delegation kept changing. Finally, Roland Warren volunteered to serve as liaison between the administration and faculty and the black students. These smaller sessions (attended by Warren and two black students) seemed more useful than the larger meetings for discussing the ten "nonnegotiable" demands of the black students. In an interview Warren explained that both faculty members and students considered *negotiations* a dirty word.

Warren, a Quaker with considerable experience as a mediator, thinks that clarification of the position of each side can do a great deal to cool down a controversy. No voice was ever raised, Warren noted, during the series of meetings with the black students. Warren thinks it was important to create a situation where the black students could leave Ford Hall "with their heads high." He also thinks it was very important that Abram, who, in his opinion, did "an admirable job throughout," gathered around him a strong advisory group composed of people with different points of view to assist him during the 11 days.

If the Brandeis administration did many things that were right during the crisis, it may also have done things that did not help the situation. For a university that eventually decided to solve matters through peaceful means, the initial administration and faculty statements were abrasive, in contrast to the conciliatory words used toward the end of the 11 days. Some say the initial statements were made partly for the benefit of the private financial benefactors so important to Brandeis' survival.

One point that college administrators might bear in mind is the fact that universities, especially when confronted with black student revolts, may have to modify their willingness to deal with the press. The black students interviewed were very bitter about Abram's access to television and newspaper coverage. In their opinion, Abram had an opportunity to justify his position to the public which they did not have, and they resented what they regarded as a pro-administration bias by the press. Alexander Aikens deplored a tendency by the press to show a "weary President Abram" trying to deal with "fresh young blacks." A policy of keeping statements to the mass media concerning confrontations with black students to a minimum could prove useful both when universities are in active dispute with black students and in subsequent periods.

For those who want an integrated university, one of the worst effects of the Ford Hall crisis seems to have been creation of a "we-them" attitude and, perhaps, increased racism among all groups. The crisis seems not to have facilitated communication between blacks and whites. Black students have boycotted the black studies courses and have withdrawn from university committees.

Among members of the faculty, the crisis, according to one faculty member, has left "very deep scars," after violent disagreements among professors about what attitude to take toward the Ford Hall occupation. And the Ford Hall event seems to have greatly demoralized some of the senior people who had been most responsible for

Key NSF Hearings Open with Handler

A precedent-setting series of authorization hearings into the programs and budget of the National Science Foundation was launched on 17 March by the House subcommittee on science, research, and development, chaired by Emilio Q. Daddario (D–Conn.). The hearings, which were scheduled to continue for 9 days, are the first to be held under 1968 legislation that requires NSF to win annual congressional authorization for its budget instead of operating under a continuing authorization as it has previously done. The hearings will result in a bill setting a ceiling on the amount of money that can be appropriated to NSF in the next fiscal year. They will also provide NSF with an unusual opportunity to explain and justify its programs before the relatively friendly Daddario subcommittee, instead of before the more aloof appropriations subcommittee.

NSF spokesmen lost no time in taking advantage of the opportunity. The Foundation's lead-off witness, Philip Handler, chairman of the National Science Board, the NSF's policy-making body, gave what several subcommittee members, including Daddario, considered an eloquent lecture on the importance of scientific research and on its relevance to national needs. An excerpt from Handler's presentation follows.

"There are those who say science isn't relevant to all our important and pressing social problems. But it seems to me that their attitude doesn't arise from the failure of science and technology so much as from its wholesale success; that it is precisely because of our great capabilities which have so expanded the gross national product and life for eighty percent of the people . . . that we have twenty percent whose aspirations quite naturally rose and perhaps they rose more rapidly than our nation knew how to meet them. But the reason for these social problems is not the failure of science and technology, it is the success of science and technology. And we are not through. Whether you are concerned with the public health, with pollution problems, with urban sprawl, the national defense, transportation, communication, age or population control, in every one of these areas what is required is more science, to provide new technologies, not less. And, as I say, there are my colleagues, some in science and many outside science, who will ask how can you sit here and worry about pulsars and quasars and the mechanisms of enzyme action and DNA when there are Americans who are hungry in Harlem and starving in Mississippi and dying in Vietnam. And all of that is true. But for my part I simply do not believe that science and social action are in any sense mutually exclusive. I see no reason to think that this is so. Quite the opposite . . . science-based technology will provide the means for achieving some of our goals in social action, and I believe that our country, which is wealthy beyond the dreams of many a few years ago, can easily afford both social action, to the extent to which we go down that trail, and the exercises of the human imagination which are called science."—PHILIP M. BOFFEY