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The Ithacan, 1970-02-06

The Ithacan

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the ithacanan

Vol. XLII — No. 15

Ithaca, New York, February 6, 1970.

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Long-Range Planners Named

Long range planning committees seem to be on their way off the ground at IC. The committees were formed for two basic reasons according to Provost Robert Davies, who chaired the basic Planning Council for the committees. Long range planning can define the mission of the institution, and then use that definition in all aspects of planning including curricular revision and fund raising.

The idea of the long range self study program was approved in principle by the Board of Trustees in their May, 1969 meeting. At that time, a Planning Council was set up to "study the anticipated needs of the college and to submit them to the Board of Trustees for devising means of meeting those needs as they arise." According to an initial report from president Howard Dillingham, the proposed self-study program would include students, faculty, alumni, members of the administration and the Board of Trustees.

Faculty members to participate in long range planning have been voted on and notified of their appointments. They are according to committees:

1. Administrative Organization- Walter Carlin, Margaret Feldman, Robert Kurlander, Rita La-Rock, Charles Brodhead, Craig McHenry and Walter Newsom,
2. Admissions- Mary Arlin, John Covert, Harvey Fireside, Hugh Hurst, John Schwartz and Henry Enzian,
3. Curriculum- David Adorno, William Clement, Martin LaForse, Edward Pesaresi, Jane Vogel, Paul Givens and Robert Sprague,
4. Instruction- Roland Bentley Ferris Cronkite, John Keshishoglou, George Schuler, William Scoones and Alex Warren,
5. Student Life- William Bergmark, Walter Lator, Elizabeth Regal, Stanley Davis and John Brown,
6. Faculty Life- Edward deAguiro, George Driscoll, Harold Hinkelman, Frank Musgrave, William Parker, Charles Snyder and Robert Regala,
7. Alumni Relations- Robert Grant and Ronald Nicolson,
8. Physical Facilities- Robert Caliel, Robert Perry, Joseph Tague, Carlton Wood, Charles Meyn and Emil Polecay,
9. Financial Resources- Ira Brous, Corinne Galvin, Robert Pasternack, Joseph Berry, Ben Light and Joseph Lizzio,

10. Other members of Administrative Organization and Governance- 4 students; Gregg Lindsley, Joel Podkaminer, Thomas Reid and Donna Siciliano; alumnus; Ed Bredhenner,

In Monday night's Student Congress meeting, the following students were approved for Long-Range planning committees:

1. Admissions- Sharon Bertel, Alan Zweig, Mike Slepian, and Nigel Veater.
2. Curriculum- Tobe Levin, Willa Dibner, Mark Wadmond, and Connie Wood.
3. Instruction- Patricia Rose, Nancy Campbell, Lance Bradley, Elissa Hulin, and Kevin Brownell.
4. Student Life- Peter Marshall, Sandra Black, Tod Brady, William Connelly, and Fred Kastenbaum.
5. Alumni- Nancy Florio and Richard Spitalny.
6. Physical Facilities- Roger Rothman, Tracy Nadel, and Alison Edwards.
7. Financial Resources- Art Badavas and Charles Christian.

Galaska Revises Public Service

The Public Service Program, combining an academic education with personal work experience in society's functions, is undergoing revision to make it into a feasible, working project.

In an interview with The Ithacan, Dr. Chester Galaska told of a meeting held last week where it was decided to revise the proposal.

Among the revisions is that a director or a coordinator be appointed, with professional status to oversee the program. He will also teach at least one course. Also, they will need a place to operate from.

Dr. Galaska said that the program will take a long time to put into effective operation. Through a step-by-step series, including administration approval, grants, and faculty cooperation, he hopes to make the program one of the finest in existence.



Robert Grant
Asst. Prof. of Phys. Therapy

Congress Reviews Sex Bias

by Marnie Holober

Student Rights was again a focus of attention at this week's Student Congress meeting.

An amendment was passed to include discrimination in regard to sex in the original proposal for Student Rights. The House Council Association felt that sex should be included in the fight against discrimination.

The final draft of the Student Government Curriculum Proposal was presented in Congress. Discussion concerning this proposal was centered on the recommendation stated within the proposal for "a joint committee of faculty and students" to study the student-advisor relationship in the general studies area.

Some members of Congress urged that this recommendation be given greater force since it is crucial to the success of the curriculum proposal. Congress will vote on the proposal at next week's meeting.

A number of voices were raised against the absence of student voice in the choice of department chairmen. Congress passed a motion to establish a committee to rectify this situation.

The military recruitment question was the subject of debate. Some members questioned the necessity of military recruiters on campus. It was noted that only a very few take advantage of the recruiters when they are on campus.

Other members of Congress expressed their wish that in Student Congress' fight against discrimination, they be not guilty themselves of discrimination against any organization, even that of the military.

Tenure Candidates Revealed

Fourteen members of the Ithaca College faculty will be considered for tenure next week by the Board of Trustees. The board is slated to meet February 11 at which time they will also consider 26 promotions recommended by Provost Robert Davies and President Howard Dillingham. The Ithacan reporters have compiled an unofficial list of those faculty members who will be considered for tenure. This is the first time that such a list has been made public before the Board of Trustees has made its final decision.

ARTS AND SCIENCES:

Douglas Armstrong	Spanish
Jules Burgevin	Education
Richard Daly	History
Harvey Fireside	Pol. Sci.
Chester Galaska	Sociology
Patricia Hickin	History
David McKeith	History
Ben Richards	Philosophy
John Ryan	Pol. Sci.
Kevin Schmelter	Spanish
Charles Snyder	Speech

MUSIC:

James Ode

PHYSICAL THERAPY:

Robert Grant
Robert Jenkins

Taber Hearing Slated

The group of students unofficially known as the Student's Liberation Front (SLF), to "save" Ron Taber, will hold an open hearing on Monday, February 9. The purpose of this meeting, says Nadine Cohen one of its organizers, is "to get the facts out into the open and to demonstrate that students have a say in the hiring and firing of faculty." Although the meeting is open to everyone, several faculty members have been officially invited. Among those are Professors Taber, Ryan, Daly, Niewyk, Hicken, and other members of the History department and other departments.

The course of action to be taken after the meeting will be dependent upon what will possibly be brought to light there. A petition will probably be drawn up and circulated throughout the Ithaca College community.



Jules Burgevin
Asst. Prof. of Education



David McKeith
Asst. Prof. of History

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photo by Barb Goldberg
Karen Lagenmayr, Freshman, named 1970 Rose Queen

3,000 Swamp Byrd Concert: Langenmayr Named Rose Queen

More than three thousand people stuffed the Ben Light Gymnasium Friday night to watch the Byrds give one of the most exciting, scintillating concerts ever given at Ithaca College.

The talkative Harry Gordon, initiated the concert with a series of folk songs, including one by the Everly Brothers. He wound up his portion of the concert by singing a song with the audience.

Then came the Byrds. It is very unusual when an IC crowd is electrified, but such a talented adroit and seasoned group could hardly help it. Most performers would agree that the reverse is also true. Roger McGuinn, lead singer commented that even though a group is expected to give a great show

every time they perform, it sometimes is hard to do, but when a crowd is responsive and alive, they can perform better and giving a better concert is easier to do.

The enthusiasm of the assemblage was clearly shown when, during the encore, nearly everyone was standing, many were dancing, singing, or clapping. It was the general consensus that the Byrds had put on one of the best concerts Ithaca College has ever seen.

After the concert, Flash Gordon entertained many people by fighting fire dragons and death rays. Memories of being a little kid and watching Flash Gordon and other heroes on Saturday mornings came rushing back.

The North Forty reopened to accommodate another event on the Winter Weekend bill. But those who went expecting to see the Blues Project II were in for a bit of a surprise. The Blues Project II canceled out and Wilber Alexander and the Dukes took their place. Beer, booze, sandwiches, and dancing flowed freely.

The last event of the weekend was the Delta Sig Rose Ball, sponsored by Delta Sigma Pi. Signs decorated the entrance and

colored paper hang from the ceiling. The highlight of the evening came when Karen Langenmayr was crowned "Rose of Delta Sig." Karen is a freshman majoring in Physical Education.

Spring Weekend, which is not too far away, is in the planning stages now. The Band currently the country's hottest group, will be the big event of the weekend.

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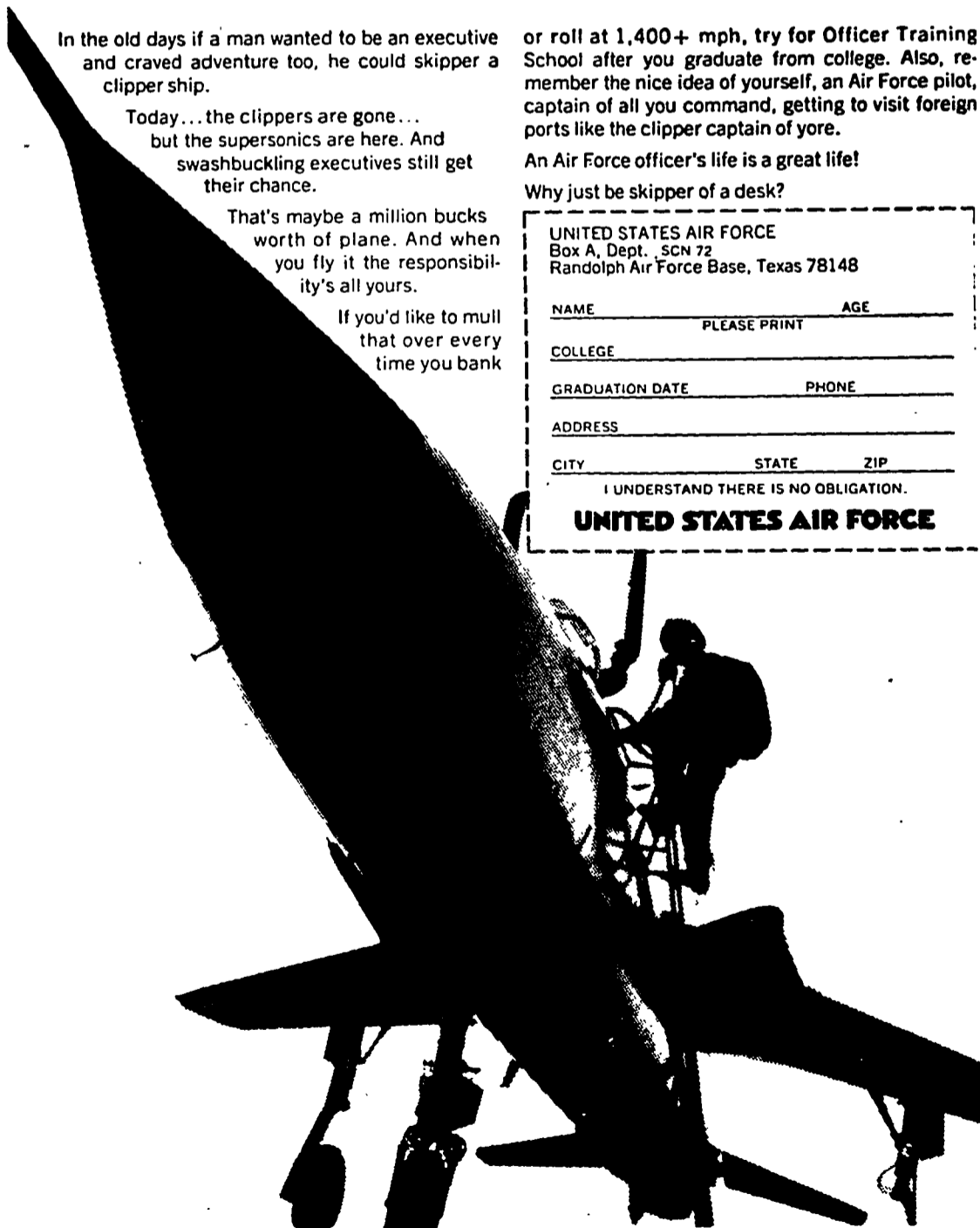
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Orville Comments

by Pearl Mruvka

Editor's note: Peter Orville was a student at Ithaca College for three and 1/2 years. He was active in Student Congress, and SDS, and was instrumental in organizing last spring's teach-in. He left school before beginning the second semester of his senior year.

Ithacan--What are you doing now?

Orville--I'm working on a lot of things in Ithaca. I'm living on a commune outside of Ithaca. Nine of us got together and bought some land and built some Mongolian structures called yurts. We don't have electricity or running water. I'm living in that way because one of the things I want to find out for myself is what is natural. I want to confront nature, I'm doing more than just living there. I'm working in Ithaca trying to set up the Free University, a craft center, a store, and an underground newspaper. At the Free University, students and faculty could take and teach any course they wished, for no credit or grades. The eventual outcome of what we're doing, hopefully, will be a total community. The hope is to provide a model for alternative institutions.

Ithacan--Are you a socialist?

Orville--I don't know what I am. Whatever I call myself, people would misinterpret. Labels are meaningless.

Ithacan--Why did you leave school?

Orville--I found that Ithaca College didn't give me what I wanted.

Ithacan--What did you want?

Orville--An education. The overriding atmosphere at Ithaca College was not one which would allow me to educate myself in the way I wanted to. Ithaca College has to change their priorities; put education first, instead of flashiness, image, and "professionalism." I couldn't rationalize my staying at Ithaca College while not learning anything.

Ithacan--Well, it is commonly held by educational psychologists that most of our learning experiences occur outside of the classroom. Are you carrying this theory to its logical end and, in effect, saying, "do away with the classroom?"

Orville--No. I think the classroom can be really good. But in the Ithaca College community there is very little to learn outside the class, or has been until fairly recently. The administration and, thus, the faculty kept up a system which wasn't geared to stimulating the students at all.

Ithacan--Students here have been called apathetic. Do you think there is anything wrong with the Ithaca College student, as you saw him?

Orville--No. I think the Ithaca College student, potentially, is really good. Unfortunately, most

Ithaca College students have come from backgrounds where they've been very conditioned, indoctrinated, by their parents, schools, etc. They came to Ithaca College and found the same thing. A lot of students have been beginning to ask questions of the institution and of society and are finding out that Ithaca College and large parts of the society aren't fitted for them. So they're doing a number of things--some are dropping out; it took me 3 1/2 years to do that, I was so indoctrinated and conditioned. A lot of people get into drug groups. I think it's a reaction to what's lacking at Ithaca College. It's a lot easier than fighting for those things that would make Ithaca College a good place.

Ithacan--Do you think the students should fight for what they, as individuals, think they should have, such as the right to freedom of thought and expression?

Orville--Yes. I think a very important concept is that every student is an individual and every individual has to develop himself as he sees best. Ithaca College is attempting to impose a way of thinking on everyone. I think each student must find out if Ithaca College has what he wants.

Ithacan--You fought last year. Why couldn't you win, let's say, through SDS?

Orville--SDS was never very powerful. SDS here couldn't work because, for one thing, the people aren't educated enough. Also, there wasn't very much for it to do. When a crisis comes up, people can do things, but it doesn't have to be through SDS. Now SDS doesn't exist. It died because there was no reason for its existence.

Ithacan--So what do they do?

Orville--Well, when a crisis comes up, the students mass together and demand whatever



they think should be.

Ithacan--Through student government?

Orville--I was in student government last year and all through it believed that it was not representative of anything. Student Congress never did and never will have any power I also didn't agree with the representative form of government. Apparently, this year, student government is a lot better than it was last year, but it still is very limited. The only way students are going to have any power at Ithaca College is if they simply take it. Asking for it will never work.

Ithacan--You took a large part in organizing the teach-in last year. Why didn't that work in achieving the ends you wanted?

Orville--What we tried to do was get together a large number of people in the Ithaca College community--mostly students, but we wanted professors and administrators, too. We wanted to talk about some of the problems, specifically racial at that point. At the end of the day we voted on a series of proposals and those that

passed we took to the faculty and asked them to endorse. That was our mistake, because the faculty had their own interests. What we should have done was, have the teach-in, discuss the things to be discussed, pass the proposals, find which of the proposals we believed in so strongly that we weren't willing to compromise, and make those demands. That's what should happen now.

Ithacan--Okay, what if the administration says, in effect, "make all the demands you want; we don't care to do anything." How will anything change?

Orville--They've been able to get away with that for a long time. But now there would be hundreds of people taking part in a decision. 500 or 1,000 members of a community wouldn't just stand by and say, "Well, we tried." If the administration hems and haws, the students can take things in their own hands. Students should call a teach-in and assume governmental powers to run the school. They should start by making a basic

Continued on page 13

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Editorials--

A Grimm Fairy-Tale

Once upon a time, in a beautiful fairy tale world of Tower buildings and fountained dining halls, beautiful fairy tale people from middle class families began questioning. Unlike the generations of people before them, these people of the land of Towers in a place called 1970, decided that their King and his Royal Court were not interested in a thing called EDUCATION. So they questioned some more.

All of a sudden these fairy tale people realized that they did have minds. They could question. They did not have to accept the words of authority if those words were rationally and morally unacceptable.

Once upon a time, these same fairy tale people decided maybe it wasn't exactly the King, maybe it was the Tower land Mayors of Education who were at fault. The people on the lower level. The people who shouted loudest but never acted from fear of losing jobs, or tenure, or respect of their departments. So these fairy tale people made huge black and white signs labeled Relevancy and dropped them from helicopters across the campus.

Once upon a time, these huge black signs Labeled Relevancy, offended many people in the land of Towers, 1970. People including: the King, his court, the Mayors. Even some of the fairy tale people who decided that leaders who had Ph. D of course knew right. So the author of the Relevancy signs and cohorts were brought to court.

"Please," asked the King and his court and the mayor and the students of Tower world, 1970, "what is relevancy?"

"Relevancy," answered 2,800 shrieking bearded hippie protesters, "is not Ithaca College."

"Answer positively," said the King and his court and the Mayor and 1,800 white socked

students.

So the accused said: "We positively want:

1. A meaningful curriculum that gives the student a chance to think (not to become an automated machine.) This can be initiated by more departmental meetings, weekly meetings if necessary. NOT LONG RANGE MEETINGS THAT PUT CURRICULUM IN A STATE OF LIMBO. Students and faculty should be invited. Students should be elected to chair discussion. Students should be allowed to vote and to initiate the needed curriculum changes.

2. A Bill of Rights that states that all students regardless of major are allowed to be individuals. Students should be allowed to state their ideas on all subjects without intimidation.

3. An open forum that is held monthly to allow students to air their gripes. Fellow students, faculty and administration should be invited. The forum would hear all the facts and would take immediate actions to resolve problems.

4. A voice in all operations of the school. This includes everything from financial and developmental affairs to the Board of Trustees.

NOT JUST A TOKEN VOICE, BUT A VOICE THAT IS HEARD AND RECOGNIZED.

5. A responsible student body that would attend meetings when invited. A student body that would take initiative. A student body that gives a damn.

6. In-action programs such as a public service major.

7. An informed community that knows where their tuition money goes, and where their board money goes.

8. A library with books."

"You," said the court, "are looking too hard for evil things, you must be punished."

THE ENDING OF THIS STORY IS UP TO YOU

Guest Editorial

Calley: Guilty or Not Guilty

John Kadar

Gentlemen, I do fear that you are barking up the wrong tree. Oh, you defenders of the innocent, are you perhaps condemning the accused by your hopeless (and helpless) howls? You will say, I presume, that the Lieutenant had no choice but to obey a military command. By this most dignified pronouncement of humanness (or inhumaneness) you will attempt to dazzle and to daze the judges to the point of view that in the name of justice (and in the name of God) Lt. Calley is just an innocent victim of that mysterious organization which dwells in the Pentagon.

You, men of the law, will scream, "The Military is guilty." Well, sirs, if this is your line of defense then the only question that holds my curiosity is whether you will have enough strength for screaming your belief after the verdict of guilt has been passed, or will your throats be too hoarse to continue. Which will it be, eh? Do you realize that never has a country condemned its military in the manner which you would sneakily be hinting at?...not during the Dreyfus affair or at the Nuremberg trials. No, my friends, do not howl and scream, for in the wilderness no one will hear your cries. Think! There is another way - the only way if you sincerely believe, the Lieutenant to be innocent. Do you?

Firstly, do not contend that Lt. Calley had no choice in carrying out his orders. The army does not give the soldier a choice. If not, then what are Court Martials all about? Also, military orders are by design vague and allow for interpretation by the assigned. In other words, gentlemen, Calley had several choices - including the disobeying of the order. Why not be honest and admit at least to this reality. And if you must scream, then why not scream that Lt. Calley made the correct decision. For after all, this man may be a good soldier. (Others, including existentialists, will argue that he is a 'bad' man but that is beside the point. He should not be tried for his goodness or his badness.) If he did receive orders, then by what right can his judges (or we) try him on a presumed universal morality? He should be tried (in all humaneness) on the manner in which he carried out that order. Secondly then, let us remember that God is not trying this man - and neither are the existentialists.

In conclusion, I dare to accuse the President of opportunism. This is how I arrived at that conclusion. Mr. Nixon, the Commander-in-Chief, was among the first to indirectly lower the boom upon this Lieutenant by his early statements concerning the occurrences at My Lai. He should have kept silent until the final verdict. This would have been the professional thing to do. Why, then, did he speak out so early? It is well known that Mr. Nixon is a master at interpreting and following public opinion. Did he think that Lt. Calley's behavior would bring out from the public torrents of ill-feeling and disgust? Would his image not benefit if he sided with the majority? Well, Mr. President, you have made a 'slip-up' at your own game. The polls seem to indicate that the majority does not condemn Calley. In fact, many people vaguely sympathize with him.

Mr. Nixon, the opportunist, has attempted to gain popularity, and in the fashion of a businessman, jumped at the opportunity - but prematurely and also much too unprofessionally.

Letters To The Editor

Taber Case

Editor:

Professor Taber's removal of a student from his seminar is seemingly treated as an extraordinary, unprecedented event. It is not. Last year Mr. DeMolen, of the History Department, dropped one of his seminar students midway through the term. The student's apparent breach of conduct had been to question the validity of a paper grade. Unlike Mr. Taber's student, Mr. DeMolen's received a "W" (withdrawn) instead of a semester mark.

Terry Kindlon '70

IC Mediocrity

Editor:

The other night a meeting of the faculty was held to discuss proposed curriculum changes. Out of the 170 members of the faculty, only 28 attended this meeting. Obviously, there were some who had previously scheduled engagements, but it seems as though the vast majority just couldn't find the time.

It has often been said that the average Ithaca College student is apathetic to the many injustices affecting his education. Now we find that a good many faculty members have joined the ranks of those that just don't give a damn.

If we really care about the quality of education being given here, how can we, in conscience, just sit by while a handful of concerned men and women strive hopelessly for much-needed change in college policies?

As long as we attend Ithaca College, we should be guaranteed the kind of education we want. But if we don't make our feelings known to the administration there is no chance of ever receiving an excellent education at Ithaca College. Practices such as the persecution of excellent teachers for their philosophical and political beliefs by members of the administration can no longer be tolerated.

It is high time that all of us got off our contented little derrieries and started to turn this college into a good, pioneering educational institution that will

serve as a model to others. We can no longer sit by and watch Ithaca College sink further into educational mediocrity.

Alan B. Smith '73

Women's Equality

Editor:

Respect my individuality! Don't tell me how I am supposed to dress! What is it to you when I am in my own room. Why should you govern me with separate standards than men on campus?...these concerns of yours are being viewed by HCA.

The House Council Association is a recommending body to Student Congress composed of elected members from each dorm representing women's interests on campus. The basic concern of the organization is woman's equality involving all aspects of campus life. They were instrumental in instituting the current policy regarding freshman key privileges.

There are numerous other impending issues which are under consideration including

continued on page 5

c.p.s. **the ithacan** 
MEMBER
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Guest Editorial

Power Politics

by William Ruof

Controversy and reform are ripe features in every department on our campus. The stableness of tradition and conformity is being challenged by an inspiring crew of progressives. The interesting side of the confrontation is that it is taking place in the classroom, the seat of education turned into an arsenal. It seems that we're all taking an extra, non-credit course in this classroom. I'd call the course "Construction and Destruction with Emotion and Embarrassment." The classroom battle, sometimes resembling a courtroom battle with no judge and a partisan jury, leads to the rise and fall of academic regimes. In our departments, mini-revolutions are transpiring to cause these fluctuations. The most publicity has come from the English Department though similar reactions are taking place in the History Department as well. Recently, the Philosophy Department has revolutionized its forces yielding power to the progressive wing. In a confidential maneuver, Dr. Joyce Elbrecht replaced Lawrence Grant as head of the Philosophy Department. The silence in the matter tends to arouse speculation of pressures, internal divisions and dissatisfaction in the department. Impeachment is a word thrown around quite frequently also. Whatever, change (revolution) is a possibility though the outcome depends upon which party is a better player of power politics.

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Letters

continued from page 4

re-evaluation of the current parental permission for exit keys, woman's sign-out and intervisitation policies. These apparent demands for extended privileges require massive support, as well as the acceptance of the responsibility which accompanies them. Total representation is mandatory for an effective HCA. It is your responsibility to furnish the support needed. Several of these proposals have forcibly been tabled due to lack of proper representation at the weekly Tuesday night (6:30 p.m.) meeting in the Union. Only your realization of this liability will allow this continuance for the emancipation of IC women.

For further information call Lynn Love, X3736.

House Council Assoc.

Plea For Education

Editors Note: The following letter was distributed anonymously to faculty members. The Ithacan is very proud to publish this student's feelings in the hope that Someone, Somewhere will see it and wake up.

Dear Mr. Enzian:

After our discussion yesterday afternoon, I felt I should write you. As a student, I have been fortunate to see what true education is. I suppose if my years in private high school hadn't been so inspiring, I would not realize how much is lacking here at Ithaca.

I came from a secondary education that based its processes on discussion, yes that great but forgotten Socratic invention called the dialogue. Each student was treated as an individual, a human being who possessed opinions and beliefs that were to be respected. This was learning life, values, people. This was the acquiring of the knowledge of an understanding of ourselves and the world. Frankly, I don't feel that Ithaca College can measure up to my high school years. With a semester of college behind me and a B- average carefully embalmed on a record card, I can say that I am disappointed, but more so I am despairing. I was not inspired or excited about my work for four months here. They were the most expensive four months of my life and I don't have many good words to say about them.

The pathetic angle of this continued on page 8

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Guest Editorial

A Siege of Need: Postwar Nigeria

by Mrs. Guido Pantaleoni, Jr.

The US Committee for UNICEF has issued a nationwide appeal for public contributions to help support a massive rehabilitation program in postwar Nigeria. Noting that the Nigerian Government has expressed its appreciation of UNICEF's "good and altruistic humanitarian work" over the past two years of the tragic civil war, Mrs. Guido Pantaleoni, Jr., President of the US Committee, said, "We are heartened by the continuing concern expressed by the American people over the plight of Nigerian mothers and children who have survived a period of great suffering and hardship. Now we must do our part in helping to raise the millions of dollars needed to maintain and expand UNICEF's aid program in Eastern Nigeria during the critical months ahead."

After a personal inspection trip to Nigeria, Mr. H.R. Labouisse, UNICEF's Executive Director, confirmed earlier reports that severe malnutritions and the danger of major epidemics constitute a continuing threat to the existence of millions of children in the former civil war zone. Despite the amnesty and the best efforts of the Nigerian Government and Red Cross to bring in food and medical supplies many thousand of refugees have fled beyond reach of relief sources.

Through last December, the United Nations Children's Fund has shipped well over 100 million pounds of food, drugs, medicines, and other supplies to Nigerian war victims. During the latter stages of the war, it sharply increased the flow of medical supplies and foodstuffs to hospitals, sick bays, and refugee feeding centers. As a result, UNICEF's Nigerian emergency relief funds have been virtually exhausted.

Since the collapse of the rebellion, the Governments of United States, Canada, France, Norway and Ireland have announced special contributions totalling \$2,404,000 to the Children's Fund. "Much more will be needed to close the aid gap resulting from the departure of many relief dispensing agencies from the former area of Biafra," said Mrs. Pantaleoni. "We are asking our millions of UNICEF volunteers and supporters in this country to respond again with the same generosity they showed to our first call for emergency aid in 1968."

The US Committee's appeal for contributions is being conveyed through public service newspaper and broadcast messages, and through its national organization of UNICEF State Representatives and Metropolitan Committees. Lorne Greene, star of the popular "Bonanza" network program, is the UNICEF spokesman in TV and radio spot appeals which the Committee is distributing to all network and several thousand local stations.

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Life Is A Goddamned Game

by Mike Hinkelman


Joe was a college student like you and me. You know what I mean. He had come to reject those middle-class values which his parents glorified. He liked to ask questions, to ponder the relevance of education, and to determine his own set of values and fundamental beliefs. Joe was one of the affluent youth; yet, in spite of it, he was frustrated, disturbed and alienated. Like he wasn't happy, nothing seemed to motivate him anymore, as if he had no purpose in life. His parents said he was all screwed up and everything, that he was crazy.


Joe wasn't crazy, however, he was turned off by those values which the middle class purported to believe in, but which they abused almost incessantly. In short, Joe detested and was quite contemptuous of the manifest hypocrisy of the middle class, the "silent majority" if you will. It was abhorrent to his own conscience. This contradiction between what the middle class says it believes in and what it actually does has perpetrated a kind of contamination of our society, so disdainful as to repel the young. Joe was one of the first to recognize it: "We say we believe in social mobility-- but not for the blacks, we preach morality--but not in

Vietnam, we subconsciously stamp our letters "Pray for Peace"--but we vilify anyone who works for it, and we proclaim ourselves to be a nonviolent people--but we insist that each and every person be permitted to have his own gun to blast down anyone with whom he disagrees." "I never thought of it in those terms," I said. "But you know you're right." "Damn right," replied Joe. He added: "Although this is the crux of the problems, there are other ramifications." "What do you mean?" I asked, projecting a naivete often akin to that of my parents.

"Well," Joe answered, "it's the whole system." "No one can emphasize enough the powerful urge felt by the middle class toward accumulation, either of money, or property, or the lesser expedients of success. This middle-class mania and obsession for accumulation only serves to perpetuate the ratrace in which many members of the middle class try to "out-accumulate" the others. Joe went on. "Coupled with this psychosis of accumulation is the concept of social mobility within our socio-economic structure-making in other words." "Mobility to what?" I asked. "You just hit the nail on the head," Joe replied. "The young ridicule the concept of upward mobility because they can discern that a man is often no better off ahead of the game than he was when he started. The gentleman who owns two cars and a \$50,000 home may not be, and quite frequently, is not as happy as the one who owns only one car and a \$20,000 home." "And the deeper-rooted tragedy of making it and accumulating it," Joe continued, "is that many people often trample on and step on someone else's toes to do so."

Joe further elaborated. "This is not the full extent of it. When you fully understand the implications of the aforementioned, you will then understand how these values and institutions produced Vietnam, and why our priorities remain oriented toward defense and the military, and not the problems of our cities and our over-expanding, polluting--producing technology." "It's a sad commentary that you've just portrayed," I said. "Is there any remedy, any solution to this way of life?" "Yeah," retorted Joe. "a revolution." "A revolution," I said, "what are you, crazy?" "That would be suicidal," I continued, "because there are too many of them, and not enough of us." "In other words," said Joe, "You can't buck the establishment, the system." "Precisely," I replied. "You wanna know something?" asked Joe. "What," I said. "There's no hope for man, either collectively or individually, on this earth." Joe said. Now, both of us could understand much more readily why our lives seemed to be nothing more than an agglomeration of frustrations and disillusionments--the system and those who held power were rigged up against us. Both of us could only recall, at the time, a quotation by Theodore Dreiser; "Life is a Goddamned, stinking, treacherous game, and nine hundred and ninety-nine men out of a thousand are bastards."

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West Tower Auction Set

by Iris Goodman

Do I hear \$7 for dinner for two at Joe's Restaurant? \$7.50? \$8 says the young man. \$8.75 says the young lady in the front row. \$9? Do I hear \$9? Sold! \$9 to the gentleman sitting in the aisle.

If you enjoy auctions, join the fun at Ithaca College's fourth annual auction Thursday, February 12, at 8pm in the Tower cafeteria. The event is sponsored by the East and West Towers.

According to Scott Pakel, chairman for West Tower, the proceeds will go to Tompko, the Tompkins County Low Income Housing Project. It provides housing for poor families (not to forget students,) it in-

vestigates housing conditions and also deals with rent control.

What is going to be auctioned? Everything, from contributions from local merchants to a six room suite in the new dorm. You can even bid (for a nominal price) for a pie which will be gallantly received in the face by President Howard Dillingham. Guest auctioneers will include President Dillingham and other faculty members.

Bobbie Pober, chairman for East Tower, invites all students to help the committee canvas downtown for more products or services to auction. For information, please contact Bobby at X3626.

This is the first year that the girls tower is participating in the auction. In the past, proceeds have gone to a scholarship fund for deserving athletes and to the Brian Truhn Fund. Last year, \$735 was collected for student funds.

The auction committee hopes that all students will attend the event as it will benefit the entire community, including Ithaca College students.

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What Student Power Is

Craig Wolf

IN HOPES OF making more clear what is meant by the term "student power" here are explanations of three different views: freedom for students, students as controllers of the college, and students as agents of social change.

* * *

First, some definitions. Getting other people to comply with you is what we call power. If there is a consensus that the established powers are acceptable then that power is legitimate and it is called authority.

Freedom means the power to choose between a number of alternatives, at least one of which is desirable. So student power in the sense of freedom means that each student must be able in practice to get what he wants even if others would rather it were not possible. For the college, this means bringing about maximum diversity in social and academic offerings and bringing down requirements and restrictions to the minimum. (Just where such maximums and minimums lie is a whole new question.) Thus, the students have power to shape the course of their own lives limited only by those factors beyond the control of the college.

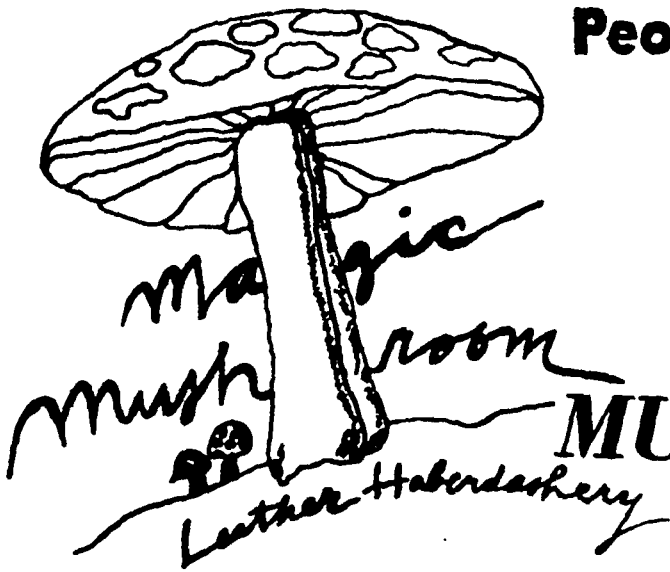
Radical student syndicalism is not actually advocated very often; complete control of the college by students is mainly a red herring loosed by the Right. But between the extremes of complete authority and no authority there are various positions advocated by those who wish to have students sharing authority. Activist students are not usually saying that they ought to run the school or even that they want to. They say that the schools ought to be run differently and better. This presumes, of course, that the students know reasonably well what "better" is, and if this seems absurd consider that one need not be a master chef to know if the food is good or not.

In order to bring about social change one must have at least influence, if not power, and students are one group of people who are in one strategic position - the educational system. So are the faculty, the administrators, and the workers; and there is no reason why one could not speak of "worker power" if the workers ever saw fit to change the colleges. But it is mainly the students who are trying this now, so we speak of "student power" for social change. Such power might be directed toward any particular problem in the society (peace, poverty, etc.) but the university is the nearest available arena.

These three meanings of student power all have in common the idea that students are taking action. In the first meaning, for themselves; in the second, for their college; and in the third, for their society.

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Letters

continued from page 5

story is the obscurely hidden fact that Ithaca College has the potential of being great. It has the ability of providing an atmosphere of true learning with small classes and ever growing facilities, learning not only in a classroom, but each moment of our lives, learning that does not leave a student after four years milling around the machinery of society, but re-energizes him to live himself and his community.

However, this dream fades and is lost. It fades because administrators and deans will not break down petty barricades of selfishness and requirements and get on with learning and being genuinely concerned about the students. It fades because faculty members are busy fighting for tenure and prime time instead of fighting for their students. It is lost because too many students lose that spark of life so early in their college years and begin to carefully fit into a humdrum mold of righteousness.

In an article in the January 13, 1970 issue of "Look," "Why We Need New Schooling," John Holt lays a fascinating foundation for a complete revision of the educational system in America. If I may quote him:

"Teachers must have, like doctors with patients, the professional freedom to work with their students as they think best. Only the student himself should have more to say than the teacher about what is learned, and when, and how: today, in most places, only the student has less. So, out with lesson plans, fixed schedules so many hours a week per subject, prescribed texts, grades, normal curves, censorship, supervisors,

the whole deadening, humiliating, intimidating regime under which too many teachers have to work.

I feel that I must transfer next year to look for an education that is meaningful for me. For the kinds of courses, professors, and ludicrously important regulations I have met here at Ithaca. I could be paying half the amount of money at a state or community college and receive an equal if not a better education. How much longer will parents and students agree to Ithaca's high prices but poor academics? Perhaps it would do administrators, faculty and students some good to read John Holt's article and ask themselves if they are teaching or thinking ten, twenty or more years in the past.

Mr. Enzian, I really don't look forward to transferring. I would like to stay here, but it seems as if Ithaca College is academically starving or pushing people like myself out. When pre-registration for the spring semester came in November, I made the effort to pick my professors and sections and handed the form in on the first day. I received only one course for which I had pre-registered. My mother (not to mention myself) became very angry

for the College asked for the tuition in advance, yet it could not accommodate me with the sections I had chosen. She paid the money reluctantly.

Several faculty members who are in a very small minority, those who inspire their students, are either asked to leave, resign, or are given no reason at all for their dismissal. Consequently, Ithaca College is left with the professor who walks, talks, and thinks just as his superiors wish him to do. If this is education, then perhaps I do not belong in it because I cannot believe so. And if my attitudes do not change about Ithaca College, and Ithaca College does not begin to change itself, I will leave in May to wherever I am taken.

Thank you for our talk and your interest.

Thumbs Down on Expos

Editor:

When asked to write some comments on Expository Writing, I started the inward-gazing process whereby images and points related to the subject are turned out by the mental computer, wonderfully ready to be ordered and translated into words. It didn't happen. Had I, in the last two and half years, been

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so removed or indifferent to Expos: was the tape so lightly and sketchily imprinted, that the computer had failed to be programmed at all on this subject? My involvement must have its due, but submitting the second question, I found the computer more willing to produce and thus it spake: requested material incoherent. A good example of the kind of information that when

continued on page 9

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Letters

continued from page 8

it sinks in is recognized as an already-known. Of course. That incoherence must be the approach to my comments. Like trying to develop a deep relationship with an amoeba. I had tried to be committed to something ill-defined and threadbare.

The Ithaca College Expository Writing course is not exactly the bastard child of the English Department, but perhaps the visiting relative of the whole family. It can't be turned out arbitrarily; it's too rich for that. And besides, it's become kind of a fixture around the house. It can't be fully accepted as a member of the family; after all, who would be caught in a genuine conversation with a dud like Auntie Expos? No one wants a

thing to do with the old mongrel. Come now, say it straight. Even if this can only be done tonight and you're babysitting at a friend's house and your friend is a tee-totaler. You can make it on your own.

OK Professors at some schools hate to teach Expository writing. There's something about it too reminiscent of those awful grad days. There's something banal, something akin to drudgery about that course. So what happens is that a bunch of incompetents must be hired to run the thing through. Is incompetents too harsh a word? Let's think about it. Do they know what they're talking about? (as much as about anyone around who teaches writing) Do they approach teaching professionally and creatively? (overwhelmingly, yes!) Are they willing to put in overtime? (how can it be avoided?) Then why incompetent? They must be if they don't have Ph. D. or are even lucky to have finished a masters. Everyone knows these are the qualifications for a good teacher. They must be

if the department seems generally unaware of their existence. They must be if they work (considering actual hours) for about the same money a mature babysitter gets.

But, back to the broken down computer. It can't be programmed for Expos because staff turnover is so great, the budget is so small, relations with the department and school are so insubstantial, and concern about its purpose and possibilities so weak.

People have been suggesting for some time that Expos be scrapped. In the meantime it has its scapegoats, drones (have no sting, gather no honey) and victims. So why not scrap it?

Forgive me for returning to the figure of the spaced-out old lady in the guest room. May we view her with compassion? Once you get to know her, she has a lot to offer. There's a really good rap waiting to be had. She's engaging. (Think about that with regard to freshmen.) She adds dimension. She has no ax to grind, having no particular ambitions of her own, so she even bridges the spaces between things that are

happening. She may not be a queen, but she needs to be spoken to, and if they'd all stop looking for her who knows what might happen? Even a pawn can take a bishop or check a king. That would start a whole new game. That's the problem.

Ellen K. Peters

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Representatives from the Worcester Public Schools in Worcester, Massachusetts will be on campus on Wednesday, February 11, to interview students in the following fields: Speech, Speech Pathology and Audiology, Music Education, Physical Education, English, Mathematics, French, German, and Spanish.

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Curriculum Meeting Airs Gripes On Proposals

by Jim Donaldson

"Only the student himself should have more to say than his teacher," were the words of Patty O'Connell, President

of the Student Government, quoted in opening her argument in defense of the proposal offered by the student body at last

Tuesday evening's meeting on the upcoming Arts and Sciences curriculum change. Pat was addressing a small but concerned group of 28 faculty members and 14 students, who attended the debate over the four proposed documents.

Dean of Arts and Sciences, Paul Givens, presided over the discussion. The express purpose of the informal gathering was to hear the defenses on each proposal and no voting took place.

The student proposal advocates doing away with the all college requirements. This will basically give students much more freedom to move within departments. To this end, Pat stated that "once more freedom is allowed, the academic quality of students will improve." She added, "I feel the curriculum as is cannot satisfy the needs of the student...If we retain the best of the old and suffice it with new ideas, the student and the college will benefit."

Pat was calm and collected during the entirety of her defense and the subsequent question and answer period. She as did all of the speakers, held the floor for some 15 minutes and then at the conclusion of her talk she summed up the whole of the student government rationale with a quote from an article written by a student and printed in a Saturday Review article:

"First, most faculty make educational decisions with a particular perspective, which certainly cannot be taken as complete. This perspective might be described as 'faculty elitism' and defined as the assumption that what is taught in the classroom by a professor has an inherent worth, far beyond any effect it has on the students. Such a perspective tends to be visible in the curricula that often come out of faculty deliberations. They appear designed to produce more faculty members rather than people with skills and capacity somewhat different from those possessed by professor." Professor Robert Kurlander of the political science department added to this that many required courses were not at all, by the student standards, well taught.

The second proposal discus-

sed at the meeting was drawn up by a joint committee of departmental chairmen in the Arts and Sciences school and the Deans Advisory Committee. It was broken down into four divisions that stressed a specific number of credits that must be taken from each division. For example, in division four, described by English Professor Ashur Baizer as a "grabbag" in a later comment, a student must take 12 credits in English Composition, foreign language (201-202), speech or math. The requirement must be met by taking a two semester sequence in each of two subject areas.

Dr. Ferris Cronkhite, who defended the proposal, admitted in response to a query from the floor that not all members of the group responsible for the document were in accord as to whether it was complete. The draft apparently has many weak spots. Dr. Cronkhite stated that his group was aware of certain discrepancies in the proposal as submitted but because of the fact that the paper had been written at meetings scheduled at very inconvenient times such as Easter Sunday, "that nobody had heart enough to summon the group for another meeting... for a more careful combing of issues" that the proposal was the end result of a number of interdepartmental compromises described by some at the debate as "political."

Proposal C was that authored by Mr. Kurlander and Professor Carl Dibble. It is according to a statement prepared by the two professors, a compromise or moderate proposal that would require students to take some courses in sciences or about sciences, to engage in some study of literature, to take courses in math and philosophy; yet it would eliminate the lab science requirement, the foreign language requirement for the BA degree and the history requirement. It would supposedly offer students a wider choice than any other proposal. However, both Dibble and Kurlander expressed reservations about their document. They stated, "We believe that a much more comprehensive revision of the curriculum is needed and that prior...a devoted study of alternative curricular designs (should be made.) We recommend proposal C (theirs) as a possibly reasonable set of graduation requirements during a two or three year transitional period."

"A store of general knowledge and basic skills is essential to successful specialization in any field. Students should be able to write coherently and grammatically, understand the background of their own civilization and be well acquainted with one modern foreign language." This was the reasoning behind the drafting of the fourth and final proposal presented Tuesday. It was prepared by two professors in the History department, Richard DeMott and Donald Niewyk. Niewyk briefly elaborated on his rationale and then plunged into what was probably the most heated question and answer period of the evening. The

continued on page 11

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The two major characters are:

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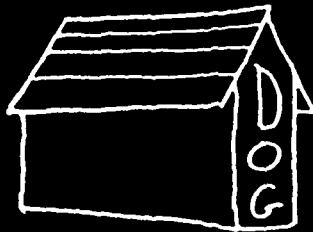
Mrs. Williams, a very attractive 22, a graduate of the college, who met Thadeus as a student. She idolized him before their marriage, considered him to be talented, intellectual, fascinating.

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Students Film Prison

by Kathy Barzler

To find out what really goes on behind prison walls and to increase public awareness are the objectives of Tom Capraro and Stu Sheslow, junior Radio-TV majors who are filming a documentary on Auburn State Prison. Tom and Stu are writing, producing and filming the documentary to fulfill a requirement for one of their courses, TV-Radio Techniques with Peter Klinge. For this course, the students were told to film any current problem or situation of their choice. Capraro and Sheslow chose to delve into the problem of prisons in reaction to many complaints against prison conditions throughout the country. Originally, the two had considered documenting life at Sing-Sing, until they learned that Sing-Sing was being converted to an adult recreation center.

Before beginning their project, it was necessary for the two to get clearance from the Warden of Auburn State Prison as well as the Commission of Correctional Institutions for New York State. Certain stipulations were placed on the boys in accordance with federal regulations. The convicts must be filmed from the rear, and all men will remain anonymous. Conversations with the inmates will be recorded, but Tom and Stu were skeptical as to whether any negative accounts of prison life would be learned, for Auburn State Prison has had a fine record and excellent reports. For this reason, they devised a check which should reveal any discrepancies between the reports of the prison officials and the convicts themselves.

The two film-makers plan to interview ex-convicts at a Halfway House in addition to convicts at Auburn. A halfway house is basically a rehabilitation feel that by interviewing men at the halfway house center where ex-convicts can go on their own to learn trades. The students

they will see how conditions at the prison really are, if the accounts differ in any way.

Curriculum

continued from page 10

think that:

1. The expository writing or composition courses should be required.

2. Proficiency in a foreign language through the sophomore level courses should be the possession of students who seek a liberal education, for only such proficiency can permit them to penetrate the thought processes of people in foreign cultures.

3. The Western Civilization courses orient students in time and help make them realize human possibilities and limitations.

Perhaps the best summation of the D proposal was made by Professor Baizer who said he construed from the paper that

"students are deficient in certain courses and should be made to take them." (Earlier, Niewyk had brought out the fact he "did not prescribe to the feeling that a student had to like a course to benefit from it.")

The meeting broke up in a whether any of the proposals were complete or definitive enough to commence voting on.

Dean Givens, who along with several others, was upset at the lack of a significant amount of faculty attendance, stated that action on the curriculum proposals would proceed as originally planned. That plan calls for mail balloting sometime in the future to determine the preferred proposal. A majority vote of the faculty will be required before any new curriculum can be implemented.

Evidently, the moment of truth has come for the new Arts and Sciences curriculum. Cross your fingers and hold your breath!

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East Hill Photo Club Holds Exhibit



Photo by Jude Puryear

Bill Mutch, Photo Instructor at East Hill School helps students with photo exhibit.

The picture on this page was taken by the members of the East Hill School Photo Club. The kids buy film and flash cubes with their own money. These pictures and more will be on exhibit at East Hill School, February 4-6. They will be on sale at the same time, and the prices will range from \$2.25 to \$15.

Membership in the club is flexible. The number ranges from one kid for a layout project to 10 kids for a field trip. This is because the membership is open to anyone. The kids represent grades 2-6.

East Hill School is an experiment in education. The basic idea is to provide a school

where the kids are given the absolute maximum diversity of adults with which they can work. This shows the children and the world that the learning process can take place in a situation other than 20 pupils sitting in hard chairs with a book in front of them and learning what the teacher is writing on the blackboard. The learning process can take place in whatever the kid does: even if he is just running around the halls, he is still learning. He is not in an artificial, instructive atmosphere.

East Hill School is supported by public funds, and is the only school of its kind in this area. In all, there are about five similar

schools in the country.

When asked about whether or not the kids who are in East Hill will be able to keep up with other kids when they get into junior high school, Bill Mutch, Teacher Aid at the school, said, "I think it is going to be about the same as most of the other elementary schools for a simple reason: the kids that are academically inclined and go in the direction of doing academic things will do it more thoroughly than they will do, I think, in East Hill, than they can in a lot of other places because there is less impediment."

John Sadwith, a student at IC, is working at East Hill full time, but receiving no pay. He is taking 16 credit hours, filling all requirements, (with the exception of final papers for a few subjects and GIPPE.) while teaching.

John hopes that by taking an off-campus job to fill course requirements, eventually anyone will be able to work at anything he chooses. If he wants to work at a day care center or in a jewelry store, he is dealing with people. By dealing with people, one can see reality a little better than by attending college for four consecutive years.

John feels that people have no idea what it is like in the outside world or what it is like working with kids. He feels that working at East Hill, combined with taking 16 credits, is one of the most rewarding experiences in his life, as well as being a large step forward for the Ithaca College curriculum.

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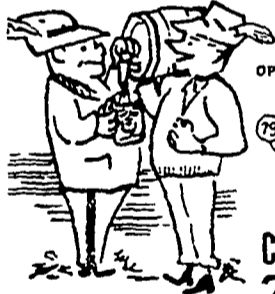
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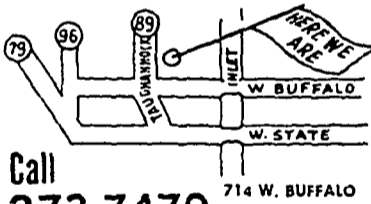
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IC Sponsors Fall Study; 45 Openings To Be Filled

The Study Abroad Committee of the College of Arts and Sciences hopes to send 45 students to Paris, Berlin, and England next year. The cost at any of these centers, including round-trip fare to Europe but not traveling expenses while abroad, will not exceed the cost at Ithaca College. Student interest will determine how many students will go and what centers will be involved.

In Paris next fall, Schiller College will be opening a branch in an International Students' Center partially supported by the French government. In Berlin, Schiller has already opened a branch this year with 18 students and expects to have 75-100 students next year. Facilities here are owned by Schiller, and some students may be living with German families. In England, Alvescot College, a small private college one half-hour from Oxford, and two hours from London, will be accepting American students for the first time. Students will be living in a dormitory or cottages.

The exact courses to be offered at all of these institutions are as

yet undetermined because arrangements for these new programs are still being completed. The Study Abroad Committee is requesting that each institution offer some general cultural courses in art, literature, history, and philosophy to exploit the cultural opportunities of each country and of Europe. It is assumed that students will be doing considerable traveling during the long Christmas and spring recesses. If departmental requirements are loosened by faculty decision this semester, it may become easier for many students to study abroad next year.

Students enrolled in Paris or Berlin will take a year of French or German if they have not completed two years of the appropriate language. All other courses will be taught in English.

No student will be able to study abroad without receiving his department's approval.

What is urgently needed is an index of student interest. The Committee will negotiate for affiliations at only those centers

which students wish to attend. Anyone who is interested should contact a member of the Study Abroad Committee immediately: Joseph Balocco (student), George Clarkson, Waltraut Deinert, Tobe Levin (student), Walter Newsom, John Pavia, William Terwilliger.

The Committee has also just begun to explore the possibility of an affiliation with the University of Edinburgh or the University of Nottingham through the services of the Foreign Study League, the management of which has just been assumed by Saga. It is uncertain whether these affiliations can be arranged for next year. It is unknown at this time what courses or programs will be open to students enrolled at these universities through the Foreign Study League.

Orville

continued from page 3


constitution, basic rules of the community.

Ithacan-Student Congress, at a meeting early this semester, attempted to effect something like this. They've appointed a committee of interested individuals to draw up a bill of rights.

Orville--This is a very important step. Hopefully they will publish this and demand that the community by these rights.

Ithacan--If your plans were to be carried out, would this provide you with an education which could be meaningful to you? Could you then come back to Ithaca College?

Orville--Sure.



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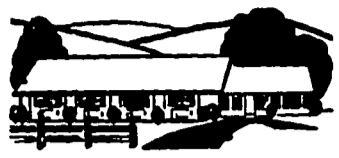
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Roy Leff On... Pro Football Draft

Will a major segment of the economy grind to a halt? Will the flow of football commerce coagulate behind Terry Bradshaw, as it did last year behind O. J. Simpson? Will the rubies, those first-round draft selections, who each spring gladden the hearts of auto dealers and diamond merchants, wait to see how many mattress covers full of money Bradshaw drags away from the Pittsburgh Steelers' office before signing their own contracts?

At least this year's draft was exciting. A year ago pro football's annual enslavement of college athletes was no fun at all. The Buffalo Bills had first choice only there was no choice at all. There was

this running back at Southern Cal and the Bills, because of public opinion, the word of three million scouts, and a city ordinance, had to pick him whether they liked it or not. This year the Bills could sit back and enjoy the show, as the Steelers turned down incredible offers for the number one pick in the draft.

Actually, the other draftees do not expect to match Bradshaw's take-home pay. But none of them want to rush into anything foolish, then be embarrassed if somebody peeks at their tax returns. They all feel, privately at least, that they should have a contract somewhere in Bradshaw's neighborhood. I think the players should be commended for their taste. Bradshaw's financial location will be a lovely area indeed, one that, should a shabbily clad, underpaid \$100,000 tackle

move in, you could legitimately mutter, "Well, there goes the neighborhood."

The 1970 draft included a number of potentially super spenders. Lined up behind Bradshaw are quite a few players with the glamorous reputations needed to plunder and pillage pro football's treasures. Mike McCoy, Mike Phipps, Bob Anderson, Walker Gillette — any one of them is capable of panicking bookkeepers all over the country.

But instead of the rattle of gold ingots and the rustle of outlandish shekels, will there be an eerie silence?

Some of the reluctance to sign a contract, and start spending is understandable. A few of the first-round choices aren't sure how they're supposed to act because they didn't figure they'd have that status symbol to work with. Bruce Taylor and Richard McGeorge must feel a little silly when they stand in front of the mirror and practice saying, "I want \$10 less than Bradshaw gets."

The Steelers had better hurry up. Who would want all those cars and diamonds to start gathering dust?

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GYMNASTS WIN AGAIN

by Howard Krebaum

Last Saturday the Ithaca men's gymnastics team defeated Boston State in a close meet. This was the team's second victory in three meets. I.C. took a one point lead after the first event, the floor exercise, and gained in each succeeding event. Ithaca won by a final score of 88.85 to 92.25.

Individual scores by the team members were good. Craig Koloff took first place in all around, vaulting, and high bar. Lee Multari took third place in all around, second place in side horse, and first place in floor exercise. Lee has taken first place in floor X all three of the team's meets. Team captain Russ Federman took first place in rings and parallel bars. Assistant captain Bob McEvoy tied second place in vaulting and Rusty Flook took third. Tom Bull took second place in rings and Harry Kaufmann took third place in floor exercise.

This was the team's first

home meet of the season. Winning this meet has given the team's spirit a big boost. Each week the team scores higher. If the improvement continues at the present rate the team should have a very good season. Next week the team travels to U.S. Coast Guard and Southern Conn. Coach Eggleston has said that this meet will be the toughest the team will face this season.

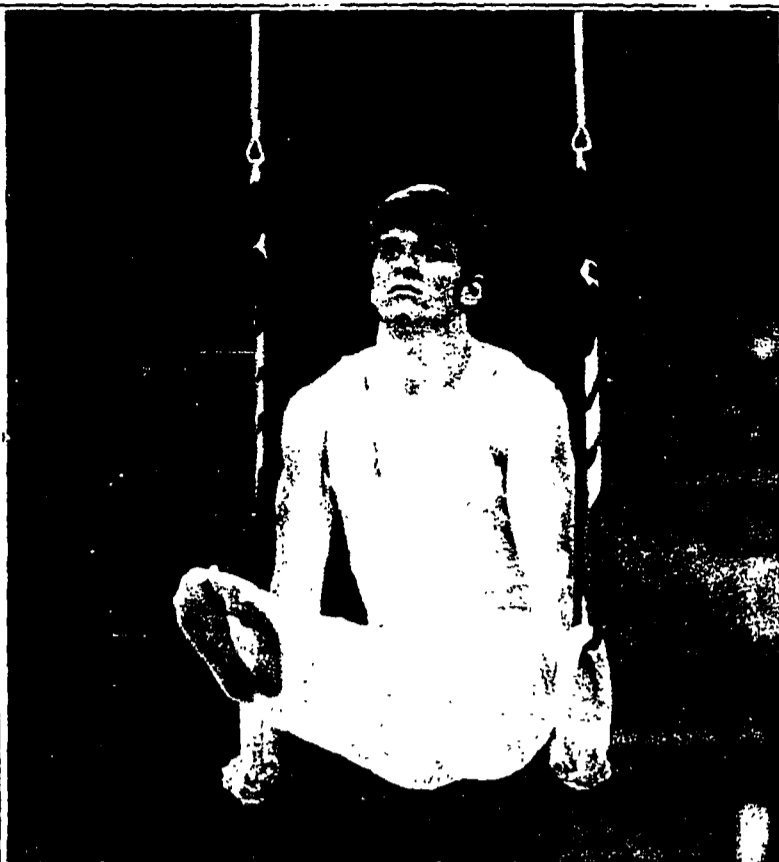


Photo by Chuck Miller
Lee Multari performs against Boston State

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ithacan sports

CAGERS END SLUMP, ROUT CORTLAND

by Phil Chardis

In the most successful week since the season began, the varsity basketball team came on with victories in two straight games, and went into overtime before losing a third. Arch-rival Cortland State was the first victim, 95-66, then Ithaca went into the North country to defeat Clarkson 90-82, and narrowly lose to St. Lawrence, 63-61. The Bomber record now stands at 3-9 with nine games left on the schedule. Ithaca has finally started to play together and could pull some upsets yet with teams like Buffalo State, U. of Rochester, and Albany still left to play.



Gail Wrighter drives for easy Lay up. photo by Barb Goldberg

ITHACA 95, CORTLAND 66

Out to avenge an earlier 90-81 loss at Cortland, the Bombers came out running and were never behind. The Blue ran up their highest point total of the year while hitting on 36 of 85 floor shots, and 23 of 33 from the foul line. Soph Dave Dibler's hot shooting sparked Ithaca, as he finished with 23 points and his high game of the year. Brian Chafin backed Dibler with 19 points, and Mike Williams again out rebounded everyone on the floor. Everyone on the squad got into play, and all

but two scored. Cortland was led by Mike Eidel and Dan Davis with 18 and 13 points respectively. Ithaca, however, paid for the win when forward Rick Cahill sustained a leg injury and was put out of action. Cahill had been playing exceptionally well with Coach Hurst's combination of Dibler, Chafin, Veronesi, and Williams. Gail Wrighter came off the bench and took some rebounding pressure off Williams.

ITHACA 90, CLARKSON 82

Coach Hurst was sick and did not make the trip, and the loss of Cahill did not help the Bombers any, but they overcame these obstacles for their second straight victory. It was sophomore night for I.C. at Potsdam, as the first-year varsity men sparked the Blue. With frosh coach Bob Congdon sitting in the driver's seat, Paul Veronesi had a hot first half hitting on 7 of 10 from the floor and adding five foul shots, to give the Bombers the half-time lead 44-27. Mike Williams again showed his great rebounding form, with some help from Gail Wrighter, starting in Cahill's spot. Clarkson put

on a drive when the second half began, but Dave Dibler picked up where he left off the game before, and scored 12 points in the half's first 10 minutes. Ithaca then hit a cold spell, and Clarkson, led by Pete Ganley, finally cut the margin to 85-82 with three minutes to go. Veronesi came back into the spotlight again, dribbled away two minutes, and put in a jump shot to wrap up the game for I.C. Veronesi led Ithaca with 28 points, Dibler had 20, and Williams chipped in 19. Mike gave I.C. the edge in rebounds with 19, Wrighter pulled down 13, and Paul Patterson and Dibler, only 6' 1", grabbed 11. Clarkson was led by Ganley with 33 markers, Jack Phillips had 18.

ST. LAWRENCE 63, ITHACA 61

The Bombers went into overtime for the first time this year, although they had a 32-24 half time lead. The Ithacans still led 58-56 with two minutes left, and then went into a stall. Holding the ball for over a minute, a shot finally went up, but was missed with the Larries getting the rebound and quickly scoring.

Ithaca had one more shot in regulation time, but could not convert it. Both teams worked for the good shot in the overtime period, and, gaining a free throw, I.C. led in the final minute, 61-60. The Larries scored to take the lead back, 62-61, and also made the first half of a 1 and 1 free throw situation, putting them two points ahead. The Bombers had one more try in the closing seconds, Paul Veronesi rimming the basket and narrowly missing sending the game into another overtime. Soph Greg Lewis led St. Lawrence with 20 points, while I.C. got 18 from Veronesi, and 14 from Williams, who also led the rebounding with 19. Ithaca led in rebounds, 42-38.

STATS

Through the twelve games played by Ithaca, Paul Veronesi leads the team in points with 218 for an 18.1 game average. Veronesi seems to blow hot and cold, and when he gains a little more consistency he will become one of I.C.'s

highest point-getters ever. Mike Williams is pulling down the great total of 18 rebounds a game, besides his 11.2 scoring average. These two, plus a hot-shooting Dave Dibler and a steady Brian Chafin, give the Bombers the nucleus of a winning club. A strong bench is of great help to Coach Hurst, whose team now has the scoring power it needs to win a few games, and finish with a decent record, with an eye on next year. One weakness of the Ithaca Blue is good ball-handling. Whenever a press is thrown up against the Bombers, turnovers are a certainty. This was proven in the Clarkson game. Perhaps a closer look should be taken at Danny Vetter, who floor generated for last year's frosh. While the rest of the team shot the eyes out of the hoop, Vetter worried about getting the ball to them and not making mistakes. It worked out well, as evidenced by their 15-6 won-lost record. The Bombers take on Rochester University tonight, and are at home Friday, Feb. 13 vs. Buffalo State.

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