

## Classes cancelled for Agenda Days

### AGENDA DAYS SCHEDULE

Tuesday, May 6: 8 pm Channel 2 will broadcast a special program on proposed state legislation regarding order on college campuses.

Wednesday, May 7: Classes cancelled 1-5 pm

1:15 All-Institute Convocation, Kresge Auditorium. President Howard Johnson will speak.

2:00-6:00 Departmental meetings and small student faculty discussion groups

6:00 and evening—Students and faculty encouraged to have dinner together

8:00—Probable Special TV show: "The Contemporary University in Society as Seen from MIT" with MIT panelists. Specially planned to focus on the issues MIT faces and spark student-faculty-staff conversation that evening.

Thursday, May 8: Classes cancelled 2-5 pm.

2:00—Topical discussions begin; program will include all major issues faced by MIT and will feature key Institute personnel in each area. Students encouraged to continue discussions with faculty members in groups formed Wednesday.

6:00—Dinner: Students, faculty and staff again encouraged to eat in one another's homes.

All members of the community should begin extending invitations for evenings and plan to meet for informal discussions by class sections or living groups Wednesday and Thursday afternoon. The clearing house (X7580) will assist in co-ordinating evening invitations, discussion groups, and topical discussions, as well as answer general questions.

By Steve Carhart

Classes will be cancelled from 1 to 5 pm Wednesday and from 2 to 5 pm Thursday to allow all members of the community to participate in the Agenda Days program.

The program, which was conceived by the Arrangements Committee formed at the last faculty meeting, is an endeavor designed to facilitate action by all members of the MIT community in resolving a number of pressing educational, social, and political issues on the unfinished agenda of the institute.

This week's program is fundamentally different from past seminars and discussions because every effort is

being made to see that the ideas and opinions expressed this week will go into appropriate "output" mechanisms with the authority to act in the areas under discussion. Among these are the faculty (ROTC), the Pounds panel (Special labs and war-related research), and the Commission on the Nature and Purpose of the MIT Education, which is expected to begin work this summer in the fields of educational and structural reform.

The program will begin with a massive convocation in Kresge Auditorium Wednesday afternoon at 1:15 pm. This will be followed by a series of departmental meetings, both en masse and in smaller groups. It is hoped that these will encourage student-faculty dialogue in areas not normally discussed in the classroom. That evening, a television program may be shown which will feature a broad spectrum of the MIT community with representatives of other universities. A number of issues will be raised and defined in a discussion which will hopefully set the tone for the following day. It is hoped

that students and faculty will watch this program together in living groups.

On Thursday afternoon, a wide variety of topical discussions will be held which will deal with a number of the specific issues MIT faces. These discussions will feature experts from various fields. The Arrangements Committee will organize groups for those issues of the greatest general interest, but anyone who is interested in setting up a group on other issues is encouraged to do so. The Arrangements Committee will provide publicity, space, and any resource individuals request. There is an information center in the East Lounge of the Student Center, X7980, which will handle all questions and resource problems.

Thursday evening, faculty members are encouraged to eat dinner with students, perhaps at faculty homes or in student living groups. The Committee hopes that out of this program will come new student faculty relationships which will spark continuing discussions of these issues on a regular basis.

## Union seeks court injunction

By Joseph Kashi

Charging that MIT is planning to close Lincoln Laboratory, Local 254 of the Building Service Union is seeking a federal injunction to prevent MIT from shutting down the Lab.

In addition, the injunction will seek to prevent MIT from eliminating any of its defense contract with the US government. The Union is also filing unfair labor practice charges against MIT with the Boston office of the National Labor Relations Board. Edward Sullivan, Business Manager of Local 254, contends that MIT failed to obey the NLRB act by its alleged planning to close the Labs in response to pressure from radical students. Sullivan claimed that the students were "...a group of pseudo-intellectuals vagabonds who are stirring up the trouble at MIT."

Sullivan claimed that closing the two labs with their combined one hundred and eighteen million dollar budget would be a "colossal economic blow. The whole economic life of the area is at stake." The union's contract will expire on July 1, 1970.

The NLRB suit also seeks to forestall any discussion of the future of the Instrumentation and Lincoln Labs until the NLRB rules upon union charges.

The charges apparently stem from a letter circulated by President Johnson on April 25 to the MIT community proposing the Pounds Commission. Sullivan maintains that this letter is an indication of MIT's decision to phase out the labs in response to left-wing pressure.

In a recent statement, Dr. Lee DuBridge, Nixon's Science Advisor and former president of Cal Tech, expressed his belief that war-related research was inappropriate to the campus. He further stated that this type of govern-

ment-supported research was a detriment to effective teaching. DuBridge noted that MIT is now moving in the direction that Cal Tech took twenty years ago when it began to phase out war-related research.

Sullivan, speaking for the union said, "we're looking for the MIT community to bring the MIT administration to its senses. It's no longer a question of campus fun and games. It is the economic security of thousands of people in the Greater Boston area which is at stake."

## Spring Urban Conference will survey MIT's efforts

By Duff Roberts

The MIT Spring Urban Conference will bring together participants from every department Friday and Saturday in an evaluation of progress in urban affairs research at the Institute.

Several people from outside the MIT community will also attend the meetings, which are being sponsored under the auspices of the Urban Coordinating Group.

Prof. Robert C. Wood, Head of the Department of Political Science, said the conference will be in part a follow-up to a convocation held a year ago Christmas. That activity attempted to determine what contributions MIT could make in the field. Prof. Wood further said the meetings this week would provide an opportunity to learn "how people from the outside

view us" and to get "a sense of how we're progressing."

Reaction to be heard

The Friday meetings will have the objective of relating what urban affairs researchers have been doing within the Institute; the views and reactions of experts outside MIT will be heard Saturday. Topics to be covered will include city planning and the relationship with policy of problem-solving and research.

Wood said he expected no formal conclusions to be drawn from the meetings, that the aim is primarily to facilitate the exchange of information. He said preliminary plans are being formed for a conference this fall covering a much wider range of topics, including "MIT curriculum, MIT action, and community programs."

## Witnesses defend Lincoln Lab before Special Lab hearing

By Bill Roberts

The Special Laboratories Review Panel (Pounds Commission) met Saturday morning in 9-150 to hear various members of the MIT community present their views on the current special laboratories situation.

Among the first to speak was Professor Benjamin Lax (VIII), Director of the National Magnet Lab. Lax pointed out that the issue could not be resolved along classified versus non-classified or Department of Defense versus non-DOD lines; much classified work is done under the auspices of the Atomic Energy Commission, while the DOD sponsors unclassified work at the National Magnet Lab and the Research Lab for Electronics. He concluded, "Let's not throw the baby out with the bath."

Absolutely essential

Several persons, including Professors Bernard Burke (VIII), Wilbur Davenport (VI), and Irwin Shapiro (VIII & XII), pointed out the value of the special labs and the unavailability of comparable facilities on campus. Professor Rene Miller, Head of the Department of Aeronautics and Astronautics, emphasized that "(in the department) we feel that the Instrumentation Laboratory is absolutely essential."

Several students who had done work at the two laboratories also emphasized the ready availability of facilities and personal help at the laboratories. One said that the Lincoln Lab solid state physics apparatus he needed was the only one of its kind in the area and one of the very few in the entire country. Another said that there was no great faculty-student division; that "we're all part of the team."

Creates standoff

Kenneth Fertig, Associate Director of the Instrumentation Laboratory, stated that he felt that part of the problem was the individual frustration with the size of the government and the inability of the individual to affect it. People have to get together to effect something useful, he said, and the research lab teams feel that they are indeed useful. "Some of us make no apologies about defense," he said. "We feel it helps create the standoff which enables other people to work."

Professor Victor Weisskopf, Head of the Department of Physics, stated that he felt that MIT has a certain responsibility for leadership and that

the current status of the labs was "counter-productive of leadership" in that certain projects received funds while others, such as medical and social research, got next to nothing in comparison.

Professor Richard Frazier (VI) stated that of the 123 electrical engineering theses researched at the special labs, only nine had been classified; none since 1962.

Classified theses

Professor Robert L. Bishop, Dean of the School of Humanities and Social Science, asked that, since the percentage of classified theses is so low, why not do away with them altogether? It was mentioned that, since final decisions on classifications are not made, until a document is complete, this would mean that students would effectively have to write their theses before beginning them, to insure that they would not be classified, while MIT requires that a student get approval before starting. Frazier said that of the nine EE classified theses, in his opinion most could have been declassified by a small amount of rewriting to omit such things as specific information on certain pieces of equipment.

It was mentioned that most of the unclassified Lincoln Lab work could be done on campus, but the equipment and staff are in Lexington — "Why throw it away?"

MIT's image

The question of "How is MIT's outside image affected by the special labs?" was asked. It was pointed out that MIT's reputation as a stronghold of military research could be derived in part from the bookkeeping process which includes special labs budgets in the overall Institute budget; Caltech and the University of California, for instance, do not do so.

Jonathan Kabat, one of the Commission members and a member of SACC, stated that he felt the main issue was not classified work, but whether the work is actually related to national defense. He stated that he did not think that most of the work was relevant, citing the last US deterrent force and saying "our idea is to deter the whole thing." He suggested a one-year research halt as a "tactical" maneuver for world disarmament, rather than the "strategic" step of unilateral disarmament, saying, "We want to change inertia, not throw up our hands."

## Open House draws 15,000



President Howard Johnson welcomed an assembled crowd of 2,000 to the opening ceremonies of Open House 1969. Special guests seated behind him are (from left) Russell "Rusty" Schweikart, Col. David Scott, and Cambridge Mayor Walter Sullivan. Over 15,000 people attended the Open House exhibits.

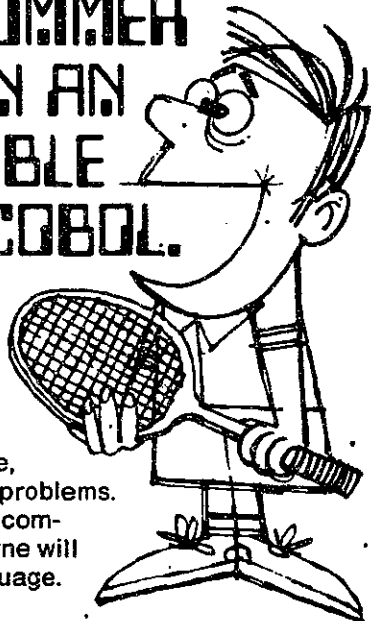
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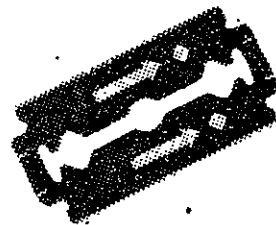


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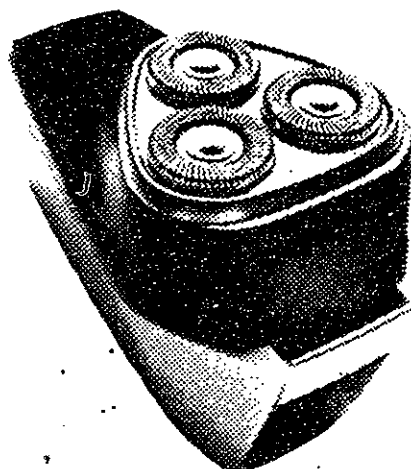
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## Announcements.

\*A reference collection on MIT and its activities has been created in the Student Center Library. The current President's and Treasurer's Reports, Policies and Procedures, compilations of research projects and publications, and information on the Corporation are among the publications pertinent to the debate on the future of MIT.

\*Summer Session Registration Material must be returned to the Registrar's Office, Room E19-335, or the Information Office, Room 7-111, before 5:00 pm, Wednesday, May 21.

\*All students should obtain an examination schedule at the Information Office, Room 7-111. Examinations not listed, or a conflict in examinations, such as two exams scheduled at the same time, must be reported to the Schedules Office by Friday, May 9, 1969.

\*The Nominations Committee of the new Student Government is currently engaged in filling appointments to administration and faculty committees. There are currently positions open on the following committees: Academic Performance, Student Environment, Athletic Board, Community Service Committee, Community Service Fund, Evaluation of Freshman Performance, Placement Services, Registrar's Office, Activities Development Board, Task Force on Equal Employment Opportunities, and Privacy of Information. Anyone who would be interested in serving on any of these groups for the next year should contact Wells Eddleman, X3161, as soon as possible.

\*Stephen Spender, internationally known poet, will give a dramatic reading of his poetry at the Jewett Art Center, Wellesly College, Tuesday, May 6, at 8 pm, free. MIT students are especially encouraged to attend.

\*Nominations Committee will hold a meeting Sunday at 2 pm in Room W20-400 of the Student Center.

\*Dr. Francis Press of the Department of Earth and Planetary Science will meet informally with Freshman interested in Course XII-B on Thursday, May 8, in 54-923 at 4 pm. Refreshments will be served.

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# Agenda Days

This week's Agenda Days are an excellent opportunity for the entire Institute community to take a thoughtful look at where we now stand and point the direction for needed changes in our institution.

Some may think these activities to be a frivolous distraction from the proper business of the Institute. While this may have been true in the past, growing awareness of the dislocations our society faces and the potential of the university for dealing with them makes it imperative that each member of the community at least be fully aware of the issues, and address his input to those who must come with these problems on a regular basis. Those who in the past have relied on the administration to shield them from these realities may be shocked to realize that by its own admission, the problems are so great that the administration cannot handle them alone. Many of us, of course, would add the corollary that we must now allow the administration to even attempt to do so.

The problems we face are immense: how to rationalize Institute participation and support of

government policies so many of us find repugnant; how to allow individuals within the community to participate in their education, how to make the Institute a better instrument for accomplishing needed improvements in society, how to structure the Institute so as to make its policies acceptable to the consciences of all members of the community.

It is absolutely vital that this week's program be viewed not as an end in itself, but rather as a beginning. Our problems will not vanish because we spend a couple of afternoons and evenings discussing them, but we probably will have a better understanding of what the issues are. Merely talking about issues will not bring action. However, provisions have been made for those who will be charged with settling some of these problems to be present at these discussions to collect inputs for their deliberations. Finally, it is hoped that a clear exposition of the issues we face will bring home to many the urgency of our situation. If so, it will be none too soon; for many people, this may be their last good chance to influence decisions which will affect them.

## ROTC: A new approach

In consideration of the ROTC issue, one very excellent channel of opinion which seems to have been overlooked is the General Assembly.

The General Assembly was specifically designed to make possible the discussion and resolution of many issues such as this which now face the Institute. It was intended to provide a clear statement of student feelings on such matters.

This month, the General Assembly meets the evening before the faculty meetings at which ROTC will be considered. If this is deemed too late to have an adequate effect on the faculty, a petition signed by only a quarter of the General Assembly members or 10% of the undergraduate population will be sufficient to require the UP to call a special meeting to discuss the matter.

There are great advantages to be had for whichever position is able to win a vote of confidence from the General Assembly. If some sort of compro-

mise motion carries, this too will be significant in informing the faculty of the range of student opinion. The General Assembly is the only legitimately constituted source of student opinion which is currently operational short of a full-scale referendum. The faculty cannot help but heed any discussion of the issue held under these circumstances.

Members of the Assembly who feel strongly about this issue should begin now to generate a consensus among the Assembly members. It will not be sufficient to walk into the meeting having laid no groundwork for a meaningful debate and vote.

Anyone who despairs of having his voice heard on this issue should recognize that there is at least one representative in his living group whom he can influence, and that the potential exists for organizing a group of representatives without too much effort. He can also recognize the fact that if the Assembly speaks with any sort of unity, the faculty will be ill-advised to ignore its wishes.

## SACC and the unions

The attempt by the Building Services Int'l Union, AFL-CIO to obtain an injunction against further deliberation by the Pounds panel on the grounds that it constituted a threat to the jobs of union members dramatizes one of the many side effects which will have to be considered in any reorientation of MIT research efforts.

SACC has stated that it does not seek to bring about changes in the nature of our research efforts at the expense of the employees of the laboratories. This is good. However, it will be a very difficult matter to accomplish both goals simultaneously, and there are many groups which will oppose any change in the status quo regardless of its justification.

SACC would like to see a re-orientation of the nature of the research done in labs which would not damage the continued existence of the labs. However, we suspect that the unions, among others, will oppose any massive project changeovers which it seems to us would necessarily disrupt their work. In addition, it seems to us that it would be rather difficult to use the skills developed in Lincoln and Instrumentation Laboratories for projects very unlike those currently underway, though we feel that this is a question which should be explored by the Pounds panel. Finally, even assuming that it is possible and desirable to reorient the direction of the special laboratories and that those who work there feel that it is appropriate, there is the major

problem of funding. Will the money exist to keep these laboratories functioning if the weapons research money is cut off? Might such a reorientation of the laboratories make it more difficult for the Institute to get money in other areas? These are all questions which have not been answered to our satisfaction yet.

This SACC-Union conflict illustrates a point which apparently has not sunk in for some people: the interests of the students and the workers of this country are for the most part contradictory. Those who speak naively about any worker-student alliance are simply living in the last century. This is the reason that there cannot be a revolution in this country: the majority considers itself to be well off and is prepared to repress any minority which threatens the majority's material well-being in the name of idealism or justice.

This is not to be construed as an argument against continued action for justice for blacks and underdeveloped nations, internal restructuring of the university, or a more responsive government. Rather, we feel that this is a fact of life which must be considered in planning that continued action.

We feel that one novel approach to the present situation would be for the administration to temporarily step aside in this dispute and allow SACC and the unions to discuss this matter directly; at the very least both sides will understand one another better.



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## Homosexuality as subject makes entertaining 'Boys'

By Robert Fouser

Writing a good play is always easiest when the subject is something definite. If a playwright starts out to explore a facet of, say, the nature of man, he really hasn't done anything at all—his topic suggests little in the way of character or plot, and he can't even understand it very well. On the other hand, if he works more at showing what certain sorts of people do, and less at explaining why they do things, he's on much firmer ground. As always, the harder path will produce the greatest works; but any means can be worthwhile if the playwright has the skill. Mart Crowley, in his first play, *The Boys in the Band*, has shown he does have the skill; and while he may have taken the easy way out at times, it hasn't prevented an undeniably impressive—and entertaining—result.

*The Boys in the Band* is about how homosexuals act in their own society. Stories about homosexuals are nothing new, though they're still likely to disturb a few people; however, customarily they've never been very representative. A recent movie, *The Sergeant*, is typical: one officer makes advances to another, is rebuffed, and goes and kills himself in despair. One would think the homosexual is always alone in "normal" society, and can never cope with it.

### Reveals true problems

In truth, things are quite the opposite, and Crowley has made it his work to make that point clear. His setting is a birthday party in a New York apartment, attended by eight homosexuals; his characters are varied—in effeminacy, temper, intelligence, wealth, even race—to show their society as more

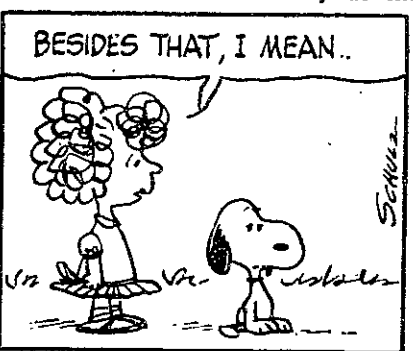
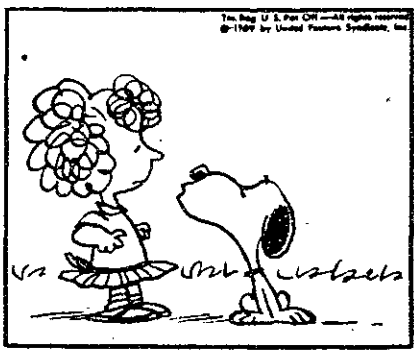
than one-dimensional. Into the party, by chance, comes a "straight" college friend of the host (how straight, it's sometimes not too clear), who helps to inflame tempers. From then on, the author's points come naturally. There are the problems of trying to maintain permanent relationships and wanting to be straight, and the recollections of first loves and the final realization that one wasn't straight. Even the stereotype situation is taken care of: one character who brags about killing himself is admonished that it's not like in the movies—he'll never have the guts.

So far this might well be a description of a clinical report, and no doubt there is one that treats it all in detail. It isn't, though. It's a real, live play—it holds attention, its plot is suspenseful and extremely clever, and, especially in the first act, it's as funny as any good comedy. In the end, certainly, it is far from comic, as the topic dictates; and the transition to a more serious atmosphere is perhaps a bit too abrupt. Still, it's a play worth seeing just to be entertained, and to enjoy the playwright's skillful use of an anything but worn out topic.

### New production fine

As for the Boston production (at the Wilbur Theatre), it does the play full justice. The director, Robert Moore, also did the original Off-Broadway production, so likely there have been few changes. The actors, in what are certainly not the most natural roles, do a magnificently convincing job; and since much of the play's purpose is to convince, they deserve credit for much of its success.

Still, one shouldn't expect the success to be too overwhelming. As I've mentioned, this is more a play about what people do than about what they are. The characters, created to show how they interact, are not fully developed, and a good part of their motives is left unexplained. *The Boys in the Band* is far from one of the most revealing works of theater; but it's one of the more absorbing and entertaining plays in recent years—and that's far from nothing.



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# Why ROTC should be kept

(Ed. Note: The following article is a student's response to the article published earlier in which Professor William Watson called for an end to ROTC.)

By R. J. Hekman

The position of ROTC at MIT is being discussed on two almost independent grounds. The first is the more straightforward: The academic compatibility of the ROTC program to the MIT community. The second area of discussion is more political, and even philosophical in nature, and concerns a much more fundamental question than merely ROTC. Specifically, it is: What

should MIT's role be regarding the situation in which we, as a nation, find ourselves, and who should be making these decisions on behalf of MIT? ROTC enters into this matter only as a viable, supportive link between our campus and the "military industrial complex."

Any discussion of this situation, to be completely exhaustive, must deal on both levels. The first question, concerning the academic compatibility of ROTC to the MIT campus, has been evaluated and discussed numerous times. It is natural for one to approach

a topic such as ROTC with various preconceptions and stereotypes. Common stereotypes are that the courses in the ROTC programs deal primarily with the "art of killing," the way to polish an M-17 rifle, and how to sail a ship. Further, this argument notes the instructors are generally out of touch with reality and fairly illiterate; that the Institute has no control over curricula or staffing; and that the students in the ROTC programs are themselves dull, uninvolved, and authoritarian, who never question anything they are told.

For those who have taken the time to discover the way in which the ROTC programs operate it is almost impossible for one to maintain these preconceptions. Through the diligent efforts of Professor J. M. Austin and his ad hoc committee, over the past 16 years, the ROTC programs at MIT, more than the programs at any other institution, have become very compatible on academic bases to those of the Institute. Many have written on this subject. Rather than repeating these arguments in detail, I would like to summarize the basic points:

1. The ROTC departments (Naval Science, Military Science, Aerospace Studies) are very similar in organization structure to the other departments in the school, including the hiring and discharging of instructors, the acceptability of structure and content of courses by the MIT Faculty, and participation in faculty discussions and activities.

2. Student participation in ROTC is entirely voluntary. Individuals join the programs to become officers in the armed forces, and do not receive additional academic credit. Yet the programs have become somewhat unpopular in recent years because (a) few people at MIT know enough about their own future situations to be able to predict accurately that they will like to spend two, three, or four years of their lives in a branch of the service, as opposed to graduate school or other employment; and (b) many of the programs which offer numerous advantages (such as scholarship stipends, flying lessons, and challenging duty) have not been adequately promoted by the services. This is to their discredit.

Someone has objected to the constraint the military services put upon an individual when he signs the papers and takes an oath during his junior year of school. Few people, however, realize the in taking this voluntary oath, one is in effect joining a reserve branch of the service, which includes a monthly stipend privilege. This contract is neither more or less binding than any other legal contract and simply states that if one leaves the program for other than certain reasons, he is liable to be drafted in that particular service. A person who signs the contract, who is fully conscious of his action, and who receives regular pay from the service for tuition and/or in cash, has little reason to disagree with the enforcement of such a law.

3. The content of some of the ROTC courses does understandably contain elements pertaining specifically to the military. However, more and more courses in all three services are moving completely into the areas of political science, industrial management, and psychology. Ironically, many students who normally take engi-

(Please turn to page 6)

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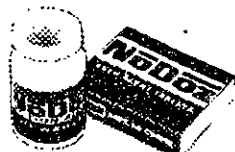
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# A student defends ROTC...

(continued from page 5)

neering subjects receive a much more liberal education because of (not in spite of) ROTC. In addition, it should be noted that an increasing number of these ROTC courses at MIT are being taught by non-military professors.

To add a slight personal touch to this position paper, I would like to say a little about my courses in the Naval Science Program. Every other school which has a Naval ROTC program requires students to take one basic course per term in subjects such as navigation, engineering, and weapons. MIT's program, however, has only two required full-year courses (in both the Freshman and Senior years). This year, the Freshman course has been a study of modern history as interpreted by a naval historian. Although there were, in my opinion, a number of errors in his conclusions, I did appreciate the fresh outlook on history. (Incidentally, the instructor, a lieutenant in the Navy, is in the doctoral program in political science here at the Institute and was very helpful in relating our studies to other works.) Next year the Freshman course will be changed to a study of basic management practices.

The course I am taking this year as a senior is called Naval Industrial Management. Although my MIT major is Industrial Management, I have learned about many things in my Navy course (such as the history of labor unions, motivation, production schedules, etc.) that I have not learned in the Sloan School Program. I have even recommended to many of my fraternity brothers who have a side interest in Industrial Management to take the Naval Science course for an excellent background on the subject.

I am confident that Professor Austin's influence has made the Army and Air Force courses similarly interesting and informative. This is not to say, however, that everything in all courses is free from fault. By no means. It is in the best interest of the school, students, and ROTC programs regularly to examine the educational quality of their faculty and courses as is done in other departments.

The above, I feel, replies adequately to the question of the academic compatibility of the ROTC programs to MIT standards.

It is the second question concerning the interaction of the "establishment" with the opinions and beliefs of minority groups that bears only on the relatively innocuous question of ROTC, but also on the variety of more crucial issues being raised by newspapers, in classrooms, in protest marches, and occasionally in riots throughout our nation. For the first time in recent years, people in all strata of our society are asking the fundamental question, "Who has the right to control the power in our country?"

Why are people questioning the old structures? I believe that people of all types—young and old, rich and poor, civilian and military, leaders and the led—are overcome by a sense of disillusionment with our way of life. Many people are horrified to the point of despair with the manner in which the Vietnam War claims weekly the lives of thousands of human beings, as well as consuming humane uses. Government and industry have promised on many occasions to give us a technological mecca, yet examples of both infective moral and physical poverty flourish in suburbia as well as the ghetto of our country and the world. Coupled with this disillusionment of many people is the increased fluidity of our culture as well as the absolute rate at which changes are taking place. Young people, who are traditionally idealistic and impatient and have, in the past, been held in check by the weight of their elders' "experience," are, today, shunning the "wisdom" of the establishment and are actively seeking a special justice of their own.

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Simultaneously, we have project this disillusionment and anger onto the formal figureheads of our society—certainly, it is thought, if anyone is to be blamed, it should be the military-industrial complex. The leaders of this establishment—subject to the same disillusionment as well as extreme pressure—react either defensively or, as all too often happens, by making short-sighted, faulty decisions that provide temporary solutions at best. These reactions only reinforces the belief of the people that the leaders are indeed the ones at fault.

Those that oppose ROTC on philosophical (rather than academic) grounds are in themselves not a monolithic group. There is a minority who, although they may claim and actually believe that they are motivated by the highest ideals, are betrayed by their actions. Having, in their opinion, been imprisoned within a society which breeds injustice, they feel it is their duty to tear down the old structure and to rebuild it in their own manner. They aggressively impose their opinions in the form of "demands" on various

people and organizations to achieve their "noble" ends.

Although these individuals insist that they desire a truly equitable, rational and objective solution to a given problem, their terms are defined vis a vis their own highly subjective moral presuppositions. Because they begin to see themselves as being the final point of reference, they allow no room for a truly objective dialogue. They state in effect: "It is 'clear' that we are in the right and you are in the wrong; we must, therefore, do whatever is necessary to accomplish our own worthy goals."

This attitude is, at best, hypocritical and, at worst, dangerous. It is hypocritical in the sense that this arrogant attitude is precisely the same as that which the military-industrial complex is reputed to express. It becomes dangerous when one considers the logical conclusion of this attitude. When a group begins to believe in its own inherent moral infallibility it can more easily rationalize and action such as the take-over of campus building as

(Please turn to page 7)

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**ROTC defence..**

(continued from page 6)  
a platform from which to issue demands. Although this particular is relatively harmless, it is sufficient to prevent the establishment of any real person-to-person communication between the opposing sides.  
The only alternative is to sit behind ones Weltanschauung barricade and fire poignant one-way barrages at the opposition in an attempt to destroy his position, rather than jointly and in a rational manner search for the truth. What does this imply? It is precisely that this atmosphere of non-communication and arrogance, when carried to its logical conclusion, will result in destruction, physical violence, and even war itself.

feel that ROTC can be a very effective means to get into the military/political system in order to effect reform. To say that an individual with ideals will lose his idealism when he becomes part of the system is the same as saying that his ideals from the outset were actually less important to him than the material rewards to be gained from the system.  
Again, I cite a personal example: In June, I shall begin working in the office of the Secretary of the Navy at the Pentagon. In this task I will be asked among other duties to write numerous articles and help decide certain policies. I believe firmly that this section of our military will be better because of my contribution to it.

It is time to recognize that there is more than one establishment in our society—that all establishments are led by equally fallible human beings; that arrogance is not the avenue to truth.

There is another group of individuals who may or may not be against ROTC specifically but who do want an equitable and rational solution to the problems of our society. This group comprises the vast bulk of the American population. Although they share the feeling of disillusionment with the present system, they realize that our military-industrial and political leaders are not solely at fault for any of our national or individual problems. They recognize that to form what soon becomes "the other establishment" is only to add to the overall confusion and chaos. They realize that the best way in which to combat the evil in the existing establishment is not to spend a year or two in open defiance like as throwing salt on a wound, but rather to dedicate themselves to a lifetime of labor within the real communication structure of the system and to heal it by their own personal efforts.

To ask the ROTC units to leave the campus is to say, in effect, that MIT as an institution does not wish to contribute to nor to communicate with the government that represents us. It precludes the possibility of ever establishing a workable system of communication, which is so greatly needed at this time. It will, on the other hand, further divide an already segmented society.

True, this procedure is slower and much more tedious, but it is the best way at this time to obtain greatly needed long term solutions to our societies problems. One runs the risk of being ineffective—but true freedom always implies a risk.

To keep ROTC does not imply the wholesale acceptance of the military-industrial complex. What it does imply is that while we grant that there are numerous problems in our society and that the military-industrial complex may share a big responsibility for the existence of (or lack of solution to) these problems, it is no solution at all to isolate one's self from the problem area and let it irreversibly stagnate alone. Rather, if there are solutions to our problems, they can be found and employed only as we are willing as individual and groups to hold to our own beliefs, voice our own opinions—yet, at the same time, to maintain an attitude which allows us to honestly listen to the viewpoints of others and, overall, to respect the decisions made by the majority. With this attitude, we will desire to keep ROTC as an open door for a frequent interchange of ideas (including opinions of support as well as criticism), projects, and also personnel between MIT and the military.

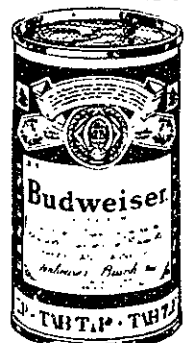
Some people in this latter group

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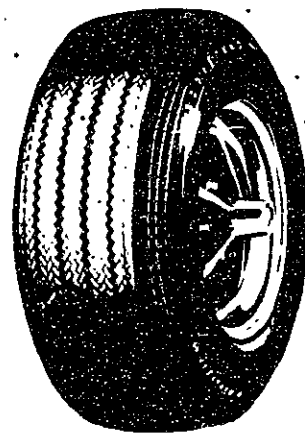
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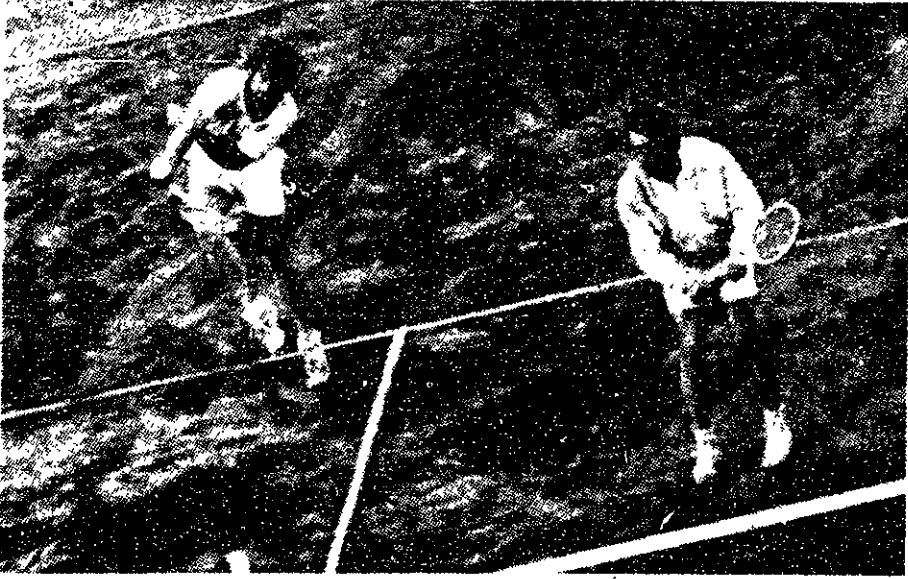
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# Racquetmen trounce Trinity in registering fourth shutout Tech nine snaps 8 game slump



Bob Metcalfe '69 sends the ball screaming across the net with an overhead return. Metcalfe and Tom Stewart '69 (right) helped in the shutout over Trinity with a win over their double foes.

By Don Arkin

The tennis team got back on the winning track in preparation for the New England's this weekend as they collected their fourth shutout of the season against Trinity. Only two of the doubles matches went to three sets in the convincing sweep as Tech ran its season record to 10-3.

Tech had two switches in its lineup as a result of successful challenges during the week. Bob McKinley '69 won the top spot from Skip Brookfield '69 and Steve Gottlieb '71 grabbed the six spot from Joe Baron '70.

By winning his challenge, McKinley won the honor of playing Trinity's top man, Mike Beuteman. He was no match for McKinley, as Bob rode his overpowering spin serve to a 6-2, 6-4 victory.

Skip Brookfield had little trouble in the two sport beating Chuck Wright 6-3, 6-2. Skip's steady ground strokes and good net play kept the match well under control.

For a while it looked as if Bob Metcalfe '69 and Al Gibby would be playing all night as they each won with their serve until the first set was at 5-4

with Gibby serving. But Metcalfe broke his opponent's serve in the tenth game to win the set, and then blitzed him in the second set 6-0.

As usual Manny Weiss '70 was the first off the courts for Tech as he topped Ron Cretaro 6-2, 6-0. Weiss; opponent hastened his defeat by consistently hitting the ball to Manny's superb backhand.

Tom Stewart '69 and Steve Gottlieb '71 beat their opponents by identical 6-4, 6-2 score to complete the singles whitewash. Gottlieb played his usual steady game, capitalizing on every mistake his opponent made.

In the first double, McKinley and Weiss dropped the middle set 4-6, but won the other easily 6-2, and 6-1. The key to the win was Weiss' quick net play and great lob shots by both players.

Metcalfe and Stewart had a tough time in the first set before winning 7-5, however the second set was easier as they put their match away 6-3. Steve Cross '71 and Scudder Smith '69 had some trouble after an easy first set, but still came out on-top with a 6-3, 1-6; 8-6 victory in the third doubles.

By Jay Zager

The baseball team's dormant hitting attack came to life last Saturday as the varsity nine, led by the hitting of Bob Dresser, Jeff Weissman and Moose Freyberg, pounded out 11 hits in defeating the Coast Guard Academy 8-4. The game was the night cap of a doubleheader. The Bears won the first game by a 5-1 margin to extend the Tech slide to eight games. It was all MIT in the second game, however, as sophomore Steve Rock won his first varsity game. He pitched a six-hit complete game.

The first game was typical of many games this year. The engineers got off to an early lead. Lee Bristol singled to start the game and was sacrificed to second by Dresser. Whiel two Tech hitters could not move Bristol around to score, Coast Guard pitcher Dave Dubois would as he tossed two wild pitches. That was the extend of the Tech offense. For the rest of the game, the Tech batters could only manage three more singles. Tech fielding was not much better as five errors contributed to three unearned runs.

In an effort to shake up the team, Coach O'Brian called upon number three pitcher Steve Rock as his second game starter. Rock had, only started two games this season, and his record was 0-1. Dave Dewittee, the losing pitcher in the opener, was given a first

baseman's mitt, and Bob Gerber was sent to right field. With John Compton still playing third base, and Mike Neschleba at second, this new lineup was as juggled as would seem possible.

But in the top of the first inning, the engineers tried a new approach to the game—a rally. After Lee Bristol had grounded out, Bob Dresser, who was to go three for five in the twinbill, lined a single to rightfield. Jeff Weissman singled him to second, and both runners moved up on a passed ball. Bob Gerber added another hit, and the score was 1-0 with runners on first and third. Coach O'Brian called for the delayed steal on the pitcher, and Coast Guard's Steve Putnam was so amazed, that he balked home the second run as Gerber took second. With two out John Compton singled home Gerber with the third run of the inning. In the second game, Mike Neschleba reached first on an error and scored on Dresser's two out single. The varsity had a 4-0 lead.

Steve Rock has been a pitcher with

control problems. In New York he walked the first three Fordham hitter and lost 3-2 as all three men scored. But today, he found the strike zone. For five innings he pitched shutout ball. He struck out five while walking only one. In the sixth, though, his support faded, and two errors gave Coast Guard two run to pu them back in the game at 4-2.

In the top of the seventh (both games went only seven innings), the engineers set a season's record as they came up with their second rally of the game. After Rock had fanned the breeze, Lee Bristol walked and Bob Dresser reached on an error. With two men on, Jeff Weissman hit a line drive double to left to score both runners. After Bob Gerber grounded out, catcher Moose Freyberg hit a 1-1 fast-ball over the 375 mark in left-center for his first homerun of the year. The lead was now 8-2; and when the Bears could only score two in their half of the seventh, the Tech nine had ended its long losing skien.

## Stickmen smash Trinity 12-4 for seventh straight victory

By Ray Kwasnick

The lacrosse team reeled off its seventh straight triumph on Saturday with a 12-4 trouncing of Trinity. The win maintained the engineers' undefeated New England league slate and kept them tied for first.

It was one of the roughest contests of the year as a total of twenty-five penalties (17 on Trinity and 8 on the engineers) were called. However, the Tech stickman kept their cool and dominated play. Walt Maling '69 netted four goals and one assist for the winners while John Vliet '70 scored three times with two assists.

The score was close through the first three quarters. The count was 3-1 after the first period and only 4-1 at the half. Trinity closed the gap to 6-4 in the third quarter, but the potent engineer attack exploded in the final stanza with six unanswered goals to wrap up the game.

The Tech defense played a solid game as they easily stopped incipient Trinity fast breaks and started the engineer offense on fast breaks of their own. Most of the Tech scores came on good passing plays. The attackmen would work the ball around the net and look for the open man. The Trinity defensemen couldn't contain the attack in close, and this led to many of the MIT scores.

Ken Lord '71, a valuable attackman playing in his only second game since coming back from what appeared to be a season ending ankle injury, was still limping. But the sophomore scored two and one assist anyway. Ken Schwartz '69 accounted for one and one while Jack Anderson '69 was credited with one goal and two assists.

With Saturday's performances both Maling and Anderson smashed Pete Kirkwood's 1966 record of 44 points in a season. With four games left Maling with 33 goals and 12 assists and Anderson with 32 and 13 both have amassed 45 points.

Goalie Marc Weinberg '70 had eight saves as he consistently prevented the Trinitarians from scoring on the few times that they solved the tough Tech defense.

The engineers who now sport an impressive over-all mark of 9-3 host Holy Cross tomorrow at 4:00 pm.

The rifle team clinched the Greater Boston League championship with a 1356-1273 victory over Boston College in the last match of the season. The squad had been tied with Northeastern University, but the team with the highest average wins, and the engineers were given the crown on that basis. Bill Swedish '71 led the Tech shooters with a 273. Dick Evans '70 followed with a 268 while Carl Lamson-'71 hit 267 for the engineers.

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