

Faculty decides ROTC fate in special meeting tomorrow Wiesner study hits Safeguard

The fate of ROTC at MIT will be decided at a special meeting of the faculty tomorrow, May 14, at 3:15 pm in Kresge Auditorium. The meeting will be open to students who will be seated in designated sections.

The faculty will consider the following four motions which are reprinted here.

The CEP proposals

Preamble:

The Committee on Educational Policy believes that students who wish to be commissioned in the military services immediately upon completion of their undergraduate studies should continue to have that opportunity at MIT. We are also convinced that ROTC programs must be consistent with the regular academic policies and

practices of the Institute.

Recent events have focused faculty and student attention on the ROTC programs. They have raised serious questions about their compatibility with academic pursuits. These questions are not novel at MIT. During the past fifteen years, the MIT faculty, through the efforts of ad hoc committees, has led ROTC to make innovations in its programs which have made them more compatible with the academic goals of the Institute. Today they are almost unique among colleges and universities. Present circumstances and past experience lead us to believe that the Services will continue to be responsive to requests of the Faculty designed to continue evolution of the programs. The fol-

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By Alex Makowski

"It is hard to understand why a system with so many such obvious defects, both inherent and in relation to its assigned missions, should command continuing support from military leaders, and in the last few years from political leaders as well."

For the past two months Jerome Wiesner, MIT provost, and Harvard Law School figure Abraham Chayes undertook a comprehensive analysis of the proposed ABM system for Senator Edward Kennedy. Completed last week, their review will be published shortly in book form, prefaced with an introduction by Kennedy.

The study was commissioned, explained Dr. Wiesner, to correct a lack of knowledge and misinformation among both the Congress

and the general public. Written for the scientific layman, it will provide another source of data besides the official Department of Defense figures.

Other contributors

Wiesner and Chayes did not attempt the entire study themselves. "We were swamped," remarked Wiesner, "with offers to help." The two decided to ask for chapters on specific aspects of the system, while compiling a technical overview and summarizing the various opinions.

The data of the 300-plus page study is far too lengthy to be summarized here, but the authors' summary reflects their effort. (The italics are the authors' own.)

ABM faults

We conclude that the system is unlikely to perform according to specifications in the event of nuclear attack. Specifically, the report investigates possible equipment and programming failures, and false assumptions of the nature of an attack.

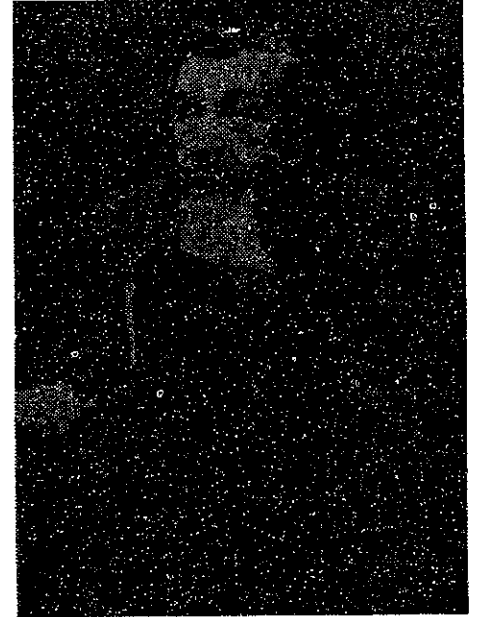
We conclude that the system is highly susceptible to penetration. The study details various penetration techniques operable by the Chinese, as well as the Russians.

We conclude that Sentinel/Safeguard is not well adapted to perform the missions assigned it by either the previous administration or the present one. Although the main emphasis of the project has been shifted from city defense to Minuteman defense, the basic components (radar and missiles) remain those originally designed for different objectives.

And we conclude that the development of the Sentinel/Safeguard now would probably start a new round in the arms race, and would seriously impede the conclusion of an arms control agreement. As Wiesner emphasized, "it is possible to greatly increase our security by halting the arms race."

Continued R and D

The review suggests continued research and development in the ABM, but asks a halt in any deployment pending arms control talks. Should these parleys fall through, deployment could be ini-



Provost Jerome B. Wiesner.

tiated with little loss due to the delay.

H-bomb and Polaris

Wiesner negated attempts to compare the current furor with the debate surrounding the H-bomb and Polaris missiles. There the controversy reflected such scientific misgivings as doubts over the possibility of a thermonuclear chain reaction.

Opponents of the Safeguard system grant the ability to develop a rocket that will shoot down another, but argue against deployment for political, social, and economic reasons. And they contend that the present system has its technical faults.

Will-o'-the-wisp

Finally, what of those that argue that no price is too high, no strain too great, when it comes to protecting American lives? The ABM may be expensive, but look at how many casualties could be avoided.

"We are all conscious, as we must be, of the dangers of failing to take the necessary steps or to spend the necessary funds to insure the safety of the United States. But there are other risks of nuclear disaster, of which we are often not so conscious. They lie in the never-ending spiral of nuclear armament stockpiling, in the quest for what is ultimately a will-o'-the-wisp—absolute security. In this quest lie very profound dangers."

Saloma fears funds cutoff

By Joe Kashi

Threatening to slash federal aid to colleges, a number of current Congressional bills would penalize universities which fail to discipline students engaged in violent protest.

Professor John Saloma (XVII) sees these measures as a result of a strong backlash against campus dissent prevalent among many Capitol Hill figures. The reaction is still forming along regional lines, though it appears that heavy criticism and restrictive laws will spread to areas yet to be struck by disruptive dissidence.

But Saloma foresees problems ahead for the Department of Health, Education, and Welfare when it tries to enforce such financial punishment. Recalling the tension between the United

States and Peru, he pointed out the potential embarrassment and harm to all parties involved.

Politically beneficial

Politically, disruptive unrest has proven very beneficial to President Nixon because of his right-of-center image. Even Senator Edward Kennedy is apparently downplaying his association with student masses in elite schools where most of the unrest has occurred. Saloma indicated this could be considered a reliable sign that identification in the public's mind with the aspirations of student activists will be a distinct political liability for some time. Most of the opposition is coming from the middle class, which cannot understand active dissent, and from the right, which doesn't



Professor John S. Saloma

want to.

The tactics employed at present by radicals are inviting prosecution. Rather than enacting new, more restrictive laws, Saloma feels that the violence can best be curbed by the enforcement of existing laws. The success enjoyed by officials at Dartmouth and Columbia, who chose to use court orders rather than police action, was indicative of the developing ability to cope with radical tactics.

Dissent tolerated within

"The university is the primary enclave of dissent, and has tolerated it in forms which are not approved outside the academic community." This has been the traditional position of universities regarding protest and the rationale behind the widespread opposition

(Please turn to page 3)

General Assembly Meeting

The General Assembly will hold its second meeting tonight at 7:30 in Room 9-150. The agenda includes reports of the Executive Committee, Nominations Committee, Finboard, ratification of Bylaws, some constitutional amendments, and discussion of ROTC and Agenda Days. A motion recommending the establishment of a Bachelor of Arts degree with an alternative set of course requirements will also be considered. The meeting is open to all students.

Baker House conflagrates while residents enjoy dinner

Electricians fixed the fire alarm system in Baker House just in time for another test Friday night in a very realistic fire drill which burned a room on the sixth floor.

The fire was reported at 6:15, when most of the dorm was in the dining hall "enjoying" a special "soul food" banquet served in place of regular Commons. As this was one of the few meals that most of the House actually enjoyed last week, many of the residents were reluctant to leave.

The dorm was finally cleared in about 10 minutes, and much of the credit for clearing the dining hall must go to the people who stood on the sidewalk screaming "Hey! I can see the flames! I can see the flames!" Some of the older students, aware of Baker's (fireproof) condition, went back for a cup of coffee.

House residents and Campus Patrolmen were able to douse the blaze with extinguishers before the fire engines arrived. The Cambridge Fire Department was severely hampered, though, by the large number of cars illegally

parked in the fire lane along Amherst Street. The Campus Patrol, which ticketed every car, termed this parking practice "very dangerous".

The firemen knocked out the window frame and curtains of the room to prevent the blaze from erupting again. Damage to the room from fire occurred primarily to the curtains, window frame, and electrical equipment on the desk near the window. The fire is believed to have started when an electric soldering iron was left on while the occupant left his room. Much of the room, including books, the bed, and the couch suffered water damage.

The alarm system had failed to work Tuesday night during a scheduled fire drill, prompting many scathing comments. The Safety Office had apparently just finished repairing the alarm system, for Dave Njus, dorm president, found a note in his box after returning from the fire: "The fire alarm system will be tested 11 am Monday. C.A. Davison, House Manager."

Student-faculty competition opens Friday Kaleidoscope

A student-faculty softball game and an All-Tech Sing will highlight the first MIT Kaleidoscope. Briggs field and the Student Center provide the scene for an afternoon and evening of special events this Friday.

Conceived as a sequel to this fall's Thing '68, Kaleidoscope resulted from the coordinated efforts of many popular MIT activities.

The action starts outdoors at 4:00 PM with the softball game sponsored by the Varsity Club. The Tech kite-flying contest will provide an arena for contestants to compete in categories such as highest-flying and heavyweight kites. Special prizes will be award-

ed for kites constructed using pages of *The Tech*.

Singing is the keynote for the evening's entertainment. In addition to the All-Tech Sing, an inter-living group rivalry, performances by the Wellesley Blue Notes and the Wellesley Tupolos will also be featured. The Potluck Coffeehouse will present the Harvard Harmonica Band, and a one-act play performed by Professor Albert Gurney's class.

The final schedule for Kaleidoscope has not yet been determined, but listing of all the events will be available Friday morning in the Building 10 lobby and the Student Center.

Faculty to consider 4 ROTC motions tomorrow

(continued from page 1)

Following five objectives will serve as guidelines for negotiation with the military by a committee proposed below.

- Objectives**
1. Students should be able to satisfy requirements of the ROTC program primarily through subjects for which they receive academic credit. Academic credit should be given only for subjects offered by regular academic departments.
 2. Other student activities required by the ROTC programs should be held to a minimum on the MIT campus. We believe these other program activities may be most appropriately carried out through summer training.
 3. Hereafter the administration of the ROTC programs should be carried out by representatives of the military services who normally would not be regular members of the faculty. Special Offices staffed by these representatives should be established for the purpose.
 4. Representatives of the military services who are judged qualified to teach subjects within a regular academic department may be recommended or appointment to faculty status by that department.
 5. The contractual arrangements between the Institute and the Services, and between the student and the Services, should be reviewed and revised to insure that the student has freedom to withdraw from the ROTC program at any time without liabilities other than financial.

Special Committee:
Finally, we recommend the appointment of a committee empowered to examine the full range of detailed academic and administrative changes that these recommendations entail. Representatives of that body shall negotiate with the military services for the implementation of Faculty objectives, and shall present its first report to the Faculty as soon as possible - and not later than December, 1969.

Motion:
We move that the President appoint a committee charged with the responsibility for achieving the objectives outlined in the CEP report of May 12. It shall report to the Faculty no later than December, 1969.

The Watson motion
MOVED: that this Institute shall terminate as soon as possible all contracts and agreements regarding the ROTC and shall not sign any new contracts or make any agreements, either formal or informal, for the establishment of ROTC on this campus in any form whatsoever.

In addition, it is recommended that the Faculty adopt the following statements of intent:

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- 1) That the ROTC scholarships now held by students in the ROTC be replaced by MIT scholarships according to the usual standards of the Institute.
- 2) That the Institute make whatever arrangements it can with the Armed Forces for those ROTC students who wish to continue their military training, so long as this training is not conducted on this campus and does not represent a function of this Institute.
- 3) That pending the expiration of the ROTC contracts and agreements no new students be admitted to the ROTC program at MIT.

William B. Watson

Motion to review ROTC

MOVED: that ROTC programs be retained at MIT and that the President appoint an Ad Hoc Committee to review and report to the Faculty on methods of improving these programs.

Without prejudging the job of the committee, it is recommended that at least the following matters be considered:

- a. Review of the subject and the procedures under which academic credit is given.

- b. Review the procedures for appointment of officers to the academic staff.

- c. Review the contractual relations between the student and the services.

- d. Consider the establishment of a Visiting Committee for ROTC to function after the pattern of such committees of the other departments.

Warren M. Rohsenow
Dwight M. Baumann

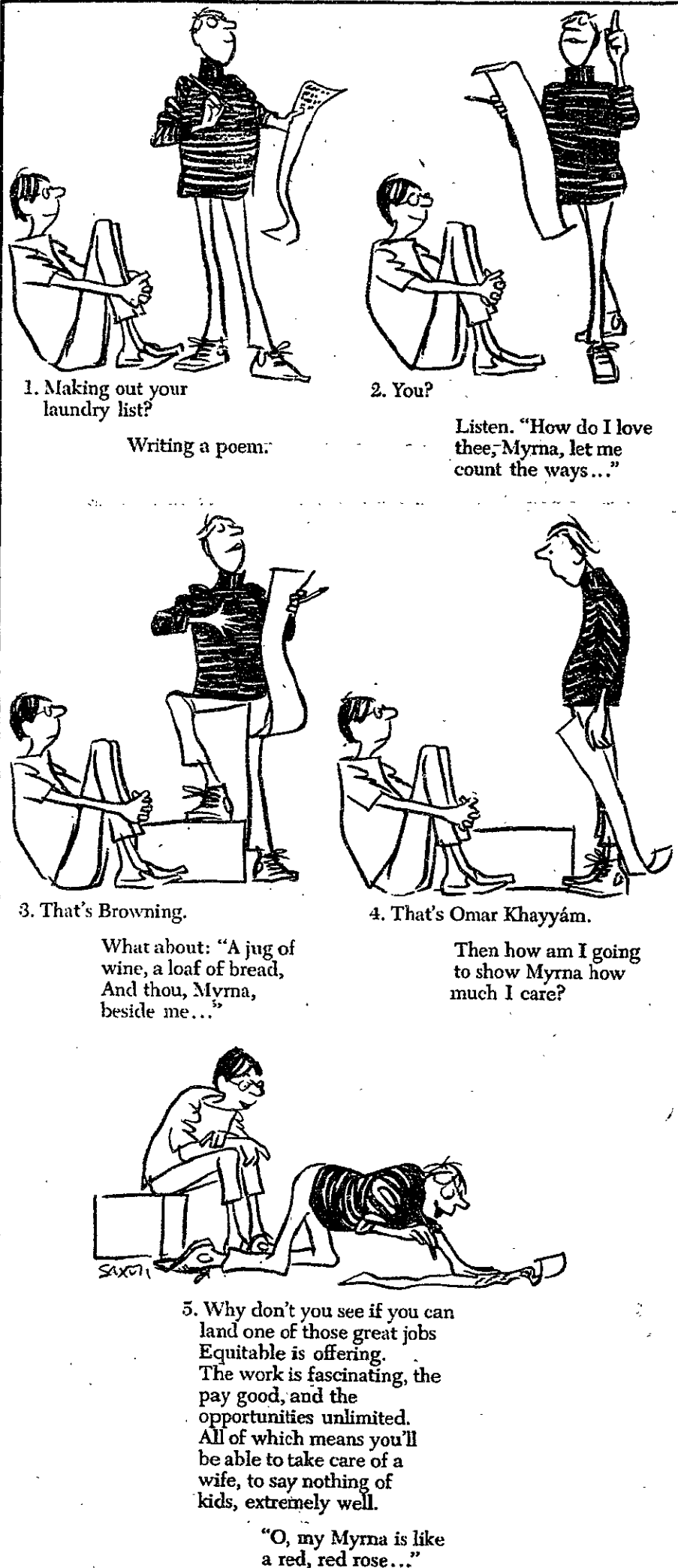
Motion to remove credit

It is moved that academic credit for ROTC subjects (specifically those designated by the prefixes AS, MS, and NS) be eliminated at the earliest date consistent with the Institute's contractual obligations; and that the President be requested to appoint a committee to study and make recommendations regarding any and all further actions which may be required, fully and in every way, to reconcile the ROTC program with the autonomy and academic integrity of the Institute; said Committee to make its final report to the Faculty no later than October, 1969.

David Adler
Stanford Anderson
Floyd O. Arntz
David Baltimore
Klaus Biemann
W.F. Brace
Joel E. Brown
David M. Chipman
Frank C. Colcord, Jr.
Jack B. Dennis
Richard M. Dudley
Nancy Dworsky
H.W. Fairbairn
James A. Fay
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Herman Feshback
Robert Fogelson
Harold Freeman

Lee Grodzins
Leon B. Groisser
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David L. Holt
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Langley C. Keyes, Jr.
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Harvey F. Lodish
Wayne A. O'Neill
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Irwin A. Pless
John Robert Ross

Robert I. Rotberg
Leo Sartori
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David P. Shoemaker
Robert J. Silbey
N. Sivin
Huston Smith
Arthur Steinberg
Lisa Steiner
Steven R. Tannenbaum
George C. Thomas, II
James Frederick Thomson
Fred Wan
J.S. Waugh
Michael L. Wiederhold
Jan Willems
George Wolf



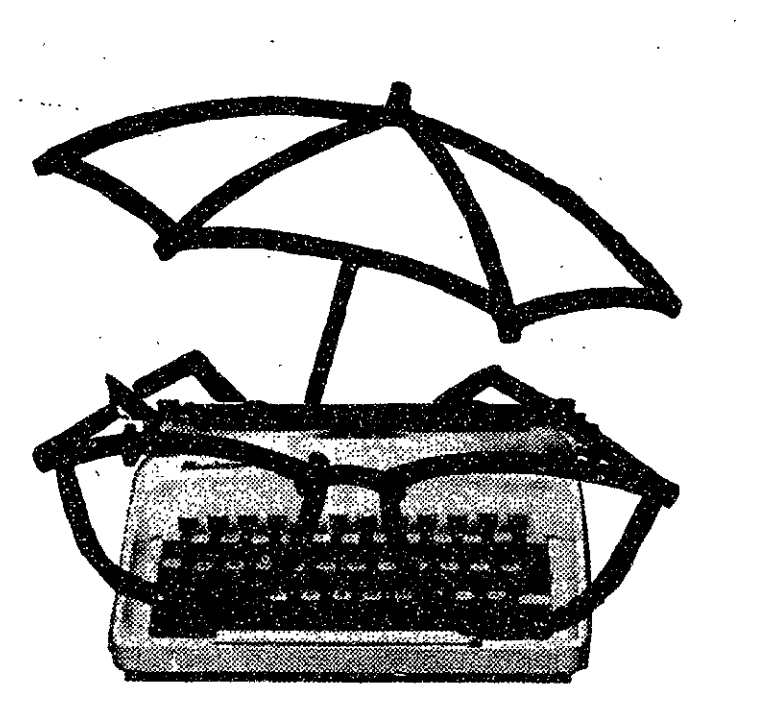
1. Making out your laundry list?
Writing a poem.

2. You?
Listen. "How do I love thee, Myrna, let me count the ways..."

3. That's Browning.
What about: "A jug of wine, a loaf of bread, And thou, Myrna, beside me..."

4. That's Omar Khayyam.
Then how am I going to show Myrna how much I care?

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"O, my Myrna is like a red, red rose..."



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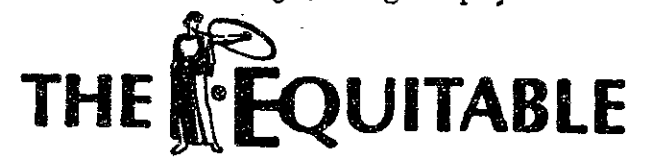
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Poor educational system at fault for student unrest

By Harvey Baker

During this last week, MIT's administration has tried valiantly, almost desperately, to engage itself in dialogue with its students and faculty, hoping to bring all of the school's academic and other activities into a large perspective from which to map out a policy for the school to follow during the next generation.

While these efforts have been highly commendable and hopefully fruitful for those who participated in them, it must be recognized that they are only stopgap measures. Most students didn't really participate in the Agenda Days, and those who did saw little of great significance emerge from them.

Perhaps the problem is best tackled by examining the kind of question that was debated. "Why," the topic of discussion asked, "an Institute of Technology, and not a University?" Asking this kind of question, while an important one for MIT, ignores the fact of student unrest, ill feeling, and disappointment specifically in MIT or its pursuit of the scientific, its defense work, its war-related research and special labs; compared to other schools,

MIT's unrest has been pacific. The problem is much more basic, is becoming universal, and lies deeper in the educational establishment than is perhaps recognized even by the "dissidents" themselves. Let's face the facts: For most, the education they are receiving in the universities is to them irrelevant.

Classroom education

Ask yourself this question. Are you learning, actually learning, more inside the classroom or in your life outside of it? Most college students, if answering honestly, would have to respond by saying that academically, their school is tops, but in any other aspect of education, it is a sorry second best. The school's approach to learning, its whole methodology, has become outdated, and was intended for a generation of students who were compliant and unquestioning, and went to school "to learn a trade." Such is not the case today.

Mark Twain used to say, "Don't let your schooling interfere with your education." Even one hundred years ago, Twain realized that becoming an academic hermit, a bookworm, or a "tool" was not going to yield the

kind of experienced, well-roundedness in a man that the universities were trying to turn out. More and more students are realizing this today, and while students and their attitudes have changed much over the last hundred years, sadly, their education has not.

Only the level of academics has changed; its method of presentation has not. Only the same topics have been advanced and made more difficult; few new ones have been introduced. Education has changed only in degree, not in style, and is no longer responsive to today's student. If our various administrators would look around they would see why students picket, protest, and demonstrate. Look at what they are getting for an education.

For the first 21 years of their life, they are supposed to sit quietly, placidly, take their spoon-fed "education" without a whimper, and neither drink, smoke, or have sex, all of which are "adult" vices. They are supposed to sit calmly in their ivory towers, oblivious to the sufferings of their men, and uncaring about the tactics of their government because they were too young to vote, and hence need neither respond to it,

nor feel responsible for it.

What is education, MIT? Is it what your students get: regurgitation rather than creativity? Are not students taught only to respond, reply, and do weekly problem sets, rather than to think for themselves, express and give vent to their feelings, put down their thoughts on paper? Isn't there something terribly wrong, when for 21 years of their lives, people are taught simply to respond, and react to what others, their "mentors", say and do, and are asked to do no more?

But, one hears a reply, how can you be creative in Physics? How else can you learn, save by doing that weekly problem set? Perhaps, though, if you think about it, contained in this question is a response to it. Perhaps just because of this reaction-only education our physicists receive, scientists of today are so dull, unstimulated, and largely uncreative. In substantial numbers, even after they graduate from the educational from the educational system they will be placed in a job which will stress even more of these same qualities, and which will serve only to further automate the individual's thoughts.

Hence, if one really wishes to understand unrest, etc., as the administration probably does, to eliminate it, and to restore education to its former level, one's focus will really have to be on the educational system itself. This is why the campuses are revolting, this is the reason for the picketing and building seizures. Students are looking for action, something to bite their teeth into. The educational system today is dull, dull, dull, and as most students, when questioned, will candidly admit, they try to relegate a minimum of their time possible to their studies, and more to other things. The reason is that they simply don't like it, it has no meaning for them, it is "irrelevant."

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Outside pressures drive universities to ask police aid

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to the use of outside help in quelling disturbances.

Now, though, Saloma feels that the tactics of confrontation are being pushed too far. They often result in an Administration that feels compelled to use outside help following the failure of internal attempts to control disorder. In some instances, public pressure has forced the use of police and national guardsmen even when campus authorities are against such use.

New politics

The universities will form the cutting edge of American politics for many years and will supersede Washington as the source of innovative ideas in American policy-making. Saloma thinks that Nixon is "presiding" over the government, not leading it. The next four years of the Nixon administration will probably be the "Last Hurrah" of the old politics, he feels.

He predicted that Nixon will have trouble getting an infusion of talented students and academics into his administration. "Nixon just won't be able to mesh with the universities and the students."

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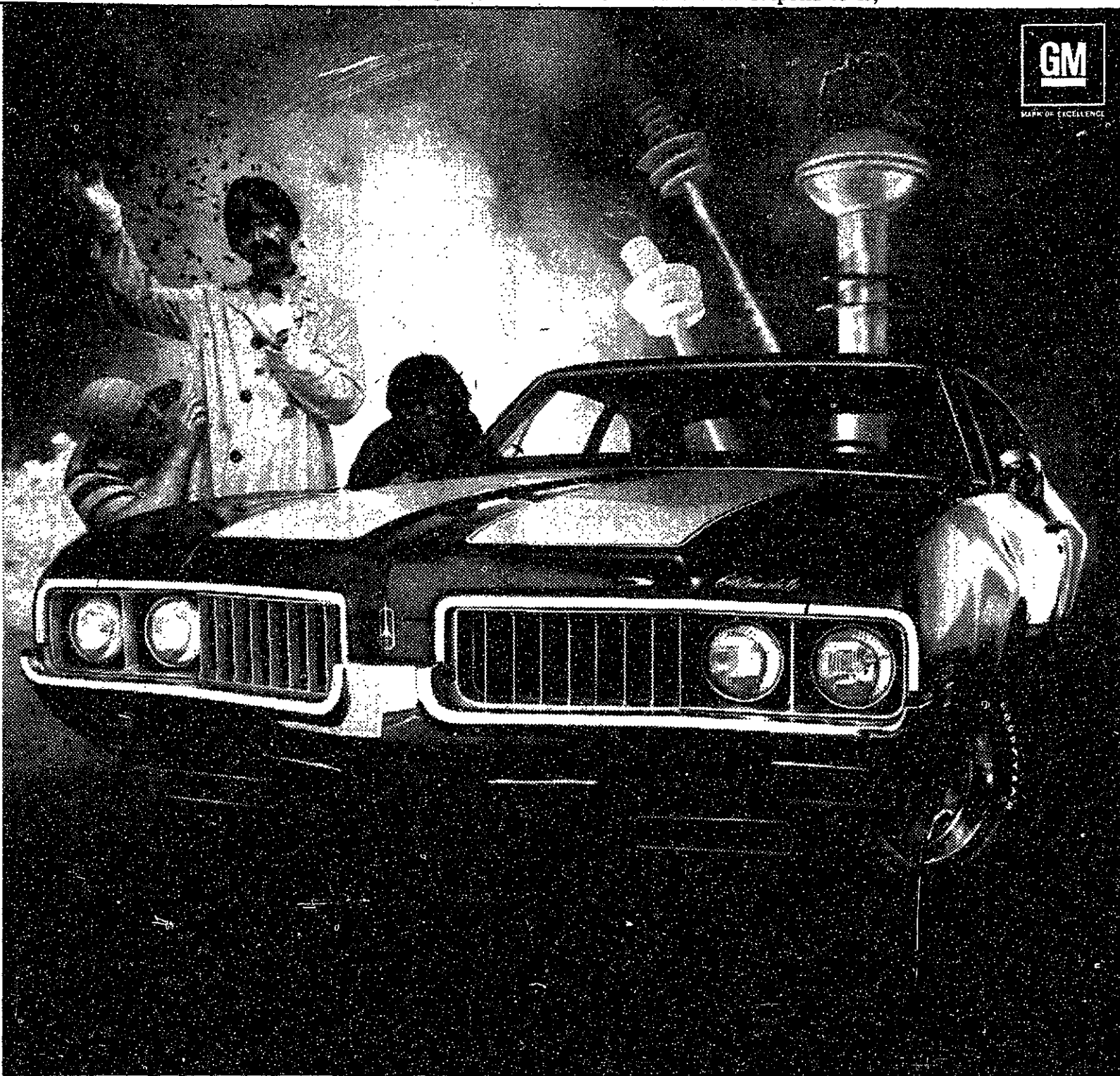
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CAM: Brave new work?

Letters to The Tech

The nature and power of research being done in our universities today and its accompanying government support and influence demand that we take a new look at the hallowed concept of academic freedom.

Recent discussions of the Cambridge Project, promoted by SACC's opposition to that attempt by MIT computer experts and political scientists to develop new methodology for handling behavioral science problems, has brought this issue into focus on this campus. The point made by Allen Graubard in Thursday's discussions in 26-100 that academic freedom, like freedom of speech, is not an absolute right but is, instead, subject to limitations for the good of society, is well taken. The issue we must face is this: Where and how shall we draw the line?

SACC has performed a real service for the community by bringing this issue into the open. It is an unfortunate commentary on the degree to which the Institute has dealt with this issue in the past that it has taken full-blown opposition to this and to other projects to bring this matter to the community's attention.

We hope that the commission which will examine the MIT education will deal with this issue of academic freedom and its accompanying problems with the government. Out of this will come, hopefully, some sort of rational approach to examining the social consequences of proposed, ongoing, and past research. We cannot take a vigilante approach to this problem on a permanent basis.

Until some major step is made in this direction, however, we must with individual projects on an *ad hoc* basis. What, then, should happen to the Cambridge Project

We find specious the arguments advanced by the proponents of the project that it is "safe" because no data on specific individuals will be used, because the results will be openly published, and because the methods to be developed will not be nearly so effective as opponents fear. Other agencies could easily plug specific data into the methods which might be developed. In addition, only the government and a few large companies are truly equipped to make use of the project's findings. Finally, there is the danger that the results of the project may be given undue credence by the uninitiated, or that policymakers who understand the methodology to be developed may consciously attempt to influence data to justify preconceived decisions.

On the other hand, there are many very real advances which might come out of the project in dealing with some of our most pressing domestic and international problems. In addition to the widely-publicized aspects of the project which could easily be used to further current government policy in Vietnam, the draft, and so forth, many users of the facility will attempt more laudable endeavors. Among these are: arms control, urbanization in

many countries, domestic problems in the areas of health, manpower, and training; problems associated with the development of underdeveloped nations, and attitudes of peasants around the world. One is tempted to wonder whether computerized data on the Vietcong's will to fight might not have kept us out of Vietnam.

It seems, also, that the continuing growth and diversification of our society will require all agencies, public and private, to rely more and more on computerization of data. The alternative will be, we fear, a breakdown in information flow, which will result in a society less responsive to human needs than we now witness.

Thus, we find it anything but trivial to compare the relative merits and drawbacks for society if this project is carried to fruition. Indeed, it may be impossible to tell without actually completing the work.

The dilemma faced by scholars today is well expressed in a letter from Professor Hayward Alker, a prospective user of the project, to Provost Jerome Wiesner. In the letter, released to *The Tech* by the author, Alker outlines a situation in which he "cannot (1) find adequate data and modeling facilities for myself and especially my students outside of Defense-supported projects, (2) help but differentially facilitate Defense Department policies that I detest by working through the Cambridge Project, and (3) fully participate in the Cambridge Project without further strengthening the already unhealthy dominance of DoD in foreign areas research."

Under the current circumstances, we feel that one appropriate response is the recent efforts by Wiesner and others to induce the government to bring NSF funding for research up to DoD levels. Another alternative would be for the Institute and particularly those in the Cambridge Project to develop and institute new safeguards against the misuse of science. The need for such safeguards will become especially acute in the area of biology as genetic manipulation becomes more and more possible.

As far as the funding of the Cambridge Project is concerned, however, we feel that when so large a group of faculty members, fully cognizant of the risks to society which are involved, feel that such a project will produce a net benefit of substantial proportions, it is not appropriate for the Institute to prevent them carrying out their objectives.

Agenda days

(Ed. Note: The following is an open letter to the Arrangements Committee.)

To the editor:

You are engaged today in a very impressive effort to improve lines of communication among students, faculty, and administration at MIT. It is not easy to argue that this effort will be essentially nonproductive, but I feel that to be the case, because the problem at MIT is not one of a lack of communications facilities. Your current effort itself indicates that the administration is quite prepared to cause extremely rapid and effective communication when it so desires, and that it is not entirely ignorant of the voices being raised in the student body. Your focus on "communications" and fostering dialogue on these days involves a very fundamental assumption: the myth of the "academic community." This is the conception that if only everyone could get together and discuss our common problems we would be able to work out solutions satisfactory to all. This viewpoint does not recognize the existence of real conflicts between the various power groups present on campus.

By this I do not mean that the administration is not aware of these conflicts. On the contrary, I think the MIT administration in particular is quite clever in its use of the "academic community" myth to protect its own interests. For example, consider the recent series of discussions on the I-Labs (not a free meeting of minds, by the way, but one which was arranged only after considerable SACC pressure on the Administration). Administration spokesmen spent a great deal of time arguing against the idea of abolishing the I-Labs, or, more precisely, severing MIT's connections with it. Please note that at no time did SACC or any other student or faculty group make such a proposal. Unfortunately for the administration, the radical movement has learned from its experiences at Princeton and Columbia, so what SACC did in fact propose was closer MIT involvement in the I-Labs, and tighter control over what is done there. Thus, the MIT administration had to raise the abolition issue itself, so it could argue against it. The administration has two reasons for this tactic: 1) in the event that student pressure is increased to the point of forcing action by MIT, they can now make a great show of conceding by severing MIT's ties with the I-Labs, thereby "giving in" to the students while in fact strengthening their own position against the students' goals by continuing the function of the Labs while isolating them from student protest, and 2) by this distortion of the SACC position MIT has caused mistrust and alienation between the student radicals and the MIT workers, thus manipulating the union into taking a position against the long-term interests of its members.

The real question which should be considered by groups like your committee is not lines of communication, but rather the position of the administration vis-a-vis the university. It is no longer novel to point out that the theoretical conception of a university has decisions made by the faculty (under the trustees, of course) with the administration filling a clerical role with no more decision-making power than any other group of employees, or that when faculties turned increasingly to their research work and away from university affairs the administration stepped in to fill the resulting power vacuum. It is also evident that today's college administration feels justified in

its control of the policy-making functions at the university. The documents obtained by Harvard SDS and published in that extraordinary series of Old Mole extras is indicative of the extent to which that administration will consciously scheme to evade the decisions of the faculty there, and there is every indication that MIT's administration is no different.

The other day, I was talking with a friend of mine, a student here, who fills a sort of house nigger role in his relationship with the administration, i.e., he participates in the more traditional activities of student government. He was surprised when I declared myself an SDS supporter, which he considers an irrational position. I told him how I felt about MIT's involvement in the war, and he said that while war is not good the complexities of the international situation make it difficult for MIT to decide to end war. I then told him about the role of the university in socializing its students - briefly, just as in a factory the inhuman drudgery required of workers necessitates a "job training" program of which the major goal is not training for the job, but rather restricting the social awareness of the worker and convincing him that he is incapable of considering any issue other than the operation of some specific machine (this is why retooling causes such a personnel problem: the employees have had their horizons so narrowed that without complete retraining they cannot even learn to operate a different machine), so the colleges have the difficult job of turning out workers capable of original thought within their restricted area of competence, but who have become accustomed (through grade pressure, etc.) to restricting their thought processes to this area and not questioning the basic goals of our society - and, to my utter amazement, he fully agreed that MIT filled this function, but asserted that this was a good thing! He agreed to my characterization of Howard Johnson as a manipulator, and that the administration was not really trying to further the goals of student protest with all these committees and forums, but felt that this was as it should be; that the administration was smarter, more aware, and better equipped than the students to run the university.

Catch a campus patrolman off guard and ask him about his role in protecting the students from themselves. Visit the planning office and ask to see the real map of MIT with a good portion of Cambridge dotted in with MIT building numbers. Ask Professor Rosenblith why the chemistry department is not allowed to eliminate 5.01 despite its universally acknowledged pointlessness. Get involved in a student activity trying to get something out of the administration, and experience the justly famous "Jay Hammerness Run-around." And then, after really experiencing the role of the MIT administration, ask yourself whether those student radicals who feel that taking over a building or shouting down Walt Rostow is less violent than the crimes committed daily by MIT are paranoid, or whether we are correct in maintaining the irrelevance of such activities as this week's discussions in the face of administration duplicity.

Brian Harvey '69

Pinballs: Thumbs down

To the editor:

From what I can see, usage of the third floor game room is evenly split between Cambridge high school students and wide-eyed MIT tools playing pinball. Surely this is not the great "gathering" place it was touted to be.

Steve Schwartz '71



VOLUME LXXXIX, NO. 24 TUESDAY, MAY 13, 1969

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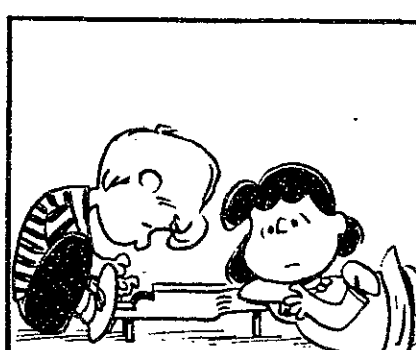
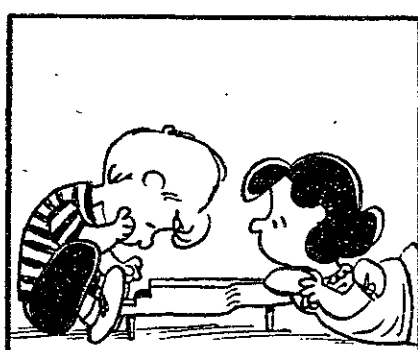
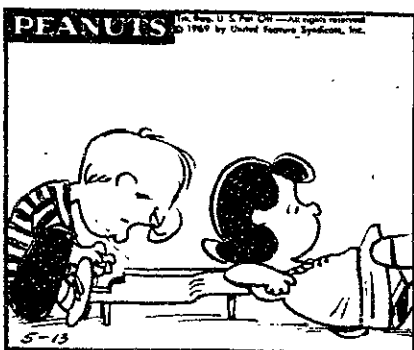
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ROTC

Earlier this year (*The Tech*, April 15) we expressed the opinion that ROTC should continue to be offered on campus strictly as an extracurricular activity, and that the military should not receive special privileges from the Institute regarding academic appointments or credit for military training.

We continue to hold this view. In examining the motions brought before the faculty, we find the motion offered by the Committee on Educational Policy most nearly consistent with our views. We therefore urge the faculty, and particularly those faculty supporting what appear to be competing but compatible motions, to support the CEP proposal.



In order to insure the success of the feedback function of Agenda Days, all group leaders should forward written reports of their discussions to Miss Seelinger, Rm. 7-133.

Seabed allocation study successful

By Doug Zingale

News broadcast: "This afternoon a very significant milestone has been reached in the area of international cooperation. After much deliberation, the U.N. General Assembly voted in favor of instituting the sequential leasing system of the MIT group for the management of the ocean's resources."

Delusions of grandeur? Day-dream fantasy? Maybe. But this dream is much closer to being realized than anyone could have imagined last fall. If someone had mentioned the possibility of such a development during the early stages of our group's project, he would have been laughed at; even now it remains a subject of much amusement.

Reality

But there's a seriously hopeful note in the kidding. We all know that this dream has the potential of becoming reality and, indeed, is already receiving the initial recognition required. Yet, we refrain from discussing these thoughts too seriously in the open because we are afraid to burst this fragile and precious bubble, afraid to wake up and find that our hopes had been a product of our imagination with no more substance than the glittering colors swirling over the bubble's surface.

While trying to decide what electives to take, I came across a freshman seminar entitled "Case Studies of American Foreign Policy". Being rather interested in the subject of US foreign policy, I decided to take advantage of this course, particularly since I questioned when I would again have the time to take a similar one.

Contemporary

The first session was attended by approximately 15 students and Professor Carroll L. Wilson. To my great surprise, I found that it was not going to be a survey of past foreign policy cases. Instead, it was going to be a study of two

very contemporary issues, the super-sonic transport and the ocean's resources.

The first three or four weeks were spent in generally researching both these issues. The one class hour per week was devoted to supplementary material and direction supplied by Professor Wilson and discussion of particular questions to be researched for that week.

As the nature of the course became evident and it became clear that significantly more than six hours per week would have to be devoted to this course, particularly toward the end of the term, several students dropped the course. Soon only half the original number were attending regularly.

One topic

Following the initial sessions, the time for a decision had arrived. We had either to split the group by interest between the two issues or to have everyone research one topic. Due to an overwhelming majority wanting to work on the ocean's resources and the relative smallness of the group, it was agreed that just one topic would be analyzed. At this point, Professor Wilson set our task before us. We were to develop a position paper and prepare an ambassador's speech containing the proposal as it could be presented to the UN General Assembly. December 5 was the deadline for the first draft. The group was then left on its own.

There were no classes held as Professor Wilson was either in Europe, on the west coast, or in Washington at committee meetings, for the international marine science affairs panel of the National Academy of Sciences, many of which concerned the issue that we were working on.

Organization

We fell to the task of organization and continued work. I was chosen as group leader and principal spokesman and as such would

compose the ambassador's speech. We divided the subject into various topics to investigate and assigned them within the group. Our group meetings were used to integrate the research of the individuals into an overall proposal. As the deadline dates neared, the effort applied to our task increased frantically, as did our interest. Our ideas began to jell collectively and we began to realize

ed us and we were determined to make this presentation as impressive as possible.

Meetings during these last few weeks were held almost daily, and they lasted several hours apiece. Time spent on the project skyrocketed to 25-30 hours per week as we desperately tried to assemble our proposal, smooth all the rough spots, and polish it as professionally as possible. The last

enlarged heads on the ceiling.

Over the Christmas vacation, minor changes were made in the wording and when we returned we were ready to tie our hopes to this proposal and cast it into the troubled waters of international affairs. We had some doubt as to whether the machinery of world politics would process our paper because of its somewhat extreme nature. Still, we were encouraged by the reactions of everyone who came in contact with our paper. These sentiments were summed up by the following statement written by Professor Wilson:

Praise

"I consider the group's proposal to be the most constructive, practical and politically potentially the most acceptable plan which has been conceived and elaborated to meet this urgent problem confronting the world. Their work cannot fail to influence deliberations nationally and internationally as solutions are sought."

In January, we resumed our seminar sessions to discuss what avenues should be explored to give our proposal the maximum exposure. We decided that a copy should be sent to the ambassador to the United Nations of every nation which had shown an affinity for an international system during previous General Assembly sessions. Copies were also sent to prominent individuals who had indicated a similar interest, and throughout our state department. In addition, Professor Wilson presented our proposal before a meeting of the International Marine Science Affairs panel of the National Academy of Sciences held on January 22-25 at La Jolla, California.

Feedback

Between January and the present, we have received considerable feedback, all of which has been extremely encouraging. Needless to say, it has become tremendously difficult to keep our aspirations conservative. We are enthusiastically awaiting new breakthroughs in our efforts to

(Please turn to page 7)



Photo by Craig Davis

Greg Harvey and Doug Zingale explaining an aspect of their ocean-bed proposal with Prof. Carroll Wilson.

the potential of our project.

At this point, the group had dwindled to five highly active members, Mike Federow, Greig Harvey, Chip Kimball, John Perkins, and myself, who produced the final product.

Draft

On December 5, we presented an oral first draft with accompanying research to Professor Wilson. He was impressed and decided to have us give an oral presentation of the finished product to himself and two colleagues directly involved with this issue through the state department. The thought of this presentation snow-

two or three days were anxious as it always seemed that we had left a few questions unanswered when we reviewed our progress at the beginning of each session.

Presentation

Finally, two nights before it was due, we finished, breathed a great sigh of relief, and set about typing a final copy. The next night, we each read our individual speeches to the group to check agreement, phrasing, etc. The presentation was the afternoon of the following day.

Everything went smoothly and the proposal was a fantastic success. The men encouraged us to seek further recognition by exposing our proposal to widespread review. On this note, we floated out of the seminar, clinging to the floor so as not to bump our

WHAT CAN SAVE HUMANITY FROM NUCLEAR DESTRUCTION AND WORLD REVOLUTION?

HEAR PASTOR RICHARD WURMBRAND,

a Rumanian Lutheran minister of Jewish descent who was imprisoned by the Nazis and by the Communists for preaching the Christian Gospel.



With proof from recent articles from the Soviet press, Pastor Wurmbrand will tell of the Communist drive to eliminate all Christians who refuse to submit to the regulations of the atheistic state forbidding instruction of children and youth, acts of charity by religious groups, and so on.

He will also tell of the fight of Christians in the Underground Church behind the Iron Curtain which has resulted in the conversion of Boris Pasternak, the late Mrs. Kosygin, Communist writers, and other high leaders of the Communist Party to Christ.

As a flower when it is crushed beneath your feet rewards you with its fragrance, so Pastor Wurmbrand rewarded his Communist torturers and interrogators with love, causing many to turn to Christ. Now he leads an organization, "Christ in the Communist World, Inc." P.O. Box 11, Glendale, Calif. 91209, which seeks to bring relief to families of Christian martyrs behind the Iron and Bamboo curtains, and to win Communists in the East and West for Christ.

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A question and answer period will follow.

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rock...

Tea Party: Beck is dead; Nice outdo dull ego trip

By Bob Gross

Jeff Beck is dead. Perhaps it's better to say he's dying.

The show Wednesday night opened with the Nice, their second appearance at the Tea Party in the past couple of months. Last time they were the feature group, and although they were heavy, the show wasn't outstanding. However, this time as the second group, they were really fantastic. It's hard to say why. Maybe it was the better organ and piano they used. With only keyboards, bass, and percussion, it is hard to achieve a truly full sound, but the Nice did it nicely. They were just very together.

Unfortunately, the audience was impatient to see the Beck group. They didn't know what was coming.

The Master Blaster gave his usual hype, and eventually the group came out. Before the Blaster was finished rapping, the group cut in with the first number, about the best stunt they pulled all night.

Jeff Beck could be fantastic if he wanted to. Listen to *Jeff's Boogie*, *Happenings Ten Years Time Ago* and other early Yardbirds material. Presently, however, he's on a big ego trip, and it's too bad. You can tell it from his stage actions and playing. Nicky Hopkins is probably the best instrumentalist in the group (I can't be sure because his electric piano was distorting and it was drowned out by Beck). Rod Stewart is a great

screamer and sometimes interesting vocalist. Ron Wood is adequate on bass, and the new drummer is not compatible with the group. (He'd be better off in a dance band.)

A good way to point out some of the group's faults is to compare the Beck group with Led Zeppelin. The latter has interesting material and arrangements whereas the former's are fairly stock. The best thing they did was their encore (demanded mainly because the audience wanted more than 45 minutes of Beck for their money), *Shapes of Things*, pretty close to how it was on Truth. The only other memorable thing was the opening riff in *Rice Pudding* off their second album.

Robert Plant, the Zeppelin's vocalist, has much more range and versatility than Stewart, and he can also scream. I find that I can listen to the Led Zeppelin over and over. Not so with Beck.

After having seen all three graduates of the famous "Yardbirds School for Lead Guitarists", I've concluded that Jimmy Page is the most interesting, Clapton the most proficient musically, and Beck the dullest (in his present state).

Jeff Beck, if he's smart, will forget this big ego thing and get back into perspective. With Hopkins and Stewart plus a new bass player and drummer (one or both of whom can sing) he could achieve the musical notice that he is capable of.

movie...

Italian's first film emphasizes style

By Robert Fourer

Before the Revolution (at the Orson Welles Cinema, starting tomorrow) is the first film of a young Italian director, Bernardo Bertolucci. Supposedly, it's about the agonies of a college-age revolutionary—an appropriate topic these days. However, it comes over more a study in the style and craft of filmmaking; the director's great talent in planning scenes tends to overshadow the movie as a whole.

The importance of style is evident from the beginning: while the plot is fairly credible, and easily followed, the director has shot it in such a way that it loses any semblance of reality. His techniques resemble Resnais' in *Last Year at Marienbad*—jumps between scenes with no indication of elapsed time, and prominent use of "background" music to set the mood. That film, however, is built almost entirely on the confusion about reality, so that these techniques produce some of its greatest qualities. Here, where the plot is more substantial, the effect is to make it less convincing.

Many effective scenes

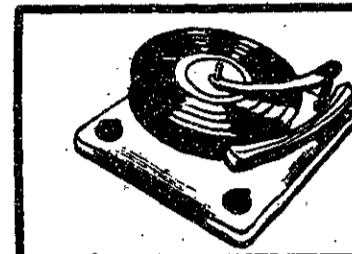
On the other hand, individual episodes are often uncommonly effective. Bertolucci has a great feel for scenes between people, and the dialogue, at least, seems totally real. In this his style often resembles Godard; Adriana Asti, as a young aunt with whom the hero has an affair, is treated much in the way Godard did Anna Karina. (It's not an unfair comparison, either—her performance is superb.) One scene between the two, toward the end, takes place at an opera house; though the opera serves as background music, its volume is unchanging, even when the characters leave the hall. The intended feeling is that the musical event is superfluous, and the effect is fantastic. Still, it is the emotion that's convincing; only in hindsight does the scene feel like a real piece of the plot.

Photography fantastic

As for craft—Bertolucci has

taken a lesson from both Godard and Resnais. The photography—mostly stark, accurate black and white, with snatches of color—is fantastic; it leaves an impression no less than any other aspect of the film. The director of photography, whose name I cannot find, no doubt deserves part of the credit, especially in view of the great variety of locations and techniques the director calls for.

Since *Before the Revolution* is



Grooves

By Jeff Gale

Take the smooth melodious sounds of the Johnny Mann Singers or the Mordernaires of Glenn Miller days, add a rock beat behind them, and what do you get. The answer is a form of pop music which populates the easy listening charts and draws the scorn of rock afficianados and the ears of the masses. For lack of a better name, easy rock will do as identification.

Others have referred to it as "schlock rock" or, more politely, "Mantovani rock". The recent batch of record releases has brought new albums from both well known and relatively obscure easy rock groups.

Harpers Bizarre continues their soft sound on the new album *Harpers Bizarre 4* (Warners Bros.—Seven Arts). This group tends to be more in the easy listening vein than most of the others. For Bizarre fans, the album will be a welcome addition. However, it will not make them many new friends. None of the cuts are particularly outstanding and the gimmickery of their second album, with the old-time radio effects, is absent. As usual, the group is at its best when interpreting the compositions of others and doing arrangements of familiar songs. *Leaving On A Jet Plane* and *Blackbird* (Lennon-McCartney) are given a pleasant-sounding

their single which did well on the easy listening charts, will sell some albums to the older set. The most interesting cut is a slow mellow arrangement of Eddie Floyd's old standard *Knock on Wood*. The album is traditional Harpers Bizarre. The new release from the Association is not a studio album, but the soundtrack from *Good-bye, Columbus* (Warner Bros.—Seven Arts). There are only three songs on the album with the rest of the cuts being soundtrack instrumentals. The Association tend to do two styles of songs, slow ballads and distinctive sounding up-tempo material. Jim Yester's title piece for the film is a good example of the latter and is lively and fitting with the movie. *It's Gotta Be Real* is not outstanding in any way. *So Kind To Me*, written by Terry Kirkman who also wrote *Cherish* and *Requiem for the Masses*, is a mixture of both styles and succeeds farly well. Perhaps the most significant thing about the album is the picture of the group on the back. There are seven members. Almost a year and a half ago, Gary Alexander left the group and was replaced by Larry Ramos. Gary was one of the better writers of

(Please turn to page 7)

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Announcements.

*All non-resident students interested in being consulted, or having ideas on issues to come before the General Assembly should leave name, address, and phone number in the non-resident students' box in the lobby of Bldg. 7, or send suggestions to Owen Franken in W20-401.

*There will be a General Assembly meeting tonight at 7:30 in 9-150. Among the topics discussed will be the Day of Concern and ROTC.

*The Catholic Mass schedule for Ascension Thursday, May 15 is:
8:00 a. m. in Chapel
12 noon in Kresge
5:00 p. m. in Chapel.

*The student Center Library will be closed to all non-MIT students as of Friday, May 23. As in the past, a study area will be established for study dates and those who want to study somewhere besides the library.

*The Community Service Fund Drive is set for May 12-16. The Drive will be Institute-wide and seek to raise \$50,000-75,000 and publicize the existence of the Fund so that more people can be involved in urban projects.

*The Committee on Academic Performance will hold an open meeting Friday from 2 to 4, to describe the work they have been doing this year.

*All persons interested in continuing or joining the discussion "MIRV and the Moderates" should contact Andy Gilchrist (Random Hall, Rm. 312, x7562). If sufficient interest is expressed, a meeting will be scheduled for the near future.

*Any organization wishing to participate in the Activities Midway in the fall should contact Dave Njus, x3161.

New recordings: Orpheus, Association, Cryan Shames

(continued from page 6)

the group. Now, he reappears from nowhere. Maybe it's a good sign.

The Cryan Shames are a six man unit out of Chicago. They broke nationally with *Sugar and Spice* several years ago and have not struck big since. Their albums have hit the charts regularly, though. The new album on Columbia, *Synthesis*, is not quite up to their second effort *A Scratch In The Sky*. Most of the reason is that lead guitarist Jim Fairs has left the group for greener pastures. (He may be heard in a spot on the Al Kooper album.) *First Train To California* is the only Fairs tune on the album and is a fine example of both the group's original vocal stylings and what may be missing in the future. Dino Valente's *Let's Get Together* makes a heavily orchestrated appearance. But, the Shames carry it off thanks to good arranging and vocalizing. These two are worthwhile, but if you are not already a fan *A Scratch In The Sky* is a much better introduction.

Orpheus is a Boston-based group which is perhaps one of the most disappointing groups on record. Their new release *Joyful* (MGM) just furthers the frustra-

tion for those who keep hoping. The problem seems to be Alan Lorber, their producer and arranger. Their albums are, in spots, orchestrated to death. Their material is spotty—varying from good to terrible. As *Stereo Review* said in reviewing their second album (this is the third), "There boys may someday make a great album if they leave their mother at home." On *Joyful*, there are examples of the unfulfilled potential. Bruce Arnold and Eric Guillicksen are better than average writers. The vocals are very good with Arnold turning out to be the virtuoso. *By The Size of My Shoes* and *Brown Arms In Houston* are good tracks written by people outside the group. (They are too heavily backed, though.) Bonner and Gordon's *Me About You* receives a good, though over-orchestrated solo treatment from Arnold. *As They All Fall* and *I Can Make The Sun Rise* are fine original pieces. The rest are mediocre at best with the title song being terrible. To get a better idea of what they can do, listen to *She's Not There* on their second album. These guys may cut a really good album someday if their orchestra and Alan Lorber lose their way to the studio.

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COME TO OUR OPEN MEETING

May 21, 7:30 pm, West Lounge of MIT Student Center

Work to continue in seminar

(continued from page 5)

have our proposal considered and adopted at least in part as international policy. Some of the encouragement we have received may be seen in the following excerpts from representative letters; the first is from the Austrian Mission to the United Nations:

"This timely study which deals with the numerous problems involved in a clear and logical way, will be of particular interest with regard to the forthcoming report of the Secretary-General of the United Nations pursuant to General Assembly resolution 2467c on possible regimes for the exploitation of the resources of the seabed and ocean floor beyond the limits of national jurisdiction and certainly contributed constructively to the deliberations of that item."

From the permanent representative of El Salvador,

"I would like to congratulate you for this important report which I have read with utmost interest. Your contribution on this subject is of great value. It will certainly be of great help to me in the discussions now in effect at the United Nations on this matter."

From Arvid Pardo, permanent representative of Malta to the United Nations and author of the Malta proposal concerning ocean's resources:

"Thank you for your letter enclosing an interesting model for a possible regime for the exploration and development of the resources of the seabed beyond the limits of national jurisdiction. Some features of this model are thought-provoking and practical and I am grateful that you brought it to my attention."

Summer

The latest development in this continuing story concerns considerable attention the pro-

posal has received within the confines of MIT. Approximately a month and a half ago Professor Wilson suggested that Greig and I might consider running an Institute-financed summer program of about two weeks duration concerning the ocean's resources. Its purpose would be to enlarge upon the work accomplished this past fall. A select group would analyze our proposal and consider additions and/or alterations. Mr. Simonides, Assistant to the President, expressed great interest in the proposal and encouraged us to begin organization as it appeared that the Institute would cooperate in any way within practical bounds. Since that meeting, however, we have abandoned this program in favor of a more practical one considering the limited time left until the end of the year.

Our present objective is to organize a nine credit (3-0-6) undergraduate student seminar entitled

"International Systems for Resource Management". This course will have a faculty advisor, but will be run essentially by Greig Harvey and myself. It will be limited to twenty undergraduate students. The case for the first semester will be a regime for the management of the seabed.

While this project will begin from the foundation laid by last fall's research, there is a tremendous amount of new material to be analyzed and there is no necessity to enlarge upon this form. The new group may approach this problem from an entirely different angle.

Students interested in participating in this seminar should attend a meeting to be held in the east lounge of the Student Center on Wednesday, May 14th, at 7:30pm. If for some reason you are unable to attend this meeting, please contact Greig Harvey at x3213 or myself at x3264.

Academic reform needed to insure collegiate tranquility

(continued from page 3)

Why do you stay in school then, one asks? The answers range from the draft to marriage, to getting a degree, to becoming professional men, to simply enjoying being around smart people.

The aims and goals of the college student are different today; no longer do people go to school just because it is required of them by their parents, or to become members of the ruling gentry. Their motives are different, the experiences they desire are different, the education they want is different. They would like an education moulded to their needs; they are not getting it.

To sum up, the college student of today is different from yesterday, hence must be the education he receives. Perhaps a course in drudge might be helpful, or courses in options in types of government, taught earlier in life, and at a more simplistic level, and not just reserved for Political Science majors. Perhaps all requirements should be dropped as inherently self-defeating. Perhaps none of these ideas. But one thing is certain. The educational establishment of today needs a good going-over, and so do our time-honored academic traditions, because one way or another, our students are going to get some action, and if their college administrators and courses don't give it to them, they'll manufacture some of their own.

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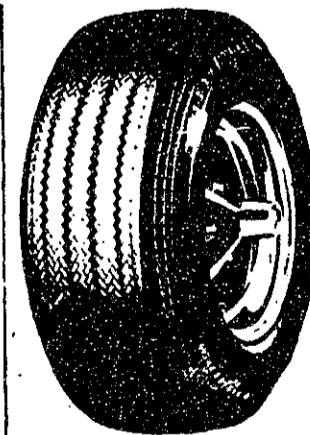
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Racquetmen disappoint in NEs Tech nine outslugs Bates for second straight victory

The tennis team had a disappointing weekend as Tech finished in a tie for the second straight year. Only one doubles team—Bob McKinley '70 and Manny Weiss '70—reached the quarterfinals of the New England. The other doubles team and the four singles players were all eliminated earlier.

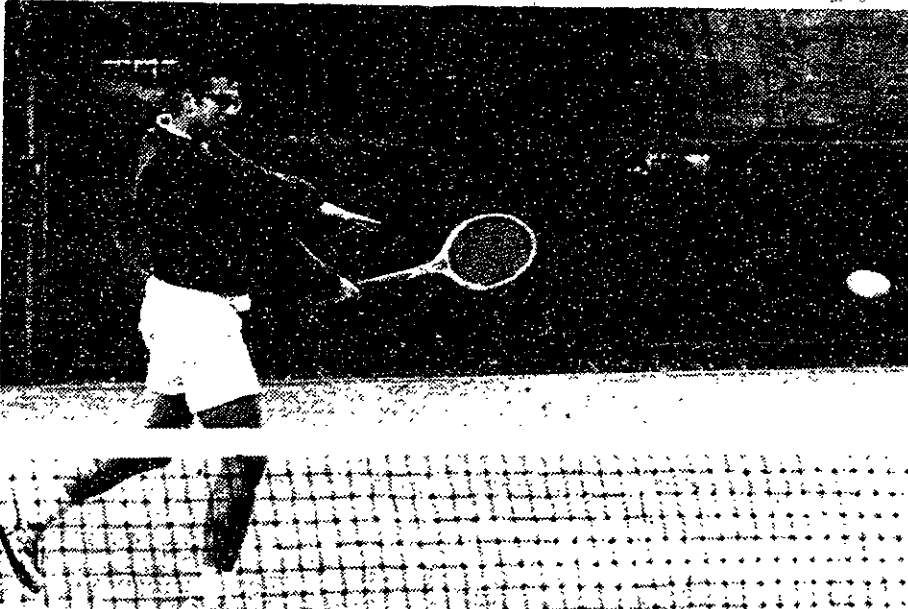


Photo by Craig Davis
Bob McKinley '69 lashes a backhand across the net in an early round encounter during the New England. McKinley lost in the third round 6-2, 0-6, 6-4, to Bill Washaver of Harvard.

McKinley and Weiss, seeded second, started impressively with a sweep through the first two rounds on a bye and a 12-1 victory over Kugler and Bobkin from UConn. Drasin and Johanson gave them a little trouble in the next round, but they reached the quarters easily enough with a 12-7 victory. Harvard's Washaver and Nielsen pulled a surprising upset, rallying to win after losing the first set 6-8, 6-4, and 6-3. McKinley and Weiss weren't aggressive enough—they stayed back and hit lobs instead of charging the net.

Levin won the first round by Pelletier 12-8. Metcalfe also fell to a first round Amherst opponent as Mohlman beat him 12-7.

Bob Metcalfe and Bob Stewart '69 were eliminated just before the quarters. They won their first two bouts against UVermont and SMTI 12-7 and 12-3, but the third-seeded team of Stekete and Pelletier from Amherst were just too good. They won 12-7.

Sailors qualify for nationals with 2nd in New England

By Dave McComb
This past Saturday and Sunday, the top nine New England teams competed for the Coast Guard Bowl, emblematic of the New England Dinghy Championship. These nine finalists were the teams that had survived in the top three places of the three elimination heats, held two weeks ago. The engineers placed second to qualify for the nationals.

Because of the strong winds on Saturday, only one race was sailed. Dave McComb '70, with Chuck Wayne '70 as crew, led off well with a second, but Steve Milligan '70 and Captain Dick Smith '69 capsized while attempting to jibe. As racing resumed Sunday morning, MIT found itself 8 points down on both Coast Guard and URI, with Yale and Harvard also ahead. Milligan had troubles getting his boat going and through Sunday's first races templered a single victory with an 8th place finish. McComb had much better fortune, sailing a consistent 2-1-2-3-4 at the end of six.

Varsity lights finish second as Harvard wins sprint title

MIT reaffirmed its prowess in crew last Saturday at the EARC Spring Championships, when the varsity lights captured second place. Fifteen colleges sent heavyweight crews to Lake Quinsigamond to compete on three levels for the Rowe Cup, while eleven sent lightweight crews to compete for the Jope Cup. In the Rowe Cup competition, the varsity heavies placed 14th. Harvard topped 5 of the 6 categories.

The heavyweights crews were plagued with misfortune. The var-of Pete Nesbeda '71 but mansity crew qualified for neither the aged only to break equipment on finals nor the reserve heat, and the the next two boats he sailed be-JV oarsmen were not ready for cause of the strain. McComb, with the start of their heat. Consequena much lighter crew weight, didtly, their starting was slightly off-manage to win race 7, but was course. With the situation agsimply overpowered by the wind gravated by a severe cross-wind, in the final two races and finished the shell rammed a bridge abut-fourth in each.

Coming from behind, the lights seized second in the finals only a length behind winning Harvard. The JV lights, plagued by illness, missed qualifying in the morning. In the afternoon, they captured second in the reserve

As the wind stiffened, Milligan was added beef to his boat in the form of Pete Nesbeda '71 but mansity crew qualified for neither the aged only to break equipment on finals nor the reserve heat, and the the next two boats he sailed be-JV oarsmen were not ready for cause of the strain. McComb, with the start of their heat. Consequena much lighter crew weight, didtly, their starting was slightly off-manage to win race 7, but was course. With the situation agsimply overpowered by the wind gravated by a severe cross-wind, in the final two races and finished the shell rammed a bridge abut-fourth in each.

Coast Guard stops trackmen

Coast Guard swamped MIT by a tally of 105-49 on gale-swept Briggs Field Saturday afternoon. Captain Bill McLeod '69 sailed to a first in the long jump and a second in the triple jump. By burning up the cinders with a blistering 49.9 quarter, Larry Kelly '70 proved that he has recovered

from his mid-season injury and should be in the running in the Easterns and New England this weekend and next.

Ben Wilson '70 ran a classic skewed tactical race in the mile as he went through the half mile mark in 2:18 and then turned on the afterburners for a 2:04 second

half and first place. In the half mile, the Golden Jet nosed out a Coast Guard runner for his second first with a time of 1:58.2.

Albert Lau '72 led the freshmen to victory as he hurdled, jumped, and hop-stepped to five firsts in the high jump, long jump, triple jump, 120 and 44 yard hurdles along with a leg on the mile relay team.

- Coast Guard 105-MIT 49
- Javelin-D-190' 1. CG; 2. CG; 3. CG.
 - Shot Put-D-45' 1. CG; 2. B. Lautenschlager-M; 3. B. Stewart-M.
 - Discus-D-150' 1. CG; 2. B. Stewart; 3. B. Lautenschlager-M.
 - Hammer Throw-D-152' 1. B. Lautenschlager-M; 3. J. Sicilian-M.
 - Pole Vault-1. CG; 2. T. Hafer-M; 3. CG; H-13'
 - Long Jump-D-20'10 1/4" 1. B. McLeod-M; 2. CG; 3. G. Novosielski-M.
 - High Jump-H-5'9" 1. CG; 2. CG; 3. CG.
 - Triple Jump-D-44' 4" 1. CG; 2. B. McLeod-M; 3. H. Daub-M.
 - 440 yard relay-T-44 sec. 1. CG; 2. M.
 - 1 mile relay-T-3:30 sec 1. CG; 2. M.
 - 100 yard dash-T-10.2 sec. 1. CG; 2. CG.
 - 220 yard dash-T-22.2 sec 1. CG; 2. CG; 3. L. Kelly-M.
 - 440 yard dash-T-49.9 sec. 1. L. Kelly-M; 2. CG; 3. CG.

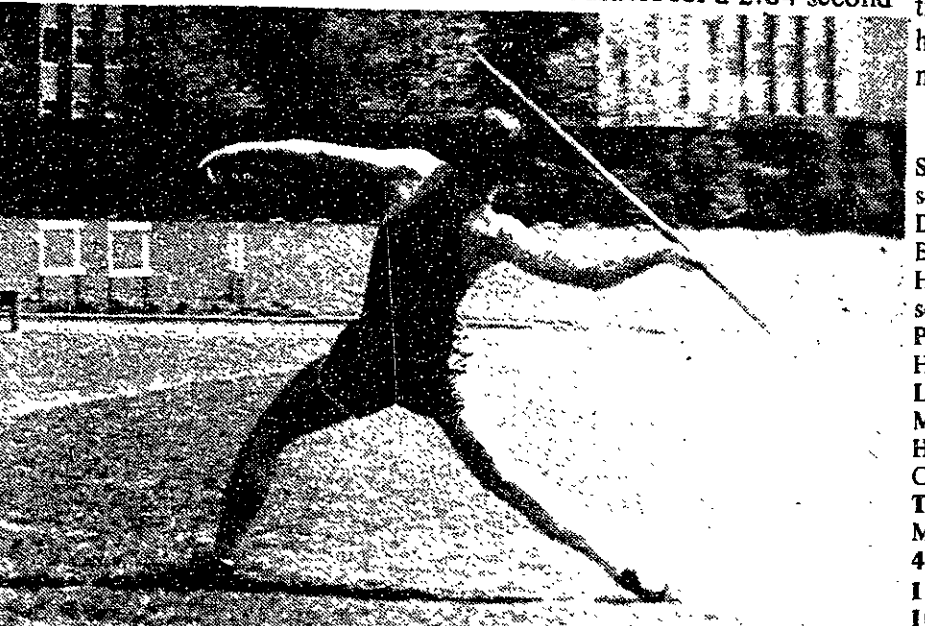


Photo by Gary DeBardi
John Wargo '70 unleashes javelin in Saturday's meet against Coast Guard. Wargo failed to place as Coast Guard swept by the engineers by a 105-49 count.

By Jay Zager
The streaking varsity nine came through with a 12-7 victory over Bates University last Saturday in a game played on Briggs field. Jeff Weissman paced the engineers with three hits, including a home run, as the batsmen won two in a row for the first time this year. Dave Dewitte, the senior righthander from Sydney, Australia, was the benefactor of the outburst as he won his third game of the season against seven losses.

plus innings he worked. In the sixth, the Wildcats scored an unearned run on two bunt singles and two errors. Tech hitters responded with two runs of their own on hits by Moose Freyberg and Mark Scher.

After scoring an unearned run in the first, MIT exploded for five runs in the second inning. Bob Gerber climaxed the rally with a two-run triple. Gerber snapped out of a batting slump as he added two singles along with his triple.

Bates' Tom Maher connected off Dewitte for a two-run homer in the seventh to narrow the gap to 10-7. At this point, Coach O'Brien went to the bullpen and found Pat Montgomery. His choice was an excellent one—Montgomery proceeded to pitch two and two-thirds inning of hitless ball, picking up his second save of the season.

Bates responded with four runs in their half of the fourth, as they capitalized on two Tech errors, and a three-run homer by Dave Rogers. In the bottom of the fourth, Weissman connected for his blow, a tremendous drive which cleared the fence in left field, for his second home run of the season.

The batsmen added two unearned runs in the seventh to complete the day's scoring.

Dewitte's pitching was better than the score indicated, as he gave up only four hits in the six

Over on the freshman field, Coach Dick Goldberg's freshman nine extended the season's record to 7-2 with a 5-2 victory over Emerson College. Chuck Holcom went the route for the freshmen, scattering seven hits; while catcher Denny Biedrzycki led the hitters with a two-run homerun. The frosh nine has only five games to play and seems well on its way to becoming a first winning freshman baseball team in Tech history.



Photo by George Flynn
Tech first baseman Bob Gerber '70 makes a great save on a high throw, preventing the Bates runner from taking an extra-base. Tech won 12-6.

Anderson, Maling shine in lacrosse victory over UNH

The lacrosse team surged on behind the incredible scoring of Jack Anderson '69 and Walt Maling '69. The engineers took their ninth straight victory by a 9-4 count over the University of New Hampshire. The Tech stickmen play their most important game of the season against UMass today.

enough to stop the rampaging engineers.

UNH jumped out to a quick 2-0 lead in the opening minutes of the contest. However, the engineers pulled together and held the Granite Staters scoreless for the rest of the first half. Anderson sparked a second period engineer explosion with two goals. Ken Lord '71, Maling, and Chris Davis '69 also scored to stake the Techmen to a 5-2 halftime lead.

The Tech defense had little trouble handling the UNH attack as they cleared the ball easily all day. Goalie Marc Weinberg '70 had seven saves.

Anderson tallied twice more in the third quarter and assisted on Maling's second score. Maling accounted for the last Tech point with 12:25 left in the contest. UNH broke through the tough engineer defense two more times in the second half, but it was not

Anderson and Maling continued to add to their record smashing totals. Anderson's four goals and two assists while Maling's three scores and an assist raise his totals to 40 and 13.

- HOW THEY DID
- Baseball
 - MIT 12-Bates 7
 - Crew
 - Lightweights second in EARC sprints
 - Tennis
 - Fifth in New England
 - Lacrosse
 - MIT 9-UNH 4

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