



New Baruch Site Work on Master Plan Begins; Proposed by BHE New Term Schedule Stressed

By ROBERT KALISH

A special four member committee of the Board of Higher Education, headed by former United States Commissioner of Education Francis Keppel, recommended at the end of last week that the Bernard Baruch School of Business and Public Administration be replaced by a new senior, four-year college in downtown Brooklyn. The committee's recommendation comes after five months of research on this long controversial issue. This seems to be a reversal of a previous board committee suggestion that the school be converted to an upper division college without its freshman and sophomore years.

The college would offer four years for 6,000 undergraduates, as well as offering master's and doctoral degrees. The present undergraduate enrollment of the school is approximately 2,500. Under the new program undergraduate students would take liberal arts courses in their first two years; however, half of them would then specialize in business and administration in their junior and senior years.

The current attention to the Baruch school is greatly a result of its need to relocate due to inadequate space and facilities in their present 16 story building at 23rd Street and Lexington Avenue.

The special committee did not recommend any particular location in Brooklyn for the new college, and Chairman of the Board of Higher Education, Porter Chandler, said that a number of different locations were being considered. However, the board, which is responsible for the operation of all the colleges within the City University system, is currently negotiating with Long Island University for the purchase of that school's Brooklyn campus located at Flatbush Avenue Extension and DeKalb Avenue.

Cited foremost among the advantages of establishing the new college in downtown Brooklyn was the site's accessibility to the city's business and financial districts, where a number of the school's instructors work. Also cited was the convenient location for the majority of the Baruch students; two-thirds of them live in Brooklyn and Queens. Another advantage noted by the committee would be the college's greater opportunity for attracting students from the city's Negro and Puerto Rican population.

It also stated that a new business oriented college which also maintained a full liberal arts program would be able to provide the students with a

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The Architecture Library, one of the only recent additions to the campus which was designed competently. It has been praised by architecture students.

Architecture Library Opens

The City College Architecture Library opened on September 14th after a term's delay. The Library is the result of a two-year faculty and student campaign to obtain the facility; they were supported by the State and National Architectural Accrediting Boards.

Room 211 in Goethals Hall has been modernized for the library's use, the design of which was created by Prof. John J. Deans and other members of the School of Architecture. It has been hailed by many students as the finest, most inviting room on campus. The reading area is carpeted and four chairs and two end tables designed by Marcel Breuer highlight the room.

Lighting is a sculptural combination of flat fluorescent fixtures and incandescent globes.

Some of the library's books have been culled from the Engineering and Art Libraries. Previously, Architecture students had to consult books in both libraries, a half mile apart. Many new volumes have been purchased with special College and Alumni funds.

No volumes will circulate at present and the card catalogue has not been completed yet. Faculty members are seeking to have the library's present hours, 9 A.M. to 5 P.M. on weekdays, extended.

Robert Kuhnno is the librarian in charge; he is assisted by Violet Thomas.

Afro-American Art Show Scheduled

By MARK KOZMINSKY

An historical survey of works of Afro-American artists will be put on display for the public in the Great Hall on October 16, 1967.

The exhibit will run until November 5. It will be opened daily from 11 A.M. to 7 P.M. and weekends from noon until 5 P.M. Admission is free.

The title of the exhibit is "The Evolution of Afro-American Artists: 1800-1950." The span of 150 years is divided into three separate groups: 19th Century Negro-American artists, the "Negro Renaissance" of the 1820's, and the artists who developed during the depression and World War II. It includes over 200 paintings and sculptures, the largest exhibition of its type ever assembled.

The highlights of the exhibit on 19th century American-Negro artists will be the works of Henry O. Tanner and Edmonia Lewis. Ten paintings by Tanner,

most of which have never been displayed in this country, were specially secured for this exhibition. Considered the leading Negro-American painter of the late 19th and the early 20th Centuries, Henry O. Tanner spent most of his professional years in France where he received much recognition and was awarded the Legion of Honor by the French Government. He became the first Negro to be elected to the National Academy of Design in America.

Two marble sculptures by Edmonia Lewis, the first Afro-American woman sculptor, will be shown. Her work, "Forever Free," was recently rescued from obscurity and strikes an appropriate keynote for this exhibit. The sculpture was executed in Rome a century ago and will be seen publicly for the first time this century.

Two large historical murals by Aaron Douglas will introduce the artists of the period

President Buell G. Gallagher last Friday asked a meeting of the Committees revising the City University's master plan to seriously consider an "around-the-calendar, around-the-clock" class schedule. He also asked the committees, composed of deans, faculty, and students, to make proposals concerning housing, faculty retention, curriculum, and space requirements.

The revision of the class scheduling structure would include three, and possibly four, semesters running continuously through the year. The present summer session would be treated as "a continuation of the regular academic year," according to Dr. Gallagher. Matriculated and non-matriculated students would attend the same classes, which would be scheduled all day and evening.

The President also asked the committees to explore the possibility of housing for faculty and students. Some committee members were concerned with the discouraging effects that a lack of faculty housing has had on obtaining instructors.

Improving existing programs



President Gallagher

known as the "Negro Renaissance" of the 1920's. Douglas retired recently as chairman of the Arts Department of Fisk University. Also represented in the exhibit are works by Richmond Barthe, Palmer Hayden, William H. Johnson, Augusta Savage, William E. Scott, and Hale Woodruff.

The final section, featuring artists who emerged during the Depression and the Second World War, will offer works by Charles Alston, Ernest Crichton, Allen Crite, Jacob Lawrence, Norman Lewis, Charles White, Ellis Wilson, and John Wilson. Of special interest in this display are the works of Horace Pippin and William Edmondson. Despite the comparatively naive quality of their styles, they are both recognized as exceptional talents. Pippin, a disabled veteran of the first World War, began to paint late in life and became widely rec-

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was another goal that Dr. Gallagher stressed. He cited, in particular, the School of Architecture, which he would like developed along the lines of the concept of environmental design. The creation of a School of Nursing was also mentioned, as was the establishment of an electronics learning center and other new methods of instruction.

Under its by-laws, the City University master plan must be rewritten every four years and revised annually. The first master plan, drawn up in 1964, was a document written by a few upper echelon men, according to Dr. Gallagher, and was the result of a "frantic effort to meet a statutory deadline."

This year, the plans for the 14 colleges of the University will be created "from the source." There are sixty administrative, faculty, and student members on the committees which will recommend a new master plan for The City College.

Dr. Gallagher encouraged the committee members to challenge any policies now in existence that they thought could be improved. The present master plan could be "accepted, rejected, or amended," he added.

The committees working on the new quadrennial plan include one for each School, one for Architecture studies, one for supporting functions headed by Dean Glaser, a Library Committee, and an Administrative services committee. The reports of these committees, with recommendations in their fields, are to be handed to the administration on December 15th, where they will be compiled and handed to the Board of Higher Education on January 15th.

Other proposals offered by President Gallagher included the possibility of the College opening up to students outside the city limits, "going national" as he put it; a series of interdisciplinary, interschool, and interinstitutional activities; and "real facilities for a Student Union."

Committees will examine the needs of the college, project enrollment, create proposals, and determine their total need. From this, the existing programs and space will be subtracted and future plans submitted by the College to the City University.

The City University submits the completed master plan to the State for approval.

THE U.A.A.A.; BLACK POLITICS

An Interview With William Wright

By PAUL SIMMS

William Wright is the President of the newly - formed United Afro-American Association. Although Mr. Wright is not well known, he has been doing extensive work, rebuilding and reshaping the minds of black people in Newark. The organization is designed to unite and improve the black people in the United States and orient these people to what is really happening to them.

In an interview I had with him, Wright expressed certain ideas around which the U.A.A.A. was formed. When asked about the reality of integration in this country, Mr. Wright replied:

"I don't believe that integration in the system we live can ever be accomplished between blacks and whites. It should be made crystal clear that the whites have designed a society meant solely for whites, and when they admitted a black man, he has had to do as they suggested or demanded. Look what the white man in this country has done to the American Indian. This white society has cut him off completely and explicitly from the American way of life. In this country, the black man is faced with an eventual genocidal war from his white oppressors.

"My religious ties are Catholic. When we begin to speak of integration, I belong to a parish right in the heart of the ghetto. If I were to follow the doctrines of the Catholic Church, I would believe all the peaches and cream that they tell me. There are no black Fathers and no white Sisters that live in the dormitory with the black Sisters. The most powerful theologian in this century has been Dr. King, for he showed to the black people the fallacies and lies pertaining to race relations in the church in this country. I can't see where the Catholic Church has made any strides toward improving race relations in this country.

When Wright was asked his solution to this problem for the black man, he replied, "In my opinion we have two courses of action: 1) to prepare ourselves with all the necessary tactics for fighting on a battlefield; and 2) to begin a communication system with the African and Asian nations in the world and hopefully they will come to our aid."

Mr. Wright was then asked to comment on the C.O.R.E.'s Black Power principles and what area he thought was most important. He replied:

"One of the most important areas that we have begun to be involved in is the establishment of a black political party. The thinking behind this move is that neither the Republican Party nor the Democratic Party is a meaningful tool for the black people and that both parties were set up for the white structure, and intended to include only white people.

"To my thinking, there are around 20,000,000 voting black men in this country, and we can elect any man in either major political party to any national position. Therefore, any presi-

dential candidate must meet our demands or suffer defeat. On the local level (Newark), we could elect any man to any major office in this city. This is a known fact, for we are in the majority in the city."

Then the statement posed to Mr. Wright was that "It has been said that the problem with the 20th century black man is he wants to be respected as a man but doesn't want the responsibility." He answered this by saying, "There is no major financial institution in the city of Newark that will deal efficiently and try to alleviate some of the problems of the black people in this city. The city hired no black sub-contractors to do any of the construction work in the city. Of the 1400 policemen in the city, only 200 are black and of these 200, approximately 100 are walking lies — black bodies with white minds. These financial powers would rather use black bodies on a daily basis rather than admit to the black capabilities. Therefore, it is obvious that



Mr. William Wright, President of the United Afro-American Association.

black people are not given the opportunity to borrow the money to help themselves in this capitalist world. The black people in this country are continuously played upon as idiots. No, Mr. Simms, if given the opportunity, black people in this country would more than prove

their ability."

Confronting Mr. Wright with the question "Do you think that black people have an infinite capacity for deceiving themselves?", he replied, "Yes, I do believe that black people look at their situation unrealistically. Using one race in this country as an example, the white people could not enslave the American Indians, but through military power and psychological controls, they have been able to contain them. In the U.S., in a few more years, there will be a move towards a genocidal war unequalled in the history of this country, for the blacks are steadily moving out of the non-violent stage. Those people who state that we cannot coexist, are deceiving themselves. The only way that white people will be able to effectively deal with us in the future will be to attempt to exterminate us. It should also be noted (as a possibility) that the Puerto Rican seems to be much more domesticated than the black man and I would thank that the same political

structure that enslaved the black man will try to enslave the Puerto Rican."

Pertaining to black leaders, Wright explained, "I have heard the expression 'Where are our black leaders?' Often, when I hear it, I ask, 'What is a black leader and what do you expect of a black leader?' Then I tell them of the U.A.A.A. program to uplift the lives of black people in the U.S. and give them the assurance that there are those of us who will give up our lives to improve the lot of black people in this country."

Then Mr. Wright was confronted with the fact that every time RAM (the Revolutionary Action Movement) attempts to do anything of a violent nature, they are captured and that more black people have died in the rebellions than white people. Mr. Wright replied, "The man who infiltrates the revolutionary movement that we are a part of and informs on us, cannot expect to be executed as a hero. All those people who risk in-

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If
we were
happy
with the world
the way it is,
we wouldn't
need you.

Kids choke on polluted air. Streets are jammed by cars with no place to go. Italy's priceless art and libraries are ravaged by floods. This is the way the world is, but it's not the way it has to be. Air pollution can be prevented. Better transportation can be devised. Something can even be done about the weather. Many people at General Electric are already working on these problems, but we need more. We need help from young engineers and

scientists; and we need help from business and liberal arts graduates who understand people and their problems. If you want to help solve important problems, we'd like to talk to you. We'll be visiting campus soon. Drop by the placement office and arrange for an interview.

GENERAL ELECTRIC
An equal opportunity employer

NOTES FROM THE UNDERGROUND

C.D. Shelters Failed

By ARAM CHASNOFF

In a continuing effort to spend more government money this year, the Office of Civil Defense of the Department of Defense has stepped up its program of revising its fallout shelter plans. This summer, many architecture and engineering students found jobs with firms engaged in this vital activity. They stalked the streets of New York with clipboards and flashlights and inspected shelters.

Once a building was found the first problem encountered by the students was finding the landlord. These fell into six categories:

1. The landlord who slams the door in your face and says "We don't want any."
2. The landlord who lets you in, bids you "do whatever you damn please, I'm busy pumpin' out my apartment from last night's rain."
3. "... service to the country you're performing m'boy good to see patriotic youths like you performing a great service to the country yes sir when those commies let loose the bomb we're ready for 'em yes sir glad to see there are kids like you who are patriotic and ..."
4. The fat landlady who wants to know why Mayor Lindsay sent her such a high sewer bill last month. "When you get back to the office, ask him why, and tell him he's got a hell of a lot of nerve."
5. The drunken landlord who invites you in and offers you some.
6. The landlord who's away all day on another job and whose dog you race back to the front entrance.

Once in the basement, the surveyor first checked the water system to find out how much water could be trapped in the building if the water mains broke and if someone turned off the cutoff valve to hold the water in the building's pipes. (Note: IF SOMEONE TURNED OFF ... According to some of the surveyors, who spent up to twenty minutes locating the cutoff valve, someone who panics during the proverbial real thing and who doesn't know a hot water pipe from a telephone line is not ever going to find it. This loophole might very well be meat for more government surveys next summer.)

After checking into boilers, toilet tanks, storage tanks, fire stand-pipes, and the like, the students then had to survey means of ventilation. For, with ventilation improvements, one person can occupy ten square feet of basement. The improved shelter capacity was figured by dividing the usable basement floor area by ten.

Unfortunately, the recommendations for water storage barrels to be allocated (based on the water survey) was figured on the old shelter capacity before ventilation improvements. But, there's always next summer ...

The water barrels, by the way, are the crux of the survival problem. Thousands of empty water barrels and boxes of survival biscuits are lying around in basements all over the city. Perhaps this could keep people

alive for the specified two weeks if the barrels were filled. And if superintendents were not using them as garbage pails. And if people weren't eating the biscuits prematurely.

The shelters could keep people alive for two weeks if they weren't so ill kept and filthy. "I'd rather stay out there and be killed than stay in here for two weeks," one tenant remarked in The Bronx.

But what happens after two weeks in the shelter?

The National Committee for a Sane Nuclear Policy claims that "The only defense is peace. The only shelter is a world under law."

General G. Gettun claims that "The only shelter is a world under ground."

Maybe if Civil Defense supplied Cherry Preserves with the survival biscuits ...

THE CLASSIFIED

NOTICE!

The management of the Georgetown Plaza Apartments on E. 8th Street and Mercer Street in the Village wishes us to remind all City College students that no trespassing is allowed across their plaza, that no posters may be posted on their walls, that no cigarette ash-trays may be dumped in their planting boxes, and that you may not park in front of their main (canopied) entrance because that space is reserved for chauffeured vehicles of tenants only. In addition, only tenants' dogs may excrete in the planting boxes; all other dogs will be punished to the full extent of the law.

—The Lavender Hill Mob
Citizenship Committee

Lloyd Moss is just as bad as Cousin Brucie.

Take out your hostility on an E. J. Korvette's sales clerk today. Beat the Christmas rush.

Whatever happened to Gizelle MacKenzie?

"Do not confuse what America says with what it does."

—John Kenneth Galbraith

If Phil Hoff is still governor of Vermont, things can't be that bad.

Tear down the Administration Building!

—C.C.N.Y. Ad Hoc Committee
on Eyesores

Whatever happened to Rosemary Clooney?

"The uniform, sign of the dignity of a commander, and the baton of command, makes the blockhead imagine himself a superior being."

—Francisco Goya

Lloyd Moss is worse than Cousin Brucie.

"No, I didn't love my country, if pointing out what is unjust in what we love amounts to not loving, if insisting that what we love should measure up to the finest image we have of her amounts to not loving."

—Albert Camus

Vote against Governor Rockefeller's \$2.5 billion Transportation Bond issue in November's elections; we don't need any more super-highways.

NOTES, PEAS, BEANS, & BARLEY

Placement News

This year, the City College Placement Office will again seek to aid graduating students in finding jobs. This includes not only those receiving baccalaureate degrees, but also those receiving masters and doctoral degrees. The vast majority of graduates are not familiar enough with their fields to know how to go looking for jobs, or, they may not even know exactly what sort of job it is in which they are interested. The Placement Office works to mitigate this problem by setting up job interviews. These interviews are held by representatives of companies hiring college graduates. Each representative comes on campus to speak with applicants to get an idea of who the company wants, and to simultaneously give applicants an idea of what the company expects of an employee. Last year there were a total of 389 company visits on campus. These companies held 5,522 interviews with over 700 CCNY students.

Several types of employers hiring Engineering and Architecture graduates are handled by the Placement Office. These include:

1. Federal, city, and state governmental organizations, such as the Atomic Energy Commission or the National Aeronautics and Space Administration.
2. Large industrial organiza-

tions, such as RCA, IBM, DuPont, etc.

3. Smaller corporations, where, perhaps, the president and founder will be interviewing.
4. The Department of State which offers opportunities both in domestic government and in the Foreign Service.

A total of 194 visits are scheduled in the fall for January graduates. The interviews will be conducted between October 23rd and December 8th (with the exception of the State Department which has been given a special date of October 19th between 10 A.M. and 12 noon in Room 424 Finley). So far, 219 visits have been scheduled for the spring term between February 13th and April 5th for June and August graduates.

The Placement Office also publishes statistics on salaries earned by college graduates. For 1967 graduates, the national average salary offers made by private industry to students at the bachelor level are as follows:

Chem E	\$748/Month
CE	\$717/Month
EE	\$742/Month
ME	\$736/Month
Chemistry	\$711/Month
Physics	\$744/Month
Math	\$717/Month
Humanities and Social Sciences	\$631/Month



This display was on exhibit last week in Townsend Harris Hall. Entitled "Garbage and Junk Being Thrown Out of Our Design Studios," it was a presentation of the students of architecture. Originally intended for viewing on September 18th, the montage, under the patronage of the College's Building and Grounds Dept., has been in the hall for two weeks.

NOTES TO YOU

You Are Cultured

By SARAH NEEDLEMAN

"God is dog spelled backwards" is not a theological tautology. Rather, it is the title of a three minute short subject which was shown with the feature film, "Puss and Kram," last Friday at Lincoln Center.

"God is ..." proved to be rather amusing. For a full three minutes, every famous painting, drawing, and photograph was shown on the screen, at what seemed subliminal speed. There were no live actors, no narration, the only sound being Beethoven's Fifth in the background and the audience's giggling. "The End" was preceded by the announcement, "You are now cultured."

The feature is a comedy, a take-off by a Swede on the recent rash of "sexy" films coming out of that country. "Puss and Kram," which translates into "Hugs and Kisses," involves a strange menage-a-trois, somewhat reminiscent (in a humor-

ous way) of "The Servant."

A young writer, unemployed, moves in with his prosperous friend (and wife). What ensues is a gradual take-over of the household (and the wife) by the writer-butler. Along the way our three characters engage in typical nude scenes, love-making, exchanges of "double-entendre," and other adulterous activities. Director Jonas Cornell has directed this film in a very detached, cool, and understated manner. At times the silences, expressions, and subtle innuendoes are the funniest parts of the film.

As an overview, this selection from the Fifth Annual Film Festival was enjoyable and entertaining. When people begin to realize that cinema can legitimately poke fun at itself, and that this self-criticism can be at the same time valid and entertaining, Film Festivals will not be such special events.



Hakan Serner, Agneta Ekmanner, and Sven-Bertil Taube form a menage a trois in the Swedish comedy, "Puss and Kram" (Hugs and Kisses).



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Inquiring Technographer

By PHILIP BURTON

QUESTION: Under the old draft law, a student could be required to have a high rank in class or do well on an examination test in order to obtain a 2-S. The new law, in effect, specifies that a student must take 16 credits a semester to be deferred. Which system would you prefer, if you had a choice?

Where asked: On campus.

Ken Flaxman, Upper Senior, Electrical Engineering. This 16 credit garbage is a step in the right direction. Student deferments should be only a function of the amount of time spent in school — regardless of credits taken or marks received. A college degree means nothing — college serves only as a babysitter, sheltering children from the real world. Certainly, then, the degree of sheltering is proportional to the time spent at the college — away from the real world. The army has the same function — to shelter children — aged 17 to 65 — from the real world. If college is an inadequate babysitter, that is, if enough time isn't spent at the institution, then the child in question should be placed in the armed forces. From this, it can be seen that a more equitable system for student deferments would be based upon carrying a certain number of credits and taking part in some bona fide sheltering activities.



Flaxman Fernandez

Robert Fernandez, Lower Freshman, Biology. The new law which requires a student to take 16 credits is an improvement over the old law of giving class standings, marks, etc. The new law gives all students who are taking 16 credits a chance to continue their education. A student under the old law could be drafted even though he had a C average simply because he was not highly ranked in his class. The student could be doing his utmost to attain that C average, but this is not taken into account. The old law gives preference to students of higher ability discounting the work of other students as insufficient work. A C average is good enough for the college, but not for the draft board under the old law. The new law provides a much fairer system of induction inasmuch as the 16 credits also contributes to degree objectives. Taking 16 credits helps avoid the draft until after graduation and also prevents students from being forced to take say 12 credits in one semester and 20 in the next. The new law should be continued in order to allow students to continue their higher education without undue worrying over military obligations.

Elisabeth Iler, Lower Freshman, Languages. From the two choices given, I would choose taking 16 credits, but I am in favor of working to abolish the draft and would prefer to participate in direct action projects such as civil disobedience.

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Gross Sayings

BY JEFF GROSSMAN

Pot-heads, acid-heads, pill-heads, ash-heads. . . . Yes ash-heads, the millions upon millions of cigarette addicts! Nobody seems to care about this largest group of "heads," except I, Jeff Grossman, champion of the underdog, upholder of liberty and justice, and former addict. Doing some research into this topic recently, I found the following amazing fact in the American Medical Association's, "Today's Health." It read, ". . . smoking a cigarette will reduce the bacterial count (in the mouth) fifty per cent temporarily." A logical extension of this finding is that smoking two cigarettes simultaneously will kill every one of the little buggers. Smokers of the world unite! ! Light up and fight bad breath! !

The Vatican has announced that it definitely will NOT make a Saint of recent martyr Billie Joe McAllister.

The University of California at Santa Barbara has the right idea. They sponsored a "Bitch-in" for their students, at which the UC'ers were invited to bitch about student government, apathy, and anarchy. I thought that we too should have a bitch-in, then bit my tongue. "Fool!" I said to myself, with much pain, " 'Gross Sayings' has such a feature — a gripe box." So remember, any and all gripes (with my discretionary censorship) will be printed if sent to this column.

An ad in *El Gaucho*: "Sub-lease one or two girls for a four man apartment near school — balcony." (NO, this ad was not placed by Jean Genet.)

I'm sure you're all waiting with baited breath (I told you not to eat those worms) for the Higgeldy-Piggeldy's that I promised from last term . . . So . . .

Higgeldy Piggeldy
Twiggy the mania
Came to America
Made her fortune

Totally shapeless, oh
Can this be womanness
Help us, the poor men, please
Bring back busts soon.

Thank you David Orenstein. . . .
I received the following in a very nice letter:

Higgeldy Piggeldy
His Highness Jeff Grossman
Thinks that his column is
The paper's best

But wait 'til he finds out
That it always winds up
We cut out his column
And keep the rest.

I got one from California, which, unfortunately, is written completely wrong — however the thought was nice, so . . .

Jiggery Pokery
Governor Reagan
He's got all us liberals
Way up a tree

To rid California
This unwanted cowboy
May mean we'll just have to
Make him V.P.

Last, and by all means least, is a contribution by one R. P. Winokur. After some babbling about modesty, and dachshunds, and the Bronx, he came up with:

Higgeldy Piggeldy
Jeffrey David Grossman
Writes of life's happenings
Here in TECH NEWS

Most unabashedly
And quite amusingly
Nonsequiturally
Airing his views.

That shoots it for now, so remember, send in all Higgeldy Piggeldy's and any gripes to 337 in care of this column, and watch your name appear in print.

Uncle Sam's Stop Watch

The news that the Selective Service System will examine the progress of college students is alarming. Their new regulations require that male students complete their studies on time (ie: degrees requiring four years of study must be obtained in four years). This would imply that the curricula in the catalogs be followed implicitly. Affected by this decision are those students who wish to further their education by taking extra courses, students who are closed out of critical courses at critical times, engineers and architects who need an extra year to complete a very rigorous course sequence, and those who have to support themselves and dependents.

This last area is critical. Those who must go to school and work at the same time will be penalized. This exemplifies the total inequity of the new student deferment provisions. It barely touches on the total inequity of the whole draft system.

The Selective Service System is pushing its foot further into the academic door. Needless to say, it doesn't belong there. Students who are honestly seeking an education should be allowed to finish their studies, including graduate work, without interference or limits of any kind. No agency, furthermore, can possibly pass on a student's honesty, which is what a student will have to prove when called to his draft board to explain why he is taking a little longer to complete his degree.

This college will not release the number of credits a student is enrolled for this term due to technical difficulties. We urge that this practice be extended. We urge furthermore that the College's catalogs be revised to allow students an extra year of work.

In addition we feel that, without passing judgement on the advisability of chasing Asian peasants through the jungle (the questions of The War and The Draft are, and should always be considered, separate topics when applied to the academic community), the College should make the Selective Service Administration aware of the obvious fact that even a student carrying the minimum work load can still only increase the period of his student deferment towards his degree by one school year.

A Livable Campus

Work is now proceeding on a new master plan for The City College. It is to the University's and our Administration's credit that a cross section of the students and faculty are being allowed to partake in the drafting of the plan.

We would suggest that all of the committees working on plans to improve the quality of academic life also give consideration to improving the physical environment at the college. We're running a close second to Columbia in the race for the most haphazard, poorly conceived campus expansion plans. A harsh reminder in all of the final reports on the quality of new buildings is a necessity. We don't need any more of the likes of Cohen Library or the Administration Building.

Tech Life

By KENNETH FLAXMAN

We are mature young adults, yet we are children. Our lives are dominated by our adopted parent, our city college.

We have as much freedom as cannot be taken away. Because there are no dorms, we have as much sex as we can get. Because no one knows how to stop it, we can get as high as we want — by drugs, alcohol or elevator. As long as no one listens, we can protest wars as much as we want. Beyond these inalienable rights, these rights to do what is either meaningless or unstoppable, we have none.

"We let the students go around shooting their mouths off, and they don't know what they're talking about."

Dean William Allan,
May, 1967, at a meeting
of the CCNY chapter
of the AAUP

Students are the cogs in the educational wheel — the grits on the sandpaper of learning. Our opinions about education are not wanted — we must entrust our fate to the hands of professional educators. And professional educators must entrust their fate to professional administrators. And professional administrators must entrust their fate to professional politicians. And professional politicians entrust their fate to God.

Students are like screws in a closed box: they know they're there, but, aside from themselves, only the box knows for sure. The professional educator may be thought of as the box.

Consider the professional educator. He has an advanced degree in his field, usually a doctorate. (Look in the bulletin for assistant professors without a doctorate.) He knows, or knew when he got his degree, a great deal about his field. His knowledge of teaching methods is limited to what he observed from those who taught him. He has probably taken no courses in education, effective teaching methods, or the psychology of learning. He might not even be interested in exciting the minds of those in his classes: teaching is a job, with good hours and good pay. He might not be concerned with the relative importance of what he is teaching — teaching obsolete material year after year is easier than rewriting and relearning a course. A professional educator isn't expected to be a good teacher — he is expected only to have an advanced degree.

Take a bunch of professional educators. Choose an old, experienced one — one set in his ways and adjusted to the routine — one who won't rock the boat. Make him chairman. Now, we have a department. We'll add some structure which will continuously review the curriculum, supposedly adjusting it to reflect new trends. This structure in practice won't decide what to stress and how it should be stressed — it'll work by having all the educators who teach one sequence of courses getting together and reviewing these courses. Except in time of emergency, like when greater than 70% of the course content is obsolete, these committees would meet and the members could congratulate themselves on the good job they're doing.

Take five of these departments, some secretaries, some deans (a professional educator who happens to be a good administrator and is vigorously opposed to change), an amazing library, add a building with bad escalators and good bathrooms, and you have a simplified model of the School of Engineering and Architecture of the City College of the City University of New York. Take ten or so of the most reactionary professional educators, and you have a model of the overall Curriculum Committee.

In this system of great stability, changes occur only in time of emergency. A recent emergency occurred when the Middle States Association, the college's accrediting agency, visited and evaluated the school. Specifically deplored was the unavailability of elective courses at the senior level in the School of Engineering and Architecture. This emergency was met by publicizing a notice perennially hidden in the bulletin:

For the most part, the courses in each curriculum are prescribed. However, the Faculty of the School of Engineering and Architecture, through its Committee on Course and Standing may permit an undergraduate upper classman with a superior academic record to substitute for engineering courses normally prescribed for his degree, other engineering or science courses of appropriate level and content to a maximum extent

Technographer

(Continued from Page 4)



Her Dick

Neil Dick, Graduate Student, Chemical Engineering. As far as I'm concerned, I'd prefer the original criteria. My grades were always in the top part of the class and there was no problem for me. As for all students in general, however, both methods are of about equal disadvantage, in my opinion.

Allan Faskowitz, Upper Senior, Math and Psychology. One may take two approaches — what is best for me and what is best and fairest for the country. I would prefer the old system because I could stay in school longer to complete a more intensive undergraduate study. However, the new system is fairer for it gives equality of selection to students independent of their grades, which do not necessarily reflect usefulness to society. Like any question concerning the draft, the question reflects the basic inequality of any system imposed by society on individual liberty.



Faskowitz Dorfman

Sonia Dorfman, Lower Senior, History. I would prefer the new system. Grades are no longer a life and death matter. All that is required is that a student take 16 credits a term. I do not think that this is an excessive demand to make

(continued from column 1)

Tech Life

of ten credits. Such substitution is to be made with no change in total credits and shall be made only with the consent and guidance of the student's major discipline, as well as the consent of any other Department involved.

This statement has always been in the bulletin. No one, however, either noticed or believed it. Now, if you're a student of high academic standing, whatever that may be, you can "sub out." This raises the very interesting question of why only students of high academic standing can substitute courses. What is inherent in a high index that gives one the maturity to know that course B (not prescribed) will be more useful than course A (prescribed)? Why should the Committee on Course and Standing have the power to decide he who shall play with machines, and he who shall manipulate numbers. Electives, like at Brooklyn Poly, Columbia, Illinois Institute of Technology and just about every other school of engineering, should be available for all. None but perhaps the basic courses are essential; many successful engineers will go through life without hearing of a three phase wye connected transformer, or calculating the stress on a strut.

Higher education has become a joke. Along with the missile race, there is a race to produce more college graduates than the Soviet Union does. This has reduced the Bachelor of Science degree to the level of a 1915 high school diploma. There is very little thought given about going or not going to college; one graduates high school and then one goes to college: B follows A. One goes to college not as part of a relentless quest for knowledge — of learning for the excitement of acquiring knowledge — one goes to college in order to exist. **"College Degree. Any Major. High Starting. Good Benefits. Elevator Operator."**

A bigger joke is the engineering education. Is this the education necessary to become an engineer? Why, then, is it a persistent claim of engineers, who have made it to industry, that when you start work, you'll have to learn as if from scratch — that what you learned in school means very little when you're working. What happens when you come to something that isn't in the book, to something that doesn't work the way the book says it should? What then, my love? What good do those fifty-four technical credits do for you then?

The real purpose of an undergraduate engineering education reluctantly becomes clear: A Bachelor of Engineering is a degree in reading the technical jargon found in reference books. One has to know very little, 'cept where to look something up. A Bachelor of Electrical Engineering should be more properly called a Bachelor of Electrical Engineering Information Retrieval.

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Black Politics . . .

(Continued from Page 2)

filtration, also risk their lives. Any person who infiltrates a black organization; his or her life wouldn't be worth a plugged nickel. We will find out who has infiltrated these organizations and we will remove them.

"It should also be noted that the reason that the U.S. is having so much trouble with the Vietnamese people is that every man, woman, and child is fighting against him. This is what will happen in this city, for the revolutionaries in this city will be engaged in a struggle for survival of the 25 or 30 million black people in this country.

"The National Guard is training to deal with rioters as though they were soldiers in an army. They are really training to annihilate black people. The only insurance policy for the black man is to know some guerrilla warfare and arm himself with automatic weapons and ammunition for self-de-

fense. Maybe I am overly pessimistic, but I am sure that we are going to need it."

Mr. Wright was then asked about his opposition to the term Negro. Mr. Wright explained, "The term Negro is a cleverly designed term created by white people, which really means dead; non-existent. This is a clever trick by a racist society to completely separate the black people from their heritage."

Mr. Wright was then asked what part white people can play in his program. Mr. Wright replied by asking "What did these white people do to prevent the brutality and murder that took place in Newark? Nothing. What has the white society done to arrest those people who have exercised brutality against black people? Nothing. The best way white people can help us is begin to arrest those people who have been killing black men."

Baruch . . . Afro Art Show . . .

(Continued from Page 1)

high-caliber faculty. In the past, Baruch has recruited a good portion of its staff from part-time teachers and from City College professors, many of whom are reported to be unhappy with their positions.

The final decision involving the Baruch school rests ultimately with the Board, which will hold hearings before any action is taken. The report of Mr. Keppel's committee is scheduled to be taken up by the Board on October 23.

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(Continued from Page 1)

ognized by the art community after his paintings were discovered in a shop window by a Philadelphia art dealer.

The exhibition is sponsored by the City University, the New York Urban League, and the Harlem Cultural Council, a group whose principal aims are to bring "the best in cultural events from the world community" to the people of Harlem, and to "encourage and showcase the wealth of talent that Harlem engenders."

Romare Bearden, a leading contemporary painter and art director of the Harlem Cultural Council, and Carroll Greene Jr., a painter, art historian, trustee and art director of Afro-American Art of the Frederick Doug-

lass Institute of Negro Arts and History, are the co-directors of the exhibit. They selected the works that are to be displayed and which were gathered from museums and private collections across the country. Coordinator of the exhibit is Marilyn Mikulsky, Assistant Dean of the Graduate Division of the City University of New York. James E. Mayo of Washington, D.C., who was formerly associated with the Smithsonian Institute and has designed exhibits for the National Gallery of Art and Dumbarton Oaks, is the designer of this exhibit.

According to Mrs. Jean B. Husson, curator of the Schomburg Collection of the New York Public Library and a member of the committee organizing this exhibition, "this exhibition has a double significance in that it highlights the noteworthy achievements of Afro-American artists, and at the same time calls attention to their contribution to the total fabric of American culture."

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ENGINEERING STUDENTS:
Forewarned Is Forearmed

All teachers are equal, except some are more equal. This seems to be the result of a statistical analysis of the grades given by engineering instructors to their classes.

This statistical analysis, conducted by engineering students, computed the average grade received by students in their courses in the CE, EE, and ME departments. The standard deviation was also computed to show the range of marks around the average.

The five page booklet, listing the averages of each professor, as well as each course, was distributed in a limited quantity at registration. Behind a cover that proclaimed, "Forewarned is Forearmed," the listings were intended by its authors as an aid to registration.

The authors, who wish to remain anonymous, commented that the lists were not intended to be an indictment of specific teachers, but to indicate obvious trends in grading. For instance, beginning courses and ones that have been criticized in student-faculty committee indicated lower average marks than other courses. One of the authors re-

marked that, "Some professors seem to have a pathological fear of giving fair marks."

Technology Council had previously defeated a motion that would have published and distributed these lists to all engineering students.

Professor Steinhäuser (Chairman, ME) commented on the list, indicating that one of the reasons that the ME department did not post teachers lists before

registration was that some students would pick an instructor by the number of A's given in that class.

(The standard deviation is a measure of dispersion about the average. Within plus and minus one standard deviation from the mean, there are about 66% of all marks, within two standard deviations, about 95%, within three, about 99%.)

Courses and Teachers

Dept.	Course	Teacher	Students	Average	Std. Dev.
CE	105	Keosaian	16	2.25	0.97
CE	110	Thailer	23	2.61	1.13
CE	110	Schwarz	13	2.62	0.92
CE	110	Hsu	17	2.59	1.19
CE	110	Barvie	24	2.17	1.34
CE	110	Garcia	17	2.29	0.96
CE	110	Galati	21	2.10	0.97
CE	110	Eshel	44	1.93	1.18
CE	114	Garcia	37	2.76	0.67
CE	114	Grainick	36	2.69	0.70
CE	114	Anyangi	5	3.00	0.63
CE	114	Schwarz	34	2.53	0.65
CE	114	Patrissi	69	2.65	0.76
CE	114	Galati	15	2.27	0.44
CE	120	Koch	24	2.79	0.91
CE	120	Steven	28	2.25	1.12
CE	120	Schwarz	48	2.60	0.76
CE	120	Galati	24	2.33	0.62
CE	120	A.	23	2.17	0.92
CE	121	Rand	12	2.75	0.60
CE	130	Brotherton	22	2.09	0.90
CE	201	Harting	27	2.11	1.31
CE	201	Reitz	15	2.60	0.71
CE	212	Hartmen	2	2.36	1.02
CE	216	Copaulte	15	2.67	0.79
CE	216	Anterta	14	2.64	0.61
CE	218	Patrissi	17	2.65	0.68
CE	220	Rand	18	2.72	0.65
CE	221	Steven	19	2.11	0.97
C7	222	Schoenberg	20	2.60	0.92
CE	222	Reitz	12	2.58	0.95
CE	225	Copaulie	12	2.42	0.86
CE	225	Yao	20	2.50	0.67
CE	227	Brotherton	14	3.14	0.74
CE	230	Benveniste	12	2.42	0.95
CE	230	D. Chen	19	2.11	0.97
EE	104	Javic	119	2.47	1.15
EE	105	Skurnick	50	2.04	1.17
EE	105	Wiener	46	2.28	1.31
EE	104	Vachtsevan	24	2.00	1.00
EE	106	Javic	23	3.04	0.75
EE	106	Taub	38	2.42	0.71
EE	106	Weinberg	19	2.68	0.86
EE	106	Wiener	21	2.48	1.22
EE	107	Echtman	13	2.00	0.78
EE	107	Hussein	18	2.06	1.13
EE	107	Nacan	16	2.38	1.05
EE	107	Shulman	19	2.32	0.46
EE	107	Javid	26	2.77	0.80
EE	108	Brown	14	1.86	1.19
EE	108	Ettenberg	18	2.06	0.91
EE	108	Hussein	21	2.71	1.12
EE	111	Abramowitz	21	2.62	0.72
EE	111	Deltoro	16	1.94	0.90
EE	112	Eichmann	21	2.52	0.79
EE	124	Nadan	15	1.80	0.98
EE	124	Klafter	30	2.20	0.95
EE	124	Pfeiffer	28	2.71	0.80
EE	124	Meth	14	2.36	1.11
EE	124	Halpert	14	2.14	0.99
EE	126	Carlstein	14	2.79	0.77
EE	126	Cohen	30	2.83	0.82
EE	126	Meth	15	2.73	1.12
EE	126	Shulman	14	2.21	0.41
EE	126	Fluk	13	2.31	0.82
EE	132	Gebhardt	15	2.07	0.44
EE	132	Nadan	14	2.00	1.25
EE	132	Klafter	14	3.00	0.76
EE	132	Frank	15	2.47	0.62
EE	132	Sartz	15	2.67	0.79
EE	134	Van Gelder	15	2.80	0.75
EE	124	Mekel	5	3.47	0.50
EE	134	Skurnick	15	3.13	0.50
EE	134	Kalet	14	3.64	0.61
EE	136	Brown	28	2.32	0.60
EE	136	Frank	15	3.07	0.57

Dept.	Course	Teacher	Students	Average	Std. Dev.
EE	136	Gebhardt	15	3.00	0.63
EE	141	Van Gelder	108	1.90	1.16
EE	142	Frank	20	2.75	0.94
EE	142	Gebhardt	4	1.75	0.83
EE	142	Nadan	18	1.44	1.12
EE	142	Kalet	43	3.72	0.73
EE	143	Hunt	21	2.24	0.81
EE	143	Clemens	16	2.25	0.75
EE	143	Skurnick	16	2.69	0.92
EE	143	Mekel	18	3.00	0.67
EE	158	Hunt	22	1.77	1.08
EE	158	Echtman	15	1.87	1.02
EE	158	Chen	40	2.20	0.81
EE	159	Echtman	15	2.13	0.34
EE	159	Hunt	15	2.60	0.49
EE	159	Chen	15	2.80	0.75
EE	159	Halpert	15	2.53	0.88
EE	159	Carlstein	13	2.62	0.49
EE	163	Shulman	20	2.20	0.51
EE	163	Meth	26	2.50	1.01
EE	163	Brown	20	2.40	0.97
EE	170	Abramowitz	15	2.73	0.44
EE	170	Carlstein	15	2.53	0.88
EE	170	Echtman	10	2.90	0.70
EE	170	Nacan	15	2.73	0.77
EE	170	Deltoro	15	2.20	0.54
EE	171	Abramowitz	21	2.57	0.90
EE	171	Deltoro	23	2.52	0.77
EE	171	Krava	17	2.24	1.11
EE	173	Gersho	43	3.19	0.87
EE	173	Frank	20	2.95	0.80
EE	178	Kirmisch	16	2.94	0.83
ME	100	Burns	17	1.88	1.32
ME	100	Updicrove	13	3.38	0.49
ME	101	Baldo	36	2.25	1.09
ME	101	Burgess	13	1.54	1.22
ME	101	Burns	17	2.18	0.98
ME	101	Bilenar	48	2.92	0.84
ME	101	Benson	22	2.41	0.72
ME	101	Yanowitz	23	1.87	1.23
ME	102	Miller	18	2.67	0.82
ME	103	Bischoff	25	1.96	0.96
ME	103	Steinhäuser	25	2.12	0.86
ME	104	Fisher	36	2.64	0.79
ME	108	Treson	39	2.03	0.89
ME	110	Anderson	20	2.20	0.68
ME	110	Steinhäuser	20	2.05	1.07
ME	110	Wolf	28	2.50	0.82
ME	111	Burgess	36	2.36	1.11
ME	111	Repetto	40	2.15	1.09
ME	111	Silver	37	2.38	0.88
ME	111	Vigdor	55	1.95	1.13
ME	113	Bischoff	27	1.78	0.83
ME	114	Illigible	36	2.39	1.16
ME	121	Miller	18	2.61	0.76
ME	121	Levitsky	9	2.56	0.68
ME	144	Berkot	38	2.42	1.02
ME	190	Menkes	27	2.41	0.95
ME	200	Baldo	24	3.00	0.82
ME	202	Jiji	13	2.31	0.82
ME	204	Burns	24	2.50	0.71
ME	205	Repetto	8	2.38	0.48
ME	207	Menkes	20	2.70	0.78
ME	216	Menkes	20	2.70	0.78
ME	216	Bischoff	19	2.53	0.88
ME	248	Wolf	17	2.12	0.90

NOTE: All data based upon June, 1967 day session final grades. Statistics are, to the best of our knowledge, correct.

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