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TECH NEWS



THE CITY COLLEGE

VOL. XXIX — No. 5

WEDNESDAY — 5 MARCH 1969

NEW YORK, N. Y.

An Editorial

This \$20 Million Building May Rise On Empty Campus



CHANCELLOR BOWKER warns that under the proposed budget, the City University is finished.

The City University is now confronted with a budget crisis of frightening dimensions. The Governor's proposed State budget has drastically reduced the funds needed by the City University to meet its goals.

(Continued on Page 4)

Faculty Committee Supports Five Demands

By ZEV SPIRO

An ad hoc faculty committee, led by Prof. Paul Milvey (Physics), Friday announced support of the five demands of the Black and Puerto Rican students. The two-part statement, which was issued to the faculty on Monday, urged backing of the demands and stated the committee's belief in the Black and Puerto Rican cause as teachers and as men seeking their own freedom.

The first part of the preamble stated that our present educational system requires the surrender of ethnic identity of the refugee from the ghetto. The faculty group believes that the aim of the demands is to develop the students' minds without losing their souls. They went on to urge that the number and proportion of Black and Puerto Rican students must be increased at once. White students can't be fully educated without a genuine integration of social and cultural identities.

The second half of the statement was devoted to support of each individual demand.

The members stated their belief in a separate school of Black and Puerto Rican studies, although they did not subscribe to a segregated school. Autonomy, they felt, could best achieve a truly meaningful and purposeful education without diluting the quality of the education. The school can be most appropriately run by those representing the majority interest of the students involved. They hoped that all these considerations would be most helpful in

preventing the outcome from being a copy of a Negro school elsewhere.

A separate orientation program is due wherever the need arises. In this case a separate orientation program meets the increasing needs that may result from moving students from the ghetto into the college.

The committee believes that it is the democratic right of students to voice their opinions in matters that are of great concern and importance to them. The SEEK students, moreover, have a greater need for this voice in judging the guidelines of their program and its administration.

Universal free higher education is supported by the committee. To uphold this goal, they feel that the racial composition of all entering classes should reflect the Black and Puerto Rican population of the New York City high schools. They stated that the university has a responsibility to all those in need, and that since over 50% of the New York City public school students are Black and Puerto Rican and the percentage is rising, education majors must be required to take Spanish language and Black and Puerto Rican history. They see it as the only way teachers will be able to relate to the students. The faculty group stated that perhaps the inauguration of this policy by the School of Education might set a trend, and eventually lead to a change in the licensing requirements for teachers in the city.

University Senate Envoy Sees Legislators About CU Cuts

By JANE TILLMAN IRVING

"For the first time, the legislators were confronted with faculty members who didn't want to talk about raising their salaries, but who had come to plead for funds for students." Pleading the students' cause was Prof. Bernard Bellush (History) who went to Albany last Wednesday to discuss the proposed City University budget cuts with state Republicans.

Prof. Bellush represented the University Senate, a legislative body composed of faculty members from all units of the City University, which advises the Chancellor on academic matters. At a meeting on February 12, the group passed a resolution deploring the cuts, and created an ad hoc committee on the budget, which Prof. Bellush chairs. The committee's short term goal is to study the present fiscal emergency, and eventually to fully explore the relationship between the CU and the State University.

The increase in state appropriations to CUNY has been "unique" according to Prof. Bellush: from \$9 million dollars in 1960 the figure has risen to \$100 million in 1969-70. However, he says, "we need much more to fulfill our responsibilities to the community."

Prof. Bellush and Prof. Robert



Crusading Bernard Bellush

Hickok of Brooklyn College met with members of the Joint Legislative Committee on Education and the Department of Education, as well as Lieutenant Governor Wilson and staff from the offices of Majority Leader Earl Brydges and Assembly Speaker Perry Duryea. "We opened their eyes to a situation they had not seen. We're fully aware that we have students sitting on window sills, but the important thing right now is to keep the doors of higher education open." University Senate is especially committed to the SEEK and College Discovery programs.

Students Mobilizing Around Budget Cut

By PAUL SIMMS

Over 1,000 students throughout the City University system are presently mobilizing to fight the budget cuts proposed by Governor Rockefeller. Thus far, their plans include lobbying in Albany for revision and increase of the CUNY budget and a mass rally.

"The City University may die unless the State Assembly and the Senate act by March 31, 1969," is a statement which heads most of the leaflets distributed by the Student Advisory Council (SAC), one of the groups involved in mobilizing. The Council, which is composed of campus leaders, is an advisory group to the Chancellor. The Council has taken on the task of alerting the entire University to the impending crisis and organizing the lobbying trip to Albany.

Black & Puerto Rican Action

A group of Black and Puerto Rican students displeased with the proposed plans for direct action at the last SAC meeting, have developed their own organization for dealing with this problem. Presently, little is known of the plans they have developed, other than a rally scheduled for Saturday, March

15, at the construction site of the State Office Building in Harlem. It is obvious, however, that this group plans to devote much of its time to mobilizing the community rather than the college students.

The Black and Puerto Rican students, representing their respective Third World organizations throughout the CUNY, have developed three demands with which they hope to make the entire city aware of the problem. A section of a leaflet distributed at Brooklyn College read:

"As CUNY students and members of our respective communities, we have formulated the following basic demands in response to the repressive actions taken against us and our people:"

1. We demand that the money allocated for special programs should not be cut but increased above the 1967-68 level, in order that Black and Puerto Rican students are not denied the opportunity to further their education. These programs include: SEEK, COLLEGE DISCOVERY, UPWARD BOUND, and

(Continued on Page 8)

"21% of the students at the City University are Black and Puerto Rican. We are demonstrating that our well developed and well planned SEEK Program, high school graduates with proper guidance, no matter what their preparation or home environment can make effective use of college education" Prof. Bellush said the state should especially take note of New York City's greater problem with its educational system, and of the College's situation as an island in Harlem.

Concerning the relationship between the City and State Universities, Prof. Bellush said, "In a sense, we're a bastard child — first, the city cuts the budget, then the state, then the Governor, and finally the city doesn't expect us to spend the full amount we do get!" The State University, he added, spends twice as much per students as the CU. Although the state schools charge tuition, when the total fees spent by all CUNY students are added, then divided by the total number of students, the amount is close, on a per capita basis, to the state charges.

Prof. Bellush is not new to this type of crusading action on behalf of the University. Four years ago, he addressed the City Council, asking that salaries of upper professors not be raised and the money instead be used for improved facilities. His suggestion was not carried, however. "After all, it's much easier to raise salaries and quiet the voices of faculty members who are not as aware."

The ad hoc budget committee plans to have resolution supporting its stand passed in every faculty council in the City University, and to continue its campaign. They plan to meet with state Democratic leaders next week. The legislators, Prof. Bellush reminds, are open to influence. "They don't know that the City University has 16% Black and Puerto Rican students, and the State has only 2%. Another tactic is to invite legislators to visit the City University, especially Baruch College, where despite miserable conditions, there is dedication to teaching and learning."

Student participation is vital to the success of the campaign. Prof. Bellush suggests that students and faculty write their representatives, influence suburban residents to confront theirs, and is in favor of a pilgrimage to Albany. When asked about the separate Black and Puerto Rican movement in the Student Advisory Council to urge reversal of the cuts, he answered that the "unity is strength" maxim is as applicable here as elsewhere, but that

(Continued on Page 8)

Jews and Blacks: Antagonists or Allies?

By MICHAEL MARKOVITZ

Dr. Leonard J. Fein, Associate Director of the M.I.T.-Harvard joint center for urban studies today, Feb. 27, addressed a group of about 80 students at the CCNY Hillel chapter on the subject of "Jews and Blacks: Antagonists or Allies?" Aside from his position with the M.I.T.-Harvard center on urban studies, Dr. Fein has been a consultant to the office of Economic Opportunity, the Dept. of Housing and Urban Development, the Harvard Graduate School of Education, the School of Education of N.Y.U., the Institute for Services to Education, the Department of Mental Health of the Commonwealth of Mass., and chairman of the Research Advisory Council of the Mass. Commission Against Discrimination.

One need not be as well versed in these matters as Dr. Fein to notice that in recent years there has been an upsurge in Black anti-Semitism and a concurrent increase in its public discussion. Oddly enough, public discussion of anti-Semitism is good for the Jews, because it serves as a focal point around which an otherwise assimilating sub-culture can assert its identity, an identity which, over the years, has partially faded. It is to give American Jewish identity a shot in the arm that many Jewish organizations and papers arouse innate Jewish paranoia by making every rudeness an aggressive onslaught and every derisive remark an organized propaganda campaign.

Having placed Black anti-Semitism in its proper perspective, Dr. Fein, in exploring its

roots, makes use of the fact that Blacks and Jews have been the fall-guys of history, a common position which should serve to unite rather than divide them.

Jewish economic, political and social success, however, as opposed to Black non-success, leads to the conclusion on the part of the Black community that it has been exploited by the Jews; this explains, in one fell swoop, why the Jews are successful and they are not. The facts of life in New York, while by no means representative of the Jewish community in total, do not refute this conclusion — the Kerner Commission found that 39% of the shopkeepers in Black neighborhoods were Jewish, while there was even a higher incident of Jews among landlords, social workers and teachers. Jewish civil rights workers are explained away as hypocrites who through their actions seek to cover up the deeds of other Jews who, because of their gut level association with Blacks, are viewed as oppressors. This view, in addition, is facilitated by the many self-hating Jews who permeate the Jewish ranks. The funding of SNCC by Saudi Arabia certainly does little to promote good will, which only goes to show that economics, like everything else, is a two-headed coin.

Many of the outrageous demands made of the Jewish Community by the Black community were not made to, and were never expected to, be taken seriously; they were made for the sole purpose of enabling the Blacks to cry "Bigot" when they were refused. To the Jew for whom the memories of Auschwitz and Dachau are still fresh, the feeble cry of "Bigot" elicits a response out of all proportion to the stimulus involved. The Jews have always been unable to adjust to violence and the Civil Rights movement, which carries the implicit threat of violence, is bound to produce backlash.

To the Black man in America today, his Blackness is the most important thing about him. The very use of the term "Black" tends to polarize humanity into "Black" and "White." The Jews are erroneously tossed into the "White" pile while, in reality, the Jews are not white at all. To say that they are, is to deny Indian, Arabic, Yemenite and Ethiopian Jewry. The Jew, on the other hand, to whom Americanization is crucial, is proud to call himself "White" rather than "Jew."

The Black man's fight to be accepted for what he is rather than conform to what White America wants him to be is the point upon which the future of America and, strangely enough, American Jewry is balanced. If America can withstand a pluralistic culture Black and Jew can survive as individuals; if America cannot, the Jew will be assimilated-killed by success — while the country will be destroyed at the hands of revolution. It is Dr. Fein's belief that the struggle will be decided by this generation.

Velma Hill of CORE: Separatism is a Retreat

By ELAINE GLEIBERMAN

Velma Hill, an urbanologist and Harvard graduate student, spoke yesterday at the Young People's Socialist League, addressing herself to the needs of young blacks and to the most expedient ways of meeting those needs. The former CORE leader noted that separatism was a form of retreat and that it was because of the efforts of integrationists (both black & white) that increasing numbers of black students could be seen on campuses across the country.

What is needed now, according to Miss Hill, are more remedial and tutorial programs which would better equip young black students in meeting the needs of their community. Militancy, said Miss Hill, entices many poor blacks who are afraid of not "making it" in the white world.

She suggested that a possible way of getting more black professors on northern campuses would be to institute an exchange program between northern and southern universities. A professor at Fisk University might teach at City College for a year and vice versa. It isn't necessary for a black professor to teach a black studies course, noted Miss Hill, since black teachers did not necessarily teach better than white ones. In addition, the demand for black teachers might set up counter

demands in white communities, all of which feeds racist feelings.

In her concluding remarks, Miss Hill pointed out that riots did not bring fulfillment of real needs but simply evoked more tokenism on the part of the white power structure.

In a discussion period which followed, the question was raised as to whether men like Mayor Lindsay might not be responsible for the split between the teacher's union and the black community. Miss Hill said she regretted the split, because she saw the teacher's union as a basically progressive organization. "The teacher who earns seven or eight thousand a year is not the enemy." The mayor was responsible, she said, to the extent that he ignored the differences of opinion within the black community, in regard to the local governing board.

As to the question of more black capitalism, Miss Hill believed the ghettos could not be saved and that a more feasible solution would be to build new integrated cities. The employment problem could not be solved in the ghetto, she said. In order for any movement to have success, it must be an integrated one, noted Miss Hill, since black people are a minority. "The challenge to the establishment must be a democratic one."

Newman Encounters New Learning Community

By MONICA STOLL

To those who are dissatisfied with the rigid structure and red tape of the present system of higher education, I can assure you that relief is on the way in the form of the new Center for Change. The Center for Change, whose goal it is to create a new and radical university, is the result of the merger of two organizations which were previously known as Encounter House and New Learning Community. Encounter House was started in August 1968 by Dr. Fred Newman, a former assistant professor of Philosophy at CCNY. In the same year a group of Antioch College students, under the leadership of Blair Hamilton, formed the New Learning Community.

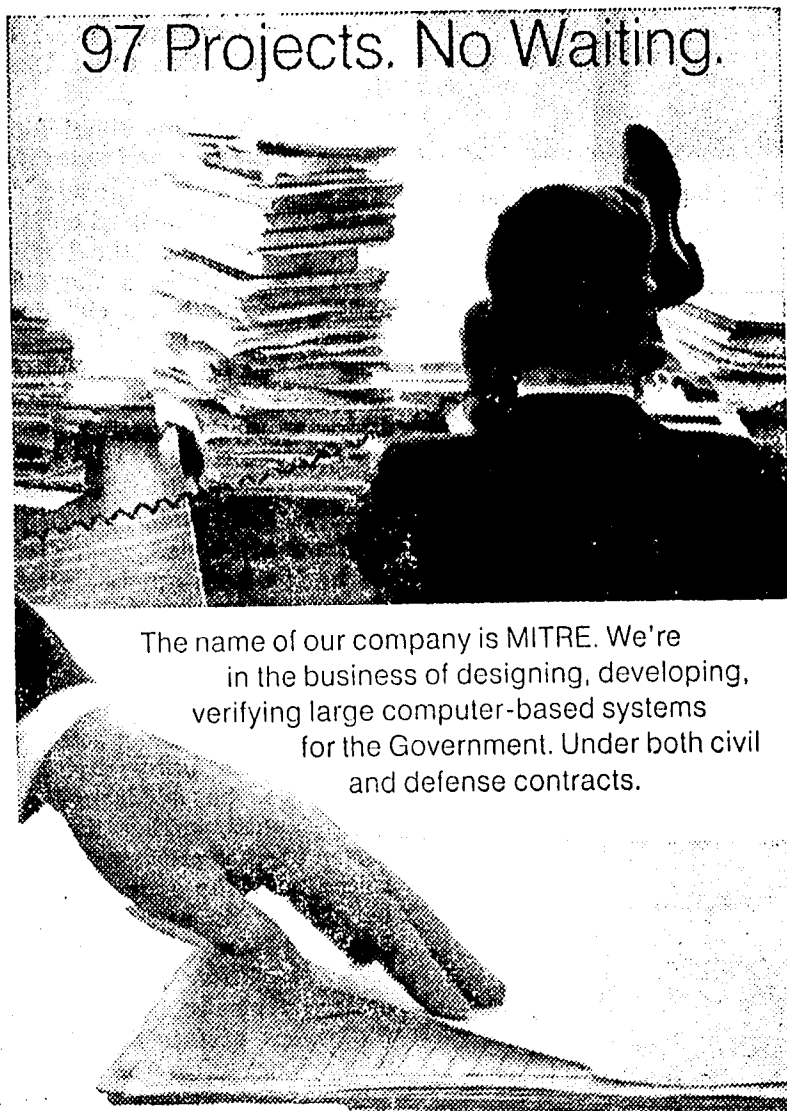
During the short time since the merger, which took place last January, the organization has succeeded in establishing five communes with 300 to 400 active members. One of these communes is a farm in Woodstock, New York; two are in Brooklyn, one in the Bronx. The headquarters is at 252 West 21st Street in Manhattan.

Its first and most important aim is the creation of a free university devoid of all the conditions which put so much pressure on today's students. In the courses, many of which are already being given, no tests or grades will be administered and the student will not be under the pressure of meeting deadlines. There are no provisions for accreditation and consequently there will be no diplomas, a way of eliminating those "students" who are more interested in that white sheet of paper than in knowledge.

Courses are organized on a very informal basis. All it takes to form a new class is a person who feels that he has something to say and, another who wants to listen to it — and there is a class! Anything from film making to science will be offered if the student so desires. Presently, a Third World course is being taught by a former Peace Corps member who has just returned from Latin America while a Chechoslovakian professor talks with, (not to !!), h

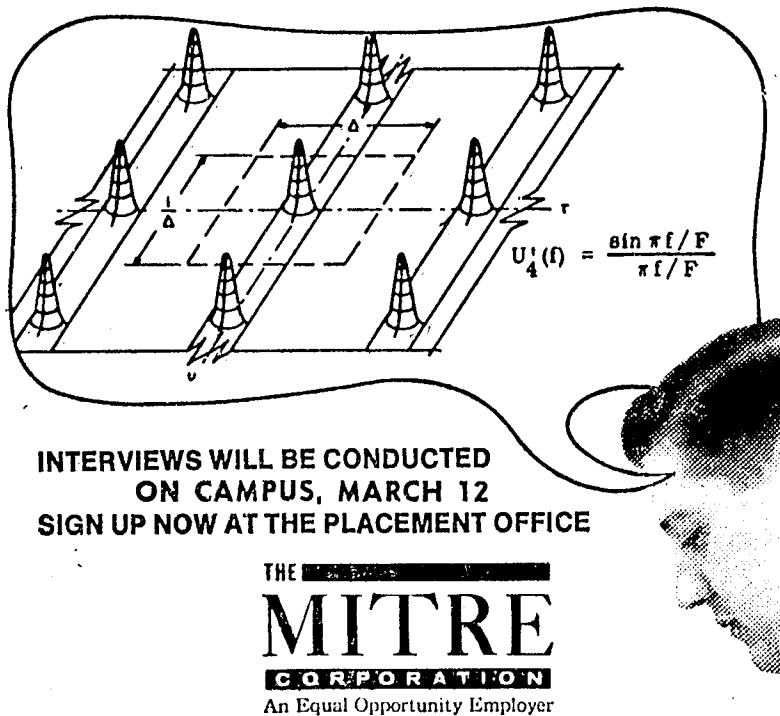
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Black and White Still Don't Mix

By JONATHAN BRAUN

City College, like New York City, is a melting pot that never happened.

The principal ethnic groups of New York have not assimilated into one large, homogeneous culture; they have maintained distinct identities, different heritages and values. New Yorkers have had separate life styles in separate neighborhoods.

Occasionally, the groups enter into a contact situation. The contact, however, as at City College, is brief, forced, and limited. Although, for example, Black and White students share common facilities, they have remained two separate societies.

White may sit next to Black for fifty minutes — Math 1, English 7, Sociology 58 (Minority Group Problems). They may talk a little, exchange notes, and even, in rare instances, engage in a meaningful conversation. A quick survey of the snack bars and cafeterias demonstrate, however, that once outside of the classroom contact between the two groups is virtually non-existent.

Black students associate with other Black students. They read Black literature, belong to Black organizations, and talk about Black subjects. They are together. White students congregate with other White students. They share common experiences and backgrounds, and in their own way are also together. Black and White—they both talk, laugh, and in the snack bar they both groove to the same music. But they march to the sounds of different drums.

Dialogue between the two

Centers of Change

(Continued from Page 2)

students about contemporary Marxism. Sometime in the near future, Professor Leo Hammalian from the CCNY English Department will teach a course in Mideastern politics. Most of the meetings are being held evenings at the Commune centers where about 17% of its members also live. (That explains all the people who, marked with various degrees of sleepiness appeared in the kitchen for breakfast.)

Since the only requirement for admission is a will and ability to learn and to teach, the Commune does not reflect any specific educational, social or economic background.

In order to ensure the success of a new program, designed to expand its operations, "Centers" plans to hire five to six specialists. To provide for their needs, the amount of \$40,000 has to be raised. Here at CCNY a fund-raising campaign starts Monday, March 3.

Anybody interested in joining Centers of Change should call Francesco at any of these numbers, 691-7369, 691-7640, 691-641.



Photo by Mike Chayes

BLACK STUDENTS REFUSING white students admittance to Admin. Building during February 20th takeover.

groups — constructive and relevant dialogue — is rare. In conflict situations communication suffers a total collapse. Today, City College is witnessing both phenomena — conflict and a breakdown of communication.

Conflict, the politics of confrontation, is the dominant theme of the Black struggle. Each party attempts to achieve its objectives by demonstrating its power. The administration has the authority. The Blacks have the zeal.

When communication does take place it is only between the opposing parties. The communicators are antagonists — negotiators. What then is the role of the student body? Are they arbitrators — doomed to an ineffective and absurd role as members of a supposed middle ground? Whom can they talk to? Who will listen?

The struggle between the two opposing forces continues. The Black students make their demands; the administration states its position. Each side has its power. Each force retreats, bargains. The process is strictly for the negotiators; the arbitrators — the student body, the faculty — are irrelevant.

The lack of communication between Black and White students solidifies the two societies. Polarization increases. There are only two sides — no middle. Syd Brown is obsolete. It is either Vasquez or Arce. The separate style. . . .

Chinese Students Seek Language Course

By MING MAR

Seven members of the Chinese Students Association recently met with Dean Sherburne Barber of the College of Liberal Arts and Sciences to determine the progress of a motion to form a Chinese language course. The meeting is part of a campaign which started last spring with a CSA-sponsored petition calling upon President Gallagher to institute the course.

Dr. Gallagher informed the students that all new courses must be recommended by the Curriculum Committee of the proper department.

Last year the CSA learned

that Dean Barber had tabled a motion co-sponsored by the History and Classical Language Departments calling for the formation of the course, explaining that the budget had already been fixed and a new course could not be organized until Fall, 1969.

Apparently the formation of the course presently depends upon whether a certain Assistant Professor with a doctorate from Columbia who is presently teaching at a school outside New York City will accept the assistant professorship offered by CCNY.

Up North Scientists Try Humanism

By POLLY FLONDER and ALAN SCHOENFELD

The North Campus Coalition is the "brain child" of Patrick Kelly, an engineering student in computer sciences. Its goal is to make science students aware, through lectures, discussions and dialogues of the role of the scientist in society and to alert them to the alternatives to working for the government and the armed forces in fields of defense, chemical and biological warfare and, in general, activities "which kill children and other living things."

On Thursday, February 27, Professor Paul Milvy of the Physics Department, who was invited to be the faculty advisor of the North Campus Coalition, addressed a small but rapt audience on "The Scientist and Social Change."

Citing creative genius as that which "makes the unimaginable inevitable," Professor Milvy maintained that "the scientist and the artist or writer" who are engaged in the creative process, share the same responsibilities; history has proven that both science and the arts have the power to change the world, for better and for worse and that writers "can do dirty work, too."

Professor Milvy stressed that the role of the scientist in humanitarian endeavor is a dual role. The scientist should apply himself in the area of his expertise, i.e., protesting h-bombs, biological warfare, but he must also involve himself in the area of general politics and social concerns as a citizen.

Professor Milvy is a member of a faculty committee which has recently organized to mobilize faculty support for the five SEEK demands.

The discussion which touched on economics and the Black revolution, ended with the reading of a Bertholt Brecht poem, "To Posterity." The North Campus Coalition and Professor Milvy hope that scientists will consider just that — posterity.

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Budget Crisis

(Continued from Page 1)

The City University has asked for a 1969-70 budget of \$215 million. Nearly \$200 million has been allocated, but a new budget device called "expenditure ceiling" would limit CUNY expenditures to \$177.4 million. In fact, the proposed cut would be more than \$35 million. The State claims that its financial situation requires an across-the-board cut of 5%, yet the Governor proposes to cut CUNY by 18% of the amount requested. At the same time, he has provided for a substantial increase to the State University to cover increased enrollment and an extra \$44 million for new operating funds.

Under the proposed budget no new students will be admitted to SEEK or College Discovery. It is questionable whether the money now allocated for SEEK will even cover the cost of those currently enrolled. CUNY enrolls the largest number of students from poverty areas as compared with any other university in the nation. Black and Puerto Rican students constitute almost 16% of the total undergraduate enrollment at the City University and the proportion continues to rise every year. At the State University, less than 2% of the total enrollment is Black and Puerto Rican students. We cannot allow financial stupidity to destroy the first real steps toward educational equality.

In addition to cuts in SEEK and College Discovery, regular freshman enrollment will be cut by 20%, there will be no recruitment of new faculty, and no new programs of any sort. The University will be forced to stand still at a time when progressive change is greatly needed.

It is imperative now that every student and faculty member start taking an active role in the fight to restore the budget. Time is running out and the State Legislature is scheduled to adjourn in a few short weeks. Everyone is urged to write, in addition to his individual State Senator and Assemblyman, the following people:

The Hon. Nelson Rockefeller (Governor)

The Hon. Malcolm Wilson (Lt. Governor)

The Hon. Earl Brydges (Majority Leader, State Senate)

The Hon. Perry Duryea (Speaker of the State Assembly)

The Hon. Joseph Zaretzki (Minority Leader, State Senate)

The Hon. Stanley Steingut (Minority Leader,
State Assembly)

The Hon. Warren Anderson (Chairman,
Senate Finance Committee)

The Hon. Samuel Greenberg (Ranking Member,
Senate Finance Committee)

and Mayor John Lindsay (City Hall, New York)

Unless its full budget request is restored, CUNY will be deprived of the means to maintain itself as an institution of the highest quality, and it will not be able to meet its responsibility to the people of this city. The budget proposed is unfair, and it is unacceptable.

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To him who called on Fri. 21 concerning the male cat please call back — we've reconsidered. 546-8728.

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Miscellaneous

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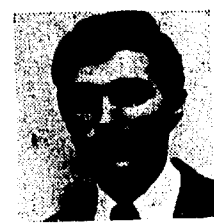
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Tech Life

By OTTO HAMMER



"Technology has created a society of such complex diversity and richness that most Americans have a greater range of personal choice, wider experience and a more highly developed sense of self-worth than ever before," according to a New York Times article. These were the conclusions released this past January by a group of Harvard-based scholars reporting their preliminary findings of a study on the impact of technology on society.

The study, conducted under the title of Harvard University Program on Technology and Society, is the fourth annual report of what is termed to be "the nation's most comprehensive" inquiry into technology's effect on life and values. Before its work is finished in 1974, the program will have examined the awesome power of this benevolent force and its interaction with major phases of American life. As another example of the report's unending praise of technology, the executive director of the program, Dr. Emmanuel Mesthene, commented, "The generation of knowledge and the use of technology are so much a part of the style and self-image of our own society that men begin to experience themselves, their power and their relationships to nature and to history in terms of open possibility, hope, action and self-confidence."

Technology, as defined by the report, is "the organization of knowledge for practical purposes." The question is — whose practical purposes? The report fails to distinguish between the practical purposes of the Union Oil Company drilling for oil off the coast of Santa Barbara and those of the residents whose beaches have been polluted. Despite the temporary loss of the scenic land, there has been immeasurable loss of wildlife that has been permanently destroyed by leaking oil. Or those of the automobile manufacturers desiring high car sales are not considered against that of the 55,000 people a year who die in highway accidents because of inadequate safety devices and testing. The report also does not weigh the practicality of automated machinery against the loss of employment for those who lack the education or the youth to keep pace with technology. Nor does it examine the practical purposes of maintaining an expensive weapons system against the cost of feeding the chronically hungry here in America, whose existence has recently been disclosed by the United States Senate.

While the primary effects of technological progress on society are the opening up of new opportunities and the lessening of constraints on human creativity, the secondary effects could be more troublesome. The new opportunities disturb the equilibrium of the existing society by shifting its operation to fit the new technological environment. Certain facts, as pointed out by professional publications, seem to be ignored by this report.

- Technology threatens human dignity. In too many mechanized factories all the jobs involving skill have been taken over by machines, but human beings are still employed on such uninspiring tasks as sweeping floors, loading raw materials into machines or operating buttons that monitor gauges.

- Science is a threat to liberty. By the development of overkill weapons or even non-lethal weapons, science endangers individual and collective existence. Under an authoritarian regime, technology could be used for the purpose of moulding human behavior through the tabulation of personal statistics and private surveillance.

- Indiscriminate use of technology could destroy the earth. The spraying of insecticides such as DDT, although begun only twenty years ago in limited areas, has spread to both poles. The ecological effects of these chemicals are already being felt with the contamination and loss of thousands of birds and fish each year. This, together with other forms of industrial and private pollution, are leading to an irreversible destruction of life.

If the conclusions of the Harvard report seem suspicious then so do the program's sponsors. The International Business Machine Corporation (IBM) is financing the program under a \$5-million grant awarded to 11 universities, including Harvard, Yale and the Massachusetts Institute of Technology.

(Continued on Page 5)



Where It's At

By ZVI LOWENTHAL



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It was recently revealed that the CCNY Academy of Motion Pictures Arts & Sciences has come up with a partial list of nominations for the semi-annual Academy Awards presentations to take place next week at the College.

For the Best Male Actor award, the Academy has listed four nominations.

The first nominee is Bill Brakefield, for his leading role in the autobiographical film "The Bill Brakefield Story." It is a magnificent and heartwarming story dealing with a young man who is so loved that wherever he goes (including to the john), he has an escort. Mr. Brakefield is a burning idealist, a firm intellectual dropout who loathes the war. He deserts, and finds true love in the halls of CCNY, where he is continuously besieged by activists who profess to regard him as their hero.

Another candidate for Best Actor is Ron McGuire, who portrayed a frightened but sincere radical in "The Night They Raided the Ballroom." Besides Mr. McGuire's acting and his brilliant supporting cast of 164 stereotypes, the picture possesses the director's sensitively provocative split-level setting and the exaggerated but impressive display of lovemaking and vandalism. Although this film was rated X, the Academy felt its content was of immense value.

The third candidate for award is Josh Chaikin, for his role in "The Great Escape." It is an episode in the life of a disenchanted non-student who grimaces and joshes to distill humor out of his role as a demonstrator but at the same time has conceived an elaborate escape plan. He is a hero. The camera follows Mr. Chaikin and his co-star, Jeff Steinberg, as they expertly escape from the ballroom within inches of the approaching multitude of fuzz. The cast, besides the two leading actors, includes Dean James S. Peace, a comparatively new actor, who is nominated for the "Best Male Supporting Actor Award." Mr. Peace plays an intellectual of appealing dignity who loves his job and is continuously gripped by the agony of informing the cops. Time and time again, the camera searches beyond the hero, Mr. Chaikin, as when he mingles with the hippie assembly and pokes his finger at Dean Peace.

The fourth nominee is that well known super-star, Buell G. Gallagher, for his recent role in "The Great Compromiser." Throughout the film, Dr. Gallagher is confronted by young radicals who wish to enter his exquisitely decorated office and share a demand over a mixture of gin and vermouth. He is far too adroit, reflecting a pristine remoteness for which he compensates handsomely by his genuine subdued emotions.

The film nominated for the Most Humorous Movie Award is the "Student Senate Elections Affair." The film quickly plunges into the world of fantasy and absurdity, leaving the audience alternately hysterically laughing and crying. It is a story of four men who are hilariously funny and throw out one gag after another, to no avail.

"The Ox-Blood Incident" was mentioned for the Short Feature Award because of its strong impact, imagination and colorful subject. Although the film lasts only 28 minutes and stresses long panning shots of coagulated blood, it is most impressive.

In addition, the Academy announced its intention to produce new films on the relevance of today's world with regard to the University structure. These documentaries will reflect the new mood on campus: the world is not really relevant and neither is the University structure. In fact, there is much hope that improved and superior films will be produced in the future.

Incidentally, are you a turtle?



Letters

12 February 1969

Editor, Tech News:

Your issue of 6 February, 1969 contains a letter from Mr. Seiffer stating (p. 3) "the story came to light of a professor (actually assistant professor) of economics who was denied tenure because the then department chairman (actually the department's Appointments Committee) did not like the book he had written."

Suppose an Appointments Committee "dislikes" a book because it does not seem to them to display the level of competence necessary for a permanent appointment at City. Bear in mind that tenure granted this year to a teacher 29 years old entitles him to instruct perhaps half a million student hours before he retires in 2010 AD — provided only that in the meanwhile he does not rape a coed at high noon in the middle of the campus with three witnesses present. Does Mr. Seiffer — and perhaps the TECH NEWS — feel that under the circumstances tenure should always be granted regardless of competence? To do so would appear to please Mr. Seiffer and make a chairman's lot infinitely easier, but would it also preserve the quality of the education for which City has long been known?

Henry H. Villard

25 February 1969

Editor, Tech News,

I have just finished reading your two astute columnists, Zvi Lowenthal and Otto Hammer.

Sixty inches.

Well, well, well.

But, dear lord, why, why, WHY?

Up against the wall motherfuckers.

Keep the crap flying,

David Seifman
Executive Editor
The Finletter

Notices

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GROOVY PRUNES

(CPS) — Remember the promise of pitless prune packers: "Today the pits, tomorrow the wrinkles?" Well, the industry has apparently accepted the fact of life that prunes by their very nature have wrinkles.

But Madison Avenue has assuaged the image-conscious California Prune Advisory Board with a new advertising slogan: "Today's prunes aren't wrinkled — they're groovy."

Sports

By STEVE BOONSHOFT

The Knights of Queens College defeated the City College Beavers 76-69 Saturday night, to capture the City University Tournament before 1300 people in Fitzgerald Gym on the Queens campus.

Jeff Keizer, playing his last game in a Beaver uniform, hit for 37 points to set an all time CCNY career scoring mark with 1010.

But Keizer couldn't do it alone. He received little help from his teammates, who were bottled up by the tough Queens defense. Jay Millstein, who played a phenomenal game Friday night, scoring 31 points, as The College defeated Brooklyn, 76-68, was able to manage only 3 against Queens.

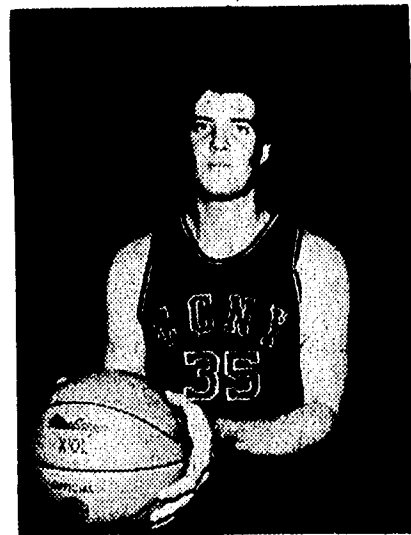
The game started slowly for City, as they missed their first eight field goal attempts, and fell behind 10-2. Coach Jerry Domershick had started with a 1-3-1 zone defense, but was forced into a man to man by hot Queens shooting. This cooled the Knights down, and when Keizer found the range, City took a 24-23 lead with five minutes to go in the half. But the Beavers were in foul trouble, and Queens pulled away to a halftime lead of eight, 39-31.

The second half looked promising, as the Lavender closed a 45-34 Queens lead to 46-43. But the roof soon fell in. After Keizer's 1000th point, which made the score 52-48, John Sedlack hit three quick jump shots and Les Brody hit one, running the score to 60-48. Though there were eight minutes left, that was it. The Queens lead never fell below seven points despite valiant efforts.

Domershick summed it up after the game. "We didn't play badly, but they played better. Brody and Sedlack beat us with those jump shots. We didn't make it easy for them, but we could've given them [Brody and Sedlack] more trouble. They made good shots though."

Sedlack wound up with 25 points, and Brody 18. For City, Bernstein scored 13, and Joe Mulvey 12.

It was the first time in the five year history of the tournament that the Beavers had not captured the Wooden Shoe Trophy, emblematic of tournament supremacy.



JEFF KEIZER
New Record Holder

While the Beavers were bowing to Queens, Jeff Keizer was achieving something that will be remembered far longer than the team that won the City University Tournament in 1969.

Keizer became the leading career scorer in the College's basketball history, on a jump shot from the left corner with 1:50 left to play in the first half. It was his twentieth point of the game and 993 of his career, breaking Mervin Shorr's four year record of 992. This was Keizer's third and last year of college eligibility. His three year average stands at almost 18 points per game.

How did the new record holder, (who also became the first CCNY basketball player to reach 1000 points, winding up with 1010) feel after the game. "I feel badly that we lost," he said, "I really wanted to win."

Coach Jerry Domershick said that it was nice to see Jeff end his career on a good game. "We won the battle, but lost the war," he said, referring to the record and the tournament.

(Tech) Life Goes On

(Continued from Page 4)

nology. All of these organizations are involved in and supported by the technologies they are supposed to be evaluating.

In all fairness, the study does report some of the negative aspects of technology. It links the recent increase of public disorder to the rising expectations created by the new opportunities of the modern age. The interference by technology into the existing social structure, according to the study, results in the earlier social structures becoming somewhat neglected. Therefore the existing institutions are unable to solve some of the newer problems of the cities, such as providing low cost housing, fighting crime and developing adequate rapid transit. The report does, however, place an unquestioning reliance on the goodness of technology.

Interestingly, a study issued a few months later by another Harvard University professor urged the further inquiry into the implications of technology to human rights. The report's key sections note the dangers that decision-making could be turned over to those who feed data into machines and interpret the answers. It is the blind acceptance of the infallibility of technology that presents the danger to mankind.

The Thing of the Matter

By THOMAS J. KAVALER

The thing of the matter is that sports at the College can be a highly discriminatory affair. Sports events lend themselves unusually well to a number of different kinds of discrimination. There is the just discrimination against the inferior and the invidious discrimination against the unpopular. To deny a student a berth on a team because he does not measure up to the team's standard is to follow a prudent and judicious policy, assuming that victory is the ultimate objective. To deny that same student that same berth because he is a Jew or a Black or an Atheist is to act without the minutest modicum of reason. Victory is obviously not the sine qua non of the college's athletic program, or the whole thing would surely have vanished in a cloud of dust eons ago. Assuming some valid educational purpose in this gross extravaganza which gobbles up 23% of the student fee and most commonly plays to less than capacity audiences of 40 to 50 students out of 13,000, should not the dubious benefit conferred upon a student by varsity status be available to all students on an equal basis, conditional only upon ability?

On February 14, Valentine's day, a complaint was filed against the College with the State Commission for Human Rights by Samuel Acey, an upper senior majoring in Political Science. Mr. Acey claims to have been discriminated against by baseball coach Sol Mishkin of the Physical Education Department.

Mishkin is a correspondent named in the complaint along with "Professor John Burman, (sic) Chairman of the Physical Education Department" and the College itself. The basis of this discrimination, Mr. Acey says, is his color.

The trial examiner, a black attorney named Courtney Brown, dismissed the case stating that he could find absolutely no discrimination and recommended that Mr. Acey let the matter drop. Hands were shaken all around, and now we have Mr. Acey, through the indiscriminate medium of Main Events, carrying his discredited claim to the student body and, if that paragon of twilight journalism is to be believed, to the

"Federal Courts." This in the wake of his promise, at the hearing, to abide by the decision of the Human Rights Commission.

What we have here, in addition to a failure to communicate, is a blatant instance of Mr. Acey crying wolf. An attempt is being made to raise the ugly spectre of racial discrimination in sports, where none exists. To cite Professor Mishkin's liberal record both in word and deed would be superfluous. The fact is that the College has long had a fine record of nondiscriminatory policy on its athletic fields. Black and white athletes have played side by side on both our championship teams and all the more often on our less successful teams. Never has there been any question of racial discrimination by the likes of Sol Mishkin or Dr. John Behrman, Faculty Manager of Athletics. City College 'fields' its team on the basis of a meritocracy—the best players play. Period. Eligibility is determined in each individual instance by the various schools of the college or by the administrators of special programs, and not by the Physical Education Department. Anyone eligible may try out. Anyone qualified may play.

The danger here is not the possible threat to Coach Mishkin's excellent international reputation. The danger lies in the old fable of the little boy who cried wolf. If every student who is denied a varsity letter he does not deserve or a grade he has not earned, raises the cry of discrimination, a huge tolerance for these cries will be built up within the student body. Then, should such discrimination ever actually occur, there will be no sympathetic ear among the liberal students of this college for a justified complaint. This is a thought that should be borne in mind by those who would stage a "confrontation" over every minor incident in which their own particular paranoia sees the establishment attempting to crush them. There is already more than enough backlash sentiment at the College.

The thing of the matter is that City College is better off than most in this respect. Let's not make mountains out of imaginary molehills.



THE ENTIRE COMPANY of jubilant revelers in the new hit musical "Peace" at the Astor Place Theatre.

aristophanes' "peace" updated

By SANDE NEIMAN

"I want to see Peace — I've forgotten what she looks like." The plaintive wail of the chorus of the play "Peace" has a distinctly contemporary ring. "All the gods have gone" from a strife-torn Athens in this play loosely based on a piece by that ancient master of biting comedy, Aristophanes.

Besides being relevant, meaningful, wildly funny comedy, it features music by Al Carmines, who has been called "the best living American composer." He lives up to his reputation. He also plays the piano for the production with rare gusto. Costumes and props are perfect in each situation and enhance the content of the songs and dialogue.

The first act has a plot — that of Trygaeus' journey to Heaven where with mortal assistance he liberates Peace from the hole under a rock in which War had imprisoned her. With the company of two luscious ladies, Prosperity and Abundance, Trygaeus brings Peace back to Earth.

The form of the second act is that of a Negro minstrel show

with its traditional double line of black-stocking-faces. Here

Reviews

the meaning becomes somewhat obtuse. The quips one generally expects from a minstrel show

are provided only by the two "real Negroes." Throughout the first act these two portray pre-Civil War type slaves (what are they doing in fifth century B.C. Athens?). It seems other playgoers found this section offensive, and it has been cut from the production.

The play is fresh, innovative, novel. Trygaeus' flight to Heaven on a huge excrement-eating beetle is outdone in terms of wickedly funny comedy only by the God War flushing "essence of Athens" (in a red, white and blue container) and "oil of Sparta" down an enormous toilet. "Essence of Athens" unfortunately clogs the mechanism, causing War and his aide, General Disorder, to render a perfect operatic aria on the subject of plungers. David Pursley's (War) delivery of the whole scene is delightful.

The characterizations are excellent but especially notable are War, (Dracula type ghoul who derives diabolical satisfaction from flushing away countries), and Mercury, at his most fey.

It is basically a good show but it is the perfectly suitable little touches throughout that make it a truly worthwhile experience.



ARNOLD WILLIAMS plays Rubber Band and Van Kirksey plays Weasel in "Big Time Buck White."

"big time buck white" — no shucking and jiving

By EVELYN WATSON

Big Time Buck White, a play at the Village South Theatre, 15 Vandam St., is an hilarious satire on the black movement in this country. For you playgoers who constantly complain of not being able to relate to the theatre, this play is for you because the audience becomes a major part of this play. Big Time Buck White takes place in the meeting hall of a black organization called B.A.D. (Beautiful Alleluiah Days).

The names of the members of the organization are funny enough to make even an old

sour puss smile. They include Rubber Band, Weasey, Jive and Hunter. In the first half of the play the action centers around the members' attempt to bribe one another to get votes for Jive's job. It seems as though the smell of money stimulates each one to change votes whenever it is profitable. The satirical nature of the play becomes most obvious when the cast comes into the audience and starts taking up a collection. One white man was thoroughly louded and humiliated when he only put one thin dime in the collection plate. (Later it was obvious that he was a plant.)

Any lethargic souls still remaining at this point will definitely be awakened upon the arrival of Big Time Buck White (Dick Williams). He enters wearing black slacks, black cape, and black velvet dashiki with a fantastic foot-long Afro. His ultra-cool appearance seems drab as compared to his suave finesse in answering questions from the audience, such as "Mr. Big Time, what do you think of Richard Nixon?" His answer, after a brief hesitation in which he stares at the person, is "next question."

Big Time Buck White is a play for everyone. For those in this society who may lack insight, the play will just seem very amusing. However, for the more perceptive, Big Time Buck White becomes a very serious social comment and almost a social threat to the present status quo. Even upon second glance, the seemingly amusing names of the characters imply that each one of the members is sly or somewhat shrewd. It seems that behind all of the funny lines there seems to be a dead seriousness in Big Times manner which seems to tell the audience that black people are not 'shucking and jiving' any more. The play is definitely enjoyable and will be enlightening, hopefully, to many.

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Institute for Urban School and Community Study?

By ROSANNE GOLDLUST

In an effort to help the college community get closer to the people in the Harlem community, the Department of Education has recently established an "Institute for Urban School and Community Studies." The Institute is designed "to work with the nearby schools and people in the community on problems that are of concern to them," said Dean Bortner. The chief focus will be on the more immediate Harlem community, but sometimes will include the greater New York area, and suburban schools.

The administrative members of the Institute include: Dean Bortner; Dean Louis A. Rosasco, Director of the Institute; Dean David Fox, Director of the Office of Research; Professor Sam Meer, Director of the Education Clinic; Professor Michael A. Guerriero, Coordinator of Information and Publications; Professor Ramon Sanchez, Head of the Office of Community Activities and Special Projects; Professor Martin Silverman, Coordinator of the Office of Educational Services; and Professors Theresa Woodruff and Louis Simon, Coordinators of the Affiliated Schools.

There are five affiliated schools which will be assisted by the Institute in curriculum planning, tutorial and counseling services and research activities.

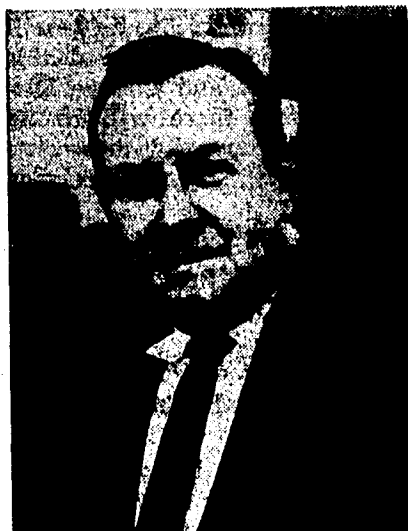
The purpose of the Office of Community Activities and Service Projects is "to plan, stimulate, coordinate and arrange for activities, programs and projects involving the community, as well as special projects and programs pertinent to the work of the Institute." Professor

Guerriero's department, (Information and Publications) will "prepare publicity concerning the Institute for release to appropriate internal and external media, to maintain liaison with the Director of Public Relations for City College, to keep the faculty informed concerning Institute plans and activities, and to maintain a library of resource materials relative to the work of the Institute."

The Office of Educational Services must "provide organized consulting services and a speakers bureau for individual schools, school districts, and other organizations concerned for educational and general community welfare, to negotiate contracts, where appropriate, with such groups, to advertise services available, and to secure faculty participation (on a volunteer basis) in the activities of the Office." The last office, The Office of Affiliated Schools, must "coordinate relations with, and services for affiliated schools." (There is a sixth office, the College Schools Center, which is so far only tentatively planned.)

When asked why the Institute was established, Professor Guerriero said, "The Dean and all of

us in the Education Department have a feeling that we must get closer to the people in the community. There's a lot to be done



DEAN DOYLE M. BORTNER, Dept. of Education, discusses new program.

and we're developing a plan as we go along. We're willing to risk some failures to make some progress. The Institute was created for the good and welfare of the School of Education as well as the affiliated schools." He went on to say that teachers who are going to teach in an urban school must have experi-

ence in the same. "If we're going to be a school in a community we must work with the local people," added Dean Bortner. "The institute makes it possible for us to place more students (in the School of Education) in their schools for experience. It provides for mutual help."

The Institute has been operating for the past year unofficially with an ad hoc faculty committee on urban schools and community programs, but it had no form and no structure. Now it has been organized into an established institute. The Institute was Dean Bortner's innovation, the idea of which came out of a December, 1966 "Tarrytown Conference" which was financed by the Ford Foundation. It was attended by fac-

ulty members and guests from schools and the community, along with the PTA's of the school and community agencies.

There are a number of projects like the Institute across the country, but City's Institute is the only one organized as an administrative arm of the college.

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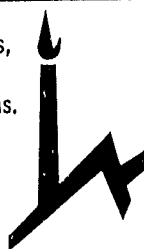
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Students Push For Budget Change

(Continued from Page 1)

ADULT COMMUNITY EDUCATION.

2. We demand that there be a 16% increase over the 1967-68 budget of the CUNY, rather than an 18% cut in that budget as proposed by Governor Rockefeller.
3. We demand that inasmuch as the welfare budget is insufficient to meet the needs of the people, an increase should be made (in the budget) and this increase be determined by a plebiscite of the welfare recipients.

These issues are a matter of survival; the people must openly declare that they will not tolerate these repressive and inhuman actions.

A spokesman for the group explained that since this budget cut affects Black and Puerto Rican students the most, there will be great emphasis placed on gaining support from parents' organizations, churches, political groups, social organizations, and "any and every organization who sees this action as another means of keeping Black and Puerto Rican students out of college. The good thing about this cut is that now, the good little lily-white mothers in Queens and the Bronx will also have to commit themselves to our struggle, or have their children isolated from the CUNY in the fall. We will either work together towards this common goal, or suffer under the actions of the system."

The representative of the Black and Puerto Rican students did explain "that working together" did not necessarily mean uniting all efforts. "If we feel it is advantageous to write letters, we'll write letters. If we feel that we should go up to see the man (Rockefeller) we will do that. If it benefits our struggle to become involved with white students and the white community, we will do it. If they become more of a detriment than a help they will be left behind, with hope that they will see the error in their ways. You see what happened at that last SAC meeting."

With reference to the last Student Advisory Council meeting, the Black and Puerto Rican students removed themselves from the main body of the Council and began to discuss the crisis as Black and Puerto Rican representatives of their own communities. This apparently proved quite fruitful as they returned to the Council meeting room later that evening with a statement of what they proposed to do.

SAC Statement

At the Council meeting, SAC distributed information on suggested activities that can occur on campus immediately. These included:

1. Set up tables at each college with maps of assembly districts, lists of legislators, stationery, pens, stamps, envelopes, fact sheets, pots for donations, petitions, and instructions on what to do, including how to get parents and relatives to participate.
2. Have each organization on campus write letters and mobilize their members. There should be one on-campus liaison to work with these clubs.
3. Develop a fund-raising campaign.

4. Letters to prominent people and alumni.
5. Get public relations volunteers.

With regard to off-campus organizing, the SAC recommends the following:

1. Get the names of all big contractors and suppliers to CUNY, and all unions we work with. Write letters to each.
2. Send letters to each high school principal, college advisor, and newspaper editor.
3. Send letters to major churches and community agencies.
4. Place newspaper ads in the New York Times and others.
5. Fund raising.
6. Contact columnists, radio, TV, transit signs, talk shows.
7. Letters to special interest groups such as: PTA, Chamber of Commerce, PEA, Welfare Groups, Community Centers, Spanish Organizations.

Cuts of the Budget Cut
Of the many effects the budget

cuts will have, the University admissions will be cut by 20% (which means that 3,500 students will be denied admission), some CUNY colleges will require an 87% high school average or higher for admission, there will be **NO** students admitted this fall to SEEK and College Discovery, and there will be no new programs or **improvements** (City College's new Science Building?)

Bellush

(Continued from Page 1)

he understood the separate force.

Prof. Bellush is hopeful that Gov. Rockefeller may be influenced to employ selective budget cuts rather than the across the board reductions now under consideration.

NOTICE

TECH NEWS will have an important staff meeting on Thursday, March 6 at 12:30.

Burns Lectures On Democrats Future

By HOWARD SILVER

"Our problem is not the lack of talent, but in unifying behind our candidates." With these words, John Burns, Chairman of the Democratic Party of New York State summed up the plight of his party in this state.

Addressing a group of about twenty-five Young Democrats, Burns spoke of the problems the Democratic Party has had in New York over the past five years, when the only candidate it has elected to high office was the late Senator Robert Kennedy. He stressed the recommendations of the committee, headed by former Kennedy advisor Theodore Sorenson, which has suggested reforms that would get more people involved in party matters, such as the selection of delegates to the National Conventions.

On the problem of keeping young people from becoming disenchanted with the Democratic Party and the political pro-

cess in general, Burns noted that he had asked Congressman Allard K. Lowenstein of Nassau County, and former Constitutional Law Professor at City College to take a leading role in this matter. The Chairman did give strong support to lowering the voting age to 18, saying that a lot of young people are "more qualified to vote than their elders."

Burns would not comment on the upcoming Mayoralty contest, saying only, he hoped the party could unite behind the winner of the June primary. He did speculate that Governor Rockefeller would run for a fourth term in 1970, and suggested some possible opponents. Among those he mentioned were Nassau County Executive Eugene Nickerson, Stephen Smith, brother-in-law of the late Senator Kennedy, upstate industrialist Howard Samuels, and former U.N. Ambassador Arthur Goldberg.

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