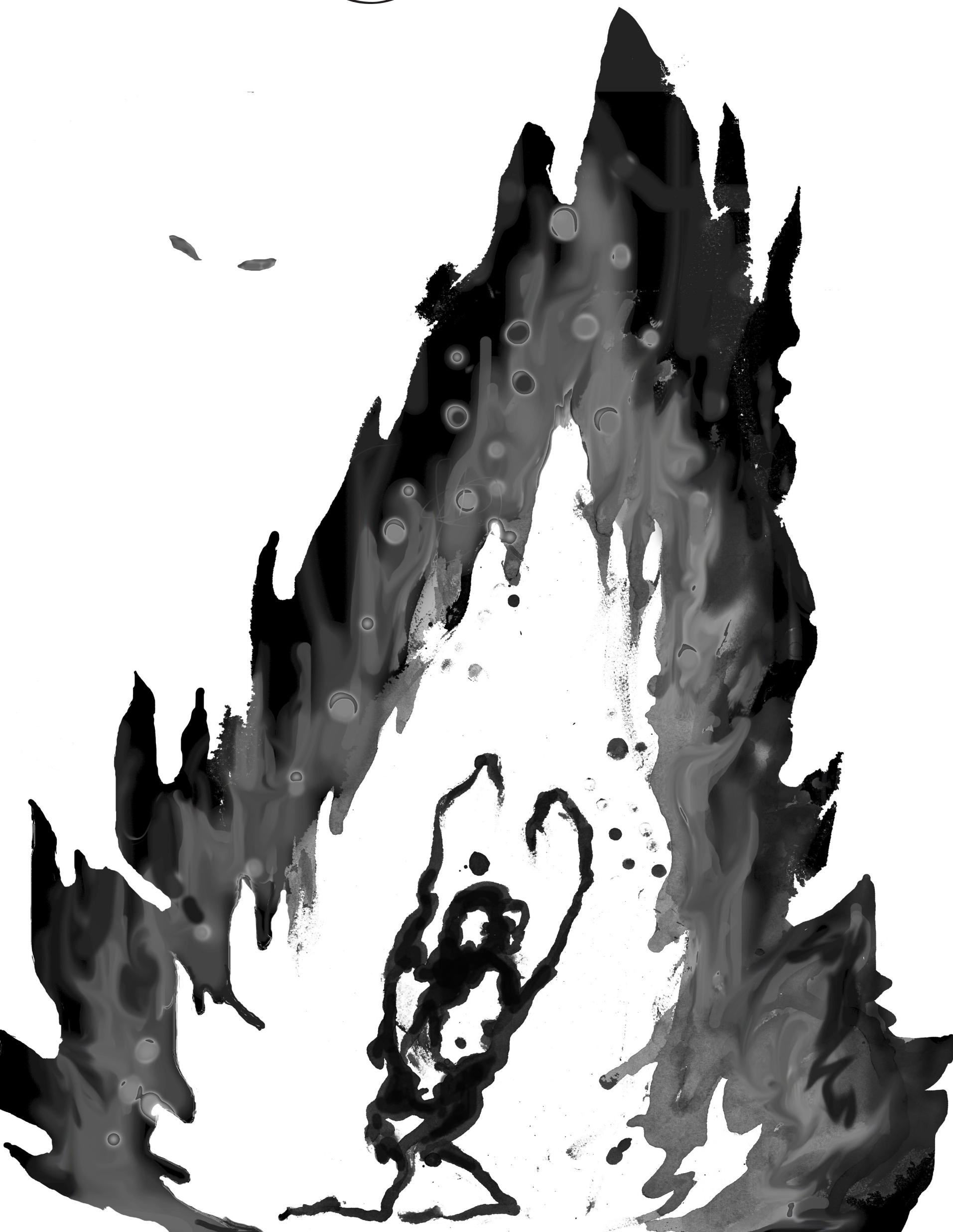


The Pioneer

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PROJECTS: COOPER UNION

JUAN JOSÉ GARCÍA (Art ‘20)

In 2016, it can become easy for some students to distance themselves from Cooper’s financial crisis, administrative mismanagement, and lack of communication that resulted in votes of no confidence, and the resignations of former President Jamshed Bharucha and former Dean of Engineering Teresa Dahlberg. This year, with the arrival of President-elect Laura Sparks, comes a new format for a class called “Projects: Cooper Union.”

“We engage chronologies that may not settle; numbers that may not add up; bodies that come and go.”

Co-taught by artist and Professor Walid Raad, Cooper alumna Victoria Sobel (Art ‘13) and former student Casey Gollan, the course provides a space in which a wide variety of conversations can be held, with guest speakers often participating in the class. The topics and material in the course range from the history of The Cooper Union, documents regarding student governance in the schools of art and architecture, all the way to lectures and talks about the metaphysics of the spaces of the Foundation Build-

ing, and visits to the architectural archive of the school.

The course description reads:

“Unfolding events in The Cooper Union are generating expected and unexpected sounds, images, forms, volumes, gestures, feelings, and concepts. In this class, we will attend (as in wait for and stretch toward) some of these.

As such we misunderstand The Cooper Union as a proposition constituted by and constituting missions, properties, bodies, languages, figures, among others. We engage chronologies that may not settle; numbers that may not add up; bodies that come and go.”

In her guest lecture, Professor of architecture Diane Lewis (Arch ‘76) took the class on a tour of areas of the Foundation Building that may sound commonplace and nondescript to a lot of us. Professor Lewis spoke about the attentive care with which each space was thought, and how people experience these nuances in the physical and metaphorical architecture of The Cooper Union.

After the lecture, Sobel spoke to *The Pioneer* about the change in student-faculty-administration dynamics at Cooper in recent

years, and the need to acknowledge these changes as part of the meta-conversations about the interactions that happen within the school. Sobel sees “Projects: Cooper Union” as an important continuation of the think tanks that formed around that time, while still trying to keep the class open and interdisciplinary. Part of the course was motivated not only by the issues that were happening here at Cooper, but also by the “possibility that the history of this institution may spark the imagination of other communities and student-related struggles.”

Projects: Cooper Union is motivated by the “possibility that the history of the institution may spark the imagination of other communities and student-related struggles.”

To her, many of the conflicts borne out of the frustrations of the crisis and the eventual move to tuition were rooted in a lack of dialogue and communication, since “you can be told that you are being consulted, but you are really being informed.” Although Sobel

wishes that this kind of feedback existed around her time at Cooper, she recognizes how such as a course could become really important since the time of the protests. “This type of work, investigations, projects, integration into personal and collective practice [should] be legitimized and integrated into curriculum via credit granting classes because we are ultimately a degree granting accredited institution.”

Despite all the legal negotiations and working groups, she feels that there is still work to be done. “This interstitial moment is actually what was being proposed,” she says, perhaps referring to the previous interactions as cyclical arguments at Cooper that yielded little productive dialogue. In terms of the conversations that are significant to these issues and how they relate to the school, she says, “you want there to be a support system in place that we weren’t able to sustain in the past, because again there was so much duress.”

According to Jacob Jackmauh (Art ‘18), a student in the course, one of the most interesting things of Projects: Cooper Union is that it is not based on requirements, as much as it is on options, “the possibility to do or not to do. Yes, we’re studying different aspects of the school but we’re also beginning to discuss what each of us wants to do and what that might look like.” He says, “it started with this whole idea of truth, and the discrepancies and biases behind a story. So it opens a lot of uncomfortable doors, because we look at the history of Cooper, the rise of New York and art institutions, but in the course you see where those things can go wrong.” For him, “it’s like having all the history without all the glorification.” ♦



The class met with Acting President Bill Mea in his office. Photo provided by Victoria Sobel (Art ‘13).

IN ORDER TO FORM A MORE PERFECT UNION

ABDULLAH SIDDIKI (EE ‘18)

The opinions in this article are those of the author alone and do not represent the views of The Pioneer as a whole.

On September 20, 2016, the Joint Student Council met in the Rose Auditorium to discuss and ratify a new JSC constitution. The meeting started with the authors of the new document, the Constitution Committee, going through the document point by point with the assembly for clarification. The actual content of the constitution was not up for contention until the document was entirely clear.

The rewritten constitution establishes several new principles by which the JSC will operate. Reading through the document you will see the framework for a body that operates on the principles of responsibility, accountability, and transparency. Most importantly though, the document redefines

and states a clear goal: the purpose of Joint Student Council.

What does JSC do?
- **“I don’t know”**
- **“Who cares?”**
- **“They don’t do anything”**

Leading up to writing this article, I asked almost anyone and everyone I spoke to this week, “what does the Joint Student Council do?” The responses to this question were somewhat disheartening—a lot of “I don’t know” or “who cares” or my favorite one—“they don’t do anything.” I tried to prod them further to make sure they weren’t being dismissive, but most students truly don’t understand what the JSC is, what it does, and why it is important.

But whose fault is this? Is it the students’ for simply not caring? Is

it the JSC’s for not making their purpose clear? Do members of the JSC even know what the body is for? Most likely the only time you heard about JSC in the past few years was when they passed a resolution to make the bathrooms gender neutral, or maybe when they pushed a petition to protest changes in the policy to charge for overloading credits. But these two courses of action seem so wildly different on the surface, so what is the purpose of the JSC? What do they do? Is it really nothing? It’s extremely important that we as a student body think about this and hold those representing us accountable to their responsibilities. One of the most important pillars of a successful and driven organization is a clear mission statement, and the JSC is no exception.

Printed below is the new mission statement outlined in the new

JSC constitution. Read it carefully, pick apart every word, and ask questions. Make sure it is clear to you what it means to be represented as a student.

“The Joint Student Council maintains a platform for discussion and takes action in an effort to benefit the student body. In an attempt to manifest the will of the students, the Council hears divergent positions through deliberation, and consequently founds a coherent voice. The Council passes resolutions that pursue policy initiatives concerning the academic, social, and administrative interests of the students. Finally, the Council sustains clear dialogue with the community in the spirit of continued positive change to our institution.”

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The Pioneer is printed on packing paper with soy-based ink by Victoria Sobel (Art ‘13), Jacob Jackmauh (Art ‘18) and others on their risograph in Brooklyn.

Questions? Concerns? Email The Pioneer at pioneer@cooper.edu or visit LL217.

SOMETHING WE DON'T TALK ABOUT

KAVYA UDUPA (BSE '19)

It's common knowledge that students at Cooper have it rough. Almost twice as many classes per semester than expected at majority of the colleges in the United States can attest to that. It definitely takes a certain kind of student to succeed here, but how does our mental health play a factor in that? Are Cooper students better at handling stress than students at other colleges? Do we just get used to the intense environment here? And most importantly, why does no one talk about students' mental health?

People may not want to admit that they might not understand what they are feeling or what they are experiencing.

Social stigma plays a huge role in this lack of conversation. Many think of depression and mental health as signs of weakness and, consequently, are afraid to talk about their problems as they are afraid of what others might think of them. A lot of students simply don't know who to talk to. Friends from college may be experiencing the same thing and they don't want to be judged for appearing less than perfect. Friends at home simply may not be able to relate and students don't want to burden their parents. At times, it may seem like students have no one to reach out to.

But that is not actually the case. As many of you may know from campus-wide emails, Cooper offers weekly open appointment counseling sessions. There are two counselors who meet with students and some find these sessions incredibly helpful. Going to these appointments help students realize that what they want to hear is not necessarily what they need to hear, and this realization helps them figure out exactly how to overcome their problems.

Taking this first step and making an appointment can be the most difficult part of going to counseling. Only 211 students of the entire student body went to an appointment in the 2014-2015 academic year. Since counseling was offered, only twenty percent of Cooper's student population actually went to counseling, and though this may seem like a large percentage of the student body, it isn't. So many more students want to go but simply don't for numerous reasons.

Some don't go simply because Cooper's counseling ses-

sions are not based on a recurring schedule. Cooper does not have a licensed medical center and as a result, cannot offer long term therapy. Generally, a student is limited to about three appointments before being referred to a licensed therapist.

Also, counseling, like mental health in general, has a stigma as well for similar reasons. Many students decide to go to counseling but then talk themselves out of it because there is an fear that going to counseling means there is something wrong with them. People may not want to admit that they might not understand what they are feeling or what they are experiencing

This feeling is not exclusive to just Cooper as mental health of students has become a topic of conversation in schools nationwide. In response to a drastic increase in suicide amongst students, institutions like the University of Pennsylvania have started to reexamine their stances on mental

health on campus or have launched efforts to create safe spaces for students. UPenn recently started a peer counseling program called Penn Benjamins where students can talk to student counselors about their problems. In 2003, a group called Active Minds was created at UPenn to raise mental awareness, and now there are over 400 chapters of Active Minds at both colleges and high schools alike.

Cooper is a unique college that prioritizes our education; there's simply not enough space or funding to pursue expanded health services. There is no on-campus health center that can treat for mental health or basic physical health care needs such a center requires a large staff and infrastructure, both of which Cooper, at the moment, cannot provide.

Ultimately, as students, we must realize that we are not alone.

That does not mean Cooper is not actively trying to further mental health awareness. Dean Chris Chamberlin stated that "we are currently searching for a full-time student care coordinator and counselor who will work in our office" as currently, both counselors at Cooper are independent contractors. Hiring a full time counselor at Cooper "should allow us to provide a more integrated and consistent level of support." There has also been conversation about adding a mandatory mental health awareness or stress management workshop in orientation events. This would be similar to the sexual assault workshop added to this year's orientation but nothing is in the works yet as the first priority is to hire a fulltime counselor.

Ultimately, as students, we must realize that we are not alone. As clichéd as that may sound, it is important to understand that all of this stress that surrounds us is fleeting. Do not be afraid to open up and talk to someone about what you are going through because doing so will improve your wellbeing. ♦



Artwork by Zekiel Maloney (Art '20)

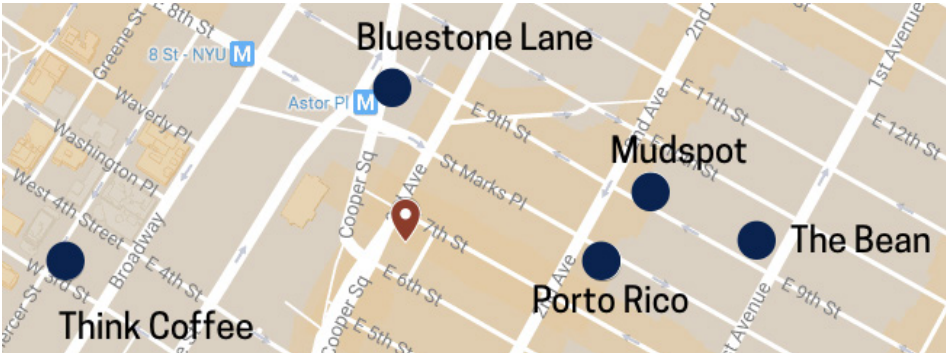
THE EAST VILLAGE HAS A LATTE TO OFFER

ISABELLA PESTOVSKI (ME '19)

Ah, coffee. Liquid enlightenment. A bold, steamy cup of earthy good to wake me up in the morning. As a college student, a cup of coffee is one of the most common accessories to be caught sporting on the way to class. But, beyond the classic Starbucks or Dunkin Donuts sugary concoctions, where's the best place to get your fix?

In just the East village alone, it can be overwhelming to filter out the best brews out of the plethora of coffee shops. For the sake of continuing your caffeine addiction, you might consider some of the options below. All places are within a ten-minute walk from Cooper, with prices around \$4.50 for a latte, which is pretty standard for New York prices.

If you've been paying attention, you'll notice more often than not a Cooper student drinking from a Porto Rico cup. Located at **St. Mark's and Second Avenue**, **Porto Rico** definitely wins for most economic option. A Cooper favorite, and for good reason, Porto Rico is known for their great punch-card deal: 5 stamps on your card earns you a free drink. It's always a great day when it's a full punch-card day. In addition, if you bring your own cup they'll fill it up for you for \$1, a bargain that can be found nowhere else. Their menu for drip coffee consists of four brews, one of which is usually a flavored option that changes about every 4 months. Popular flavored



roasts include the rare Hazelnut, Caramel, and the currently featured ChocoNut (chocolate and coconut). FYI, this place is small so it requires some nimble maneuvering to milk and sugar your coffee before you leave. Note that their hours are a bit unusual for a coffee shop: open from 8 a.m to 8 p.m. on weekdays, and noon to 7 p.m. on Sunday.

If you're going to Bobst to study for the night, definitely check out **Think Coffee on Third Street and Mercer Street**. One sip of their latte and you'll be hooked. One of their most popular drinks is a Spanish Latte, which is made with sweetened condensed milk for an amazing silky smooth, sweet experience. They also have really good food, offering doughnuts from Dough, which is definitely a visit-worthy doughnut shop near Union Square, and totally satisfying grilled cheese (with a vegan option!!). There's also a huge amount of sitting space

in the back and free Wi-Fi if you ever get tired of working in prison-like classrooms and libraries.

When you're on your way to Chop't for lunch, be sure to look out for **Bluestone Lane** which is right next door on **Astor Place** across the street from the Foundation Building. This Australian inspired coffee-shop offers great coffee as well as some healthier food options. It's more on the pricy side, but if you're going for quality, it's worth it. They also have a special drink called an Aussie Latte, which is a latte with a scoop of vanilla ice cream on top, which is oh-so-good and totally worth a trip.

The Bean on the corner of **Ninth Street and First Avenue** is a cozy café offering much more than the standard coffee drinks. With Nutella and peanut butter cup lattes, this place definitely has something going for it. Something else unique about this

place are their coffee smoothies, which is probably the most efficient way to combine your caffeine and breakfast. While standing in line, you'll also be extremely tempted to get an awesome treat to accompany your drink as you pass by the longest display counter containing almost every pastry you could ever think of. Also, they're open till midnight which is always convenient for a Cooper student.

Another local favorite for both coffee and food is **Mudspot at Ninth Street and Second Avenue**. Their coffee menu is stupidly simple with only one size option. I had always heard people rave about Mudspot, and honestly I fell in love when I first tried their latte. This place has also been known to give free coffee if you go late enough. Bonus: they're also open till midnight, so it's perfect for a quick late-night study break. However, be aware, this place is cash-only so be prepared when you're planning to go.

And finally, a classic: **Frankie's**. Honestly, their coffee has saved me so many times when struggling to stay awake in class. And ringing in at \$1.50 for a large, there's no beating this price and proximity. In terms of quality and variety, I would look towards the other options here. If you're looking to amp up the flavor try adding some of the flavored creamers provided in the front. Hazelnut is bae. ♦

FACES OF COOPER: PROFESSOR NEIL SIMON KWONG (CE ‘09)

GABRIELA GODLEWSKI (CE ‘19)

Professor Kwong, the most recent hire in the civil engineering department, currently teaches a required course for civil engineering: “Engineering Mechanics.”

Where are you from?

I was born and raised in New York City. I got my Bachelor of Engineering in Civil Engineering from the Cooper Union in 2009, my Master of Science in Civil Engineering from University of California in Berkeley in 2010, and my Ph.D. from UC Berkeley as well.

What did you like the most about civil engineering?

What attracted me to civil engineering is being able to apply theory to reality—in particular, designing and analyzing our infrastructure. It’s that middle ground between pure mathematics and pure engineering construction.

What is it like to be back at The Cooper Union having attended as an undergraduate?

It’s definitely refreshing. Many things are familiar, but at the same time, many things are new. When I attended Cooper, I took my classes in the old engineering building, so this is my first time actually working in the NAB. It’s also interesting and new to be on the other side as a teacher instead of a student. The core structure of Cooper as an institution is still familiar. Like current students, I needed to take physics and math during the first two years before diving into civil engineering.

Since you left Cooper, what have you done in the Civil Engineering field?

I attended graduate school and strove for both depth and breadth in the field. For depth, I took as many classes in structural engineering as I could in Berkeley—mechanics, analysis, design, etc. Then I branched out by learning about other topics such as statistics, seismology, earthquake engineering, etc. Getting a Ph.D. revolves mainly around solving one difficult problem, which takes an uncertain amount of time. I finally had a breakthrough with the problem I was solving about halfway through my graduate studies. After I solved it and got my Ph.D., I stayed as a lecturer at Berkeley for a year before coming back to the East Coast. It

was always my goal to come back to Cooper ever since I left New York. After I had a conversation with Professor Jameel Ahmad during my senior year, I realized that my personality and interests are compatible with those of an academic. Since then, I did whatever was necessary to join academia.

How was life on the West Coast?

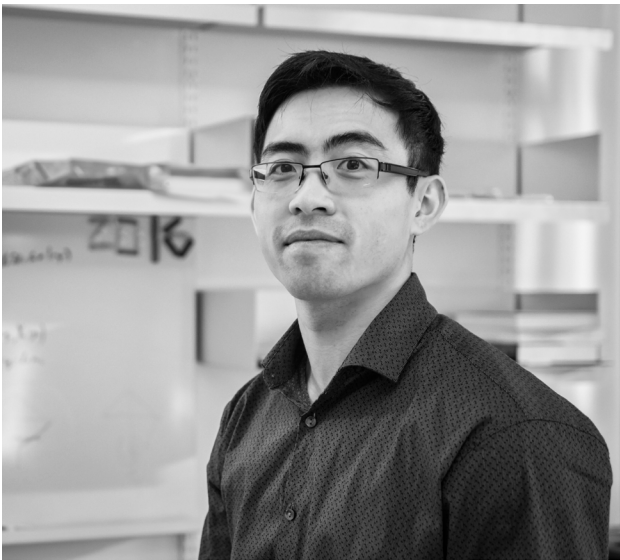
Very different from the East Coast. Like all experiences, it had its pluses and minuses. The weather is more or less stable which is a plus because I needed fewer resources to survive. I didn’t need to look into air conditioning or heat bills because the weather was never as extreme as it is here. Also, I lived right on campus so commuting was not an issue. If I want to live on campus in Manhattan now like I did in California, I would have to pay much higher rent. I’m thankful that I didn’t have to worry about rent in California. These luxuries permitted me to focus even more on my graduate studies. However, the biggest benefit of living in the East Coast was that all of my family and childhood friends are here. Leaving them behind for the West Coast was very hard and I’m glad to be back.

What did you miss most when you left Cooper and New York?

I definitely missed my family and friends, but I also missed the lifestyle unique to New York. Like the quote goes, “live in New York City once, but leave before it makes you hard, and live in California once, but leave before it makes you soft.” I missed the busy, aggressive lifestyle that we become a part of here.

What do you enjoy doing in your spare time?

When I attended Cooper, I really enjoyed playing handball. I picked it up as a child in NYC and I actually started the Handball Club at Cooper. The torch had been passed down several times, but last time I checked, the club is currently inactive. I still play handball on occasion when I’m not in class. I also participated in the Culture Show as a student here—I was in the Hip Hop Club, the Martial Arts Club, and the Step Team, which was a big deal back then. Believe it or not, reading textbooks is also one of my favorite pastimes. I’m more interested in learning about topics from textbooks than from, say, a novel or magazine.



Meet Professor Kwong, civil engineering alumnus and now professor in that department. Photo by Sage Gu (CE ‘19).

If you were to come back to the Cooper Union as a student again, would you do anything differently?

I don’t think I would do anything differently. I had a great time when I was here and I enjoyed almost every aspect here. What I liked the most is that I had a good balance of hardcore, challenging schoolwork and stress-relieving extracurricular activities. I also had good friends in other disciplines outside of Civil Engineering.

Would you like to comment on your position as the first hire in the civil engineering department in 25 years?

I’m glad to be here, but I think the most important part of me being a professor here is trying to teach, guide, and inspire students as best I can. Teaching well is difficult and challenging. In my opinion, it is important to understand where students come from and then help them progress along the way. I think I bring that to the table since I was a student myself here not too long ago.

Any advice for our readers?

Students: believe in yourself and trust your gut; work hard and strive for excellence and you can achieve anything you want. ♦

190 BOWERY

PRANAV JONEJA (ME ‘18)

Just ten blocks south of Cooper’s Foundation Building, the six-story building at 190 Bowery St. is a mystery. It contrasts the high-tech mid-rise buildings adjoining it with an air of regal Renaissance Revival architecture similar to the likes of Carnegie Hall and the Metropolitan Club.

But in its state today, to say the lower floors are covered in graffiti would be an understatement. It features overlapping affiches advertising scene music, a large announcement that “COST was here” and off-skilter block letters “NEKST” as tall as a person. It has been called Manhattan’s Graffiti Mecca because even when the exterior is power-washed, it only serves to create a blank canvas for famous street artists like Keith Haring, Sean Griffin and others. In fact, when the building was designated a New York City Landmark in 2005 the street art was even approved to remain on the ground floor during the restoration process. The mix of graffiti on Renaissance Revival architecture is conspicuous, but it feels like the graffiti has always been there because it really has constantly been there—changing and renewing itself for decades.

The main entrance occupies the chamfered northwest corner of Spring Street and Bowery, projecting its stately presence down the whole block. Together with the second entrance, the building is barred forebodingly—one entrance with a heavy wrought-iron gate while the other shut firmly with a stout, solid oak door. And therein lies the mystery of this manor—almost no one has been inside in the last 50 years (except for a single, three-hour art show last year).

The building was built in 1899 and designed by Robert Maynicke, an alumnus of Cooper Union’s School of Architecture, for use as Germania Bank’s headquarters. At the time, Lower East Manhattan was known as *Kleindeutschland* or Little Germany and was home to nearly 25,000 German immigrants. As a bank building, it was fitted with all the fanciful fixtures of the time: a golden elevator (now encased in glass), multiple skylights, numerous atria and of course a bank vault—claimed to be the most secure in New



The main entrance to 190 Bowery St. “The portico, which contains a flight of bluestone steps leading to the main doorway, features freestanding Tuscan columns, decorated with rosettes and egg-and-dart moldings, supporting a molded entablature.” Photo by Winter Leng (ChE ‘18).

York at the time. There was a spree of bank acquisitions and mergers in the ‘30s and so the building gladly continued to be operated by one bank after another... until 1966 when it was bought for around \$100,000 by Jay Maisel to become his private residence and studio.

Jay Maisel is an alumnus of Cooper Union’s School of Art and has a prominent career in photography, capturing photos of Marilyn Monroe and Miles Davis though he is even more famous for his photography of “light, color and gesture found in everyday life”. He lived and worked at 190 Bowery with his wife (and daughter) for 48 years. According

to an interview in *New York Magazine*, “the first, second, and third floors were gallery spaces for his photography and art projects. The fourth floor, which Maisel once rented out to Roy Lichtenstein, is a work-in-progress. The fifth has various workshops” and the sixth was for his family.

When he sold the building in February 2015, the real estate headlines screamed of numbers never-before-imagined in the crowded Manhattan real estate market: 35,000 square feet, 72 rooms, \$55 million! Still, it was sold to real estate magnate Aby Rosen, who has since leased it out to become high-tech office space for a creative firm, Great Bowery. ♦

MUSEUM REVIEW: MERCHANT’S HOUSE

GABRIELA GODLEWSKI (CE ‘19)



Front entrance of the Merchant’s House Museum, open everyday in the afternoon except Tuesday and Wednesday. Photo from Panoramio.

Located on East Fourth Street between Bowery and Lafayette, The Merchant’s House Museum is a perfectly preserved home of the Tredwell family, a merchant family whose last heir died almost a century ago. After the death of Gertrude Tredwell, a distant cousin of the family bought the home, thereby saving it from foreclosure and turned the estate into a museum with all the family’s possessions remaining inside. While it is a fascinating place based solely on the fact that it looks exactly as it did a hundred years ago, it is even more intriguing and fitting for Halloween because it is known as “New York’s most haunted house.” Legend has it that though Gertrude Tredwell may have died, she never left her former home. Knowing this, a certain Halloween enthusiast and I bought ourselves tickets for the Spooky Candlelit Ghost Tour (the Super Spooky Tour was unfortunately sold out) and decided to check the place out for ourselves.

Our Spooky Lit Ghost Tour began in the basement of the house where our group watched a documentary detailing the history of the house an introduction of the haunts in the house. The tour led us through the dark hallways, bedrooms, and parlors of the house, illuminated only by strategically placed candles and the tour guide’s flashlight.

To add to the spookiness, the house was “dressed for mourning,” as wakes and funerals of family members took place in the house. Every mirror was draped with black cloth and the parlor was prepared for a wake, coffin and all. Even in the darkness, it was clear that all the furniture in the room was very old-fashioned but carefully preserved and in great condition. Some

rooms also had mannequins dressed in the gowns of the Tredwell family. In each room, the tour guide relayed stories told by past visitors and shared audio from paranormal investigations that occurred in the rooms. She also showed us photos that appeared to show ghostly figures in them and pointed out the exact spots where the photos were taken. Though I unfortunately saw no ghosts, I did feel some distinct pokes along my left arm throughout the tour. Maybe (hopefully) those pokes were from the Tredwells saying hello.

This museum is a gem of East Village, unfortunately known to a select few. Not only is it incredibly fascinating as a historically accurate window of life over a century ago, but it is also located only three blocks from the school! The yearly Spooky Ghost Tours are \$25 each, but daytime tickets cost only eight dollars with student ID. Though I enjoyed exploring a real haunted house at night, I highly recommend visiting the museum in the daytime. Not only are the tickets cheaper, but in the daylight more of the exhibits are visible, which include letters and trinkets from the family. Also, during the day, visitors can choose to either go on an accompanied tour or a self-guided tour, and from what the tour guides told me, most of the ghost sightings happen, in fact, during daylight hours. Most importantly, each floor in the Merchant House is open during the daytime, whereas only the fourth floor servants’ quarters are open to owners of Super Spooky Ghost Tour tickets. Though the Merchant House Museum is unknown to many at Cooper, its doors are always open to anyone who wishes to go on an adventure into the past without going too far from home. ♦



A view from the 14th floor of the dorms in 1999. Photo by Melissa Appel (ME ‘02).

IN ORDER TO FORM A MORE PERFECT UNION

ABDULLAH SIDDIKI (EE ‘18)

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If you have never thought about it before, or thought about it and lost hope, no time is better than now to reconsider the importance of a representative body on campus. The refreshed mission statement makes it very clear that the JSC exists solely for our benefit as a student body. The JSC is a means for handling student issues and complaints, statements that need to be presented to the administration on behalf of the student body and schoolwide changes that need to occur. Their role is to make you heard. It’s time to abandon this thought of “I’m just here to learn.” I’ve heard that a lot from people whom I try to tell that JSC is important—and every single one of them has several complaints about the school. You can’t be here just to learn because it is the very nature of Cooper to be much more than a school. The Cooper Union is a community. It is my community, your community, our community. Invest in it. Take ownership of it. Make it the community you want it to be.

Their role is to make you heard. It’s time to abandon this thought of “I’m just here to learn.”

This is the power of JSC: to represent your interests to the school. And I’ve used this word “represent” a couple of times now, so let’s talk about representation. If you read the article in a previous issue regarding the ratification of the constitution, you will know that perhaps the only heavily contended point was the representation—ten students from Engineering, five from Art, and five from Architecture. What this really means is that there will one be representative per fifty artists, one per fifty engineers, and one per twenty-five architects. The reason that I want to present the representation this way is because it forces you to think about what—or rather whom—the JSC will be representing. The contention at the meeting was whether or not the JSC

should have the same number of representatives from each school or representation proportional to the number of students. That’s just the surface of the dispute—let’s look at the core of it.

Should the JSC represent the schools or the students? By choosing to ratify a constitution that mandates representation proportional to the number of students in each school, the JSC has made itself a body representing student interests at the most basic level—your interests as a person. Issues that affect you have never been limited by your major. Tuition hikes, bathroom policies, the presidential search, are all issues that affect you on a personal level. There are already bodies in place to represent your academic interests. The Architecture, Art, and Engineering Student Councils exist. The new mission statement and representation policy of the JSC steers it in a direction where it will become a body that aims chiefly to do its best to represent issues of each student as a human—one with emotions, stresses, ambitions, and not as a label. You are a person before you are an engineer, artist, or architect.

At the meeting there was so much concern about the engineers coming together to block quorum or the artists and architects coming together to block quorum. But consider this: how many issues have been voted on that are representative of contending interests between schools? Call me naïve, or idealistic, but maybe it’s time to stop looking at each other as artists and architects and engineers before we look at each other as our classmates, friends, and at the most fundamental level—humans. Let’s jump this mental hurdle of divisions between the schools. We are of course the Cooper Union. Let’s use this new JSC mentality as a launching point to eradicate whatever prejudices we have amongst the schools and do what another famous constitution did as well—form a more perfect union. ♦

**HAPPY HALLOWEEN!
FROM THE
PIONEER
STAFF**



The same view from the same apartment in 2016. Photo by Sally Na (ChE ‘20).

FROM THE ARCHIVES: TWO WEEKS OF LEAKS

JOSEPH T. COLONEL (EE ‘15) | MARCUS MICHELEN (BSE ‘14)

Editor’s Note: This article was originally featured in Volume 93, Issue 6 printed on November 25, 2013. It is reprinted here exactly five years since the day former President Jamshed Bharucha held an open forum about Cooper Union’s finances and addressed for the first time the rumor that full-tuition scholarships would be phased out.

On November 13, Free Cooper Union began to post a collection of anonymously leaked confidential documents pertaining to the Board of Trustees and the Administration of The Cooper Union. At the time of publication, Free Cooper Union has leaked a total of ten documents that run the gamut from a detailed breakdown of how to prepare a salad for former President George Campbell to a copy of the Code of Conduct for Cooper Union allegedly annotated by Bharucha to a PowerPoint presentation entitled “The Dream Scenario” concerning the “Reinvention of the Cooper Union.”

Free Cooper Union, the group responsible for the ubiquitous image of the “Free Education to All” banner draped across the Foundation Building, formed during the student lock-in of the Peter Cooper Suite of December 2012. A major goal of Free Cooper Union is to steer The Cooper Union away from an expansionist education model and towards a more sustainable model dedicated to operating within the constraints of a non-profit educational institution. Free Cooper has previously demanded that Bharucha step down, that the administration publicly affirm the Cooper Union’s commitment to free education, and that the Board of Trustees restructure the administration of the Cooper Union in order to implement more democratic decision-making structures. As a result of Free Cooper’s 65 day occupation of the President’s office in the Foundation Building, the Board of Trustees approved the creation of a student representative to the Board and a working group that will propose and alternative, tuition-free model to the Board this December.

The following are brief summaries of the leaked documents at the time of publication. These summaries are not meant to replace engaging these texts in their entirety but rather are meant to serve as an outline of the content contained within the documents. All of the documents mentioned in the following may be found on Free Cooper Union’s Facebook page or by going to the link bit.ly/183n8jw

LEAK ONE.
“THE DREAM SCENARIO”

On February 11, 2013, *The Pioneer* printed an interview with then Dean of Engineering Alan Wolf. During the interview Wolf commented on the response to the five reports presented by the Engineering faculty to the Board of Trustees: “I was told by some Trustees shortly after the December 5th meeting that they were very impressed with our hard work, our creativity, and with the sophistication of our models. [...] We expect to hear back from them in March.” On March 1, 2013 the Board held an open forum Q&A in the Great Hall in which the Board dodged questions concerning the deferral of early applicants to the Art school as well as mentioning that an important meeting would take place on March 6, 2013 (a meeting that took place off campus). It was not until April 23, 2013 that the Board of Trustees announced its intentions to charge tuition to the incoming class of 2014.

Leak one is a PowerPoint presentation entitled “The Dream Scenario: Trustee Reinvention Committee” and dated February 12, 2013. The slides of this presentation contain few full sentences; instead, they contain an average of four to five bullet points. One slide entitled “Ingredients of a Transformational Vision” has a bullet point saying “Build on Peter Cooper’s vision, not the contemporary narrative.” A slide with the title “Design” contains a point “Launch a new School of Design that includes Architecture [...] Phase out current fine arts program.” The following slide (with the same title) has the point “Leverage synergies across current schools.” Another entitled “Science and Engineering” has a bullet point “Provide 50% tuition scholarships to all admitted students” followed in the next slide by “Hire a few computer scientists who are thought leaders [...] to oversee MOOC-based curriculum” *[Editor’s Note: MOOC stands for Massive Open Online Course].*

LEAK TWO.
“HELPFUL INFORMATION FOR ADMINISTRATIVE ASSISTANT POSITION”

George Campbell, current Chairman of the Board of Trustees at the Webb Institute, was hired by the Cooper Union

in 2000 and was President of the Cooper Union until his retirement in 2011. In a 2009 article with *The Wall Street Journal*, Campbell claimed that the Cooper Union had weathered the financial crisis of 2007/2008. It was during Campbell’s presidency that the New Academic Building, so named because no one donated enough money during Cooper’s capital campaign to justify having their name put on the building, was constructed. In his last year at Cooper, Campbell was paid \$668,473, making him one of the highest paid college presidents in America. In 2011, Campbell was paid a total of \$1,307,483 by the Cooper Union. *[Editor’s Note: according to a comment on Cooper’s website section for Form 990 tax filings, Campbell’s compensation will be “paid out in six annual installments, beginning in 2011, but proper financial filing requires this amount to be reported as part of FY2011 tax returns.”]*

Leak two is an annotated document bearing the title “Helpful Information for the Administrative Assistant Position.” The 17 page guide begins with a piece of advice: “Unless you like being admonished by the President about using his office as a highway [by walking through it], it’s advised that you refrain from doing [so] while he is around.” The document details the duties expected of an administrative assistant during the Campbell administration, including how to prepare the President’s salad (Campbell is allergic to cucumbers; having the salad delivered unmixed allows the assistant “to construct the salad [himself/herself] and make it look nicer”). The document also instructs the administrative assistant to book luxury hotel suites for Campbell’s trips along with “a luxury SUV during the winter, [...] a luxury Cadillac in the summer/spring [...], [or a] convertible” should an SUV or Cadillac be unavailable.

LEAK THREE.
“THE COOPER UNION ORGANIZATIONAL CHART”
(ENTITLED “THE ASSISTANT DIRECTORS OF BLAHBLAHBLAH” BY FREE COOPER UNION)

Leak three is a series of block diagrams that visually demonstrate the hierarchical structure of the administration of the Cooper Union as it was on December 3, 2012. As pointed out by Free Cooper Union, these charts are out of date as demonstrated by their mentioning of T.C. Westcott as Vice President of Finance and Administration and Linda Lemiesz as Dean of Students, who both no longer work at the Cooper Union.

LEAK FOUR.
“REINVENTION MEDIA STRATEGY”

On October 31, 2011, Bharucha held an open forum in the Rose Auditorium to discuss the future of Cooper Union and comment on rumors that full tuition scholarships would be phased out. About six hours earlier, *The New York Times* published a piece named “Cooper Union May Charge Tuition to Undergraduates.” The open forum was the first time that Bharucha publicly spoke to the community about Cooper’s financial problems.

Leak four is a “Media Strategy 10/17/2011 Confidential Draft 2 for Review.” The document outlines the administration’s media strategy of the administration and is dated a full two weeks before Bharucha’s open forum. The document mentions that discussion about St. Mark’s bookstore “remain a possible [media] flash point, but should not propel us, even advertently, to engage in the larger issues prematurely. To the extent possible, from a PR standpoint, it is certainly best to disjoin the two [sic.]” At no point does the document identify what “the larger issues” are. The document also discusses the need for “re-invention [sic.] and innovation to strengthen the institution.” Finally, the document considers two media outreach scenarios. The first scenario details an exclusive outreach to *The New York Times* after the inauguration. In this outreach, the administration will “Begin by presenting the challenge and then lay out the development of a dynamic action plan within the context of Peter Cooper’s far-reaching vision.” It continues: “The plan is more than just a means for a renowned college with the highest academic standard to survive—it is a chance for reinvention.”

LEAK FIVE.
UNTITLED.
(ENTITLED “ACCOUNTABILITY?!” BY FREE COOPER UNION)

Leak five consists of a letter written from Phillips Lytle LLP, a full service law firm, in response to T.C. Westcott’s

NO TO TUITION
NO TO JAMSHED BHARUCHA
NO TO ADMINISTRATIVE BLOAT
NO TO UNACCOUNTABLE BOARDS
NO TO STUDENT DEBT
NO TO THE NEW CODE OF CONDUCT
NO TO CUTTING CLASSES
NO TO BLAMING THE ALUMNI
NO TO THE EXECUTIVE COMMITTEE
NO TO UNDERPAID ADJUNCTS
NO TO FIRING COMMUNITY MEMBERS
NO TO MARK EPSTEIN
NO TO WASTEFUL CONSULTANTS
NO TO EXPANSION
NO TO DEVELOPING CHARAS
NO TO TERESA DAHLBERG
NO TO NEW ADMINISTRATIVE HIRES
NO TO COERCING THE FACULTY
NO TO INTIMIDATING STUDENTS
NO TO LAWRENCE CACCIATORE
NO TO CLOSED DOOR OFF CAMPUS MEETINGS
NO TO LIVING IN THE FISH HOUSE FOR FREE
NO TO RESPONSIBILITY CENTERED MANAGEMENT
NO TO CHANGING THE MISSION
NO TO PING PONG TABLES
NO TO ARMED SECURITY
NO TO TUITION

inquiry concerning “the principal governmental authorities to which Cooper Union has an ongoing accountability.” Phillips Lytle LLP referred Westcott to two publicly available documents: the New York State Office of the Attorney General Charities Bureau’s “Right from the Start: Responsibilities of Directors of Not-for-Profit Corporations” and “Internal Controls and Financial Accountability for Not-for-Profit Boards.” The end of the letter to Westcott states that “[b]oth the New York and Federal governments have granted Cooper Union tax exempt status. As such, the school must adhere to the standards and submit filings specified for a charity.” The letter was dated January 18, 2012 and has a large “JAMSHED” penned in the upper right-hand corner

LEAK SIX.
“REINVENTION: A TEN-YEAR ROAD MAP”

Allegedly written by Bharucha on October 30, 2011, leak number six documents possible solutions to Cooper’s financial crisis. One section considers the closing of the engineering school as well as the exiting of 30 Cooper Square, yielding a net savings of \$7,962,817. A similar section considers the closing of the art and architecture schools as well as the exiting of the 30 Cooper Square, yielding a net savings of \$7,995,871. At Bharucha’s open forum on October 31, 2011, Bharucha stated that he would not be the president to close any of Cooper Union’s schools.

Bharucha then follows by discussing immediate actions. He details the creation of a Revenue Task Force and mentions that he will announce it on October 31st. According to the document: “The Task Force will be charged with coming up with \$7 million in FY2014, \$14 million in FY2015, \$21 million in FY2017, and \$28 million in FY2018.” Bharucha writes, “it is too late to consider any significant changes in our scholarship policy for the class entering in the Fall of 2012, because recruiting in the high schools has been predicated on our existing policies and applications have already been coming in.”

Bharucha states that “investments in reinvention should provide immediate pay-off [sic.] in academic reputation (when coupled with communications), but only medium to long-term payoff in grants, technology transfer and development.” Additionally, Bharucha outlines “An Institute for Design” at the Cooper Union.

LEAK SEVEN.
“CODE OF CONDUCT: APPROVED BY THE BOARD, MARCH 14, 2012”
(ENTITLED “BHARUCHA’S ANNOTATED DISCIPLINARY GUIDE”)

Leak seven is a copy of the Code of Conduct for students as approved by the Board of Trustees on March 14, 2012 allegedly marked up by Bharucha. The most prominent underlined section of this leak is the first paragraph of part three named Presidential Right of Summary Suspension: “Subject to prompt review, the President of The Cooper Union may summarily suspend a student from the College when, in his or her best judgment, such immediate action is necessary for protecting the health and safety of the College and/or any member of the College community.”

continued on page 7

ON FOREIGN POLICY

ANTHONY PASSALACQUA (CE ‘18)

I have written previously on nationalism and isolationism, and in that vein, I continue today with Trump’s planned foreign policy. A nationalistic foreign policy, in general, can be summed up as one which uses a country’s resources—especially militarily—for only the direct benefit of the country.

For the United States, this broadly means that we should no longer police the world. Americans have intervened abroad since the Second World War, in various wars and actions both justifiable and unjustifiable. From the perspective of a nationalist policy, the majority of those actions would have been unjustifiable were it not for the looming presence of an explicitly unfriendly nuclear power, the USSR. That power, if you’re behind on the news, is now known as the Russian Federation. We will return to Russia later—noting for now that what is important here is that we intervene when there is a state explicitly unfriendly towards us.

Mr. Trump’s plan on ISIL is relatively straight-forward, it goes like this: “if you kill your enemies, they lose.”

In today’s world, that entity would be the Islamic State of Iraq and the Levant. ISIL seeks to draw the West into an ‘apocalyptic’ holy war. While one normally wants to avoid giving their enemies what they want, it seems pragmatic in this case to give ISIL exactly what they want. Everyone agrees on that point on both sides of the isle; what differs is how to get it done.

Mr. Trump has been quoted as saying he would “bomb the hell out of ISIS.” Ultimately, this is the only military action he has ever called for during his campaign. In the past, he was famously against Bush’s wars in Iraq and Afghanistan. As for Hillary Clinton, she wants to “establish a no fly zone” over Syria. We will quickly break down the implication of these two plans.

Mr. Trump’s plan on ISIL is relatively straight-forward, it goes like this: “if you kill your enemies, they lose.” Such a plan is likely to be very safe for any Americans involved, and offers us a chance to work with the aforementioned Russia.

Our relationship with Russia has suffered greatly in the last decade—and-a-half, both because of economic sanctions placed upon them, and our unwillingness to work with them on nuclear policy. In 2002, the United States pulled out of a nuclear treaty

The opinions in this pair of articles are those of the authors respectively and neither represents the views of The Pioneer as a whole (you try staying neutral in this election!).

and began to work on previously banned missile defense systems telling Russia, “these aren’t for you, don’t worry.” In response, Russia began, due to their economic situation, to work on stronger offensive missile systems, which “aren’t for America, don’t worry.” It seems to follow that we would like to improve our relationship with a huge economic and military power like Russia.

On the flip side, Hillary Clinton’s policy on Syria will actively deteriorate our situation with Russia. Russia is good friends with the current government of Syria, so establishing a no-fly zone over Syria would mean that we would have to be willing to keep Russian jets out of Syrian airspace. Effectively, this means that we would have to engage in combat with Russian military forces, were we to go down that path. It’s clear that this is an easy pathway to an open war with Russia—which is no more than a hop, skip, and a jump away from a nuclear exchange. This is by far the single most important foreign policy point that either candidate has publicly put forward. A Hillary Clinton presidency, perhaps, means war with Russia.

Putting that aside, the rest of the Mr. Trump’s foreign policy is very straightforward. For example, our allies have to pay their fair share into NATO, otherwise we have no reason to be part of NATO. Speaking of, one of the reasons that NATO is useful is because it provides a huge, extremely powerful bloc that no one can see themselves opposing. Donald Trump believes that the United States should be that type of bloc all on its own. Instead of spending our military budget on programs like the F-35 fighter jet, we can instead spend it on growing our strength in more concrete ways. It is the old peace-through-superior-firepower approach and seeks to gather more respect from both allies and enemies by being a titan of war.

We would like to encourage everyone reading this to go out and vote on Election Day, November 8. Whether you support Donald J. Trump, Hillary Clinton, Jill Stein, Gary Johnson, or any other candidate, the best way to make sure your voice is heard is to vote. Checking your polling site is easy too: Google “where do I vote,” and there’s a really easy bit of software Google made to find your location, ballot, and voting requirements. Go out, spend the time, and vote. Otherwise, come November 9, you won’t have a right to bitch about the result.

THE NEW COLD WAR

MICHAEL PASTERNAK (ME ‘18)

war. Russia has only recently been able to break that containment because America has been so mired in other military operations in Iraq, Afghanistan, and Libya. Now the Cold War is creeping back into the geopolitical balance, and the US is faced with Russia as a real threat.

There are a number of schools of thought on exactly how to address the Russian threat. Hillary Clinton is in the war hawk group, who believes only a strongman, aggressive military response will succeed in scaring Russia back into its shell. She proposes a no-fly zone over Syria which would essentially call on Russia to either retreat from Syria as Assad’s air force or face confrontation with US forces. The potential issue is that if Putin calls the no-fly zone as a bluff and his planes are shot down, he has almost no choice but to start a real war against America for control of Syria, which could very well escalate to a nuclear conflict if both countries aren’t careful.

We’re currently at a crossroads, so it’s important that we stay aware of the situation.

Trump appears to want to befriend Russia and work with them to “defeat ISIS.” The thing is, Russia isn’t fighting ISIS, they’re fighting American-backed anti-Assad rebels. Russia doesn’t care about ISIS; they are relatively unlikely to attack Russia and they are creating enough chaos for Russia to have breathing room globally. So, basically, Trump isn’t even aware of the problem, much less capable of proposing a cogent solution. He also appears to believe that no one in America is aware of the concept of a surprise attack—which is just wrong.

The third school is the one that wants to imitate the winning conditions of the Cold War. We could increase sanctions on Russia and by strong-arming our allies isolate Russia economically until Putin is forced out. That strategy would likely devastate Russia for years to come and economically hurt the world quite a bit but perhaps less than letting Russia off the leash.

We’re currently at a crossroads, so it’s important that we stay aware of the situation and support politicians who are aware of the threat and propose good solutions. For fellow liberals, that solution is likely the third. It will lead to minimal loss of life and an increase in American approval overseas—especially since Russia is one of the few countries more hated than America across the world. ♦

FROM THE ARCHIVES: TWO WEEKS OF LEAKS

continued from page 6

**LEAK EIGHT.
UNTITLED.
(ENTITLED “BHARUCHA’S TUITION RESEARCH” BY FREE COOPER UNION)**

Leak eight, allegedly compiled by Bharucha, consists of a tuition-centric history of The Cooper Union. The document contains minutes from a Board of Trustees Meeting on February 6, 1860, in which “it was Resolved, that the Secretary inform the Advisory Council that the Board of Trustees recommend the admission of pay pupils to the extent of the accommodations of the rooms.” The document contains a list of Cooper Union-related cases in which there was “no reference to free tuition.” This is followed by a similar list of “Statutes and Legislative Materials” related to Cooper Union in which there was “no reference to free tuition.” Finally, the document states that Peter Cooper’s 1859 address as well as Cooper’s 1972/2002 bylaws contain “no reference to free tuition.”

**LEAK NINE.
“BOARD PRESENTATION TALKING POINTS.”
(ENTITLED “A SENSE OF BETRAYAL” BY FREE COOPER UNION)**

In early 2012, the Board of Trustees hired a consulting firm named The Whelan Group “to build capacity to lead the institution effectively through a period of financial challenges and organizational change.” According to Free Cooper Union, the total expense for this five-month consultation was \$63,000. Leak nine consists of an email from Evan Kingsley of The Whelan Group to Bharucha in which Kingsley attached “a preview of what Charlie [Whelan] and I will share tomorrow (Wednesday)[March 14, 2012]at the TCU Board meeting.”

According to the document, The Whelan Group interviewed board members and staff as well as participated in committee meetings. The first observation of The Whelan

Group: “Almost universally, Board members recognize that there is an issue of ‘community’ confidence in the Board related to fundamental policy and financial decisions that were made during the tenure of the previous administration. There was also almost universal consensus that the Board must address this ‘confidence issue’ in a proactive way ... in both word and action.” The Whelan Group also comments upon the culture within the Board of Trustees. For instance, The Whelan Groups observed “most [Trustee] interviewees referred to the [sic.] time when dissent on the Board was decidedly unwelcome.” ♦

Leak ten is a draft of the proposed Student Code of Conduct written by Chris Chamberlin, then Associate Dean of Student Affairs. This leak will be explored further in a future issue if there is demonstrated interest from readers.

HALLOW’S EVE BULLSHITTERY

JEREMIAH PRATT (EE ‘19)

Though sought, we did, to make it to year’s end,
When grades be set and minds are put at peace,
Today we find a solemn sweet release,
In this, our spooky sweet game of pretend.
For quizzes matter not with costumes donned,
And essays, labs, all trivially be,
When hid in masks and hats and such are we,
And from the world of mortals we abscond.
A human needs a respite here and there,
From things that only humans suffer by.
No monster knows such stress to make them cry,
Or woes to cause the falling out of hair!
As such we revel with horrific glee,
From biggest horror momentarily freed.

Yes! Naught but joy is found on Hallow’s eve!
And naught but friends and fun exist today!
We meet in streets and houses prepped to play,
‘Til drunken rapture do we all achieve.
So shed your fears, though fears do be the theme,
And stuff your tums with processed sugared things,
And wear your devil horns and angel wings,
And post some spooky scary skelly memes!
Leave Mintchev quizzes for another day,
Put down your paper, pencils, stencils too,
Make all the school a kooky costumed zoo,
A haunted hellish gleeful cheerful fray!
To make the most of this, we all should strive,
For only once a year we’re so alive.

<3 happy halloween all my lovelies

MILES OF MOVIES: THE ACCOUNTANT

MILES BARBER (CE ‘18)

The Accountant tells the story of Christian Wolff (Ben Affleck), a forensic accountant with a unique upbringing as a result of his autism; his father had Christian and his brother Braxton trained in numerous forms of combat to be able to defend themselves against the inevitable bul- lies Christian would face. Now an adult, Christian uses his training and aptitude for math to do accounting for drug lords and crime bosses, trying to keep his identity a se- cret. Still, he’s been photographed near his clients, which attracts the attention of Raymond King (J.K. Simmons) at the Treasury Department. If that weren’t enough for Wolff to worry about, his current accounting job at a Robotics Company is proving to be quite a puzzle.

The result is a thoroughly entertaining film with plenty of twists, a fair amount of mystery, and even some humor. The humor is mostly from Christian Wolff’s awkwardness, which Ben Affleck perfectly executes. Beyond this enter- tainment, however, *The Accountant* doesn’t have all that much to offer for a few reasons.

The first is that the story is a bit too complicated for its own good. Even without the flashbacks to Christian’s upbringing, this film would still be struggling to keep its narrative as simple as possible. So it should be no surprise that parts of this film consist almost solely of exposition, most of which comes from Raymond King. In fact, if you removed this Treasury Department storyline from the film, I don’t think anything would change—more reason to be- lieve that it’s only there to reveal critical information to the audience.

That leads to the biggest problem with the story: it’s just not creative enough. *The Accountant* had a good enough premise but doesn’t really deliver a good story. With more focus and attention to certain scenes, this film could have been great. The writing just couldn’t come up with better reveals for the twists in the film and couldn’t execute some of its best scenes. What could have been a really suspense- ful thriller centered on a mysterious character became a standard film that explained everything to you instead.

Still, *The Accountant* was entertaining. It featured a good performance, some surprising humor, and effective action. The story was a little muddled and the film should have found better ways of revealing information, but I still had a good time watching this movie. I just wish it had lived up to the potential I’m sure it had.

Grade: B-

NEWS BULLETIN

New Chemical Engineering Job Post

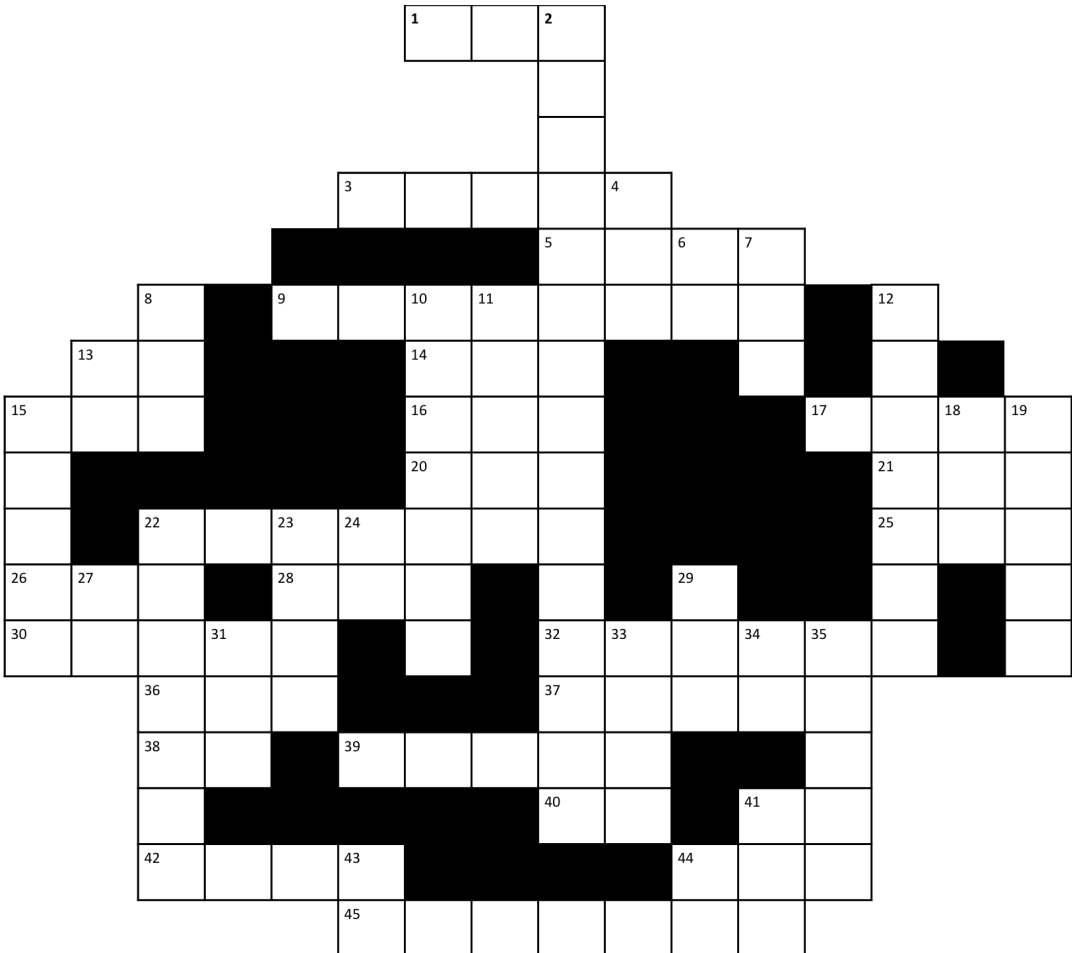
The Department of Chemical Engineering has posted a tenure-track faculty position at the Assistant Professor level, beginning in September 2017. If filled, it will be the first new hire since Professors Davis and Lepek in 2009. The job post encourages applicants to have conducted research in biochemical engineering or biotechnology in addition to requiring a strong basis in chemical engineering and a doctorate related to the field.

Presidential Transition

The Board of Trustees and the Cooper Union administra- tion have released a transition plan for President-Elect Laura Sparks. The outline can be found on the Cooper Union website and aims to include all members of the Cooper community. In the currently ongoing “Transition Phase,” Sparks will meet with not only students, faculty, and alumni but local government and community leaders as well. The first six months of Spark’s presidency will in- clude an “immediate focus on consent decree compliance, financial management, Free Education Committee, and Middle States accreditation.” The plan ends with a fund- raiser and community-wide inaugural events.

CROSSWORD PUZZLE

TOBIAS STEIN (CE ‘18)



ACROSS:

- Curious exclamation
- Salutation
- Frozen snowman
- Outdoor clothing co. Mountain ____
- Helen (Jr.) and George (Soph.)
- We ____ the world for Haiti
- Tango quorum
- ____ kwon do
- “Be there soon,” Shake- spearean
- Certified nurse, same field as 36 across
- Thrown before crossing the Rubicon
- Macbeth trio

- ____ de la cité (Parisian Island)
- Me?
- Fish eggs
- Chicago gets this deeply wrong
- Halloween bobbing goal
- US academy for child doctors (abbrv.)
- Temptress
- Comic Con or spicing up the bedroom
- 17’s method of trans- portation
- Reply to “ty”
- Vancouver’s province
- Campbell’s staple
- Halloween animal
- “ ____ Treat!”

DOWN:

- October means it’s...
- “¡Viva el matador!”
- Two letters, 12 steps
- Disco costume need
- Ghost exclamation
- Found in toolbox, also a lifestyle
- Does the carpet match the...?
- Halloween objectives
- “Yo bro can you text me the ____”
- Associated with a lady dog
- Canola
- Don’t judge me, I have ____!
- Cedric, Tom, Severus
- “It’s a ____!”

- Product of incomplete combustion
- Yiddish exclamation
- Classically, ‘adult’ radio station
- Ray gun sound
- ____ my ride
- French article
- Pass into law
- Law school exam
- Muscle recovery program
- Type of Burnham

