



CHAPTER VII Weathering a Turbulent Era 1969 to 1976

Universities reflect the societies of which they are a part. The turbulence that characterized America in the late 1960s came to Albany in the 1969-70 school year.

- In November of 1969 students erected three "Vietnamese huts" on the podium as a political protest. One hut was burned and a student arrested before students agreed to remove the remaining structures.
- A couple of students presented Acting President Allan Kuusisto with a bloody pig's head as he was presiding over a University Senate meeting.
- Radical Left-wing attorney William Kunstler spoke to 6,000 on campus on March 5, 1970, raised his fist in the "power to the people" salute, and told his listeners that the movement had progressed from a period of "protest" to a stage of "resistance."
- One week later, students, angered over a tenure decision, smashed windows in the administration building.

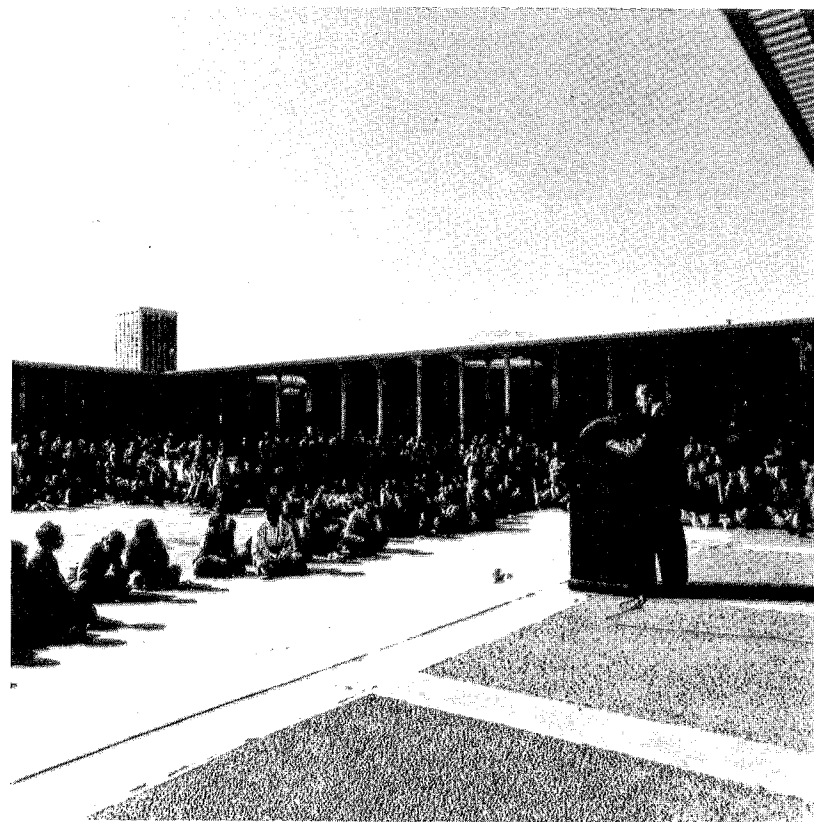
(Opposite) Dialogue Days took place in March 1970 when Acting President Allan Kuusisto canceled classes following student demonstrations over the University's failure to renew a faculty member's contract and other issues.

> On March 19, fifteen students were among twenty-nine arrested for disorderly conduct while staging a four-hour sit-in, blocking the entrance to the Albany Induction Center.

> On March 19-20, classes were suspended for two "Dialogue Days." Students and faculty pondered the University's problems in department meetings and a series of workshops. Topics included tenure decisions, 50/50 faculty-student control of the University, racism on campus, "Student as Nigger," and "Anarchy" (no room was scheduled and people were urged not to attend!). Participants produced a long list of recommendations ranging from good teacher awards to 50/50 representation on all University-wide decision-making bodies, to University pronouncements on social, economic and moral issues.

> Some black students were involved in a fracas in the dining hall at Colonial Quad; food service workers were assaulted and the dining hall was vandalized. A group of black faculty and staff asserted that the incident was a "response to a long series of real and apparent discriminatory practices and racist attitudes . . ." at the University.

Representative Ogden Reid addresses a Vietnam Moratorium, October 15, 1969.



The turbulence reached a peak during May of 1970. On April 30,

President Nixon announced that American troops had expanded the Vietnam War by moving into Cambodia. Four days later Ohio National Guard troops fired on and killed four protesting students at Kent State University. The Albany campus like others all over the country exploded in protests. On May 4, students entered the Library, threw books off shelves, dumped others on the ground outside and tried to burn them, and broke windows. Two days later, students from Albany and elsewhere marched downtown to the Capitol, protesting both American involvement in Vietnam and the state of American race relations. The march occurred without violence. But that night on campus Molotov cocktails were thrown at the Administration Building, and fire bombs

started blazes in both Colonial and Dutch Quads; the former's Flag Room was destroyed. Students struck in an attempt to shut down the University.

The administration organized a "crisis committee," and faculty and staff held nightly fire watches at both academic buildings and residence halls. The SUNY Trustees responded to student strikes by ruling that all campuses were to remain open. Faculty meetings on May 8, 11, and 12 arranged a compromise by which student strikers were given several alternative ways of receiving credit for their courses. Most undergraduate courses ceased operation while students briefly operated a "School of Suppressed Studies;" graduate classes were largely unaffected. Commencement passed without incident, students departed the campus, and Acting President Kuusisto left for a less revolutionary presidency at Hobart and William Smith Colleges.

What had happened? Some euphorically believed that "the revolution," which would transform the flawed world in which they lived, had come. Others gloomily concluded that the

University like American society was "coming apart." With the advantage of hindsight we can now understand how several developments came together to disrupt the University in the Spring of 1970.

Albany students became increasingly politicized in the late 1960s. *Campus Viewpoint*, published for incoming students, for the first time in 1968 included a section on "Political Concerns" which listed student political organizations ranging from SDS (Students for a Democratic Society) on the Left to YAF (Young Americans for Freedom) on the Right. The range and number of such organizations testified to the breadth of students' interest in improving their world, and they began to pursue their political goals with an aggressiveness that would have been unthinkable at the old College for Teachers. Albany students (and many faculty) focused on three areas in the late 1960s: race relations,



William Kunstler, speaking on campus to a crowd of 6,000 on March 5, 1970, in the University gym, told students the movement had progressed from "protest" to "resistance."



A March 1970 protest on the steps of the Capitol in support of the Black Panthers. (Photo by Martin Benjamin, '71.)

undergraduate instruction, and Vietnam.

Student concern about race relations dates back at least to the 1940s, but the formation in 1964 of a new civil rights group, "Freedom Council," marked a new surge of interest. Faculty and students in the mid 1960s enthusiastically supported Martin Luther King's movement and the federal legislation that emerged in 1965. Albany students went south to help in sit-ins and voter registration drives. During these years the interest

in civil rights at Albany was mostly a white phenomenon, chiefly because there were very few blacks on campus in the 1960s. The assassination of Martin Luther King on April 4, 1968, changed things. The University community was horrified and sought to make a significant gesture to improve educational opportunities at Albany for young blacks. Everyone applauded the establishment of a federally-subsidized Educational Opportunities Program in the Fall of 1968. EOP provided intensive academic help and financial aid to students who would not otherwise be able to attend college. Many of the students were black or Puerto Rican, all came from lower income families, and by 1969-70 enrollments reached about 365.

With the death of Martin Luther King, "black power" challenged "integration" as the goal of the national civil rights movement. The change was reflected on the Albany campus. Black students, organized in the Black Students Alliance, sought an Afro-American studies program at Albany, and on January 10, 1969, confronted President Collins with a sheet containing a series of demands. Collins quickly signed. He subsequently argued that, looking at the substance rather than the rhetoric of the demands, he had concluded that everything the BSA was seeking was already planned. The Department of Afro-American Studies was soon activated. By 1969-70 black militancy merged into the general student protest activities. After the dining hall incident noted earlier,

black students responded by compiling a list of thirty-seven allegations of racism on campus, and when white students protested the shootings at Kent State, blacks rallied to protest the concurrent shootings at Jackson State.

A second source of student discontent in the late 1960s was undergraduate curriculum and teaching. By the Spring of 1968 President Collins observed that student concerns had shifted from campus social problems such as dorm hours and alcohol on campus to academic issues such as grading systems and faculty tenure.

Undergraduates worked to change both the grading system and general education requirements. Many students and faculty believed that students should have total freedom to choose their courses. They also argued that replacing letter grades with Satisfactory/Unsatisfactory grades would improve education by transforming the classroom from a competitive to a cooperative environment. S/U grading was approved by the Senate in the Fall of 1969. Proposals to eliminate requirements were a major focus of the "Dialogue Days" of March 1970 and were approved by the Senate a month later.

The tenure issue was more complicated. It was traditionally granted by the institution on recommendation of the faculty. In the 1950s, tenure decisions at Albany were made largely on the basis of the person's teaching performance. But by the late 1960s, good teaching was not enough; tenured professors also had to be productive scholars.irate students complained that undergraduate teaching was being undermined by general neglect and by the "publish or perish" syndrome.

Students pursued reform using two strategies. First, they fought hard to gain greater student input into the tenure process. The University ultimately required student evaluations of teaching as a part of the dossier necessary for a tenure decision, and in some cases students served on

A September 1971 protest on Alumni Quad against the State's action in the Attica Prison uprising. (Photo by Jay Rosenberg, '73.)

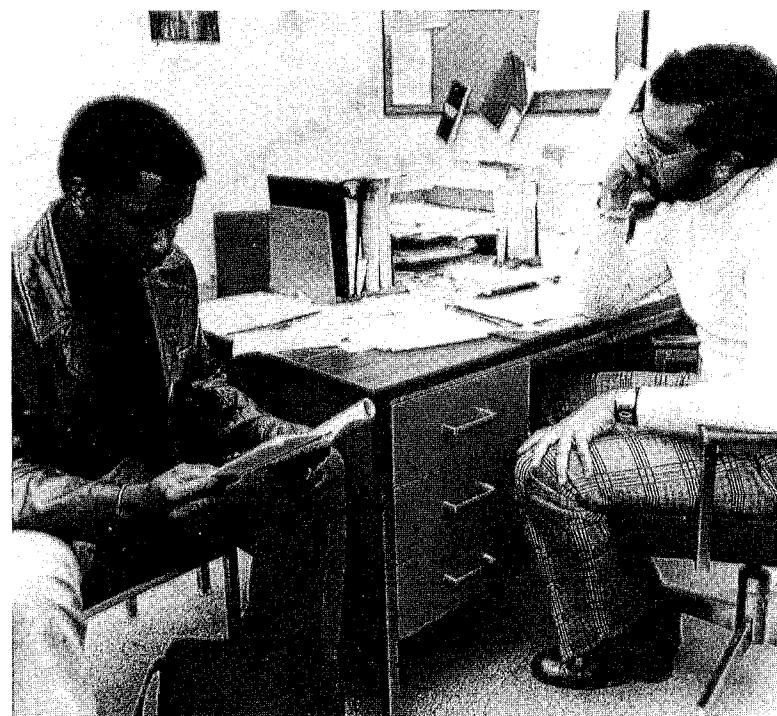


tenure committees. Second, students vigorously protested what they considered to be ill-considered personnel decisions. Non-renewal cases in psychology in the Spring of 1969 and in rhetoric and public address in the Spring of 1970 became *causes celebre* and absorbed enormous amounts of time and attention. The latter case reached a climax in March of 1970 and was debated during the "Dialogue Days."

The third element in the 1969-70 upheaval was, of course, the Vietnam War. As late as the Spring of 1964 the *Albany Student Press* printed two long and sympathetic articles on an Albany sophomore returning to school after a tour of duty with the Special Forces in Laos. But by 1965 the effects of the draft were being felt, and student opinion of the Vietnam War became highly critical. A Student Peace Group was formed in 1966. In the next couple of years there were periodic "teach-ins" and debates over the war. Senator Wayne Morse appeared on campus to oppose it, General Maxwell Taylor defended it. In February of 1968, students demonstrated against recruiting activities on campus by the Dow Chemical Company, manufacturer of napalm; ten students were arrested for disorderly conduct on grounds that they had interfered with University business. SDS mounted a campaign to close the campus to objectionable groups such as Dow Chemical, the CIA and the armed

forces, but 92 percent of the 3,000 students participating in a referendum voted in favor of an open campus. The issue of campus recruitment by defense manufacturers remained significant well into the 1970s. By 1969-70, Vietnam had become a major issue; it was a central concern in the "Dialogue Days" of March 1970, and the Cambodian incursion and the Kent State and Jackson State shootings provided the final fuel for the May student uprising. All of these issues were further complicated by the cry of "Student Power!" Student concerns, especially concerning civil rights and Vietnam, often spilled over into the community. Black students protested for educational reform at Albany High School in 1969. In the heady days of May 1970 some

The Educational Opportunities Program was established at Albany in 1968 to provide educational and economic assistance to disadvantaged students. (Below) Carl Martin, right, a counselor in the program, meets with a student. Opposite, graduates of the program from the Class of 1974.



students at Albany and elsewhere contemplated sweeping through northeastern New York to convert Americans to the causes of peace and justice.

Most focused their search for power on the University, particularly the Senate and the academic departments. The Senate had been organized in 1966 as a Faculty Senate, but by 1968-69 students were seeking membership, first on Senate councils, then on the Senate itself. Both goals were achieved by the Fall of 1969. Students sought input and power in departments as well. Their degree of success varied, but for several years proponents of student power continued to argue for 50/50 student/faculty representation on critical bodies such as tenure committees.

Some students and faculty urged the Senate to take positions on the key moral and political issues of the day such as Vietnam. They argued that a university which refused to take such stands risked becoming morally corrupt. Opponents argued that such a step could be fatal by turning society at large against the University and asserted that the function of a university was not to take moral or political positions but

to provide an institutional framework within which dialog and learning could take place. Ultimately the faculty in the Fall of 1970 approved a resolution, still in effect today, introduced by Hans Pohlsander and Morris Finder, which stated that "this university . . . [is] dedicated to the search for truth and that in its corporate capacity it does not officially endorse any particular version of the truth be it a matter of political or social philosophy or of scientific theory."

The Spring 1970 vision of a revolution disappeared in the next few months. Instead, students turned to the techniques of single-issue pressure politics. Students remained in the Senate and on its councils, but their presence there was for more than a decade dependent on annual renewal by the faculty. As the Vietnam War wound down in the early 1970s, new issues arose, notably the feminist movement.

The Civil Rights Movement of the 1960s became the on-campus politics of ethnic studies. Faculty in Afro-American Studies were under enormous pressures. They had to work hard to meet requirements for tenure. At the same time, their students often expected the department to become a black cultural center with the faculty attentive to the personal problems of black undergraduates on a predominantly white campus. It was little wonder that the department often led a troubled existence in the 1970s. In the early 1970s, Hispanic students sought and got a Puerto Rican Studies department which became part of a Department of Latin American and Caribbean Studies in the early 1980s.

The educational reforms of 1969-70 had mixed results. S/U grading soon fell victim to the demand of pre-professional students that they receive letter grades required by admissions officers in law and medical schools. The curriculum free from general education requirements lasted about a decade before the faculty pressed for change.

Louis T. Benezet succeeded Evan Collins as President in 1970, following a year-long term by Acting President Kuusisto.



Lengthy debates over how to evaluate teaching ultimately led the University to mandate student evaluations of each class and to require that teaching evaluations play a role in tenure and promotion decisions. Yet students continued to protest individual tenure decisions, leading in 1973 to the appointment of a special committee which clarified and regularized the procedures to be used.

Despite the turbulence of these years, the quality of the University's undergraduate education was recognized in 1973 when Albany was granted a long-sought and highly prized chapter of Phi Beta Kappa, the leading national academic honorary society.

Three additional educational developments in the early 1970s deserve note. First, the University in the early 1970s launched a new doctoral program, the Doctor of Arts degree. The D.A. program, initiated first in English, emphasized preparing college teachers rather than conventional research specialists. It was a very successful venture, both a culmination of President Collins' long-standing dream of a doctorate designed to train teachers for two-year colleges and a response to the widespread concern over the neglect of undergraduate teaching.

Second, the Fall of 1971 marked the beginning of a community service course through which students could earn academic credit for independent study and collateral work in community agencies. The course institutionalized much student enthusiasm for improving the communities in which they lived.

Third, in the Fall of 1972, Albany launched an important experiment in undergraduate education with the formation of the James E. Allen Collegiate Center, led by Seth Spellman of the School of Social Welfare. Using a \$100,000 Carnegie grant for start-up purposes the Allen Center tried to do two things: shorten the length of students' education



Students focused on gaining membership in the University Senate in 1969. Here, Harry L. Hamilton, professor of atmospheric science, speaks at a Senate meeting.



The James E. Allen Collegiate Center, led by Seth Spellman of the School of Social Welfare, was an important experiment in undergraduate education, designed to shorten the length of study by admitting students after eleventh grade into a high-quality interdisciplinary program. It fell victim to the financial crisis of 1975-76.

Student admissions were disappointing, the faculty had difficulty teaching the interdisciplinary curriculum, and the administration came to regard the Center as unduly expensive. Thus the experiment fell victim to the financial crisis of 1975-76.

The University saw considerable turnover in its top leadership during the 1970s. Collins retired in June of 1969; his Academic Vice President, Allan Kuusisto, served as Acting President through the upheavals of 1969-70. He was succeeded in the Fall of 1970 by Louis T. Benezet, a fifty-five-year-old psychologist with a Columbia University Ph.D. and administrative experience at four private institutions. Benezet served for five years and was succeeded for two years by a Vanderbilt University historian, Emmett Fields, who in 1977 returned to Vanderbilt as president.

Charles O'Reilly from the School of Social Welfare served as acting Academic Vice President from 1969-1971 until Benezet brought in Philip Sirotkin from an administrative post in the National Institutes of Health. There was also turnover in the position of Dean of Graduate Studies. In 1975 the important College of Arts and Sciences was divided into its three component parts (Sciences and Mathematics, Humanities and Fine Arts, and Social and Behavioral Sciences) after a failed two-year search for a new dean.

Benezet and Sirotkin did much to regularize administrative procedures after the almost uncontrolled growth of the 1960s. But the lack of leadership continuity complicated University efforts to deal with the

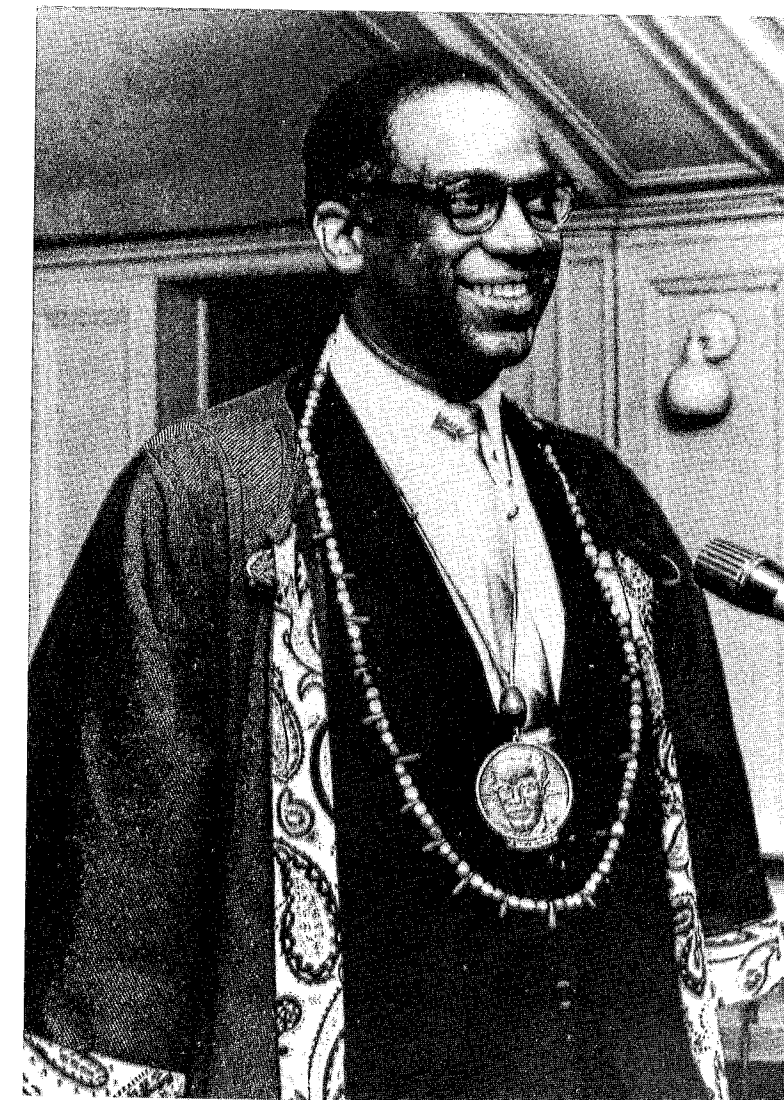
by admitting qualified students after eleventh grade, and educate its students through a high-quality inter-disciplinary program. The Allen Center occupied much of the Downtown Campus where students and faculty constituted a close-knit academic community. It was a high-minded experiment undertaken with great energy and enthusiasm. Its final results are still a subject of controversy.

two succeeding crises of these years: the attack on Albany's doctoral programs and the financial crisis and reorganization of 1975-76.

Just as demographics had driven the rapid expansion of Albany in the 1960s, so demographics by the early 1970s suggested a need to slow down. Analysts, predicting a nationwide decline in the number of college-age young people, became concerned about a potential glut of Ph.D.s. In New York the Regents and Commissioner of Education Ewald Nyquist picked up on these concerns, imposed a two-year (1971-73) statewide moratorium on all new doctoral programs, and appointed a Regents Commission on Doctoral Education, chaired by Robben W. Flemming, president of the University of Michigan. The Flemming Commission urged the state to sustain the high quality of established programs rather than try to improve low-quality programs. It also suggested that it would be less costly for the state to subsidize students at private institutions than to provide additional doctoral education for them at public institutions. Accordingly the Regents adopted a program of concentrating programs at a relatively limited number of institutions and undertook to review "the quality of and need for doctoral programs in selected disciplinary areas."

The State Education Department's so-called "Doctoral Project" in 1974 began examining all state doctoral programs in chemistry and history and continued in the following year with astronomy, physics and English. The examinations included departmental self-studies and a site visit and report by two outside consultants. The final decisions were made by a statewide "doctoral council." Albany fared badly in the first two years: the history and English Ph.D. programs received failing grades. One faculty member observed that the site visit

The Afro-American studies department was created in 1969 by President Collins following student calls for courses about the African-American experience. Nathan Wright was among its earliest faculty members and its first chair.



had been fair enough; he just hadn't expected the final decision and now understood how students felt when they were "graded on the curve." It was a serious matter; the loss of doctoral programs threatened Albany's ability to fulfill its mission as a university center.

The University responded by pointing out that its Graduate Academic Council in 1970 had begun reviewing its own programs; by 1976 the GAC had assessed all doctoral and master's programs using ninety-eight separate teams of consultants. The University argued that the responsibility for such reviews rested with the institution, not the SED. SUNY decided to mount a legal challenge to the right of the SED to make such decisions, thereby reopening an old issue between SUNY's Trustees and the Regents. SUNY lost in the Court of Appeals, and the history and English programs were de-registered. Meanwhile the University sought to defend its other programs. Internal reviews identified programs unlikely to pass SED scrutiny, and the University itself suspended or eliminated several programs. No other Albany programs were eliminated by the SED.

Philip Sirotkin, Vice President for Academic Affairs, together with Benezet did much to regularize administrative procedures after the growth of the University in the 1960s.



Putting fresh resources into programs coming up for SED review was difficult, given looming financial difficulties. The 1968 Master Plan envisioned a university of perhaps 20,000 to 23,000 students at Albany, and in 1969 faculty and staff were busy planning for a 310,000 square-foot extension to the west end of the academic podium. But 1970-71 brought the first substantial budget cutback in SUNY history, and by March of 1971 Benezet told the academic community that long-term enrollment would likely level off at 15,000 FTE students and that Albany would have to build a first-class university by means other than simply adding more students.

Financial resources became tighter each year. Between 1970 and 1975, Albany's enrollment grew by 15 percent, but the number of faculty declined marginally. Albany's state funding between 1972 and 1974 grew more slowly than

the rising rate of inflation. Rapidly growing energy costs became a matter of concern. As one faculty member observed during these years, "The response of the state to inflation is compression." The worsening state fiscal condition in 1974-75 promised actual budget reductions for at least a two-year period. A crisis was at hand.

Benezet, preparing to step down in June of 1975, responded by appointing a "Select Committee on Academic Priorities" to assess the status of the University and develop options for the future. He told the Committee that the resource question "requires us to make hard choices among those programs which are to be advanced, those which are to be held to a minimum, and those which may have to be discontinued at the doctoral level." His charge to the committee foreshadowed the wrenching changes of the next fifteen months. The Select Committee worked very hard for three months and reported in May that the University "simply cannot do everything at once and do it well . . . No institution can possibly be all things to all people . . . programs which are not central to its mission, which have demonstrated an inability to operate effectively, or which have not met the test of quality, must give way to those programs which can meet those tests." In a steadily worsening financial environment, Benezet in June of 1975 invoked retrenchment and made his decisions. Emmett Fields assumed the Presidency in July of 1975, fully briefed by his predecessor and grateful that Benezet had implemented the Select Committee's recommendations. In the fall of that year, Fields charted new directions for the University, urging a "public policy" emphasis in which the University would ally itself with its community and state government. He also made clear that program quality, imbalances in workload, and Albany's unique mission all justified the reallocation of resources to priority departments. New budget cuts in 1976 led Fields to appoint a new Task Force on Programs and Resources. Its immediate



Emmett Fields, second from right, assumed the Presidency in 1975 and charted new directions for the University, including a "public policy" emphasis in teaching and research. Others pictured, from left, Louis Salkever, Vice President for Research and Graduate Studies; unidentified person; John Hartigan, Assistant Vice President and later Vice President for Finance and Business; and John Hartley, Vice President for Finance and Business.

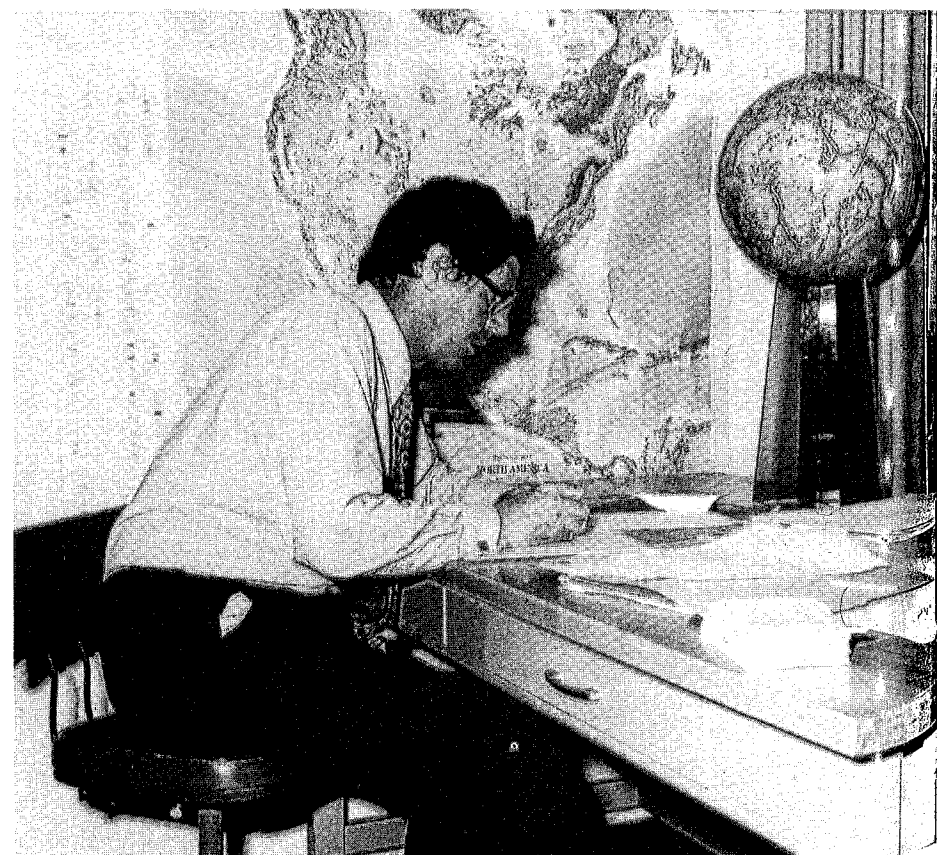


Faculty in the 1970s pursued an active research and scholarly agenda. John Mackiewicz (above) of biological sciences in 1973 became the first Albany faculty member promoted to "Distinguished" rank by the State University Board of Trustees. Kevin Burke (right) and John Dewey (opposite) brought international recognition to the Department of Geological Sciences with their work in plate tectonics.

concern was to identify positions and dollars to be surrendered in the forthcoming budget, but it was equally concerned with resource reallocation. The Task Force completed its work in a month's time and sent its report to the President. On March 15, Fields announced his decisions, terminating programs and closing departments. On April 16, Chancellor Ernest Boyer accepted Fields' recommendations.

In the fifteen-month period from January 1975 through March 1976, two blue-ribbon committees and two presidents had terminated twenty-six degree programs and several academic units, including two schools, three complete departments, and an experimental college; eighty-eight faculty were retrenched, thirty-seven of whom had tenure. There was no question but that budget problems required cuts, but Albany more than any other unit of SUNY used retrenchment to refocus the institution and reallocate shrinking resources.

The pain was substantial. Albany's experiment in undergraduate education, the Allen Collegiate Center, was shut down. The School of Nursing and the Department of Speech Pathology and Audiology

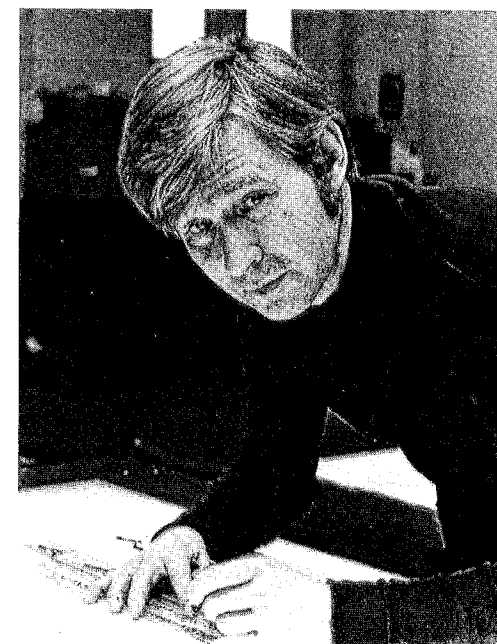


disappeared; both had trained students for high-demand fields. Educational offerings narrowed; there would be only minimal instruction in astronomy and comparative literature with the abolition of those departments.

Concurrently in 1975 the Milne School was closed. A SUNY-wide committee, formed at the behest of Chancellor Boyer, concluded that campus schools were no longer essential to training teachers and recommended closing all of them in the SUNY system. The Milne School, a popular and successful institution which had trained thousands of students, had fallen victim to change. For the first time in 130 years, Albany was without a "model" school.

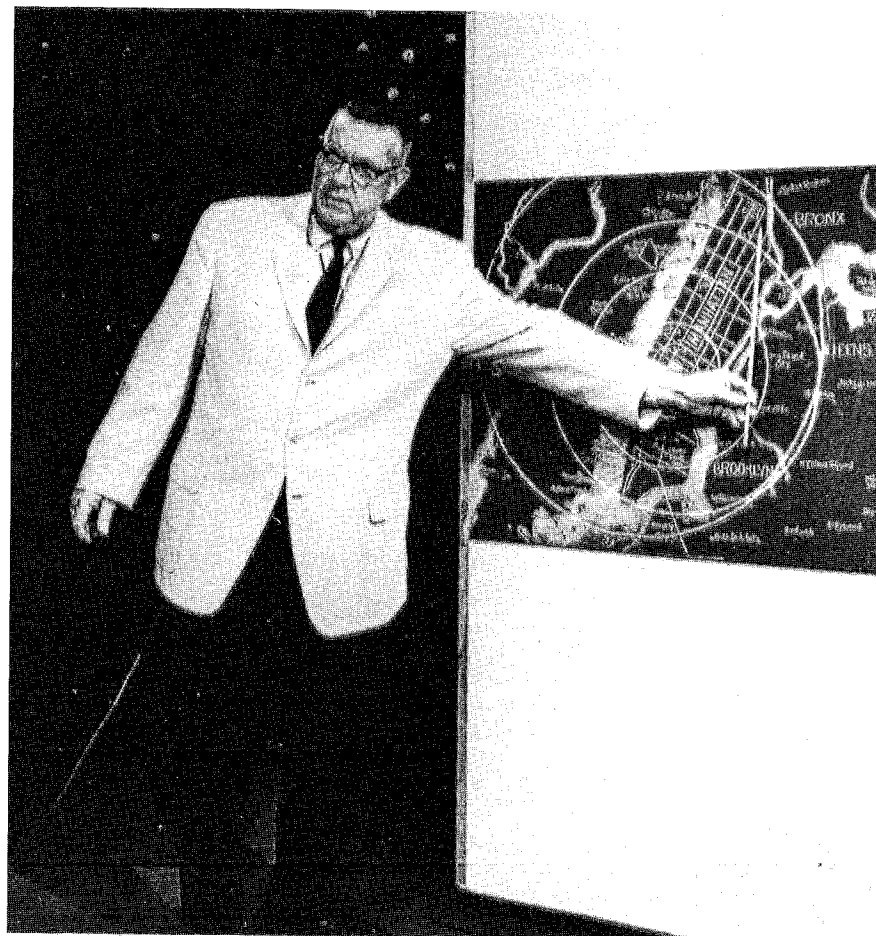
Many argued that retrenchment and reorganization had been far from fair and equitable. Advocates for discontinued programs had no success in reversing the decisions. Faculty who lost their positions were thrown into a very difficult job market. To some, retrenchment seemed to threaten the tenure system, providing an opportunity to replace troublesome and highly paid tenured professors with more malleable, lower paid individuals. Had that happened? Concerned faculty took the matter to the Association of American University Professors (AAUP), the professional organization that a half century earlier had developed the tenure system to protect faculty members' right to free speech. The AAUP concluded that Albany made consistent provision for a year's notice to faculty being released. But the organization argued that the financial cuts of 1974-76 could have been dealt with through attrition and criticized the practice of employing retrenchment as a tool to achieve institutional reorganization. The AAUP ended by censuring the entire SUNY system.

But the gains were also substantial. Both committees had done their work well; their recommendations were defensible if not palatable. The Task Force had conducted Albany's first comprehensive review of all academic, administrative, operational, and service components, developing a tool that was to become very important in the next decade. Most important, the process reallocated resources to create a stronger University. In the four years from 1976-1980, the University attracted over 250 scholars, about seventy of whom were appointed at the senior level, including seven new deans from other universities. The retrenched individuals were soon gone, but the reallocated resources strengthened

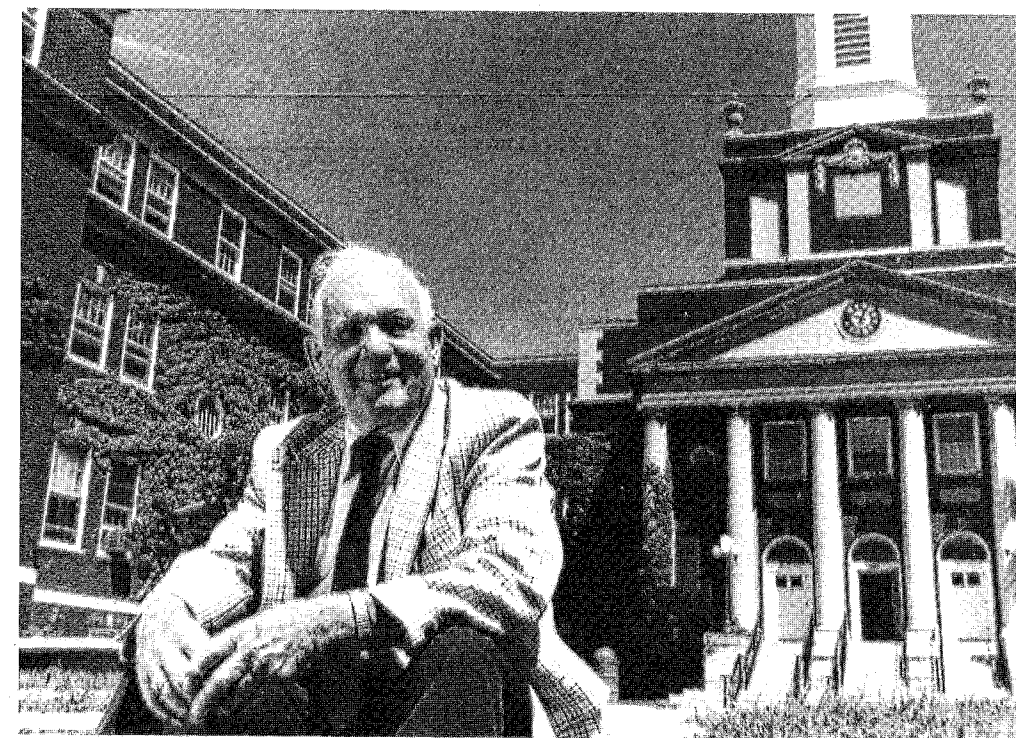


Harry Crull was an innovative teacher of astronomy, a department lost in the financial crises of the late 1970s.

The Institute for Humanistic Studies led the resurgence of the College of Humanities and Fine Arts in the late 1970s. Shown here are Dean John Shumaker; Institute Director M. E. Grenander, Distinguished Service Professor of English; and Deputy Director Hugh Maclean, Distinguished Teaching Professor of English.



retained programs. As one defender put it, the process generated "more winners than losers." The eight years from 1968 to 1976 were turbulent. But the University, pursuing its mission of becoming a public research university, often converted problems into opportunities. Student discontent with undergraduate instruction created opportunities for educational experimentation. If some despaired at quixotic student political activism, others rejoiced in student idealism. The University tenaciously defended its doctoral programs with considerable success. Above all else, Albany met the challenge of the financial crisis of 1975-76, emerging bloodied but stronger.



Ted Fossieck served as principal of the Milne School from 1947 to 1973. The School's closing in 1977 meant that Albany was without a "model" school for the first time in 125 years.



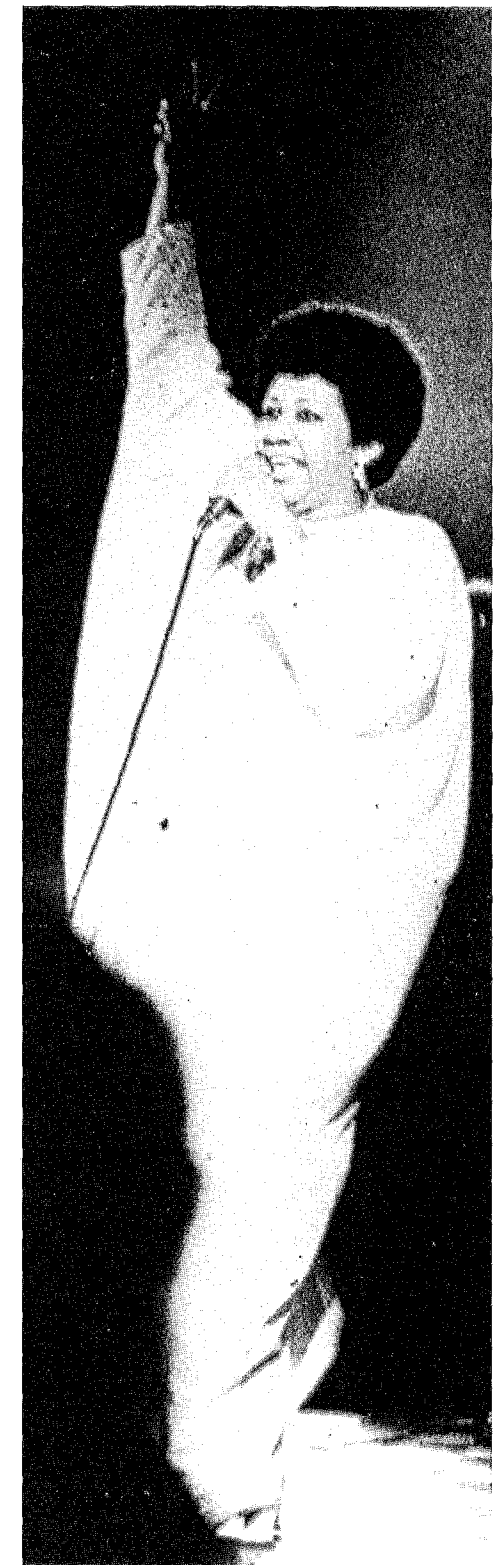
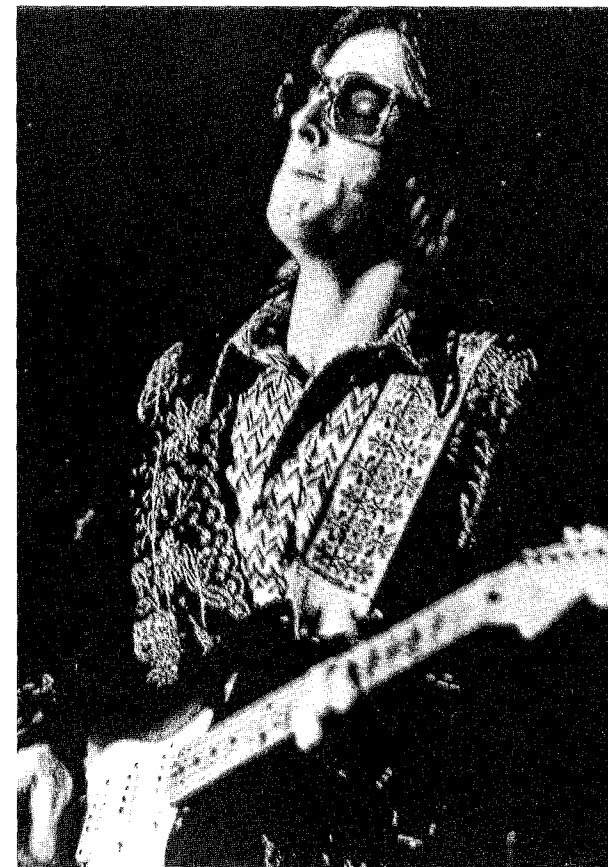
Professor Marguerite Warren (above) of the School of Criminal Justice, an Albany graduate program of national distinction. Political scientist Bernard K. Johnpoll (above left) was a flamboyant teacher, prolific author, and institutional gadfly.

Women's Studies

There are now more than 700 women's studies programs across the country, but the University at Albany's stands out among them. Its seeds were planted early, and it now has reached full status as a *Department of Women's Studies*. In less than twenty years, the concept of women's studies at Albany grew from a single course offering—"Women in Modern Literature," taught in 1971 by English Professor Joan Schulz (pictured)—to a minor field (1973), then a student-initiated interdisciplinary major (1978), followed by a faculty-approved major (1981), and finally a state-approved major in 1989. Departmental status became effective in 1990. The department continues to grow, with its researchers applying feminist perspectives to nearly every academic field. In the 1993-94 academic year it was moved to larger offices in the Social Science building.

In addition to opportunities on the undergraduate level, the department offers a graduate certificate in Women and Public Policy, a master's degree in Liberal Studies, a D.A. in Humanistic Studies, and concentrations on gender in other graduate programs such as sociology, English, and history.

In 1993-94, the Women's Studies roster features twenty faculty members from various departments around campus. The department faculty has also helped create the University's Institute for Research on Women, a research center that sponsors conferences and hosts faculty workshops aimed at observing the new studies on women which are being conducted across discipline boundaries.



In the 1970s, Albany was a stop for many popular musical acts, including Miles Davis (top left), Aretha Franklin (above), and Eric Clapton (left). (*Torch.*)

Athletics continued to flourish in the 1970s. (Right) Co-captains of the 1977 Great Danes Frederick Brewington, '79, and Ray Gay. Brewington is now a New York City attorney and served as president of the Alumni Association from 1991-1993.



(Above) Michael Lampert, '73, exemplified the new directions of students in the era of the University. He was president of the Student Association for an unprecedented two years from 1971 to 1973. A graduate of Harvard Law School, he became a prominent litigator in New York and New Jersey. A loyal alumnus, he served as president of the Alumni Association from 1979 to 1981.

(Right) Cathy Ladman, '75, a popular stage and nightclub standup comedian, has made frequent appearances on the "Tonight Show" as well as having her own HBO special.



(Left) A performance of *Marat Sade* in 1972 was directed by faculty member Jarka Burian.

(Below) In 1972 the University introduced Community-University Day to encourage more interaction between the campus and the city. Here President Benezet and chairman of the University Council J. Vanderbilt Straub present a "Key to the University" to Albany Mayor Erastus Corning III and Schenectady Mayor Frank Duci. At right is long-time Vice President for University Affairs Lewis P. Welch. At left is Associate Vice President Sorrell Chesin.

