trace the beginnings. The paper that will mark the silver jubilee will have no other its peculiar stamp; its own brand of sophistication. But we shall have been its creators, the b continual foundations and established the ground rules.

To a group of Catholic journalists meeting in Rome, our late beloved Holy Father, John XXIII, addressed the invitation lovingly:

"Accept the invitation lovingly directed to each of you to look within yourself. Do it with humility and trepidation and ask yourselves every night of your life if you have placed mind, imagination, tongue, pen and heart — your heart above all — at the service of truth.

"In truth in holy respect, fear to offend it, to obscure it, to betray it.

"Impose upon yourself the discipline of silence, of moderation, of patience...

"... you should wish to fix a clear eye upon the younger generation and transmit to it the pledge of your faith and of a truly Christian apostolate, you must never indulge in methods and language that offend the truth..." (January 27, 1963)

"Let this be your goal and indeed "the truth shall make you free.""

— Sr. Jogues, R.S.H.M.

JACOB'S "MOLD"—evaluated by Faculty and Students

"American College Students today tend to think alike, feel alike and believe alike. To an extraordinary degree, their values are the same wherever they may be studying and whatever the stage of their college careers. The great majority seem turned out of common mold, so far as outlook on life and standards of conduct are concerned."

This controversial statement is an excerpt from the equally controversial book, Changing Values in College, by Philip E. Jacobs. When we asked various students and faculty members on campus to evaluate this statement, we uncovered some interesting opinions:

Toni Bascatto — "I disagree with that. People are more mature when they are college, not just branch out; they pick up new traits, sometimes copy them, then drop them and pick up some more. You meet all kinds of people. Your ideas broaden, and nobody has the same interests."

Nancy Limney — "It's very true. I don't think anybody wants to stand up for what she believes. Like here, everybody is the same. Nobody ever does anything different. They're all in a big mold. Even if they do believe in something, they won't say it because they want to be secure. They want the crowd to accept the new ones. They want to be like the others."

Mary Ann Dever — "No, this really isn't true because some kids on campus like one kind of music, and other kids like another. Everybody is an individual. But in general, teenagers think alike."

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Mary Ann Dever — "No, this really isn't true because some kids on campus like one kind of music, and other kids like another. Everybody is an individual. But in general, teenagers think alike."

Class Representative during Freshman year, Chairman of the Social Committee, February's Student of the Month — Mary De Mambro has now been elected to the highest office in the college: President of the Student Council.

Mary was born May 28, 1944, and has a twin brother who is five minutes older than she. Chestnut Hill, Massachusetts is her home town, and the Country Day School of the Sacred Heart, her alma mater.

Mary is famous for many things — but especially for her philosophy of life which she puts into practice very frequently on campus:

"I only live my life once; any kindness therefore that I can show, or any goodness that I can do, let me not defer it or neglect it, for I pass this way but once. When I leave this earth, I want to feel that I have accomplished something as far as helping people... Being famous isn't important.

She firmly believes that the world should stop hating and show more brotherly love: "Love is the only instrument with which to fight hate today."

With such a philosophy, the Student Body can look forward to a year of "peaceful co-existence" with all concerned — as Mary steers our ship.

— Ginny Villafraanca

Dr. Steurer — "I believe the likeness is, in many cases, superficial. Young people everywhere feel more secure following a group pattern. Perhaps the group with its values simply teaches more effectively than other educational agencies — home, school, church. Moreover, one needs to see and live with an individualist in order to be one oneself."

Eileen Wyer — "I think I agree. I wouldn't say we are victims of this non-individuality any more than our parents were. The only serious difference is the loss of a moral code — we are slipping greatly there. It is not our fault alone, but the fault of... (Continued on page 8)
In Lumine Tuo Two

Telstar hovers somewhere in the higher regions, teenagers tote their transistor, and college sweethearts pour their money into long-distance phone calls, posters warn "mail your packages early" and magazine publishers battle for the highest circulation. All these people (or things) play a part in a huge, universal system of which we are hardly aware: the Communications system that is so vital to our modern existence. The word "communicate" may call to mind either Alexander Graham Bell or an English teacher admonishing one to speak clearly; but actually it covers quite a bit more ground than that. Each person, simply by his actions, communicates his personality and ideas to those around him. If every person, however unknown and unimportant, can influence others in this way, how much more can the printed word affect the public?

It is fitting that our newspaper was planned and our editorial staff elected during National Press month. Of all media of communication the newspaper is perhaps the most subtly influential and in this paper we shall try to communicate to you the ideas and ideals of a Catholic institution of higher learning. Keeping in mind our motto "In lumine tuo, videmus lumen" we shall try to extend the light of Christ with its special glow a little further. There is, in a world of hate and mistrust, a need for communication of love and understanding. In a world of tension and insecurity a need for communication of peace and hope. A new college such as ours is presented with a wonderful opportunity to establish itself as a "light house," as a beacon of Christ's light communicating Christian values to those who have forgotten or choose to forget them. But it is imperative that our college, being new and without traditions or predetermined standards, immediately make its impact upon the community. It is not enough that our newspaper do this; but each individual must contribute something to the image of Marymount College, Boca Raton. When all of us, culture and thereby to broaden their perspectives; 3) more planning and scheduling; 4) more demonstrations sponsored by the Personal Committee. Of the programs presenting most personal benefit, the panel on "Careers in Medicine" ranked the highest. The least enjoyed program was the Spiritual Debate because of its artificiality. Most students preferred the single speaker, to a panel discussion, judging the speaker on interest of his topic and quality of presentation as critical factors. A majority of students felt that the programs were well-timed and that each committee presented just the right number of programs.

Suggestions offered for next year's programs were:
1) held every other week; 2) marriage talks; 3) more planning and thought to programs; 4) more demonstration lectures; 5) a movie lecture series along the line of the "La Strada" presentation.

It is hoped that students benefited from the presentations and that these various suggestions will be taken to heart for next year's programs.

Orientation Program Evaluation

A continuing orientation program has spanned the year here at Marymount College. The six Faculty-Student committees presented a total of twenty-four assembly programs during the course of the scholastic year. Themes and topics were geared to following areas of educational development: intellectual pursuits, spiritual development, social relationships, cultural values, personal problems, and vocational insights.

The scholastic committee concerned itself with the first area of educational development, motivation towards intellectual pursuits. The cultural committee was formed to stimulate among the students a desire for culture and thereby to broaden their personalities and interests through participation in cultural activities sponsored by this committee.

The purpose of the personal committee was to further understanding, concerning personal problems.

The spiritual committee was formed to intensify the religious atmosphere on campus.

The vocational group is concerned with four main areas of interest: medicine and science, religion, family life and the business world.

The social relations committee concerned itself with the sound interpersonal relationship of the college community as well as with civic, social and spiritual interests in the local area.

A poll was taken recently to discover the opinion student of these various committees and the programs they presented.

The three most liked committees were, in order of popularity: The Personal Committee, The Cultural Committee and the Scholastic Committee. Most students found the Scholastic Committee's program on Criminology the most interesting. Dr. Jonas, the art lecturer from Fort Lauderdale, invited by the Cultural Committee, ranked high, as did the fashion demonstration sponsored by the Personal Committee. Of the programs presenting most personal benefit, the panel on "Careers in Medicine" ranked the highest. The least enjoyed program was the Spiritual Debate because of its artificiality. Most students preferred the single speaker, to a panel discussion, judging the speaker on interest of his topic and quality of presentation as critical factors. A majority of students felt that the programs were well-timed and that each committee presented just the right number of programs.

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The Class of 1965

"This is the law of the Yukon
That only the strong shall strive;
That surely the weak shall perish,
And that only the fit survive."

"The Law of the Yukon"
by Robert Service

Project: "Motor"Vation

As a reward for academic excellence and good citizenship, the President announced at Honors Convocation in February that Honor Students and Student Councilors would be permitted to have cars on campus during second semester of freshman year. This consideration was greatly appreciated by the students in general.

At the present time, the administration announces that ALL SOPHOMORES WITH INDICES OF 2.5 may be included in this privileged category.

Students who qualify for this permission will be notified of their eligibility during the summer, at which time they may request forms to be completed by themselves and their parents, and returned to the college for official approval — before "driving back" to the campus in the fall.

The Dean emphasizes that this is

a privilege instigated to provide an incentive for academic excellence, and any infringement or violation or scholastic regression will warrant its withdrawal.

STUDENTS HONORED FOR ACADEMIC ACHIEVEMENT

At Honors Convocation in February the following students were cited for commendable scholastic achievement, during first semester: Candidates to the President's Honor Society:

<table>
<thead>
<tr>
<th>Student</th>
<th>Scholastic Index</th>
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<tr>
<td>Kate Flynn</td>
<td>3.83</td>
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<tr>
<td>Carol Wershoven</td>
<td>3.87</td>
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<tr>
<td>Jane Howley</td>
<td>3.33</td>
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Members of the Dean's List:

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<th>Student</th>
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<tr>
<td>Jacqueline Paterno</td>
<td>3.29</td>
</tr>
<tr>
<td>Jean Ciard</td>
<td>3.17</td>
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<tr>
<td>Phyllis Salvador</td>
<td>3.17</td>
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</tbody>
</table>

Highest Scholastic Indices:

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<th>Curriculum</th>
<th>Scholastic Index</th>
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<tr>
<td>Liberal Arts Transfer</td>
<td>3.67</td>
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<tr>
<td>Liberal Arts Terminal</td>
<td>3.83</td>
</tr>
<tr>
<td>Secretarial Curriculum</td>
<td>3.83</td>
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Where The Summer Will Find Them

Phyllis Salvador is our June bride. Wedding bells will ring for her June 22, at the Cathedral of St. Augustine. A New York honeymoon will follow. (Best wishes, Phyllis!)

Andree Brulatour will be a Guide at the New York World's Fair. (Look her up at the General Motors' Pavilion)

Marylou Keniry will visit roommate Joanne in Rhode Island at the end of July.

Dorothy Cusick and Jane Gascoigne will join the "Girl Fridays" working for the U.S. Government, Dottie in the U.S. Treasury, and Jane in the Dept. of Defense.

Toinette Rousseau's summer agenda includes a trip to Europe where she will visit France and Spain with her aunt and sister.

Radio WAPC and WPCE AM and FM will be the working grounds for Joan Flannery who will broadcast Fishing Reports daily from her launch in the Long Island Sound.

Ginnie Cooke intends to be a counselor for the Garden City Recreation Center and a receptionist at the Nassau hospital, wrapping up her summer with a trip to England to visit sister Jane at Oxford.

Also globe-trotting will be Barbara Fleming and Kate Cullen for three weeks in August, with Kate's sister, to Switzerland, Austria, Ireland, England, France and Italy.

Bingo Wyer expects to be with her parents in Frankfurt by late August.

Terry Regan will be lifeguarding at the Quantico Marine Base in Virginia.

Nancy Linney is spending most of the summer with her grandparents in the Adirondacks, but will take off for a flight to Chicago to visit Anne Kelly.

Also playing hostess - to - house guests are the following: Sally Plunkett, in Boston, to Vinnie LaPonzina, Gertrude Fiorillo, Moll Plaia, and Jackie Paterno. Liz Satter, in Pittsburgh, to Kathy Groves and Candy Sullivan. Sue Peterson, in St. Louis, to Brenda Ulisse, Louise Hall, in Michigan, to Rhonda Brott, Mary Lynn Hosner, in Amsterdam, to Barbara Fleming, Kate Cullen, Edie Alfero, Monica Cavanagh, Andree Brulatour, and Sheila Tumulty. Mary De Mambro, in Cape Cod, to Denyse Lewin, Sue Carvalho, in Fall River, to Marilyn Miller.

World's Fair jobbers include Kathy Quinn, Marion Woods, Candy Sullivan. Many others expect to view it over the summer.

And then there are the legion who will pursue the lofty heights of intellectual endeavors at multitudinous summer spots around the nation. Good luck to them — and a Happy Vacation to all! — Jackie Paterno
Counsel from the Council

The Student Council is a small group of people with a specific duty, elected by the student body and operating under its directress. This task might possibly be accomplished by one person, but there are excellent reasons for turning it over to a council. Instead of leaving it to one person, a council is chosen so that the task can be divided, and the responsibility assumed by several students pool their ideas and energies. Each member makes suggestions, gives advice, and offers help. In a sense each mind cross-fertilizes with another in the kindling of its ideas.

In order to fulfill its obligations, the Student Council has to know precisely what is expected of it. Each member has a definite role to play in the work of the council, certain things which she is fitted by experience or temperament to do. It will probably happen that one member is valuable for the practical advice she can give, and another more for her knowledge of resources and suggestive helps.

Co-operation means that the real leadership is in the group itself. This is an experience and a process that both the council and student body can strive for as the most effective method of getting things done. If the council is to work well, the jobs of the council have to be equally and fairly divided, with no one having more to do than she can successfully handle.

The job of the council is often that of making decisions. Decisions, to be of any value, should be based on facts. The council's ultimate goal is to think a problem through, possess the courage of its convictions, and be willing to accept the responsibility for its conclusions and actions.

Decisions of the council made in the present or past are seldom wrong. What influences were at work? Did the person who made decisions on faulty insight? Did she consider the facts? It is true that the council cannot rely on hunches. The facts are to be examined and carefully evaluated. Injustice is wonderful, but it is wiser to use, in addition, an analysis based on fact. The Council may fear the consequences of a decision because of emotional results. It is true that a council is made the student body will respect and appreciate the courage and the ability of the council to do what is best. It must be remembered that decisions are not made to please or displease someone else. With this in mind, we can better formulate a hazardous situation.

The purpose of the student council is to build an organization for Marymount, of love, understanding, and brotherly spirit. A permanent structure of which God is the cornerstone. The council has thus far laid the foundations of this establishment in its Constitution and rules. But there is something lacking in the building of an organization if enthusiasm is not devoted to every day experiences. Thus the student council asks each and every student to understand that the council represents and seeks the best for each individual hoping that each individual will share this attitude, working together for the common good of all.

"Experience teaches that love does not consist in looking another in the eye, but rather in looking outward together in the same direction."  
Mary DeMambro

YOU COMPLICATED LORD
When I repeat
Your words to myself
I say them twice:
Once to understand
And then
Because I love You

Bingo Wyer

NON-RECORDED TIME AT CAMPUS LAKE NUMBER FIVE
A rock dives deep to the depths of the lake.
Unleashing nothing at all in its wake.
It speaks to itself in a monotone of water ripples.
A rock is sunned needlessly at the tired shore.

Bingo Wyer

Marymount Sponsors Psalm Fest

Shortly after the appearance of the English-language editions of the Gelineau Psalms, their presence in the spiritual education of the English-speaking people was forcibly brought forward by the inauguration of a series of "Psalm Festivals" in which their beauty and devotional depth were fully displayed. Such a Festival was held at Marymount College on Sunday, March 22, sponsored by the Cultural Committee. Reverend Joseph O'Donnell, narrator, from St. Vincent's Seminary, Boynton Beach, linked Psalms together, providing a theme and thread of unity for the whole.

The high school choirs that participated were from Rosarian Academy, West Palm Beach; Madonna Academy, West Hollywood; Monsignor Face High School, Immaculata High School, and Notre Dame Academy of Miami; Cardinal Gibbons High School in Fort Lauderdale and Convention of the Sacred Heart, Carrollton, in Miami. Elementary School Choirs were from St. Joan of Arc, Boca Raton; St. Vincent's, Delray Beach and St. Lawrence's, North Miami Beach.

The program concluded with a liturgical rendition of a pre-written dance presented by Marymount's Dance Group, under the direction of Mrs. Dawn Wright, who used as its theme the festive setting of the "Magnificat."

— Sr. St. George, R.S.H.M.

CDD Program Initiated at Marymount

On Sunday morning at 10:00 Mass there is a scarcity of students, and one would wonder about the sanctity of our souls if one did not know about our CCD Program.

Under the guidance of Reverend Mother de la Croix and Sister Gerald, a CCD Program was initiated in response to the Diocese of Miami's intensive program in the catechetical field.

Each Sunday morning two groups of students are driven to Delray by volunteers of the nearby community. One group of students gives the public school children religious instructions at St. Vincent's. The other teaches catechism to the children of Mexican migrant workers at Our Lady, Queen of Peace Church. The latter group is under the supervision of two Josephite Sisters; Sister Jean Francis, S. S. J., and Sister Mary Anmna, S. S. J.

Each Monday night Reverend Mother de la Croix conducted instruction classes for adults in order that they may also be able to assist the Diocese of Miami in its great need for catechetical teachers.

The Kerygmatic Method is employed in all catechetical teaching. Its purpose is to fulfill the command of Christ: "Go, therefore, and make disciples of all nations, teaching them to observe all that I have commanded you." The message of this program is clear. The catechesis announces God's love for us and the "good news" of His kingdom.

Through Christ, catechesis is Christo-centric as seen by the Redemption plan of God. Special emphasis is placed upon the role of Christ in the salvation of mankind. Christ is the "good news of salvation" and it is this aspect which the catechist sets before his pupils. As the "good news" Christ is with the Church through the Holy Spirit. The catechist presents this central message of our Christian faith in four ways: Through the Bible, liturgy, systematic teaching, and the practical application to Christian living. A scriptural quotation is given for each lesson from either the Old or New Testament. Various aspects of the liturgy are set forth. A systematized lesson plan is followed. A conclusion is brought to the lesson through suggestions for practical application for good Christian living.

This Kerygmatic method of catechetical teaching is three-fold—it is biblical, liturgical, and invitational. It is biblical because it places main emphasis on the key figure of Scripture, Christ. It is liturgical because it emphasizes the reality of these events through the liturgy of the Church. It is invitational because it is for all men.

Thus the Kerygmatic method, in our opinion, is the one best able to fulfill the command of Christ and truly to make "disciples of all men" as Christ ordered, which is our goal through CCD.

— Jackie Paterno

Wisdom from Stratford

(compiled by Jackie Paterno)

The impact of Shakespeare's thought, though four hundred years old, is still felt and appreciated today, as for example on the Marymount campus . . .

A student's reflection about first semester:
"Better in my mind not undertook"
Merchant of Venice

"Away with her to the execution."
Henry VI

A student's excuse for poor performance at dancing class:
"He does it with a better grace, but I do it more natural."

Twelfth Night
Sister St. George at Liturgical Singing:
"Sing it: 'tis no matter how it be in tune, so it make noise enough."
As You Like It

Miss LeGrande's reaction at Monday morning Biology Class:
"When you waked, so waked as if you slept."

Taming of the Shrew

Return from Easter Vacation:
"Too weak to wage an instant trial."
Henry IV

Late return from a date:
"Double, double toil and trouble."
Macbeth

A dieter's complaint:
"I am weak with toil, yet strong in appetite."
Cymbeline
200 Rooms for Rent

Marymount's second year in Boca Raton will begin triumphantly September 20. The pioneer class will be joined by an estimated 150 or more freshmen hailing from 19 states and 8 foreign countries. Both the dormitory residence in the new residence hall now under construction (see picture above) Trinity Hall will be occupied by co-eds attending Florida Atlantic University.

The 100% increase in student enrollment will be matched with a corresponding 25% increase in faculty engagements, maintaining the very desirable faculty-student ratio of 1:13.

Course offerings for 1964-1965 total 70. Of these seventy courses, fifty will be in the Liberal Arts (Humanities: 30; Social Sciences: 14; and Natural Sciences: 6). Twenty will be offered in Business and Secretarial Sciences. New courses included in the above total 46; Twenty-nine in the Liberal Arts, and eleven in Business and Secretarial Sciences.

Curriculum enrichment will accompany this statistical increase as noted above. Among the many innovations to be witnessed in next year's academic program are included the following: Team-teaching in Freshman English; Marriage Seminars in Theology; the introduction of Sociology into the curriculum (taught by Rev. Mother de la Croix); Science Field Trips exploring Oceanography and Miami's Medical School; a Future Teachers of America Society for Education majors to provide opportunity for practice teaching in local schools.

This is just a sampling of "better things to come"—next year!

Values of American College Students

by Dr. Justin Steurer

What is happening to college students in terms of "the things that matter most," the values that we genuinely commit apart from which everything else they do loses its point?

We have heard much about Philip E. Jacob's Study Changing Values in College. The general tenor of Professor Jacob's characterization of today's college is probably well born. Today's student, he asserts, is "gloriously contented" and "unashamedly self-centered." He is socially, politically, and morally irresponsible. His chief concern is social acceptance and financial security. He has no desire to crusade or take a stand; and he exhibits an "easy tolerance" of those who may differ with him.

As to the college itself, Jacob wonders "whether the American College is going to itself, not as an assemblage of scholars but a cafeteria of learning where at appointed mealtime, standardized portions of intellectual victuals will be dished out by professional servers." (p. 78)

In assessing Jacob's claims we must bear two points in mind. First, his conclusions are not based on original research. Jacob simply reviews the studies and other literature on the subject turned out in the past 25 years. Secondly, Jacob's definition of "value" seems to fluctuate as he proceeds with the study. Moreover, a certain vagueness in the basic concept tends to impede the establishment of definitive conclusions. These two qualifying factors brought the Hazen Foundation (which financed Jacob's study in the first place) to commission two analyses of the Jacob study, one a methodological study checking out the research upon which Jacob based his conclusions, and the other a philosophic analysis of the concept of value. Both examinations found Jacob's work into question. While commending Jacob for a valiant, if on the whole unsuccessful effort, the one study found the attempt empirically weak while the other found its philosophic assumptions inadequate.

Max Wise in They Come for the Best Reasons sees college people in a different light. Wise detects widespread evidences of deep seriousness among students in their approach to college life, their studies, their work, and most of all, to themselves. David Host, commenting on student values at Marquette University, thinks that once the student overcomes the "teach me" attitude and his disinclination to learn, the student's dependence on the values of his parents or the crowd begins to dissipate or at least to be replaced with more pertinent grounds. Here the values may be the same as they were when the student first came to the university, but now the student has made his own through a mature examination of these values.

Well, what about Marymount? Do we agree that college students in general may be gloriously contented and "unashamedly self-centered"? (But not us.) Is there much goodness and purpose in the values that we genuinely commit to the intellectual life? Students study because they are told to study, because they are expected to study, because of a grade; but there does not seem to be widespread study for the joy of study. It would appear over the year that moral values are becoming meaningful in the life of the mind; but there has been no such discernible development in the library, the commissions, the "bull sessions".

On the other hand, are values so evidential, so measurable, so worn on our souls that we can make an exact statement about values at Marymount? Jacob seems to feel that the values listed are seeming, not real, values. Perhaps values of the individual as they affect society are more readily measurable than other values. Perhaps not, but we could see students here who are improving or replacing or reinforcing dominant religious and philosophical values through the year, though these modifications are not visible to others or, indeed, to themselves as of now. Moreover, do any of us consistently live according to our true values? Surely, students find it easier to do what is easier than to give themselves consistently, wholly and unreservedly to God, yet I am sure this is a dominant value here at Marymount.

There is a Jewish proverb: The apple does not fall far from the tree. Could the "glorious contentment" and "unashamedly self-centeredness" of the college generation be simply a reflection of the parental and professional generations? I mean do we parents and teachers fail to communicate our values adequately for this age because we do not actually possess those values? Teaching values is haphazard at best and has been described as "like a hen trying to lay an egg on an escalator," but, after all, the spiritual climate of a college is set more by the permanent citizens of that community than by the two year transients on the escalator. We both have a job, then, teacher and student; we both experience the secret sensitivity to and the secret search for meaning in our lives. Here is reason for hope.

By the very reason for despair, the one a philosophic analysis of the concept of value. Both examinations found Jacob's work into question. While commending Jacob for a valiant, if on the whole unsuccessful effort, the one study found the attempt empirically weak while the other found its philosophic assumptions inadequate.

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21 — Maturity?

by Donna McCormack

In our country there are many rules — some good, some bad. Since we are the tax paying people it is up to us to obtain rules that would be for the betterment of our country. We have seen these changes in women suffrage and slavery. Now I propose another change the voting age from 21 to 18.

“Oh no!” you shout, “You are not mature until you are at least 21 years old.” Fiddleticks! Many states have the marriage age set from 14 years to 18 years old. Other states give 18 years-olds the legal right to vote. If you are working full time you must pay high income taxes. I might add that a single person without dependents pays a very high ratio in our country’s economy.

Maturity? We are mature enough to take the responsibility of a family and bring children into the world. We are mature enough to pay local and federal taxes, and yet we have no say as to how our money is spent.

The greater percentages of our high schools prepare the students to take their places in society. This includes classes in government, civics, and American History, and current events. These so-called children are more informed about what is going on than the so-called adult. What happens to the graduate that does not continue his education? Does this majority keep the interest that their schools installed for a dormant period of three to four years? The answer is, that many lose interest and become lazy. If students were allowed to vote in their senior year, I am sure that more intelligent voting would follow. In school they could examine the issues at hand and learn how to evaluate a candidate. This evaluation and decision could be acted upon so that they could see their vote count. Local government would benefit. We would have better trained adults to take an active part in their community. So many so-called informed adults rely on television and newspapers for their decisions. They neither investigate the candidates nor their platforms (which they don’t even know!). They are swayed by public opinion and popularity. If we are to combat graft and corruption in government, we need well-informed citizens. Responsibility through training should start at an early age: this is my answer to public indifference. Stimulate the young and open their eyes to the facts. Our great country is dying slowly with the diseases of immorality, indifference, and ignorance. Wake up before we become a suburb of Russia!

THANK YOU to all who helped
L’AZUR see the light of day.

L’AZUR Patrons Gratefully Acknowledged

The Staff wishes to thank all who helped to make possible this first issue of our College newspaper:

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La Vie Gaie

It’s picking up . . . the social life, that is. On February 7 we had our fourth and most successful mixer. A sweet heart theme was used and our auditorium was decorated accordingly with valentines and lacy trimmings. The music of the Bellaires contributed to the general gaiety of the group.

Since then we have had a hoote­ nanny on April 10, a really fabulous time with the New Coachmen, Lauren Wren, the Quartemner. To complete the picture was the Marymount Trio. Following all this was an informal dance. On the weekend of April 24, we had a dance featuring the Bellaires. The girls also attended a dance at the University of Miami, sponsored by the Newman Club. The conclusion to a perfect weekend was a beach party on Sunday at the Arvida beach.

Other activities of a different nature included visits to the Musicarnival, which offered such plays as “The Sound of Music,” “ Oklahoma,” and “Kiss Me, Kate.”

Who can ever forget that exciting and adventurous trip to Bimini! It is only appropriate to close the year with a formal dance here at Marymount. The dance was festively decorated with the theme of “Spring Serenade.” Each girl wore a stunning formal gown, accompanied by her “special date,” all decked out in a white dinner jacket. As the band played favorite tunes each and every one felt the final conclusion of an exciting year.

If it weren’t for the participation of the students and the help of the nuns, none of these social events could have been either successful or possible.

— Ginny Cooke

First Year In Retrospect


— Jackie Paterno

Psychological Syndromes Defined

Happiness is sleeping ‘til you wake up.
Unhappiness is getting up.
Security is a diet pill.
Happiness is an empty phone both.
Happiness is a clean bath tub.
Happiness is a sunny weekend.
Happiness is someone else ironing your clothes.
Happiness is a feeling when your term papers are over.
Happiness is getting away with two desserts in the dining room.
Happiness is having your room picked for the raid.
Loneliness is an empty mail box.
Security is a full candy machine.
Insecurity is waiting to get your Civilization test back.
Happiness is knowing you’re drinking no-calorie Coke.
Security is being in the back row of modern dance.
Happiness is having your grades at your panel.
Security is catching up with your correspondence in Psychology class.
Happiness is seeing a meeting cancelled.
Happiness is a nurse’s excuse.
Happiness is May 29.

La Vie Gaie

American, America
Who needs you, Oh land of the free and the brave?
(Save your dum-dum bullets, boys Frusia will rise again.)
Black and white, day and night,
Man is not black, only white.
Logic’s course is falling down
Falling down, falling down.
Logic’s course is falling down,
And the world is going with it.

— Kate Flynn
HAPINNESS...

Is A Marymount Colleagian

by Louise Hall

If, perchance, one happened to be speeding along Military Trail at some ungodly hour of the night, he could not help coming face to face with a flood of lights illuminating the thriving campus of Marymount College. As many curious souls do, he would most likely follow the winding road leading to the core of our own dear Marymount. The catalog claims that our school is "adjacent" to new Florida Atlantic University. Well, I suppose this is true in a sense. If one courageous scholar is able to don her hip boots and Saks Fifth Avenue Fool Weather Gear to cross the canal and marshland leading to "FAU", which promises some day to house a few thousand collegians, then perhaps there will soon be great communication between the two institutes of learning.

However, to get back to the curious visitor, let me point out that from the hearsey which somehow blows in the winds of the booming metropolis of Boca Raton, home of such collegiate hangouts as Howard Johnson's, the Ranch House, Kwik Chek, and last but not least, Love's Drug Store, he might be instinctively drawn to all the "hot spots" on campus which all true scholars of Marymount hold dear. After he has sufficiently eyed our Academic building, he would move onward to Founders Hall which is the center of collegiate activities carried on each day. Our visitor might park his car, hidden from view in the shadow of an orange tree just outside the entrance. As crickets chirp, hungry intellectuals devour their rations, and occasionally indulge in pus which all true scholars of such collegiate hangouts as Howard Johnson's, students might be seen doing drive his noble truck across the rich sod of the campus; but fortunately was clever enough to escape the customary 50c fine.

I suppose, to our visitor, the dormitory is the climax of his visit. He could easily peer into one of the several windows to see two or three sneaky females risking their necks to come to this haven for a last "cig-gie" or perhaps a goodie from one of the machines, one of which used to make a strange, amusing noise (corrected by the machine man who visits us once or twice a week). If the visitor were to walk around to the back of the building where the playground is situated, he might see a few collegians in their flannel night attire hoping for a late visit from a few mysterious visitors who have invaded the campus in the past. Or, if he gazed into one 3rd floor window, he might see quite a few girls wildly waving maps around the room and scattering wads of paper towels about. It would seem that a tidal wave had hit the school, but alas this is just a routine, typical collegiate activity of Marymount girls.

Well, enough is enough, of life at "the Mount". Let us just hope that our visitor can find his way back to his car and drive onward with enthusiasm bursting inside, and a greater understanding of the brave Marymount pioneers who persevere day by day to face the future with confidence.

An Encounter with the Cardinal

The Cardinal" is another one of Otto Preminger's spectaculars, but this time he outdoes himself. Whereas in "Exodus" he merely had Paul Newman and Sal Mineo battling away, and "Advice and Consent" just revealed a few scandals in a fictional capital, "The Cardinal" has Romy Schneider pining away in a Nazi prison, Carol Lynley staggering down the primrose path, Burgess Meredith dying of multiple sclerosis, Tom Tryon taking a leave of absence from the Church (purely impossible in real life, a priest gets us) and Josef Meinrad getting caught in a Hitler youth riot. Every possible popular question about the Church is there: every negative aspect is exploited. Should he save the mother or the child? What should the Church do about the Ku Klux Klan? Can a Catholic marry a non-Catholic who wants to convert her? What about segregation? Flashbacks on Fermoyle recall his past life during the ceremony of his becoming a cardinal. It seems that no opportunity for theatricality or cliche is left idle and the flashbacks drag on for hours. At the bitter end we are treated to another sermon, perhaps so we can walk away from the theatre feeling good inside.

Carl Wershoven

A Quest—In Azure

When you long to leave the world behind with its troubles, trials and cares and you yearn to shed this mortal coil to tread celestial stairs . . .

When you want to feel that God is close and you're far from the earth's confines, then WALK ALONE along the Lane in quest of the Whispering Pines . . .

For it's just for YOU and not for two, these secrets the forest hushes; and you alone hear its saxophone, its violins and drums.

The gentle breeze in the rustling trees is a song an angel sings; and the quiet bliss — like a tender kiss — gives the soul an angel's wings to soar above to the realms of Love (despite our feet of clay) for a fleeting time to sip the wine of celestial rondayal.

Your troubles blown to the torrid zone, the beautiful sky in your eyes, and fragrant flowers perfuming the hours you steal from Paradise . . .

But Pilgrims all, we must recall that even this magic lane will be sometimes still neath a death-like chill and sometimes drenched in rain.

The azure blue will be faded too, and palms will wilt and fall; the friendly trees will lose their leaves, but the saddest thing of all: Your Whispsying Pines will be soundless vines, and brushed, the breeze and birds . . . then, WALK WITH ME, though silently, with thoughts too deep for words.

— Sister Gerard, BSHM

Spring

Spring . . .
Children, chasing March winds into distant meadows,
Gather daisies now,
And lift your heads of gold to the sun.

Children, be silent and embrace the cool showers
Sing your boats and sing your songs,
For now your hearts are young.

Spring
Children, do not wait for summer's lazy glory.
Love your spring, and keep your happy hearts.

— Rhonda Brott

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Jacob's "Mold" continued

the authorities who believe that this code should not be part of any college curriculum. Any individuals of today are really the same as the rest. They are just different for the sake of being different, without any real cause.

Rev. Mother de la Croix — "Psychologists say that we tend to be about 90% of our environment. Naturally, a student of a like culture tend to 'stereotyped cookie cutters.' Here at Marymount students represent a common background of religious education. This should lead in an extraordinary degree to similar values of conduct and outlook on life. However, we would hope that students would make thoughtful evaluations, critical and independent of the common mold."

Angela Giuliano — "Everyone is a conformist only where boys are concerned, especially around or where there's one for every ten girls, (you have to like them.) If you disagree with certain teachers you are immediately an outsider. It is well to be liked in college — so you just keep quiet and agree. To help to change that we should do away with all lectures and have classes where you stand up and give your opinion."

Dr. D'Ouakil — "I do not believe American College Students think alike. Reasons: Students come from different backgrounds, different social and economic centers, different language and cultural backgrounds that do not amalgamate when they attend college. There is, however, one standard to which, unfortunately, all aspire in that they wish to earn money and to qualify by that standard to a higher social position."

Sister Gerald — "This is true only on the surface. The student of today seems to do her own thinking and form her own opinions. However, in the group she is influenced by mob psychology, and does not act as her true self. When approached as an individual, she is able to express these opinions."

Jane Gascoigne — "True. Because a lot of college kids, no matter what town they come from, have all been raised the same way. We're all alike because it's mob psychology, everybody follows everybody else. There are only a few who will go different ways, and the others all think they are 'sticks-in-the-mud.' Just about everybody also has the same standards of conduct, really."

Miss LeGrande — "To place all current American college students in the same category as far as feelings, thoughts and behavior are concerned, is to do them a great injustice. Each student is an individual — molded as that individual by her own surroundings, and private. Students' basic values may be the same, but to hope that the place or stage of their college careers will not have a deep effect on them is to be an idealistic optimist. Students are influenced in all areas by all areas of their surroundings. Their final decisions and actions depend upon their own evaluations and interpretations of these things."

Mary Lou Keniry — "By the time you go to college your values should be set. But you go into an entirely new life, and you have to stand on your own two feet and be an individual. College is not to make a mold out of you but to make you an individual."

Ginny Villafranca — "If everybody had the same set of values, we would all be studying the same courses. If all of us had the same courses, it would probably be because we had the exact same environment; but no two people do. If we were the same from Freshman year, colleges would not discriminate between classes. There would be no required courses. If everybody had the same outlook on life, we'd all be doing the same thing. Are we?"

Ginny Cooke — "True. As individuals we are distinct, but when you get everybody in the whole college, you become something like a whole, and not like an individual. There's a new life, college life and values are the same."

Rhonda Brot — "I don't think so. I think the trend today is supposed to be more toward individuality. I don't think standards of conduct are in conformity, but you have to stand on selected spots from all parts of the country makes the 'common mold' section untrue."

Sister Gerard — "Yes ... Our college students today are all 'Honorary Members of the Mold.' I won't even mention and it's false, fallacious and utterly fictitious mold designated for them by an adult population who finds it more convenient, more economical and less wearisome to cope with the one big 'moldy' generation than an infinite number of infinitely diversified personalities — which, in truth, is what they are! But herein lies the peril: that our guileless youth may slip heedlessly into this mold, remaining forever entrenched and imprisoned in the mire of mass mediocrity — each one forgetting all the while that she is a unique person, with a unique personality, for whom there awaits a destiny that is hers ALONE!"

Jackie Paterno
Carol Wershoven

The Calm Before The Storm ... Year-End Banquet

Before the perilous plunge into the hazardous pit of final exams, Faculty and Students bloated Blue Books from their consciousness and enjoyed a tranquil treat together: a Year-end Banquet for reminiscing.

Highlights of the evening were Citations made by the President, Sr. Jougues, to students deserving commendation for their outstanding contributions in co-curricular activities. Students so honored were:

Student Councillors: Margaret Daly, Mary DeMambro, Mary Cunning, Mell Plaia, and Sheila Tumulty.

House Committee: Kate Flynn, Gertrude Fiorillo, Maria Elena Cabassa, Joan Flannery, Mary Pat Kleinhans, and Ginny Cooke.

Chairmen of the Orientation Committee: Mary Lou Keniry, Bernadette Lenz, Chris Henon, Andree Broultour, and Jackie Paterno. (Honorable mention to Phyllis Salvador and Carol Wershoven.)

L'AZUR Editors: Carol Wershoven and Jackie Paterno.

Social Co-Chairmen: Mary DeMambro and Ginny Cooke.

Entertainment Committee: Kathy Cavin, Tony Bascetta, Mary Ann Dever, Louise Hall.

CCD Workers: Gertrude Fiorillo, Ann Kelly, Sally Plunket, Andree Broultour, and Jackie Paterno.

Playground Supervisors: Kathy Cavin, Virginia Villafranca, Terry Regan.

The dinner ended with a charming surprise planned by the Drama Club: "An evening of dramatic readings of Poetry and Poe" — under the auspices of Moderator, Sr. Thomas; Director, Louise Hall; Stage Manager: Kathy Quinn; Lighting expert, Mary Pat Kleinhans; and Cast: Kathy Cavin, Nancy Hartnett, Chris Henon, Bingo Weyer, and Denise Lewin.

Can You Imagine . . .

Mary De Mambro "Artless"
Sr. Gerald without her "sense of persuasion"
"Muffy" Conway asleep by 9:00 p.m.
Gertrude Fiorillo without her "sense of the individual"
Bingo Weyer with laryngitis
Marion Woods without the Cabana Club
Joan Flannery without her sunglasses
Sr. Gerald without her library
Liz Saltier without Madras
Phyllis Salvador without his phone call
Dottie Cusick when plaid nightshirts go out of stock
Janice Miller without Notre Dame
Sr. St. George without our vending machine
Kathy Groves with a New York accent
Kate Cullen without a tan

P. S. DON'T TRY!

— A Dreamer

Students Attend Bishop's Seminai on Human Rights

On May 19, Students from colleges and junior colleges throughout South Florida participated in a Seminar on Human Rights conducted at Barry College and opened by Bishop Coleman F. Carroll. Participating in the panel discussions were authorities in the field of civil rights, human relations from Miami and Washington, D.C. The four panelists presented concerning "Prejudice," "Discrimination," "What the Negro Wants," and "Civil Rights Legislation." The purpose of these panels was to apply basic Catholic teaching to the problems of human relations affecting the South Florida Community and to assist Catholics on daily practice of the doctrine of the Mystical Body of Christ. Among those attending the seminar from Marymount were Reverend Mother de la Croix, Mrs. Galen, Jane Howley, Ginny Cooke, Kate Flynn, Jackie Paterno, Gertrude Fiorillo, Sally Plunket, Angela Giuliano, Carol Wershoven and Jean Garfield.

— Carol Wershoven

1964 CALENDAR 1965

September 20—Arrival of Students
21—Orientation and Registration
22—Classes begin

October 5—Honest Convocation
November 25—Thanksgiving Vacation begins at noon
December 14—Founders' Day
15—Christmas Vacation begins after last class
January 4—Resident students return by 9:30 p.m.
5—Classes resume
20—Semester Examinations begin
26—Semester Examinations end at noon
January 23—To February 1—Semester Weekend begins at noon, January 23
February 2—Second Semester begins
April 14—Easter Vacation begins at noon
25—Resident students return by 9:30 p.m.
26—Semester Classes

May 21-23—Final Examinations
31—Commencement