

## The Chicago compromise

Politics, it is said, is the art of compromise. The definition has relevance to political trials, too. Thus it is appropriate that the Chicago Seven trial—a political venture balked at by Ramsey Clark but eagerly embarked upon by John Mitchell—ended with a political verdict.

Kay Richards, a 23-year-old computer operator who served on the jury, is now boastfully spilling out all the wretched details in a series of articles in the Minneapolis Tribune.

MISS RICHARDS tells us, "I believed very deeply that it was our duty to reach some sort of verdict, whatever it was." It is hard to detect where her naiveté ends and her ghost writer's cleverness begins, but one thing is clear: the jury's verdict that five of the Chicago Seven had crossed state lines with intent to riot represented the last of many abrogations of justice that the trial spawned.

As the jury deliberated in their plush hotel rooms, they treated the fate of the men on trial as nothing more than a controversial piece of legislation that might, they realized, have to be amended and equipped with factional "riders" before a vote could be cast.

It was not, as Miss Richards believes, the jury's duty to reach "some sort of verdict." It was their duty to assess the evidence, debate the case, and, after Socratic discussion, decide—individually—whether the men were guilty or innocent. It was, in fact, their duty to reach a stalemate—to become a hung jury—if they could not agree.

INSTEAD, MISS RICHARDS informs us that she shuffled back and forth to hotel rooms—one occupied by the four jurors who wanted total acquittal and one occupied by the others, who favored total conviction—arbitrating, and, eventually, drawing up an amendment that, like the best of compromises, was satisfactory to neither faction.

This compromise has been called an "American result" by Vice President Agnew. Chief prosecutor Thomas Foran said, "the verdict proved the very thing that has been under attack in this case; it proved the judicial system works."

The verdict proves nothing of the sort. It does, however, prove that not even our sacred judicial system is sheltered from the increasing politicization of the American way of life.

## Bill of rights

High school administrators may find themselves in a more precarious position than their university counterparts if they continue to ignore the discontent of increasingly radicalized students.

Possible sources of conflict between the community-controlled institutions and their politically aware students are apparent in a national high school bill of rights, ratified last Sunday by a state-wide high school rights conference.

The bill asks that high school students be granted the freedom to organize politically in their schools, to control their own publications and the right of due process, in other words, the rights granted by the U.S. constitution.

If high schools are to educate a new kind of student, dissatisfied with out-moded curriculum and teaching methods, and capable of political action, they must begin to clearly define their role in a society with possibly conflicting value systems.



HIROSHIMA

1945



INDUSTRY

1970

# Conserving the world eco - system

Evile Gorham

Second article in a series

Editor's note: In yesterday's article Prof. Gorham discussed our future environment; the following article is concerned with conserving the world eco-system through biological balances.

Our school and university training generally leads us to believe that chemistry and physics are the difficult sciences, and that biology is the soft option. Most of our present environmental problems stem from the fact that the reverse is true, so that technology based on physics and chemistry is upsetting biological balances which are far more subtle, delicate and important than the mysteries of the internal combustion engine, the nuclear power plant, or the industrial synthesis of organic compounds. The modern engineer or chemist is, in truth, a sorcerer's apprentice, busy setting in motion chains of causation whose consequences he can neither foresee nor control. For an example we need go no farther than the internal combustion engine — who could have foretold that our urban populations would be at risk from automotive smog or our climate from the contrails of supersonic jets, let alone the social problems brought on by the increase in mobility which has been the legacy of the automotive and airplane engineer?

Of course all this is not to say that we must reverse or bring to a stop all technological development. However, it may become necessary to reverse or stop some kinds of technological development in the interests of all mankind; and the acronyms ABM, MIRV, SST, DDT and DT's (displaced technologists) who would be the by-products of such technological reversal lack usefulness, for problems of environmental preservation and improvement are in great need of their unquestioned skills — and especially of their scarcely questioned funding. The intellectual and monetary needs of an IBP (International Biological Program) are at least as great as those of CBW (Chemical and Biological Warfare), SST (Supersonic Transport), etc., and its human and moral significance is beyond question far greater. A change in our SOP (which can stand for Sense of Priorities as well as for Standard Operating Procedure) is urgently required if we are to make appropriate decisions for survival. The time is now, and the place to begin is here in the university, where the challenge is best understood and where minds — some of them at least — may yet be open!

What is needed to put in perspective the simplistic and reductionist viewpoints of engineering and chemical technology is a far wider dissemination of the ecological point of view: that the web of life cannot be understood successfully by taking it to bits or by dealing with parts of it

in isolation from one another, but only by viewing it — however imperfectly — as a whole whose properties are far more than the sum of the properties of its parts. This holistic attitude toward nature does not imply that "taking to bits" is not a legitimate part of science, or indeed of ecology, but only that considerable effort should also be devoted to putting the bits back together so that their interrelations may be perceived and manipulated in ways tending to conserve rather than to destroy the world ecosystem. To foster the holistic attitude it is necessary that our introductory courses in the natural sciences undergo radical reorientation. This is particularly true of introductory biology, which needs to be restructured around ecology as the central theme so that students, most of whom are not aiming at a professional career in biology, will have a true appreciation of their place in — and not apart from or above — their natural environment. In this century of rapid transport and even more rapid communication, that environment has become nothing less than the world ecosystem.

Fortunately a good deal of restructuring is going on at the University of Minnesota. For instance, Biology 1 (General Biology) now begins, as it ought, with several lectures on ecology. This year a section on the biology of man is being included to deal more fully with problems of population growth, food supply, environmental deterioration, etc. This winter Professor Douglas Pratt and I are exploring these and other problems in a new Evening School course without prerequisites, Biology 57 (Biology and the Future of Man). If students are interested, we hope to offer it in the future as a regular daytime course in the College of Biological Sciences. The Department of Ecology and Behavioral Biology has recently developed three courses for students who are not biology majors: Ecology 10 (The Final Crisis) on open-circuit TV (KTCA, channel 2), Ecology 50 (Introduction to Ecology) and Ecology 51 (Ecology and Man). The second of these courses is now required for chemical engineers. In addition, Regent's Professor James Serrin will offer a new course, Ecology 127 (Human Population, Environment and Resources) in spring quarter. Lastly, the Department of Genetics and Cell Biology also offers a course without prerequisites for nonprofessionals, GCB 68 (Human Genetics and Social Affairs).

A beginning has been made. However, much remains to be done if our commitment to relevance for non-professional as well as professional students is to be met. To this end, discussion continues on the aims and methods of our introductory curriculum.

Editor's note: Prof. Gorham is head of the Botany department.

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ecology