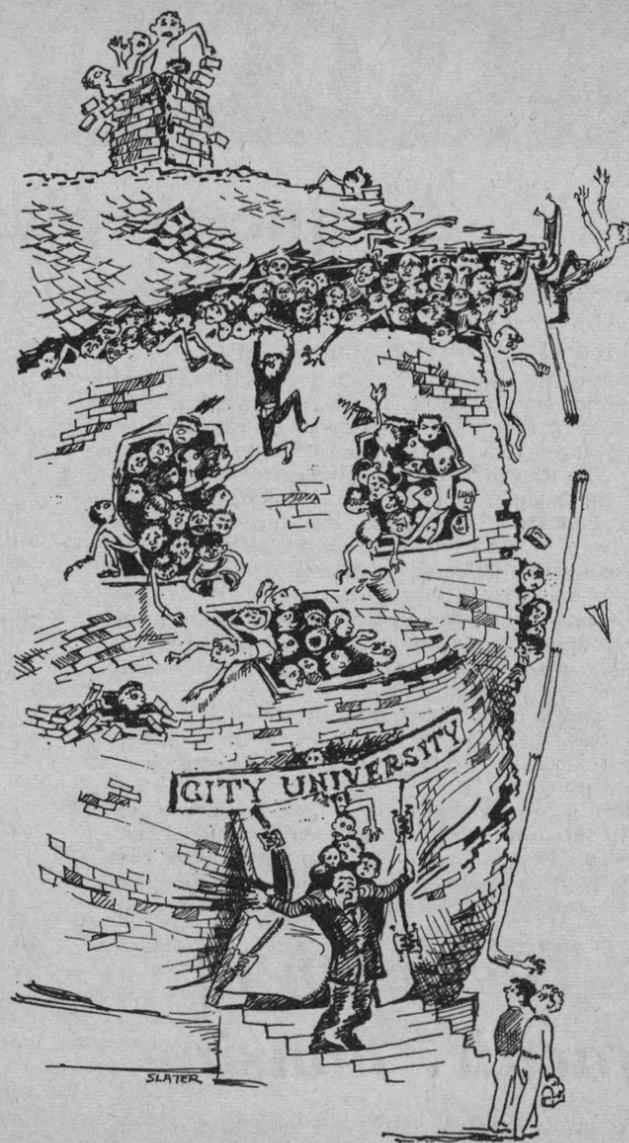


action

Inside the colleges...

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Squeeze play —See page 2

UFCT SET FOR DEC. VOTE

On Dec. 4 and 5, the faculty of the City University will designate a collective bargaining agent in an election of national significance.

Never before has there been a collective bargaining election at a major American university. With elections imminent at the State University of New York and several private colleges, the consequences of the vote at the City University will extend far beyond the boundaries of New York.

Prof. Aaron Levenstein of Baruch College, who chairs the United Federation of College Teachers' City Uni-

versity Council, which is directing the union's campaign, claims that collective bargaining at CUNY will set an example for college and university faculties throughout the nation, because it will put effective power into the hands of the instructional staff so that "it might determine the working conditions and professional standards that are to prevail at the university."

The election presents the faculty with three choices: the UFCT, "no organization," and the Legislative Conference.

The Public Employment Rela-

tions Board, under whose auspices the election is being con-



LEVENSTEIN

ducted, has divided the faculty into two units. All those, including college science technicians, who bear tenure-generating titles, vote in Unit 1 while those who do not carry such titles (which would include all lecturers and teaching assistants) vote in Unit 2.

Professor Stanley Lewis of Queens College, a vice-president of the UFCT, expressed what he called "cautious optimism" when asked to assess the chances of a union victory. He said that he was ready to make a flat prediction of victory, but held back only for fear of succumbing to "overconfidence."

A list of the 16 polling locations for the election appears on page 6.



LEWIS

CB election heralds new academic trend

The imminent collective-bargaining election at the City University takes on added significance, according to Irving Panken, the director of organization for the UFCT, "because it is part of a larger trend toward collective bargaining at our nation's colleges and universities."

STATE UNIVERSITY NEXT

"In the next year," he continued, "elections are probable at the State University of New York, New York University, and Long Island University." Under the provisions of a new amendment to the state labor-relations act, private colleges as well as public universities are now subject to its provisions mandating collective bargaining elections upon the proper show of interest.

TWO VICTORIES

The United Federation of College Teachers has already won

bargaining elections at the United States Merchant Marine Academy at Kings Point and the Fashion Institute of Technology, a public community college in New York City.

The American Federation of Teachers, of which the UFCT is a local, has secured bargaining rights at over two dozen colleges. At present, the AFT is organizing for a spring election in the California State College system.

Panel to assess role of union, university, and the community

At its executive board meeting of Thursday, Oct. 17, the United Federation of College Teachers passed a resolution creating a special committee to examine the "University and the Community."

Specifically, the committee will have to deal with the problems of a university that is no longer an autonomous community of scholars dedicated solely to the pursuit of knowledge and truth, but rather a multiversity that is increasingly fragmented into professional disciplines and subject to pressures and even manipulation by individuals and institutions outside of the academic weal.

Minority groups, government agencies, foundations and corporations have made demands upon the university for community involvement, the restructuring of curricu-

la and a participatory role in the management of academic affairs.

The City University has not been immune to these developments. On several occasions it has been subject to strikes, sit-ins, and the actual occupation of administrative offices by both students and non-students. While the means employed are most certainly open to question, the demonstrations on some occasions have dramatized serious shortcomings within the university (as have faculty and student groups without resorting to the tactics of confrontation) while on many other occasions they have been no more than self-serving exercises by splinter groups.

The ad hoc committee, which is open to suggestions from all faculty, will hopefully draw up a position

paper, for consideration by the entire union membership, which will reconcile the university's functions as a public utility serving society with its traditional role as a community of scholars.

In the past, the UFCT has sought to preserve the integrity of the traditional university community while, at the same time, meeting some of the important demands of society.

The UFCT has established an impressive record for academic freedom and due process. The strike at St. John's University and the struggle against secret and confidential files at CUNY are but two manifestations of this concern.

The SEEK and College Discovery programs and the Urban Centers are direct products of UFCT action.

VIEWPOINTS

A squeeze play at CUNY

Overcrowding has become so pervasive at the City University, that new facilities are often rendered obsolete upon completion.

Because its budgets are embarrassingly inadequate, expanding enrollment has severely overtaxed both the physical and human resources of the university. Over a seven-year period, from 1961 to 1968, during which the city trimmed approximately \$70 million from the budgets submitted to it by the board of higher education, enrollment has increased 59 percent, from 97,984 to 152,776. For 1975, seven years from now, the university projects a 79 percent increase of some 114,000 students.

Expanding enrollment has moved with such uncontrollable acceleration that the goals of the master plan have become no more than empty promises.

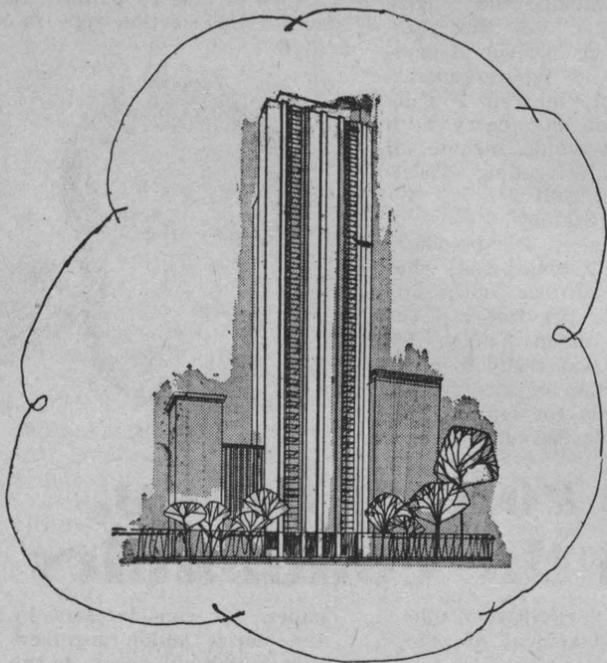
The nine-hour teaching load projected by the plan is no more than a distant reality at most colleges, where instructors on the average teach more than 12 hours a week.

The faculty enjoys few of the amenities normally accorded the instructional staff of a university. They are crowded into tiny offices that lack sufficient telephones, let alone, in some cases, desks for each occupant, and are overburdened

The myth of faculty housing

We quote in full what we consider to be a revealing statement on faculty housing which appeared in the 1968 Master Plan:

"Experience has shown that faculty members, especially younger persons, are reluctant to relocate in New York City because of high rental costs and the difficulty of finding suitable apartments near several of the campuses. The situation is also acute for full-time graduate students with limited means. Recognizing that it must provide suitable housing for faculty members and students, the board passed the following resolution:



The distant future

"1. That the Board of Higher Education establish a policy of providing housing for its college presidents on or adjacent to the campuses and that a house be provided for the chancellor.

"2. That housing is of vital importance in attracting and maintaining a top college faculty and each college should determine as quickly as possible the interests and needs of its faculty and eligible staff and provide in its future planning for campus and plant development those arrangements which it believes to be most desirable.

"Faculty housing would be self-supporting and would not require tax levy funds."

While the board has been very generous with \$70,000 to \$80,000 stipends for presidential housing (in the distant suburbs rather than adjacent to the campuses as directed), it has expended relatively little time or money on self-supporting faculty residences (let alone student dormitories), a shortcoming which the UFCT pledges to correct should it be elected CB agent.

with petty and irritating clerical duties because of lack of sufficient secretarial assistance.

The original master plan of 1964 programmed 120 square feet of office space per faculty member as its goal for 1970. The board of higher education's own statistics show that City College (57 square feet), Hunter College (48), and Queens College (89), all had less floor space per instructor in 1967 than they did in 1965. At Queensborough, the total was 38.2. What compounds all of this is that the statistics are deceiving, because they do not figure in full- or part-time lecturers, but do include administrators who are often housed in spacious accommodations.

The intermediate goal of one secretary for each 10 faculty members was realized in 1967 at only six of the 13 units of the university, while the specified ratio of one telephone per two instructors is no more than a paper standard at Staten Island Community, Queens, and City Colleges, where the 1967 ratios were one to nine, five, and seven.

Unfortunately, statistics usually obscure more than they reveal. One need only visit an office shared by 20 faculty at Brooklyn or City Colleges for dramatic proof of overcrowding. At some colleges, status is measured by how many drawers you have in a desk. Conferences with students in these offices, to say the least, are distracting.

If we are to read a moral into all these unfulfilled goals, mythical standards and reams of statistics it is that only an organized faculty working together through collective bargaining will have the necessary leverage to release funds from the bureau of the budget to finance the University's expansion.

That is why we ask you to vote UFCT.

Collective bargaining —

the real alternative

The individual faculty member exercises very little control over the conditions under which his profession is practiced, because he lacks the organization and expertise to come to grips with a university that is dominated by a top-heavy administrative bureaucracy, increasingly fragmented into various professional disciplines and subject to all sorts of pressures and demands from government, corporate, and community agencies which lie outside of the academic weal.

In the past, the chancellor of the City University has offered various faculty groups, including the UFCT, the illusion rather than the substance of power by offering to "negotiate" with them. Lest one be deceived, these "negotiations" were no more than consultations, for the

Sustaining cheap labor

In rather revealing testimony last winter before the Public Employment Relations Board, Bernard Mintz, vice-chancellor for business affairs, admitted that it is common practice at the City University to divert funds budgeted for line positions to pay the salaries of lecturers.

He claimed, albeit euphemistically, that this enabled the university to sustain a system of cheap labor, for the price of a lecturer is a lot lower than that of, say, a professor.

To dramatize it in slightly different terms, the university can hire two to four lecturers for the salary of just one full professor.

The implications of such sleight-of-hand economics are considerable and rather serious. They allow administration to continue the contemptible practice of denying promotions to members of the instructional staff by claiming that sufficient lines are not available, when actually they are. At the same time, they enable the City University to continue underpaying a large minority of its faculty, namely the lecturers.

If the UFCT is elected collective bargaining agent, it will give the faculty the kind of leverage it needs to pressure the bureau of the budget to release funds to increase the salaries of lecturers, thereby freeing all available tenure-generating lines for promotions.

action
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Double standard

On Oct. 28, the Public Employment Relations Board of New York State ruled that over 1,400 faculty at the City University could cast two votes, one in each unit, in the collective bargaining election scheduled for Dec. 4 and 5.

Our opponents argued on behalf of the decision. The UFCT, on the other hand, seriously questions the morality of a double vote.

The PERB premised its original decision last spring to divide the faculty into two election units on the assumption that those who occupy tenure-generating lines have a basic, full-time commitment to their employer, the university, while lecturers do not. While we thought the logic was somewhat faulty last spring, we are now totally confused because the PERB's new ruling reverses it.

Faulty logic or not, we do not quite understand why a full-time instructor or professor, teaching an extra course or two at night, should vote twice while his colleagues cast a single ballot.

chancellor and the board of higher education still made all decisions unilaterally.

Only collective bargaining can provide the framework within which the faculty can conduct real negotiations with administration.

Only collective bargaining can provide the faculty with the means by which it can humanize a multi-versity which has become increasingly bureaucratic and mechanical in its responses to problems.



Collective bargaining: getting off the academic treadmill

Coborn

Budget cutting begins all over again



All work and no play makes the academician dull. Well not exactly. The UFCT does believe, however, in occasionally mixing fun with business

as witnessed by its cocktail parties for new faculty at Brooklyn (top) and Hunter (bottom) colleges.

UFCT calls for new look at City University tenure procedures

The United Federation of College Teachers has called for a reexamination of tenure procedures at the City University.

The new tenure law, which was sponsored by the board of higher education and which recently passed the state legislature, mandates a five-year probationary period for all faculty hired on tenure-generating lines as of Sept. 1.

Without any prior consultation with the faculty, the board of higher education unilaterally drew up the new tenure proposal. The UFCT has criticized the move because it effectively deprives the faculty of any say over professional matters which vitally affect their status.

While there may be compelling arguments for either a shorter or longer probationary period, the UFCT nonetheless feels that faculty, rather than administration, should deliberate and legislate upon such a matter.

INEQUITY

A basic inequity is built into the new tenure proposal. Under the law, the rank of instructor is no longer a tenure-generating line. Incumbent instructors, subject to the old law, still must face the promotional hurdle to reach the rank of assistant professor. To correct this situation, the UFCT has called upon the board to promote all instructors still on tenure-generating lines to the rank of assistant professor.

INADEQUATE EVALUATION

One essential flaw in the system is that it does not allow for adequate evaluation of candidates for tenure. For example, departments with over 200 members still operate with the traditional

five-man personnel and budget committee. Members of the P and B are confronted with the impossible task of observing all of their colleagues on probation, even though they themselves are still teaching a full load. Under such demanding con-

ditions, evaluations are at best cursory.

If elected collective bargaining agent, the UFCT will call for a full-scale reevaluation of tenure procedures which will allow for faculty participation in place of decision making by unilateral fiat of the board.

Funds for general studies are trimmed

A letter allegedly written by James E. Tobin, the dean of the



school of general studies at Queens College, and addressed to departmental supervisors, announced a 50-percent reduction in evening division curricula beginning with the spring semester. *The Knightbeat*, a student newspaper, printed the statement.

Tobin's initial reaction was not to deny the cutback, but to claim that it was not as extensive as reported.

James Hughes, chairman of the UFCT's pension and welfare committee, has prepared a brochure on pension pointers for the faculty of the City University. It comprehensively deals with all the welfare programs open to members of the instructional staff. Any faculty wishing a copy in advance of mass distribution can get one by writing the UFCT at 300 Park Ave. South or by calling (212) 673-6310.

school of general studies at Queens College, and addressed to departmental supervisors, announced a 50-percent reduction in evening division curricula beginning with the spring semester. *The Knightbeat*, a student newspaper, printed the statement.

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BACKS DOWN

In response to the mild furor created by affected student and faculty groups who had organized in protest, the administration backed down by stating that funds would be found to fund the full program of the general studies division. It admitted, however, that originally funds indeed had been cut.

SECRET DECISION

The protesting groups claimed that the initial decision to halve the curricula was made secretly and unilaterally by administration without any prior consultation. It is believed that the move was part of a general plan to cut back programs at all of the university's schools of general studies.

Chancellor moves to slash presidents' fund requests

Albert Bowker, the chancellor of the City University, has already cut the budget submitted by his college presidents by \$16.4 million.

The request has yet to go before the bureau of the budget, the city council, the board of estimate, and Mayor John Lindsay, who between them trimmed last year's budget by over \$35 million.

Over the past six budgetary periods, a total of \$95.4 million has been slashed from successive budget requests.

Dr. Israel Kugler, president of the United Federation of College Teachers, in a statement prepared for the board of higher education's committee on finance and facilities, commented that:

COUP DE GRACE

"All of this is as a result of excessive 'prudence' on the part of the university administration, beginning with the college presidents cutting departmental requests; the chancellor cutting presidential requests; the budget director cutting the chancellor's request; and, finally, the mayor administering the coup de grace."

He argued that the imminent collective bargaining election dic-



LINDSAY

tated "the most liberal budget request possible." "To do otherwise," he admonished "is to generate conditions that will give rise to inevitable crises."

As he has done at past hearings, Dr. Kugler pointed out that

\$1 million slated by CUNY for presidential housing

The board of higher education has asked for \$1 million for the construction of a garage to house the cars of students attending Queensborough Community College and another \$1 million to domicile the presidents of the City University's eight community colleges.

\$100-MILLION BUDGET

The requests were part of the University's \$101,396,598 capital budget recently submitted to the City Planning Commission.

The *New York Times* attributed the following statement to Porter R. Chandler, chairman of the board, made in support of the request of \$1 million for presidential housing.

NEAR TRAGIC LOSS

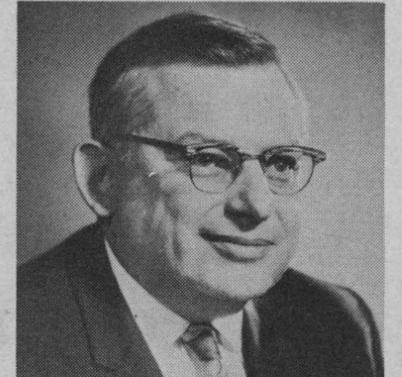
"I almost lost a community college president because he visited my summer place near Genes-

co and saw the fine residence there of the president of the College of Arts and Sciences of the State University.

co and saw the fine residence there of the president of the College of Arts and Sciences of the State University.

LECTURERS LACK BENEFITS

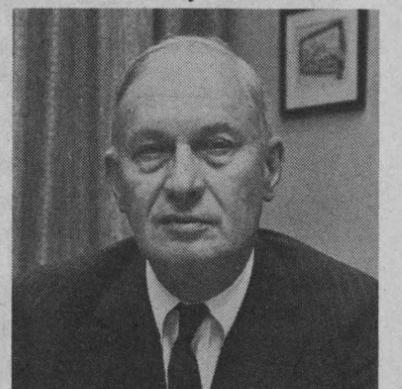
While his analysis of the budget was comprehensive in its approach, he devoted particular



BOWKER

attention to the plight of the lecturers who have not benefited from the last two salary increases and still are not covered by faculty health and insurance benefits. Lecturers' salaries are at the same level they were at five years ago. To correct this inequity, Dr. Kugler called for an across-the-board increase of 40 percent, a move that would cost the university just a little more than \$4 million.

Dr. Kugler was particularly exercised because the board had informed him and other interested parties of its hearings only three working days in advance and, worse yet, provided copies of the proposed budget with only two days notice. "I only can conclude," he said, "that such high-handedness renders the hearings no more than a meaningless charade and holds the faculty and other members of the academic community in contempt." He argued that only collective bargaining can provide a meaningful antidote to such cynicism.



CHANDLER

"It made him quite unhappy over the apartment he himself pays for in the city."

A REVIEW

Is knowledge a commodity of the future?

By WILLIAM FRIEDHEIM

"... What all of this means is that the student is to respond to learning stimuli much like the veritable Pavlovian dog."

Alvin C. Eurich, ed., *Campus 1980, The Shape of the Future in American Higher Education* (Delacorte Press, 1968)

Campus 1980 is not a book that lends itself readily to review. It is an anthology of disparate essays that have been artificially grouped together because, ostensibly, they all seek to analyze the future of American education.

Some of the essays are no more than warmed-over chapters from other books to which the various authors have added a few concluding paragraphs of often vacuous prophecy about the state of education in 1980. The anthology represents both good writing and bad, the views of technocrats and humanists and, in short, nothing approaching a consensus.

Ironically, the value of such a work is its very formlessness. The confusion of the essayists reflects that of most all academicians—myself included—over precisely what the modern university is all about. In this sense, the anthology's lack of direction is instructive, because it tells us a lot about the fragmentation and dependence of an academic community which once functioned as an autonomous whole.

CONTRADICTIONS

The contradictions over ends and means which the contributors to this anthology have so unintentionally dramatized are, in essence, built into the very structure of the modern multiversity, an institution which has been left with the humanistic heritage of the medieval academy, but which cannot reconcile its inheritance with the demands that contemporary society imposes upon higher education.

At the risk of oversimplification, one could argue that the authors of this volume, like many of their academic peers, fall basically into two categories: technocrats and humanists.

EDUCATIONAL PLUMBERS

While the indictment might seem unduly harsh, the technocrats are nonetheless tied to a conception of education which, at worst, makes them manipulative and, at best, unwitting apologists for the status quo. They subscribe to an ideological neutrality which places them beyond considerations of morality and reduces them to the status of educational plumbers. They accept the structure of the multiversity as given, and, such being the case, are obsessed with mechanical problems such as the "Technology of Instruction" (the title of one of the essays), organizing curricula, financing programs, establishing "interinstitutional links" and what have you. They maintain that the major problems of higher education are open to technological solutions, a thesis which if pursued to its absurd conclusion—as Clark Kerr has—would mean that administration rather than teaching is what higher education is all about. Unfortunately, Kerr's analysis of the multiversity has a shrill ring of truth to it.

THE MANIPULATIVE ACADEMY

What is disturbing about the technocrats represented in *Campus 1980* is that most of them view education as a process by which students (and faculty) are manipulated so that they might fulfill needs predetermined by society; a process in which the very apparatus and techniques of educational management assume greater significance than the actual give and take of ideas.

In a rather frightening paper, entitled "Toward a Developed Technology of Instruction—1980," C. R. Carpenter of Pennsylvania State University writes in characteristically tortuous prose that:

"Teaching functions can be thought of as occurring in different phases and relationships. There is a phase concerned with the selection and formulation of the objectives of instruction. This phase consists of defining sequences of events which relate to changing initial performances to terminal performances following instructions. Then comes the phase of selecting and ordering or organizing the materials for presentation to learners for eliciting responses from the learners. . . ."

ENTER PAVLOV

Enough! Roughly translated, what all this means is that the student is to respond to learning stimuli much like the veritable Pavlovian dog. Several of the essayists in fact look at problems solely in terms of cause and effect, stimuli and response, or, to use the most current jargon, "input and output."

Logan Wilson, president of the American Council on Education, claims that if higher education is to serve the national interest, we must first analyze the university in terms of "cost effectiveness," "cost

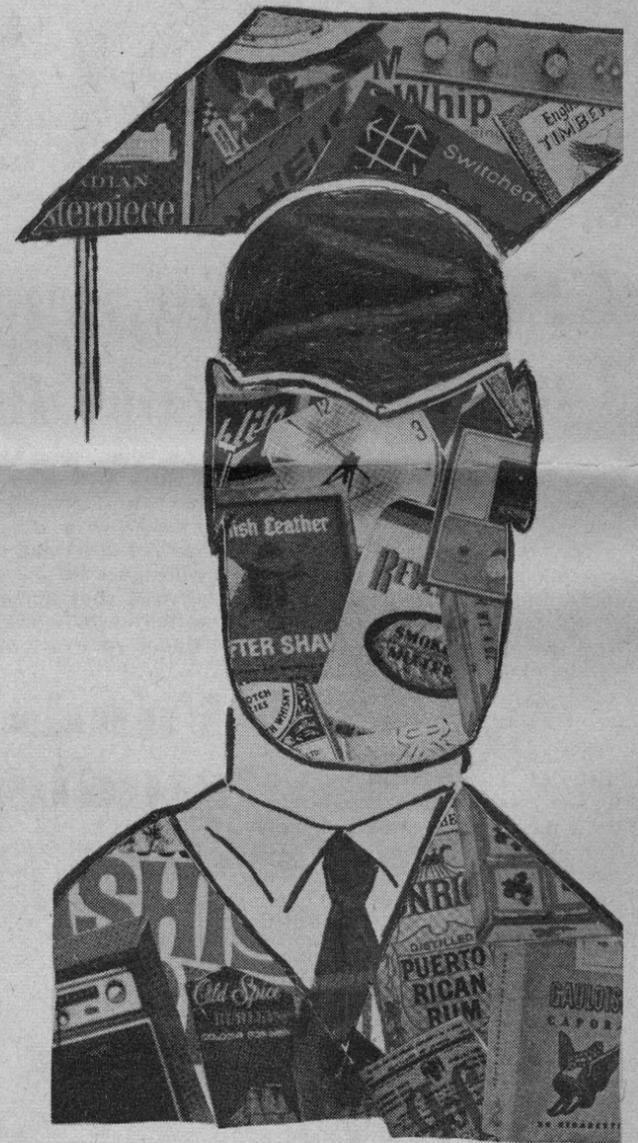
benefits," "educational input and output," and the "social mechanisms for interinstitutional decision making." Unfortunately, these are mechanical concerns which dwell on means to the exclusion of any consideration of ends.

If the logic of contributor Joseph Cosand, president of the Junior College District of St. Louis, prevails at our nation's community colleges, as I fear it undoubtedly will, they will become no more than assembly lines, mass-producing mindless technicians.

The metaphor is actually Cosand's and not mine, as borne out by his prediction that "the technician graduating from a community college or technical institute will be recognized as a valuable acquisition." If these colleges are simply to package their graduates for consumption "by giants like Monsanto, General Motors, and General Electric, by hospitals and dentists and retailers," they will condemn their students, many of whom are drawn from ghetto areas, to the status of passive functionaries serving an overbearing technology.

MIDDLE-CLASS LUXURY

Cosand, of course, is correct when he maintains that community colleges perform a very necessary function by offering a variety of technical programs. A liberal-arts education, after all, may well be a middle-class luxury that students from poorer families can ill afford. But then again, are these institutions merely going to mold their students in the image of General Motors and the local orthodontist, or are they going to train them in more than just techniques, essential as they are, so that they might bring a humane skepticism and inquisitiveness to their everyday lives?



To be sure, Cosand discusses values, but given the subservience of his prototype community college to the dominant institutions of our society, values in this case translate into something like dominant norms.

Neville Sanford, a professor of psychology at Stanford, who tries to "evoke situational determinism" to explain student activism, employs much the same language as the other technocrats I have described. His analysis, though, is not so crude as his use of the word "determinism" suggests, but rather is informed with good sociology and psychology. Moreover, his attitude towards students is not manipulative; that is, he is not advocating that we study the motivating factors of student unrest for the rather cynical end of changing the "determinants" of their behavior so that it might conform with the accepted norms of society. Rather, he argues that we must not only teach these students, but must learn from them.

APOLOGISTS?

The anthology reprints two essays abstracted with only slight revision from *The Academic Revolution*

by Christopher Jencks and David Riesman and the much, and somewhat unfairly, maligned *Uses of the University* by Clark Kerr. All three authors fit into the technocratic mold which I have been describing, but like Sanford, the high level of analysis they bring to their essays sets them apart from the other contributors. What is upsetting, though, is that the two essays are essentially apologies for the university as technocracy; that is, the university as an institution which places greater value on technical and professional expertise—usually in the service of the dominant institutions of society—than it does on the humanistic traditions which defined the medieval academy.

Of course Kerr is right when he contends that the educator-technocrat (my term) cannot return to the vernal groves of medieval academe, for he is a creature of a different environment, a creature so tied to the public agencies and private corporations that fund the multiversity that it is almost impossible to sever the umbilical cord.

The medieval university, which was an autonomous and organic community, has given away to a multiversity which is fragmented into many disciplines, the primary loyalty of whose practitioners is to what Kerr calls their "professional guilds" and outside agencies, associations and foundations rather than the academy itself.

ACADEMIC ENTREPRENEURS

While Kerr did not necessarily create the metaphor of "the university as producer, wholesaler, and retailer of knowledge," he has done much to extend it. In his parlance, the academic entrepreneur exercises a good deal of leverage, whether he be an administrator or faculty member, precisely because he is peddling his services and his knowledge to powerful institutions.

The faculty producer and the administrative salesman (selling is the essence of administration in the modern "marketplace of ideas") are the true innovators of the multiversity, according to his analysis, because it is their ingenious schemes that are financed by the government and private foundations.

Kerr rather perceptively points out that the internal mechanisms of academic governance are in fact obsolete, because real power lies outside of the multiversity.

"They subscribe to an ideological neutrality which places them beyond considerations of morality and reduces them to the status of educational plumbers."

Kerr's analysis of the multiversity is precise and very much to the point. However, he deceives himself when he justifies the system on the basis of the power wielded by his innovating academic entrepreneurs. What they exercise is the illusion of power rather than its reality.

They cannot innovate on their own terms but rather must do so on those of agencies with the power of the purse. After all, the defense department or the Ford Foundation will not fund just any old project. Hence, in the long run, these academicians are not so much entrepreneurs as they are technicians serving the ends of institutions that lie outside of the academic weal.

EXAGGERATED EMPHASIS

Jencks and Riesman argue, with impressive documentation, that the compartmentalization of the university into various disciplines and the utilitarian demands of the outside forces which constantly intrude upon the academic scene have resulted in an exaggerated emphasis upon professional expertise and graduate education. Even small and traditionally liberal arts colleges pattern their curricula after what the essayists call the "university college." In effect, these schools are looking beyond the once highly cherished Bachelor of Arts degree by preparing their students for entrance into prestigious graduate schools.

Professors Jencks and Riesman point out that as the graduate and professional schools have established their hegemony over most of all aspects of higher education, colleges that were once identified as Catholic, female, Negro, Presbyterian, or what have you, have lost their unique identities only to become part of what the authors describe as a "meritocracy." Ad-



mission standards are no longer premised on a student's background, but rather merit. As a result, the students have come to assume many of the professional norms of their teachers.

MORAL NEUTRALITY

"The rise of meritocracy," Jencks and Riesman write, "brings with it what we call the national upper-middle-class style: cosmopolitan, moderate, somewhat legalistic, concerned with equity and fair play, aspiring to neutrality between regions, religions, and ethnic groups." While ostensibly the meritocracy draws out, as the authors see it, the best in our students, it nonetheless seems to promote a moral neutrality and life style that allow our colleges to accommodate to society without necessarily bringing a humane skepticism to its values or ends.

William Birenbaum, former provost of Long Island University and currently president of Staten Island Community College, dramatizes the essential flaw of this technocratic approach to the problems of higher education when he writes:

"Much of what passes for future-think is an imagination of what the present would be like if it 'worked right.' It's an imagination that counts heavily on technological solutions to basic current problems and assumes that an intelligent application of the present technology would make things work right and would keep the future under control. It's an imagination which avoids confronting the political causes of the present gaps between our technological capacities and their application and steers clear of the ideological implications of the technology itself."

GRISLY REALITY

The humanists represented in this anthology, such as William Arrowsmith, a classicist teaching at the University of Texas, while acutely aware of what Birenbaum calls the "ideological implications of our technology," nonetheless refuse to retreat from their ivory towers to deal with the grisly reality of the multiversity.

In his contribution, Arrowsmith makes an anguished and compelling cry for a truly humanistic education that will mold men rather than produce knowledge. But Arrowsmith betrays a certain naiveté when he claims that the humanities have declined because our presidents, provosts, chancellors, and other knighted administrators are, for the most part, dull and unimaginative men. He seems to labor under the delusion that to reform education all we need do is come up with some good ideas or creative programs.

Unfortunately, the faculty, fragmented as it is, lacks the organization, and the administration and outside agencies the inclination, to implement these programs on anything but a limited and ineffectual scale.

BUREAUCRATIC RESPONSES

Our universities can and have muted the cries of the Arrowsmiths by offering a variety of programs and even experimental curricula in the humanities. Arrowsmith's emphasis, for all of its moral force and integrity, is somewhat misplaced. The real question is how can our universities inform what have become their increasingly bureaucratic and mechanical responses to the demands and problems of society with a measure of humanism?

The heavies in this piece are not the technicians and scientists. What is at issue is how we use our science and technology; a science and technology which, as many of the contributors have pointed out, opens up vast possibilities for the future of higher education? Before any of this can be realized, the university must resolve its humanistic inheritance

with the demands that society places upon it as a public utility.

Kerr is correct when he contends that the university cannot function as an autonomous body immune to the demands of the larger society. The problem is that the university has related to the larger agents of society on their terms rather than its own. That is why its responses have become mechanical and its humanistic traditions irrelevant.

IMPERSONAL FORCES

The university cannot respond on its own terms—cannot address itself to ends rather than means—because it no longer functions as a community. Faculty and students remain for the most part unorganized before the awesome power of forces outside the university and an entrenched and impersonal administrative bureaucracy within it. They respond to their plight existentially, if they are alienated, or as technicians, if they have integrated into the "meritocracy," loyal to their professional disciplines rather than to any articulated concept of the university as a whole.

Three contributors to the anthology, Birenbaum, John Gardner, and William Marvel, argue with an appropriate sense of urgency that unless the university reasserts itself as a community, it will continue to pander to the outside influences that dominate it.

I think a college union is well placed to begin the work of refashioning that community. It can bring not only organization, but a sense of purpose to a faculty that is fragmented and passive before the larger and impersonal forces at work within the university.

Without a union, the faculty may well be doomed to a role of demeaning subservience.

"Faculty and students for the most part remain unorganized before the awesome power of forces outside the university and an impersonal administrative bureaucracy within it."

(While William Friedheim is editor of *action*, the views represented, as is the case in any signed article, are those of the author and not necessarily the UFCT. The principal purpose of all the reviews printed in *action* is to generate some kind of dialogue on some of the larger issues confronting higher education today. Toward this end, we will print articles representing a great variety of viewpoints.)

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PERB sets 16 polling places for CUNY vote

The Public Employment Relations Board has released a list of 16 polling places for the collective bargaining election to be held at the City University on Dec. 4 and 5. They are as follows:

1. **BARUCH COLLEGE**
Faculty Council Room
Room 903-5
2. **BROOKLYN COLLEGE**
Faculty Lounge
Room 2147
Boylan Hall
3. **CITY COLLEGE AND THE MANHATTAN URBAN CENTER**
Knittle Lounge
Shepard Hall
City College
4. **HUNTER COLLEGE**
President's Conference Room
Room 207
5. **JOHN JAY COLLEGE OF POLICE SCIENCE**
Room 618
Police Academy
6. **LEHMAN COLLEGE**
President's Conference Room
Room 5-322
Shuster Hall
7. **QUEENS COLLEGE**
President's Room
Dining Hall
8. **RICHMOND COLLEGE**
Room 915
9. **BOROUGH OF MANHATTAN COLLEGE**
Room A 212
134 West 51st Street
10. **BRONX COMMUNITY COLLEGE**
Room 211
120 East 184th Street
11. **KINGSBOROUGH COMMUNITY COLLEGE-MANHATTAN BEACH**
"A" Building Auditorium
12. **KINGSBOROUGH COMMUNITY COLLEGE-MID-BROOKLYN**
Dean Lachman's Office
Room 2 M
13. **NEW YORK CITY COMMUNITY COLLEGE & BROOKLYN URBAN CENTER**
Room 305
Namm Hall
300 Jay Street
14. **QUEENSBOROUGH COMMUNITY COLLEGE AND YORK**
Clubhouse Conference Room
Oakland Building
Queensborough Community College
15. **STATEN ISLAND COMMUNITY COLLEGE**
Faculty Lounge
Room C109
16. **DIVISION OF GRADUATE STUDIES—DIVISION OF TEACHER EDUCATION AND UNIVERSITY CENTRAL STAFF**
Graduate Center
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CUNY sabbaticals found insufficient

The City University's master plan for 1968 states that "Every major university in the country provides selected faculty members with sabbatical leaves. Leaves provide faculty members with an added opportunity for research and scholarly activity.

It also permits scholars to keep abreast of the latest developments in their discipline."

The UFCT heartily agrees with that sentiment as it does with most others expressed in the master plan. But, like most all of the other goals stated in that

unfortunate document, lack of proper financing has rendered it, to say the least, farcical.

The present budget allots a miserly \$250,000 for sabbaticals, a total which would allow for one sabbatical a semester per 83 full-time faculty, as opposed to the ratio of one to six which prevails at most major universities.

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TG #4	Nassau-Paradise Island, Beach Inn	Complete Package \$189
TG #5	Jamaica-Mahoe Bay Hotel	Complete Package \$219
TG #3	Las Vegas, Aladdin Hotel, Nov. 28 - Dec. 1 Flamingo Hotel, Nov. 28 - Dec. 1 and Nov. 29 - Dec. 2	Complete Package \$209 Complete Package \$199
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XM #4	FREEPORT, GRAND BAHAMA ISLAND— King's Inn Hotel	Complete Package \$369
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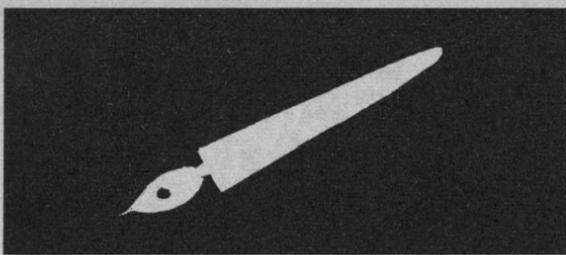
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Letters



College teachers and student power

Dear Sir:

It is ironic that just about the time that college teachers are beginning to gain some power over the educational system in relation to the administration, the growth of the student protest movement is threatening to cut into this power, and perhaps diminish the role of the faculty even more than the administration has done in the past.

When we have finally won collective bargaining agreements with the administration and the boards of trustees—and we will certainly do so in many colleges in the next few years—will we then have to turn around and share our power with student unions? I think that we will, and I also believe that our relationship with students will be just as much a power struggle as it is with administration, unless a fundamental change occurs in our attitude towards higher education. Before outlining the change in attitude that I would suggest, I would like to review briefly the issues in the present conflict.

STUDENT NEEDS

The students, it would seem from both their statements and their actions, want a curriculum which can satisfy their personal, vocational and political needs. And they want teachers who will devote their main efforts to teaching such courses effectively. All of the students, naturally enough, want preparation for a job; most of them want some help (particularly from the courses in humanities) in developing their outlook and attitude; and an increasing number also want specific knowledge (chiefly from the social sciences), which help with social and political problems.

The members of the faculty, on the other hand, would offer only those courses which they are prepared to teach, and they believe that the students' needs and interests should be developed to fit these courses, and not the other way around. The faculty also believes that the teachers' main efforts should be concentrated on developing their own mastery by means of research and creative efforts, and that the teacher's work in the classroom is, at its best, an extension of his own intellectual development. Needless to say, with such criteria of teaching effectiveness, teachers can best be judged by their colleagues and not by their students.

CONFLICT OR RECONCILIATION

If the issues are even approximately those outlined here, it may seem that the conflict between faculty and students can only become sharper as the students gain a stronger voice in determining college policies. But a different attitude is developing among faculty members, particularly the younger ones; and I would like to show how this new attitude can not only be reconciled with student demands but also with the best qualities of our intellectual (if not our academic) tradition.

Certainly, one of the better qualities of our intellectual tradition, a tradition which lies beneath the academic shell, is a continual questioning of what we are doing. And this questioning of our academic institutions, as well as of our scholarship, has gone on for some time, most notably in history and sociology, but also in literature and philosophy.

It is not only the students, but the teachers, particularly the younger teachers, who are questioning the value of much of the scholarship in their fields,

and, consequently, the standard curriculum which is based on the value of that scholarship.

If, for example, the significant questions concerning the uses of history deal with implicit values rather than facts, then, it must follow that the standard preparation for history majors must be revised so that the mere accumulation of facts must be subordinated to what might be called the philosophy of history.

In literature, to take another example, many scholars are more skeptical than ever as to our ability to give objective reasons for assigning greater literary value to the classics than to contemporary works. And if there can be a genuine question as to the intrinsic excellence of Shakespeare, or Milton, Wordsworth, or Dickens, are we really justified in our insistence that the student master the classics before going on to the modern writers?

And in the studying of all of the humanities, the question that is becoming more persistent each year is whether we are getting our students to do much more than to master a large number of facts about literature, or about history, or about philosophy, rather than enabling them to think and feel the way the best critics, historians and philosophers do.

In brief, the questions raised by some of the more thoughtful teachers and scholars are parallel to the questions raised by some of the more unlettered students. Unlettered students might, sometimes, be more prone to give simple answers to these difficult questions than do the scholars; but the fact that we are, to some extent at least, asking the same questions should allow some cooperation between us in revising the curriculum.

SELF-INTEREST

But even if this is possible, even if teachers and students can agree in theory that certain courses should be dropped, that some courses should be taught in a very different way, and that a teacher may be doing more valuable work in a classroom than in the collection of insignificant facts, can there be agreement about the vested interests of teachers in these outmoded courses and in their useless scholarship? Certainly the self-interest of teachers no matter what their theories, would prevent them from allowing some student reforms even when these reforms are logical.

There is some truth in this objection, it would be naive to expect us to give up the power and the money that we have earned through long years of scholarship. But it is here that a union can be of particular help. Precisely because a union (UFCT or any strong professional organization), can guarantee the tenure and seniority of teachers, the union can also be free to cooperate with the needed reforms.

It is the unorganized teachers, teachers whose tenure and seniority are at the mercy of boards of trustees and their administrators, who will resist most strongly any radical changes in curriculum and in methods of teaching. They will resist because they know how precarious their positions are; they realize that whenever there is any strong pressure college administrations and boards of trustees will blithely sacrifice the interests of teachers. Teachers who are dependent on the administrators for their rights will, inevitably, continue their traditional role of defending the status quo, no matter how outdated it may be.

But suppose that our tenure and seniority were guaranteed by a strong union, a union which had a contract with the board of trustees? If we knew that even the most radical changes would have to be made with provision for our rights, would we still be so adamant at any radical changes, particularly changes which would allow greater power to the students? Some of us would probably still be adamant. But since an increasing number of teachers are themselves extremely critical of their own gradu-

ate courses, of the grading system, of the required courses, and of the administrative bureaucracy, a large number of faculty members would ally themselves with the reform movement. Having no great fears that the change in required course, grading procedures, teaching methods, and in the curriculum, would endanger their jobs, even senior faculty members might take an objective look at their profession and try to assess, rationally, whether our traditional education is really meaningful to intellectual progress.

In any case, it is only by close cooperation between the established scholars, the younger scholars and the students, that a constructive change can occur in our profession. The students, and they are often the first to admit it, need our experience just as much as we need their honest and fearless responses. For we want to bring about not just change for its own sake, but a change that will make education intellectually stimulating as well as socially relevant.

Of course, to accept changes that would challenge our vested interests is never easy. But in the long run, teachers will be happier if they accept rather than resist those forces in society that propel us towards a more democratic university. We must cooperate not as timid employees who are frightened about their tenure and their status, but as the leaders of the university, confident of their own power, and willing to share this power with the students so as to make college teaching better for us as well as better for the students.

The immediate task is to strengthen our own position within the university by joining UFCT. At the same time, we must also invite students and radical intellectuals to a series of forums, debates, informal discussions, seminars, etc., designed to question all of our traditional assumptions about education and to agree upon specific changes that should be made.

LAWRENCE W. HYMAN
English Department
Brooklyn College

Ouch!

Dear Sir:

You have requested me to join your union. The teaching conditions at BC are more inadequate than any school where I have taught before.

1) Never before did I have to take a demotion in rank because there were no "vacancies" at my rank.

2) Never before was I denied the necessary function of having a phone to use at my disposal—a condition which has hampered communication and efficiency.

3) Never before have I been given an office miles away from my department and classes behind the library stacks—filthy, dirty, and filled up with piled-up stored library books and the discarded boxed junk from years ago of departed teachers.

4) Never before was I made to teach five straight days all week—with no day off in which to do research. In every other school in which I have taught every teacher had a uniform schedule of three or four days a week. Here some have a day off and many do not. This is not fair. Some people must come to teach only one or two classes. The scheduling is outrageous.

5) Never before have I taught in a place which locks up every door—like an insane asylum. If I don't have the key necessary to go into the faculty lavatory—which I do not—I must use the students' restroom. The conditions at BC are deplorable.

One has no place to park and must pay to park if he is lucky enough to find a place open.

Why should I take a huge slice out of my salary to pay dues to a union which allows such injustice? Never before have I had a union in a college and never before did I have such conditions. When I see you able to cope with and change such inadequacies, then maybe I will think of joining.

A NEW TEACHER
Brooklyn College

(The whole point of collective bargaining is that it provides the faculty the mechanism by which it can exercise leverage against administration to redress these grievances. That is why we ask your vote in the collective bargaining election.—Ed.)

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