

# THE CAMPUS

Undergraduate Newspaper of the City College Since 1907

THURSDAY, MAY 22, 1952

401

By Student Fees

## Memorial Services Honor Prof Theodore Goodman; School Mourns His Death

Memorial services for the late Prof. Theodore Goodman (English) were conducted in a mood of quiet reverence in the Faculty Room Tuesday afternoon. Professor Goodman, who taught creative writing courses at the College, died at his home last Thursday morning, after a heart attack. He was 57.

Reminiscences and deep praise were voiced by representatives of the student body, faculty and administration. The warm friendships made during his thirty years at the College were highlighted along with his brilliance as a teacher.

Dean Gottschall, recalling his long and deep friendship with Professor Goodman, which began in elementary school, said, "His outstanding characteristics were his zest for life and exuberant spirit. He threw himself, heart and soul, into everything he undertook. He was intensely in love with his work, and with the College."

Frederick Golden '52 spoke on behalf of Professor Goodman's former students. "He was the model of vitality, honesty, enthusiasm, and intelligence," he said. "He taught us not to be afraid of emotion, not to be apologetic for being what we were. And he taught us these things by living them himself. He was a great spokesman for youth; he was a splendid teacher and friend."

Professor Goodman was graduated from the College in 1915, and served as editor-in-chief of *Micocosm* that year. He was an instructor in English at Townsend Harris High School from 1919 to 1922, at which time he joined the faculty at the College.

Attending the exercises were Pres. Harry N. Wright, Dean Morton Gottschall (Liberal Arts), Mr. Milton Bracker (English), and Prof. Edgar A. Johnson (Chairman, English), in addition to many faculty members and students.



Prof. Theodore Goodman

## Hunter Prexy Speaks At 'Charter' Ceremony

By Mel Copeland and Rayner Pike

EDITORIAL:

### Theodore Goodman

His students put a note on the door of 303 Main last Friday.

"The most perfect teacher and finest man we have ever had the honor to know has passed away."

Those who did not know Theodore Goodman have listened as others described him. They have listened and they have asked one question, some in tones of awe and some skeptically.

"Was he really that good?" they ask.

Yes, Theodore Goodman was really that good. Indeed, it is not easy to find words descriptive of the greatness which he attained during his lifetime.

He sought to develop the creative spirit in his students, but more than that, he sought to aid them in the difficult process of growing up.

How proud he was when he found evidence that one of his students was maturing. This was his yardstick of success and an examination of the list of those who comprise the alumni of Theodore Goodman shows that he was a very successful man.

We remember that last night at the Finely Lecture. As he stepped out of the elevator the entire corridor seemed to

(Continued on Page 2)

Pres. George N. Shuster of Hunter College delivered the main address at the One Hundred and Fifth Charter Day Exercises yesterday. Substituting for Dr. Ralph Bunche, who was not able to attend the ceremonies because of a back ailment which had hospitalized him, President Shuster spoke of the merits of the U. S. system of education as compared with that of Europe's in a speech entitled "The American in Europe."

"There are nearly half a million Americans on the Continent," said President Shuster, who has recently returned from Germany. "When viewing them against the backdrop of a foreign culture, you can discern many areas in which their American educations have failed to prepare them for living."

In the American educational system, he continued, there is a close student-teacher relationship and our youths are taught in a manner which gives rise to generous social impulses.

"This is a good thing," he added. "But we don't do any work. Our intellectual muscles are not developed and we seem woefully untrained in comparison to European students. They do more work in one week than our students do in a month."

"We must work towards eliminating the inadequacies of our system by doing away with our 'insulation of the intellect' and by instituting a deep spiritual revival which is needed if the individual is to discover truth, light, and his destiny," President Shuster concluded.

The fifty year class was represented at the ceremonies by Judge Owen W. Bohan (retired) '02 who spoke of the changes which the College has undergone since his graduation.

The first Student Council Human Relations Award, which has been won by Dr. Bunche, was accepted for him by Pres. Harry N. Wright.

### Ed Courses, Jobs Open To Arts, Science Grads

The Teacher Placement Office, 113 Main, has information about summer education courses and teaching jobs for graduates.

The State Teachers College at New Platz, N. Y., is offering a summer program for liberal arts graduates who expect to teach this September.

Positions as civilian instructors in the Signal Corps Center at Fort Monmouth, New Jersey, are available to graduates who have majored in mathematics or sciences.

### Clancy Proposes Organization Of Student-Faculty Conference

Newly elected SC President Joseph Clancy declared that he will attempt next term to institute a student-faculty-administration conference.

"The conference", Clancy explained, "will consider the question of how we may best cooperate to have better education at the College."

Considering such questions as academic freedom, students rights, finance, and curriculum and course evaluation, the proposed conference will be the first of its kind

to be held at the College.

Manny Halpern '54, who ran unopposed for SC Vice-President, expressed his gratitude to the students for their votes and appealed to the student body to "take an active interest in Council."

Next terms council proposes to hold a meeting before the beginning of next semester.

The change in the SC meeting date, which was accepted by an overwhelming majority of the students will go into effect at next term's first official SC meeting.

The fee raise referendum showed that the majority of the students were in favor of the \$1 fee increase. The results of the other points of that referenda will be released when the results of the elections of the other branches at the College are known.

## Halley Instructs Municipal Gov't Class; Voices Ideas For Civic Improvements

City Council President Rudolph Halley stepped out of his official capacity for one hour last Wednesday to assume the role of a City College instructor.

Taking over Prof. Oscar Buckvar's twelve o'clock Government 15 (Municipal Government) class, Mr. Halley outlined what he considered to be the best means of correcting the deficiencies of the present administrative set-up.

"We find department after department of our city poorly run," he said, "and this is due in a large measure to the city's inefficient organization."

To remedy the existing situation, Mr. Halley suggested setting up a cabinet to take care of the many details which come to the mayor's office daily. "The Mayor is so swamped with trivial details, that it is difficult to give the proper amount of time to important issues," he said.

### A Lesson from A Master



Halley Instructs Class

## Hatfields, McCoys Ride Again As TW Offers 'Heaven' Play

The feudin, fussin and fightin' of the now legendary Hatfields and McCoys will be taken over by another set of family antagonists this weekend, when Theatre Workshop presents the Pulitzer Prize winning "Hell Bent For Heaven" at the PET downtown.

The two families in the Carolina mountain-country production by Hatcher Hughes are the Hunts and the Lowrys, who are living peacefully when the play opens. However, Ruff Pryor, the Hunt's handyman played by Robert Finkelstein, is in love with Jude Lowry, played by Naomi Rey. Jude, however, loves Sid Hunt, portrayed by Leonard Mandel-

baum. Ruff, claiming heavenly inspiration, attempts to stir up trouble between Sid Hunt and Jude's brother Andy, played by Aristides Gazetas, and is trapped in a flood.

Also appearing are Melvin Tepper as the grandfather David Hunt; Sandra Sklar as Sid's mother Meg; and Alec Broden as Mat Hunt, Meg's husband.

Tickets for the production, which will take place tomorrow, Saturday and Sunday evenings, can be purchased in the rear of the cafeteria. For tomorrow's and Saturday's show they cost \$1.00 while the Sunday evening performance costs \$.75.

# THE CAMPUS

## Undergraduate Newspaper The City College

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All Opinions Expressed in the Editorial Column  
Are Determined by Majority Vote  
of the Managing Board

## Theodore Goodman

(Continued From Page 1)

be brightened by his very presence. We remember the warmth of his greeting to one of his colleagues in the English Department and the equal warmth with which the greeting was returned. We remember how pleased he was listening to his former students—who will probably always consider themselves his present students—during the symposium. We remember so many things about this wonderful man.

We are very proud to have known Theodore Goodman, and to have been able to learn from him. His physical presence is gone from our midst, but through his teachings, he has gained immortality; a very well-deserved immortality.

## 105 Years Old

Quiet has once again returned to the College. Yesterday's Charter Day festivities are over; the academic gowns of the faculty once again hang unused in closets and nine professors have gone over the reasons for their 12-11 loss in yesterday's student-faculty softball game. And today, quietly and diligently, the College begins a new year.

But in a way there is nothing new with the College today. Looking back over the past 105 Charter days a basic ingredient remains. This was summed up by Dr. Horace Webster, the College's first president, when he addressed 143 knickers-clad freshmen who made up the first class of the known Free Academy:

"An experiment is to be tried whether a free higher education can be given to the masses; whether the children of the whole people can be educated; and whether an institution of learning, of the highest grade, can be successfully controlled by the popular will; not by the privileged few, but by the privileged many."

As an "experiment" the College has worked extraordinarily well. This term's graduating class—the College's 100th—is part of that experiment. Only the knickers of the first 1849 class have changed to the long pants and dresses of the 1952 senior class.

Over 50,000 have been graduated from the College, the largest municipal institution of free higher education in the world. We certainly wish it all the luck in the world for the next year.

## An Apology

In a recent editorial we implied that Rudolph Halley, President of the City Council,

did not live up to his campaign promise of trying to help the College out of its financial difficulties.

According to Mr. Halley, he tried to restore the \$75,000 cut in the College's preliminary budget, but was unable to do so. It was later proved that we did not have the proper grounds for our implication and we therefore apologize to Mr. Halley for any injustice that might have been done.

## The President Retires

Harry Noble Wright, sixth president of the largest public college in the world, is retiring in August at the end of the summer semester. He leaves behind a legacy of academic democratic leadership that does not need high-sounding, long-winded declamations to establish and prove its worth. In time, his patience, understanding and true feeling for the polyglot student body that is the College, will be missed.

His brand of leadership, unique in a strong-man-ridden age will certainly be missed. President Wright had the capacity of forbearance; a very democratic trait, almost extinct in public men. He didn't push, he didn't insist. He let the students grow as fast as their maturity evolved. The College may have had more imposing men as presidents, but we doubt that it has ever had one with more faith in the students, a faith that was frequently mistaken for confusion and lack of ability by those also hungered for the push and for the decision.

President Wright waited for the students; and the 1949 mass demonstration called the "student strike" was settled without lasting rancor or division; and the students decided and women were admitted into the School of Liberal Arts and Science.

It was in his administration that the Department of Student Life was established to help the individual student untwist some of the knots in his personal life. The President's door was always open to student leaders and proposals for closing the wide gap between faculty and students took shape and a more wholesome atmosphere was created.

Having served during the strain of the postwar years when jammed classrooms were embittering obstacles to learning, President Wright knew the importance of expanding the College's facilities. It was while he was president that the engineering schools were given the facilities that raised them to the high academic level of the Schools of Liberal Arts and Sciences, and Manhattanville College was acquired, indicating our further future growth.

It is the sincerest wish of the Campus that Harry Wright's future be as fruitful as was the College's past while he was President.



To the Editor:

When a man dies or an institution collapses, there is usually much felt but infinitely less truly expressed. How much more so is this when man and institution are one!

The editorial salutes to Teddy Goodman and the more personal expressions of colleagues and students at the memorial services, represent general honors to a departed friend. I should like to phrase some of the feelings which, I am sure, were present, though, perhaps unexpressed by friends and former students.

Professor Goodman infuriated as well as pleased his students. His sharp little laugh was a whiplash, cracking frequently about the creative heels of would-be writers. Those who have stood in the creative writing class, writhing as Teddy poked and jabbed at a precious story, will have forgiven him by now, but they will never forget the lesson of self-analysis and self-criticism which they learned. Teddy never let you rest in class. He goaded and challenged, amused and annoyed. But he made you listen and react. And when, the work revised—and improved—you walked out of Prof. Goodman's conference, with the feeling of his arm warm on your shoulder, you knew the truest impact of a teacher: the fact that he had become a part of you.

Teddy's English 12 course is City College as is the Lincoln bust; so is Teddy to all and each of his students.

Sincerely,  
R.B.G. '40

## Thirty

By Melvin Stein

It may seem unfitting to write of any part of the College in a critical vein on Charter Day. Yet to speak of the many glittering advantages it bestows upon its students is only to deal in platitudes. Besides, there is one major peeve I have acquired that yearns for expression. It concerns the science sequence offered to non-science majors.

Supposedly designed to meet the special needs of the non-science student, it has become nothing but another sore spot in the curriculum. It arouses a minimum of student interest, and sharply depreciates the value of the twelve credits for which it is given.

The material covered in the four terms that the sequence is given constitutes a body of relatively non-related, isolated facts. Those who teach the courses readily agree that the student derives little benefit from them, yet they say, "He should." Themselves well-versed in many different academic areas, these instructors believe that every student ought to obtain as broad an educational background as possible, regardless of his major field of study. Certainly the physical sciences cannot be relegated to a completely secondary position, they reason. They speak of the quest for knowledge that animated them in their student days.

Though it may appear obvious that the science sequence is not fulfilling its purpose, those who teach it will not take leave of their educational principles and adopt new methods. Despite their rounded backgrounds they have been unable to develop an adequate insight into the needs and capacities of the social science major.

This student is not sufficiently interested in the physical sciences to seriously study them. If he were, then nothing would be more desirable than to give him intensive courses in them. This would, of course, considerably broaden his general perspective. But realities must be dealt with. A new method of teaching the sciences must be adopted. Toward this end, the following three proposals are made:

1) Interrelate the sciences with the social sciences. Certainly the effect of the scientist's work has extended beyond his laboratory. It has profoundly influenced our social institutions. It has in turn been itself influenced by these same institutions. To show, then, how ancient Greek thought impeded the advance of the practical sciences, how the natural law concepts of the Age of Reason both affected and were effected by the physical sciences, and how Darwin's concepts revolutionized the social sciences, would serve two purposes. It would make the study of science immensely more palatable for the student, and it would broaden his insight into his own field of study—the social sciences.

2) Interrelate the sciences. The defendants of the present science sequence claim that it provides the student with an appreciation of the method and the meaning of the sciences. Without stopping to dispute this point, it will suffice to say that if an appreciation of their meaning is desired, couldn't it be obtained more easily by continually stressing the relationships between the various sciences? To date, attempts to do this have been of the most feeble sort. This carries us right into the third point.

3) Treat science as SCIENCE, a unified whole, and teach this SCIENCE chronologically. Trace the important developments of science from primitive man to the present day. Show why they advanced its study and how they affected the social climate of the day. Indicate how one science affected the others.

Such a study would be similar to the History 44 course offered here at the College. It is given for only one term and yet carries out the above functions very well. If its general procedure were adopted, with certain necessary modifications, and a new course were offered for four terms, it would be an immense boon to the social science student, and would place the College in the foreground as far as developing an effective science course for social science men is concerned.

The prime objection to such a course would probably be that there is insufficient time to teach the technical principles of the sciences. It is true that there would be less time for this; but there would still be enough time to teach the more important of these principles, and provide the student with a real grasp of the method and meaning of science. The course could be an intensive one, much more so than the present science sequence, for it would touch upon the student's major field of interest.

Finally, it is realized that the implementation of such a scheme is not an easy one. The details of the course would have to be carefully worked out, relevant readings would have to be selected, and instructors would have to adapt themselves to a new approach to teaching science. But after all, isn't the academic man capable of so adapting himself to new pedagogical methods? As difficult as the achievement of any end is, effort applied in its direction can overcome obstacles.

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# All-Sports Dinner Tonight; Beaver 'Nine' Ends Season

More than 400 alumni, athletes and students will take part in the seventh All-Sports Dinner tonight in the Main Gym at 6:30. Pincus "Pinky" Sober, chairman of the United States Track and Field Committee, will be honored along with over two hundred Beaver athletes.

Day session athletes will receive 167 major letters and 58 minor letters while 33 major and 23 minor letters will be given to evening session athletes.

Presentation of the awards will be made by two of the College's Olympic athletes, Henry Wittenberg and Dr. Dan Bukantz.

Hal Goldsmith, All-American NCAA foil title holder and also a member of the Olympic fencing squad, will receive the College's top honor, the Ben Wallack Memorial Prize of the class of 1913, as the student reflecting "most credit upon the College by his athletic achievement."

Other award winners include Billy Galan, Joe Penabad and All-American John Koutsantanou of the Met Championship soccer team, Joe Mas in lacrosse, Don Miller in track, Bernie Lloyd in wrestling, Norman Klein in swimming, John Callahan in rifle, Howard Greenberg in boxing, Hugo Ritucci and Al Kahn of the 1951 baseball team, Ed Zeitlin and John Favre in tennis and Roslyn Berkowitz, Phyllis Kaufman, Pearl Zarembor, Ann Ulnick and Barbara Allen of the women's basketball team.

Basketball honors will go to team captain Jerry Domershick, Jerry Gold and Seymour Cohen, while Sid Goldstein, a major letter winner in soccer and lacrosse, will receive the Lasak Memorial Award.

The toastmaster at tonight's sports carnival will be lacrosse coach Leon A. "Chief" Miller.

## Fete First



Billy Galan

## Bruce Enters 8 in IC4A's

Eight of the top track and field men at the College will be competing with the best in the nation in the 76th annual IC4A Track and Field Championships to be held May 30 and 31 at Triboro Stadium.

The man with the best chance to score points will be high-jumper and captain Charley Fields. Last Saturday, Fields cleared an unofficial 6'4".

Joe Grevious, Herb Jeremais and Tom O'Brien will face the starter's gun in the 880. Bob Armstrong in the quarter mile, Ed Deutsch in the hammer throw, Chris Pavlides in the pole vault, and Bill Plummer in the 220-yard low hurdles will round out the Lavender entrants. In an informal meet with the Pioneer Club last Saturday, Deutsch and Lou Cascino broke records in the hammer throw and two-mile events.

By Henry Fischer

Although his boys lost their first seven games of the season and didn't really begin to play ball until the campaign was well under way, coach Sol "Skip" Mishkin was still mighty pleased with the efforts of the College's baseball team. The Beavers, who beat Queens Saturday in the '52 finale, 6 to 4, wound up the year with a 10-and-11 record. They won ten of their last fourteen games, finishing fourth in the Met Conference with a 5-and-7 record.

"No team in the Conference, except perhaps St. John's, was better at the end of the season," said Mishkin. "I'm really looking forward to next year. The only two boys we lose are Neal Deoul and Julie Glassman. If the army doesn't jam up the works we'll have a fine team next year."

"Deoul made an excellent captain," he said. "Last year he had a fine earned-run-average (.247), but lost six games without winning. This season, his ERA was a little higher, but he did win a few."

Deoul won five and lost two this year and had an ERA of 2.97, second only to Warren Neuberger's 2.63. Big Warren won three and dropped four.

The official batting statistics reveal that the team batting average was an anemic .243. Nate "Ossie" Baretz and Glassman led the team in hitting and were the only two regulars to hit over .300. Baretz batted .349 and Glassman hit .314.

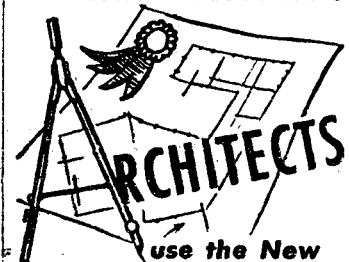
Ossie also led the club in doubles (7), triples (2), hits (29), and RBI's (22). Paul Nacinovich, who was at bat only sixteen times, was the home run leader with four. First-baseman Ted Solomon scored nineteen times to lead the Beavers in that department.

## Gottlieb, Mas, Reeg Lead Lacrossemen

"I know that the fellas could have made more of a showing this season than they have exhibited." This was the comment of Leon "Chief" Miller after his lacrosse team bowed to Adelphi, 22 to 3, in its season's finale.

Les Gottlieb was the season's high scorer with six goals and co-captains Joe Mas and Fred Reeg led in assists with four each. Mas scored five times while Reeg scored four times.

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# Sports Slants

By Morton Sheinman

The presentation of an athletic award is usually a gaudy affair, involving much hand-shaking and speech-making. The trophy, medallion, or what-have-you is given to the man who earned it along with some trite talk about "being a fine example to the youth of this grand and glorious country." Cynics scowl at such goings on, condemning them as being excessively sentimental and stating that they are nothing but an excuse for cashing in on a free feed and some warm beer.

In most cases, these accusations hold water. Tonight, however, this College will hold its seventh annual All-Sports Night. Many prizes will be awarded; many speeches will be made. On the surface, it will appear to be just another affair at which men are praised for their particular skills. There is a deeper and much more meaningful significance to tonight's fete, though, and we must all be made aware of it.

After our basketball team defamed itself a little over a year ago, people asked how City College athletics could possibly survive on a small-time basis. Tonight's sports festival is a living, dramatic answer to their bewilderment. Despite numerous budget cuts, despite a tremendous rise in student disinterest, despite stringent standards for athletes, despite a multitude of circumstances lending themselves to difficulties and problems—despite all of these things—City College athletics still go on.

In the past year, Beaver teams have gained more than their share of recognition in the world of sports. Our soccer team was the best in New York and one of the finest in the nation. Our fencing team captured the ancient "little Iron Man" trophy, the symbol of supreme prowess with the sword. Our baseball team will probably place a few men on the all-Metropolitan squad. Our basketball team performed very well in its class, a marvelous achievement considering the pressure that was placed upon it. Our track team boasts one of the finest all-around athletes in the country, a 6-2 jumping jack named Charley Fields. Our school will be well represented in the forthcoming Olympics, both by members of present varsity teams and distinguished alumni. This list will grow and grow as the seasons pass by. Take heart, City College. You're doing a damn good job.

Ad nauseum: Members of some of the College's teams were required to return their jock straps at the end of this season. Another example of how a lack of student support has resulted in a lack of individual support.

This is my last column of the term and so it is time for me to thank the people who have made my job a little easier and a little happier. I only wish I had the room to list them all. Howard "Chippy" Spohr and Tom Reilly, of the A.A. Office, were invaluable aids when it came to digging up information. So was Public Relations man Larry Welner. I must also thank the coaches of the College's varsity teams. Their cooperation was splendid. So was the work of this newspaper's sports staff. And most of all I must single out the athletes themselves for special praise. A nicer bunch of guys I have yet to meet. Truly, they know the work.

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## Tennis Team Elects Nelson, Mitrowsis

Milt Nelson and Nick Mitrowsis were elected co-captains of the College's tennis team, announced coach George Wolfe yesterday. The Beavers ended their season last Saturday, being shut out by a powerful Fordham team, 9 to 0.

The loss gave the St. Nicks a 3-and-5 record for the year. The blanking by the Rams was the second suffered by the netmen this season.

## Gold and Matican Star In Track Intramurals

A new record was set by freshman Joe Gold in last Thursday's track and field intras, when he leaped 19'9 1/4" in the broad jump. Former gridder Al Matican tied the record for the 100-yard dash, running the distance in 10.6.

Today, the Redwings and ASME will play each other in the finals of the basketball tourney.

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# Beaver Bavard

By Avrum Hyman

Last Thursday, English 13C met as usual at 11 in 303 Main. When the instructor did not show up on time, the members of the short story writing class, instead of leaving, as is the general rule at the College, sat down and continued for the remainder of the hour with the normal class procedure, reading each others' manuscripts. Only an instructor like Prof. Theodore Goodman could inspire his students with such loyalty and desire to learn. Conversely, had the students known that their instructor had died at home an hour before the class was to start, they never could have attended any classes that day. Such was the esteem for and the close association that his students had with Professor Theodore Goodman.

Friday morning, there was sorrow at the College, a deep, bewildered sorrow. Students who were enrolled in his courses, members of the faculty who loved him, and his former students walked around unashamedly with tears in their eyes. A greater sorrow was felt, however, when one heard the lower classmen, who had heard so much about Professor Goodman,

say dazedly, "I was going to take him next term. Why didn't I take him when I had the chance to?" When talk of this type was heard, and its full implication understood, Professor Goodman's students, past and present, realized how fortunate they were in having had the opportunity to receive the bright rays of the sun before it finally set.

Professor Goodman didn't stress the technical rules of writing a short story. To be a student of his was to gain experience, not in writing, but in living. If the student knew how to enjoy life and get the most out of it, he would be able to write well enough. That was Professor Goodman's belief.

So far as Art was concerned, Professor Goodman might criticize the student severely, harshly and cruelly, or so the student thought at the time of the rebuke. But the student would suddenly see the truth of the criticism and another seed of love was planted for Professor Goodman. As far as per-

sonal relationship was concerned, Professor Goodman regarded the student as his equal on every level. To him, the student was not someone registered in a course, but was rather an individual, a human being who had problems and difficulties that were more important than school studies. His only two requirements for his assignments were punctuality and an honest knowledge of the subject matter. Both of these requirements fitted into Professor Goodman's outlook on life. When something has to be done, do it. Write what you know about, not what you've heard from someone. Thus, his students were forced to study their own lives and gain experience from them.

The loss of Professor Goodman was a great one. The thirty years of students that Professor Goodman taught at the College will carry his name on, but much more important to Professor Goodman, they will also carry on his outlook on life.

## SC Protests Queens' 'Ouster' Of Dean Lenz; Hearing Asked

A resolution urging the Board of Higher Education to hold an open hearing on the "demotion" of Dean Howard Lenz of Queens College was passed by Student Council on Friday.

SC also appropriated twenty-five dollars to help finance the activities of the Queens College Student Council in this case.

The SC motion was predicated on the idea that Dr. Lenz "has constantly affirmed the right of students to organize clubs of their own choice and has constantly spoken for academic freedom."

Dean Lenz was recently reassigned from his position as Dean of Students to the German De-

partment, effective as of Sept. 1.

Charges of bowing to outside pressure have been hurled at the Queens College administration by the Americans for Democratic Action, American Civil Liberties Union and several metropolitan newspapers. Dr. Lenz has long been considered an outspoken liberal and anti-communist.

Dr. John Theobald, president of Queens College, said that the action is in no way to be construed as a reflection on Dr. Lenz. "It is merely a matter of getting the right person in point of professional training and background to fill the concepts of this expanded program," said Dr. Theobald.

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