

# ★ THE FIRST 125 YEARS ★

## SPECIAL ANNIVERSARY SUPPLEMENT

# THE CAMPUS

undergraduate newspaper of the city college since 1907

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Photo by Mike Oreskes  
Marianne Cowan

## German head says 'incompetent' faculty result of tenure abuses

By Maggie Kleinman

Prof. Marianne Cowan (Chairman, German) suggested Tuesday that radical revision of the tenure system might be necessary to deal with "abuses" of the current system by "incompetent" members of her department, who, she said, comprise more than a quarter of its faculty.

"Something has got to be done about tenure," Cowan declared at a poorly attended meeting with a special commission which is preparing a report on tenure and is sponsored by the American Association of University Professors and the Association of American Colleges.

The commission, headed by William R. Keast, former president of Wayne State University said that the prevailing opinion the commission had found among students at other colleges was that tenure should apply to all or no faculty and should provide for increased student involvement in decision-making.

Cowan, the only faculty member here to attend the session, suggested a system whereby teachers would neither receive tenure nor be dismissed at the end of

their five year probationary period.

Declining enrollment in language courses was partly due to the failure of faculty members to keep up with new techniques, she said.

She favored less automatic, more selective evaluation, tenure and promotion procedures but says she wondered whether this would "be enough."

Cowan reacted favorably to a proposal that tenured personnel be observed after a number of years, although she says she isn't sure "it would cure us."

"Let the chips fall where they may," she remarked, raising the possibility that dismissals could result in some cases. "While one teacher could get hurt this way, she remarked, a thousand students could be affected in their education."

Turning to the subject of job security the outspoken chairman said that it sometimes resulted in a disaffection with students "that is worse than incompetence."

At this point, Commission Chairman William R. Keast raised the question of student evaluation.

Cowan cited a new Board of Higher Education by-

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## Rockefeller drops tuition plan and City University takeover

From Combined Dispatches

ALBANY — Governor Rockefeller's proposal to charge tuition at the City University and merge it with the State University is dead for this year.

Rockefeller gave his proposal an official burial Tuesday, a day after it received two mortal blows here. Both a special State task force on higher education and Senate Majority Leader Perry Duryea had declined to support the plan, which the governor had outlined in his message to the Legislature last month.

The Rockefeller-appointed task force—which had been expected to back his proposal—was unable to reach agreement and instead released only a set of options.

And Duryea—who had supported such a move in the past—said it was "politically unreasonable" in this, an election year.

Bowing to political reality, Rockefeller retreated, instead calling upon CUNY to itself impose tuition. A CUNY spokesman replied that it had "received no compelling evidence to alter the present policy."

At the College, President Marshak remarked that the campaign mounted by the University against the move "was successful to the point of persuading Rockefeller that he has no chance to instituting tuition through legislative methods."

He added that the Governor's "new strategy" might be to "try to force the

BHE to charge tuition to raise more money."

Marshak conceded, however, that the situation was less serious than before. Or, as College spokesman I. E. Levine put it, "we've now retreated to a classic budget crisis."

The State task force, headed by State Director of Operations T. Norman Hurd, ran into dissension among its membership and released a long list of options in its 25 page report.

Assembly Speaker Duryea, in a speech at a conference on higher education at Skidmore College in Saratoga Springs, said that he did not foresee the legislature adopting Rockefeller's merger or tuition proposals.

Under Rockefeller's proposed budget, the State would give CUNY \$70 million less than the university says it needs to maintain the present level of operations.

CUNY has threatened that the end of open admissions or the admission of no freshman class might be necessary if the present budget is enacted.

President Marshak, asked about long-range solutions to the budget crisis at a press conference Wednesday, brought up another proposal. It was that CUNY impose tuition—that would be refunded by the City—in an effort to get the State to fund CUNY on the same level as its state counterpart.

"It would be something that might sat-

isfy both parties," he remarked, and some observers present thought he favored the plan, although he did not directly say so.

Marshak emphatically denied this yesterday morning in an interview. He attacked the idea as "dangerous. As soon as an emergency in the city arises," he remarked, "the city may withdraw its support."

He said "some people" are considering the plan, but he did not elaborate.



President Marshak

## Cops bust Raymond at College's request

By Warren Fishbein

For Raymond the Bagelman, the old maxim about how your friends can be more rotten to you than your enemies has turned out to be all too true.

Raymond, who only last December was given a bronze bagel and an honorary BA, to commemorate his twenty-fifth year of vending at the College, was arrested yesterday on charges of illegal peddling.

The arrest was part of a concerted police department drive, undertaken at the request of College officials, to remove peddlers from the vicinity of the campus.

Raymond was taken to the 26th pre-

dent station where he was issued a summons and subsequently released. He was back in front of Shepard Hall selling his bagels the same afternoon.

Raymond had little to say about the whole affair, other than assuring everyone that he'll "still be here."

The police crackdown, which has been going on for the past week, was agreed to at a meeting held recently between Sergeant Edward Sullivan, the Liaison Officer for Community Relations of the 26 precinct, and John J. Canavan (V.P. Administrative Affairs), and Albert Dand-

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# Bagel bust

(Continued from page 1)

ridge (Director of Security), representing the College.

Its purpose is, according to Canavan, twofold: to improve safety conditions by removing the vending trucks which impede traffic, and to eliminate some of North Campus Cafeteria's most important competitors.

Canavan said he believed the cafeteria's thirty thousand dollar deficit for the past seven months is in good part attributable to the presence of the vendors.

"These trucks are taking tremendous amounts of money, perhaps thirty to fifty thousand dollars, out of the College each year," he said.

He added that if this money were instead to go into the cafeteria's account, "we could then hire more workers from the community."

The crackdown may have already had an effect. According to Larry Bartolotto, Food Services Director, business has improved much during the past three days.

All of which is of little help to Raymond. Canavan insists that the actions were not directed at him adding that Raymond "has been here longer than all of us (in the administration) put together."

He added that bagel vending presented no threat to the College's solvency as this item was not available in the cafeteria.

But it may be difficult to make a distinction between the bagel man and his less venerated count-



Raymond peddling his bagels before College ordered crackdown.

Photo by Ira Shwarz

-erpants. According to Sergeant Sullivan the police have orders to deal equally with all peddlers "if the ymove on, we'll just give them a summons, if not, we'll have to arrest them," he said.

The vendors appear to have been violating an ordinance which prohibits peddling within the immediate vicinity of an educational establishment. In Raymond's case, this illegal activity has been going on for a quarter of a century.

Raymond and Co. could reestablish themselves by moving their stands to a spot at least 200 feet from the borders of the campus.

But a more equitable solution to the plight of the elfin "pragel-

master," as he was dubbed by various New York newspapers last December, may be in sight.

A College spokesman announ-

ced late yesterday that the rules might be twisted to allow Raymond to continue to vend his bagels on campus.

## Kardiac kids show loads of heart

The CCNY basketball team won its fourth consecutive game Monday night with a thrilling 66-65 victory over Bridgeport.

The Beavers now have an 11-8 record, the best mark compiled by a Lavender quintet since 1966.

The hoopsters will be back

in action tomorrow night against Sacred Heart, one of the top 20 small college teams in the nation. Game time is 8:00 at night at Wingate Gym.

The City University tournament begins next Friday. The sports page will return to the Campus next week.

# Tenure

(Continued from page 1)

law which requires the consideration of student evaluations in recommendations for tenure, promotion and reappointments and said she hoped that the German department would be operating a student evaluation procedure by the end of the semester.

The discussion then turned to the erratic nature of student evaluations in the past which Cowan said amounted to either sporadic crusades to "save someone's job," or to complaints, and irregular publication of teacher ratings.

The meeting was open to all students and faculty members, but only one of each attended. The poor turnout was attributed to a last minute time change.

The commission met with President Marshak, Provost Saul Touster, deans and chairmen prior to the session.

MAGGIE KLEINMAN  
Issue Editor

## SMOKING PROBLEM? Professional Help Available!

A series of 7 workshops to help support those who are struggling to either quit smoking or cut down. No gimmicks! Series will begin Monday, March 6 at 8:00 P.M. Convenient mid-town location

Student Fee Available  
Registration closes March 1st  
Telephone: 679-1439

# MORE THAN ONCE UPON A TIME



ONCE, A KNIGHT WALKETH ALONG TO RELAX WITH SOME MALT, WHEN HE SPIETH A REPTILIAN APPENDAGE OF ODD DIMENSION...



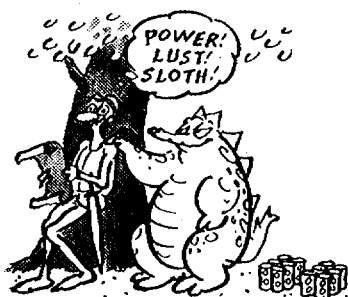
AND WHENCE HE PERCEIVED IT THE LATTER PART OF A DRAGON, DREWETH FORTH HIS SWORD...



WHENCE WITH MUCH APLOMBE, THE DRAGON WITHDRAWETH A SCROLLE...



A SCROLLE THAT TALKETH LOUDLY OF A MARVELOUS SCHOOLE, WHERE THE LOW BECAME HIGH...



AND SEIZED BY THE THREE SIRENS OF AMBITION, THE KNIGHT BECAME AS ONE UNDER A SPELL...



AND WAS TOLD THAT THE TUITION FOR SUCH A WONDROUS SCHOOLE WAS 2 SIX-PACKS OF SCHAEFER BEERE...



WHEREUPON THE BARGAIN WAS SEALED, AND THE KNIGHT RECEIVED HIS FIRST KINGLY LESSON, THAT BEING TO NAME HIS SWORD...



AND WHILST THE KNIGHT PONDERETH, THE DRAGON RECEDETH, PROVING ONCE AGAIN THE OLD ADAGE THAT TO BE A KING, ONE MUST FIRST BE A FOOLE.

# WHEN YOU'RE HAVING MORE THAN ONE

Schafer Breweries, New York and Albany, N.Y., Baltimore, Md., Lehigh Valley, Pa.



0 Arrested at Brooklyn College, students Will Strike Over Brutality

Students at Brooklyn College were arrested today for protesting the brutality of the police...

Hot Delay action Plan

The student body has approved a plan to delay the start of classes until the issue of the hot delay is resolved...

Urges College

The student body has urged the college administration to take immediate action on the hot delay issue...

Powell, DeSapio Invited to Speak

Two prominent figures in the student movement have been invited to speak at a meeting...

Arrest Four

Four students were arrested today for protesting the brutality of the police...

South Campus Law Big-Name Rock Concert

A big-name rock concert is planned for the south campus...

Construction

Construction work is under way on the new building...

Construction

Construction work is under way on the new building...

Construction

Construction work is under way on the new building...

Photo by Hans Jung

# Store-bought term paper here nets user a mild punishment

By Howard Schoenholtz  
The professorial backlash over store-bought term papers has claimed its first victim here, but the culprit was only sentenced to writing some additional paragraphs.

Paul Filmer (Sociology) revealed last week that the attempt was uncovered when two term papers submitted in his mass communications class turned out to be identical. He questioned the two students and one admitted that he had bought his from a term paper service and that he had "paid heavily" for it. The other students insisted that the work was the product of his own diligent labors.

Filmer, disappointed over what he called the "meager response" to what he was "trying to do for these people in higher education" permitted the students to avoid a failing grade by submitting additional work. He commented that the student who "sang" was an excellent one and added that he would now find it difficult to stimulate his students, since they can just go out "and buy a term paper."

A College spokesman said the use of ghost-written papers was "a violation of the student's responsibility that it is tantamount to plagiarism and could result in discipline at either the class or departmental level.

The Committee on Course and Standing might even be called in if a student hands in a store-bought paper as his own, although this is not likely to happen, he added.

This scheme may become more difficult in coming months if a bill proposed by Assemblyman Leonard Stavisky is passed by

the State Legislature. Specifically, the proposed amendment to the state education laws would prohibit anyone from selling or offering for sale to students "any assistance in the preparation, research or writing of term papers."

A term paper supplier convicted under the proposed act would be liable to a \$250 fine.

Stavisky, who sponsored a conference on ghost-written term papers at Hunter College last week, made clear his feeling that punishment of students found to be using ghost-written papers should be left to the discretion of the individual school or instructor.

The meeting came just days after State Attorney General Louis Lefkowitz took one New York term paper firm to court to have it show cause why it should



Photo by Paul Karna  
Leonard Stavisky

not be permanently enjoined from doing business in the state.

The term paper companies are apparently not worried about the recent flurry of publicity and legal actions.

# OP publication halted by dispute

By Chuck Leighton

A dispute which has stopped publication of Observation Post so far this term continued to rage unabated after a staff meeting on the conflict yesterday.

The dispute is between two factions on the paper, headed by former editors Steve Simon and Peter Grad. Simon, who headed the publication for two years prior to last spring, opposes a plan by his successor, Peter Grad, to replace OP's current editorial structure with a series of committees elected by the staff. Simon says he is willing to accept the idea of committees, but thinks they should be headed by persons who would act as the paper's editors.

As a result of the dispute, publication has been delayed for more than a month. Grad's proposal was approved by a 15 to 10 vote, but it does not seem that those on the losing side will accept the outcome.

Another former OP editor, Arthur Volbert, who is mediating the dispute, said that Grad's group had "won fairly and they should be given a chance."

The press was barred from the meeting, and Simon declined to comment. "You can't believe what you read in the papers," he said.

But it did not appear that members of Simon's faction would accept the new rule. They were possibly still angry over the outcome of last week's meeting, when they thought they had succeeded in electing one of their number, Tom MacDonald, as Editor-in-Chief.

Grad contested the election, however, on the grounds that members of his faction were unaware that their abstentions in the election did not constitute voting against MacDonald.

The Student Senate stepped into the dispute Wednesday night, voting to halt all funds for the production of the paper until the dispute was resolved. Their was no indication of whether the Senate would accept yesterday's vote as valid.

One possible solution to the dispute was advanced by Simon, who asked that his group be allowed to put out an autonomous magazine supplement.

Grad said that the committee representatives would have to vote on it. "If they want this magazine supplement and get it

without a democratic vote," said Grad, "they can ask for a co-opting committee and any other committee which would give them a majority in the voting."

# Row over Senate backed miniclass

By Phil Waga

The Students Senate has been caught in the middle of a dispute between the Evelyn Wood Speed Reading courses and two members of the Counseling division's "speed reading" staff here.

The two staff members—Marion Klein and Thomas Appleby, are opposing the Senate's sponsorship of free "mini-lessons" by the concern for students at the College.

Klein and Appleby have both taken the Evelyn Wood course. Although Klein incorporates "a few good parts" of it into her

course, she says the over-all program improves only reading speed, but does not increase comprehension.

She also objects to "charging money for something that students can get for free. At the College a student can get as good, or better a course in speed-reading," she contends.

Fern Kazlow, who will head the Wood program here, admitted that "there is a conflict with existing courses at some colleges," but claimed that hers is "the only program that guarantees to triple your reading score with at least equal comprehension, or your money back. It's only fair that students get the chance to improve their reading ability, and by conducting classes on campus they also get a reduction in tuition fees."

"Many students have taken other courses in speed reading capabilities but find that those courses aren't helpful, while ours are," she added.

Senate Campus Affairs Vice President Iana Hirst, who scheduled the session without consulting the Senate, conceded it was wrong. But she justified her quick action by emphasizing the benefits to students.

"It gives them a substantial discount and the students are indicating their interest by the large turnout at the mini-lessons."

"We're not forcing anyone to take the Wood course and pay. They can just as well take the free course if they so please. We just wanted to make this available to the students."

The senate subsequently approved Hirst's action at last Wednesday's meeting.

Classrooms for the Evelyn Wood sessions will be provided rent-free in Finley Center. In return the students will be eligible for a \$80 discount and the Senate receives a scholarship grant of \$195 for each class of thirty students.

# Chavarria-Aguilar enters Doyle dismissal dispute

By Maggie Kleinman

Dean Oscar Chavarria-Aguilar stepped into the long-simmering dispute over the non-reappointment of Charles Doyle, a part time lecturer in the Political Science Department, this week.

The controversy was referred to the Dean by President Marshak, who said he had become aware of it after a meeting with Student Senate University Affairs Vice President Tony Spencer.

Doyle will be leaving the College in June when his final one-year reappointment expires.

Doyle, first notified of non-reappointment almost two years ago, asserted his contract had been violated and filed a grievance claim with the United Federation of College Teachers. He was granted a hearing last February and a decision handed down in March upheld the decision not to renew his contract.

After filing his claim with the Board of Higher Education and getting a second hearing, Doyle obtained a one-year terminal reappointment last May. The case was settled on grounds that the department failed in its contractual obligation to Doyle. The contract provides that a teacher be observed, receive a written evaluation and have a conference which should include constructive criticism for the purpose of improvement.

The reappointment was conditional upon the continuation of Doyle's doctoral dissertation which he says he is currently pursuing at Columbia University.

Doyle's firing a year ago was met with protest by the Political Science Student Collective, which demanded the rehiring of Doyle and Prof. Norma DeCandido, who was told that someone had been hired to take her place.

Doyle's case is somewhat controversial in that he says he was told by the departmental appointment committee that it wished to implement a policy of not rehiring lecturers after three or four years.

Doyle replied by citing a 1969 departmental survey in which he was rated "excellent" by 59 per cent of his students, and "good" by 34 per cent.

The evaluation figures rose to 76 per cent "excellent" and 23 per cent "good" in last spring.

Prof. Randolph Braham (Chairman, Political Science) issued a statement yesterday explaining that "all decisions affecting the teaching staff are made by the department appointments committee and that in Doyle's case the committee unanimously reaffirmed its earlier decision."

He further stated that "provisions relating to the possible dismissal of lecturers are part of the public record" and that the "members of the committee have been unanimously elected by and are responsible to the Department."

Learning that Doyle would be gone in the fall, a former student who declined to identify himself called the situation "utterly ridiculous." "So many teachers come in and lecture without any preparation and their students sit there dead," he said.

1847



1972

# The City College *of the City University of New York* proudly observes its 125th year

Open the doors to all—let the children of the rich and poor take their seats together and know of no distinction save that of industry, good conduct and intellect.

TOWNSEND HARRIS in 1847  
Founder of The City College

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

DR. HORACE WEBSTER in 1849  
First President of  
The City College

It is the peculiar glory of the college that if Townsend Harris was its pioneer, rightly cherished as such, it is the people of the City of New York who were the real founders, who built it for the children of the city. They did it deliberately, deciding after full discussion, that the opportunities for higher education must be made available for those capable of it, not as charity for the poor, but as an essential duty of a democratic government.

There was, of course, hostility, doubt and foreboding. There are always these when democracy makes the experiments indispensable to its vitality. No one today, I think, would dare to undo what the citizens of New York set out to achieve in 1847. They made the chance for higher education independent of the cash nexus. They knew that in no other way could democracy make full use of the talents at its disposal. They understood that what they were doing would make American citizenship richer, more spacious, more profound to those who had the chances this college has given.

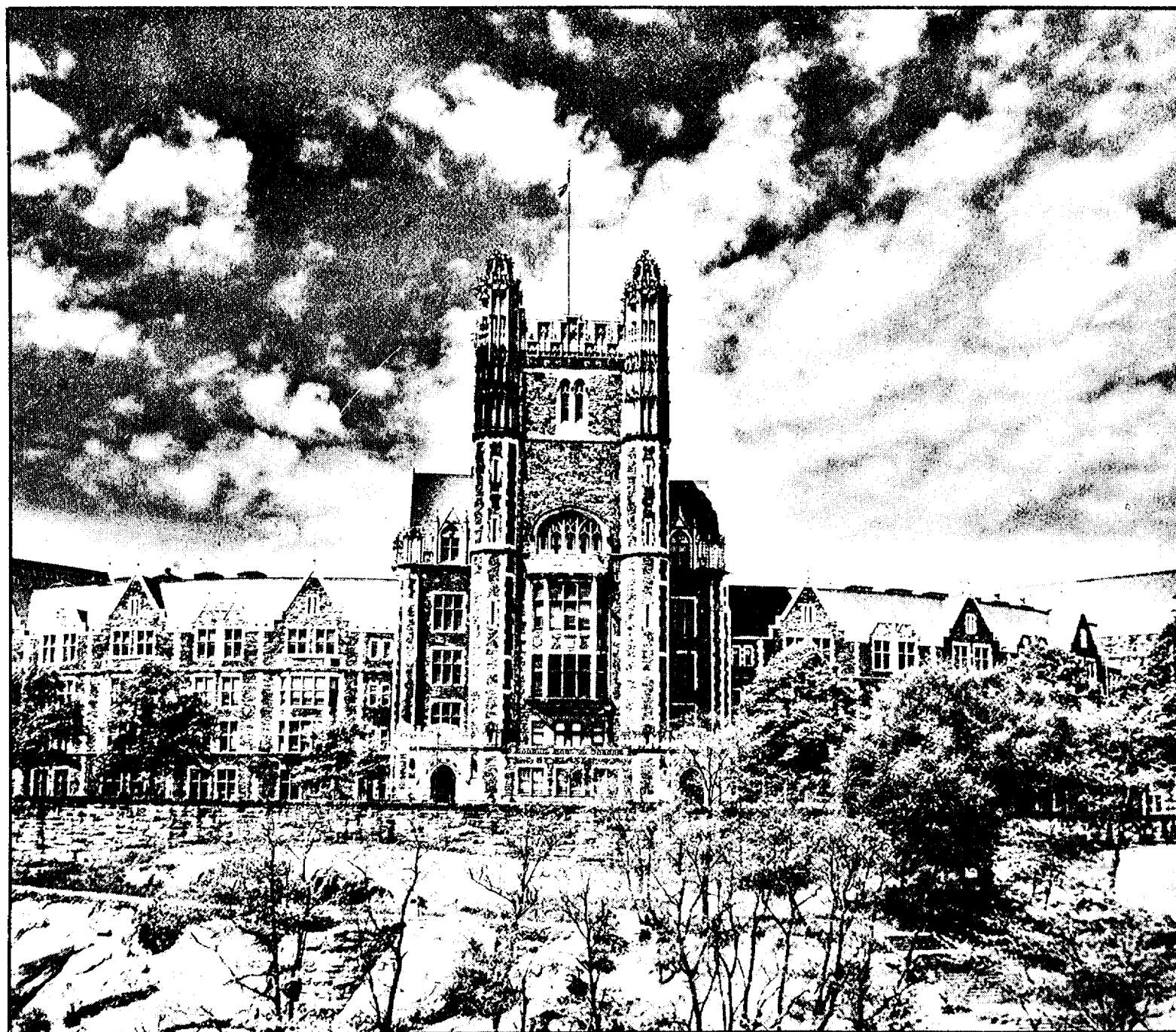
In the ensuing century, the work done by the children of this college has been ample vindication of the purposes of our fathers. Here, that been universal language of aspiration has always been spoken; here, also for thousands upon thousands of men the aspiration has been fulfilled.

FELIX FRANKFURTER, '02 in 1946  
Associate Justice, Supreme Court  
of the United States

***125 Years of Urban Higher Education***

**A special supplement:**

# 125 years



♦ **As I recall it — page 3** ♦ **In the future — page 2**  
*by Buell G. Gallagher* *by Robert Marshak*

♦ **The students — page 4** ♦ **Curriculum — page 5**

# A president's progress report, or where do we go from here

By Robert E. Marshak

As we enter our 125th year amid extraordinarily difficult circumstances — an impossible budget, threats of tuition and state takeover, the possibility of a sudden and callous curtailment of the Open Admissions Programs — the future of the College may not look too certain nor very hopeful. But the past history of this institution, with its record of constant survival in adversity, its repeated overcoming of impossible obstacles, its continuing growth and transformation in the most unusual circumstances and its marvelous record of academic achievement against all odds, should give us some basis of hope for the future. That is the philosophy I myself have tried to adopt. I have tried constantly to see the positive thread in our recent history and I have tried to strengthen and widen that thread while extending it into the future.

I should thus like to take this opportunity, as we launch our 125th Anniversary Year, to review what I have tried to achieve during my presidency so far. I would like, therefore, to interpret my assignment here as offering something of a "President's Report" to the campus community. I will be as direct, frank and informative as the limitations of space allow without burdening you either with heightened rhetoric or wearisome detail.

We must start with unpleasant realities, perhaps the most glaring of which are our physical facilities, which are woefully inadequate. We all know full well that the College's students suffer from run-down and overcrowded classrooms, laboratories and lecture halls. They must relax in insufficient lounge space and the cafeterias leave much to be desired. The faculty share these burdens and face the additional misfortunes of sub-standard office space and research facilities. Moreover, the campus suffers from a generally haphazard and occasionally dilapidated appearance, which further depresses morale.

To improve this situation, the administration has been working very hard for the past year and a half at campus master planning for the not-so-distant future. Several important accomplishments can be recorded. First, as a result of progress this year, we are now rapidly moving towards completion of the new Science and Physical Education Building. According to current estimates, the building should be ready for occupancy in the spring or early summer of this year, and for academic use this coming fall. This will make available approximately 382,000 net square feet of space for our science and physical education departments. It will also house new athletic facilities, including an olympic-size swimming pool and a handsome basketball arena.



An architect's rendition of the North Academic Center.

We have also made major advances in consolidating final plans for renovation of the North Campus buildings and new construction on the North and South Campuses:

- A large North Academic Center (NAC) to be constructed on the site of Lewisohn Stadium, will house the new Library, the School of Education, the Social Science Department (including Psychology and the Ethnic Studies Departments), and the student facilities. The architectural design for it has been approved by the Board of Higher Education and the schematics are now being completed with construction scheduled to start at the end of 1973.

- A new theatre-auditorium (which will house the Leonard Davis Center of Performing Arts) located to the west of the present Cohen Library building. An architect is now being selected and construction should start at about the same time as the NAC.

- An architect has been chosen for the renovation of Baskerville Hall (into a classroom building) and Wingate Gymnasium; both renovations should be completed by the end of 1974.

- The South Academic Center will extend from the site of Brett and Klapper Halls (to be demolished when the School of Education facilities are ready in the NAC) to the new theatre-auditorium; it should be completed within two years after the NAC.

- An architect will be chosen by the end of this year to prepare the plans for the renovation of Park Gymnasium and the design of a one and one-half acre outdoor athletic facility (for baseball, football, lacrosse) adjacent to it.

It should be emphasized that the master plan has already been approved by Governor Rockefeller (as of November 1970) although budgetary approvals will be required from Albany along the way.

The new facilities when completed (hopefully by 1978-79), will increase the amount of "good" space on the campus by 300 per cent and should provide adequate housing for the College's present academic programs. However, the completed State-financed Master Plan, at an estimated cost of \$190 million, will cover only 25 to 35 acres of the campus. The remaining 10 acres (on the South Campus) will constitute a land bank available for the construction of facilities to house new schools, centers and institutes which are now being blueprinted as part of the academic master plan for the 1970's and beyond.

While we plan for the decades ahead, needless to say there is much work to be done during the insistent present. Space allocations have to be finalized and these must be translated into specific architectural designs. Detailed plans have to be drawn up for the smooth transfer of equipment, personnel and programs from old to new or renovated facilities.

#### Internal space allocations

Associate Provost Morton Kaplon and Dean Eugene Avallone (Campus Planning) are responsible for these decisions and they work closely with a Faculty Senate Committee on Physical Plant (which includes student representation) under the Chairmanship of Prof. Bernard Kreismann. This committee has not only dealt with the difficult questions of internal space allocation but has also been responsible for revising original plans in the context of fresh ideas, problems raised by state officials, and general contingencies.

I believe this master planning process will help us in two ways. First, new construction and renovation of the existing gothic structures will obviously relieve crowding and raise morale. But secondly, and equally important, campus-wide participation in the decision-making process will help build and cement a feeling of community as we work together to improve the College.

Buildings and a sense of participation do not of themselves make a vital campus. There must also be a continuing process of academic self-evaluation, self-criticism and growth. To inaugurate and institutionalize these activities, I established last year what, over the next several, will constitute an evaluative review of all the College's component schools and departments.

The review has proceeded at several levels and in several forms at once. For the Schools of Education and Engineering, Future Directions Committees were or-

(Continued on Page 9S)

## And then there were eight

By Michele Ingrassia

The burden of guiding the College through its 125 years of turbulence and growth has been a weight carried by eight presidents, men as unique as their methods of dealing with changes in education and society. They include two military men, a genial educator, a philosopher, an economist, a mathematician, an ordained minister, and a physicist; and, fittingly, each man's background has colored his presidential attitudes.

In the early days, when the Free Academy was struggling to gain stature, an imposing, unsmiling military man, Dr. Horace Webster, assumed the principalship. Born and raised among the Green Mountain boys of Vermont, and schooled in the unyielding military manner of West Point, Dr. Webster grew to be a man who relished perfection and discipline — and no less did he demand of his students.

Like most college presidents of the mid-1800's, Webster was an ever-present figure, simultaneously president, professor, and chief disciplinarian. Whether teaching his course in Moral Philosophy, or presiding over morning chapel, he required punctuality, attention, and good behavior of the young men.

Webster did not approve of controversy, preferring instead to instruct his boys to honor the flag, be good citizens, and avoid alcohol and tobacco.

In this Civil War era, the Free Academy was trying to establish itself on an equal level with other U. S. colleges, and it was to this task that Web-



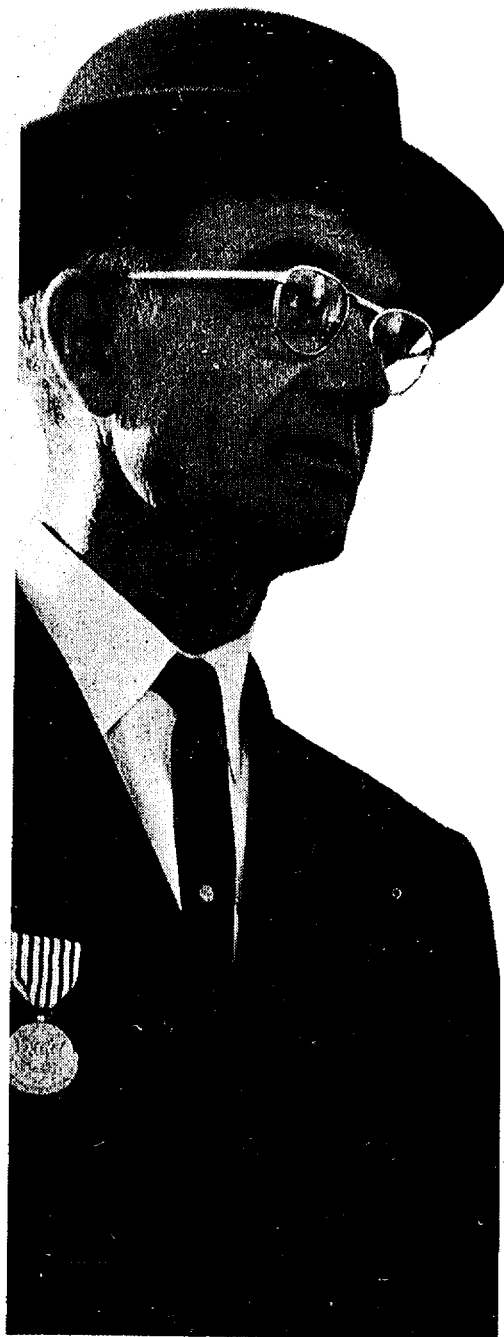
HORACE WEBSTER

ster was wholly committed, laboring for \$3000 per year. Evidence of the Academy's rising stature came after the Civil War when its name was changed to the College of the City of New York, thereby identifying it more easily with other colleges.

(Continued on Page 20S)

# 1952-1969:

## As it seems to me



**BUELL GORDON GALLAGHER**

*"The future of the College is now in the able hands of others, I am holding myself rigorously to the task of being a good predecessor, keeping out of the way and never second guessing."*

**By Buell Gordon Gallagher**

On a sunny August afternoon in 1952, I stood with President Harry Noble Wright on the roof of "Old Main," looking out on the neo-Gothic quadrangle and the pseudo-Greek columns of Lewisohn Stadium. Taking it all in with a sweep of his arm, he turned to me and said, "We have now occupied every usable square foot of these magnificent old structures. It is your job to add buildings."

I didn't know it then, but he was introducing me to the most frustrating task of the presidency of the College—the space problem.

So, I begin this review of seventeen years, gladly responding to The Campus editors' invitation, by looking at the problems of the physical plant.

Oldest of the then four municipal colleges, the College inevitably had the severest maintenance problems along with the greatest overcrowding. An ancient former Hebrew Orphanage stood on Amsterdam Avenue, fronting the Stadium. It had been taken over by the College to accommodate the influx of GIs and veterans of World War II and the Korean War, and christened "Army Hall." Flanking it on the southwest was the former hospital and dormitory of the orphanage, likewise converted to college use and called "Finley Hall."

Together, these buildings in 1952 comprised probably the worst educational slum in the country—the City of New York had for some time refused to let any money be spent on maintenance or repairs, because the buildings were slated for demolition with the proposed move to the newly acquired campus of the Manhattanville College of the Sacred Heart. But three more years of waiting were to precede that move.

### Renovation and remodeling

The massive keys to the 133rd Street gate were turned over to us by the smiling nuns in September 1952. The buildings were "in excellent condition and ready for immediate use for college purposes," according to the judicial decision which fixed the purchase price. For a college of 400 polite and demure young ladies under ecclesiastical guidance, perhaps; but the thundering herd of 32,000 City College students was another matter.

Near the main gate stood a house which had been used as the chaplain's residence. Mrs. Gallagher and I promptly dubbed it "The Gatehouse," rented it from the City, and moved in, thereby maintaining the continuity of the clergy. Except, of course, that the previous clergy had been celibate.

Then began a seemingly endless process of planning, remodeling, renovating and reconstructing. I was to learn that it would take 27 separate sequential steps for a capital budget process to move from formal initiation by the fiscal, educational and political reviews and be ready for competitive bidding. The shortest time for one of these reviews would be one month; the longest, anywhere from six to 14 months, with luck. Not foreseeing all these future delays, I had blithely established a preliminary waiting time by insisting that student and faculty members and administrators be formally and officially included in the planning stages. The lead-time was increased by almost one year.

### Much too extravagant

But review and planning by students and others would have been fully justified if only it could have been assumed that decisions made by one such group would be honored by successor groups. Such was not the case: second-guessing became a favorite pastime on this, and all succeeding projects. Moreover, while the official student-faculty-alumni committee was planning how to reconstruct the Student Center, an unofficial but much more vocal self-appointed student group protested that the projected student center was "much too grand and expensive, much too big and extravagant" for the City College student body. What the College should provide, they said, was a modest opportunity for voluntary groups to carve out their own spare-time activities in odd corners of buildings on and off-campus. Refusing to dream little dreams, we pushed ahead. Subsequent student generations have profited by this bit of presidential stubbornness in their behalf.

Not that I was fully satisfied with what we were doing; but it was all that could be done in view of the financial bind, and more than most students of the time thought would be necessary or useful. The real credit for the whole development goes to the alumni.

In the late fall of 1952, I appeared before the Board of Estimate and shocked them by offering to give the City a quarter-million dollars. In exchange for my promise, the City fathers agreed (a) to bring the student center through to the point where the paint job began — after which, I promised, the alumni would take over; (b) to erect a new library on South Campus; and (c) to erect a new Engineering Building on the site of the "new" library built in the 1920s, and never finished.

That was the birth of the City College Fund. It was organized to fulfill a presidential promise. In its first year, the income did not cover expenses. So, we extended the fiscal year by two months, redoubled our

efforts, and came out in the black; and by the time the student center was ready for interior decoration and furnishing, the quarter-million was in hand.

The fund-raising effort was to continue through the seventeen years, gradually increasing its effectiveness, offering to old grads an opportunity they came to covet, namely, action to express their loyalties and affection for Alma Mater. Including legacies, the Fund brought in an average of about a million dollars a year during my tenure. It laid the ground for substantial future benefactions. It gave alumni a tangible rallying center for their new-found pride in Alma Mater. They have told me so.

The College, as I found it in 1952, did not enjoy the warm support of its alumni. For too many of them, it had been a place of last resort, chosen only because they could not afford to go elsewhere. And the majority of living alumni, graduated during the Great Depression and the war years, had mixed memories of their undergraduate days. Participation in the City College Fund changed all that. Many a disgruntled alumnus became a proud donor, proud of Alma Mater, and proud to be a graduate of the largest Jewish college in the country.

But it was not all easy going. Two great clouds hung menacingly over St. Nicholas Heights in 1952, one generated in Madison Square Garden, the other blowing up a darkening storm from Washington.

The Cinderella Team had won the grand slam, only to find most of its members accused of taking bribes to benefit gamblers. Two seasons later, the athletes involved had been tried and convicted, but the whole matter was still on the agenda of the Board of Higher Education.

In my first year, I was to uncover a story which, while it is probably not unique in the circles of higher education, was not one which the College could boast about. The urge to win had led to the establishment of what was euphemistically called the "Athletic Guidance System." Through that mechanism, various small financial reimbursements went to athletes. More importantly, all first-stringers in all intercollegiate sports were registered early, circumventing the Registrar's office and by-passing the closed-section problem which plagued non-athletes. The pay-off came in the fact that ninety percent of all courses taken by first-string men in all intercollegiate sports were given by six percent of the faculty. These chosen members of the faculty were principally in two categories: (a) they had a reputation for never flanking anybody or (b) they

## 'Two great clouds hung menacingly over St. Nicholas Terrace'

were known to be avid supporters of winning in Big Time Basketball.

Fifteen years later, in a different context, I was to hear a great deal from many faculty members about the necessity to maintain academic standards as admissions were democratized. But in 1952-53, only three members of the faculty let it be known to me that they shared my concern over the erosion of academic standards in the name of athletic success.

In this review, I do not accuse anybody. The onus of the athletic scandal was pretty well shared by the preponderance of the faculty and administration and student body of that time. One hopes, however, that lessons so dearly learned will not soon be forgotten. The point to be noted is that pride in Alma Mater took a pretty rough beating after the debacle at the Garden. It need not have been so.

Many years of quiet effort, among students, faculty and alumni, went into the recovery of unapologetic loyalty to Alma Mater, the healing of angry scars carried over from the accusations of 1950. Pride does not easily follow a fall. But it does come when it is built on a solid reputation in the things for which a genuine college should be judged: academic excellence and academic freedom.

This latter was the focus of the other dark cloud of the early 1950s. The junior senator from Wisconsin was rampaging through the halls of Congress and of Academe like a wild bull elephant, employing innuendo, threat, and intimidation to disrupt and dishearten governmental operations in Washington and to bring the

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By Mark Brandys

"The College," observed one student journalist recently, "has been known in this century for two things: its academic luster and its left-wing activism."

Student protest, however, has not been limited to this century. With the outbreak of the Civil War, the College, then called the Free Academy, was engulfed by the first mass outburst in its history.

Immediately following the bombardment of Fort Sumter by confederate forces in 1861, a series of student demonstrations disrupted the College's tranquillity.

A mass rally, organized by one of the College's top students, Gilbert Elliott, was held outside of the College building on Twenty-third Street. Addressing the crowd, Elliott expressed his willingness "to offer my life in defense of my country" and implored his fellow students to do likewise.

Two and a half years later young Elliott died fighting for the Union cause.

Similar sentiments were expressed at the College's daily chapel exercises where the entire student body began to chant: "Hang Jeff Davis on a sour apple tree!"

The students also constructed small paper effigies of the Confederate leader and hung them from the walls and ceiling of the chapel.

Some students took more positive steps. In the spring of 1861, a handful of student organized themselves into the "Free Academy Zuaves," a militia company designed for "the defense of our city." They asked the Board of Education for financial assistance, but were turned down.

This did not dampen their spirit, however. The students assembled regularly on the grounds south of the Academy and held drills. As the war progressed most of the Zuaves found their way to the front.

During the four years of the war, 1861-65, the majority of the Academy's students interrupted their education to join the Union Army. As Microcosm pointed out in 1868: "In regard to the all-absorbing topic—war—our College has responded nobly. Many, many, of its chosen sons have gone forth to support the Government, and in several cases have obtained honorable mention. Some have been stricken down by the hand of death, in early youth."

Throughout the nineteenth century there were isolated instances of student rebellion against the College's rigid discipline. In 1869, the entire junior class boycotted classes because of "a desire to enforce



Students rally on North Campus in 1934 to protest the expulsion of 21 anti-fascist rioters.

compulsory military training increased.

As the propaganda for military trainings courses was stepped up, a group of pacifist and anti-militarist students around the country organized to fight the plan—marking the beginning of the first nation-wide student movement.

A Collegiate Common-Sense League for International Law and Order was formed, and in January 1915 the Columbia branch invited President Woodrow Wilson to speak on the advisability of limiting American armaments and military preparations.

Later that same year, another group, the Collegiate Anti-Militarism League, polled students in 37 colleges on the question of introducing military training courses in their schools. Of the 80,000 students polled, 63,000 were opposed to the plan.

ment of two years of military science was to prove a point of friction between anti-war students and the administration.

The student press entered the fracas in the spring of 1917, after the managing editor and the news editor of *The Campus* were removed from the managing board for revealing that the administration suppressed the results of a survey the newspaper conducted on ROTC.

"World War I," notes historian William Leuchtenberg, "badly shook American self-confidence. The war revealed that the sympathies of millions of Americans were determined by their countries of origin."

The nation reacted by adopting a hostile stance toward everything foreign. Isolationism in foreign affairs had its domestic counterpart in attempts "to avoid foreign contamination" by curbing immigration.

As a result, a political fundamentalism arose which sought to deny real divisions in American society by imposing a cult of patriotism. Every effort toward meaningful social change during this period

the nation.

Perhaps in no other time in the nation's history was the hold of pacifism stronger than in the interlude between the First and Second World Wars. Accordingly, the College in the 1920's became the scene of a long drawn out battle between anti-militarist students and an Administration bent on maintaining the compulsory two year ROTC program.

Because of the growing student militancy, President Frederick Robinson's Administration, launched in 1926, the first comprehensive investigation of extracurricular activities.

After the probe, each student organization was required to submit a membership list and a copy of its constitution to the Student Council for approval, it in turn had to pass them to the faculty and Board of Trustees for inspection.

The Council was also required to observe the conduct of all student groups, establish a discipline committee, and "eliminate conduct detrimental to the College's welfare."

Despite these new regulations, student conflicts with the faculty increased after 1928. In June, a member of the Social Problems Club, was expelled from the College for participating in extra-curricular activities "in violation of a faculty ban."

Reacting to the expulsion, the club held a rowdy protest meeting on campus, which was subsequently condemned by both the faculty and the student press. None of the participants were expelled, however.

A new incident involving the organization occurred in March 1930, when Max Weiss, a former president, was suspended after he had been arrested for distributing handbills for the Communist Party. He was subsequently reinstated, only to be suspended again a year later for authorizing the publication of a bulletin without faculty approval.

A few days later, ten other members were suspended for issuing a leaflet demanding the immediate and unconditional reinstatement of Weiss.

The ten were reinstated a week later, after they had given satisfactory assurances that they would cooperate with the Administration in the future. Weiss was suspended for the rest of the term.

In 1932, a new series of protests erupted over the dismissal of an evening session English teacher. It was widely believed that he was fired because of his

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## The student activist: a perennial catalyst for change

the adjustment of an injustice alleged to have been done one of them . . . in consequence of a complication of their election privileges."

The faculty responded by declaring the students to be in a "state of insubordination" and demanded that they immediately return.

At first the recalcitrant juniors refused to heed the warning. However, the strike was finally broken when the faculty imposed a penalty of 75 demerits on each student who refused to recite.

Upon receiving 100 demerits in a term or 175 in a year, a student was immediately dropped from the College's rolls. Professors and tutors were required to keep disciplinary records.

Things were relatively quiet until the early part of the twentieth century, when a number of protest meetings were held in the Great Hall to demonstrate against the persecution of Russian Jews by the Czarist government in 1911.

However, the major controversy of the period was over the advisability of introducing military drill as a regular part of the curriculum. With the outbreak of war in Europe in 1914, pressure for

Anti-militarist sentiment at the College reached its zenith in 1916 after it was learned that the Board of Trustees was considering a plan to introduce military training courses into the curriculum. An open confrontation erupted when Charles E. Lydecker, the Board's chairman, invited Major General Leonard Wood to address a special assembly of students in the Great Hall.

The meeting came to an abrupt end after a fight broke out between pacifist and anti-pacifist students. One pacifist was permanently expelled from the College.

After the outbreak of World I, the faculty resolved to cooperate with the government and make available the College's "physical and intellectual resources." The Reserve Officer Training Corps (ROTC) was then established on March 16, 1917, and before the end of the month 500 student were enrolled in the program. It was the first drill unit to be established at an eastern college.

A year later the course was made mandatory; three hours a week for a period of two years.

After the war, however, the require-

was condemned as "un-American."

This drive on the part of many political leaders to enforce national loyalty, produced a noticeable change in attitude at the College. The Board of Trustees and the faculty tightened their control of student activities and restricted the expression of unorthodox and unpopular opinions.

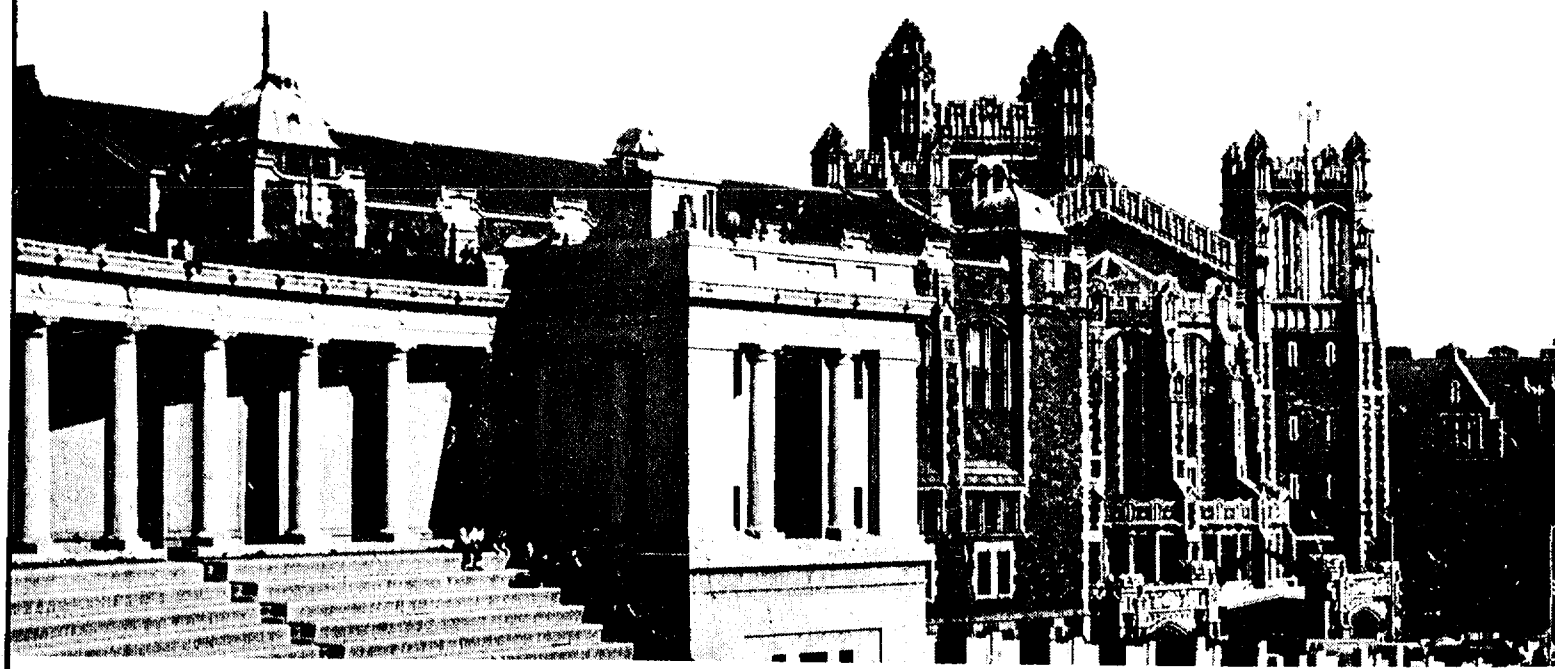
In 1919, the Board of Trustees required every entering student to sign a loyalty pledge. The declaration sought to guarantee that students would be "actively loyal in the support of constitutional government in the United States and in the State and City of New York and in this college" and that they would "seek to preserve and even to enhance the value of all public property now or hereafter entrusted to [my] care."

The student was further asked to "uphold the discipline and order of the college," in the pledge, which was finally dropped last year.

In the period of disillusionment which followed the war, a renewed peace movement got underway in the United States, which profoundly affected student sentiment on many college campuses across



# Respice, adspice and prospice



By Sara Horowitz

## Respice.

One hundred and twenty-five years ago the people of New York, by popular referendum, created the first municipal institute for free higher education in the world.

On May 7, 1847 Gov. John Young signed an Act authorizing the City to establish an institution "for the purpose of extending the benefits of education gratuitously, to persons who have been pupils in the common schools of the said city and county of New York."

The act was approved in a popular referendum a month later by a margin of over 6 to 1 and became the College's first charter.

The College evolved slowly from a five story brick building on 23rd Street and Lexington Avenue, currently the site of Baruch College, to its present 10-block expanse replete with "temporary" huts and rented off-campus classrooms.

In 1847 the Free Academy—as the College was then known—was little more than a glorified high school with no power to grant degrees. Much of the energy of the ten faculty members was devoted to the discipline of their 243 students, whose average age was 14.

The Academy acquired the power to grant BA and BS degrees to graduates of the Ancient and Modern Courses of study—the only programs offered—in 1854. Today the College encompasses five degree-granting schools with an ever increasing number of departments.

Curricular revisions came slowly, however. The conservative Board of Education was reluctant to initiate changes, preferring to leave experimentation to older, better established colleges such as Harvard, Princeton and Columbia.

The Free Academy opened in 1849, with a rigid academic routine which changed little over the next half century.

Students began the day with a twenty-minute chapel meeting, at which the President or a faculty member

read from the Bible. Several juniors and seniors were then called upon to deliver short orations.

The school day lasted from 9 in the morning until 3 in the afternoon. Every student followed the same curriculum, which included Latin, a modern language, drawing, bookkeeping, moral science and stenography.

Faculty members examined each student at least once daily in each subject, keeping careful records. Two general examinations were administered annually, each consisting of an oral session—open to the public—and a written section. Final grades were based on daily testing and two major examinations.

The faculty generously dispensed demerits for misdemeanors, which included absence and lateness as well as misconduct. One hundred demerits accumulated in a semester or 175 in a year resulted in immediate expulsion from the Academy.

The Academy published an annual "Roll of Merit" in which each student was listed according to a class rank determined by his daily grades and cumulative demerits.

In 1866 the Free Academy was renamed the College of the City of New York, simply because "College" sounded more imposing than "Academy." Graduates felt the more impressive name would aid them in getting jobs.

Impressive, title notwithstanding, the College differed little from the Academy. The rigid academic systems remained the same. Instead of trying to stimulate original thought and investigation, the faculty relied heavily upon a limited number of textbooks and stressed memorization.

It wasn't until 1871, under the College's second President, General Alexander Stewart Webb, that the first important curriculum revision was instituted.

## A one year commercial course

In an effort to be of service to more of the City, a one-year commercial course was instituted to offer practical business training to people who could not afford to devote more than a year to College study. The course included arithmetic, geometry, bookkeeping, penmanship, modern languages and business transactions.

Webb, who favored classical studies, attacked the commercial course as lowering "the tone of the College."

By 1881 the commercial course was absorbed into a Mechanical Arts and Shop Course, leading to a degree in Mechanical Science after five years of study.

In 1874 Webb increased the Greek and Latin requirements for classical students while exempting them from calculus, mechanics and aesthetics.

Webb appointed a central librarian, but the library, which was regarded more as a treasurehouse of carefully guarded volumes than a viable lending library, proved to be of little service to the students. To borrow a book, a student had to obtain three faculty signatures.

Authors such as Fielding, Smollett and Boccaccio—standard reading in English courses today—were removed from the shelves "on account of their pretended immorality."

Webb's supervision of reading was characteristic of his rigid control of student life and his attempt to preserve the academic status quo. He saw his adminis-

trative role not as a stimulator of the intellect but as guardian of an established order.

While Webb dogmatically vetoed attempts at reform, the Ivy League colleges were successfully experimenting with a more liberal curriculum, allowing students some degree of freedom in shaping their courses of study.

However, the only choice afforded a student at the College was between the Classics Course leading to a BA degree and the Modern Language Course leading to a BS.

Because of its narrow and limited curriculum as well as its condescending system of merits and demerits, at a time when other colleges were experimenting with more progressive forms of education and demerits, the College acquired the reputation of a glorified high school.

When an 1892 handbook to the College stated that it "stands in the place of the usual city high school although its range of studies is much higher," the Board of Education, along with influential alumni, began to criticize Webb's static administration.

## A sub-freshman class

While other universities demanded that their students be graduates of four-year high schools, the College offered a five-year combined secondary and college course. Students would spend one year in what was called the sub-freshman class before beginning the regular college program.

When, in 1898, the Board of Education refused to recognize the one-year course as equivalent to study in a four-year high school, the Board of Regents refused to accredit the College unless it instituted a four-year high school diploma as an admissions requirement.

In response, Webb expanded the one-year sub-freshman class into a three-year preparatory school. As of 1899, only high school or prep school graduates were accepted.

Several more progressively-minded faculty members and alumni termed Webb's administration "inert" and "lethargic" and he was forced to consider the curricular revisions which they urged.

In 1901, two years before his resignation, he implemented a modified elective system allowing students slight flexibility during their junior and senior years.

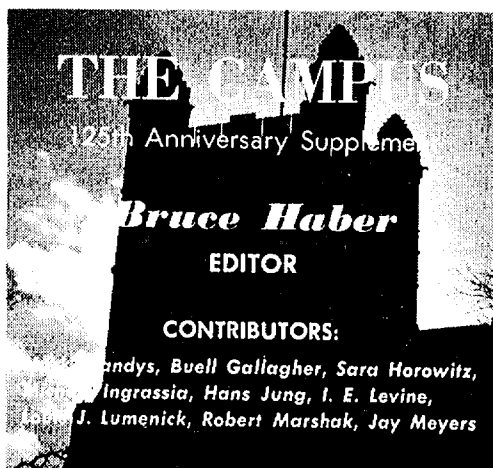
Webb set up five distinct courses of study in place of the old Classical and Modern Language alternatives. Students could enroll in the Classical, Latin-French, Modern Language, Scientific, or Mechanical Course.

## Abolish Roll of Merit

Pedagogics—which included classes in logic, psychology, theory and Practice of Teaching—was open to students in any course. Students could also elect to omit 160 hours of international law, experimental physics, English and philosophy, and take History and Principles of Education instead.

The faculty also voted in 1901 to abolish the Roll of Merit, replacing it with cum laude, summa cum laude, and magna cum laude honors awarded upon

(Continued on Page 15S)



By Louis J. Lumenick

Back in the days when men were men and Alexander Stewart Webb was president of the College, the faculty decided to deal with the liberties being taken by the newly flourishing student press.

A rule was passed in 1878 ordering managing editors to avoid "all discourteous remarks, and all remarks whatsoever on the Officers of Management of the College." Papers that violated the rule were threatened with banishment.

Shortly thereafter, an article appeared in Mercury, the newspaper at the time, decrying the decay of oratory at the College and calling for the appointment of an instructor in the field.

Webb was opposed to such an appointment; he believed a certain Latin tutor whom he disliked was intriguing for the position, and the editorial angered him. He suspended Edward Newell, the managing editor of Mercury.

But unfortunately for Webb, Newell had been a freelance writer for several city newspapers, and wrote an article on his suspension which appeared in papers including one as far away as San Francisco.

The city papers editorially attacked the action of "Emperor Alexander" and Webb, fazed by the unexpected, unfavorable publicity, lifted the suspension.

A less controversial path

Mercury, nevertheless trod a less controversial path after that, as expressed in an 1882 editorial:

"We have always believed and acted up to the principle that those placed in authority over us should receive all the respect and veneration due their greater age and superior attainments with experience. For two years we have been in perfect harmony with the powers that be and have at the same time never, we hope, failed to support all the rights that students can claim as theirs."

It was an idle hope. Subsequent history of student publications at the College was to be largely characterized by frequent clashes with the administration, the student government and among themselves.

The history of student journalism here, begins in 1852, with the appearance of the Phrenocosmian, a handwritten journal distributed by the literary society. Little is known about it, since it was circulated from student to student until it perished from excessive use.

The cost of printing discouraged the appearance of another student publication at the College—then known as the Free Academy—until nine years later, when Microcosm made its debut. The yearbook resulted from the labors of five ambitious sophomores who declared in a preface that "within its columns will be found all the interesting or important information relative to this institution."

Lists of names

According to Prof. Irving Rosenthal (English) in his 1934 master's thesis on early publications, this amounted to four pages listing the names of faculty, members of the classes, societies "and similar details of a none too inspiring nature."

It was not until 1866 that the first real student newspaper, the City College Collegian, appeared. It was the fourth regularly published newspaper in the nation, joining the Harvard Advocate, the Yale Courant and the Hamilton Campus. It was the brainchild of Richard Rogers Bowker, a busy ingenious student leader who was determined that it match—or surpass—its collegiate rivals in literary excellence and typography.

But Bowker was quick to disavow radical intentions to the president and conservative faculty members, promising that "nothing will ever be admitted into these columns which may lead in any way to disrespect toward them." He promised, however, "to comment in a respectful and deferential manner upon any of their measures, either on our own part or through our contributors or correspondents. No harm can arise from giving the student-view of any matter, provided it be properly done."

# Only the writers were recycled...



Although it was a high quality publication, albeit a "commentator rather than a chronicler," according to Rosenthal, Bowker ran into serious financial difficulties. The price per copy—first twelve, then fifteen cents—was more than most students could afford. He had only 250 student and 80 alumni subscriptions. He appealed in vain to the student body, and The Collegian folded in 1867.

As Bowker wrote in his autobiography years later, "The Collegian was short-lived, partly because the alumni body was not large enough nor the students body rich enough to support such a luxury."

Short-lived though it may have been, The Collegian made academic history by urging the creation of what is regarded as the first student government in an American college.

"Often matters come before the student which interest the whole body of the college, a Collegian editorial stated, "but which cannot be decided without much delay in holding meetings of the various classes, and appointing joint committees." It went on to propose that each class pick five committeemen to "constitute a College Board, who may direct the movement of the College nine, hold communication with other colleges, and assist in every way the development of a proper college spirit."

The Collegian consisted of a front page commentary on some condition at the College, athletic results, news articles and

features. One issue featured an article by a student who fought in the recently ended Civil War. And, according to S. Willis Rudy, author of *The College of the City of New York: a History*, its pages "were full of news reports and correspondence from educational institutions all over the country and all over the world. The students read avidly of the latest happenings at Harvard, Yale, Princeton, Williams, Hamilton, Amherst, Michigan and Rochester, of student duels in Halle, of seminars in Heidelberg and of living conditions at Oxford."

There was no student paper for some years at the College, until 1874, when the College Budget, "the first CCNY paper that paid," made its debut. It was printed by a junior, H.C. Kahrs, as a joke. He had no intent of continuing it, "but its success was quite instant and phenomenal. It was filled with fun and impudence" until Kahrs graduated in 1876, Rosenthal reports.

It spawned imitators in the Firefly, the Mosquito, the Flea and the Monitor, but even the most ambitious of these disappeared with the graduation of its founders.

They were succeeded by The Mercury, which became the first lasting publication, surviving more than 80 years before succumbing to student apathy in the early 1960s. Another noteworthy newcomer was the CCNY Free Press, whose "sole end

was a fight to the last ditch with those who by any chance had the misfortune to be placed over the students of the College as their academic superiors," according to Rosenthal.

It was the most radical publication at the College to that time, declaring editorially that "no human institution, be it of national government, or of private enterprise, is infallible. No institution, which exercises the right of government, can claim or expect immunity from honest criticism; more especially so when this criticism comes from those over whom such authority is exercised. Such a voice we are about to create."

The Free Press subsequently attacked the College's disciplinary system and even President Webb. It seemed that a student speaking at morning chapel made some incidental references to Russian Nihilism that "so aroused the righteous indignation of our worthy Prex," that he "straightaway became 'wroth' and splashed around in a sea of epithets on the College platform in a most astounding way. How ridiculous! As if our politics and special ideas might become contaminated by the mere hint of Nihilism! We might become communistic in our ideal! Just as if CCNY knew what communism was!"

The Free Press mysteriously disappeared in June 1881; there is speculation that secret faculty action was responsible.

Mercury was to long outlive the Free Press, as it became the first publication to set up an organization which upon the graduation of its members made a free gift of the publication to their successors on the editorial board.

It thrived, and one of its founders, historian Philip J. Rosenthal, was to observe in 1933 that "within the past twenty years, more attempts have been made to establish and retain a regular college journal than at any other college in the country, yet although we were among the first to inaugurate the present system of student magazines we were among the last to make it a personal success... there have been times in the history of the College when the whole attention of the students seems to have been directed to this sole object, the result being innumerable journals of no particular value, serving rather to amuse the editors than to fulfill the now commonly accepted mission of a college paper."

Another, and ultimately more successful rival made its first appearance in 1907. It was The Campus, and as its first editor, Lewis Mayers, observed a few years ago, it appeared during "a period of excitement in the life of the College—the beginning of a new era."

The College's liberal young president, John Huston Finley, had moved the campus to its present site from its old quarters on 23rd Street and four sophomores decided that Mercury's coverage was no longer adequate.

Twelve page booklet

They began to publish a "weekly magazine of news and comment." The first issue of The Campus, a twelve page booklet, was sold for two cents on September 30. It contained notes on the new buildings, society doings, faculty vacations, editorials, class notes, sports, and five pages of ads. Rosenthal described it as consisting of "short items written with little regard for the salient requirements of good journalism. Typographical errors are numerous. The journalistic touch is not there."

By 1909, The Campus was established as a successful rival to Mercury, and in 1917 Microcosm called The Campus "the best college weekly in the east." By this time, the paper more closely resembled the publication of today, with a five column page, banner headlines and pictures. And Mercury had left news to The Campus, going on to become one of the leading humor magazines in the nation, notwithstanding frequent censorship scrapes with the administration.

One continuing source of irritation for the paper was The Campus Association. (Continued on Page 16S)

# The ecstasy that...

By Jay Meyers

Sports at the College has followed an irregular if not checkered course over its 125 year history. There was, perhaps, no greater fluctuation than that which occurred during the era of Big Time Basketball; an era in which the fortunes of basketball rose to an all time height and then, within two years, fell into the ultimate of disgrace.

The 1949-50 or Grand Slam year, as it has come to be called, was made possible by a tournament set-up that has since been revised. The National Invitation Tournament (NIT), played at Madison Square Garden, contained the same elements that it does now; but it also included a group that can be termed "also-hopefuls," those teams which still might be picked for the NCAA competition.

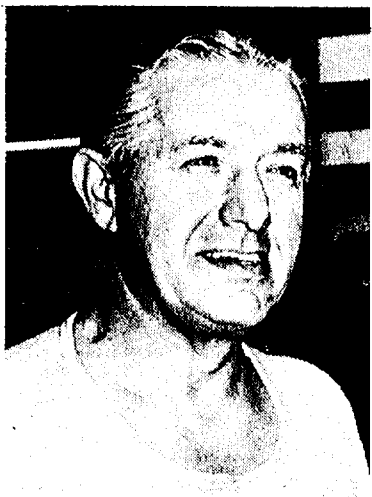
The two post-season affairs were not played simultaneously back then as they are today. The NCAA selection committee was able to use the NIT as a last consideration before finalizing their own tournament field. This proved to be the vehicle to a national championship for the College.

The 1948-49 club had done well, participating in the NIT and compiling an impressive 17-8 record overall. Having been the fifth consecutive high-percentage season for Nat Holman's Beavers, much was expected of them as the start of the 1949-50 campaign drew close. St. John's and LIU were powerhouses as well, but the Lavender had a special stigma that season. Somewhat like the anticipation of Jim McMillan and Heyward Dotson joining Dave Newmark at Columbia a few years back, this was a team that people were especially eager to see in action.

The returning players were top-notch. Irwin Dambrot, at 6-5, had already proved himself to be a top rebounder and all-around player at a forward spot. Joe Galiber and Norm Mager, both well over 6 feet tall, had seen a lot of pressure-packed action. Several others, like Herb Cohen and Mike Wittlin, would contend for starting berths.

But it was the sophomores that provided the special glow to this team. Ed Roman, 6-6, could shoot with anybody around the key. Ed Warner, at a burly 6-4, was an ideal pivot man, able to spin to the basket considerably faster than his defender could react. Al Roth, at 6-3, was a stocky but most reliable ballhandler. Floyd Layne equalled Roth's playmaking ability and was a demon on defense as well. At 6-4, Layne didn't start at first but when Cohen got hurt at mid-season, the sophomore stepped right in.

Their first appearance resembled a scrimmage with a grammar school club. Queens College was the adversary, but



NAT HOLMAN

Queens could hardly be compared to the College in those days. Their players were not as skilled, and their outlook on intercollegiate basketball was much more limited in scope.

Queens played and lost, 91-45. It was the kind of humiliation that the College was taking right up until this season when they managed to beat Columbia. Nat Holman, using two totally distinct five-man platoons, never had to worry.

Opening their Madison Square Garden season (they were to play an amazing total of 20 games at the Eighth Avenue arena that year), the Beavers ran roughshod over Lafayette, 76-44. Holman was even more extravagant before the big crowd, using three different combinations. Louis Effrat of the Times wrote that the College's players performed "so well that at times last night it became difficult to follow their progress... the Lavender is loaded." 18,353 were on hand to view the less than exciting debut.

Back to the Garden and 17,000, and another rout. Brooklyn College's Kingsmen, obviously intimidated by the College's reputation and personnel, were crushed, 71-44.

The five game streak of the Beavers came to an end when Oklahoma's hustling Sooners surprised the College, 67-63. Playing with definite patterns, setting up screens and breaking men across the middle underneath the basket, the visitors, as Effrat reported, "had the favored City College players disorganized... the losers were their own worst enemies."



The College rejoiced when Nat Holman returned after his acquittal.

# ... was followed by the agony

According to the Times, "Irwin Dambrot, Ed Warner and the other Beavers became flustered, forfeited their poise and with it, their unblemished record."

Following a 76-46 win over California, the College played its only game in history against the now nearly unconquerable UCLA. In his second season, Johnny Wooden's Bruins used an effective fast break to completely bog down the Beavers. Thus the Beavers lost their chance to become one of the few teams to ever hold a winning record over the Uclans as UCLA scored a 60-53 mild upset.

In a game described by the Times as "daring, spectacular, tense and at times thunderous, Holman's club turned around and knocked St. John's out of the unbeaten ranks with a 54-52 thriller. Leading by as much as 41-26 in front of the 18,000 Garden fans, the College started to freeze the ball a bit too soon and almost got caught at the wire. Roman, after hitting for 22 against UCLA, followed with 23 against the Redmen.

### Ranked number seven

On January 25, 1950, the Beavers were awarded a number seven ranking in the polls. LIU rated the third spot, while St. John's held down fifth. Holy Cross sat on top, unbeaten. Duquesne was number two. Kentucky had rebounded sufficiently to place fourth in the balloting. Two teams that would be heard from, Bradley and North Carolina State, were sixth and ninth respectively. UCLA was tenth.

Following the exam break, the College went on the road, scoring by 95-76 over Muhlenberg and then by 64-56 over Boston College before 14,000 in Boston Garden. Although never quite able to pull away, the College did rally from a 46-42 deficit behind Roman's 18 points and Roth's 15.

A crowd of 3200 at the recently replaced Dillon Gymnasium at Princeton, saw the Holman brigade switch from outside shooting that was below par to a fast break that proved decisive, in a tougher-than-expected

56-46 victory over the Old Nassauemen. Next, at the Armory against St. Francis, Roman's 21 and Warner's 20 were more than enough in a 68-46 rout.

Then the deluge. Ironically enough, the Beaver decline was centered not too far from Niagara Falls. 12,105 at Buffalo's War Memorial Auditorium saw Cansius' scrappy Griffins play beautiful possession basketball while harassing Roman enroute to a 53-49 shocker. Back at the Garden a few days later, Niagara's cagers showed 18,000 that a group of New York City kids could go out of town to school to win. Niagara put a further obstacle in the Beaver path to a tournament with a 68-61 beauty. Roman's 23 were not enough to stop the "resourceful speedy aggregation," as Effrat called them, which "forced the home side into repeated errors."

Manhattan's Jaspers, a Metropolitan spoiler as was Fordham and NYU that season, nearly extinguished Beaver hopes but the Lavender prevailed, 57-55, in a cliff-hanger that saw a 64 foot basket by the Jasper's Byrnes.

The College's students were elated on the morning of March 6 when they read that their Beavers had gotten one of the very last NIT berths, along with Arizona and Niagara. The District Two NCAA slot was being held open so those teams from the East entered in the NIT could fight it out to prove which was worthy.

Grateful for the chance to redeem themselves on the tournament trail, the Beavers and Warner enjoyed a field day, racing to a 65-46 surprise over the baffled Dons from San Francisco. Kentucky's Wildcats had drawn an early bye in the 12-team field and they provided quarter final opposition. Effrat's lead paragraph in the Times was short, sweet and to the point(s): "CCNY 89, Kentucky 50!" It was Kentucky's most humiliating loss to date, and Rupp's too for that matter. In what had been billed as a classic match-up of coaching wits, "the CCNY players in a furious first half gave neither celebrated coach time for thinking...

run into the boards by the speedy Beavers... the Kentucky players weren't permitted to catch their breaths," let alone catch up on the score-board. Warner duplicated his performance against San Francisco with another 28. The 62-52 semi-final triumph over Duquesne was anti-climatic by that time.

It was Bradley-CCNY in the finals, and the selectors wouldn't wait. The College got the Eastern bid. All the other six Eastern NIT entrants had faltered. The Beavers hadn't and were rewarded.

After an early eleven point deficit, the College rallied to win the NIT, 69-61, behind Dambrot's sparkling 23 points, as well as a sterling performance by Norm Mager. Bradley was exhausted into submission, but the Braves made it through their playoff with Kansas for an NCAA berth and only time stood between them and a rematch with Nat Holman's Cinderella group.

### Not the great underdog

Just prior to the NCAA Eastern semi-final against Ohio State, the College was no longer looked upon as the great underdog. Having proved themselves in the NIT, the Beavers were just as highly regarded as any other team. The Buckeyes' tight zone defense forced the College outside more often than they liked. Warner froze in the lane for a three-second violation on one occasion and committed a timely (for Ohio State) charging foul on another, but the Buckeyes' ace Dave Schnittker fouled out just in time to give the Lavender the chance to preserve a 56-55 spine-tingler.

In a game tied 14 times, the College downed North Carolina State, 78-73 to once again meet Bradley in the finals. Bradley had beaten UCLA and Baylor to gain the finals, and revenge was on their minds. Down by 69-63, the Peoria-based Braves made a valiant charge to within one, but Dambrot made the key "stuff" on a Melchiorre shot and fired to Warner hanging near the hoop to clinch a 71-68

(Continued on Page 18S)

## The original building on 23rd Street



# Once an alumnus, always an alumnus

By I. E. Levine

At the first commencement exercises of the College back in 1853, the President of the then Free Academy, Dr. Horace Webster, implored the graduates to promote, "by all fair and honorable means," the prosperity of their Alma Mater. "See to it young gentlemen," he admonished, "that she receives no harm from your neglect or your example."

The first President's words have remained a guiding principle of the organized alumni of the College ever since. Even before it left the "campus" — then a single Dutch Gothic building at Lexington Avenue and 23rd Street (currently the site of Baruch College) — the first graduating class organized an alumni association that was to play a vital role in the future history and development of the College.

Certainly, by any measure one wishes to choose, the 90,000 or so living alumni of the College are, as a group, as unusual as the institution they attended. The history of the past 125 years would seem to indicate that no body of graduates in the nation is more loyal and dedicated to a college and its principles than the alumni of this one. Many feel that the College is "their college," as no other school could ever be for its graduates, because for many thousands of them the gateway to a higher education would have been shut tight had it not been for City College.

The alumni have shown their gratitude by aiding numerous campaigns to secure expanded and improved facilities, helping to protect the free tuition status of the College and defending it against the onslaught of hostile legislators and other groups; in many instances the efforts were initiated by the Alumni Association.

The Association, for example, fought for and won the first major budgetary increase in the College's history in 1886. Beginning in the 1890's, the alumni spearheaded a campaign to secure a new, larger site for the College. The fight dragged on for more than ten years, but finally, in 1902, land was purchased on St. Nicholas Heights to build the gothic complex that is now North

Campus. Almost a half century later, in 1949, it was the alumni who again took the initiative in launching a public campaign that resulted in the next major expansion of facilities — the acquisition of the campus of the Manhattanville College of the Sacred Heart, that was to become the College's South Campus.

In virtually every generation, there have been those who, perhaps for reasons of narrow-sighted economy or simply from distrust of publicly controlled higher education, have sought to close the College's doors or restrict the opportunities it offers, through the imposition of fees. The attacks, which date back to an editorial battle waged by the metropolitan newspapers in the 1870's, have met the strong resistance of the organized alumni. In preparation for the next battle, the alumni are currently marshalling support to defend the College and City University against the direct threat initiated by Governor Rockefeller.

To the observer of the College's history, it is clear, however, that the exceptional influence of the alumni as a group cannot be divorced from the amazing records of individual achievement compiled by those who attended the College.

At each commencement for the past sixty years, each graduating senior has risen and taken the Ephebic Oath of Devotion, in which he has vowed "to strive to transmit this city not only not less, but greater, better and more beautiful than it was transmitted to us." While the oath speaks of the city, it is interpreted to include the state and nation as well. One may find at least a partial explanation for the alumni's attitude in the nature of their college experience itself.

Most alumni of the College do not look back on college life as years of fun and frolic. The majority came from working class homes where the opportunity for higher education was a luxury; attendance at the College became a time of hard work and of striving for greater achievement. It thus served as a testing time, wherein the student was prepared for the realities and challenges of post-college life. It is not surprising that among such alumni, the responsibility for safeguarding the welfare and reputation of the institution which afforded a way out of the old-lar tenement and ghetto, became a social commitment. This commitment was accompanied by a strong need to demonstrate, through individual effort and achievement, that the struggles of parents, and the investment of the city in free higher education, were understood and appreciated.

Perhaps no one expressed their feelings better than did lyricist E. Y. Harburg '18 on a television program some years ago:

*There are so many facets to City College, but as I look back I am struck by the knowledge that it served as a unique bridge between the people who came from the old world and the America that was in the process of being built. And I think that no other college—the Harvards, Yales and so-called Ivy League schools—has that particular climate for that kind of person, the person who is trying to make an*

*adjustment to America. The teachers at City College were aware of this need and reacted to their students accordingly. I might say that my language became the English language because of people like Professor Emeritus William Bradley Otis. I also learned about economic problems and social problems from the teachers. But they weren't intellectual exercises as at other colleges. You lived in those social conditions; and you live in these economic conditions. That is the great heritage of City College. I think it continues to persist because it still must serve as the gathering place for people from lower echelons of the economic and social system. That is what makes it a unique college, a democratic college.*

This kind of experience, by no means uncommon in the lives of the College's students, gives an insight into the motivating forces that went into the molding of succeeding generations of students and alumni. It provides the basis for comprehending more readily a tradition of achievement that has seen the College become the second largest baccalaureate source of doctorate recipients in the country, and the Alma Mater of three recent Nobel laureates in science. In fact, there is not a single honorable field of human endeavor in which alumni of the College have failed to make a significant contribution.

The United States Weather Bureau was founded by Cleveland Abbe, class of 1857. Another alumnus, General George Washington Goethals '77 was the builder of the Panama Canal.

The world of screen and stage has been enhanced by the talents of actors like James K. Hackett '91, Louis Wolheim '03, Sam Jaffe '12, Edward G. Robinson '14, Arnold Moss '28, Zero Mostel '35, Donald Madden '49, and Ben Gazzara '55, while the culture of the nation has been enriched by such people as Frank Damrosch '79 and Rubin Goldmark '91, composers, and Alexander Smallens '09, conductor. E. Y. Harburg '18 ("The Wizard of Oz") and Ira Gershwin '18 have written lyrics to musical shows that have become American classics.

Numerous alumni have achieved distinguished careers in the legal profession and on the bench, including Felix Frankfurter '02, Associate Justice of the Supreme Court of the United States; Arthur Garfield Hayes '02; Stanley Fuld '23, Chief Judge of the Court of Appeals of the State of New York and Simon Rifkind '22, former federal judge.

The list of the College's men in government service is a lengthy one and contains such names as Bernard M. Baruch '89, Senator Robert F. Wagner '98, Judge Samuel I. Rosenman '15, City Comptroller Abraham D. Beame '26B and Congressman Herman Badillo.

The chronicle of the College's alumni who have made outstanding contributions to their particular field of endeavor could go on and on, but the group listed above is representative of their record of achievement. They are achievements which everyone associated with the College can take pride in, for they dramatize in human terms the success of the free, municipal college experiment.

(Continued from Page 2S)

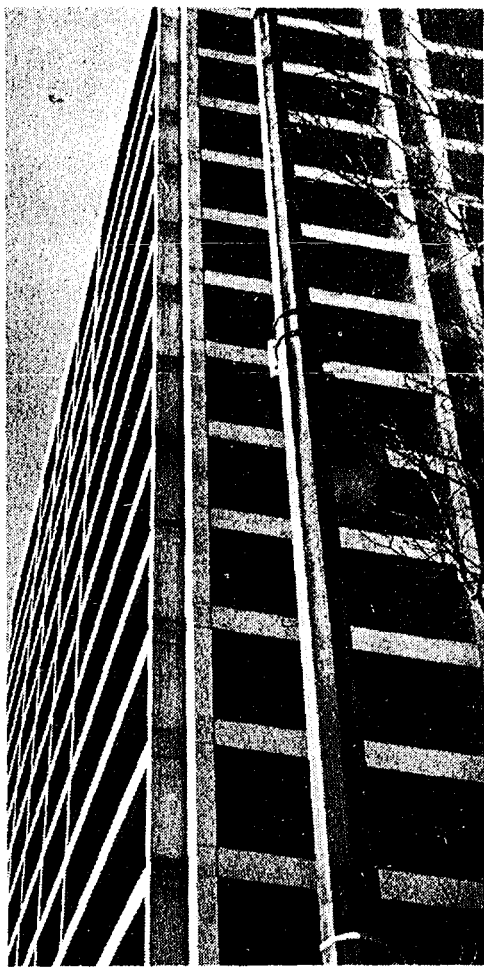
ganized consisting of College faculty and outside experts. The committees were chaired by the deans of the respective schools, and have issued reports containing many general and specific recommendations for curricular innovation and new research directions which are now being implemented.

The School of Architecture has completed an extensive self-examination that began shortly after the School was founded in July 1968. The result was an entirely new curriculum structure that went into effect last September, nearly doubling the course work outside the strictly professional offerings of the school. In addition, the first two years have been redesigned to allow easy transfer into or out of the school as a student's interests develop or change. In addition, the school now offers two new career options, one a four-year program in Urban Landscape Architecture and the other a work-study program in Urban Design leading to a Masters of Urban Planning.

Within the College of Liberal Arts and Science, long-range academic review has proceeded at the departmental level. Visiting Committees of outstanding scholars were organized last year for the departments of Anthropology, Economics, History and Sociology. Chairmen of these committees were, respectively, Prof. Robert McC. Adams, of the University of Chicago; Prof. Kenneth Arrow of Harvard University; Prof. Carl Schorske of Princeton University, and Prof. Seymour Lipset of Harvard University. Reports from these committees contained recommendations for curricular innovation, augmentation of honors programs, departmental reorganization, and new directions for faculty recruitment. Their recommendations are being implemented (insofar as possible) during the present academic year.

A committee to study operations of the Cohen Library and various advisory groups to review special programs within the College of Liberal Arts and Science were also organized last year. Among the latter were committees for Black Studies, Jewish Studies, Puerto Rican Studies and Solid State Physics. These committees were able to provide expert advice on the shaping teaching, research and organization in these areas.

We have also made serious efforts to add to the teaching effectiveness and distinction of the faculty. On one level, this has meant recognizing and reward-



The first phase: a Science and Physical Ed. building. Hans Jung

## A president's progress report, or where do we go from here

ing those outstanding faculty members who have been serving loyally for years. In this category are the scores of excellent classroom teachers as well as such renowned scholars as Prof. Edgar Johnson (just retired) of the English Department and Dr. Kenneth Clark of the (Psychology) who were honored last year with the newly created designation of "Distinguished Professor."

On another level, we sought to appoint new personnel of very high caliber. In this regard, too, I think we have done fairly well. Among the key appointments of senior faculty were Albert Medansky (Chairman, Computer Sciences); Melvin Lax, S. J. Lindenbaum and Bunji Sakita, Distinguished Professors of Physics; Prof. Jonathan Barnett, Paul Friedberg and Henry Wright and Roger Starr (Buell G. Gallagher Visiting Professor) in the School of Architecture; and poet Gwendolyn Brooks and novelists John Hawkes and Joseph Heller in the English Department.

### Recruiting minority groups

Still another aspect of the picture is the concerted effort we are making to achieve a better balance in the faculty ranks along ethnic, racial and sexual lines. The College has vigorously committed itself to the Affirmative Action Compliance Program adopted by the Board of Higher Education, which calls upon all CUNY colleges to "recruit, employ, retain and promote employees without regard to sex, age, race, color or creed." Dr. Saul Touster, the College's Provost, has principal responsibility in this area. We are determined to make every effort to recruit qualified minority group members and women as part of this nation's and this College's continuing commitment to equality of opportunity.

The past few years have seen an accelerated deterioration of life in the New York metropolitan area and a consequent magnification of the problems facing us. If this pattern, which has been repeated in other urban areas across the country, is to be arrested, bold new plans will have to be devised.

Clark Kerr, Chairman of the Carnegie Commission on Higher Education, has proposed a federal "urban-grant" model for the American university of the future. According to Kerr, urban-grant colleges must be given federal support to serve the crisis-ridden metropolitan communities. They should serve as a channel for intellectual talent and fiscal resources and for the design of urban-related curricula, the fostering of urban-oriented research and the creation of community-based "experiment stations" and "extension services."

It is no accident that Kerr first enunciated this con-

cept in 1967 during the course of a Phi Beta Kappa address here. By virtue of our location and the extraordinary racial and ethnic diversity of our student body, the urban-grant concept is highly-relevant for us.

Another factor favoring urban-grant status for the College is the presence of four major professional schools—Architecture, Education, Engineering and Nursing. These Schools, together with the College of Liberal Arts and Science, are in an excellent position to develop new programs leading to urban-related career opportunities. In addition, the talent faculties of all five schools can be used as a base for the creation of new interdisciplinary professional centers and institutes in the urban area.

It was with this in mind that we established a Center for Urban and Environmental Problems to help mobilize our resources for teaching, research and community service in urban-related areas. In one sense, the single most important contribution the center can make is to assist in the development of modes of teaching, training and apprenticeship that will help produce in the next decade City, State and perhaps federal employees who can deal more effectively with the problems they will face.

### Seek federal funds

We are seeking several million dollars per year in federal funds to support our efforts to establish new programs of urban-oriented studies along the same lines as the long-range colleges of the 19th century. Not too long ago, a delegation of four high-ranking White House aides spent a day on the campus surveying our programs and discussing the prospects for funding. Although these plans must be categorized as long-range, and are contingent upon funding that still must materialize, I am confident that the urban-grant concept is an idea whose time has come—indeed, it is long overdue.

While we are waiting for Washington to accept the urban-grant concept—and this will require new legislation—it is the obligation of the administration and the faculty to read the signs and interpret the trends to best prepare our students to take their place in the ranks of those who will help solve the problems of the seventies and eighties.

We are doing it by introducing a wide variety of new programs, based on the traditional academic dis-

ciplines which the College has transmitted to its students so effectively in the past, but extending them to meet the educational needs of our unique urban student body. This does not mean bending before every breeze of fashion or embarking on innovation for the sake of innovating. Each change that we adopt, each program that we introduce is fashioned out of the most practical consideration—the long-term needs of the students of this College and the needs of the society which supports it.

With this in mind, the College has within the past year inaugurated many exciting new programs:

- A new City University Institute of Oceanography with its own seagoing research vessel, the "Atlantic Twin," to serve as a major research and training resource for the metropolitan region. The Institute is formally within the organization of the College, and reaches out to other CUNY colleges and public and private agencies throughout the metropolitan area. Special emphasis is being placed on the study of the interrelation and interaction of the city and the sea. We have also opened a \$150,000 marine microbial ecology laboratory to focus on water pollution in the region.

- A pilot program in Humanistic Studies offering interdisciplinary seminars on themes of contemporary significance. The program also offers opportunities for experimentation with different modes of student-faculty interaction and with new learning contexts.

- A modernized digital systems laboratory for undergraduate experimentation in logic circuits and communication systems, offered by the Electrical Engineering Department.

- A Cooperative Education Program that enables students to alternate periods of work with semesters of study.

- Experimental programs in teacher education that reduce the number of educational theory courses and emphasize practical training in classroom teaching.

- A master's program in computer sciences, which combines work in this area with engineering, mathematics and the natural sciences. It is the first such program offered by the College.

- New departments of Asian, Black, Jewish and Puerto Rican Studies.

- An option in urban and environmental engineering in the School of Engineering that relates social, economic and historical factors with technical aspects, open to all undergraduates in engineering and computer sciences.

- A new master's program in creative writing that enables unusually talented students to develop their

abilities under the direction of outstanding visiting writers.

It should be clear from the above that the College intends to continue its long and famous tradition of preparing students from all parts of New York for successful careers in academic, professional and public life. The present administration also intends to nurture the long-standing custom of students here being active participants in the learning process—challenging their teachers even as they have been challenged themselves. It seems that insufficient attention has been paid to the fact that students have played a vital part in making this College the unique institution that it is. It may not be generally known that the nation's first student government was pioneered one hundred years ago here by Richard R. Bowker. This was the first college to permit student representatives on faculty evaluations and curriculum committees for a number of years.

The increasing involvement of students in various departmental caucuses and committees is an outgrowth of a process that began at this College when student participation in governance was just a dream on other campuses. I might add that most of the students I have dealt with have fully justified the College's long-standing faith in student involvement.

I would be less than candid, however, if I did not express my disappointment at the failure of the student government to capture the imagination and involvement of a majority of the students. The 6 per cent vote in the Student Senate election last semester was a disturbing manifestation of the wide-spread suspicion or apathy of many of you towards the day-to-day workings of the College. Yet in the weeks ahead, I hope that many students will join forces with the faculty and administration to fight for the retention of the Open Admissions and free tuition policies and the preservation of the autonomy of CUNY. As we together attempt to surmount, as we must, this, the most serious crisis in the 125-year history of the College, I hope and expect that we will forge the strong bonds among students, faculty and administration that will, in the long run, help us to enhance the range and sensitivity and quality of our academic programs as well as our capacities for service to the immediate community and the entire metropolitan area.

# A brief chronology of the

**1847**—Governor John Young authorized the Board of Education to establish the Free Academy. His decision was ratified in a statewide referendum.

**1848**—Horace Webster was appointed principal of the Free Academy, a combination prep school and college.

**1849**—Webster and Mayor William Havenmeyer dedicated the Academy's new building on 23rd Street.

**1851**—A curriculum was adopted which recognized nine main fields: Math, History, Language and Literature, Drawing, Natural and Experimental Philosophy, and Law and Political Economy.

**1852**—The first student journal, Phrencosmian, a handwritten publication, was founded.

**1853**—The Academy's first graduation was held in Niblo's Garden theatre . . . The Associate Alumni was formed.

**1854**—The College was given permission to grant baccalaureate degrees. The faculty voted to award a Bachelor of Arts and a Bachelor of Science.

**1855**—The first fraternity, Alpha Delta Phi, was formed.

**1856**—The first Master of Arts degree was awarded.

**1857**—The Student Aid Fund was set up by the alumni to provide financial support.

**1858**—Microcosm, then a magazine and currently the College's yearbook, was founded.

**1859**—The Manhattan League, an anti-fraternity organization, was formed to combat fraternity domination of student politics.

**1861**—The Free Academy Zuaves, a forerunner of ROTC, was formed as a result of the Civil War. They disbanded after the war.

**1863**—The first collegiate branch of the YMCA was started at the College.

**1866**—The name of the institution was changed to The College of the City of New York. The seal of the College was coined as a medal, and lavender was selected as its color . . . Major metropolitan newspapers raged a bitter editorial war against the College claiming it was extravagant and unnecessary. This attitude lasted through the 1870's . . . The Board of Education was defeated in its attempt to move the College to what is now Bryant Park.

**1867**—The Academic Senate, the first student government, was formed.

**1869**—General Alexander Stuart Webb was named president of the College . . . The first student strike was broken by the threat of disciplinary action. The juniors had rebelled against strict discipline . . . Phi Beta Kappa, the national honor fraternity, opened a chapter at the College.

**1872**—The Athletic Association was formed.

**1873**—The first engineering class was offered at the College but was later discontinued because of disinterest on the part of students and faculty.

**1874**—A major conflict arose over how the College's curriculum should proceed. It ended with a more conservative rather than the more liberal outlook that was anticipated.

**1878**—As a result of the continued attacks by newspapers, a bill was introduced in the Legislature to abolish the College. It was soundly defeated when petitions with thousands of signatures were presented to the lawmakers . . . President Webb conducted a dramatic shakeup of the faculty as he tried to weed out the dead wood.

**1880**—Webb attempted to stifle criticism of the administration by suspending the managing editor of Mercury. He was forced to yield when nationwide publicity resulted.

**1882**—The Legislature voted to drop the requirement that all students live in the city, and opened admission to all males who passed the entrance exam.

**1890**—A technical department, which offered a five year mechanical course and a degree equal in stature to the other departments, was formed.

**1894**—The ranks of instructor and assistant professor were created in a revamping of the faculty.

**1895**—After a decade of fighting, the Legislature voted to allow the College to build a new campus. A four square block area was chosen, located within the area which is today enclosed by the North Campus arches.

**1897**—The first education courses were offered as a result of a city law which banned the hiring of teachers who lacked proper training.

**1900**—A Board of Trustees was created to supervise the College. This completed the College's separation from the high school system.

**1901**—In the first major curriculum revision in 35 years, five courses of study were now offered: Classical, Latin-French, Modern Language, Scientific, and Mechanical.

**1902**—Prof. Alfred Compton was named acting president . . . Prof. Edward Shepard suggested the construction of a huge chapel—Great Hall.

**1903**—A groundbreaking ceremony was held for the new buildings . . . John Houston Finley was named president and



proceeded to begin the liberalization of the College.

**1904**—A student council was established.

**1905**—The first Charter Day celebration was held in a continuing attempt by Finley to gain publicity for the College.

**1906**—The first of the new buildings was occupied . . . A new elective system was established . . . An independent department of education was formed.

**1907**—The Campus published its first issue . . . Football and swimming teams were formed.

**1908**—An extension division was opened in Brooklyn to provide instruction for the City's teachers.

**1909**—The first evening session in the U.S. was started at the College.

**1910**—Adolph Werner was named acting president, while Finley spent a year as a guest lecturer at the Sorbonne in Paris.

**1912**—A school of Business and Civic Administration was established on 23rd Street . . . The first non-matriculated students were admitted . . . A complete elective system, whereby seniors had no required courses, was instituted.

**1913**—Adolph Lewisohn agreed to build a stadium for the College at a cost of \$265-405,000 . . . Finley retired to become State Commissioner of Education.

**1914**—Sidney Mezer was named president . . . An alphabetical instead of numerical grading system was instituted.

**1915**—A student-faculty discipline committee was created . . . Lewisohn Stadium was dedicated.

**1917**—As a result of WW I, ROTC was started, the first summer session was held and the number of credits awarded for German was decreased . . . The annual summer concert series began in Lewisohn Stadium, it continued through the 1960's.

# College's 125 year history



**1918**—The Trustees made ROTC compulsory.

**1919**—Separate schools of Business and Civic Administration, and Technology, were established . . . Students were forced to sign a loyalty oath.

**1921**—A separate school and faculty of education was established.

**1925**—A drive to make ROTC non-compulsory was started, and continued for several years . . . The administration began a censorship campaign against the College's newspapers which culminated with the resignation of the staffs of several of the papers.

**1926**—President Mezer took a sabbatical and Frederick Robinson was named acting president . . . The Board of Higher Education was established.

**1927**—Frederick Robinson was named the fifth president of the College . . . Plans were approved for the building of a

new library on 140th Street and Convent Avenue.

**1928**—In a revision of the curriculum it was declared that ROTC was no longer mandatory, and an honors program was started . . . The cornerstone was laid for a new business school building on 23rd Street.

**1929**—The name of the institution was changed to The City College.

**1932**—Rioting broke out following the firing of an instructor with communist sympathies . . . A faculty association was founded.

**1933**—President Robinson joined the fighting which broke out at an ROTC Memorial Day parade . . . Four editors of The Campus were expelled as the result of a 'perverted' April Fool's Day issue.

**1935**—Students called for the resignation of President Robinson . . . The House Plan Association was established.

**1936**—The Alumni Association called for President Robinson's resignation.

**1938**—Robinson yielded to mounting pressure and retired . . . Nelson Mead was named acting president.

**1939**—Many members of the faculty who agreed with Robinson's strong-arm tactics of dealing with students resigned.

**1940**—The Senate's Rapp-Coudert hearings investigated communists at the College, resulting in the dismissal of 17 teachers . . . A major uproar arose with the appointment of Bertrand Russell to the Philosophy department. His contract was later ruled invalid in court.

**1941**—Harry Wright was named the sixth president of the College.

**1945**—The Associate Alumni started a campaign to raise \$1.5 million to aid the College's expansion.

**1946**—Prof. William Knickerbocker (Chairman, Romance Languages) was charged with anti-semitism. A debate over whether or not he should be fired raged for several years.

**1947**—The College celebrated its centennial year by awarding honorary degrees to Bernard Baruch and Robert Wagner. . . . A 30-year time capsule was buried on North Campus. . . . The first student activity fee of \$1.50 was inaugurated.

**1948**—The City College Press was founded. Its first book, "The College of the City of New York: A History" by S. Willis Rudy, was published in 1949.

**1949**—Thousands of students went on strike to protest the refusal of the Board of Higher Education and President Wright to act on the anti-semitism charges pending against Knickerbocker and Prof. William Davis . . . A plan was proposed to buy Manhattanville College, located on what is now South Campus . . . The City College Blood Bank was founded.

**1950**—The basketball team won the NCAA and NIT championships, becoming the first team to win both titles in one season . . . Knickerbocker quit as the head of the Romance Language department.

**1951**—A basketball scandal rocked the College when the entire starting team was accused of fixing games. President Wright suspended the remainder of the season's games, and declared that the team would no longer play in the Garden. . . . The first women were admitted to the School of Liberal Arts and Science.

**1952**—Buell Gallagher was named president of the College after Ralph Bunche turned down the job.

**1953**—President Gallagher was called to testify before a Congressional committee investigating communist teachers.

**1954**—The State Education Commissioner overturned a BHE decision to fire basketball coach Nat Holman . . . Senator Joseph McCarthy began an investigation of communists at the College.

**1955**—South Campus was opened for student use after remodeling . . . The North Campus buildings were named . . . Groundbreaking ceremonies were held for Cohen Library . . . Steve Allen and Ernie Kovacs helped inaugurate the College's first radio station, WVCC.

**1956**—Five of the six political clubs at the College voted to move off campus rather than submit membership lists . . . Five editors of The Campus were suspended from classes for publishing a "perverted" April Fool's Day issue.

**1957**—Cohen Library was opened . . . After a long debate, the compulsory club membership list requirement was upheld by the faculty.

**1959**—In a new revision of the curriculum, students were allowed to take more elective classes.

**1961**—The Legislature removed the mandate it had given the City which insured the perpetuation of free tuition.

**1962**—The first master plan for new construction at the College was formulated.

**1963**—The Administration Building was completed.

**1965**—In a major curriculum revision the Health Education and Latin requirements were abolished, while other restrictions were eased.

**1966**—The SEEK program was started.

**1967**—Seven students were arrested and 46 suspended from classes when they attempted to block the construction of temporary huts on South Campus . . . The pass-fail option was instituted . . . The College stopped issuing class ranking.

**1968**—135 students were arrested when police were called in to break up a sanctuary for an AWOL soldier . . . A new master plan was announced one year after the scheduled completion of the first.

**1969**—When five demands issued by black students were not met by the administration, they occupied South Campus for two weeks . . . Joseph J. Copeland was named acting president following the resignation of Gallagher.

**1970**—Robert E. Marshak was named president of the College . . . Massive demonstrations were held following the killing of four students at Kent State University.

**1971**—The Faculty Senate abolished the ROTC program at the College.

# 'It is a rather grim record, which moves from crisis to crisis'

(Continued from Page 38)

threat of dishonor and disgrace to many a campus. There is insufficient space here to rehearse details or even to touch the highlights of our battle with McCarthyism. Only those who lived through those days of cancerous doubt can know what the struggle meant.

At the College, the very few persons who were separated from us because of their refusal to talk privately about allegations of earlier involvement in the Communist cause are far outnumbered by those whom I know to have been formerly involved, but who remained with the College because we refused to be intimidated by Joseph McCarthy and his henchmen. It was a satisfying moment for me when I was able to stand before a Boston audience and defend the president of Harvard University against the attacks of his fellow Wisconsinite.

Among the alumni of the College, I was able to save the government jobs of a very respectable number who had been accused or suspended or fired when the wide brush of the McCarthy smear splashed them. Ironically, the only case which got wide publicity on campus was that of a faculty member who insisted on having legal papers served on him in his classroom, instead of accepting the offer to be served quietly at home.

On the question of academic freedom, I have not one moment of shame or apology for what I did and did not do during my 17 years at The College of the City of New York. On the contrary, I suspect that much of the personal support which I enjoyed was due to the fact that a good many men knew that I had gone to bat for their professional lives and had won in their defense.

Nevertheless, not all was smooth sailing. The student press, for example, was something which I wore like a hair shirt. One or another (sometimes several) of the five undergraduate newspapers could be counted on most weeks to find some morsel of presidential raw meat appetizing. At the weekly press conferences, questions were sharp. The resulting stories were usually interesting, sometimes enlightening, and frequently accurate. After a time, editors began to distinguish between news columns for reporting fact and editorial columns for expressing opinion. When any editor felt intimidated, he did not hesitate to show, through his columns, that he was not. There were only a couple of occasions on which matters got really sticky.

One of these was an April Fool's Day issue of The

## 'The student press... was something I wore like a hair shirt'

Campus, after which I suspended all five members of the editorial board for a semester because of exceedingly bad taste. They had committed criminal libel, not toward me or the college but toward the most distinguished living alumna of Hunter College. They subsequently returned to the College, resumed their interrupted studies, enjoyed my personal support as they sought post-graduate careers, and are today counted among my closest friends among the alumni.

The other instance had a less salubrious outcome. In a press conference I had indicated that the then current editorial board of *Observation Post* showed a pro-Soviet bias and was "Marxist oriented." Both these statements were carefully and fully documented from the news and editorial columns of *OP* itself; but succeeding generations of editors of that newspaper never forgave me for my candor.

Indeed, this particular controversy was only part of a larger battle I waged for several years, finally winning the right of the president of the College to enjoy the same degree of academic freedom as others on campus. I am proud not to have been intimidated or deterred in fighting this particular phase of the battle for academic freedom.

There was one other instance in which I had occasion to criticize a student editor. The issue of the periodical for which he was responsible seemed to me to be unduly fascinated by the nine orifices of the human body. It was, of course, a matter of taste. Beyond discussion with him, I took no action. He is now a respected member of the faculty of the College.

On another front, I was continuously searching for some viable means of democratizing campus governance. I learned, to my chagrin, that academic mores dictated that whatever measures might have presidential support were immediately rejected. As one student put it, in high distress, "No! Don't give it to us! Make us fight for it!" On another occasion, a student-body president exclaimed, "I don't want a dialogue. I want a confrontation!" On at least three occasions, successive student-body presidents complained that I was not playing the role proper to a college president, that I did not present an adequate target, and therefore the job of student-body president was impossible.

Nevertheless, the search for appropriate machinery through which to express campus democracy continued. It was still in process right up to the moment of my resignation, which happened to coincide with the establishing of the new Faculty and Student Senates. And, the memories of successive student generations being as short as they are, it is probably a good thing that the search does not end. I believe that a college should be administered with a primary view to the educative effects of administration. Otherwise, the student will learn, not the meaning of democracy-in-action but only how to conform or to rebel under an undemocratic institution. He doesn't need to go to college to learn such lessons.

### Grow into a University

Along with academic excellence and academic freedom and democracy-in-action, I carried several other active concerns. One of these was the hope that a distinguished undergraduate institution might increase its usefulness and secure its future by growing into a full-fledged university with the proper complement of graduate studies and research. I went to the Chancellor of what had, by that time, become the Municipal College System. I was armed with the report of a faculty commission which had been chartered, with alumni financial support, to study graduate work. My proposal was to establish the City University of New York. In due time, the Chancellor carried the matter before the Board of Higher Education. The result is history.

In frankness, I must state that that history is not as I would have written it. I wanted all graduate work to be carried on in close proximity to undergraduate instruction so that the integrity of each discipline could be maintained, as one hand washed the other. I was only partly successful because events took me to California during eight critically important months in which matters jelled in molds I had not helped to shape. I returned in March 1962 from the Chancellorship of the California State Colleges to find that doctoral work in at least one discipline was destined to be completely removed from all undergraduate campuses, and that there were strong pressures to make this the universal pattern. There ensued several years of debate, in which the president of CCNY stood almost alone against very considerable forces of Board, Chancellor and burgeoning Graduate Center, winning some small victories for the integrity of the disciplines and the survival of the undergraduate colleges.

Only time will tell whether I was right or wrong in making a fight which some may characterize as one of institutional aggrandizement, others as Quixotic. I believe it was of the essence of the struggle for academic excellence, both at the graduate and the undergraduate levels, within the City University.

One immediate effect of the removal of doctoral work in some disciplines from the undergraduate campus, and the retention on campus of only certain selected aspects of doctoral work, was the necessary re-scaling of the master plan for construction at the College. Engineering had obtained its new home in Steinman Hall in terms of the 1952 self-image of an undergraduate institution. With the advent of CUNY, it became clear that doctoral work in Engineering would be located on campus, where the only undergraduate work in Engineering was offered; more space would be needed.

### Nothing jelled, nothing moved

As for the disciplines of the College of Liberal Arts and Science, there was no early indication as to how much, if any, of the doctoral work was to be housed at any of the proliferating undergraduate campuses. Years of indecision on that issue kept all master-planning in flux. Nothing jelled. Nothing moved. Frustrations mounted. Only at the Graduate Center did dynamism appear. Finally, we got a break-through on the projected Science Building and the new Gymnasium — without a settlement of the wider issues. With that break-through we also got approval of the new master plan for construction on South Campus and on the site of Lewisohn Stadium. All living descendants of Adolph



President Gallagher enters the South Campus gate to resume negotiations during the 1969 takeover.

*"Through the weary days and nights of negotiations, we endured the barrage of obscenities with difficulty, but with patience."*

Lewisohn gave consent to the demolition of a structure which had served its purpose; and I promised that his name would be perpetuated in the new complex. With the work on the Science and Physical Education buildings actually under way, new hope brought surcease of frustration.

But not for long. I had, in 1961, yielded to mounting frustrations and gone off to California. There I discovered that the Trustees of the California State Colleges were unable to provide the promised housing and that the vagaries of the pension system would have cost me many more thousands than I could afford. In addition, California was beginning to develop an increasingly oppressive political climate which meant, among other things, that I was forced to fight a continuous rear-guard action against incipient McCarthyism. As these several matters converged, I gladly accepted the invitation to return to the College where the frustrations were not primarily personal in focus, and where the threats of political interference with academic freedom seemed, at the time, to be less virulent. And, be it said, where both Mrs. Gallagher and I felt much more at home.

### Important tasks of CCNY

All our adult lives, we had been fighting for the rights of minorities in American society. We asked no one's permission to fight for the unpopular cause. It had seemed to us in 1952 that we had been getting ready for the important tasks of CCNY all our lives. The California assignment lacked the important ingredients which the College provided. So, in March 1962, we returned to New York. It was good to read the words of welcome in the editorial columns of the *New York Times*: "California gets the Dodgers and the Giants, but New York gets Gallagher back!"

I don't know whether Grover Cleveland and his lady found their second occupancy of the house on Pennsylvania Avenue very different from the first. I do know that our second occupancy of the Gatehouse on Convent Avenue brought different overtones, new problems and new satisfactions.

Among the satisfactions was a new wing on the Gatehouse, supplied by a dozen alumni — bless them; and the City did not raise the rent. The spacious living room was a great joy, and first-floor sleeping quarters saved many a steep climb.

Another satisfaction was the steady improvement in faculty salaries. In my earlier years at the College, the top salary for full professor had been pegged at \$10,900; and only 11 percent of the faculty could enjoy even that status. It became my assignment within the Administrative Council of Presidents to carry on the annual negotiations with the Bureau of the Budget over teachers' salaries. I succeeded in laying the groundwork and establishing the guidelines which have con-



trolled all negotiations since that time. After many years of grinding effort, I saw a salary scale pushing \$30,000, with 21 percent of the College's faculty ranked as full professors. By 1969, only three other institutions of higher education in the nation were known to pay their teachers better than we. The undergirding of academic excellence came by design, not accident.

But things were warming up in our relationship with Albany. A Governor and Legislature anxious not to offend the private sector of higher education in the State grew increasingly negative in assessing the fiscal needs of CUNY. Likewise, the City administration again introduced the "lock, stock and barrel" bill which proposed that the State take over CUNY; and this time the action was not routine. It was for real.

Caught in the middle of this crunch between a niggardly State and a near-bankrupt City were the students of City College. Rich in everything but money, the students were told by Albany that they must pay tuition or forego any additional State funding. The City, on the other hand, stuck by its no-tuition guns. The college and its students were caught in the cross-fire.

Our rallies and trips to Albany were a welcome thing. For once, the entire college appeared united in a common cause, all of us on the same side of the issue, united.

At the second of our Albany pilgrimages, however,

## 'Caught between the backlash and the backlash...'

a disruptive element obtruded itself. Whereas, in the previous year, Black students had been the principal spokesmen in our meetings with Albany officialdom, and the SEEK program had been one of our greatest assets in winning legislative support, in our second appearance a different group had seized the leadership of Black and Puerto Rican students. Obscenities were spoken on the Capitol steps, over the public address system. Distinguished legislators who addressed us in all-out support of our objectives were hassled, pushed, heckled and insulted. We returned to New York City with no affirmative achievements and with a derogatory image implanted in the elephantine memory of Albany.

For years, I had been working with my colleagues in the faculty to broaden the racial representation of the College's enrollment. But among the elected presidents of the student-body, only one in more than thirty had been a Negro. Each year, I had scanned the entering class, hoping to find that we were drawing a larger contingent of racial minorities. The SEEK program, which had its beginnings at the College and has flourished here as nowhere else, was the first really effective step in a development which is absolutely essential, namely, the achievement not of equal opportunity but of opportunity to be equal.

### The New Separatism took over

As long as integration was the clearly defined and universally accepted goal, the fight for equality and justice and mutual respect and brotherhood — without which integration is impossible — was a struggle in which practically all of the students and most of the faculty supported presidential leadership. But when the New Separatism forcefully took over the leadership of Black and Puerto Rican students, intimidating all who disagreed and staging their masque of the New Vulgarly as an offensive and offending weapon, a new climate was created. Integration was derided, held in contempt; and those who had fought for long years to open doors, to achieve equality and justice, were brushed aside as irrelevant obstructionists. Separatism, in its flamboyant expression, also provoked new expressions of chauvinism and anti-minority feelings on campus, setting black against white and Jew against gentile for the first time in many years.

Caught between the backlash and the backlash, I watched in dismay as colleagues who had formerly helped to shape and promote the integrative effort were, one by one, intimidated by the new forces. Three persons who were in key positions and on whose continuing steadfastness I had come to rely, abandoned ship in mid-course. Two of them even repudiated the statements of policy which they had written, statements on which I continued, nevertheless, to take my stand — without their support. The time came when it seemed best for me to remove my presence from the scene, largely because individuals and groups not previously polarized were beginning to be polarized around me as the symbol of conflict. A fresh start was needed. I gave that fresh start to the College on May 10, 1969.

Perhaps I contributed more to the welfare of the CUNY student and the future of the College by the manner of my leaving than by any other action taken during those seventeen years.

The end of my tenure had been signalled in the undated letter of resignation I had submitted in February 1969. Summing matters up, the New York Times on April 6 made the point thus: "The message is clear: Send Money." But neither Governor nor Legislature nor Mayor nor City Council seemed to get the message. So, a month later, I asked the Board of Higher Education to fill in the date of my undated letter.

As long as the funds for carrying on the work of the College continue to be grossly inadequate and the building program is vetoed, the plight of students, teachers and administrators at the College will continue to spell frustration. And, as any psychologist will tell you, frustration breeds aggression.

### No curriculum revisions

There are a few other matters which must be touched on before I close this review. Among them is the matter of curriculum. A faculty committee, which I commissioned with the generous support of an alumnus, revealed the fact that there had been no major revisions in the curriculum of the College in forty years. Stung by the public announcement of this well known fact, a formerly complacent faculty addressed itself seriously to curricular reform. The adroit and provocative leadership of the Dean of Liberal Arts and Science helped to make matters move, as it also polarized a faculty which had been accustomed to devise curricular adjustment through inter-departmental treaty. But my own objectives were not realized. Institutional inertia plus departmental vested interests insured a slowness of pace which the urgency of the times could not overcome. The hope of developing educational experiences relevant to the crises of a late twentieth century urban culture remained a hope, not a realization. Only the seed of the Urban Grant University concept had been planted — it had not germinated.

To be sure, the School of Education made great strides following that weekend in Tarrytown when new horizons were explored and new commitments were crystallized. Likewise, the launching of the new School of Architecture, with leadership recruited primarily with a view to curing the planless grubbiness of the urban sprawl, held great promise. And the new School of Nursing added an important dimension to the total work of the College, as did Bio-Engineering, Computer Science, and Oceanography. Even within the central citadel of the College of Liberal Arts and Science, there was some promise of ultimate movement; but it was mainly promise. And no one could have foreseen how newly emerging forces of reaction would gleefully capitalize their opportunity, take advantage of the shambles left by the ascendance of the New Vulgarism, and plunge the College into a new round of strife and inner turmoil.

### Sanctuary in Finley Center

That New Vulgarism had not struck us completely without warning. It had, indeed, made its first principal impression in connection with the "sanctuary" for an AWOL soldier in Finley Center. It had started out to be a one-night "pre-election vigil against war." It turned out to be something quite different.

Let me put the public record straight on one point for all time: the use of police to end the occupancy of Finley Center had nothing whatever to do with the fact that an anti-war vigil was supposedly going on or that an AWOL soldier was being given "sanctuary." I know, because it was I who made the decision to call the police — who came at the earliest moment they could be obtained. I called the police not because of the announced anti-war purpose of the sit-in, not because the "vigil" became a "sanctuary" for an imported GI, but solely because of the widespread use of pot and the public performance of the sex act before a cheering student audience. An idealistic anti-war protest had been prostituted to vulgar ends. I saw no defensible reason why the College should be in the business of running a bawdy house, so I closed it down.

That experience with the New Vulgarly proved salutary for the college administration at a later date. The vulgarities of expression (mainly verbal and attitudinal) which were used by a principal negotiator for the students who occupied the South Campus in the spring of 1969 did not have their full intended shock-value. We had been through this before. Thus, through the weary days and nights of the extended negotiations, we endured the barrage of obscenities with difficulty, but with patience. We refused to be provoked to anger or to be deterred from the single-minded effort to reach a fair agreement as quickly as possible. The diversionary tactic of vulgarism might have been effective if there had been no earlier experience; but there had been, so it wasn't.

Through all of the many crises at the College, what was I trying to do? I was trying to bring an institution which was justifiably proud of its distinguished and honorable history into a clear acceptance of the fact that the twenty-first century is almost upon us, and that as the situation is new, we must think anew and act anew.

### Only my opponents believed me

There were those who felt that new departures might be necessary, but that I had chosen the wrong goals. There were others who held the goals I considered desirable, but who did not credit me with sincerity. A curious paradox emerged: only my opponents believed I meant what I said, while potential allies were skeptical and insisted on going on without me. Perhaps a large part of the fault in this paradoxical development lies with me: I was never a good conspirator, never a joiner of cabals, not one to make special friends or bestow special favors in return for support of desirable goals. I was naive enough to believe that the truth could be winsomely supported, that matters could be decided on the merits.

A case in point, where this paradox of credibility was fatal, was my prolonged effort to appoint a Provost, without success.

A more important fatality was the emergence of this same paradox of incredulity in connection with the final confrontations in the spring semester of 1969. Those who did not want to see racial democracy prevail at the College believed that I was working for it; and those who wanted equality and justice accused me of opposing them. It was only after I had resigned that the skeptics were convinced that I had been sincere.

Perhaps it was, in part, a difference in life-styles

(Continued on Page 148)



When the College reopened following the takeover, open warfare broke out between students. "I took my stand for non-violence in the face of violence. These values were rejected by the self-appointed leadership of the Black and Puerto Ricans students."

# With and without violence, demonstrations continued

(Continued from Page 4S)

radical political activities. The Administration claimed he was dismissed because of incompetence.

A mass rally was held to protest the firing. After it became unruly, the Administration called the police and four students were arrested.

After they were carted off to court, 1000 angry demonstrators marched to the courthouse and staged a second demonstration outside. When the crowd was finally dispersed, 16 more students were arrested.

Later that month, ten students who were convicted of disorderly conduct for their part in the demonstration were suspended by Robinson, who claimed their activities had "all the earmarks of a Communist attempt to disturb the ordinary conduct of this institution of higher learning."

Several days after the demonstration, some 1400 students gathered at the Central Opera house in Manhattan to "try" President Robinson and the Evening Session Director.

The court heard 28 students who charged the "defendants" with persecution of the Liberal Club, intimidation of faculty members, and responsibility for the arrests of the twenty demonstrators.

At the close of the hearing, the audience rendered an overwhelming verdict of guilty and "sentenced" the two defendants to vacate their positions at once.

Robinson, who had a stenographer at the trial to get a complete record of the proceedings, brought the question before the Board of Higher Education. After several weeks of investigation the Board preferred charges of misconduct against 20 participants in the trial.

Following a hearing before the Board's Executive Committee, the 20 students were suspended for four weeks.

In 1933, the issue of ROTC surfaced once more when on Memorial Day—dubbed Jingo Day by one of the student newspapers—a special ROTC review in Lewisohn Stadium was greeted by a barrage of noisy demonstrators. There were numerous clashes between student protesters and the police.

However, the most dramatic incident of the day occurred when President Robinson wielded his umbrella against several stu-

dents who he claimed blocked his path to the Stadium.

The Faculty immediately launched an investigation of the disruption, and suspended 29 students, including leaders of the Student Council, the Student Forum, the Social Problems Club and The Campus.

Student supporters of the suspended anti-militarists later staged an "umbrella parade" which featured a huge replica of Robinson's weapon.

On June 13, the faculty committee expelled 20 students and suspended 11 more. Of these, 16 were reinstated after they admitted that they had been in error.

Under the new by-laws, members of the Forum were not permitted to consider the question of the organization and administration of the College. They were also prohibited from agitating for a particular political or economic theory.

Further, the new rules forbade meetings, addresses, or other activities in the interest of any political party or religious denomination.

## A new wave of demonstrations

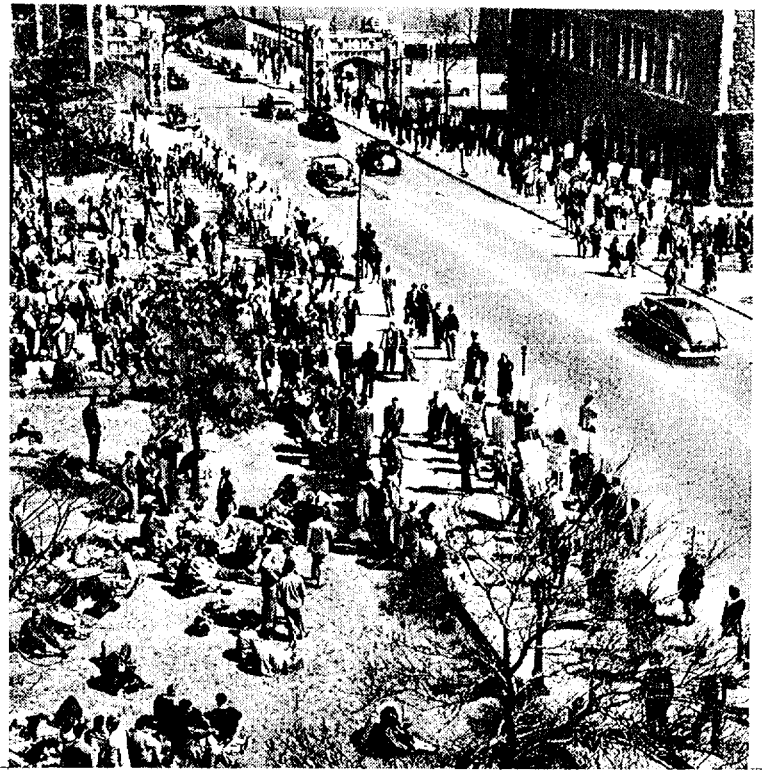
Only a few months after the adoption of these rules, which were designed to curb student dissent, a new wave of demonstrations began. In 1934, a group of students from fascist Italy, on tour of American institutions of higher learning, were given an official reception in the Great Hall, with President Robinson presiding.

The reception was disrupted by a free-for-all fight, after the Student Council president appealed to the Italian students not to be duped by the lies of their government.

President Robinson, who had been heckled by the anti-fascist students, described the demonstrators as "worse than gutter-snipes," and warned that those students responsible for the disorders would be "accommodated with the type of treatment they deserve."

Twenty-one students, identified as leaders of the disturbance, were expelled and four more were suspended. For the only time in the College's history the Student Council was prohibited from exercising its function.

The faculty also launched an investiga-



The Knickerbocker strike began with peaceful picketing in April, 1949

tion of two student publications, The Campus and The Student, for allegedly siding with the anti-fascist students.

Later, 13 of the students were reinstated after they submitted written statements "apologizing for the ungentlemanliness of their acts and pledging future good conduct."

Student sentiment was overwhelmingly on the side of the expelled students, though. A number of demonstrations were staged on campus to support the anti-fascist students and demand their immediate reinstatement.

## Expelled 21 students

At one demonstration a two headed manikin of Robinson and Mussolini was burned in effigy. Two days later a mass meeting was held in the Great Hall with virtually every student organization represented. The gathering voted to ask the faculty to reconsider the expulsion of the 21 students and to reinstate those who had already been disciplined.

Anti-fascist sentiment continued to build in 1935 after Italian troops invaded Ethiopia. In October, the Anti-fascist Association asked the BHE for permission to hold a mass meeting in the Great Hall to condemn the aggression. The Board voted against the request.

However, that did not deter the students, who held a mass rally on October 3, in Lewisohn Stadium. The 1,000 assembled students passed a resolution urging that an embargo be placed on all goods sent to Italy and that the United States ban on munitions to Ethiopia be lifted.

Later that month the Student Council kicked off a drive to raise funds and secure medical supplies for wounded Ethiopians.

## Robinson "convicted"

In 1936 the students' attention shifted to issues closer to home. In April, the English department announced that Morris U. Schappes, a teacher for eight years and a member of the Communist Party, was not rehired. Although the administration went to great pains to emphasize that Schappes' dismissal was based solely on his "incompetency" and not on his political beliefs, the students were unconvinced.

Soon, demonstrations protesting Schappes' firing swept the turbulent campus. At one protest a "jury" of more than 1,000 students held a mass trial at which Robinson was "convicted" of incompetence and conduct unbecoming a gentleman and was "sentenced" to dismissal from his position.

During the Second World War student activism came to a standstill. But the respite from mass rallies and boisterous protests proved to be short-lived; in 1949, the College witnessed the largest student strike in its history.

The strike grew out of a bitter four-year controversy involving Professors William E. Knickerbocker and William Davis.

The former was accused of discriminating against Jews in his capacity as chairman of the Romance Languages Department. The latter was alleged to have segregated black and white students when he served as Director of Army Hall.

The four-day strike began quietly on April 11, but gained momentum as the day wore on.

While the crowd increased in size and volume, as thousands of students milled about North Campus in the early morning hours, police were called in to maintain order.

Scuffling between students and police broke out a short time later, after the police tried to disperse the pickets. Seventeen students were arrested.

The strike, which continued for another three days, was estimated to be 75 percent effective as more than 4000 students stayed away from classes.

## Charge anti-semitism

The controversy first flared up in 1945, after four faculty members asked the BHE to investigate the Romance Language Department.

They charged that Knickerbocker's opponents had "for at least seven years been subjected to continual harassment and what looks very much like discrimination . . ."

In subsequent hearings conducted by the College's General Faculty and the BHE, Knickerbocker was charged with discriminating against Jews in Faculty appointments and promotions, and showing bias against Jewish students.

However, both the General Faculty and the BHE cleared the professor of all charges.

In 1947, two years after the original charges had been made, the City Council reopened the case. After a year-long investigation the Council found Knickerbocker guilty of discrimination and recommended that he be dismissed for "reprehensible and unworthy conduct." The BHE rejected the Council's recommendation.

In 1950, the State Commissioner of (Continued on Page 17S)



The police had to be called in to break up rioting which developed during the Knickerbocker strike.

# 'Nothing succeeds like successors'

(Continued from Page 13S)

between the generations, in the spring of 1969. I still still thought that there were values to be attached to gentlemanly conduct, to honesty, and to academic freedom. The democratic process still seemed best to me. I took my stand for non-violence in the face of violence. These values were rejected by the self-appointed leadership of the Black and Puerto Rican Students. One understands why. The marks and scars of American racial caste embitter the psyche and make common courtesy appear to be a hypocritical betrayal. Life, in its racially charged atmosphere and its cruel injustices, had made it impossible for some blacks and some Puerto Ricans to believe that a member of the Establishment, a white man — and an old one at that, could be sincere in his efforts to achieve justice and equality. They had had enough of gentlemanliness, democracy, and non-violence. Hadn't Martin Luther King, Jr. stood for these things? And where did it get him?

So it was that one other facet of my life-long convictions came to the surface in that final confrontation. It had, of course, appeared numerous times before in my dealings with successive crises precipitated by aggressive student action. In all these matters, I tried to act on the premise that means define and determine ends. There was no meeting of minds when I had to deal with others who appeared to believe that the end justifies "any means necessary." History will, I suspect, be the final judge between these two philosophies of life and action.

Did I attain any of my goals. Some of them, and to some extent. I succeeded in making the alumni proud of Alma Mater and of themselves. I also wanted to see ethnic and racial groups, without exception. Perhaps that that same pride extended to members of all religions, and the goal will be realized in the future.

I succeeded in opening the doors of the college to an ever-widening spectrum of the population, but not in getting the necessary firm recognition of this goal as a commitment from Albany and City Hall to supply the funds necessary to assure individual and institutional success and the full maintenance of academic standards. The increased educational burdens of the kind of college CCNY ought to become are burdens which cannot be carried without greatly increased financial support. Just wishing does not make things so.

There are other matters in which success was more clearly measureable. I did manage to bring some degree

of relief from overcrowding for an uptight student body and a long-suffering administrative staff and a somewhat testy faculty. Look at the list: the renovation of South Campus; the erection of Cohen Library, Steinman Hall, the Administration Building and the temporary structures; the renting of the Curry Building and the launching of construction on the Science and Physical Education complex on Jasper Oval and the projecting of the Master Plan to cover the side of Lewishohn Stadium and the block south of it (with land already acquired and buildings demolished) together with the South Campus.

Glancing back over what I have written, I am moved to conclude that it is a rather grim record which moves from crisis to crisis. And while it is true that such is, indeed, the lot of a college president in these days, the full truth is much more than that.

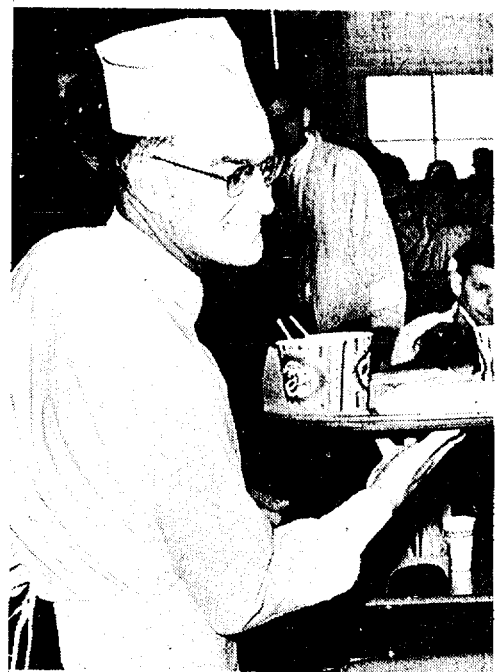
The full truth is that the years were unbelievably rich and rewarding. Exciting, exhilarating and exhausting, yes; but also crowded with the deepest meanings of human companionship and intellectual adventure. After all, where else than at the College could one be the companion of students so keen to search, faculty so eager to teach, administrative colleagues so ready to spend themselves, alumni so quick and generous to help, and a governing board so indulgent of one's idiosyncrasies and short-comings?

## Few close friends

The office door was always open. I enjoyed meeting with anyone who had a problem to be talked out, and gladly suffered the almost incessant interruption of each day's work, even though the work piled up on that broad desk-top. It is true that the peculiar restraints of the office of president made close friendships with individuals impossible. There could be no favoritism, not even the suspicion thereof. I made many acquaintances, few close friends; but the quickening light in a colleague's eye as a problem was resolved, or an insight shared, nurtured warm personal relationships which I valued highly.

Each year there was the rollicking night of the annual House Plan Carnival, enjoyed by no one as much as by the perennial encee himself. There was the unmatched happiness of the Stadium on a June night under the stars, when the recurring marvel of parental pride fulfilled made Commencement an hour of rejoicing.

There was, on rare occasions, an uninterrupted half-hour after others had left the building at day's end, the



Dr. Gallagher donned apron and cap to serve students in the snack bar.

telephone was stilled, and one could savor privacy. And always there was the returning home to the Gatehouse in the twilight, where the lights burned brightly and understanding and renewal waited.

Did I enjoy it? Do I believe it was all worth while? If I had known in advance what it would be like, would I have undertaken it? Would I do it again, knowing what I do now? The answer is yes, four times yes. I am deeply grateful to a Providence which gave me seventeen full, rich, eventful years of committed struggle for The College of the City of New York.

The future of the College is now in the able hands of others. I am holding myself rigorously to the task of being a good predecessor, keeping out of the way and never second-guessing. After all, as the third president of the College once said to the seventh, "I've lived long enough and been in enough different jobs during my lifetime to be able to affirm that nothing succeeds like successors."

## Curricular change: a gradual process

(Continued from Page 5S)

graduation and an honorable mention list of lower classmen.

In contrast to Webb's unimaginatively static steering, the ten-year administration of President John Huston Finley was marked by progress on many levels.

While his two predecessors were military men concerned mainly with discipline and inflexible academic systems, Finley—a former Princeton professor—brought to the College the liberal curricular reforms which had succeeded so well in the Ivy League.

Finley felt that the discipline regulations and the rigid academic routine—which were established for a body of students whose average age was 14—was no longer valid in 1901 for 19 and 20 year old students.

To prove his trust in student integrity and maturity, Finley abolished the demerit system and extended the elective system for juniors and seniors.

Under the new curriculum, seniors were allowed 12 free elective credits. Liberal arts juniors were permitted two free elective credits and science juniors twelve, half of them in scientific fields.

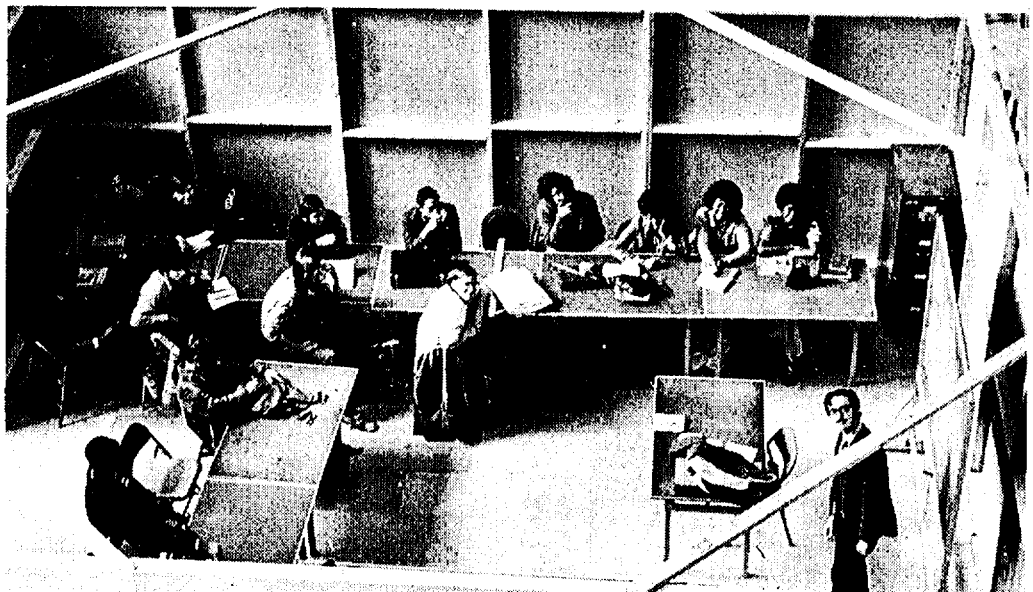
Finley eliminated junior and senior orations, replacing them with courses in public speaking in the newly formed Department of Elocution.

Instead, senior delivered seven-minute extemporaneous speeches, juniors practiced debating and lower classmen studied principles of elocution.

Finley established the Political Science Department, which included economics and sociology branches. Courses in American history and government were required of all juniors.

Finley also divided the sciences into two distinct departments—the Department of Chemistry and the Department of Math and Physics. Courses in geometry, elementary physics, chemistry and natural physics were mandatory for all students.

While increasing the number of required courses in fields he deemed relevant, Finley decreased the classical requirements which Webb had sought to preserve.



Open Admissions students attend classes in the Great Hall.

Greek was necessary only in the Classical Course, while Latin was required of juniors studying modern language.

One of the most important of the early revisions instituted by Finley was the principle of promotion by subject. Prior to his administration, students failing a single course were forced to repeat the entire year's study in all subjects. Under the new ruling, they were required only to repeat the course failed.

Finley's reforms were not confined to the academic. Unlike his predecessors, he enthusiastically encouraged student government and student activities and established the Thursday noon club hour.

Five years after Finley took office, the College moved into more spacious quarters on what is now called North Campus.

Finley visualized the new site—built on the high, rocky St. Nicholas Terrace—as a modern Acropolis.

The move, which took over forty years to achieve, had been eagerly awaited since Webster's administration. By the 1860's, swelling enrollment had rendered the five-story Lexington Avenue building sorely inadequate.

Working from new, spacious quarters, Finley attempted to make the College of service to the community which had supported it for over half a century.

The same year he dedicated the new buildings, Finley established the Division of Extension Courses for Teachers. Open to all New York City teachers, the Division offered lectures on "everything from history to wood-work." Women were admitted to the Division on an equal basis with men.

The first night school opened a year later offering a full course of study leading to a bachelor's degree.

In 1912 the College also accepted non-matriculated  
(Continued on Page 18S)

# The College had eight presidents and each had his own philosophy

(Continued from page 20-S)

man, even if he did preach too much; he cared for the students and faculty, and his office always had an open door. He made faces for the Ugly Man Contest, waited on tables to raise charity funds and attended more College sports events than most undergraduates.

He also fought to preserve free tuition, especially in the wake of the Legislature's revocation of the free tuition mandate. Gallagher became the most vociferous supporter of the yearly treks to Albany.

Controversy raged throughout Gallagher's 17 years. He arrived amidst the basketball scandals, and left amidst the fight for Open Admissions. During the McCarthy hearings, Gallagher vocally opposed the senator's tactics and was forever after proud of his denunciations.

But by the late 1960's, Gallagher's effectiveness was beginning to wane. It was not enough to preach in a world where drastic upheavals were occurring.

Students and faculty mistrusted him during the Spring 1969 takeover, but for different reasons; each side claimed that he was selling out to the other. At the same time, the forces of the BHE and conservative politicians made bargaining impossible. Gallagher did not want to call in police. He was trapped, and rather than fight against greater forces, Buell Gallagher resigned after 17 years, hoping a new President could make a fresh start.

While the BHE searched for a new President, a small, pipe-smoking biologist,



Former President Harry Wright confers with students in his office.

Dr. Joseph Copeland, became Acting President. He had been one of the three faculty negotiators with the BPRSC, and he is probably best remembered for his uncanny ability to say—with little discretion—whatever he pleased.

By March 1970, the choice for the eighth president had been made. Dr. Robert Eugene Marshak, a world renowned physicist gave up his professorship at the University of Rochester and his world wide speaking engagements for the rigors of a college presidency. But the Bronx-

born scholar—who attended the College for one term before transferring to Columbia—was so busy that he could not assume the post until six months later.

The prolific writer of science won his greatest fame during the war, working on neutron diffusion at the Experimental Laboratory at Los Alamos—which gave birth to the atom bomb.

After his subsequent return to Rochester, he completed his famous work in meson physics, formulating the "two-meson theory."

Marshak entered the College with the first Open Admissions class, and he began to run his administration as precisely and methodically as a scientist. He appointed a series of provosts and assistants, assigning them the routine administrative tasks while he savored the glories of the presidency.

There was a different air about the Marshak Administration. The new president seemed somewhat aloof; there was an obvious separation between the hierarchy and the students.

Indeed, this could result from the fact that Marshak's feet are firmly planted in his vision of tomorrow. His first major plan called for a National Center for Urban Problems to be located at the College, and centering its operations on education and research.

The new president continued to move into new fields by proposing a new, independent, degree-granting School for Humanist Studies. The first courses were offered last fall.

Marshak's most ambitious plan was to make the College an Urban Grant University. He has already requested \$50 million in federal funds to implement the idea and got a group of top Nixon advisors to visit here to discuss its feasibility.

Although the world and the College have changed, Marshak and his predecessors have suffered through remarkably similar problems. The threats to shut down the Free Academy in the 19th century are still being leveled against the same institution 125 years later—and with equal fervor.

Eight Presidents have had to cope with overcrowding, under-financing, growing pains, student unrest, and world problems. But in the wake of all this, the strength of the College has prevailed over its adversaries.

# Somehow, journalism has always prospered

(Continued from page 6-S)

Set up by its founders in 1913, it consisted of former editors of the paper elected upon completion of their terms. It had legal title to The Campus and acted as guardian of its finances, but the clashes arose over their power to select each editor-in-chief.

In the spring of 1926, Harry Heller was dismissed as editor-in-chief by the Association for an editorial poking fun at a prominent faculty member. Heller and several other managing board members resigned during the ensuing battle and founded another newspaper, The Student. More popular than The Campus, it published intermittently until 1936.

Until the paper began to be supported by student fees in 1948, finances constituted another major headache for its editors. In Spring 1939, a "Save The Campus" drive was begun in an effort to sell 1500 subscriptions at 25 cents for 32 issues. Acting President Nelson P. Mead and Dean Morton Gotchall and John R. Turner were the first three new subscribers in a drive that was to include a benefit varsity basketball game and a Great Hall rally.

Meanwhile, The Campus was getting some competition in the field. It had sole possession of since Mercury went humorous, as the College's various divisions spawned their own newspapers. The first of these was Main Events, which began serving evening session in 1929. The Technology School got its own publication in Tech News, which started in 1931 "as an excuse for the editors . . . to learn how to use the mimeograph machine," according to one of its founders.

The College's then numerous off-campus branches developed their own brands of journalism. The only one to survive was The Ticker, which was founded at the Business School after The Campus was banned in 1932 for incurring the wrath of an administrator there. Less enduring was The Queen Bee, published by the Queens division's evening session, which drove two successive printers into bank-

ruptcy in their search for a cheaper method of production.

There were to be many more newspapers at the College, some sponsored by various organizations. In the 1960s, the high point of collegiate journalism, at least 17 student newspapers were printed at one point or another.

## Formidable competition

But The Campus' most formidable competition came in the form of Observation Post, founded in 1947 by the CCNY Veterans Committee. In its early years of existence, it reported the progress of student veterans who organized mass lobbying groups in Washington for the passage of stipend increases and took editorial stands on the rights of minorities.

Reflecting the activist stance it was to become best known—if not notorious—for in subsequent years, it attacked the "attempt to control the thoughts of the rising generation" by the "forces of reaction and fascism" and such organizations as the House Unamerican Activities Committee.

By 1949, OP had gone tri-weekly, as The Campus had 25 years earlier. It was a full fledged competitor, but not without problems. In December of 1953, OP was faced with extinction for the fourth time in its history. The culprit was Student Government, which in what an editorial termed "an almost unbelievable irresponsible move" put a merger question on the election ballot. It was defeated, as were many subsequent attempts.

Student Governments and student apathy were not all that the papers had to contend with; there were recurrent clashes with the administration over everything from good taste to politics.

From 1922 to 1968 The Campus published an annual April Fool's issue. The first efforts were innocuous enough, but by 1933 four students were expelled as a result of "The Crampus," which the Board of Higher Education termed "gratuitously obscene."

The April Fool's issues were a continuing source of trouble and discipline,

the most notorious in 1956, when The Campus carried a front page story about "Millie Crotch, college prostitute" and her retirement. The picture accompanying the story, it was discovered, portrayed Hunter College's oldest alumna.

The result was the suspension of five managing board members for the duration of the semester. Dean of Students Danie Brophy said the issue contained "indecent, obscenity, vulgarity, and probable criminal libel."

Four years later, the Peter Steinberg incident occurred. Steinberg, entering the College in the fall of 1957, had attended the Community World Youth Festival in Moscow and expressed his thoughts in an interview with OP. By 1960, he was Editor-in-Chief and President Buell Gallagher at a press conference accused Steinberg in particular, and OP's editorial board in general, of being "communist-sympathizers" and developing a "marxist-oriented" editorial philosophy.

The incident was the start of a Gallagher-OP feud that was to last until the very end of his 17 year tenure here. One of the highlights came in 1967, when an OP banner proclaimed: BGG LINKED TO CIA FRONT. Following disclosures that the Central Intelligence Agency had funded the National Student Organization, newspapers printed a list of other organizations the CIA had aided. It included a "conduit agency" that OP realized Gallagher sat on.

Gallagher cried "libel" and said he would refuse to speak with OP reporters thereafter. It didn't last long, since he shortly became involved in a dispute with the Editor-in-Chief of The Campus. He accused her of "yellow journalism" because the paper revealed that the College was under consideration for a foundation grant. It was dropped because of the premature publicity, and an angry Gallagher declared that he wouldn't talk to The Campus, either.

His final clash with the student press came just two months before his resignation in May 1969, when he accused OP

of publishing a "false and erroneous" article "calculated to produce the disruptive effects we have seen on other campuses." The article dealt with a Psychological Center program that trained police in handling family fights. Ironically, it was not this but demands for greater enrollment of black and Puerto Rican students that was to cause the first shutdown of the College later that term — along with Gallagher's departure.

But conflict didn't disappear with Gallagher. His successor, Robert Marshak, quickly got embroiled in his own dispute with OP, when it published a story titled "Marshak says He'll Call Police if PRSU Stops Classes Again." It apparently brought a halt to delicate negotiations he was conducting with the Puerto Rican group over their grievances with the Romance Language Department.

He told the PRSU that his reference to the use of police was "a figure of speech and should have been obvious to any listener who was really trying to hear what was being said."

## Marshak questioned by BHE

Later last spring, Marshak discussed the impact of the student press. "I don't think you fellows realize how powerful you are," he told The Campus' annual staff dinner. He explained that he had recently presented a proposal for the creation of four ethnic studies departments to the Board of Higher Education. Arriving to outline the plans, he discovered that several board members had copies of The Campus containing an editorial violently attacking his plan. Thus, he said, "what would have been a routine fifteen minute presentation became a two hour session with board members quoting from the editorial and asking me if I was sure my plan was sound."

"But," Marshak grinned, "they did approve it." He was savoring a victory—albeit small—in the century old war-tug-of-war with the student papers, which seems fated to go on as long as there are administrations—and student journalists—at the College.

# 125 years of demonstrations

(Continued from Page 148)

Education cleared Knickerbocker of all charges against him, whereupon, Knickerbocker stepped down as chairman of the Romance Language Department and returned to his teaching duties. He retired in 1955.

The Davis case ended on a less dramatic note. In 1948, he resigned as Director of Army Hall after a faculty committee upheld charges of discrimination against him.

At the time of the strike, the students were protesting Davis' reassignment to his former post in the Economics Department.

## McCarthyism and its effects

The heightening of Cold War tensions both at home and abroad in the 1950s effectively muted student dissent. McCarthyism and its effects—blacklisting, FBI investigations, difficulties in obtaining jobs—militated against student involvement in politics. Thus the silence of the period concealed an underlying fear of political repression.

Anti-Communist witch hunts, however, were not a new phenomenon for the College. In 1941, forty members of the College staff were dismissed after a special joint legislative investigating committee revealed that they were, or had been, members of the Communist Party.

A decade later The Campus revealed that the College's administration was pursuing a conscientious policy of discouraging all communist or pro-communist activity among the faculty. According to one administrator "pressures of one sort or another were definitely being applied to put pro-communists and fellow travellers among the faculty in their place."

## Tenure was complicated

It was further disclosed that when a faculty member with tenure was found to be markedly pro-communist in his views; his promotion, if he was up for one, was delayed and he was given a chance to "cool his heels."

Students were subject to similar pressures. Education majors were required by law to undergo a personal loyalty check. A report of his or her devotion to the United States was then sent to the Board of Education and the State Department of Education.

The major source of controversy in the mid-fifties centered around a 1954 decision by the Student Faculty Activities Committee which required all student organizations to submit full membership lists. Previously, only names of officers were required.

Student opponents of the decision called it an abridgement of their right of free association.

As a result of the ruling there was a marked decline in political activity on campus. In 1957, five political groups chose to operate off campus rather than submit membership lists.

## Could not get signatures

Later that year, the College's two largest political clubs, the Young Progressives and the Young Liberals, dissolved after they found that they could not obtain the 12 signatures required for the organization to be chartered.

The major source of controversy of the early 1960s was a carry over from the decade before. In 1961, the City University's Administrative Council revived a 1950 ruling which denied known communists the right to speak on campus. The Council maintained that party members would use student forums as a vehicle to foment revolution.

With a growing American involvement in Vietnam in the mid-sixties, the university increasingly came under fire. Throughout the nation students demonstrated against the war, the draft, ROTC, and military related recruitment.

The draft, however, was the aspect of government policy which hit closest to

home. In 1966, Selective Service announced that draft deferments would be determined by class rank. This in effect meant that those students in the lower part of their class would almost automatically be drafted.

Students with low grades could still obtain a deferment if they scored high on a national qualifying exam.

Student Government and various radical groups demanded that a binding campus-wide referendum be held to determine whether or not the College should comply with the directive.

President Gallagher, in a move which caught everyone off guard, placed the problem in the lap of the faculty, whom he claimed had the sole responsibility of determining policy in questions of grading, curriculum and graduation requirements.

Angered by the President's buck-passing, 250 students staged a sit-in outside of his office. This was followed up by a

registration cards. The students escaped and were never apprehended.

The demonstrations continued and the evacuation of Harris Hall, which housed the corps, became a weekly affair as a result of bomb scares. The sight of police ringing the building grew commonplace.

By the far the most violent demonstration against ROTC came in 1970, after the American incursion into Cambodia and the killing of four students by National Guardsmen at Kent State University.

With emotions running high, hundreds of angry students converged on an unguarded Harris Hall. Within minutes the crowd stormed the ROTC supply room on the first floor and, using a bench as a battering ram, broke open the door. The students were cheered as they emerged from the building with uniforms, decals and other ROTC equipment, which they later burned.

In 1971, the Faculty Senate voted to terminate the ROTC program, citing a

list of five demands.

The events leading up to the strike began in February, when the Black and Puerto Rican Student Community (BPRSC) presented President Gallagher with a list of five demands.

They demanded:

- A separate school of Third World Studies.
- A separate orientation program for Black and Puerto Rican students.
- A voice in the SEEK program.
- That the racial composition of entering freshman classes, reflect that of the City's high schools.
- That Spanish be required for all education majors.

## Gallagher was in favor

Gallagher indicated that he was generally in favor of the demands—but with reservations.

Implementation of the fourth demand—that the entering freshman class reflect the racial composition of the City's high schools—he said did not lie with him, or for that matter with the BHE. The City University faced with its annual budget crisis, could not afford to expand its enrollment, which is the only way the demand could be implemented.

The BHE, he explained, would not establish a racial quota system.

Dissatisfied with the president's response, the BPRSC staged a three hour takeover of the Administration Building in March. This was followed up a week later by a number of disruptive acts on campus, including vandalism.

With no progress in sight the BPRSC announced that they would stage a campus strike. On April 21, approximately 1,000 chanting students from the College and the nearby High School of Music and Art marched through the campus.

The boycott, which climaxed in a rally in front of the Administration Building, was estimated to be 30 per cent effective.

At the Administration building a life-size dummy, labeled "Racism," was burned in effigy.

## The gates were locked

The next morning the gates of South Campus were locked. Fearing a bloody confrontation, Gallagher suspended classes indefinitely.

Within three days the president and a three-member faculty negotiating team began talks with the BPRSC. After two weeks agreement had been reached on three of the demands.

Meanwhile pressure was mounting to reopen the school. A Bronx Congressman and the Jewish Defense League obtained court orders demanding that Gallagher show cause why the College should not be reopened. The President said he would rather go to jail than risk the bloody confrontation that would inevitably result if police were called in.

Gallagher's hand was forced, however, when Mayoral aspirant Mario Procaccino, seeking to make political capital out of the takeover, obtained a restraining order which forced the BHE to open the school.

The Board responded by presenting the BPRSC with an injunction. Faced with the alternative of walking out peacefully or staying on and thereby provoking a confrontation with police, the dissidents chose the former.

Within two days the College was again closed after a bloody confrontation between white and black students erupted. Seven whites were hospitalized.

However, the College was reopened the next day with massive police protection. But isolated incidents still occurred. In late afternoon a two-alarm fire raged through Finley, completely destroying Aronow Auditorium.

The final scene was yet to be played. Apparently locked in an unresolvable dispute with the BHE, over the matter of keeping the College open, Dr. Gallagher stepped down as President, citing "outside interference."



mass rally in front of the Administration Building.

Gallagher denounced the protest as being communist-inspired and added that its leaders had "interned at Berkeley." The President later apologized for the remark and blamed the metropolitan press for misquoting him.

A referendum was finally held, however, and an unprecedented 40 per cent of the students voted against releasing class rank. Nevertheless, Gallagher said the College would continue to comply with the ruling.

In 1967, the BHE overturned Gallagher's decision when it voted to discontinue tabulating class rank and administering the deferment exam. The Board's decision came three months before Selective Service withdrew its directive.

Once the draft issue was safely out of the way, student activists stopped up their attacks on ROTC and military related recruiting.

In 1968, the Commune, the College's version of the Crazies, disrupted three consecutive early morning ROTC drills. The demonstrations were later abandoned for more militant tactics.

In 1969, a group of masked students converged on the ROTC table at registration and poured ox-blood on the IBM

lack of space as the reason.

Three years before the first Earth Day rally in Union Square, the ecology movement came to the College. In 1967, a controversy arose over the construction of temporary huts in front of Park Gym.

The first indication of dissatisfaction came in September when 30 angry students carried a tree uprooted at the construction site—commonly called Site Six—to the Administration Building. The demonstrators, chanting "Tree Power" and "Remember Mott Lawn," deposited the tree in the entrance of the building.

After a brief moratorium on construction, the construction workers returned to site six. The student conservationists were ready for them, however. But this time the Administration had the last word. Forty-nine students were arrested after they were hauled by police out of the ditches where they had sat to block construction.

Within a few months the issue was forgotten. Today the only reminder of the bitter controversy is the long, rectangular brown hut running parallel to Park Gym.

In 1969, the College made the front page.

On a rainy April morning some 200 black and Puerto Rican students seized South Campus and explained to stunned on lookers peering through the locked

# Curriculums change, but the College still remains

(Continued from page 15-S)

students—mostly workers from the nearby community—for up to five hours of study weekly.

Curricular revisions which proved to be the mainstay of the present program were introduced by Finley in 1913.

He implemented the major-minor system of specialized electives. At the same time, he reduced the number of credits required for graduation from 146 to 128, with each credit representing more work.

The College was divided into three main divisions—Arts, which included language and literature; Science, which included chemistry, natural history, math and physics; and Social Science, which included history, philosophy and political science.

A student was required to take half of his electives in one division, with at least twelve of those electives in one specific department.

A School of Business and Civic Administration was established and housed in the old 23rd Street building. It became Baruch College in 1968.

Finley's energetic administration was followed by a 13 year lull in curricular reform during the presidency of Sidney L. Mezes.

Minor revisions instituted by Mezes continued the trend toward liberalization. In 1914, he introduced a new grading system using letters rather than numbers.

Mezes instituted the Bachelor of Social Science degree, and the School of Education was established in 1921.

President Frederick B. Robinson reorganized the College curriculum into the form it retained until five years ago in 1928, with the 128 credits required for graduation organized into four basic groups of courses.

The first group—constituting the basic foundations of higher education—included courses in literature, language, history, philosophy, laboratory, science and speech.

The second group—geared to the particular degree—consisted of three somewhat similar groups of courses for Humanities, Science and Social Science students.

To achieve a high degree of competency in his chosen field, a student then had to fulfill specialization requirements established by his department.

After completing required courses, the student was left with approximately 30 free electives. Honors courses for advanced students were added in 1931.



Enrollment swelled rapidly as new departments were created, and the status of the College was greatly enhanced.

In 1951 women were admitted, a move equivocally termed both the "best and the worst thing that happened to the College."

In 1968, a revised curriculum—the first curricular reform since 1928—replaced the general and division requirements of the old program with distributional requirements of 48 credits to be selected from a group of core courses.

Individual departments revised their specialization requirements to include from 24 to 48 credits (previously the maximum had been 36 credits) and students were left with at least 32 free electives.

Proficiency examinations in written and spoken English were required of all entering freshman. Those failing the examinations had to enroll in remedial courses.

And the required physical education courses—reduced to four terms—could be taken on a pass fail basis.

The School of Nursing was established at the Mount Sinai Medical Center and the Department of Architecture

broke off from the School of Engineering to form the College's fifth member school—the School of Architecture and Environmental Studies.

The two-week lockout of South Campus in the spring of 1969 by student militants proclaiming it "Harlem University," resulted in several additional curricular reforms.

Organizers of the lockout, which resulted in a complete shut-down of the College, called for a School of Third World Studies as well as Black and Puerto Rican Heritage requirements for education majors.

In response, the Department of Urban and Ethnic Studies was set up, offering courses in Afro-American, Caribbean, Puerto Rican and Chinese-American heritage, and urban community studies.

The success of the Black demands awakened similar demands by other ethnic groups and the Departments of Jewish Studies and of Latin American Studies were established.

Another demand of the militants—that the racial composition of the entering class reflect the racial composition of the high schools—was not exactly a new idea to the College.

College Discovery, a program to start students from low income families in community colleges and have them transfer into senior colleges, was begun in 1964.

A similar program, Search for Elevation, Education and Knowledge, (SEEK) was started two years later for students from poverty areas.

## Unlike College Discovery

Unlike College Discovery, SEEK placed students in senior colleges where they could proceed at their own pace under special guidance.

To enable them to complete their education, SEEK students were allocated stipends to cover their cost of living.

With a diverse student body entering under the open admissions plan, the College has tried to provide the varied needs and interests with flexible programs.

The Freshman Honors Program enables selected students to proceed at a more rapid pace with fewer core requirements and the CUNY degree, instituted in 1971, offers a City University BA degree for a combined program of regular courses and independent study.

Adspice.

On June 7, 1972, the College will be exactly 125 years old.

Part of a university with Masters and doctorate programs, the College has over 20,000 graduate and undergraduate students.

With an acute problem of overcrowding, the College is nearing the completion of a 17-story Science and Physical Education building between the North and South Campuses.

Nineteen-seventy-two marks, 125 years of progress, setbacks, disappointments and developments in the history of the College.

Prospice.

# From grand slam to strike out, in a single season

(Continued from page 7-S)

win and double championship glory.

What followed a season later can be told and retold but, simply stated, it was found by District Attorney Frank Hogan's office that several Beaver players, along with colleagues from LIU and two other schools, had taken bribes in exchange for shaving points during 1950-51 and, unbelievably, during three games in the Grand Slam year.

It's hard to describe the reaction. It was almost as if the President of the United States was found to have been stealing from the Treasury. The Board of Higher Education had an answer, harsh as it was but certainly — even if, as some claim, not warranted — potent enough to make as sure as possible that nothing similar would ever happen again. The following are the directives of the BHE:

- Members of our teams are students who play, and not players who register. There are no athletic scholarships in the municipal colleges and members of our teams must meet all the normal admission and academic requirements. There should be no recruitment of athletes nor any contact which would give to the potential member of a team reason to expect favored treatment when admitted to college. No privileges should be provided for athletes which are not available to students in any other area of college life.
- Schedules of intercollegiate athletic competition and hours of practice should be so limited as to prevent them from handicapping the student in his general educational interests.
- The management of intercollegiate



The grand slam team with their coach, Nat Holman.

athletics should be separated from the administration of academic eligibility for membership on teams, in which the primary concern should be the education welfare of the individual student.

• All intercollegiate games in which our teams participate should be held in facilities which are under educational control.

• Members of athletic teams should not be permitted to participate in organized athletic competition outside of the regular college program or under any auspices

other those administered by appropriate educational authorities. This is to be interpreted to include athletic competition under the Amateur Athletic Union, if approved by college authorities.

• The present emphasis on intramural sports should be maintained and expanded and, in order to make the program independent of gate receipts, budgetary means and facilities should be provided to make the intramural program the core of the physical education program of the colleges.

It should be noted that also recommended was a field house "which would permit flexible change over for a variety of intramural and intercollegiate athletic programs with space for spectators."

Thus we have the reason for the change to the less glamorous but more healthy condition of the College's current athletic program. By the way, the field house—if you can call it that—inadequate as it would probably be to the 1951 BHE members) opens as part of the Science and Physical Education complex this fall.

*Congratulations*  
**ON THE COLLEGE'S**  
*125th*  
**ANNIVERSARY**



**– A Friend**

(Continued from Page 2S)

After 20 years as head of the College, Webster was forced to yield to old age and ill health in 1867, giving way to a successor who was little different from himself.

General Alexander Stewart Webb had been immersed in military life: he was another West Point man who taught math, history, and ethics there, and was a revered veteran of many Civil War battles, including the Battle of Gettysburg. He left active military life after receiving a bullet wound in the head, and parlayed his military prestige into his selection as president.

During the post-Civil War era, many transformations were occurring in America because of urbanization and industrialization; yet the College under Webb remained aloof from change, continuing as a small liberal arts institution with a narrow curriculum and severe discipline.

#### Clashes with faculty

Webb was strong-willed, hating to lose at anything, and demanding to be the ultimate judge in everything. Indeed, his bluntness often resulted in enormous clashes between himself and members of the Faculty.

Just as Webb could not tolerate weak minds, so, too, did he abhor weak bodies. In blaming the frail bodies of the College's men on the Board of Education and the Board of Estimate—since they would not supply adequate gym facilities—he hit upon the most fundamental problem to plague eight presidents: lack of space.

The space problem grew more desperate with increased enrollments, and in 1892 a bill was introduced in the Legislature to allow the College to move to a larger site. As later presidents were to discover, talk of change was met with hostility, and it was not until 1895 that funds were appropriated for the move.

General Webb and the selection committee chose an area with a magnificent view of the City, the site that now houses the North Campus Quadrangle. But when it was learned that existing appropriations were too paltry, Webb employed a tactic found most useful by his successors: The old Gettysburg hero addressed the Albany Legislature in a plea for funds, and, indeed, his reputation prevailed.

But while the General's fame was impressive in other quarters, members of the College community were growing disillusioned with him. Many felt that the College needed changes in curriculum and other areas, and they knew that Webb was not the one to institute them. He was in his late 60s, and had served for 33 years; but, while he did not yet want to leave in 1902, opposition hastened his retirement.

#### Young and vibrant

In 1903, the nation was growing more aware socially, politically, and economically, and the College found a leader who could respond to these changes in John Huston Finley.

He was young and vibrant, worked hard, was innovative, and got along magnificently with everyone—the gallant hero needed to sweep out the stifling regimentation of Webster and Webb.

The son of a minister-farmer, Finley grew up in Illinois. The Knox College class Valedictorian returned there in 1891 as its president, becoming the country's youngest college head. Dr. Finley later moved to Princeton University as a Professor of Politics, there meeting Grover Cleveland and Woodrow Wilson who was a key in Finley's decision to accept the presidency here.

Finley was beloved for his exuberance, keen wit, and sincerity. He ended 50 years of strict discipline by treating students as intelligent men rather than little boys.

He was also a brilliant speaker, able to earn great prestige for the College in his speeches and his famous Great Hall assemblies.

Curriculum changes as well as unheard of innovations abounded under Finley. Hoping to serve more people, an Evening Session was instituted in 1909.

Plans for the School of Technology, a new library, and new departments grew



Alexander Stewart Webb



John Huston Finley



Harry Noble Wright



Frederick Bertrand Robinson



Sidney Edward Mezes

## ... and then there were eight

during these 11 years, but by 1913 he believed that his usefulness here had ended, and resigned.

The College's fourth president, Sidney Edward Mezes, was the complete opposite of Finley. A modest, cautious philosopher, he lacked both Finley's flair for the dramatic and his long-range visions.

Mezes came here from the University of Texas, where he rose to the presidency in 14 years, instituting many changes, making it the largest university in the South.

But Mezes' plans for the College were not so ambitious. Entering office without the fanfare of inauguration, he went on to offer no revolutionary changes in construction or curriculum. He maintained the status quo.

Mezes had a great interest in faculty and student affairs, and under him, student organizations, especially student government, flourished—as did the movement for a Student Union. He removed disciplinary matters from the president's hands and put them under a joint student-faculty committee.

#### Finley's dream came true

World War I necessitated greater use of the College's facilities. Vocational courses were added; Great Hall became a barracks; and Finley's dream of a Summer Session became a requisite measure.

Apart from his duties here, Mezes played a role in the settlement of the war. He was asked by President Wilson to research and collate material that could be of use to the U.S. at a peace conference.

Like his predecessors and successors, Mezes had to deal with moves to either abolish the College or institute tuition.

As his administration wore on, Mezes' tuberculosis grew worse. Seeking rejuven-

ation, he left for Europe, but his health did not return, and in 1926 he sent a letter of resignation from Rome.

While the Board of Trustees sought a successor, Frederick Bertrand Robinson became Acting President. A year later, in 1927, Dr. Robinson was chosen as the College's fifth President.

The first alumnus (1904) to assume the presidency, Robinson joined the faculty in 1908. Within a decade he was Chairman of the Economics Department, and went on to hold a variety of administrative posts, including Dean of the School of Business, Director of Summer and Evening Sessions, and Director of the Vocational Division.

The questions of freedom of student expression and compulsory military training became vital issues during his turbulent era; and Robinson, a man more adept at administering to a business school than a student organization, was unable to deal effectively with them.

The result was a growing antagonism between the rebellious student body and the conservative Robinson. He allegedly sent a stenographer to student meetings to record speeches and dealt with rebellion by lavishly handing out suspensions. This failed to quash student riots, and in October 1930, there was a mock trial for the President, during which the students found him overwhelmingly guilty.

It thus became difficult for Robinson to be effective. There were deep feelings of resentment and an alumni committee was set up to investigate him. Even that was marked by dissension and charges of "whitewashing."

This sentiment, along with his own poor health, forced Robinson to submit his resignation at the end of 1938.

Dr. Harry Noble Wright, a graduate of Earlham College, was the sixth man chosen to rule the College. A brilliant mathematician, Wright held a variety of teaching and administrative posts before he came here as an Assistant Professor of Math. He later became Director of Evening and Summer Sessions.

The years of Wright's administration were almost as turbulent as Robinson's, but he emerged from them without engendering the same hostility.

The most famous controversy resulted from the teaching appointment of Bertrand Russell, the British philosopher. The ensuing character slanders created such a stir that the appointment was rescinded before Russell ever arrived.

#### Simply decided to retire

At the age of 70, without being coerced out of office, Wright simply decided that it was time to retire.

Most people had expected that Ralph Bunche, chief of the U.N. Division on Trusteeship, would be Wright's successor; but he declined the post. What the College found instead was Buell Gordon Gallagher, the ordained Congregationalist minister who gave sermons rather than speeches, and who inevitably became known as the "Lincolnesque" educator.

Born in Illinois, Gallagher earned five degrees, and at 29 was elected president of Talladega, a small liberal arts college for blacks in Alabama. It was the beginning of his long career in race relations.

In the early 50's the College was in the throes of great change. Physically, it was expanding southward with the acquisition of the buildings that formerly housed Manhattanville College. The dreams of five Presidents would be fulfilled—there

(Continued on Page 16S)



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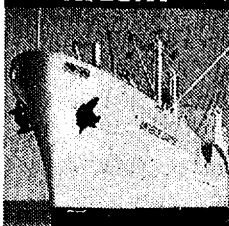
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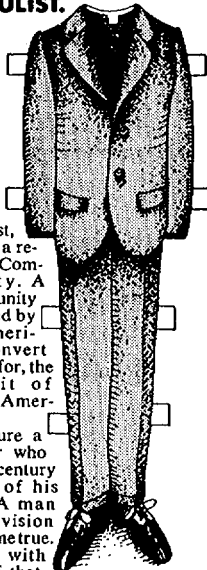
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