



Mishandled TFU plan lesson for students

Technology Film Unit has the stormiest life of any student activity idea that I have ever witnessed on this campus. It is also one of the most promising ideas that have come up in recent years. The attempts at establishing it have brought to view some important points about their student government for students to consider.

According to the proponents of the idea, TFU is designed to carry on the renowned SAM film program and, in addition, to produce short documentary films for illustrating student activities, with costs paid by the activities pictured. In addition to regular, working members, it would have associate members who subscribe to non-voting membership privileges. The board of directors, consisting of technical specialists among students, would be guided by three technical advisors in the fields of movie showing, drama, and production.

The organizers, through procrastination and lack of coordination, did not submit the constitution required in a reasonable time. They did not prepare according to established procedure. They were first reminded of this by Dean of Students Clarence E. Deakins, whose experience with TFU organizers he summarized to me Thursday as follows:

"The project is very worthwhile and I sincerely want to see it succeed. The basic issue in the controversy centered in the refusal of the persons responsible for the organization to follow the established procedure until drastic action was taken."

The drastic action was brought out to me as being the warnings given to the organizers to submit a constitution without delay. It went so far as Jim Gaffney's asking membership salesmen of TFU to stop illegal, though ambitious, solicitations in the registration line and in the South Union lounge.

At a meeting with Mr. Deakins, Jim Gaffney, president, and Don Lynch, vice-president of ITSA, the TFU group had its constitution and plans discussed for nearly three hours with a view toward eliminating bugs and clarifying

phrases. Mr. Deakins personally cancelled the first three films on the TFU schedule, even though SAM had booked them months in advance for their own program and before TFU's inception. This was done though Johnnie Best, as an SAM spokesman, indicated that his organization might carry out the film series until such a time as TFU was recognized.

Incorporating suggestions gained at the Tuesday meeting, TFU brought its revamped constitution to the Wednesday ITSA meeting for consideration. I missed the discussion of it; judging by what action was taken, I think the ITSA board is in for criticism as well as TFU.

Why was it necessary for a prolonged discussion to go to the point where it became a matter of personalities, with the influence of Jim Gaffney and Dean Deakins serving to secure the tabling of the TFU constitution? Observers of recent ITSA history know that such would be the inevitable outcome, since about half of the board now are green officers.

If it were the intention of the ITSA board to table the constitution on lack of evidence, it would seem to me more statesmanlike of the objectors to enumerate quickly all points of difference and have the matter referred immediately to a committee for investigative action. Jim Gaffney announced his selection of such a committee to me Thursday afternoon.

The delaying action taken is justified on the grounds of specific doubts generated by inadequate compliance of TFU with ITSA procedures. A two-week period is sufficient time to investigate these doubts. The committee should resolve them quickly and allow TFU organizers to continue with full encouragement.

Whether or not the TFU men will retain their original enthusiasm is a problem, since some may have interpreted ITSA's action Wednesday as punitive and designed to discredit them. If that is the case, I hope it clears up quickly, for the TFU idea is too good to miss.

Ed Michelic

as I see IT

By ED MICHELIC

SUCCESSFUL STUDENT ACTIVITIES aren't born, they're made. They take up time and work. In return for the effort, one can win recognition, but the benefit of the experience is not always to be measured by recognition. Recognition serves as both reward and incentive to attract leaders, but the influences of training in leadership techniques can be just as important.

Recognizing leaders has been a difficult job in the past, as in picking Tech's selections for "Who's Who in American Colleges and Universities." Even if we could do a good job of recognizing them, why stop there? Unless I am mistaken, one of the purposes of higher education is to build leaders. We need men to direct people intelligently and persuasively toward higher standards of living and increased cultural achievement. We seldom see steady, methodical attempts made here to build leaders other than occasional incentives.

You have read columns in Technology News eulogizing "Men of the Week," persons whom the editors thought had outstanding records in student life. We tried to bring out their views on student activities. Almost without exception, they urged you to "join clubs and join early," a cry you have doubtless heard since high-school days. But still some of you have been unimpressed by these "incentives."

It may be our fault, really. We may have given you the idea that a "campus wheel" is one who wears a weighty key chain, runs breathlessly from one club meeting to another showering his pearls of wisdom about and who leers at you from every other page in the yearbook.

If that is so, it will be doubly hard to convince you that organization builders are persons who get right into committee work, doing odd menial jobs in order to learn the methods of the organization. They get their hands dirty in the little jobs, do them well, and then ask for more work. This goes on until one day they become officers. This is more or less an ideal conception, I'll admit.

On the other hand, there are some situations which permit inexperienced and possibly ineffective persons to rise to the top of a group. This happens in organizations with large turnover, lack of drive or few attractions and stimulations for membership. These outfits do little else than elect officers and publish their names in the yearbook.

One of the most discouraging things is the disintegration of a large and active group resulting from ineffective leadership. Officers here find that they are desperately doing all the work, and no one is being trained to carry on. In all these unfortunate cases, the "men" are never really separated from the "boys" and the members never learn to cooperate effectively.



Hits text changing

To the Editor:

Registration is now over, the war is now over, and shortages of space and instructors should be things of the past. Nevertheless, all too many (if not most) sections are too large for the desirable student-teacher relationship, which poses a long range problem that demands attention.

Immediate action can be taken, however, on the problem of overcrowded classrooms. Why, to illustrate, should the 9 a.m. class (MWF) in 300MH overflow its room while the instructor and nine students in another subject can find no other meeting place than 181MC, where they feel like a lost Girl Scout troop in an empty Grand Central station?

Instructors aren't always interested in providing more spacious, better lighted, and better ventilated classrooms for their sections. To whom may we turn?

Eager Idealist.

To the Editor:

Although moderately successful, the APO book exchange has been handicapped in performing its mission by the incessant process of changing the textbooks required here. For reasons not always apparent, or for no reason at all, a sizable percentage of the "popular" courses on campus list changed text specifications each semester.

Books are a considerable item of expense to the typical Techawk. It stands to reason that the Institute should desire to make only well-justified switches in text selections, because of the added burden on student finances which results when used books are unsalable and unusable.

Doubtless it may be charged that books are changed to bring added revenue to the bookstore, or to line the pockets of royalty-hungry erstwhile authors on the staff here. Probably not, but why, for example, have three different texts been used in Mechanics 201 during the last three semesters?

Perhaps these expensive changes are made on impulse, to satisfy whims of instructors. Obviously what is needed is a system to curtail adoption of different authors or new editions except where such moves have been carefully thought out and found justified.

F. C. and D. L.

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Slipstick

Notes on Scholastic integrity:
Copying from another man's paper is cheating.
Copying from another man's book is plagiarism.
Copying from two other men's books is research.

Interested old lady (questioning model): "Do you mean to say that you pose for a man with no clothes on?"

Model: "Heavens no! He must wear pants and everything."

"Gee, it's my wife's birthday. I'd like to give her a present and surprise her."

"Why don't you give her a dress?"

"I gave her a dress last year. This year I'd like to give her the slip!"

Deena: "I don't like some of these modern dances. They're nothing but hugging set to music."

Nancy: "Well, what is there about it to which you object?"

Deena: "The music."

Three little triplets, cute as bugs ears started their first day at school and were met by the teacher.

"Gosh! are you ever the cute ones. I'll bet you're triplets. What are your names?"

"My name's Peter and I'm no saint," snapped the first.

"My name's Paul and I'm no apostle," growled the second.

"My name's Mary and am I ever blushing," shyly said the third.

Carbolic Gus.