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Ancient Studies Give Depth to Modern Minds

Re-evaluation of the status of Latin and Greek in the liberal arts curriculum, in promoting an enrichment of the program offered by the Classics Department. Dr. Sigfredo Nogar, director of the department, spoke enthusiastically of the upcoming changes and commented: "It is our belief that in a changing world, the aims of the Department of Classics are still valid. A study of these languages in the Liberal Arts, in the context of Greece and Rome contributes towards a deeper understanding of the role of the West in the modern civilization. Latin...is valuable for its application to the heritage of the Church; reading of Greek is a valuable asset..." The program provides an introduction to world literature; the classical program provides a solid foundation for graduate study in classical languages, ancient European history, medieval studies, and classical archaeology.

Dr. Siegfred Nogar, professor of English and classics, added to this appraisal by observing that a study of the classics is desirable as a background both for English literature and for science, the terminology of which is so laden with Greek and Latin.

Elementary Greek will be offered next semester, in addition to the Latin and English language courses already available. This will serve as a basis for next year's literature courses to be offered in the Greek New Testament. All of these courses will fulfill their requirements. The course on the New Testament will, it is hoped, be a cooperative effort with the Theology Department.

Culture, as well as language, is an integral part of the Classics program. The department will offer courses in Greek and Roman history, the arts, and the sciences besides those already available in the other contributing departments: History of Ancient Philosophy in the Philosophy Department. History of the Romans and Rome in the History Department, and History of Art and Architecture. In the near future, plans are in progress for a new course on "Art and Architecture: A History of Greek and Roman Art".

Note: Those interested in Classics are invited to attend regularly and take advantage of the department's facilities that are available in the Classics Department.
Barriers Must Break Before Dialogue Begins

by Mary Ann Walking

A group of people becomes a community when as individual persons they combine with one another and assume responsibility for their common life.

Communication in a true community must be more than mere exchange of ideas. It is a process in which people are made conscious of the differences of opinion, and of these differences, through discussion and debate, a common understanding is born.

When examining communication in an academic community such as ours we would normally start in the classroom situation. Dialogue should be at the very heart of learning where students encounter teachers who are persons of convictions, who at the same time respect the freedom of the student to hold his own convictions.

The object of teacher-student dialogue should be the mutual understanding, the respect for the person of the other, and the exchange of ideas.

One of the barriers to true communication is criticism. Students who are concerned about the academic curriculum, a willingness to support the library and its services, and the extension of the intellectual role of the Church.

We say that the need for social action is an issue of great importance. We do not mean that the Church should be involved in politics. But we do mean that the Church should be concerned with the problems of the world, and that its members should be active in seeking solutions to these problems.

Dialogue does not mean that we must agree with others, only that we respect their views. It does not mean that we must change our minds, only that we listen to others and try to understand their point of view. Dialogue is a means of discovering the truth, and of coming to a better understanding of the world around us.

Guesting

Does Catholic College Witness Gospel?

This month's guest is Mr. James R. Hogan, Director of The Catholic Telegraph.

Mr. Shea, what does a layman like yourself understand by the word 'community'? What is the wider community expect from the Catholic College as an institution?

Specificaly as a Catholic institution, the Catholic College is expec ted to take the public witness to the gospel — totally committed to truth, love, and service. It should be the social conscience of the people. It should be the advocate of the poor, the oppressed, the dispossessed.

Concretely, Mr. Shea, how should this ideal be manifested?

It should be seen in the relationship between persons at every level of the institution, in the public stance of the institution, in the question of how the institution carries out its mission. It is the responsibility of the institution to be a witness to the gospel in all its aspects, to exemplify the ideals of the gospel in all its manifestations.

What about its commitments specifically as an academic community?

Included in my previous answer was the idea that the Catholic College as "Catholic" is the supposition that it is already a "college" in a certain meaning of that word. That is not, in itself, a criticism of the institution. But it is a criticism of the idea that the Catholic College should be a place to which the works of the world and the intellectual life of the community are thoughtfully initiated, and to which the students are encouraged to contribute.
No Coffee—Conversation Becomes the Stimulant

by Barbara J. Lydon

Several hopeful students clustered around Mr. Donald Hogan, philosophy teacher, near the Alumni Lounge, waiting for official word on the faculty-student Coffee Hour Nov. 2. The pronouncement—"It's off"—came as the students turned to leave. Day hours turned their attention to their books and to the spectacles of the parking lot; dormies anticipated an afternoon of crunching through their homework, for there was no coffee—ever for a stimulating exchange of ideas. "Can't we have a coffee hour without coffee?"

The group bailed out this startling thought enthusiastically. They first turned to Mr. Howard T. "Don" Thompson, who runs the Coffee Hour: "The College Educated Woman and Marriage." All were anxious to have Mr. Ho­gan's opinion, which was that the college educated woman who marries, while wanting career fulfillment, may face great frustration. If she is fortunate enough to reach fulfill­ment, she had better married "(from an eth­icist's point of view)."

This train of thought led to a rambling comparison of men and women. One student quoted Aris­totle: "Man is a political animal, woman is a natural inferior to men. Mr. Hogan (departing from Aristotle and Saint Thomas) might have prefaced the superior­ity of women, whose knowledge is infinite and whose intelligence is rational. The woman, of course, appreciated this recogni­tion and inferred competent female angels. This distinction rallied to the support of a theologian she had met who said that the Holy Spirit is feminine. Since Mr. Hogan had agreed to comment on the conjectured femininity of the Holy Spirit, the conversation veered into a discussion of ethics (as all conversations with ethics in it inevitably do). Of the students had attended a bu­siness class taught by Mr. Donald Hogan, at the University of Cincinnati. The moral implications of a dysfunctional, an indirect form of euthanasia, were explored from the viewpoints of Christian, Jewish, Catholic, Questions, rather than de­finitions, were shared.

From situation ethics, the prob­lem of human nature arose for consideration. A majority philosophy students in the group probed the pos­sibilities of an evolving human nature. Mr. Hogan and one budding theologian reached a point of great contesting, neither of them grasping that grace could change man essentially, as some sort of gift to God. The joyful student finally blurted out, "I honestly think I could like talking to you!"

The group was very interested in what Mr. Hogan might be obli­ged by giving an intellectual challenge to the group. One example Mr. Hogan offered was a little Charlie's accurate definitions (at age 3) of "thermostat" ("a device that controls temperature, heat momentarily"); "automatically"; "types of mechanical relationships" ("If somebody's my relation, that means I'm his rela­tion"). It was quite com­pressed and was anxious to meet Mr. Hogan another time.

This prompted a return to a familiar theme: the men—women—and it was generally con­cluded that men are theoretical, imaginative and art-oriented; the women, practical, organizational, and more am­bitious. The group turned over the discus­sion of a theologian she had met who said that the Holy Spirit is feminine. Since Mr. Hogan had agreed to comment on the conjectured femininity of the Holy Spirit, the conversation veered into a discussion of ethics (as all conversations with ethics in it inevitably do). Of the students had attended a busi­ness class taught by Mr. Donald Hogan, at the University of Cincinnati. The moral implications of a dysfunctional, an indirect form of euthanasia, were explored from the viewpoints of Christian, Jewish, Catholic, Questions, rather than de­finitions, were shared.

A Point of View

Student Opinions Vary on U.S. Draft Policy

by Marje Johnson

"We have to have educated GIs," in every group there has to be a strait—"in the armed services, I think this makes for a mediocre de­fending factor. I have three older brothers who saw this and when they go into the army they will have to fight and they must be. Eighteen is too young anyway to be put into the service."
—Katie Kivrin '69

"Deferment from the service for educational purposes is a somewhat fair enough, but when it involves judging a person as draft material and not giving deferment to those with schol­astic ability or inadequate finan­cial support, then it questions the justice of such measure."
—June Smith '88

"Ideally, I do not feel that there should be differentiation made between those who are fortunate and those who are not fortunate. Education and those not so fortunate. We do not live in an ideal situation, I think that deferment should be given to those in school and those whose college de­mand. After someone has grad­uated, they are still students, if they should be unless the man is in a field where the country as a whole may be jeopardized by a lack of such trained men."
—Carol Vargo '87

Grailville's First College Weekend Slated Nov. 25-27

Opportunity for personal and community stimu­lation is available through several College Weekends sponsored by the College of Fine Arts at Capital University. Members of the Grail will provide the facilities for the College of Fine Arts and hope that the participants them­selves will plan the weekends in advance according to Krupp's article "of the mid-term exam; (a) one, (b) two, (c) all of the above, (d) none of the above."

"Grailville is an unspeakable friend!"

"Faith must be a free response... We're out of grade school now."

"A creative response to the world is the aim of the College of Fine Arts at Capital University. Members of the Grail will provide the facilities for the College of Fine Arts and hope that the participants them­selves will plan the weekends in advance according to Krupp's article "of the mid-term exam; (a) one, (b) two, (c) all of the above, (d) none of the above."

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Students Hurstle Homeward

Ready to go are, left to right, Cindy Brown, Janice Abele, Mary Alice Barrett and Mary Trip.

"Do you have a cardboard box I could use for this stuff?"

"No more Columbia Parkway traffic for sit whole days"

"We always stuff our turkey with wild rice "

"Oh, there's no place like HOME for Thanksgiving vacation, despite widespread doubt of its existence, has arrived. Plans for how to spend those days fill everyone's daily habits.

The query-"What's the action going to be for you?"—brought these replies.

Mary Julie Callum, Chicago: "Being in Chicago, with my friends.

Ann Glesher, Louisville, Ky.: "I'm going to shoot a turkey in Appalachia."

Julie Closs, Richmond, Ind.: "I hope to find Barb Barnhart well enough to visit our Thanksgiving parties."

Academy Books

Light Up Sky

The twelfth season of the Edgecliffe-Called is now officially Dec. 3, with the premiere performance of Light Up the Sky. On that night, members of the Edgecliffe Foundation and Columbia Hall will enjoy a special evening of dinner, dancing and theatre.

The show begins its actual run which lasts until Dec. 18. This year’s theme is the season is a council written by Dave Hart in 1949. It tells of the struggle of young Kathy and Sharon A. Humphrey, Circleville, O.; "going home to the farm."

Sophomore Takes to the Air; Hopes to be Commercial Pilot with her lessons.

"Flying is not only an enjoyable sport, it is also a very practical applications. I would like to become a commercial pilot and fly for him, or even obtain an instructor’s license and teach flying to others. But I think that learning to fly would be a challenging experience.

To gain her private license, Marianne must have 40 hours of flying time, including 10 hours solo. She must then pass a medical written and oral examination. She plans to take that flight test, given by a FAA official.

For instance, when flying between zero and 179 degrees, that is, from due north through east to south, one must stay as wide as an odd number plus 500, such as 5,500.

Flying westward is an entirely different procedure. This can become confusing.

Despite her confusion Marianne is continuing onward (and upward)."

The Psychology Club plans a field trip to the Lexington State Hospital of Narcotics and to Kentucky Village, Dec. 8. This year’s Charity Ball will feature the initiation of new Psi Chi members.

The Psychology Club will combine with the English Clubs Dec. 15 for a Christmas party, presenting “A Service of Lessons and Carols” and the Christmas Serv­ ice from Harris School in England.

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