

Rejoice, The End is Near!



observation post

VOL. 55 NO. 8

TUESDAY, MAY 21, 1974

## Murphy and PSC Execs Sweep Elections

Donald Murphy has easily won the race for Student Senate President, outdistancing his prime opponent, Peter Grad, by about 500 votes.

According to the final tally, Murphy garnered 1399 votes to Grad's 908. Jeffrey Hunt of the Revolutionary Communist Youth, trailed far behind with 156 votes. The impressive turnout of 2,460 votes is the largest turnout in five years.

Murphy's coattails carried to victory all the executive candidates of his Progressive Students Coalition (PSC)—Boreysa Tep as Executive Vice President; Jeffrey Chan, Campus Affairs; Mashariki Chaney, Community Affairs; Diane Anderson Educational Affairs; Jose Benitez, University Affairs, and Ken Carrington, Treasurer.

Emmanuel Washington beat out David Romanoff for the supposedly non-partisan



Donald Murphy

post of Ombudsman.

Yet Murphy suggested last Friday that he would not play a strong role as Senate President but instead would leave most of the operations of the Senate to Tep and Washington.

Results of the races for the 30 Senate seats in the College's different schools also have yet to be announced. PSC is expected to gain a majority to control the Senate, although Grad's Student Action Coalition (SAC) showed strength in the Social Sciences and Sciences.

The newly-elected president said that his executives would begin studying the Senate's by-laws this week, organizing their committees for next fall, and preparing for the tedious budget allocation process.

While he was vague about the changes

he has in mind, Murphy said he wanted to revitalize the Educational Affairs Committee, which publishes the teacher evaluation handbook and looks after curriculum matters.

While saying he was "pleased" by the large turnout, Murphy added that SAC's refusal to agree to a three-day extension of the election cost PSC at least 500 votes. He claimed that the extra three days would have given SEEK students the chance to vote as they picked up their bi-weekly checks in Cohen Library.

Asked about SAC charges that he illegally campaigned at the polls, Murphy replied, "I am unaware of electioneering at voting tables." He stated that he spent most of his time during the election away from the voting areas.



Jeffrey Tauscher

## Affirmative Action: Can the College Count?

By ARON BERLINGER

The College's record in hiring minorities and women is among the best in the City University, administrators here claim, but they are having a tough time proving it.

Caught in a squeeze between charges of 'reverse discrimination' lodged against the Bio-Medical Center and allegations published last month by The Paper that Blacks, Latins and Asians comprise less than one percent of the total full-time faculty in most departments, the College intends to clear its name by releasing its own report on its implementation of Affirmative Action guidelines. Affirmative Action is a Federal policy which mandates that Federally-Funded institutions take positive steps in hiring minorities.

"Hopefully, the statistics in the report will set the record straight and indicate the progress the College has made since the start of the Affirmative Action Program," Vice President for Communications and

Public Affairs Robert Carroll recently stated.

"If the statistics in the report are questionable, we shall not release it. It makes no sense to publish another set of bad statistics."

So far, apparently, the College's own statistics and data collection procedures have proven to be faulty.

A confidential evaluation by the College's Affirmative Action office was rejected as incomplete and inaccurate by the high-ranking Review Committee last Wednesday.

According to Professor Joan Price (Art), associate coordinator of Affirmative Action in the Humanities division, the report was compiled "hastily in just two weeks." It states that "a definite statement about increase in some of the minority areas" cannot be made because a miscellaneous total of 358 males and 178 females refused to identify their ethnic

origins.

The report further states that "our figures for November, 1972, compared to March, 1974, show a decrease in the Black, Puerto Rican, Oriental and other Spanish instructional personnel."

The incomplete figures show that the number of Blacks in the faculty dropped from 196 to 174, a loss of 22. The Puerto Rican total fell from 51 to 39 (-24), the Oriental total from 94 to 71 (-23), and the total for other Spanish-speaking personnel from 33 to 27 (-6).

Department Responses Vary

In an interview last week, Miriam Gilbert, the coordinator of the Affirmative Action program since last January, acknowledged that not all departments responded to her survey. She also noted that those departments which did report used varied methods to collect statistics and other data regarding the recruitment, retention and promotion of minority group

members and women.

"A statistician will have to be assigned to this office to help develop the mechanism to gather and evaluate the information," Gilbert said.

She added that one factor the Review Committee especially questioned was the subject of how to count a minority female. "Is she counted once as minority and another time as a woman, or only once?" she asked.

If such a person is counted only once, the total percentage of minorities and women would be lower than if she is credited to two different categories.

Attached to Gilbert's original report were individual reports of various departments which generally show a slight increase in minorities and women employed full-time on the College's faculty.

These figures and the feeling among College administrators and faculty that

(Continued on page 14)

## Bio-Med Center Terms Quota Charge 'Wild'

By LIZ CARVER

In the wake of accusations of so-called "reverse discrimination" in the College's Center for Biomedical Education, the Administration is, in the words of Assistant Director Theodore Brown, "trying to organize a counter-offensive."

"The charges of quotas are absolutely untrue, full of wild allegations," said Brown. "One young man who was turned down because he seemed more oriented toward research, which is not the emphasis of the program, has even gotten his Congressman involved in it."

In a statement issued by Alfred Giardino, chairman of the Board of Higher Education stated that the BHE had "been assured that no quota system applies." Dr. Alfred Gellhorn, Director of the Center, said that while he "categorically denied the charges" and questioned the motives behind them, "I don't want to get focused

on the charges. I want to emphasize the positive aspects of the program."

"We are trying to make a positive response to the health care crisis in this country. The College aspires to educate young people to become primary care physicians serving the urban community with concern for their patients, technical knowledge, and knowledge of social factors of health care and delivery. Our strength is in our diverse backgrounds, and we should be proud of what we are, rather than allowing ourselves to be egged on to resent and hate."

Gift Causes Problems

The College was moved to establish the Center when an anonymous donor offered \$1.2 million if the Bio-Medical Program was made operational by September 1973. Brown denied speculation that donors might withhold future support in the wake of the quota charges, saying, "These wild

allegations might cause temporary problems."

While the Center is having public relations problems with the outside, friction with the older science departments has developed to some degree over the availability of faculty for the special Bio-Med courses and the use of space in the new Science Building.

The chairmen of the three departments involved—Biology, Chemistry, and Physics—stress their willingness to cooperate with the new Center. Along with Brown, they traced these "totally unanticipated" problems to the hurried approval of the Center by the Faculty Senate in November, 1972, when the offer of the grant was made.

"It's a case of administrative problems resulting from a philosophical decision," said Professor Theodore Axenrod (Chem, Chemistry). "There were a lot of issues

raised that no one addressed themselves to."

"The departments didn't get a chance to talk out its impact on their programs, so that may be causing antagonism. We tried to get them to anticipate their needs for teaching and research beforehand," commented Professor James Organ (Chem, Biology).

Yielding Space

Conflicts with existing departments center around research money and faculty lines. A combination of decreasing enrollment and increasing needs of the Center has forced many departments to give up faculty and space.

"Given flexibility and cooperation on both sides, space and course problems can be worked out," Organ said. "We might, for instance, offer microbiology one term for our students, and the next for theirs."

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# Stuck in Time

By RANNAN GEBERER

In 1968 Danny Rothstein had a bad trip that left him with a serious problem. For six years, his thought processes, attitudes, and just about everything have been frozen into the state of mind of that year. Danny Rothstein is stuck in time. He is a hippie in 1974.

Danny rolls out of bed the first day of the Christmas vacation around noon. Feeling restless, he leaves his Stuyvesant Town apartment where he has spent all of his 25 years. Walking around the area, he sees many sights. One of these is a group of typical teenagers, 1974 style. They are two girls, heavily made up with lipstick and nail polish and long frilly dresses. Each of them seems to have a ring on every finger. Their shoes are something else—they have 5-inch heels. Danny looks at them absent-mindedly. For a minute, he thinks he sees the teenagers he knew in his youth, with long unkempt hair, blue jeans and sandals.

Danny is roused back to reality by the music that is playing on the cassette tape recorder that one of them is carrying. It is Alice Cooper. Danny once again reflects back, and in his mind he is hearing the Lovin' Spoonful, the Beatles, and the Blues Project.

Danny eats lunch in a nearby restaurant and then, bored, decides to take a walk to nearby Greenwich Village. His paths lead him down many streets where bars, opened in the last few years are. Danny imagines that he sees the Night Owl and the Cafe Au Go Go. He imagines he sees the crowds of teenagers from the Bronx or from the suburbs, carrying their copies of Herman Hesse under their arms. He wanders a little more, and to his left he sees the Cafe Wha, advertising Richie Havens for that night. Danny smiles. At least, he says to himself with some satisfaction, some things are still the same.

At a newsstand, our hero picks up a copy of the New York Post. By chance, he turns to the fashion page. "More and more people are cutting their hair," it says. He shakes his head and wonders what happened. He scans other parts of the paper. The Vietnam crisis is over, the Middle East crisis—which had seemed as if it would last forever—is in the process of being solved. There is some sort of "energy crisis," and the stock market is going down. Even Danny's old enemy, Spiro Agnew, whom Danny had so much fun ridiculing in the past, is gone. Danny shakes his head. The world of 1974 is unreal to him.

"Well," he thinks, "I may as well bop on over to Washington Square Park to see what's going on." Within a few minutes he is there. Yeah, it's Washington Square Park all right. There is some guy talking about a 16-year-old guru, and a group called the National Caucus of Labor Committees, peddling weird, fantastic theories of conspiracy. But there is something wrong. There is nobody playing folk guitar. There are few young people. There are a bunch of winos lying on the benches. Danny holds his head in agony. He can't take it any more. He heads home.

Once home, Danny goes to the refrigerator. He grabs a salami sandwich and a beer, and turns on the TV. There is some new series on, "The Happy Days," which is about the 1950's, or, more appropriately, the 1950's myth. It shows young kids with slicked-back hair cruisin' around, dancin' to Elvis, and drivin' hot rods to the junior prom. Danny laughs. He enjoys it. Then suddenly it hits him.

"Hey," he thinks, "why doesn't somebody do a show about us guys. We're as foreign to Alice Cooper and that kind of stuff as these guys were from us! Why can't there be a TV show which begins with a shot of four kids smoking grass near Bethsheda fountain in Central Park?" Any answers?

A lot of people have been inquiring of late as to the fate of Doctor Hippocrates. There is no truth to the rumor that he has died of venereal disease. He has simply taken some time off to write a book. After a long absence, Here's Doc....

I think I have a problem that—if a problem—would be the same suffered by many men in the "counter culture." About two years ago I stopped wearing underwear. I've noticed rather recently that my left testicle is hanging a little lower than my right testicle.

I would like to know if this is something to worry about and if it was caused by not wearing underwear.

About the same time you stopped wearing underwear a similar question was answered in this column. The left testicle of most men is a bit lower than the right, perhaps due to slight differences in the venous blood supply from these organs.

Man was neither created nor developed wearing jockey underwear or boxer shorts.

## observation post

*Voice of the Student Body, Conscience of the Administration, Watchdog of Human Rights, Keeper of the Sacred Flame, Guardian of the Holy Grail, Defender of the Weak, Protector of the Oppressed and Helper of the Poor since 1947.*

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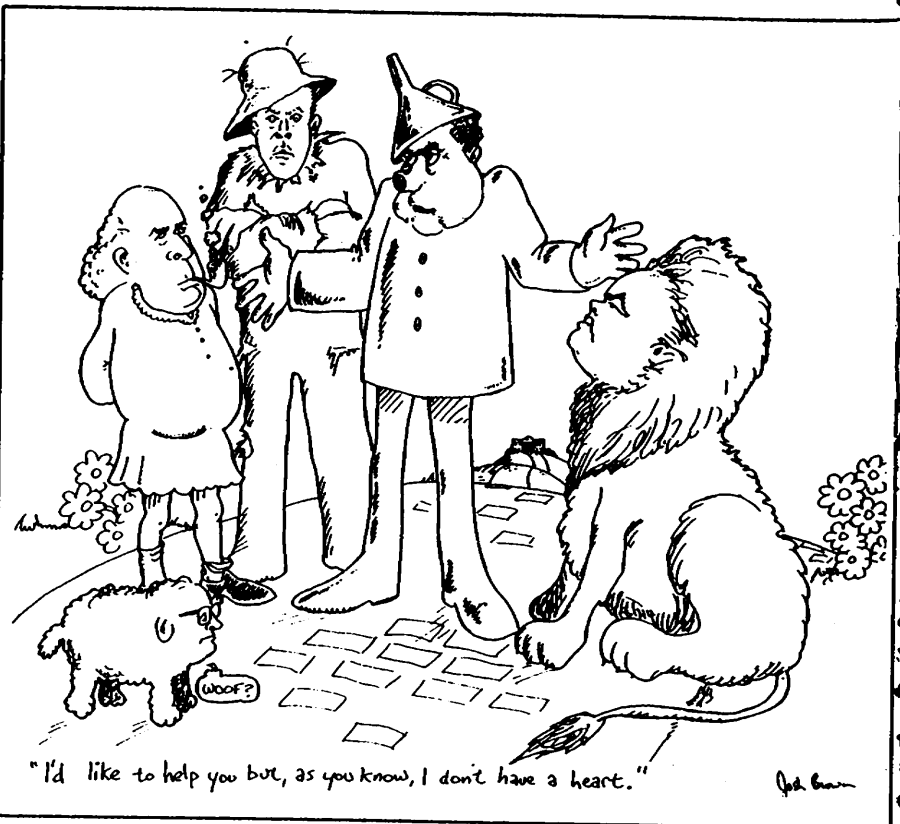
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## Letters to the editor

### Asian Studies Students Continue Debate

Since their inception, the Ethnic Studies departments have been continually attacked by the Administration and its lackeys. The information given in the article by Aron Berlinger, "Asian Studies Battles Over Chairman Chai" in the May 1, 1974 issue of the OP, clearly a total distortion of the facts, is another instance of attack on Asians as students and Third World people.

The article begins with a distortion stating that "Winberg Chai is currently under siege" by students and faculty. On the contrary, it is the students and some faculty who are under assault. As a matter of fact, the next paragraph illustrates this in Chai's speaking "freely about his troubles in trying to assert his control over the department." Two paragraphs later, Chai is quoted as saying "Fear might be the element that will bring all of us to peaceful relations again."

The article also describes "what power students can exercise on a department while being on its decision-making bodies" and how Boreysa Tep was reinstated because of student pressure. First of all, the seven-member Executive Committee has only two student representatives resulting in minimal student power. Secondly, the article fails to mention that Boreysa was dismissed in an undemocratic fashion. In fact, in a meeting between student aides and Chai, the chairman announced that he could fire anyone "without due process." Boreysa's case is not an isolated case. We are seeking the protection of the democratic rights of all students.

The paragraph about Area Studies and the "inclusion" of Ethnic Studies is also incorrect. The Department was founded on Ethnic Studies with the inclusion of some Area Studies courses. We should not allow Ethnic Studies to be submerged under the traditional auspices of Asian Area Studies which are taught from a Euro-centric perspective in this country.

City College is being made into the "Maoist center of the East Coast" continues the article. This is out-and-out mudslinging. We resent the derogatory usage of Maoism in an inflammatory context. Also, it is racist to assume that any Asian struggling for his just rights is a Maoist.

Further on, the article asserts that "a small group of some 15 students dominate all its committees." There is only one committee functioning in the Department. This Executive Committee allows only two student representatives, officially elected by majors in the Department. This is far from domination. Any other committee has been disbanded by Chai.

The article then states that negotiations with a scholar from Japan was stopped when students demanded that he be interviewed by them. Students did bring up to the now defunct Advisory Committee the idea of an interview, but Chai rejected it by saying something to the effect that that's not the way it's done in Japan. The matter was not pursued by students, and negotiations failed because of monetary reasons, not student pressure.

Chai's assertion that he did not sign the Sung grant request after he was "threatened" by

students, as were the students who participated in the project, is typical of the nonsensical lies he disseminates. There were no threats to him or the students.

Chai is a total failure as a Chairman. His unethical and unprofessional conduct is exposed in the article when he describes how "two students a no-confidence vote against the Chairman. (sic)" First, the vote was merely proposed and not actually taken. Secondly, what transpires in the voting in Executive Committee meetings is strictly confidential. There are only two students on the Executive Committee and to mention two students on the committee is to practically name them. Also, the Administrator who describes Sunoo's book as receiving "devastating" reviews also engages in an unprofessional manner since this is also confidential information. The intent behind such behavior can be one only of a detrimental nature. By the way, the book also received very good reviews.

With such distorted and brutal attacks on students and faculty, how can one say that "Chai is under siege." On the contrary, Chai utilizes authoritarian procedures, actively promotes division within the Department, and reflects the interests of the Administration rather than his constituents. We feel that a Chairman should abide by democratic principles, be a unifying factor within the Department, and reflect truly the interests of the students and faculty whom, after all, he should represent.

Charles Chin, for the  
Ad Hoc Committee For a  
Relevant Asian Studies Program

### CHAIRMAN CHAI RESPONDS

I believe that in order for your readers to have a balanced picture of the current controversy, affecting Asian studies, some brief background information is essential.

I became the chairman of the Department upon the unanimous recommendation of its students and faculty. When I first arrived from California to assume my position in September 1973, I was dismayed to discover that the Department was under the tight control of a small group of "volunteers," aided by two junior instructors. Apparently there was no voice for the other two senior faculty members.

My first real difficulties with the "volunteers" occurred when they presented me with a list of demands including: (1) the firing of Professor Betty Lee Sung, because of her research and writing on Chinese Immigration; (2) the firing of the Departmental Secretary, Mrs. Eltz, because of her ethnic origin and (3) the adoption of some form of official ideology or position for the Department, in order to present an "Asian perspective." Incidentally, the "volunteers" are in name only since the Department has to pay a number of their bills, including "volunteer" services rendered during registration. In addition, the "volunteers" had also taken over an office room as their "headquarters," including the use of the college

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# Perfect Engineer Selected as Valedictorian

By MATT SEAMAN

President Marshak's decision to name Abraham Port the valedictorian for this year's Commencement has been criticized by the losing candidates who say they were passed over because they were "too political."

Marshak named his choice last Monday, after a student-faculty recommendation panel had, in a secret ballot, recommended three of the initial six candidates, ranked by order of preference. Some of the student members of the panel (which had a faculty majority due to lack of student attendance) asserted that there had been an "unwritten directive" from Marshak to pick "a non-political, non-controversial candidate."

A student member of the panel, who wished to remain unidentified, felt Port, who has a perfect 4.0 index, was not representative of the College's students, and that he was too little known and had not engaged in enough extracurricular activities.

Student Ombudsman Ed Lake, who had been unable to attend because he was supervising the Student Senate election, said that as a non-controversial valedictorian, "this guy is beautiful." Evening Student Senate President Maynard Jones, another panel member, thought he would bring "a new approach, freshness and innocence" in his speech.

Faculty members denied that there had been any directive to propose a non-controversial candidate and that the decision to recommend Port as first choice was, in Vice-Provost Bernard Sohmer's words, "not a political decision. All six were highly qualified, they all would have been worthy." Assistant Dean Herbert DeBerry (Student Personnel Services) agreed with these remarks and added, "The decision was based mainly on the

scholastic average of the candidates." Other criteria, such as involvement in extracurricular activities or political involvement were secondary, he said.

Carla DeFord and Zelda Huhnenberg, the other candidates proposed to Marshak, have both been more active in campus politics than Port. Huhnenberg was a member of the History department's student advisory committee and has charged that "some teachers have brainwashed students not to take certain courses held by colleagues in order to have full classrooms of their own."

She thinks that all departments should have direct student representation on their executive committees according to "Plan A" of the Governance Charter and that students should have more power to manage their own affairs on campus in general.

She believes that these and other "political" remarks made before the selection committee may have worked against her in the final decision, since she might have been viewed as "too liberal" by the faculty members of the proposing panel.

Carla DeFord was a member of the English department's student advisory committee, and resigned with the other members after the students were denied access to departmental meetings, and had also been deprived of the right to observe teachers in class. She assailed Marshak for his inactivity on the matter and has also had other public confrontations with him, but she could not be reached for comment on the question of whether she thought this might have affected Marshak's decision.

Port, a computer science major, is the son of Lithuanian refugee parents who survived the Nazi concentration camps. At



Abraham Port

the College, he was a grader and tutor in the Engineering School, secretary of the Association for Computing Machinery, and editor of its newsletter, and was also active in some computer science programs. He has also won numerous awards and honors, among them: Dean's List, YIVO Annual Award for Excellence in Yiddish, New York State Regents Scholarship and Generoso Pope Memorial Scholarship Award.

He has never been involved in campus politics, since he "did not think he would have been the right person to run for Senate president." Also, he never had the time, having "numerous part-time jobs, on occasion three or four at the same time." He has never had any confrontations with teachers or administration officials. Port is strongly in favor of increasing the number of hours for extracurricular activities. He said that CCNY students

should "perhaps" be given more power. He does not think that the decision to name him was a political one, but that his number one rank was decisive. "I was surprised to find out that I had been chosen," he said.

In his commencement speech, he expects to stress the importance of education today, and to praise the College "for giving many people a chance to attend college, who otherwise would never have been able to. Whether they make use of that chance is up to the individual."

Most of the members of the proposing panel agreed that Port was a wise choice. As Ed Lake put it: "In the present state of turmoil on campus, most people thought that a non-committal valedictorian would be the best choice."

## Rosenthal to Speak

A.M. Rosenthal, managing editor of The New York Times and a 1949 graduate of the College, will be the speaker at the commencement exercises on Thursday, June 6, at 4 PM in the main arena of Madison Square Garden. He will receive an honorary Doctor of Laws at the ceremonies.

A Pulitzer Prize-winning foreign correspondent, Rosenthal has been managing editor of The Times since 1969.

He was a New York City and then United Nations reporter before serving as a foreign correspondent in India, Pakistan, Afghanistan, Ceylon, Indochina, Austria, Switzerland, Africa, Japan and Poland. He was expelled by the Communist Government of Poland in 1959 for "exposing too deeply the internal situation" in the country.

While an undergraduate here, he was editor of The Campus.

## Bromberg, Odetta to Teach Here

by MARC LIPITZ

In an effort to expand the College's music program, David Bromberg, Odetta, John Lewis, and other prominent pop, folk, and jazz musicians will be hired to teach here next fall. They will be teaching a variety of courses from small jazz ensembles to lecture courses open to the general student body.

Others who will teach here are singers Sheila Jordan and Johnny Hartman; Helen Gallagher, the recipient of a Tony Award for her recent role in No, No Nannette; and a former vice president of RCA Records, Don Heckman, who previously taught a course on rock music at the College.

Bromberg has won notoriety as a guitarist and blues/folk singer, his most well-known works being "Sharon" and "The Holdup," a collaboration with George Harrison. He's played backup guitar on over 70 albums by artists such as Chubby Checker, Tom Paxton, and Pete Seeger. He has three of his own albums to date, the latest being Wanted Dead or Alive.

Another major personality who will come to the College is Odetta, the renowned songstress who has been honored by audiences and critics the world over. A classically trained singer, Odetta's material runs the gamut from folk to contemporary rock. "We are timeless," is the way she describes her music.

Odetta has been heard at folk festivals



David Bromberg

and concerts, college campuses, clubs, and on television and radio. She is presently in Moscow doing an extended European tour. The only obstacle to her teaching at the College is the possibility that she will be in a Broadway musical this fall.

However, Professor Jack Shapiro (Music) has stated that many of the performers may face scheduling problems, but that those difficulties could be resolved.

John Lewis, who is the founder and pianist of the Modern Jazz Quartet, will be hired as a full professor of music for the entire year. The courses he will teach include an advanced improvisation class, a small jazz ensemble class for selected students, and the core jazz history course (Music 145).

Shapiro commented that Lewis will be giving up a large part of his tour for this.

He added that on occasions the other members of the Quartet may come to the College.

All guest artists, with the exception of Lewis, will be working jointly on two courses. One will be a survey of vocal pop music, open to all students where the performers will lecture and demonstrate the nature of their art. The second course, limited to about fifteen students, will be an experimental seminar for performers in vocal pop music. To be accepted into the course, students will have to pass an audition.

Each artist will teach the class for about two weeks and hand the chalk over to the next teacher. Under this format, the students will receive a wide variety of musical training from the performers and learn studio techniques from Don Heckman.

The individual largely responsible for hiring these musicians is Associate Professor Henrietta Yurchenko, a personal friend of many of the performers. "What surprised and pleased us most, is that everyone approached wanted to come," she said enthusiastically. "Odetta wants to come very badly."

Yurchenko is excited about the efforts underway to expand the College's music program. "This is a pioneer effort and we want to see how it goes," she said.

If the program succeeds, new artists will be sought for the second semester, with singer Dionne Warwick mentioned as a possibility.

## 'Paper' Inks Pact With JDL Leader

A shaky settlement has been reached between The Paper and its chief accuser in a dispute over an allegedly anti-Semitic editorial it published February 21.

Sheldon Davis, an official of the Jewish Defense League, accepted a one-paragraph statement from three editors of The Paper after a 3½-hour hearing which began with his demand that the Third World paper be suspended.

The statement read: "In view of the response to our editorial on February 21, we wish to explain that The Paper is not anti-Jewish or hostile to any ethnic or religious group. The editorial did not completely express our considered policy, as no single editorial can totally describe an editorial policy or program. We have no wish to give offense to our fellow students, faculty and others."

Although he signed the statement, Davis admitted that he was not at all satisfied with it. "This is nothing," he said, "absolutely nothing. The only reason I signed it was because I thought it could be a stepping stone to further talks and investigations. And also, if we had not resolved anything, it would have gone to the Student-Faculty Disciplinary Committee, which probably won't meet again this term."

He also said that the people at the hearing, which was held in Vice Provost Bernard Sohmer's office, had preconceived ideas of how things would go. "Dean Sohmer was totally against me from the start. At one point he said 'If The Paper was to apologize it would ruin their dignity.' It was comments like these which made me feel that the case was hopeless and that the odds were heavily against me."

Professor Brooks Wright (English), who chaired the hearing, seemed to be sympathetic towards Davis but was quick to lash out at him when he said "The Paper is the rag of the SEEK program."

Robert Knight, an associate editor of The Paper, said "There can be no ultimate retraction. We do regret it going in if our intentions were unclear. That's why we ran another editorial in the issue after we thought it would clarify what was said."

He also added that for every expert on anti-semitism Davis could find who claimed the editorial was anti-semitic he could find one who would claim it was not.

## Faculty to Reconsider Intersession

By KAREN BOORSTEIN

A proposal to institute a two-week intersession semester will be discussed at this Thursday's meeting of the Faculty Senate.

When it was first introduced last month, it was tabled after a disagreement on the availability of funds and the question of whether the mini-courses would be appropriate for the needs of the College and its students.

Provost Egon Brenner spoke against the proposal, citing difficulties with the administration and separate registration required for an intersession. He said he would like to encourage more pilot programs before a formal intersession period is established.

Brenner will meet with Professor Morris Ettenberg (Electrical Eng.), chairman of

the Senate's Educational Policy Committee, this week to discuss whether the College has a need for an intersession semester and whether it is willing to allocate funds. If they can come to an agreement, there will be two formal intersession semesters in January and June.

"This proposal would encourage innovation in a real way," said one of its main advocates, Professor Saul Brody (English).

Currently, the program is run informally. During last January's intersession, a two week intensive course was held on "The Research Paper," designed by Assistant Professor Betty Rizzo (English) and taught by Marilyn Samuels, an English instructor. The reaction to this course, by both the faculty and the

students who participated in it, was favorable.

The course's purpose was to teach students the technical aspects of writing a research paper. "Even very good students are never taught the mechanics of writing a research paper," Samuels said. "They would be able to do it if they had the confidence which comes from knowing how to make the mechanics work for them, not against them."

Douglas Ward, an English major who took the course, said, "I think it should be compulsory for all students, even those exempted from the Basic Writing sequence. The Basic Writing teachers have too much other material to cover. grammatical structure and preparation for the English Proficiency Exam, to concentrate on the research paper."

# Delay New Field for South Campus Lawn

By ERIC THAU

The transformation of South Campus lawn into an athletic field, scheduled to begin in the fall, has been moved back at least six months by the city Budget Director's office, which has refused to allow the use of artificial turf for the large infield.

According to the College's Master Plan, the South lawn will provide facilities for all major sports, filling the gap left by the demolition of Lewisohn Stadium. The three-acre field would also serve as a gathering place for students, providing sitting areas with grass, trees and benches.

The College's Office of Campus Planning and Development, after consulting with the Physical Education department and other schools, decided to use artificial turf for the infield, which would be used for football, lacrosse and soccer.

The city originally granted an increase of \$400,000 in the College's construction budget, for a total of \$785,000. With plans nearly completed, work was to begin on the field this fall. But the Budget Director's office burst the balloon in March when it changed its mind about the artificial surface.

The Budget Bureau said that no other city facility had artificial turf, and it didn't feel it was the proper time to authorize it for the College. It directed The College to use sod, but allowed a synthetic running track since they had past experience with that. This fear of setting a precedent, with the prospect of other schools demanding the same privileges, was heightened by the city's huge budget deficit.

The College claims that in the long run, natural grass is much harder and more expensive to maintain. George Lee, of the Campus Planning Office, said he fears another "dustbowl like the own Lewisohn stadium became."

The Budget office held firm under protest and the planners must now come up with plans for a drainage system different from the artificial turf's simple roll-off system. The project's budget was reduced to \$666,000, and work may have to wait until next winter or spring.

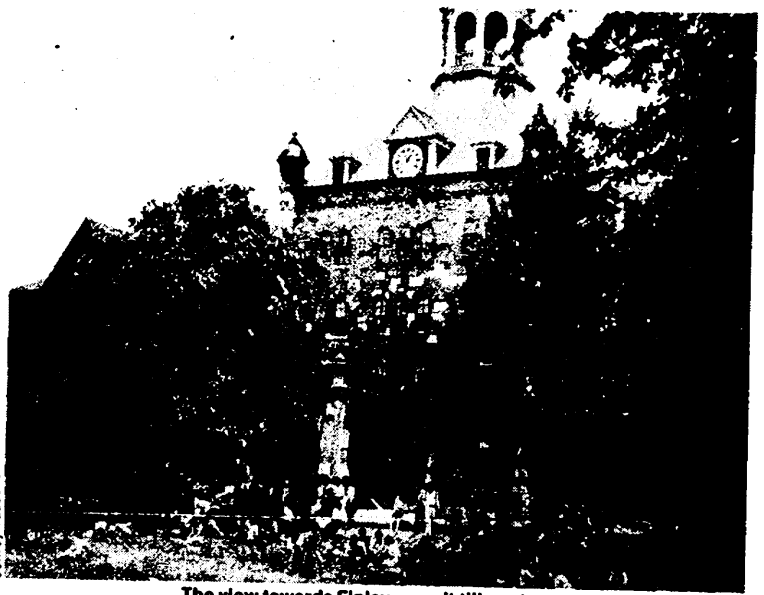
The College hopes to retain as much of the "bucolic" atmosphere of the old lawn as is possible but the outlook is dim. Rather than replanting most of the mature trees

which now line the lawn's paths and circumference, the plan calls for youth trees with the traditional city park benches and concrete water fountains nearby.

Of 20 students questioned on South Campus Lawn last Friday, 12 had no idea that the field would be changed, two thought the College was putting up a building, and one junior reacted to the news with a definitive groan. Opinions ranged from enthusiasm over the running track to horror at the thought of uprooting the stately old trees.

Other facilities of the field will be pits for broad jump, high jump, and pole vaulting high intensity flood lights (to be left on at night) and hopefully, an electronic scoreboard. Bleachers are not presently included in the plan.

Next year's freshmen will be the last to see the South lawn intact if plans go as tentatively scheduled.



The view towards Finley — wait till next year

## New Humanistic Studies Courses

The Program in Humanistic Studies (PHS) is planning the most ambitious set of courses in its brief history for the fall term. Starting today, students can reserve space in the experimental classes.

Along with four of its current courses, the program hopes to offer 13 other innovative seminars with varying credits and workloads. Proposed by faculty from throughout the College, the courses are generally based on issues raised by personal relationships, politics, and the arts.

PHS recently lost the prefix "planning" from its title when the Faculty Senate voted to extend the life of the embattled program for another year, during which time it will be evaluated by a special Subcommittee on Educational Innovation using outside consultants.

The proposed course offerings are seen as an attempt to meet objections that PHS has not fostered innovation throughout the College. One course would be taught by an Engineering professor, and others by faculty who have not been associated with PHS or innovative courses before.

"We have received a terrific response from a lot of people on the faculty who

want to do interesting things," remarked Professor Ken Eisold (PHS), who will become its acting director in the fall. "We have demonstrated the program's viability in meeting a variety of needs and interests rather than setting up an alternative, competitive structure as was originally conceived."

Not all of the faculty have been released by their departments, and therefore PHS may not be able to give all the proposed courses. But students who apply this week in the program's office, Room 221 Shepard, can pre-register for any of the proposed courses and will be notified later of any changes.

One of the more unique courses was proposed by staff members of the College's Placement Office to help students in making their career choices. Called "Self-Concept and Career Alternatives," the two-credit course would study the problems faced by college graduates in finding jobs, the nature of work, the changing sex roles in employment, and the techniques of job-seeking. As many as four sections with 15 students each may be offered.

The titles of the other new courses,

with the names of their faculty originators, follow:

"Popular Film as a Political Instrument"—Paul Minkoff (PHS).

"Futurism"—Walter Rand (Civil Engineering).

"Marxism and Revolutionary Theory"—Walter Daum, (Math) and Michael Weisser, (History).

"Citizen Initiative in Community Planning"—Fridtjof Schroder (Art).

"Sexual Choice in Contemporary Society: Homosexuality in Modern Life"—James Levin (History).

"Images of Women in Film"—Ann Kaplan, (PHS).

"Male-Female Differences"—Paul Sevransky (Counseling).

"Arts in the Studio and in History"—Anne Shaver (Art), Madeleine Gekiere (Art).

"Homo Angelicus/Diabolus; 'the various natures of man—Henry Huttenbach, (History).

Special Project in English 2—an approach that stresses group techniques. "The Physics of Everyday Life."

"Independent Study Group."

## Cooperative Education Offers Alternative

By ANNE MANCUSO

During registration, students in the Cooperative Education Program, like hundreds of other undergraduates, pay the \$58 fee, register for courses and leave Mahoney Gym, either grumbling or ecstatic over their choice of classes.

But on the first morning of classes, instead of grabbing the 8:30 D train up to the College to catch a 9 AM Political Science class, co-op students are travelling in the opposite direction to jobs related to their majors, an opportunity which has attracted only a small number of students to the 2½ year old Cooperative Education Program.

Under the program, students alternate semesters of full-time study with semesters of full-time work. Students usually work a minimum of two non-consecutive semesters, earning from \$110 to \$170 a week and receiving an average of three credits per term.

To keep up with the "normal" amount of credits per term, many students take day or night courses, depending upon their job hours. But most co-op students are not as concerned about the additional time that may be spent making up credits as they are about exploring the career they have chosen.

According to Ed Evans, a coordinator of the program, the purpose of Co-op Ed is "to get people to think about what they want to do in terms of jobs rather than job titles and then expose students to these and related jobs."

Unaware of Job's Nature

Michael Guidiciopietro, an Economics major, has been working for two terms as a financial intern at the Regional Administration of National Banks. He is not interested in a full-time job, attended an interview with a job recruiter from the RANB, unaware of its affiliation with

Cooperative Education. His visit nabbed him four credits for a job he was about to take without credit, and after completing eight credits this term he will graduate in June.

Formerly an Engineering major, Guidiciopietro made his career switch before his present job but feels Cooperative Education "gives a person the chance to feel his way in jobs he is interested in and gives him the chance to rebound if the job is not for him."

The Cooperative Education Program grew out of the Office of Career Counseling and Placement with which it still shares a budgetary tie. The program is funded equally by the College and by a grant from the Department of Health, Education and Welfare.

The program is not just a job placement service, however. This misconception has led many graduating seniors and graduate students stumbling into its office. Applicants, preferably sophomores and juniors, must submit a resume, indicating their reasons for applying to the program. Generally, jobs within one's major are sought, but the function of the program as an "exploratory vehicle" leads to rather unique placements.

An English major who was interested in flowers was placed in a job at the Brooklyn Botanical Gardens. As a result of her experience, she transferred to the State University at Farmingdale and majored in horticulture. Co-op Coordinator Evans sees this as an example of the program's ability to "broaden students' horizons" and make them aware of alternatives.

"Education should not be direct vocational training," Evans says, "but should involve a sharpening of analytical skills." Evans feels those students who apply to the program are "people cognizant of the fact that classroom

education is not all there is."

Certain Jobs Unavailable

Currently, 35 students out of 50 applicants are participating in the program. Although more than half of the applicants have in placed in full-time jobs, the lack of 100% placement has been caused by the unavailability of certain jobs. While most Co-op applicants are liberal arts majors, the majority of jobs now available are for engineering students.

On a recent job recruiting visit to the campus, a personnel supervisor of the Foster Wheeler Corp., an engineering firm, called the Co-op Program "an up and coming thing." It gives students an idea of what Foster Wheeler is about," he said, "and when they get their degree they can assimilate into the job."

Commenting on Co-op students presently employed by his company, he said, "Co-op students have the basic educational background to become great engineers. Their background and experience will get them more pay than engineers coming out of college without any experience."

More male students apply to the program than female students, a tendency the Co-op Coordinator Margaret Rodgers hopes will change. She views the Co-op Ed Program as a "vehicle of career development" which is particularly important for the growing number of women who seek professional careers.

According to Rodgers, "it gives women, as well as all Co-op students, insights into the working conditions they will face after graduation and enables them to deal with those problems now."

Although students are placed in responsible positions, the chance that they will turn into "go-fers" still exists. "The jobs for Co-op students operate as any other jobs," Rodgers says, but adds

that when students are being used she and Evans intervene.

About 10 to 15% of Co-op assignments are out of town, most of which are government-related jobs in Washington. Generally, students employed in federal jobs retain their positions after graduation.

For the student interested in many careers, Cooperative Education offers a means of sifting through the probable choices. Eric Schaaf, a biology major, is grateful to the program for "the time and grief it's saved." Originally a pre-med student, Schaaf found he preferred the field of medical research after spending three months at Rockefeller University Hospital as a subject/research assistant. Schaaf participated in a dietary experiment while assisting with the research work.

During the experiment, Schaaf lived at the hospital, received a small wage, and accumulated three more credits towards his January 1975 graduation. "Many students haven't given themselves the time to re-evaluate where they are and what they want to do," he says, "Co-op Education gives students a chance to get this experience."

For Maude Oliver, her experience as an editorial assistant at McCall's has "reinforced" her choice of a career in journalism. She is "enthusiastic" about the program and says, "It gives you a peek into the future and you find out if this is your bag."

After completing this term's work, she will graduate, and feels there is a "good possibility" that she will remain at McCall's after graduation.

Located in Room 402 Finley, the Cooperative Education office is a healthy climb from the cafeteria or lounges. But, when you're thinking about your life, it's worth the trip.



# Ethnic Offices: First Years Are the Hardest

By PAUL INMARRIA

Majorie Henderson appeared on television in spot commercials for the Bio-Medical Program. Yolanda Sanchez got funds for the campus day care center. Harold Lui is helping students get college credit for outside work.

These people do have something in common: they are the directors of the Black, Puerto Rican and Asian Program Planning and Development Offices. Their main role is to work with students who request their help in dealing with the Administration.

The function of these offices was never specifically set down, and their only official purpose is to "co-ordinate relations" between the College and the city's ethnic communities. This looseness has permitted the directors to engage in a wide range of activities without being restricted by administrative guidelines.

Yolanda Sanchez's comment on her work as head of the Puerto Rican office is appropriate to the others as well: "The job became whatever I made it. I hope the job will always be a reflection of the character of the director."

The three positions were created as a response to student demands made during disturbances here in 1969 and 1970 when the administration was charged with being insensitive to the problems of the major minority groups on campus. Since many universities already had so-called ethnic affairs offices, the College decided to create an office to work with each ethnic group. Originally part of President Marshak's office, they are now part of the newly-established Office of Communications and Public Affairs.

## Experiences in Community

Both Sanchez and Henderson are graduates of the College and were active in community affairs before taking their present positions. Sanchez was a social worker, then directed an ASPIRA self-help program and worked on CUNY's College Discovery program, which helps increase Puerto Rican student enrollment. She is still active in community work as chairwoman of the East Harlem Tenants Council, which is trying to improve housing conditions.

Henderson, who is head of Black Program Planning, taught at Columbia University Teachers College and directed all state and federal programs in Community School District 6. Unlike Sanchez, who was appointed in 1971 after she was contacted by students familiar with her previous work, Henderson went through long interviews with a search committee composed of students, faculty and community residents before she was accepted in 1972.

The newest director is Harold Lui, an activist in the Chinatown community, who took the position on a part-time basis last year.

## Different Tasks

Sanchez has taken on assignments from the Administration, such as getting funds from the Agency of Child Development of the Human Resources Administration for the campus day-care center and serving on the Affirmative Action Committee, which was created to implement federal rulings on the hiring of minorities and women.

She has another, more informal role to perform—working with the campus Hispanic community—which she says involves helping any student who comes to her office with a problem and dealing with student groups such as the

Dominican Students Union and the Third World Psychology Collective, an organization questioning the importance of traditional psychological training. Off-campus groups in different parts of the city have also requested her help, as the para professionals in a Bronx Head-Start center did recently.

The final part of her office's work is "program planning," which she describes as "anything that brings in new money." It has been a disappointment because she has not been receiving ideas for new projects that would require fund-raising.

Sanchez, who seems to view herself more as an advocate for Puerto Ricans than as a member of the Administration, claims the College considers Puerto Ricans to be powerless and does not effectively deal with their problems, such as their high drop-out rate and no-show rate among high school graduates who fail to appear once accepted to the College. She added that her office actually has to work with all Hispanic groups here rather than just Puerto Ricans, which gives her "an extra responsibility."

Sanchez will be a candidate in the Democratic primary in September for the City Council seat representing East Harlem and the South Bronx. She says that the race will require her to have a



Yolanda Sanchez

tighter schedule here, but she hasn't had any pressure from the Administration to resign, even though she has expected it.

## Focuses on Outside Community

The director of the Office of Black Program Planning and Development, Marjorie Henderson, also has administrative assignments and is a member of various committees, including the Inter-Ethnic Concerns Committee, which was formed so that the College's ethnic groups would have a forum to exchange their views. She is also director of recruitment for the Bio-Medical Program, which is now being attacked for its admissions policies.

The conditions in the outside community get her special attention, she says, because "the problems we have on campus are reflective of the problems of the urban center." In her word as a liaison between the College and the surrounding neighborhoods, she is active in a group that is attempting to have St. Nicholas Park renovated and also in the Harlem Hospital Ad Hoc Committee.

Henderson has tried to get more publicity for the Center for Bio-Medical Education with spot commercials which were broadcast as a public service on Channels 4, 5, and 41. She said this idea successfully brought in more applications. "Before the commercials, students had to depend on high school guidance counselors to find out about the program, which isn't the best way to inform students."

New "program developments" worked out by her office include making College students available to tutor in nearby schools and a training program for public school security guards.

## Newest Office

The Office of Asian Program Planning and Development, currently directed by Harold Lui, was formed last year. At present, the office only operates part-time, but a search committee is attempting to find a full-time director.

Lui also emphasized that his office must work beyond the campus: "As I see it, this office tries to bring together the needs of the students and the plans of the Asian community. We certainly need to be open and accessible."

He has been working to establish the Asian Studies Aid program in which students do field work in the community

for credit. Others are involved in Asian-Americans for Equal Employment, which is trying to get more Asians into the construction unions and working on projects like the Confucius Plaza housing site in Chinatown.

Lui said that he would like to see more involvement by the Japanese, Korean Indian and other Asian groups in these programs. According to Lui, most of the Asians here have been able to co-exist peacefully with other groups, but have been subjected to "a crisis of self-image"



Marjorie Henderson

by stereotypes that still exist in many Western minds.

Have these Program Development offices met the student demands made four years ago? Perhaps the most fundamental problem is the fact that their existence is not widely known. Their loose definition is matched by their vague powers.

Marjorie Henderson noted that there has also been a lack of communication between the College's central administration and the offices, and that the Administration usually doesn't make contact with them on its own accord.

However, the offices have only recently been created, and their impact may increase in the future. But since most of their work is done behind the scenes, it will be difficult to evaluate. As Henderson said, when asked if she thought the idea had been successful, "This is an on-going process. Nothing here is finite."

# Psychology Race Down to Wire

By ROBERT NESS

The time is 6:30 AM, Monday May 13. The place is the bedroom of Bernard Sohmer. As our story begins, we overhear the Vice Provost snoring. Phone rings twice, half asleep he turns over to answer it.

"Hello, (a chipper voice says) this is Jim McDevitt. I know it's early but I tried calling you last night at 2 AM, and no one was home." (Sohmer is speechless.)

Listen Bernie, it's urgent. You got to meet me right away. We need someone impartial to write up the voter directions for the psychology executive committee election ballots..."

Within three hours, ballots complete with directions are in the hands of the students. This is but one example of lengths students running for the Psychology Department's executive committee would go to get the vote out. Other departments have postponed such elections due to the reluctance of the students to come forward as candidates. The Psychology Department has 10 students vying for the non-salaried offices.

Essentially, students elected to this committee enjoy full voting rights with faculty in determining department policy and the hiring and firing of faculty. Students on the committee will interview students for the department's master's program, rule on tenure and advise curriculum changes.

Faculty have always had the right to form committees in their respective departments to deal with these matters. Only through the recently adopted governance plan were undergraduate majors given the opportunity to participate as full voting members, if the department chooses plan ADF this section of the governance and there is a 30% turnout in the voting.

Voting will continue until Tuesday. Anyone taking a psychology course, whether or not he or she is a major, is

eligible to vote. Voting is taking place in the psychology classrooms, but one can vote by mail by picking up the ballot form in the psychology office.

## Three Major Issues

With few exceptions, candidates are emphasizing the same three issues: establishing better communication between majors and faculty, improvement of the field work courses and career guidance, and reversal of the trend toward "watering down courses."

Candidate Dennis Chattman charged that all three candidates for chairman of the Psychology Department favor the trend toward "watering down" the standards of courses. He accused present chairman Donald Mintz, Professors Luis Costa and Ann Rees with accepting the philosophy that students are not able to succeed with courses given under traditional standards.

"I feel I have been shortchanged," said Betsy Brotman. "There's no opportunity to evaluate or give opinions. You're not encouraged to use your mind (in psychology courses)."

David Hansen observed "You can't learn psychology from a text book. You need interaction with the community... Give us a taste of what our career is like." Charging that the present field work programs are loosely supervised, Hansen adds "Students are given jobs cleaning out toilets, not working with psychology... people want to know what it's like to be a Ph.D."

"We've got to go to grad school, where else can we turn?" remarked Gerri Morantz. "Kings and Crain (two psychology advisors) talk about your index, not about being a clinical psychologist or a social worker."

Lynne Styliano calls for a job counseling program, lectures, meetings and a psychology lounge. Ken Reinhardt would like to see bi-weekly majors meetings where "instead of two people making the

changes in the department, you can pick from a variety of views."

Both Morantz and McDevitt have charged that outgoing chairman Mintz told present executive committee members before the department's last meeting "Your attendance is not appropriate." At that meeting, a new chairman was elected and a decision as to which governance plan for executive committees would be adopted. Since the present student representatives' votes did not total 30% of the majors, members did not have voting power. These two, and others, were subsequently admitted to the meeting. All candidates' complete platforms can be found accompanying the ballot.

## Mintz Replies

Mintz, amid candidates, charges of his reluctance to let students sit on the executive committee stated, "In principle, student participation is desirable. I feel it becomes desirable when students indeed represent the student body." Referring to the general low turnout for these elections, he added "Students (on the present committee) represent no one at all."

Commenting on the alleged "lessening of standards," Mintz affirmed "our standards are unchanged." He noted that the College's psychology department has turned out more Ph.D.'s than any other in the country. "This may not be an accurate measure but our students traditionally do well on GRE's... f---s they (the candidates) are misinformed. My patience is running thin. I am happy to stand on my record."

Jim McDevitt, chairman of the present Executive Advisory Committee in psychology, and a candidate for re-election charges Mintz has failed to give students on the committee adequate notice of committee meetings, and places prospective faculty could be interviewed. Mintz reply "I have only two days notice sometimes... this is our life."

# Win Grants

Two of the College's faculty members have been awarded prestigious Guggenheim fellowships for writing projects this year.

Assistant Professor Ira Gitler (Music) will research the transition from the Big Band swing era to modern jazz.

Professor Norman Kelvin (English) will work on a comprehensive edition of the letters of William Morris, the 19th Century English poet, artist, craftsman and socialist.

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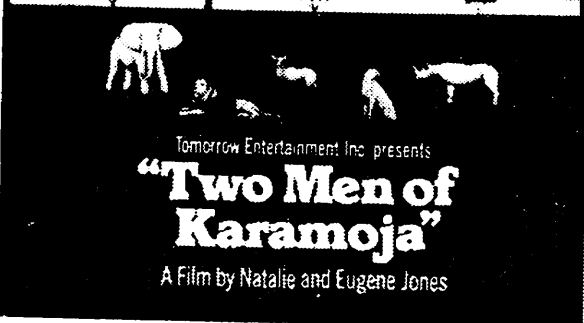
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# Open Admissions:

## The First Class Prepares for Graduation

By LYDIA DIAMOND

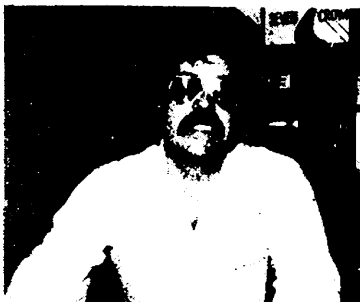
Open Admissions, initiated four years ago by the City University, simply means this: all graduates of New York City high schools, regardless of their averages, are entitled to a place in one of CUNY's 20 senior and community colleges.

In 1970, about one quarter of the freshman class admitted to CUNY, or about 9000 students, entered as a result of this policy. An additional 1000 teachers were hired, mostly for remedial courses.

Certain problems immediately arose—tighter space conditions, an enormous growth in budget, and accusations of lower standards—all of which have played a part in the continuing debate on how to handle the new breed of students.

While the policy change was prompted by demands by Black and Puerto Rican students, it has had the ironic effect of mainly benefiting working class and lower middle income whites. The numbers and percentages of minority group students have increased, but more than half of the entering classes come from Polish, Irish Italian, and German families.

Of the 895 students who came to the College under Open Admissions that first



Wilfredo Lleras: a wife, four kids, and a B.A.

year, only about 40 per cent lasted through this term's registration. As to how many will graduate, that won't be known until the fall.

Surprisingly, the students directly involved have been generally indifferent to the arguments, although one student confided, "It got uncomfortable when teachers started class conversations on what a mistake Open Enrollment was... I'd just crawl under the chair."

Persistence Pays Off

One of these students, Wilfredo Lleras,

graduated last term with a 3.7 index. He was admitted to the College at the age of 30 with a High School Equivalency diploma. York and Queens Colleges and Manhattan and Bronx Community Colleges had all turned him down. "They said my diploma wasn't any good."

Lleras is a spectacular example of persistence. When the College attempted to turn down his second application, he sat in the Financial Aid Office until they changed their minds.

When he entered, Lleras had many handicaps, among them a high school average that was "way below 70," plus three children and a wife to support. (His fourth child was born while he was in school.) In addition, he said, "I had no knowledge of the smallest technicalities about college. I had never done a term paper in my life... Honestly, I didn't even know what a footnote was."

The workload was "inconceivable," consisting of 20 to 22 credits a semester, as well as attending every summer session for 12 credits. Lleras received money from SEEK and the Veteran's Administration, but it wasn't enough for a family of six. So on weekends and after school, Lleras

worked as a freelance carpenter.

In three-and-a-half years at the College, Lleras admits to one instance when he thought of dropping out. "It was on a Saturday morning. I got up to make my breakfast, and when I opened the refrigerator, there was nothing left but some stale rolls and a quart of milk. Man, you don't know what that did to me—you know, kids and a wife—I started thinking that if I had been working instead of going to school, this never would have happened." After a moment, Lleras said, "It would have been the biggest mistake of my life."

Lleras is currently teaching wood and ceramics crafts in an intermediate school in the South Bronx. He is working on a Master's Degree in bi-lingual education and learning disabilities. Along with another teacher he recently created a program to treat emotionally disturbed children through industrial arts therapy.

Works at Own Pace

Russell Brigagliano, a speech major, entered the College with a 70.6 average from Springfield Gardens High School.

Unlike Lleras, he has tried to keep his work down to a minimum—about 13 credits a semester. Admittedly, Brigagliano's first term at the College did not go well. He received two D grades and a few P's. But by the second term, Brigagliano rose to a 3.27 index.

"Freedom in college enabled me to work at my own pace," he said. "No one was pressuring me, like in high school. And I met a lot of different people. That was an education in itself."



## Tutoring to be Required in Math

By DAVID BAHARAV

Tutoring in the Math Lab for the past year has given me more satisfaction than any course I have taken. It's a great feeling to see a student who once asked questions in remedial math come back to ask questions in calculus.

Although some math majors and even tutors consider the remedial students to be "stupid," I've been amazed by the high intelligence of many of the people who come to the Lab. Most have quick understanding, bad experiences in math classes; and are in a rush to study ahead so they can finish those unit exams and see the last of math. The ones who are taking calculus are always embarrassing me by asking questions I don't have the answers to.

In order to make the Lab more effective, the Math Department is planning to require remedial math students next semester to go to the Lab for an hour a week besides the four hours of lecture they now attend, making sure that all students who need tutoring take advantage of it. Teachers will have the option of waiving the attendance requirement.

There are now 1800 students taking one of the five non-credit remedial Math courses, and the number is expected to increase if the Fall 1974 freshman class is as large as expected. About half of the entering freshmen each term take remedial math courses.

The Math Lab started the year of Open Admissions with about five tutors and no fixed office and has grown to 65 tutors this semester who work in Room 208 Shepard. It offers tutoring in all remedial and core requirement courses, including calculus.

The payroll has swelled to an annual \$26,000 for tutors and supervisors. Assistant Professor Samuel Poss, the administrator of the Lab, has requested \$54,000 tutor's salaries next semester in anticipation of the proposed requirement for tutoring.

The unstructured Lab is very popular, as evidenced by the fact that 1,000 students a week use it. Students are not assigned to a regular tutor or to set hours, but instead show up whenever they have questions and wait until a tutor is available.

According to a survey of remedial math students, taken in November 1972, over half of the students said they work harder in math than their other courses. The survey stated, "Most (70%) of the students found the Math Lab helpful, but felt it needed more teachers and tutors, and to a lesser degree, an improvement in the quality of help offered."

It is hard to evaluate precisely the effectiveness of the Lab. As Poss explained, "We have no control group. Say we find out that people who go to the Lab do better than people who don't. That says nothing about the Lab, because maybe the people who go are more conscientious in the first place, which is why they go to the Lab."

It is so beneficial to some 15 or 20 students a term who don't like their teachers that they don't go to class at all, preferring to

study exclusively in the Lab.

The Lab is trying to encourage self-study. For this purpose, they have textbooks, slide-tape lessons on logarithms and the Chain Rule which have been popular (perhaps because of the Allman Brothers and Bach in the background), and three-minute silent movies on various topics in calculus.

Fifteen students have appointments to spend two hours a week with the self study materials, and about 25 more a week just come by to look at the stuff.

The latest experiment in self-study is the installation of a computer terminal programmed to teach basic arithmetic. Poss plans to buy more terminals, and program them to teach calculus as well, if the computer proves useful. "We plan to use it to teach things that require constant repetition, and to help the slow student," explained Tse. "We have good tutors, but no matter how good you are, after saying the same thing ten times, you're boring."

Poss and Tse are always trying to get good tutors who can explain difficult problems. Says Tse, "My first term here,

we took anyone, then we took whoever was good the semester before. Now we interview each prospective tutor. We judge him more by how he explains his answers than on how much he knows."

"Then we have a lab supervisor to observe him for a term, and recommend whether to hire him. We fired ten tutors last semester for various reasons." The various reasons were not attending the two tutor seminars a term, being absent over one-third of the time, and bad comments from students.

If any student gets angry enough to complain in writing to Tse, the complaint is investigated and acted upon. Once a student complained that a tutor refused to explain something, saying that it was clear to any third grader, and he then went on to denounce the whole remedial program, calling its students "stupid." He was fired.

Work study students are encouraged to be tutors, since they aren't paid out of the Lab's budget. "We lower the standards for them," says Tse. "Sometimes we hire someone only for remedial Math, even if he doesn't know calculus."

## Counselors Decry Lack of Contact

By LIZ CARVER

Six counselors hired specially to deal with the problems of Open Admissions students (those with entering averages less than 80) have been so handicapped by the College's bureaucracy that they feel they have been unable to do much for their "target students," according to one of the counselors, Rod Hill of the Department of Student Personnel Services (DSPS).

The Counseling and Testing division of DSPS identifies those students most in need of help, usually the students assigned to two or more remedial courses as a result of poor scores on the placement tests. The remedial courses are English 1 and 2, College Skills courses, Speech 1, and courses such as Math 50.1.

"The problem is that these students get so discouraged by having to do so much non-credit work," explained Hill. "There are, for instance, very few of our students in the professional schools here because so many prerequisites are asked of them, and they can't handle these until they have finished sometimes very long sequences of remediation. They become unable to relate to these schools."

"Almost one-third of those entering fall into the category of needing two or more remedial courses," said Dr. Richard Soll, another counselor.

"We've tried many approaches," Hill added. "We've invited students in for appointments, set up groups such as Freshman orientation, tried forcing students to come in by holding up their registration. But none of these things have made for continued contact."

"This term," Soll said, "we've just tried to pick out the highest risk students, about

300 of the 750 entering class."

"We have very little mandatory contact. The Administration's given us a job to do without the power to enforce our responsibility. One way we found to reach these students was to go into College Skills 1 classes, where the highest risk students were, and take over the class for two or three sessions, explaining what we do and how we could be of help. We try to make a sense of connectedness."

Both counselors complained of lack of money. The SEEK program, where the counselor sees the same student throughout his or her College career, is funded for 50 students per counselor. The Counseling and Testing division, however, is funded for 75 students per counselor per term.

"Within that 75, maybe a few will return," Hill said. "On a demand basis, only a small percentage of the students we see are from our 'target' population. It's more the exception than the rule that I can be helpful to double remedial students and end up providing service to them, rather than the students who has a 3.0 index or better, and no real academic problems—which is mostly the type of student I see."

Comparing the counseling procedure for Open Admissions students to those in SEEK, Hill said he felt SEEK succeeded due to more intense counseling. The counselors, he said, had more power to ensure contact with the student because they handled all areas of students' life at the College.

The counseling the student now receives consists of an appointment with his or her counselor in the summer before attending the College, after the placement tests have been given. The counselors try to plan a

program for the student "that offers them some chance to survive. It's almost Darwinian," according to Hill.

"It doesn't seem like very personal contact, and it tends to end there," said Soll.

Counselors have offered to come in during the summer to allow for more leisurely and thorough counseling, but according to Soll, the administration would allow only 60% of the regular pay for this project.

Other approaches have been suggested, such as creating mini-colleges as in other schools, or training upperclassmen to assist the counselors.

As to why students would not come for counseling, Hill suggested that bad experiences with high school counselors might have had a lasting influence. "We have to play strong games to counteract this influence," he added.

"This school is an indication of the pathology of the society. It's a microcosm of the world and people's success there. For instance, the ratio of white men to women is three to one. For black students, it's just the reverse. Some people have the educational cards stacked very heavily against them in society as well as at the College," commented Hill.

"The problems we have here," he continued, "defy good intentions. While I feel the remedial program has done marvelous things, it's not enough. We've got to personalize more, reduce students' confusion. We try to compromise between lack of funding and lack of forced relations. Sometimes we feel we are failing. Sometimes, I wonder if in being part of the educational system, I'm not also part of the problem."

# 'Standards an empty notion'

By ALAN FIELLIN

Associate Dean of Freshman and Sophomore Programs

I have been working with Open Admissions at the College since its beginning in Fall, 1970. I'm not sure the admissions policy adopted was or is the best way to accomplish the objective of increasing higher educational opportunities for minority students in New York City. But it was a policy that was politically viable, and it has created opportunities for educational programs that must be used. I am not interested in spending time and energy now in ideological polemics; there are students to be educated, and we must spend more time and energy in that task. I believe that it is time to forget about Open Admissions as a political issue and address our attention to educational challenges.

Since we tend too much to apologize for our failings, let me first say that I am proud of what we have been able to accomplish at City College. Most importantly, we have adopted a serious educational strategy that addresses itself to the educational needs of students who are weak in the academic skills and general education needed for success at City College. We move slowly, but we have charted directions and we have made significant progress.

But as an institution, we have only partially accepted the problems as ours, we have only partially accepted a strategy, and we have only partially implemented solutions. I realize that most members of this College faculty never expected to face these problems. As with all college faculties, it feels most comfortable and personally rewarded when contemplating courses for the well-prepared. Too many still cling to a hope that the Board of Higher Education can and will soon reverse itself and produce large numbers of well-prepared students for City College. This hope sometimes supports wishful feelings that the only (or best) solution is that the problems will soon disappear. Open Admissions polemics and wishful thinking need to be replaced with fulfillment of that for which we are hired—designing and implementing the best possible education for the students coming to City College.

And we have enough positive experience now to know that when faculty do respond, there are revealed not only problems but also great potential that can be developed; and the task, though difficult and frustrating at times (as all education probably must be) is most rewarding. I am referring to the faculty who have helped to develop, improve and staff basic skills courses and those engaged in special summer programs that provide students the opportunity to work intensively on their verbal and mathematical skills before their first full semester. There are those who have created team-taught programs in which basic skills are taught in the context of an introductory college course, those who have helped to fashion new courses and curricular structures, and those who have developed the skills laboratories, tutoring programs, and new mediated teaching materials. The experience of many of these faculty suggest that the cure for the malaise on campus (which is frequently attributed to Open Admissions) may be to stop coping with Open Admissions exclusively as a socio-political issue and return full-time to the education of City College students.

It would be inappropriate for me to avoid entirely the two most frequently asked questions about Open Admissions: (1) Has it been a success or failure? (2) Have

standards been maintained? Obviously I can answer neither of these briefly and definitively. Definitive answers would require not only detailed data analysis but also further explication of the questions' alternative meanings. Pending fuller reports that will be available later in the year, I must resort here to the luxury of generalities in an attempt to put the questions in a meaningful context.

If one is forced to pretend that the first question has a single, universally agreed upon meaning as well as a simple answer, then the answer must be, unfortunately, an ambivalent yes and no. Certainly, many students have done significantly better at the College than the prediction implied by our admissions criteria before Open Admissions. It would be difficult to prove to those students, some of whom will be graduating, that the policy was faulty or that they failed. We do clearly know, from both SEEK and Open Admissions, that given appropriate programs, motivation and hitherto latent or unnoticed potential can be activated. But we should not be satisfied with the present levels of student retention and performance.

Another way of viewing success is from the standpoint of institutional performance. How successful have we been in adapting to the challenge? Even though much remains to be done, by the standard of responsiveness set by some of the other units of CUNY—where "Open Admissions" students (not a separate category at CCNY) may be separated physically and programatically from both the "College faculty" and "regular" students, or simply benignly neglected educationally—City College has responded in an educationally responsible way.

The question of "standards," I believe, implies an important issue. But it is the wrong question now. Standards are meaningful only if the curriculum rests upon some clearly stated goals and is designed to be realistic and demanding as students progress towards those goals. Standards will certainly deteriorate or become unenforceable if we do not formulate reasonable answers to questions about the goals and assumptions of our general curriculum plan.

With a heterogeneous student body, varying widely in adequacy of academic skills and general knowledge, we must question seriously our present confusing core curriculum that is nearly lacking in structure. It probably serves none of our students well. We can both keep that curriculum and lower standards (out of guilt mostly, I suppose) or we can create a new structure with new course that systematically and sequentially address themselves to the development of the academic skills and knowledge necessary to do advanced college work. Then with structures and courses that are realistic and demanding, we can and must (without guilt) enforce rigorous standards. If we do not now adopt a general education plan that systematically addresses itself to the educational needs of all of our students, then many students will be underprepared in advanced work as well as in introductory work, and it is inevitable that standards will decline.

Our hope for real success in Open Admissions lies in a continuing vigilance on the part of the faculty—not to some empty notion of "standards," but to the quality of education that we demand of ourselves and the corresponding level of performance we unequivocally require of students.

## 'We should become students again'

By IRWIN STARK  
Professor, English

Last year, my wife and I accompanied a group of students from my Basic Writing class to a performance of John Gay's *The Beggar's Opera*. Discussing the play after the performance, one of the students offered so brilliant and articulate an analysis of the production that later in the evening my wife remarked, "You didn't tell me there were graduate students in the group." There weren't. The student who had spoken so eloquently was a member of my Basic Writing class. What his eloquence did not reveal, however, was that technically his written work approached the illiterate.

Atypical though he is, this gifted, perceptive, intelligent yet illiterate young man illustrates the challenge confronting the faculty of City College. Does he really belong at the College together with others who are less gifted? Is our Open Admissions program adequate for his needs and theirs? Have we lowered academic standards and damaged the reputation of the College in order to accommodate the thousands who have entered without sufficient preparation? Questions like these are difficult to answer. They are impossible to answer honestly if we succumb to the public relations view that every program we initiate is "doomed to succeed." But let me try to answer them from the perspective of one who has been actively associated with the program since its inception.

I have no doubt that our "standards" have in fact been lowered. But what does this mean? First, compared with the overall level of academic attainment five and ten years ago, the level of the College as a whole has obviously been depressed by the admission of students whose high school records only begin to suggest their educational deficiencies. Secondly, our own college grades have been inflated to the point where the "F" is practically obsolete, the "D" has become today's "C" and yesterday's "C" now appears disguised as a "B." I must add, however, that in spite of this inflationary spiral, it is my impression that generally we still reserve the "A" for unmistakable excellence.

But granting the lowering of standards, does it necessarily follow that our status in the academic marketplace has been adversely affected? I find no clear evidence of this. On the contrary, I am persuaded that we are more than holding our own with the top 10 or 20 percent of the student body, with those, in short, who have usually gone on to graduate schools and professional careers. Moreover, while we continue to devote a large part of our energies and resources to remedial work, we are witnessing the development of special programs in medicine, law, the performing arts, creative writing, etc., programs addressed to the most gifted. I believe that the ambience of such programs must raise the intellectual tone of the entire College and indeed may already have done so. I think it significant, for example, that though I have never before given more than two or three "A's" in any single narrative writing course, last year seven out of my class of fifteen students achieved that normally elusive grade. And I am certain that, at least in my narrative writing elective, I have not modified my criteria of excellence after 25 years.

But what of our Open Admissions students? I see two serious problems. The more serious, perhaps, is the burden of non-remedial courses these students are forced to carry while attempting to overcome their deficiencies. How can we possibly expect to minimize failure when at the very time students are laboring to improve their basic skills, they are saddled with courses that require a mastery of these skills? Under these circumstances how can a student who is unable to read or write adequately hope to function successfully in either his remedial or non-remedial courses? Unless we insist that our Open Admissions students be allowed to spend a year or more on their remedial problems alone, the open door will remain the revolving door for too many of them.

The second problem is the faculty, a faculty whose intellectual distinction surely requires no defense. But assuming our intellectual qualifications as well as our good will and responsibility as educators, how many of us are equipped for the tasks demanded by remediation? When even those who have been brought to the College to work

primarily in the remedial programs are still groping for satisfactory methodologies, how many in the professional ranks have been trained to deal with students who neither read nor write well enough to cope with various disciplines?

What is the solution? One possibility is the establishment of a preparatory school which is independent of the College and staffed with instructors trained specifically for remedial work. The more challenging alternative is for us to become students again, to master whatever pedagogy may be necessary for the tasks to which we are committed instead of waiting for a job to be done by someone else. Our time is here and not five or ten years ago and not in some Utopian future when the dream of an elite audience will at last come true. If we have lost our classroom audience, whether in romance languages, the classics, philosophy, history, whatever, can we exculpate ourselves entirely? Don't we have some obligation for recreating that audience out of the students who now attend the College? I for one am delighted that we in the English Department have decided to devote regular departmental meetings during the academic year to the pedagogy of remediation. But the English Department can't go it alone. It is a task that should engage the attention of every department and every faculty member at the College.

But despite these problems, Open Admissions is a program to which I am personally committed. Never before in its history has the College been so near representative of the community at large. Never before have we had to great an opportunity to confront and reconcile the differences which afflict the social surrounding us and to educate and liberate, to provide truly liberal education for those who need it most. Then, can we withhold a higher education from young men and women whose minds hold the potential for making major contribution to the human community? How can we not afford the expense and travail which are the concomitants of the Open Admissions program?

## A Faculty Is Open Admissions

## 'That first re

By ANN PETRIE

There were twelve students in that first English I class. Seven Blacks, one Jew, one Arab, one Puerto Rican, one Chinese and one Italian. Of the Blacks, one was from Haiti and spoke French. Another was from the West Indies, was from Haiti and spoke French. Another was from the West Indies; another from the deep South. Four were from different ghetto areas in New York City.

I am an Irish-Scot from Canada, and nothing, orientation, no faculty discussion groups, no training in remedial teaching could have fully prepared me for a class which was as much a learning experience for me as for the students. The biggest lesson I learned is that Open Admissions was no "bleeding heart" gesture to poor





## Symposium: Admissions Working?

# Remedial class was a learning experience for me'

from New York, as many choose to think. Rather it is a difficult pedagogical experiment which is forcing much needed academic reforms by showing us what does not work at City College and, perhaps, the university system itself.

The only common denominator among my twelve students, besides an inability to write, was diversity. Some, recently immigrated, were family bound, shy often naive. Some had broken with families and friends in order to go to college and were dislocated socially, lonely. Others were already street hardened to poverty, drugs, crime.

All except three had jobs. Life for these was reduced to a routine of school, study, work. I often walked into class, which met at 10 a.m., to find these students, heads on arms, asleep. Yet, attendance was good, except for one woman who invented one health reason after another, headaches to brain tumor, to explain her absences. It was not until the middle of the semester that I learned her real problem was a year-old, asthmatic child. She was not married and embarrassed to tell me.

The academic needs of the twelve were as diverse as their backgrounds. Four first-generation immigrants spoke English as a second language. Each of their primary languages, Arabic, Spanish, French and Chinese, created different kinds of interferences to learning to write English correctly. Perhaps the most interesting was the Arab student who did not capitalize the first word of each new sentence, but the first word of each new line. Some of the Black students had a dialect interference which made conventional English, for them, almost another language. Many had attended vocational, ghetto or rural schools where academic training tends to be inferior. Some were from families which were not education oriented; working families which traditionally left school early to help financially; families not always sympathetic to the demands of college work.

Each of the twelve had some kind of education horror story to tell: indifferent teachers who neither encouraged nor tapped potential; overcrowded, inadequate schools; gang fights; boredom; dope; failure; humiliation. Education meant twelve unhappy years which left them unable to write, read comprehensively, take notes, study, think abstractly—think highly of themselves. Twelve years which broke spirits, left deep scars as in the case of one black student who wrote an account of what happened after a white boy in her parochial junior high school pulled her braids and called her "a wild Indian."

"After a while I began to cry. Crying didn't stop him. He kept on until the bell rang. When I got to my class a white girl started hitting me and calling me names. I didn't say anything. I just looked at my teacher sitting there smiling. After two minutes of her hitting me I started telling her to leave me alone. This did it. All the white kids started calling me 'chicken.' I tried to hold my temper because I knew I could hurt her severely. After ten minutes of aggravation, the girl slapped me and said, 'beg Nigger.' I don't know what I did to her. All I know is, when my friends pulled me off, she was unconscious and blood was

# 'We must help them succeed'

By ROBERT FORD GREENE

Assistant Professor, Physical and Health Education

During the past year or two, there have been some gloomy statements made by our own personnel about the "downward direction" of City College. I wish to respond with a statement of our assets and advantages, and make some suggestions for strengthening our present position.

The greatest resource that a college can possess is a qualified faculty. Our faculty is strong, and if salaries remain among the highest in the nation, we can offer excellent programs and remain very competitive in the recruiting market. Unfortunately, there are faculty members who are unhappy with the present situation, particularly the Open Admissions program. Blue lapel pins are being passed around the campus which carry the message "C.U.N.Y.—Founded in 1847—Open Admissions—Destroyed in 1977?"

But Open Admissions may eventually prove to be a blessing in disguise. For the first time, City College is in a unique position to help substantial numbers of the Black and Puerto Rican populations who reside on the fringes of our campus. What more effective method exists of helping combat the spiral of lack of education, poverty, and crime which pervades urban areas than our program? One outstanding feature of American education is its attempt to maintain an in-depth, quality education, while broadening an already wide base. Its mission is changing in order to allow each citizen the opportunity to become all he or she is capable of being. With some initiative and wisdom, City College can become a pilot institution demonstrating that Open Admissions and quality education are compatible.

Entrance examinations to help prevent student failure, due to Open Admissions, seem to be advisable. Unfortunately, high school academic diplomas are still not based on competency, and the attainment of specific skill levels. If a student reads, writes, or speaks below certain levels, he should not be allowed to take a single course for credit. Allowing a poorly prepared student into a class is fair neither to the student nor the instructor. It is tantamount to granting a license for failure. About a year ago, Saul Touster, the former provost, remarked that about two-thirds of the students entering the college with averages of less than eighty per cent would not earn their degrees.

If entrance examinations prove impossible, then exit examinations should be administered in order to guarantee that the holder of our degree is of a certain level of

achievement as recommended by the Faculty Senate Committee on Educational Policy and the Committee on Faculty Interests and Academic Freedom at the Greystone Conference two years ago. Perhaps an examination similar to the Aptitude Section (Verbal and Math) of the Graduate Record Examination can be used as the instrument of measurement.

With perseverance, students who do not have superior study skills, can still succeed. Benjamin Bloom, and other nationally recognized experts on learning, feel that complex concepts can be mastered by many people, providing they have the time to do it. We, as faculty members, must recognize and accept the differing learning rates of our students. We must help our students to succeed in our courses. This is not to imply that we have to lower standards or tolerate slovenly performance. In cases involving diligent effort, but poor results, we can make more frequent use of the W grade, a drop without penalty. In this way, the student can keep taking the course until he has mastered the important concepts. As Associate Provost Morton Kaplon suggested recently, some students should be allowed to earn their degrees in eight or ten years. Under the present system, which emphasizes grade point average, instead of learning, when a student's cumulative index falls below a certain point it is next to impossible for him to recover and earn a City College degree.

A feeling of pride in our institution, accompanied by a general agreement on its basic purpose, is essential if our programs are to progress rapidly. Dean Harry Lustig (Liberal Arts and Science) recently urged the faculty to develop a sense of community in respecting other academic areas and different opinions. He stressed the need for cooperation among individuals and for allegiance and loyalty to our college.

Student recruitment is of the utmost importance. At present we are discouraged from recruiting superior students. Occasionally, when an outstanding student applies, he is assigned to another college of the City University. We should press hard for some autonomy in determining who we will teach. We should also be afforded the freedom to accept a few promising students much later than the early application deadline date.

A superior basketball team might help to unite the various campus groups, aid in winning the support of our Harlem community, and help them develop a sense of

(Continued on next page)

The Arab read in a voice that was almost inaudible how his family was forced out of Jordan by the Jews. How they had to live on two dollars a week U.N. relief money until his father, who had immigrated to New York, earned enough to send for them.

The Jewish student, usually cock-sure of himself, read haltingly how his mother turned him over to the custody of the state for a minor offence—an adolescent fight over a girl—and OF HOW HE BEGAN A SERIES OF INCARCERATIONS AT STATE JUVENILE HOMES WHERE HE WAS BEATEN BY "house parents." He told how he turned to drugs, hard drugs, then beat them to be able to go to college.

A black student who insisted on using long, inappropriate words he could not spell dispensed with the big words for a paragraph or two to relate how in South Carolina, at the age of six, he was seduced by the white woman for whom his mother worked as a maid.

Somehow these students, writing about themselves, being themselves, talking about themselves did more to teach issues that should be of primary concern in education than any text book; any lecture. As a teacher it was a moving experience to witness how they gradually acquired the skills to articulate their knowledge, especially with such authentic insight. But frustration was as strong as pleasure. At the end of four months, four class hours a week, and sometimes as much again in conference and in tutoring at the Writing Center, verb endings were still incorrect, words were still misspelled, subjects still did not agree with verbs.

Two of the twelve students, both black women, did not even finish the course. One dropped out after she failed one of four required grammar tests. It was her second time in English 1; the second time she failed the same test. The week before she had given me a 40-page science fiction story, which, in terms of organization, character and plot development was as good as that done by any beginning student. I told her this, but encouragement wasn't enough. She needed intensive help with deep rooted linguistic problems.

The second dropout, the woman with the son, had been doing so well she probably would have skipped English 3. But she had financial and family problems that were so severe she needed professional counseling neither I nor anyone else in the department was equipped to give.

Basic Writing has to be one of the finest remedial programs in all of CUNY. It has dynamic leadership, a well designed progression of classes: a Writing Center; a core of dedicated teachers. But it is not enough. The new students have, in addition to academic deficiencies, deep cultural, linguistic or psychological impediments to learning. Old fashioned remediation which has been effective in small, highly financed compensatory programs cannot meet the urgent needs of thousands particularly when the college is demanding of these students that they meet traditional standards in regular courses as soon as they are admitted.

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## Greene...

(Continued from preceding page)

identification with the College, and result in an increase, rather than the present decrease, in student enrollment.

As the College progresses, and develops new academic programs and facilities, more students will want to enroll here. President Robert Marshak's effort in behalf of the Biomedical Research program is already realized, and the Davis Center for the Performing Arts will be in full bloom within three or four years. The North Academic Center will house a new library and an improved faculty cafeteria; both of these should be morale boosters. When all of the campus construction is completed, the amount of square footage will triple the original area.

A million dollars has recently been granted to improve the appearance of our campus; this could make a considerable difference in our everyday lives. Beautifying the campus should be an item of utmost priority, even if it means delaying a program or two. The provision of additional faculty parking spaces is vital to our morale. If the space saving, ferris-wheel type parking structures become a reality, a faculty member will be further encouraged to come to the campus.

Certain athletic and recreational facilities are forthcoming: a South Campus athletic area where faculty members and students can jog and four to six tennis courts which will be located on the roof of the Mahoney Gymnasium.

In conclusion, we should be optimistic in our assessment of the status of City College. The sole criterion that determines the value of a college or university is its overall contribution to society. Who is to say that we are not making a greater impact on mankind's basic needs now that we have Open Admissions?

Portions of this article originally appeared in the April 1974 issue of The Faculty Senate News.

## Petrie...

(Continued from preceding page)

Positive reports of the success of Open Admissions notwithstanding, I feel that unless many of the new students receive vastly improved services to help them overcome impediments that kept them bottom-of-the-barrel academically throughout their lives, they will not be able to make full use of their resources. They will fail, drop out or be pushed on prematurely, possibly to experience more frustration and humiliation.

The dilemma of Open Admissions is that no one really knows, except in the most general terms, what kinds of specific services can be developed to help the new students. While there are individuals and small groups engaged in research and experimentation, I witnessed in my three years of remedial teaching neither a college nor a university-wide commitment to help us learn how to learn to teach more effectively.

A real commitment would have to include a tough-minded investigation of institutional structure and facilities, teaching methods and counseling services. Such an investigation would reveal, at the very least, a shocking absence of the uses of psychology, technology and—humanity. Shocking not only for remedial students but all students, for it is hardly a secret given prevailing student cynicism, rebellion or apathy, that higher education has not been meeting the needs of today's students for some time.

It seems to me ironic that critics of Open Admissions were alarmed that unprepared students would lower standards. The fact is, the new students admitted under Open Admissions encountered an unprepared system of higher education.

But I cannot believe Open Admissions created many more problems than were already inherent in the system. It simply served, because of the greater needs of the new students, to dramatize the inadequacies. The truth is, I suppose, the very reason so many are pessimistic about Open Admissions. It is difficult to confront inadequacies. It is difficult to confront change. And if Open Admissions is given time and real support it will bring change, radical change.

Already, with all the resistance to it, Open Admissions has done this:

- It has served to connect a rather anachronistic academic community to the diversity and modernity of the community it serves.
- It has forced teachers back to the roots of their respective disciplines to find out what is really important and worth preserving.
- It has forced teachers to search for more effective ways to communicate skills and information.
- It has given new students life alternatives never before available.

Before he came to City College, my Arab student was a drifter, always on the periphery of trouble. In his last essay—an essay in which the first word of each new sentence was capitalized—he wrote this:

"I will continue my education. Education not merely means getting a better job, but it also means getting mentally wise. And the wiser a person is, the more control he would have to solve his and other's problems. With that kind of wisdom, anything is possible."

I do not know what happened to that student or the other nine who completed my first English I class for there is no system that monitors the progress of the new students. But I do know that if the promise of Open Admissions has failed them, it was not their fault.

# Do they have to know math?

By MORTON F. KAPLON

Associate Provost for Institutional Resources

Before one can talk about 'approach' towards education, one must define attitudes towards education. This is particularly important with respect to the question of Open Admissions since this is an arena in which our attitudes almost certainly implicitly define our approach.

Open Admissions is not new to the American educational scene. It has been, more or less, the policy in many state university systems. The standard attitude there has resulted in the approach to the realization of the policy being a revolving door; if the student is able to perform satisfactorily in the system as it exists, then he can make it, and if not, then out the door. The current approach at the City University of New York is somewhat more benign, but it is placed in the same attitudinal framework.

That framework is one which makes certain assumptions about the structure and nature of a College education and the way in which it is measured. One of the most rigid and structured aspects of it by a combination of an essentially standard time of study (four years is the norm) and a standard yardstick of progress and accomplishment (128 or so credits with a certain quality point average). This clearly reflects the system feeding into college which is structured similarly. It has been a reasonably successful system and one which might continue to work if all the assumptions made were in fact valid. The assumptions of most import have to do with the level of ability of students with respect to certain basic skills, such as reading, composition and elementary mathematics, as well as to the accumulation of certain factual material.

In other words, the assumptions are such that if they are reasonably valid, and if certain limitations are placed upon accomplishment as measured at the secondary school level, then the entering student profile fits a pattern that the "curriculum" can process in four years and produce the college baccalaureate that we are all so familiar with. The system is of course rather highly circular and self-reinforcing in both its logic and in its arguments for perpetuation. In the current parlance, "we are geared up" to do the educational job in a certain way. Given this attitude, our approach is certainly not surprising given the injunction that we are not to have a revolving door.

What we have done is to recognize, correctly in fact, that under the Open Admissions policy we are admitting students that are not consonant with our familiar profile. The next step is the one taken implicitly and says that our historical approach is correct and how do we fit these new and inappropriately educated students into it. The answer is immediate—we must transform them into a student that we can recognize, and then we will process this recognizable student via the standard procedures. We thus create and ennoble the concepts of remediation and compensation and utter the warnings against lowering of standards, etc. etc. And, of course, along the way, some of us bemoan what has happened, how things will not be the same again and that we are destroying concepts of a quality education.

We have, of course, forgotten that there have been significant changes in American higher education over the years. The proportion of our population graduating from high school and the fraction of that going on to College has

changed in major ways, even in this century, and will, of course, change even more. However, it has so far changed in a framework that has imposed essentially the same attitude toward education reflecting in the same process. The flexibility of the American system has allowed for a wide range of quality within that attitude, but the approach has been pretty much the same, countrywide. Nonetheless, there have been significant changes in attitude within the system from the elementary school level to the most advanced graduate level. The most trivial recognition of this at the advanced level is that the last recognizable Universalist in Mathematics, for example, was Poincare, around the turn of the century. And today we have specialists even in fractional centuries of literature, country by country.

At the more elementary level, we have also recognized 'progress.' When my father went to school, penmanship was a recognized part of elementary and introductory secondary education. The typewriter has outmoded the need for good penmanship, and our curriculum has recognized that. And there are many other areas where we have accepted progress within the framework: the use of high speed computers as a substitute for traditional analysis (which incidentally wasn't easy initially to sell); the use of dictating machines as a substitute for shorthand, etc.

What is being proposed here is that we consider recognizing major change realistically attitudinally and let it be reflected in our approach. I would argue that the educational system is the slowest to reflect change. Our laws, for instance, reflect the set of rules that our society agrees to live by; not as rapidly perhaps as many would like, but it does reflect them. Our attitudes in a legal sense towards homosexuality, drugs, capital punishment and many other "crimes" has changed significantly. Society has agreed that things have changed. Cannot our attitude towards what we agree to call a college education also change?

Why do we insist that all students are essentially alike and require the same kind of curriculum? Why do they all need four years? Why, for instance do we insist that they all have some definable level of competence in arithmetic operations when we have readily available the modern counterpart of the typewriter (as a substitute for penmanship) in the miniature electronic calculator? Why do we insist that there exist some common standard of prose for communication when we have available the tape recorder to record and transmit the words we say? Why in fact do we insist that a baccalaureate degree is definable principally by the addition of, in the main, highly uncorrelated diverse units? Why, in fact, don't we consider what diverse means we can accommodate to reach that, allowing for the diversity of input?

In other words, let us recognize that we are living in a greatly changed world and that our educational system should reflect this change in its attitudes. Perhaps by instituting such a dialogue and hopefully experiment, we may make open admissions a living reality rather than a difficult compromise.

Or, to put it in the vernacular, as you go through life, brother, keep your eye upon the doughnut and not upon the hole.

## No Elitism Here

By KAREN BOORSTEIN

There are a lot of things I hate about the College.

I hate waiting in line at registration, only to find that I have to discard all those carefully filled-out preliminary schedules and end up with a schedule made up mostly of seventh and eighth choices.

I hate taking the D train and having to climb the steepest hill in Harlem, so that I arrive puffing and panting to my 10 AM class.

I hate getting out of a class in Mott at five of the hour and having to trek across campus at a quick trot so that I reach Shepard at about seven after. There are some classes I have never been on time for.

I hate getting threatening notes from Cohen Library saying that I will be debarred from classes unless I return a book that I already returned two weeks ago. Trying to explain this sort of thing to the cretins who work there is next to impossible. (I think the full-time workers at Cohen once tried to get jobs at the Motor Vehicle Bureau, but were rejected because even the Motor Vehicle Bureau doesn't want its workers to be that nasty.)

I hate writing a story for OP, when I should have been studying in the first place, only to find that the story got cut out of the issue.

However, there must be some things that I like about the College, because I find myself defending it to those who would give the school a bad name.

A few weeks ago, at Passover dinner, my cousin said to me pityingly, "Gee, it must be a really rotten thing to have to slave over a paper only to have it read by a grad student."

Never having taken a course taught by a grad student, I looked at her in surprise.

She pressed the issue. "Aren't all your teachers grad students?" she asked in a tone of voice that suggested she thought she knew the answer.

"No," I told her. She was taken aback to learn that my teachers are professors, just like hers, or

lecturers and instructors with a Master's Degree. My cousin goes to one of those exclusive private schools, Bryn Mawr. She had thought that having a class taught by a professor was the exclusive privilege of those who attend private schools.

Despite my annoyance at the generally bureaucratic state of the College and my own desire to attend an exclusive private school, I was irritated by her condescending attitude and remarks, and found myself defending the College.

If my cousin's misguided impression of the College is shared by all private school students, (and let's face it, it probably is), then there are a lot of people who need to re-evaluate their opinions of the College.

We live in a snob-oriented society. My cousin, and people like her, get their kicks by saying, "I go to Bryn Mawr," (or Radcliffe, or Vassar, etc.). They have no respect for public educational institutions and do not stop to think about the reasoning behind their attitudes. It shows a lack of understanding about the CUNY system to assume that \$58 will not buy a quality education.

Most students at the College could not afford to go to a private school. These days the cost of a private education is astronomical. New York University, for example, currently charges \$2800 per semester for tuition alone. We have to put up with more bureaucratic bullshit for our \$58, but the quality of education at the College is still equal to that of private universities.

Perhaps it is the combination of returning to school after a two-year break, and being a day session student instead of an evening session student, that is making this column begin to sound moralistic and soporifically sentimental. This is not an apology, but I do think I ought to close now before I run on about the "Harvard of the Proletariat," a synonym for the College which shows the kind of respect we used to have.

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**Essential reading—the former president of CCNY on higher education, moral sensibilities, and the changing attitudes of college students over the past two decades**

**CAMPUS IN CRISIS**  
Buell G. Gallagher

Although an uneasy truce now exists on American college campuses, the crisis that expressed itself in the turmoil of a decade ago still remains. Dr. Gallagher's perceptive analysis of today's problems is "must reading," says former Ohio State University College of Education Dean Donald P. Cottrell.

"With this intensely felt and searchingly written history and analysis of higher education in America, Dr. Gallagher, former president of the City College of New York, may well reach much of the readership of Toffler's 'Future Shock' and Reich's 'The Greening of America'—Publishers Weekly

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## Letters

(Continued from page 2)

telephone, a part-time secretary and mail services. I was really alarmed when I was given a copy of a document (by one student) entitled "Preliminary Draft on the Asian National Question in America," written by a political underground group in the United States. It was in this document that CCNY, alongside with San Francisco State College, was mentioned as the ideal center for "developing and recruiting potential cadres from the ranks of the Asian-American Student Movement" (pages 50 & 51).

After considerable discussion, I personally rejected the aforementioned demands by student "volunteers." However, I have agreed to the formation of an Advisory Committee with 50% student representation, whereby all major Departmental decisions will be made. Under this Advisory Committee, a number of ad hoc or sub-committees were formed, including a Committee on by-laws of the Department; Committee on curriculum, where three new courses were proposed and implemented; a Committee on Community Projects, where an educational panel on Asian-American studies was established, a Committee on Departmental exhibits and receptions and a Search Committee for Asian Program Director.

While the sub-committees have made important progress, the Advisory Committee, with 50% student representation, has become a focal point of disputes, including personality struggles. Outsiders are often brought by the students into the Committee's deliberations and shouting matches ensue. During the month of December 1973, for example, the Advisory Committee was boycotted by student members because of their opposition to the granting of tenure to Professor T.K. Tong by the Executive Committee.

During the month of February 1974, a personal dispute erupted between Professor Betty Lee Sung and a student work-study aide, Boreysa Tep. After the Chairman requested Boreysa Tep to be transferred to another department, the Advisory Committee ceased to function effectively. Outside agitators from as far as the West Coast were brought in by the student representatives during some of the deliberations of the Committee. The Chairman was called a "pig" and some of the professors were called "running dogs." At one time the Chairman was personally threatened with bodily harm, which was witnessed by faculty, students and staff members of the Department and documented in the Dean's offices.

In spite of these controversies, the Department continued to function and to carry on its educational mission. Many committees continue to meet regularly, including student participation. In fact, it was through one such committee that a recommendation was made and implemented that Boreysa Tep be reinstated as a work-study aide, with retroactive pay for the time he was released of his responsibilities.

**Professor Winberg Chai  
Chairman of Asian Studies**

### Criticizes Music Coverage

I was shocked to see your article on the retirement of Professor Fritz Jahoda; I thought it was against your paper's editorial policy to mention anything about the Music Department's students, faculty or concerts. Perhaps the message is that all of us, students and faculty, should retire, whereupon OP will devote some space to our former activities.

Furthermore, I wish to correct the erroneous impression the article may give about our orchestra. It is alive and flourishing. Its last concert on March 30th (totally ignored, of course, by OP) included Bruckner's Fourth Symphony, which calls for a very large performing group. We have another concert with chorus and orchestra on May 11th (at St. Michael's Church, 99th Street and Amsterdam Avenue) which we can assume will not displace the important literary matter which so often graces your newspaper's pages.

I would seriously ask you whether it is not one of the functions of a college newspaper to cover student activities. At present, students miraculously find their way to us by word of mouth, and their activities and accomplishments go without notice in the college community. Don't you think a little more emphasis on music at City College (perhaps sacrificing some of the com-

mercial concert reviews, despite the enormous prestige of the free critics' tickets they give) would be in order?

**Yours truly,  
David Bushler  
Instructor, Music Department**

I seriously doubt whether there is enough interest in the College's musical events to warrant extensive coverage. With all due respect to classical music, it is not a popular music form today.

However, I will admit that our OPop section should give some coverage to the Music department's noble offerings in jazz, and to a lesser degree, classical forms. Perhaps Mr. Bushler knows music students who would be able to contribute reviews, for I, as OPop editor, have neither the knowledge nor interest to do it, and I know of no other writers who do.

Unfortunately, OP can only be as good as the people who volunteer to put work into it.

**Herb Fox,  
Reviews Editor**

The May 1 OP article, entitled "Senate Elections Postponed a Week," contains some inaccuracies about the RCY slate which require clarification: 1) The article states that the RCY is "an offshoot group of the Spartacist League." In fact, the RCY is the youth section of the Spartacist League, not a separate political tendency. 2) While "the RCY sees changes occurring through a socialist revolution," we do not "hope to direct [it] through the activities of the Student Senate." We have pointed to the powerlessness nature of the Student Senate repeatedly and view our campaign not as a contest on the basis of personality nor as an attempt to "build socialism on one campus," but as a way of reaching CCNY students with our ideas and program. If elected, we would fight for the victory of our program, which calls for worker-teacher-student control of the university, not reform of the inherently powerless student Senate. 3) OP identifies our demand mistakenly as the worker-student-teacher alliance. It is worker-student-teacher control. We pose this as a form of democratic decision-making, autonomous of the capitalist government and its administrators. In that context, we call for full campus worker unionization and the creation of a single union for faculty, campus workers and student aides, and for union control of hiring. Curriculum and policy decisions should be democratically decided, with students having the right to advise hiring decisions without having a decisive power over the union.

We believe that the Student Senate elections have been run incompetently and undemocratically. The RCY opposes the "open ballot" system being used at the polls as well as the lack of well-planned public meetings in which the candidates could express their views to the student body. The balloting system prevents confidential voting—those possessing the ballots may simply check the ballot numbers against the ledgers which contain matching ballot numbers, and the student's name and social security number. The availability of voting records to the administration is clearly threatening to left-wing slates as well as intimidating to all voters. The RCY demands that the voting system be changed in such a way as to protect the voter from identification and therefore from potential harassment.

**Jeff Hunt  
Ed Kartsen  
Robert Noia**

**for the CCNY Revolutionary Communist Youth**

### THE AUTHOR REPLIES

In response to the RCY's claim of inaccuracies in my article: 1) The term "offshoot group" was used merely as a literary description, not to distinguish the RCY as a "separate political tendency." Any political implication of the word "offshoot" is in the eyes of the RCY. (Indeed, if anyone is attempting to distinguish the RCY from the Spartacist League, it is the group itself, by their use of a different title.) 2) The statement is a direct quote from an interview with the three RCY candidates. While I did not tape the interview (who can trust tapes?), I have written proof of the statement. Out of the fear of misquoting anyone, I repeatedly read back to the candidates the statements they had made, and any claim of inaccuracy is attributable to RCY hindsight. 3) While the candidates did stress "worker-student-teacher control" of the campus, they indicated that it would be achieved through a "worker-student-teacher alliance." This is not even a matter of semantics, but of rhetorical nit-picking.

—Anne Mancuso

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# Concert Raises \$30,000 for Chile

Liberation News Service

"Chile will not stand alone" was the cry that ended a marathon five-hour political/musical extravaganza on May 9. The event was organized to raise money for Chilean refugees and those still in Chile, suffering under the military junta which overthrew the elected government of Salvador Allende last September.

More than 4,500 people paying \$7.50 each jammed into Felt Forum to see a program of music, dance, poetry and film.

According to reports, nearly \$30,000 were raised, partially through ticket revenues and partly through a pass-the-hat collection which followed a speech by former Swedish Ambassador to Chile, Harald Edelstam. Edelstam moved the crowd with his description of his attempts to protect the life of a Tumpamaro woman who had taken refuge in the Swedish Embassy along with hundreds of others. As a result of his "interference," Edelstam was declared "persona non grata" and expelled from Chile by the junta, whom he termed "bandits."

Edlestam reported that in addition to the 10-15,000 people who died during and after the coup, some 30,000 children have been orphaned and more than 200,000 people fired from their jobs for political reasons. Much of the money raised at the concert was earmarked to aid these unemployed people and their families. He noted that inflation in Chile had reached such a level that an average worker's entire salary for one month could buy only 12 loaves of bread.

One major difference between this concert and most political events was that it attracted a crowd who, while sympathetic to the Chilean cause, had come primarily to see and hear the big-name performers who had agreed to play.

Names like Pete Seeger, Arlo Guthrie, Melanie, Dave van Ronk, Melvin van Peebles, Gato Barbieri, Dennis Hopper and the Living Theater drew much of the crowd's attention at the start. In addition, rumors (which turned out to be true) that Bob Dylan would appear helped create an atmosphere of excitement.



However, the organizer of the concert, political folksinger Phil Ochs, warned the crowd that "we are here for political reasons, not to worship stars."

Ochs had visited Chile before the coup, meeting and becoming friends with Chilean folksinger and strong Allende supporter Victor Jara. They sang together for miners in Santiago.

Jara died in the Santiago Stadium in the days following the coup. He had tried to rally the stadium inmates with a song and was beaten by guards. As the people watched, his fingers were broken and his

teeth knocked out. Then he was shot with several others.

His wife, Joan Jara, spoke at the concert, describing how she found her husband's body among "hundreds of other, anonymous bodies—in amongst the corpses of workers, peasants and students."

Salvador Allende's younger daughter, Isabel, also appeared, although she is prohibited from making political statements by her U.S. visa restrictions. In a statement read by her friend and secretary, she thanked the crowd "for the solidarity being displayed" in the name of "the woman who is now a widow, the child who is now an orphan and the workers who are now unemployed."

Throughout the evening, films about Allende and about the Popular Unity years in Chile were shown. And, it was clear that, as the organizers had intended, the evening was a political experience for many who came.

Those who had come to see the stars became involved as the story of U.S. intervention in Chile was exposed. Many were moved by a tape of Victor Jara's music, the poetry of Pablo Neruda, and by Allende's final speech as read by Dennis Hopper. Finally, when Dylan came on stage at 1 A.M., there was more to the excitement than mere star-worship. And when the singers gathered together to sing "Blowing in the Wind," the crowd stood and sang too.

The nearly \$30,000 raised by the concert is not nearly enough. Much more is needed to help the Chilean refugees and relieve the suffering of those still in Chile. The money will be channeled through the National Council of Churches, and contributions can be sent to Friends of Chile, 777 U.N. Plaza, 11th fl. NYC 10017.

## N.O.W. Compiles Book on Sex

A revolutionary book was released in April called *Sexual Honesty By Women For Women*. The book, which has the endorsement of the National Organization For Women (NOW), deals with the problem of determining the accuracy of the contemporary picture of female sexuality. The fact that most previous material on this subject was written by male doctors is a major source of discontent to many in the Women's Movement.

The idea behind *Sexual Honesty* is to provide a public forum to discuss female sexuality. The book is the product of 2,000 anonymous responses to a sexuality questionnaire which was distributed nationally for almost two years by Shere Hite, who edited the book.

The questionnaire deals with many facets of sexuality such as emotional and physical responses during love making, fantasies, masturbation, pornography and personal sexual histories.

"My greatest displeasure about sex is that it is so degraded. Humans use it to trap each other," wrote a 22-year old woman. "If men could understand that the penis is not the highlight of sex for me, it would help" said another. One recently married woman said, in reply to a question about what she thought of her genitals, "I think my love nest is messy but not ugly. I keep it clean so its smell is not bad."

Says Ms. Hite, "The intention of our sharing is not to further the cause of so called sexual freedom or even to specifically to discuss how to have more and better sex. Rather, the intention is to see our personal lives more clearly, redefine our sexual feelings and to strengthen our individual identities as women."

The 45 responses to the questionnaire are direct, intelligent and not sensationalistic. The answers don't statistically represent all of the answers received but give the reader a diverse representation of the attitudes women have. The women whose responses are included come from different backgrounds and are from the ages of 14 to 64.

"Perhaps we have become so submerged in our culture's ideas of what we are supposed to be that we have lost touch with what we really feel and how to express it. So, the first step, for which the book is designed, should be to look more closely at our sexual relationships, try to get in touch with our most basic instinctive feelings and desires and even, perhaps, to discover feelings previously unknown to us," Hite writes.

The need for this type of book is painfully apparent. Women have been very inhibited when discussing this topic, even with those whom they feel closest to. It is interesting to note that out of 80,000 questionnaires distributed, only 2,000 were returned.

Many of the remarks were prefaced with "don't laugh" or expressed fear that the questionnaire was not confidential. Several lesbian women, especially, were suspicious, and wrote that they hoped the author would also consider their opinions although they were not heterosexual.

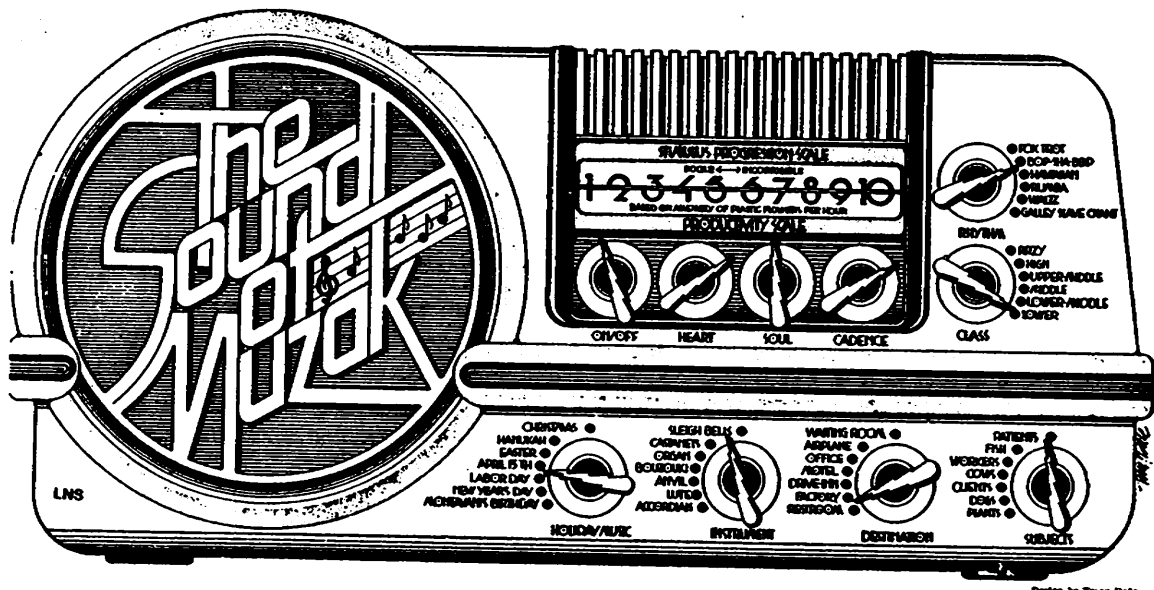
The book is the prologue to a larger project, a critique of the cultural definition of sexuality, to be released next year. It will consist of more original responses to the questionnaire which are still being collected. It will also have a summary of the answers received which will be written by Hite.

When you buy this book, which is a must, it would be appreciated if you would send in your own responses to the questionnaire which is incorporated in the book. Your responses will be used for the larger project.

*Sexual Honesty* is published by the Warner Paperback Library and sells for 1.50. If you cannot afford this, Ms. Hite asks that you write this address for a free copy:

Ms. Shere Hite  
c/o NOW New York  
New York, N.Y., 10003

—Sophia Feinblat



## Muzak: 'We are Human Engineers'

"So on Friday we play tunes to slow people down because they are wound up. On Mondays we want to pick them up because they are down. We are playing games with people. That's really what we are doing. I hate to use the expression, but we are human engineers. But gee, that wouldn't look good in print."

—Bob Willard, marketing vice-president of The Muzak Corporation

Liberation News Service

Muzak oozes through the halls of the Pentagon, the Astrodome and hen houses in San Bernardino. It accompanies Nixon at work at the White House and San Clemente. Grocery stores and cocktail lounges coat their customers in Muzak because it creates an environment that makes people want to stay longer—and the longer they stay the more they buy.

And in the Los Angeles area alone, reports Mary Murphy in the *Los Angeles Times*, Muzak is piped to nearly one million secretaries, clerks and factory workers.

Now so integral a part of our daily lives, you might think that Muzak just naturally emanates from the ceiling. But The Muzak Corp. is a \$400 million a year industry with an estimated captive audience of 80

million listeners in 26 countries.

Eighty percent of Muzak's high precision speakers are aimed to the work environment, says Tony Woods, executive vice-president of the Los Angeles Muzak franchise which, valued at \$2 million, is one of 283 nationwide Muzak franchises.

Explaining the work habits of those bored by their jobs, Bob Willard, Muzak marketing vice-president, says that "from 8 until 10:30 A.M. they are in constant decline. After a break and the idea of lunch they have a tendency to pick back up. When they return from lunch, they are close to the efficiency they were at in the morning. It is constant decline from 1 to 3 P.M., and then after a break there is a tendency to pick up until quitting time.

"What we do with our music is to program just the opposite, varying the tempo, rhythm and the number of the instruments. When people are at high efficiency we are at low stimulus value and as people go down we climb."

And each time of the day and each day of the week is different.

"A company's yearly income is pretty well fixed," says Wood. "Profit depends on only one thing—the output of your people. And if you want more profit

you've got to make your people more efficient. In this way, Muzak functions as management's tool."

But, Willard hastens to add, Muzak is not for everyone. "We know of no value of Muzak to a self-thinking or creative person. Muzak has no value to engineers, architects, doctors, lawyers, business executives or any creative person. For instance, obviously, Tony's and my jobs are quite stimulating so we don't use background music, per se. If we need stimulating, the company is in trouble," he said with a big wink.

"The only time we recommend it for executives is to cover up conversation. Say we are talking about salaries and we don't want the girls to hear. We turn on the Muzak and it masks the conversation and keeps it in the room."

Muzak has come under considerable fire for its manipulative nature, and the Muzak Corp. is somewhat defensive. Says Willard: "People might consider it a form of brainwashing but we don't like that term. We feel that people who are doing their jobs and who want to be working can benefit."

"Ultimately, it is not a question of how a person feels," says Willard, "but if they do a better job with Muzak."



By BOB ROSEN

This column is for me. It's the last thing I will ever write for OP. It marks the end of my four years at the College, and three on this newspaper. It will be my record of the events of those years. They've meant a lot to me.

This is not what I originally planned on writing for my "30 Column." I was going to write a thoroughly sentimental and nostalgic piece praising the people who deserved it, and recalling anecdotes from over the years. I'm still going to do that, but it's not going to be very sentimental. It's going to be bitter. The last three months on OP have filled me with bitterness, some of it bordering on hatred. Perhaps it's not all called for, but I can't help feeling it. I can only write what I feel.

Four years ago, I came here wanting nothing more than to be an architecture major. When I saw Curry Garage for the first time on my first day at the College, I was shocked. I thought I had come to the wrong place. I couldn't believe I would have to spend four years in a cold, grey, concrete building that used to be the home of Curry Chevrolet and still had tire tread marks on the floor.

The first week of classes at the Architecture school was the freshman orientation period. One of the first things they told you was that by the end of the first year, 50% of the freshmen would drop architecture.

At first I didn't see how I could possibly be part of that 50%, but as the term moved on, it became very clear. It didn't bother me that I was going to school from 9AM to 6PM four days a week. It didn't bother me that I had two two-credit courses for four hours a week and a four-credit course for eight hours a week. It didn't bother me that I had to spend nights sleeping on drafting tables so I would be able to get up six in the morning to complete a project that was due the next day. It didn't even bother me that I had to take a two-credit course that required three full-period tests and a 20-page term paper.

I was a little annoyed that there were only 12 women in the school, but what really bothered me was that I was putting in all this work and learning next to nothing.

Slowly I grew to hate it. I had a teacher, Art Symes, who spend the first and second terms trying to teach his drawing class the correct way to use a pencil. He had us sitting around for four hours a week drawing circles, squares, and straight lines. It was like being in therapy. I spent that whole first term looking forward to an expository writing class taught by Victoria Sullivan that I had three times a week. It was my only academic pleasure.

Mostly due to pressure from my parents, I went back to the Architecture school for one more term. That term did me in. The coup-de-grace came when I spent 17 consecutive hours working on a very difficult project. Upon presenting it to my design teacher, he looked at it for two minutes, brusquely said, "I don't like it," and refused to mark it. The experience shattered me, and I never fully recovered from it. I knew then that I was going to drop architecture, and spent the rest of the term carefully reading the school newspapers. I knew I was going to join one, and had pretty much made up my mind I was going to write sports for *The Campus*, which is what I did back in high school.

The spring term ended, and the only thing I got out of architecture was a corrugated cardboard chair that I designed and built as my first project, a complete set of drafting tools, and a free trip to Quick City, which is a story in itself. I can safely say that my freshman year as an architecture major was the most depressing year of my life. Any year in which you long to be back in high school has got to be depressing. It wasn't only school, it was everything.

I spent the summer selling Good-Humor Ice Cream on a 28% commission, and it didn't help my depression any.

As my sophomore year began, I realized that I actually missed the Architecture school because I had no place to hang out. That was the one good part of it. Everyone knew everybody else because you were all in the same classes together. There was a brotherhood of freshman architecture students. Then I saw the first issue of OP that term. On the back cover was an advertisement inviting you to "Join OP." It consisted of a collage of old stories from back issues. A headline that caught my eye said, "Small Objects to Ophornication," and the story told how James Small, who was Student Senate President then as well as now, caught two people "doing their thing" on the floor of the OP office and proceeded to call the security guards.

"The hell with writing sports for *The Campus*," I decided. "Two years of high school sports is enough." OP seemed like a good place to work. I gathered my books and immediately marched up to Room 336 Finley. Walking over to a friendly-looking hippie who sat behind a large desk in the back of the room and had a look that implied he knew what was going on, I introduced myself: "I'd be interested in writing for your paper. I had some journalistic experience in high school, and I think you can use me."

The hippie told me his name was Peter Grad, took down my name and phone number, and told me to come back later in the afternoon for a story. It was this brief exchange that marked the beginning of my OP career.

When I did come back that afternoon, a person who I later found out was Steve Simon began talking to me. I told him I wanted to do a story on the Architecture school. After two unsuccessful attempts, my story was accepted and went into the fifth issue of the term.

It was at this point that I must have become the only OP staff member who had to learn through *The Campus* that OP was run by Steve Simon. I was reading *The Campus* in my sociology class when I came upon a story telling how "The staff of OP deserted long-time editor

Steve Simon to go to a movie." The whole time I thought it was Peter Grad who was running the show.

In Issue Number 6, I really learned what OP was about. This issue was to contain my first story with a by-line. It was a feature piece about the decline of clubs at the College. It was the kind of story I could show my parents and grandparents and make them proud. When the issue came out, I noticed something unusual on the cover. There was a picture of two people fucking. As I said in a later column, "No doubt about it, that's a picture of two people fucking." I knew that at one time people were fucking in the OP office, but it never occurred to me that Peter Grad documented the incident with his camera. There was no way I was able to show this to my parents, and it is something I have learned to live with over the years. OP is not the kind of thing most parents appreciate.

I went to the printer's for the first time for the next issue. I figured if they were going to print another picture of people fucking, I would at least know about it beforehand, and wouldn't be shocked. I also saw to it that my first column, "A Sex Pervert," which talked about my reaction to the cover, was treated with care.

My first printer's night was fairly smooth. It was when we began leaving the printer's at 5 AM that I first learned of the personality conflicts that have now plagued the staff for three years. At the time, we had a rather rotund staff member whose name was Ed Weberman. It became apparent that he did not get along with Peter Grad. Just as we were leaving, he asked Peter for a list of stories that he had.

"I don't have time to make a copy," Peter replied, and proceeded to walk into the elevator. The rest of the staff, along with Ed, followed him. On the way down, Ed asked him two more times for the list. Each time Peter refused.

Finally, Ed said, "If you don't give me the list of stories, I'm going to kill you."

Again Peter refused.

## Thirty



MARSHA LANGER

We got outside, where Peter's car was parked in a dark alley between two buildings. Ed followed Peter over to the car, picked up a broken soda bottle, and blocking the door to Peter's car, said, "If you don't give me the list of stories, I'm going to slash your tires."

When Peter refused, Ed threw the soda bottle on the ground, grabbed Peter, dragged him into the dark alley and proceeded to beat the shit out of him. Considering that Ed was at least 100 pounds heavier, Peter never had a chance. As three people tried to hold him off for at least five minutes, Ed punched him in the face and thrashed him about until the fight was broken up. Though he suffered a broken nose, discolored face, and four people had to drag Ed off, Peter claimed "the fight was a standoff."

That "night" I slept over Ed's house, and we talked about the fight. "I never did things like that when I was a kid, so I'm making up for it now," he told me.

I couldn't help noticing that Ed's house was inhabited by a large band of cats. "I sell them to Chinese restaurants that use them instead of chicken," he explained to me with a straight face.

And that was my first baptism into the world of OP.

By the second half of the term, the staff realized I was a productive sort, and Steve Simon began grooming me to take his place as editor. He also gave me my own mailbox. When I received no mail for two weeks, I put a note on the bulletin board pointing out that I had a virgin mailbox and would appreciate it if someone would attend to it.

Bobby Attanasio, our resident artist, did the job. He left an erect penis, fashioned out of paper, in the box with the inscription, "You little virgin you, we enjoyed penetrating your box."

We soon became friendly, though to our mutual regret, we never became very close. Bobby is the only person on the staff who is persecuted more than me. He is persecuted simply because he is feared. Bobby's cartoons get at the heart of our deepest fears, and most people won't admit that. This is his genius. Like most tormented geniuses, he is far ahead of his time. Unfortunately, the people who will be running OP next year fear him more than most. That is why you may never see his cartoons again. They don't realize that they need Bobby a lot more than he needs them.

It became obvious that I might be the editor of OP in

the spring 1972 term. Knowing I would have to devote myself to the paper, I took only 14 credits. It was a big mistake. My upper sophomore term was the term of the great OP split. For two months, there was no OP, and only four issues came out the entire term, one of which we had to pay for out of our own pockets.

The split took place when the two perennial staff members, Grad and Simon, had different ideas on how OP should be run. Peter thought the paper should be run by a committee system with no editor. Steve wanted one person to be responsible for running the paper, and had suggested I could do the job. Part of the staff was behind Peter the rest behind Steve. Several times a week, we would go to our respective corners of the room and fight it out. At one point, Steve's side elected an editor whom Peter's side refused to recognize. The next week, Peter's side got enough votes to put through the committee system, which Steve's side refused to recognize. The whole time, OP did not come out, and we were suspended by the Student Senate until the dispute was settled.

A transcript of a staff meeting would have gone like this:

"You're a schmuck, Grad."

"Fuck you, Attanasio!"

"Fuck You, Grad!"

"No, FUCK YOU, Attanasio!"

The great record robbery took place at this time, and I guess it's time to confess: I broke into your God-damned desk, Grad, and I stole your fucking record albums. Bobby Attanasio and Ozzie Parnes were my accomplices. We could not stomach the idea of your hoarding 16 albums that belonged to the staff. We gave them to The People.

On February 18, Grad's faction won its decisive but short-lived victory, and I was bodily thrown out of OP. I took refuge in The Campus office where I ran into Simon. I told him how upset I was about the whole situation, and how I was ready to give up on OP.

Assuring me there would be brighter days, he invited me over to his house to eat. After supper, I got very drunk. If my memory serves me, I polished off a quart of cheap wine and a pint of Chivas Regal. I remember telling him my life's story, and spending the remainder of the night lying in his bathtub throwing up. We've been close friends ever since.

Steve Simon is an incredible person. Anybody who has spent eight years at City College, and five years as the editor of OP has got to be incredible. He is also a tragic hero, his tragic flaw being he has the answer to every question except those he asks of himself.

I was originally attracted to him when I thought he was the person on the "Fuck Cover." With his upper West Side apartment, I figured he would be the ideal person to show a lonely sophomore "the ropes" of the swinging life. When he showed up in school one day wearing striped golf pants and a cowboy shirt, then said he was going home to get drunk, I figured he had more women than he knew what to do with.

As it turned out, he wasn't the person on the cover and never showed me the ropes of the swinging life. He did teach me everything I know about journalism and helped me more with my writing than anybody. He also taught me how to drink without throwing up.

He is the closest friend I've ever had. Steve Simon is not the editor of OP. He is OP. After eight years, he is leaving. Not only will OP never be the same, but City College will never be the same.

The night after I got drunk with Steve, I met my girlfriend. For more than two years I've been promising I would mention her in one of my stories. Well, Marilyn, here it is. You've been more than tolerant of my quirks, and have even developed a taste for my perverse humor. You'll always be my sweetie.

After a summer of hitching through Europe, I returned to the College for my junior year. Disgusted by the events of the previous year, I stayed away from OP as much as possible. It was a wise move, as that year, OP hit its lowest point ever. Know to some as "OP Anonymous" because every week we had a different editor OP was driven into the ground mainly by one person, Larry Peebles. Peebles was thoroughly evil. In an attempt to gain control of the paper, he resorted to such tactics as physical violence and used the pages of OP for attacking staff members. At the height of his career, he changed a by-line from Martin Kent to "Martin Kunt." When Kent discovered this, his dumped 9,000 copies of OP into the Hudson River.

On the positive side of the slate, I drove a cab for seven months, and got free tickets from OP to see "Deep Throat." I spent the evening in the Mature World Cinema sitting next to Peebles as he took pictures of the movie. The click of the camera was embarrassingly loud. The social event of the year came when a staff member married the woman on the "fuck cover."

During the summer I was a Wall Street messenger. It had to be the most meaningless and frustrating experience of my life. Do you have any idea what it's like getting paid \$2 an hour to carry around checks for 74 million dollars?

Last term OP came very close to dying. The Peebles fiasco was fresh in everybody's mind, and nobody wanted to be editor. Only five staff members remained from last year. Out of necessity, I became the editor. It was both the best and worst for me as far as OP was concerned. I learned that being editor is a full-time job, and if you want to do it well, you have to forget about everything else including school. Obsessed with the idea of being the first OP editor to graduate on time, the paper became a secondary concern. I became a puppet editor as once again Simon took on the bulk of responsibility. Feeling useless and frustrated, I quit at the end of the term. In

(Continued on next page)

# Departments Yield Faculty, Space to Bio-Med

(Continued from page 1)

Professor Robert Lea (Chmn, Physics) said that his department had given up space to the Center due to several people being on leave. "We've given them almost 15% of our original space, but I don't feel it has interfered with our program."

"Too much demand has been placed on the Chemistry department without adequate resources," said Axenrod. "We have had to cut back on the number of electives due to this. Originally, we expected that many of the courses would be alike, and their students could simply enroll in our courses. I guess we weren't wise enough to see what would happen."

"As of now, I've not yet gotten an official statement of fall resources from the Administration, and have not been able to make up the fall class schedule," said Axenrod.

"They (the Bio-Med program) themselves don't know their faculty needs for next year. It's a mess. It was, and is, unclear to me, who makes the course offering decisions for them. I don't know where the money comes from."

"There might be some adverse affect on electives," agreed Organ. "But Bio-Med is like a new kid on the block, you know—how much of our turf has to be given up? We should fully use our faculty. I expect continued expansion of the Biology Department. Their courses are heavily laced with clinical experience inapplicable to our majors."

Brown said he felt that the Center "helps the Biology department get better people who are attracted to the Center. Maybe there's a way in some cases that we can help them with funds. I hope we never, as some have suggested we might, need our own building. Remember that the Science Building was planned on the much higher enrollments of the past."

## Forerunner of Med School?

There have also been questions raised as to the possibilities of a full-fledged medical school being established. "I would expect it in about 10 years," said Organ, "and it would be preferable that it tie in with a good teaching hospital in the Harlem community."

"My only hesitation is the College's resources. I don't expect them to be self-supporting. It all depends on outside funding, because the College resources are limited, but as long as it's not a crippling cost... People from other Biology departments have told me they felt money may be diverted from Biology to a medical school. We have to wait and see."

"You'll reach a point of no-return when you start working toward a medical school, gambling you'll get the money. If you don't, you'll have to take it out of someone's hide. That may be happening to a small extent already," said Axenrod. Said Lea: "I try to stay out of these things as much as I can."

The department chairmen said they were willing to play a "service role." "I don't see Biomed as any different from any other services the Chemistry department provides to any other department," Axenrod stated. "We teach a Chemical Engineering course for the Engineering School, and a course for the School of Education's prospective science teachers, and one for nurses, etc."

"However, we're talking about a different scale... This is massive. I suppose I would be uptight if anyone else made these demands on our resources," he continued. "Also, in some specialized courses, our will to teach them may exceed our

ability."

Philosophically, too, these chairmen were in basic agreement with the aims of the program and the concept of Biomedical education at the College. "While I'm in agreement with Marshak's move to bring this program to the College, I wish he'd get his story straight," admitted Organ.

Did they feel it was accomplishing its goals? Too soon to tell, was the unanimous response.

They all expressed sympathy for the problems the Center was facing in developing a totally new curriculum as it went along, and tended to attribute much of the current confusion to this.

## Teachers Praise Students

Teachers in the program, when speaking of the Center's students, tended to agree with Professor Stanley Radel (Chemistry), who stated that "the Physical Science class is, as a whole, probably the best I've had at City in my 11 years here."

Professor Max Hamburg (Biology) called the students "very committed to medicine. The students in my anatomy class are equivalent to medical school students. All these prerequisites to advanced study may be nonsense... I would suspect some are fictitious."

Although the proposal for a Bio-Med Center originally submitted to the Faculty Senate called for the admission not only of superior students, but also those who are

"highly motivated yet academically disadvantaged, many of whom will require remediation," faculty now admit that those students needing remediation would be at a severe disadvantage in the difficult, fast-paced curriculum.

Questioned about the alleged retesting that was done in several cases, Radel explained that many students had done poorly in the Physics part of the final exam, since this was taught at the same time Human Anatomy gave a battery of tests. "Being pre-medical students, their interest is in anatomy, not physics. A few took the test over one month later, but since the final was only 30% of the grade, and physics was only half the final, I don't believe any grades have been changed. We wanted to make sure they knew the basics before going on." He continued, "I can see why other students might object."

Robert Meltzer, a student in the program, said he felt it was for good reason, and that charges that "minority students are unqualified, or that this was done solely for their benefit, are untrue. There's very little resentment over it among the students in the program," Lea said retesting was not unheard of, and that it had been done "in special cases in the Physics department."

Both Meltzer and Emma Medina, another Bio-med student, agree that the anatomy course was the best: "We started the first day of school dissecting our cadavers." Did either of them regret having entered

the program? "No, I'd do it all over again," Medina said. "I feel much more secure here than I could in a regular pre-med course."

## Social Consciousness

In addition to the science courses, all Bio-Med students must take the Program in Health, Medicine, and Society courses developed by ten teachers from the College of Liberal Arts. Here the students have done fieldwork in poverty area hospitals, and designed their own questionnaire about people's attitudes towards health care in the city. These projects were developed to further the student's social consciousness. "They have to be more than smart," said Brown.

Questioned as to what will happen to students who do not get selected for one of the 60 "guaranteed places" in medical schools, Brown says he is confident that they will be able to transfer to a school without difficulty. "In fact, we've even had to turn down some places in medical schools, one within the city, because we don't have the time to set up liaison with them."

Brown admits that the charges of elitism aimed at the Center may be partially true. "But, we're like parents with our first child, spoiling it to death... What we're trying to create is the type of doctor who doesn't just give a child medicine for lead poisoning, but also goes out and gets the damn house painted."

# Affirmative Action: the Count?

(Continued from page 1)

there was an increase in these hiring figures over the last two years contradict the initial statement that there was a decrease.

Vice Provost Bernard Sohmer, a member of the Review Committee, explained the discrepancy by saying, "The compiling of information in 1972 was done differently than this year, and by feeding these two types of information to the computer you come up with inaccurate results."

## Factors Affecting Hiring

From additional discussions, with key officials the following points emerged on how the College operates its Affirmative Action Program:

- Declining enrollment of students and the budgetary pressures culminating in a the present hiring freeze have reduced recruitment to a minimum.

- Those same pressures force the College to use adjunct personnel in large numbers. Adjuncts' pay is low, which makes it hard to find qualified personnel among the comparatively small pool of much sought-after qualified minorities and women who are offered better benefits in other places.

- Science departments and the Engineering school often lose out in the competition for minority group members and women to industry and non-academic institutions. One such case involving the Electrical Engineering department is mentioned in the report:

"In the late Spring 1973, the then Dean of Engineering received a call from a former student, now a faculty member at the University of Maryland, indicating that his current doctoral student, who is Black and was working in the area of non-linear systems, was completing his dissertation and seeking a position. Acting on this tip, the Department's Executive Committee immediately contacted the individual and



Mirian Gilbert

scheduled an interview and campus visit.

"The Committee recommended appointment as an Assistant Professor, contingent on completion of the doctorate by September 1, 1973, or an appointment as an Instructor until such completion. This was an affirmative action in the sense that, though the candidate was well qualified, his area was such that the department would not have considered someone specializing in non-linear system had he not been Black."

"The offer was followed up during the summer by phone calls from the department chairman and the dean and the salary offered was increased by two steps

during the course of the summer. In spite of these efforts, the individual accepted a competing industrial offer from the IBM Research Laboratories at Yorktown Heights."

- The College has been using comparable figures for the availability of women doctorates in various fields and the location of women and minority graduate students in the last stage of completing their degrees which are taken from an information handbook that has not been revised since 1969. Although more up-to-date statistics exist, the College still uses the five-year-old data to measure its success in recruiting minorities and women.

- No salary-discrimination study has yet been conducted in the College, but judging from other CUNY units and available data here, it seems likely that there might exist a gap between the average income earned by females and males in the same full-time positions.

- Recruitment efforts are not based on clear goals, avoiding racial quotas but relying only on "genuine good faith effort" to be demonstrated by the Administration, departmental chairmen and executive committees. The measure of what is a "genuine good faith effort" requires an investigative team to check the validity and sincerity of the College's plans and its implementation of them.

Such a check-up report was recently released by the department of Health, Education and Welfare (HEW) citing Brooklyn and Queens Colleges for deficiencies in their employment policies involving minority groups and women. The College hasn't been reviewed as yet by an outside team, and according to a HEW spokesman, might not be visited in the near future.

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(Continued from preceding page)

the five issues last fall, I did put more into OP than ever before. Last week, I was told that in those five issues, my personality clearly came through. It was good to hear.

At the end of the term, there was a large influx of "new blood" for the first time in a long time. From then on, it was downhill. It began with my creation, the "Mind Ooze" section. The first "Mind Ooze" wasn't bad, but the second one contained the notorious masturbating nun. I put the nun in without consulting the majority of the staff. The young upstarts were appalled by it, and from then on were against me and Bobby Attanasio, the cartoonist. They wanted nothing more than to keep our work out of OP. Considering the young upstarts were nothing more than a collection of power-hungry, mediocre, hypocrites, it bothered me a lot. They wanted OP to be a pure newspaper. Their dream is to turn OP into another Campus.

They received their power when it was agreed that four of the new people should be made part of the editorial board. That way they would have a say as to

what goes into the paper. This is also where their hypocrisy lies. One woman member who recently joined the paper and was a strong advocate of the editorial board voted against a portion of an editorial that I wrote for the last issue. Despite her vote, the paragraph was approved. Five AM, at the printer's, she, along with another staff member who had voted for the paragraph, decided to take it into their hands and remove it from the issue. It is incidents like this that have made me bitter.

In the interest of fairness, I hereby print the paragraph: "Many of us would consider it an honor to have men like Buckley and Pisani spill their seed on us in the name of freedom of the press."

These same people also rejected one of my stories without bothering to read it and sit around having wet dreams when they think about how OP will be theirs next term.

Among this collection of mediocrity, there are some decent, talented people. Unfortunately, if the mediocres have their way, they will be repressed as I was. For the sake of the record, these good people are Karen Boorstein, Herb Fox, Marsha Langer, Anne Mancuso, and Leo Sacks.

As this is my last month at the College, I suppose it is significant to point out that I am part of the first Open Admissions class to graduate. If it wasn't for Open Admissions, I could not have come to City College. My "composite index" fell one point short. All I can say is "Thank You, America."

I have no idea what I'm going to do after I graduate. I guess I can either have an affair with my girlfriend's 50-year-old mother or go on to grad school.

Irony of ironies, while it was OP that has kept people like Steve Simon and Peter Grad at the College for years, it is OP that is getting me out. Last week, a clerical error was discovered on my transcript, and I realized I was three credits short of graduating. After a minimal amount of hassling with the English Department, I was given three credits for my work on OP.

There were very few things I cared about at City College over the past four years. OP was one of those things. At times, I considered it the second most important thing in my life. When I think of what it could have been, it makes me want to cry. When I see what it's become, I know why I don't.

# Fanny Trades Ballads for Heavy Metal

Although their albums (especially *Mother's Pride*, their latest endeavor) offer a wealth of singing and songwriting, Fanny, a highly underrated, rock and roll band, was always mangled to be overlooked, despite its "commercial potential," of all things.

The recent departure of drummer Alice DeBuhr and lead guitarist June Millington has opened the remaining members, keyboardist Nicky Barclay and bassist Jean Millington, to a whole new gig. Newly teamed with Patti Quatro on guitar and Brie Brandt on drums, Fanny premiered a new form of rock opera (an unfortunate misnomer if there ever was one) last week at Town Hall.

Involving costume changes, ghastly makeup, despair in the lyrics and reeling rock and roll in the instrumental end, Fanny might be on their way to making a respected name for themselves. Or they might make fools of themselves. Whichever way it goes, at least they'll be noticed.

Shying away from all previously recorded songs, most of which were in the be happy/make love vein, Fanny has gone the way of the Kinks with the "Hey, there's something very wrong all around us" concept. It's not the 'bombs-away' scare of the 60's, though. It's more intertwined with the 1974 post-industrial, pseudo-totalitarian, ecologically

catastrophic despair in the faces of "normal" people as they walk down a "normal" street. False prophet, you might say. But the next time you get a chance, look at the faces of the "average law-abiding citizen." It's scary. There's something wrong.

Here is where Fanny will fly or flop. They've put themselves out on a limb, taking a chance on a neo-decadent, heavy metal image, with obvious feminist overtones. The arrangement of "Rock and Roll Survivors" consists of prose dividing the songs (with a repeating motif "Life is a trap"), and music that gets you rocking, but the line "I can see no light at all" is vicious and well done. But that's irrelevant to the record-buying, concert-attending public.

might sneak in between the drums and bass and bring you back down. The costumes (going from ghastly Grim Reaper cloaks in the beginning all the way to miniskirts), could as easily turn people off as on. Their artistic progress is ob-

Fanny's music has taken a turn to the heavy side, with almost all the ballads having gone as they've sliced their way through a jungle of incessantly pounding bass lines and screeching guitar leads. My first thought of comparison was to Black Sabbath (those eerie costumes in the early part of the set helped that), but thank God



Fanny went on to prove themselves beyond such a simple parallelism. Just neat rock and roll, along with the best of them—take your pick.

That's not to say that the band has no faults. At the very least, they seemed a little out of time and place, a cacophony of brashness that led nowhere. But they'd pull themselves back up again just in time to finish a number and leave a powerful impression.

Fanny's keyboardist, Nicky Barclay, as usual, deserves special attention. Her voice, although not good enough for her to go it alone as a singer, holds the band's vocals together well, and her performance as a keyboardist is staggering. If you're close enough to watch her go stir crazy in joy, you'll see her eyes roll, her nose twitch, and her tongue go in and out at precisely the right moments, as she jumps back and forth between piano and organ, laughing all the way.

Perhaps the most important point of the whole concert was that Fanny has finally emerged as an "all-woman rock and roll band" that no longer is to be looked upon in that context.

Their on-stage sexuality is apparent, but no more and no less than in any other rock band. They don't flaunt their bodies as most women in rock do, because the members of this band feel no need to make it on that premise. They're giving us rock and roll, and they just happen to be women, so the music comes from that point of view.

There is a good dose of strong-natured feminism in their lyrics, but for the first time, their being women does not take precedence over the fact that they're musicians. Fanny has transcended sexist and feminist-induced roles, which is a victory for everyone's liberation.

—Herb Fox

## Hot Tuna's Debt to Gary Davis

Hot Tuna has returned to New York the way they first appeared. At their recent two-night stay at the Academy of Music, the band consisted of just two members, Jorma Kaukonen on acoustic guitar and Jack "eyebrows" Casady on electric bass. The drummer, Sammy Piazza, left the band for work because Tuna wasn't gigging anywhere at the time. After Sammy left the band, it left Tuna the way they wanted to be.

I attended the two late shows. At the first show they did about 30 songs, many of the old ones and a few new songs that have never been recorded by them. Two of these new songs were Reverend Gary Davis songs. To my knowledge, not many Hot Tuna fans know about Rev. Davis, who is probably one of the greatest blues and ragtime guitar players that ever lived. (Davis died May 5, 1972 at 76 years

old).

I myself didn't know anything about Rev. Davis, but after seeing his name at least once on every Hot Tuna album, I wanted to find out about him. The first Davis album I bought, called *When I Die I'll Live Again*, contains two Hot Tuna songs to be, "Let Us Get Together" and "Death Has No Mercy" (which Davis wrote). I listened to the Davis version of "Death Has No Mercy," and knowing the Tuna version, I heard all the riffs that Kaukonen plays. I came to the conclusion that the Tuna version is "just" a copy of Davis'.

From the unrecorded numbers that Tuna performed that night, two of the songs also appear on the Davis album noted above. The songs "I Am the Light of the World," which Davis wrote, was handled very well, but "I'll Be Alright,

Someday" was done with bluesy feeling. Jorma even introduced it as "a good one."

By the end of the gig, Hot Tuna performed nine of Davis' songs. They included such tunes as "The Hesitation Blues," "Candyman," and "Keep Your Lamps Trimmed and Burning." Tuna also did two songs that were recorded by Blind Blake (a great ragtime/blues guitar player who lived in the 1920's), "The Police Dog Blues" and an old favorite, "That Will Never Be No More."

The music of Hot Tuna has two major sources. The first is Kaukonen. His songwriting is truly fine as expressed in his song "Water Song," and Casady's bass add the riffs that seem unreal for a bassist. But the second source to be noted is Gary Davis. His blues and rags give Hot Tuna the basis of their existence.

—Frank P. Esposito



## Eagles are Flyin' High

The Eagles are the latest, and perhaps most successful, in a long line of groups (i.e., the Byrds, Flying Burritos, New Riders, and Poco, among others) to pool their country, western, and rock influences into the creation of a joyous and picturesque journey out West, where the orange setting sun serves as the eternal watch guard in deference to the "peaceful, easy feelin'."

The Eagles exude a relaxing country freshness that's highly therapeutic, and their triumphant appearance at the Academy of Music on May 11 brought a whole batch of smiles to a wildly appreciative lot of country-rockers. With their lilting harmonies and soaring, elegant instrumentation, the Eagles gave the Academy's hard-rock exterior a thorough country cleansing, performing such favorites as "Desperado," "Duelin' Delta's," the spiritually uplifting "Peaceful Easy Feeling," "Witchy Woman" (which presents a vivid contrast in their technique, featuring a heavy guitar introduction that tempers into a rolling, flowing country sound), and the Jackson Browne-penned hit, "Take It Easy." Newer selections from their *On The Border* album included "James Dean," and "Ole Fifty-five," which concerns the "sexual mores that existed seven years ago when you spent the night getting drunk after failin' to get laid."

When the band turns toward the rock 'n' roll route though, their product is admittedly awkward, a bit imposing, and in noticeable lack of direction. However, the rock mode is a necessary path for them to continue to probe and one that they will fully realize in time.

The Eagles, amazingly tight and inspired, spread a gloating sort of warmth when they play. Any further superlatives would be a waste.

—Frances Intendi

—Lee Sachs

## So You Want to Be a Solo Star

Remember Roger McGuinn? He recorded such tunes as "Mr. Tambourine Man," "Turn, Turn, Turn," "So You Want to Be a Rock and Roll Star," and "Eight Miles High." McGuinn, former leader of the Byrds, the first major American rock group to rival the Beatles during the initial days of the British Invasion debuted as a solo artist in New York recently. The man who made the colored prism



"psychedelic" glasses famous appeared for a four-day stand at My Father's Place on Long Island. Equipped with only a twelve-string acoustic guitar and harp, McGuinn delighted the audience with a vibrant, creative and generous ninety minutes of good music and good times.

McGuinn is one of the most pleasant performers one could hope to share an evening with. He exchanges smiles with the audience and trades catcalls and shouts of approval with his fans. His posture as one of the gang sharing his thoughts in a large living room proves relaxing for both the listener and performer. Though he did not get to as many of the old songs as we might have wished, he did perform such songs as "Ballad of

Easy Rider," "Lover of the Bayou," "Mr. Spaceman," "My Back Pages" and "Wasn't Born to Follow." His newer material included "Mr. D," the soulful "Hanoi Hannah," and a 60's type surfing song called "Draggin'," where he beat the Beach Boys at their own game.

But there could be no disagreement as to the high point of the evening. It doesn't matter how many times you hear him do it, but Roger's rendition of "Chestnut Mare" is sung with such beauty, imagery and sincerity that you can't help but join in the final refrain, "I'm going to catch that horse if I can." McGuinn's master storytelling and songwriting talents surface here.

## Cat Finds Religion

Cat Stevens' most personal statement to date surfaces on his newest album, *Buddha and the Chocolate Box*, where he suggests that music is an alternative to organized religion. The concept of the album is clear right from the opening number, "Music," in which Stevens sings about "trying to find another way to survive."

"Oh Very Young" is the musical masterpiece of the album. It has a simple arrangement, in what one might call the "neo-madrigal" style. It's an address to a young child, (or perhaps Stevens' younger self) and the happy-sad philosophy concerns the loss of youth. There's a lovely simile comparing a father's aging to fading blue jeans: "And the patches make the good-bye harder still."

Finally, there's "Home in the Sky," a pretty melody set to courageous lyrics that reach for his great realization. A

majestic organ signifies confidence throughout the song which opens with an a capella male chorus creating the illusion of travel down a quiet road, Stevens singing to himself contentedly. A raised note phrase comes back twice as he gains confidence, sighs, and then falters, as the full realization returns.

These musical idiosyncrasies give Stevens' albums a unique quality, which complement his strong, tense vocal and the voice of a mature, intellectual person. *Chocolate Box* is a trip into Stevens' head—reasoning and realizing, feeling safe to state his ideas, a not too agreeable statement for some, but nevertheless a valid one. The music is lovely, embracing the words, emphasizing optimism here or disgust there. The mixing and production are technically perfect. *Buddha and the Chocolate Box* is a definite comeback from the semi-failure of *Foreigner*.

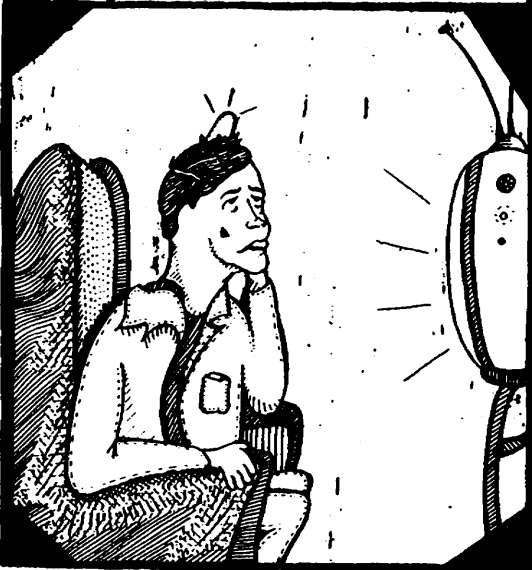
—Frances Intendi

**TEEN  
LIES!**

I'll never forget the day those boxes fell on me at work. I saw stars for days!



When I eventually came to I began to realize how wasteful my existence was!



This awareness prompted me to return to school and become somebody.



Upon graduation, I acquired a prestigious position at a local 5+10 cents store. I was doing just fine—friends, respect and security—BUCK-85 an hour!



Thank You America!



-Bobby Offensier-

## Low Cost Therapy Can Be Available at Psych Center

For moderate prices, you can take advantage of the Psychological Center's individual or group therapy, or perhaps resolve certain symptoms with modified behavioral therapy. The center, located at 135th Street and Broadway, also does diagnostic evaluation and referrals to other agencies.

The fee is based on a sliding scale, according to ability to pay. Often times, there is no charge or a 50-cent token payment. People for whom the services of the Psychological Center are regarded as inappropriate are advised about Mental Health Clinics in their areas, or steered to other patient facilities if they have the means and desire to pay.

Of the 37 adults seen in individual consultation, 30 are from the College. "What prohibits more community involvement," said Sy Slovik, Assistant Director of the Center, "is that we don't have enough people (staff) to service them."

Because of the limited number of therapists, there is a waiting list at the Center. The Psychological Center is the training facility for students in the CUNY doctoral program in Clinical Psychology.

According to the brochure about the program, "the broad aim of the Ph.D. program... is to train clinical psychologists who are able to deal with the mental health problems of urban centers such as New York City."

The 49 student therapists take on clinical responsibility according to their experience, and so, only 14 of them are doing individual therapy. Twenty neighborhood children are seen with participation from their parents. These

children are referred by schools, community agencies or brought in by parents.

The brochure also states that "graduates of the Clinical Psychology Training Program tend to take jobs in institutional settings." With the exception

of 43 people presently in a clinical psychology internship as part of their training, no data could be obtained to check the validity of ongoing commitment to urban centers.

-Carol Schapiro

## Environment Lobby Fights Interests

The four-year-old Environmental Planning Lobby (EPL) is working in Albany to counter the large-scale lobbying efforts by the special interest groups, such as power companies, oil companies, and land developers, in the hope of stopping deterioration of our natural resources.

Because there are some 10,000 bills presented to the New York State Legislature each year, many bills would not even be considered were it not for the lobbyist, a representative of "a cause" who is skilled in both politics and promotion, and sees to it that the bills presented by his organization are given ample consideration by the legislators.

The EPL describes itself as "a bipartisan issue oriented coalition of over 70 environmental groups and thousands of concerned citizens across New York State." It has a full-time legislative representative in its Albany office, the

only such environmental spokesman in the State.

EPL is involved in planning bills and policies that will protect the woodlands of New York State, deter air, noise and water pollution, protect fish and wildlife and develop a workable and efficient mass transit system. Probably most important, they are trying to "create the awareness that long range environmental problem solving depends on personal responsibility and action."

A \$15 membership pays for two hours of EPL legislative work in Albany. You can take part directly or indirectly in EPL's two major functions: providing public officials with continuing research and information on environmental issues, and, when needed, public pressure, and getting out information on environmental events in the capital. There is a reduced charge for student members.

As a member you can participate in

drafting of legislation, mobilizing public support, research and development of EPL policies, and the annual policy convention where members elect and/or are elected to the Board of Directors.

To send membership contributions or request further information write to Environmental Protection Lobby, 211 E. 43rd Street, New York, N.Y. 10017.

-Stefan Capan

## How It Began

There is nudity and some strange sex scenes that might be considered offensive. This is not typical Broadway fare.

The simple theme and plot may not be new but the intensity and involvement is.