

Faculty Disaccredits Military Training Courses

By STEVE SIMON

The Faculty Council of the College's liberal arts school voted last night, 29-17-2, to cease the granting of credits to students in the Reserve Officers Training Corps (ROTC).

However, President Buell G. Gallagher, who spoke for retention of credits during the meeting, said afterwards that the vote was actually only "a recommendation to the Board of Higher Education (BHE), which can either approve or disapprove."

"There can be no change in the academic arrangement," he said, because this year's bulletin lists the course as having credit value and because of an obligation to those students currently enrolled in the program.

The faculty vote, in effect, repudiated a clause of the contract he has signed with the Department of the Army requiring the College "to grant appropriate academic credit applicable toward graduation for successful completion of (ROTC) courses."

He said he didn't believe either party would hold the other to "a literal 12-month notice" which is required to terminate the contract.

The College, he said, would only approach the Army if the BHE upholds the faculty's action. The

Council acted to approve the report of its Committee on Curriculum and Teaching, which twice voted against ROTC's present status, first 7-5, and then 9-4. The second vote was taken when the Department of Military Science complained that it lacked representation on the committee.

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Recruitment Resumes To Uneasy Truce



—Photo by Gil Friend

Recruitment interviews are scheduled to resume today at an off-campus site which student radicals claim violates the spirit of an agreement they reached with the Administration.

The students told President Buell G. Gallagher last night that unless a place other than the Alumni House, 280 Convent Avenue, is found by 1 PM today, the interviews might be disrupted. They are seeking a site which is not owned by the College and a guarantee that picketing will be permitted there.

Dr. Gallagher said that Professor Joseph Barmack (Chmn. Psychology) would permit use of the

Psychological Research Laboratory's bottom two floors in the building today, although it would be a "serious inconvenience."

The President arranged a meeting between the opposing factions of engineering and dissident students at 10 AM today. Meanwhile, police will be stationed at the Alumni House at 9 AM to prevent disruption, he told the protesters last night.

Seven firms and agencies, including Hughes Aircraft, the Army Corp of Engineers, and the Naval Air Test Center of Patuxent River, Maryland, are scheduled to appear at the College today. Telegrams were dispatched yesterday, informing those with appointments of the change from the Finley Center placement office, a target of anti-war protesters all week. The office's director, Ernest Schnabele, said yesterday that he had not been informed of any cancellations by recruiters. About 20 others will appear during the first three days of next week.

In what appeared to be a viable compromise, members of the two student groups agreed Wednesday night to a four day moratorium in which interviews scheduled

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Engineers Want Their Rights

By FRED MILLER and PHIL WOLFSON

They were all together at last and they were very angry, and they were neither SDS nor the Onyx Society.

They were people who felt their rights to their future were being denied: the future, meaning a good job; a good job meaning an occupational deferment.

The speakers ranged from an angry Greek, who seemed as incensed by the SDS and Josh Chaikin as a Czech student is incensed by Russian tanks, to Professor Philip Baumel (Physics), a rational man trying to calm an angry mob.

The speakers themselves were relatively unimportant, for they did not reflect the exultant joy felt by the engineers at being part of a crowd. The speakers mouthed the anger of the crowd but they could not capture the imagination of their often self-distracted audience.

The North Campus Cafeteria will finally be heard from. "We're not going to let 20 people down south run this College," cried one speaker.

And this crowd was not permitting itself to be run by twenty people. From the shelter of Steinman's Plaza, the crowd gathered its courage and moved out. For their first venture, the angriest wanted to go "into the lair of the enemy." Instead they descended upon the Administration Building. And the leaders followed.

Dr. Buell G. Gallagher made his term's debut on the campus. Speaking to the sometimes friendly, sometimes hostile, always angry audience, he appealed to "the reason and civility to be found in engineers and often not elsewhere on the campus." Decriing "intransigence and anger," he appealed for a few days of quiet and said, in effect, let us reason together.

"Interviews will begin tomorrow, and continue through Wednesday" the president said. How-

ever, finding that his appeal had somewhat less than the desired effect, Dr. Gallagher attempted to appease the audience by stating, "Those people being interviewed and the interviews will be protected by any means necessary." He concluded with an appeal for self-control which did not please the crowd. He never mentioned the police.

He asked for a committee to represent the students in discussion. (Continued on Page 8)

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—Photo by Fred Miller

Following several scuffles between demonstrators and students "guarding" interviews in Finley Tuesday, College officials suspended recruitment Wednesday and Thursday.

Students Neglect Voting on Campus Governance

With voting ending today, the referendum on campus governance has been largely ignored by the student body.

Their campus plagued with recruitment protesters, counter-protesters, ROTC challengers, and vigil demands, students and faculty have both overlooked the fact that this week's referendum is probably the most important within-the-system action ever offered at the College.

The three-proposal referendum contains the original Committee of Seventeen report, a second proposal by President Buell G. Gallagher, and a third alternative by Student Government. The SG proposal C guarantees students a greater role in decision-making than either of the others.

The fifteen thousand day and evening students at the College were mailed ballots, along with the three proposals, last weekend. So far, according to Student Government President Paul Bermanzohn, less than 1,000 ballots have been slipped into the boxes at the polling places in Room 152 Finley and the corridor in Shepard Hall.

"I can understand why there's such a small vote," said SG Vice-President Syd Brown, "but this is really ridiculous. After two years of hassling, this is quite a let-down."

Brown wants to extend the referendum through next week, but Bermanzohn says there is "no chance" for an extension.

But, even if there were an extension, it isn't likely that more students would vote. Many students don't even know that there is a referendum. And most of those who do know, don't care.

"I ripped up my envelope as soon as I got it," said one girl, a junior at the College. "I know it can't change anything."

"It's ridiculous to vote," said Jay Donne, a sophomore. "I never read the reports and I wouldn't know what to vote for anyway."

"The ballot box downstairs is a garbage can," said Sam Miles, a junior.

"What referendum?" asked Carole Bahoric, a physical education major.

Faculty seem better informed, but many seem unhappy with the referendum.

Professor Frederick Karl (English) feels that "proposals A and B don't give students anything . . . and after all, this thing started with student complaints. I would like to vote for Proposal C, but they tell me I can only vote for A or B."

Professor Leo Hamalian (English) isn't completely satisfied with A or B either, but, he said, "we've got to start somewhere."

Dr. Samuel Dartt, a retired Navy Captain who teaches remedial English at Evening Session, didn't say which proposal he voted for, but, he said, "the kids who were arrested during last year's hut crises — these are the same kids who mess up the campus . . . these are the students who are always against something and never for anything . . . the campus must be run by people who know, and I should think the students are the ones who know the least."

The faculty votes by department.

The cost of the printing and mailing 15,000 ballots was \$2,000. President Gallagher paid half and SG and ESSG split the rest.

The Committee of Seventeen was created in the fall of 1966 following two Administration Building sit-ins demanding a voice in decision-making policies. Headed by Professor Arthur Bierman (Physics), its final report was delayed almost two years, until last summer.

Reviewing the report over the summer, Dr. Gallagher decided to submit his own proposal because, he felt, the Seventeen Report may not be accepted by the Board of Higher Education. Then a month ago, SG decided that both proposals offered little change to students and offered its own, Proposal C, written by SG Secretary Adam Kreiswirth and Marc Beallor.

At a convocation three weeks ago, a compromise was reached: faculty would vote only on those proposals pertaining to the creation of a faculty senate and related issues, and students would vote on only proposals regarding a student senate.

An OP Review

Student Or Outside Agitator?

By Mike Muskal

DEMOCRACY AND THE STUDENT LEFT
by George F. Kennan

Published by Bantan Books, \$1.25

DISOBEDIENCE AND DEMOCRACY:
NINE FALLACIES ON LAW AND ORDER

By Howard Zinn

Published by Vintage Books, \$1.45

Society is inherently a static system and when the status quo is threatened, its first blast takes the form of George Kennan's ("Democracy and the Student Left")

The 208-page volume contains a 19-page reprint of a speech he gave at Swarthmore College, which was later printed as an article in the (New York Times Magazine), 98 pages of letters and comments, from readers and finally Kennan's rebuttal. In toto the volume is an attempt to bring into focus the role of the student left in society, the university and education.

A Pulitzer Prize winning author, a former ambassador to the Soviet Union and Yugoslavia, and a former professor at Princeton's Institute of Higher Studies, Kennan writes his piece with intolerable smugness. He stands above the conflicts in which the students are engaged and from Olympus observes and then unjustly condemns.

His major criticism is two-fold: first the failure of the student left to work within the system, and then the tactics which it uses when working out of the system. "If the student left had a program of constitutional amendment or political reform — if it had proposals for the constructive adaptation of this political system to the needs of our age — if it was this it (the student left) was agitating for, and if agitation took the form of reasoned argument and discussion . . . then many of us, I am sure, could view its protest with respect."

Kennan cannot visualize working outside of the system. To him the struggle in which the student left should be engaged is a structural one. What the left has attempted to do is point out an inadequacy and attempt to deal with it.



But, if the left had satiated itself with writing letters to Congress — a Congress which gave up its constitutional duty to declare war to the executive, where the anti-war movement be? The draft card burnings, the arrests at the Pentagon, and Resistance, are all outside of the system, but it appears that these are the only ways to immediately influence those "who have the power to make decisions."

"We are confronted only with violence for violence's sake and with attempts to frighten or intimidate an administration into doing things for which it can itself see no rationale," says Kennan. He then condemns the tactics of the student left as "the seeds of the totalitarian state." He simply ignores the oft-repeated fact that the authorities have been the ones who called the police at Columbia, who placed people into camps after the Pentagon March, and gassed people in Chicago who agreed to a peaceful symbolic arrest the night of the Dick Gregory March. If he was referring to the recent bombing of draft boards and police stations, his argument of 'violence for violence's sake' in the contest of the student left is not valid.

"I have had a sight," says Kennan quoting Woodrow Wilson's Princeton Sesquicentennial speech, "of the perfect place of learning in my thought: a free place . . . itself a little world . . . and yet a place removed." Kennan defines the role of students by this concept of the university. Because he believes his simple definition, he feels

comfortable in saying that "the world today seems too full of embattled students . . . screaming . . . being beaten or dragged about by police . . . That the people are embattled is unquestionable. That they are really students, I must be permitted to doubt."

There has been an evolution of the university from the private tutor to the land-grant college and today to the urban university. Universities are now offering courses which deal with the problems of society. Courses on leading rent strikes and experimental colleges are felt by many educators to be valid experiences.

To no longer call people in these courses students, or their teachers faculty, is fatuous.

Kennan has a talent for showing his bias and his inability to see the student left as a change from the way in which his generation dealt with its societal problems. He cites a letter, which he received from a concerned mother who was "disturbed over the fixations of her elder son's political extremism" and that "his other interests and sense or humor have vanished" as a lack of 'joie de vivre' on the student left.

Kennan's concept of the joy of life is a glorification of nature — be it through gardening which he recognizes as the older generation's pastime or the simple appreciation of the out-of-doors. He can't understand that 'joie de vivre' may be rock music, art, or experimental theater — be it the Becks' 'Living Theater' or SDS's Guerrilla Theater. The hippies (now Yuppies thanks to a stoned night spent by Abie Hoffman and Paul Krassner) are fighting a cultural revolution and attempting to instill a 'joie de vivre' in America.

He condemns the Yuppies for their drugs and their permissiveness. Referring to the drug scene, he says it is futile to try to find inner revelation on the basis of philosophical grounds rather than medical, psychological or personal knowledge. Freedom is defined by Kennan only in terms of "obligations, restraints and sacrifices that it accepts." He fails to see that hippies deal with these sacrifices on a personal plane, such as communal living, rather than on a societal plane. Because he lacks knowledge of Yippie life, he blithely condemns Yuppies.

Kennan is at his worst at the end of his rebuttal, where he addresses the student left directly saying we should: "have patience, relaxation, resignation and good humor in the face of the ordeals and choices with which our society now confronts you." Kennan's proudest boast is that he has concern and has listened to the student left.

Yes, he has listened; but one doubts whether he has understood.

In contrast to the vacuity of the Kennan book is Zinn's *Disobedience and Democracy* which is excellently written, terse in its witticisms and elegant in its arguments.

What methods must a dissident use in order to protest a law, action, or attitude which he considers invalid; should he be punished for this action; shall this action be violent or non-violent; are all questions with which Zinn deals.

Originally conceived as an answer to Justice Abe Fortas' Book on Civil Disobedience, Zinn makes the valid complaint that Fortas deals with law for the sake of law alone, totally ignoring the value of the law. For example the German laws demanding that Jews wear yellow arm bands would be followed regardless of its obvious immorality.

The individual, according to Zinn, not only has the right, but the responsibility to protest against what he considers an immoral law, and this protest does not necessarily have to be non-violent.

"Civil Disobedience can be defined," says Zinn, "as the deliberate violation of law for a vital social purpose." Nowhere does the concept of means or tactics become involved. Ghandi, the great pacifist, said that in a choice of tactics between "cowardice" and "violence" he would advocate violence. As the climate in the United States becomes more conservative, violence in tactics will inevitably emerge — and Zinn attempts to prepare us for this.

The major concept of civil disobedience held by the public is that once a person protests, he must be punished. The usual argument is that a person should be willing to take the consequences of his action, which totally ignores the fact that: "When unjust decisions are accepted, injustice is sanctioned and perpetuated; when unjust decisions appear and are violated on those occasions that they appear, it is a healthy discrimination between right and wrong that is fostered, when unjust decisions become the rule, the government should be toppled."



OP

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To the Editor:

When I read the last issue of Greek Letter I began to wonder where the sanity of our student publication is. You have provided me with the answer; IN THE SEWER! It is understandable that a liberal point of view be shown. It may be understandable (though not to me) that certain people were offended by the actions of the administration. It is only reasonable that a certain amount of dissent be allowed. But to present the most radical, revolutionary ideas in a newspaper supported by a basically conservative student body is utterly ridiculous. If you planned on gaining supporters because of your last issue, you only turned them away.

The use of obscenity is great: in the street, at Yankee Stadium, at a Fraternity house or in such crap as the East Village Other. Your disgraceful choice of words along with your disgraceful stand only prove your irresponsibility and your refusal to tell it like it really is. You are the pigs. You are the motherfuckers.

Disgustedly,
Mitchel Goldstein, 1703

To the Editor:

It is with amazement and sorrow that I read the November 8, 1968, issue of *Observation Post*.

I am not writing about the reasons for the conflict between the Administration and students over the calling of police on the campus, not the pros and cons of this confrontation.

What this college community, however, should take cognizance of is the use of the filthy, gutter obscenity appearing in the student newspaper. Students come here for a higher education and it is assumed that they have already acquired a sense of dignity, gentlemanly conduct, decent behavior, and respect for the faculty. If they haven't these attributes, it is then our duty before anything else to teach such attributes to them. If this issue of *Observation Post* is a criterion of our efforts, then the faculty has failed miserably. One consolation is that I hopefully presume that the vast majority of the students are not in agreement with the language used in the OP.

I wonder what the general public would think of this college should this issue of OP be distributed to them. What would the reaction of the City Fathers to whom the Board of Higher Education must go for appropriations to run the college? What feelings do the various alumni classes have who donate large sums of money so that the college may be even better than when they were students.

There is a clamour for more freedom for students, for more authority in the running of the college, for more participation in the affairs of the college. Students make these demands because they maintain they are mature and responsible. This publication (OP) doesn't seem to prove it.

As a graduate of the college, appreciative of the education given me, like you, free of tuition, it is incomprehensible that such behavior could occur. Some time ago I suggested that the Ephebic Oath should be administered to the entering student rather than when he is graduated. Then he would be made aware of the tremendous opportunity given him.

As a member of the faculty for nearly fifty years I have never seen such debasing behavior. I ask myself what happened to the student of today. If there be some who feel for the good name of the college, then I wonder why they allow such things to happen. There is nothing permanent in this world and should such happenings continue I fear for the final outcome.

Leo Lehrman
Professor, Chemistry Department

An OP Analysis

In The Beginning...

By Jonathan Penzner

When the sanctuary began three weeks ago, it was little more than a party, a carnival, a freakout. It was without organization and without purpose. Anyone walking into the Ballroom was treated to a rock band, a dirty floor, "freaks" and clouds of lazy smoke smelling strangely intoxicating.

But at the same time, under the surface, there was something happening, something that would grow during the next five days that one would not be able to ignore. People who walked away that day, who were satisfied that the sanctuary community was there to "fornicate" and destroy, overlooked what Bill Brakefield and the community were there to do.

Admittedly, because of the Commune's secrecy and because New York Resistance did not plan in advance, those first few days were chaotic and it was easy to become disenchanted with the cut phone wires, and the ransacked cigarette machines. However, it must be asked: why were those students there, and why was Bill Brakefield there?

As one girl said in a Tech News interview, they were there to take a stand against the war and this government's policies. They were there because they had the nerve to flaunt the laws of the country, to say, in effect, that they had had it with the rambling "peace talks," the poverty programs, the repression. They were there also because they were students; they were protesting the College administration's seeming indifference to everything they have tried to create on this campus.

Everyone in the sanctuary was soon aware that they were in a dangerous position. By keeping Bill Brakefield in sanctuary, they were liable to Federal raps such as harboring, aiding and abetting, obstructing governmental justice and attempting to spread disloyalty among soldiers. This last rap carries a sentence of life imprisonment.

The sanctuary community was also aware of the implications for the campus. Vigils had been held before, buildings had been taken over many times, there had been fasts and picket lines. True, the occupation of the Administration building brought about the Committee of Seventeen, but where had that taken student power?

The continuing frustration over the futility of campus protest, over the inability of students to have any say in administering the College, over the campus presence of undercover agents and uniformed cops, over the University's compliance with the military through ROTC, and with the "corporate structure," specifically Dow, over continued compliance with Selective Service, those students of the community spent hours trying to find ways of creating their ideal University.

But besides the content, they were simply talking to each other. That in itself, is a threat to the administrators!

The people who were hostile toward the sanctuary recognized the danger it posed. Those people quickly tried to find the means by which they could discredit the sanctuary and because of the unfortunate disorganization and lack of direction that characterized the early days of the community, they had no trouble finding the bones to pick on.

It was partly because of the lack of organization before the community came together that the sanctuary failed to present a better picture to the campus. And it must be recognized, that because of this failure, the community lost the chance to involve huge numbers of students and faculty in actions that would have made the administration quake in its boots.

The Commune originally thought that it would be safer to keep Brakefield and the sanctuary a secret until the AWOL came to the campus. Whether this was necessary, it is only important in that people

walking into the Ballroom that Thursday for a vigil had no idea what was expected of them under the new situation. They were expecting a blow-up, like any other commune be-in on the lawn or the cafeteria and they brought their dope and bed roles for the night. They also brought an air of "Eat, drink and be merry, for tomorrow we die."

So it was on the wrong foot already that the community was formed. Early discussions about Bill's defense and the inevitable bust brought squabbles because nobody was together on anything. The food was always too late and too little. No one bothered to clean up because no one thought they would be there for more than a day.

Although it is easy to say that if someone had been truly interested in the ideas of the sanctuary, they would come attempting to reform the goings on that characterized the first few days, but that is too easy an argument, because some people did do precisely that. But too many people decided, on the basis of appearance, that it was not worth the time.

The community itself is to blame for the sanctuary's bad image. The phone lines never should have been cut, the cigarette machines shouldn't have been broken into, the pot shouldn't have been there, out in the open, turning off all the straights, the litter and all the vandalism should have never been allowed.

All this is to say, that although the sanctuary gained its consciousness, it gained it too late.

It is simple now to point out to the college community that by the weekend things were being straightened out, and that by Tuesday, formal and structured committees were handling external defense (that elaborate warning system that alerted the community of the bust), an internal defense committee (which stopped the vandalism by Monday), a sanitation committee, a first-aid committee, a legal aid committee, a regularized food committee, an internal publicity committee. . . .

The value of these committees, though, was that every member of the community became an active member. Everyone became responsible for himself and the sanctuary. It became a true democracy — because of participation and discipline, self-awareness and community awareness.

It was this threat and not the "vandalism" that forced the administration to arrest the ENTIRE COMMUNITY. It would have been so simple to take Brakefield away Monday morning. With those same 600 troops that busted the sanctuary, he alone could have been taken. But instead, the administration, working hand in glove with the New York Police Department, arrested everybody — even student press representatives.

We still cannot overlook those first days, when there was no consciousness. It was then that people, refusing to take responsibility for the community, said they were "individuals," and even better, "free."

That "freedom" to steal cigarettes, to litter, to let things be destroyed, to allow the image of the sanctuary to be one of "fornication," "vandalism," "coed bathrooms," or whatever, is what destroyed the hopes of others that the community would be able to reach out and really involve the college community.

This kind of liberty must go. Liberty and freedom and democracy were redefined too late to mean personal and community responsibility. It came too late to save the community from those smear attacks.

Perhaps the sanctuary came too early in the year for it to succeed. All its participants have come away with an education though, that classrooms, cops, and Dow Chemical sit-ins could not even come close to offering.



—Photo by Miriam Bokser, courtesy LNS

After The Deluge

By STEVE SIMON

There remains little from a week-long paranoid experience, known first as a vigil, then as a sanctuary — just fragments rushing through a mind which rarely slept, never ate, always talked.

It was a weird kind of sanctuary. Bill Brakefield floated through Finley Center, and three times he left the building to participate in rallies and marches on Convent Avenue. On Sunday, he went to Fort Dix for a Be-In.

There were two or three crisis situations, including a preparatory false alarm a few hours before the arrests. But mostly it was discussions on the formation of an ongoing community and on the significance of the Army private's presence. And then there were the times when decisions were made to move him to Columbia University or the Massachusetts Institute of Technology, where another AWOL soldier was given sanctuary two days earlier. But Brakefield remained at the College, committed to the people who stayed with him.

The bust was always imminent. It had to come during the weekend, when support was at a subsistence level. Two city detectives with Federal Marshals did show up, but their man was away at a picnic. They returned Monday morning in a coordinated attack: as the police arrested nine persons in Steinman Hall, plainclothes people came south to grab Brakefield and place him in handcuffs, but they were surrounded by his friends. They left without him, came back for their handcuffs, and drove off.

The group in the ballroom tightened up that day, after the march up to the engineering building and the successful attempt at blocking recruitment interviews by the Dow Chemical folk in a boiler room cubicle. In the early evening, what appeared to be five marshals and plainclothesmen infiltrated the ballroom. But when about one hundred persons sat down around Brakefield, they disappeared.

Tuesday was the night of elections and news of the arrest would have been lost among stories of people in Times Square studying the news flashes that circulate around the Allied Chemical Tower. But twenty people spent the night watching John Chancellor crack up, while ten others manned their posts, observing the traffic patterns at Convent Avenue and St. Nicholas Terrace with walkie-talkies on their backs. They had nothing to report.

Wednesday was the night then, and it was. At an early afternoon rally in front of the Administration Building, Brakefield was joined by an airman who announced that he too had left his base without leave. Facing charges of possession and sale of marijuana, he explained that the military is on "the bad trip," not he. He then proceeded to burn his military identification papers, which were to expire in 1972, and was joined by a man who burned his voter registration card, and seven others who burned their draft cards. It was dutifully recorded by the press, a fine story for the early editions.

In the late afternoon, the false alarm went off. People ran through the halls. They were from the sanctuary and were aware of the bells' significance, even if the rest of Finley Center wasn't. Its staff was angered and ordered the system cut off so that it couldn't be used later for the real thing.

Within a few hours, there were reports of Tactical Police Force divisions being directed to the 30th Precinct. Then it was moved to the 24th. Buses were reported to be lined up outside the stationhouse, sawhorses blocking off the street. A police captain said they were expecting a picket line demonstration. The cops were ready to move, sitting in the modern buses of the Manhattan and Bronx Surface Transit Operating Authority.

There was more aimless running, and frantic words were streaming across the walkie-talkies. At first, paddy wagons had parked outside the 133rd Street gate. Then the word was that they had only cruised by. Motorcycle police were circling the campus.

A bit past midnight, the students who had been dispersed throughout the building converged on the ballroom to join those sitting be-

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An OP Editorial

A Final College Try

The overriding concern in the current referendum on campus governance is that the student receive as much power and freedom to govern himself as is necessary, and that equality and interaction between students and faculty within a community become a reality.

All three proposals create a student senate to replace the present Student Council, but only Proposal C gives this senate any power.

The first question on the referendum deals with structuring the Student Senate. Proposal C gives each school of the College — Liberal Arts and Sciences, Engineering, Architecture and General Studies — and the Pre-Baccalaureate Program a proportional voice in the senate, which would consist of 30 senators and seven executives, elected by the student body to serve one year terms, beginning at the end of the spring semester. Proposal A is deliberately vague, merely proposing the Student Senate, without detailing electoral procedure. Proposal B in this regard is the same as Proposal C, except that it restricts eligibility to run to "those full-time students . . . (who) attain and maintain at least a C average." This distinction is merely pedantic, an attempt by its author to induce students who are having difficulty with grades into studying. This clause is totally unnecessary. The right of involvement should be reserved to the individual — not mandated by a paternalistic college.

On question #16, we therefore, endorse Proposal C.

In dealing with the Senate's internal structure, both President Gal-

lagher and the Committee of Seventeen have left the details to the Senate itself. In actuality, the choice then is between a definitive Proposal C and the nebulous statements of A & B. C establishes an executive committee with the same division of powers now existing on SG: President, an Executive, Educational Affairs, Community Affairs, and Campus Affairs Vice-President and a Treasurer. In an obvious attempt to gain evening session support, it creates a chairman of the Committee on Evening Session who nominally is a fully potent member of the executive committee, but actually fills a subordinate role. It also establishes the precedent of student representation on the Review Committee on the College's budget.

On Question #17, we endorse Proposal C.

Question #18, dealing with avenues of redress for students who feel that the Student Senate has acted inappropriately, reveals the prospective of the three Proposals. Proposals A and B both agree that the faculty shall have the power to overrule the Student Senate's actions, and differ only in suggesting technical details on how the Faculty Senate shall vote in these matters. Neither Proposals recognize the fact that the Student Senate is supposed to act on behalf of the student, not for the faculty, and therefore should only be accountable to the students.

On question #18, we endorse Proposal C.

The same principle of self-determination applies to question #19,



which deals with the allocation of student fees to clubs and periodicals. Proposal A and B give the decisive power to a tripartite committee of faculty, administration, and students when clearly only student interests are being considered. The budget that will be drawn up should be subject to the same review procedure as any decision on the part of the Student Senate's, namely, the review of students.

We, therefore, endorse Proposal C.

On Question #20, Proposal A merely recommends that two committees be established by the Student Senate to operate jointly with faculty, failing to mention the necessary internal committees of the Student Senate. Therefore Proposal A should be ignored for the more complete Proposals, C and B. Proposal B establishes committees which will deal with all the areas which the executive committee administers, but fails to mention student representation on the committees mentioned in Proposal A.

Proposal C encompasses both types of committees and includes an extra committee on evening session students unmentioned in either of the other proposals.

Because of its support for the committee system and the attempt to deal with the role of evening session students, we endorse Proposal C.

Question #21 deals with the relation of the two senates, faculty and student. Proposal A uses the term, "jointly," when referring to the same jurisdiction of each senate's committees. Dr. Gallagher says the power of the student committees must be mutually agreed upon by both senates. Since the senates represent equally important segments of the College Community, their power on committees ought to be equal, thus avoiding any difficulties to which the term "mutually agreed upon" may lead.

On Question #21, we endorse Proposal A.

Both Proposals A and B mandate the Dean of Students to administer the Student Senate's decisions concerning extra-curricular affairs, and both re-affirm the dominance of

the Board of Higher Education (BHE) rules. Proposal B to maintain the status quo, giving the Student Senate suzerainty to the faculty. Student should be exclusively responsible for student activities.

On Question #22, we endorse Proposal A.

Question #23 asks for a definition of what constitutes a referendum: either the 10% of the Student Senate through which a referendum is conducted by Proposal A and B or the 720 students advocated by Proposal C. A referendum of a student body would be 720 students, a large enough group to make a difference since only about 100 students vote in student elections. Attempts should be made to include a sizable minority of expressions.

On Question #23, we endorse Proposal C.

The discipline committee in Proposal C encompasses all infractions against the college community which are committed by students. The other proposals restrict discipline to only one student body also violate the rule of the college, as in the case of professors who speak against the Chemical Committee last year.

Secondly, student decisions on discipline, policy, and procedure will be decided by the respective senate. It is only that both student and faculty subject to the same disciplinary procedure. Proposal C's major coming is that there is no representation on the committee to students who are subject to decisions. Proposals ought to be made either by the student senate or the Faculty Discipline Committee in its basis to insure adequate student representation.

As the least of three choices, we endorse Proposal C.

Question #24 recognizes the role of students in the administration of the college presently — even within the establishment of new I

Proposal B:

Milky Way to the Moon

By President BUELL GORDON GALLAGHER

I welcome the editor's invitation to state "why people should vote for Proposal 'B'" and the tacit assurance my statement will appear in full and without being edited.

Proposal "C" is a bringing together of many ideas, some quite good; but most of its unique features are unrealizable in practice. Its proponents tell me privately that they have in mind attaining "maximum bargaining power." Proposal "C" is not based on a realistic assessment of what ought to be done or what will be done: rather, it is a series of ideas which overreach expectation, and from which a future retreat in some as yet undefined bargaining process is contemplated. I very much fear that the conclusion of this exercise will be a cruel hoax, in which expectations have been misled and great frustration results — no matter how good the intentions of the drafters of the proposal may have been.

The preface to Proposal "A" clearly indicates that it was conceived as a means of restructuring the existing situation without making substantive changes. Within that context, it is an able and workmanlike job; but I doubt that it goes far enough. And it overlooks several important areas.

Proposal "B" was put forward as an effort to move beyond that existing situation into a new era of shared decision-making. It will be rejected by those who do not want campus governance to work — who prefer to destroy the university rather than to build it. But for those who want to get on with the job, it should prove to be a commendable alternative of choice.

In summary: Proposal "A" is somewhat pedestrian, earth-bound. Proposal "B" shoots the moon, in the belief that a moon shot is feasible. Proposal "C" is about as practicable as a dream to colonize the Milky Way by two o'clock today.

Proposal A:

Something to Try Your Teeth On

By Professor ARTHUR BIERMAN

The writing of ideal constitutions for real or imaginary societies has been a favorite pastime of intellectuals ever since Plato; there is a heady joy associated with the act of creating lovely communities out of one's head by the stroke of one's pen. The difficulty of course has always been the implementation; and the wise philosopher is he who deliberately shuns the temptation to translate his utopian vision into reality.

The Committee of 17, from its very inception, determined to write a set of proposals which could conceivably be implemented on this campus and in this decade, given this particular student body, faculty, administration and Board of Higher Education. It must be admitted that this resolve, once clearly and honestly faced, almost made us abandon the project from the very start. Yet, we persisted, and after a protracted but finite time of gestation something did emerge from these labors. It was not glorious, nor lovely, not a blueprint for a new transformed college—but it was a reasonable starting point, a suggested structure adequate for experimentation, something to try one's teeth on — and furthermore, something that one could hopefully expect to get in this imperfect world and in this very imperfect year.

Let me be specific in the area of student life. Hopefully, the most important thing for students is the learning process — the nature of the curriculum and the quality of the teacher. The committee here proposed that students be elected from amongst the departmental majors to join the faculty on departmental curriculum committees, thus giving students a continuous voice in the shaping and evaluation of the curriculum. These same student representatives would also meet periodically with the Appointment Committee of their department to provide it with a student evaluation of faculty up for tenure. As I emphasized in the introduction to the committee report, this student role would be largely advisory. But I am convinced that in most departments student advice would be taken very seriously indeed. There is furthermore a certain

number of faculty which is worried about undue infringement of its prerogatives. Some exposure to this suggested structure will hopefully allay the fears and enable us to move forward with greater trust in each other's reasonableness.

With respect to campus issues the committee proposed the creation of a student senate having parallel and joint committees with a faculty senate, each endowed with an executive committee and chairman. Without going too much into detail, this student senate would have somewhat more formal power than the present student council, and, I believe, substantially more real power by virtue of its functioning alongside and together with the faculty senate. The two executive committees would negotiate jointly with the administration and I suspect that no President or Dean would lightly ignore forceful and timely advice preferred by such a body.

What I consider most important for this campus at this moment is the creation of truly representative bodies of students and faculty endowed with executive arms and capable of acquiring the necessary information relevant to their functions. I am confident that the administration would find it imperative, perhaps even most useful to begin to involve these bodies in the making of significant campus policy. Given the right kind of leadership, these bodies can furthermore develop initiative of their own and thus place previously neglected questions on the agenda.

To summarize then: in my opinion Proposal A provides us with a moderate realizable structure for campus governance. It opens the door for genuine faculty and student participation in decision making. It is a beginning of what I hopefully view as a long range process of orderly change. What is important is that we, students, faculty and administrators go through this door together with a maximum of mutual trust. Perhaps in these trying times such an expectation seems most naive, but I cannot rid myself of the view that there are more things which join us than divide us.

Committee — have the power to summarily suspend any student. They will maintain this power since it is given to them under BHE by-laws. Without proposal C, though, there will be no protection against misuse of this power or any other arbitrary ruling made by a dean. Requiring student approval of the appointment of deans would force them to be responsive to the student's attitudes, and would serve as a minimal check. Secondly, since a two-thirds vote will be necessary to disqualify a prospective dean, it would prevent a minority from dominating or blocking appointments.

On Question #25, we endorse Proposal C.

The Department of Student Personnel and Services (DSPS) exists primarily to aid students with their adjustment to, and problems at the College. Denying the Student Senate a vote on the final form of the DSPS curriculum is the same as denying the student, through his representatives, a final voice in a department that ironically exists solely to aid him.

On Question #26, we endorse Proposal C.

On Question #27, establishing a

joint student-faculty committee to deal with athletics, we urge a vote for Proposal A.

If a student is to be given the power to decide his own future and if his representative, the Student Senate is to be co-equal with the faculty body, then the Student Senate must be bound only by the by-laws of the BHE and not by the Faculty Senate.

On Question #28, we endorse Proposal C.

On the matter of representation for the graduate students Proposals B and C are almost the same, both ignoring self-determination. We feel that the graduate students should be given the right to discuss the method of representation they desire.

On Question #29, we endorse Proposal C.

Graduate students, along with the faculty and students, will be using the facilities of the cafeteria, bookstore, etc. and therefore should have some representation on the bodies that will establish the policy governing their use. Members of the administration hold faculty positions and vote to elect the Faculty Senators thus insuring their repres-

entation. The administration should serve as facilitators and not be granted special concessions such as double representation.

On Question #30 we endorse Proposal A.

The role of the student in educational matters is a question that has been consistently ignored on both the classroom level and the departmental level. We feel in order to insure student voice in educational affairs both levels must have student representation. None of the proposals deal with the student in the classroom, but Proposal C establishes a fixed time each week for students and faculty to discuss their common problem, a suggestion that should be implemented. Proposal A has merit but stops short of a structure that insures maximum student participation. Proposal B is far too vague to be considered.

On Question #35, we endorse Proposal C.

Question #36 merely mandates the newly established structures to be cognizant of avenues of communication and as such should be passed.

Rally...

(Continued from Page 1)

sion with the administration. Six students — Mike Burman and Paul Cirelli, liberal arts students, and Warren Olsen, Alan Roth, Tony Carpino, and Bill Rosen, engineers, were named and they left to confer with Assistant Dean Demos Eitzer for 30 minutes. The rally, having spent its energy dissolved.

The crowd, varying from 450 at Steinman to 150 after Gallagher spoke, manifested its anger in many ways. It felt better to yell than to listen because finally, one too many long haired heads had gotten in the way, and once again gotten all the attention. One too many times the Administration, after having pledged its support, had been derelict to its duty. The placement office is closed.

"I had an interview with Xerox.

"I want a job with Xerox!" Burman exclaimed angrily during the rally.

The engineers want the placement office open. If it takes suspensions to open it, they want suspensions. If it takes a line of deans at the door, they want a line of deans. If it takes police, they want police and if the Administration won't open it, many are willing to open and keep it open themselves.

350 students met Wednesday afternoon in the plaza to express their anger at the disruption of the recruitment interviews. But as the rally progressed, it seemed the plea of one student, "We know that many of your tempers are hot, but cool them," carried the most weight. The rally which broke up into knots of students arguing in the cold, ended without incident.

Speakers, ranging from Professor Gerard Lowen (Mechanical Engineering) to Don Louis, an electrical engineering student, stressed that violence was unacceptable as a counter-tactic against this week's interference by the Commune with recruitment by companies having defense contracts. "If nothing is done, then we'll take it into our own hands," Moshe Louche told the crowd, "There's no need for violence, running down to South Campus and having fistfights."

Yet the undercurrent of emotionalism was intense. Fervent cheering greeted the mention at the rally's start of a potential "melée in the streets" as well as Steve Schlesinger of the Young Republican club when he said, "we should have 150 engineers up at the Placement Office to prevent the Commune from acting against recruiting." He also demanded the immediate suspension or expulsion of students who

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Arnoni Criticizes The New Leftists

A link between the New Left and homosexual, pornographic drug-addicted, orgiastically-inclined persons was suggested yesterday by M. S. Arnoni, editor of The Minority of One, in a talk at Hillel House.

Arnoni said the two minority groups are "brothers-under-skin... perhaps twins."

The self-styled, independent leftist also found a link between the way hippies dress and Madison Avenue styles. He said there was little difference between "the sharply trimmed beard of the executive and the formalized hippie whiskers."

Arnoni, a former inmate of Auschwitz and British camps on Cyprus for Jewish refugees, said he favored revolution, but only under revolutionary circumstances. He suggested that Black Power was legitimate to correct grievances, but only when it was directed at a seat of power.

It is legitimate for people to storm a legislature, he said, but would not be politically acceptable to loot a liquor store. Arnoni reminded the audience of 30 that Soviet revolutionists had been more concerned with political ends than with looting.

"The question the Black must ask himself is whether his reaction will establish a better future... that is the only criterion," Arnoni said.

Arnoni concluded that he was "an ultimate optimist." He predicted that "if the social powers are perverted, then I believe there will be others to lead the fight for human decency — Israel for one."

Arnoni is the author of "Rights and Wrongs in the Arab-Israeli Conflict."

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Terry Ardrey Arrested in Texas

Terry Ardrey, an active member of the College's Onyx Society last term, was arrested in College Station, Texas, on October 31, Liberation News Service reported last week.

Now out on \$1,000 bond, he was charged with carrying a pistol on the premises of a store selling alcoholic beverages — a felony offense carrying a two to five year prison term.

Ardrey dropped out of the SEEK Program last term to work full time with the Student Non-violent Coordinating Committee (SNCC) in Texas.

Recalling Ardrey, Tom Shick, President of Onyx, said, "He was committed to doing work for SNCC. There was no specific reason, none that I know of, for his quitting school."

Ardrey was in Texas to help organize the defense of several workers of SNCC who have been arrested recently.

During the spring term, Ardrey was instrumental in a drive to raise funds for students who were arrested and shot at by state highway patrolmen, while trying to integrate a bowling alley in Orangeburg, South Carolina. Three students were killed in that incident.

Local police were reportedly waiting for him when he arrived in College Station, the location of Texas A&M University. Seized in a telephone booth outside a drive-in grocery, he had just gotten off the bus and was attempting to call local contacts. Agents of the Federal Bureau of Investigation interrogated him while he was in the custody of the local police.

Ardrey's bust was the latest in a series of repressive measures by Texas police against SNCC, the regional chapter of Students for a Democratic Society, and an underground newspaper.

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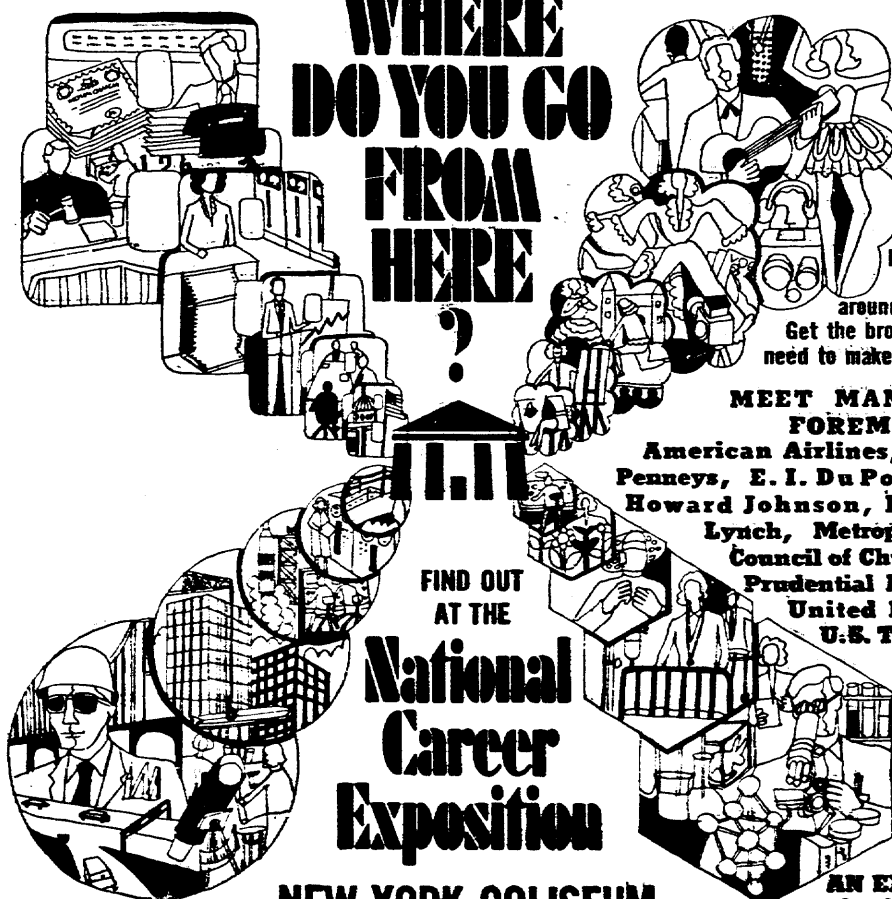
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Brazilian Author Calls Harlem A "Paradise"

Harlem is "an authentic paradise" when compared to Brazil's slums, the founder of that nation's Experimental Negro Theatre said Tuesday in a forum sponsored by the Pre-Baccalaureate Program.

Abdias do Nascimento, an actor, writer, and artist, charged that "the Brazilian economy was built by the Negro but he does not share in it. Negroes are in a state of semi-slavery. The [Brazilian] press portrays Harlem's misery as a proof that the Negro in Brazil has all available

opportunities. I've visited Harlem. Harlem compared to the favelas [ghettos] of Brazil is an authentic paradise."

About 50 years old and stocky, he gestured and paced as he talked about the problems of blacks and the several programs which he has promoted as solutions during the last 30 years. His voice filled with emotion, he spoke rapidly in Portuguese, often overwhelming his interpreter. When he said he understood that blacks prefer not to use the word Negro, he was applauded by a predominantly black audience.

He founded the performing group in 1944 as "a tool of social transformation, an essentially

revolutionary movement," and it succeeded in bringing black actors to the forefront despite government harassment, he said. "Our black theatre tries to contest the lies by means of art, education, and culture, to show the way to human fraternity and dialogue between all people."

Referring to Brazil he asserted that "the country will not allow the black person to improve himself as a black — black people who become like whites have better chances." To combat what do Nascimento describes as "assimilation and whitening," he recalled his support for the first congress of Brazilian blacks, at which he said, "for the first time black people began to speak of themselves as people . . . However, the future of Brazilian blacks often appears to be either whitening or nothing."

The Brazilian also spoke of a museum of black art which he founded to "bring black people together." He displayed photographs of stone and wooden sculptures and paintings based on African myths and rituals, works from the museum which he said were created by artists with no formal training "striving to keep alive the culture they brought from Africa."

"Fundamentally," he concluded, "all blacks confront the problem of the crushing of their African culture in the white American culture. The challenge of our time is in front of us. It is up to us to be big enough to meet it, to respond to rape and the challenge of history by creating a world in which this injustice can no longer exist." —Miller

History Honors Course Ignored

Students have largely ignored a new history honors program which has been devised to increase contact between students and professors, according to Professor Emanuel S. Chill, chairman of the history honors committee.

Though the program is not limited to history majors, only eight students applied last week. The deadline has been extended to the end of this month. "They've been squawking for years about the lack of attention," he said. "But now very few are trying to take advantage of this program."

The new program involves a three term sequence, beginning in the student's upper junior term. The first year of work centers on independent reading and research, with the completion of a thesis as the aim. Sixteen teachers, including Prof. Chill, have agreed to act as supervisors of the projects.

The thesis are to be completed at that time so that the professors will have a basis for writing letters of recommendation to graduate schools for the students. The upper senior term will be devoted to a colloquium, a class of 15 students to be led by two professors.

The new program replaces the interdisciplinary honors program, which was dropped last spring because, according to Prof. Chill, "it didn't work. It failed to integrate the faculty."

The new program, says Prof. Chill, is "actually not more work than two courses — it's more concentrated work."

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Electrical Engineer: The Room Was Occupied

Alan Pezzulich walked into Room 424 Finley Monday afternoon, expecting to meet his future employer. Instead, he found a handful of students screaming at each other.

"I was to be interviewed by Hughes Aircraft," the electrical engineering major said later. He looked serious and concerned in his iridescent silver-green jacket. "When I arrived, the room had been occupied." And the recruiter had long since departed.

About 2:30 PM that afternoon, approximately 25 students disrupted recruitment interviews by the Naval Research Laboratory and Hughes Aircraft, a company which accepts Department of Defense contracts.

Pezzulich had just come from a heated discussion and was clearing his throat, calming himself down.

On Tuesday, he returned to stand in front of another fourth floor room with a dozen other engineers hoping to prevent the disruption of the second day of interviews by the Hughes recruiter. The line of engineers was involved in scuffles that followed when members of the Commune climbed through a window into the room.

"I'm not entirely sure what their purpose was," he said on Monday. "I think they were interested in influencing people, but I think they failed miserably, if that's what they wanted to do. They served more to alienate people than to win them over to their side."

But Pezzulich's annoyance with the students went further.

"In this country," he said, "we do have elections and the people do exercise a good deal of control over the government. Change could have been made in the present system."

Pezzulich felt that he would not be aiding anyone commit genocide by working, for example, for Dow Chemical.

"I know guys who are in the service, and a few who are in Vietnam. By working for Dow Chemical — although I'm not a chemist and couldn't work for them — this work would offer them the best chance to survive this war or any war. It is a fact that we have over a half million men serving in Vietnam and we must do whatever we can do help them come back safely."

"Basically, whether or not we are right in being in Vietnam is not the issue," he said, while conceding that he didn't know whether the United States presence in Vietnam was justified.

"I don't know," he said. "I don't have full information. I'm not a politician. I couldn't make an educated statement."

Although Pezzulich left the question of legality and morality over the Government's position in Vietnam to the politicians and statesmen, "I would like to find out what commitments have been made. However," he added, "I don't feel that it's possible for a person not dedicating his life to that particular goal (statesmanship) to find out whether we are right in being in Vietnam. I will leave that to the statesmen, preferably; the politicians, practically. I can't see a better way of doing it, as bad as it is."

Recruits Wary, Radicals Angry at New Site

(Continued from Page 1)
uled through next Wednesday would be held at an off-campus site without disruption.

The plan was approved by Dr. Gallagher last night, and by an ad hoc committee of engineering majors which met with the President yesterday afternoon. He told them that he would use "whatever means are necessary to prevent disruption."

When pressed by one of the students as to whether he meant the use of police, the President answered, "It means the National Guard, if I have to. I will make sure these interviews go forward." But he said he had been assured that there would be no "destructive activities."

Placement office activities have been cancelled for the last two days after students protesting recruiting by military agencies and companies which accept government defense contracts, intruded into the interview rooms on Monday and Tuesday.

Fearing an uncontrollable escalation of the scuffling outside Room 410 Finley Tuesday, the small group of students reached the compromise Wednesday night in the Shepard Hall Cafeteria after a few hours of discussion at a meeting called by Dean of Students G. Nicholas Paster.

Student Government will meet in a special session at 5 PM Monday to discuss recruitment on campus.

Lacking a quorum, SG adjourned early Wednesday evening before considering a proposal by Councilman Mike Lesser to condemn "any action to disrupt on-campus recruitment," and to demand the resumption of the interviews "as soon as possible."

Another motion, introduced by Councilman Mark Beallor, Chairman of the W.E.B. DuBois Club, endorsing that club's petition on "an end to racism" at the College, was passed, 10-7.

The petition, signed by 1,600 students, demands the creation of new senior colleges so that the City University's admissions reflect New York's racial composition.

Educational Affairs vice president Sam Miles, walked out of the meeting in a "fit of anger" because, he said, the passage of the DuBois proposal was, in effect, a vote of no confidence of Miles' work.

Student Government

Ron McGuire, one of the negotiators, had promised that "no disruptive or illegal activities" would occur during the interviews. He claimed yesterday, however, that he was no longer "morally

through the window of Room 410 Finley to disrupt an interview by a Hughes Aircraft recruiter.

The intervening days were to be used to try to work out the permanent arrangement for re-

Spring Referendum Results

A majority of the students and faculty at the College voted during last spring's registration to continue on-campus recruiting by all prospective employers. The balloting was described as an "opinion survey" by the administration. There were no questions concerning a ban of war-related industries.

Of 11,927 undergraduate and graduate students surveyed, 7,507 or 63 per cent upheld the College's present policy of permitting on-campus interviews by all prospective employers. Eight per cent of 1,007 students replied that no job-recruitment interviews should be allowed. Both alternatives were rejected by 13 per cent, or 1,563 students. Fifteen per cent, or 1,850 students, declared that they had no strong preference or opinion in the matter.

In a poll of the faculty conducted at the same time, 76 per cent, representing 252 of 329 survey responses received, favored continuation of the present unrestricted policy. 70 faculty members — (21 per cent) — felt that no campus interviews by prospective employers should be allowed. Seven members of the faculty gave miscellaneous replies.

President Buell G. Gallagher said last February that he would use the results as "advisory information" in reevaluating the policy.

bound" to this pledge because the building is College property, and its selection constitutes a violation of the agreement.

McGuire is one of two persons suspended Tuesday for climbing

recruitment at the College. "We have bought four days to determine the future," Dr. Gallagher told the engineers, adding that he expected "A reasonably calm, four day period of further exploration and discussion."

The engineers ad hoc committee agreed to the compromise as a temporary measure, demanding that recruitment return to Finley Center permanently. They rejected the temporary use of Steinman Hall because they feared that protesters would enter the building and that the Administration would not be willing to call police if that happened.

Assistant Dean Demon Eitzer (Engineering) also admitted that he was concerned because tomorrow has been declared an open house and he did not want visitors to the engineering school to see "splatterings" on walls. —Simon

SDS Meets

Members of Students for a Democratic Society (SDS) voted to continue their campaign demanding the College sever all ties with ROTC, and to begin a campaign of University reform, last night.

Reform at the College has been a major debate within SDS this year. One group says that it is not possible to build a radical movement around what they contend are "Student Power" demands. The other group, whose view was upheld last night, argues that students can be radicalized around "the oppressive conditions of the university."

Two tentative demands were an end to mandatory class attendance, and an end to grades.



—Photo by Gil Friend
Would Work for Dow

"I was very upset," he said, "because I felt that my rights, had been violated — my rights to speak to anyone about anything."

"The students," he added, who were disrupting the interviews, "were acting as a censor in saying who I had a right to speak to and who I didn't have a right to speak to."

"Look, Kid, I'm Arresting You..."

(Continued from Page 3)

side Brakefield. The press had already arrived. Students paced about, tense, telling everyone else to remain calm.

A reporter tried to leave the campus, merely to look out for the coming. But the head of the Burns Guards, following the orders of Dean of Students G. Nicholas Paster, told him that leaving would preclude re-entering.

Asked not to limit the reporter's access to the campus, the dean stared straight ahead, not even consulting with his aide, Ira Bloom. "I will tell him nothing," he uttered, referring to the guard.

Associate Dean James S. Peace walked into the ballroom, trailed by photographers, a few students, and lower echelon administrators. "On behalf of the Board of Higher Education, I have been authorized . . . to remove you from the building and the campus forthwith." Obviously a bit disturbed but sure of what he was doing, he read his statement to the television lights and a few assembled guests sitting on the floor of a dingy, newly plastered room. They would be charged with criminal trespassing, he warned, and the Police Department "will take all necessary action in connection with our complaint against you." They called him a "fascist pig" and a "Nazi bastard."

Immediately he walked into the first floor corridor. "When did the Board of Higher Education authorize this action?" "I am not authorized by anybody. I am making this statement on behalf of the College." "You have just contradicted yourself." He walked away again.

Eleven minutes after one: a vanguard of navy blue domes with light blue linings with their own walkie-talkies enter the ballroom. "Private Fort Charlie, anything holding up our men at the entrance? . . . Then move them on the double . . . We need another 20."

"We shall stay with Bill . . . We will be non-violent . . . I'll give you my arm, but I won't stand up for you . . . We don't want to cooperate but we don't want to resist." They weren't supposed to be jailed, just Bill. He was there to make his symbolic gesture, to tell the world about the Army. They were there to give him moral, and in some cases, physical support. But the Federal Marshals weren't there to step over them, it was the cops.

Led by Deputy Chief Eldridge Waithe, one of the department's

showcase clack officials, the police proceeded. Those who said they would be passive raised their hands and were tapped on the shoulder by either a policeman or a lawyer from the Emergency Civil Liberties Committee, who would represent them in court. Then Waithe pulled three up at a time, assigning them to an arresting officer.

The first person was arrested at 1:20 AM, and as he stood up, he raised his fingers in a sign of victory. And his fellows answered back, by singing: "and crown thy good with brotherhood, from sea to shining sea."

Expecting a revolution, Police Commissioner Howard Leary and Chief Inspector Sanford Garelik came to supervise the operation in the ballroom. They brought along at least a couple of hundred TPF and about ten undercover men, who were standing along the wall, watching the action, and looking as if they were relieved that their work was done.

When Waithe pointed to the kid wearing blue jeans and the blue flannel shirt with the anchors on the buttons, Brakefield was left with seven girls around him. He kissed the closest one before he was carried away. "Easy does it." One patrolman grabbed his left arm, and another yanked his right arm. They dragged him for a few yards, and then stopped to permit a third to pick up his feet. Then they carried him down four flights of stairs into a waiting police van, where 170 others had already been placed.

Brakefield's arrest did not divide the girls. They remained adamant, wanting to be carried out. A group of ugly policewomen was then summoned, and each one assigned to three members of the TPF who performed the task. The policewomen were there apparently to make sure that propriety was observed, although one girl's skirt was pulled up to her stomach. Her pantie hose were netted.

Few people remained to be arrested after that. The police swept through the campus and the student center, inspecting all the rooms. At 2 AM, it was raining lightly when one policeman, his chin wrapped in a protective guard, escorted his prisoner down the stairs of Finley, asked him his age and place of birth, and told him to "get up against the wall" once they reached the bottom landing. The man stared down at the boy and said, "Look kid, I'm arresting you, and the sooner you understand that, the better we'll get along."