BSU discipline-two views

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And preferential hiring and ad-
vincentive Committee for mi-
minorities are part of an official
(although not necessarily well-
known) MIT program called the
"Affirmative Action Plan."

But instead, apparently in re-
sponse to a number of faculty
complaints, the Administration
filed disciplinary charges against
some of the black students in-
volved in the sit-in. The Admin-
istration seems to have been more
or less divided into two
camps: one favoring formal dis-
ciplinary action; the other favoring an infor-
mal settlement. The latter appar-
ently agreed to bring charges to
plead the hard-line Administration
and that the GA should give
it to them also.

Substitution allowed?

Some faculty have raised the
question as to whether this sub-
stitution would be allowed. Under the regulations of the
faculty, students are members to be
selected "according to the pro-
cedures of the respective stu-
dent government...". They do
serve for one year. "The pro-
posed substitution is in accord with the Undergraduate Asso-
ciation Constitution, and does not
change the terms of the regular representatives.

Faculty retaliation?

Another, more valid, objec-
tion would be, what if the facul-
ty are solicited by putting the
question before the MIT Com-
mision's for its representatives during
the hearings? The important
point here is that the proposed
GA action has been cleared with
the possible defendants, through
the agency of the BSU. Thus
the rights of the defendants are not
violated by the GA substitution.

In summary, the issue of the
Faculty Club dispute is the same
issue as that of the sit-in. Both
are still disputes mainly because
of the liberal attitude toward
racism which is practiced by the
MIT Administration and the Fac-
ulty Club management. Disci-
plinary action is no way to get
any possible constructive results
on this problem. The rights of
black workers and black students
must not be sacrificed to subtle
racism on this campus.

Lewis vs. Commission: Contrast in perspective

(Continued from page 4)

...can only appear in a discussion of
what impact the MIT Commis-
sion will have on educational
policy.

The Lewis Commission's re-
port was presented in a calm,
careful style, but, in retrospect,
much of the report has never been introduced. The New
School of Humanities was formed,
but it failed to integrate a humanistic viewpoint into
MIT's educational environment.
The Lewis report also warned
against financial overdependence on
sponsored research as well as
the danger of the institute be-
coming identified as a war-
weapon center, but this recom-
mendation, too, seems to have
gone unheeded. In contrast, the
MIT Commission's at times ap-
prehensive tone is more likely to
galvanize the community into action.

The importance of historical
perspective in shaping insti-
tutional goals should not be
underestimated. The importance of under-
standing past mistakes as part of
an effort to avoid new ones is
also significant. But the MIT Com-
mision has taken the view that
today's problems are not
amenable to historical solutions
but instead require "creative re-
newal" and effort to "swizzle the
time" rather than re-emphasize
old values. The Commission's
report indicates that old values
must be build upon, but with
the new ideas and new perspec-
tives drawn from an analysis of
contemporary problems.