

College faces space dilemma

By Sal Parascandolo

A severe space shortage which is already beginning to cause major discomfords and minor dislocations will apparently become more severe next semester with the influx of the first freshman class under open admissions.

Plans to accommodate next semester's student population call for maximum use of presently overtaxed facilities, and the rental of added space in the neighborhood.

Sections of 35 to 40 students will utilize presently "wasted space." Saturday laboratory and studio sections will become more common and additional early and late sessions are expected to reduce section size during the choice 10 to 2 week-day hours.

Meanwhile, at least some students will have to trek to 3228 Broadway, a converted warehouse, which is to be modified for lecture class purposes subject to approval by the Board of Estimate.

The High School of Music and Art may also provide some space for evening graduate courses while undergraduate English and Music classes, presently meeting

in Finley, will continue to remain there. "We're not out to gain any ground [in Finley]," explained Presidential Assistant Robert Taylor, "but we don't want to lose any ground either."

The Science and Physical Education Building, now under construction, will hopefully provide sufficient lab space for presently oversubscribed Biology, Chemistry and Physics labs.

The project, designed in 1963, will have no lounges or eating facilities. Occupancy is planned for September, 1971; however, Professor Taylor concludes that a better estimate might be September, 1972, taking into account strikes, financial adversities, and various delay-producing conditions.

Finley Center, with its packed lounge and cafeteria facilities, is scheduled to be replaced by a new center, but specific plans have yet to be drawn up, Dean Eugene Avallone (Campus Planning), said last week. The present structure is scheduled to be demolished and "... become part of the landscape," said the Dean.

(Continued on Page 3)



Photo by Hans Jung

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Wednesday, February 18, 1970

Copeland hits automatic promotion

By Louis Lumentick

Text of speech on Page 2.

Blasting "so-called progressive educational philosophy" as a "fraud," Acting President Copeland called last night for "a fair day's wage for a fair day's work" for students at all educational levels.

In a speech prepared for delivery at Mount Vernon High School, Dr. Copeland charged that under current promotional procedures "study and effort are, in fact, hardly rewarded" and that bright students are "retarded by not being required or expected to produce."

He further declared that "problems at the college level are largely spawned by ... soft hearted but actually soft-headed educators that confuse promotion with charity, and fail to recognize that a suc-

cessful education can not be divorced from functional utility."

"We need the profit motive in our schools," he declared. "At the same time, we should assess the need for and provide extra instruction, remedial programs, tutoring, so that with firm standards a high percentage of the children can keep up with a normal rate of progress and not fall behind."

"Slower progress for the slower learner," he said, "is far more effective than the present system by which an ever increasing fraction of the graduates are not ready to rise to the next level of education."

He claimed that the "appalling" high school drop out rate was a "clear indication of the breakdown of prior education."

High schools, Dr. Copeland charged, promote students "without the prerequisite of accomplishment" and "expose the child to increasing frustration and discouragement for year after year to avoid the trauma of being held back."

"Is it surprising that many of these drop out, or become rebellious towards a system in which they cannot compete, and demand education relevant to their ineffectiveness, demand courses without examinations, without grades?" he asked.

As a result, colleges "are assuming, to an increasing degree, the role of the instructor of high school or junior high school level, even as the high schools have been forced to drop back to junior high or elementary level education," he said.

But he also noted that "an undue proportion of these drop outs and educational failures are from our slums in which parental encouragement, parental help with homework and study, and parental appreciation of the value of education are singularly lacking."

He said that under open admissions, the City University would aid these "victims of an inaccurate and misleading assessment of accomplishment."

If these students are provided with the necessary remedial aid, he predicted, then "they will rise from the slums to a middle class status, in which they will compete with other college graduates from better backgrounds but with no more successful futures."



Experimental environment class scheduled

By Allen Klein and Henya Swiatycki

A unique four-credit course which will span three different departments — Chemical Engineering, Biology and Philosophy — may be offered next semester on an experimental grading basis.

The course, presently titled "Population Crisis," will be taught when approved by appropriate faculty bodies — by its originator, Prof. A. O. Wasserman (Biology), and Profs. Harvey List (Chemical Engineering), and K. D. Irani (Philosophy). All three instructors will attend each of the two meetings a week for 1½ hours.

Student grades, at least for the first semester, will be assigned on a pass-fail basis with attendance being the determining factor — no exams will be given, Professor Wasserman explained Monday.

Student interest in one of classes last year sparked him, Dr. Wasserman said, to propose the formation of such a course to his colleagues and to faculty members in other departments.

The response in some departments — notably sociology, anthropology, and psychology — was especially poor. Not a single response from the psychology department "was a great disappointment," he remarked.

Dr. Wasserman added yesterday that he would still welcome personnel in the psychology department who are interested in the course.

In addition to the three instructors prominent experts may be

called in to lecture to the classes. Other college professors will also be invited.

Explaining his interest in preserving the decaying environment Dr. Wasserman noted that "As an educator I have a responsibility to bring this problem to the attention of educators and the student body."

At present plans are to open the course to all undergraduates (and perhaps graduates) with no prerequisite requirements. Biology majors will not be able to take the course to fulfill core requirements.

Another new course next semester, to be offered by the Physical Education department, will deal with drugs and drug abuse.

It was created in response to a questionnaire circulated last term by Prof. Julius B. Shevlin. Over 90 per cent of those responding said that a course on drugs would be beneficial.

The two credit elective course will "deal with various types of drugs — narcotics, sedatives and pep pills," explained Prof. Saul Ostrow, the chairman of the department. "It will attempt scientifically to discuss, from a medical standpoint, the effects of drugs on the body."

Professor Shevlin, who is slated to teach the course, said that prominent experts in drug rehabilitation and medicine will be invited to lecture the class.

Approval for the course has already been received by the Curriculum Committee of the Faculty Council of the Liberal Arts college and must still be received by the entire council.

Copeland vs. Conrad

Acting President Copeland and Prof. Alfred Conrad (Economics) will debate the Board of Higher Education's plan for open admissions next Thursday in a Grand Ballroom forum sponsored by the Student Senate and several radical groups.

Text of President Copeland's address

Following are excerpts from the prepared text of the address given by Dr. Copeland at Mt. Vernon High School yesterday evening.

As we look at the problems, the successes and failures of our society in the 60's, it is appropriate and necessary that we make a careful and understanding survey of the state of the world, the state of the nation, and of the state of our society. After doing this, we should determine the exact state of health, and the treatment needed for our maladies, and the prognosis for the future. 1970 marks the end of one decade. We must now plan for the new decade which will begin with 1971. This new decade should be faced with confidence that we are able to make real progress, and the determination to do it . . .

Let us look at the school problems. First we notice that even by superficial inspection opportunity is not free and equal. Most slum schools are inferior, with poorer equipment, less capable teachers, lower academic standards, a higher rate of drop-out, and a higher incidence of disorder. Why? Back some 50 years ago, we followed a hard philosophy of rigid realistic appraisal of educational progress. A child learning at the 4th grade level was not promoted to the next higher grade until his accomplishments were at the level for the 5th grade. Today, we have the philosophy of 100% promotion, so that the personality will not be injured by recognizing the failure that in fact exists. In place of remedial assistance, tutoring and more effort, he is promoted into a level with which he is even less able to cope. So, we promote without the prerequisite of accomplishment and expose the child to increasing frustration and discouragement for year after year to avoid the trauma of being held back. In place of the loss of a

summer or a year, we ruin the entire future, for we know that the child out of tune with school drops out as soon as he has reached the legal age to do so. Even if he persists until he has an unearned diploma, he is unable to compete with other children who can read at an effective rate and with proper comprehension, who can handle arithmetic, write effectively and speak logically. Is it surprising that many of these drop out, or become rebellious toward a system in which they cannot compete, and demand education relevant to their ineffectiveness, demand courses without examinations, records without grades? The elementary, or high school, or college diploma, without the skill and knowledge that they imply, is a fraud.

'Soft-headed Administrators'

Problems at the college level are largely spawned by a kind-hearted philanthropic but in fact unrealistic and misanthropic ideal of soft-headed but actually soft-headed educators that confuse promotion with charity, and fail to recognize that a successful education can't be divorced from functional utility in employment, advancement and success. We need the profit motive in our schools — a fair days wage for a fair days work. The so-called progressive educational philosophy is a fraud to all of our young people. When accomplishment is not demanded, and when the able and the inept move forward together rapidly recruiting into the ranks of the non-achievers, those who recognize that study and effort are not demanded, and in fact are hardly rewarded. Not only are the less proficient carried along to graduation, but the

more able and brilliant are retarded — by not being required or expected to produce. At the same time, we should assess the need for and provide extra instruction, remedial programs, tutoring, so that with firm standards a high percentage of the children can keep up with a normal rate of progress, and not fall behind. Slower progress for the slower learners is far more effective than the present system by which an ever-increasing fraction of the graduates are not ready to rise to the next level of education. The appalling rate of drop out in our high schools as soon as they can legally escape from the frustrating attendance in school work they are unable to master, is a clear indication in the break-down of prior education.

At the same time it must be recognized that many of these young people had and still have the innate ability to succeed in education of excellence. How may we succeed in re-instilling the spirit of competition, the recognition that success through education is possible? And we must note that an undue proportion of these drop-outs and educational failures are from our slums, in which parental encouragement, parental help with home work and study, and parental appreciation of the value of education are singularly lacking.

Not Earned Diploma

At the college level we receive those students who have received but often not earned a diploma. With their arrival, we are forced

to provide remedial training in reading, writing, speech and arithmetic — in all of the basic skills needed for education. Their prior education has often been enriched in all but the essentials. And our input does not include the drop-outs who were realistic enough to recognize that a high school curriculum was over their depth, and beyond their educational skill to handle. Many of these drop-outs had and have potential that will never be realized.

As you know, a college is as filled with problems as a high school. In the City University we have been forced to provide remediation and tutoring, instruction in how to study, how to answer questions, how to read a text book — areas in which we once assumed competence in all high school graduates. An increasing fraction of our students now require an extra year to improve their basic skills to a functional level. We are assuming, to an increasing degree, the role of instruction of high school or junior high school level, even as the high schools have been forced to drop back to junior high or elementary level education.

Faced with the ugly fact that college opportunity is not equal, that a disproportionate fraction of the young people cannot meet traditional standards for admission to the colleges, or if admitted on the basis of grade average, are the victims of an inaccurate and misleading assessment of accomplishment, we have decided to alter the traditional criteria for admission. We will


continue to admit applicants who will require and receive a minimum of extra help and guidance. We will also admit all other high school graduates who apply. Thereafter, each will receive extensive testing, counseling, and the remedial and tutorial help required to bring their level of performance up to traditional college standards. Among these will be many in which the innate potential will develop. Others will be unsuccessful.

The City University of New York includes seventeen colleges. Of them, The City College is the oldest. It is the first college in the United States to provide for integration in its admissions policy. It has educated more immigrants and their children than any other college in the world. It is not surprising, then, that The City College led in the campaign for open college admissions. Nor is it unexpected that it should have been the college in which the SEEK program had its inception, and in which the largest number of young men and women from the ghettos of New York are receiving special remedial instruction, counseling and tutoring, as well as support stipends when the economic background precludes attending even a tuition-free school. Among the presidents of the City University's seventeen colleges, each one favored the open admission. Among the trustees of the University, all voted for the open door. Faculty support, while unanimous, is very strong. The open admission will bring to the entire university this September, approximately 11,000 additional freshmen. Of them, we many will succeed, some will fail. But none will be excluded because we would not offer a helping hand or an open door. Those who succeed, each will be prepared for effective employment. Two-thirds of them will have risen from the slums to middle class status, in which they will compete with other college graduates from better backgrounds but with no more successful futures.

Problems, Problems

The addition of 50,000 students to our City University system will not be easily accomplished. Our campaign for funding for the minimal cost of the expanded enrollment has been more than successful. The program has been approved by the Mayor of the City of New York, by the Board of Regents of the State by the State Commissioner of Education, and by the Governor of the State of New York. We are now leasing new space, erecting additional buildings, opening a new college, hiring more teachers . . .

In our several colleges we offer a diversity of curricula — year programs leading to graduate work in the professions; and 5-year programs leading to employment in fields ranging from nursing to engineering; year technical and vocational courses leading to careers in some 50 different skilled vocations. Many of our entering students will begin college before they are able to assess their desire and their aptitude for specific goals. For them we will provide full opportunity to transfer into a curriculum that they select as a more appropriate choice for themselves. It is our intent and desire that our young people will receive the benefit of full equality of opportunity, is the right of our citizenry.



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Psychology Center treads softly into community

By Michele Ingrassia

During the past two years the College has taken its first cautious steps into the surrounding Harlem community.

The School of Architecture took up residence in rented quarters in the Curry Garage

at 133 Street and Broadway last year and most recently the Psychology Center abandoned its cramped quarters in Harris for a spacious loft at 135 Street and Broadway, next to a Sloan's Supermarket.

But more than crowded space has prompted the move. "We are trying to create an atmosphere for students to think innovatively for community psychology," explained Prof. Morton Bard, the center's director.

The move away from the College is being planned with precision and deliberate care. "We are planning to acquaint the community with our presence and how they can use it. We won't send out brochures for things we can't deliver; we must be sure first," explained Dr. Bard. "Otherwise, we will be seen as exploiting the community. We must search and see what we can realistically do."

"There is a gap," he continued, "between what society needs and how professionals adapt to the needs. We believe that the experiences in one's training will

influence his performance as a professional." And he feels that this should come in "his own ballpark rather than outside facilities."

Prof. Leonard Simon (Psychology) explained that the center "expects to meet with the people in the community to see what functions we can serve. In a broad sense, we know the problems, but we're not sure of how we'll function exactly. It is also a case of what the students want and what the people say is important. The major function is the education of students. We don't want to impose on the community. That's what happened at Columbia. We want a gradual exploration of what groups and people want."

But as the staff of the Psychological Center ponders the expansion programs for next year, work continues on current projects. Many of the faculty members, as well as the students, appear to be young and enthusiastic about their new location and plans.

One project that proved to be extremely rewarding for both the Psych Center and the community was the "Training Police as Specialists in Family Crisis Intervention."

Dr. Bard explained that "in the urban community, the only helper who is available 24 hours a day for the sick, the injured, and the troubled is the police. The principle behind the program was to increase their effectiveness as helpers, and to make that approach understandable to them in their peace-keeping job."

Under the two year project, begun in 1967, eighteen volunteer patrolmen of the 30 Precinct came to the Center each week for individual and group discussion sessions with third year graduate students, to give the cops "a new skill, one that will help him do better what he now does most — and that it to help people in trouble," according to Dr. Bard.

The program has met with great success. "We were able, through these police, to have a positive effect on 926 families seen in 1375 interventions," said Dr. Bard. "They were used preventively. They could be trusted to act with sensitivity and compassion." He added that the teams are often asked for advice by other colleagues on how to deal with such situations.

Adapting to Society
Whereas 40 per cent of police injuries were sustained responding to family disturbances beforehand, none of the eighteen men have sustained any serious injuries since the program began.

Despite initial protests from SDS about the program, reaction to the project has been overwhelming. "Not only do community residents regard the men as somehow different from other policemen," wrote Dr. Bard in the "American Psychologist," but they have spontaneously be-



Photo by Stuart Brodsky

The outside of the center on Broadway.

gun to use their local police as a referral source. Families served by the unit have suggested to other families that they call the police or visit the station house in time of trouble."

Last June, the Center's first year students began a training and consultative project with the New York City Housing Authority Police. Another program, called "Reducing False Alarms and Harassment of Firefighters in New York City," is in the works.

Although most of the programs of the Psych Center are not as spectacular as the Police Project, they are viewed as equally important.

The first year doctoral students, for example, are involved in the tutoring of community children. Each student gives tutorial and other supportive help (therapeutic tutoring) to the one child he is working with. Prof. Mary Engel (Psychology) explained that the eleven chil-

dren in the program, who "come from P.S. 129 [the John H. Finley School], come to the Center to work and play in the rooms here. They were chosen because their mothers thought they had trouble in school, and requested the service."

Emotional Problems
Other first year students work with three-year-olds at the Child Development Center in New York City. "These children have emotional problems that might lead to later problems," Dr. Engel noted.

"The students try to analyze the problems a child has in learning, and they work with him on them," she went on. "Instead of pushing one thing, they work on general problems, rather than merely trying to raise a grade or improve an IQ."

Many second year students work with the College's Department of Student Services in a counseling practicum, under which they counsel students from the College.

Dr. Simon supervises the third year students in their seminar practica, and the projects include many community consultation programs. "Some students work at the Narcotics Institute,"

Panther rally in Ballroom today

A "People's Meeting" scheduled for today at 11, in the Finley Ballroom will feature speakers from the Black Panther Party, the Young Lords, and Rising Up Angry, a group attempting to organize working class youth in Chicago.

The meeting is one of a series of actions planned for this week to protest the trial of 13 Black Panthers who are now standing trial for an alleged bomb plot last Spring.

Also planned for the meeting is the screening of three films, two dealing with the Black Panthers — "Off the Pig," and a recently filmed interview with Bobby Seale — and another about the recent disorders at San Francisco State College.

In another action planned for this week, a contingent of students from the College will gather tomorrow in front of the Criminal Court Building at 100 Centre Street to attend the trial and see Amerikkkan justice."

Also scheduled for this week is the second annual memorial commemorating the death of Malcolm X. Beginning Friday at 9 in the Great Hall, and later moving to Finley, a full day of cultural activities are planned. Among those participating will be Leon Thomas, vocalist with Pharoah Sanders, the College's Theatre of Black Experience, The Last Poets and other black artists.

A series of workshops in the student center will also be part of the days activities.

The diminishing space problem

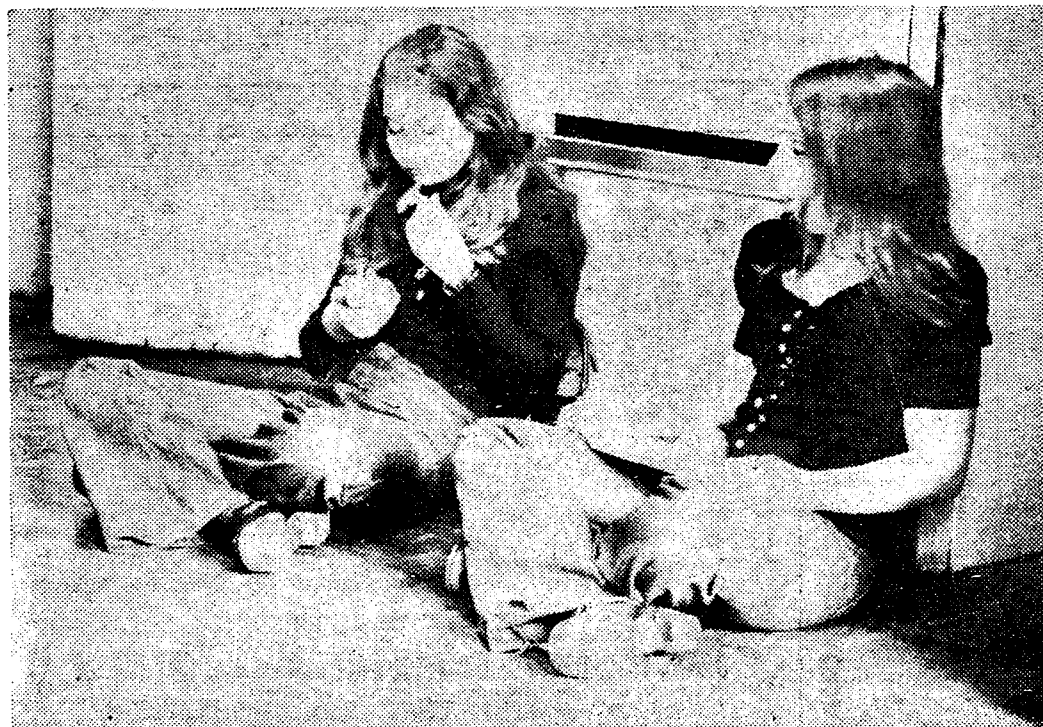


Photo by Fernando Coriano

(Continued from Page 1)

As the cement hardens, however, and leases are signed — all in accordance with the master plan — Finley is becoming the focus of a space squeeze. The center's hall are filled with overflow crowds and the prospects for immediate relief don't seem to be forthcoming.

Structural limitations of the building have prevented major alterations in the past, and because of "future demolition" it has been judged "impractical" to effect any structural changes to gain additional space.

An attempt made to convert a series of adjoining rooms into a general purpose theater was shelved recently after the walls were removed and the floor was found to be too weak to support a shifting audience-sized weight. The result was an olympic-sized, cathedral-roofed pool room, to be used by no more than twenty to thirty persons at one time.

A date for demolition and replacement of Finley has not been set and the center will need to hold an ever-increasing population. "Finley may crumble before it's torn down," quipped one staff member.

Space, in any form, will become a precious commodity in the near future, as the growing College prepares to tighten its belt by a notch or two.

Mea culpa II

The last sentence in the drug story in last week's issue of *The Campus* inadvertently gave the impression that black and Puerto Rican militants were responsible for the "heroin problem" here. Such an implication is spurious. In fact, several administrators — who asked to remain anonymous — said that they first noticed an overt use of drugs on campus about ten months ago. They emphasized that there was absolutely no link between the Black and Puerto Rican Student Community and the drugs, except perhaps by coincidence of the time element involved. The statement in *The Campus* was meant only to establish this time element and we regret if any other meanings may have been attached.

Backstage at 'Birdie'

MCSers racing to meet opening night deadline

By Julius Thompson

Students strolling in the vicinity of Finley Center in recent evenings have heard faint melodies drifting from the student center's fourth floor — the Musical Comedy Society is at it again.

With less than three weeks until opening night, MCS members are rehearsing at a frantic pace to polish the final scenes in "Bye, Bye, Birdie," their current production.

The "Birdie" production follows nearly a dozen past successes which have included, "Guys and Dolls," "Once Upon a Mattress" and "How to Succeed in Business without Really Trying."

Preparations for the current show began a year ago when an MCS committee met at the Lincoln Center Library of the Performing Arts to research material that might be appropriate for production. A show with a large chorus and audience appeal was what was being sought and after scanning a number of plays "we were cut down to ten," recalled Mark Lazarin, the President of MCS. "Then three — 'Anything Goes', 'Mame', and 'Bye, Bye, Birdie'."

Back in November

Once selected, the "Birdie" production got started immediately. Rehearsals began back in November and on the first day of school this semester the chorus and the leads started to practice on a regular basis.

Added to the revival, Lazarin noted, is a new discotheque scene, similar to the cabaret sequence in "Sweet Charity." The addition, the MCSers hope, will provide a contemporary taste to the late fifties musical.

Three of the company's cast members should add a professional note to the production this year. The three — Aaron Speiser (Conrad Birdie), Howie Cutler (Mr. McAfee) and Marsha Crofford (Rosie) — have dabbled in summer stock.

MCS plans to hold two rallies tomorrow in the Grand Ballroom and next Thursday in Buttenweiser Lounge, to promote interest in "Birdie."

Good Discipline

Meanwhile, new student thespians are still being sought by MCS. "Lots of people will find this helpful training for later professional work," remarked Lazarin. "The rehearsing and discipline are helpful for future work in the theatre."

He declared that "dedicated

people" are being sought for the club — "even the backstage hands are in the production," he noted.

Following "Birdie" MCS will present "Cappy," a new musical written by an MCS member, based on the life of Al Capone.

MCS will perform the Charles Strauss and Lee Adams musical on March 6, 7, 13 and 14 at the Fashion Institute of Technology.

Tickets are being sold every day opposite 152 Finley at prices ranging from \$2 to \$3.50.



MCS REHEARSES: Aaron Speiser (center) as Conrad Birdie, leads the cast in run through of the play.

Club Notes...

All organizations meet tomorrow at 12:30 unless otherwise indicated.

A.I.Ch.E.

Meets in Harris 103. Mr. Payne of the Chemical Engineering department will speak on product design.

AMATEUR RADIO SOCIETY

Meets in Shepard 013 regarding "Round the World" communications.

CAFE FINLEY

Dan Bromberg sings his way into the cafe Friday evening at 9. Tickets on sale in 152 Finley.

CADUCEUS SOCIETY

Introductory tea for Pre-meds and Dents, on February 20 at 7:30 in 348 Finley. Y'all welcome.

ECONOMICS SOCIETY

Important elections in Wagner 01. All welcome.

GOVERNMENT AND LAW SOCIETY

Holds a vital meeting in Wagner 111. Elections for the Spring term and other goodies.

YAVNEH

Rev Soleveichik's article "confrontation" is today's stimulating topic in Shepard 125.

YOUNG AMERICANS FOR FREEDOM

"YAF and the Future of Conservatism" is the topic of Chairman Kurt Rogerson in 333 Finley.

YOUNG LIBERTARIAN LEAGUE

Spring organizational meeting on Tax and Census Resistance in Wagner 111.

YOUNG WORKERS LIBERATION LEAGUE
Find out where we're at today at 4:30 in 348 Finley.

General Membership Meeting

Jewish Student Union

Thurs., Feb. 19th — 12-2 PM

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Association of Americans and Canadians for Alivah
THURSDAY, FEBRUARY 26, 12:30 — 1:45 PM
In Hillel House.

COURTSHIP AND MARRIAGE DISCUSSION GROUP

Guest Speaker: PROFESSOR HERBERT NECHIN,
Psychology Department
MONDAY, MARCH 2, 12 NOON
In Hillel House.

STUDY AND DISCUSSION GROUPS

Jewish Existentialist Thought — Tuesdays 11:00 AM
Values in Judaism for Non-Religious — Wednesday 12 Noon
Hebrew Bible in Translation — Wednesday 1:00 PM
Campus and Community Issues — Fridays 11:00 AM
Current Trends in Judaism — Fridays 12 Noon

ACTION GROUPS

Students for Israel — Tuesday 2:00 PM
Students for Soviet Jewry — Alternate Tuesdays 3:00 PM

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Turnabout is . . .

In view of the current acceptance of "recommended" and "non-recommended" ratings for Faculty members I believe the City College community has matured to a point where I can make public my list of "recommended" and "non-recommended" students as observed in my Economics 1 classes over the past two years.

This list should make a modest contribution in bringing to light those students who have been graded poorest with hopes that they will now consult to see where their deficiencies lie and correct them. I have no intention of forcing any student from the College, but in view of the great difficulties which faculty members have in evaluating "A" and "F" grades, it is necessary to make these ratings widely known so that faculty members can make the most intelligent choices of students.

RATINGS

Recommended Students (intelligent and hard working).

1. Gilda Muller
2. Angela Shedlow
3. Michael Cook
4. Alfredo Medina
5. Clifton Webb

Non-recommended students (stupid and lazy)

1. E. Chacon
2. L. Chaney
3. F. Wray
4. C. Alucard
5. H. P. Lovecraft

Morris Silver
Chairman (Economics)

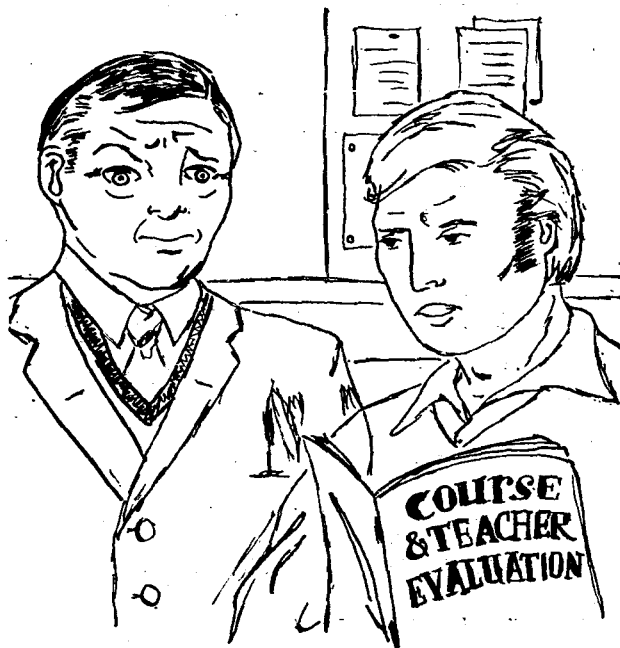
Statistics warped

In a violent and increasingly depersonalizing world, where human values are repeatedly debased by computerized minds and machinery, I have found some solace in the love and idealism so many of my students possess and communicate. I am therefore appalled when an evaluation questionnaire, one which students and certain members of the faculty have devised, commits the kind of violence upon the individual human being which is evidenced in the "non-recommended" category of the published document. I am all the more appalled when in a letter from a faculty member of the evaluation committee the act is defended on the grounds that "Consumer Reports" commonly "rates products from diapers to used cars." If human beings can thus be equated with things, we have indeed traveled a dismal road leading to the cul-de-sac of an absolute inhumanity.

The letter's other analogies are equally specious. When a Congressman, actor or musician voluntarily submits himself to the judgment of a public — nomination, election or public performance is, of course, tantamount to a waiver of privacy and of immunity from criticism. Moreover, except in the case of Congressional censure by a jury of his peers, the Congressman is free to ignore the rating of Washington correspondents just as the actor, musician or writer is free, at his peril perhaps, to ignore the judgment of critics. A faculty member, however, is in a rather different position if he has not asked to be judged by students, who are not his peers, and if, in spite of this, he is judged and held up to public obloquy in what too many have come to view as a quasi-official document which seems to speak with some pretense of validity.

The statistical validity of the document is another and, I think, a less important question. But anyone who knows anything about statistics must surely realize that quantifying that which is qualitative is a risky business at best. Describing America as the richest country in the world, for example, may be statistically accurate, but it tells us nothing about the quality of the life we live or about the poverty, hunger, disease, illiteracy and other ills which afflict millions of our fellow citizens. It is similarly tricky to accept the results of the current evaluation questionnaire at face value. The validity of the sample aside — the sampling is admittedly absurd in innumerable instances — let us assume the following tabulation for an instructor on a scale running from 4=excellent to 1=poor:

5 students rate him	4	20
1 student rates him	3	3
1 student rates him	2	2
2 students rate him	1.5	3
1 student rates him	1	1



Graphics by Lenny Rosenberg

The total numerical figure would be 29 which when divided by 10 gives us a final average of 2.9. Yet is it possible to say on the basis of this "average" result that the man is merely a mediocre instructor? Do we simply ignore — as the evaluation questionnaire appears to ignore — the "frequency" of the top ratings? Does every student rater demonstrate the same maturity, acumen and objectivity as every other student rater? Does the minority voice count for so little? Can a man and his teaching performance be reduced to numbers? Even when — as in the present questionnaire — we are told that a man who happens to be one of the most distinguished scholars in the world and certainly one of the most brilliant lecturers is rated at the bottom of the scale?

Student evaluation can doubtless play a significant role in the academic community. But it can play that role only when the instrument has been carefully devised, when it is applied with critical awareness of its limitations and when it is used without causing the human damage that is reprehensible whether inflicted upon teachers or upon students. As Professor Middlebrook has pointed out, the phoenix may rise again from its ashes. But does the voice of the whirlwind command us to hasten the process by becoming avicides and pyromaniacs?

Irwin Stark
Associate Professor of English

McKeachie & the Dean

In a letter to the editor appearing in the February 4 issue of *The Campus*, Dean Samuel Middlebrook presents "findings" from Dr. W. J. McKeachie's "Student Faculty Ratings," an article commissioned by the AAUP Committee on Teaching and Research. A comparison of interpretive statements with actual statements may be instructive.

Dean Middlebrook's Interpretation

"Students do not change their minds in later years about their earlier, undergraduate, immature (?) assessment of teachers."

"Students do [emphasis added] not change..."
"Students do [emphasis added] not rate..."
"Severity of grading does [emphasis added] not..."

Professor McKeachie's Statement

"Drucker and Remmers (1951) showed that student ratings correlate well (.40 to .68) with rating of the same instructor made by alumni ten years after graduation." (p. 439).

[The dates of central studies included in the report are as follows:]

- "Drucker and Remmers, 1951"
- "Elliott Study, 1949"
- "Remmers, 1930, 1949"
- "Riley, 1950"
- "Heilmann and Armentrout, 1936."

One has heard so much about a generation gap that one may wonder whether Dean Middlebrook's use of the present tense is warranted. Perhaps most serious of all, what Dean Middlebrook omits from the McKeachie Report may be as significant as what he has included. (Professor McKeachie carefully delimited his observations as may be seen below:)

[regarding the purposes of an evaluative scale]

1. "The use of a scale for student rating of teaching typically has one or more of the following goals:

- a. To make possible comparative judgments of teaching effectiveness of different instructors . . .

The first of these four goals is probably the most difficult to attain. Travers (1950) points out the theoretical impossibility of comparing the teaching effectiveness of different instructors teaching different subject matter with different aims." (p. 440).

[Page references refer to the AAUP Bulletin of December, 1969, 55:4.]

[Regarding] "using ratings for improving teaching"

2. "However, most faculty members recognize that student reactions may be helpful in improving teaching even though one may doubt their validity for inter-instructor comparison. The threat of student ratings may be reduced by permitting no one but the individual instructor to see the results of his ratings and further, by making the use of student evaluations subject to the instructor's discretion, although this may mean that some of those who need information most will not get it." (p. 441)

[Regarding] "Using ratings to assist student choice of courses"

3. "The major problem of using student ratings in published guides that such guides is that such guides are often designed with dual purposes. While the manifest goal is to help students make wiser course elections, there is often a latent goal of punishing faculty members whom students believe to be poor teachers." (p. 441)
4. "The varying uses of student ratings are not completely compatible, and publication of student evaluations may create such a threatening situation that the poor teacher is inhibited from improvement by his increased anxiety and defensiveness. Nevertheless, many student groups are now conducting surveys for publication. Often these surveys suffer from badly designed questions, biased or incomplete sampling, and inadequate analysis of results." (pp. 441-442)
"In [Professor McKeachie's] Summary"
5. "Increased interest in college teaching seems to be reflected in increased demands for ways of evaluating teaching. In spite of the somewhat spotty evidence on the validity of student evaluations of teaching, their use is increasing . . . Here is an opportunity to 'see ourselves as others see us.' Let us use it wisely." (p. 442)

Perhaps we, as academicians, could perform an invaluable service in teaching students respect for evidence if zeal and advocacy could be restrained by circumspection in reporting, and scrupulousness in revealing the limitations of cited evidence.

Yours for truth,
A. M. Rothstein
Department of Social and Psychological Foundations

Ashe refutes Schulman

Your issue of February 4, 1970, just arrived by mail today. On page 2 there is an article about Prof. Jay Schulman which gives an account by Dr. Schulman of an alleged conversation he had with President Copeland. Prof. Schulman is quoted as follows:

"He [Dr. Copeland] said I might be dismissed by the BHE in September; that David Ashe (Chairman of the BHE's City College Committee) had instructed him to remove my name from the Chancellor's list."

I do not know what Dr. Copeland did or did not say to Prof. Schulman. However, I can state most emphatically that I never instructed or even suggested to Dr. Copeland that he remove Dr. Schulman's name from the Chancellor's Report — which, among other things, lists reappointments of faculty members. Furthermore, I wish to inform your readers that I in no way consulted with Dr. Copeland or advised him with regard to what actions he should take as to the reappointment or non-reappointment of Prof. Schulman. It would be presumptuous of me, as a Board member, to advise a College President on a matter of this nature, and I did not do so.

David I. Ashe
Chairman,
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CUNY's Highlight Dismal Week

(Continued from Page 8)

two teams. The outcome of the meet would rest on the last relay race.

Obviously it was another battle between Queens and CCNY, the two CUNY powers. Unfortunately for the Beavers it wasn't. The battle was between Queens (which has won 8 out of the 10 CUNY tournaments held

and the last four in a row) and Brooklyn. CCNY was nowhere near the top. In fact the Beavers were fighting desperately with lowly Hunter to avoid dropping into last place.

Queens, as usual, held on to win by taking the last relay race and finishing with 80 points. Brooklyn was second in the final relay to wind up with 65 points and edge out Lehman's 60. A fourth place finish in the final relay gave City 46 points and Hunter's 43 points.

The rest of the meet was as dismal for the Beavers as the last event. Zero gold medals were taken. The closest the Lavender came to the gold was three-tenths of a second when Mike Leen finished second in the 1000 yard freestyle with a time of 12 minutes, 36.4 seconds. Leen also provided the only other ex-

citement of the evening by taking second place medals in the 200 yard butterfly and 500 yard freestyle, with 2:34.2 and 6:03.0 timing respectively.

Fourth place medals were taken by Neil Kusherman in the 200 yard freestyle for his 2:11.9 timing; Mark Wolpiwsky in the diving competition; and Francois Hindlet in both the 200 yard individual medley (2:30.9) and 200 yard breaststroke (2:46.3).

A team of Richard Storm, Hindlet, Kusherman, and John Lucashuk finished third in the 400 yard medley relay in a time of 4:27.6.

— Schnur

WOMEN'S BASKETBALL

The Beaverettes were stopped for the first time in seven games this season as Lehman downed them, 55-46.

Although the Lavender girls led during most of the first half, sloppy ballhandling and defensive lapses allowed the Lancers to rally to tie the score at 18-18 at intermission. In the third quarter, Lehman retained the momentum and took the lead by running all over CCNY's defense while the Beaverettes continued their lethargic play. Against the taller Lehman squad, the College ended up with a scant 15 rebounds for the entire contest.

An inability to successfully bring the ball up court resulted in the cagerettes taking only 20 shots in the second half. 17 turnovers were committed, and the marksmanship also fell off considerably. Jean Ehret and Novella Brand, scored 21 and 13 points, respectively.

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Cagers, CUNY Events Highlight Dismal Week For Lavender Squads

It should be said that in College basketball (1969-70 version) one must either be six feet tall or Calvin Murphy. On Monday night the five-ten wizard was somewhere else, but a tall, aggressive University of Bridgeport front line was in Wingate gym administering the Beavers an 80-64 defeat.

6-6 Dean Zimet (31 points and 16 rebounds) and 6-7 John Foster-Bey (17 points and 21 rebounds) were the major culprits as CCNY went down to its thirteenth setback in nineteen starts.

Zimet cashed in on numerous offensive rebounds and short jumpers while Foster-Bey dominated his defensive boards as the Purple Knights pulled away in the second half.

The Lavender had taken a 33-32 lead at intermission on the strength of a 12 foot baseline jumper by co-captain Stu Kessler. He and Rick Rhodes provided most of the Beaver's impetus in the stanza. Rhodes, who led the College with 16 points and 12 rebounds, often found himself battling single handedly with Zimet, Foster-Bey and Bill Ruhs under the boards.

Saturday night saw Trenton State drop the Beavers, 74-66. Joe



GREG CALDERON

Mulvey and Paul Wong had 15 points apiece in losing efforts.

Thursday, saw one of the most rewarding occurrences of the season as CCNY avenged last year's CUNY tournament setback and devoured Queens 74-52. The margin of victory was the largest for the Beavers in three years.

After a 31-31 first half, the Lavender broke it open by means of some tough defense. John Sedlack, Queens' big gun, was held to 19 points on four field goals. The 5-8 backcourtman was not able to collect a single basket in the second half as he was persistently hounded by John Graviano.

On the offensive side the College got fine performances from Rhodes and Jay Millstein. Rhodes hit four key baskets as the Beavers turned a close game into a 53-41 lead. Millstein was especially tough off the boards in the final ten minutes. High scorers were Wong with 16, Rhodes with 15, Millstein with 14 and Mulvey 12. As a team the Beavers shot 17 for 28 in the second half, a better than sixty per cent average.

TRACK

Winning CUNY indoor track championships used to be a regular occurrence for the College's

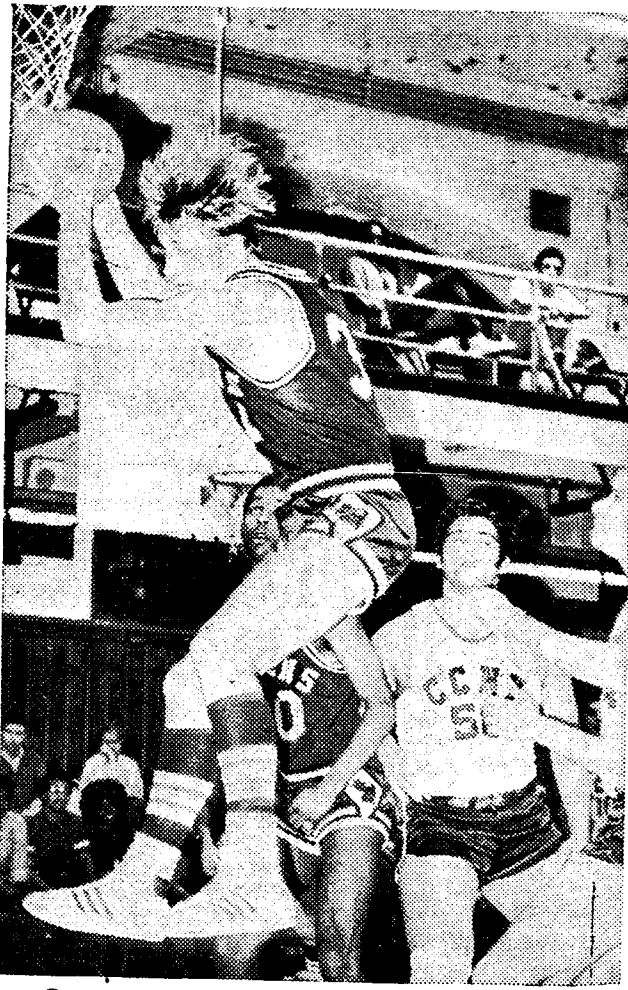
Bridgeport (80)			CCNY (64)				
G.	F.	P.	G.	F.	P.		
Wells	4	1-3	9	Wong	4	0-0	8
Schmitz	5	0-0	10	Graviano	1	0-0	2
Foster-Dey	4	9-12	17	Rhodes	8	0-3	16
Zimet	14	3-4	31	Mulvey	5	0-2	10
Ruhs	5	1-2	11	Millstein	5	3-6	13
Jerome	1	0-0	2	Kessler	2	1-1	5
Fischer	0	0-0	0	Summers	1	0-0	2
Schaum	0	0-0	0	Guralnick	1	0-0	2
Kisch	0	0-0	0	Corainik	1	0-0	2
				Covucci	1	0-0	2
				Koblick	2	0-1	4
				Hor'owich	0	0-0	0
				Johnson	0	0-0	0
Total	33	14-21	80	Total	30	4-13	64

Half-time score—CCNY 33, Bridgeport 32. Attendance—200.

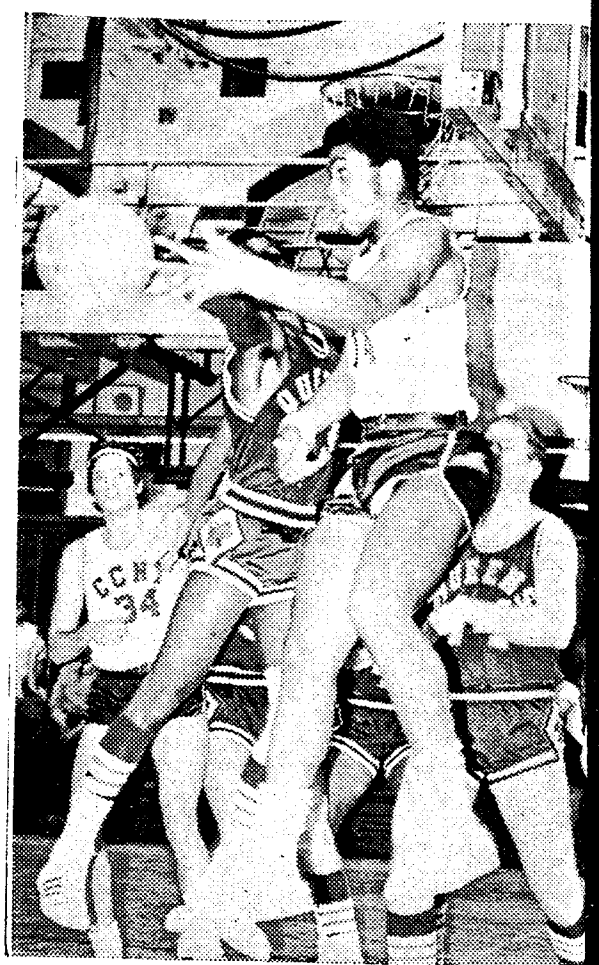
runners. "Used to be" is emphasized here because those days are gone and forgotten.

Exhibit A is the result of Saturday's meet which saw the Beaver tracksters fall to Queens, 45½-35. That makes it two out of the last three years that Queens has taken CUNY track honors.

The latest episode saw the College desperately clinging to a slim lead going into the two mile run. On January 2, Queens' Larry Newman had run away with the same event in a triangular meet with CCNY's Jack Levy starting out slowly and winding



Queens forward, Joe Woskowiak seems scared of something as he comes down with a rebound. Perhaps he foresaw the 74-52 final score.



Rick Rhodes (foreground) gets some guarding from a Queens defender. Jay Mills (34) looks on.

up a distant second. Saturday saw practically the exact same happening with Newman leading all the way and winning in the good time of 9:50.8. Levy wound up fourth behind Newman, Brooklyn's Fred Levine and Lehman's Ken Ralston.

That gave the Knights a lead that they added to in the one and two mile relays. The only winners for CCNY were Pete L'Official in the 1,000 and Dave Schmeltzer in the 60 yard high hurdles. L'Official's time was

2:19.9, and Schmeltzer was clocked in 8.3 seconds.

William "Butch" Harris, the sophomore sprinter, had some tough luck in each of his races. In the 60 yard dash, he was nosed out according to the officials by Queens' Keith Saunders. Both were caught in 6.7. Then in the 300, he was beaten by the same rival.

Other second place finishers for the Lavender were Steve Strauss in the 600, Greg Calderon in the mile, the one mile

relay foursome of Ivan Bl Strauss, Schmeltzer and Har and the two mile quartet of Wildfogel, Joe Scott, Calder and L'Official.

Freshman Levy also managed a fourth place in the two mile. The only other Beaver pointer was Schmeltzer again with a third place in the high jump (5'4").

SWIMMING

The City University Swimming Championship at Queens College Pool on Saturday night down to the last event, with six points separating the teams. (Continued on Page 7)

Grapplers' Hairy Problem

By Fred Balin

An N.C.A.A. wrestling rule prohibiting the wearing of mustaches in competition may be challenged in court on the grounds that it is discriminatory.

The rule which has brought about disqualifications in two recent CUNY matches has been denounced by some local area coaches and their wrestlers.

Just instituted this year by the NCAA the rule states that: Contestants shall be clean shaven, free of mustaches, sideburns trimmer at earlobe level and hair trimmed and well groomed.

The rule states that it is in the interest of good health.

In a Beaver meet against Columbia on January 31, the Lion's coach Jerry Seckler insisted that the referee apply the rule and consequently one varsity member, Doug Ruskin, and three members of the junior varsity were disqualified.

Another varsity member, Doug-Lee shaved his mustache off on the spot.

At the Beavers' eight previous meets there was no problem as both coaches agreed that the mustaches would be all right and the official didn't penalize the College.

Against Fairleigh Dickinson University, however, on February 4, the referee disqualified Ruskin again as well as the Beavers' Charles Cabrera, despite the opposing coach's willingness to let the matter pass.

"Personally I felt that the rule is illegal constitutionally," explained Ruskin, "because of this I refuse to shave."

Ruskin, whose father is an attorney, also said that his father would back him in the fight, but was too busy to take the case at this moment. "I'm pondering going to the ACLU (American Civil Liberties Union)," he added, "but I will try to get something going."

CCNY's coach Henry Wittenberg, a former Olympic Gold medalist, sides with his wrestler, adding that the rule had no particular effect in wrestling ability and that health was not a valid reason.

Wittenberg who is also a member of the U.S. Olympic Committee said that at a recent meeting he had a chance to talk with members of the rules committee and asked one about the rule.

"You know very well the kind of person we want to keep out," the member responded according to Wittenberg.

"When I explained that I didn't, he said, 'We're only interested in clean cut wrestlers.'"

Saying he was disturbed by this response Wittenberg asserted, "As far as I was concerned my boys were going to abide by the rules of training in wrestling, but this rule was a personal assault on their personal habits and individual freedom and I left it up to their own conscience if they wanted to wrestle this way or not."

At Yeshiva University the rule nurtured added disfavor with their coach Jerry Steinberg, who since has left his coaching position to become a Civil Court judge.

Steinberg wrote George Shiebler, the associate commissioner of the Eastern College Athletic Conference a strong letter in disfavor of the ruling. He also said that he assumed this wouldn't be enforced for his boys who wear long sideburns and mustaches on religious grounds. (It hasn't been).

Steinberg has added since that he feels the rule is ridiculous and would like to see colleges file a formal complaint with the State Commission against discrimination or the ACLU.

Shiebler and NCAA

Shiebler defended the ECAC by saying that he had made members of the rules committee sure, at the NCAA convention last month in Washington, D.C., that they were conscious of the fact that the rule had implications.

Roy Phillips the Athletic Director of Franklin and Marshall College and a member of the rules committee backed the rule. "I think the rule has validity," he stated. "Facial hair can interfere in a match and it can be annoying as far as cleanliness is concerned."