

Marshak's priority: construction at end within this decade

By Louis J. Lumenick

ROCHESTER, March 2 — Dr. Robert E. Marshak, who will become the College's eighth president September 1, declared today that his first major efforts would be to "push very hard" for the implementation of the construction master plan within the next five to seven years.

Dr. Marshak also foresaw student and faculty housing "within two years. What I'm talking about," he told a gathering of reporters in his office here, "is something that could be done around 125 Street together with Columbia."

In a far ranging two hour interview, he discussed his plans for the College's future and his immediate plans for September.

Dr. Marshak told reporters that he "would like to try to fill by this September" the post of provost, vacant since its creation in 1968. He is also considering the appointment of associate provosts, he said.

But he denied a report in Saturday's New York Times in which he is quoted as "sort of inviting the early retirement of

all the deans. "I did not say that. I think I said 'Of course a new president takes a look at the whole administrative structure.' But that doesn't mean he comes in the first day with hands flying and asks all the deans to retire."

"You, see, I do have great plans for the institution, otherwise I wouldn't be taking the job." With pledges of support from City University Chancellor Albert H. Bowker, and Board of Higher Education Chairman Frederick Burkhart, he sees "a reasonable hope that working together, they can be accomplished."

Regarding open admissions, he believes "that students who are very low down in their class, even in rank, should not go to City College. There are community colleges, and other ways they can be taken care of.

"I think the overall policy is, I guess a matter of principle: that any graduate of the New York City high schools will receive a berth in some school. But I don't think it makes any sense to insist that every college do it in the same way," he remarked. "My understanding is that this is not the way it's

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Photo by Peter Kiviat

The College's eighth president, Robert E. Marshak

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Wednesday, March 4, 1970

The announcement shocked few — except Copeland

A leak is discovered

Dr. Robert E. Marshak's acceptance of the College presidency last Friday came as no surprise to anyone here.

At least 24 hours before the official Board of Higher Education announcement, Dr. Marshak's name was mentioned as a prominent contender for the position by the city's media. On Thursday, Observation Post, using information garnered by editor Steve Simon while he was serving on the presidential search committee, published a previously prepared issue replete with the details of Dr. Marshak's selection.

The leak of Dr. Marshak's name Thursday — four days earlier than had been planned by the BHE — before he had even accepted, was effected by a chain of events set in motion last Wednesday.

That Dr. Marshak was the chief contender for the position vacated by Dr. Gallagher was known by a number of the faculty and several students.

However, Tech News managing editor Paul Simms, who had not known that the physicist was under consideration learned of this and threatened to publish his name in the next edition of the newspaper scheduled for late Thursday. With The Campus and Observation Post unable to publish because of difficulties with the Senate, Simms was confident that his revelation would be first and exclusive.

He hadn't known at the time that Observation Post had, nearly a week ago, secretly published 10,000 copies providing full details of the Marshak appointment. The information, as well as a chronicle entitled "Confessions of a Teenage Kingmaker," were provided by Simon. He had written his stories well in advance, anticipating the naming of Marshak. The issues were stored in a fellow editor's apartment and while he waited quietly.

Upon learning that Tech News was planning to publish the story, Simon persuaded the Student Senate executive committee to permit him to publish a special edition for the next day. The executives, fearful that an inaccurate story would be leaked by Simon, also agreed to pay for OP's "phantom" issue, which was discarded.

Senate Treasurer Barry Helprin was the only executive who did not sign an agreement with Simon, permitting him to publish in light "of the emergency situation."

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Photo by Bruce Haber

Acting President Copeland will remain an additional 6 months.

He is yet to be officially notified

By Warren Fishbein

Acting President Copeland has still not been officially informed of the appointment of Dr. Robert Marshak as President of the College.

Dr. Copeland said yesterday that he has only received the standard press release issued by the Board of Higher Education last Friday. He believes, however, that an official notification "from Chancellor Bowker or the Board" may be on the way.

Dr. Copeland has been in the dark about his successor ever since news of the appointment leaked last Thursday. While everyone, including Raymond the Bagelman, was discussing the merits and faults of the next president, Dr. Copeland was asking, in exasperation, "I would like to know what's going on"

Dr. Copeland first learned of the appointment when someone told him that it had been reported on a local radio station. The perplexed acting president was heard to remark, "He hasn't said yes yet, has he?"

Despite his lack of familiarity with Dr. Marshak, Dr. Copeland

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Master plan will receive priority

(Continued from Page 1)

going to be done. I think that some sort of distribution of jobs among the different parts of the City University would make some sense."

Despite pessimistic forecasts, he firmly believes that the College's master plan can be carried out well within this decade. "I would not have accepted if I thought this was a pipe dream that would last a couple of decades, because I don't have that much time," he declared.

"One of the conditions of my acceptance was that this is going to get started as soon as I've looked it over in the next six months."

The \$100 million master plan, first announced by former President Buell G. Gallagher in 1964 and drastically revised in 1968, calls for the construction of a nine-story "megastructure" across from the Science and Physical Education Building, renovation of the North Campus buildings, as well as the demolition of the Administration Building as most of the structures on South Campus.

Dr. Gallagher said last year that plans for student-faculty housing had been indefinitely shelved until the feasibility of funding was determined.

A pessimistic outlook was voiced in the City University Construction Fund's annual report last month. It forecast that more than double the original estimate — 100 million — would be needed for the University's building program by 1976.

In addition, the College's construction programs have met with continual delays. The Science and Physical Education Building, originally slated for completion in September 1968, was actually started in May, 1968 and estimates on the date of completion range as far as September, 1973.

When asked how the College could justify expansion into the

community, he remarked that "one has to take a closer look at the types of buildings [that are being replaced]. I mean, some of them are commercial and if you buy up a garage it's not the same as talking over an apartment building."

He would consider housing to be shared with the community as envisioned in Columbia's master plan, and hopes "very much

A leak is discovered

(Continued from Page 1)

Fears that Simon's disclosures would hinder the chances of student appointments to BHE committees in the future were discounted by both Dean of Students Bernard Sohmer and Dr. Harry Lustig (Physics), both members of the presidential search committee.

Dean Sohmer said he was in "despair" when he first heard that the story would be released early. He added, however, that "no one (on the BHE) really wants to believe in group guilt."

Professor Lustig declared "it turned out that it didn't do any harm. It was a violation of an agreement, but I don't think BHE members are angry."

Had Dr. Marshak declined the position, the "situation would be different," Dr. Lustig said.

to work closely with Columbia University. This could become a university complex of a terribly exciting sort," he said, noting the close proximity of the two campuses. "Columbia is a private institution and City College is public one and each one will have its problems. Maybe if one does well one year and the other does poorly, they can

sort of join together on certain programs."

The master plan will be just one of the things he will discuss on his visit to the campus March 23. "I have asked the Faculty Senate to create a couple of committees to meet with me that day," he said. He will also meet with students that afternoon.

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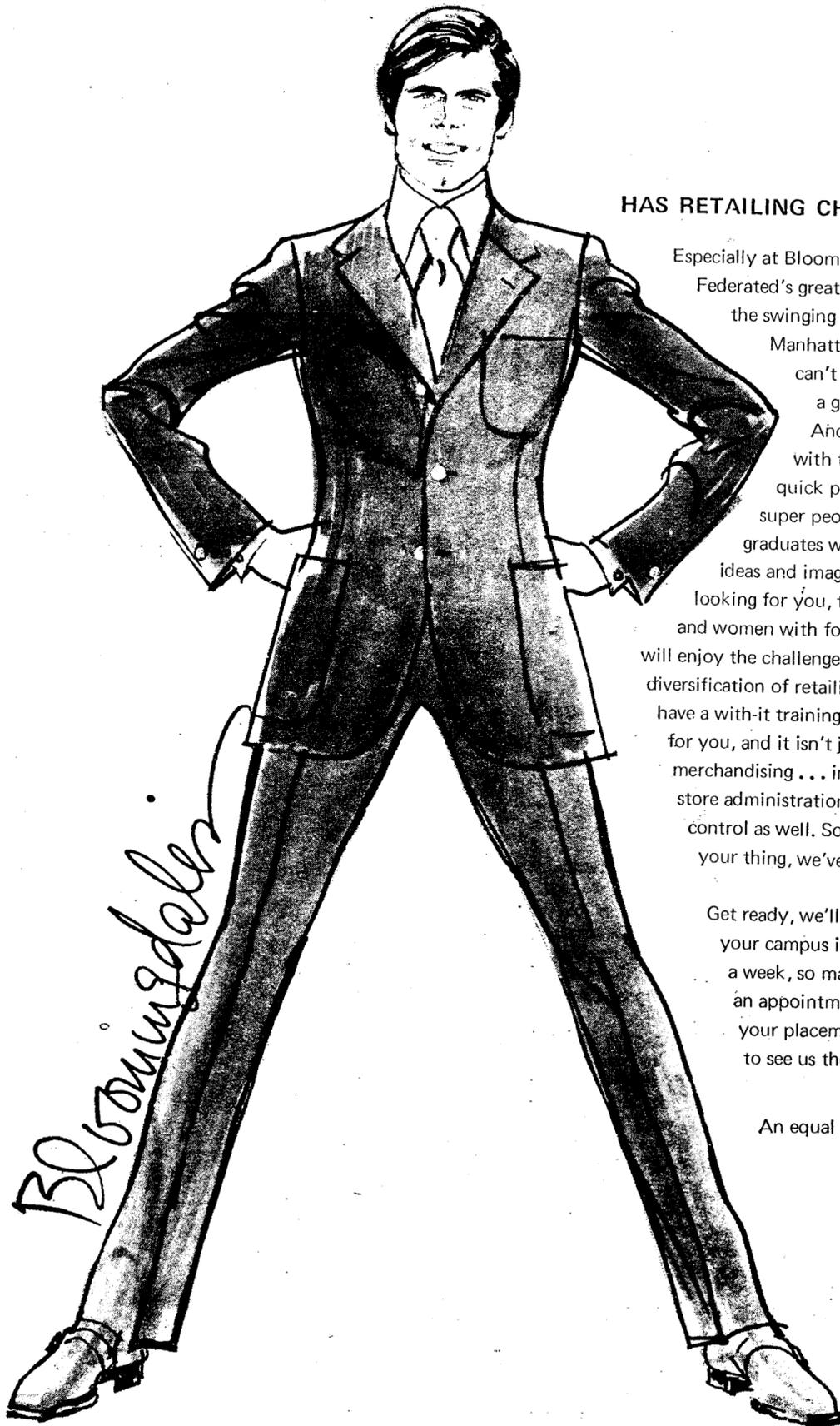
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Seven unconventional predecessors held position

By Bill Apple

When Dr. Robert Eugene Marshak assumes the presidency of the College in September, he will be the most prominent of eight educators — and the first scientist — to fill the position.

His seven predecessors had varied backgrounds — at one time or another a military man, a teacher, an academician and a few skilled administrators have been at the helm of the school.

The first president was not even given the title of "president" but was called the "principal." Dr. Horace Webster, who assumed the post in 1849, first headed the Free Academy, as the College was then known.

A high ranking West Point graduate, Dr. Webster was born and bred among the Green Mountain boys in the Vermont hills. His army career taught him to maintain a strict discipline — one which he later brought to the Academy.

For more than twenty years he ran the Academy under rigid conduct controls, according to S. Willis Rudy, the College's historian. His philosophy was to "value work done squarely and unwasted days" and he warned students against alcohol and tobacco — or "the disgusting weed" as he termed it.

The reigns of leadership passed from this firm, schoolmaster to another military man, General Alexander Stuart Webb.

Webb was only 33 years old when he became president. His previous experience had been completely on the battlefield. After graduating from West Point, he fought in many fierce Civil War battles including Gettysburg. A bullet wound forced him to give up active duty, and he considered taking over the presidency.

A military man who ruled with an iron hand, General Webb made numerous enemies among students and faculty, although, he, himself, had once taught geography, history and ethics at West Point. Having occupied the presidency for 33 years, he resigned under pressure from the trustees. His administration wasn't significantly different from Webster's.

John Huston Finley, the son of an Irish immigrant farmer, assumed the office next. He had previously been Professor of Politics at Princeton and was also the youngest American to head a college, his Alma Mater, Knox College in Illinois.

Finley inspired the confidence and affection of students and teachers alike. Rudy describes him as "a fine speaker, a born toastmaster," everyone loved him. During his tenure, he introduced or proposed broad curricular and structural innovations such as summer session, exchange professorships and broadened electives. Finley left the College because he felt he could no longer



be of use and wanted to move on, after having served 11 years.

The president after Finley was Sidney Edward Mezes who, through friends, had considerable political influence in the Wilson Administration. He also was a noted administrator and philosophy teacher at the University of Texas where he served several years as president.

Mezes produced little change at the College, having fallen into a snug administrative niche. He is famous

for having brought distinguished faculty to the College. In a New York Times interview he said, "In colleges teaching is the primary interest, and study and research, while absolutely essential whenever teaching and study is involved, are the secondary aim."

After 12 years as president and failing health, President Mezes resigned making way for his successor, Frederick Bertrand Robinson.

Robinson, Brooklyn-born and an alumnus (Class of '04), was the first president to be a "professional" administrator. Beginning his career as a faculty member in the Economics Department, Robinson moved up in the administration through posts including Assistant Director of Evening Session, Director of the Vocational Division, Director of Summer Session and Dean of the School of Business and Administration.

Robinson is best known for the source of conflict and confrontation which his administration engendered. He personally wielded an umbrella, battering several students taking part in an anti-militarist demonstration in Yewisohn during the 30's. Charges of censorship were numerous during his tenure; student leaders alleged that he had a private stenographer present at all undergraduate meetings to take down "evidence" against students.

After a dozen conflict-ridden years, President Robinson resigned — for health reasons. Harry Noble Wright assumed the presidency on a permanent basis in 1941.

Dr. Wright was a distinguished mathematician who taught at the College. A midwestern Quaker, he shunned violence. His experience at several universities was broad and included both teaching and administrative work. He is best remembered, perhaps, for having cooperated with the Rapp-Coudert Committee, a body authorized by the State Legislature to investigate "subversive" activities in the municipal colleges. Several teachers were subsequently charged with being Communists, brought up on charges and dismissed.

After Dr. Wright's retirement Buell Gordon Gallagher became the College's seventh president in 1952. Dr. Gallagher's experience included the presidency of Talladega College, a predominantly black college in a small Alabama town. He had taught and studied at many universities, served with the U.S. Office of Education in Washington and ran unsuccessfully for a California congressional seat, losing by 2,000 votes.

Dr. Gallagher resigned last May, claiming that, because of certain politicians and administrators, he was not free to negotiate with the Black and Puerto Rican Student Community who had occupied south campus.

He was succeeded by Joseph J. Copeland who continued in the office until September 1, when Dr. Marshak steps in.

Dispute in Rochester spurred Marshak

By Louis J. Lumenick

ROCHESTER, March 2 — As a Distinguished University Professor at the University of Rochester, Robert E. Marshak earned a top salary, determined his own teaching load and was free to pursue a busy lecture schedule around the world.

Why would he leave this seemingly ideal occupation to become the president of a trouble-ridden municipal university, with a cut in pay yet?

"When I see so many college

Copeland to remain at College

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said that he wishes the 53-year-old physicist "all success" in his new post, and added that he would extend "cooperation" to him. He stated that he hoped to meet with Dr. Marshak "in the near future."

As for his own future, Dr. Copeland said that he had planned to retire this year but now "I almost certainly will not." He explained that because of a complicated state retirement law he would lose \$2,500 a year if he were to retire before 1971. Staying on, in his words, would be the "best business judgment."

Reminiscing about his year as President, Dr. Copeland said that he never "wished an administrative job." He complained that it was a "hell of a lot of work," adding that he preferred the "calm, sedate life" of a faculty member.

Dr. Copeland said that the highlight of his term in office occurred last Spring when the police left campus and classes resumed with a reasonable calm. He also claimed that the realization of open admissions was an important achievement.

The Acting President revealed that there had been several threats on his life and that he had, therefore, hired a permanent bodyguard. "It was a war of nerves, unfortunately I don't seem to have nerves. I've been shot at by experts [referring to his army experience] so amateurs don't scare me."

When asked if he would do it again, Dr. Copeland replied, "If I had a free choice I certainly would not." But given last year's circumstances, he said, he would "gamble again. I never believe in walking away from a problem."

presidents resigning to run for office it's going to be a pretty sad situation if no one is willing to pitch in there to do something.

"I spent time, in any case, trying to help countries abroad and so on. I figured why not do something right here in New York City and see if we can't reverse the decay of the cities. This is a way of making a contribution."

"We can reverse things and make City College attain its own glory," he says.

But sources here and in Rochester said that the University of Rochester's president, Allen Wallis, had played a decisive role in Dr. Marshak's decision.

Professor Marshak resigned from the Faculty Senate in January, citing his dissatisfaction with the president's dealings with the Senate.

It was "precisely my lengthy and intimate involvement with the Faculty Senate that now convinces me that this body cannot survive unless there is a marked change in presidential attitude towards its role in university affairs," he charged in his letter of resignation.

He cited Wallis' alleged failure to activate the Senate's committee on long-range policy "with the argument that long range planning is his responsibility and

cannot be shared with a faculty committee."

As chairman of the Senate steering committee, Dr. Marshak had worked to set up many of the standing committees which were provided for but never used.

But the major source of irritation was apparently Wallis' decision to maintain the university's ties with the Center for Naval Analysis despite the objection of the Senate.

He charged that the university's "commitment to CNA was made without consultation with the Senate "despite the fact that it represented an important departure in university policy."

A recommendation that the CNA contract be terminated was approved by the Senate by a 2 to 1 majority, but "despite the enormous effort invested in the CNA discussions and the clear cut opposition expressed, "the President declined to terminate the CNA contract and added the dangerous argument that its termination would be 'universally interpreted as an institutional disapproval of the Vietnam war.'"

He said he was "personally chagrined" by the contraction between the President's use of the institutional non-neutrality agreement to retail the CNA contract.



Photo by Bruce Haber

Dr. Copeland confers with police last year.

Marshak discloses new and 'exciting' plans

ROCHESTER, March 2 — Following are excerpts from the transcript of presidential-designee Robert E. Marshak's press conference here:

What I'm hoping to do is come up to the campus March 23 and meet with various groups and meet with the faculty in the morning and students in the afternoon. As a matter of fact I have asked the executive committee of the Faculty Senate to create a couple of committees to meet with me on that day. See, one of the things I'd like to get started very quickly is this master plan . . . What I am getting my heart set on and one of the conditions of my acceptance was that this is going to get started as soon as I've looked it over in the next six months and reading the main outlines, it's okay . . . It's a \$100 million dollar master plan for changing the whole campus.

One thing that's disturbed us about it is the seeming undue emphasis on the sciences. All the new facilities, almost without exception, go to the sciences. And the humanities are pushed back into these crumbling 60-year old buildings.

You see, I do have great plans for the institution, otherwise I wouldn't be taking the job. I think the people with whom I'll be working primarily are the Chancellor, Bowker, whom I greatly admire, and the Chairman and Vice-Chairman of the Board [of Higher Education] Dr. Burkhart . . . whom I got to know some years ago and Francis Keppell, who was, as you know, the former Secretary of Education. So the chairman and vice-chairman of that Board are both quite familiar with educational problems . . . And with the Chancellor saying that those three people are going to support my efforts, I think there's reasonable hope that working together they can be accomplished. Now, some of the things that I definitely hope to achieve, say, within the next five to eight years:

The first is this master plan, to get that going as soon as possible and the agreement is that I will take a look at it before September 1. I have asked for a committee from the Faculty Senate, together with several students from the Student Senate, to meet with me on March 23 on taking a look at this master plan and seeing if there are any major changes that should be made.

Now, actually if you talk about space — space is never really frozen that solidly for any particular discipline . . . To argue too much about whether something is earmarked for one thing or another is not so important as really believing, as I do, that the humanities and social sciences are equally important. Now, there is the problem that the laboratory-based sciences are supposed to have their Ph.D. program centralized at City College whereas the others are centralized at 42 Street. That doesn't mean you should not be able to develop, it just means you won't have the whole thing . . .

Do you think you'll be able to operate under the annual City University Budget squeeze?

Well, one way is to be more persuasive in terms of public funds, but also I hope to start raising more private funds. I've already been talking to the City College alumni. They're a very proud group, and seem very interested in their Alma Mater and I'm hoping that some of them are very well off.

Are you counting on the master plan building being completed on the dates in this book?

Well, I've been talking about five to seven years. Between us, I'll be surprised if it's completed in five to seven years. I'll be surprised. One aims for things and if there's a lapse of a couple of years . . . but the intention is to within the next year or two send it for bids and get the final architect's drawings.

They've been talking to me about five years. I've added a two years extra. Let me say that I talk very seriously about the significance of this. I would not have accepted if I thought this was a pipe dream that would last a couple of decades, because I don't have that much time. So, the intention is to push this very hard. I'll get into it in more detail. For example, I don't see why one has to wait for the Science and Physical Ed building to be ready if somehow one could manage to start knocking down Lewisohn Stadium. The ordering, the priorities — and soon are something I'll have something to say about and I hope, that with adequate advice that the divisions will be reasonably sensible. I think the time scale is not so bad. If this Science and Physical Ed. building is finished by 1972, and then Lewisohn Stadium can be knocked down, and so forth.

There are some other things that I want to do very much, and they have been agreed to. I want to get some faculty-student housing set up pretty quickly — that's within two years. You, see, Columbia and NYU



"Why not do something right here in New York City and see if we can't reverse the decay of the cities?"

have housing for faculty and that's one way to attract young professors—

Near the College?

Well, you see thirty-five acres is pretty precious acreage in Manhattan these days, and Columbia — it's about the same size.

How are you going to answer questions about expansion into the community?

Well, there would be no intention to expand into the community around the campus itself. One has to take a closer look at what are the types of buildings. I mean, some of them are commercial and if you buy up a garage it's not the same as taking over an apartment building. What I'm talking about now is something that could be done around 125 Street together with Columbia.

Speaking of housing, where do you intend to live? Are you getting Gallagher's old house?

No, and the reason is that I want to move onto the campus as soon as feasible. But they pointed out to me that the Music Department auditorium was razed by fire and that the Music Department is using Gallagher's old house, and that they would be very unhappy if the president took it over, so we'll live somewhere else, in Manhattan, as close as possible, depending on where we get an apartment.

One of the exciting things I think we can do at City College is to start bringing in graduate students, say, from abroad. Develop an international student body which I think would be very interesting from the standpoint of the different ethnic groups that you have right now from the city itself. But then you have to sort of provide housing and it's very difficult for people coming in from another country or even from another state who can find a relative who can do something for them. I understand it is pretty difficult. I know we made a quick try for a few hours in really pushing for that and the City College Committee of the Board is going to work very hard at it with me to see what can be done there. We must start getting in a wider distribution of faculty and really trying to build up the various graduate programs. Actually, at Columbia University, the senior faculty live in Columbia housing right near the campus there.

According to open enrollment the City University has committed itself to taking care of every high school graduate in some part of the system. But as far as City College itself is concerned, the idea would be that you either count the absolute average or the relative rank in the class. Before, you had to have an 85 average to get into City College. At one point, I heard, 89 per cent. This was the most difficult college in the country to get into some years ago. Now, if students come from good schools and they have, say, 85 is the minimum average, they might be in the upper 20 per cent of their class. Now if you use the same criteria for ghetto schools, where the teaching has been very poor, the highest aver-

age might be 80 per cent, so obviously they'll never get in. So, according to the decision as I understand it, far as City College is concerned, the rank in the upper 20 per cent will count. In other words, the upper 20 per cent of students from the ghetto schools can also get in even if they don't have averages.

The situation is that students who are very low

From Los As

By Peter Kiviat

In the 34 years since he received his doctorate from Cornell Robert E. Marshak has found himself to become a renowned physicist, statesman, professor, world traveler and — in six months — college president.

Dr. Marshak's credits include six scientific books, hundreds of articles, dozens of awards and numerous national chairmanships on such committees as the Advisory Committee on the Soviet Union and Eastern Europe (1963-66) of the National Academy of Sciences.

In fact, his list of commitments for the next months prevent him from assuming the presidency before September 1.

He says, only half-jokingly, that he would, while president, still like to dabble in physics "for about a half day a week" if time permits. After a glance at his achievements one suspects that if time doesn't permit he will force it into submission.

At 15 he graduated as class valedictorian from J. Monroe High School in the Bronx; four years later received his Bachelor's from Columbia, where he earned a Pulitzer scholarship and in 1939 — only three years later — he took his Ph.D. in physics from Cornell.

Immediately after graduation he was offered a position at the University of Rochester which he accepted. In 11 years he was appointed chairman of the physics department there; by 1964 he was made Distinguished Professor of Physics.

When the Second World War broke out, Marshak began work for the government on a project that is known as "radar." The assignment was apparently too difficult since the "radar" was completed and put for operation soon afterwards in the Battle of Britain.

Following this successful stint Marshak was asked by the government to work on neutron diffusion at the "Experimental Laboratory at Los Alamos" — the atomic bomb.

Looking back he recalls, "we were at war with many and everyone on the project was spurred on by the thought that Germany would get the atomic bomb first."

Marshak's work on the bomb was divided into two primary areas — neutron diffusion and shock waves (these waves are common side effects of nuclear

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class even in rank should not go to City College. The community colleges, and other ways in which to be taken care of. I think the overall policy is, a matter of principle: that any graduate of the City high schools will receive a berth in some college. But I don't think that it makes any sense to have every college do it the same way. My understanding is that this is not the way it's going to be done. I would think that the present policy which is temporary, seems quite reasonable, and will be continued. Because otherwise, it will be extremely difficult to take care of all the educational needs at City College. I would think that some sort of distribution of the different parts of the City University would make sense.

Years ago, when I was chairman of the Physics Department here, in 1952 or 1953, we received perhaps a number of applications from black students, at Howard University. And the admissions took a look at their records and said they won't be able to manage with the curriculum at Rochester and they recommended none of them be admitted. And I went along with that at the time, because we were looking just at the standards and saying, well, they don't take four

I'm sure that the Howard University people that we were prejudiced and another application came. When I look back at it I think that was a mistake. I think what we should have done was to take up a few of the most talented, the ones who had the best grades, on the basis of the courses they had taken. "Okay, it will take you five or six years to get a D, and you'll have to take some undergraduate courses and so be it. I'm sorry we didn't do it. Later on we had our lesson and students who came from foreign countries, sometimes say India, would have such good grades. And we'd say okay, you can take some graduate courses the first year. We'd give an entering examination and say, you seem weak in A, B, C courses, take them now, and it'll take you another year. We did that. But we couldn't recover the students we lost for the moment this is my attitude for the future.

Through [the College] with my wife and it was a very depressing experience when we went through the Hall . . .

I see so many college presidents resigning to run for the presidency, it's going to be pretty sad situation if no one is willing to pitch in there and do something. Essentially the decision was I spent time in any case on try-

ing to help countries abroad and so on. I figured why not do something right here in New York City and see if we can't reverse the decay of the cities. This is a way of making a contribution. If we can really reverse things and make City College attain its own glory and go much beyond the physical facilities because that's only part of it . . . I hope very much to work closely with Columbia University. If you look ahead in a broader panorama, Columbia is a private institution and City College is public and each one will have its problems and maybe if one does well one year and the other does poor the other year they can sort of join on certain programs. This could become a university complex of a terribly exciting sort in the largest metropolis in the state.

Look, I have on my desk right now a letter from the president of the University of Hawaii. They called me right after asking me if I was interested in the academic vice-presidency of the University of Hawaii. And the temptation was great . . . Adhering to that old statement about fools step in where angels fear to tread. You fellows are trying to persuade me that I'm a fool. Well, I may be, but I'm willing to try.

One of the things that will be very important is for the students to very seriously write out memoranda to say what's wrong [about the College].

I think we can make it one of the most exciting colleges for the black and Puerto Rican students because its right outside their living quarters but I don't see why it shouldn't also be made very exciting for the white students. And I don't intend to favor one group over another.

There is the Faculty Senate and they have an executive committee, there is formally the Student Senate — but you've heard of the sad state its in, perhaps it can be revived — and they have an executive committee. I would expect to meet on a regular basis with the two executive committees together and really discuss with them major policy questions. Whether there should be a student-faculty senate, of course, depends on the faculty and the students. It may revitalize the whole thing, particularly the students. I certainly do plan to work very closely with student and faculty committees.

There is a provost's position and maybe some associate provosts. That position was created several years ago and I would like to try to fill it by this September. So I've asked a committee be set up by the faculty with some students to advise me on that.

In the New York Times article I'm quoted as sort of inviting early retirement from all of the deans. I did not say that. That's inaccurate. That's obviously a foolish



Photos by Peter Kiviat

"I think we can make this one of the most exciting colleges . . ."

statement to make when you're first getting on the campus. I think I said, 'Of course, a new president takes a look at the whole administrative structure.' But it doesn't mean he comes in the first day hands flying the first day and asks all the deans to retire.

One of the most important things in my view, which I certainly hope to implement in reverse, is that there should be a faculty committee and also student representation on long range planning for the university.

How would you feel about dropping the traditional A, B, C, D, F, grading system?

I would be willing to take a look at it. As long as I was persuaded that there would be some basis for a relative evaluation of the young people for their later placement in various positions. I'd be open minded. I don't have a particular view on that.

We could obviously do things without the standard grading system. You could for example just have comprehensive exams — both comprehensive written and oral which we do have on the graduate level. But many

(Continued on Page 7)

As to Harlem with many stops between

Here Marshak discovered a "new" type of wave which, not surprisingly, is sometimes called "Marshak Wave."

After the war he returned to Rochester to complete, no doubt, his most famous work, in meson physics.

Meson is a piece of matter about 200 times the mass of an electron. Dr. Hideki Yukawa discovered the meson in 1935 and proposed that it was the "exchanging force" between the proton and neutron that gives rise to the nuclear force of the atom.

After the war experiments began to hint that Yukawa's "meson theory" was incorrect and the scientific community was stunned.

It was about this time that Marshak proposed his "two-meson theory." There are two types of mesons, he wrote, some which are lighter than others. The pi-meson, which was produced in a photograph later, is a heavy meson (now called pions) decaying into two lighter mesons (now called muons).

When the chief properties of the pion were known, a number of computations could be undertaken to test the implications of Yukawa's meson theory of nuclear forces.

In 1950 Marshak faced a problem which couldn't be solved in the laboratory. The physicist accused Senator Joseph McCarthy of "an insidious attempt at thought control." He also wrote that "the Korean War stems from McCarthy's venom." He weathered McCarthy.

In the 1950's began Marshak stepped from the scientific community into the community of international relations. "Nobody can win an atomic war," he proclaimed. He founded "the Rochester Conference."

Known as "the International Conference on High Energy Physics," the gathering provided an opportunity for physicists from around the world to meet and exchange ideas.

Through his efforts at a post-war meeting in Japan he set up a program whereby American universities were accepting exchange students from Japan.

Marshak is credited for being chiefly responsible for the passage of the 1955 McCarran — Walter Act which provided for the exchange of scientists between the United States and iron curtain countries.

In the past several years he has been focusing his efforts on improving scientific relationship with underdeveloped countries.



Dr. Marshak speaks to Japanese newsmen in 1953. He has continued to maintain his ties with Japan.

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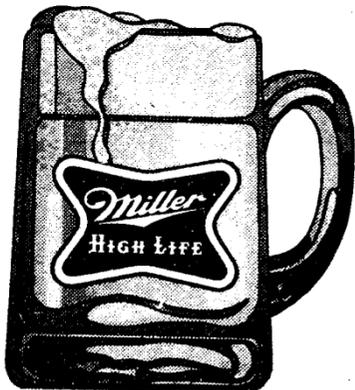
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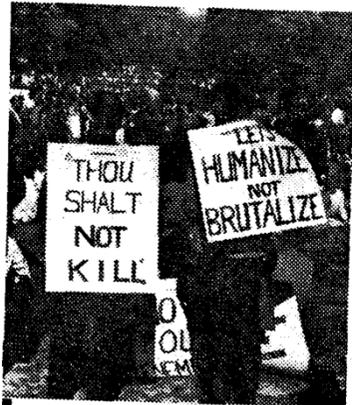
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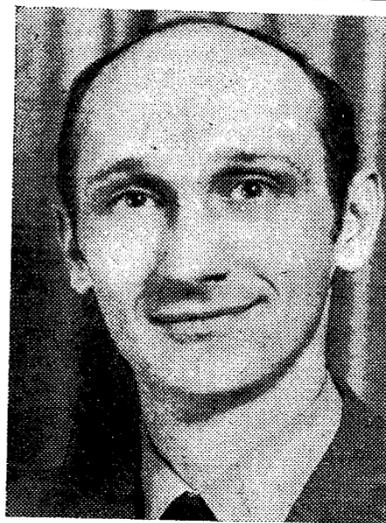
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Marshak defends role in A-bomb development

(Continued from center fold)

These systems are based on small numbers of students if you try to accomplish the same thing with thousands of students you would require a faculty of such that it would just be unrealistic. This is the problem. You're engaged in mass education and at the same time you want high quality — how do you optimize the situation so you achieve the best results?

It was at one point — it was the depression years and I wasn't sure that there wouldn't be any jobs in the universities and I applied for a high school certificate in New York City and I failed the speech exam there so I was ineligible for a high school teaching position.

What about your work on the A-bomb?

I was working on the atomic bomb. You may recall that World War II was in full swing and we had intelligence that the Germans were working on the atomic bomb which they did start to do. If they did it first we'd

lose the war. During that, Hitler was in charge of the German nation and no one could accept that. The scientists of this country really pitched into that. This was a war which people felt was justified and so physicists worked on radar, radiation lab, etc. I first worked on the radiation lab for a year. For example, the Battle of Britain was won by means of radar. So Los Alamos was the place where the final design of the bomb was made.

Do you regret having worked on it?

Well, regret having participated at that time? Let's say that most of the scientists, including myself, did not expect that the bomb would be dropped directly on cities. We argued, through memoranda and all kinds of things, that there should first be a demonstration showing what a devastating thing it was and that might persuade the Japanese to end the war. Of course, it was actually developed after V-E day. I was at the first test and it was extremely successful and we all hoped that somehow we

wouldn't regret it.

I would say that in one sense one might argue in a kind of strange way that the existence of the atomic bomb, has so far prevented World War III. Normally it took up to 25 years for a world war to start up again and now we have all of thirty years going with us and it is, of course a great deterrent. I might say that many of us right afterwards, of course, tried to argue that we ought to prevent an atomic arms race and we should have international controls.

I was chairman of the Federation of Atomic Scientists in 47-48 and I was getting ulcers that year for which I suffered ten years because we had many problems such as the House Un-American Activities Committee... It was the Federation which persuaded the government in mobilizing public opinion that atomic energy should be under civilian control rather than military. And to this day I think this has been a very moderating influence.

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Culture vultures

A cultural program sponsored by the City College YMCA tonight at 7 in the Grand Ballroom will feature the following groups: Kenyatta Dancers and Drummers, Last Poets' Workshop, Drama — the Life Players and Family Music Ensemble. Admission is free and everyone is invited.

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Identification cards for students who had their pictures taken during registration are now available in 115 Finley, every day from 10 to 5 and until 8 Tuesdays and Wednesdays. No cards can be mailed this semester. In financial circles the deadline for applying for federally-sponsored loans is April 1 and all students are urged to file immediately.

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1. A siren will not go off at 12 Noon.
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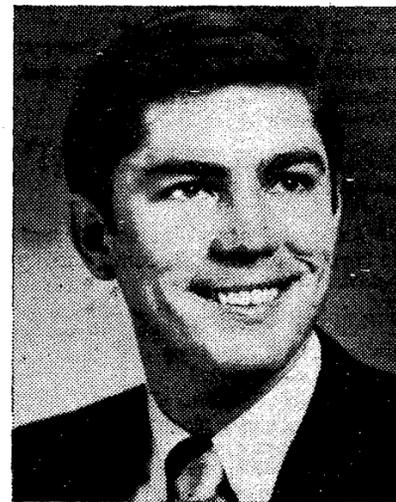
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—Harriet Van Horne, *New York Post*

"A dim mind!" 'Zabriskie Point' perceives contemporary America through a tin ear, a glass eye and a dim mind."
—Joseph Morgenstern, *Newsweek*

"Antonioni is an ignoramus!" Nothing has any meaning. Antonioni has offered us his contempt. The entire film is a bag of contemptuous attitudes — contempt for the United States, contempt for actors, contempt for the American landscape, contempt for sex, contempt for his art, contempt for the audience. Most especially, contempt for the audience."
—Richard Cohen, *Women's Wear Daily*

"Antonioni hates everything!" Every youth in this movie is either swineish or crazy. Every cop is a fiend. Everyone who works is mindless. All sex is loveless."
—Gene Shalit, *WNBC-TV*

"A movie of stunning superficiality!"
—Vincent Canby, *New York Times*

"Trite!" A depressingly adolescent vision of this country, depicted in elliptical and meandering and, by now, trite terms."
—Judith Crist, *New York Magazine*

"Disappointing because it explores nothing!"
—Frances Taylor, *Long Island Press*

"It isn't much!" Requires all of your attention and deep concentration for you to glean what there is to glean from the picture. And that isn't much."
—David Goldman, *WCBS Newsradio*

"'Zabriskie Point' just doesn't make much of a movie!"
—Bob Salmaggi, *WINS News*

"Ridiculously superficial!"
—Kathleen Carroll, *Daily News*

"One of the worst movies I've ever seen!"
—John Bartholemew Tucker, *WABC-TV*

"Visually sharp but childishly simple!"
—Stewart Klein, *WNEW-TV*

"A great, great film!" I've made no secret of my acute distaste for movies and plays featuring nakedness and fornication. But I've just seen a film whose principal theme is the youth rebellion, and in which not just one couple make love, but dozens, probably scores of them, simultaneously, in three-somes as well as in couples, squirming all over a landscape as far as the eye can reach. And I found it perhaps the most beautiful, imaginative, moving and altogether memorable film I've seen in years."
—Emily Genauer, *Newsfront-WNDT*

"The work of a genius!" 'Zabriskie Point' is about the making of a young revolutionary, the radicalization of a flower child. It contains some of the most exquisite moments on film that you are likely to see in 1970. Antonioni has delineated the two cultures — the hip and the straight — which coexist in America better than most American filmmakers have up until now."
—Joseph Gelmis, *Newsday*

"Not to be missed!" Antonioni's viewpoint throughout is that of the interplanetary visitor descending on the American West with more curiosity than compassion, but with far more compassion than contempt. No one who takes cinema seriously can afford to pass up this latest canvas from the palette of the Michelangelo for our own time and our own medium."
—Andrew Sarris, *Village Voice*

"Chilling!" With America busily tearing itself apart (the Silent Majority pitted against the Strident Minority, Agnew tells us) an Italian film director has seen fit to intrude — to butt in on a family argument. 'Zabriskie Point' will have a chilling effect on most Americans — it's embarrassing that a foreigner can take a quick look and see what ails us while we are still lost in our fallacies and our studies by blue-ribbon commissions."
—Jon Clemens, *The Record*

"Revolutionary!" It's so beautifully made, so beautifully constructed, and it has such a powerful ending. I want to see it again."
—Jonas Mekas, *Village Voice*

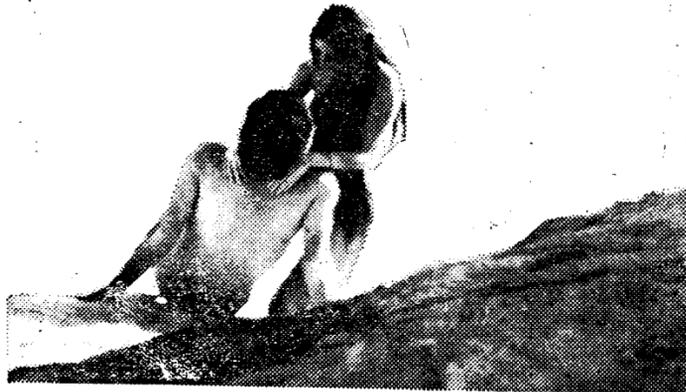
"A gigantic film made by a genius!" Whatever one might think of it and its solution, its point of view, presentation, it is a gigantic film made by a genius."
—Jonathan Schwartz, *WNEW-FM*

"One of the most gorgeous pictures ever!" The best picture of an embattled generation trying to find a meaning and purpose to life in a nowhere time and place since 'Easy Rider'. I permitted my mind to be blown, my heart moved and my eyes dazzled. I took a trip through 'Zabriskie Point' and I suggest you do the same. The Under Thirties will and the Over Thirties should."
—Bernard Drew, *Gannett Newspapers*

"A beautiful and appalling film!" The most devastating final scenes I have ever encountered. If you believe what Antonioni is saying about the United States, it will leave you as shaken as 'Z' does about Greece."
—Louise Sweeney, *Christian Science Monitor*

"If Antonioni is God, then He is surely on our side!" In 'Zabriskie Point' Antonioni makes a very personal statement in his belief in and admiration of American youth. The progressive aspects of our revolution are graphically presented. A screen work of great interest and beauty. 'Zabriskie Point' gets past the horrors of Chicago, past the assassinations of our youthful leaders, literally past all the shit, and presents our reaction to it. I could feel it, it moved me. I would like to blow it all up over and over. We do it inside our heads; Antonioni has done it on the screen. Soon it may be in the streets."
—Alexander Demers, *WNYU-New York University*

"Don't miss it!" A film of exceptional importance. I know I will see 'Zabriskie Point' at least twice more."
—John Burks, *Rolling Stone*



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