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# TECH NEWS



THE CITY COLLEGE

VOL. XXIX — No. 6

WEDNESDAY — 12 MARCH 1969

NEW YORK, N. Y.

## Scheuer and Smith Speak at College

### Address Themselves to Audiences at Hillel and Young Democrats Club

By JUDY LEIBOWITZ

Thursday afternoon, March 6, the newly-appointed City Council President of New York, Francis X. Smith, addressed the Young Democrats in Wagner Hall. Smith has taken over the position which Frank O'Connor recently resigned.

When questioned about the coming mayoralty election, and the influx of many candidates, Mr. Smith commented that each candidate believes there is a good chance to win against the incumbent, John V. Lindsay. In order to choose a unity candidate, Mr. Smith noted that each candidate must be given an opportunity to express his platform before the party can rally around one candidate. Mr. Smith cited two basic reasons to explain the numerous contenders:

(1) it's good for the ego. (2) some candidates are concerned about their future careers in politics and want to remain in the public's mind.

Concerning Governor Rockefeller's budget cut, Mr. Smith spoke of the heads of city government going to Albany to appeal. "The people of this city must make their voices heard. They must let the state know that they too are in opposition to the budget cut."

Mr. Smith also spoke of the new policy in the Federal government to put the greater part of the poverty programs into the private sector. He stated emphatically that the government is too powerful and spoke of the necessity of a partnership, a co-operation between the governmental and private sectors.

By MICHAEL MARKOVITZ and HOWARD SILVER

Outside Finley Ballroom copies of the *Daily World* are offered for sale. Inside meanwhile, Hillel's speaker, James Scheuer, one of the ever-increasing Democratic candidates for mayor, addresses a gathering of about 200 white students on the topic of "Anti-Semitism and Racism in N.Y." Mr. Scheuer, who finds it "difficult and touchy" to discuss such an issue, being himself "a candidate of the Jewish faith," prefaces his remarks by reminding those who would hold his religion against him that he is "not a Jewish candidate, but rather an American candidate who happens to be Jewish," paraphrasing John Kennedy.

At this point, a student in a

makeshift fez enters and finds a seat up front. Mr. Scheuer, not seeming to notice, continues to describe his affiliation with many Black and Jewish causes.

"Anti-Semitism," he observes, "is the Black man's way of discriminating against a minority, just as he was discriminated against, in a way which is socially acceptable to the white segment of the population." The Black man fallaciously imagines "the corporate Jew as the exploiter," while in reality, "it is Jewish leadership, talent and scholarship which has been in the fore of the civil rights movement." Not claiming to be able to solve this problem, Mr. Scheuer, in some unspecified manner, contends that he "can build bridges between people."

Mr. Scheuer then criticized

Mayor Lindsay for not setting "the right moral climate for the city," and claimed the Mayor took a more permissive stand toward racist statements by Blacks than for Whites. Scheuer called this "paternalism and condescension of the worst kind, which... coming from any end of the spectrum should not be tolerated."

Accusing the Mayor of trying to buy off Black extremists by putting them on the public payroll, Scheuer claimed this was counterproductive to the best interests of the city.

He noted that today we have a society that is in ferment, with a Black community that wants its long overdue rights NOW. As Mr. Scheuer sees it, "the Black community is calling upon us to make large adjustments with an immediacy that has put our noses a little out of joint." It is, in his view, healthy to "have these hostilities on the table," rather than allowing them to fester.

Speaking on matters close to home, the Congressman called Governor Rockefeller "all wrong" on the proposed cutback of funds for the City University. He did say that Chancellor Bowker was trying to play "political one-upmanship with the Governor," and that it would be bad to abandon the City University to the state.

As for student demonstrations, Scheuer said that the police should be kept off campus, except when there is unlawful destruction of property or stoppage of the educational process for those students not in agreement with the demonstrators.

In response to the question of why he wants to be mayor, after the laughter subsided, he responded that "the mayor of New York must not have his eye on other offices but must concentrate his energies on the challenge of turning this city around, a challenge which is indeed noble."

itself so that the joint effect is almost overwhelming. I would call the museum an experience in education — not only for the students, but more valuable in this sense to the visitors. As the Finley School is affiliated with the College's School of Education, a visit to the museum by College students would seem in order. Moreover, as New Yorkers — and as human beings — such a visit is incumbent on us.

"Our health class cordially invites you to come and visit our Negro History Museum any school day from 9 a.m. to 2 p.m. One of us will be happy to give you a guided tour around the museum....

Your friends,"  
(Mrs.) Browlia West,  
Teacher and  
Class H.C. 2

## Black History At Finley School

By STU SCHARF

Most museum tours are formal excursions through a gallery with the visitors being conducted by a professional guide who recites his prepared speeches in a self-assured, cool style. As the visitors leave the exhibit, they usually compliment the museum and remark, in reserved tones, that they have learned a great deal. What a cultural, educational experience the afternoon has been! There are those few programs, however, that truly offer the visitor an opportunity to feel not merely educated, but actually enthralled and enthused about the topic.

To evoke such enthusiasm in the tourist, the articles on exhibit must not only be authentic works by original artists, but the artists themselves must show a passion, a commitment to their endeavors. In terms of the "Black Revolution" confronting our white society, the cultural achievements of the American Negro must be as vibrantly and sincerely acclaimed by the Negro people as their rights to political and social justice are so militantly proclaimed. (Yet, how many of us white students would go out of our way to learn about Negro culture?)

Those people who would take the time to visit Room 115 in The John H. Finley School P.S. 129, at 130th Street and Convent Avenue, would benefit tremendously from the experience. For indeed, that classroom has been transformed into a Negro History Museum. The museum is not a two-week or month-long project of the class, but a full term undertaking on the part of the students and their teacher, Mrs. Browlia West. The people of Room 115 have really thrown themselves into their work. The room is filled with a sense of pride and accomplish-

## USU Broom Sweeps 1/3 Clean

ENGINEERING	SCIENCE	HUMANITIES
Gentile 572	Astor 313	Center 191
Medownik 565	Kaplan 323	Leibowitz 220
Ross 596	Magnone 275	Weiss 201
Varadi 588	Resnickoff 255	
EDUCATION	ARCHITECTURE	PRE BAC
Duncan 87	Hecht 61	Brody 47
		Morales 48

The conservative Vasquez slate captured approximately one-third of all Student Senate seats in last week's election. (Party designations not available at press time.)

ment that is almost tangible. One can see this pride in talking with the teacher and listening to the students. They are at once proud of their people's accomplishments and of their own success. The museum would succeed on their enthusiasm alone.

There are several manifestations of their enthusiasm. Kenneth Foster was the first student with whom I spoke. He showed me his workbooks and projects. The students' projects consist of painting portraits of famous Negroes, and transcribing poetry by Langston Hughes, Countee Cullen and other poets into their own folders. Kenneth's works were remarkably close to the photographs which were used as models.

Similarly, Kenneth had selected several poems by Langston Hughes from a volume of poetry, and written the poems over into his own booklet. It was clear that he knew what the words meant, and was able to see the beauty of the poetry.

The students conducted a regular guided tour around the room. They pointed out the various personalities and told of their contributions to American society. Sometimes the students would simply read the biographical notes; other times they automatically told visitors about the people's achievements. The children take a great deal of

pleasure in their work, and go to extremes to make the visitor feel comfortable. I declined an offer of coffee or tea. The picture exhibit is complemented by books about the Negro heroes. Mrs. West has gone to the expense of collecting many books, from her own local library as well as paperbacks, which she paid for herself. The children have read several of these books, and are quick to show them to the visitor. They know what they are talking about. They are not merely reciting words on picture cards, but have read about these people and are eager to demonstrate their knowledge.

The museum features Negroes prominent in all areas of culture: Percy Sutton and Shirley Chisholm in local politics, Countee Cullen and Langston Hughes in poetry, Harriet Tubman and George Washington Carver as examples of Negro contributors to our early history, and Julian Bond and the late Dr. Martin Luther King, Jr., as leaders in today's social and political struggle.

But this is only to mention a very few examples, who are well known to everyone. Negro contributions in civil service, history, the American Revolution, sports and the arts are also stressed.

The students in Class H.C. 2, having demonstrated their en-

thusiasm and knowledge by their speeches about the famous people, by their compilation of paintings and poetry, and by their recitation of poems they have memorized, challenge the visitor to show his knowledge of Negro impact on our society by having him take a photo-identification quiz. These kids have really worked for you — the least you can do is abandon the role of the interested-but-alooof tourist.

This year's program is dedicated to Dr. Martin Luther King, Jr. and will run until April 30th. The museum has been in existence now for nine years. Last year's class spent a week at Cornell University, which had invited the group up there. Over one thousand students, teachers, and guests attended the museum tour that week. The class has sent invitations to dignitaries across the nation, and has received cordial replies from President Nixon and Vice-President Agnew. In reply to their invitation, Dr. Ralph Bunche invited the class to a special tour of the United Nations.

But these official replies and the small amount of publicity the students have received do not begin to acknowledge the commitment the class has to this project. The feeling of concern, involvement, and dedication evinced by Mrs. West and her students combine with the interesting and informative tour

# TECH NEWS

ROOM 337 FINLEY STUDENT CENTER  
THE CITY COLLEGE  
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Issue editor / POLLY FLONDER  
managing editor / JANE TILLMAN IRVING  
news editor / STEVE BOONSHOFT  
features editor / JUDY LEIROWITZ  
business manager / ZVI LOWENTHAL  
senior contributing editor / ROBERT KALISH  
associate editors / OTTO HAMMER  
JOE KRAMER  
MARK KRAMER  
PAUL B. SIMMS  
copy editor / SANDE NEIMAN  
photo editor / MIKE CHAYRS



STAFF / Jonathan braun, dennis cohen, elaine gleiberman,  
rosanne goldlust, ralph goldwasser, thomas j. kavaler,  
michael markovitz, dan purjes, alan schoenfeld, harvey schoenfeld,  
howard silver, zev spiro, monica stoll, evelyn watson.

faculty advisor / HARRY SOODAK

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## CLASSIFIED

### Commerce

Frat. House near City College for rent  
for parties or smokers. Call Stu RU  
2-2144.

Zweig-Newmark Photography  
Bar-Mitzvah's, Weddings, all occasions.  
Call 888-3135, 888-8130

Spent Easter in Miami or Ft. Lauderdale,  
10 days — \$114; Call Neal, OL  
2-4203, evenings.

FOR SALE: 1968 Triumph Spitfire  
Mech. very good; body sort of ratty.  
New battery, clutch, top, Dunlop radial  
tires; RHD; tonneau. 28 | mpg. 90  
mph. Can't afford insurance; yours for  
\$880 or ? Call FO 8-7438, days, 487-  
0872, even.

### Miscellaneous

The battle of the sexes at Hillel has  
peaked — Will the real married per-  
son(s) at Hillel please rise.

Caesar should be dead.

Two male upperclassmen looking for  
mature lowerclass females. Box 26.

Box 26 where are you?

Passover is coming to CCNY

Communists cops out.

Where were you when Dow came?  
— T.M.

Down tuchana Hekker!

Photo Club — Evening Session  
Thurs. Nite at 9, Flisby 304

To the real Shadow!

Who knows what evil lurks in the  
heart of the Shadow? Dr. Goode  
k n o w s !

— Dr. Goode

my rotten gypsy:  
you passed up hieronymous boach for  
what?

hene, baby, things happen when you  
least expect them.

the editor of the Campus can't spell  
Rensselaer, Rensselaer . . . the editor of  
TECH NEWS can't spell it either.

500 Americans were killed in Vietnam  
last week. Will someone please justify  
this?

Remember Confucius' birthday!

mon beau magyar:  
are you counting your blessings? who  
else shares all her viruses with you?  
— your g. gear

Life is Rich and Full.

J.R.

We love those beautiful brown eyes.  
Berk.

Gee, Lorraine — I missed your knees.  
Please can we have a rerun?  
— The Young Upstart

Best wishes to Gus Porikos on his re-  
tirement.

—The TECH NEWS Staff



Our President — Right or right.

A. S.

After Vasquez' two month tenure, the  
school will see the advantages of a  
liberal president.

O. H.

Monica may be Swiss, but she buys  
the best Italian pizza in town.

Thanks T. N.

Dear Joseph,  
I got my action. Thanks anyway.  
Girl 18.

## Tech Life

By OTTO HAMMER



(Special thanks to Professor Walter Rand of the Civil Engi-  
neering Department who provided most of the information and  
ideas for the following column.)

Engineers and scientists are taking an increasingly ac-  
tive role in the social and human consequences of tech-  
nology. Even today, before U.S. Senate hearings, scientists  
are testifying against the development of the Sentinel  
Anti-Ballistic Missile system (ADM) for being too costly,  
impractical and leading to a dangerous weapons escalation.  
In another room engineers are tightening governmental  
safety regulations for automobiles, the number one killer  
of American life. It was a few concerned and dedicated  
scientists who proposed a bill in the Wisconsin legislature  
to outlaw the use of DDT-based insecticides for being ex-  
cessively harmful to the environment.

Nevertheless, mankind is exposed to the hazards of his  
own creations. The accelerating pace of change that under-  
lies the nature of engineering also changes the nature of  
society. Local problems have become global problems, and  
potentially benevolent products have found malevolent uses.  
The work that engineers do today varies from research to  
production to management, but all their jobs are involved  
with matters which are related to the public interest.

In earlier years when technology first hit the world,  
the engineer was considered an independent practitioner of  
a profession. One of the early professionals, David B. Stein-  
man, a City College graduate, was instrumental in writing  
the Code of Ethics for engineers. The code supposedly ad-  
hered to by every engineer states that the professional must  
"apply his special knowledge for the benefit of mankind." Today,  
however, the engineer has become an integral part  
of the industrial system. He considers his job only to be  
the solution of many small problems, an impersonal service  
free of responsibility and long range effects.

This conception of the engineer must change towards  
the development of a greater professionalism. Producing an  
increased social awareness is the function of education;  
specifically, the required and elective courses offered by  
the School of Engineering. Among these courses are 22  
required and six electives in Liberal Arts which are ir-  
relevant and sometimes dangerous to the needs of engineer-  
ing students. Their irrelevance to a contemporary world  
is evidenced by an almost 80% dropout rate from the  
School. Most of these students leave not for a lack of ability,  
but because of a lack of interest and disgust to the one-  
sided nature of their studies. The courses become dangerous  
when they offer shallow, survey-type reviews of the arts  
and social sciences that leave an uninspired feeling and  
cause a separation of these basically interrelated viewpoints.

All of these courses could be made relevant. The em-  
phasis of interdisciplinary studies on the ways of technology  
influences biology, English, geology, sociology, psychology  
would benefit the engineer by revealing the extent  
of his social responsibilities and aid the humanist by indi-  
cating the technological influences on his field of study.

The College offers no interdisciplinary studies as elec-  
tives to either engineers or liberal arts students. As an ex-  
ample of the type of courses that could be given in the  
following departments:

- Biology courses could investigate the effects on the  
environment of pollution, strip mining and insecticides.  
Ecology studies would reveal the delicate balances that  
exist in nature and the dangers of needlessly destroying  
any process that interrupts this cycle. While the Biology  
Department offers courses to tech students majoring in bio-  
medical engineering, no other electives are given in this  
vital field.

- The English Department could offer electives explor-  
ing the impact of science-fiction on contemporary thought.  
Or in another area examine the interaction of technology on  
the English language through the usage of the now common  
words like force, stress and energy or even the "newspeak"  
used in 1984.

- Courses under the heading of Geology could ana-  
lyze meteorology and the social implications of its artificial  
control. Ocean and water studies would evaluate the effects  
of man-made dams and reservoirs on the inhabitants of  
nearby regions.

- Sociology revisions would include a greater em-  
(Continued on Page 3)

## Nary A Library

The City College student is an ingenious and hardy  
creature. He has to be — to get an education at City College  
with the limited library facilities at his disposal. Of course,  
being, for the most part, a graduate of the New York City  
public school system, he is quite used to getting an education  
in spite of himself and the institution of "learning" which  
he attends. The City College is only the adult version of  
the grade-school nightmare.

In addition to the distinctly unfriendly and almost  
hostile treatment which students often receive in the cir-  
culation department of Cohen library, there is the problem  
of hours and books "lost" years ago and never re-ordered  
despite the fact that these same books are required by  
teachers term after term and therefore requested many  
times by students.

The second floor at Cohen does not circulate books from  
the closed shelves until 10 a.m. — a distinct impediment  
and inconvenience for many. Although Cohen library stays  
open from 9 a.m. to 9:30 p.m., Monday through Thursday,  
it closes at 5 p.m. on Friday. Students from the evening  
session, suffer most as a result of this early closing. Friday  
evening, when few classes are held, presents the only  
real opportunity for many evening students to use the  
library, besides the weekend.

Teachers often place books on reserve. It is frequently  
a book which 50 or so students have to finish reading in  
fragments within a week. "A book" is just that — a single  
copy to be used by all. We have all shared the frustration  
of this situation.

It is during finals time that students become the most  
frenzied and outraged because other colleges have libraries  
which stay open late into the night for the weeks prior to  
finals. Since it would be unfair to cite "dormitory" schools  
in the city as examples, we'll mention only Brooklyn Col-  
lege, another "subway" school in the CUNY complex, which  
kept late hours, student-staffed, this past finals period in  
January. Why not City College?

## Our Collective Chest

Getting some things off our collective chest:

That 3500 voted in the past election is a record but we  
are not impressed. For issues of such importance with such  
a variety of candidates, we are distressed that so few people  
managed the exhausting act of voting.

The training offered by Professor Bard and the Psy-  
chology Department for the Police of the Family Crisis  
Intervention Unit is highly valuable in cooling family  
disputes that are potentially dangerous. We cannot under-  
stand and further, do condemn the irresponsible actions of  
the few who disagree and seek to discontinue this service.



## Reviews: The Bard Sings Does "kiss me kate"

by JANE TILLMAN IRVING

This year's Musical Comedy Society production, "Kiss Me Kate," has a lot going for it: an adaptation of Shakespeare's "The Taming of the Shrew," music and lyrics by Cole Porter, complete with gorgeous costumes and really funny lines. For the most part, MCH lives up to its potential.

The plot concerns a Baltimore review of the Shakespeare play whose star and leading lady just happen to be divorced from each other. Conflict starts here, and ends as the shrew is tamed, offstage as well as on. Colbie Blumenthal, Jr. and Mimi Finkels as Petruchio and Kate are in polished performances. Both have fine singing voices, and they complement each other as actors. Sylvia Padhor starts off promisingly as Bianca, but her "Always True to You (In My Fashion)," which should be a showstopper, is hampered by all repetitive choreography. Ed Stahl, as Lucentio, sings and dances with spirit.

Then there are these two youngsters. (Gangsters in "The Taming of the Shrew"? Never mind, they fit.) L. Stephen Wallberg and Chuck Yaner walk on

stage, and walk off with the show. They sing "Brush up Your Shakespeare," with true comely aplomb, and are undoubtedly the most comfortable and convincing in their parts.

The essence of any Cole Porter musical is slickness; it's all elegant fantasy, with not a breath of social commentary or Pressing World Problems. Therefore, the lyrics are of primary importance. At times, the MCH players garble them into unintelligibility. "Another Opinion, Another Rhyme," like all the chorus numbers, is best when the entire ensemble sings. The solos at the beginning are weak, but this may be attributed to first night jitters. The choreography should reflect this slickness as well. "Were Thine That Special Face" is the only dance number that does: Mr. Blumenthal and line of chorus girls playing temptress. There's one like it in every Fred and Ginger movie, and it always works.

"Kiss Me Kate" is well put together, and carries on MCH's tradition of big, classy shows. It's at the Fashion Institute of Technology, next Friday and Saturday, March 14 and 15.

## your own thing"

by SANDE NEIMAN

"Do your own thing" is a rather hackneyed imperative, the play of the same name, however, is fresh and inventive. Imagine Shakespeare's "Twelfth Night" stripped bare of all the complicated subplots, dozens of comic characters and parallel situations.

Then you update a simple, unbelievable, but good plot with great rock music. Add a stage set of simple converging planes in which you can project familiar faces matched with one-liners. The resultant product is delightfully different and highly enjoyable.

The basic "Twelfth Night" plot is the same hard-to-swallow contrivance of identical twins, a boy and girl, who are separated after a shipwreck and cast upon foreign shores, unaware of the other's presence in Illyria.

Dressed alike, Viola and Sebastian are mistaken for one another by all. Viola seems as astonished as the audience that people could take her to be a guy, perhaps a comment on the

diminishing differentiation of the sexes. Some really funny bits, such as Viola's putting a padlock on her shirt zipper to ward off the lecherous Olivia result from the fact that she alone knows she is well-endowed with all desirable feminine attributes.

At times the Shakespearean text was followed; at others, more modern dialogue, all interspersed with rock music and quips matched to projections of Bogart, John Wayne, Buddha, Christ, Mayor Lindsay and others.

The music was remarkably good rock, a pleasure to listen to. The quality of the lyrics did not quite reach the level of the music itself. This lack was amplified, too, by the swallowing of the lyrics by most of the performers. But the fugue on three kazooes was something to remember.

All the players had a zest, a spirit that characterized the whole production. Priscilla Lopez as Viola was notably good. It's fast and funny, consistent. Take someone you like to see it.

## More Tech Life

(Continued from Page 2)

emphasis on human values aimed at the engineer as a means of redirecting the goals of technology.

• Psychology has perhaps one of the greatest interactions with technology, yet this department offers only one introductory course to engineers. Electives could be initiated which would study the development of creativity that is so essential to the profession. Interdisciplinary studies could investigate the effects of packaging on sales; or analyze the effects of a technologically oriented life on mental stability.

• Art courses could relate the effects of technology on modern art movements while at the same time revealing the effects of art on the engineers activated. Technology, with its emphasis on reduction to simplified form is reflecting in the "minimal" art movement dominating modern abstract art.

Dean Allen and Department Chairmen, the School of Engineering must take the initiative in implementing these changes. The greatest innovations, it has been said, result from the interaction of disciplines. The engineers responsible to society and the future of technology demand these changes.

## Letters

### "malignant monster"

Editor, Tech News

"Tech Life's" comments on the present technological revolution illustrate the wide-spread conception that science is a malignant monster ready to pounce on liberty, justice and the girl next door. The column implies that technology, not people, are to blame for traffic. People were reluctant to pay for safety options until law made safety devices standard equipment.

Automation is necessary to increase productivity, reduce costs and generally increase the standard of living. To prevent automation might lead to unemployment on a scale comparable to England's.

The net effect of technology on foods is to lower the cost. The government's preference of weapons to food distribution to the poor is the fault of the politicians.

(Continued on Page 4)

## Notices

### PHOTO CLUB

The Evening Session Photo Club will meet every Thursday night at 9 in Finley, room 304.

### NEW PUBLICATION

A new publication, SAPIENCE, invites students and faculty to submit poetry, fiction, reviews, papers. Deadline is April 25. Submit materials to: Editor, SAPIENCE, 152 Finley. If return is requested, please include address.

### CONCERT

The Music Department will present two concerts in Aronow Concert Hall on Thursday, March 13, 12:30 p.m. and on Sunday, March 16, 2 p.m.

### SHIRLEY CHISHOLM

Mrs. Shirley Chisholm, first black woman in Congress, will speak on campus, Friday, March 14, 1969 from 2-4 p.m. in Buttenweiser Lounge of Finley Hall.

### GERMAN CLUB

Poetry will be read by G. Grass, Enzenberger will be played, and coffee will be served at the meeting of the German Language Club on Thursday at 12:15 in Mott, room 304.

### CONSCIENCE-STRIKEN STUDENTS

The Science Action Committee will meet next Thursday, March 13, in Shepard 122.

### JEWISH STUDENT UNION

The Jewish Student Union will meet March 13 at 12 noon to hear Joshua Edelstein, founding member of Kibbutz Kfar-Hanasea, speak on the Evaluation of Zionist History, in room 424 Finley.

### PHILOSOPHY SOCIETY

The Philosophy Society will have a joint meeting with the Philosophy Department to discuss topics of vital importance to all Philosophy majors. (e.g. special courses for majors) All majors are requested to attend for their own good, the meeting on Thursday, March 13 in Steigltz 309 at 12:30.

## Chinese Language For Fun and Credit

Dean Barber has approved a new Chinese Language course to begin September, '69, despite projected budget cuts. It will be a five-credit beginners course. This course will be instituted due to the extensive efforts of Peter Z. Ng, president of the Chinese Students Association and the Ming Tak Society, who circulated petitions agitating for the course during the Spring term of 1968.

The Chinese Students Association and the Ming Tak Society have sponsored many cultural affairs, including demonstrations of traditional Chinese dance, lectures on Confucian-

ism. They have run films and recently, they sponsored a demonstration of Kung Fu (the art of self-defense) in Harris Auditorium, which 300 persons attended.

This spring, a free Chinese language course, student-taught, is being offered on Thursdays in the 12-2 break. There are three classes, held in Shepard 20, 22, and 122. To date, about 80 students, mostly non-Chinese, have indicated an interest and all are encouraged to join the classes. It "would definitely provide good preparation" for those who want to register for the course in September. — Flender

## Did You Subvocalize Today? seedickrun, butcandickread?

by DAN PURIES

If you can read this article within one minute, put yourself on the back. You are reading at 1000 words per minute, which is the average college students' speed. If it took you two to three minutes to read this article, don't feel too bad. Your reading rate is within the national average, which is 200-300 words per minute. If it took you three or more minutes to read this article, you've got problems.

If you cannot read comfortably at 700 wpm or more you are doing something (more likely, a number of things) wrong. Unless you have a vision defect there is no reason why you shouldn't be able to read correctly.

There are three basic causes of poor reading: 1) improper eye fixations, 2) subvocalization, and 3) poor concentration and regression. As you read this line your eyes probably stopped to focus on almost every word. This is unnecessary, for the normal eye can see many words at a glance. Try it. Focus, (or fixate) your eyes on any one word.

Unless you have a bad case of tunnel vision you should easily be able to see the two words adjacent to it on either side. You might find that you can comfortably see even more words with one fixation, why focus at every single word and considerably slow your reading? With proper instruction, you can be taught to fixate only twice, instead of five to ten times, on an average pocket book line and once on a newspaper line.

Subvocalization is what you were undoubtedly doing when you read the word "subvocalization" and probably are doing as you read every word on this line. As the word implies, you are reading to yourself as though some voice were in your head pronouncing each word. This is a carryover from first grade days when you were taught to read out loud; even now you might catch yourself silently moving your lips as you come across a large, unfamiliar word. During your next exam, look around and you might see people muttering the questions as they try to understand them as clearly as possible. Just as reading aloud doesn't improve understanding, remember that neither does subvocalization; it only serves to slow your reading. The only way to break the

"subvocalization barrier" is to read so fast that subvocalization becomes impossible. This barrier is about 700-800 wpm.

Finally, poor concentration is a product of slow reading. The average person thinks at a minimum of 1200 wpm. If he only reads at 300 wpm there is a 900 wpm gap that is filled by wandering thoughts and actions. As he reads he might chew on his pencil, scratch his head, eye some passing girls, etc. Consequently, he loses track of what he read and rereads a few lines or words (regression). With a dull book this will happen many times and make the book even more boring, leading to poorer concentration, more regression, etc.; a very vicious circle. Again, the only way to correct this is to read fast enough to prevent wandering thoughts.

The main factor in rapid reading is the reader himself. In order to read at high speeds, which can be very uncomfortable at first, the reader must push himself more and more. Speed reading can be compared to physical training in that at the start muscles become very sore, but as time and training progress the soreness diminishes and the muscles grow.

Many people who enjoy reading worry about missing details. With rapid reading not only do they get all the details but they do so with greater continuity. Instead of looking at a series of still pictures they see a movie. Other people worry about comprehension. No, it does not go down. In many cases it goes up (better comprehension) and in many cases it stays the same. A recent class of mine (ten year olds) started with an average reading rate of 150 wpm and comprehension scores of 30%. At the end of the course they were reading at an average of 900 wpm and with 50% comprehension.

There are many rapid reading schools in New York and most of them do a good job. Though they agree on the basic causes of poor reading, each school has its own method of correcting them. The programs, level of teaching, price, time involved, all vary with each school. The best way to rate a school is to talk with one of the graduates.

For the die-hard skeptics: If the minimum thinking rate is 1200 wpm, why can't you read that fast?

# It's Debatable . . .

By MONICA STOLL and  
H. J. HOFFMANN

Editor's note: Mr. Hoffmann is the Vice-President and Public Relations Manager of the CCNY Debating Society.

During the weekend of February 28 to March 3, an audience of about 140 students and debaters filled the College's Aronow Auditorium to observe the "final battle" of the 14th Invitational Debate Tournament which, in a unanimous decision of the judges, was won by the team from Rensselaer Polytechnic Institute.

This year's topic, "Resolved: That the power of the Executive regarding foreign policy should be significantly curtailed," gave the debaters not only the opportunity to air their views, but also demanded that they be thoroughly familiar with subjects ranging from U.S. commitments to the activities of the C.I.A. Besides defending their own opinions, the debaters also had to analyze and counter arguments as they were presented in debate.

The approximately 100 debaters were broken up into novice and varsity teams according to experience. In the case of the latter, the team from Boston

University, at the end of two days and six previous rounds of debating, met with the team from Polytechnic Institute to contest the championship. The novices had only five rounds of debate, and the winner was Middlebury College. Both groups argued before a judge who was most often a speech professor or a former varsity debater.

The tournament, which is ordinarily held during the first weekend in March, was hosted this year by the CCNY Debating Society. In doing this CCNY had the opportunity to share the burden and privilege of arranging a tournament for the schools in the Eastern region of the United States. In addition, the event was a suitable occasion for CCNY to return the hospitality which is extended to its debaters whenever they follow up invitations from other schools.

Since it was the host school for the tournament, CCNY was not allowed to take part in the debates. As a result of previous encounters, the team has succeeded in moving up to the national Ivy League competition where it is presently trying to qualify for the regional championship.

## Coalition Statement

"Governor Rockefeller has proposed a budget for the City University system of New York that threatens to dissolve the SEEK and College Discovery programs, and jeopardizes the security of every college student. Accordingly, Black and Puerto Rican students throughout the CUNY have decided to publicize this threat and bring the pressure of the entire City upon Governor Rockefeller and the State Legislators.

Consequently, a rally has been planned for Saturday, the 15th of March, at the construction site for the State Office building in Harlem — 125th Street between 7th and Lenox Avenues. This rally is designed to let the people know that if the SEEK and College Discovery programs are cut out, there will be virtually no Black or Puerto Rican students in the University.

"Inasmuch as the budget cut also affects the majority of students enrolled in the University, the Student Advisory Council, a group of student leaders from every campus who serve as consultants to the Chancellor, has united with the Black and Puerto Rican students. This marks the first time that such Black, Puerto Rican, and white

student groups have organized to bring the weight of the entire city upon a specific issue.

"We should point out that we took this opportunity to address ourselves to the proposed cuts in the Welfare budget. As part of our program to restore the ties that have been broken between the Black and Puerto Rican students and their respective communities, we must speak out when the lives of many of our people are at stake. We cannot permit cuts in the Welfare program that induce inhuman hardships upon the people of the City of New York."

Black and Puerto Rican  
Student Coalition  
The City University of  
New York

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## Letters

(Continued from Page 3)

nology are dependent on the user. When an incinerator is emitting partially burned material, it's not that an engineer cannot repair it, but rather that the landlord is too cheap to pay for it. Our environment is polluted not from the use of technology, but its misuse.

I could only commend the Harvard University Program on Technology and Society's study for not involving itself with the idea that "technology threatens human dignity." The reason why it is a man that guides a floor waxing machine is that there aren't any machines that wax floors by themselves. Perhaps pressing down keys on a typewriter is "uninspiring," but it is the best method of typing.

I would not commend the study for not looking into science-fiction. So many people have read: "Science is a threat to liberty" that they are beginning to believe it. They envision a state building full of white lab-coated scientists and a giant computer. Scientists could fear nothing more. During the rise of Hitler scientists all over the world helped find positions in their own countries for their German colleagues.

In short, people of the pure and applied sciences want only to have a better world for all to live in. It is the non-technocrat who misuses technology.

Ming Mar

## Hammer nails it

Ed. Note — The promise of technology is so great that humanity is disappointed in its application. You are correct in saying that people are responsible for the use or misuse of technology. My criticism of the Harvard University Program study was exactly that point: the creators and appliers of technology who participated in the study did not make a responsible evaluation of the current uses of their products. The study dwelled too long on the benevolent aspects; it was short-sighted in only considering its effect on American life and not its global effects; and it only related to the benefits that middle-class people receive from technology. While it is also true that politicians and the public are involved in the development of technology, these people are only advised by engineers. The landlord, for example, who runs an incinerator that causes air pollution is only operating a machine that an irresponsible engineer inflicted on society. As for science fiction, technology has already made it obsolete.

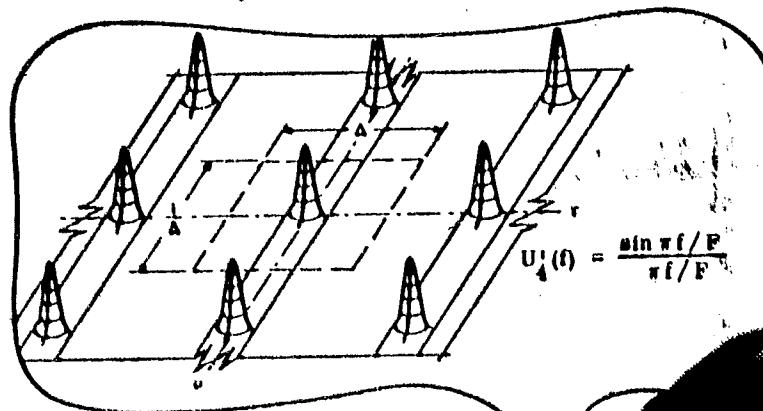
— Hammer

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## TO THE FACULTY:

We are offering a seminar which will attempt to deal with the problems caused by overcrowded classes. We would like to concentrate on alternate models of classroom organization which could involve students more effectively in the on-going learning process. A variety of techniques drawn from the field of group dynamics will be used in the seminar, with an exploration of their relevance to classroom procedures. The seminar will meet on Wednesdays, beginning March 12 in Room 348, Finley Center, at 1 P.M.

If you cannot meet during this time, but would like to be a participant, please leave your name and phone number with Mrs. Edna Platzer, Extension 2294.

Jerome Gold  
Division of Student Activities and  
Department of Psychology  
Dee Estelle Alpert  
The Experimental College