

NO ONE WILL FAIL THIS TERM



Acting President Copeland

By Ken Sasmor

All undergraduate students here will either pass or be dropped without failure from courses they are enrolled in this term as one of the conditions agreed to by the negotiators continuing talks on the five demands.

The negotiations will continue around the clock until midnight tonight, as classes continue, under an arrangement worked out by the representatives of administration, faculty, and Black and Puerto Rican faculty and student groups.

All courses, including those listed on elective concentration cards,

may be taken on a pass or "J" (drop without penalty) system. Students will be permitted to receive letter grades if they want them, although no D or F grades will be given.

Other conditions for continuing negotiations include the absence of police from the campus and no repetition of the outbreaks of violence which occurred two weeks ago.

The grading plan is expected to be officially approved by Acting President Copeland before the end of the week.

Serge Mullery, one of the negotiators for the BPRSC said: "We have found in the past that the adminis-

tration, if allowed to go on its merry way, has paid no attention to the demands of the Black and Puerto Rican students. Now that there has been some movement, we have put a time limit on the negotiations, beyond which they will not go on."

The negotiators said that whatever agreements are reached will be submitted to the Faculty Senate on Friday for approval, while classes continue.

Negotiators for the BPRSC said that after Thursday night they would "reassess" their position if negotiations had not been completed.

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THE CAMPUS

undergraduate newspaper of the city college since 1907

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THURSDAY, MAY 22, 1969

232

Supported by Student Fees

Faculty Council to Consider Total Overhaul Of College's Structure & Curriculum Today

100 Courses Gain Credit

By James Wyman

The Faculty Council of the College of Liberal Arts and Science meets today to put the finishing touches on a series of sweeping curriculum changes which have gone unnoticed in the pandemonium of the past month.

In the proposals, drawn up by the Council's Curriculum and Teaching Committee, three departments will undergo major restructuring and many new courses will be instituted. In addition, almost 100 courses will be raised from 2 to 3 and 3 to 4 credits.

Dean Gabriella DeBeer (Curriculum and Teaching) said Tuesday that the last set of proposals for the year will almost definitely be passed at today's meeting since "this year no one ever raised a question about anything" submitted so far by the Committee. She added that the Council passed the April 17 report of the Committee "in four minutes" and scored the lack of interest which this reflects.

The Liberal Arts and Science Bulletin for 1969-70 is being written now and will be ready for distribution around August, she said.

New Department Formed

The Sociology and Anthropology Department will be separated next year into two departments and a string of new anthropology courses will be offered to bolster the development of the fledgling department. Field work in Sociology will be worth more credits next year and several irregularly offered sociology courses will become regular offerings. The rash of new Sociology courses for next year includes Deviant Behavior, City and Community, and American Society.

The English Department will

(Continued on Page 2)



SHERBURNE BARBER

Gym Sequence Revised

By Noah David Gurock

Students at the College will no longer be required to take four physical education courses beginning this September if a program approved by the Curriculum Committee of the College of Liberal Arts and Sciences is adopted by the College's Faculty Council.

Under the proposal, students would instead be required to take any two of what are now physical education electives for one credit apiece. These are the courses now in the Phys. Ed 60, 70, and 80 series.

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GABRIELLA DeBEER

Vast Changes In Report

The College of Liberal Arts and Science must be "extensively reorganized" and a total overhaul of the College's administrative structure is necessary if the College is to recover from its "symptoms of impairment [which] are alarmingly pervasive."

This is the major finding of the most comprehensive and far-reaching study of the College ever attempted in recent years.

Many of the study's recommendations will be submitted to the Board of Higher Education pending approval by the Faculty Council at its meeting today.

The study, released yesterday by a Special Committee on Curriculum established by the Faculty Council of Liberal Arts and Science, warns that "The City College has fallen dangerously far behind in the . . . evolution that has been accelerating in American higher education since World War II."

One of the major findings was that "The College curriculum has no discernable affect on students." To remedy this pervading situation the committee proposes 16 revolutionary recommendations, including the following:

- That students be allowed "pass" credits for completion of distribution requirements in divisions not their major if they do well enough on an aptitude test.

- That students be required to take a comprehensive examination

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Graduation Will Be Off Campus; Administration Fears Disruption

By Mark Brandys

For the first time since anyone can remember — possibly since 1915 — commencement exercises will not be held in Lewisohn Stadium this June.

The President's Cabinet voted Monday to move graduation exercises from the traditional site in Lewisohn to an off-campus location.

Although no one seemed to know the reason for the sudden breach of tradition, two possibilities were expressed by Prof. J. Bailey Harvey (Speech), and Gary Schmidt, vice-president of the Senior Class.

Professor Harvey, who is chairman of the Committee for Ceremonial Occasions, stated that there is a possibility of disruption of the exercises by dissident students.

The ceremonies were moved because of "security reasons," according to Presidential assistant John Stark.

Schmidt, a student representative on the committee, said: "We've been forced to hold off-campus commencements from

(Continued on Page 4)

McGuire and Steinberg Expelled by President



RON MCGUIRE

Ron McGuire and Jeff Steinberg, two prominent Communist disruptivists, were expelled from the College last Monday by Acting President Copeland on recommendation of the Student-Faculty Disciplinary Committee.

The action marks the first disciplinary expulsion in recent times.

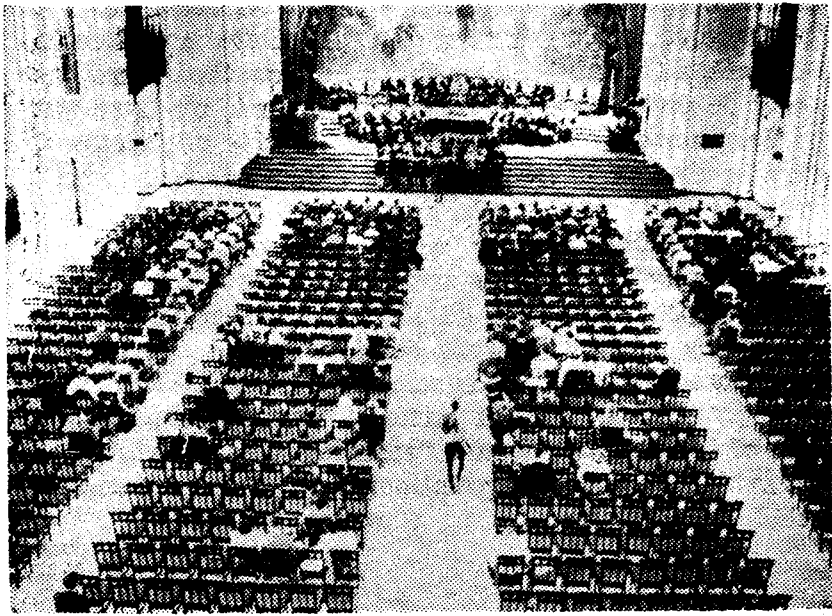
The extreme action was taken, according to Dr. Herbert DeBerry (Student Personnel Services), because the two students had failed to appear before meetings of the disciplinary committee.

(Continued on Page 5)

BULLETIN!

Porter Chandler, Chairman of the Board of Higher Education, called an emergency meeting of the BHE late last night for today to consider possible solutions to the College crisis.

Convocation Keeps School "Open"; Few Come



By George Murrell
and Ken Sasmor

Although the College's two-day convocation which replaced classes Monday and Tuesday was marked by sparse attendance, it still seemed to result in a sense of accomplishment on the part of both black and white students.

This, despite general agreement on the part of most students and faculty that the convocation was a legal device used by Acting President Copeland to cancel classes while still maintaining the facade of an open college for the would-be injunction seekers.

"The majority of the groups went well after the initial up-

tightness and strangeness gave way to open talk and frank speaking," Chris Mulvey (English) reported of Monday's 21 workshop sessions.

"They produced an atmosphere conducive to negotiations so that in the future we need not repeat that it is 'business as usual,' but 'education as usual.'"

Prof. Wilfred Carney (English) set the tone for the convocation in his address to those who attended the first session.

"The College has been petrified and immobilized . . ." he declared. "It must be infused with new blood."

"The faculty has abrogated, reneged on its responsibility. They have become petrified mummies buried in their books and research. The difference between the faculty and the students is that the students are younger mummies."

Of the 500 students and faculty members who attended the first general meeting Monday in Great Hall, only 300 participated

on racism, the economic position of the white students at the College, proportional admissions, open admissions, a school of third world studies, and actions to be taken in the event that classes were to be held on Wednesday.

Everyone in the group supported the principle of the five demands, although a few members had qualms about specifics of proportional admissions and black studies.

A question raised regarding the fourth demand concerned the possibility that blacks and Puerto Ricans could displace lower or lower-middle class whites. One view was that the power structure could find the money to admit more blacks and Puerto Ricans while maintaining the number of whites enrolled.

One black student said that the BHE, the City, and the State governments were afraid of blacks attaining their demands because the success of the blacks and Puerto Ricans would help to create a clamor among whites for more power.

All seemed to agree that a great part of the solution to the problem of educational deprivation of blacks lay in improving the primary and secondary public schools and in bringing teachers into the school system who understand the history and culture of blacks and Puerto Ricans.

When some whites expressed the fear that blacks and Puerto Ricans would direct their interest to third world studies to the exclusion of other subjects if a School of Third World Studies were established, other students pointed out that majors in a third world school would be receiving an excellent background for teaching in Harlem.

A black student indicated his belief that many blacks and Puerto Ricans would seek professional careers and would only pursue third world studies for humanistic background.

The blacks, and some whites said that they saw the power structure as a common enemy. They said that their struggles should be separate but "parallel." One black student declared that blacks and Puerto Ricans had to act independently of whites, since they had been in a dependent position in a racist society for so long and only after a period of independent action could there be interdependence.

100 Courses To Gain One Credit in Fall

(Continued from Page 1)

also be overhauled. Several remedial courses now offered to Pre-Bac and Evening students will become regular department courses in line with the new curriculum in English. Writing workshops, tutorials and seminars will be introduced in addition to the 12 core literature courses including such new topics as The Writer's Response to His Culture, The Writer and The City, and Varieties of Heroism in an effort to "loosen the tight strictures of the present survey courses." Several "major authors" courses will concentrate on only one writer.

Over one hundred courses will be reevaluated, most of them gaining a credit. The departments involved are: Geology, Psychology, Romance Languages, Sociology and Anthropology, Mathematics and almost all electives in History and English.

New courses for the fall include a second year of Japanese, elementary Mandarin Chinese, and a second year of Swahili for the Evening Session. The Music Department will offer two new courses in jazz and will give credit for the first time for individual music instruction. Introductory art and many romance language courses will be expanded, 3 credit beginner courses in Italian and Spanish will be offered, and a new computer course will be set up by the Mathematics Department.

Military History, Too

The History Department will give expanded courses in Jewish and African history, many more third world courses, and a course

in military history of the United States.

The Council is also expected to approve Bachelor-Master's programs in English and Mathematics. No other departments submitted such programs.

Germanic and Slavic Languages has come up with a complete renovation, including a comprehensive Russian Civilization and Culture course and several new German in translation courses, including "Hesse" and "Kafka."

Goethals Hit By Fire

Fire engines returned to the College yesterday after a lull of two weeks, but the blaze which prompted their attention was no where as serious as the one May 9 which destroyed one wing of the Finley Student Center.

Yesterday morning's fire, discovered just before 10 by someone in Goethals Hall, was confined to Room 107 in that building, after apparently starting in a desk there.

Two engine and three hook and ladder companies responded to the alarm but three of these companies left immediately after fire officials saw how small the blaze was.

Minutes earlier, an alarm

turned in by an unknown person

at the corner of 135th Street

and Convent Avenue, proved to

be a false alarm, according to

fire department spokesmen.

Gallagher to Head LIU?

Former President Gallagher has reportedly been approached by the Trustees of Long Island University for the job of Chancellor at that institution.

The story, published in L.I.U.'s student newspaper *Seawanhaka*, came from a "reliable administrative source." The Trustees have denied they ever made the offer, but Gallagher has declined to comment.

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(Continued from Page 1)

ed.

One of the faculty negotiators, Prof. Bradford Menkes (Mechanical Engineering) said: "We [the faculty negotiators] would be quite happy to unplug the clock on the wall and stay here as long as necessary."

Charles Powell, a BPRSC negotiator, declared: "We're not too optimistic about the negotiations, . . . But if they [our proposals] are dealt with in good faith, they could be cleared up today or tomorrow." He said that some points on the fourth demand — that the racial composition of the entering class reflect that of the population of the

city high schools — had been "cleared up."

After the negotiators finish discussions of the fourth demand, they will still have to deal with the implementation of the first demand, which calls for the creation of a School of Third World Studies.

Whatever agreements are reached on admissions policy would still have to be approved by the Board of Higher Education, which has no representatives at the negotiations.

Prof. Menkes said the negotiators feel that "we have made significant progress with relation to demand four."

Prof. Alois X. Schmidt, (Chairman, Chemical Engineering) a negotiator for the administration said: "We are fairly satisfied with the way negotiations have gone, particularly the spirit with which they have been conducted."

A student receiving a "J" can appeal his grade either to the Committee on Course and Standing, or to a committee to be formed, which would be composed of representatives of the black and Puerto Rican students and faculty, the faculty, and the administration.

Most students and faculty interviewed by The Campus indicated support for the grading system but split on whether a pass-fail grad-

ing system for all courses for future terms would be a good idea.

The faculty negotiators are Prof. Menkes, Prof. Stanley Feingold (Political Science), Prof. Stanley Warren (Speech), and Prof. Julius Elias (Philosophy).

Representatives of the administration are Prof. Schmidt, and Associate Dean Paul Burke (Education).

The most frequent negotiators for the BPRSC are Charles Powell, and Serge Mullery.

The most frequent representatives of the Black and Puerto Rican faculty are Milt Washington, Miss Betty Rawls, and Miss Nancy Swanson, all teachers in the SEEK program.



JOSEPH COPELAND

in the 21 workshops held afterwards. On Tuesday, only approximately 150 persons came to the Great Hall meeting.

"Don't give or bullshit. If you're a racist, say that you are. We aren't jiving or bullshitting with you," a black discussion leader told white students and faculty members at the opening of one of the workshops Tuesday afternoon.

At this workshop, about 25 students and three faculty members, two-thirds of the group white, talked for several hours

Faculty Council to Consider Bold Revisions

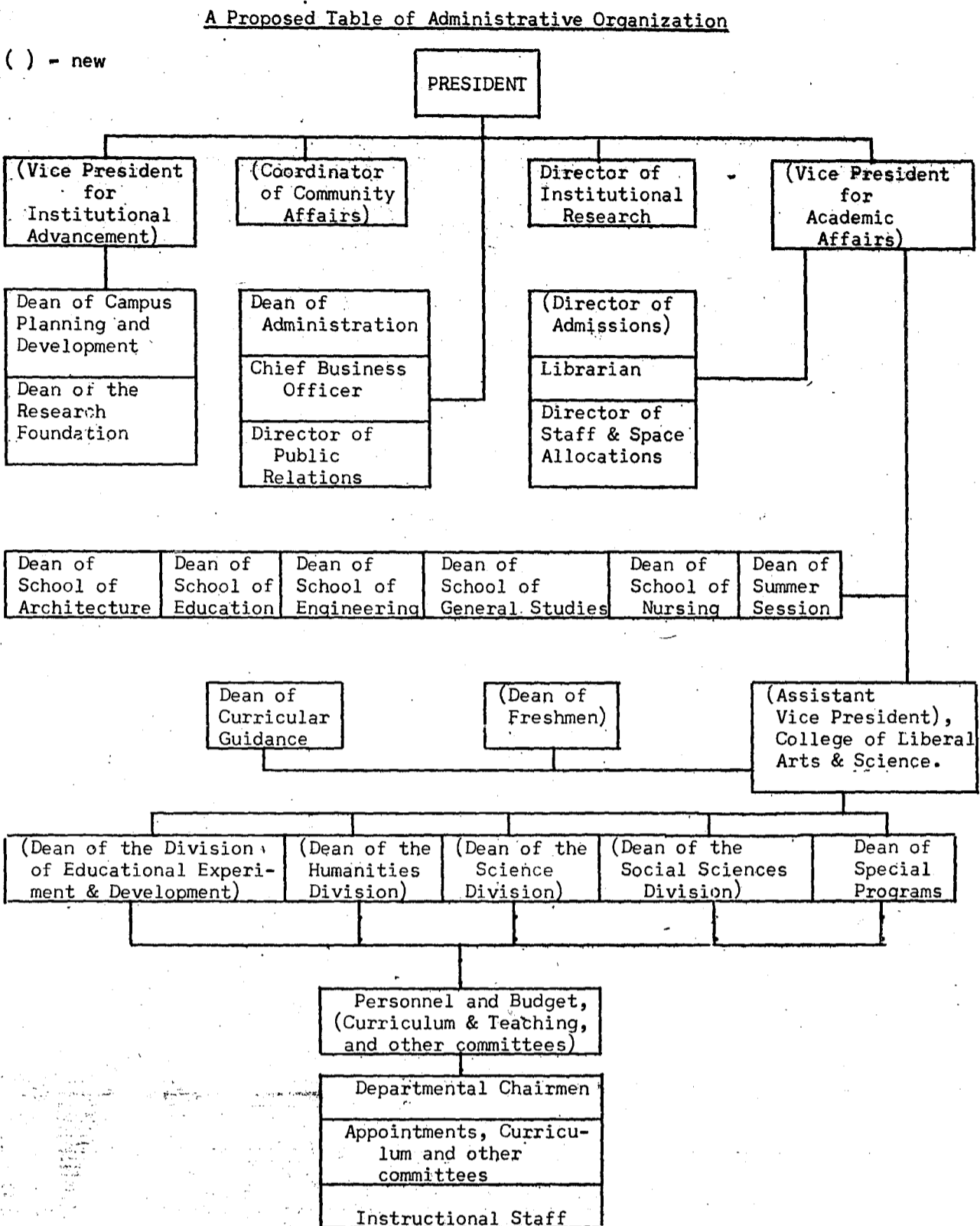
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 nation in their major.

- That Physical Education be made completely optional.
- That all courses outside a student's major be taken on a pass-fail basis (including Engineering and Architecture).
- That each department immediately introduce "appropriate non-Western information (African and Asian)" into its courses."
- That a "powerful plan of action for high ability students" be set up by combining the Freshman Honors Program with the new B.A.-M.A. programs.
- That the SEEK program be expanded at once.
- That interdisciplinary programs be established as "the first order of business."
- That each department be evaluated by special External Review Committees for performance, staff quality, student needs, facilities and financing.
- That a Division of Educational Experiment and Development (DEED) be established which would experiment with new educational concepts and methods.
- That each department try to substitute independent study for existing courses whenever possible.
- That the College begin use of a student rating form during 1970-71; eventually grades would be phased out and a "compilation of faculty assessment" based on the rating form substituted.

"Students are forced to choose courses in separate areas, but they are not required to demonstrate a liberal education," the committee reports. "Students and faculty are still allowed the delusion that the way to learn is by dividing knowledge into discrete packets, called courses."

Regarding College finances the report urges "that the College make strenuous, even aggressive, efforts to find sources of income over and above the usual city-state appropriations" and adds that "emergency actions seems justified to reestablish the lines of communication between the curriculum planners on the faculty and the campus-planners (Warneke and Associates)."

"The state of the administrative apparatus" was termed "crucial" and the committee recom-



mended the addition of "a number of new officers to the President's staff" including an admissions director and a coordinator of community relations, each with his own staff.

"The College of Liberal Arts and Science," the report states, "must be completely renovated." Three new deanships — of Hu-

manities, Science and Social Science need to be created, the committee suggests. These would be overseen by the current Dean of the School, Sherburne Barber, and would replace the Deans of Graduate Studies, Personnel and Curriculum by absorbing their duties.

A Freshman office with its own dean would be established in addition to a Division of Educational Experiment and Development with a corresponding dean.

The Committee also warns that "CUNY's tendency to over-centralize and to standardize . . . must be resisted. For self-respect, we must be free to make our own internal corrections."

It scolded the faculty of the College for being overly "confident, even smug, about doing a good job . . . we have tended to be somewhat resentful of, and slow to respond to, well-meant and respectful criticism by those who have studied us during the past decade or so." In particular, "the curriculum at present is in a state of considerable confusion."

The Committee points out that "some of the curricular devices and arrangements" which it recommends "would be impossible here without new, or drastically renovated, facilities" and suggests some financial maneuvering, saying that "the College has become too inured to austerity."

Most radical of the ideas is a change to a quarter or trimester system, "some types of which can be more economical than the two semester division."

Washington, D.C.'s new City College.

The second main solution suggested is the controversial tuition charge; however, student tuition would be paid into a "revolving scholarship fund" managed so that "some would pay in full, others partially, and others none" while "still others would not pay tuition but would receive stipends, as is done now in the SEEK program."

The report also insists that the University's budget period be lengthened so that it can make long-range plans and that the archaic systems of credit funding and line budgets must go. Under credit funding, the College receives one teacher for every section; average section size is now 27, but the funders are still using the 1930 figure of 15. And line budgets mean that the funders (city and state) allocate for each little item, so that when items must be cut the College has no chance to shift around funds itself or any voice in what gets eliminated.

The report reveals that the teachers in the College of Liberal Arts and Science get seriously shortchanged in comparison to those in the professional schools and urges that the inequity be rectified.

Regarding facilities, direct and blunt assertions are made. "Our plant is seriously sub-standard and deteriorating . . . Saturation and sticking points seem to have been reached . . . We are grossly over-supplied with some kinds of space . . . We have too little, or only unsuitable examples, of other kinds."

"The raw, immediate problems are easily summarized: obsolescence, grossly inadequate provision for cleaning and maintenance.

Pointing out that the current Master Plan's status is "highly uncertain," the report urges an ad hoc group to clarify its progress, one member of which would become a permanent ombudsman between the master-planners and the College community.

"Enlarging and modernizing our administrative apparatus, should be given high priorities," the Committee warns. "Every job, from chairmen to president, has grown to well-nigh impossible proportion. Not one of the 'desks' is big enough to handle the traffic that must go over it."

To accomplish this the report advances a number of new, extra officers to be established in the following order of priorities: (1) vice presidents of academic affairs and institutional advancement, an assistant to the academic affairs vice president, and the Deans of Humanities, Science, and Social Science; (2) a coordinator of community relations.

(Continued on Page 4)

THE JEWISH DEFENSE LEAGUE SUMMER SEMINAR- TRAINING CAMP

This unique camp, in upstate New York, for high school and college youth, will provide leadership training in courses in Jewish nationalism and in current problems affecting Jews.

It will also give intensive courses in self-defense by top instructors.

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Rise Seen in Minority Admissions

The percentage of black and Puerto Rican students in the University and the College will continue to rise next semester, according to preliminary studies conducted by University Vice-Chancellor Robert Birnbaum.

The number of SEEK students will also rise from last year's 1169 to 1800 in fall 1969.

These are the figures as estimated by Vice-Chancellor Birnbaum:

BLACK AND PUERTO RICAN ENROLLMENT IN CUNY			
	1969	1968	1967
Senior Colleges	23%	17%	14%
Community colleges	26%	22%	20%
Total	24%	19%	17%

"The City College is within two or three percentage points of the University senior colleges," Dr. Birnbaum said.

Thirty

By Barbara Gutfreund



I was close to tears the evening I sat at the printer's and watched an editor cut and paste up my very first story — a six inch feature on Dr. Kenneth Clark. I remember she looked up and asked me, not unkindly, why I wasn't crying outright, as she said she had cried when her first story was edited.

I stumbled onto The Campus on a balmy fall afternoon one or two days before freshman registration. A Student Activities Fair had been set up on the south campus lawn, and Laura, and I walked around and around to the different tables, giggling in our search for a sorority. The Campus was the last table I came to. I remember there was a blond girl shuffling blue registration cards in her lap, and asking me whether I was interested in writing. It brought back a desire I had had many years ago, so I signed her list as I had many others that day, though I sensed even then that this was special. I took the train home excited at the prospect of writing again.

I let The Campus get to me. For the first two years I thought it was a personal flaw in me that I took the newspaper and its editors so seriously. Sometime at the beginning of my junior year I realized that they all took it seriously, that only those for whom the paper was a very personal thing, stayed on. That realization was a great burden off my back, but by then the old people had moved on, and there were new people looking for their own old people, and it was a whole new ball game.

Today I remember it all as fragments, like so many clippings, some of them already badly yellowed, and so many thirty parties, many already half forgotten, and so many laughs, the humor behind which I can now only vaguely remember. Some day the clips will be so yellowed and frayed that to unbend them will mean to see them crumble to bits (if they're even around that long), and that will be a little sad but nothing more, because the important part of each story was the satisfaction of a job well done, the pride in a piece well written.

It absolutely amazes me today that I could have been so awed by it all then. But then again, maybe it's better that way. Maybe you learn more. I hope I learned something from this paper, because I didn't learn very much from my classes, regardless of whose fault that was.

I woke up in Tel Aviv one morning and found Eric and Steve — a super fellow — and Josh and oh yes, of course, Simon, stomping through the door. That was a happy time. I don't mean that it was just full of laughs, though we certainly had plenty of those. I mean it was a deep down all is right kind of happy time. The two aren't always synonymous, you know.

I was touched when Tom said he wouldn't schedule the dinner for a Friday night this year, and then again today when Andy said he had rescheduled it because the alternate date had turned out to be inaccessible too.

And I want Eric to know that I'm willing to forgive him last year's whole dinner business if he'll pay me back the \$22.60 he still owes me. Even in pineapples. And I think I'll miss Carol too.

I've heard so many black and Puerto Rican SEEK students speak at rallies during the past year, and I've become impressed with the overriding feeling that we'd be missing an awfully important part of this college if those kids had never been admitted. Most of us who are students have had such wonderful opportunities that we would have had to be dolts not to come through in some manner.

I don't want to dwell here on the demands themselves, other than to say that I find them not at all unreasonable, though I'm not convinced an open admissions policy is the best way to achieve a greater admission for blacks and Puerto Ricans. I'm sorry there weren't more courses in black culture for me to take. I stand about to graduate and yet the only area of black culture with which I am somewhat familiar, is black literature, and I did most of the reading in that myself. City College, located in Harlem and only a few blocks from the Schomberg collection, long ago missed a unique opportunity to establish a School of Black and Puerto Rican Studies. To anyone who believes that understanding is a first step toward peace, the importance of establishing such a school should have been evident long ago.

Twenty three inches to here, so I guess it's really the end. Two years ago there was so much I had planned to say in this column, but (A) Help, I can't remember, and (B) The things I do remember seem so trivial.

During my junior year something changed. (My parents swear it was that my sanity returned) and I no longer felt motivated to devote a succession of days and nights to The Campus. I decided then that my senior year was to be the one in which I would go to all my classes and read all the great books. It hasn't happened. I got wrapped up in something similar and still haven't opened those books. Next year I'll be at Columbia and maybe I'll get to them then. But maybe not. Maybe you learn more this way.

College Overhaul Weighed

(Continued from Page 3)

ity affairs and a director of institutional research; (3) a Dean of the experiment in education unit and a Dean of freshmen.

"Institutional research" is described as the kind of work which culminated in this report itself: "If the City College had had one, alive and well, during the past decade, this committee's work would have been much easier, and some of it would have been unnecessary."

The Director of Admissions would be "in effect student-recruitment officer for the College." The Vice President for Institutional Advancement would function as the president's right

arm in improving the finances and facilities of the College as discussed above.

The Committee decided that the College of Liberal Arts and Science had become too cumbersome for one Dean to handle and thus splits the Deanship into three parts.

The Committee apparently felt that the orientation of freshmen at the College was so important that it warranted a separate Dean and office.

The Committee plans to submit its proposals to the Board of Higher Education piecemeal. The first ones to be put before the Board are the most easily implemented ones such as the review committees for each department and the new Deans.

The proposal implores the Board to set aside funds for their salaries in spite of this

year's budget squeeze: "the only hope that we have to keep costs from rising so fast are some of the proposals we are making here." —June Wyman

\$1500 Reward

A \$1,500 reward has been offered for information leading to the arrest and conviction of the person or persons responsible for setting the fire which damaged the Aronow Auditorium of Finley Center on May 8, 1969. The reward has been established by a group of citizens, including alumni.

All information will be held in the strictest confidence and can be given by calling UN 5-5602 or 566-3464.

Graduation . . .

(Continued from Page 1)

now on due to the unavailability of Lewisohn Stadium."

Lewisohn Stadium has been facing demolition for several years now, but according to I.E. Levine, the College's director of public relations, the date has not yet been set.

The committee, which met yesterday afternoon to discuss plausible alternatives to Lewisohn, hopes to reach a final decision by Friday. They are considering sites within all five boroughs and outside the City limits.

Churches, sports arenas, and general auditoriums are among the many possibilities being considered.

Report's Figures Tell College's Uniqueness

By William Apple

According to the Report issued last month by the Special Committee on Curriculum there are approximately a dozen American Indians among students at the College.

"To understand ourselves, our past and our future, we must resort to some statistics." With that, the Committee issued a voluminous appendix, chock full of numbers, to supplement its Report which contains the facts that although 87.1% of students here are Caucasian, 7% are Oriental and only 1.9% are Negro, we do have an American Indian population of 0.1%.

The Special Committee on Curriculum was organized last year with the aim of overhauling the College from top to bottom. The Committee's two students and five faculty members worked together on the Report which was issued on April 28.

With reference to the ethnic background of students at the College, the Appendix showed that Negro enrollment here (exclusive of SEEK, 1.9%) is less than a quarter of that in other four-year colleges nationally (8.8%). If pre-baccalaureate students are included, the College's Black enrollment is 16%. The Appendix also documents an unusually large percentage of Oriental students at the College (7%) as compared to less than one percent in other U.S. colleges.

The Appendix also shows that the Jewish enrollment at the College is about eleven times greater than that of other colleges. But our percentage of Protestants is only about a seventh of what it is in other American colleges.

Interestingly enough, when compared to college students across the United States, students here concurred that the most essential objective of a college education is to "develop a philosophy of life." While other students ranked the objective of "be very well off financially" as least important, students here considered it important enough to rank higher.

Based on a survey taken this fall by the American Council on Education, the Report shows that the average freshman at the College is younger and more intelligent than the freshman of other American colleges. For example, as high school seniors, about four-fifths of our freshmen have B+ or better averages whereas the fraction is only about one-third for other institutions. City College students are also decidedly less athletic than students elsewhere. As high school seniors only 14% had earned varsity letters compared to a 33% figure, nationwide.

The survey also shows that students here are perhaps more social than students at other schools. 35% of freshmen said that chances were very good that they'd join a fraternity or sorority compared to under thirty percent elsewhere. However, fewer students here said they expected to hear wedding bells within one year after college.

City College students' parents include fewer college graduates and postgraduates than the parents of other students. The Report showed too that the average income of the parents of students here is somewhat less than that of other students' parents.

The numbers were slanted in favor of our students with respect to motivation, however. The Report showed that twice as many students here set a goal of earning a doctorate than elsewhere.

The emphasis was again shifted to money when students were asked on what bases they chose their school. Two-thirds of students here indicated that low cost was their first consideration. At the other colleges only a fifth of students considered expense.

Students at the College also compare favorably with others when it comes to the drop out rate. For example, in 1960 the Report showed that over three-quarters of our students earned their degree within seven years of entering the College. At other universities the fraction earning the degree within seven years is barely one half.

Enrollment at the College also came under the scrutiny of the Committee. In 1958 there were 4090 liberal arts and sciences students. Ten years later there were 7434 such students. Over the same decade engineering enrollment decreased from 3079 to 2377. The Report also documented the fact that over ten percent of students who originally major in a science or pre-professional program change their major.

The statistics also showed that teaching loads for faculty here had gone down over the last ten years. In fact, the report was so complete that all that was missing was the names of City College's dozen American Indian students.

And Then . . .

By Mark Brandys

Gone forever are the days when graduating seniors come marching down the college campus in torchlight procession at midnight, serenading their favorite professors. Strangely enough, this ceremony called "planting the ivy," was a traditional part of the College's commencement exercises in the 1890's.

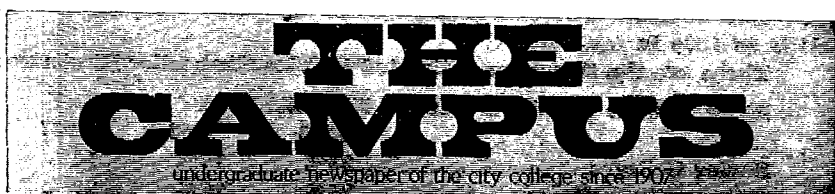
In the nineties the College's commencement exercises were held in either Carnegie Hall or the old Metropolitan Opera House. Then, just as they do now, distinguished speakers, including the Mayor would address the graduating seniors.

Several innovations in commencement activities were tried early in the 1870's such as Class Day. The students would assemble in the chapel in the afternoon to hear speeches by various class leaders and the usual valedictory address. The graduates also received awards and were entertained by the college glee club. The day's proceedings came to an end with the ceremony of planting the ivy.

Another innovation was tried in 1897, when a "baccalaureate sermon" was preached to the graduates for the first time. The members of the class invited the minister of Marble Collegiate Church to preach the first sermon.

The high point for the graduates in the gay nineties themselves did not come however until the commencement exercises were officially over. It was then that they assembled at some nearby restaurant for a class dinner. The graduates merrily ate and drank until the small hours of the morning.

After this the celebrants would go down to the Brooklyn Bridge to see the sunrise or file around the college building on 23rd Street to say one last good-bye.



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Editorial Policy is Determined by Majority Vote of the Managing Board.

Thirty

By Carol DiFalco



After looking forward to it for three-and-a-half years and dreading it for a half a year, I'm finally writing my thirty. I'm not even sure why. During the two week shutdown, when it looked like there might not even be any more issues this term, I almost felt relieved that I wouldn't have to do it. This is probably the most difficult assignment I've ever had — how do you capture the impressions of four years in a measly 28 inches of copy?

I think I'm supposed to begin by telling you how much everything has changed — how much has happened to me, to *The Campus*, to the College — in these four years. But you'd never believe me — that's a set paragraph in thirty columns. Except that I really mean it — everything has changed. The paper doesn't even look the same as it did four years ago — the new flag being the least of the differences. And as for the College . . . it's changed even more than *The Campus* has. But I guess the events of the past month have already made that clear to everyone. I wish I hadn't been here to watch it crumble.

* * *

The Campus began for me as a tempting alternative to the dreariness of *Buttenweiser Lounge* (if you think it's dreary now, you should have seen it before they remodeled it), where I used to spend those absurd four-hour breaks between French 3 and Math 61 that first month. But it soon became more than that. It's always hard to explain the peculiar love-hate relationship that many of us have had with *The Campus*; when something absorbs your whole life, I suppose it's only natural to sometimes resent it almost as much as you love it. How I hated having to account for my free time to editors, as well as to my parents (I was invariably caught in the middle, too — my parents would complain that I stayed out too late, the editors would say I left too early). I was looking for independence and I found a new set of responsibilities.

The only thing I really regret is that I didn't join anything else, that I never ventured beyond 338. But the office is a very secure place — a room in which to eat, nap, talk, cut class, even occasionally study — complete with private drawer and mailbox. What more could anyone want?

What more? Maybe to spend a little less time in the womb . . . less time writing about students and more time being one . . . less time observing and more time experiencing.

The only parts I ever hated about *The Campus* were the things that made it less than it could have been — sometimes by draining the fun out of it and reducing it to little more than a "responsibility" and at other times by neglecting that responsibility.

* * *

A few months ago it suddenly hit me that there is one trait that many Campus people have had in common — the loneliness, the dependence. It was the first time that I fully understood why we let Campus take over our lives — we wanted to be eaten up by it! We needed it as much as it needed us! Those who didn't need it didn't stay around that long. Campus filled a different need for each of us. For some it was companionship, for some self-confidence, for some power — and for some, an excuse for everything else they couldn't do.

Campus people are kind of hard to peg. No one's taking drugs or flunking out (not recently, anyway), but everyone's a little messed up in his own way. The only real difference between the office and the cafeteria though, is that on Campus, people are usually embarrassed to admit that they have problems, that they're unhappy. They have to joke off — or sneak off to — visits to the Counseling Office lest anyone — God forbid — take them seriously.

It's ironic that people who are much more facile writers than speakers should find the same obstacles in speaking to one another. That's why kids are always writing things in their 30's that they could never say out loud. It's so crazy for people to work together for so long and really know so little about one another. I'll probably never understand why it took a 30-party and a 30-column for someone I'd known for three years to first talk to me without jokes and without the protective shield. It was my first view of the very sensitive, serious person underneath.

Of course it was better late than not at all. There have been others, though, whose heads I never could get inside of, who'll always remain somewhat of an enigma to me — like Andy, Eric and Tom. Maybe it's easier with the girls — I'll always be very happy that I got to know Tammy and June.

* * *

Will you believe me now when I say that, all of the above notwithstanding, I've always loved *The Campus* and undoubtedly always will. I remember that so many people thought Neil hated it after reading his thirty, and he couldn't understand how they'd gotten that impression.

I'd have changed very little of the past four years — maybe only my responses at times. I've always loved seeing my byline (a thrill that I'm told never wears off), knowing about news before everyone else does, knowing people in SG, and always meeting new people on the paper. In fact, just about all of the people who are special to me, I first met in 338.

CONFIDENTIAL TO A.G.: Your "wish" for me that you didn't include in your thirty has come true — the good part of it, that is — and when I come back from Europe, he'll be waiting.

* * *

What happens now? I get my degree, June and I go off to Europe for the summer, and then, come September — for the first time since I was four years old — I'll no longer be a student. It's going to feel strange.

Gallagher: Join State U., Charge Graduated Tuition

Former President Gallagher's recommendation that a graduated tuition be instituted at the City University is strikingly different from his proposal of four years ago which caused a furor at the College.

The recommendation, revealed Saturday in an interview with *The New York Times*, proposes that the State University take over the complete administration of the City University. Such a takeover would force the imposition of a \$400-a-year tuition, the current State University charge.

"The fiscal future of the University lies with the state," Dr. Gallagher said yesterday. "Clearly not the city," he added emphatically.

The graduated tuition would work in the same manner as a negative tuition — students who could not afford to pay would receive cost-of-living stipends.

"When these students aren't earning for the family it's a terrific sacrifice," Dr. Gallagher asserted.

"The only way the state will go along is on a graduated charge basis," he explained. He warned that the "college [could] go down the drain in order to protect some of the middle class youngsters' free tuition charges."

In his Saturday statements Dr. Gallagher also called for the gradual phasing out of the Graduate Center at 42 Street, the establishment of an urban-grant university financed by Federal monies, and the establishment of a system of two-year, four-year, and seven-year colleges.

In his November 1965 proposals the College's former President suggested that the \$400-a-year tuition charge be used as a "device" to channel funds from the State's scholar incentive program into the University construction fund.

Speaking at a joint session of Student Government and representatives of other University colleges President Gallagher said



FORMER PRESIDENT GALLAGHER addresses a meeting at the Great Hall in 1965 as he withdraws his tuition plan.

that "We face a choice between a first rate university where the students pay no tuition and a university doomed to mediocrity and doldrums whether or not they pay tuition."

The tuition, however, would not be paid by students — City and State taxpayers would have financed the tuition charge by buying forty-year bonds issued under a proposed University Construction Authority.

President Gallagher's proposal, coming at a time when free tuition was the sacred cow of the College, was met by batteries of criticism from students and administrators alike. Student Government launched a massive campaign to oppose the tuition plan. Comments from all sides were negative.

The new Gallagher proposal is similar to the old one and differs in two major areas — the graduated tuition and the complete state takeover.

Apparently Dr. Gallagher has shifted to a more radical stance that he feels is necessary to maintain the very existence of the University.

The City University, beset by continuing fiscal pressures as

well as demands for new programs and "open admission," has had to crawl to the City and State for funds in the past three years.

And with a 1975 master plan that calls for a college seat for every New York City high school graduate the University is committed to expansion — wide expansion. The City has continually told the University to look elsewhere for funds. The State is the logical, and perhaps only, choice.

Another important note to add is the changing mood at the College, and the University, favoring social welfare programs. If a moderate negative tuition is necessary, increasing numbers of students feel, to maintain the status of the College then such a plan must be instituted.

McGuire

(Continued from Page 1)

The expulsion order, signed by Dr. Copeland last Friday, was served to the students personally by Albert Dandridge, the College's Director of Security.

Mr. Dandridge said that the students showed little reaction upon being informed.

McGuire reportedly left for California this week; the whereabouts of Steinberg are unknown.

Both McGuire and Steinberg were prominent last semester in their attempts to disrupt exercises of the Reserve Officers Training Corps (ROTC). Called before the Student Faculty Disciplinary Committee on numerous occasions the two Commune members said that they did not recognize the existence of the committee and refused to appear.

Steinberg has also been involved in placement interview disruptions last semester.

McGuire was first arrested at the Site Six demonstrations in November 1967. Since that period he has been arrested, chiefly on charges of criminal trespass, at least ten times.

In another development it was announced that six students were arrested at a sit-in at the College on May 8 will be given hearings in Criminal Court June 9. The students are Timothy Williams, Carol James, Charles Nemeroff, Allen Lane, Pauline Linton, and Ernest Marshall. They are charged with obstructing governmental administration, assault, and disorderly conduct.

Faculty Simplifies Phys. Ed. Sequence

(Continued from Page 1)

The change, which would go into effect one year after the department adopted a voluntary pass-fail system for required physical education, was developed to meet the budget crisis and to fulfill the desire expressed by many students for more freedom in choosing physical education courses.

The budget situation was the moving factor behind the proposal, according to Prof. Saul Ostrow (Chmn. Health & Physical Education). The College is scheduled to lose 25 teaching lines and, because of retirements and resignations, the Department of Physical and Health Education would have lost five of them.

And while no department was told how much it would have to pare down its staff, those departments which lost instructors through the normal processes of retirement or resignation were not permitted to replace them unless the number lost greatly reduced the size of the effectiveness of the particular department.

Professor Ostrow's department lost six lines through these attrition processes, but after explaining to the College's administration that even under the new set-up for required courses, the department could not function, he was permitted to hire one replacement.

Mrs. Szabo and Mrs. Parnes will be replaced by Miss Sue Neilson, currently an instructor in the department.

The proposed set-up for required courses came about as a result of a questionnaire distributed by the department to all students enrolled in physical education courses this semester. Students were asked to indicate which, out a list of 60 courses, they had taken or would be interested in taking.

About 400 students answered the questionnaire, according to Prof. Ostrow.

Most of the courses to be offered will be those which, according to Prof. Ostrow, are "indoor or carry-over sports." They will also be based on the thesis that no pre-requisites would be required.

Term in Review: The Day of Rev



The Revolution

It was the term that years of racial shifting in the City University — an alleged microcosm of the city — reached the inevitable stage: a bold assertion of Black Power which closed the College for the first time in its 122-year history.

Charges of "racism" at the College had first been aired in a petition by the College's DuBois Club last term. The club outlined five demands that were to become all too familiar in the ensuing months.

Earlier this term President Gallagher told a crowd of angry blacks and Puerto Ricans outside the Administration Building that he was answering their demands "affirmatively."

He did not give an unreserved "yes" to all them because of reservations about two of them. The issue of a School of Black and Puerto Rican Studies had already been acted upon by the President, who hired black scholar Dr. Wilfred Cartey to draw up plans for a program. Implementation of the demand would be determined by his recommendations and approval by the College's faculty and the Board of Higher Education.

Implementation of the fourth demand — that entering classes reflect the ethnic composition of the city's high schools — did not lie with him, Dr. Gallagher said, or even with the BHE. The City University faced a drastic cutback in its current operations as a result of city and State budgetary retrenching, and could not expand its enrollment, the only method by which the demand could be approached. The BHE could not and would not establish racial quotas where "qualified" white students were replaced by less academically-prepared blacks and Puerto Ricans.

Dissatisfied with the President's response, the blacks and Puerto Rican seized the Administration Building the next week, and the week after a small

group of militants staged a day of disruptive acts on campus.

The focus then shifted to Albany, where a bitter struggle was going on to restore University funds. Deploring the "stupidity" of City and State officials, President Gallagher submitted his resignation in protest against proposed cutbacks in regular freshmen and SEEK admissions.

Meanwhile, the blacks and Puerto Ricans expressed frustration about the "administrative run-around." With no identifiable progress seen on the three uncontested demands, the blacks and Puerto Ricans announced they would stage a campus strike. The move followed a bitter meeting in Aronow Auditorium at which the President and the students exchanged shouted accusations of bad faith.

On Monday, April 22 the strike began with a chanting march through the campus. It was

comparatively effective, with 30 per cent of the student body boycotting classes. But the blacks and Puerto Ricans saw little result from their one-day coalition with non-issue oriented white radicals, and apparently decided to strike out on their own.

Early the next morning, they seized the South Campus, placing chains and barricades on the four gates. Fearing a bloody confrontation and possible riot if he called in the police, President Gallagher cancelled classes indefinitely.

Within three days, the President and faculty representatives began negotiations with the BP-RSC. At the end of two weeks agreement had only been worked out on the three "easy" demands and pressure was mounting to reopen the idled school.

The Jewish Defense League and Bronx Congressman Mario Biaggi obtained court orders for

Dr. Gallagher to show the school not be open. The President decided that rather go to jail than face the police. A drama entered mayorate Mario Biaggi, who obtained a court order for BHE to reopen the school immediately.

Faced with a court order from BHE, the blacks and Puerto Ricans ended a two-week occupation of South Campus all was far from resolved.

The following day, the campus and students for President to cancel events. The meeting brought the first meeting between blacks and whites; several were hospitalized following a bloody episode outside the library, and the school again closed.

The College reopened the next day with extensive police protection. Students still

Tale of The Term: As They've S

Hillel adviser Rabbi Arthur Zuckerman explained a method of ending the South Campus takeover:

"Let us unhinge the gates on campus and cart them away."

Bernie Mogilanski, Student Senate Executive Vice-President, after his party swept the elections:

"Give Al Vazquez [point of information: he's the president] a few months and hold onto your hats."

Administration secretary Adrena Cooke after she heard that militant students had poured blood on the floor of a dean's office:

"If anyone came in and poured ox-blood on my desk he'd catch it good from me."

Representative Adam Clayton Powell speaking during the occupation of South Campus about reported threats from the FBI:

"We've never won anything, from the days of Jesus

Christ to Malcolm X, without somebody who's get killed."

Prof. Nathan Susskind (Germanic Language) addressing a meeting of the general faculty during the South Campus takeover by black and Puerto Rican students:

"Let's call a spade a spade . . ."

Acting President Copeland explaining why he reversed his decision to keep the College closed by signing a document pledging to do just that:

"I was not president then. I am now."

Dr. Wilfred Cartey at an Interfraternity meeting:

"America is known for three things — the White House, Hollywood, and Harlem."

Black militant H. Rap Brown addressing a

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Reckoning and Gallagher's Demise



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and late in the afternoon, a two-alarm fire raged through Aronow, the scene of the last public confrontation prior to the shutdown.
That night, Dr. Gallagher was apparently locked in an unresolvable dispute with the BHE. He wanted to close the school, resume the negotiations which had broken off three days before and avoid further violence; they were under great political and legal pressure to keep the school open under any circumstances. On Friday morning, May 12, President Gallagher said that he would leave office the following Monday, because of "outside interference."
The next day, the BHE appointed Dr. Joseph J. Copeland, a 61-year old Biology professor as acting president. A member of the three-man faculty negotiating team, Dr. Copeland "sympathized" but did not necessarily agree with all of the demands, and vowed to keep the College open.

Unkindest Cuts

Back in February, President Gallagher predicted a racial conflict in the fall if cuts in the City University's budget were not restored by the City and State.
He warned and warned that the College and CUNY's other units might have to close or not admit any freshmen and shelve all new programs in the face of the cuts, but city and state politicians remained impassive. The Board of Higher Education froze admissions for the fall pending final word on the allocation.
The University's Student Advisory Council organized an Albany march by 13,000 college and high school students on March 10, but funds were still not forthcoming.
On March 29, President Gallagher submitted an undated resignation to the BHE, charging that "the gains of fifty years" would be wiped out by the cuts.
The University was eventually promised \$220 of the \$270 million it requested, forcing it to limit this fall's freshmen to 12 credits a term. And the three-year old SEEK program was saved from any early death by last-minute wheeling and dealing in the legislature.

Montage by Ralph Levinson

Peace, who brought five of the organization's members to trial for invading his office last term.
But with most of its few members facing "legal hassles" for last term's escapades, the group was forced to take a back seat to black and Puerto Rican militants, who, unlike their white brothers, had carefully gathered behind five clear and "reasonable demands."
As early as the seizure of the Administration building, the blacks' disdain of the revolution-for-revolution's sake whites was apparent. "Sympathizers, do your own thing in another building," said a sign.
White radicals, hurt at their exclusion from the takeover of the South Campus, chose the relatively easy chore of occupying Klapper Hall during the two week suspension of classes. There they faced internal hassles.

On the Right

In the most vigorous student election campaign in years, Puerto Rican militant Henry Arce squared off against Albert Vazquez, a bombastic Conservative. The third candidate, veteran "moderate" Syd Brown, realized the polarization of the student body rather late and withdrew embarrassingly on the last day of voting, throwing his support to Arce, who was edged out by Vazquez.
Vazquez then learned that the Student Senate could be even more ludicrous than Student Government as members of his own Undergraduate Student Union and the rival New World Coalition ganged up on him while getting in licks at each other.

Left Out

Torn by conflicts over tactics and ideology, the College's white radicals continued to dwindle in influence, if not in number.
The Commune, unlike the more "moderate" SDS, DuBois and Progressive Labor, went in for "guerilla" tactics such as dumping ox-blood on ROTC course cards at registration and repeated harassment of Associate Dean of Students James

What We're Saying...

meeting in the Great Hall on "1969—Year of Final Revolutionary Preparation":
"Chairman Mao says that power comes from the barrel of a gun. I can't argue with an old man."
A black student at a pre-takeover strategy session to plan the march on Albany protesting budget cuts:
"You tell Bowker and the others that either they are going to spend the money for the programs or they will spend the money repairing the damage we are going to do."
Henry Arce at an endorsement interview for the Student Senate presidency, describing his brief sojourn in ROTC:
"I had this thing in my head that John Wayne and me were going to win the war."

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Mayor Finds \$80 Million; CUNY Out of \$\$ Danger

By William Apple

The \$79.7 million which Mayor Lindsay "found" Tuesday will restore cuts originally threatened by the city's budget. Approximately \$15.5 million is to be added to the City University's funds.

As early as last Thursday, however, two City Councilmen indicated that CUNY was already well out of financial danger.

Freshmen entering the City University in the fall will be able to carry full, sixteen-credit programs, Mario Merola, chairman

of the City Council's finance committee, predicted last Thursday after examination of the proposed city budget.

City University Chancellor Albert Bowker had stated last month that the city budget cuts would limit incoming students' programs to a maximum load of twelve credits.

The City Council is to vote on its modification of Mayor Lindsay's budget today.

According to an article in last Friday's New York Times, Chan-

cellor Bowker estimated that million in additional funds would be needed if next year's freshmen were to take full programs. The Times reported that City Council leaders would not go with Dr. Bowker; the \$6 million had instead directed changes in the University's budget lines, the diverting the money from other items.

In a phone interview Monday Councilman Merola called the Times story "confusing." "We are all in agreement that there is going to be the money. Let's call it a 'shifting of funds from non-educational things.' I can't tell you how it will be done. I have even revealed that to the New York Times," the committee chairman said.

"The money could come from pruning, from shifting, from possible utilization of minor fees," Councilman Merola said. He also mentioned the possibility that Mayor Lindsay's budget proposal certain expected tax revenue were underestimated on purpose in order to provide a cushion for city spending.

Merola will recommend his "cret" formula today.

A spokesman for city budget director Frederick Hayes concurred with Mr. Merola on CUNY spending: "There is enough money in the budget."

"There is so much money," public relations officer at the City Council said. "The mayor puts in the budget what he expects. There are additional funds from construction that will not be followed through, salary line cut and possible cuts due to a current federal investigation into the HRA (Human Resources Administration)."

As for the impact of any future campus disruptions on the year's allocations for higher education, a City Council spokesman answered, "No, they've already made up their minds."

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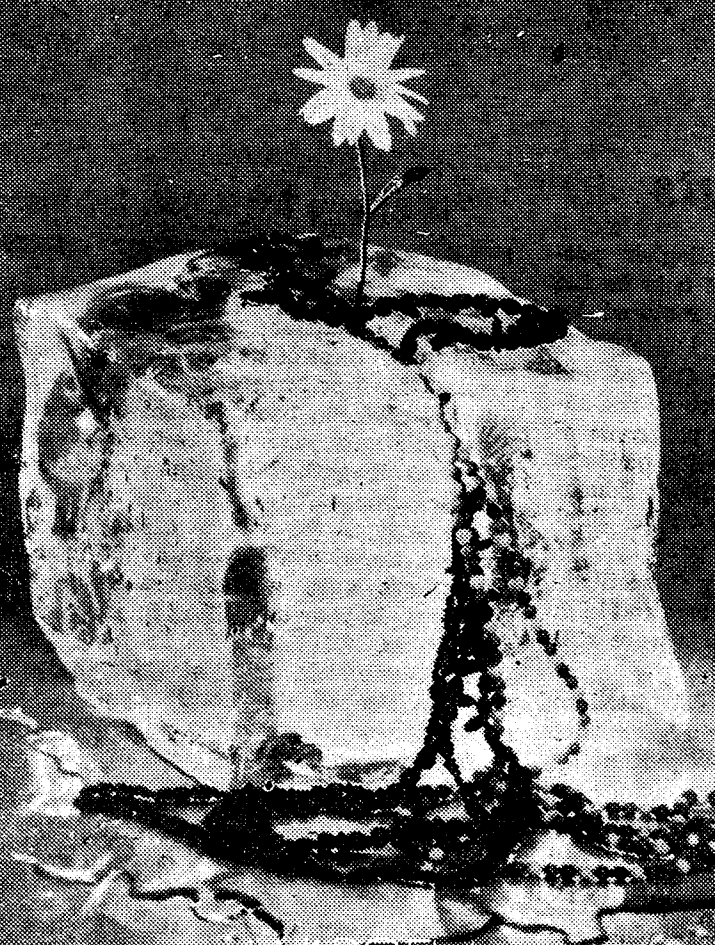
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BHE Offers to Decentralize

By George Murrell

On the same day that the Board of Higher Education (BHE) obtained a court order forcing the opening of South campus, it passed four resolutions to begin the slow, complicated process of restructuring the governing of the City University. The Board's action, however, went largely unnoticed during the more dramatic and immediate crisis at the college itself.

The Board's effort to decentralize comes at a time when faculty and students have been made painfully aware of just how little power they have in the College. Even former President Gallagher, considered by faculty and students for years as the epitome of power and intransigence at the College, was forced to resign under pressure from the BHE.

Under the decentralization plans, each college would be governed by a Council of Overseers and thus would determine its own pattern of internal government. Instead of adhering to BHE by-laws, each college would be able to create its own.

This could mean the beginning of individual character and traditions for most of the colleges in the University.

The BHE, meanwhile, will be relieved of responsibilities it cannot possibly handle by itself any longer. The twenty one members of the Board, who serve without pay and voluntarily, have to staff a total of thirty one committees. Some of its members are on six committees.

The Board also agreed to establish two University commissions, one for examining admissions policy and the other to review University governance. These will each have thirty eight members, including alumni and members of the SEEK advisory council.

In this way two more unmanageable functions of the Board will be shifted to special groups.

Size, growing interest in strengthening ties between college and community, and inability of the Board to grapple with long-range problems when it is bogged down with immediate ones make these steps vital to the survival of the University.

Bernard Bellush

A Man For Bad Seasons

By Elaine Gleiberman

It was 7 PM and the Faculty Senate meeting had just ended for the day. Prof. Bernard Bellush (History) walked briskly from the meeting to the Administration Building, flanked on both sides by fellow faculty members. The conditions were not exactly favorable for an interview but in these times, a reporter can't be too choosy. Professor Bellush has been chairing both the general faculty and the Faculty Senate meetings during the current crisis at the College. He has also been delegate official spokesman of the Faculty Senate.

When asked why he suddenly figured so prominently in the events of the past few weeks, Dr. Bellush replied that his involvement in the affairs of the College was not exactly "sudden."

"I've been here eighteen years. President Gallagher and Professor Hendel chose me to chair the meeting in Great Hall because of my involvement in many previous crises at the College."

Professor Bellush said that he did not see why the school had to be closed when negotiations are continuing.

Did he think the BPRSC would be satisfied with anything less than the full implementation of the five demands. "Yes," he said, "When they see that the negotiators are serious. Then a peaceful environment can once again be established on this campus."

The white-haired professor referred to

Acting President Copeland as a "very courageous man with a deep sense of responsibility. This job could crucify any individual."

"He [President Copeland] is determined to involve all in the decision making." The 51-year old history professor was born in the Bronx. He studied at the College and Columbia where he got his PhD in 1951. He now lives in Great Neck with his wife and two daughters, aged 14 and 15. Mrs. Bellush is a professor of political science at Hunter. And like, her husband, is a member of the faculty council there. "We meet in bed at night and exchange experiences."

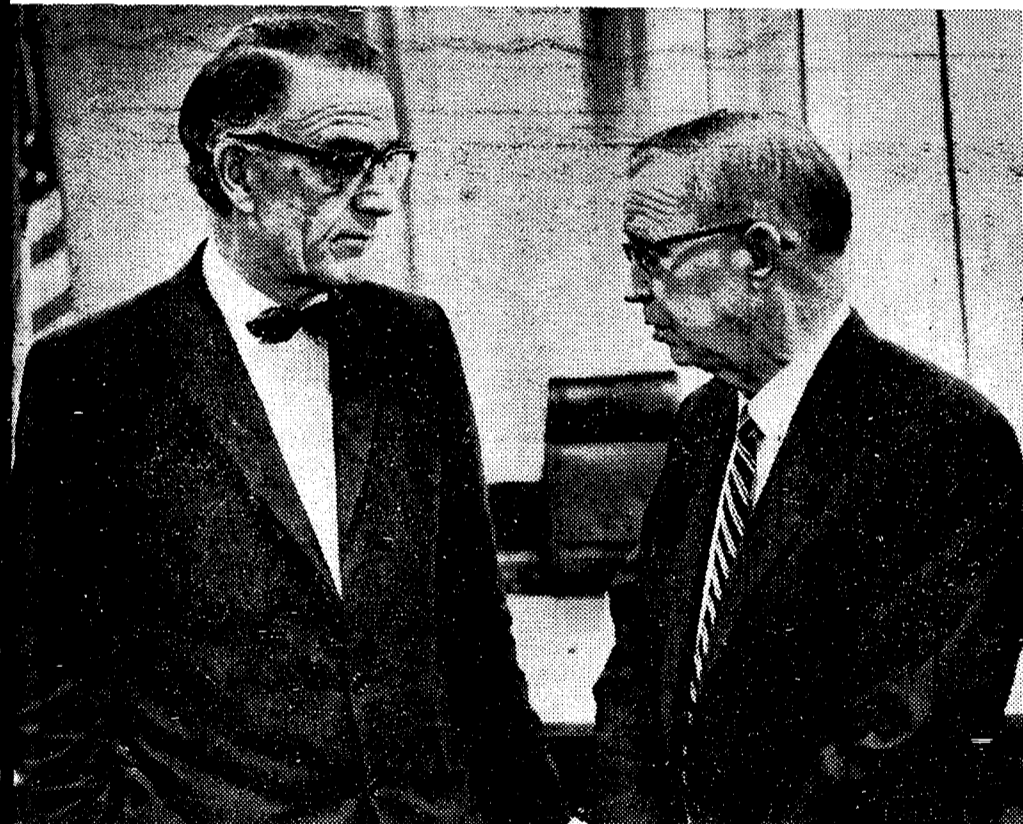
Dr. Bellush has been taking his eldest daughter to faculty meetings. "I wanted her opinion in how I was doing. She gave me a passing mark."

When asked about the possible consequences of implementing the fourth demand, Dr. Bellush replied that the school has a responsibility to the community. He said he didn't think the diploma would be "devaluated" if the school had an open enrollment policy.

Did he think that their would be a tendency for professors to pass students regardless of work, as they do in some high schools?

"Not in my class," he said firmly. If the meaning of the degree is destroyed, then the students themselves are destroyed."

President Gallagher: Looking Backward



MEETING OF THE MINDS: Dr. Gallagher and his successor, Dr. Copeland.

The following are recollections of President Gallagher by those who worked with him and knew him during his 17-year tenure as President.

Mary Ryan, his secretary: "I regret his leaving. I've been his personal secretary, and all his duties and responsibilities spilled over onto me. I know all the long hours, days and weeks he devoted to the College and his students. He was a wonderful person, with a strong mind and character, high ideals, tremendous intellect and great compassion. I have a deep, deep admiration for him, and will miss him tremendously, as will the rest of the College."

Israel Levine, the College's Public Relations Director and presidential assistant, who worked with him for 16 years: "It's difficult to express myself because of the close working relationship we had. We worked closely, and suffered through pressures and problems, although not to the same extent. We were all stunned by his resignation, but there is a great sense of sorrow and regret. He was a man of great intellect and compassion and had tremendous talent. He will be missed."

Finley Center director Edmond Sarfaty: "I was always hypnotized by his

voice and language. I trusted him although I didn't always agree with him. I accepted him as a man and I think his motives were good."

Prof. Leo Mamalian (English), former dean of curriculum and teaching: "I remember him with affection. It's small minded to go back to differences now."

Dr. Harry Meisel (Student Personnel Services): "This was a very sincere and dedicated human being who felt that his one accomplishment was a College that was strong and dynamic, and would serve the people of this city. He was a man who had a gift for using the proper words at the proper time but they were often misinterpreted as platitudes when people didn't understand the depth of his feelings. Buell Gallagher was one of the finest educators and college presidents on any college scene in a long time. It's unfortunate that he left so badly hurt."

Student Senate Campus Affairs Vice President Bernie Weichsel: "In the recent past, he was quite good, I supported his actions. But at times, I was very displeased with him. As far as student government referendums go, when student council came up with proposal C, he lied to us so that he would have proposal B pushed through. He also gave us double talk on ROTC, saying it was up to faculty council rather than the BHE. He goes with the wind. He often tried to stuff things under the carpet. On the whole, over the past two years, I don't remember him fondly. Yet, I'm sad to see him go. When things settled down, I would have liked to see him retire and have a new responsible president in the job."

Stephen Walker, a black student: "He was a truly great liberal. But that was his greatest fault. He had too much faith in the morality and justice of mankind. That blinded him. It's typical of liberals to be blind. He was unaware of the reality. This is not a liberal society; it's a reactionary one. I remember the way in which he tried to pursue the negotiations in good faith, but he had no power. I admire the fact that he refused to be a pawn in the system, especially in this city."

Jim Devor, a student: "He ran for God, lost the election, and left the pulpit. His position was that he was going to be the savior of the nation's university system; he wanted to save it. But he got knocked out by the BHE, figuring he wouldn't be God, he left." —Ingrassia

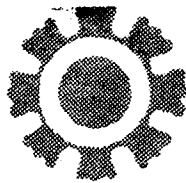
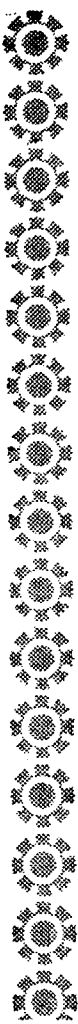


ONE OF MANY CRISIS: Dr. Gallagher speaks to demonstrators, at the Site Six demonstrations in November 1967.

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Thirty

By Noah David Gurock



"How does one start a thirty column?" the graduating senior asked.

"From the top," was the answer, delivered half in jest. But maybe, just maybe that is the best place to begin. Three years ago come September. On the first day the student entered City College of New York, after two years of study elsewhere.

Entering a school with what the Registrar likes to call "advanced standing" provides the student with an interesting paradox: you are a "freshman" in the pure sense of the word. But you are also an upperclassman.

You are older than most entering students, and you feel yourself superior to the other newcomers to the college, especially when they try to treat you like that 17-year-old frosh-type person.

Like you mention to two people sitting at tables opposite each other outside Great Hall just after you finish registering for 18 1/2 credits that you've had some experience as a newspaperman at your old school, and right away they are both eager for you to join the staff of their papers.

But as a newcomer you are advised by friends not to work for that "Communist rag" which has its office in Room 336 Finley (that's the OP style rule), but that the real journalists join that "newspaper" which is ostensibly put out through 338 Finley (that's the way Campus people write it).

You're a freshman. So you heed the advice and you walk meekly to 338 Finley and tell the people there that you want to join their staff.

"Fine," they tell you. "We'd love to have you. And since you're new and like all newcomers you don't write very well, you'll attend candidates classes once a week for a semester, then you'll take the candidates test. And if you pass—congratulations! You're on the staff."

But, you tell them, feeling high and mighty, you've already been writing professionally for two years and you don't have to learn to write. You even offer to cart in your mighty scrapbook to prove it. But it's no use. They have their rule and you have to attend the candidates class before you can join the staff.

So you walk into Room 336 Finley and say you'd like to join their staff. A week later you have your first by-line and a compliment from the editor—a couple of editors in fact—on the story.

A couple of weeks later you are appointed Acting Sports Editor. And you begin the process of building a sports staff to go along with yourself as Acting Sports Editor.

By the time the semester ends, you have a staff of about 10, and they are producing more copy than you can use. But, you, the editor-in-chief who realizes the importance of sports and the quality of the sports copy being produced and you get most of the credit, you need.

An editor who agrees to send you to Amherst, Massachusetts along with the Women's Synchronized Swimming team to cover their participation in the annual Association of Synchronized Swimming College Women Conference.

When you come back you have a story which wins you Mrs. Szabo, the girls' coach, as an everlasting friend, one of many you will make in three years as a sports writer at CCNY.

A few months later you find out that that story also won the \$25 top feature piece of the year in the annual Alumni Association Journalism awards contest.

By then you've also switched your major from Architecture to English. In other words — you are hooked! And you begin to build a career, even though your parents feel that there's more money in architecture and that there's no future in Journalism. Look, they say, how many papers have folded in the last number of years in New York City.

They are right, you know, but, as the saying goes, "you have printers' ink in your veins," and, as everyone knows, printers' ink is the toughest substance in the world to wash out, especially when you let it get imbedded in your hide.

You're going to be a writer, a sports writer to be specific, and anything else besides the paper might just as well not exist. You teach yourself to develop and improve until you feel that you are really good.

One other person (at least) thinks you're good. He's an important person, the chairman of what we call the Journalism Sub-Department at CCNY—Prof. Irving Rosenthal.

And he gets you a job as CCNY sports correspondent for the New York Times.

Now you've begun the real ascent towards the top. The New York Times. What power, what prestige, to call someone and say: "I'm from the New York Times."

That summer you spend six weeks covering the U.S. trials for the U.S. participation in the 1967 Pan American Games in Winnipeg, Canada, writing free-lance for half a dozen newspapers, three radio services and a magazine. When you return to CCNY, there is a restlessness to complete two years more of schooling and get back into the field.

This restlessness grows as the classes run into each other and the semesters pass. They pass over (no pun intended) and through the trips to the National Collegiate fencing championships (in Los Angeles, Detroit and Raleigh), two Olympic games (one in Grenoble, the other in Mexico City), an argument with the DP editors over why they didn't submit any entries in the Alumni Association Journalism contest (when you feel you could have won two prizes) which causes you to resign after two years.

Motivation. That's the word. Lack of Motivation. That's better. A Lack of Motivation which manifests itself in cut classes which give rise to a proficiency in making excuses, and is reduced almost to Zero when the current crisis at the college closes it, then

Fifteen

By Seth Michael Goldstein

The next time you shoot your mouth off at someone you disagree with, try an experiment — shut up and listen to him . . . even if you do think he's an idiot.

An awful lot of animosity is generated by people who don't try to understand each other. For example, many adults, without listening to what they have to say, see student protesters as a monolithic group possessed of every conceivable aberration. They don't realize that young people — even SDSers — have been known to be right on occasion. On the other hand, we often fall into the rut of discounting everything our parents say merely because it comes from a member of the previous generation. Humility and tolerance, close relatives of understanding and listening, are sorely lacking in the make-up of many student radicals whose actions seem to be saying, "If I think something is wrong, then it's got to go. Why should I listen to somebody who disagrees with me? If he's on the other side, how could he possibly be right?"

One fortunate by-product of events of the last month is that many students have started to think, to listen to each other, and to re-examine their positions, and they've gained more from discussion than from argument. In fact, this is what we should be doing during our entire stay in college where we are so free from the pressures and responsibilities of the outside world. Taking advantage of this opportunity to think is what causes students to change so much, yet very often once we feel we've come to an important conclusion, we shut our ears to dissenting voices.

People who advise us to immerse ourselves in campus life are not just mouthing cliches but basing their advice on the fact that getting to

know other students and understand their points of view makes the individual that much more well-rounded.

Another important consideration in carrying on dialogues is that even if an opposing view is wrong, in order to refute it we must develop rational arguments to defend our side, and thus we either reaffirm a conviction or we realize that we've been dogmatic about it. For example, I entered the school as an orthodox Jew who had never really considered any other possibilities. As a freshman, I tried to convince a girl of the virtues of being observant. I didn't win her over, but I did strengthen my own previously uncontested belief. Yet, as I've listened more to my non-religious friends, I've also become a lot more tolerant of them.

Finally, we must realize that the pattern of hearing without listening may be going on even unconsciously, as even a non-Freudian can tell from the following story: A student was asked to summarize the arguments of both sides in a court case. He did a fine job on the views that met his approval but "couldn't remember" the arguments of the others — but they were wrong anyway."

It's impossible to distill four of the greatest years of my life into 15 inches of copy. There's so much to say in so little room. Rather than give a maudlin recap of my experiences, I've tried to communicate the philosophy I'll be taking with me from CCNY.

A simple thank-you goes to all those people from whom I've learned by listening and to all those poor souls who have listened to me during the last four years. (I couldn't have done it without you, Bill.)

Shalom!



Thirty Divided By Two

By Julius Thompson

How do you begin a thirty column? Well, first you decide that it can only be fifteen inches, because that's all you're entitled to! (Written by MGI)

Coming to City College from far away, Kingsborough, I can only describe half of what a person feels who has been here for the full four years.

With the present crisis, I feel a deep personal interest. I feel that the five demands are reasonable and should be implemented. The wording of one or two of the demands should be changed, but what they stand for is relevant to OUR College.

But to return to a lighter mood—and not use the column as a platform to vomit out my own particular propaganda—as one staff member did in a column in a previous issue of "The

Campus"—and talk about the good times at the College.

My first assignment as a member of "The Campus" staff, was given to me by City's own version of Dick Young, Jay Myers gave me the chance to cover the College's swimming team. Although I didn't know anything about swimming or had no idea of the rules used in a meet, this didn't prove a detriment. But, I swallowed my ignorance and dove into the beat.

From splashing around in the mazes of the Wingate Pool area, I joined the Campus basketball team known as the Penmen. We played one game. The Boston Celtics won't have to worry about a challenge from this direction. We lost the debacle of our first and only game by the

score of 13 to 4. What an offense! Very high powered!

From the Campus office in 338 Finley, my life at City was centered around South Campus Lawn, and its great football games, and the rest of the conclave of South Campus.

The greatest All-Americans played on the abbreviated South Campus Lawn (football field), which could be a shortened "Cotton Bowl" without seats.

Stand-outs who played in the Cotton Bowl were Richard Bailey, Paul Simms, Harvey Roy (small center), Joel (big defensive tackle), Bill Flick, and Sam (CCNY's Joe Namath), Challenging Sam would be Louis, Max, Jimmy Connors and Ernest Walther. I would name the rest of the All-Americans but space dictates that I can't.

Precedent dictates that I must list the teachers who have influenced me. This list, for me, would be too long to attempt so I will refrain from making a list which will not do the people I didn't name justice. But I must name two people who helped me at a key time in my college career. I feel that my College Discovery Counselor Miss Adele Kramer, now in the College's SEEK program, played a major role in helping me reach graduation in August. Also, Prof. Irving Rosenthal, who helped me make Journalism my future profession.

When you try to cram two years of experiences into fifteen inches, it is almost impossible. I have jumped from a crisis situation, to football, to teachers, to The Campus, trying to keep this damn thing in some kind of order. Maybe, you can find some kind of sense in it. I sure can't.

opens it, then closes it, then opens it with police, then closes it for convocation, etc., etc., etc.

Restlessness and Motivation (Lack of). They also cut down on your desire to do something in your last semester, as you prepare not only to be graduated but also to be married two weeks later. You've planned all these great research stories on sports at the college for the Times, for the Alumnus magazine, for a couple of other publications, but you can't get yourself to do any work.

You want to get out of this place. Not that you hate it. Nothing can be further from the truth. You love the people. You love the teachers (some of them). You love the college (especially that part of the college which you've become deeply involved with). You really don't want to say goodnight to the people in 338 Finley or in 418 Finley (where WOCR is located) for the last time.

But something inside you is pushing you outwards, and upwards and onward. It is pushing—no, shoving—you away from the scene which has been yours for the last three years. You will walk around the campus the last couple of days of your last semester and you will say "goodbye, it's been nice being associated with you," to all those people who have become the college to you in the last three years.

But along with every goodbye is the knowledge that you'd like to stay, to hang around this college while you go out into the real world.

Hey, that's the idea. Make the college your home. So maybe you should have made it your home while you were here. So what. Now you know what you'll miss.

In September, you'll miss it even more. This is no way to end it.

Presenting Our 2nd Annual All-College Team



NEIL GOLDSTEIN

Our Apologies . . .

. . . to Neil Goldstein of the lacrosse team for leaving him off our All-College team when it was originally announced Thursday night.

After speaking to opposing coaches in the area it was confirmed that Goldstein was truly a performer deserving recognition and should have been placed on the team. Sorry Neil.



MIKE DiBONO

4 More On Team

The size of The Campus All-College team has been increased this year to twenty spots in order to successfully recognize those outstanding performers from the College's more than thirty teams.

The 16 members of last year's team included: Athlete of the Year, Jeff Keizer; Richie Knel from the basketball team; Mike DiBono (soccer); Barry Poris (baseball) Andy Ferrara (cross country); Neil Spanier (tennis); Paul Kanciruk and Alan Feit (rifle); Jerry Zahn (swimming); Dale Shapiro (wrestling); Richie Ravner (lacrosse); Bill Borkowsky and Arnie Messing (fencing); Mike Fishman (gymnastics); Jean Ehret (women's softball); and Nelda Latham (women's fencing).

Ray Keifetz has been selected as The Campus Athlete of the Year for 1968-69. A 20-year-old on the College's fencing team, Keifetz was named by a special selection committee of the newspaper's sports staff after consultation with the various reporters.

He was presented with a plaque emblematic of his selection at the Sports Nite dinner last Thursday at the Hotel Roosevelt.

Having as sensational a year as a college fencer could possibly enjoy, Keifetz compiled a brilliant 21-2 record in dual meet competition for fencing coach Edward Lucia. The senior parrier then went on to lead his Beaver sabremates to a decisive title in the Intercollegiate Fencing Association's tournament held at NYU. In the process, Keifetz gained the individual sabre honors, mowing down 17 straight opponents, an unprecedented feat in the over 70 year history of the storied competition. Only an injured ankle kept him from going higher than a fifth place finish in the NCAA championships.

The selection of Keifetz heads up the second annual All-College team chosen by The Campus. On the team, picked by the same six-man selection panel, Keifetz was joined by teammate Jean-Claude Castiel. The senior foilsman almost equalled Keifetz' dual meet mark by going 19-4 in addition to recording a third place finish in the individual foil segment of the I.F.A. tourney. In the Nationals, however, the little parrier failed to match Keifetz' All-America performance.

Only three other Lavender teams boast of two members on the All-College group of twenty. The College's fantastic soccer team, champions of the Metropolitan Conference, placed dynamic Mike DiBono as well as defensive stalwart Sam Ebel. It was DiBono's timely goal against Fairleigh Dickinson that gave the College its most impressive victory in its 9-3 season. Ebel was a steady performer at his fullback spot, warding off opposing offensive thrusts time and time again.

From the 9-7 baseball team which pinned two defeats on 25-7 St. John's come Carlo Favale and Bobby Nanes. Favale capped a tremendous sophomore season with the Beavers by being named to the Met Conference all-star team by a vote of the league's coaches. The sparkplug second baseman was among the MCBC's leaders in batting average (near .400), hits and runs scored as well as contributing a pair of home runs. Nanes, the captain, hit well over .300 and was among the league leaders in stolen bases. The senior centerfielder provided coach Sol Mishkin with superb defensive protection as well as remarkable team leadership.

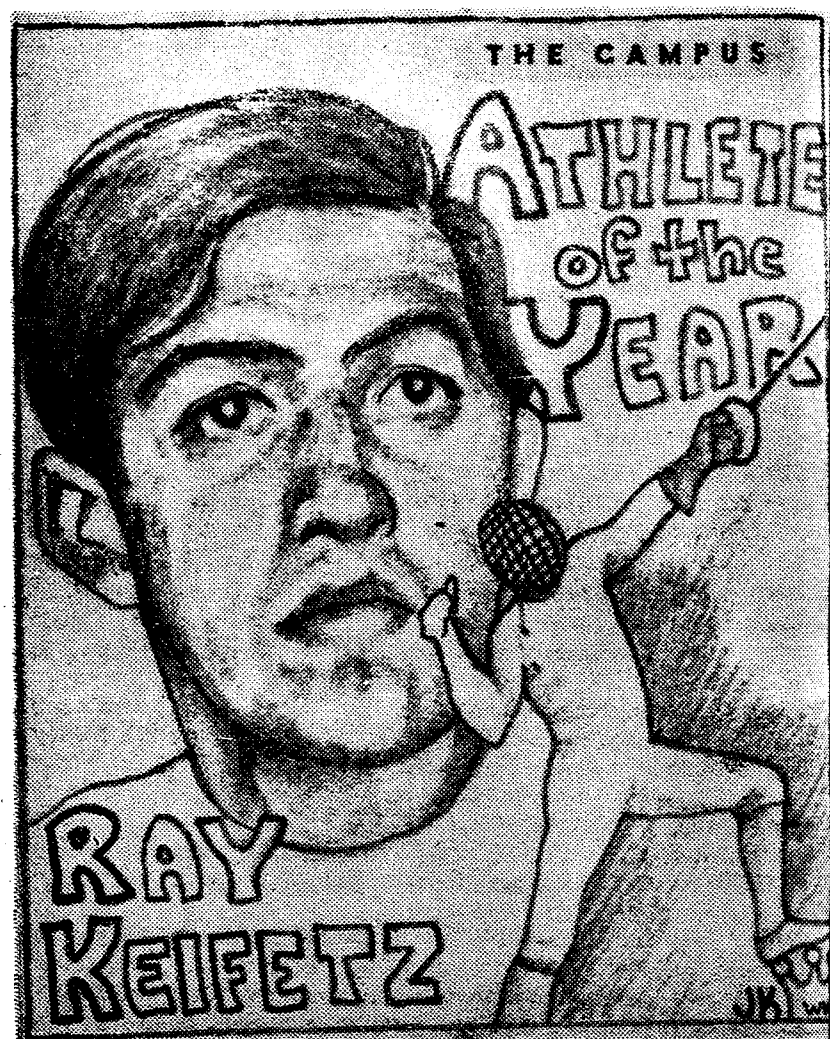
Two other members of the All-College group come from the lacrosse team. Despite playing on a team that suffered through a dismal 2-8 season, Danny Curtin and Neil Goldstein achieved individual brilliance, the former as the team's leading scorer and Goldstein as the finest goaltender in the Metropolitan Division. The Lavender netminder, it was learned, may not have finished his season yet since he is under serious consideration as a possible choice for the North-South all-star contest.

Only four repeaters from last year's All-College aggregation are present this time around. In addition to DiBono, who will have an opportunity to achieve All-College distinction for an unprecedented third year next season, the repeaters include Jeff Keizer (basketball), Andy Ferrara (cross-country) and Dale Shapiro (wrestling).

Keizer, while not quite equalling his phenomenal scoring average of 1967-68, still tallied close to 20 points per game. In the final game of the season against Queens in the City University tournament, the 6-4 senior poured in 37 points to shatter the career scoring record at the College formerly held by Merv Shorr. Keizer's total of 1,010 markers should stand for quite a while.

While captaining the cross-country team to a CUNY championship, Ferrara did yeoman's work on a team that was mediocre but constantly improving. Shapiro's 8-3-1 dual meet record for Henry Wittenberg's wrestlers sparked the grapplers to their best record (7-5) in the last six years. Often his victories in the 177 pound weight category would sew up a triumph for the Lavender.

From the perennially powerful rifle team which this



Graphics By Joel Kweekin

season scored a mild upset by defeating St. John's to retain its Met Conference crown, team captain Nick Buchholz The Campus' choice. Buchholz led the team in average usually hitting the 270 mark (out of 300) consistently.

Coach Francisco Castro's trackmen, who gave credible showings this season in both indoor and outdoor competition are represented by quarter miler Don Davis. Still in quest of the school record for the 440 (1:48.8), Davis has one more chance in the IC4A meet over the Memorial Day weekend. The senior runner also performed on the College mile relay foursome that recently negotiated the distance in an extremely quick 3:23.2. Davis is the kind of runner who is constantly working to better his performance. If he finds the IC4A track to his liking next week, the 440 record could very well fall.

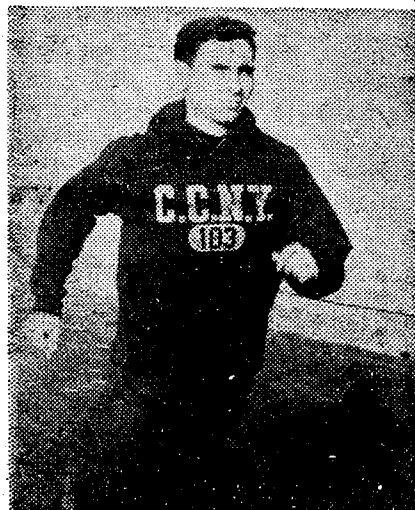
Gymnastics wasn't exactly the top sport recordwise at the College this past year, but Nat Silber's performance on the high bar and long horse to a large extent lifted the gymnasts to their first three-victory season ever. For the infant golf team, Dave Rapstein scored consistently in the high 70s, helping the linksmen to achieve a fine 7-3 log their initial year of competition. Recognition in swimming goes to Marc Rothman who swam in both freestyle and butterfly events for Coach Harry Smith and who had second place at the college division Met championships held at Stony Brook in February.

Last but certainly far from least are the women competitors at the College. Lynn Bogash in basketball and Lillian Montalbano in both basketball and softball led the distaff teams to fine winning seasons. Miss Bogash was scoring and rebounding stalwart for Coach Roberta Cohen while Miss Montalbano was one of the top scorers for the gal hoopsters as well as a star hitter for the women softball nine.

The women fencers, also not one of the most successful squads this past year, still contribute a fine Lavender performer in Diane Sinski, the top gal parrier. Finally, Diane Friedman gets the nod from women's synchronized swimming as the top girl in that superlative group who are held too little of at the College.



JEFF KEIZER



ANDY FERRARA



DANNY CURTIN

Thanks A Lot

We wish to thank all athletes, coaches, managers, writers, photographers, members of the athletic office and anyone else directly or indirectly involved helping with our sports pages this year.

Without their help certainly wouldn't have been able to produce what we feel was one of our best years in terms of sports content.

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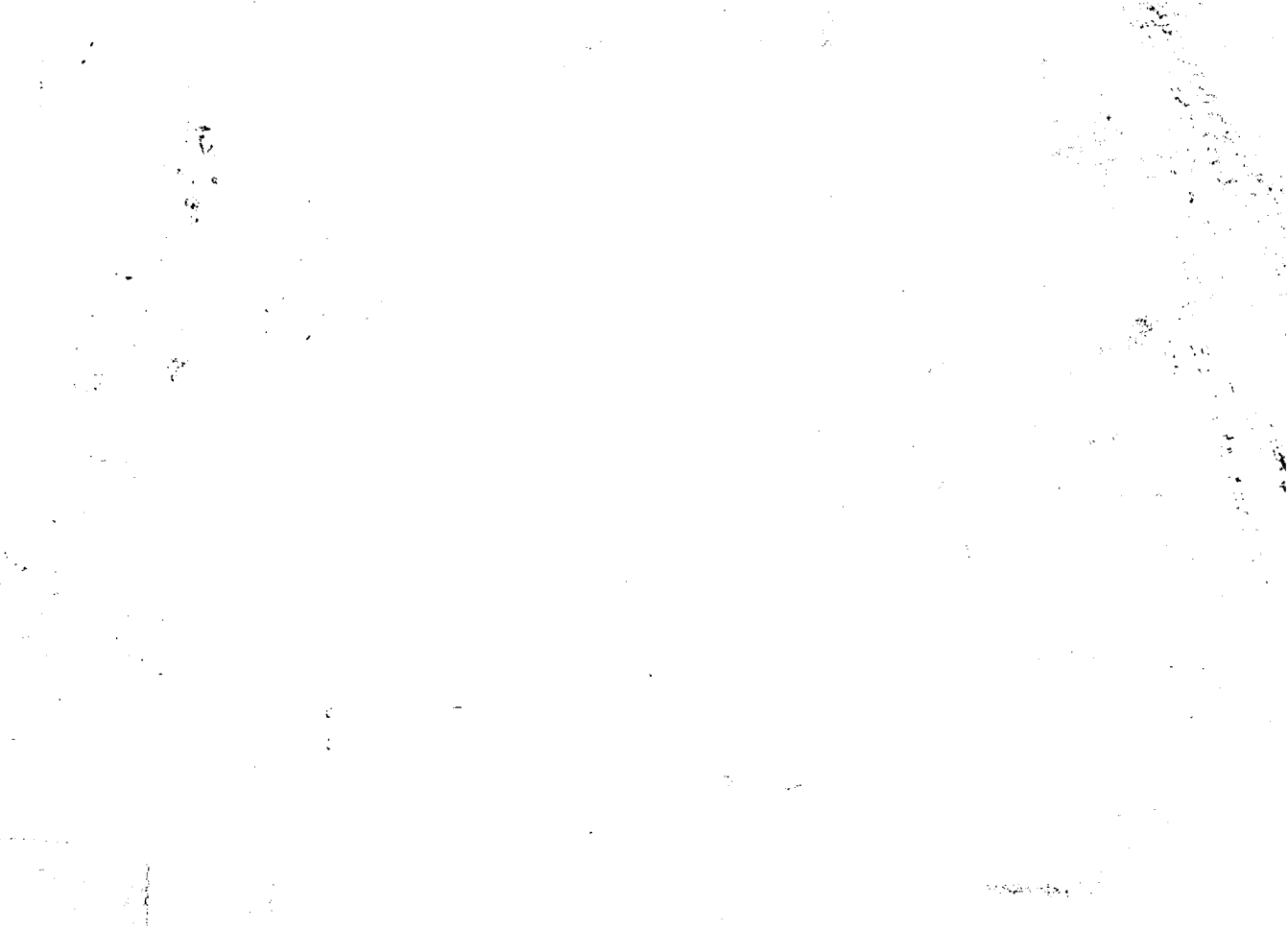
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