



THE SCHOOL OF ENGINEERING AND ARCHITECTURE

THE ECHO NEWS

CITY COLLEGE OF NEW YORK

VOL. XXVI — NO. 8

TUESDAY — 19 DECEMBER 1967

NEW YORK, N. Y.

Committee of 17 Wants Replacement of Student Government & General Faculty

Report Calls for Less Administrative Power

By ROBERT KALISH

The COMMITTEE OF 17 report has been made public. Concerned with student-faculty-administration relationships, the report calls for sweeping changes in the present student and faculty administrative set-up. It proposes the establishment of a Student Senate and a Faculty Senate; these would replace the current Student Government and General Faculty respectively. These proposals would give students and faculty more power than they now have. They would jointly control student discipline.

The report, which has been worked on for a year, was released at a news conference yesterday afternoon by Dr. Arthur Bierman, Associate Professor of Physics and Chairman of the Committee of 17. It is not the final report. The introduction states, "We are submitting this report to the College for its evaluation and criticism and intend to take these responses very seriously. . . . It is open to revision on the basis of what we hope to be an extensive discussion by all concerned members of this community." Only after the College community has examined the document and offers suggestions will the report be finalized.

Divided into three parts, the report deals first with the relationships between student and faculty. Then it studies faculty-administration and student-administration relations.

Students and Faculty

In the first section, the Committee of 17 asks that students be more active in their departments' affairs. To this end, it calls for student representation on departmental curriculum committees, obligatory questionnaires eliciting students' views about instruction, and

students aiding in the evaluation of faculty members coming up for reappointment or tenure. Participating students, of which there would be four per major subject course, would be elected democratically from the ranks of students registered in that subject area. Elections would take place every year.

A feature of this section's Minority Report of the Committee (one is included in each section of the document) is the suggestion that each class elect a representative to meet with the instructor of the class and "convey to him the opinions of the class about the course, the books being used, the method of examining the students, etc." The Minority Report observes that the representative would pass



Dr. Arthur Bierman, the Chairman of the Committee of 17, released that group's report yesterday.

on grievances that the individual student might be "loathe to make himself."

Faculty and Administration

The second section of the document recommends replacing the existing General Faculty with a Faculty Senate. The democratically elected members of this body would be chosen from within each of five divisions of the College, these corresponding generally to the Schools of the College. The head of an executive committee of the Senate would be the chief spokesman for the faculty. No

(Continued on Page 5)

(Continued on Page 5)

WESTERN UNION TELEGRAM

W. P. MARSHALL
CHAIRMAN OF THE BOARD

R. W. McFALL
PRESIDENT

SYMBOLS

DL - Day Letter
NL - Night Letter
LT - International Telegram

CLASS OF SERVICE
This is a fast message unless its deferred character is indicated by the proper symbol.

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination.

MSA251 (40)(27)SYB522

SY NNY265 NNZ14 NNZ14 RX PD 5 EXTRA NEW YORK NY 14 NPT.

FERGUS BORDEWICH

214 EAST 19 ST NYK

UPON RECOMMENDATION OF THE STUDENT FACULTY DISCIPLINE COMMITTEE CONFIRMED BY ME YOU ARE SUSPENDED FROM ALL CLASSES FROM ALL COLLEGE ACTIVITIES AND FROM USE OF THE LIBRARIES, LOUNGES AND FACILITIES OF THE COLLEGE FOR THE PERIOD DECEMBER 18 THROUGH DECEMBER 22, 1967 AND JANUARY 22 THROUGH JANUARY 5, 1968 ALL DATES INCLUSIVE APPEAL FROM THIS DECISION MAY BE MADE IN WRITING TO PRESIDENT GALLAGHER AT THE ADMINISTRATION BUILDING NOT LATER THAN SATURDAY DECEMBER 16 AT 500PM

SHERBURNE BARBER, DEAN LIBERAL ARTS AND SCIENCE CITY COLLEGE

Sent out last Thursday, this telegram informed the suspended students of their fate.

Nine Day Suspensions Given To Dow Chemical Protestors

By KEN FLAXMAN

Thirteen students have received nine-day suspensions for sitting in during the Dow Chemical interviews of November 13.

Charged with obstructing movement in a college building and with failing to leave the obstructed area when ordered to do so by a college official, the students are prohibited from entering the College's environs from December 18 to 22, and January 2 to 5.

Although considering the mor-

ality of the student's actions, the Discipline Committee chose to punish the students solely because college regulations had apparently been broken.

[Concurring and dissenting views, representing the opinions of students on the committee, appear on page 8.]

The suspended students are unanimous in their distaste with the proscribed punishment. "I am completely disgusted with the proceedings and decisions of the committee. Not all com-

mittee members were present at the hearings, nor were we given any rights," maintained Martha Einhaus, one of the thirteen. Another, Fergus Madigan Bordewich, charged that "They were unwilling to consider our actions in their true meaning. They took the easy way out by condemning us for sitting in a door when the issue was collaboration with the war effort."

Although suspended, the students will not be penalized for (Continued on Page 5)

Faculty Council OK's Pass-Fail Courses

Printing of Faculty Ratings Also Approved by the Group

By PAUL SIMMS

The Faculty Council voted last Thursday to initiate a pass-fail system and to endorse Student Government's proposed published Course and Teacher Evaluation.

The pass-fail system will be available only to juniors and seniors; they will be able to elect one pass-fail course, which cannot be in their major subject.

Comments

According to President Gallagher, Chairman of the Faculty Council, this will be " . . . a limited pass-fail arrangement. Any student in his junior or senior years will be permitted to take not more than one course per term on the pass-fail system."

Continuing, Dr. Gallagher expressed his support of the institution of this system on campus. "Many other institutions throughout the country have been using this system for a long time. This system will enable students to broaden their knowledge without having to worry about lowering their average."

Professor Edmund Volpe, Chairman of the English Department, concurred. "This is a very good idea. It will provide the opportunity for people who are afraid to move out of their field to broaden their education."

Professor Danzig, also of the English Department, agrees with Volpe as to the initiation of

pass-fail courses. He feels, however, that there should be some way to distinguish between those who have maintained "C" averages and those who have maintained "A" averages.

One thing that Dr. Gallagher did emphasize; "The evaluation will, in no way, influence the decisions of tenure and promotions."

Faculty Council's Proposal

The proposal, which was submitted by the Committee on Curriculum and Teaching, reads as follows:

IX. Pass-Fail Proposal

"Each student is to be allowed to make a maximum of four courses on a pass-fail basis. Pass-Fail courses may be taken only during the student's junior and senior years, and only one pass-fail course may be taken per semester. Courses taken on a pass-fail basis may not be: (a) prescribed courses, or (b)

courses designated as essential electives on the student's 'Elective Concentration Card.'

"Explanation. One of the stated goals of our curriculum is to combine a broad liberal background with specialization in a particular area. The trend towards specialization is resulting in students using their free elective credit to take more and more courses in their major field. Thus, while in theory the free electives are supposed to provide a student with the opportunity to explore areas which may interest him, in practice, this is far from the case.

"Many students are reluctant to take courses outside their major field because they do not wish to compete for grades with majors in that area who have both greater interest and background. This does not mean that the non-major cannot benefit a

(Continued on Page 5)

'I'm Tired of Seeing Black Doctor Material Become Bootblacks . . . ' — Asst. Commissioner, Human Resources Admin.

By PAUL B. SIMMS

(Ed. Note: This is the sixth of a series of TECH NEWS articles on Contemporary Black Thought. The views expressed in this interview do not necessarily reflect the opinions of the managing board.)

Mrs. Thelma Johnson is the Assistant Deputy Commissioner for the Human Resources Administration in charge of Educational Programs.

TECH NEWS: Mrs. Johnson, could you give us a short sum-



Mrs. Thelma Johnson, Assistant Deputy Commissioner for the Human Resources Administration.

mary of your background, with specific reference to your work with the poor.

Mrs. Johnson: I was born in New York; I am married to a retired Army Captain, and I have three children — one son and two daughters. I attended New York City Public Schools and New York City and Canadian private colleges.

I did volunteer work as a parent organizer in education from 1960 to 1966. I was then raised to an Educational Research Assistant, then an Educational Research Analyst and then as an Education Research Specialist. I then worked as the Assistant Director of Project Uplift, in 1965. Then, I became supervisor of three poverty areas, and later Field Coordination Director, which lead to my present position, Assistant Commissioner for Educational Programs. By the way, I am also a registered nurse.

TECH NEWS: From your position as Assistant Commissioner, could you evaluate the Poverty Program here in New York City?

Mrs. Johnson: The Anti-Poverty Program in this city has reached many more poor people than the designers of the program had intended it to reach. In spite of the criticism that the program has received in the past several months, what it has done cannot be undone. How

any program of this size and caliber could have been implemented without some interruption is beyond me, but it still has surpassed any expectations people had for it.

The key to this program is that it has changed the lives of poor people; a fantastic number of poor people. People who were jobless gained meaningful employment; frustrated people gained new hope. Although we've made mistakes at times, we have done our job very well.

TECH NEWS: It was said that the Poverty Program has had a lot to do with the riots this summer.

Mrs. Johnson: Accusations that the Poverty Program was the cause of the rioting are wrong. The people have some hope through the poverty program that they receive nowhere else. And who could ascribe to a program 3½ years old, the blame for a problem that has existed over 300 years.

Pesonally, I don't subscribe to riots. You can't gain anything from a riot, and oftentimes the poor lose the most.

TECH NEWS: Several months ago in an interview, a comment was made that black people want the rights of equality without responsibility.

Mrs. Johnson: Scared people make all sorts of remarks. Black



Junius Kellogg, Executive Assistant to Mrs. Johnson, coordinates field operations for the entire New York area.

people have always been willing to take the responsibility all along; they just were never given the opportunity. Black people in this country want equality, no matter what comes along with it. When black children are 2 to 5 years behind the national norm at graduation, who is responsible if they are not able to compete with whites? No, Mr. Simms, they are not given the chance to take the responsibility.

TECH NEWS: So, what is the Education Division of the Human Resources Administration doing about this failure of the Board of Education? How do the black people in this country get into the educational system?

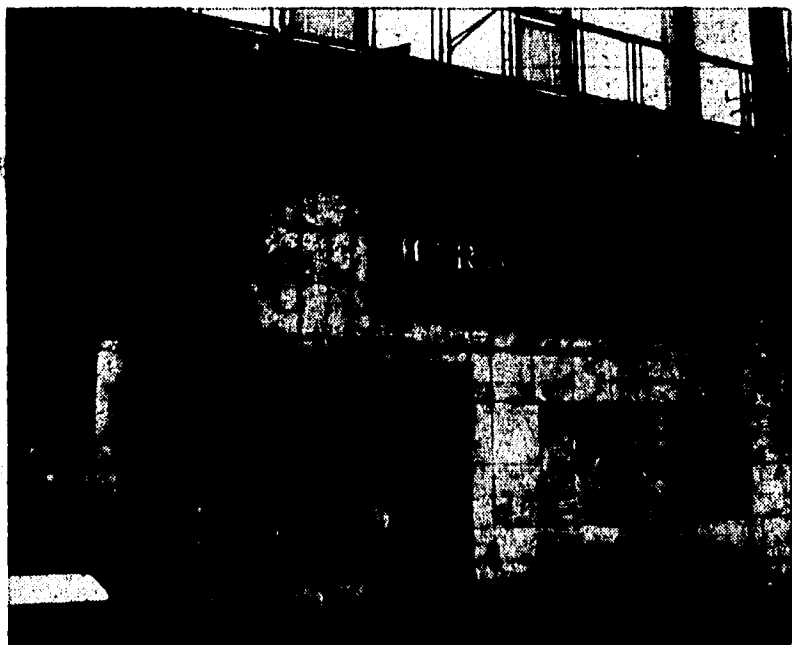
Mrs. Johnson: The answer is to decentralize the schools. Decentralization is the traditional way in America, and all of the western American schools are handling it in this manner. New York City is failing (in their responsibility to) the majority of those black and Puerto Rican children.

But, I should add, this is not a black fight. This is a fight to reclaim the lives of all the school children in this city, and this is a job for all the parents and citizens in New York City; they must get involved.

TECH NEWS: But how do we take the school system away from the Board of Education?

Mrs. Johnson: It's not a question of taking away the school system from the Board. What has happened is that the Board of Education in the past has not been responsible to anyone for the actions they took. Therefore, they have acted very irresponsibly. We, the citizens, have simply got to help them reconstruct themselves.

I'm damn tired of seeing white shoemaker-material be-



This is the Central Headquarters of Maryou-Aet, located in the Hotel Theresa at 7th Ave. and 125th St. Mrs. Johnson began her work for New York City here.

Money is being spent, but no education is being. People have a tendency to give up after a point; after all black people have done, they still haven't been able to achieve anything.

TECH NEWS: Well, how exactly do you plan to accomplish this school decentralization?

Mrs. Johnson: That question I cannot answer fully. We consider the Bundy (Bundy Report-Ed. Note) to have the main ideas in focus — the creation of local boards to be responsible to the community for its actions and decisions. But, much work has yet to be done, in setting up these boards?

TECH NEWS: Then should the central Board of Education be a resource unit for the local boards?

Mrs. Johnson: I believe that the central Board should create a pool of specialists to be available to the local boards for the solution to the various specific problems that can arise; for example, a school board could be situated in an area where the first language taught (i.e. the language spoken at home) is a specific dialect of Chinese or Yiddish or the language of the southern mountain country — the school board could request a specialist to assist in the particular type of problem that this situation creates.

And this pool should consist of only accredited specialists. The only way to gain admittance to this pool is to have done an excellent job on the local level. This Central Board should have the job of making a model curriculum and should also have the responsibility to recruit and hold a consultant pool.

And this model curriculum must take the specific case into consideration — "Look, look,

here. See Spot run. Spot runs fast. Look, look here. Spot is here." But, hell, some children don't even know what Spot is. And this must change.

TECH NEWS: What opinions do you have about the war in Vietnam?

Mrs. Johnson: I believe there are enough social ills in this country that it doesn't have to go out trying to solve the problems of the entire world, or the people of South East Asia. When the British colony decided to fight Britain, they did it by themselves.



CHARLIE WENTZ

BS, Business Administration, Lehigh, joined the Bethlehem Loop Course, was soon selling steel in our Philadelphia district. A year later he entered the service, returning to new and bigger responsibilities. After four years on the job, Charlie covers a large area of eastern Pa. Five of his customers alone account for over \$8 million in yearly sales.

MANAGEMENT MINDED?

Career prospects are better than ever at Bethlehem Steel. We need on-the-ball engineering, technical, and liberal arts graduates for the 1968 Loop Course. Pick up a copy of our booklet at your placement office.

An Equal Opportunity Employer in the Plans for Progress Program

BETHLEHEM STEEL



WINTERSESSION at the CONCORD
The World's Foremost Resort

January 29-31, 1968

FREE BROCHURES and RESERVATION BLANKS at

BEAVER STUDENTS' SHOP

139th STREET and AMSTERDAM AVENUE

Deposits of \$10 may be sent to:

COLLEGE WINTERSESSION — BOX 33

INWOOD STATION, NEW YORK 10034

VOLUNTEERS! DONORS!

M. S. Needs Your Help

Give to the NATIONAL

MULTIPLE SCLEROSIS

SOCIETY

Contact Your Local Chapter

WCCR: Politics, Professionalism, and Parasites

'That Radio Thing' Sends Nine Hours Of Music To City College Lounges

"Good Morning. WCCR begins its broadcasting day. We operate from studios in room 332A and maintain executive offices

audio equipment. This experience is far superior to the rigid, sheltered "experience" gained in the average EE lab course.



A WCCR engineer adjusts the volume of the music being broadcast to the various rooms in Finley Center. The station maintains several thousand dollars' worth of broadcasting equipment and records.

In room 332 of the Finley student center."

If you were ever in Bittenweiser or House Plan lounges, or in Knittle lounge when it was a lounge, or in assorted other places at ten o'clock in the morning, you heard these cheerful words informing you that for the next seven hours your lounge would be given over to "that radio thing." That radio thing is better known as WCCR, the City College Broadcasting Society. I have been active in it for better than two years now, and I feel that some of the things I've learned there should be made known to the members of other organizations, especially those which are tech oriented.

To the innocent bystander, WCCR seems to be all that an organization should be. It has a loyal membership of between fifty and a hundred, and that loyalty commonly extends to twenty or more hours a week at the club. It usually draws nearly a hundred prospective members each fall term so that it can be selective about whom it accepts and whom it doesn't. When it comes time to elect officers, there are usually several people running for each position as opposed to the plight of the average club where members must be coerced to run for office. It successfully maintains a full operating staff from nine o'clock AM to six o'clock PM five days a week and often has members present well into the evening and even on Saturdays.

What is perhaps more significant is the fact that WCCR provides training equivalent to five or six credits of communications courses which, although not presently given at City, are proposed for the future. This training is equivalent to professional broadcast experience. Through it, many members have gone into broadcasting, either as a summer job or as a career, at the rate of \$150 per week or more to start.

The club has a few members who aren't really interested in radio, but use the club for field experience in the maintenance and construction of professional

audio equipment. This experience is far superior to the rigid, sheltered "experience" gained in the average EE lab course.

when one considers the following question: what happens when a hundred members and several thousand dollars worth of equipment must be organized to run on a day to day basis by ELECTED officers? The answer is, of course, that you get officers with violently opposing viewpoints of whom some are less than competent and some are not interested in the club at all, but run for office in order to gain power over all of that equipment and all of those people.

What is worse is the fact that some members become immersed in the club to the exclusion of other activities such as going to classes. If such a person runs in a club election and is defeated, he may return the next term to harass those who beat him by encouraging discontent in new members who have not been involved long enough to know whose advice to disregard. And although the machinery exists within the club to eliminate such parasites, the bureaucracy set up by the democratic system makes it almost impossible to set the machinery into motion.

When WCCR is split between opposing points of view, it is usually possible to live with the



Station Manager Lou Shapiro explains a point of station policy to two female members. By the way, there are girl engineers at WCCR.

situation on the grounds that no matter how much one disagrees with the opposition, one knows that they are honestly trying to do what they feel is best for the club. When it suffers the disease of the parasite, all that can be done is to grin and bear it while the gray hairs and the ulcers multiply. Every term someone revives the idea of going on the FM air with a real transmitter and real radio waves. This idea is usually killed by the loyal opposition for reasons known only to themselves.

Notwithstanding all of the above, I heartily recommend WCCR to any student who is interested in widening his

horizons to include the lands to the South or in getting in "where it's happening" or in listening to good music or in working with real equipment or in hearing his own voice or in any of a dozen other things. WCCR has been known, on occasion, as the tech embassy on South Campus.

"WCCR now concludes its broadcasting day. We operate from studios in room 332A and maintain executive offices in room 332 of the Finley student center. We will resume broadcasting at ten AM tomorrow morning. Until then, have a very pleasant afternoon and a good evening."

An SG Official Speaks About Student Power

Many students are saying that Student Government does nothing to achieve student power. Would you comment on this?

When we are faced by strikes, sit-ins, and other demonstrations on campus we have to make decisions as to what stands should be taken. We can not automatically support spontaneous demonstrations that develop. Council must consider what the entire student body wants in terms of goals and methods; the desires of a few hard core emotional activists cannot conscientiously be supported by a student government representing this whole campus.

What do people in Student Government think "Student Power" means?

First of all, I can tell you what we feel it does not mean. It does not mean the appointments of students as deans or President. It doesn't mean regularly scheduled strikes. We are certain that the great majority of students realize that it is impossible for students, who already have a full time pursuit, to take over major administrative functions that some men are paid many thousands of dollars to perform.

Student power, if it is to exist at all, must go hand in hand with faculty power. It is the faculty that spends a lifetime here, not the students. Both must stand up together and face the administration with questions and advice. And that advice must be backed up with enforcement power. For just as it is inevitable that the professional administrators will make most policy decisions at the College (and often policy is set merely by practice) so too is it

inevitable that the administrators will always tend to prefer dehumanizing bureaucratic means that provide them with easy ways out of problems. This is true no matter how much benevolence we grant administra-



Henry Frisch, '69, Campus Affairs Vice President, voiced his opinions on Student Power.

tors. Therefore the role of faculty and students must be not so much a legislative one (though this too is vital in larger policy decisions) as one of "judicial review" in a figurative sense. It is absolutely vital that students and faculty be able to bring "litigation" against administrative decisions and also be able to decide the merits of such "suits." The "constitution" that must be referred to by the "court" of students and faculty would have to be: "The campus shall be a place to achieve a decent college education and experience, and shall not be allowed to degenerate into a diploma mill." Too often this is forgotten by well inten-

tioned men in administrative positions.

What sort of means do you suggest for achieving student power?

If there is to be full representation of student interests at all times it is necessary that proper vehicles for such representation exist.

The Committee of Seventeen report, soon to be issued, will go a long way toward setting up frameworks for the exercise of student and faculty power. The report's passage, however, through all channels between its issuance and its implementation will be a long one. This places and especially great burden on the vehicles already extant for representation of student interests. These in a sense are experimental laboratories and must have complete student support.

Unfortunately, the great majority of students are totally ignorant or grossly misinformed as to what has been happening with these vehicles. The newspapers have done a poor job of publicizing and emphasizing not only the importance, but also the how, what, when, who, and why of the Master Plan Committees, the General Faculty Committee on Student Activities, the Department of Student and Personnel Services committee, the educational affairs committees, and others. Due to the neglect on the part of the newspapers many points of view that student government would gladly see represented go unspoken for lack of interested advocates.

Almost the only newspaper discussion of the Master Plan Committees was a lament by

O.P. that all the positions on the committees had not been filled by members of the Student Involvement slate overwhelmingly defeated by the students at the polls last May, or by members of the O.P. staff. When an ex-editor of O.P. was appointed soon thereafter to the important Student-Faculty Discipline Committee, O.P. took no notice. The person appointed, Noe Goldwasser, decided after consulting with Larry Yermack and other responsible student leaders to dramatically walk out on the first meeting of the Committee.

Could you elaborate on your comments on the newspapers?

On Wednesday night, Nov. 22, after many weeks notice, only four candidates presented themselves to council for election to the two seats free on the Student and Personnel Services committee. These seats have been available since early in the term thanks to the efforts of Student Government. Despite requests made of the newspapers for several weeks running, no report appeared informing prospective candidates of the relationship of DSPS to every aspect of student life.

What other advances has this year's Student Government made in terms of advancing student power?

This year's Student Government has also obtained large student contingents on all of the 1968 Master Plan Committees, an innovation startling to many of the non-student members and of vital significance for the total student body; for each student on a committee has equal rights with the faculty and administra-

(Continued on Page 6)



TECH NEWS

Office: 337 Finley Student Center Phone: ADirondack 4-6500

Editor-in-Chief
JOSEPH KRAMER

Associate Editors OTTO HAMMER
MARK KRAMER

Business Manager ROBERT WINOKUR
Managing Editor JEFF GROSSMAN
Features Editor ROBERT KALISH
Photo Editor PHILIP BURTON
Tech Life Editor KENNETH FLAXMAN

Staff: Steve Beck, Polly Flonder, Myra Glassman, Jane Irving, Robert Jewell, Dave Kirschenbaum, Mark Kozminsky, Suzy Matson, Jay Michlin, Stu Scharf, Julie Shanker, Ruth Shannen, Carole Unger, Andy Wolf.

Printed by: Boro Printing Co.
216 W. 18 Street 222

Inquiring Technographer

By ALAN SCHOENFELD

QUESTION: What do you want for Christmas and/or Chanukah?

Edward Auerbach, 808: In this season of Peace on Earth and Good Will to Men, I would like just that — and end to war and a solution to the problems that plague mankind.



Auerbach Cutrone

Linda Cutrone, 406: I want an A average. But someone pointed out that if I did have an A average, I'd have to worry about keeping it up. Well then, let me correct myself — I want the privilege of being able to worry about keeping up an A average. Of course, if Santa would throw in a couple of material things, I wouldn't complain.

Raymond Savage, 407: Christmas is like a funny thing. All of a sudden somebody says to you, what do you want. If this someone was for instance President Johnson I would ask for peace in Viet Nam. But Mr. Johnson isn't Santa Claus. Even though he isn't Santa Claus the thing I would want most would be peace on earth for at least until next Christmas.



Savage Lee

Joanna Lee, 501: All I want for Christmas is my two front teeth.

Syd Brown, 501: I want to see Student Government call a strike with Joe Korn, Louis Weiskopf, and Jeff Zuckerman acting as rally marshals.



Brown Kramer

Joe Kramer, Editor of This Thing: Actually, I'd like a new Managing Board and staff, and especially a Business Manager who isn't a thief. (Hear that, gang?) All kidding aside, though, I'd like about a quarter of a million dollars added to our allocation for next term.

"White" is German is "Weiss." "Head" in German is "Kopf." Now say "White-head" in German.

— The Winged Avenger

Andy loves Dita.

Have you ever heard of a girl getting hot for a candy bar? It's sorta true. Will be more revealing next week.

LETTERS

Dear Santa Claus,

IN LIGHT of the events of the past year and in consideration of the traditional Holiday Season spirit of Good Will toward man, we would like to humbly request that some of our friends be recognized and rewarded for their achievements.

PLEASE BRING Lyndon Johnson a much better excuse for changing Secretaries of Defense and doing a lot of other things. Give Dean Rusk a spare foot to keep in his mouth at all times, and please bring William Westmoreland another pair of rose-colored glasses — the old ones are no longer strong enough. Louis Hershey could really use a copy of the United States Constitution. Please bring Ronald Reagan a redwood tree (once he's seen that one, he'll have seen them all) and a life membership in The Sierra Club. Bob Moses could use another 400 toll booths. And send to the New York City Transit Authority a Token of our appreciation, which should be worth much more in the near future.

PLEASE BRING The City College Library a new roll of red tape — someone almost got a book out last week. Provide The City College Store with a chance to have another sale with prices 20% above list; also, they could use a couple of crates of Lavender and Black athletic supporters with The City College emblem on them (the perfect Christmas gift). And our Buildings and Grounds Department could use some snow shovels and another term's supply of coffee to drink in all the spare time they have.

PLEASE BRING Joe Korn a public statement that he can't change, and bring Jeff Zuckerman a friend with money, because he doesn't have either. Give Bill Cavellini his own mimeograph machine, and bring Ed Fabre a color T.V. set so that he can see that there is something other than just black and just white.

PLEASE BRING The Campus (Undergraduate Newspaper of The City College since 1907) two more pages of fraternity ads per issue and another page of sports. While you're at it, O.P. could use another roll of yellow newsprint — it was so appropriate. Bring Main Events a Style Book.

PLEASE BRING Dean Blaesser (Students) a larger shadow of Dr. Gallagher to stand in. Give Dean Avallone (Campus Planning) a subscription to The Architectural Forum. Larry Bee (Cafeterias) could use some taste buds. And bring Dr. Gallagher the patience to stick it out through 1968.

Peace, baby,

The Editors

THE CLASSIFIED

Johnson vs. Reagan
GOD HELP US

"We've been so busy making history that we've done too little to preserve history."

—Stewart Udall

ENGLISH NOTE OF THE WEEK

"All meetings are held on Thursdays, in 121 Finley at 5:15 P.M. Drop in at the next one and see how it feels to be heard."

—Engineer
Published by Tech Council

The New Lost City Ramblers
are alive and well in 1930

"Why should our young men be drafted to serve U.S. interests."

— Member of the South Vietnam
House of Representatives

Johnson vs. Nixon
GOD HELP US

Congratulations to Pete on his new job as sun sweeper.

Whatever the rest of the art department feels is going on behind the temporary partition in Tex Landy's class, it's not true.

Reagan vs. Johnson
GOD HELP US

Frank Green actually reads these classified ads?

MCCARTHY for PRESIDENT

Happy Chanukah, Pumpkinhead

What goes on in the Briggs Toronado?

FLICK lives!

To Cal,
It's only a matter of weeks.

Judi and Ray

Dr. Goode . . . I hear you've been trying to find out who I am.

—The Shadow

Congratulations, Janet and Eric.

— Little Caesar

"As a college senior majoring in history I was fascinated and thrilled by the National Security Council's announcement that my career is not in the national interest . . .

"It is an interesting concept of national interest that will favor the construction of larger bombs and deadlier weapons over the accumulation of economic and political knowledge competent to solve the most dangerous problems of our era . . .

"Where are the deferments for people whose desire is to prevent catastrophe, not engineer it? . . .

"The assumptions behind the system of graduate deferments insult my sensibilities and betray the stupidity of our government officials."

— Robin Bernhoft

Yes, TECH NEWS does know how to spell THEY.

architecture/music/art/sociology
SCHOOL OF URBAN ARTS
now

Bravo! to The New York Times for their December 4th editorial on Cardinal Spellman.

Nixon vs. Johnson
GOD HELP US

Jefferson Market forever!

Peace in 1968; did you hear that? PEACE PEACE PEACE!

"There is no such thing as a good day for quizzes."

— Architecture Professor

Bill Cavellini looks a lot like H. Rap Brown.

STATEN ISLAND doesn't have a homosexual problem. There is only one queer there (The Staten Island Fairy).

Whatever happened to Dean Leslie W. Engler?

ABOLISH parking space number 70 in front of Finley Student Center.

Tuli Kupferberg — the Second Coming ? ? ?

A Very Good Week . . .

The report of the Committee of 17, issued yesterday, proves to be an intelligently conceived document which, if adopted, will allow more student and faculty participation in decision making and policy at The City College. Essentially, the report calls for adoption of a bi-cameral legislative body, the students in one senate and the faculty in another. Both are delegated powers which logically each should have control over. In addition, both the faculty and the students are provided with inroads into higher echelons of administration than they had. The faculty would sit-in on Board of Higher Education meetings and those of The Review Committee of the College. Students would sit-in on departmental hearings and offered a chance to offer suggestions on curriculum. Joint Committees of both houses would investigate specific aspects of campus life.

The intelligent system of checks and balances built into the system prevents any interest group from doing anything too extraordinary. It gives each of the three major components of the college community — student, faculty, and administration — its rightful place in the decision making process.

It is important that the college community read and study the report of the Committee of 17 and inform the group of any changes they deem proper. After the final draft is finished, President Gallagher must approve of it, throw his support behind the document, and try to get the necessary by-law changes through the Board of Higher Education. It's unfortunate that the B.H.E., that great bureaucratic body, cannot be controlled to any great extent by The City College and other members of the City University. If the Committee of 17 report is implemented here, though, a great step forward will have been taken to insure truly representative, democratic decision making on this campus.

. . . With One Exception

Last week, we asked the Educational Affairs Vice President of Student Government questions about Faculty Council. Or, we tried to ask Miss Gade about Faculty Council. Miss Gade refused to talk to us, saying, "I usually give stories to Campus or OP." Miss Gade feels that TECH NEWS is a separate and unequal newspaper. Miss Gade doesn't think we have a responsibility to disseminate information throughout the entire student body. Miss Gade doesn't think that we are an "official City College newspaper."

Miss Gade is a paradox. She is billed as an "equal rights incarnate." She has reputedly worked very vigorously and very effectively in providing equal rights for all people. Miss Gade is a phony.

Along with the prestige of being a Student Government executive position goes a great deal of responsibility. Part of this responsibility is the moral obligation to try to answer the questions of all students. Perhaps Miss Gade thinks that we are not students. Perhaps Miss Gade feels that we are not as good as other students.

The facts are clear. Miss Gade has deliberately and overtly engaged in an act of discrimination. In doing so, she has cast serious doubts as to her ability to be Educational Affairs Vice President for the entire college.

Dissenting Report

(Continued from Page 8)

moral rectitude and courageous social conscience. It is these very characteristics which impelled the thirteen students brought before this committee to commit the acts which, it is charged, violated college regulations.

Too many citizens in positions of power and responsibility have affirmed sympathy with those who protest the war, but insist they are unable to implement the dissenters' policies. It is by such cautious discontent that the avenues to change remain blocked, and the efforts to end the war inhibited and retarded. When law, which is one morality, and protest, which may be a different morality, conflict, someone or some group in society must evaluate the two diverging sentiments and strive to institute order and justice. No sector of the American culture is more qualified to analyze the distinctive moralit-

ies and to work to create the most desirable future than the American Universities. What The City College must do is to instill in its students, faculty and administrators, a courage to think seriously about the policies and values of this society and to act upon deep moral convictions. Such thought and action not only must be tolerated, but also must be actively encouraged and supported.

City College must applaud its students who attempt to bring to reality the vague ideology of its liberal teaching. When thirteen students raise their voices to protest the murder of an undeclared war, which has committed one-half million young Americans to fight in a civil war, and when these students lay their bodies on the line to object to recruitment by a company which symbolizes the inhumanity and immorality of that struggle, City College must not punish them.

Moral Commitment of the University

Indeed, the protest of the students attests to the failure of the college to enunciate its disgust at America's war and to repudiate the brutalization. It is the obligation of The City College to seize the initiative for future protest and elevate the moral commitment of the university to the cause of peace and justice. It is the obligation of all members of this college community, the students, the faculty and the administrators, to give serious attention to the disparity between their thoughts and their actions or inactions. The hypocrisy which engulfs American politics threatens to destroy the essence of the meaning of a college education. As E. G. Williamson in the Winter, 1965, edition of NAWDC Journal commented:

In western culture, the mission of an institution of higher learning is to teach students to be thoughtful rather than to become victims of slogans and catch phrases in seeking to understand the societal and philosophic issues of their time. The limits of a private citizen in the exercise of freedom is only the minimum criterion for a college student. Surely some acts that are legal, but immoral, in one's private life would be of such a character as to debase the argument that a student should be subjected only to the legally justified restraints of every other citizen, an argument that misses the essential character of high learning as being geared to higher criteria and standards than are expected of and exercised, unfortunately, by many citizens. If higher learning merely reflects the prevailing confusion and conflict of thinking and of moral standards . . . then surely the essential mission of the university to appraise and criticize the prevailing culture has been debased.

The thirteen students who attempted to block access to the Dow recruiters alerted the entire student body, faculty and administration of the college to the deep necessity of resuscitating the moral commitment of

the university. To sympathize with the students' concern for the course, of national and international affairs, and then to punish them for a violation of a college statute, would be to compound the already grave breach of moral rectitude. Rather, the college must join with the students to achieve a more efficacious mode of expressing its abhorrence of the Vietnamese War.

There is another point which merits attention. Many members of the college community have expressed their concern and anxiety over the effects of mass demonstrations which disrupt the college's processes of law and order. College regulations can be enforced, but order will not be restored by mass suspensions or blanket declarations of guilt. The grievances of those who protest the war extend far beyond the power of the college disciplinary machinery to rectify the conditions by punishment. A frontal attack on mass disruptions of the peace can be made by eliminating the causes of the disorder. In the present instance, such a policy requires denying the convenience of having recruiters on campus. Also, let a meaningful dialogue between students, faculty and administrators begin, with each group sensing both an obligation to elevate the standards of the college and, correlatively, the society, and the capacity to institute their programs.

The short of my position is that the City College must make a real and complete commitment to excellence in its policies and its activities. The college must assume an important role in establishing justice, cognizant of the beliefs expounded in the classroom. To make this commitment requires courageous and bold action, but let the college not delay in affirming its intention. The first step the college must take is to acquit the thirteen students of the disciplinary charges. Then it must continue and fulfill its essential mission, to appraise, criticize and elevate the prevailing culture.

Committee of 17 Proposes New Student-Faculty Powers

(Continued from Page 1)

such "president" exists now. A Senate Committee on Administration would investigate the conduct of administrative affairs and report to the Senate on them. A Committee on Institutional Planning, to which the President of the College would submit his annual tentative budget, is also recommended. Ad hoc committees are also called for.

Under the Committee of 17's proposals, the Faculty Senate would elect a full-time faculty member to sit as a non-voting member of the Board of Higher Education and send three non-voting members to the Review Committee, the administrative body which determines promotions.

Ex-officio members of the Faculty Senate would include the President of the College, the Academic Deans, and the Dean of Students.

Students and Administration

A Student Senate is set up in section three of the report. This section, dealing with Student-Administration affairs, would give students the primary responsibility for setting rules and regulations concerning student activities. A checks and balances system, by which 1/3 of the Student Senate or 4% of the Student body could appeal a decision of the Senate to the Faculty Senate, controls this body's actions. (A 3/4 vote in the Faculty Senate could then override the Student Senate.) In addition, 10% of the student body

could request a binding referendum on any issue to which the Senate addresses itself.

Within the area of student conduct, policy and procedural decisions would be made by concurring votes of the Student and Faculty Senates. A Student-Faculty Discipline Committee would enforce these policies. The Minority Report of this section asks that a joint committee be established "with the function of determining the point at which off-campus legal authorities shall be called onto the college grounds."

Joint committees would be established concerning themselves with such other issues as the Bookstore and the Cafeteria.

Implementing Report

The method of implementing the Committee of 17 report is uncertain. Dr. Bierman thinks that a campus-wide referendum is "not a bad idea." The report notes that many by-laws of the Board of Higher Education must be changed before the report can go into effect legally. Dr. Bierman would not comment on the chances of passage of these by-law changes, spelled out in the report, but said that their passage "depends on how strongly the President [Dr. Gallagher] is behind it."

An Interim Proposal is included in the report which recommends setting up a temporary committee consisting of six faculty members and six students. This, according to the proposal, would "increase student-faculty participation in de-

cision making" until the Board of Higher Education acts on the by-law changes. The committee would meet with President Gallagher on all matters affecting the entire campus and receive all committee reports of the Faculty Councils and the General Faculty. (Faculty Councils would not be changed under the report but would have to restrict themselves only to Departmental affairs.)

Organization of Committee

The Committee of 17 was set up by a student-faculty committee after the Spring, 1966 sit-in in the Administration Building in protest of the new Draft regulations. Its purpose is to recommend "procedures for increasing student-faculty participation in decision making." A mail vote by the staff of the College approved the Committee of 17 by a 2-1 margin. Student Government concurred.

The Committee as set up, consists of eight students, six faculty members, and two administrators. The faculty members are Professors Godol (History), Bierman (Physics), Sohmmer (Mathematics), Steinhäuser (Mechanical Engineering), Guerriero (Education), and Taranjoli (Law/Baruch School). Deans Ballard (Liberal Arts and Science) and Peace (Students) were the original administrators. Dean Peace was later replaced by Acting Dean of Students Maisel. Jerry Ostroff, an Uptown Day Session student, is vice-chairman of the Committee of 17.

Pass-Fail Courses Due in '68

(Continued from Page 1)

great deal from such a course. At many other colleges, the pass-fail system has been instituted to encourage students to go outside their major without fearing the effect on their academic index. Columbia, Princeton, Queens, Hunter, and Brooklyn are only a few of the colleges that have adopted the pass-fail system on a limited basis."

This proposal was approved without change.

Evaluation Evaluated

Referring to the approval of the Course and Teacher Evaluation that Student Government is attempting to organize, Dr. Gallagher commented that the Faculty Council, "Voted to endorse and cooperate with SG's

Course and Teacher Evaluation project." He also stated that these proposals have only been accepted by the School of Liberal Arts and Sciences, and that the School of Education, the School of Engineering, and the School of Architecture have yet to consider these two proposals; it is expected that they will meet and approve the institution of these innovations.

Student Government Educational Affairs Vice President, Janis Gade, an attendee of Faculty Council meetings, refused to comment on the Council's actions.

Speculation from the Administration forces the use of IBM cards for use in evaluating students, but Dr. Gallagher feels that one of the questions will be very misleading — that question

concerning the logical flowing of the course. Morris Raphael Cohen, once a Philosophy professor here and for whom the library was named, never taught a logical flowing course. He always threw problems out to make students think. The teacher who has constructed a course to create problems for the students, will probably receive an unfair rating with respect to this question and I would recommend rewording it.

Lou Weiskopf, Vice-President of Student Government, was overwhelmed with the news of the Faculty Council meeting. He stated, rather surprisingly, "This is the first real step towards Student Power. This is the type of student power that is needed. This is real Student Power."

Dow Sit-ins Get Suspensions

(Continued from Page 1)

class absences. If observed on campus, however, the students are liable to increased penalties, ranging up to expulsion.

Opinion as to the severity of the penalty is varied. Professor Paul Karmel (Mechanical Engineering), a member of the committee, believes that "the students won't lose much, and the suspension doesn't appear on their academic records." Melvin G. Allen, one of those

suspended feels "irreparable harm will be done to the student who is taking a course which depends on a teacher, rather than on a textbook."

John Van Alst, '68, a former member of the Discipline Committee, charged that the committee is still a "complete farce. Students are completely denied of due process. The committee might as well disappear, because the Dean can make up his own punishment." Barry Markman, another suspended student,

maintains that "Membership on the committee should be a salaried position, as they will be very busy in the next few years."

Although the students can appeal their suspension to President Gallagher, little hope is held for this alternative. Allen feels that the President will uphold the "standard psycho-paternal rational: 'We must maintain discipline, whatever the moral issues involved.'"

Student Power...

(Continued from Page 3)
 Still to be elected (in the December by-election now coming up) are two members of the General Faculty Committee on Student Activities, which has almost final legislative power over every aspect of student life. This committee is to have six student members; two from Baruch, one from evening session, and three from day session. Just as S.G. President Joe Korn holds one seat ex-officio on D.S.P.S., I hold an ex-officio seat — as Campus Affairs Presi-

dent — on G.F.C.S.A. All student members of the committees. Do you have any closing remarks?

Yes. I would like to make this plea to the reason of the student body. When you read in the newspapers that your elected officials are "bureaucrats," it will be in your own interest to weigh such loose statements against the genuine accomplishments of the present S.G. administration. Student power is coming about; it is being achieved through patient face-to-face discussion, not through physical confrontation.

Concurring Report...

(Continued from Page 7)
 What he postulates as a "crime against humanity" and a "bad war, an evil war, an immoral war, a war that never should have happened" is not a universally accepted, objective axiom. To argue from such a shaky base permits building beautiful, self-contained systems that crumble when put to rigorous, honest examination.

The moment the protestors stopped peaceful picketing and physically blocked access to the recruiters they overstepped the bounds of permissible activity in a free society.

For this and all the other reasons mentioned above, I think the committee quite properly finds the protestors guilty and recommends a fitting penalty.

CAREERS IN STEEL



Our representative will be on campus

FEBRUARY 14

to interview candidates for Bethlehem's 1968 Loop Course training program.

THE LOOP COURSE trains selected college graduates with management potential for careers with Bethlehem Steel. The Course begins in early July and consists of three phases: (1) orientation at our headquarters in Bethlehem, Pa.; (2) specialized training in the activity or field for which the Looper was selected; and (3) on-the-job training which prepares him for more important responsibilities.

OPPORTUNITIES are available for men interested in steel plant operations, sales, research, mining, accounting, finance, and other activities.

DEGREES required are mechanical, metallurgical, electrical, chemical, industrial, civil, mining, and other engineering specialties; also chemistry, physics, mathematics, business administration, and liberal arts.

If you expect to be graduated before July, 1968, and would like to discuss your career interests with a Bethlehem representative, see your placement officer to arrange for an interview appointment—and be sure to pick up a copy of our booklet "Careers with Bethlehem Steel and the Loop Course." Further information can be obtained by writing to our Manager of Personnel, Bethlehem, Pa. 18016.

BETHLEHEM STEEL

An Equal Opportunity Employer
 in the Plans for Progress Program

The Inhuman Factor

By JAY MICHLIN



This week we have something new to consider: Computer Registration, and why we should resist it to the last drop of our blood. This particular menace does not seem upon us just yet since the administration failed to get the new IBM-360 machine installed in time to use it for registration, but by September, or perhaps by next February, we can expect to have a roomful of transistors and punchcards making up our academic programs for us. It is probable that when a mechanized registration system finally descends upon the student body, it will be with little or no warning and with no possibility for appeal. Therefore it would seem to be a good idea to consider and discuss the computer situation while we can still do so with impunity.

Proponents of electronic registration try to convince us of the truth of their thesis by appealing to our emotions. "No more closed sections," they say, "and no more long lines or confusing instructions. Let the machines take over all of that." What's more, we are told, "the computer doesn't make mistakes like scheduling conflicts." To this, my only answer is that it is untrue. Let us examine the facts using Queens College, our sister institution, as a case in point.

Since last year, Queens has had its own system of computer registration. It has been characterized by the most outrageous fiascos in recent memory. For instance, one section of a certain speech course was mis-programmed into the computer resulting in a triple conflict for over a dozen students. Each of these students was actually scheduled for three different classes that met at the same time on the same days. This was not an isolated instance. Many students had their programs loused up in one way or another. But this was minor compared to the general chaos caused by the machinery. Lines to get the cards on which programs were to be submitted were often four hours long. And once

a student submitted a proposed schedule, as often as not he would get a nice note in the mail to the effect that his chosen sections were closed, and he must return to that long line to submit another program and try his luck again.

It was found that lower classmen were especially subject to this transistorized travail, while upperclassmen did worse than usual by a smaller margin.

Of course, there are institutions in which computer registration is working a bit better than this. In those cases, no one gets a bad program, nor does anyone get a good program. Instead, everyone gets a mediocre schedule which often runs to six o'clock and includes Saturday morning classes.

The point is that a machine cannot be taught all of the preferences and requirements of ten thousand students nearly as well as the students themselves know them. Nor can a machine make continuous corrections to a planned program, as sections are electronically closed down.

A computer cannot understand that one teacher might be preferable to another. It will not permit a compact, early program if it is instructed to give everyone a compromise. Perhaps all of these shortcomings did not show up in the pilot group which tried out the system this term, but it is important to remember that a test group of three hundred may not properly represent a community of ten thousand.

I have one other argument with mechanized registration, specifically at The City College. It is that the way our present computer is run is wasteful and inefficient, and with the newer, higher power machine, this negligence will surely multiply. Specifically, I am referring to some of the things that student aides at the computation center get away with. One example of this should suffice; to wit, I know of one aide at the

(Continued on Page 7)

Hindsight

By ANDY WOLF & STU SCHARF



(This week's column is by Andy Wolf)

The last election renewed talk of a Student Union. I have yet to hear a suitable definition of exactly what this Student Union is. From the information that I have been able to gather, it is a method for the Student Power people to gain the power denied them by the majority of the student body last May.

According to Tom Friedman, the difference between Student Government and the Student Union is that one is representative democracy and other participatory democracy. Let us look at one of the functions of Student Government and see how Mr. Friedman's Student Union can perform this function.

This function is the allocation of funds — perhaps the most important job that is done by Student Government. Each term, approximately \$40,000 is allocated to student organizations. How does Mr. Friedman propose we do this — by referendum? Well, maybe, says Mr. Friedman, but in any case we'll have a steering committee for our Student Union. Oh, a Steering Committee! How wonderful! I suppose that members will be elected to this committee. And it certainly follows that this committee will be given certain powers to make decisions on behalf of the Student Union. How strangely similar this sounds to something I know as Student Government.

And I wonder who will head this Student Union? Maybe Larry Spend-it-like-there's-notomorrow Yermack. Or how about the ever popular Barry (Vote No) Shrage? People in whom the students have continually shown their faith.

Say what you will about Student Government. Say what you will about Joe Korn or Jeff Zuckerman. I'll stick with SG. I have faith that the students here at The College will stick with SG, because, for all its shortcomings, it is in-

initely superior to the nonsense that the Student Power people will give us.

Student Council, at last Wednesday night's meeting, took a very significant step in integrating the students in the pre-baccalaureate program into The College at large. Pre-bacs will, from now on, be allowed to vote and seek office in SG elections. Prior to last Wednesday night, I had many misunderstandings regarding the Pre-bac program as did many other students. These were effectively cleared up by the representatives of the Pre-bac program in attendance at the meeting. For example, I found that due to the nature of the funding of the program, and Administration bureaucracy, Pre-bacs who are fully matriculated as day session students are regarded as students in the School of General Studies.

Two weeks ago, Council mandated campus organizations to accept Pre-bacs as members.

It is interesting to see the "conservative, reactionary Student Council" do so much more for the Pre-bacs (who are predominantly Negro and Puerto Rican) than the "liberal" Student Council of last year.

I read in an article in the New York Times several weeks ago that drugs have replaced sex as the big kick on campus. While I feel that nothing can really replace sex, I will admit that there is an increasing interest in drug use. Henry Frisch, the Campus Affairs Vice President of SG and Honey Weiss, Community Affairs V.P., are organizing a conference on drug usage that will bring many experts on the subject to The College. Hopefully they will shed light on this problem.

It is too bad that the relocation program for the people living behind Klapper Hall fell

(Continued on Page 7)

PROFILES



Dr. Arnold Bornfreund

Dr. Arnold J. Bornfreund, Assistant Professor of Political Science is not really new to The City College, nor is The College new to him. Their association began some 15 years ago when he was an undergraduate here. After receiving his B.A. degree in 1956, Dr. Bornfreund left The College, not to return for six years. In 1956 he began work as a Public Administration Intern in Albany. During his stay there he was not particularly satisfied with his work and with Albany itself. He called it "a desolate city," and found himself commuting to New York City on weekends.

It was perhaps a result of his dissatisfaction with his work that he decided he could accomplish more from outside the government than from within.

He applied to Columbia University in 1957 and studied there for the next three years as a Ford Foundation Fellow until 1961, when he completed his Ph.D. oral exams. Afterwards, he accepted a teaching position at Western Reserve University in Cleveland, which he describes as "a miniature CCNY." He finally returned to The City College in 1962.

Dr. Bornfreund's specific interests lie in the subjects of the courses he teaches: Public Administration; Government of Metropolitan Areas; State and Local Government; and problems of the cities in general. Says Bornfreund, "I'm interested in the less visible areas of government which affect the individual in the visible areas." He feels that many Political Science students tend to neglect the former in studying the latter.

When questioned regarding the significant turnover of faculty in the Political Science department, Dr. Bornfreund said, "I think this year's loss has created a vacuum to some extent," but, he added, that the "replacements are obviously very competent." The difficulty for the students, as he sees it, lies in the number of part-time people teaching one or two courses. This breaks the sense of continuity in the department, especially when it comes to graduate recommendations.

Prof. Bornfreund's favorite pastime is cycling every Sunday in Central Park. With a grin, he calls it "a major contribution to the cultural climate of New York."

His future plans include traveling as much as possible, and he is currently working on a project dealing with the career of Robert Moses and his [Moses'] various roles solving or creating problems.

Dr. Bornfreund's general philosophy of teaching, as he states it, is to "emphasize the relative and break down the blacks and whites into shades of grey . . . I try to bring in some of the complexities of the world as it really is."



Mr. Michael Copeland

Economics is one of the few subjects that may be able to shorten the path between North and South campus. As Michael Copeland of the Economics Department pointed out, it takes the same type of foundation to pursue economics successfully as it does to pursue engineering. He believes that many Engineering, Mathematics and Science students would find some of the economics courses offered "most helpful in their later practical application of their studies. It will provide them with a broader viewpoint and better understanding of what they're learning. Economics," he says, "is the most rigorous and most logical of the social sciences. Any knowledge of mathematics and technology can be an invaluable asset in studying economics."

Mr. Copeland feels that if an engineer has some leaning toward social or economic issues, he should consider switching to the field of economics — especially since the study of economic equilibrium has definite parallels in science. He would "like to see those who did well in engineering, but who are not sure that engineering is what they really want, make the switch. The competition in economics may be less severe, but the subject matter is still quite difficult.

Mr. Copeland is a young man with young ideas. He was born in Toronto and received his B.A. at the University of Toronto. He majored in actuarial mathematics but found his interests were wider, and did his graduate work in Econometrics at M.I.T. Copeland was a top student in both high school, where he received a College Entrance Scholarship, and in college, where he won a Woodrow Wilson Scholarship. Copeland is working on his own doctoral thesis now, but says he is having difficulties since he didn't have much practice writing term papers as an undergraduate. He teaches both graduate and undergraduate courses and finds them most rewarding. His uncle is a well known Professor of Mathematics at the University of Chicago, Prof. Kaplansky.

In his leisure time he enjoys working on mechanical things, and is always taking things apart and putting them back together. He likes tinkering with cars and riding his motorcycle. He water and snow skis, and when he can't do either he plays bridge or chess. Mr. Copeland is opposed to the war in Viet Nam, and took part in the anti-war demonstration at the Pentagon this November.

He's only been in New York for three years and he seems to like it well enough to stay a lot longer. He and his wife are expecting their first son some time in February.

Concurring Report

(Continued from Page 8)

from the whole College was interested in a job with Dow Chemical and ten thousand others thought manufacturing napalm immoral, that student should have been assured access to the recruiter.

The protestors might fall into the same intolerant class as the puritans. One wag says the reason the puritans came to this country was "to worship in their own way and make other people do the same." And the sincerity of the protestors, though impressive, is no excuse either. The world has seen too many holy wars and inquisitions not to realize that sometimes earnest men, consecrated to a cause, may be dangerous.

If "moral repugnance" becomes the criterion for tolerance, as the protestors implicitly urge, woe unto the College! Examinations, it should be obvious, are "morally repugnant" to most students. Let a professor announce a test, and no sooner are the words out of his mouth, than his pupils react emotionally. Does this justify a sit-in to prevent anyone from taking the exam? What if the Young Americans for Freedom blocked the **Observation Post** office? Or suppose Polly Adler's successors came on campus to recruit girls. Very possibly members of the Newman Club, under the banner of "morality," would sit-in to sabotage the interviews. And if they did, and if there was no by-law or regulation of the College prohibiting procurement, their action would be on all fours the same sort of intolerance alien to the tradition of the Western University. Sober reflection seems to indicate that the measure of our tolerance is the amount of "moral repugnance" which we can stomach.

The Berkeley students three years ago demonstrated, in the name of tolerance, against a regulation "disallowing on-campus advocacy and organization of off-campus illegal activity." The same spirit which allows students at City College to do such blatantly illegal, and to

many folks "morally repugnant," acts as burning draft cards and organizing draft protests, is a two-edged sword. That ethos of tolerance must allow the same rights to the other side. If it depends on whose ox is being gored, then it is far from genuine tolerance.

The Dow protestors also seem to miss the snowballing quality of intolerance. They call themselves society's "moral conscience." It is a thin line, possibly a non-existent one, separating "moral conscience" from "moral censor." When the war is over and the excited emotions of the moment subside the College community will still work within its established patterns. If the precedent of "moral repugnance" becomes ingrained in the College's thinking, what is to prevent a less enlightened College President from banning all left-wing organizations because he finds them "morally repugnant?" In this sense the protestors' actions were not in their self interest and were particularly shortsighted.

It is for the intellectual community, which must serve as an example for all society, to demonstrate proper expressions of dissent — expressions which are in keeping with the basic principles of democracy and human behavior. It should be kept in mind, too, that every student who enters this College signs a pledge agreeing to obey all rules and regulations. Admission to college, although some people mistakenly regard it as a right, is a privilege. Such a privilege certainly does not bestow on anybody a license to interfere with other students or industrial recruiters or the normal conduct of College business.

The committee, after weighing the considerations, rightly picks the deeper and probably more essential tradition of the Western University when it decides in favor of true tolerance. If City College of New York, with its unique history of dissent, cannot be tolerant, what University can?

Morality, Logic, and Vietnam

The major premise from which the protestors argue is that the Vietnam war is so disgusting, so wrong, that their actions are right and necessary if they hasten its end. An editorial entitled "Resistance" in the December 1, 1967 issue of **Observation Post** states, "The war in Vietnam is clearly immoral. No one can argue morality in the face of pictures of burnt children, reports of civilian Vietnamese casualties, and flocks of refugees." Perhaps even a majority of this committee agrees. But the double question each protestor and each member of this committee must ask himself is:

"Does ending the war in Vietnam transcend everything else? Is it, therefore, more important than abiding by all the traditional rules so much cherished by our people?"

What **Observation Post** and the protestors can't help but see as immoral can be interpreted differently by other men. The issues are not black and white, but large and complex, about which intelligent men may differ. Individual "can't

helps," in the Holmesian phrase, are not necessarily "cosmic can't helps." It takes a certain sort of arrogance, not at all in keeping with an intellectual community, for a group of people to try to impose their ideas of morality on others. As philosopher Sidney Hook writes, "The law is not always wrong and the voice of conscience is not always right — especially when consciences conflict." Those protestors who tried to prevent Dow interviews were acting on an anti-democratic ideology of rule by dictatorial elite.

Moreover, Professor Stark in his address used "ineluctable logic" to show that when the committee condemns these students it condemns the entire College community. Professors, of course, have no private monopoly on logic. By condemning the protestors the committee really commends the College and upholds a "higher law" than transient moralities. If Professor Stark were to check his premises he would see why his "logic" is circular.

(Continued on Page 6)

Inhuman . . .

(Continued from Page 11)
center who wasted computer time with a survey to find out the top ten rock 'n roll discs at The College. This is doubtless an important computation, but it seems out of place when our present computer runs around the clock and still can't keep up with the important work it must do.

If any readers are still in doubt, I suggest that they remember what they have had to do to get satisfactory programs in the past, then try to formulate their actions in the simple

logic it takes to explain anything to a machine. If you are with me this far, multiply your answer by ten thousand students and you will have a good idea as to how well computer registration will work at The College.

"IT"

Is Coming
December 22

Wolf . . .

(Continued from Page 11)
through. However, I must remind my good friend Dan Limerick that, as "silly" as SG's proposals were, they were not as silly as Onyx's were impractical.

This will probably be the last **Hindsight** column written by me this term. I wrote the last two, and by now Stu Scharf must be itching to get his in. I thank all those who saw fit to comment on my column, whether favorably or not, and I wish all of you a good and productive New Year.

The Student-Faculty Disciplinary Committee

Concurring Report

By DANIEL KORNSTEIN, '68

This Dow protest raises issues which pierce through to the vitals of a free society: the role of individuals and the University within such a framework. Some of the students' advisors tell the committee to look beyond legalisms and to decide on more important grounds. On legalisms alone, the protestors'

contentions clearly fall. There is no question of fact. The students admit to sitting or standing in Steinman Hall corridors or blocking doorways and refusing to leave when asked to do so. That all students scheduled to be interviewed were in fact interviewed later, is in no way due to the protestors' lack of intent or effort, but to the

administration's foresight. Yet the bigger questions brought out by these sit-ins and the resulting hearings should be met head on. If the seemingly taken-for-granted assumption that the protestors were morally right can be shown to be incorrect, then perhaps this committee's decision will have more meaning.

Civil Disobedience, Freedom, and Liberty

The protestors and their advisors say the alleged immorality and alleged illegitimacy of the Vietnam war justify the actions they took. These conditions might be enough to justify the individual's own non-participation, commonly called civil disobedience. But, in and of themselves, even if they are true, such allegations do not justify interfering with others. "Liberty," Judge Learned Hand reminds us, "is not freedom to do as one likes. . . . A society in which men recognize no check upon their freedom soon becomes a society where freedom is the possession of only a savage few."

If the protestors' conception of life in society were to be believed, each individual would decide what his neighbor could and could not do. "Fire burns both in Hellas and Persia; but men's ideas of right and wrong vary from place to place." If we are all to have our own way, each would have a universal war against everyone — "bellum omnium contra omnes." Everybody would sit in judgment of everybody else. Ten years ago, after his retirement from the U.S. Supreme Court, Justice Stanley F. Reed maintained, "The revolutionary theory of complete liberty to the individual in the pursuit of his own happiness, thought by some of our citizens to have been achieved" by the peace treaty with England in 1783 "proved too heady a draught for the practical affairs of life." No doubt it ought to be the individual's right to refuse to go along with his community; but those protestors who ask to retain a personal veto over every activity of other people are asking for the kind of latitude which breaks the bonds of civil society.

Even a staunch supporter of civil disobedience sees this crucial point. John Cogley, editor of *The Center Magazine* of The Center for the Study, of

Democratic Institutions, wrote in the November 28, 1967 issue of the *New York Times Magazine* (the article was entitled, "Dissent Is Not Enough"): "There are, to be sure, limits on justifiable civil disobedience. Those opposed to Vietnam have no right to destroy law and order at home . . . to say they did would be to turn the case for civil disobedience into a charter of anarchism. Their moral, not legal, right to disobey extends only so far as their moral duty to resist evil, to refuse to cooperate with evil-doing, to do all in their power to persuade others that the evil they see is evil, and to encourage others to have no part in it."

At the hearings, Prof. Irwin Stark (English) quoted a speech by President Buell Gallagher (at Lafayette College, October 20, 1967) to show that the real difference between freedom and liberty is "freedom has dimensions of moral responsibility, positive dimensions, while liberty's highest morality lies in striking off the shackles." Freedom, consequently, seems to mean acting on one's moral convictions. Professor Stark went on to tell the committee that the "true dissenter, the genuine conscientious objector . . . acts in the name and cause of freedom," (emphasis added). And President Gallagher adds "Moral freedom comes only to those who believe in it enough to practice it." Several of the protesting students declared they were only putting into action what they have been taught in school. If this is what freedom really means, then were not those engineering students seeking interviews also acting "in the name and cause of freedom?" Were not they too acting on their moral convictions? Whose freedom comes first? Freedom, so defined, can easily slip into license. Will not other groups of students, intent on attaining their objectives, be encouraged to adopt similar tactics? If the choice is between

a "Freedom" synonymous with terror and chaos and a "liberty" allowing individual action so long as it does not infringe others' selfregarding actions, upright men choose liberty without moral strings. Freedom, as Dr. Gallagher and Professor Stark use the term, is not a desideratum. Ordered liberty, if properly understood however, may be such a goal.

Yet Professor Stark also sees that people who disobey laws may be courting more than is immediately apparent. His comments, although given in defense of a student's actions, make a good argument against such actions: "To display an indifference to these laws — to substitute self for community whenever a law proves to be inconvenient or restrictive — is to invite the disaster of anarchy, to opt for the law of the jungle rather than the laws of what we would still like to think of as civilized society." The committee agrees and decides accordingly.

Prof. Leonard Kriegel (English), an adviser, and the protestors invoked the names of Henry David Thoreau and Plato as justifications. The very essence of Thoreau's refusal to pay his taxes because of slavery and the Mexican War, though, turned on his complete willingness to accept the penalties of his act. Plato, in a similar vein, describes Socrates patiently explaining to Crito that a man must suffer the punishments which the society that nurtured him imposes for breaches of law. Neither Professor Kriegel nor the students brought out these points. Indeed, the temper of the protestors' actions and the tone of the hearings recall, more than Thoreau or Plato, Rosolnikov's theory of certain men being above the law in *Crime and Punishment*. The reasoning of Dostoevsky's character and the protesting students gets the short shrift it deserves.

Tolerance and the Western University

Much argument was made by students and advisors that an historical element of the Western University is its aloofness from the affairs of government. Paul Goodman, author of *Growing Up Absurd*, believes what he calls the "military-industrial" has invaded sacrosanct University domain through massive defense research grants to "commend" the students for their actions as the first step towards ridding the University community of this threat to its independence and possible academic freedom. Completely

overlooked by Mr. Goodman and those agreeing with him is a deeper, perhaps greater tradition of the Western University: tolerance.

Tolerance, if it means anything at all, embraces more than the narrow realm of free speech. It covers people, their views and their self-regarding actions. In *U.S. v. Schwimmer*, 279 U.S. 644 (1929), Justice Oliver Wendell Holmes, Jr. correctly suggested that the "principle of free thought" means "not free thought for those who agree with us but freedom for

the thought we hate." Probably no other institution is more capable of such an Olympian attitude than the Western University. Its source of strength comes from its refusal to make pursuits subjects to popularity polls. Once President Gallagher decided not to hold a referendum on the recruiters, whether or not that decision was a wise one, he set in motion the machinery that would have made it possible for any student to have his interview. At that point, even if only one pupil

(Continued on Page 7)

Dissenting Report

By ARNOLD LUTZKER, '68, and STUART GREEN, '68

It has been the policy of the City College to invite firms, which seek to recruit students for employment upon graduation from college, to send representatives to CCNY. The case before the Student-Faculty Discipline Committee involves thirteen students who attempted to block access to the recruitment interviews of the Dow Chemical Company on Monday, November 13, 1967.

Over the last several years, an ever-increasing number of students and members of the faculty have participated in demonstrations to express their opposition to the War in Vietnam. As the tempo of America's involvement has been increased, dissent on campus has ranged from picketing to draft-card burning. The Dow Chemical Co.,

which produces napalm, a jellied-gasoline purchased by the United States Government for use in the war effort, was selected by the war protestors as a symbolic target against which to express their horror at the brutalization of the Vietnamese War. Terrifying visual documentation of charred and mutilated bodies can convince anyone of the cruel effects of napalm upon the Vietnamese men, women and children. The ferocious punishment of the victims of napalm vividly symbolized for these thirteen students the malice, the irrationality and the immorality of America's war effort. It was against the use of this chemical compound and the continuance of this war that the thirteen students wished to protest.

The Depth of Commitment

The depth of the commitment of these students was well known several weeks prior to the arrival of the Dow representatives. Warnings were presented to the administration of the college that to admit Dow on campus would force the students' hand and that they would reply by attempting to block access to the company. A number of college organizations and the Faculty Instructional Staff made requests to the President to call off the scheduled interviews with the Dow Chemical Co. or at least to hold a student-faculty referendum on the question of "What should be the college's policy on recruitment on campus?"

In response to these demands, President Gallagher held an open convocation four days before Dow's scheduled appearance to air various opinions on this issue. His decision was to permit the Dow representatives to come to CCNY and to hold, at some time in the future, a student-faculty opinion poll to determine whether or not the recruitment policy should be continued.

When the Dow recruiters arrived at the college, approximately one hundred students and faculty members sat down in

the basement corridor of Steinman Hall and attempted to block access to the Dow representatives. Thirteen of the students were requested by college officials to cease interference with this college activity and, after failing to leave when directed to do so and warned that such failure would result in their being summoned before the Discipline Committee, the students were handed summonses to appear before this committee.

The issue that the Administration would have the Discipline Committee decide is, "Did the thirteen students attempt to block the legitimate college activity after being warned to leave by college officials?" The question, in that instance, is simply a matter of fact, based upon the evidence that the students were present in Steinman Hall attempting to impede access and failed to desist in their actions after being warned by college officials. However, such an approach avoids a more critical consideration, that is, "Why did the students resort to this form of protest at this particular time?" After that primary deliberation, it is desirable to evaluate the legitimacy of their activities.

Avenues for Peace and Reason

In the course of the Discipline Committee hearings, the students did not deny their presence at Steinman Hall and acknowledged that they were approached by college officials. They were there, basically, because they had the courage to fight for their moral convictions. They had participated in peaceful protest many times in the past. They discussed, argued and attempted to reason with officials in positions of power to respect their requests, that is, to fight to end the war. Repeatedly, their protestations were rebuffed. The City College's decision to permit the Dow Chemical Co. to recruit on campus represented another repudiation of their beliefs. Instead of silently accepting the college's position, the thirteen students had the courage to face suspension, expulsion and arrest in order to dramatize their abhorrence for

the War in Vietnam and the college's silent complicity with the war by admitting Dow recruiters. In short, these students placed their future careers in jeopardy in order to warn CCNY that it was making a grave error.

In an age of atomic weaponry, when nations possess the capacity to destroy all life on earth, it is vital to each nation to open all avenues for peace and reason among men. The American University, or more specifically, The City College, ought to be in the foreground for creating a future in which citizens of the United States can cooperate with other peoples and resolve their differences without resorting to war. To place itself in the vanguard of this national effort, the University, that is, CCNY, must encourage by its curriculum and promote by its policies,

(Continued on Page 5)

4745-146