

opinion

Lock unregistered bikes — don't take them

Bike thieves beware!

Not only is Campus Security out to capture you, they are now your biggest competitor.

Since the beginning of term Campus Security has been diligently enforcing the University's bike regulations by impounding any unregistered bikes. The stated purpose of the move is to make quite certain that all student's bikes are registered.

The method quite confuses us — we can't tell who're the good guys and who're the bad guys.

Campus Security's impounding appears to be a clever maneuver to have the \$2 bike registration fee paid by as many students as possible.

Let's see — \$2 times seventeen thousand students — that's a tidy bundle.

Campus Security, it was reported in Friday's Emerald, will cut the chains of unregistered bikes and take them to the security office. To reclaim bikes stolen — rather — confiscated by Campus Security, students will have to pay the previously mentioned \$2 registration fee — plus — a \$2 impounding fee.

Let's see — the \$2 registration fee times seventeen thousand students — plus another \$2 times seventeen thousand students — that's an even tidier bundle.

University regulations are quite clear. If you use your bicycle around campus, it must be registered. But Campus Security's methods of enforcing these regulations are questionable.

Other universities with the same bicycle problems have adopted a program that is more reasonable. One university security force uses a set of its own locks, locking unregistered bikes where they stand. In order for the bicycle owner to have their bike unlocked they must pay the registration fee.

Then there is the citing of unregistered bikes. Campus Security continues to cite unregistered bikes, which they complain of as futile.

But this impounding wrinkle is rather drastic.

The impounding of a bicycle presents the possibility of a student walking out of class to discover his lock cut and bike gone. The recovery rate for stolen bikes is notoriously low. That student may just throw up their hands and write off their \$300 bike, having no idea it was impounded by Campus Security.

Students need to be assertive, a member of Campus Security said, and ask people what they are doing if it appears suspicious.

This is a definite contradiction. It's easy to envision an "assertive" person asking someone cutting a bike lock what they're doing.

The response might be something like, "It's

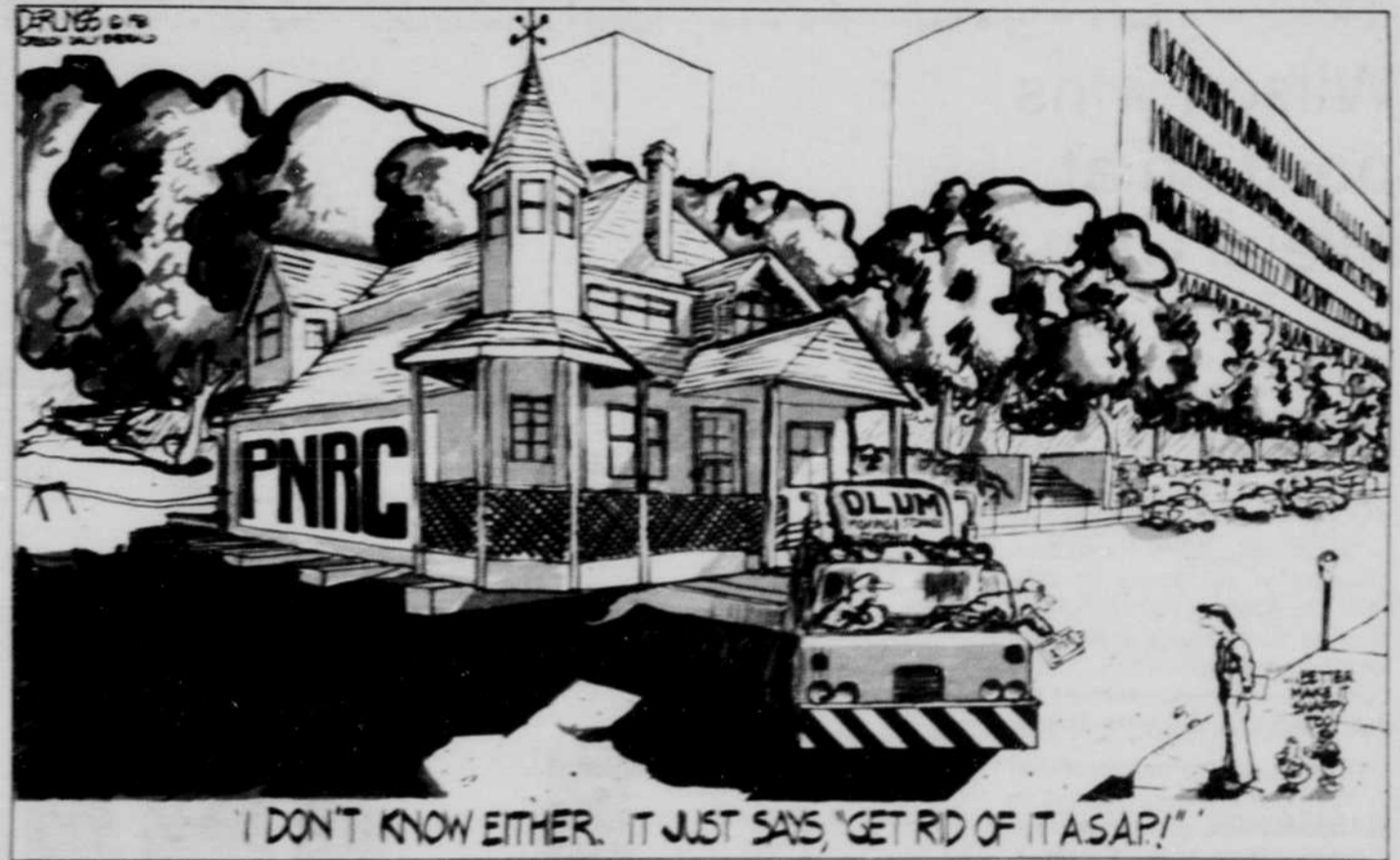
okay, I'm with Campus Security."

Campus Security was quoted as saying they see many bikes with good chains and a lock that they "could pick in two minutes."

This statement doesn't make us all that secure. Who are the bad guys and who are the good guys?

The program of impounding unregistered bicycles should be halted and used only when a bike is parked illegally. We recognize the good intentions of Campus Security's impounding bikes, but deplore the methods.

The more reasonable approach is to continue the citing procedure and lock unregistered bikes where they stand.



letters

Interference

The decision as to whether or not to start or terminate any academic program at the University is not the proper domain of the University president or the administration. This is a curricular matter, the domain of the school or department concerned, or, if it raises a university-wide problem, of the University Assembly. The administration's role is to support and facilitate the programs of the various schools and departments and to protect them from undue outside interference.

To be meaningful, academic freedom means freedom from untoward interference by one's own administrators as well as from outside sources. A school or department should be free to run a program with which the current administrator strongly disagrees. The administrator, like everyone else, is of course responsible for making their views, and the reasons for them, known so they can enter into the decision making by the school or department along with other input — and all of us should work together in the spirit of cooperation and appreciation for each other.

Properly understood, this division of responsibility for decision making should make both education at the school and department level, and administration freer, easier and more effective.

A high level administrator is, of necessity, at least one or more steps removed from most of the actual programs of the University. No matter how intelligent and broad-minded they can not possibly have equal comprehension of the content and value of all of them. Administrators are subject to very different sets of

problems and pressures. To make them responsible for curricular decisions in addition is to muddy and confuse both education and administration.

They tend to leave curricular matters largely to the schools and departments — by routinely approving their programs — until something controversial arises — then to step in — precisely at the time it is most important for them to stay out of the process.

Vital teaching in the social areas today cannot be other than controversial. University departments should feel free to operate programs which are complete antithesis of each other, to some of which elements of the general community may take strong exception.

At such a time, making the decision one way or the other inevitably puts the administrator in the position of taking sides — even if they firmly believe the decision is in the interest of maintaining neutrality. By firmly adhering to the principle that this is not the proper role and proper area of decision for an administrator — true neutrality of the institution as a whole is maintained and at the same time the basis and leverage for interference by outside pressure groups is largely removed. Administration is freer to do its job well without wasting a lot of time and headache over unpopular decisions they should never be making in the first place.

Every administrator comes with their own particular strengths, weaknesses and philosophical biases. To allow these to shape the educational program of the University at the curricular level is to introduce an element of long term instability and capriciousness which would not be there if it was institutional policy that these decisions are not the proper area of administration.

It would also do much to eliminate an institutional weakness in the form of a

particular pressure point which outside pressure groups can identify and exploit to achieve other than academic ends — a pressure point which is inevitably most sensitive to pressures from powerful well-heeled sources because of the responsibility of administration in the areas of finance and public relations.

Moments of crisis and controversy should be used to educate the academic and the general community in these principles, and to reinforce them in actual practice.

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Clarifications

For all the students who feel as does Maggie Lear ("No Comment" Oct. 13) that an International Relations professor should have been prepared to comment on the assassination of Anwar Sadat, we would like to make some clarifications. It is very difficult, if not impossible, to be expert in all the intricacies of each specific international relationship. The Middle-East may not have been this professor's area of expertise.

There is also the issue of the time of the class. The class starts at 9:30 a.m. However, official news of Sadat's death was broadcast about 10:45 a.m., before that it was only speculation. To our knowledge, the earliest reliable information on the assassination was telephoned to a political science professor (not the one in question) from the U.N. at 9 a.m.

Professors are on fairly strict time schedules. To spend that time possibly disseminating misinformation at the expense of planned material would have been a disservice to the students.

It must also be mentioned here that in the next class period, the professor did devote considerable time to the subject.

The time difference allowed for a more knowledgeable and thoughtful presentation, using accurate information. The two days between classes allowed for much more information to be learned by the professor and assimilated for the students. We feel the prudence in the face of confusion was the proper stand for the instructor to take.

Apparently others of us have done a disservice to the students. If Maggie Lear or anyone else did not know that they could come to us for information, we can only claim some laxity in our duties.

To anyone who is concerned about this or other events of political significance: We are glad you are curious and we want to help. For more information on politics, international or domestic, contact the Political Science Department (936 PLC), the Model United Nations, or the Political Science Student Union (both in 823 PLC).

Denise L. Dirks
Model U.N. President
Richard Mathisen
PSSU Director

Antonyms

Steve Spatz's "Antonyms in Uniform" was very entertaining and brought to light some of the pitfalls of big-time college football factories.

As a long-time follower of USC football, I would agree with Michael Leander's assertion that USC is basically a farm club for the pros. The problem is, it would have been tough for O.J. Simpson to "best" Leander on the field, or for Leander to best the Juice in the classroom when Simpson wasn't there.

Simpson came to USC in 1967 and left in 1969 (while Leander was in high school).

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