

**PSC CONTRACT RATIFIED BY 86%
DESPITE NO \$7K – P. 2**

**STATE SENATORS VISIT CAMPUS,
DISCUSS CUNY ISSUES – P. 5**



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PSC Contract Ratified by 86%, Despite Adjunct Gripes



The English adjuncts' office. / M.A. Rahman

By M.A. Rahman
Features Editor
Reporting Assistance by
Ryan Schwach

After the Professional Staff Congress overwhelmingly voted to ratify the 2017 - 2023 contract with an 86% “yes” vote, members of the CUNY educators union are responding with mixed reactions, calling out negotiators for falling short on their 7K demands.

As representatives of the Professional Staff Congress prepare to sign a new contract with their CUNY counterparts, the hope for achieving a starting \$7,000 per three credit course salary for adjuncts are slowly diminishing.

“When the new contract was initially announced, I was shocked because it was being advertised as something great but what it really was like a punch in the gut,” said April Ranger, a Brooklyn College English adjunct of two years.

Ranger calls the volume of work expected of an adjunct relative to their current salaries “exploitative,” and not tenable for one to make a living.

“Literally the day the contract was voted I got another job;catering” Ranger said, emphasizing the financially constraining burden of being an adjunct.

Adding that in spite of standing to gain \$1,000 herself through the new contract, she would rather leave teaching. “It’s better to leave it in the long run, when your getting nothing and then they increase by 40% of course it feels like a lot,” Ranger said.

With the expiration of the last contract between the city and the PSC in November of 2017 salaries remaining largely stagnant for members and as inflation and cost of living in NYC steadily rising, adjuncts organized for a salary they consider the equivalent of ‘non-impooverished wages’.

According to the PSC’s website the new contract would allow adjuncts to make an increase salary of \$5,500 from the current starting average of \$3,500 per three credit course in a given semester, a far cry from the \$7,000 many CUNY adjuncts have championed for the past

two years. “One of the jokes about 7K is that by the time we get 7K we’ll actually need 10K” Zachary LaMalfa humored. LaMalfa, himself a Brooklyn College English adjunct of nearly four years, elaborated on how discouraging he found the contract to be.

LaMalfa showcased a diagram distributed by members of the PSC that voted ‘no’ depicting how the pay scale relative to inflation in a matter of years hurtful to the income entitled to adjuncts “I was a part of a team that put this together and we really read the contract, and found it really depressing to find out that by the time the contract kicks in it amounts to a pay cut more than a raise.”

“The retroactive pay isn’t a lot” LaMalfa said, as adjuncts noted how the contract will only stand to compensate them for only 2% of back pay for 2018 and 2019.

“The 86% vote was a bit higher than I was expecting,” said Professor James Davis, BC English Professor, PSC chapter chair and a proponent for 7K movement at Brooklyn College.

Professor Davis, a member of PSC’s bargaining team, who had been in talks with members both for and against the settlement, had reflected on his role during negotiations “I think it was a matter of asking ourselves did we run a strong enough campaign that we wanted, some people answer to that was no.”

Although, as a member of the bargaining team, Davis is for the contract and believes it is a positive step forward for faculty wages.

“I got into teaching Higher Education because I feel like the students here really care” LaMalfa said reflecting on his time as an English adjunct in Brooklyn College, visibly disappointed by the outcome of the new contract.



Yanofsky Wins USS Position After Holdout

By Natalina Zieman
Staff Writer

Following the CUNY University Student Senate’s (USS) hung election for the Vice Chair of Fiscal Affairs, Brooklyn College Delegate Fay Yanofsky won the position after seven rounds of voting. The final plenary conference was held this past Sunday, Nov 24, where Yanofsky reached her victory.

Yanofsky says she felt the tension during the conference as the delegates went to go vote for either herself, or for her opponent John Mondal from Baruch College. “Everybody gets

up to go to another room to vote, which happened five times, and that’s very intense,” Yanofsky said. “You feel negative energy, positive energy, and these are the emotions that partake. This is just the reality of the nature of elections.”

Yanofsky got all 29 votes from the delegates after giving her speech and greeting everyone that attended the conference. “I gave my speech, John [Mondal] came in forty minutes late,” Yanofsky said. “I came on time and people were telling me to shake hands. I was nervous and I still introduced myself.” She attributes her victory to the networking she had

done for herself, and the fortunate tardiness of her opponent.

“My speech resonated with the voters,” Yanofsky goes on, “And what happened [during the sixth round] was everybody got up, everybody voted and I got 24 votes and [Mondal] got 14 votes.”

Now closer to her victory, Yanofsky had to reel in 5 more votes to win the chair. “He could have withdrew his nomination at 24 [votes]. During the seventh round, I got the 29 votes and [Mondal] got 11,” Yanofsky said, “We had to fight until the end.”

The Vice Chair of Fiscal Affairs has to pass



Fay Yanofsky. /@fayyanofsky on Twitter

a budget by December. And since Yanofsky only gained the position at the beginning of the month, she has to do her job quicker than if she won the chair on Oct. 21.

“I have a couple of weeks to pass this budget,” said Yanofsky. “ But since I have experience in it, it’ll be fine.”

Turning Point USA Speaker Fees Raise Controversy

By Ian Ezinga
Staff Writer
Reporting Assistance by Ryan Schwach

Next week, Brooklyn College will be paid a visit by Joy Villa, a singer-songwriter turned controversial right-wing political commentator. The event is being organized by BC’s Turning Point USA chapter, with some funding provided for by the Undergraduate Student Government (USG). Villa’s visit is stirring up a heated debate on campus, bringing the question of the student funding into the spotlight.

USG’s funding council, whose job it is to allocate funds to student clubs, voted unanimously to approve \$1,249 for Villa’s speaking fee with three of the council’s seven members not present for the vote on Nov. 21.

“Turning Point is an official club of Brooklyn College so we have to judge their proposal strictly on a financial

basis with neutrality,” said Chrismal Abraham, a member of the council who voted to approve the funding.

Villa has made a name for herself with her 2017 single Make America Great Again and her Grammy outfits that have sported slogans such as: “Build The Wall,” “Make America Great Again,” and “Choose Life.” Both Villa and TPUSA, have an affinity for stoking the fire and are no strangers to controversy.

Christian Cozlov is the president of Brooklyn College’s TPUSA chapter and is probably the most recognizable face of the right-wing’s frontier on campus, having previously been at the helm of the Young Republicans. “I don’t believe the students who are upset that I’m getting this money are upset because of the amount [...] It’s purely political. Nothing more,” Cozlov told the Vanguard.

Since the request was granted, some students have taken to

social media to demand openness from USG and to call into question whether this grant should have been approved at all.

“In a time where student food insecurity is at an all-time high, I am concerned about how much of our student activity fee is going towards an event that serves less than 5 students on campus,” said Chris Omar, a student filmmaker, who posted about the funding council’s decision on the Brooklyn College: In the Know 2 Facebook page.

Others, including Nadav Raz, a member of the council who was not present for the Nov. 21 vote said he would have voted no if he was. “They’re a front organization for Donald Trump and the right wing of the Republican Party, who try to influence college campuses by generating p r e d e t e r m i n e d controversies that stir up media incitement against the Left,” he said.

“Joy Villa is worth hearing from,” argues Cozlov, “She’s very smart and she understands the true value of free speech. She’s a strong conservative woman whose activism in spreading the conservative message is pushing the change we need in America,” he said.

For some who take issue with the decision, like Omar, it comes down to an issue with the procedures in which such money is allocated. “My issue is with the lack of transparency and visibility from USG,” he said, “I feel like the students need to know about what’s going on in regards to our student activity fee, and that is not being done.”

Raz agreed with the notion that there needs to be some changes regarding how money is dispersed. “Clubs are run by a very few amount of people who get a lot of expensive perks that most of the student body doesn’t even know

about,”said Raz.

“We understand that not everyone agrees with our decision but as a committee we follow the rules of neutrality and treat a registered club of Brooklyn College with the same, only comparing their financial circumstances and money requested,” said Abraham, who added that although the dollar value for the speaking fee was large, it is not uncommon to consider such an amount when the club in question is already covering the majority of costs. “Other clubs that submit grant requests with a contribution of over 70% do normally get approved,” he said.

While Cozlov would like to thank the USG for, “their efforts of keeping free speech alive,” students like Omar want to make clear that this, “has nothing to do with free speech.”

Villa will speak at SUBO on Wednesday, Dec. 11.

Ten Years Later, How Sustainable is CUNY?

By Gabriela Flores
Staff Writer

The primary issue at hand, throughout CUNY, is excessive energy consumption. On Tuesday, Nov. 26, Sustainable CUNY Director Tria Case spoke substantially on her program’s efforts in creating clean energy with the BC community.

As stated by Carrie Sadovnik, Chair of BC Sustainability Council and Director of Environmental Health and Safety, CUNY contributes 1% of NYC’s total energy usage. Through BC’s Campus Sustainability 10-Year Master Plan, this environmental hazard and others were addressed through the college’s seven areas for improvement: waste reduction, recycling, energy, water, procurement, transportation, education, and sustainable dining.

25% of BC’s resources go towards waste management and recycling, while about 20% of this plan is dedicated to energy resiliency. The remaining 55% of BC’s Master Plan prioritizes community engagement, academic

programs, procurement, sustainable dining, and water usage.

At BC, teachings on energy sustainability have been in effect through classes like Professor Micha Tomkiewicz’s Macaulay Honors Seminar III. Using techniques like visualization and mapping, his students evaluate environmental issues in contemporary NYC.

“What we are trying to do is use the law mandated to make all the colleges and universities better in sustainability, mainly in greenhouse gas emissions and energy use,” mentioned Prof. Tomkiewicz. “This mission will stay and continue.”

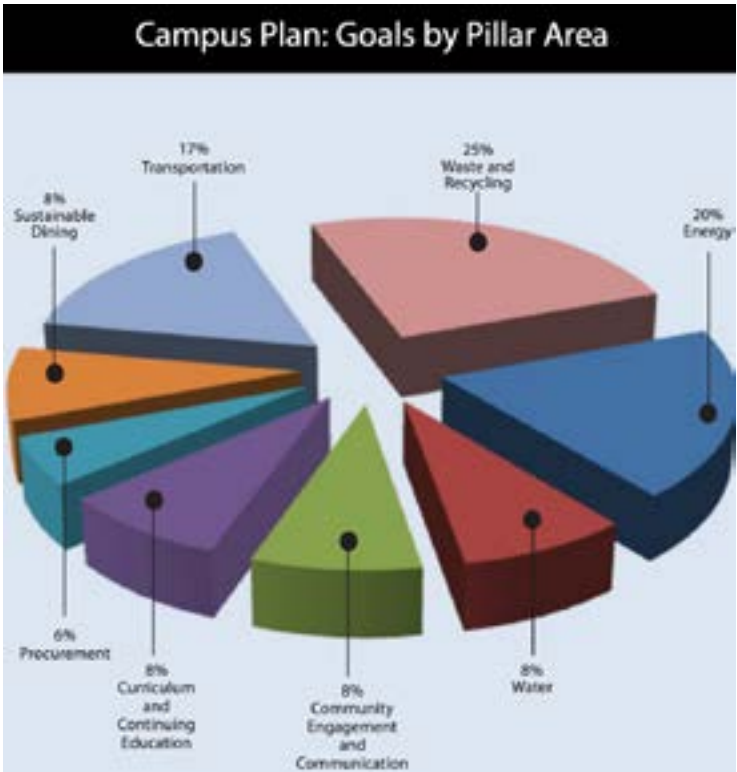
In 2017, Whitehead Hall received lighting upgrades to substitute fluorescents for LED technology. Comparatively, LED bulbs are more cost-effective than fluorescent lighting, given its minimal wattage usage. In BC student Tyler Carrero’s video The Seven Pillars of Sustainability, Sadovnik mentioned that this replacement led to “30% savings in energy costs.” Furthermore, to jointly take on the pillars of energy and recycling,

BC created its first Leadership in Energy and Environmental Design certified building in 2014: the Leonard & Claire Tow Center for the Performing Arts. The center’s recycled furniture, energy-efficient HVAC systems, and use of natural lighting all contribute to environmental sustainability.

According to the 10-Year Master Plan, with these cuts to unnecessary energy consumption across campus, BC will save approximately \$1.5 million in annual energy costs. This accumulation of BC savings can be relocated to the college’s budget, and consequently, be used to support short-term resolutions across campus.

To aid in such efforts, Case and her colleagues established the Sustainability Investment Fund.

“We had an outside funder provide a million dollars to the university for small projects that have quick payback but, have an impact on our carbon footprint,” said Case. However, despite the implementation of this source, Sustainable CUNY’s financial aid is limited to the availability



of revolving funds--especially for senior campuses like BC that are mostly state-funded.

“It’s incredibly important to our senior campuses that we [Sustainable CUNY] are being as efficient as possible [...] from a budget perspective,” said Case.

On a broader scale, CUNY’s and BC’s focus on energy has contributed to the NYC Solar Partnership movement. In alliance with the Mayor’s Office of Sustainability and NYC Economic Development Corporation, Sustainable CUNY and its collaborators created the NY Solar Map. This accessible tool shows users the potential energy

storage of any address in New York State.

With the NY Solar Map and automated building management systems, CUNY schools are equipped to collect data efficiently. For nearly five years, BC has deployed a real-time system that informs personnel of needed adjustments and fixes around campus. Through data analyses and overnight walk-ins, Case and her crew found that several colleges had high electricity consumption day-round. Though CUNY colleges are nearly empty during nighttime, lights and HVAC systems were still running. “Everybody thought that everything was shut down,” said Case.

Through the communal efforts of BC and other CUNY schools alike, hopes for institutionalizing sustainability has become more tangible under Sustainable CUNY’s and its project-based movement. “We were not driven by energy efficiency. We were not driven by the energy budget. We were not driven by carbon footprint reduction,” said Case. “We were driven by educating students. That’s our primary objective.”



Professor Micha Tomkiewicz (standing) speaks about his class’s sustainability efforts. / Gabriela Flores

Student Experience Discussed at CUNY Rising Town Hall



USS President Timothy Hunter in Nov. 2019. Hunter was among the students sharing their experiences in Boylan Hall. / Chloe Abosch

By Shauna Carlos
Staff Writer

The downpour of snow did not stop CUNY students, faculty, and alumni from attending a Town Hall where they were given the opportunity to express their grievances with their CUNY experience to NYS Senators Julia Salazar and Andrew Gounardes. Hosted by the CUNY Rising Alliance, the Dec. 2 Town Hall was held in Brooklyn College’s Boylan Hall with approximately 50 students in attendance from various CUNY institutions.

The meeting began with an introduction from Jamell Henderson, who is currently serving as the coordinator of CUNY Rising Alliance. Henderson expressed his enthusiasm for the event and gratitude for the Senators and students for coming out in support of CUNY.

Following was the Chairperson of USS and City Tech student, Timothy Hunter. He

began with a call for action asking students to be active on social media about the issues, involved on campus, and informed about local elected officials.

Mental health was one of the main concerns voiced by students. “There isn’t a lack of passion, there is a lack of funding,” said Natalie Segev, Vice Chair of Senior Colleges USS at John Jay College. She shared her experience with peers of being put on a wait list, that mean a month or more before you can meet with counselors. Also expressing concerns with mental health and CUNY was Musarrat Lamia, student body President at John Jay College. Lamia shared that she was “battling with extreme anxiety and depression,” when beginning college and went to the counseling services provided by John Jay. She continued to share that she still has access to the services but is aware that many other students aren’t as fortunate.

Abe Richards, a student from York College, expressed his gratitude for his college and described the environment as “empowering, fostering, and valuable.” However, he noted that many of his peers wouldn’t be able to share the same sentiments. “A rodent infestation and other sanitary violations in the cafeteria forced the immediate closing by the Department of Health and not the College.” Richards was adamant about his belief that York College is more than building rather, “a symbol of a community realizing its intellectual and human potential as individuals and global citizens.”

“Keep in mind the difference between the accessibility of higher education and the quality of higher education,” said Ethan Milich one of BC’s USS delegates. He believes that there is a necessity in understanding the difference between the two, so effective courses

of action can be taken for both causes. He summarized the wants of students with three asks: “stop tuition hikes, close the TAP Gap, and provide a free CUNY.”

On the other side of the conversation were the two Senators who positioned themselves as allies of CUNY. Senator Gounardes emphasized that he wouldn’t be here without CUNY. Attending Hunter College provided him the opportunity to graduate debt free and obtain his first job in local government by working for a local councilman. He credits his career in public service to CUNY and jokingly referenced his parents meeting at a Brooklyn College Greek club, further emphasizing the fact that he literally wouldn’t be here without CUNY.

Senator Gounardes urged students to understand that procedural politics are important and where the fight need to takes place: “CUNY is a necessity, not a luxury.” He also

encouraged them to go public with their concerns and demands, illuminating the fact that it is a joint fight.

Senator Salazar expressed that she believes students deserve a well-rounded education and understands the difficulty in balancing the realities of life and an academic career. She shared that while she was a student she was also working as a nanny and cleaned apartments part-time. Her need to work limited her ability to explore other opportunities like unpaid internships. She encouraged students to continue to share their stories: “it is one of the main reasons why we do what we do.”

Although issues brought to discussion did not receive immediate solutions, it was made clear that both Senators will be bringing these issues with them back to Albany.

Victorious BC Debate Team Headed to Bangkok

By Milette Millington
Staff Writer

The Speech and Debate Team at Brooklyn College has produced some of their best results ever this semester, and this winter they'll have a chance to show their skills to the world. They will be competing at the 2020 World University Debating Championships, which will be held from Dec. 27 to Jan. 4 next year in Bangkok, Thailand.

"We have been on a roll this semester like we haven't been in for the time I have been a part of the team," said team president Lakshay Khosla, a senior majoring in Chemistry. "Usually, I help bring awards for the team along with some older members that have graduated."

"We are seeing other members, even the novices of the team perform better than they have in the past," Khosla added. "Every member that went to the competition won an award in the category they competed in. The most notable winner was our speech captain Annalisa Thomas for ranking 3rd place in informative speaking and 5th place in Poetry," said Khosla.

BC's team performed well at both of two debate competitions: Yale IV at Yale University and Huber Debates at the University of Vermont.

"The most notable team was the team of me and Zain Qureshi for ranking at the top amongst the teams Brooklyn College sent," Khosla said. "More notably, I ranked amongst the top 25 speakers at Vermont, which was the first time in Brooklyn College history that anyone has ranked so high in British Parliamentary debate," added Khosla.

So how does the British Parliamentary debate system work?

"There are 4 teams in a debate round, each team consisting of 2 members. Each 2-member team is randomly assigned the role of Opening Government, Opening Opposition, Closing Government, or Closing Opposition. The government side supports the resolution and the opposing side opposes it. The debate itself consists of a seven-minute speech by each person [filled with questions asked by others] and at the end, the judge working with a panel ranks each team a position from 1-4," Khosla said.

"For every debate round, you are given a new topic (or resolution) about some current world issues, ranging from politics, international policy, economics, philosophy, ethics, psychology, and a variety of disciplines. You get 15 minutes to prepare your stance on the topic and the debate round begins," he added.

Since Khosla was part of the debate team at his high school, the Bronx High School of Science, which was ranked amongst the top teams in the nation, he was instantly interested in joining the team at BC.

"I also heard that the team was filled with a history of performing well at speech tournaments and had a personal desire to make a name for Brooklyn College in debate," Khosla added. "Since I have joined the team, I have partnered with different members at British Parliamentary debate competitions and every single time, no matter who my partner was, the two-member team I am a part of has ranked at the top amongst the teams



Brooklyn College's Speech and Debate Team. / Zain Qureshi

Brooklyn College sends to competitions."

Two: "I wanted to set up a strong future for the team by guiding and training new members to learn the art of speech and debate. I was the Debate Captain in Fall 2018-Spring 2019 and was ready to take on the President role in order to ensure we actively develop new members, run tournaments smoothly, and make a name for Brooklyn College."

His teammates are equally capable. Trevor Colliton was the coach of the team whose focus was on teaching debate this semester, and he judged practice sessions on Monday evenings. Sonali Bhat, the team's Vice President, judged practice sessions on Thursdays during common hours. Speech Captain Annalisa Thomas helped new members develop speech event-related skills.

Senior Hamza Khilji, a Business Administration major, is the team treasurer. He had no prior experience in speech and debate before coming to BC — he wanted to

join in high school but developed an interest too late. He also "wanted the competitive team aspect, and to be a competent public speaker."

Having served as treasurer of the team for two years now, Khilji said his "motivation for the position came from being a business major. Keeping track of our fiscal spending and budgetary needs was an experience I wanted to have under my belt."

"Debate has defined my college experience and my growth. It shapes how I think about the world, people, and everyday news," he added. "It's also given me an avenue to voice my own concerns and have confident public speaking skills."

Although he decided not to attend the Worlds tournament in Thailand, Khilji did say that "the trip is a pinnacle of every debater's career, and all [the team's] debate tournaments are a prep for Worlds."

"In the past, no e-board ever wanted to do World's due to costs and weird timelines, so the fact that we did is quite historic. It is a chance to

face off against the best debaters in the world and meet a community of intelligent, driven, and outspoken individuals," added Khilji.

"[I'm] extremely happy and humbled to hear that our hard work has paid off and we will get to compete at the highest level of British Parliamentary debate," said Lakshay Khosla. He and Zain Qureshi will be representing BC at Worlds. "This is the first time in the history that Brooklyn College has got the chance to debate at the Worlds competition."

"While being happy for this opportunity, I also knew that we need to put in 105% of our effort to make sure Brooklyn College ranks highly at this tournament," Khosla said. "This tournament is highly competitive and very strenuous as it will have nine rounds of debate." (Most debates only have five to six.)

Khosla says that both himself and Qureshi "will look to lead Brooklyn College at Worlds and hopefully bring back some good news!"

The Plight of the College Lab Technician

By Ryan Schwach
Managing Editor

With the new contract for CUNY faculty approved this past week by a wide margin, and adjunct faculty continuing to voice their grievances with its failure to meet many of their demands, including a \$7,000 minimum per three-credit course, another group feels increasingly left out of the fold.

College Lab Technicians, known as CLTs, are the lowest rung on the faculty ladder, coming behind adjuncts, and HEOs (Higher Education Officers, who operate as office assistants). CLTs do most of the jobs that go unnoticed by students and other faculty alike.

“We are the behind-the-scenes portion of the academic experience,” said Michael Irgang, a CLT in BC’s film department responsible for the equipment room where students rent out film gear for projects. “We fill the gaps.”

Irgang is one of many CLTs, specifically in the arts departments (Which most of the CLTs are a

part of, the others are mostly in the sciences) who have begun working to bring more attention to the CLT struggles with pay equity, work load, and their overall perception around campus.

“Students don’t know all the work that goes on outside the classroom,” said Ed Coppola, a Chief CLT in the art department responsible for the photography equipment and has been here since the 1980s. CLT has become a catch-all term for all of that behind the scenes work, and varies from department to department. “Every CLT has a very different job,” said Coppola’s art CLT colleague, Stephen Margolies, who work specifically for the art history section of the department and has been working in that capacity since 1969 (Now 83, Margolies is considered to probably be one of the oldest and most tenured of all CUNY faculty). When Margolies got to BC his job was as “curator of slides,” where he compiled projector slides of famous artworks.

Now that part of the job is covered by a Google Image Search. The jobs can get even more specific in different departments. For instance Zeno Wood, one of the Music Conservatories two CLTs, he is responsible for maintaining and tuning the college’s 100 or so pianos, harpsichords, and other keyboard instruments. “It is insane how specific it is,” he said of his rather unique job on campus.

Although the jobs seem rather specific, this has opened the door for a certain vagueness in the CLT job description, and CLTs have increasingly wound up working out of title. For instance many of them wind up inadvertently teaching students (Although some CLTs do also work as adjunct professors), budgeting, cleaning, and writing for grants. About 25 years ago, Stephen Margolies raised a quarter of a million dollars for a guest-speaker program for the department, a duty he said he never even heard as much as a thank you for. “I never got invited



to the fundraising dinners,” he said, “probably because I am a CLT.” Because the lines of their job descriptions are increasingly blurred, CLTs wind up picking up more and more slack. “There a lot of stuff that students don’t know I do,” said Zeno Wood.

Many also wind up working more hours than they are being paid for, and are very rarely granted overtime. Currently CLTs are all contracted for a 35-hour work week, but many go over, keeping labs open and overseeing last minute projects around busy times, like Deborah Hertzberg, a theater CLT of 17-years who oversees the department’s costume shop that makes the wardrobe for all of BC’s theater productions. She admittedly never egregiously goes overtime, only going over a few hours each week. “It adds up,” she said.

Hertzberg is one of the CLTs who has faced on the positions other key obstacles, that being an easy path to upward mobility within the CLT ranks. CLTs are divided into three levels, CLT, Senior, and Chief, each with a slight pay increase and supposed added

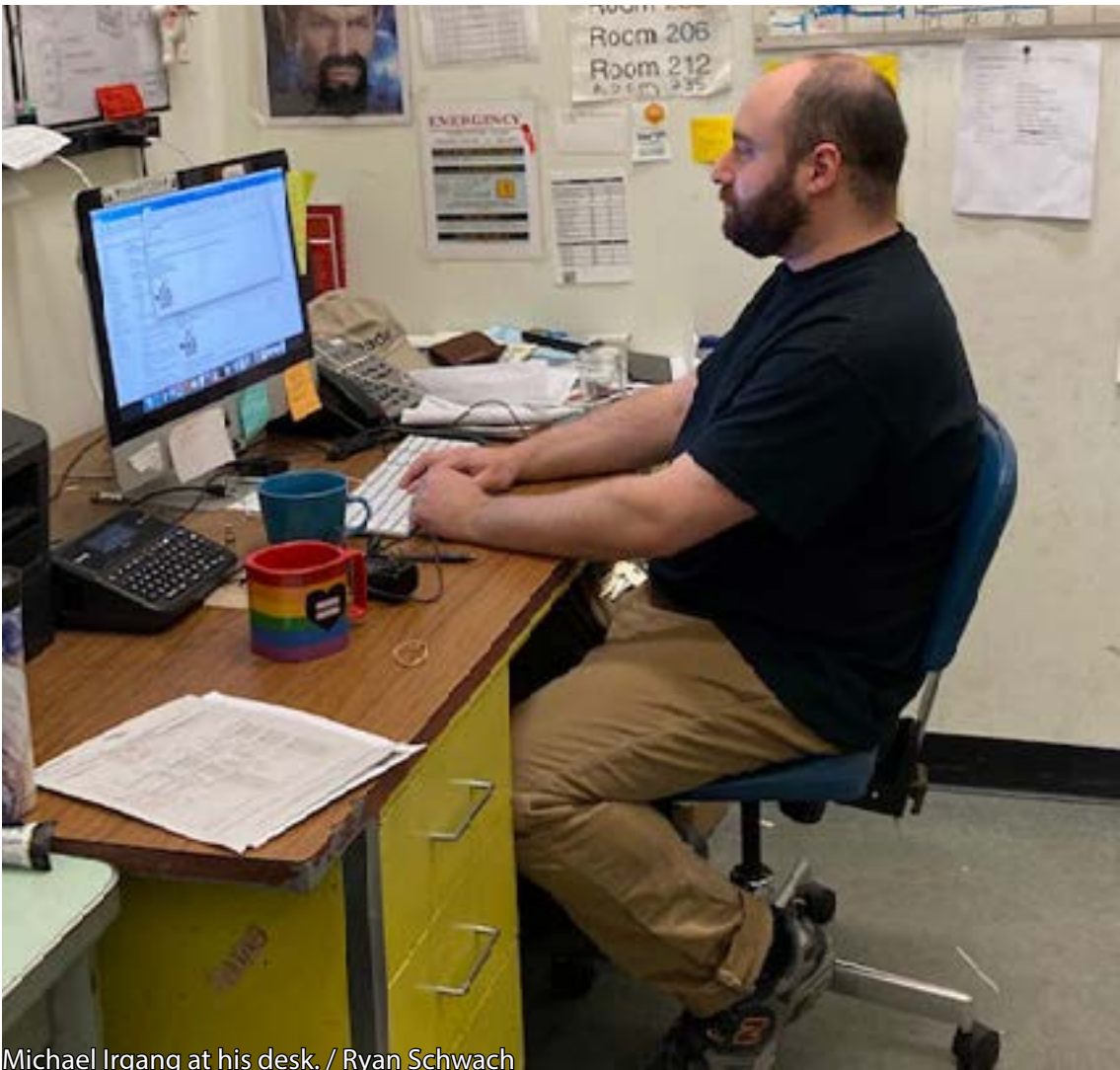
responsibilities.

Hertzberg spend an entire decade from 2008 to 2018 before making the jump from senior to chief CLT, applying four separate times and being rejected for different reasons. “One time it was because there were too many chief CLTs on campus already... one time it was just rescinded,” she said.

CLTs also increasingly feel a sense of classism and rankism when it comes to roles on the campus community, “I think there is a classist structure that has sank its teeth into CUNY,” said Irgang. One term that circles around the CLT is that they are no more than “Rat-cage cleaners,” referencing a science lab assistants job cleaning the cages of rodents used for experimentation. “The ranks we hold, which we are proud of, is very misunderstood,” said Copplola.

A lot of these sentiments, that CLTs are “expendable,” comes from a piece of language in their by-laws which stipulates that entering CLTs need no more than a high school diploma.

Continued On Page 8



Michael Irgang at his desk. / Ryan Schwach

The Plight of the College Lab Technician

Continued From Page 7

While this may or may not have been the case years ago, most CLTs have advanced degrees in their fields. Irgang, Coppola, Margolies, Wood, and Hertzberg all have MFAs. “It would be virtually impossible to do my job without an advanced degree,” says Hertzberg.

Wood spent years at Steinway & Sons maintaining Piano’s before coming to CUNY, and Margolies earned his degree at Yale. They say that this particular point is used as grounds for others to treat them the way that they do. “CUNY sticks to it because it justifies them paying us very little,” said Margolies.

In the new contract, which was recently ratified by a union wide vote, CLTs are mostly left out of the fold. “There’s a lot of lip service and dismissal from the union,” said

Wood. Many of the gaps in understanding and representation can be attributed to the fact that CLTs are non-existent in many departments where they are not needed, like English and Social Sciences. “I don’t think the contract was that great,” added Hertzberg.

Recently CLTs have been working to raise their grievances and accomplish what they want from the union and faculty alike. Michael Irgang even made a logo for CLTs he has already placed walls and documents within the film department and handed them out to other CLTs in an attempt to provide a more visual reference to their work around campus. “There’s growing awareness but there’s a long way to go,” said Margolies.

The main financial goal for CLTs is parity with HEOs, the level directly above them on the CUNY ladder, “All we can ask for is an equal



The CLT sticker shows the many roles CLTs play on campus. / Courtesy of Michael Irgang

piece of the pie,” said Irgang. CLTs also hope that they can eventually work the high school diploma language out of their by-laws which they hope will lift their station on

campuses. “I am happy to do certain things as long as it keeps the conservatory running,” said Zeno Wood. That feeling is one that many of them

share within their own departments, despite the tribulations, they will continue to do their jobs and help in the academic experience. “I believe in BC, I believe in CUNY,” said Ed Coppola.

8/21/2010: The Residence Hall at 1 Kenilworth Place officially opens. Students are upset over unfinished rooms, mice, and disputes over the laundry, as well as no Wi-Fi.

8/9/2011: Gov. Andrew Cuomo enacts the “Rational Tuition Plan” across CUNY and SUNY, allowing campuses to raise tuition by \$300 each year. CUNY tuition rises by 50% over the next decade, to \$7,000 a year in 2019.

3/10/11: Right-winger David Horowitz is invited to speak on campus at an event sponsored by BC professor Mitchell Langbert (a longtime friend of Horowitz). Student protesters rebuke Horowitz, accusing of him of spreading Islamophobia.

July 2011: BC divides its existing departments into four new schools – the School of Business, the School of Humanities & Social Sciences, the School of Natural and Behavioral Sciences, and the School of Visual, Media & Performing Arts – in addition to the existing School of Education.

3/7/12: Brooklyn College becomes the first college in the US to do Participatory Budgeting, designating 10% of student government’s budget to initiatives proposed and then voted upon by students.

3/20/12: PSC-CUNY launches a lawsuit over CUNY’s proposed “Pathways” general education curriculum. They claim the program is a ploy to cut administrative costs at the expense of students’ education.

5/2/12: A sit-in organized by the BC Student Union outside Pres. Karen Gould’s office turns ugly when campus security forcibly eject protesters from Boylan Hall. Two students are arrested on (allegedly) trumped-up charges.

2/7/13: Students for Justice in Palestine host an event about the Boycott, Divest, Sanctions (BDS) movement, co-sponsored by the Political Science dept. Local assemblyman Dov Hikind calls on Pres. Gould to resign for permitting the event, and fellow pro-Israel supporters rebuke the Poli Sci dept. for co-sponsoring such an event. National media coverage ensues.

April 2013: CUNYfirst replaces BC’s deprecated WebSIMS online system. Students are assigned EMPLIDs to use for administrative purposes in lieu of Social Security numbers.

Sept. 2013: Pathways is implemented at Brooklyn College, despite faculty objections.

4/2/14: BC’s faculty pass a resolution declaring “no confidence” in CUNY’s Board of Trustees, whom they call “completely devoid of educators,” and demand that they be allowed to create their own general education curriculum.

The Decade

Over the past decade, Brooklyn College has seen changes in its physical structure, and student government; our national debate on academic freedom on campus. Over the past decade, tuition went up. Here are some highlights.

Oct. 2014: BC’s LGBTQ Resource Center opens its doors to the public.

2010

2011

2012

2013

2014

LGBTQ Center Marks Trans Day of Remembrance

By Natalina Zieman
Staff Writer

On Wednesday, Nov. 20, the Brooklyn College LGBTQ Resource Center hosted their annual march and vigil for the Transgender Day of Remembrance at the Lily Pond.

The night started at SUBO, where the club began the march towards the pond with a trans flag displayed at the front of the group.

The vigil began with a reading of over 180 names, ages, and residences of victims of transphobic violence around the world. Members of the center took turns reading a list of names divided first by country and then alphabetically, and candles were lit for each name. Two large candles were lit for Brazil, which lost 164 individuals to transphobic violence. Mexico also had two large candles lit for the 68 individuals who lost their lives for the same

reason. Unfortunately, the names of the 164 victims in Brazil and 68 victims in Mexico could not possibly be read due to time constraints, but they were of course honored and commemorated by the students of Brooklyn College.

“This vigil is a reminder that there are a lot of trans people that are being victimized for no reason, for just being who they are,” said Sebastien deJean, an employee at the LGBTQ Resource Center. “This campus preaches tolerance and I want people to pretty much understand that trans people have rights.”

“They have the right to be freely happy, and they have the freedom to be whoever they want to be and they don’t need to suffer these consequences,” deJean added, “It’s very sad with all these names. It sometimes feels like it’s progress, but at the same time when you look deeper the same



The Transgender Day of Remembrance vigil was held at Lily Pond. / Natalina Zieman

problems exist.” The march back from the vigil was silent, with the transgender flag at the front of the group again. Each candle remained lit as the group headed back to the LGBTQ

resource center, so they could be displayed in the window along with the flag. This represented the acknowledgement of each victim of transphobia, and that equality is still being

fought, according to the members of the resource center. A counselor was available for members of the group who felt they needed to talk to someone.

The That Was

has overhauled its curriculum, management campus has been at the epicenter of a at least three separate occasions; and, oh lights from these last ten turbulent years.

7/23/2015: Pres. Gould announces her retirement from the college.

4/2/15: A DOJ report indirectly confirms that an undercover cop calling herself “Mel” had infiltrated Brooklyn College’s Islamic Society between 2010 and 2014, allegedly without the university’s consent. The outrage and betrayal felt by Muslim students is later captured in the 2017 documentary “Watched.”

4/22/15: A media frenzy engulfs BC when blogger Pamela Gellar is invited to campus. She’s roundly mocked by students and criticized for spreading misinformation about Islam; she counters by comparing her critics to Nazis and jackals.

11/8/16: An inspector general’s report reveals rampant financial corruption across CUNY. Ex-president Karen Gould is cited as spending \$35,000 of BC funds on her retirement party, and \$36,000 of BC funds on a housekeeper.

Aug. 2016: Michelle Anderson becomes BC president.

4/1/16: Bernie Sanders (who attended BC from 1959 to 1960) shoots a commercial on campus.

10/23/18: Students call for the termination of Comp Sci prof Rohit Parikh, who made a Facebook post critical of Hispanic immigration. They also call for more support for DACA students.

Nov. 2017: The David Horowitz Freedom Center disseminates posters across BC calling two professors and nine students at the college “terrorist supporters.” The campus community, as well as Pres. Anderson decry the campaign.

5/17/17: An op-ed in Excelsior called “A Seat at the Honors Academy” describes the Macaulay Honors Program at BC and its students as racist, prompting a flood of student outrage. Admissions data later show that only one Latinx student was admitted to MHC@BC in 2017.

10/4/18: Hundreds of students call for the termination of Prof. Mitchell Langbert after he blogs that Brett Kavanaugh’s alleged sexual assaults were just “spin-the-bottle activities.” He’s not fired on account of tenure.

3/2/19: Bernie Sanders launches his 2020 presidential campaign on the East Quad.

5/2/19: The so-called “super-ref” passes. The referendum merged BC’s two student gov’ts into a single Undergraduate Student Government (USG), as well as reallocating funds towards the Women’s Center and merging Kingsman and Excelsior into a single publication (one you’re reading right now).

5/10/19: Student gov’t president-elect Carlos Calzadilla-Palacio and his slate are disqualified after an election commission determines that Calzadilla spread a racist rumor to discredit an opponent. Runner-up Alyssa Taylor takes over.

9/4/19: The first issue of Vanguard hits the BC racks.

This feature was put together by Quiara Vasquez with assistance from Dylan Campbell, Ian Ezinga, Joseph Fodor, and the college archives.

Homelessness: The Invisible Plight Inside CUNY

By Edmund Zhen
Opinions Editor

Finals week is nigh, and per usual, all working spaces are congested with students hoarding computers for what I hope is for productive use. It was still early, around 11, and I was hunting for any available seats at the Library Cafe. My search took me to the farthest corner from the remnants of Starbucks and there, something struck me odd. At the last computer, closest to the windows, sat a sleeping individual whose face looked small compared to the multiple items of clothing too heavy for the weather. Litters of worn-out bags with seams bulging like veins stood close and a suitcase whose appearance mirrored the age of its owner also functioned as a footstool. Like marked territory, there was a ring of space around where no one sat.

Consider it rude or my right, I broke into the empty space. I didn't do it because those were the only computers left, I did it because I wanted to know more. This scene is too familiar for someone who frequents the MTA and Starbucks in the city, but witnessing this inside a college setting is a first, and something too heavy to bear.

That individual is homeless.

Homelessness inside college campuses certainly isn't unheard of, it's just mostly unseen. A 2018 survey revealed out of the 22,000 CUNY students who participated, almost half responded they were either homeless or facing food insecurity. But many of them aren't dressed or look in the way we perceive homeless people to be. There are myriad reasons why a large



Evidence of homelessness near campus. / Ryan Schwach

population of poverty-stricken students is concentrated in CUNY, one of which we can define if we consider the options available to them for higher education: going to CUNY, taking out massive loans or dropping out. Government assistance such as the Excelsior Scholarship Program didn't help either. When introduced, the number of praises and applauds set it high on a pedestal, proving nothing but a flop that shattered more dreams than it did to help achieve. Statistics show that only 2.3% of students attending CUNY's senior colleges benefited from the Excelsior program, while only 0.9% of the 95,951 students attending two-year community colleges did. Statewide, only 20,086 students received the award from the Excelsior program out of the 633,543 undergraduates.

But apart from statistics,

some of the day-to-day activities at BC also go against financially-strapped students. The food Metropolitan Food Services dishes out in Boylan Hall is designed to milk as much money from students as possible. For the past year, they have been charging for utensils and constantly upping prices despite their lousy, unprofessional services.

Whether Brooklyn College is tackling these problems in the student body is unknown. On BC's main website, the only resources to be found are a few links that bring users to organizations that can help with homelessness. No information is available about the actions our institution is taking to combat it. NYPIRG, a popular organization at BC, used to have homelessness as one of their issues of interest; however, a recent handout given by one of their activists

shows that homelessness is no longer listed as a priority. Maybe, every club could also play a part in this by directing a portion of their funds into a pool that would aid this cause.

As invisible as this plight is, we can't do much to ameliorate it if no one talks about it. The time is now for the student body to rise up in solidarity and bring it to the school's attention that more assistance is needed.

As I wrote this, I couldn't help but lament on the fact that I hadn't taken time in my college career to seek opportunities to be a part of a greater cause. Instead, I focused too much time within and became selfish, only looking at college as a time to build memories only for myself. Had I been more about others and more proactive, perhaps I would have created something helpful that would fight

to provide means of consistency, security, and basic needs for those in need. This realization renders me shameful and I deeply apologize for everything I could've done about this, but did not.

I can only ask those who feel the same conviction as I do to not make the same mistake, and instead do something that would help others. Not only would it solve problems around you, but it would always elevate your knowledge and prestige in doing things that are selfless and philanthropic for your community. Don't get too wrapped up in reveries or parties in your duration here. Fill the time with acts of kindness and productivity for yourself and others. Perhaps the best way to put it would be, "Thou shalt love thy neighbour as thyself" (Matthew 22:37-39).

Bless.

On The Record: The Beatles, “Help!”

By Allison Rapp
Columnist

When Beatlemania arrived on the planet, no one had ever seen anything like it. People had spent years huddled around family radios, sure, but suddenly a quartet of young men became ingrained into the culture and identities of young people. Teenage girls screamed at the top of their lungs, aching to be noticed by one of the band members. These young fans became known as the Beatlemaniacs, and I have always been one of them.

I spent last weekend mucking about Liverpool, the city famous for birthing the Fab Four. It was a childhood dream come true. I popped into the Cavern Club for a set, took photos of the Penny Lane street sign, and peered through the red wrought-iron gates of Strawberry Fields. The city itself has a long history of shipping, and was also once considered the “gateway” to America for many immigrants heading west, but these days, it’s mostly populated by music tourists. For the Beatles, this was where things started, but for fans, it’s where a small amount of time travel can happen.

I’ve always been interested in how bands grow and change over their time together. Groups that make album after album, year after year, inevitably end up sounding entirely different from when they started, and it’s the space in between that prompts questions. Different producers get brought in, studio locations change, spiritual awakenings occur, money’s lost or gained — but at the end of it all, it’s the same



band. (Assuming the members have remained consistent, but how often does that happen?) You end up with “eras” of a band, and The Beatles are perhaps the kings of this. I get asked all the time whether I prefer early or late Beatles — “Love Me Do” versus “Let It Be” — and I always confidently state that it’s the transitional Beatles that speak to me the most.

For this last week, I listened to their fifth studio album, released in 1965, *Help!*. The cover features the Fab Four posing with their arms, semaphore style — the outline of which I got tattooed on my inner arm in Liverpool, as if my devotion wasn’t already clear.

This is 1965, quite literally the middle of the swinging 60’s, but it’s also a metaphorical crossroad for the band.

Tracks like “Dizzy Miss Lizzy,” a Larry Williams cover, remind us of the straight-up rock’n’roll teens The Beatles started out as, but it’s songs like “The Night Before” and “Another Girl” that feel like a good bridge from their last album *A Hard Day’s Night*. It makes sense: there’s just enough upbeat rock’n’roll to please the early Beatles fans, but a different sound is beginning to take shape. *Help!* feels like a pot of water just at the cusp of boiling.

For one thing, the songwriting is changing direction. George Harrison’s “I Need You” foreshadows some of the later greatness he would go on to write (But imagine if his musical creativity had been allowed to flourish in the early years.) And lest we forget, this is the album that features “Yesterday.” Fans had been used

to cute pop tunes like “Please Please Me” and “I Saw Her Standing There,” but with *Help!*, the songwriting was maturing. Coupled with tighter vocal harmonies, The Beatles were growing up.

For another thing, *Help!* seems to set the stage for the upcoming band decision to quit touring. “When I was younger, so much younger than today, I never needed anybody’s help in any way,” they sing. “But now these days are gone, I’m not so self-assured. Now I find I’ve changed my mind and opened up the doors.” Giggling at one point in time, back in the dance halls of Liverpool, had meant throwing together a few hours of music and hauling some gear to the venue. Now, in 1965, it meant massive stadiums and shifty getaway cars designed to avoid the hordes of teen

girls. It had become too much. The band played their last live show in August of 1966.

And then, indeed, the doors opened. The Beatles of the latter half of the 60s took their original influences and ran with them, writing more complicated songs and constructing albums that didn’t play by the rules. If you’re interested in hearing a band in transition, look no further than *Help!*.

And speaking of opened doors, I must thank my remarkable editors at The Vanguard, who were gracious and trusting enough to give *On the Record* a shot this semester. I’ve had a brilliant time putting it together each week, and am looking forward to the spring. Happy holidays, Brooklyn College.

Op-Ed: Are Middle Eastern Studies Biased?

(Disclaimer: This is an opinions submission. It does not necessarily represent the views of the Vanguard or its staff.)

By Aliyah Jacobson
Opinions Contributor

Education was a field I choose to study because I wanted to teach history and other people's narratives in an empathetic way. However, this has not been presently happening in many of American's universities. Professors in many departments are teaching about Israel in their classrooms at campuses across America. Though, it is the first time that many students are hearing about Israel and the current conflict, the narrative being presented is at many times heavily biased against Israel, placing Israel as the sole reason for the start and continuation of the conflict and leaving out the role of the Palestinians and the neighboring Arab countries.

It is the professor's responsibility to make sure that they are educating their students in a fair way. Unfortunately, this is not what is being seen in the academic world. As an educator, I ask: How is it that we have professors who care more about teaching their political agenda than the truth?

An example of this took place at Duke University where there was a conference held titled, "Conflict Over Gaza: People, Politics and Possibilities." This conference which labeled

itself as "open minded quickly devolved into hate speech, as Duke CAMERA fellow Ben Stone reported. The conference featured a Palestinian rapper who encouraged the crowd to sing along to lyrics which states, "I cannot be anti-Semitic alone [...] let's try it together." It's shocking that many professors and faculty took part in such a conference with blatantly anti-Semitic propaganda.

At Rutgers University in New Jersey, Jasbir Puar, a professor in the Department of Women's and Gender Studies who wrote a book that Duke University published titled *The Right to Maim*, makes outrageous claims that the Jewish state is maiming Palestinians in order to control them. She also made the false claim that Israel's pro-LGBT legislative record exists only for the sake of propaganda. Despite Puar's modern day blood libels, she still has direct access to students, enabling her to disseminate her dangerous conspiracy theories.

At the University of Massachusetts in Amherst, Professor Sut Jhally has admitted that he views college classrooms as a good place to promote his anti-Israel propaganda because they provide a "captive audience" of students who can be forcibly exposed to his films and then tested on



Israel is a thorny topic in academia. / Public Domain Photos

them afterwards."

As a fellow educator, I am appealing to the Middle Eastern studies programs at Duke and the University of North Carolina and others across the country to revise their curriculum by teaching the facts about Israel and the region and refraining from teaching propaganda and political rhetoric, especially as it relates to the Israel and Palestinian narrative, giving their students a chance to create their own theories and questions on the complicated history of the Middle East.

The "Guidelines for Policymakers: Addressing Anti-Semitism through Education" written by the United Nations Educational, Scientific and Cultural Organization and Office for Democratic Institutions and Human Rights is one example

that universities can provide to their faculty to help educate and train the professors to better understand and become more sensitive to anti-Semitic rhetoric. This co-publication seeks to educate and address contemporary anti-Semitism as it is becoming more prevalent. The World Jewish Congress, partnered with UNESCO and IDIHR, organized a series of international capacity-building workshops for policymakers. More of these capacity-building workshops should be held across the world and in our country to retrain educators on anti-Semitism to help people understand the threat of anti-Semitism and prepare educators to be able to vet Middle Eastern Studies curriculums and classes.

At Brooklyn College, I am grateful to have professors who valued

discussion and diverse opinions. Unfortunately, not all students are able to voice their thoughts and challenge their professors without being penalized. When biased "activist professors" teach their biased perspectives on Israel and the administration ignores the complaints from students, they are giving a green light that "academic" antisemitism is tolerated and this must change on campuses throughout the country. A factual, and well-balanced curriculum that teaches unbiased truth would stop propaganda from being taught.

Aliyah Jacobson is a CAMERA 2019-2020 fellow at Brooklyn College where she is studying early childhood education and music. She is a rising sophomore and the secretary for Bulldogs for Israel.

Want to make your voice heard? The Vanguard accepts opinions submissions, as well as letters to the editor. For more information on submission guidelines, please check our website or e-mail the BCvanguard@gmail.com.

Note: The Vanguard only accepts submissions from current or former Brooklyn College students and faculty. We reserve the right to reject submissions if they are irrelevant to the concerns of the BC student body, overly long, or obscene.

Questions Arise With Theater Department Recruiting Efforts



The Tow Center. / brooklyn.cuny.edu

By Michela Arlia
Staff Writer

It's late Fall and early Winter for College students and if you look across campus, you'll see students scurrying from building to building, loaded with coursework, and anticipating the dreadful finals week. This time of year also means that it's time for the auditioned-based programs to start recruiting new students for the following academic year.

With interview and audition season starting for incoming High School Seniors, transfers, and everybody in between, there are some differing views on how effective the admissions outreach is for the Bachelor of Arts Theatre Program at Brooklyn College.

The theatre department as a whole at Brooklyn College houses 7 sections. These include a BFA degree in Acting, BA degrees in Theatre and Design and Technical Theatre; MFA degrees in Acting, Directing and Design and Technical

Theatre; as well as a minor in general theatre. Each program has their own concentration of the arts and is headed by different chairs respectively.

"I don't believe many people know [about the program]. There's no way that people are willing to go to a program that they know little to nothing about, and that applies for most schools," said Heavenly Perez, a local High School Senior at the nearby Edward R. Murrow High School. Perez says she did not hear much about the Brooklyn College Theatre program while applying to colleges this Fall, and would have liked to have heard more about during her process.

In response to the outreach of information on the program, one of the Co-Chairs of the BA program, Laura Tesman, explains that the program chooses to stay small. She says her program "functions in a cohort model so everyone gets to know each other." She also explains that

the program is meant to be smaller in order to allow for a more hands on experience for each student in the program.

"One of our solutions is to keep our numbers manageable so that we can give students focused attention and guidance through the degree," says Tesman.

The admissions process is simple: applicants are interviewed twice a year, a majority being interviewed every February for the following Fall semester, and a few interviews that happen every November for the following Spring semester. Admissions include up to 25 students per year, with 70% of students transferring from other majors or students working to double major.

Some, however, disagree with the idea the department isn't doing its due diligence to recruit prospective students. Brooklyn College student Nia Blizzard, who is earning her second undergraduate degree in theatre, after already obtaining a degree in

Psychology, says she was very aware of the program and was excited to start a new chapter as a part of it. Blizzard, class of 2021, is a Texas native and applied to Brooklyn mainly for the renowned theatre program.

"It's the whole reason I applied!" she says.

Alumni are doing their fair share to help promote the program. "I know the program has grown under Laura Tesman and allows the students to create work and do work that speaks to the world," said MFA Acting alumni Marcus D. Harvey, who teaches at various performing arts High Schools and Universities in the city.

As a teacher, director and acting coach, Harvey is well aware of all the good done by the program, for example the interview process for applicants, and the new Leonard and Claire Tow Performing Arts Center on campus. Harvey is a staunch advocate for the theatre department and ensures that his students know that the performing arts program at Brooklyn

College exists and should be considered when applying to colleges.

As a new applicant season is upon the BA Theatre program, Tesman stresses the fact that the arts are largely underfunded in public schools and institutions, and that it's hard to gain a full faculty, let alone the personnel needed to reach out to potential students—high schoolers or transfers alike. Tesman says that they do their best every year to raise awareness of the program, and always end up with hundreds of applicants.

Aside from funding, Tesman noted that the program is in a good place and that there is plenty of interest from potential students. While some might say that there's a lack of information about the BA theatre program circulating to prospective students, those within the program as well as chairs of the department are in agreement that those who are interested will find it just fine.

Theater Review: “Slave Play” is a Wild Ride

By Quiara Vasquez and
Jack Coleman
*Editor-in-Chief / Arts
Editor*

People say that Broadway is dead — a bedazzled tourist trap surrounded by millions of obnoxious billboards and billions of skeezy fortysomethings in Elmo costumes. These people clearly have not seen Jeremy O. Harris’s “Slave Play,” currently playing at the John Golden Theater. It may be showing on the same block as the interminable “Phantom of the Opera,” but don’t be fooled: if the provocative title didn’t clue you in, this play is definitely not your typical Broadway fare. It may be playing across the street from “Ain’t Too Proud to Beg,” but in the world of “Slave Play,” our cast ain’t too proud to beg master to whip them harder.

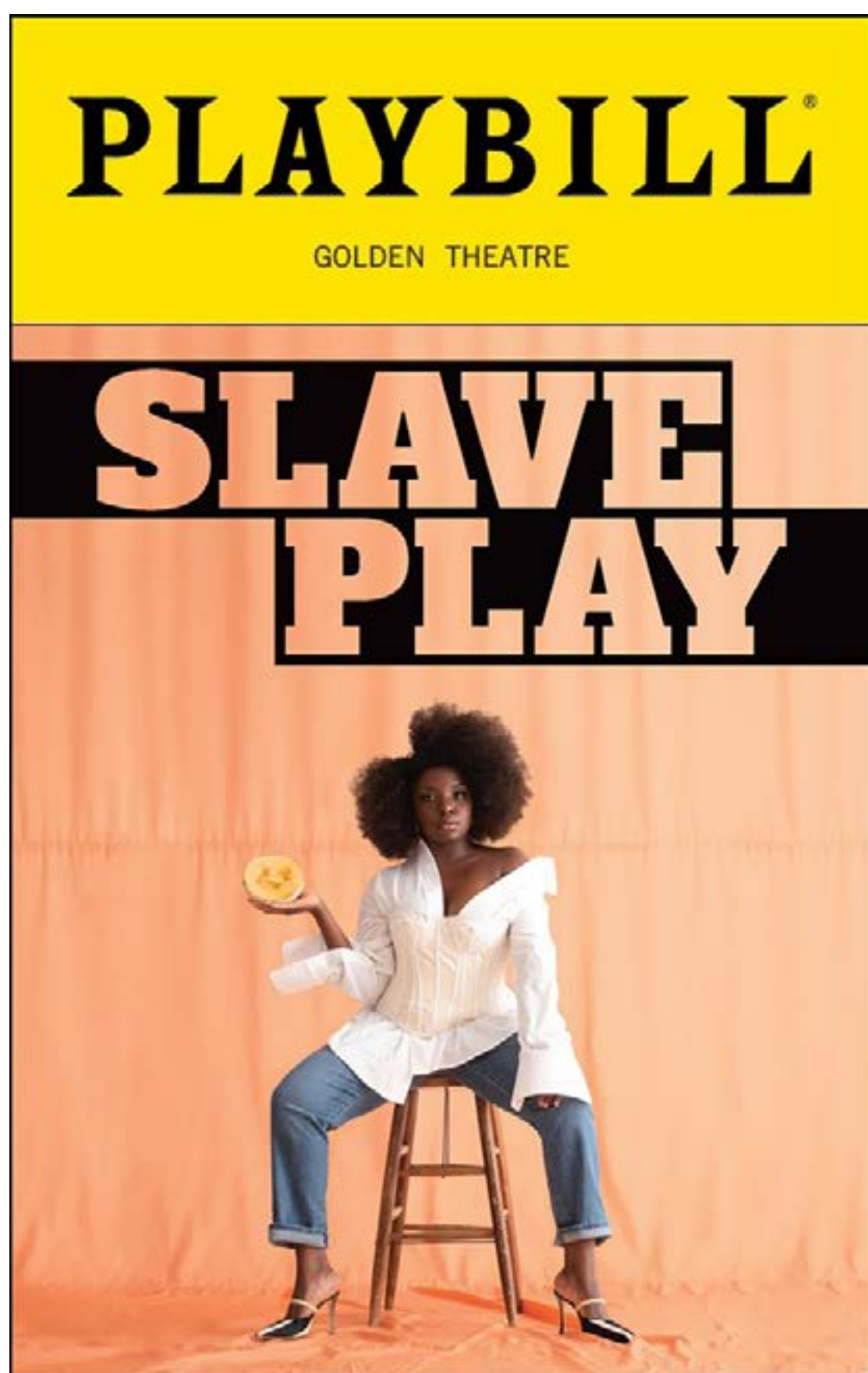
The play seemingly opens on a plantation in the antebellum south, where white overseers are getting nasty with their black slaves - in both senses of the word. But something’s not right here. Those Southern accents are a little too broad, for one. And there are Rihanna lyrics superimposed above the stage. And, um, that “authentic Negro spiritual” they’re playing sounds an awful lot like Ginuwine’s immortal 90s sex jam “Pony.” What the hell is going on here?

But then the facade breaks, and we’re told exactly what’s going on here: we’re at a couples retreat! Sort of. This trio of interracial couples

are on day four of an experimental treatment called “antebellum sexual performance therapy,” meant to cure their flagging sex lives. They theorize that the legacy of slavery has left African-Americans with a disorder that saps their sexual drive. In other words, as one of the therapees asks: “so the reason I don’t come is because, like, racism?”

There’s certainly a whiff of satire in “Slave Play,” especially at the expense of uh, “academic” types (no surprise there — the playwright, and half the cast, are Yalies) and white liberals (the biggest laugh line of the evening is arguably, “I read about it in The New Yorker!”) But it also does want to make a serious point about intimate relationships, and America’s dark history of race, and the intersection of the two. And surprisingly, it doesn’t make that point at the expense of character. Yes, the play leans pretty heavily on stereotypes, but the characters are both vivid and well-developed, with believable neuroses. There are laughs to be had, but “Slave Play” very clearly delineates when the audience is supposed to laugh and when they’re supposed to feel for the characters.

By the end of the play, we get a glimpse into every character’s mind with a powerful monologue, which could be tiring if Harris didn’t have a gift with words. (This play is a godsend for actors looking for audition pieces.) But the writing



gets to the heartbreaking center of these problems and their histories in a meaningful and productive way. White theatergoers may be a little uncomfortable how much of themselves they see in the play, which is sort of the point — but they’ll be uncomfortable in all the most important ways.

If there’s a problem with the play, it’s a structural

one: all the ambitious aspects of the staging are condensed into the first thirty minutes of the play. The play then tries to totally strip itself bare in the second act, but instead it ends up losing the bizarre flourishes that made the first thirty minutes so interesting while keeping the most overtly literal “avant-garde” elements. (Yes, we got that we were

supposed to “get a good look” of ourselves and our role in the tapestry of American race relations; did we really need the back wall of the set to be a giant mirror to get that?) But “Slave Play” largely succeeds at what it sets out to do. Just, maybe don’t bring your mom along for the ride?

“White theatergoers may be a little uncomfortable how much of themselves they see in the play... which is sort of the point.”

Strong Winds and Harmonious Strings at the Conservatory

By Jack Coleman
Arts Editor

On the second floor of the Leonard & Claire Tow Center for the Performing Arts, in the Topfer Recital Hall, members of the Brooklyn College Conservatory performed a delightful night filled with grand baroque and somber romantic classical music. On Wednesday, Nov. 20, with piano accompaniment by Eri Kang, Music for Strings II showcased pieces ranging from Gabriel Fauré to Bach.

While some performances were better than others, none of the students disappointed in presenting wonderful renditions of each piece. As the rather large crowd found their seats, the night opened with a few welcoming remarks by assistant professor of cello, Sibylle Johner. Here are some highlights from the night.

Mary Beth Perez Castaño’s violoncello performance of Fauré’s *Élégie*, op. 24 captured the piece’s looming melancholic cadence. Even if her playing lacked precision at times, Castaño’s fluid and affected style shined through. It’ll be exciting to see what the



Beautiful violins similiar to the ones featured at the Conservatory./ Linnaea Mallette

violoncellist brings to the table in future concerts.

Sir Edward Elgar’s *Cello Concerto in E minor*, op. 85 was superbly done by Kaylin Romero on the violoncello. Her deft composure brought out the best of the raw grandness of Elgar’s *Adagios*. Just a few months ago, Romero played the cello equally as well in a stunning performance of *Gidong Kim’s Chose (Thing)* at a concert by the Brooklyn College Composers’ Collective. If you got

a chance to see that, you’d probably already be expecting something great.

Much to our pleasure, the last piece performed also featured Romero on the violoncello, playing with Wei-Ni Hung on violin and Shai Zohar on piano. The three of them enthusiastically tackled Felix Mendelssohn’s *Piano Trio No. 2 in C minor*, op. 66 I. *Allegro energico e con fuoco*. The piece seemed to bring out the best in these three, whose chemistry

and zeal was a certain best of the night. Their physical coordination, which included multiple nods from Zohar to Hung and Romero, was plainly fun to watch. Each player imparted the impression that this was just another Wednesday night spent slaying a Mendelssohn.

What made the night especially exciting to sit through was that each performer brought a little something of their own to the repertoire. It would be nice, though, to hear pieces composed

by students to be played in the next round of concerts. Keeping in mind that composing is a major of its own, it’s always a bit more exhilarating to hear what students themselves can bring to the table.

Also in the Topfer Recital Hall, The Brooklyn College Conservatory’s Glee Club is performing tonight at 5 p.m. Check their website to catch more of what our talented campus’ musicians have to offer.

Please welcome the Vanguard’s spring 2020 staff!

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Faculty Advisor: Anthony Mancini

Women's Basketball Starts Season 3-2



Brooklyn College Bulldogs playing against Kean University. / Damion Reid

By Conrad Hoyt
Sports Editor

Brooklyn College women's basketball team is looking to regain its footing after two straight losses on the road.

After starting the season 3-0, the Bulldogs dropped their next two games to St. Joseph's College and Kean University.

Four of the Bulldogs' first five games came on the road, including wins against Alvernia University, Adrian College, and a 33-point blowout win against Rosemont College in the

season opener. None of these games have been in-conference.

"We got off to a hot start by playing solid defense and having different players step up for us each game," said Alex Lang, head coach of the women's basketball team who sees a lot of promise with this group.

As far as the past two losses, "The last two losses were tough and we need to just put those behind us and move forward," he said.

Fortunately, four of the next five games for the Bulldogs are at home, including Tuesday night's

homecoming game versus York College, their first conference match-up.

Through five games of the season, the Bulldogs have outscored their opponents by 6.9 points per game, and have a field goal percentage of .403, while their opponents' have shot .372.

The Bulldogs are also shooting very well from the 3-point line, taking 8.8 3-pointers per game on .370 percent shooting compared to their opponents taking 5.4 3-pointers per game on .297 shooting. Junior Taylor George

has already made 12 three-pointers on the season, and is averaging 15.8 points per season. Junior Chanel Jemmott is leading the Bulldogs averaging 20.4 points per game.

"We are a good shooting team and have the ability to score a lot from 3-point range," said Lang. "We haven't done anything special to do this, aside from having some good shooters and looking to make extra passes and share the ball."

Lang did note how there are many key areas the team can improve on this season, most specifically

rebounding.

Though the team can certainly improve, they are out-rebounding their opponents by 2.2 per game this season.

CUNYAC games are especially important for playoff-seeding, and the Bulldogs want to get back on the right track with a win Tuesday night. The team has a lot of promise, and if they can continue on their strengths and improve on their weaknesses, this season looks to be a very bright one.

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