

# OBSERVATION POST

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CITY COLLEGE

## Gallagher Outlines Emergency Measures To Solve September's Enrollment Crisis

### Faculty Reacts To Plan

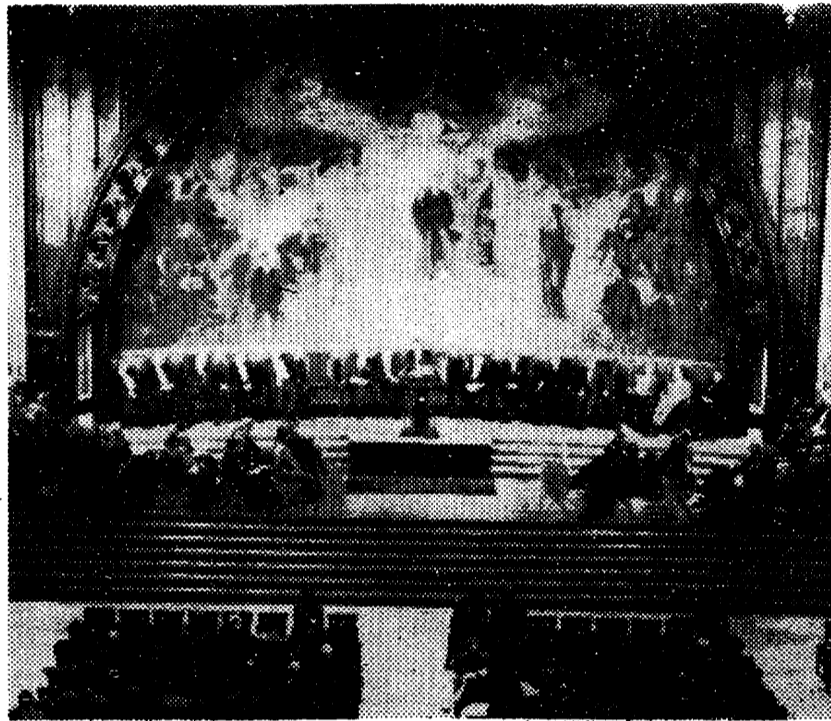
By VIVIAN BROWN

Quality versus quantity, increased admissions and increased class sizes, economic academic discrimination — these are the paradoxes facing the College's faculty, and though discontent is prevalent as a result of President Gallagher's speech last Thursday, solutions are rare.

Reactions ranged from grief to cynicism, jocosity to anger. The consensus in the humanities departments, however, was voiced by one English instructor whose opinion was reiterated by a great number of other faculty members. "We fear an increase in quantity with a decrease in quality of education. The feeling of the President is that we can have both, but we're not persuaded."

The wry commentary of Prof. Henry Leffert (English), who quipped that the meeting "was better than a vaudeville show," was not shared by an irate woman instructor. She indicated concern primarily for those students at the College who were previously admitted with lower averages. "With forty kids, what chance do they have to ask questions," she pressed. "They just nod their heads." Personal contact is even more vital for the less gifted, she emphasized.

Dissatisfaction was not limited to Liberal Arts instructors, though, as evidenced by Prof. Robert



President Buell G. Gallagher addresses the general faculty for the second time in his eleven year tenure at the College.

I. Wolff (Chmn., Physics) who noted, "My general reaction is that it is better for us to find our own solution than to have one forced on us."

Faculty opinion was widely in support of lowering the entrance average to 82%, the percentage required a decade ago. One factor influencing this view was expressed by a young faculty member who declared, "The social problem is real. Something must be done about Negroes and Puerto Ricans who couldn't make the 87% requirement." A divergent opinion was voiced by another, though, who noted, "There are Negroes and Puerto Ricans in every phase of the College. I don't know why they're so concerned

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### 11-Hour Day, 6-Day Week Proposed By Gallagher

By STEVE ABEL

President Buell G. Gallagher proposed an emergency plan Thursday to triple the size of next September's freshman class without any new construction. Speaking before 1,000 faculty members in the Great Hall, Dr. Gallagher recommended more large lecture classes with as many as 450 students, an eleven-hour day, a six-day week, more extensive use of classrooms and laboratories, and an expanded Summer Session complemented by substantial modification of the curriculum.

President Gallagher estimated that 3,000 freshmen would have to be accepted next September for the College "to hold its own" against a 15% rise in high school graduates. This term 2,450 freshmen were admitted.

However, Dr. Gallagher declared, "Our capacity to receive freshmen for next fall will be reduced

The text of the President's speech may be found on Page 2.

to 1,150, because fewer students have flunked out and more have transferred to us in the upper classes." He stated, though, that the implementation of all his proposals (Continued on Page 2)

## Students Mourn Birmingham Dead; President Gallagher Speaks At Vigil



President Buell G. Gallagher addresses students who gathered to mourn Birmingham dead on the North Campus Quadrangle Thursday. "Let this brief moment of silence knit each one of us more closely together in life with the knowledge that humanity is one and the cause of justice is ours."

Five-hundred students gathered at the College Thursday to mourn the murdered children of Birmingham. They stood beneath the trees of the North Campus Quadrangle, many with tears in their eyes, and listened to President Gallagher voice the thoughts which had brought them together:

"But not they alone died. With their deaths, every one of us died a little."

They stood around the President, remembering another gathering on "a sun-lit Sunday morning and the unfinished sermon entitled "God's Unlimited Love."

"They who had come to learn of the love of God had fallen victims to the hatred of men."

Passers-by stopped as the President's mournful voice filled with anger and he spoke of "the Neo-

The text of the President's speech may be found on Page 5.

Fascist terrorism of the old White South."

"The hand of death was guided by the blind passions of racial contempt—not even hatred, but contempt. The dead are not the victims of selected individuals. They are the sacrificial lambs, slaughtered on the altar of white supremacy."

The hushed assemblage rose as the commencement bell tolled. They

stood with bowed heads beneath an overcast sky. "As the college bell tolls out, let our silent waiting be a symbol of the fact that, with each resonance of iron on iron, we know that those who died were flesh of our flesh."

The bell tolled for the twentieth time and after the last echo had ceased, the audience still remained, motionless and silent. Those who raised their heads saw the sun emerging for the first time that day.

## Speaker Banned from Queens Because of Federal Indictment

A student under indictment for breaking the State Department regulation against travel to Cuba was banned from speaking at Queens College Wednesday.

Queens College President Harold Stoke invoked a Board of Higher Education ruling which allows him to prevent persons under Federal Grand Jury indictment from speaking on the campus.

Stephan Martinot was to have discussed his impressions of Cuba and the travel ban before the Students for Civil Liberties organization there.

A recent graduate of the Columbia Graduate School of Mathematics, Mr. Martinot declared, "the entire policy is considering

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President Stoke Bans Speaker

# 'There Is But One Answer...'

The following is a partial text of President Buell G. Gallagher's address to the College's faculty.

Only a major emergency convenes the entire instructional staff with the disruption of schedules and the inconveniences which this convocation entails. We face such an emergency today.

On September 18th, I distributed a working paper which had been prepared under the direction of the Administrative Council. That paper states the problems before the City University of New York, as the population explosion forces us to examine anew the operating assumptions of public higher education in the City of New York.

It is possible that some who have given little thought to the problems we face will be shocked by what I am about to say. My intention, however, is not to shock, but to call to action.

I am convinced, after careful study, that we can respond to this emergency in such a way as to strengthen the college, admit many more students, shorten the hourly work-week of a great many teachers, and improve both the quality of education here at City College and the general morale both of students and of teachers. Hear me out before passing judgment.

The general plight of the City University as a whole is this: Next fall, there will be 15% more high school graduates, while the capacity to receive Freshmen will be 10% less. Merely to hold its own, the City University must increase its Freshmen intake by 25% more than its seven colleges appear to have room to take in.

At City College, the facts are these: This year we took in 2450 Freshmen. Our capacity to receive Freshmen for next Fall will be reduced to 1150, because fewer students have flunked out and more have transferred to us in the upper classes. On the other hand, merely to hold our own against the rising tide of applicants, admitting only the same proportionate share of next Spring's high school graduates, we would have to take in 3,000 Freshmen, in September 1964. These 3,000 Freshmen would be 1,850 more than we presently appear to have room to receive.

But 3,000 Freshmen will not be good enough. We must not merely hold our own against the rising tide of high school graduates, we must also manage to take in a proportion of applicants more nearly like that which we admitted a decade ago. With this year's class we were forced to use a cut-off point of 174 in the composite score. In layman's language that is "an eighty-seven." If we admitted next September only the 1150 for which we appear to have room, the cut-off point would be at least 180 — the layman's equivalent of "a ninety."

The result of such restriction is clearly predictable. We would stand exposed before the people of this City and State, and the legislators in Albany and the Board of Estimate in City Hall, as an exclusive college catering only to the academically elite. It can be safely predicted that this would mean the end of our tuition-free status, and we would then choose to accept from among the academically elite only those who could pay. Becoming a college for the academically and financially elite, we would have lost our historic mission, and we would rightly deserve the fate which would be ours . . . .

The alternative is clear. If anyone is to be responsible for bringing an end to 116 years of outstanding service to the disadvantaged, let the blame fall on those who prevent us from continuing that service. Let it not be said that we rejected our heritage. Let our plans and proposals be clear, definite, and publicly announced. It can be predicted that if we declare our readiness to admit the required numbers, neither the City fathers nor the State authorities will fail us. They, like us, know the meaning of the public interest. They like us, will not readily contemplate wide-spread personal tragedy. If we declare our readiness, the City and State cannot but respond with us to the needs of youth and of society.

And that is why I insist that merely to hold our own against the rising tide of population will not be good enough. The prevailing cut-off point does not imply a judgment that all those who have been rejected were unfit for college work. The high entrance cut off only reflects our apparent lack of space . . . .

This cruel and unconscionable exclusion is, without our intention and contrary to our desires, a special indignity to the youth from culturally deprived homes and from the lower economic strata of the City. A recent study shows that this College is still predominantly a college for the lower income brackets but that is not enough. With approximately three-fourths of the children in the public elementary and secondary schools of Manhattan coming from Negro and Puerto Rican homes, our student body has not begun to reflect that fact.

Here in this Great Hall, hallowed by the memories of sixty classes, recall for a moment the real reason for which Townsend Harris founded the Free Academy in 1847. "Open the doors to all," he said. "Let the children

of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct, and intellect." Horace Webster, our first president, who guided the institution through its first quarter-century, called this an "experiment." A century later, we know that it is no experiment; it is an established fact of proven value.

Successive waves of immigrants from Europe brought the Irish, the Italian, the Pole and the Jew to the golden door called New York City. "Open the doors to all," said Townsend Harris. We did — that is, until 1963. Now, as the more recently arriving minorities are ready to send their children to City College in increasing numbers, we cannot narrow that opening.

Not for a moment do we suggest that academic standards be abandoned. All we ask is that we roll the admissions cut-off point to where it was a decade ago.

Neither do we suggest that there are racial differences in intelligence and native ability. The myth of racial differences was knocked into a cocked hat thirty years ago. It has acceptance today only among the membership of the Ku Klux Klan, the White Citizens' Council, the American Nazi Party — and their sympathizers.

What we do say is that, no matter what his racial stock may be, the school achievement of a child is strongly affected by factors other than native intelligence. A child to whom "home" is something he is locked out of when he returns from school does not have the same motivation for studies as does a child who has a twenty-four hour mother and a father with a steady job. The children of the disadvantaged, regardless of race, do less well in their earlier studies than do the sons and daughters of the advantaged. Thus it comes about that in order to admit the high potential under-achievers of all groups, we must do more than hold our own with the population bulge. We must roll back the cut-off point to the 1952 level.

From some quarters, it is being urged that we should set up a special admissions process which would smuggle a "quota" of Negroes and Puerto Ricans past the Admissions Office, eliminating the necessary number of others to make room for them. These proposals of despair come from men of good will who see only one thing — that sufficient numbers of the children of the minorities are not now getting into college. That proposal is repugnant. It would be thrown out by the courts as a new form of discrimination. It would reintroduce the "quota system" which we have opposed for fifty years and which, at long last, we have almost eliminated from American higher education . . . .

There is but one answer. We must admit a higher proportion of the high school graduating classes in 1964. We must recover the ground lost since 1952. Therefore, as our part of the City University's effort, we at City College must take in a Freshman class of 3,500 in September 1964. That will be a thousand more than were admitted this year, and 2,300 more than we theoretically have room to admit it. It sounds impossible. It is impossible under the prevailing educational assumptions and management processes. But with new assumptions and better management, it can be done . . . .

(At this point President Gallagher described the methods by which he hopes to enlarge the College's capacity. What follows is the President's own summary of his proposals.)

We must increase our Freshman class from 2450 to 3500 in September 1964, and keep it at that level for the next five years, as our total baccalaureate enrollment increases from 11,500 to 16,000. To achieve this purpose, we shall use several appropriate measures:

- Use large lecture halls to their capacity wherever the lecture method is appropriate, thereby freeing classrooms for use as classrooms rather than as undersized lecture halls for repetitive lecture sessions;

- Re-examine in every instance the number of students in a class or section, retaining the small section only when it is demanded for pedagogic reasons, offering necessary but very small courses in alternate years, dropping small unnecessary classes which cannot be consolidated or staggered, making sure that laboratory sections use all the student stations at each scheduled hour, substituting individual study and honors work for some of the advanced instruction which now claims classrooms, and in every imaginative way improving the quality and increasing the quantity of student learning;

- Re-evaluate the measurement of the weekly workload of teachers, considering not only the number of weekly contact hours but also the number of students taught and the level and character of the subject-matter, resulting in teachers reaching many more students in a reduced number of weekly teaching hours;

- Convert a fraction of the classrooms made available through all these devices, for use as faculty offices;

- With the educational process more effectively managed, extend this more effective process into more hours

per day and to another day each week, with encouragement also to students to accelerate their progress by attending the Summer Session.

All of these devices, taken together, would yield a theoretical fifty per cent increase in capacity to admit students. Practical difficulties will prevent us from reaching much more than 35% to 40% of this potential; but that is all we need.

Can we admit 3500 Freshmen next Fall and each year thereafter? The answer is yes. We can do it if we wish.

One principal source of difficulty remains to be considered. It is not improbable that the primary difficulty standing in the way of the flexibility which the new educational procedures demand is the rigidity and complexity of the established curriculum.

According to the Report of the Committee to Plan the Future, which I have recently received, the last basic revision of the curriculum at this institution took place in 1928 and that change was actually only a modification of the curriculum which had been introduced in 1913. The intervening half century has seen a great many modifications and adaptations and improvements added, with occasional subtraction. As a result, half a dozen pages of fine print are required to describe in the college bulletin the intricate pattern of prescribed progress toward a degree. It is probable that less rigidity and complexity of curricular requirements would enable us to correct under-utilization of space in a great many instances. Indeed, the arduous effort required for the move to a longer day and the longer week, together with the more effective management of the educational process, may be frustrated unless many detailed requirements of the present curricular rigidities are swept aside.

In preparing for these remarks today, I was warned that it would not be wise to mention the curriculum. I was advised to get on with the job of increasing enrollment capacity through all other devices, but to leave the curriculum alone. I was told that I would endanger the success of the whole effort if I did not let curricular sleeping dogs lie. I have decided to go contrary to that advice — and for a very good reason.

It may be possible, for the first year of our new patterns, to muddle through. Only the Freshman class will be larger. But if the curriculum remains unchanged in its rigid requirements of different sequences and specializations and in other aspects, we shall find the dearly bought space and hours will be swallowed up by the unreasonable complex and rigid requirements distributing students fit curricular patterns. Therefore, by the second year we will need to be ready to introduce fairly general curricular changes — or else we should decide now not to embark upon the venture at all. Twenty-twenty hindsight always available. Just this once, let us be foresighted.

I realize that in refusing to take well-meant advice and in mentioning the sacred cow of the curriculum, I am running a tangible risk. College faculties are alleged to be among the most conservative bodies on earth. It is easier to get a change in the filibuster rule of the United States Senate than to get a fundamental reconsideration of college curriculum by a tenured faculty made of men with extended years of service. I know it is easier to get agreement out of a Ladies Aid Society or an H. H. Dassah than out of the quarreling departments of a college faculty, with their interdepartmental rivalries and their departmental vested interests . . . .

We can make a start with the whole program next September; but we cannot continue or conclude the process without substantial modification in curricular patterns. By September 1965, the new curriculum must be in effect.

The new impact of all these developments will, of course, not be felt all at once. We shall be admitting 3500 Freshmen instead of 2450; and over the five year period we shall grow from 11,500 bachelor's candidates to 16,000. But the impact in any one year will be decreasingly severe, after the first shock of adjustment. And with the simplifying of curricular intricacies, the whole process will be much more easily and effectively carried through . . . .

I therefore commend to you, for your serious and thoughtful study, the several measures which I have placed before you in outline form. None of them can be decided in detail within a fortnight; but all of them must be decided in principle within that time. The detailed working out of each such decision will occupy our planning energies during the academic year, and the successive phases of the transition will both disturb and encourage us for the next four years.

In the end, we shall measure ourselves and be measured by others on only one standard: in the fateful hour of decision, did we summon all our intelligence, all our good will, all our hopes and prayers, and commit ourselves and our resources to the service of youth in the defense of democracy and the pursuit of excellence?

Faculty ...

(Continued from Page 1)

There is no reason to penalize entering students for not doing as well as they should have done," declared Prof. Leonard Sayles (Chemistry, Biology). Another instructor, however, dismissed the importance of entrance averages as important. "What does 82% mean and what does 87% mean?", queried. "This is a city and a national average."

General criticism was leveled at the lack of foresight on the part of the Board of Higher Education. "I think it's a crime that they built all these buildings without asking any questions," noted a mathematics instructor. "It's fine to stick forty chairs in a room, but the Fire Code says 15 square feet per person," added another faculty member.

Employing Pres. Gallagher's message of the overweight and still increasing City University, Prof. Sayles declared that, "The bulge was not caused by people born yesterday. Most of us have been here and are that this has been happening."

Puzzling Question

The question which puzzled most of the faculty seemed to be the choice of an appropriate course of action in response to the President's speech. "I'm not in favor of doing nothing, about it because nothing has been done," noted one professor. "We don't know what to feel yet," mused another.

By far, the most emphatic response was presented by the instructor who declared, "If the plan is imposed, it will be dictatorial, and the results won't be good. Then there will be an exodus." When questioned as to the exact nature of this "exodus," he thoughtfully commented, "Well, it won't be of students."

One instructor came up with a unique solution of his own. After attentively listening to his colleagues putting various alternatives back and forth for some time, he left them with this parting remark: "Oh well, fellas, we can always have double-decker classrooms."

# Incoming Classes To Exceed Capacity; Gallagher Declares Proposals A Must

(Continued from Page 1)

als would make room for 3,500, bringing the admission standard to the 1952 level.

Pres. Gallagher's recommendations fall into two groups: means to increase the utilization of classroom space and basic curricular changes. There have been no changes in the curriculum since 1928.

At present, Dr. Gallagher estimated, on the basis of a forty-hour week, Uptown Center classrooms are in use 80.5% of the time. Downtown they are used to only 38.8% of capacity.

"Notice, however, that during the hours we are occupying the classrooms, we are not necessarily filling them," he added.

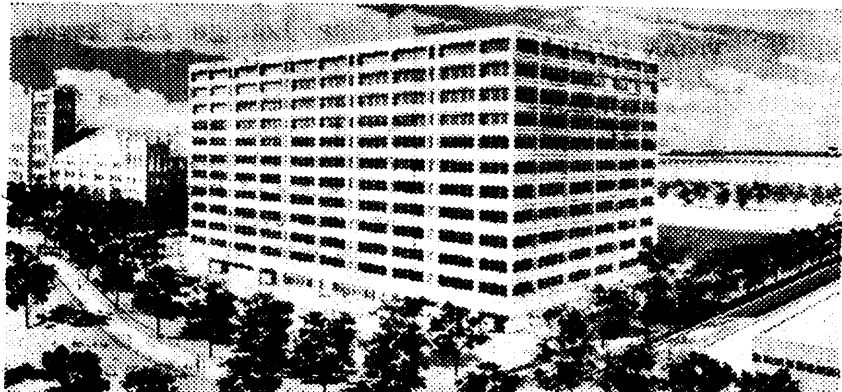
The average classroom on the Uptown campus seats 37 students. However, the overall average of class size is only 23.7 students.

Cautioning that the use of averages is often misleading, the President saw a theoretical possibility of increasing section-size by filling the classrooms every hour they are in use.

At the same time, he urged the faculty not to fear an increase in section size because there might not be a reduction in hours spent teaching. "For many years," he observed, "we have been inordinately proud of our small section-size and loudly ashamed of our excessively heavy hourly teaching schedules. It is about time we began to have teaching schedules of which we are proud."

In order to do this, he called for much more use of the large lecture and more flexibility in smaller classes. This would supply one-third of the additional space Dr. Gallagher called for.

At present, large lecture rooms are used at only one-third capacity. President Gallagher noted that the



Pictured above is the new Science Building, one answer to the enrollment crisis. Unfortunately, it won't be ready in time to receive the next fall's entering students.

College could accommodate an additional ninety three-hour lecture courses.

He was interrupted by applause when he asked, "Why should a professor prefer to repeat the same lecture, over and over again, before many small audiences, at many hours of the week, instead of a superb effort in one single performance?"

The faculty was asked to forsake some personal convenience in order to make the most use of large lecture rooms.

In defense of the lecture system of teaching the President cited the University of California at Berkeley, which uses sections of well over 1,000 students, as the only campus in the nation which produces more graduates than the College who later earn doctorates.

"For small courses . . . we cannot afford to preempt a large number of classrooms by offering to less than a roomful the course which would, if given only in alternate terms or alternate years, fill the room," Dr. Gallagher declared.

Two-thirds of the increased capacity would be obtained by extending the effective hours of the academic work week. Class schedules now run from 8 PM to 6 PM, Monday through Friday. Assuming 50% utilization of rooms during the first and last hours of the day and subtracting the two hour break on Thursday, there are 43 usable full hours or, Dr. Gallagher stated, by conservative calculation, 40 hours.

Two extensions of the weekly program were proposed by the President. They would yield a 30% increase in capacity.

The first is eliminating the dividing line between Day and Evening sessions, giving baccalaureate candidates preference from 8 AM to 8 PM.

The second is extending the week to include a full schedule of classes on Saturday. Persons with religious objections to Friday night and Saturday attendance would be excused.

All special students not seeking Bachelor's degrees would be fitted into the late afternoon, early evening and night classes.

The President foresaw no problems with special purpose rooms or laboratories. At present special purpose rooms are being used only 65% of the time on the Uptown campus and 29% Downtown. Laboratories are used 56% of the time Uptown and 33% Downtown.

Problems may occur, though, in the use of Park Gymnasium which is already used to capacity, as are the cafeterias, lounges and study areas.

The increased use of Summer Session classes might result in an ability to accept one or two per cent more students.

President Gallagher's proposals are very similar to those offered by the City University's Dean of Studies, Harold Levy. Dean Levy's report is presently under study by the Administrative Council of Municipal College Presidents.

Dean Levy's recommendations apply to the City University.

Although the Dean's proposals generally much parallel Dr. Gallagher's, he does have one additional proposal. Dean Levy suggests the possibility of televised lectures whereby one instructor could teach more than one class.

Curriculum Changes

The major difficulty, according to President Gallagher would be "the rigidity and complexity of the established curriculum."

He admitted having been warned

against curricula change at this time because of strong feelings on the part of many faculty members.

At this point the President asserted, "College faculties are alleged to be among the most conservative bodies on earth . . . I know it's easier to get agreement out of a Ladies Society or an Hadassah than out of the quarrelling departments of a college faculty with their interdepartmental rivalries and departmental vested interests."

If changes are not made, though, he predicted that "dearly bought space and hours will be swallowed up by the unreasonably complex and rigid requirements . . ."

Dr. Gallagher flatly stated that new curricula must be in effect by September, 1965, for the expansion program to be effective.

However, no specific changes were suggested by the President.

Before any curricular changes can be made, they have to be approved by the Board of Higher Education.

Elite College

The admissions cut-off point for this term's freshmen was a 174 composite score of high school average and Scholastic Aptitude Boards mark. This is the equivalent of an 87% high school average.

"If we admitted next September only the 1,150 for which we appear to have room, Pres. Gallagher reported, "the cut-off point would be at least 180—the layman's equivalent a 'a ninety.'"

This would create "an exclusive college catering only to the academically elite," he warned. "It can be safely predicted that this would mean the end of our tuition-free status . . ."

Noting that many of those who lost out would likely be Negroes and Puerto Ricans, Dr. Gallagher, nonetheless, rejected any "quota" for these groups. Rather, he felt, the College should admit a higher proportion of all 1964 high school graduates.

President Gallagher was addressing only the second full faculty meeting called during his eleven-year tenure at the College. At the first he discussed the formation of the City University

## Colleges Across The Country Face Enrollment Crisis Also

Colleges across the nation are facing enrollment crises similar to the one here.

Almost one-half the total increase in college freshman expected by 1975 will be concentrated in the two-year period beginning next fall. This involves an increase of 5% over present enrollment in 1964 and 1965.

With a greater high school population, the proportion of students graduating from high school who decide to attend college is increasing. At the same time the college drop-out rate is decreasing.

The real pinch will be felt by public institutions which enroll 70% of all students and which are mandated to admit as many as possible. Some schools, like Ohio State and the University of Tennessee, have begun a stagger system for admitting freshmen. This allows pupils in the upper half of their class to enter in September, while those with lower marks enroll in the Spring or Summer terms.

Even though tuition is doubling every twelve years, colleges and

universities are running on about 1 billion dollars a year less than what they will require to meet the needs of today's high school seniors and juniors.

And if there were enough money around to build all the additional classrooms, there still wouldn't be enough time.

### A Modest Proposal



With our tongues only slightly in cheek, we offer the following suggestion for coping with increased enrollment.

The College should move enough stone seats onto the lawn from Lewisohn Stadium to seat intimate lecture classes of about 1,000 students. Perhaps skywriting could be used in place of blackboards. The possibilities of such arrangements are limited only by the forbearance of the student body. If worse comes to worst, the excess students can always be fed to the nuclear reactor.

### GREAT HALL CLASH

## Leffert, BGG Exchange Words

Professor Henry Leffert (English) shocked those in the Great Hall Thursday when he unexpectedly rose and took issue with President Gallagher in the middle of the President's address.

"It is a disgrace that you say we should increase our hours even more," the Professor declared.

"I have heard all this before," he charged, "and it has always ended in the instructor's being ground down even more."

President Gallagher had just urged teachers to accept "less convenient hours in return for a lighter overall teaching load." This, he said, would help cope with the College's enrollment cri-

sis by making possible the proposed extension of day session hours to 7 PM. Members of the faculty would teach longer hours on certain days, and have others free for research work.

"We are not politicians," Prof. Leffert said, "If we are asked to become missionaries we can disagree."

President Gallagher resumed speaking almost immediately, asking Prof. Leffert to "hear me out. I only ask that you hear me out."

# OBSERVATION POST

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## The Chips Are Down

The College faces an impossible dilemma. We must either sacrifice quality for quantity, turning the College into a diploma mill, or we must sacrifice quantity for quality, turning the College into a place where only the academic elite can get an education.

It is obvious that, neither alternative is very attractive. A publicly-supported institution is virtually mandated to keep its doors open to any who would enter. Likewise it should supply nothing but the finest education possible.

Expanded facilities is the only truly equitable solution. But the suggestion comes too late. Although the post-war baby boom has been no secret and the College has had eighteen years to prepare, not enough was done. Now there just isn't time for construction.

President Gallagher would have us believe it possible to abandon seminar classes for huge lectures, increase the number of students in those small elective courses which remain, and increase the number of hours a teacher works per day without lowering the College's academic standards. Frankly this tests our credulity just a little too much.

As students we know from bitter experience that a great deal of contact and personal attention is essential to proper teaching. The qualitative difference between sitting in a lecture hall catching facts as they are thrown out and discussing a subject in a small group under the guidance of an expert is enormous.

Unfortunately, the impossibility of constructing new facilities by September 1964 mandates a compromise. Somehow the College's capacity must be increased even at the expense of a certain amount of academic excellence. Let us therefore be satisfied for the present to hold the line, let us keep the admissions average from rising any higher by taking a minimum number of emergency expansive measures. At the same time let us begin a crash building program so that new facilities will be available in a few years to satisfy the ever-growing numbers of high school graduates at the College's gates.

In the latter part of his speech Thursday, President Gallagher called for a revamping of the College's curriculum. It has been thirty-five years since any changes have been made in this area and it's about time for a reappraisal. There is room for a great deal of improvement. Any changes that are made, though, should come only after careful study and should be aimed at bettering the education a student gets here, not at hurrying him out the College's back door with an assembly line diploma.

However the enrollment crisis is eventually met, it seems evident that many important academic decisions will be made in the next few months. Whatever solution is eventually chosen, students should have an opportunity to make their views felt. Student representatives (chosen both from student government and other areas, e.g. the academic honor societies) should be allowed to sit in on meetings of all faculty committees as non-voting members.

President Gallagher has long been an advocate of increased student participation in academic decisions. We trust he will continue that admirable stand now that the chips are down.

## Classes Sacrificed For World Series

No professor at the College has been able to command the attention which the television set in the Buttenweiser Lounge has received in recent days.

The occasion of course was the World Series and though some students feel that the whole thing is a waste of time, few could ignore the event.

The more avid fans cut classes to watch the games. As one student put it Wednesday, "Koufax against Ford, it's too much to resist." Many students who did not cut brought radios to their classes.

There were some deprecators of the "national sport." They ranged from uninterested students who could "understand" the enthusiasm to one coed who suggested that "students who'd cut classes for something like this don't belong in college." She didn't say which team she favored.

Most students, however, did have a favorite, although a large number are more interested in seeing the Yankees lose than the Dodgers win.

"Since the Dodgers and Giants left New York, I don't really follow baseball, but I hate the Yankees," was a common sentiment.

Yankee fans were backing the home team as a consistent winner. "They'll win the next four straight," commented one of the more optimistic Yankee fans. Was he ever wrong!

The fact that two or three games would be played on the Dodgers' home ground carried a lot of weight. One student declared "The Yanks will probably get lost in the parking lot at the Dodger Stadium." They might just as well have.

## Ban . . .

(Continued from Page 1)  
a person guilty until proven innocent." He also charged that the ban was "an attempt to prevent a talk on Cuba."

The Dean of Students at Queens College, Mr. James R. Kreutzer, said in an interview with *Observation Post* Friday that there was not a ban. A press release which he issued stated, "the Students for Civil Liberties have been informed that they may invite another speaker from the Student Committee for Travel to Cuba who is not under indictment to speak in Mr. Martinot's place."

Harriet Cohen, the acting chairman of the Civil Liberties organization, felt that there shouldn't be any speaker ban. "Anyone who is aware of the fact that he might incriminate himself by speaking, but still desired to speak, should be allowed to," she said. There was no action planned by her club to protest the ban at this time, she added.

"I am convinced that there is no policy of trying to keep this topic quiet," commented Steve Hochberg, President of the Student Association at Queens College. He said that he didn't consider the speaker banned, but postponed until after his trial.

The date for the trial will be set on December 2.

## LARRE'S

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## Beyond The Gates

Some 1200 students packed the Voorhees Chapel on the Rutgers University campus to mourn the dead of Birmingham. Charles Sherrod, a Student Non-Violent Coordinating Committee representative spoke. "We need you," he said. "You're white, free and twenty-one. You don't have to worry about this thing. But if you love what America can mean, you've got to hate this system. You've got to do something about this system."

\* \* \*

Mississippi Governor Ross Barnett drew boos, hisses and applause as he spoke to a packed hall of Princeton undergraduates. Charged that freedom is being undermined by minority blocs with the sympathy of the Federal Government, he declared, "You cannot control desires, feelings and attitudes of people by legislation." Negro and white picketers from all over New Jersey joined the undergraduates in making clear their distaste for the Governor's views. Governor Barnett may soon visit Yale.

\* \* \*

A poll of college students which will appear in this week's *National Review* indicates that liberal arts colleges "tend to push their students toward the liberal and socialistic left," although there is "substantial evidence of a conservative movement." The poll also concludes that "state supported and Catholic colleges are less likely to exert liberalizing influence on their students than are privately endowed colleges."

The students, polled by the Education Reviewer Inc., which has Russel Kirk as its president, represent 7% of the combined number of sophomores, juniors and seniors at ten colleges on a broad collegiate spectrum.

\* \* \*

A racial snub caused an uproar at Berkeley. The junior vice-president was not allowed to escort candidates for "Queen of the Football Festival" because he is a Negro. The Berkeley Junior Chamber of Commerce, which organized the festival, was picketed by college students until it issued a formal apology after some four hours of debate.

The exclusion is thought to have occurred out of "consideration for the contestants, many of whom were from the Deep South. Amid shouts of indignation and demands that guests of the college be treated hospitably, a student investigating committee said that because of discrimination was against the University policy, the University would withdraw from the Festival unless the Junior Chamber of Commerce guaranteed no repetition of the incident.

Also at UCLA, sororities may be picketed for failing to integrate their membership. Rev. C. Edward Crowther, Episcopal Chairman of the university, charged that not one non-Caucasian student is in a UCLA sorority despite a five-year-old ban against discrimination sorority charters.

The sororities maintain that no non-Caucasians have rushed the doors, and, moreover, that the anti-discrimination clauses do not go into effect until 1964.

\* \* \*

Only the humorous Marlboro Max Schulman advertisement has escaped the self-imposed Tobacco Institute ban on collegiate advertising. The National Advertising Service (NAS), which handles advertising for collegiate newspapers says that the ban was caused by outside pressure on the industry. The NAS also notes that the ban, which has placed some college newspapers in financial trouble, is not meant as an insult to the intelligence of college students, but simply a case of the industry's yielding to social pressure. In the meantime, pipe and cigarette companies have taken to advertising in college football programs.

\* \* \*

The National Student Association has launched a drive to provide pencils, blackboards, paper and teaching materials for the nation's student unions of Chile and Bolivia who have "initiated campaigns to educate the illiterate in their countries." The NSA hopes that contributions to the fund will not only help the two student unions in the anti-illiteracy drive, but also demonstrate "solidarity among students in different parts of the world."

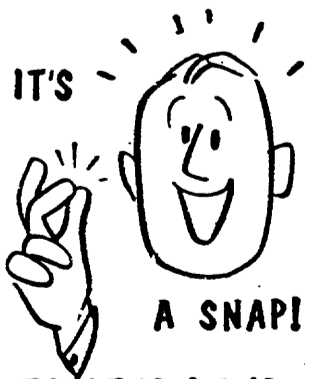
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SERIES

# 'In A Secure Northern City...'

The following is the text of President Galther's address to those who mourned the Birmingham dead in the North Campus quadrangle Thursday.

We are gathered here, in the security of this northern city and in the sanctuary of this free campus, to remember the dead who died in another place where peace is known and insecurity is an ever-present fact of each uneasy moment of life.

On a sun-lit Sunday morning, the shaded park in front of the 16th Street Baptist church in Birmingham was empty. An occasional car rolled down the street. Boys and girls in their "Sunday best" climbed the steps of the old stone church, descended into the Sunday School auditorium, and with prayer and song praised God.

The lesson for the day was "God's Uniting Love" and the Golden Text to be memorized by all read: "Love your enemies and pray for those who spitefully hate you." It was a quiet, uneventful, ordinary Sunday morning in Birmingham, Ala-

bama.

Suddenly the Sabbath quiet was torn by a terrible explosion. The front of the building was wrecked. The staircase on which, moments before, little children had climbed to the house of worship was the place sticks of dynamite. Digging in the rubble, where sneaking cowards had placed fifteen rescue workers helped the maimed and injured to waiting ambulances. Under the corner of the ruined church they came upon the lifeless bodies of four teen-age girls, crushed beneath the weight of the heavy walls fallen upon them.

They who had come to learn of the love of God had fallen victims to the hatred of men.

We do not know who did this evil thing. If we may credit the incredulous activity of the public authorities in Alabama, it appears possible that we shall never know. But even after the individuals who perpetrated this subhuman act have been apprehended, brought to trial, and punished to

the full extent of the law, the real question will still remain: after all, who did commit this murder?

Only one who, like the present speaker, has lived for many years under the pall of the Neo-Fascist terrorism of the old White South can fully appreciate the fact that in the final analysis, no individuals killed these children. The hand of death was guided by the blind passions of racial contempt. Not even hatred — but contempt. The dead are not the victims of selected individuals. They are the sacrificial lambs, slaughtered on the altar of white supremacy.

Who died on that Sunday in Birmingham? Four teen-age girls with love in their hearts, victims of an hysteria which grips the defenders of a Lost Cause.

But not they alone died. With their deaths, every one of us died a little. Each one of us who can walk the streets in dignity and without fear, who can eat a meal in any place of his own choosing, who exercises the franchise of free citizens free-

ly, who sits wherever in the bus or subway there is a vacant seat, who enters freely a free college and there studies to become a better person to help create a better society — each one whose lungs breathe deeply of the air of freedom, whose hands are extended in the handshake of equality, and whose heart beats with the rhythms of fraternity: each and every one of us died that day in Birmingham.

"For no man is an island entire of itself. Every man is a piece of a continent, a part of the main. If a clod be washed away by the sea, Europe is the less. Any man's death diminishes me, because I am involved in mankind. Therefore, never send to know for whom the bell tolls; it tolls for thee."

As the college bell tolls out, let our silent waiting be a symbol of the fact that, with each resonance of iron on iron, we know that those who died were flesh of our flesh.

The bell tolls for all.

## My Son, the Editor...

Come one! Come all! Come everybody! See thirty-eight editors fight over stories. See thirty-eight candidates lick boots. See four typewriters with only one ribbon between them! See all the girls on OP. See all the boys on OP. See all the girls run. See all the boys run faster.

It's the greatest fun. There are daily copy nights! There are weekly printer's nights. There are monthly orgies. Come to Room 301 on Thursday, and say hello. Pretty soon, you too will be known as... My son, the candidate!

## EDITOR DECLARES:

### 'Mercury' Will Strike Again

If at first you don't succeed, try, try... etc. That is the motto of Henry Sirotkin, editor-in-chief of Mercury, the College's humor magazine.

After two and a half humorless and unpublished years, Sirotkin maintains that Mercury will publish this term using material pre-

viously rejected by the magazine's faculty adviser.

Adviser Irwin Stark (English) refused to sanction last year's issue for college consumption on the grounds that it was not worth the cost of printing, and other words to that effect.

Sirotkin, however, says that the same articles will be resubmitted this term.

Mercury is unique among the College's publications not only because it is the lone official humor magazine but because it has been carefully "supervised" and "advised" since it was banned in 1954 for publishing a "gross" picture. It has not published since the winter of 1961.

Sirotkin, who would not confirm that a new faculty adviser had been requested, said only that "arrangements were being made to see that the material would be approved."

### Jewish Evangelism Is Discussed Here

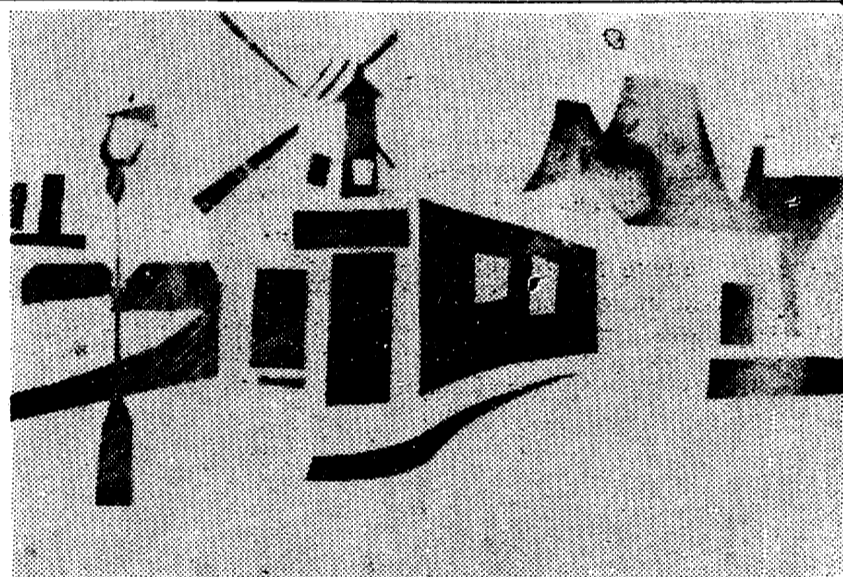
A talk on "Jewish Evangelism" by a Jewish convert to Protestantism was given at the College last Thursday.

Mr. Alvin Brickner, speaking before the Inter-Varsity Christian Fellowship, told the group that he had devoted his life to bringing Christianity to "my people."

Mr. Brickner asserted that Jews "dread death" because Judaism has no explanation of what happens after death. Thus, he noted, many Jews were attracted to Christianity because of its promise of an after-life.

## Egg Yolk, Plaster of Paris Used In Eisner's First One-Man Show

Everything from egg yolk medium to plaster of paris decorated the walls of Eisner during the College's first one-man art show last week. The artist is Albert Drogin, who, while the holder of an Art Fellowship and winner of the Art Department's G. W. Eggers Award,



Pictured above is a painting from the exhibition in Eisner.

has been painting for only one year.

His inexperience is the reason he does not wish to exhibit his work in the Washington Square Art Show, so often the first public showing for many young artists. "My paintings are all experiments. None of them show the continuity of style needed for a good public showing. They are, however, all successes, for all experiments are inherently successful," he said.

Also an accomplished musician, Mr. Drogin plays a total of five instruments: accordion, cello, piano, harmonica and guitar.

Although he has yet to win any mention for his musical talents, his debut as a member of a folksinging group later in the year may change this situation.

At present, studying for his doctorate in Education with a specialization in art at Columbia Teacher's College, Mr. Drogin began his college career at the Baruch School.

It was a course in Advertising Layout that first interested him in art.

After graduation, the young Bachelor of Business Administration took a few art courses at the College and eventually all the undergraduate art courses required for a degree in art.

What good is a degree in Business Administration to an artist? "Well, it may help me to sell my paintings!"

## House Plan Starts New Term With 2500 at Opening Dance

"I came to see what the Freshman crop of girls looks like," one wolfish upperclassman candidly admitted.

This was one of the many motives that made for a record crowd of 2,500 at House Plan's Welcome Dance on Friday.

The large turnout caused the affair to be distributed among the rooms of the first floor of Finley. In past years it had been limited to the Grand Ballroom. Each room offered its own fare of entertainment: the Grand Ballroom was filled to capacity with a swinging dancing crowd, in Bottenweiser Lounge there was folksinging, and in Lewisohn Lounge the Musical Comedy Society offered a varied and entertaining program.

Some spontaneous groups of folksingers in the hallways and surrounding lounges added to the melée with impromptu entertainment on guitars, banjos and a lone kazoo.

### Winter Camping Trip

At least seventy-five hardy souls are expected to "rough-it" during House Plan Association's Winter

### Camping Trip at Surprise Lake Camp.

Campfires, folksinging, square dances, and hikes will highlight the November 29 to December 1 weekend.

Applications and information may be obtained in Rooms 326 and 317 Finley.

## Great Hall Addition

Students who entered the Great Hall last week looking for a quiet place to study may have been shocked to see the flags flutter, seemingly of their own accord, while the chairs vibrated, although untouched by human hands.

These are but the least of the accomplishments of the College's new electronic organ, which even has an attachment to enable it to imitate a pipe organ.



## Postnotes...

Election cards must be handed in at the Administration Building today. Failure to file may result in delayed Spring registration. Green IBM cards have replaced last term's plain white cards in an attempt to increase efficiency. As in the past, students are not required to take the courses that they list on the cards.

Readings for the Speech Department's production of the Rogers and Hart musical "Babes in Arms" will be heard Thursday in Room 220 Shepard during the club break. Dance and vocal auditions will be held October 10 in Room 440 Finley from 12-3 PM. All appointments should be made in advance with the Speech Department. The positions of stage manager, assistant stage manager, and rehearsal pianist are also open.

The Hillel Society will present Mr. David Geller, coordinator of civil rights for the American Jewish Congress speaking on the "Jewish Commitment to the Civil Rights Movement" at 3 PM today in Hillel House, 475 W. 40 Street.

Seniors who will graduate this January or June can order Microcosm '64 the Senior class yearbook, in Room 223 Finley Center. Appointments for Senior photos can be made at the same time.

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# CITY COLLEGE STORE

**Basketball ...**

With the World Series out of the way, can winter be far behind? Long with winter comes basketball. The College's varsity basketball team will begin practice very shortly. The Beaver freshman team will begin tomorrow. All freshmen wishing to try out for the freshman squad should meet with freshman coach, Jerry Domershick tomorrow at 4 PM in the agate gymnasium. In addition, any student wishing to serve as manager for either freshman or varsity squads, may also obtain information at this meeting.



**On Campus** with **Max Shulman**  
 (By the Author of "Rally Round the Flag, Boys!" and "Barefoot Boy With Cheek.")

**WORDS: THEIR CAUSE AND CURE**

Today let us take up the subject of etymology (or entomology, as it is sometimes called) which is the study of word origins (or insects, as they are sometimes called).

Where are word origins (insects) to be found? Well, sir, sometimes words are proper names which have passed into the language. Take, for instance, the words used in electricity: ampere was named after its discoverer, the Frenchman Andre Marie Ampere (1775-1836); similarly, ohm was named after the German G.S. Ohm (1781-1854), watt after the Scot James Watt (1736-1819), and bulb after the American Fred C. Bulb (1843-1912).

There is, incidentally, quite a poignant little story about Mr. Bulb. Until Bulb's invention, all illumination was provided by gas, which was named after its inventor Milton T. Gas



*Many fine citizens were severely injured*

who, strange to tell, had been Bulb's roommate at Cal Tech! In fact, strange to tell, the third man sharing the room with Bulb and Gas was also one whose name burns bright in the annals of illumination—Walter Candle!

The three roommates were inseparable companions in college. After graduation all three did research in the problems of artificial light, which at this time did not exist. All America used to go to bed with the chickens, and many fine citizens were, alas, severely injured falling off the roost.

Well sir, the three comrades—Bulb, Gas, and Candle—promised to be friends forever when they left school, but success, alas, spoiled all that. First Candle invented the candle, got rich, and forgot his old friends. Then Gas invented gas, got rich, bankrupted Candle, and forgot his old friends. Then Bulb invented the bulb, got rich, bankrupted Gas, and forgot his old friends.

Candle and Gas, bitter and impoverished at the ages respectively of 75 and 71, went to sea as respectively the world's oldest and second oldest cabin boy. Bulb, rich and grand, also went to sea, but he went in style—as a first-class passenger on luxury liners.

Well sir, strange to tell, all three were aboard the ill-fated Lusitania when she was sunk in the North Atlantic. And strange to tell, when they were swimming for their lives after the shipwreck, all three clambered aboard the same dinghy!

Well sir, chastened and made wiser by their brush with peril, they fell into each other's arms and wept and exchanged forgiveness and became fast friends all over again.

For three years they drifted in the dinghy, shaking hands and singing the Cal Tech rouser all the while. Then, at long last, they spied a passing liner and were taken aboard.

They remained fast friends for the rest of their days, which, I regret to report, were not many, because the liner which picked them up was the Titanic.

What a pity that Marlboros were not invented during the lifetimes of Bulb, Gas, and Candle. Had there been Marlboros, these three friends never would have grown apart because they would have realized how much, despite their differences, they still had in common. I mean to say that Marlboros can be lit by candle, by gas, and by electricity, and no matter how you light them, you always get a lot to like—a filter, a flavor, a pack or box that makes anyone—including Bulb, Gas, and Candle—settle back and forswear pettiness and smile the sweet smile of friendship on all who pass!

© 1963 Max Shulman

Etymology is not the business of the makers of Marlboro Cigarettes, who sponsor this column. We deal in rich tobaccos and fine filters. Try a pack soon.

**Baseball ...**

Continued from Page 8)  
 a pop to center.

The star Beaver pitcher, Ron Muller, who was to have started in the first game, did not play because of a twinge in his elbow. Coach Mishkin decided to put him in the lineup for the second game, but he played first base to give his arm a rest.

Commenting on the twin defeats, Coach Mishkin pointed out that perhaps the team was not quite up to par for Saturday's contests. The Beavers' opponent was one of the best collegiate teams in the nation.

The second game saw the renewal of a personal duel between Beaver hurler Howie Smith and Redman shortstop Ed Brancaucio.

The duel goes back to last season when Brancaucio is reported to have bothered Howie enough while on base so that the swift Beaver hurler was "robbed" of a few strikeouts.

Saturday, despite his big day against other Beaver hurlers, Brancaucio was unable to fluster Smith. At one point, with Brancaucio on second, Smith whirled around and fired. The Redman was almost scalped as he had to slide back just under the tag.

**Booters Beat CW Post Soas, Kopczuk Excell**

(Continued from Page 8)

Stan Johnson who knotted the score at 2-2, with eight minutes left in the game.

Soon after, Post goalie Ruffini was injured and was replaced by a reserve halfback who had little experience as a goalie. For the four minutes that he was in the nets, though, the Beavers were unable to get a shot on goal. As Ruffini came back into the game, Beaver forward Marcel Court shouted, "It won't do them any good." Little Marcel's prediction proved true as the Beavers immediately moved into Pioneer territory.

After taking a pass from Frank Catalanotto, at 17:03, Soas boomed the clincher. With a gold shirted Pioneer closing in on him, the burly sophomore put the ball in motion some 54 feet in front the goal; when it came to rest, the Beavers were ahead 3-2.

For the remaining five minutes the Beavers went on defense. Post was unable to penetrate the stubborn Lavender defense as the clock ran out.



Issy Zaiderman Scored First Goal

Coach Karlin smiled although he termed the game "aggrivating." He was a little annoyed by the fact that the Beavers took so many long shorts. "The boys played well," Karlin said, "We'll score more next week if we can sink a few of those long ones."

**Harriers Win Opener 15-50**

(Continued from Page 8)

promise as a freshman and should improve his time greatly.

Rounding out the Beaver starting and finishing team were Joel Brody, John Foster, Bill DeAngelis and Marty Wolfe.

The number one man for Adelpi was Barry Siegel with a time of 35:24.

Last year's Municipal College Champions with a record of eight and one, the Beavers started off on the right foot in quest of another championship. However they will have to cut down on their times considerably if they ever expect to match Iona and Central Connecticut, their two strongest opponents. In addition, the Beavers will go against Fairleigh Dickinson next week. EDU was the only loss on the Beavers' record last year.

Coach Francisco Castro indicated last week that the boys needed more work and the finishing times, despite the victory, proved him to be correct.



Photo by Specior

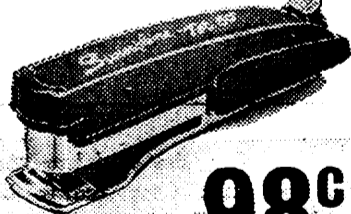
Lenny Zane

Climbs Cemetery Hill



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# Lavender Booters Whip Post In Opener Beaver Hill 'n' Dalers Whitewash Adelphi

## Cliff Soas Scores Two Goals Kopczuk Excels In Net

By HARVEY WEINBERG

Cliff Soas smashed a 54-foot goal late in the fourth quarter to give the College's soccer team a hard fought 3-2 victory over C. W. Post Saturday.

The winning goal was Soas' second of the afternoon in a hard-fought game marked by short tempers on both sides.

The Beavers looked good from the opening whistle. They pressed the attack and displayed much more team play than during pre-season performances.

Lavender outside left, Issy Zaiderman, opened the scoring at 10:30 of the first period. Zaiderman, one of four sophomores to start, took a pass from Tony Negovetti on the left hand side of the net and lofted it into the upper right hand corner for the goal.

The middle two stanzas were scoreless but the Beavers can't be blamed for not trying. They took a total of 25 shots in the second and third periods, many of which were of the long distance type.

Just as the Lavender offense appeared strong during the second and third frames, so the defense was equally superb. Sophomore Walter Kopczuk was magnificent in the nets. His diving and leaping saves had many of the sideline spectators whispering "All-American."

Kopczuk might have had to make many more than the thirteen saves he did make had it not been for the Beaver "back-field." Tom Sieberg, Mike Pesce, Neville Parker, Erwin Fox and George Lang kept the ball away from the Lavender net with amazingly efficiency. Sie-

berg and Pesce were expert at "heading" the ball out of danger.

After the third period, in which the Beavers kept the ball in Post territory for all but about seven of the twenty-two minutes, the Pioneers from Post took advantage of a momentary lapse in the Beaver attack to score in the opening minutes of the final stanza. Mike Schumacher, one of Post's scholarship players, took the ball deep in his own territory and dribbled almost the entire length of the field. As two Beaver defenders came up to challenge him, he passed the ball to his teammate Paul Boulard who beat Kopczuk to tie the score at 1-1.

After five minutes of intense action, the Beavers swarmed into the Pioneer defense area determined to score. Five Beavers stormed the Post goalie, John Ruffini, as he went to the turf to make a save. The Beavers kept digging and it was Cliff Soas who finally hit paydirt. From a pile-up of players, Soas swung his leg and the ball bulged the net. At the 6:30 mark of the fourth period, the Beavers led 2-1.

Play now became torrid with both teams missing opportunities to score. Post again gave the ball to Schumacher. With goalie Kopczuk out of position after having made a fine save, Schumacher set up

(Continued on Page 7)



With a Post player moving in on him, Beaver booter Cliff Soas blasts home the winning goal in the Lavender 3-2 win over Post.

## St. John's Top Beavers; Baseballers Drop A Pair

The College's baseball team was about as successful as the New York Yankees over the weekend: the Beavers dropped a doubleheader to the St. Johns Redmen Saturday.

They were almost as productive as the Yanks in the runs scored department, being blanked in both games by 11-0 and 2-0 margins.

Lavender hitting was particularly non-existent, and this coupled with rather poor fielding were major factors in the twin drubbing.

One play in the sixth inning of the opener was typical of Beaver problems afield. After singling, Redman Tom Blednik stole second and then third. Then a Beaver error allowed Blednik to score his team's ninth tally.

In all, the Beavers made a total of 10 errors on the day. Six of them came in the first game. The 10 errors coupled with a pair of hits in both games, was enough to tell the tale.

The one bright spot in the gloomy twin-bill was the Beaver pitching. The mound staff was steady despite allowing the 11 runs in the first game, eight of which were unearned.

Roland Meyerellas started for the Lavender in the first game. Meyerellas pitched well for the first four innings, but he began to tire and Coach Sol Mishkin replaced him with Paul Lamprinos in the fifth inning. Lamprinos, a former cross country star for the College, looked good for the rest of the game. Six errors were more of a problem to the two Beaver hurlers, than the Redmen batters who collected 10 hits.

Howie Smith, the Beaver starting pitcher in the second game put on an amazing display of control and speed and came through to help the Lavender team with nine strikeouts.

Howie's effectiveness was shown in the fifth inning when after giving up a leadoff triple, he proceeded to strike out the next two batters and was the next man on

(Continued on page 7)

## Didyk, Bourne Open Season Zane Is First

Despite the fact that College's cross country team was without the services of their two top harriers, Mike Didyk and John Bourne, they proceeded to open the season with a whitewashing of Adelphi, 15-50, Saturday at Cortlandt Park.

Didyk, considered the team's best runner, was out with the flu while Bourne was sidelined by the virus. Bourne is expected to be in shape for next Saturday's tri-ang meet with Fairleigh Dickinson Queens.

[Late yesterday it was reported that Mike Didyk, the College's number one harrier would be out for the season. The slender Australian has been ill ever since registration. His doctor has ordered him not to compete this season.]

From the first mile to the finish line, Adelphi never came in sight of a Lavender jersey. The Beavers finished before the Adelphi man could complete his grueling five mile jaunt.

### Beaver Sweep . . .

1. Lenny Zane (CCNY)
2. Bill Casey (CCNY)
3. Bob Casey (CCNY)
4. Jim O'Brian (CCNY)
5. Jay Weiner (CCNY)
6. Joel Brody (CCNY)
7. John Foster (CCNY)
8. Bill DeAngelis (CCNY)
9. Marty Wolfe (CCNY)
10. Barry Siegel (Adelphi)
11. Gene Wright (Adelphi)

### . . . and the Scores

CCNY	1	2	3	4	5
ADELPHI	8	9	10	11	12

The first over the line for the Beavers was Lenny Zane. The foot, 145-pounder completed the course with a time of 28:38. His time is very close to Zane's personal and former College record of 28:00. Mike Didyk is the present record holder with a time last year of 27:29.

Bill Casey was the second man to finish at 29:29. Bill's younger brother, Bob, was next to finish with a time of 30:14. Rounding out the top five scorers were Jim O'Brian and sophomore Jay Weiner with times of 31:07 and 31:27 respectively. Weiner showed a

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## Plan To Divide Tri-State League Would Effect 1964-65 Hoop Season

A proposed division of the Tri-State Intercollegiate Basketball League may have moved closer to reality last Friday. The issue was discussed at a meeting held in the offices of the Eastern Collegiate Athletic Conference (ECAC) at the Hotel Manhattan.

Mr. George L. Shiebler, associate commissioner of the ECAC, declined to make any definite statement. He did say, however, that a division was possible. The league may be divided for the 1964-65 season.

In addition to the College, the Tri-state League is comprised of Brooklyn, Adelphi, Bridgeport, Fairfield, Rider, Yeshiva, Fairleigh Dickinson, Hunter, and Long Island University.

The proposed division would tend to alleviate the "alleged imbalance" of the league as it now stands. If the change goes into effect, the existing teams will be divided into two divisions, designated A and B.

Also, more teams would be added to the league. Mr. Shiebler indicated that Wagner and Hofstra will probably be two of the teams to be included. He added that Queens, Pace and Pratt are possible entrants too.

Professor Arthur H. DesGrey



Professor DesGrey Represented College

the College's representative at the meeting also declined to make a

statement.

Reasons for the division stem from the fact that teams like Brooklyn and Yeshiva are weaker than many of the other schools such as LIU and Fairfield. A well-planned split would make for more well-matched games which are desired by all the league members.

At the present time, the winner of the League automatically receives a bid to the National Invitational Tournament. If and when the division goes through it is possible but not likely that a change in this policy will also occur.

Despite the proposed alterations, the College's own basketball team will be getting ready for the season very soon. Already many of the team members, co-captain Alex Blatt in particular, have been doing some road work in Lewisohn Stadium, in order to get in top shape.



Redman Ed Brauncaucio just beats Howie Smith's pickoff through second game. Beaver second baseman Dave Hayes takes the throw