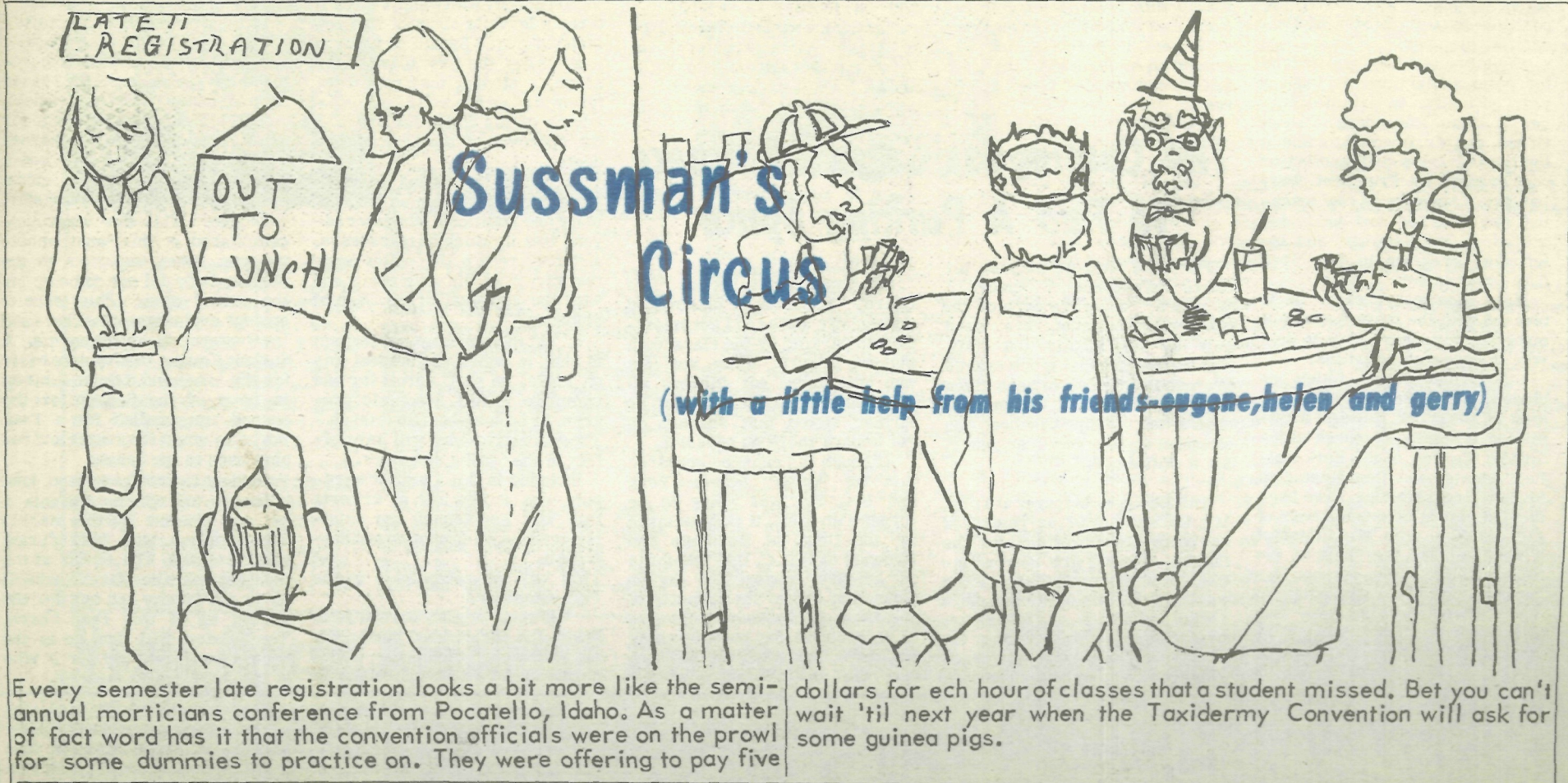


# PANDORA'S BOX

Volume VI Number 1

York College of the City University of New York, Bayside-Jamaica, New York

Wednesday, February 17, 1971



Every semester late registration looks a bit more like the semi-annual morticians conference from Pocatello, Idaho. As a matter of fact word has it that the convention officials were on the prowl for some dummies to practice on. They were offering to pay five

dollars for each hour of classes that a student missed. Bet you can't wait 'til next year when the Taxidermy Convention will ask for some guinea pigs.

## CUNY Proposes University Degree

# New Program Offers Major Curriculum Innovation

A proposal that would provide students with a unique opportunity to control their academic careers is seriously threatened by developing faculty opposition.

The CUNY B.A. degree proposal was withdrawn from the January agenda of the Board of Higher Education because college faculties through the University Faculty Senate have claimed that the proposal contravenes faculty responsibility under Section 8.6 of the Board's Bylaws, that the faculty was not consulted in the drafting of the proposal, and that governance of the program by a committee of equal faculty and students violated previous governance principles adopted by the Board.

The CUNY B.A. proposal provides that a student may upon completion of one semester in a community or senior college develop a course of study which should include:

1. submission by the student of an academic transcript indicating at least ninety semester hours of passing grades in any courses offered or accepted by any collegiate unit and/or the Graduate Division of the University, as approved by the student's Faculty Committee, including such courses based upon independent, internship, or field studies as may be offered or accepted by the various units of the University in their regular curricula;

2. certification by the student's Faculty Committee of his successful completion of the non-classroom portion of his baccalaureate program, if any, (not exceed the equivalent of thirty semester hours of independent, intern, or field work in addition to such studies offered through the course portion described in 1 above);

3. certification by the student's Faculty Committee of a competence by the student in the

humanities, social sciences, and natural sciences;

4. an authorization by the student's Faculty Committee signed by all members thereof, indicating the program of study upon which the Committee has approved for the award of the CUNY B.A. degree;

5. certification by an appropriate University officer that the student has met the requirements specified in 4 above.

Under the proposal, the student will select the Faculty Committee and designate the Chairman. Upon completion of the program, the degree would be awarded by the Board of Higher Education on the recommendation of the Faculty Committee.

Governing committees of the program at the college and university level would be constituted of equal numbers of faculty and students. In a four-page series of questions, the University Faculty Senate termed this "the most deficient section of the proposal."

Richard Lewis, Chairman of the University Student Senate, praised the proposal as a first step toward general curriculum reform within the University and a long overdue measure. He added, "The absence of faculty initiative in curriculum reform has only encouraged the Chancellor to exercise the Board's prerogatives under Section 8.6 of the Bylaws. This is to say that the need for reform is so great that the Board has decided to initiate it." Lewis further noted that the CUNY B.A. proposal held great potential benefit for CUNY students and that defeat of the proposal by faculty opposition would be a serious blow to student hopes for a more relevant curriculum.

Mr. Lewis expected the University Student Senate to act upon the proposal at its February 7th meeting and commu-

nicate the Senate position to the Board for consideration at its meeting at the end of February. Mr. Lewis added, "The extent of faculty opposition to the CUNY B.A. is reflected in the minutes of the December 15, 1970 meeting of the University Faculty Senate."

The following resolutions were adopted at that meeting:

Resolved: That, the University Faculty Councils or faculties of the constituent units of the City University to meet and consider the "Proposal for a City University Bachelor of Arts Degree" and Chancellor Bowker's August 27, 1970 statement, "The University Degree-Individualizing the Ed-

ucational Process at the City University."

And further, that, the University Faculty Senate regards these proposals as matters of curriculum, the awarding of credit, and the granting of degrees which properly fall within the jurisdiction of the individual colleges, and empowers its Undergraduate Affairs Committee to serve as a clearinghouse and coordinator for the actions taken by Faculty Councils for presentation to the Senate.

Implementation of the above was referred to the Executive Committee which was authorized to seek counsel and injunctive action if necessary.

Mr. Lewis commented, "I hope that students are not confused by the type of 'crisis politics' the faculties are using to stall the proposal. The faculty had plenty of time," he continued, "to make known its reservations about the program. Almost seven months after discussion of the program has begun, the faculty now decides to call a halt to the deliberations because it objects to procedures and equal student-faculty governance of the program."

Final decision on the program will be made at the February meeting of the Board in anticipation of initiating the program for the Fall 1971 semester.

## Faculty Rejects CUNY Degree

# Votes For Curriculum Reform

By an overwhelming majority, the York College faculty voted for changes in the college curriculum, at a meeting on January 29. The faculty voted in reaction to a proposal recommending some flexibility in degree programs. All but ten of the faculty present voted in favor of the proposal. There were ten abstentions.

The question of flexibility was raised after the faculty was presented with the City University degree proposal. According to the proposal, any student would be able to take courses anywhere in the university under the guidance of at least three faculty members, two of whom should be in one college. The proposal was designed to give a student greater choice in fulfilling his degree requirements.

Only six members of the faculty favored the proposal, which would be the first major change

in the York College curriculum since its start almost four years ago.

Faculty objection to the proposal was based on a supposed cheapening of the college degree, and a loss of "faculty integrity," caused by the loss of their power to grant degrees.

The majority of the faculty reacted similarly when Dean Gruen presented a proposal for student evaluation of teachers' effectiveness. The proposal, developed at the University of California at Davis, suggested guidelines wherein faculty performance would be subject to student evaluation and criticism.

The call for faculty evaluations arose after the dispute last fall when three members of the faculty were not recommended to be tenured. Students complained at a college-wide meeting that they had not been consulted.

One member of the English department reacted indignantly at the thought of students rating her performance in the classroom. Other faculty members reacted similarly, while few were willing to speak out in favor of the notion of students helping to judge faculty performance.

However, in spite of the negative tone of the discussion, there were only three opposed votes to Samuel Hartenberg's proposal that the York Senate adopt a plan based on the Davis document.

No new information on either teacher evaluations of curriculum reform is available to date. The deadline for the Curriculum Committee to make its final recommendations is April 15. The deadline for input to the committee, according to sources is March 15. The chairman of the College Wide Curriculum Committee is Dr. Thomas Howard McGee.

## Rogowsky Returns To Teaching Full Time

For those of you who are used to hiking up to the house to talk to Mr. Rogowsky about funding an activity, calling a meeting or scheduling a room, relax - he's now in trailer #4. Of course he's no longer in charge of funding activities, calling meetings or scheduling rooms anymore either. Mr. Rogowsky joined the teaching faculty of the Political Science Department and left his position as Coordinator of Student Development.

The move had been considered for quite some time, at least a year. Finally, in late December, Dean Rosenberg, Dean Gruen, and Mr. Rogowsky came to the final decision, and permission was granted by President Newton. Mr. Rogowsky is now teaching two courses and he is involved in the Seminar, and Internship Program in New York City Government.

Mr. Rogowsky says he is pleased with the move because it now gives him more time to devote to research activities.

His former duties, which included being Secretary/Chairman of the York College Association, Faculty Resource to the Student Caucus of the York College Senate, and Coordinator of Student Programming, have been divided among other members of the division, with Mrs. Harriet Vines taking the bulk of the responsibility. He retains his position as Vice Chairman of the College Senate. Dean Dan Stern has taken the role of Coordinator of Student Development.

Aside from his deep involvement in York's students, administration, and community affairs, Mr. Rogowsky has also co-edited a book entitled, "Political Parties: Leadership, Organization and Linkage," a book of readings. The editors wrote the introduction and an essay on the linkage process.

Mr. Rogowsky, who received tenure this term, intends to remain at York, with continued involvement in teaching and administration, although the role and circumstances remain to be seen.

## The Continuous Saga Of Where To Find A Parking Space

The York College parking lot offers its students 43 spaces, 6 of which, along the curb of the classroom building, are used only by the faculty and staff. Due to the fact that more spaces are needed they have been given permission to use Queensborough's lot. This has been the situation for the past four years, but it still exists.

The Business Manager at York, Mr. Barney Levantino, remarked on these priorities that for the faculty, "There are no restrictions for anyone. There is no way of determining it. We can't assign priorities -- first come, first served." Concerning the staff's use of Q.C.C.'s lot, "Faculty and staff can only use until

With an aura of ennui the members of the York Senate took up where it left off. With an agenda made up of the left-overs from the January 7 meeting and some new additions the York Senate met on January 14, 1971.

The Senate passed a Committee on Academic Standards proposal in which the student who withdraws from a course can do so without penalty until the eight

a specific time."

But speaking to Ron, "the Guard," it has been discovered that faculty and staff get priorities to parking by the classroom building's curb, while students who park there get stickers all over their windshields. But he further stated that students do get to park there on occasion

Although the chances appeared that the "ditch" between York and P.S. 203 was going to be turned into a lot, it was declared by the Dept. of Buildings and Grounds at Q.C.C. that "the gully is not the property of Higher Education but is the property of the Dept. of Parks will not give it up because the wildlife which habitates that area and the lake use this for a feeding area."

week of the semester. After the eight the grade given to the student is "WF," but extenuating circumstances may be considered only by the Dean of Students. In the same Committee report the frequency with which a student takes a leave of absence was restricted by the Senate as follows:

a. "After the first leave of absence, a student may return the following semester upon the advice of his counselor and with the approval of the Dean of Students.

b. "After a second leave, a student must remain on leave at least one additional semester beyond that in which he takes leave, and may return thereafter upon the advice of his counselor and with the approval of the Dean of Students.

c. "In the semester subsequent to that in which the student was on leave, he shall enroll for and complete a full academic program or be subject to dismissal." These restrictions will take effect in the Spring semester.

Included in this Committee report are a new set of criteria that will supplement the existing criteria on probation and dismissal.

This will be retroactive to the Fall semester.

If total credits earned falls below the established number in the following table, the Committee on Academic Standards

would place the student on probation or dismiss him as indicated.

Semester	Probation	Dismissal
1	3 credits	No dismissals
2	9 credits	6 credits
3	20 credits	16 credits
4	32 credits	26 credits

These criteria would not replace the retention criteria based on cumulative point value (index), but would supplement them for those students whose earned credits fall below the above standard irrespective of index. Effective Fall 1970 semester.

Despite all the work accomplished at this Senate meeting one issue important to the student body did not come up for the second time. This issue is student evaluation of teachers and involvement in appointments. A Student Caucus that was the basis for the issue and did not come up in front of the Senate for the second time called for a Task Force to study the matter and report back to the Senate.

President Newton promised John Williams and Chris Epifania a private meeting on the matter. The meeting was held during intercession. The result of the meeting was a resolution that will go to the faculty and call for the setting up of this Task Force. The matter will then go to the Senate and come up for a vote at the next Senate meeting.

## Hairstone Pushing Continuing Education For Jamaica

By Dubowsky

"At York College continuing education is not viewed as a series of non-credit courses alone. Continuing education at York College is seen to have a dual thrust and that is (a), providing credit bearing courses for students seeking degrees and who are unable to attend for numerous reasons the regular sessions of the college and (b), providing non-credit experiences for adult and youth for personal enlightenment, for community development, and for cultural development..." These are the words of Marcus Hairstone, newly appointed Dean of Continuing Education and Urban Affairs.

The program outlined in his preliminary report is a very sound and relevant one which should be initiated as soon as possible. Dean Hairstone expressed a great enthusiasm towards his program, as York has a mandate for the combination of the liberal arts and sciences with community related programs. Our move to Jamaica this September will allow us, at long last to implement this mandate. While it is true that most programs of this type were not greeted by the community with open arms, Dean Hairstone hopes to alleviate this problem by store-front centers. That is, the strategic locations of store-front centers will allow a more workable rapport to develop between the college and the community. It is Dean Hairstone's view that, "there exists potentially a tre-

mendous reservoir of good will between the faculty of York and the Jamaica community. This State of affairs can be exploited and utilized for the implementation of educational programs and activities that will be meaningful educationally and culturally."

The basic tenet of the program is the concept of cooperative education, students, faculty, the community, and industry, all to work in tutorial and remedial programs, thus performing a valuable community service, while at the same time gaining much practical experience in the realm of teaching. Industry will offer its services and facilities for job training programs. At the present time there are numerous

industries and hospitals interested in this concept of cooperative education. Job counseling will be offered to train persons wishing to seek higher employment immediately. This can be done in a relatively short period of time. For example, a typist can be trained in four to five months, and there exists a tremendous demand for qualified typists.

This and other similar training programs will be offered until the time when an Associate Degree program can be fully established. There will be a night session offered, which will enable our students and the community to achieve a degree while holding their present jobs. Many of the



Marcus Hairstone, newly appointed Dean of Continuing Education is optimistic about the prospects for success of his program.

instructors at York would prefer teaching nights, and the problem of overcrowding would be greatly alleviated, as many students would also prefer the night session.

In addition to job training and credit bearing programs, there will be a number of seminars, and non-credit courses in culture, art, music, consumer affairs, child care, government, and a host of others. All courses will seek to develop the individual educationally, physically, emotionally, which will lead to the development of self-help, self-consciousness, and individuality.

The talent for the cultural aspects of the program will be drawn mainly from the college and the Jamaica Community, allowing the vast amount of hidden talent, which is known only to small groups in the community, to fully develop. In addition, professional artists, and musicians will display their work and perform.

The screening of instructors, counselors, and other people involved will be done by a committee consisting of various persons taken from academic, community, and business groups. It is with Dean Hairstone's policy that the best possible persons be hired to insure quality not quantity, education, whether the involved persons be students, faculty, businessmen, or community people.

The funds for this program will not come only from the depreciated college budget. Government, foundations, and businesses will fund many of the programs, and contribute equipment which otherwise could not be acquired.

A day care center will be established, enabling mothers to attend and participate in the programs. Students will be able to acquire actual experience in such fields as social work and teaching by their participation in the center.

It is unfortunate that this program is probably doomed to failure, because, like many York

College programs, it may, (a) either collapse, or (b) will finally develop at such a late date, that it will be no longer relevant. For example, York was an experimental school dedicated to urban development (Jamaica in particular), yet four years after its birth, we are still in Bayside, and we are not here at the expense of the administration, or fat politicians talking about the topic of the day, urban development, but at the expense of the student body, and the Jamaica Community. They are the ones who are suffering. The curriculum which was to reflect our mandate for urban study and development, but at the expense of the student body, and the Jamaica Community. They are the ones who are suffering. The curriculum which was to reflect our mandate for urban study and development, was, and still is entwined with a high concentration of the natural science, while courses relevant to urban study, and community development, were left to rot in a bulletin full of promises. The Jamaica Community doesn't trust us, just as we are hesitant to trust them. Through the years, broken promises, false hopes, and high ideals, have led us to be totally alienated from the community which we were supposed to help, develop, and thus grow from, educationally, and physically.

Marcus Hairstone is an honest man. His preliminary report is now under evaluation by many diverse groups. He desperately wants this program to be fully initiated by September 1971, and he wants the constructive criticism of all the groups involved. The inception of this program, (in its revised form), coupled with our September move to Jamaica, may at long last enable us to achieve our goals as stated in the bulletin, the growth and development of the college and Jamaica, till we may truly call ourselves not, York College, and the Jamaica Community, but The York College Community.

## B.H.E. Proposes Tuition At CUNY

Students whose parents earn \$10,000 a year or more may be paying tuition to attend York next year, while those students whose parents earn less than \$10,000 may not have to pay anything, if a proposal being considered by a University commission is adopted by the Board of Higher Education and the State Legislature.

Under the proposal being considered, full time undergraduates whose family income was from \$10,000 to \$10,999 would pay \$100 a year, \$11,000 to \$11,999, \$200, \$12,000 to \$12,999, \$300, \$13,000 to \$13,999, \$400, and

\$14,000 and over, \$500, according to a report published in the New York Times, January 23.

Part-time and graduate students with family earnings over \$10,000 would pay 20, 40, 60, 80, or 100 per cent of their present tuition and fees, in line with the same income levels.

The Commission, appointed November, 1969 by the Board of Higher Education, was charged with finding answers to such questions as "Is the growth of City University to be paid by: 1) the State, 2) the City, 3) the Federal Government, 4) private contributions or 5) student contributions?"

Headed by former Mayor Robert Wagner, the 21-member commission is reviewing several older ideas for significantly increasing the University's income. Practically all of the ideas, including tuition, call for a substantial increase in the proportion of the state's contribution to C.U.N.Y. Presently the state foots half the bill for the operating expenses of the senior colleges with the city paying the other half. There is a different ratio in financing the community colleges with the state paying two-thirds.

Although Mr. Wagner is quoted as saying that the Commission is divided over a course of action, the Times leaders have told the group that improvisa-

tion of tuition and greater state involvement in lowering the City University must come, before the state goes beyond the current 50/50 financing formula.

If the tuition proposal is adopted, a professional consultant to the Commission estimates that as many as two-thirds of the University's students would attend free.



Photographs of World War II heroes covered the walls. Peeling metal chairs dotted the floors. The scene was the Overseas Press Club, earlier today, where the Ad Hoc Committee for the City University was reiterating its position of no tuition.

Howard Squadron, chairman of the 60 member committee, told a press conference that, "The report in The New York Times of January 23 that the Wagner Commission is considering a proposal of a sliding scale of 'student charges' is merely another attack by those forces, which have demanded the imposition of tuition fees as the price of increasing State support for the City University."

The proposal of a sliding scale of tuition was made to the 21 member commission by the accounting firm of Peat, Marwick, Mitchell and Co. The proposal calls for imposition of tuition on all undergraduates whose family income is \$10,000 or more per year. The tuition would range from \$100 per year for students whose family income is between \$10,000 and \$10,999, to \$500 per year for students whose family income is \$14,000 and over. The tuition charge would be added to the already existing general fee.

"Any bookkeeper can demonstrate that the imposition of fees will increase income," said Mr. Squadron. "But," he continued, "educational policy is superior to cost accounting. The issue of free higher education must be decided not by the short term cost but by the long range value the City University has given, and continues to give, the city, the state, and the nation."

Mr. Squadron is a New York City attorney and a CCNY graduate who has, "Always been interested in civic, political, and community affairs." He is co-chairman of the national governing Council of the American Jewish Congress, one of the constituent members of the Ad Hoc Committee.

In addition to Mr. Squadron's attack of the tuition proposal

was an attack by Florence Flask, also of the American Jewish Congress. Mrs. Flask argued that the imposition of fees was an attempt, "To close the doors to higher education." Speaking on this theme Mr. Squadron called tuition, "A wedge between those students who will pay and those who won't."

"Open Admissions was an enormous step forward," explained Mr. Squadron. "However," he added, "this would be an enormous step backward." Mr. Squadron also pointed out that state aid to the State University was three times as much as state aid to the City University. "And," he remarked, "tuition at the State University is going up."

In closing Mr. Squadron urged students to fight to save free tuition. "You have fought well in the past, and you must fight hard now," he said.

The Ad Hoc Committee is made up of alumni and student associations of all the City University Colleges; city wide Protestant, Catholic, and Jewish religious organizations; labor, parent, education, and Civil Rights organizations. The Wagner Commission was appointed by the Board of Higher Education 14 months ago to study the future of the City University. It is expected to hold hearings next month and make its proposals at that time.

## Venis Marsh Appointed Assistant Dean

Linda Katz

"The Black movement is gaining impetus through collective efforts, and its new direction is towards group leadership," contends Venis Marsh, the newly appointed Assistant Dean in the Division of Counseling and Student Development. According to Dean Marsh, the individual leadership of men such as Malcolm X, Martin Luther King and Marcus Garvey was born of necessity, but that charismatic leadership served to spread the rhetoric of the past. The need then was mainly for arousing awareness and consciousness of blacks and whites alike. This need is now not so acute. Through such things as caucuses, co-operative group efforts and joint efforts of Black legislators, Black people will advance toward their goals.

One of the more practical reasons for this new direction is the harsh treatment of individual leaders who can easily be identified. In reference to the Black Panthers, Dean Marsh feels that they are still too dependent on individual leadership. And yet, he credits them for having had some of the most positive effects on the Black community. He sees the trend in methods as being towards diversification, from legislation to activism, although not necessarily destructive, "we've all seen the results of the riots." Mr. Marsh sees a greater response coming from alliances connecting Africa and Black America, despite attempts to keep them apart.

How does the latest Black to receive appointment on an administrative level view the current push to hire qualified blacks to fill top positions? Venis Marsh sees this as taking two possible directions. One would be an appeasement of the Black community by the hiring of "Toms" as tokens. The other direction, which he feels is more positive, is the "overt attempt to hire a Black just because he is Black." He feels that this is constructive because of the discrimination which has taken place over the years which resulted in the denial of jobs for qualified Black people. He feels that this is legitimate because it must be up to the Black community to have a say in actions affecting them. He said that he had con-



sidered the possibility that his appointment was the hiring of a token but realized, after discussion with Pres. Newton, that this was not the case. Dean Marsh feels that his own actions, and feelings towards him would not allow him to become a "Tom." The main reason he was hired for the position, in his judgment, was his service to community and school.

In his former role, as co-ordinator of the SEEK curriculum, Mr. Marsh served many functions. He recruited faculty and aided in the development of a reading laboratory, overseeing the acquisition of material and equipment. In the summer of 1968, he was instrumental in the pilot program for Jamaica youth. The program developed into a tutorial-recreational service in the summer of 1969. It was a joint program between York and Queensborough Community College, funded by the Board of Higher Education.

Mr. Marsh was educated in Philadelphia and received his B.A. degree from West Chester State College in Pennsylvania. He received an M.A. degree in School Administration at Temple University, and completed all requirements towards a second M.A. in the Psychology of

Reading. Unfortunately, he discovered, Temple won't grant two Masters degrees. Dean Marsh has applied to both Temple University and New York University for the Ph. D. degree. His job has kept him from achieving his personal educational goals, and he hopes now to have the time to complete this work without taking a leave from his responsibilities at York.

His current responsibilities now include the co-ordination of the program that recruits Black and Puerto Rican students for a graduate program at the City University Graduate Center, and the sponsorship of the Independent Black Organization, "as long as they want and need me."

Along with administrative ability, Dean Marsh sees the most important aspect of his position as being his ability in human relations. He feels that he must be able to get to and be influenced by people and recognize their needs. This is an aspect of personality that not everyone has and Mr. Marsh says that he hopes he has it. When asked whether he thinks he will "make it," his response is to turn the question around. This is really where the answer must come from, the people.

## News

## Briefs

### part-timers dismissed

At the end of the Fall semester at least twenty part-time teachers at York were not rehired for the Spring term. These included four English teachers, and four other instructors who were given fewer hours of classes than they had had the previous semester. Seven teachers in the Speech department were also among those who did not have their contracts renewed, as were two Spanish instructors and one instructor from the German, the Music, and the Physical Education Departments. These instructors had taught in various levels of the disciplines listed above.

Part-time teachers are hired on a contingency basis, as is stated in their contract with the college. The administration is not required or obligated in any way to renew their expired contracts. When Dean Doyaga was asked if the administration would rehire part-time teachers who had previously worked at York instead of instructors who were never before employed by the college, she said that they would. The hiring of these teachers depends on the needs of York College for the new semester. These prerequisites include; taking into account such factors as the number of entering freshmen needing remedial courses, the total expected enrollment, and the number of sections of various levels needed to satisfy student demand.

Generally, during the Spring term, the need for these part-timers is reduced because the number of students at York decreases. Dean Doyaga indicated that the number and identity of part-time faculty who will be hired for the Fall semester will be determined after evaluating

the needs. When Dean Doyaga was asked if the hiring of part-time faculty would be sacrificing a good education for the sake of saving money because of the fact that a part-timer may not be interested in meetings, etc; she replied, "it is less expensive, and it may be sacrificing a better education, but it is not necessarily so."

### student mobe

On Tuesday, Feb 9, the Student Mobilization Committee (S.M.C.) met in Portable 17. About 15 to 25 people drifted in and out during the conference. The main speaker, Carl Fenimore, who represented the Manhattan center of S.M.C. got lost on his way to York and Bennett Satinoff took over the meeting and discussed the February 19-21, and 24th marches in Washington. Copies of the G.I. Press, one of the anti-war newspapers printed by soldiers were distributed.

The importance of the Feb 19-21 activities was stressed because it is there that the course of events for the spring will be determined. At the National Anti-War Conference, college and high school activists will gather to decide on the following:

- 1) United mass action this spring
- 2) A struggle against campus complicity
- 3) Building the movement to end the Draft
- 4) High School rights movement
- 5) Support for the G.I. anti-war movement
- 6) Legal and Political defense
- 7) Mobilizing anti-war sentiment of women, workers, and Third world citizens

The organization will also partake in the April 24th March on Washington to demand that the war and draft be ended. For further S.M.C. information call: 675-8465

## PANDORA'S BOX



alan barry metrick, editor-in-chief; douglas kennedy, managing editor; frances anne impellizzeri, business manager; larry garber, news; robin ginsberg, feature; don bleiwas, jack kantrowitz, photography; marie gannon, layout; regina kizis, copy

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## Letters to the Editor

## "Geh Cocken"

To the Editor:

I'm not certain what it is Mr. James is bothered about. Surely he is not being compelled to join the protest against the persecution of Soviet Jews; nor is he asked to agree with the J.D.L. tactics in general. It is even more surprising, then, from one who claims just concern with racism toward Blacks and Indians to tell those (Jews and others) who protest the racism toward Soviet Jews to "go shit in the sea."

Surely the lives of Fred Hampton and Friends can not be remade nor are they honored by demeaning the just concern over racism toward other minorities. (The Jews have long memories of genocide!) The plight of Angela Davis will not improve one bit by knocking the just protest of others.

Just who, Mr. James, does benefit by such language? Soviet injustice? All injustice and especially the kind based upon racism should be condemned. Rabbi Hillel was once quoted by Floyd B. McKissick:

"If I am not for myself, who will be for me?"

If I am only for myself, what am I?

If not now, when?\*

(\*From The Black Power Revolt, Boston, 1968, p. 179)

Professor M. Kornfeld

## Parting Shots

Dear Pandora,

The following letter is not supposed to make any sense, but if it does, am I in trouble! ha ha. These words are just a bunch of incongruent thoughts or shots to part with.

Too much but a one stone should do it all. I'm not used to writing here but I must pay my respects.

I was privileged to make many friends here who I will remember.

I just thought I'd get it all off the grey matter.

Now that you've read all this you regret that you ever read all this. You surmise that a "nut" write all this. Well you're right again. This is de wicta signing off, spell it right, clutz, chawadioshalm.

Sincerely yours,

V. Horadip Rippleper

P.S. The best laid plans of mice and men often go astray, especially when they're not too hot anyway.

AN OPEN APPEAL  
TO PRESIDENT NEWTON

Dr. Newton:

We appreciate the fact that your personal association with York College began only months ago. Our purpose, therefore, in writing this letter is not to place the blame of four years of troubled existence on your shoulders, but to plead for a responsive commitment to solutions and perspective.

We have been plagued with a rigid and outmoded curriculum and a lack of space in which to grow both intellectually and socially. We have been enmeshed in the tangles of red tape since our inception. We have pleaded, petitioned, reasoned, and at one point almost accepted the lot that had been cast us. But not anymore, Dr. Newton. The human organism can take only so much beating. We can be pushed, shoved, degraded and abused by an organization, regardless of its power, only so far. And believe it or not, some of us have reached this point.

When you first assumed the position of president of York College, you filled our minds with thoughts of change. We did not expect this change with a day, a week, or even a month, but a full semester has gone by and we find our situation quite unchanged. Students continue to suffocate under the intellectual atmosphere, or lack of it, at York. We are falling not only Physical Science, but in our role as students, for we are not permitted to study the subjects which are of the greatest interest to us, and are made to feel as though high school never ended.

We appreciate the added space of the cafeteria extension, but must question its continued effectiveness when faced with the enrollment of new students, and the indefinite closing of the Student Lounge.

We have professors teaching upper level courses who are still reluctant to assign major research projects because of the gross deficiencies in our library.

The dismissal procedure at this college attempts to create the illusion of academic standard, but this is a one-way policy which, while demanding responsible student attitude and achievement, overlooks the retarded development of most disciplines, especially in the Social Sciences, and the ridiculously small number of upper level electives. For example, of the nineteen Anthropology courses at or above the 300 level that are listed in the catalogue, only five are being offered; the English curriculum has ignored any specific study of any twentieth century literary genre; we have yet to see any course geared toward dramatic theatre.

The 1967 charter class will graduate this June without ever having seen a change in the ludicrous curriculum requirements, without ever having a real campus, without ever having access to facilities which encourage real academic achievement, without ever being exposed to a real college atmosphere of intellectual stimulation and activity. To be graduated in this manner, they must have betrayed any commitment to truth to the overwhelming demands of core requirements and the one-sided policies of standard. They must have sacrificed their own enthusiasm for knowledge to the tired, traditional alternatives which this college has refused to abandon. And they must have stopped wanting all the finer things in people; they must have learned to compromise all the wrong things.

And if they could be satisfied with this, then they must have given up the magic and the wonder of learning for a twisted perspective of truth, a demented educational system which cuts knowledge down to its own size. What have they gained by this kind of education, Dr. Newton, and what have they lost?

Our presence in Jamaica will be no achievement if we meet our commitment to the community with the same misguided intentions and narrow scope. The highest aspirations of education and the most committed superlatives of humanity demand an unrelenting search for solutions; acceptance has no place in an academic atmosphere. Yet our students have diluted their dreams; our faculty has grown too comfortable with the easy, mimeographed inspiration of required curricula and have diverted their enthusiasm away from knowledge to concentrate on administrative political intrigue. We have all allowed ourselves to become too familiar with the second-rate "temporary" solutions of the past and have all failed to generate a vital, striving spirit of innovation and experimentation. But we can tolerate complacency no longer - we can't afford it.

We ask for change - as we have asked before, but never under circumstances so desperate or so sad. It is more than time that York outgrew its stunted proportions. We ask the new administration to direct itself toward the demanding goals and inspired ideals upon which this college was founded. The commitment is past due.

We, as students, cannot, while esteeming the values of knowledge, of truth and of human awareness, accept any more delays or compromises. We have been enraged before, only to easily exhaust our energies and to abandon our hopes too readily. But when our final bit of aspiration is aroused, it will be of a kind that knows no appeasement and accepts no rhetorically camouflaged betrayal by administration or faculty - one which will finally expel the restrictive thinking of narrow minds, of little men with small ideas.

We are asking for change for we are resigned to the fact that we can no longer demand. But don't underestimate our potential or our anger. You can silence us, Dr. Newton, but you'll not change our minds.

The Editors

## Viewpoint

## A Long Time Comin'

April 15 is the long-awaited date for the report of the York College Curriculum Committee and for many it will be the code word for action in several aspects. For all those students who have tried so hard to avoid the more distasteful courses of the core, they will finally have to face the inevitable - or will be happily free from the burdens of their predecessors. For those who have undergone and completed these tortuous trials, it will mean, whatever the decision, mixed feelings of relief, disgust and accomplishment.

For those faculty and students who have tried so long to reform this encumbrance, it will mean either success, starting all over again or another group that has turned to apathy.

Whatever the decision, it will carry in its grasp the many hopes and desires of the members of this academic community. In other words, the future of this college and its inhabitants weighs in the balance of that report. Gentlemen, please think carefully!

## "Who Thinks on Saturday?"

On most campuses throughout the nation, the function of a college or university, and thus its accessibility, does not exist on a Monday-Friday, 9-5 schedule. Unfortunately, this situation now exists at York. Because of this, anyone interested in doing work at the library on Saturdays or in the evenings is denied the available resources in which to engage in research or various other educational functions, many of which cannot be done at home. Also, many clubs and organizations forced to fit their schedules into the "club hour" section which occurs on Tuesdays and Thursdays, could now meet in a more relaxed atmosphere where time is not of the essence. Another important advantage of making the college open to students and faculty is to help reduce the apathy which now

exists on our "commuter campus." The availability of an institution as not only an educational unit, but also as a social enterprise would make the college experience a more rewarding one.

It is true that it would require the appearance of staff members on Saturdays, but a staggering of the large library staff would make it easy to have one or two librarians spend 3-4 hours on a Saturday morning. And since a guard is here on Saturday anyway, it would be no trouble to open the classroom, unless of course, the guard cannot handle the overflow.

The students make up the college and the college is the students, so why not open up the school and show that a college doesn't stop on Friday afternoons?

**Elliott James**



**Two  
Flights Up**

**Killers Of The Dream**

In June, York's first graduating class is expected to commence its perilous journey into the real world. Some will try to prolong the pleasantries of academia by enrolling in graduate schools while others will invariably join the lumpen of nine to five - ers, who creep on their petty pace from day to day, stagnate, and at given intervals good naturedly drag their paltry paychecks to the bank in return for a twenty year subscription to mediocrity in suburbia. Regardless of which direction taken, these miserable souls will have been no better off having tarried a while at York.

York College, that new, innovative, experimental institution has failed. And the hopes, wishes, and aspirations of all the P.R. men in the world can't attempt to reverse what has already gone away. The problem comes from within.

Hindered at its inception by fierce factionalism York was doomed to suffer the growing pains of a quasi - permanence on the Queensborough drive-in trailer park. Then fate dealt another blow -- some would - be group of Educators, calling themselves a curriculum committee, butchered the core requirement. When the smoke cleared the Department of Natural Sciences had managed to devour the lion's share of an already inflated core. This is the same department which is responsible for that familiar fiasco, loosely called Physical Science 101/102. This twelve hour, ten credit misbegotten affront to reality which plagues the B.A. candidate should be locked away with the senile wretch who fathered it. Genug is genug!

But don't think this is the only area in which York rarely excels. Think for a while about a Teacher Preparation Program which leaves its members a choice of very few electives. Slightly less than nil. This department, which seems so preoccupied with per-

petuating the myth that "good guys" still wear white hats, is oblivious to the fantasies in which their pupils reside. Fortunately, a few profs are engaged in straightening out the backward minds of some of these teacher prep people, most of whom seem to be in the running for degrees in Mrs.

But the real shame lies deep within the philosophy of education. Something is wrong when a few of the most gifted and skilled people in the English Department are being wasted in teaching Junior High School oriented English courses. Sections 000 to 0000. The Mickey Mouse of the situation is that when one finally gets into the regular English sequence you are faced with no more than a Reader's Digest collection of Readings in English literature. The band plays on.

When York first opened its doors, there was vision of a humane institution, one in which education and intellectual stimulation and interpersonal sensitivity could exist side by side. Unfortunately, there were too many politicians. Too many interested in playing York College Roulette than picking up on the vibes of students. These guys played both sides against the middle and we were in the middle. There was once a time when they'd take a chance, but there are very few today who will stick their necks out because there are too many titles and promotions up for grabs (sounds a little sordid, doesn't it?)

But take a deep breath for there ARE exceptions and contrary to common beliefs Angelo and Frank, the maintenance man, aren't the only good people left. At the faculty building, in the cafeteria, and in the trailers, you can still find vestiges of those who believe in that dream of York College. Its up to these survivors and the students, who for the most part have been silent, to wrest control from the hands of the killers.

# For Those Who Hate the Spanish Club

For those of us who can remember being solicited in the slightest way to join the Spanish club, I feel safe in stating that for most of us our overall negative responses fell somewhere between, "I can't get into this thing because it has nothing to do with my future career in teaching, wifery, law, medicine etc.", to downright indifference. That this should be the case comes as no surprise when one considers the almost universal aversion present in so many of us to learning a foreign language to begin with, much less having anything extra-curricular to do with it. However, the fact that this attitude towards languages is accepted as more or less normal, warrants some closer analysis.

If we might grant for the moment that as individuals growing up there must have been a time that all of us passed or are still passing through which shall be labeled for lack of a better phrase "The impressionable years." That these so-called "impressionable years" had their beginnings somewhere around high school level leads one to ask what there was about high school that has left so many of us with similar impressions and attitudes. Or more specifically, what have we all experienced to some extent in high school which has led so many of us to shy away on possibly an unconscious level from that which has seemingly no direct contribution to make to our "fields of specialization," our major.

Or even for those people who consider themselves as belonging to another dimension, one that is not so pre-occupied with majors, careers or things like that: why is it that so many so called freaks have no interest in getting involved with things that haven't anything to do with getting high, rock, or splitting to here or there. Does it make sense that these people, the fruit of Consciousness III, the supposedly most empathetic, intelligent and understanding generation that has yet been produced should be incapable or better said, unwilling, to get into their cultures whether its through their language, music, art, ideas or just digging their

daily lives?

I think the fact that our high school education that was so rooted in the concepts of middle-class society is directly accountable for the prevailing attitude among students which is in favor of a narrowed field of interest both in one's work and in one's style of life. These concepts were often meted out to us in the form of rules. For example the rule might state that all men had to have short hair. This rule would show the students that only certain appearances would be acceptable, that there existed a code. However, it was expected or hoped that the student would also recognize the existence of the code as being a corollary to the broader middle-class concept that people must in many ways conform in order to fit in. These concepts upon which so much of our education has been based has not been conceived with any malicious intent, rather they exist to help facilitate our transition from the confines of school into the confines of our specialized bureaucratized, middle-class society where individuality or originality occupy no place of importance, and in fact is considered somewhat of an impediment.

It was therefore, in high school, the last stop for many people before stepping into the real world, that our individuality was systematically undermined whether it was through the rules that had to be followed in construction of "original" english compositions to the then existing codes of dress. An unfounded accusation? Not really. Especially when one considers that the goal of our public school system is to mold our thinking in such a way that we would be able to fit into our "chosen" positions in the great middle-class machinery with relative ease.

This discouragement of individuality as far as it's being an impediment to adjusting to middle-class society effected different people in different ways. Some thought that it was just not worth the loss of self to fit in. There were those that decided after a year or so of college that their own identities, their own individuality which they had been trying to recover, was not only more important to them than fitting into middle class society, but also was not to be found in college. These are the people who find themselves having to drop out in one way or another. Whose fault is it? I would venture to say that it stems from society's primary attempt to strip, instead of nurture his own uniqueness, so that he should fit in and help maintain that society. Forget about this person's attempt at broadening himself by experiencing the exotic, coming to the Spanish club; he's having a hard enough time trying to recollect himself to begin with.

Then there are those who for some reason are rather indifferent to the whole business. They are usually present in school physically but mentally elsewhere; half into going to class, half into hanging out; half into going to work; half into hanging out; half into a career, half into hanging out if they could for the rests of their lives. Since these people don't really do anything too specific with themselves one would think that they would be totally receptive to any kind of new suggestion for something to do, like come to the Spanish club and get into what's happening in Cuba for instance! But a resounding negative is, more often the response. The only explanation that I could offer for this is that these so-called anti-establishment people

were during their "impressionable years" somewhat revolted at the prospect of conforming to middle class society and instead faked everyone out and conformed to themselves. Thus creating a kind of sub-middle-class culture which ironically is very similar ideologically to the original in that it's life style is in it's own way very limiting (no room for the Spanish Club in this one either) and binding. Won't someone please attend. Needless to say, these are the people who will virtually break their backs in order to split to Europe this summer only to seek out European, dope, European rock festival, tolerant, look-the-other-way Amsterdam, and other freaks, which when all considered might not sustain everyone as a truly worthwhile experience. I know from last summer's experience, I come from this group.

Then there is another crew that is just plain frightened at the prospect of not having a niche in society and knew from practically the moment they set foot on campus what they would major in and what their careers would be. Having recognized and approved of the rewards to be reaped when one conforms to society they were only too quick to do whatever had to be done to facilitate their exodus into middle-classdom. On went the side-blinders to not only blot out the rest of the world, but to enable them to see and concentrate on the goal of teaching 4th grade or medicine. At this point these people actually become their goals. To request that they summon up some humanitarian instinct and attend a Spanish meeting, a Hobbit meeting, anything that has only to do with the experience of being alive, might be as meaningful and desirable to them as our desire to see 2000 more people at York, each with his own car.

Of course this is an exaggeration as there has yet to be spotted on campus any of these walking robots. Also not to be misconstrued is the idea that to have a goal in life is something bad. Quite to the contrary, for every 1 person who knows what he wants to do there are probably 6 others who wonder at times, some more frantic than others, "What am I going to do." What do I find objectionable though is that after having done a little traveling I now for the first time have a fair comprehension of how huge the world is; as far as the amount of different people and cultures there are, that when I see someone so tied to their way of life or goals in life without ever having experienced or worse yet not letting themselves experience anything like this, I think it no less than a crime. The frightening aspect of all this is that these close-minded people are the ones who will one day govern this land. Didn't we say that we were going to change it? That last point of interest is directed only to those who plan to stay here.

Wouldn't it be great if we could all go around the world twice, just to get an idea of what's going on, and then choose a major and a career? But putting this naive aside for the moment, if there are those of you who unhappily recognize yourself as approximating one of these stereotypes, you could do worse than to come to a showing of Latin American panorama which will be some time this week. If not, come anyway. It will probably not revolutionize your mind or your life, but it just might represent the first step taken on the road to eventually breaking those middle class chains that bind. Check trailer #3 for more information.

## Fantasy 2001

Robert Brickman

Harry Reasoner, the internationally known news correspondent, called together today a conference to discuss and solve some major current problems confronting the world. In attendance were specialists from all walks of life, including: Defense Secretary Melvin Laird, Officer Joe Bolton, Betty Crocker, Dr. Joyce Brothers, Dr. Timothy Leary, Frank Sinatra, Yoko Ono, Joe Namath, Judge Hoffman, and Amy Vanderbilt. Representatives from ethnic, racial, and minority groups were also present, with Micky Dolenz (of the acid-rock combo The Monkees) representing the current youth movement in America.

The group met at 9:00 a.m. in the York College Cafeteria at the suggestion of Melvin Laird, who called the maneuver a "protective reaction" against any possible news media. He noted that the lack of space in the cafeteria would prevent bulky news recording equipment, such as reporters and pencils, from entering the conference area. There was a six hour delay as the other members toured Long Island for parking space. Finally underway

at 3:00 p.m., the conference arrived at the conclusion that they were hungry. Miss Crocker and Mrs. Lennon offered their services, and after waiting on line for what seemed an eternity, found the food to be inedible. Miss Vanderbilt then reminded the group that coffee would be the proper refreshment, with the result that Judge Hoffman paid for the coffee after having fined the cashier \$200.00 for refusing to change his five dollar bill. Dr. Leary subsequently passed out the sugar, asking each member: "One cube or two?"

Shortly afterwards, the participants were able to work in complete harmony and published a report that included solutions to these world-wide problems:

INSOMNIA. . .say ten Hail Marys (or attend any class at York) "THE NUBS". . .grow a beard

OVERPOPULATION. . .remain in Southeast Asia  
THE DRAFT. . .enlist, then you won't have to worry about it

DULL T.V. PROGRAMS. . .Legalize hallucinogenic drugs

AIRPOLLUTION. . .make breathing illegal

WATER POLLUTION. . .make swimming illegal

ATOMIC POLLUTION. . .make living illegal

VENEREAL DISEASE . . .sterilize York College

INSANITY. . .abolish religion

RELIGION. . .abolish insanity

MISTREATMENT OF INDIANS... run cowboy movies backwards, so that the Indians win

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- From Television:
- 1) MACE THE NATION, with George Wallace, Feb. 7, 12:30 p.m., channel two.
  - 2) BEAT THE PRESS, with Mayor Daley, Feb. 7, 1:00 p.m., channel four

## CURRICULUM TIME

### Foreign Language

Mark Ravens

This is the first in a series of articles, outlining the strengths and weaknesses of the present required core curriculum at York, and proposing new reforms and suggestions pertaining to it.

According to the red and white bible, otherwise known as the York College Bulletin, "the York College curriculum introduces the student to the life of the intellect, encourages him to achieve some mastery of the disciplines of mind and body, and fosters his personal commitment to develop his intellectual talents fully." In the 1969 - '70 issue of the bulletin, two full pages are devoted, or wasted in explanation of core requirements. There is an all too obvious contradiction between "life of the intellect," and the educational scheme as it exists here. Life is certainly the focus of our attention when forming an educational institution. Education can and should be a broadening of environmental horizons. It is an enriching of life experiences. Through the past, most educational institutions have learned to underplay the previously overstressed direction restrictions thought necessary in the early Renaissance. It has been learned that it is not necessary to study broad reaching programs of Physics (for example) to be an educated man. In their acceptance of this and correlating facts, schools in general have been striving to minimize the dictation of course requirements to their students. Schools in general that is, not York!

At present, 53 to 55 of the 128

"Any logical defense would have to include the fact that, if language requirements were simply dropped, teachers would have to be fired."

credits required for graduation are used to fulfill core requirements. Further, 27 to 42 credits are restricted to the major area of study. This leaves the student only 31 to 48 credits for freely chosen electives. For a liberally oriented experimental liberal arts college, this is far from ideal.

This is the first in a series of articles, designed to examine and propose logical reforms concerning required courses at York. The aim is to allow maxi-

mum freedom on the part of students, and to minimize the incidence of distraught teachers forcing facts upon students who are unmotivated or have little aptitude in the subject area, while maintaining a just and meaningful value for a B.A. or B.S. degree.

The focus for this article is that part of the core requirements concerning foreign languages. At present, "All students are required before graduation to dem-

"At present, 53 to 55 of the 128 credits required for graduation are used to fulfill core requirements. Further, 27 to 42 credits are restricted to the major area of study. This leaves the student only 31 to 48 credits for freely chosen electives. For a liberally oriented experimental liberal arts college, this is far from ideal."

onstrate a level of competence in one foreign language, commensurate with successful completion of the fourth semester (106) course in that language, either by passing the course or by special examination." For most students this means facing up to 5 (inc. 100) semesters of a foreign language.

In part, this requirement is a burden to teachers who must teach classes with a majority of whose students are either unmotivated, or who have little or no aptitude for foreign languages. The necessity of having some sort of requirement in this area, has a logical defense on the basis of several principles. First of all, it can be shown that in learning the grammar of a new language, the student inevitably comes away with a better understanding of English grammar - which is lacking in a great many students, even at the college level. Secondly, the international cultural horizons and insights of the student are broadened through such courses as the 105 and 106 sections. Finally, any logical defense would have to include the

fact that, if language requirements were simply dropped, teachers would have to be fired. It is illogical to assume that the frustratingly conservative faculty and administrative factions in this school would make any change which would cause mass firing of personnel.

The above mentioned factors argue a good case for the need of a foreign language requirement, but not necessarily the one we now have. In conjunction with practicality, my suggestions considers the needs of the teachers as well as those of the students.

Being influenced through conversations with students, teachers and members of the administration, I have derived what can and I hope will be a workable and valid reform, pertaining to the foreign language requirement.

First of all, the maximum number of required credits would be reduced to 7 as compared to 17 students may have to face. The seven required credits would be divided between two courses of revolutionary design. The three credit course would be a modified version of 101, containing some elements of the 102 course and taught within a conversational-standard format. In this way the student is presented with a broad based method of understanding the standard usage and grammatical peculiarities of the language.

The four credit course would constitute a liberalized approach at conserving much of the intrinsic value of the 105 and 106 courses and more. The plan is to divide the term into three five week sections, each taught by a different teacher. For example, the first section would be taught by a Spanish teacher, the second by a French teacher, and the third by an Italian teacher. The subject matter would be covered in English, including a review in translation of the literature and culture of those places where each language originates and is spoken.

It seems only fair that those students who are inadvertently being denied the liberal changes in grading practices, etc. not be neglected from this change. For this reason I feel that all students currently attending York who have already completed the 101 and 102 courses for foreign language be considered as having

completed this requirement. It is essential not only in the sense of fairness but to project the proper image of the change - that

"In part, this requirement is a burden to teachers who must teach classes with a majority of whose students are either unmotivated, or who have little or no aptitude for foreign languages."

being a change to the advantage of both faculty and students rather than some weakly based plot to push the open enrollment influx through school.

Included in the plan is the prospect that teachers would teach two sections a term, that is, that a French teacher would teach one third of one term, and the second third of another.

The open time would allow the teachers to revise and perfect the manner in which their sections would be handled in the future. Also, this could allow all staff members to be retained until the student body expands to a point where the student body size made it necessary for each teacher to teach three sections each term.

To summarize, I have formulated and presented a plan for reform of the foreign language requirement which is both logical and workable. The plan fits the general scheme with which I opened, and covers all of the following points:

1. The maintenance of the faculty as it exists
  2. Allowance of true motivation of students
  3. Reduction of number of credit-hours required of students in "must take" courses
  4. A platform for broadbased cultural and literary expansion
  5. Maintenance of the positive effect of studying the grammar and style of foreign language.
- Clearly, no objector can deny that everyone benefits in all these areas. I urge the curriculum committee to review and accept this plan and that any objections be brought to my immediate attention.

## CURRICULUM REFORM

Lawrence  
Katzenstein

Over the past few years the area of college curriculum has produced much discussion. One point discussed most, and agreed to by most administrators, faculty, and students, is the need for curriculum reform.

No one can argue against the need for curriculum reform. As colleges enter the 1970's they do so with outdated curricula. What was appropriate in decades past has become outmoded and burdensome.

What few curriculum reforms have emerged have been directed

towards two areas. First, is greater flexibility. Second, is greater relevance.

The term flexibility refers to the liberal allotment of courses presented both in and outside the student's major. The trend has become to allow students to take advanced courses within their major sooner while allowing greater experimentation outside the major. Many colleges have adopted the pass-fail system which encourages students to take courses which are unrelated to their major, but are of interest to the student. If the student does poorly he is not punished with a poor grade. He can learn at his own pace and gain a broader perspective of what his school has to offer. For example, a history major who would like to broaden his perspective on cooking might take a home economics course. He does not have to fear a poor mark.

Also under the category of flexibility is the way required courses are presented. A common approach is the "Chinese Menu method." Students are asked to pick one course from Humanities, one from sciences, etc. Unlike the usual concept

of Chinese menus, there is seldom a craving for a second helping. The goal of flexibility is the rounded liberal education.

Discussing relevance is referring to the creation of new courses to keep up with the changing times. Courses have sprung up pertaining to Southeast Asia, environment, drug abuse, and health care. Queens College now offers courses dealing with the physical and quantitative approach to the problems of transportation and natural resources. City College has recently created a Masters program in medical technology. Bronx Community College offers courses on drug abuse. The list is increasing.

Also coming under the heading "relevance" has been the proliferation of "Ethnic Departments." These include Judaic Studies, Afro-American Studies, and Puerto Rican Studies.

Curriculum reform still has a long way to go. One area hardly touched is student input. While most City University units boast student participation on curricula committees, this participation is usually minor. In fact, many departments have no student participation. Where participation

does exist, it usually takes the form of voting on already decided matters.

Students must be brought into the innovative process of curriculum reform. Planning experimental courses, devising experimental examinations, and developing new class room procedures, are all within the interest of students. Students should receive academic credit for participation in this innovative process, just as faculty is given release time.

The goals of curriculum reform are not the goals of only one sector of the University. Meeting the responsibilities of higher education means keeping in step with society. The University has, with respect to curriculum reform, dragged its feet. If this foot dragging continues, the University will become irrelevant. Many people feel it already is.

curriculum?

you must be kidding

It's getting to be a drag. A real drag. How can an individual have completed college without ever having taken an elective course. What is the purpose of a liberal arts curriculum except to expose a student to all the various disciplines? Yet, many of our students have never been able to attempt an elective. Many in the same straits are over the 128 credit mark without electives. Something is wrong. Awfully wrong. Someone is being denied, and that's not quite fair at all. It's not fair to students and it's not fair to the world in which we hope to involve ourselves; it's not fair to the City University and it's not fair to the faculty. There's no fairness in our curriculum. Only a lot of lines, tenure lines; and a lot of power, discipline power. And the most important factor lacking, without which there would be no university, and no Education program and no Physical Science Division and no disciplines; the students, and their power has yet to be really released, and if raised seems always to be dealt with effectively by those in parental control of our Bayside kindergarten.

I guess it would not serve the situation correctly to act and speak in a sarcastic manner, but I'm frustrated. That frustration has been building for a long period. It used to be anger, but York College students have not been seriously angry since the city decided to move the college to Jamaica instead of Fort Totten. That's over three years ago! I can remember when the curriculum was first proposed. They came up with something wild. 82-91 credits inclusive of a nine credit practicum dealing with the city. Several of us stood up to fight them and it didn't get through in that form. But they still won. "They" is applicable here because in the beginning there were no students on the curriculum committee. "They were divided into squads-physical science versus English and the humanities and then there was social science which was denied almost everything while everybody else was fighting philosophy and art against music who had a 'tough up' with physical education who won in their struggle history and all the others." Sounds absurd and meaningless. So it went.

But we have become more sophisticated since the beginning. There is no more open battling. Students were on the committee with faculty for some time. The Ad Hoc Committee for a New York College tried to change the curriculum two years ago while this group was still in existence. Even our student representatives stood with the faculty. Twelve hundred student signatures were placed on paper and other "Uncle Tom" students rejected them. Absurd and ridiculous? So it went.

Now it's different. The curriculum is still intact as the day it was passed. (By curriculum, we mean the core.) The biggest overall change comes in a part that is all too

important to deny.-The catalogue says on page 37 that "40%" of our student body is enrolled in the Teacher Education Program. If the masterminds who conceived and continue to carry out this atrocity would survey the graduating seniors who have been involved in that part of the "study circus," they would realize their failure. The fact that the Board of Higher Education "panned" the program politely makes no difference. Our city is in a mess, our schools symbols of community tension, strain, and revolution and now bloodbath, our classrooms are battlezones, and we continue just as the programs in the past have done, to educate our new teachers in the same sloppy manner, with the same attitudinal judgements. But there is an innovation...too many hours in the classroom. There is no major in education, Equation time for all education people-Major plus teacher preparation requirements plus core equals almost 128 credits and that, too, depends on the individual Major requirements. For instance, let's take a physics major who by some chance wants to teach secondary school. MMMMMMMM ...60 core credits plus thirty three minimum for a major plus over thirty in the teacher prep requirements equals much too much, if 128 merits graduation. Delicious...It also costs the University extra money in a time when budgets are very tight.

Enough complaining and wringing hands. I'm so disgusted at so many intelligent people who have all, we York College, as a collective community, have allowed this shit to go on. The faculty feeds it, the staff is hired. They slit each others throats for position at the starting gate. Promotions go to the good guys. Others are afraid. The curriculum machine goes on and continues to pump out minds now completely empty of anything really human except for 128 credits worth of forced jammed crammed repetition. Students eat it up for the grades, and everybody suffers.

I've got some proposals. Cut the Physical Science requirement

"Well, I guess you can kill some of the people most of the time, and most of the people some of the time, as long as you don't kill all of the people all of the time."

to one three credit course, cut math to three, cut the philosophy requirement down to zilch, cut out the language requirement, cut the history requirement to an all inclusive three credit course on cities and what they mean to people. With a little ambition and imagination this might even be made into an interdisciplinary course. Cut the English to one 3 credit course minus Alexander Pope, plus real essence of language.

The Social Science requirement could be made into one three credit interdisciplinary course on what social science means to people in a functional sense. Science could be taught in a manner that has meaning to people, and not what it may mean to 100 students sitting in a lecture hall falling asleep with boredom from a lecturer whose material could bore Jesus into not rising. Cut the fine arts requirement down to a three credit course on what art and music have meant for centuries to people as an inspiration for people to live through the worst in life and the best. Art, with due deference to the Art profs on the campus, has little to do with the rote memorization of

400 slides per term. That is drudgery. You people have been very successful in forcing more people away from beauty.

I indict all of those who have been involved in the curriculum process for murder; the murder of creative minds. I indict you for living in the greatest resource in the world and not utilizing it to its fullest extent. If you want to teach a course in Latin studies you can hire Piri Thomas. In black studies, there are all too many qualified people who "Yuk" College has denied a place to.

Our College is just a continuation of a simulated "Bataan death march." We are marching to our own sensual deaths. The only thing exciting about all too many of those core courses is when a female teacher walks in with a side skirt zipper open. The teacher preparation program is a disaster and if there is no change, the administration should be dealt with. If they can't function for the betterment of students, then that's all. We are the university.

As a student, I'm generally upset and won't let you shove this stuff down my throat anymore. This is not my feeling, alone and I know that I don't stand alone. The deadline for the report by the committee on Curriculum is April 15. I hope that you come up with something good, something alive, something insecure that doesn't feed men vain with the blood of their own disciplines and the need for large staffs. Don't tell us that those who were enrolled before such a date will not be allowed to use the new changes if any do come about. It would be a disaster, you cannot continue to give us a dark and fearful picture of the academic life that can and should be so very alive. I can only promise you if you do---

SEE YOU ON THE BAR- RICADES, we've had enough.

vista

back with the feds

Mrs. Carol Kosrovi was appointed last September as the new Director of the VISTA program. Her experience at Capitol Hill and in the political arena is extremely wide. Before her new job she was an assistant to Senator Charles Percy, Republican from Illinois, and helped to write the Fair Housing Bill.

She is a lady with strong features, strong willed, it seems, an athlete. She held a press conference at the Federal Building in Manhattan late last month and I was invited as a member of the press. She came across well, and they served good coffee. The pastry was delicious.

Nixon had just announced that the Anti-Poverty program was being consolidated into one super agency, and, more effectively, cut back. She has great ideas and plans to involve more that just middle class college people the program, to institute a part time work section of the VISTA program. It was an informative press conference. She indented my mind as something more than just a political employee, as someone whose concerns were deeply rooted, and who was willing to work.

At the end of the conference, I went upstairs to the offices of Region II, OEO, which covers New York, New Jersey, Virgin Islands and Puerto Rico. From the office

of the Regional Director, Angel Rivera, the window views the Tombs and the courts, Williamsburg and Chinatown. Then I remembered that OEO is due for dismantlement by 1973, and Carol Kosrovi's face blurred in my mind. But the Tombs remained very clearly pictured in front of the QJ on the Williamsburg Bridge. Mrs. Kosrovi more than ever before became a memory.

The Tombs are the old solution to the problems to which Mrs. Kosrovi can adapt new never before tried concepts. She can institute a Vista program within the city detention system. Though the rioting is several months behind us, and the smashed window glass is long since swept away by the sanitation men and their long brooms, the Men's House of Detention is only a window away from the Federal Building.

Carol Kosrovi can clean the toilets at the Women's House of Detention before they become dirty with the puke of "cold turkey." She has the power to steal every silver spoon before it becomes a "cooker." The question becomes simply, will there be another press conference, or more importantly, will we ever have the time to sit at 10:00 in the morning waiting for her on the Seventeenth floor of the Federal Building, before the windows of our world are smashed.

washington:

thoughts on an old number

April 24, 1971 will probably be a beautiful Spring day in Washington. Ordinarily no body would think about anything else except the weather, and how it'll be a good day to lie out in the sun, or hold a hand, or dream of summer. But Washington will be shaken out of its own problems and the problems and beauty of a city involved in governmental process. There'll be students in Washington again.....again..... again . . . . again . . . . People are organizing again. . . . again... People are bitching again. . . . again. . . . again. . . . This is not November, 1970; there will not be half a million people leaning against the Monument. There will be no march of death, no freezing temperatures. No old time peace kids will show, they're gone, dropped out or underground, filled with hatred, confusion, disgust.

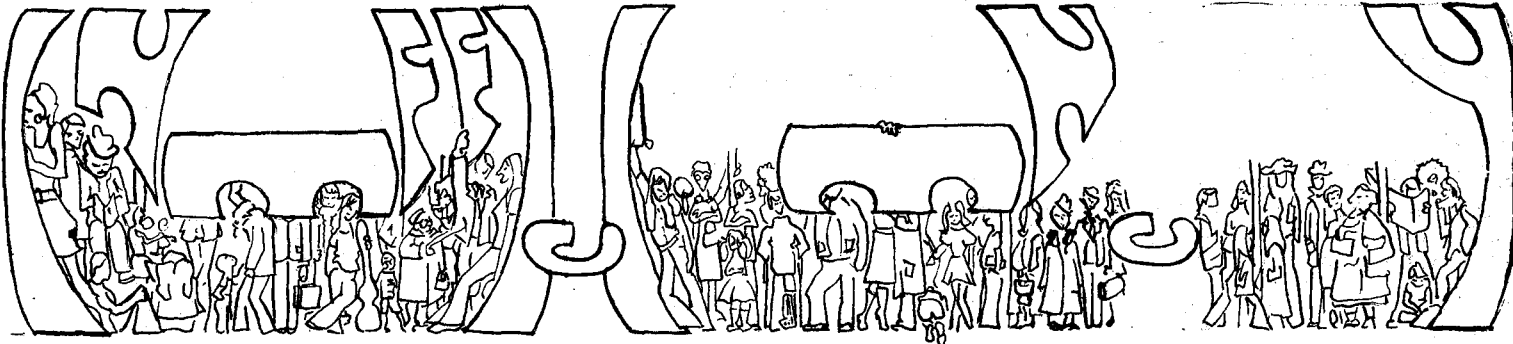
We're going back to Washington for a Spring picnic two weeks to the year before the murders at Jackson and Kent State and the invasion of Cambodia. We're going back to Washington to celebrate the invasion of Laos and continued troop commitment to Thailand with a tear. There's a return trip for many of us but so much of the excitement of those early years of organizing is gone with the imprisonment of the Berrigan Brothers, and the bombing of the townhouse in the Village.

There's no more sophomoricism involved. The colleges are watching students disappear into Fort Hamilton, some returning to that windy site all too soon after they've passed a "hemorrhoid check." Laos is another sneer at our thoughts as human, sensitive humans, and we're going back to that town to cry, and come back resentful, knowing the truth, but marching anyway.

PARDON US,  
BUT WE  
HAVE NOT DIED,  
ET AL  
Hank Sheinkopf

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A Subway Named Impervious

Joe Raskin

There is a small line in front of the token booth of the 169th Street station of the IND, and it gets larger as passengers from the Q5a Bedell St. bus spill in at 11:15 AM. Ahead in the line, a potential passenger is asking the clerk about getting to a certain part of the city, and gets a lot of letters and numbers tossed back at her.

"Sounds like she's getting a rehash of what was on Sesame Street this morning," surmised a passenger.

Indeed, since the great route switch of 1968, that is all it seems to be. When the switch was made, unparalleled confusion resulted, especially at De Kalb Ave in Brooklyn, where most of the new routes met, because of the changes. Many people ended up far from where they did want to go.

Since then, there has been confusion because of a more complex subway map, tripling the amount of colors in the previous maps. Once, I saw a man contemplating a huge map. Was he a representative of the Museum of Modern Art? Was he thrilled by the electric pink lines that signified the F train, the Eighth Ave. local, and the Jerome Ave. line? "I'm color-blind," he said, in a rather frustrated way.

Another problem caused by the switch is the MTA's attempt to eliminate the IRT, BMT, and IND, and individualized the lines, replacing them with names like QJ, KK, and 8. Now the IRT, BMT, and IND are as much a part of the subways as the stations themselves, and outside of a few IND lines, (Could you imagine Duke Ellington doing a song called "Take the IND"?) the identification of trains are not that individual. Instead, the trains are identified on local levels (Ex Lexington Ave., Brighton line, Jamaica El) Once, a man was heard muttering, while studying a subway map, "I wish Ronan would take his F, and

shove it up his A."

It is a typical weekday morning at the 169th Street station, because the crowd, as usual, is five deep, as an antiquated E train rumbles over a switch, and into the station. When the train doors open, a near riot takes place. At that point, a sleek, air-conditioned F train glides over the switch and accelerates through the station on the express track. On the E train, the push increases, because many of the passengers want to catch the F at Parsons Blvd., the next stop. One passenger softly says: "Damn. The most heavily used station in Queens, and its a local stop."

Sure enough, when the E pulls into Parsons Blvd, the F is there, and the passengers pour off the E. Almost immediately, though, the doors on the F slide shut, and most of the E train passengers don't get on. Several frustrated passengers bang their fists on their doors, and only succeed in getting their hands dirty. One of them goes over to the conductor's window, and asks him to open the doors. He only gives a sympathetic shrug, and then the train pulls away. Incidentally folks, he's the one who closed the door.

A creaky D train pulls into the 205th street station in the Bronx. It takes on passengers, the doors close, and the train begins to move out.

And stops after moving six inches.

The motorman tries again.

Same result.

Finally, after a few moments of this, the doors open, and TA personnel rush in, tear off seat cushions by a door in the next car, and begin to hammer away at machinery. Why they're doing this is because the door by the seat cushions is sticking. The train finally moves out, but the whole process is repeated again and again all the way down to Tremont Avenue. There, the

maintenance men decide what that train can do to itself, and tell everybody to get off. The train eventually pulls out, and takes off to an unknown destination. Eventually, a CC comes in, which is fine if you're going to the Hudson Terminal, but not if you want a D train. Five minutes later, a D staggers in

At the 63rd Drive station on the Queens IND, the station is jammed by shoppers returning home. On the express tracks E and F trains continually barrel through the station. Finally, a GG glides in, but it is very crowded, because of people on the other side of the shopping district at the Woodhaven Blvd stop. Another near riot takes place. In mid-riot the conductor tries to close the doors, because he is trying to keep on schedule, but all he succeeds in doing is almost putting the train out of commission because of jammed doors.

At the same time, a QJ on the Jamaica El stops just before the Queens Blvd. station. Ahead in the station is a KK. The QJ caught up when it went through the Metropolitan Ave station. Because there is no express track on the Jamaica El, a skip-stop system has been developed for the KK, the local, and the QJ, the express. All this means is indeterminate delays for riders on both trains.

One passenger is particularly frustrated, because he must get to Sutphin Blvd., the next stop, so he can get to the Jamaica Station on the LIRR. Finally the KK pulls out at Sutphin, and the QJ pulls in. The passenger rushes out, and slips on a wrapper, falls down, and is covered by newspapers blown along by the wind. Upon looking up, he is confronted by an MTA sign saying: "Have you noticed? The subways are cleaner than ever!" The passenger slowly gets up, takes out a pen, and under the question writes a large NO!

30 Cents For What? Debbie Lawrence

There are those of us who do not own a bike or a car and must therefore depend on the use of public transportation. Whether the present conveyance of passengers is efficient or not, can readily be answered by examining what may be an everyday occurrence on the bus lines.

Case in Point:

With one eye open you manage to stagger to the bus stop. It is six o'clock in the morning and your class is at eight, but the bus only runs once every thirty minutes so either you make the six-thirty bus or you begin to cry. You wait patiently for an object in the size, shape and form of the vehicle that will safely transport you to your destination (well, at least somewhere near your destination).

"What's taking this \*&¢ (%&¢#@) thing so long. The Hawk is walking and talking." Due to the absence of the mar-

velled, "wonder on wheels," you stand there bewildered risking the early morning blues. After the passing of a few charters your bus finally comes, only four and five in number.

Public transportation is essential for the less unfortunate to get where they're going. Nevertheless, the obvious inefficiencies should not be ignored, but on the contrary, constructively criticized and finally erased. By erased, I do not mean that Dr. Ronan should erase the all too few buses that now run, they run even with the odor and rubbish that reeks with contempt at humanity. It's no wonder that after midnight there's plenty of, "Twister in the back seat." I wish that somebody would care. We have continually been promised better bus service, but sometimes I think, by the time they finally do, I won't be able to run anymore.

On the second floor, and to your right The Refund Department, a shopper's delight Once you're there, the fun begins The refund game, and guess who wins? See a manager to verify a price Continuously searching for someone who's nice The ten dollar blouse with the Bergdorf label Can only be found on a clearance table Without a receipt there's no escape And you're handed a credit for one-ninety-eight You then speak calmly, and whisper, "the top" You demand the store manager, and get the store cop The security guy wants to know what's wrong And so far you've been there two hours long They take you to the "adjustments" section All the time wishing you had a connection This blouse was marked "permanent press" And after one washing. . . well look at this mess Now you're angry, and raising your voice One-ninety-eight, there's no other choice Leaving them after voicing a few choice words Realizing that refunds are for the birds The Better Business Bureau will hear about this And then you hear, "just a second, miss" The blouse was worn, we won't take it back And other nonsense about health laws intact I know it was worn, that's why it was washed And the permanent press came out looking squashed It so happens miss, there's nothing to do We only take merchandise back that's new How inefficient can some people be? Try to get a refund- - - then you'll see.

Bonnie Brudner

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# Yes, Virginia, There Is An F.C.C.

Lorraine Brooks

How many times have we turned on our boob-tubes and boogalooed to the tune of "Kent Got It All Together?" Or gone down the block singing "You Can Take Salem Out of the Country But -..."

Well there are no more finger-popping rhythms reminding us that good taste is infinitely better than good grammar, (or is it proper grammar?) and that "True Blues" will take longer to kill us than will the other popular brands. Or that if we should ever see a pocket book or an attache case bobbing up and down, its just that Doral has so much taste it has to dance and sing "Taste Me, Taste Me." Well, I've tasted them, and its no dancing matter.

We'll all miss the mountain climber whose cigarette was so long that it burned a hole in his rope, or the ladies who got busted for puffing in the gazebo. (Gee, that does sound obscene!)

Anyway, just when the cigarette commercials were really becoming decent artistic endeavors, enjoyable and in many cases humorous, they've been taken off the air. Now we won't be able to justify smoking Benson and Hedges because we like the ads. (They were my favorite) Or because the man on the commercial was cute. (My mother liked the Silva Thins man who always managed to keep the cigarettes away from the beautiful girl) We'll have to find other reasons for polluting

our lungs. And, I'm sure we will. I'm a smoker myself. I stopped, but I started again because I liked the design of the Virginia Slims package.

However, now that we're no longer being contantly reminded that smoking is fun, can lead to love and romance, and has no connection whatsoever to bad breath, maybe it will be easier to stop. They've been trying to tell us something for a long time and now they've proven that they really mean business. If banning cigarette ads will help cure my smoking, I say more power to it. Advertising can be very convincing and very provocative. It can make us do things that we wouldn't ordinarily do, and buy things that we really can't afford. But, instead of seeing people laughing and making love with cigarettes in their hands, all we'll see is proof positive why we shouldn't smoke. Hopefully, this advertising will be as convincing as its predecessor.

Not only is smoking hazardous to our health, it is also awfully expensive, and the prices are going up and up every year.

I say hats off to the Federal Communications Commission. We have come a long way, baby. Now all we have to ban are the commercials for souped-up cars, foods with unhealthy chemicals, and war toys. Peace and Power.

# Campus Glad Rags

Ellen Macdermeid

The latest and most live-able look in fashion on campus are jeans, particularly if you're mountain climbing around York. Yet, even jeans have managed to make it into a new fashion look by working with great looks in shirts and, even better, dress jean styles in velvets and suedes.

The most popular bluejean is, of course, denim. This year, more and more manufacturers have designed shirts and tops specifically for the jeans look. Workshirts, particularly, go well with jeans and come in flannel and assorted denim, many with embroidery or applique designs just for fun. The tight, ribbed turtles also work well with standard jeans.

Among the variations in bluejeans this year are overalls, which are now becoming popular in a variety of colors and fabrics. The common "Farmer Jones" variety seems to be the most popular due to its versatility, followed by the denim prints and brushed corduroy.

Old, faded jeans are still "first" on campus, however,

despite the new trends towards uncut corduroys and other fabrics.

Some ideas to brighten up those oldies and make them into "you" -- embroider flowers growing from hem to knee in red, yellow, green, or blue embroidery thread. Applique a heart on the seat, or paste Mickey Mouse on a hip pocket. Having problems with holes worn in the seat or knees? Cover them with bright patchwork from

quilts outlined in rickrack, or iron - on patches in different shapes. Any of these ideas can work with that favorite denim shirt, too. And when those jeans just can't make it any more, cut off both legs just under the seat and pockets and stitch across, forming a bag. Put a cord or braided yarn through belt loops and presto, a handy carryall with pockets which hold odds and ends. Even good old jeans are campus fashion today.



## Henny Penny Lives

Robin Ginsberg

Sunday afternoons are usually drab. It either rains, snows or there are gusts of wind up to seventy-five miles an hour. A Robert Young, Spencer Tracy, Clark Gable, Gary Cooper, Jane Wyman and Margaret O'Brien love story usually adorns the television screen. Have I set the mood?

But this Sunday was different; I went to see a show entitled "Story Theatre." This play, or rather, group of stories, is one of the brightest productions on the scene today. It tells of Henny Penny and her friends Cocky Locky and Ducky Daddles. It gives new dimensions to The Fisherman and His Wife, The Golden Goose, The Master Thief and several other familiar fairy tales and fables.

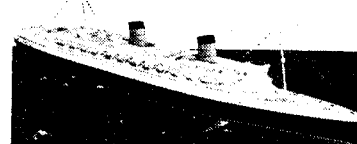
This particular form of "Story Theatre" was begun by Paul Sills, one of the geniuses behind Chicago's Second City Troupe. It began at Yale, went to California and finally arrived at the Ambassador Theatre on October 26th.

The players use mime and no props. The backdrop is a large screen that has shapes, waves and bright colors. The background music is provided by The True Brethen and Hamid Hamilton Camp, a man with a very sweet voice. The music is quiet and yet effective. "Fix-in To Die Rag" is used as a background for Henny Penny as she and her merry group rush off to see the king. "I'll Be Your Baby Tonight" "Dear Landlord" and "Here Comes the Sun" are other songs used during the performances.

The show is a simple one with lively stories and good actors. The many children in the audience loved it as did the sickly group of kids that I was with.

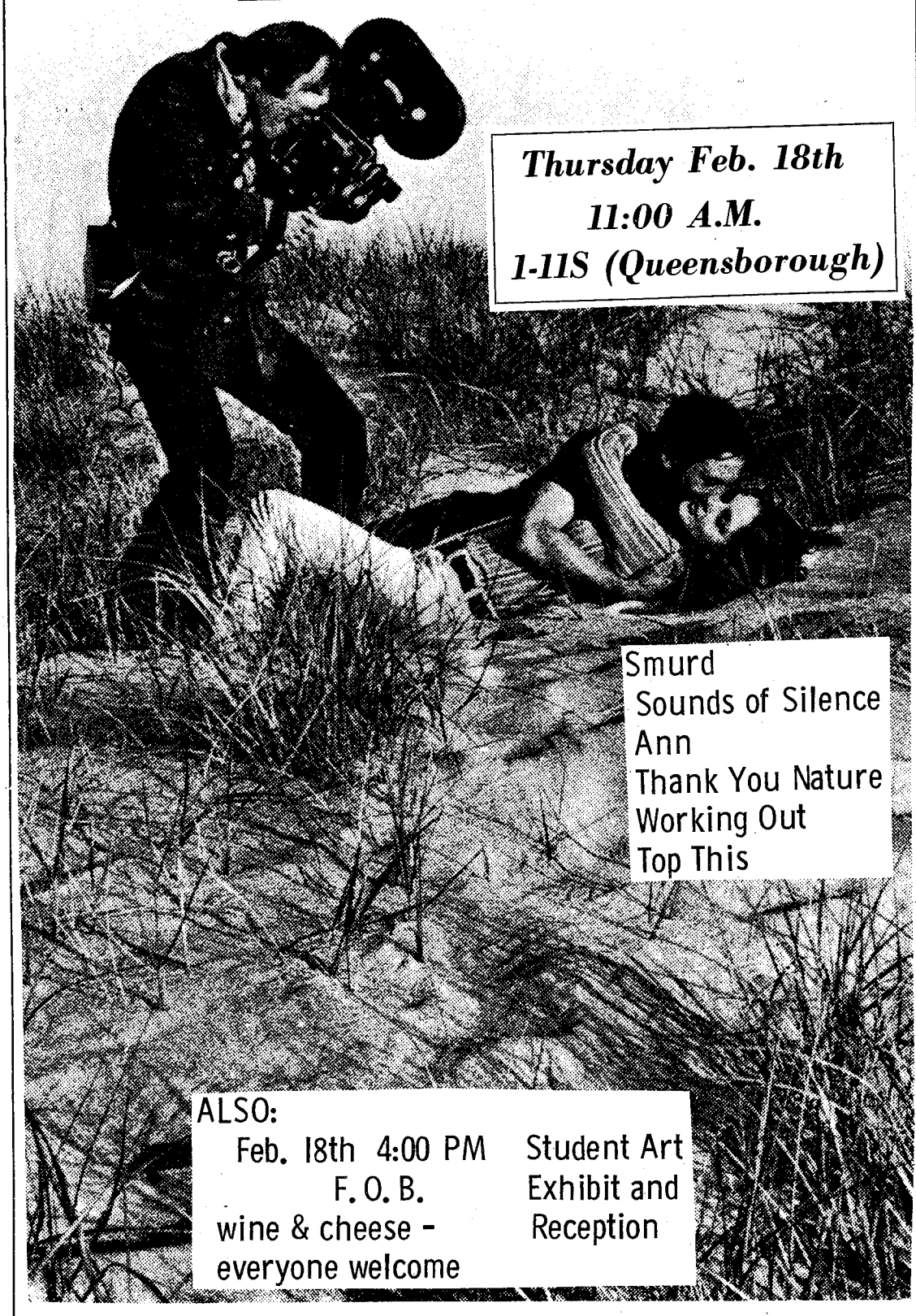
If you can appreciate a play that doesn't depress or disgust you (or bore, or make you snore), then pick up a ticket to "Story Theatre." (Last issue of Metropolitan Review Of had a coupon for discount tickets, so get hold of that.) There's just one problem. . . watch out for the ushers; some of them are so enchanted with the idea of the play that they are living the part of Cinderella's stepmother.

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## York Film Festival



Thursday Feb. 18th  
11:00 A.M.  
1-11S (Queensborough)

Smurd  
Sounds of Silence  
Ann  
Thank You Nature  
Working Out  
Top This

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Feb. 18th 4:00 PM Student Art Exhibit and Reception  
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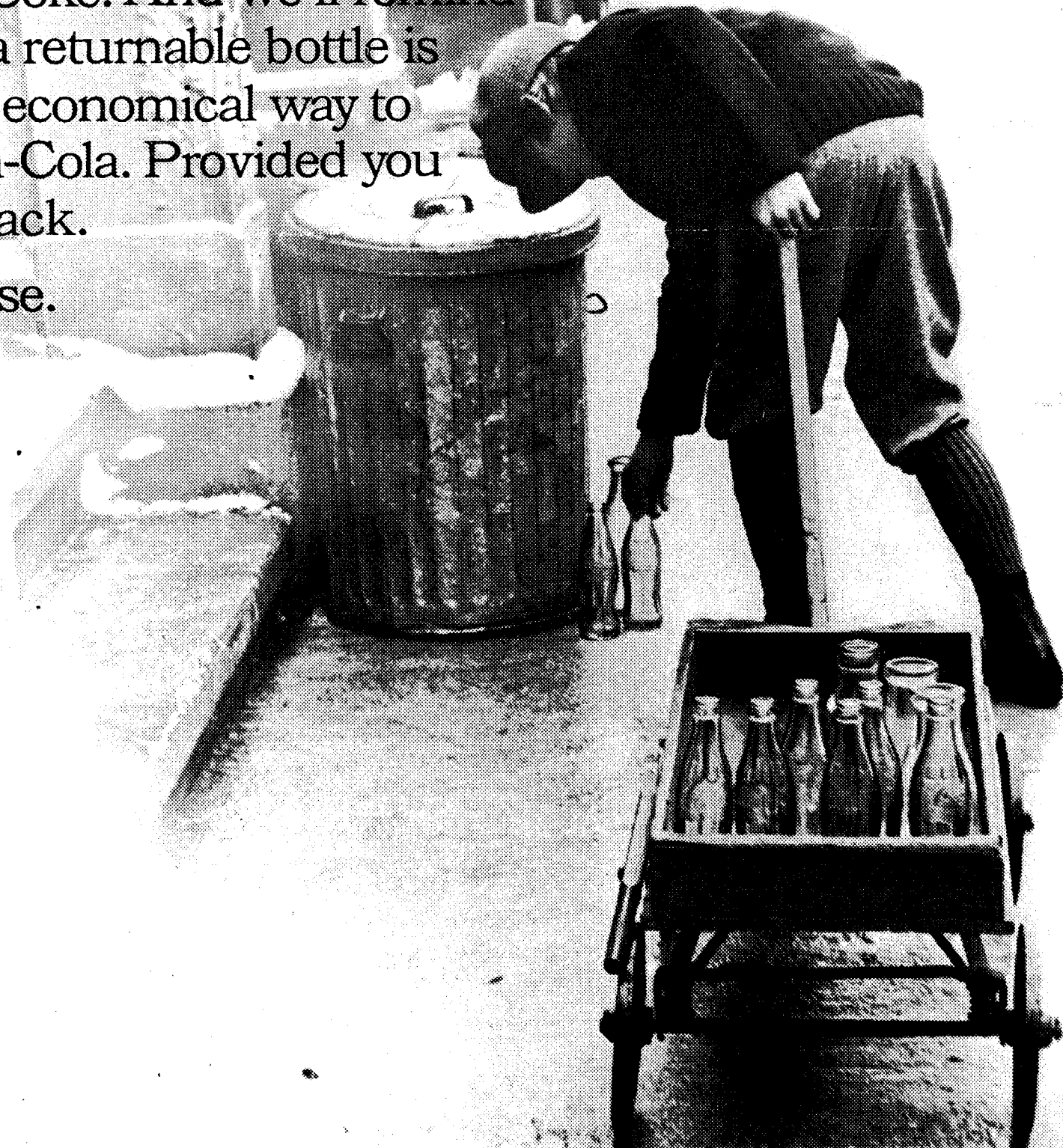
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# Nomads Smash Queens

Mike Williams



Last Tuesday the York Nomads put together another strong game to boost their seasonal record to an impressive 10-5. Leading the way for the Nomads were captains Charlie Mardis and Rich Sabella. Wayne Mardis also turned in a fine defensive effort by blocking several shots while Queens was making a last futile drive.

At the onset of the game the Nomads took almost immediate control and rolled up a 26 point lead at half time. The lead was made possible by the superb team effort. Not only did the squad hit the open man but also rebounded nicely. These efforts seemed to demoralize the Queens J.V. In the second half, due to the commanding lead, York was able to play more conservatively and put the pressure on the Queens club. This pressure seemed to be too much for Queens as the Nomads glided to their 10th victory.

Due to the outstanding job done by the starting five as well as the flexible bench, this season York is assured of a winning season with only one game remaining vs. St. Thomas Aquinas. Final again; York 73-Queens J.V. 54.

# LIKE IT IS

RICH LIPSKY

I casually decided to take a walk down Eighth Avenue one day last week. The chilling wind seemed to go right through my body. This particular section of Manhattan was so dark that the girders of the new buildings seemed to be behaving like shadows against the sky. Suddenly, while I was looking up at the skeleton figures, I realized that this was no ordinary place. I was standing at 50th street and

Eighth Avenue, the site of the Old Madison Square Garden. . . I got to the top of the subway stairs when a guy yells, "Hey kid, got any extra tickets?" I quickly walk by him not realizing that the Rangers and the Black Hawks are considered a commodity among hockey fans. Even if the Rangers are in fifth place they are still in the same league as Chicago.

I dart across the street and found myself standing in front of Gerry Cosby's. I gazed at the hockey jerseys in the window and for a minute saw myself wearing the blue apparel of the Rangers.

I walked down to Nedicks to get a hotdog since theirs' is only a quarter and the Garden's ten cents more. I raced out of the crowded store to then be confronted by the marquee which read: HOCKEY TONITE: RANGERS vs. CHICAGO. I paced down the drab corridor past the blue and white sign which said, "Hockey - World's Fastest Sport," passed the jail-like ticket booths taking the escalator up and out to the stands. The lights are so bright that the ice sparkles like a diamond. Even the refs dressed in their drab black-striped uniforms look good.

Suddenly, before I know it the teams are standing at their respective blue lines while the organ blurts out the national anthem.

The game starts and the action is tremendous. The streaking blue jerseys dart up and down the ice but fail to put the black disc past the Chicago goaler, Glenn Hall. The first period ends with Chicago leading 2-0. Early in

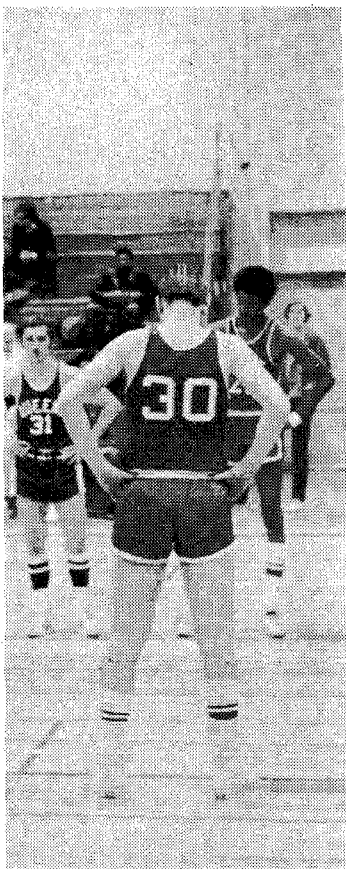
the 2nd period the Hawks score again. Now the Garden fans become restless. The "regulars" begin to ride their favorites. The bald headed man ahead of me leans over the scratched railing and bellows, "What's a matter Howell, ya too old?" His friend not to be outdone, yells, "Hey Ingerfield, you dropped your purse." Similar shouts echo throughout the rink. But they come to a screeching halt when Camille Henry makes the score 3-1. Sheer bedlam breaks out when Howell closes the gap to 3-2 at the end of the period.

The maintenance men come out to clear the ice. They push their multi colored barrels around the aging rink. By now, smoke has entirely filled the arena. It's almost impossible to see the face of Maniago from my seat.

The final period begins with the Rangers pressing the Hawks in their own zone. But Esposito and Hull breaks in on Maniago and score in such a smooth efficient manner that even the Rangers look dispirited. Chicago scores again on a slap shot by Pierre Pilote. The game ends with the Hawks winning 6-3. If the Rangers could have only scored early in the third period . . . If . . .

I sadly marched down the ramp and out into the street, past the bagel and chestnut vendors and down into the subway. . .

Suddenly a loud horn from a nearby truck sounds to disturb me. I look up at the bronze girders and realize that the old Garden is gone, and only the memory remains.



## Announcements

A series of movies will be presented at York College by the Student Development Center, concerning both entertainment and education. The films, shown in S-III, will begin Feb. 16-18 with the Student Film Festival. The schedule is as follows: March 8-Battle of Algiers (2:30-5:00 P.M.); March 25- Law and Order, April 15-High School; April 26- Salt of the Earth (2:30-4:30); May 11-Hospital.

Please submit all suggestions for a new title of the 1971 Literary Magazine to trailer #1.

All '71 seniors: please bring in a personal photograph as your yearbook entry. Please leave them in the Audio-visual room-no. 8. The publisher's deadline is Feb. 19th.  
The Yearbook Committee

The Political Science Club will meet for the first time this year on Tuesday, February 23rd, at 10:45 AM in room 19.

Starting this semester is a drama workshop in the Humanities Division. Miss Sarah Schilling, teaching the workshop, has had professional acting and coaching experience and promises action, not just talk. The workshop will specialize in teaching technique, improvisation, and scenes. The workshop is for those who are amateur-minded and those who wish to be professionals. There is also the possibility of an actor or two coming down to help out. The workshop meets on Wednesdays at 12:30 - 3:15 in room 5b of the Jewish Center.

The drama workshop is a recent addition to the school and is a non-credit course. There is the possibility of a presentation by the workshop later on.

Anyone interested in participating in the workshop should contact Miss Sarah Schilling (F.O.E., Seek Office) or in the Jewish Center.

DO YOUR OWN THING - Malibu Dude Ranch - 5 days, 4 nights, April 4 - April 8. Fun, Games, Hayrides, Horseback Riding, Archery, Riflery, You Name It !! Only \$62.00 includes transportation, 3 meals daily. \$10.00 deposit by March 30th. Contact Charlie (212) 343-7045.

# Dave Meggysey, Go Home!

80,000 people attend a football game, 2 million spectators watch a televised sports event; the sports pages of any newspaper are the most widely read. These are everyday facts, which no observer would flick an eye at. The success story of American sports is one that began before the birth of Christ. The Greek Olympic games, the Roman chariot races and gladiator duels are all examples of man's interest in this physical type of entertainment. Man's desire to receive vicarious pleasures is only one of the reasons for the widespread passion for athletics.

The average man has always had the need to lavish his worship on an individual, in the form of social and material benefits. Representing a type of heroic symbol, the status of the athlete has ranked with that of the government leader and military commander. The average person's identification with an athlete provided for a sense of moral stability, with the image of the hard-working, loyal and just man being one that was innately associated with the athletic competitor. Even up until recent times and the publication of Mr. Bouton's and Meggysey's books, the glorification of the American athlete had become a bubble-gum success story for thousands, and possibly millions, of youngsters to pattern their lives on. Throughout history, despite

wars, strife and financial difficulties, man has always found the time and money to be closely involved in the sporting events of the day. Sports have remained the single most stable entity in a time of chaos, remaining as a bright spot of optimism in a sea of pessimistic tidings. Where but in sports can a man be given an equal chance against his fellows based only on natural talent and instinct. Where but in sports can a man's successful achievements be exhibited and presented to the public for their approval. Thus, the reasoning behind the thumb-worn pages of the sports section of the daily newspaper lies in the fact that on these pages the highlights of man can be lauded, in all their success, in all their pride and in all their glory.

Only in sports have we consistently seen the many examples of courage in the overcoming of seemingly impossible difficulties, social, economic and physical. Only in sports have we seen men of different creeds and colors unite under that mysterious shadow called "team spirit".

There are many reasons for the continuation of sports, but one of the most important is the release of the emotional frustration that 20th century man has pent up within him. The catharsis that an individual undergoes after attending a foot-

ball game, where the triumphant cry is to "kill the ref," is an aid to the emotional stability necessary to every person living in today's mechanized society. The same hard-hitting tactics lauded by a hometown hockey fan would be regarded as criminal anywhere outside the emotion-packed arena.

Another reason for the importance of sports rests in the heroic symbol and man's pride (and sometimes jealousy) in the accomplishments of others. These positive incentives and the desire to attain them lies in the naturally aggressive and competitive nature of man and his longing for success and recognition.

A final reason for the continuing importance of sports in society exists on the most basic premise of all: entertainment. Man's desire to see two groups or individuals each struggle competitively towards a mutually attractive goal, utilizing all possible talents in their effort, is a continual replay of one of the most interesting spectacles ever created.

So, with all respect to Mr. Meggysey, the continuation of sports and its close relationship and importance to man's society is one that will and must continue. If it ends, it will mean the death-knell of civilization.

(Doug Kennedy)



**Knee  
Deep  
In**



**The  
Big  
Muddy**



Photographs by: Jack Kantrowitz

Don Bleiwas

Rocco diRicco