

QUEENS COLLEGE

REPORT

ALUMNI MAGAZINE



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VOL. III NO. 3 • SUMMER 1969
Published by Queens College of the
City University of New York for
alumni and friends of the College.
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University of New York
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Founded 1941, Incorporated 1947
Member of the American Alumni
Council

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The Cover Artist

Mark Podwal '67, who graduated from Queens College in three years, is now in his last year as a student at the New York University School of Medicine. Somehow he found the time to develop a second career while studying medicine, somewhat to his own surprise, and to the consternation — at first — of his parents, who, understandably, feared he would neglect his studies.

However, Mr. Podwal, who made a 3.8 index at Queens, has now not only begun to make a name for himself in the world of art but is working out, he hopes, a way to combine the two careers of art and medicine. He does admit that, rather than becoming a surgeon, he may choose to specialize in internal medicine or radiology, disciplines which may leave him more time for art.

Mr. Podwal never studied art in college. It was only after he entered medical school that he found that he might have a decided talent for drawing. He credits the Gallery of Manhasset in Long Island with helping him get started by introducing him to a potential market.

His fellow medical students and many of the doctors with whom he works and studies are among the admirers of his work. He recently had an exhibit of ten of his watercolors and drawings at the New York University School of Medicine entitled "Portrait of Man" and had a one-man exhibit at Mrs. Bernard Gimbel's estate. He was the subject of an article by Sidney Fields in the New York **Daily News**.

Among the well known persons who have works by the artist in their private collections are Archbishop Terence Cooke of New York City; Mrs. Bernard Gimbel; Dr. Howard Rusk; and the folksinger Paul Simon, his fellow alumnus.

Mr. Podwal recently participated in the Art Show and Auction held for the benefit of the Queens College Fund. He did the handsome drawing on the cover specially for this issue of the **Report**.

A Special Report to Alumni

1969

THE COLLEGE IN CRISIS

On the morning of January 24, 1969, the members of the Executive Committee of the Alumni Association were convened for an emergency meeting. There had been tension on campus and, just prior to this date, scattered acts of disruption. It was President McMurray's wish to keep the alumni informed, and members of his staff were present to speak and to answer questions.

At four subsequent meetings, of which two were specially called, administrators and faculty discussed with members of the Executive Committee, as well as with the entire Board of Trustees, those developments in the crisis agitated by the various factions. On all occasions, President McMurray was given the organization's support in his efforts to restore peace to the campus, and on May 7, Association President Martin Wright released to the press a resolution, expressing the Association's views on the crisis at Queens College and on other American campuses.

AAQC Resolution

May 7, 1969

Resolved that:

1. It is incumbent upon the College to advise the students that they, as all citizens, are subject to the laws of the community.
2. That the College will address itself to the concerns and needs of the students but that it will not tolerate coercive and unlawful acts by students to enforce their demands.
3. That students who violate the laws will suffer the consequences of their acts.
4. That the College will utilize such measures as necessary to enforce the law including resort to
 - a. suspension and/or expulsion of offending students.
 - b. the use of the community law enforcement agencies.
 - c. prosecution of civil and/or criminal action.
5. That faculty members aiding or abetting unlawful acts of students will be subject to similar measures by the College.

The City University Alumni Coordinating Council, representing the 450,000 alumni of Brooklyn College, City College, Hunter College, and Queens College, at its meeting on Wednesday, May 14, 1969, voted unanimously to endorse the statement of policy adopted by the Board of Higher Education on May 5, 1969.

STATEMENT BY THE BOARD OF HIGHER EDUCATION

Adopted at the meeting of May 5, 1969

(1) The laws of the City, State and Nation apply equally to all persons both on and off campus. Our campuses cannot constitute independent sovereignties beyond the reach of the law.

(2) There is no "right" on the part of students or anyone else, at any time, to seize or forcibly occupy college or university property, or to interfere with its lawful use.

(3) In case of any such seizure, occupancy or interference, the college authorities concerned are urged to take the following steps:

(a) All negotiations, if any, with the occupying group should be terminated forthwith. At the same time the occupying group should, if practicable, be advised that the college authorities are prepared to meet with a limited number of representatives of that group at a time and place when reasoned discussion can be had, but only after the seizure, occupancy or interference has ceased and only upon the understanding that such seizure, occupancy or interference will not be repeated.

(b) The occupying group should be notified as publicly as possible to vacate, and if they fail to do so all necessary steps should be taken to insure compliance with the notice to vacate.

(4) Whenever offenders have been charged by the civil authorities the disposition of such charges should be left to the courts, and there should be no subsequent "amnesty" or withdrawal of charges by the University or college or by anyone on their behalf.

A LETTER TO ALUMNI from President Joseph P. McMurray

The twelfth of June.

The President's offices on the twelfth floor of the tower in Academic II overlook the campus. This June, the 80-acre grounds are especially green for some reason and from twelve stories up, the walkways make tidy and neat connections between the College's buildings. Summer school is in session, and, between classes, students in bright colors flood the paths. The view from my windows is excellent, extending as far as the Verrazano Bridge, some 16 miles south of the College. I can remember many extraordinary sunsets over the New York skyline, and I remember also the many times this spring members of the faculty and administration and I saw the moon rise from here and many sunrises as well.

There were nights when we were afraid and nights when we were close to tears. The hardest thing I have ever done in my life was to bring police on this campus. I was the first president to do so. I could only pray I would be the last. Thirty-nine persons were arrested for criminal trespass at three o'clock in the morning of April 1. They are still awaiting a hearing and the results of a Grand Jury investigation as I write this.*

Sixty-eight/sixty-nine is over. A president tries to weigh everything: the obvious and the not so obvious. On June 3, the College awarded 4,000 graduate and undergraduate degrees to the Class of 1969, of whom about 800 students earned some kind of academic or service honor; six won Woodrow Wilsons (A Wilson went to a woman graduate who entered the College through the SEEK program. She will be studying in the English Department of Harvard University).

Because of time lost as a result of a snowstorm and disruptions, the faculty approved pass/fail options in basic required and elective courses.

All the demands of the protesting groups were seriously considered and reviewed by me and the faculty and the

deans, and the seven demands of the Ad Hoc Committee to End Political Suppression and the three position papers of the Black and Puerto Rican Coalition received detailed, written answers. The faculty and the administration accepted these demands as petitions and wherever possible, I believe, attempted to redress the grievances in these petitions.

There was some property destruction. It cost the College several thousand dollars, mostly to paint, clean, and replace windows and furnishings in those buildings which were occupied or damaged. Academic 1968-69 cost everyone something.

It was an important year for Queens College, as well as for the country.

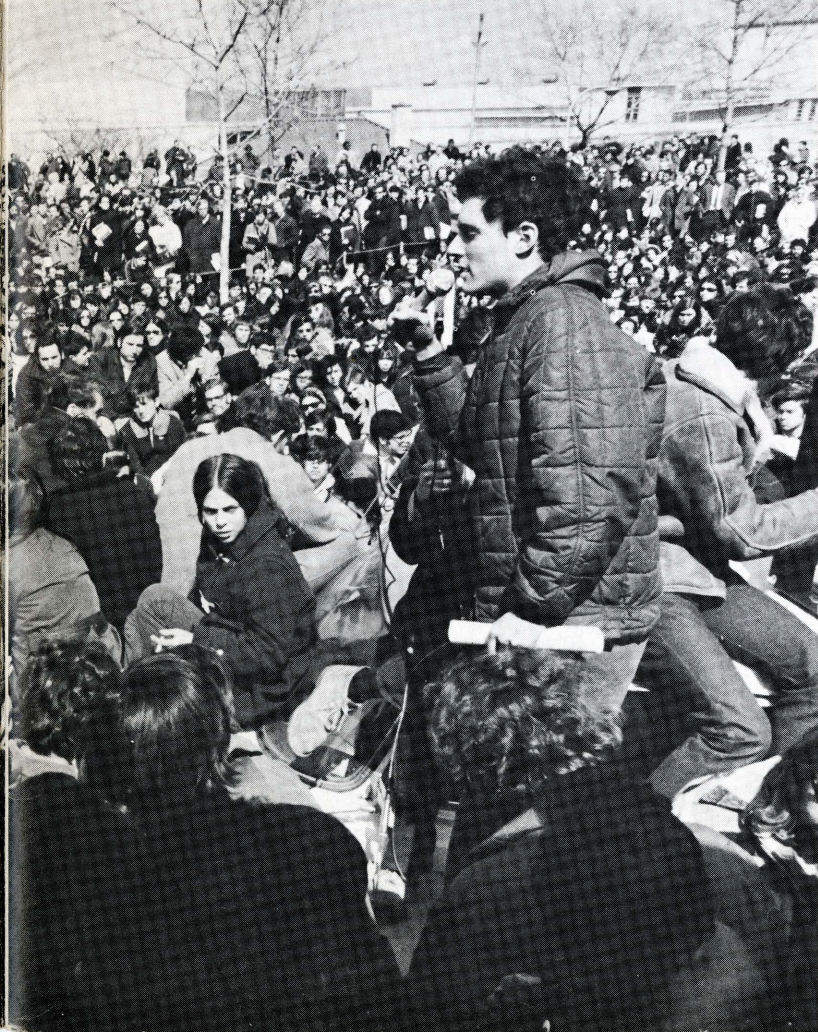
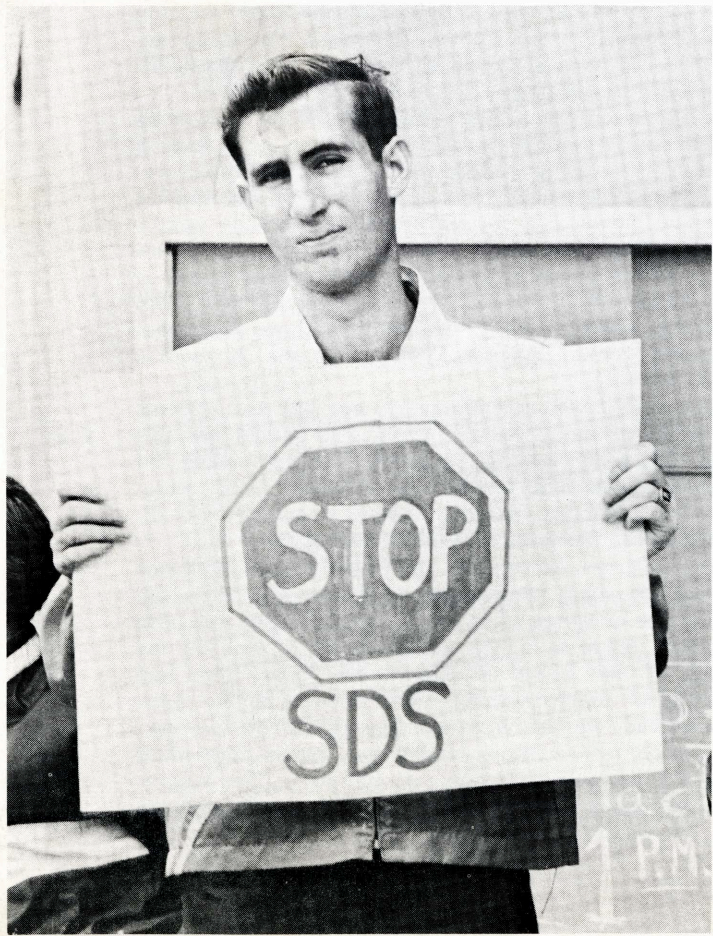
"I never cared for Queens College until this spring," one lovely senior on her way to graduate school at Princeton said. "Now I love the College. It means something important to me, having shared all those hours in the buildings with all those people."

We all shared this senior's discovery, a sad one: crisis comradeship is as exhilarating on a campus as it is on a battlefield. Commuter colleges must be especially susceptible. Human closeness, close understanding and sharing among people have a special poignancy for city people in a city college. Sad, tragic, that big higher education with its star scholars and billion-dollar budgets has failed to invest sufficiently in the facilities and programs that could create the warmth and comradeship and meaning that this young woman discovered only when she occupied a college building.

Comradeship was one discovery, not just for students but for all of the College's people who served her this spring. Cause was another discovery. Queens' people did not serve united. The faculty, the students, deans, secretaries, lab assistants, parents, alumni — presidents — divided over the issues and events of spring '69.

One's opinions, experts say, are "lightly held" until one must act on them. Poll-takers all know that 99% say "yes" to the question "Are you for peace?" But they also know that fewer than 1% refuse to go to war on the strength of that belief. Educators, too, have often had "lightly held" opinions about whom colleges should teach and what they should be taught. During the last two decades, academicians have tended to retreat into their disciplines, away from campus commitment. The campus crises, beginning with Berkeley in 1964, confronted the

* ED. NOTE: On Thursday, June 19, the thirty-nine pleaded guilty to a charge of third-degree criminal trespass. The thirty-one male students and one faculty member were sentenced to fifteen days in prison; the seven women students were sentenced to fifteen days in prison or a fine of \$250 each, to be paid by August 4, 1969.



Photographs by Malcolm Frouman

faculty's opinions as opinions and beliefs of Queens College's people were confronted and will continue to be. The results of this confrontation, the emergence of this College's collective beliefs, will determine her future.

The public recoiled at the university in turmoil; the contrasting visions of violence and college shock most minds. But why exempt professors and students from a world where careers or even life may be at stake for belief? Read Robert Frost: "Only where love and need are one/ And the work is play for mortal stakes/ Is the deed ever really done/ For Heaven and the future's sakes." Queens College's work, and your work as her citizen-graduates, is "for mortal stakes."

The colleges, the cities, and the country must learn to take seriously the petitions of their minorities. The presence of hundreds and hundreds of young black and Puerto Rican people at Queens College implies a commitment which we have not yet fully made. If we are to make a place for these men and women, then we must prepare our hearts as well as our classrooms and our curriculum. The injustice America has done to her minority people has come home to her colleges.

There are other disaffected people at Queens. A growing number of students and faculty represent a point of view that dissociates itself from the majority and refuses to accept the majority position on the grounds that the position is immoral and wrong. These people, for example, will never accept the presence on campus of a recruiter from war-related industry even if a referendum were to find that 70% of the student body supported "open" recruitment.

This new minority caucus contains the seeds of deep discontent with the American life-style. This is the "Movement," as it is called, and its symbols are the clenched fist and the "V" sign made with the first two fingers, standing for power, for defiance, for unity, for victory.

The people in the Movement are Queens College undergraduates and in a few years, they will be, as you are, citizens in the larger society and alumni of the College. Queens' students protest today on the campus; tomorrow, they will be your colleagues at work, your neighbors. Their minority views, the long injustices behind them, must be faced and faced with understanding. There is no easy quick

solution for the campus or the country. There is no more a "method" or a "plan" for dealing with a campus than there is for living a life. We must learn on the job.

This coming September sixty-nine/seventy begins. Queens will admit 2,500 new students, a large class, bringing the full-time undergraduate population to a total of almost 12,000. SEEK will have a total enrollment of 868 students, probably the largest number on any campus of the University. Thus, Queens' commitment to SEEK remains firm and real.

The Faculty Council's Governance Report may bring about radical changes in the legislative system of the College. Under the governance proposal, non-tenured junior faculty members and students will sit with senior members of the faculty in a new Academic Senate. An alumni representative will serve as *ex officio* non-voting member of this body (a position equal to that of the president and deans!).

The Senate expects to take up the questions of campus justice and discipline and the methods of faculty appointments and tenure. Pending a referendum of the faculty and students on the Governance Report, a number of interim student-faculty groups are already at work on these questions, including that of student conduct.

I look forward to a day — very soon to come — when, because of a restructuring of campus governance, disruptive protests need never again be viewed as part of the process of change at Queens College.

Universities — and there is no reason to be defensive about it — have become the arena for another American revolution. We need not fear this revolution. We can profit from it, as citizens of this College and as citizens of this country, as men and women free under the Constitution of this country, free to speak, free to assemble, free to change, free to be changed.

What I hope for at Queens College is a good society, as Bertrand Russell described it: "A good society is a means to a good life for those who compose it; not something having a kind of excellence on its own."

To you, Queens College alumni, I ask the full measure of your faith so that this College can, itself, free, but responsible, compose its own good society for those in the College who will find in it their own good life.