

THE CAMPUS

Undergraduate Newspaper of the City College Since 1907

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FRIDAY, FEBRUARY 26, 1965

401 Supported by Student Fees

State Blamed by Educators for CU 'Crisis' Situation

One of the most influential education groups in the city reported Wednesday that the four senior colleges of the City University have reached the "crisis stage" because of "unbearable" overcrowding.

The report by the Public Education Association charged that the state is "shortchanging" the city by not providing the same level of support it gives to the State University. This lack of funds "could throw higher education in the city into chaos, confusion and disintegration," according to Mr. Ira A. Roschman, head of the PEA's committee on higher education.

"Nothing short of an all-out effort by the city and state government will suffice to relieve the situation," the association declared.

According to the report, the city receives from the state about half the \$1,400 a year given the State University for each student enrolled in a senior college or graduate school.

Dr. Gustave Rosenberg, chairman of the Board of Higher Education, denied that the University's situation is critical.

"We're managing our affairs pretty well," he said, "We can always use more money, but I don't see any crisis."

Mr. C. H. Tompkins, Director of the PEA, said yesterday that increasing the amount allotted per student to be equal with that of the State University would be a formidable solution.

Mr. Tompkins noted that in the past, "Governor Rockefeller has been very sympathetic. Just this school year, he complied to Mr. Roschman's wishes on allocations for City University doctorate programs and the Discovery Program," he added.

—Kotttek

Substitute for Sequence Under Way

By Joyce Friedman
Student Government put to action last Wednesday a term-long project to institute a course on the philosophy and methodology of science.

Fifty students of the 120 contacted by SG attended the lecture given by Prof. K. D. Irani (Philosophy) on the concept of science. "It's begun a clarification of many things I've learned from the beginning of my non-scientific scientific education," said Adam Cks '67.

Sally Suskind '66 added that "It raised new questions never posed to me in my education. He (Prof. Irani) presents a more meaningful approach to science. It was an eye-opener to me."

Howie Simon, educational affairs vice-president, said that he would meet with Dean Reuben Frodin (Liberal Arts and Science) to develop a copy of the syllabus and discuss giving the course accreditation. At present, both students and teachers attend the course voluntarily.

Zippert Denounces Gallagher's Address On Eristic Disorder

By Alice Kotttek and Jean Patman

Student Government President John Zippert '65 has strongly criticized a speech by President Gallagher on civil disobedience and the changing view of academic freedom.

The speech, delivered last week, received major criticism from Zippert for its "strong undercurrent, whether intentional or not, of academic escapism. The speech seems to be saying that what we should really try to do is detach ourselves from society," Zippert charged.

Text of Dr. Gallagher's speech appears on pages 4 and 5.

Zippert intends to write to the President to express his "disappointment" that the speech "did not offer alternatives" to students who take an eristic attitude towards solving controversial issues.

"It suggests no way out for them to have any meaningful effect on the people in the University who make the decisions," other than civil disobedience, Zippert said.

In his speech, Dr. Gallagher (Continued on Page 2)

Support of Boycott Promised by Farmer

By Jack Zaraya and Eric Blitz

James Farmer, national director of the Congress of Racial Equality, yesterday pledged the support of his "whole organization" to Operation Shutdown, the five-week old school boycott against alleged inferior education, being conducted by the Harlem Parents' Committee.

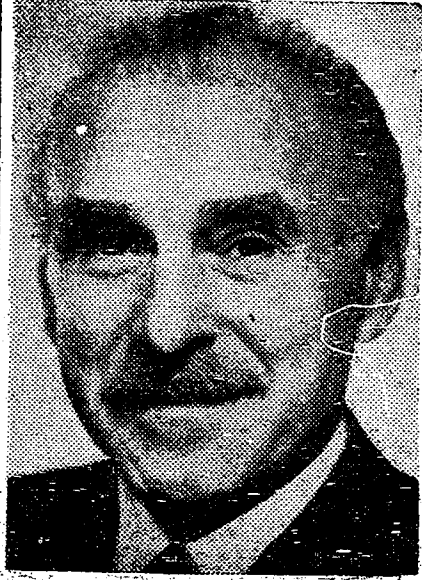
Referring to the junior high school students who are currently taking part in the boycott, Mr. Farmer declared that "youngsters have as much right to fight segregation as anyone of us." He further charged that the Board of Education "has done nothing" to implement the Allen Report, its timetable for New York City school integration.

In speaking of the boycotting students, many of whom were in the Grand Ballroom to hear his remarks, Mr. Farmer declared that, of the 15,000 junior high school students in Harlem, 11,000 will not be graduated from high school. Blaming inferior schooling for the situation, Mr. Farmer said that "CORE has sidestepped the issue far too long."

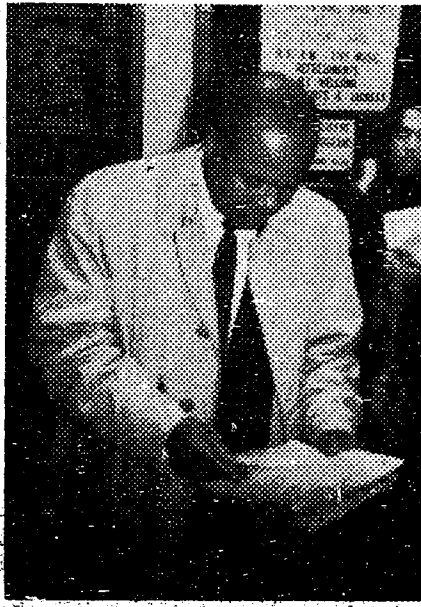
The College's branch of CORE has already expressed its sympathy for the drive. According to George Knowles, president of CORE, the presence of boycotting students at the address yesterday might influence additional College students to back Operation Shutdown.

In addition to criticizing New York City's educational policies, Mr. Farmer also scored the Federal government's position in Africa.

"American policy is opposed to aspirations of Africans to free the remainder of the Congo," he charged, adding that the presence of large scale US industry in Africa has supported apartheid by preventing lower class Africans (Continued on Page 2)



DENIES CRISIS: BHE Chairman Gustave Rosenberg said the CU—is not operating in crisis.



JAMES FARMER

Youngsters Await College Concert

By Mary Wilkinson

Sunday will be a very special day for little Rosalinda, Sherna, Debra, Armando and Paulino.

The children, all sixth grade students at PS 161 will then attend their first live concert. President Gallagher will also come to the concert but as a participant. He will narrate Prokofiev's *Peter and the Wolf* to them and their classmates from neighborhood schools.

The concert will be presented free of charge by the College's chorus and orchestra, under the direction of Prof. Fritz Jahoda (Chairman, Music). Its audience will consist of students from the fourth, fifth, and sixth grades and their parents.

Mrs. Martha Froelich, principal of PS 129, was enthusiastic about the concert since she said it will give the children an opportunity "not only to attend a concert, but also to become acquainted with the College."

Although most of the students have never attended a concert, they are familiar with classical music. Many teachers make use of such music in class. They frequently play classical pieces for their students, have them identify and compare the works of various composers, as well as sketch their impressions of the music.

This Sunday's program will include three selections with which the children are quite familiar. They are *Carnival of the Animals*, by St. Saens, *Three Poems* from *Alice in Wonderland* by Irving Fine, Prokofiev's *Peter and the Wolf* which Dr. Gallagher will narrate.

Students interviewed about the upcoming concert were all enthusiastic, so enthusiastic about the College in fact, that they all cited the College as one of the schools they someday hope to attend.

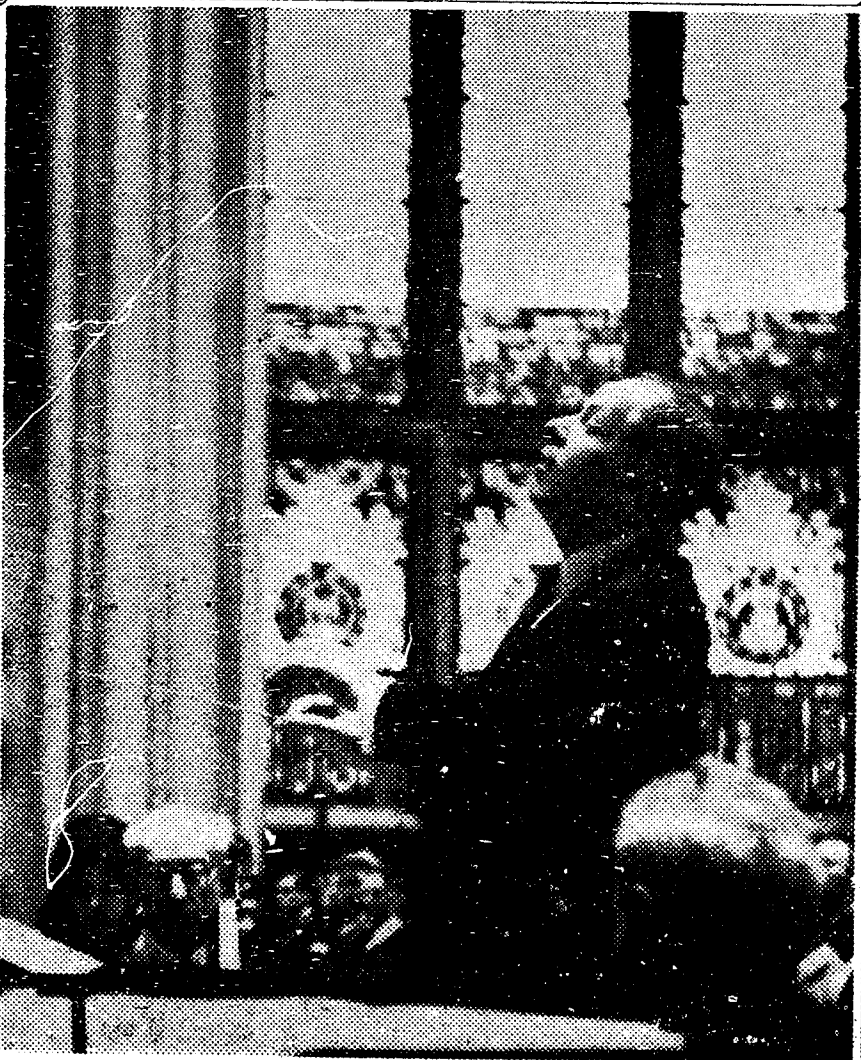


Photo by Van Ripper

TO CONDUCT CHILDREN'S CONCERT: Prof. Fritz Jahoda.

BHE Chairman Urges Passage Of City Budget

Dr. Gustave Rosenberg, Chairman of the Board of Higher Education, emphasized Tuesday that completion of the University's master plan hinges on adoption of the 1965-1966 capital budget.

Speaking before the Board of Estimate and the Finance Committee of the City Council, Dr. Rosenberg said that "we must have every penny of the proposed budget before you."

As presented by the Mayor, the budget provides \$28,206,195 for the University, of which the College is to receive \$996,000.

The funds for the University comprise \$26,841,362 in city funds, \$1,334,000 in state funds and \$30,833 from private sources.

While the two legislative bodies may amend this budget, they must resubmit it to the Mayor.

In his remarks to the agencies, Dr. Rosenberg stressed that "it is in the light of our master plan" that the capital budget for this year and the following years must be considered.

Enumerating its distribution to building programs in the University (Continued on Page 3)

Gallagher's Talk Stirs Controversy

(Continued from Page 1)

spoke of the eristic and heuristic controversy in academic freedom as a situation in which "the eristic aims at victory, the heuristic aims at truth," and charged that "eristic controversy destroys academic freedom."

Zippert said, "I am personally not convinced that one can affect something with a heuristic attitude. As a stylistic objection, I must say that even President Gallagher's speech itself made him appear as if he is eristic."

Instead of seeking the truth behind the controversy at Berkeley, Dr. Gallagher satisfied himself with labeling the student leaders as demagogues, Zippert added.

However, the speech has received support from two professors here, who are both members of committees in the American Civil Liberties Union.

Prof. Samuel Hendel (Political Science) feels that the speech "reveals great understanding of the changing context of academic freedom controversies and is wise and compassionate."

"In the continuing and restless search for truth, which is the function of a university, it sets an extraordinarily high standard. I hope all of us — administration, faculty, students — prove equal to it," he said.

Professor Hendel believes that "civil disobedience is justified when the issue involved is of transcendent importance" and all legal methods have been exhausted.

As well as praising the President's speech as "a positive approach to a problem," Prof. Bernard Bellush (History) believes



CRITICAL OF SPEECH: John Zippert attacked President Gallagher's speech as being "eristic."



IN AGREEMENT: Prof. Hendel felt speech reveals understanding of academic freedom controversy.

that the basic objective of any controversial issue would be "to keep the doors open at all times, from the point of view" of both sides.

Such an action is what Steve Cagan '65, former chairman of the College's chapter of the Congress of Racial Equality and presently CORE publicity chairman, objected to most in the speech.

"There is the implied suggestion that our role should be to continually discuss any action for fear that we might become self-seeking," he said.

President Gallagher noted Wednesday that the actions of people "such as Mario Savio [leader of the Free Speech Movement of the University of California at Berkeley] emerged as a naked struggle for power."

Cagan insisted that "the role of

any particular society is to take action, even if action is disruptive of the order. It seems as if he is asking us never to take action," Cagan maintained. He also agreed with Zippert that in the speech, Dr. Gallagher "used eristic techniques."

President Gallagher denied Wednesday that his speech denounced all forms of civil disobedience. Rather, he expressed modifications, and cited, as an example, the instance when a local law was "obviously" in conflict with the Constitution.

Moreover Mike Tickin '66, Community Affairs Vice President, agreed with President Gallagher that "there are people who like to make noise just for the sake of making noise."

"Some people go into things like sit-ins just for the excitement of it," he added.

Farmer

(Continued from Page 1)

from becoming self sufficient.

He said a demonstration would be held March 19 in front of the Chase Manhattan Building, one of the targets of his criticism.

Referring to present unrest between Congolese rebels and mercenaries, Mr. Farmer declared that "the Congo could become another Viet Nam" because of the friction created between the foreign troops and their "brutal" tactics, and native Africans.

Mr. Farmer said that the only remedy for the present unrest would be to replace the mercenaries with troops from the Organization for African Unity.

Mr. Farmer's appearance yesterday before a capacity audience in the Finley Grand Ballroom, was originally to be sponsored by only the Government and Law Society, and was to consist of a talk on his recent trip to Africa.

However, a rally to support Operation Shutdown, to be held on the South Campus lawn, and sponsored by College CORE was forced to move indoors yesterday because of the rain. Because Mr. Farmer had agreed to also address this group, CORE and Government and Law co-sponsored Mr. Farmer's appearance.

Tuition Fight

Students wishing to participate in Student Government's Albany free tuition rally on Monday, March 1 should sign up for the bus trip at the SG office, 331 F. The cost of the bus trip is one dollar. Proper dress is required.

Buses will leave at 8:30 in the morning in front of Finley Center and will return there by midnight.

These students who will be staying in the City will be able to fight for free tuition by writing "Letters to Rocky" at booths in Knittle Lounge, Finley, and Cohen Library. SG supplies the stationery if students supply the nickel for the stamp.

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city, he said the College's Education Building construction to further provide habilitation of \$10,000 to air-rary, and \$350 sion at the Ba

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The master p ment of 72,000 dents at the Un of 1968, with t ties to accomr past September creased freshm 3,200 students.

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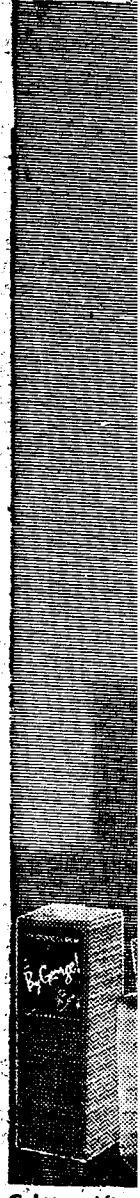
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CU Budget

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...sity, he said that the \$336,000 for the College's Science and Physical Education Building will enable construction to begin. The budget further provides \$300,000 for rehabilitation of present buildings, \$10,000 to air condition the Library, and \$350,000 for an extension at the Baruch School.

Although Dr. Rosenberg said that the budget would provide a good start for the master plan, he added "but clearly we will have to spend additional sums in the following two years, if we are to reach our goal."

The master plan aims at enrollment of 72,000 day session students at the University in the fall of 1968, with the increased facilities to accommodate them. This past September, the University increased freshmen enrollment by 3,200 students.

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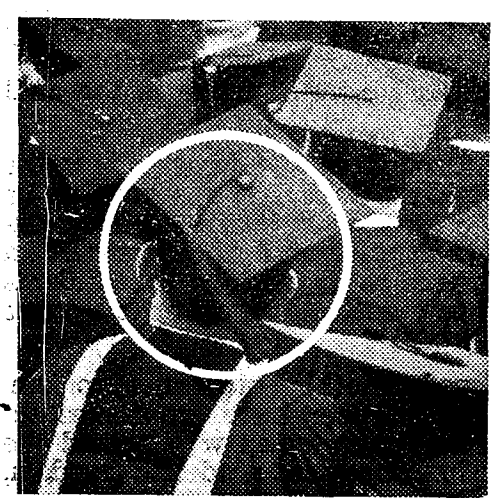
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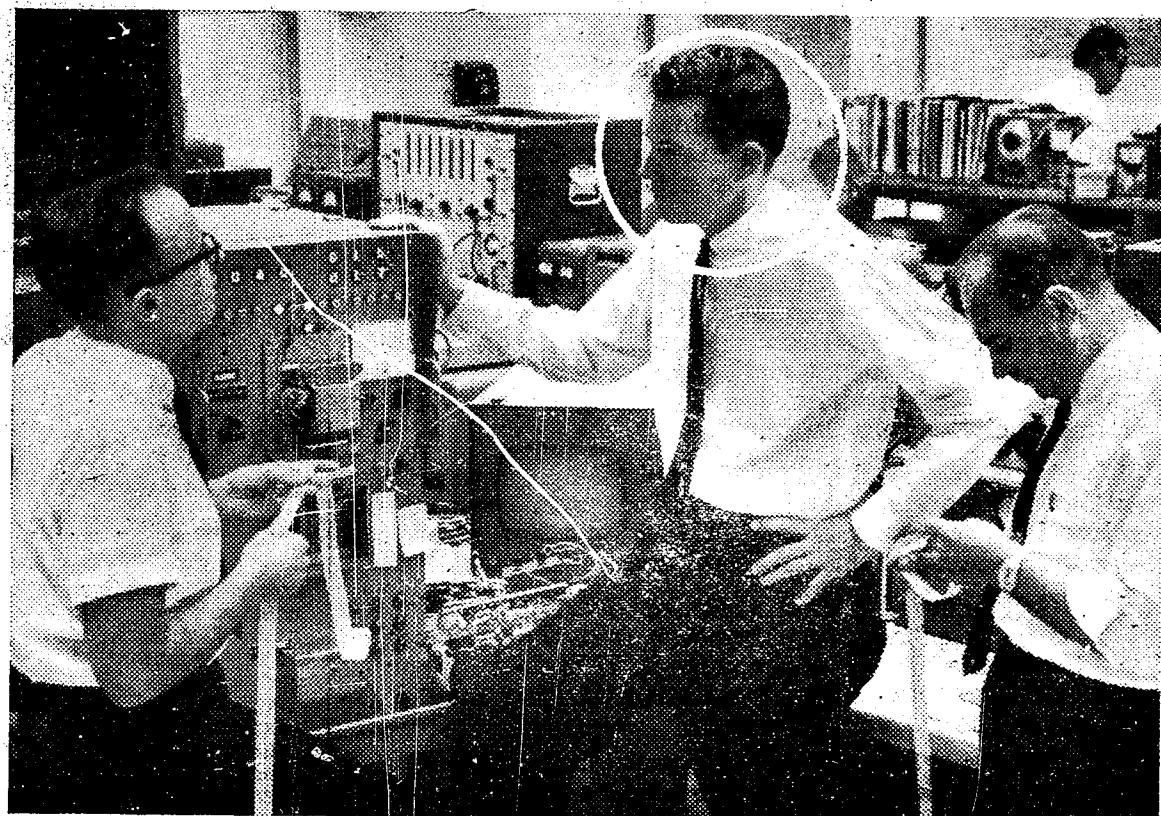
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Of The City College
Since 1907

Vol. 116—No. 6 Supported by Student Fees

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Advise and Dissent

Last Thursday, President Gallagher delivered what was apparently an impassioned attack against all forms of civil disobedience. In his speech, Dr. Gallagher seemed to bemoan the arrival of a new notion of academic freedom which "calls upon men to come out of the ivory tower to forsake the pose of scholarly detachment, and to engage in the heat and burden of daily strife."

A broadside against civil disobedience in general seemed absurd coming from the President, who is now on the Board of Directors of the National Association for the Advancement of Colored People. It was even more ludicrous for the President to call for the return of the "ivory tower" on campus, which, he claimed, had been the sanctuary of Adam Smith and James Watt. The ivory tower, once seen as a sanctuary perhaps, would probably seem a prison to such faculty members as Professor Kenneth Clark who is active in the civil rights movement.

The tone of the speech throughout was derogatory to the civil rights movement. President Gallagher appeared to be condemning Adlai Stevenson for "congratulating college students for getting arrested in massive civil disobedience." In too many statements, he seemed to be mocking the students who went South in the summer months to "stand up to a police dog or a sheriff's electric prod."

The speech, in fact, seemed something of an anachronism. The civil rights movement and its leaders have won the respect of many people including the congressmen who passed the Civil Rights Act of 1964. The concept of academic freedom, advocated by President Gallagher, which discourages involvement with the world is outmoded, and we are glad the majority of our educators have progressed from this very narrow-minded position.

The worst fault of the President's speech, however, is its ambiguity. In an interview yesterday, Dr. Gallagher denied that he was attacking the civil rights movement in general. He claimed that he was condemning only those who used civil disobedience as a means for obtaining power and not truth.

He explained that he supported those people who participated in civil disobedience in order to test a case. If, however, the President continued, the courts ruled against the defendant, further acts of defiance would not be justified. In the interview, President Gallagher stressed the need for exhausting all legal opportunities for changing policy before resorting to civil disobedience.

He also commented that civil disobedience is warranted when local laws are in "obvious" conflict with the constitution. For instance, he recalled disobeying a Jim Crow law in Alabama because it was "clearly" unconstitutional.

Dr. Gallagher also said that he did not oppose the modern concept of academic freedom, but that his speech merely traced the history of the subject. This claim he makes despite various passages in his speech attacking faculty involvement in the Berkeley crisis.

"Shades of Learned Hand! [supporter of the classical version of academic freedom]. The scholar's dispassionate detachment had been replaced by the flaming sword of passion—not in the outside world as Learned Hand had feared, but right in the heart of Academia."

President Gallagher covered too many important topics to allow ambiguities to confuse his meaning. How is one expected to know when a law is "obviously" unconstitutional? Who is empowered to distinguish between the truth-seeking demonstrator and the demagogue?

Only a few concrete statements came from the President's speech and interview afterwards. We know now that Dr. Gallagher believes that Mario Savio was merely seeking power and the whole Free Student Movement had little merit. We also know that the President is opposed to the boycott presently being held against New York schools since it too seeks power rather than truth.

This information seems minor, however, compared to the unanswered questions Dr. Gallagher's speech has left. It is the President's responsibility now to clarify his views on the academic freedom and civil disobedience. Until that time, we offer the reader the text of the speech so that he can judge the President's words for himself.

President Gallagher's Speech Highlights Academic Freedom

Controversy is of the essence of academic freedom. Freedom to "think otherwise" and to say so, freedom to disagree, and to defend that disagreement without let or hindrance, freedom to inquire and to question, freedom to act and take the consequences—these are among the inescapable requirements of academic life as we know it.

A group of professors at the Berkeley campus of the University of California has submitted an amicus brief before Judge Crittenden in behalf of nearly 800 persons, both students and non-students whose trial pends, using these words:

"The very activity of education, for student and teacher alike, is the free exercise of open minds. Whenever in pursuit of knowledge speech is guarded and minds are sealed, the educational dialogue deteriorates into monologue, arguable hypotheses harden into dogma, and the will to stimulate active inquiry yields to the demand for passive acceptance." (p. 16)

Without using the terms, this statement distinguishes between eristic and heuristic controversy.

The Concise Oxford Dictionary defines "eristic" (noun) as "an arguer aiming at victory rather than truth." Eristic controversy uses data not as material to be examined but as selected weapons of disputation. To the eristic, persons cease to be individuals clothed in dignity, they become objects of personal attack and character assassination, because, failing to win an argument, the eristic arguer makes the opponent his target. In short, as the Berkeley professors have put it in their defense of academic freedom and of the arrested students, "the educational dialogue deteriorates into monologue, arguable hypotheses harden into dogma, and the will to stimulate active inquiry yields to the demand for passive acceptance." Aiming at victory rather than truth, eristic controversy destroys academic freedom.

Heuristic controversy, on the other hand, refers to "methods of argumentation that assume or postulate what remains to be proven or that lead a person to find out for himself." Where the eristic aims at victory, the heuristic aims at truth. Where the eristic is dogmatic, the heuristic is tentative. Heuristic argument rests on mutual respect of the



MARIO SAVIO ADDRESSES STUDENTS

contending parties, never substitutes personal ridicule and vulgarities for frank statement of examined truth, is indifferent to the winning or losing of the argument, if only truth is served. Arrogance characterizes the eristic, while humility marks the heuristic. As Huxley would have us sit down before truth as a little child, so would the heuristic arguer follow truth wherever it leads. Where the eristic strikes a pose, takes a position, and arrogantly defends it against all comers, the heuristic examines hypotheses, listens attentively to opposing views, and is quite undisturbed if the results of the discussion bring him to a changed position. Heuristic controversy is the very essence of academic freedom.

Eristic controversy ultimately converts the groves of Academe into a frightening and frightful jungle, where every branch spouts thorns, every trunk hides a lurking character assassin, and only those feel free who are members of a guerilla force, or are private roving marauders. But heuristic controversy transforms the darkening forest back into the friendly grove where honest and decent men may without fear, in Robert Morse Lovett's words, "tread the pleasant walks of Academe."

The distinction between the eristic and the heuristic has always been before us. If that distinction is kept clearly in mind, academic freedom may be better defended.

II
 It should be noted, however, that the conception of academic freedom itself is undergoing a fundamental change.

The classical American notion of academic freedom, both as to its spirit and as to its proper sphere, was well stated by Mr. Justice Learned Hand in his *Spirit of Liberty*:

"... you may not carry a sword beneath a scholar's gown, or lead flaming causes from a cloister... a scholar who tries to combine these parts sells his birthright for a mess of pottage... when the final count is made it will be found that the impairment of his powers far outweighs any possible contribution to the causes he has espoused. If he is fit to serve in his calling at all, it is because he has learned not to serve any other, for his singleness of mind quickly evaporates in the fire of passions, however holy."

This, I repeat, is the classical conception of spirit of academic freedom and of its proper limitations. Let no quipster quickly say that this goes to prove that academic freedom is "purely academic." The notion that academic freedom has been irrelevant because it has confined its relevance to the campus needs only to be examined to be rejected.

The Ivory Tower on Campus

Adam Smith was able to write his revolution *Wealth of Nations* and his earlier *Theory of Moral Sentiments* on which the other volume rests only because academic freedom protected his labors. James Watt was free to devise the steam engine and launch the whole industrial revolution only because his labors were surrounded by protecting walls of the University of Glasgow. Because Karl Marx was denied the sanctuary sought in Bonn, he had to retreat to a precarious substitute, writing *Das Kapital* under the dome of the British Museum. More recently, we were able to discredit and defeat the threat to academic life by the late Senator Joseph McCarthy because we knew that the university is an arena which has worn out many a hammer. The practice of academic freedom, and the defense of these against attack from without and betrayal from within have demonstrated that academic freedom is not irrelevant — it is importantly relevant; and the men and women who have defended it down through the decades have rightfully won recognition as the true defenders of the search for truth.

The classic notion of academic freedom has been undergoing some revision in recent decades, a process which has been greatly accelerated with the onset of the aggressive Civil Rights movement in the last ten years. This new notion of academic freedom calls upon men to come out of the ivory tower, to forsake the pose of scholarly detachment, and to engage in the heat and burden of daily strife.

When a little group of North Carolina freshmen decided that they ought to eat hamburgers when they bought tooth paste, and staged that first in at a drugstore lunch counter, they were saying that academic freedom was sterile unless it was accompanied in the larger world by civil liberties and civil rights. Whether they were always conscious of it or not, those who lived through the sometimes stormy days of the 1930s at the College of New York were frequently lined up on opposite sides in this basic struggle to define academic freedom—either to preserve the dream of detachment or to extend the areas of active involvement. Clearly, also, this is one of the issues involved in recent developments at Berkeley.

Berkeley Professors Defend Students

Let the Berkeley professors speak to us in words of their brief defending the 800 students:

"The finest passions of our people are presently enlisted in the cause of redressing profound political and social injustice. From the highest courts of the land, from the Congress and State legislatures, from the words and deeds of Presidents, as well as from the exhortations of great men in and out of the universities, young people are instructed in the part they play in the quest for justice. No wonder that our students feel bewildered when their own university impedes realization of the teaching of the times. No wonder they feel betrayed in their search for justice when those who run the University, and who of all people might be expected to sympathize with the nobility of their passions, have worked instead to hinder them." (p. 14)

Such is the foreground out of which the present generation of college and university students is on taking a fresh look at academic freedom. The background of this same insistence can be quickly stated. This generation knows nothing of the periences which have molded its predecessors.

The present student generation knows nothing of World War I, of the Coolidge boom and Hoover bust, of the Great Depression and its grinding terrors and insecurity, and its great gains in social reform. This generation missed the Nazi Fascist movement and the second World War. Then, McCarthyism is merely something that happened. They sprang directly, with no inhibiting history, into a moment when great moral issues cried for resolution and gave them opportunity to take sides. The issue of freedom for the Negro in America and for the colored races of the entire globe suddenly appeared on their horizon like a rising sun of a day that never was. What differed that they were Johnny-come-latelys in a struggle which many of their elders had carried for decades was it their fault they were born late?

They felt a moral compulsion to use their summer months in active work throughout the South and North. Returning to the serenity of the campus they were restless under the contrast. If they had been men enough to stand up to a police dog or

(Continued on Page 5)

Text of the President's Speech

(Continued from Page 4)

sheriff's electric cattle prod, if three of their number had become martyrs and lay beneath a Mississippi earthen dam, how could they return to the cloistered round of studies and examinations? Involvement, not detachment, became their ideal—not contemplation and inquiry, but direct action and sloganeering. They had heard the presidents of their Colleges (the present speaker included) say that "freedom is indivisible." Very well, then, academic freedom, civil rights, and civil liberties are a single continuum. Fine as he was for his day, Learned Hand does not speak to this generation. Adlai Stevenson does. And what does Stevenson say? He congratulates college students for getting arrested in massive civil disobedience.

One of the more eloquent descriptions of the full meaning of this development is found in an account by a CCNY graduate of the Class of 1939. In this article in the *New Leader* (Dec. 21, 1964, p. 6), Lewis Feuer shows how far from the classical notion of academic freedom, and how far from the classical notion of civil rights, the current movement has developed.

"After the October days there were weeks of negotiation, followed by the university's proposal of broad provisions of freedom of speech, organization, solicitation of funds and members, and actions in the community—everything short of explicit permission to use the university's facilities to organize illegal actions in the community at large. But the student activists were unyielding. On November 20 they again gathered by the thousands on the Plaza to hear Joan Baez sing of freedom. As she sang "We Shall Overcome," they marched in solemn procession to University Hall where the Regents were convening. For several hours there was more singing, then anger and tears when the announcement came that the Regents would not concede the students the right to be illegal. The non-violent Civil Rights Movement had come a long way since three years ago—when they used to plead guilty proudly and unashamedly to their acts, and place their trust in the moral case. The so-called students' movement now wished the university to promulgate their right to engage in illegal action; suddenly the sounded more like children asking for permission to be bad than the stern revolutionists they proclaimed themselves to be."

Academe Had Become the Forest of Terror

What has happened? In a word, this: eristic controversy replaced heuristic. On both sides of the controversy, participants in a righteous cause arrogated to themselves the righteousness of the cause, becoming arrogantly self-righteous. Students happily indulged in the hoary collegiate pastime, dean-beating. And since the eristic mentality demands a focus for its hatred, they publicly caricatured "The Mind of Clark Kerr," and then derisively debated in public as to whether he had a mind. They were in no mood to talk things over or to compromise. The time for action had come. They no longer respectfully requested: they demanded. And when demands were not met, they used the well-learned techniques of civil disobedience to bring the academic process to a grinding halt. "We shall see who runs this university!" shouted the student leader, Mario Savio. Thus did the defense of basic rights become a naked struggle for power. The heuristic had given way to the eristic. The groves of Academe had become the forest of terror through which the marauders swarmed at will.

As Abe Raskin (CCNY '31) comments:

"the reckless prodigality with which the FSM uses the weapon of civil disobedience raises problems no university can deal with adequately." (New York Times Magazine, Feb. 14, 1965)

The eristic action is the ultimately destructive force in Academe. It leaves no heuristic possibility. It destroys academic freedom in the same manner as license always betrays liberty.

Eristic Mentality Guided Administration

As one reads the chronology of Berkeley, from mid-September to mid-January, the cumulative evidence indicates that this same eristic mentality also guided those who made administrative decisions. Without advance conference, a take-it-or-leave-it ruling was laid down, changing the ground rules for political activity outside Sather Gate. The absent President Kerr, returning from Europe, attempted to mediate the situation by offering the front steps of Sproul Hall as a substitute for the area which had been arbitrarily withdrawn by administrative fiat the day before. In the successive decisions in ensuing weeks, each administrative pronouncement took a firm and unalterable stand, only to be succeeded by another firm and unalterable stand when the earlier one proved to be infirm and alterable in the face of student mass power. As Nathan Glazer puts it (Commentary, Feb. '65, p. 44):

"The university administration was both rigid—as we all knew it to be from experience—and fragile—as we discovered in the crisis raised by its attempt to change the *de facto* rules governing student political activity. For in the situation created first by reasonable student demands and secondly by new and radical student tactics, the administration showed itself incapable of consistent, decisive, or effective action. Again and again it was forced to withdraw from

positions either because they were poor ones, or poorly argued and defended, or because the higher levels moved in and changed the positions taken lower down.

"The confusion above, a confusion veiled by silence and inaccessibility, could only increase by geometrical progression down below. Asked to enforce policies about whose rationale and stability they were uncertain, the deans could only put up a very poor show, and in the course of the crisis the student leaders—having discovered very early how to break through the top—treated them with greater and greater insolence and arrogance... They soon discovered, too, that there was little to fear in breaking the rules, for the faculty was so unsympathetic to the administration and its rigid and mechanical handling of the problem, that while it would not at first directly support the students and their tactics, it was always ready to attack the administration."

Speaking to the administrators in Berkeley, President Kerr says, "We fumbled, we floundered, and the worst thing is I still don't know how we should have handled it. At any other university the administrators wouldn't have known how to handle it any better." He is probably right on both counts; and my remarks today are not those of a Monday morning quarterback.

And what about the faculty? Glazer, one of the faculty members who, from the first, attempted to mediate the conflict, and who later was to become a casualty of the mounting confrontation, to be

I would add a third, with the suggestion that it may well prove to be the basic issue of our time on many a campus: can heuristic controversy successfully contain the destructive forces of the eristic? Insulted, alienated, stripped of dignity and respect, can *Homo academicus* muster the courage and self-discipline to demonstrate that he is indeed *Homo sapiens*? Provoked beyond endurance, can he still endure without recriminating? Can administrators, faculty and students alike—all three, together—win the battles for academic freedom within the campus? Or will the eristic pressures of the time reduce the campus to a brutal struggle for power?

Let me not insult this audience by attempting to dictate the specific of the agenda. If, as I presume, the heuristic temper is presently in control, we ought to rely on the heuristic attitude which, by definition, "leads a person to find out for himself," rather than being told. The minimum demanded by mutual respect is that, in addressing himself to our common problem, the president welcomes proposals from every quarter.

Therefore instead of detailing the agenda, let me, in closing, suggest some of the mistakes I believe we ought not to make.

1. We ought not to assume that all wisdom is resident with any segment of Academe. If, at Berkeley, administrators erred in making arbitrary changes in *de facto* rules; if faculty members erred in presuming that they knew the student mind better than did deans; if campus guards and State Police found it hard to understand non-violence which bit an officer on the leg and bodily ejected him from the building—so, also, did student judgment err in arrogating to itself the prerogatives of the dictator.

Powerlessness Also Corrupts

Lord Acton was correct, as far as he went. All power corrupts, and it makes little difference in this respect who wields such power—whether the Establishment or the Revolutionists. What Lord Acton did not say, and what needs to be recognized, is that powerlessness also corrupts—and the less power, the greater corruption. That, perhaps, is the most charitable explanation for the fact that when the student mass movement at Berkeley surged into a position of power which astounded even its own leaders, there was revealed an appalling and disquieting disregard for the welfare of the university. This corruption of purpose was a heritage of their days of powerlessness. There is no need to try to assess blame in this matter: Lord Acton's dictum, expanded, is sufficient explanation. The point is that students, when they claim to have an exclusive grasp of truth are no more right than faculty members or administrators when they make the same claim.

We ought not to assume that all wisdom is resident with any segment of Academe.

2. We cannot permit alien pressures and processes to replace academic freedom. Recently, the radical Right has mounted a solgan, "Extremism in pursuit of liberty is no vice." As Lipset and Seabury (*The Reporter*, Jan. 28, 1965) remark, "Berkeley has shown that anyone can play this game." There is no reason to assume that the eristic is refined of all dross simply because it is used by the radical Left—or by the Center, for that matter.

Academe Protected Against Extremism

Just as surely as we have defended academic freedom from the onslaught of McCarthy, the Ku Klux Klan, the John Birch Society, the Neo-Nazis and Neo-Fascists, the Stalinists, the Trotskyites, the Revisionists, and the Maoists—just as surely as we have not permitted any of these or other extraneous forces of extremism to take over the campus, so, too, we must be on guard against the eristic "take-over" mentality wherever it emerges. Lipset and Seabury reflect on the Berkeley situation in these words: "The indifference to legality shown by serious and dedicated students threatens the foundations of democratic order." Extremism need not be attached to an objectionable purpose in order to be a destructive force.

The point is especially relevant in the light of Raskin's comment: "... some of the FSM activists obviously have developed a vested interest in finding things to fight about. They seem to operate on the theory that, in a system they believe to be basically corrupt, the worse things get, the easier it will be to generate mass resistance." Every campus in the nation, our own included, must be able to recognize the professional eristic for what he is; and in that effort find a fertile future for academic life. It is clear that no demagogue wears a halo merely because he is not yet graduated—or because he is.

What is needed, instead of fanaticism in any form, is a whole-souled dedication of mind and energies to the pursuit of truth through the continuing dialogue, in mutual respect. We need loyalty to an evolving ideal, with readiness to experiment, to change, to grow, to discard, to innovate, to listen as well as to speak, and above all, to hold each the other in full respect as persons clothed in dignity and worthy of affection. The Berkeley FSM has called it a "loving community," based on comradeship and purpose.

If to some this is a difficult prescription, let it be said that no alternative worth following promises an easier path—not now, and never. We must at least make the effort. We owe this much to all the generations of future students and teachers and deans and presidents who, unless we now make the effort, will never have the chance to "tread the pleasant walks of Academe," members of a loving community of comradeship and purpose.



DEMONSTRATION AT BERKELEY

condemned as a "fink" and a "stooge of President Kerr," traces in detail the path which carried the faculty from their first faulty and timid heuristic efforts straight into a firm and final eristic wrangle. As he puts it, following the debate in the Senate of the University at Berkeley, "... men who had been friends for years but had taken opposite sides (in the Senate debate) approached each other with hesitation, and felt it necessary to reaffirm their friendship, so deeply had their emotions become involved." Shades of Learned Hand! The scholar's dispassionate detachment had been replaced by the flaming sword of passion—not in the outside world as Learned Hand had feared, but right in the heart of Academia.

Neither administrators, nor faculty, nor students, separately, could find answers to an eristic conflict. Only a heuristic frame of mind could have made constructive action possible; but the cooperative approach never became a live option.

One of the more thoughtful analyses, made in retrospect, was given by Professor Henry May, chairman of the history department at Berkeley. He identified two major issues. One is the "inevitable strains and pressure stemming from the attempt to create at Berkeley a mass university that will at the same time be great; the second is the rise of new forms of political action which arouse deep emotions and whose legal status is in doubt."

III

To the two issues identified by Professor May,

Magic Charm Leads Professor To Fascination in Supernatural

By Jane Salodof

"When an animal got stuck in barbed wire, Grandfather had a special healing charm which no one was supposed to hear," said Prof. Coleman O. Parsons (English), recollecting his youth, at Muses Bottom, West Virginia.

While Professor Parsons never did learn what those curative magic words were, he has since learned a great deal about the supernatural in folklore.

His boyhood experiences and the subsequent reading of fiction with "all kinds of creatures" led him to a lifelong hobby of tracing the relationship between the supernatural and literature.

Last summer, he added to the twenty three articles he has written on the subject, a book entitled *Witchcraft and Demonology in Scott's Fiction*.

The book deals with the supernatural in the works of Sir Walter Scott, as well as in Scottish literature from the 14th to 20th century. It has been published only in Great Britain.

Despite his research on the subject, Professor Parsons does not believe that anyone, including his grandfather, can possess supernatural powers.

However, he feels that there have been people throughout history who believed that they were witches.

"These people should have been institutionalized," Professor Parsons claims, rather than executed.

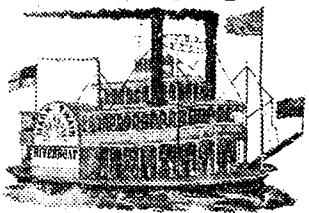
Witchcraft, he explained, involves, "the worship of the devil in groups of thirteen people" called covins. From his research, he concluded that it is "the fragmentary remains of some old fertility religion" dating back before Christianity.

"Second Sight" is another form of the supernatural which Professor Parsons discussed in his book. With this power, people claim they can foresee future events.

The most common form of "second sight" entails the vision of a funeral in which one mourner and the corpse is blocked from view. "A year from that time," Professor Parsons said, "there is such a funeral" in which the person is either the deceased or in mourning for a member of the immediate family.

Professor Parsons never found himself ostracized by non-believers for his extraordinary interests. However he "can well imagine" that if he had had a squint, they would have thought he had the "evil eye."

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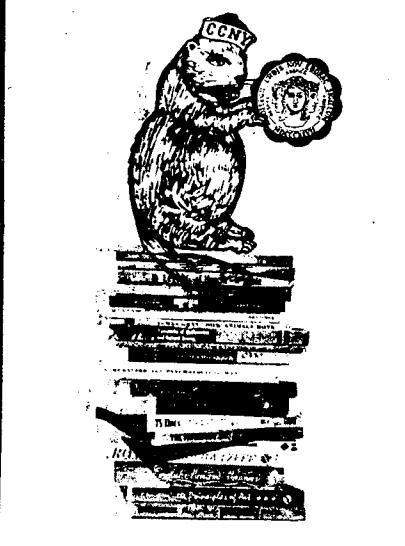
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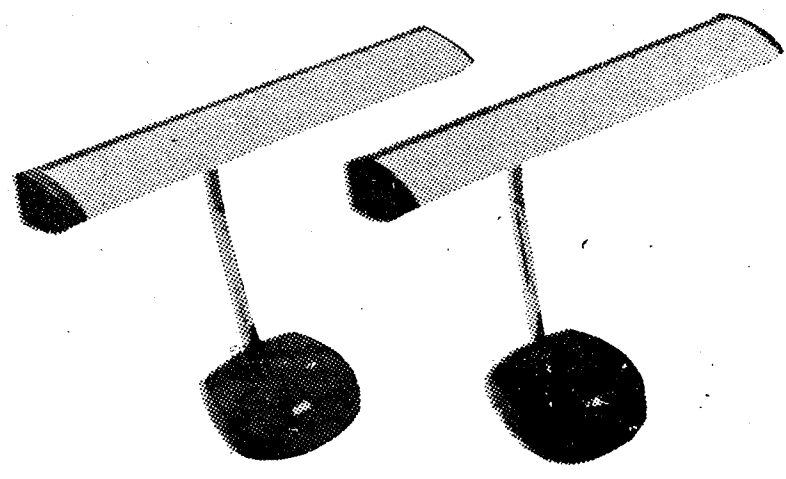
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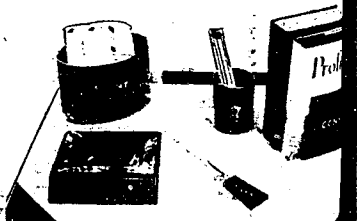
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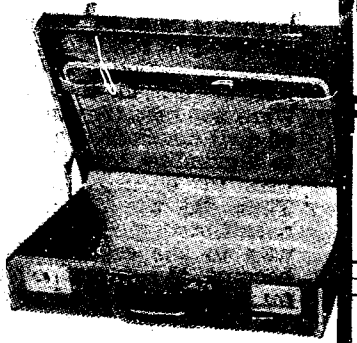
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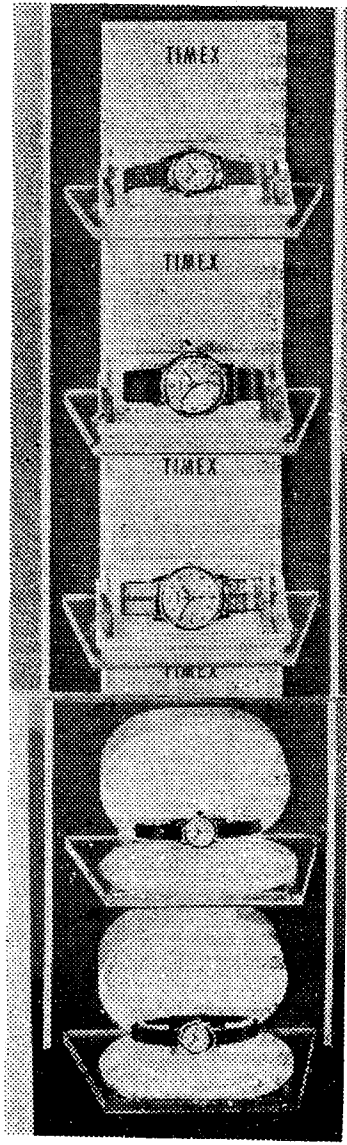
Monday to Thursday

9 A.M. to 8:45 P.M.

Friday

9 A.M. to 4:45 P.M.

TIMEX



ALL TIMEX REDUCED

Matmen To Close Season With Bombers

By Alan Rothstein
 College's wrestling team is to finish its season with a winning record by defeating Newark of Rutgers tomorrow at Newark. The Beavers are currently 4-4-1 and after last year's 5-5 record they down the Bombers. The team, fresh from victories at New York University and Yeshiva University after going over without a victory, appears to be in its best shape of the

four runner-ups, was defeated by Ron Taylor at the championships. The two teams also met during the regular season last year, with the Bombers emerging victorious, 18-12.
 Grappler coach Joe Sapora has been shuffling the Beavers lineup lately and he might have finally hit on the right combination. Last weekend, in the NYU and Yeshiva tilts, Urmas Naeris, Paul Biderman, and Jack Stein pinned both of their opponents to lead the Beavers to victory. Taylor, one of the Beavers top grapplers, missed both of the weekend meets with a bad foot, but Sapora indicated that he would be back in the lineup tomorrow. Newark of Rutgers has a skilled and experienced team; but the incentive for achieving a winning season, plus an all-out effort by the matmen, may enable the Beavers to spring an upset.

ever, in order to get their record, the grapplers will down a very strong Newark Rutgers squad, which is 7-4 season. The Bombers have d Fairleigh Dickinson Uni- and lost to Montclair by a narrow margin, while avers tied FDU and were ered by Montclair State. er coach Bob Mizerek has estlers back this season who second and one who came at the Metropolitan Cham- ps last year. The Beavers fifth in the tournament last

Testa, one of last year's
Parriers
 h a two-match winning on the line, the College's g team will play host to chusetts Institute of ology tomorrow afternoon ngate Gymnasium.
 Engineers currently sport record, which has been ed against lesser competi- an the parriers have faced. Beavers, 3-4, are entering nal stages of the season by a re-vitalized foils squad n epee team which has onsistant throughout the

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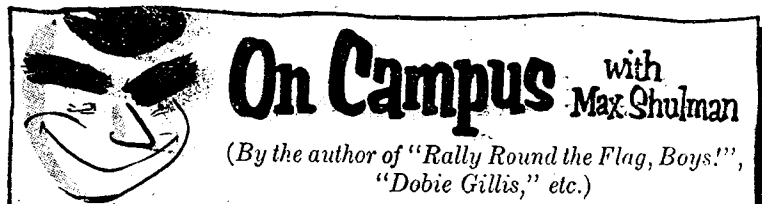
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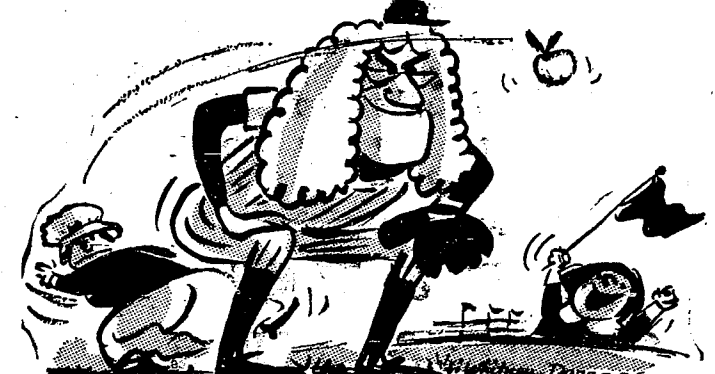
On Campus with Max Shulman
 (By the author of "Rally Round the Flag, Boys!", "Dobie Gillis," etc.)

THE BEARD OF AVON

Topic for today is that perennial favorite of English majors, that ever-popular crowd pleaser, that good sport and great American—William Shakespeare (or "The Swedish Nightingale" as he is better known as).

First let us examine the persistent theory that Shakespeare (or "The Pearl of the Pacific" as he is jocularly called) is not the real author of his plays. Advocates of this theory insist the plays are so full of classical allusions and learned references that they couldn't possibly have been written by the son of an illiterate country butcher.

To which I reply "Faugh!" Was not the great Spinoza's father a humble woodcutter? Was not the immortal Isaac Newton's father a simple second baseman? (The elder Newton, incidentally, is one of history's truly pathetic figures. He was, by all accounts, the greatest second baseman of his time, but baseball, alas, had not yet been invented. It used to break young Isaac's heart to see his father get up every morning, put on uniform, spikes, glove, and cap, and stand alertly behind second base, bent forward, eyes narrowed, waiting, waiting, waiting. That's all—waiting. Isaac loyally sat in the bleachers and yelled "Good show, Dad!" and stuff like that, but everyone else in town sniggered derisively, made coarse gestures, and pelted the Newtons with overripe fruit—figs for the elder Newton, apples for the younger. Thus, as we all know, the famous moment came when Isaac Newton, struck in the head with an apple, leapt to his feet, shouted "Europa!" and announced the third law of motion: "For every action there is an opposite and equal reaction!"



Figs for the elder Newton, apples for the younger.

(How profoundly true these simple words are! Take, for example, Personna Stainless Steel Razor Blades. Shave with a Personna. That's the action. Now what is the reaction? Pleasure, delight, contentment, cheer, and facial felicity. Why such a happy reaction? Because you have started with the sharpest, most durable blade ever honed—a blade that gives you more shaves, closer shaves, comfortabler shaves than any other brand on the market. If, by chance, you don't agree, simply return your unused Personnas to the manufacturer and he will send you absolutely free a package of Beep-Beep or any other blade you think is better.)

But I digress. Back to Shakespeare (or "The Gem of the Ocean" as he was ribaldly appellated).

Shakespeare's most important play is, of course, *Hamlet* (or, as it is frequently called, *Macbeth*). This play tells in living color the story of Hamlet, Prince of Denmark, who one night sees a ghost upon the battlements. (Possibly it is a goat he sees; I have a first folio that is frankly not too legible.) Anyhow, Hamlet is so upset by seeing this ghost (or goat) that he stabs Polonius and Brer Bodkin. He is thereupon banished to a leather factory by the king, who hollers, "Get thee to a tannery!" Thereupon Ophelia refuses her food until Laertes shouts, "Get thee to a beanery!" Ophelia is so cross that she chases her little dog out of the room, crying, "Out, damned Spot!" She is fined fifty shillings for cussing, but Portia, in an eloquent plea, gets the sentence commuted to life imprisonment. Thereupon King Lear and Queen Mab proclaim a festival—complete with kissing games and a pie-eating contest. Everybody has a perfectly splendid time until Banquo's ghost (or goat) shows up. This so unhinges Richard III that he drowns his cousin, Butt Malmsey. This leads to a lively discussion, during which everyone is killed. The little dog Spot returns to utter the immortal curtain lines:

Our hero now has croaked,
 And so's our prima donna,
 But be of cheer, my friend,
 You'll always have Personna.

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Yea and verily. And when next thou buyest Personna? buyest also some new Burma Shave? regular or menthol, which soaks the rings around any other lather. Get thee to a pharmacy!

Hofstra Beats Cagers, 80-76 Mermen's Chances Bleak In Metropolitan Tourney

The College's basketball team was downed, 80-76, by Hofstra University in a Tri-State League contest last night at the victors' Long Island gym. The loss left the Beavers with a 2-5 league record for the season, while the Dutchmen pulled their's up to 2-4.

The contest's scoring began as the Beavers Alan Zuckerman put in two foul shots at the 36 second mark. Mike Pearl then put in a jump shot after Ray Camisa had stolen the ball, to extend the Lavender margin to 4-0.

The Dutchmen, with Steve Nisenson leading the way with two long jump shots, soon came back to knot the score, 7-7, at 6:02.

For the next five minutes the teams exchanged baskets, leaving the score tied at 20-20 after 11:29 had elapsed.

During this period Nisenson added three more buckets, and Pearl



MIKE PEARL, who scored a career high of nineteen points in Hofstra contest last night.

made 13 shots without a miss. He scored 35 points for the night.

As the game drew to a close Pearl started a Beaver surge which brought them to within four points of the Long Island quintet at the buzzer.

Pearl collected six points in the final two minutes of the contest to finish with 19, a one game high for him.

The cagers will start a new series tomorrow night when they take on the University of Hartford's quintet at Hartford. The game will mark the first time the two squads have ever met in basketball competition.

Hartford is led by Gary Balladeno, a 5-11 sophomore guard, who is currently averaging 19.4 ppg, and Jim Pillion a 6-5 center, who grabbed 21 rebounds against Bridgeport to set a new Hartford school record.

Award

Cager Ira Smolev was named to the first team All-East college division team of the Eastern College Athletic Conference this week for his superlative defensive work in Saturday night's Beaver-Long Island University game.

Zuckerman led the Beavers with 10 points, mainly on driving lay-ups.

At the beginning of the second half the cagers hit a cold spell which proved to be fatal. They didn't tally a point in the first two minutes and 35 seconds, while Hofstra poured in seven to go ahead 46-32.

The Beavers began to come back, though, and had brought the count down to 54-46 at 7:27, when Zuckerman fouled out.

At this point the Dutchmen again took control of the contest, and the hoopsters never again got within eight points until the final seconds of the game.

Nisenson was again the main factor in the proceedings, as he seemingly scored at will. The 6-1 guard was especially impressive from the charity stripe, where he

ONE MAN SHOW			
Hofstra	(80)	CCNY	(76)
G	F	G	F
Conkila	3	1-5	7
Cypres	2	2-2	6
Nisenson	11	13-13	35
Pollack	3	5-9	11
Smith	1	0-0	2
Tiley	5	5-5	15
Wrench	2	0-0	4
		Schweld	0
		Smolev	3
		Vallance	0
		Zuckerman	6
			2-2
			14
Totals	27	26-34	80
Halftime Score:	Hofstra 39,	CCNY 32.	

and Ira Smolev scored four points apiece for the Beavers.

A layup by Mike Pollack at 11:51 put the Dutchmen ahead to stay. Nisenson added ten more points before intermission, giving his team a 39-32 lead.

Nisenson, who leads the Tri-State League in scoring with a 28.4 points-per-game average, finished the half with 20 counters, while

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in
The School

Fri. Feb. 26, 1965
Time: 8 P.M.

124 W. 179 St., Bronx
(1 block from Univ. and Burnside Ave.)

DUGGAN '68
Wishes to Express Its Gratitude To
Al Fleischman
*For his devoted work
in advising it and its
members and for
helping it mature.*
Thanks to a great guy

ZETA BETA TAU
Fraternity

OPEN RUSH Friday Feb. 26, 8:00 PM
16 HAMILTON TERRACE

The Caduceus Society
wishes to
Congratulate
MAXINE and PAUL
on their
Engagement

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