

# at COOPER Union

Vol. VII, No. 2

Spring, 1971

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6, 7, 14, 15. Stanley Seligson,  
pp. 17, 18, 19, 22, 23, 24, 30.  
John Lanigan, p. 31.

AT COOPER UNION  
is published quarterly by The Cooper Union,  
Cooper Square, New York, N.Y. 10003,  
in the summer, autumn, winter, and spring,  
and is distributed to alumni,  
staff, students and friends of  
The Cooper Union.

Address editorial communications to:  
AT COOPER UNION,  
Room 209, 50 Astor Place,  
New York, N.Y. 10003,  
254-6300.  
Second class postage paid  
at New York, New York.

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Advancement of Science and Art

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## The Cover

Mary Ann Nichols' view of  
change at Cooper Union, a  
matter much discussed in this issue.



President White with Ron Niewiarowski, head of student Save Green Camp committee

## from President White

April, 1971

Dear Friend of Cooper Union:

It has been evident for some time that mere maintenance of the status quo will not suffice if The Cooper Union is to survive as a viable and effective institution of higher learning. Students, academic objectives and financial requirements are changing. And only by responding in kind can Cooper hope to meet the demands and needs of the future.

On February 11, I, as president, and with the approval of the Board of Trustees, submitted to the faculty and students a document entitled "Cooper Union for the Seventies and Eighties." Many of the proposals included in this statement call for far-reaching change; some call for radical change. But it is my opinion, and that of the trustees, that all are in the best interests of Cooper Union and, indeed, are essential to this institution's future well-being.

In a memorandum accompanying the statement, I announced that the trustees had decided, with deep regret, to close Green Camp at the conclusion of the present academic year. This decision was taken only in response to growing economic pressures and in the absence of acceptable alternatives.

The proposals for academic reform and the decision on Camp have caused considerable comment within our institution. I personally have welcomed this as a sign that all members of the Cooper community are concerned about our future, whatever their differences on the means to best serve it.

In this issue of the magazine, reports on the academic plan and on the response to the decision to close Green Camp are presented in the hope you thus will be made more aware of the exciting events now taking place at Cooper Union.

Sincerely,

John F. White  
President

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# Excerpts from the Trustees' Statement...

This analysis of the academic scene at The Cooper Union and the policy statement which results therefrom is not the work of one man or one group. It results from many hours of thought and deliberation by many groups and individuals spread over several years. Among those groups were the two most recent accreditation inspection teams of the Middle States Association, the last two accreditation inspections of our engineering programs by teams of the Engineers' Council for Professional Development, the most recent inspections of our programs in art and architecture by representatives of the National Architectural Accrediting Board and the National Association of Schools of Art. Faculty and administrative groups have pondered the difficult questions many times, but particularly in the past 12 months we have had the benefit of concentrated thinking by our own faculties through the Engineering and Science Faculty Advisory Committee and the Administrative Committee of the School of Art and Architecture.

All of us are grateful for the long hours and earnest efforts expended during the past 12 months by the Faculty Advisory Committee. We have given consideration to all of their recommendations and found many of them helpful as we examined our options.

At the same time, we have had the advisory services of Heald, Hobson and Associates and a distinguished group of educators whom they brought to The Cooper Union to assist in this assessment.

Beyond this the president has also spent many hours with individual faculty, alumni, students, trustees, and friends of The Cooper Union in a search for viable, effective, and sound solutions to the problems and opportunities facing this institution as it enters the seventies and eighties.

This is not a statement which results from choices between easy alternatives. Rather it does result from a difficult and many times frustrating search for the answer to a simple question—how can this institution survive into the future while still rendering an educational service of excellence for the students and community it serves.

Every individual and group which has, over the years, deliberated this college's future has agreed on two basic premises: (a) *it must remain basically, if not entirely, undergraduate and professionally-oriented and, (b) it must remain small.* Both its charter and its limited resources support that conclusion. It should, however, be stated that while smallness holds many important advantages for us, it also brings some disadvantages that are just as important, as one seeks to chart a meaningful future.

In this statement, we shall treat the School of Engineer-

ing and Science as separate and distinct from the School of Art and Architecture. We are well aware of the advice from the Middle States Association when it said in its 1968 report that, "The possibilities in terms of personnel, program, and educational power are at The Cooper Union highly favorable. It seems likely that these possibilities can best become future prospects if the various elements in the Union continue to move or continue to be moved towards a cooperative, coherent all-Union commitment." We are also aware that there are among our colleagues those who believe that the two-school concept should be destroyed and that a single school, single faculty, single student body, single class schedule, single administrative structure should replace it. The president wholeheartedly shared those feelings when he arrived here almost two years ago. He is now convinced that while better coordination, better cooperation, greater flexibility, and greater intellectual opportunities for students can and must be developed between the two schools, it still remains a fact that they are and must remain two schools with different objectives, different types of students, different admissions standards, and, in fact, different standards for faculty.

## Financial Problems a Vital Factor

Further background for this policy statement should also be provided. It would be a sham and delusion if we did not state unequivocally that financial viability underlies this assessment of our future. Any other course would only be idle dreaming, and irresponsible.

Our present serious financial situation, resulting from some inadequate planning and a depressed economy, has, in fact, only hastened the inevitable timetable and forces us now to promptly seek long-term realistic solutions. It is perhaps unfortunate that steps were not taken earlier, for one discovers that even in 1968 the Middle States Association expressed such concern for our financial future. Every consultant we brought to the campus shared those concerns, and one said quite frankly that "Cooper's basic options in reducing costs—both short term and long term—include reducing quality of program, reducing enrollment, various minor cost-cutting, reduction in scope of program, and enlarging the base of the institution through various inter-institutional programs. There are pros and cons to each option." Another engineering educator said, "One must consider the alternatives. Among these is one which while probably very unpalatable should not be dismissed out of hand. This is the possibility of phasing out the

activity of the Engineering and Science School entirely. Certainly this would be better than permitting a gradual deterioration or endeavoring to maintain a minimal operation of no consequence. In fact, unless there can be a re-orientation which will permit the institution to develop acceptable strength and position, this alternative should be given the most serious consideration." We have done just that and are not ready yet to accept it as our best alternative.

It is perfectly true that our problem is made more difficult because of our "all-scholarship" operation. We do not enjoy the luxury of being able to raise tuition every other year, and are forced to "cut our cloth to fit our pattern" of limited income from investments. Still, Cooper Union has made substantial budget increases in recent years. The over-all Cooper Union budgets were increased 31% in the period from 1960 to 1965, and an additional 55% between 1965 and the current year—an increase of 109% in a decade. Within those budgets, expenditures for instruction (over 88% of which is faculty salaries) were increased by 36% in the 1960-65 period, and 82% in the 1965-70 period—an increase of 147%. Our problem now is that expenditures are outrunning real or expected income.

Thus we must realistically face up to the following facts:

1. It is unlikely that either substantial added endowment or ongoing annual gifts large enough to break or even bend the back of our operating problems can be expected in the foreseeable future. In addition, we must face the fact that a large campaign for funds to improve and preserve our physical plant is a critical essential.

2. Careful study has been given to the advisability of converting The Cooper Union from a full-scholarship to a tuition-charging institution. That raises many questions. The picture is bleak, and one recognized educator said, "Its reputation would not appear to be such as to draw excellent students in engineering, for example, if the tuition advantage should be removed." Others have pointed to The Cooper Union avoidance of the "open market" as a primary factor in the attraction of our excellently-qualified student body. Charging tuition and, in effect, going into that "open market" would very likely, if not certainly, lower the quality of our engineering and science student body. In that case, one must answer the question—does New York want or need, can we justify, another small engineering and science school when in fact there are TEN similar institutions within 25 miles of this campus. We have given much study to the question of charging tuition, and after careful deliberation reject it.

3. Substantial changes, cuts, and re-orientation of programs and activities must be undertaken. In one of these, or in a combination of these three options, seems to lie our future. No other conclusion short of surgery or demise seems reasonable at this time.

Cooper Union does not occupy this platform alone. The New York Times, in its editions of December 4, devoted more than a full page to the financial plight of American universities and colleges. Reporting on a new study by the Carnegie Commission on higher education, it describes a "new depression" which has struck American higher education and says, "Either the schools must find more new money, or make cuts, or do both."

## Student Body Called 'Strongest Element'

The one single fact that impresses every individual who lives here or visits here is the exceptionally high quality of our student body. It is the strongest single element in the Cooper Union picture. Yet, one must ponder several questions, including whether we are presently serving our students well and whether that quality level can be maintained.

Against this background one must examine our present programs in engineering and science. Cooper Union began offering engineering degrees at night in 1864, and on a full-time day-basis in 1901, when Andrew Carnegie provided funds for that purpose. We then made no substantial changes in curricula offered until 1964 when we added a degree in physics, followed by masters and doctoral degrees in 1967.

It may also prove helpful to record here what others have felt. In examining the 1964 report of the ECPD, one notes that it differs in some respects, but not significantly, from the later 1968 evaluation. The 1964 report cautioned against "permitting graduate work to drain strength from the undergraduate program because of the unusual demands on the few members of the staff qualified to work with graduate students." Its description of one department seemed to fit generally what was said about all: "... the curriculum is satisfactory but not outstanding."

Again in 1970, what the ECPD said about one was frequently applicable to all departments.

In their general remarks the ECPD accrediting team said: "The Committee notes that in general the curricula are rather inflexible and that where electives in the curricula do appear, the choice is rather narrowly limited." They went on to say, "Students and staff alike expressed a feel-





ing of constraint in the lack of opportunity for students to attend classes with students other than those in their own curriculum." The Committee also urged that "As the possibilities of the expansion of research and graduate programs are considered, the advantages of increased opportunities for students and staff must be weighed against the disadvantages of possible reduction of resources for the undergraduate program."

Given this background and more, which is currently available, one must review the options open to us, ranging from phasing out the entire program to limiting our programs, such as one suggestion that we should abandon the freshman and sophomore years, concentrating on a 3-year program leading to the masters degree. There are good arguments and problems with each of these.

It is recognized that in the late 19th and earlier 20th century this engineering college provided a unique and valuable educational opportunity for the newly-arrived immigrant and his children. Later it performed a similar service during the depression period of the thirties. Those constituencies no longer exist, per se, but in the meantime two important things have occurred:

1. A college education is no longer "special," and today large masses of young people from all social and economic levels undertake such careers. Thus we have seen the development of huge institutions committed to making higher education available to everyone, and most of them supported by tax funds.

2. We have seen The Cooper Union, because of its small size and professional objectives, switch from being a "free" school to being an "all-scholarship" institution with high admissions standards which have resulted in a student body of extremely bright young people, whose average as a group on College Board examinations would rank them in quality among the top 10 institutions of this country.

The only realistic and just conclusion one can reach is that we must support and build upon that which is strong and relevant; rebuild or eliminate that which is weak, obsolete or duplicative. Thus it would seem logical that any change we might make in our academic programs should be aimed at better serving that unusual group of young people. *To contemplate lowering academic standards makes no sense whatsoever for this tiny institution—it would be a duplication of educational opportunities which already exist free in this region, and the contribution we could make is minuscule even if we could afford it.*

Having considered carefully all of the courses of action open to us, it is our conclusion that our only hope for a bright, useful, and effective future in engineering and sci-

entific education is to limit strictly our activities and totally reorganize our efforts in those fields, in order to meet the current opportunities and challenges within the limitations of our resources.

Again, we are not alone in this. MIT faces the same dilemma and has recently produced a 222-page, single-spaced document proposing drastic changes to meet the educational challenges of the days ahead. That institution has the advantages of size, wealth, and diversity not open to us at Cooper Union, but basic objectives in each case must remain the same—academic excellence.

#### Will Strive to Educate 'Creative Generalist'

Having reviewed all of the evidence before us, we have concluded that with the caliber and interests of our students, with the limitations of our resources—human, physical, and financial—there is just one option open to us in engineering, and that is to offer a single undergraduate program and degree. We will seek to educate and train what has been called the "Creative Generalist." This type of person is at the forefront or the interface of society and engineering. These people go into graduate work or directly into industrial planning and management or to government; the need for them is great and it requires as much creativity as any other area. Moreover, at the level of our student competence and the breadth we can provide within this program, there is no reason why a degree recipient therefrom cannot enter any graduate school and field of his choice.

This is a drastic move, a difficult move, an innovative challenge and opportunity which faces us. It will provide a unique educational service within the New York area and will provide for our students greater flexibility, greater opportunities for individually designed academic careers. We will require a substantial background in basic sciences, expanded opportunities for study within the humanities and social sciences, and the option of studying within a variety of engineering areas.

To accomplish this we will have a common first year for all freshmen in engineering and science. The sophomore year will be at least almost totally common for these same students. Each student will be assigned to an advisor who will work with him through the four-year period to design an individualized program of study which best serves his talents and interests.

The Bachelor of Engineering degree, without departmental designation, will be conferred after completion of 128-135 credit hours, with the following required as minimum for all:

Mathematics	5 semester courses—16 credits
Physics	4 semester courses—18 credits
Chemistry	2 semester courses—10 credits
Humanities and Social Sciences	10 semester courses—30 credits
Core Engineering	8 semester courses—24 credits
Engineering Electives	24—27 credits
Open Electives	6—10 credits
	128—135 credits

We earnestly hope and believe that the faculty of The Cooper Union is able to and will in fact develop within the sciences, mathematics, humanities, and social sciences required courses and electives, interdepartmental-designed and-taught courses using the resources of all departments, including art and architecture. Opportunities for individual study projects on a limited basis should also be provided in the engineering and open electives, as well as in the humanities and social sciences, wherein it is assumed that at least 18 hours will be elective, including art and architecture courses among those elective possibilities.

These changes in academic objectives make possible another change which virtually every outside consultant and visitor has recommended and which our economy requires—a substantial increase in average class size. There is no research which can prove that learning is significantly affected by class size. Comfort, yes; fellowship, perhaps; ease of teaching, certainly, but learning, no. We, therefore, will expect that in all core courses including engineering, science, mathematics, the humanities and social sciences, the minimum class size will be 35, and wherever possible, as in lecture courses, it will be larger. In electives of the first and second years, should they exist, the 35-student limit will apply. In the third or fourth year, no class will be taught with less than an enrollment of 10, with a maximum of 35, except by specific authorization of the dean.

In engineering we are prepared to authorize a fifth year curriculum of approximately 30 credit hours leading to a masters degree, and providing for concentration in one or more engineering disciplines. Obviously a final decision will be based upon a faculty proposal that is financially viable and which will attract Cooper graduates in large enough numbers to make the effort worthwhile.

We will, effective with the 1971-72 academic year, accept no new students into a doctoral program. Current candidates for PhD's will be treated on an individual basis and their work phased out where possible, or completed if feasible.

The traditional Cooper Union departmental structure will

be abandoned with the institution of this program, and the four present departments will be merged into one Division of Engineering, with a chairman who shall be appointed by the dean and president from a slate of not less than two nor more than four selected by tenured members of the division.

#### New Program Proposed For Science Students

The Cooper Union will offer a single Bachelor of Science degree with no departmental designation. It will be a degree in the physical sciences and mathematics sharing the common first year and, to the greatest extent possible, the common courses of the second year with students in engineering. The curriculum will, as with engineering, total 128-135 credits and will include 30 credits in the social sciences and humanities, plus at least 6-10 credits in open electives. We leave it to the members of the division to recommend the precise distribution of courses to be taken in chemistry, physics, mathematics, and other technical subjects, although we do intend that the curriculum be interdepartmental and not limited to single disciplines.

It is our considered decision that The Cooper Union will offer no graduate degrees in science and mathematics. Graduate teaching will, therefore, be limited to those courses required by engineering at the masters level.

While we in many ways regret the necessity for this decision, we are forced to recognize that the only meaningful graduate degree in the sciences and mathematics is the PhD. Since the resources do not and will not exist here in the foreseeable future for meaningful work at that level, we conclude that this decision is the only responsible one open to us.

The physics and mathematics departments, along with those chemists in the present chemical engineering faculty, will be merged into a single Science and Mathematics division. A chairman will be named under the same conditions as outlined for engineering.

These revisions in our curricula place increased emphasis upon flexibility, individual interests, and study opportunities in the social sciences and humanities. Granted that study opportunities in the Art School will be opened on the elective basis, one still must recognize that our offerings in the social sciences, humanities and arts are and will inevitably remain limited. Those limitations are caused somewhat by our size and also by the fact that the social sciences and humanities department is a service department which does not and almost certainly will not in the foreseeable future offer its own degree at The Cooper Union.





While limited shifts of emphasis within the department may be possible, the small enrollment of Cooper Union, along with the limited financial resources available to us, make significant enlargement of this department impossible. Thus, as we move to this new program, it will be necessary, whenever sufficient course registrations recommend it, to make greater use of adjuncts in these fields. Moreover, whenever individual students desire to take elective courses not included in our own offerings, we will encourage them to enroll for that course in some other accredited institution of higher education, and we will accept transfer credit with no penalty.

The faculty members of this department will become the Division of Humanities and Social Sciences and will, effective with the other changes incorporated in this statement, become a part of the faculty in the School of Engineering and Science. The chairman shall be selected in the same manner and under the same conditions as the chairmen of engineering and science and mathematics.

The Adult Education division, including the Forum, is and has always been a very important element in The Cooper Union program. It is specifically called for in our charter. One notes in the reports of a number of consultants and accrediting inspection groups of the past a concern expressed about this program and its lack of relationship to other educational activities here. Moreover, one must face the fact that it currently needs restudy and rebuilding to make it fulfill its important mission, and to coordinate it better with overlapping and similar programs also being carried out here.

Thus it is our conclusion that the responsibility for this activity should be placed in the Humanities and Social Sciences division, with the director serving as a member of that staff reporting to the chairman, using the resources of colleagues in and out of that department for advice, and seeking to make it a more relevant and meaningful contribution to the school, the immediate community, and the city.

This revised program for engineering and science within The Cooper Union will become fully effective with the 1972-73 academic year. It is hoped, however, that planning for that change will commence at once and that individual changes will be made effective whenever desirable to do so prior to that September 1972 date.

As of that date, it is recommended that students graduating in June 1973 be permitted to complete work under their original curricula. Students graduating in June 1974 will be given a choice of old or new curricula, and all first and second year students will be required to fulfill the new requirements.

Also effective with the class entering in September 1972, the number of engineering and science students to be admitted at the freshman level will be 105, with roughly 70 of them admitted to engineering. Students will be permitted to switch from one curriculum to the other through the fourth semester but only if vacancies exist and on approval of their advisor and the dean. Limited transfers into the school will be permitted after the fourth semester.

Finally, a thorough study of class scheduling should begin at once to maximize the opportunities for students in the Schools of Engineering and Science and Art and Architecture to participate in combined classes, particularly in the humanities and social sciences.

#### Art and Architecture Reform Encouraged

Our ability to maintain high quality academic and professional programs in the School of Art and Architecture, while achieving the economies necessary to keep us afloat, is as critical and essential as it is in Engineering and Science.

We recognize that serious curricular studies are currently under way in these professional programs. Both the architecture and the art programs received encouraging reports from the accrediting teams which visited here in 1968 and 1970 respectively. A four-day visit by Andrew Morgan, then president of the Kansas City Art Institute, also resulted in a frank, helpful report. The task of assessing the future and retooling is perhaps made easier in these programs because both are relatively new as accredited degree programs—art in 1963, and architecture in 1964. It is also made easier because greater flexibility already exists in these programs, and because certain changes have either been made or are under way, including:

- (a) A re-evaluation of admissions standards.
- (b) The change in status for part-time students so that they are now admitted on the same standards as full-time students.
- (c) The addition of more full-time faculty members so that internal leadership is strengthened.
- (d) Provision for student participation in policy decision making through membership on faculty committees.
- (e) The current study on the status of part-time faculty.

We applaud and urge the most serious and prompt study of the proposal within the art and architecture faculty to cut the number of freshmen admitted each year, with a substantial increase in the number of transfer students to be admitted after the second year. The number to be admitted should be no larger than 70 freshmen artists and architects. Unless serious flaws develop which are still un-

foreseen by us, we urge the faculty to make this change effective in September 1972 for freshmen, with the increase in transfer students being made in September 1973 and/or 1974. We also applaud the current consideration of offering courses on the basis of "competence level" as opposed to the traditional "years." It holds great promise.

This redirection of the academic program will necessitate a review of faculty appointments and hopefully will permit us to move, through efficiencies and economies, to a larger proportion of full-time faculty than has been possible to date. In making this statement, we do not intend the elimination of adjunct instruction because, both professionally and economically, we believe this to be an important characteristic of The Cooper Union School of Art and Architecture.

It is expected that whatever changes are finally made in art and architecture curricula, we will provide for 30 credit hours in the humanities and social sciences, with 18 of those being elective hours, including art history electives.

We also strongly urge that art and architectural students be permitted to take courses in science, math, and engineering in relation to their interests and abilities. The reverse is equally desirable and expected.

Concomitant with this, we hope that the faculty will continue to seek opportunities to increase flexibility within the curriculum, to fulfill individual student interests and to balance the academic load in the several years of study. At the same time, the academic advisory service for students should be strengthened, and increased efforts expended to secure better evaluation of student progress in the several studio courses.

We recognize that administrative responsibility is more difficult to carry out within a faculty that includes so few full-time members and so large a group of adjuncts who must be employed and served. Nevertheless, the departmental breakdown which was instituted a year ago, while traditional in most schools, has left this institution with departments which include too few faculty members to be effective.

In view of this, we conclude that, effective as soon as practical, the following departments should be merged:

- A. Architecture should be returned to single department status.
- B. Painting, Sculpture.
- C. Photography, Design (suggested new title: "Communications").

Chairmen should be selected on the same basis and under the same conditions as engineering and science.

#### Single Faculty Termed 'Urgent Necessity'

The Cooper Union is too small an institution to support two separate faculties. More important, the coordination and cooperation demanded in the nineteen seventies by programs and faculty-student interests makes a single faculty organization an urgent necessity within this institution. We recognize that academic problems of special concern to individual schools frequently arise, but these can be handled through school committees.

Hence, we urge prompt action to develop a single governance for this entire faculty. While we will then be one single faculty, the members of departments in engineering and science, the humanities and social sciences, and art and architecture will each select from among their own membership representative committeemen for their own

- (a) Administrative Committee.
- (b) Curriculum Committee.
- (c) Admissions Committee.
- (d) Academic Standards Committee.

The committees on Student Activities, Calendar and Schedules, and Academic Freedom and Tenure, along with other appropriate committees, will be full-faculty-related. Needless to say, we strongly urge student representation on all school committees as well as on the Calendar and Student Activities committees.

The Senate should also be considered for change, to include the following:

Art	2 faculty	} 3 students
Architecture	2 faculty	
Engineering	2 faculty	} 3 students
Science & Math	2 faculty	
Humanities	1 faculty	

We assume that the president and academic deans will remain as ex-officio members.

We recognize that many elements in this statement call for drastic change. We believe it will be significant and healthy change. We know it is necessary change.

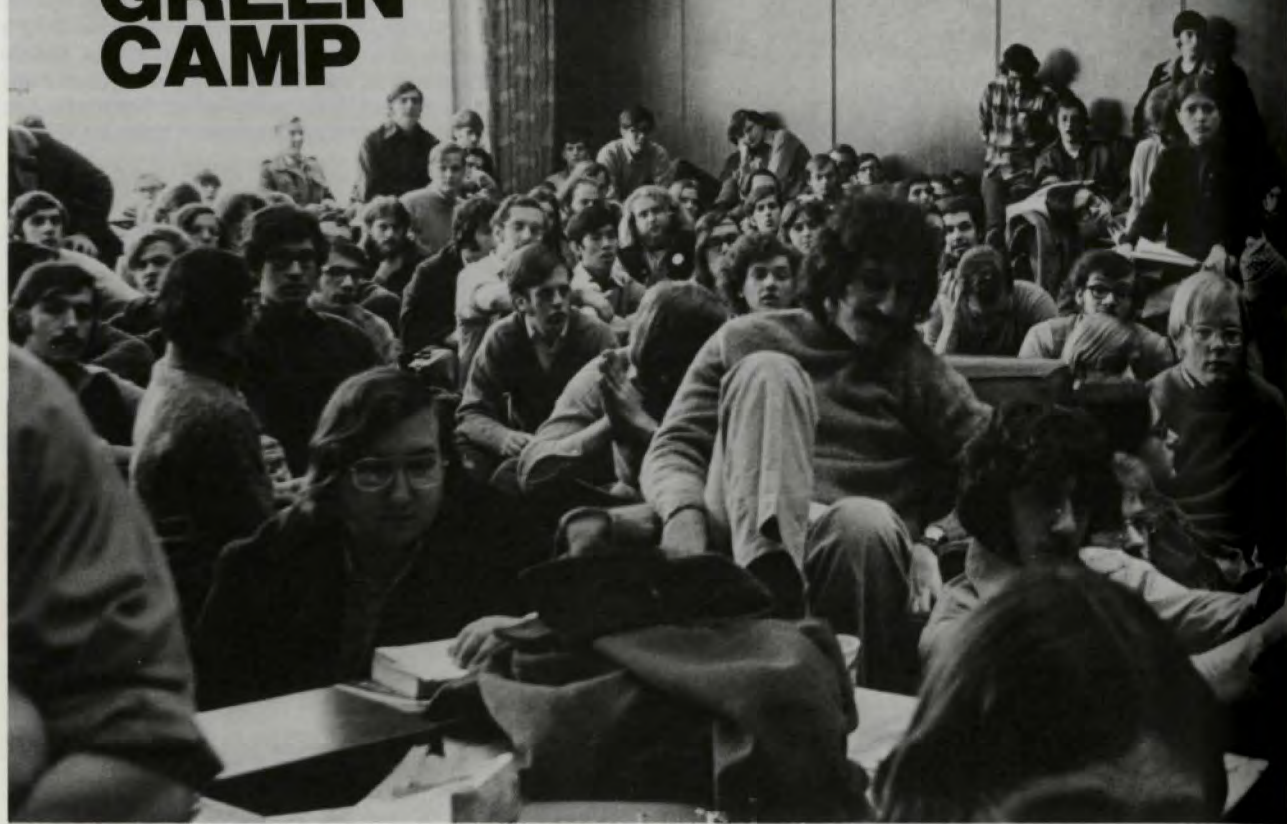
We seek your understanding and support for these changes. We know we will have your cooperation in what for many of us will be some difficult days ahead. In closing, we could quote Edmund Spenser's Faerie Queen and say, "But times do change and move continuously." Rather, we choose to close with Sir Winston Churchill's statement—

"Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning."





# FUROR OVER GREEN CAMP



Meeting in Wollman Lounge, one of several held on the camp.

"We have, with much soul-searching and deep regret, concluded that we must close Green Camp."

This brief sentence, near the end of a two-page memorandum from President John F. White to faculty, students and staff, sent tremors throughout The Cooper Union and touched off a controversy that continued for weeks. Reactions ranged from anger to sadness, from defiance to disbelief, from approval to resigned acceptance of the economic pressures that had forced the decision. And through it all, the 1,000-acre tract in rural New Jersey that for so long had offered tranquillity to the Cooper community remained at the center of a stormy and emotional debate.

Overshadowed, at least among the students, was the Board of Trustees' statement on "Cooper Union for the Seventies and Eighties," which was released with the president's memorandum. To them, the plan to close camp at the end of the present academic year was the issue bearing most directly upon their educational experience. And it was to this that many turned their attention and energy.

For their part, both President White and the members of the board repeatedly stressed the overriding financial considerations facing them as they weighed Green Camp's future. They declared that there were as yet no plans to sell the camp, but that they had no choice but to close it.

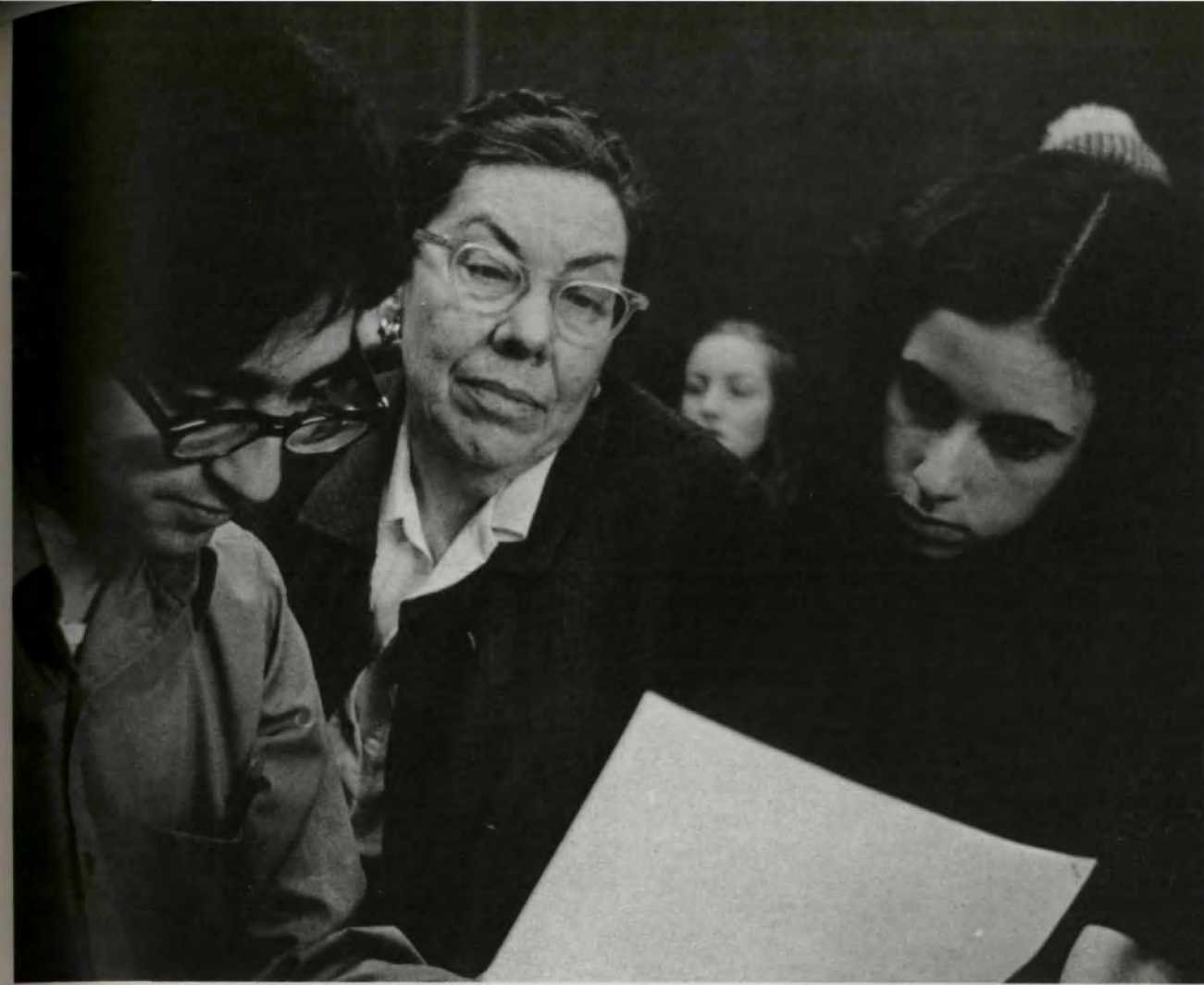
"Were we to continue this facility," said the president's memorandum, "we would be obligated to spend substan-

tial capital funds in the immediate future to meet minimal requirements for continued operation. In addition, its present annual operating costs, totaling over \$125,000, and the investment in the land are assets which are critically necessary to finance academic commitments of higher priority. We will continue to seek vigorously other reasonable and economical recreation facilities for the main campus and/or alternative outside facilities."

This statement was issued on the eve of the four-day Washington's Birthday weekend, but supporters of Green Camp wasted little time in responding upon their return to school the following week.

A Committee of Students to Save Green Camp was formed to coordinate the effort, and within days concerned students and faculty members had met with President White and with Trustees Richard R. Harshman, Robert V. Lindsay and Nicholas M. Molnar. Some 780 signatures were obtained on each of 14 copies of a petition expressing shock at the decision to close the camp. Letters were sent to alumni and trustees, and Green Camp Survival Kits, including testimonials from alumni who had benefited from camp experiences, were distributed at the annual Founder's Day dinner. A list of more than 40 past and present camp activities, such as orientation weeks, painting sessions, science seminars and programs for disadvantaged youngsters, was drawn up and distributed.

Meanwhile, an appeal for funds brought more than



Professor Mary Blade reviews situation with Larry Goldberg and Diane Lewis.

\$1,000 from students, faculty and staff on the first day. Counting alumni contributions, the figure was to reach \$6,000 within a month. And, in an effort to raise additional money, plans were made for a benefit art auction, featuring paintings by alumni, and a folk concert.

But, despite these undertakings, it was clear from the start that any money collected would fall far short of the amount needed to operate camp for even one year. At best, it was envisioned that the funds would be applied toward the operating expenses and, equally important, would demonstrate the depth of the commitment to saving camp.

"We're not professional fund raisers, and I feel the fact that we've been able to bring in this much means something," said Razel Kreisman, a senior fine arts major and the Green Camp committee's public relations director. "We don't know how much we'll be able to raise. But, whatever it is, we hope it will convince the trustees that there is widespread support for keeping camp open."

As much as money, though, the need was to present the administration with acceptable alternatives to closing the facility. A number of ideas were advanced, including plans for renting the camp to more outside institutions, for increasing use by the academic departments of Cooper Union and for selling a portion of the land. Some graduates suggested that the camp be sold to the alumni as a body, who in turn would donate it to the school. But despite these and other proposals, and the administration's expressed

willingness to consider further suggestions, a solution did not appear in sight.

Nevertheless, a committee of concerned alumni was formed and, beyond this, several hundred graduates responded favorably to the students' plea for support. Most stressed the value of Green Camp in their own college experience and some underscored the importance of retaining such a facility at a time of increasing ecological concern.

"The weekend programs at camp teach life and human relationships as it never could exist or happen in the classroom, much less the city," wrote George Choy, a 1969 physics graduate. "I, for one, entered Cooper from high school with a severely limited world of existence. I would have remained so stultified if not for the program of leadership and trips to camp in which I was lucky enough to be convinced to partake."

Steven Bernhardt, a 1966 graduate in chemical engineering, wrote to President White that the camp had been "a breath of fresh air" in his college years. Similarly, G. A. Barletta, who graduated in 1959 after majoring in civil engineering, termed Green Camp the "heart" of Cooper Union and wrote to Mr. White that "it would appear as if you were removing the heart in order to keep the blood flowing—which is not only paradoxical, but probably deadly."

From Florida, President Emeritus Edwin Sharp Burdell



## Worthy of the Name

Peter Cooper Greenberg, the eight-year-old son of Albert and Marilyn Hoffner Greenberg, '48, wasn't given his illustrious name for nothing. His parents are two of Cooper's most loyal alumni. And Peter himself already has exhibited a deep concern for the institution, which he hopes to enter in 1980.

Thus, it was only natural that when word of the decision to close Green Camp reached him, Peter should respond quickly with a letter of protest to President White. Beyond that, he enclosed the last three dollars of his Christmas money, which had been earmarked for his father's birthday present.

In reply, Mr. White thanked Peter for his "very generous act" and said the money would be placed in the Green Camp fund. He expressed the "sincere hope" that means could be found to avert the closing, promised his aid in this effort and added that "I count on people like your parents and their friends to work with us, as they are, in seeking such alternatives."

Peter, a third-grader at the Village Community School in New York, realized the task would be difficult.

"I knew that my three dollars couldn't save the camp," he said. "But I thought that maybe it would help."

Dear President White,  
Please don't sell Green Camp. Here is my money to help save it. I want to go to Cooper Union when I grow up, like my mother and father did, but I don't want to go if you sell Green Camp. I have been there nine times and I don't want to stop.

Peter Cooper Greenberg  
Cooper Union 1984



The correspondents confer in the president's office.

wrote that the effort to save camp provided "a golden opportunity for students to work with faculty and administration to the end that Cooper's most unique and innovative educational asset, the Green Camp, can be maintained and made more meaningful to an even larger number of students and faculty." And, also from Florida, Dr. Richard S. Ball, former dean of students, expressed his dismay at the plan to close camp and wrote to President White that "never has such an asset, a facility, been more needed, more relevant, more in evidence of the foresight and insight of some of C.U.'s earlier benefactors and planners."

At Cooper Union, the most persistent voice in behalf of Green Camp was that of Professor Mary Blade, the camp's director for nearly 16 of its 31 years. Shaken by the trustees' decision, she quickly prepared a brochure in which she vigorously protested the closing and stated, among other things, that Green Camp's annual operating expenses accounted for only three cents on the Cooper Union dollar. In a letter to President White and the trustees, she said that Cooper students, with Mr. White's encouragement, had sought increased uses of camp, but that their desires had been "frustrated by both academic administrations, and lack of concerted faculty support." And, in numerous conversations, she pleaded camp's cause.

"The message is loud and clear to the trustees that the students consider Green Camp an important part of their education," she told one interviewer. "If the trustees ignore

this message, it will be evident that they regard the students as just a passive part of the community. But the fact is the students do care, and the camp is theirs. It's not their deans' and it's not their professors', it's theirs."

Not everyone, however, agreed upon the importance of saving camp.

Joseph Koosman, a 1938 chemical engineering graduate, wrote to the student committee that "while Green Camp is a nice thing to have, it is hardly essential to the present or future excellence of Cooper, just as it was not in my distant past. I detect no emotional scars in me or my classmates."

And Gordon Thompson, an 82-year-old electrical engineering graduate from the Class of 1909, specified that his annual contribution should in no way be used for the support of Green Camp. "Our Cooper Union trustees have enough other matters to keep them awake nights," he wrote, "without trying to find \$125,000 a year, and more, to keep the Green Camp in repair and operating."

Among the faculty, some believed that the camp should, in fact, be sold, with the money and resultant savings used to enhance educational programs at Cooper Square. Others, such as Associate Professor Eugene Tulchin, head of the photography department, contended that the camp should be retained only if major changes in its operation and structure were effected.

"Green Camp simply has not functioned as part of the educational process," said Professor Tulchin, himself a

1955 Cooper graduate who made frequent trips to camp as a student. "It has been a sick animal, draining away money, time and energy. And if it continues as it has in the past, I think it should be mercifully shot."

While stating that the camp had "vast potential," Professor Tulchin charged that the faculty had been given an insufficient role in the planning and execution of its programs.

"It's been a private fief," he said, "with the Green Camp office responsible directly to the president. If changes can be made and the camp brought under direct supervision of the faculty, I might see reasons for keeping it. But based upon the track record of the past 31 years, it should be sold."

In response to the views of Professor Tulchin and others, the Art and Architecture faculty established a committee on Green Camp with the purpose of asserting faculty control over management of the facility.

Ironically, Professor Blade agreed somewhat with Mr. Tulchin on the need for greater faculty involvement. In her letter to President White and the trustees, she lamented the fact that Green Camp, because of its emphasis upon student-organized programs, had been largely removed from the purview of the deans and faculties. And she asserted with approval that faculty administrators lately had begun to play a greater role in the initiation of camp programs.

But, in any event, the major problem confronting the

camp supporters was not one of control, but of providing justification for a reversal of the trustees' decision.

Ron Niewiarowski, a senior civil engineering student and the chairman of the Save Green Camp Committee, confessed to pessimism as to whether this could be accomplished.

"Although I am sure the trustees would like to be able to retain camp," he said, "I feel after talking to them that they have no real intention of changing their minds. I hope the delay in announcing a final decision on selling camp indicates they're still considering. But I'm afraid that our efforts so far have only stayed the execution."

More hopeful, however, was Gideon Karlick, a sophomore physics major, the committee's structure chairman and a student representative to the Board of Trustees.

"Our immediate goal is to convince the board to delay the closing for a year, so that we will have time to formulate financial and academic proposals for the future," he said. "I personally believe that the trustees are reasonable men who, given alternatives, would not want to sell camp or even close it."

Meanwhile, as these and other opinions were expressed, there was no further word from the trustees. All that was certain was that the end of the financial and academic years was drawing ever closer. And that when it came either the optimism of Gideon Karlick or the pessimism of Ron Niewiarowski would be justified.