

# Snyder, Nyhart to replace Wadleigh

## Snyder's first job will be defining his new role

By Bob Dennis and Steve Carhart

Dr. Benson Snyder, newly elected Dean for Institute Relations, says that his first task in his relatively undefined role will be that of determining the nature of the problems his office will be facing.

When he assumes his new position on July 1st, Snyder will seek to develop processes for meeting the challenges he will identify. He believes that there are presently "too many subgroups that are out of the mainstream" of Institute opinion, and he hopes to establish channels to bring these groups together. His first step in this task will be to determine for himself exactly "where things are at."

Snyder informed *The Tech* that he will continue to be concerned with one of the major aspects of his past work—the impact of the "hidden curriculum" on the way people live and cope with their environment. The phrase "hidden curriculum" refers to latent effects of such factors as bull sessions, life styles, and the "Tech is Hell" syndrome. Snyder believes that one cannot change the educational climate while ignoring the hidden curriculum.

As Chief Psychiatrist, Snyder had been concerned with the educational implications of the adjustments that students often have to make to the college environment. In his work with the psychiatric service, he endeavored to create an atmosphere in which people should not have to think of themselves as "sick" before seeking counsel.

Snyder prepares to assume his new role with the belief that "higher education generally may be headed for something like an ecological trap." He declares that there is a danger that we may be using too simple a model for the interactions within our institution. As a result, meeting the demands of one situation often results in our being less—rather than more—able to deal with later problems.

Among the educational matters with which he has been recently concerned is the question of the rate of change and growth in our society. Many more students today are involved in the problems of achieving competence without becoming obsolete. Snyder believes that more concern is being devoted to the question of short and long term competence on people and society. He observes that graduate students want to become competent in their disciplines without losing their ability to care about the problems of society.

Besides the task of establishing his own credibility through appropriate actions, Snyder might continue to be involved with what he sees as the major problem of trust and mistrust within the Institute. In determining how the Institute should deal with extremism, he thinks the old way of



Benson Snyder

examining trust and mistrust will have to be re-examined.

In addition to his role as Chief Psychiatrist at MIT, Dr. Snyder has consulted at many colleges and serves as a trustee of Antioch College. He has been a consultant on the behavioral sciences for the National Institute of Health.

Snyder's most extensive project as Chief Psychiatrist was undoubtedly his exhaustive study of all phases of the educational experiences of the Class of 1965. This study encompassed both the years spent by the class at the Institute and their experiences following graduation. It continues to serve as a valuable source of data on the long-term effects of the MIT education.

## Nyhart was head of CAP, holder of law degree

By Karen Wattel

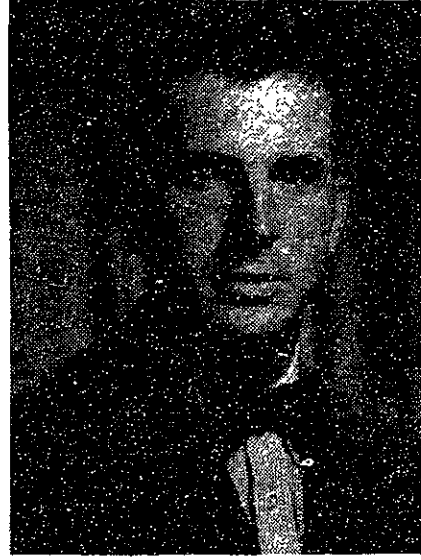
"It is peculiar that they put a lawyer in that job," said one faculty member commenting on the appointment of Professor Daniel Nyhart as Dean for Student Affairs.

Nyhart, a young, clean-cut finance expert, comes to the post from eight years of "trying to sensitize management students to what's going on outside of business, things that will affect him and that he himself can affect."

He graduated from the Woodrow Wilson School at Princeton, served in the Navy, got a law degree from Harvard, and spent two years in Africa studying development finance. There he met Professor Carroll Wilson of MIT whom he joined at the Sloan School to work on the "MIT Fellows in Africa Program."

In the Sloan School, Nyhart has concentrated on the functions of law and government-business relations. He is particularly interested in "the effective management of systems of institutions."

Working openly is important to Nyhart. "The effectiveness of a manager is based on a relationship of trust. Sharing goals, building them together is helpful. Structurally, as



J. Daniel Nyhart

many people as possible must be brought into the act."

Nyhart hopes to "focus on lessening the difference between the stated system as students see it and the system the community agrees ought to work. The problem is how to get the community perceptions as to what exists and what ought to exist to coincide." He sees the deans office as "sponsor of a range of activities to do this."

Professor of Mechanical Engineering Peter Griffith, a member of the CAP of which Nyhart has been chairman said, "I think he's a fine choice." Peter Harris '69, who has also worked on the CAP sees Nyhart bringing "youth and imagination" to his new job.

## Wadleigh assumes new position as Institute V-P

By Steve Carhart

Two new deans were named Tuesday by President Howard Johnson in the wake of the resignation of Dean of Student Affairs Kenneth R. Wadleigh.

Names Revealed

Chief Psychiatrist Benson Snyder was named Dean for Institute Relations, a newly-created post. Associate Professor of Management J. Daniel Nyhart was named Dean for Student Affairs. Wadleigh will become Vice-President of MIT.

Snyder's appointment is effective July 1st, while Nyhart will assume his duties September 1st.

The move followed weeks of speculation, which began with the announcement of Wadleigh's resignation. During that time, a wide variety of student and faculty groups were consulted concerning their feelings about Wadleigh's successor. Johnson, in seeking someone for what he characterized Tuesday as "a tough job to fill," received ideas concerning revisions of the structure of Wadleigh's past position, as well as comments about individuals under consideration. Johnson told a meeting of housemasters, representative students, and the faculty Committee on Student Environment held Tuesday that the names of Snyder and Nyhart occurred repeatedly in his discussions with the many groups. He added that the two new posts, neither of which is yet well-defined, were set up in response to various inputs. He emphasized that needs of the MIT community at large and the two appointees would determine the specific nature of the two posts.

New post

In describing the post of Dean for Institute Relations, Johnson said that he sought "a person of immense ability..." who would be concerned with "how the different estates (students, faculty, and staff) interact." Addressing the group then present, he added, "I hope you will help him decide what is to be done."

In characterizing the dual appointments as a "team operation," Johnson spoke of Nyhart as "a man who has taken immense interest in the students." He also reported that Nyhart's appointment was enthusiastically received by Wadleigh's staff.

Johnson then introduced Snyder, who said that his major thrust in the new post would be to determine how "an institution can identify and become more responsive to its problems." He said that MIT should not adjust to the existing situation, but should try instead to improve that situation. He added also that the phrase "Institute Relations" had yet to be defined.

"It is with some misgivings and some excitement," Snyder concluded, "that one tries to tackle these things."

(continued overleaf)

## V-P Wadleigh looks back

By Alex Makowski

"I guess you could say I've tried to be a catalyst for student-faculty relationships," concluded Dean Kenneth Wadleigh in summarizing his tenure as Dean of Student Affairs.

"In this decade," he remarked, "we've continued the evolution from a highly proscribed, commuting university to a more modern, more liberal residential status."

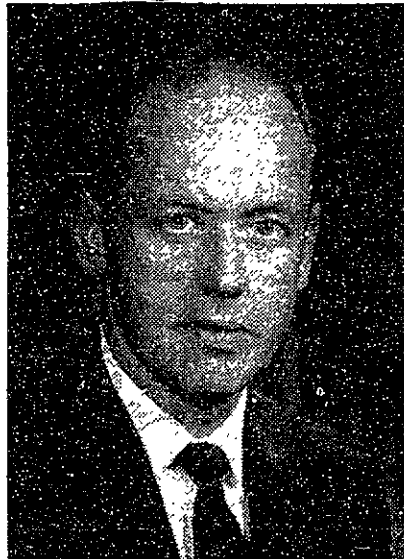
Wadleigh described the two areas where he found continued development to be most important: "First, we've continued the effort to provide a non-curricular educational environment; and second, we've recognized the value of student initiative."

Environment

On-campus housing and such facilities as the duPont athletic center were singled out for their immense contribution towards achieving the first goal. "When I went to school here, the pattern was to come at nine and leave at five—you know, that commuting concept."

The construction of the Student Center and Kresge before Wadleigh's appointment and duPont afterwards were attempts to provide for the MIT student the opportunity for that education which can only be learned outside the classroom. Rather than having to bus students to athletic facilities as is necessary at Yale, MIT's urban site has not prevented the location of our fields and gymnasium on campus.

Yet, Wadleigh feels continued ex-



Kenneth R. Wadleigh

pansion of our facilities is required. "My first priority for physical plant development was increasing the housing." Now, since that crisis has been eased somewhat, effort can be directed towards such needs as athletics ("We're still short of facilities for women students") and music space ("Kresge was designed as an auditorium, not a theater. It can't meet the needs of the drama people for rehearsals").

Student initiative

"As for student responsibility, I've always been a believer in giving students a little too much rope. Students, who are our professional people of tomorrow, have to learn to live with their mistakes." He called

for encouragement rather than direction of student initiative.

For instance, there is no dean for the Student Union. Although students may complain sometimes about the allocation of space in the Stratton Building, procedures here are far less restrictive than on other campuses.

1961 appointment

Wadleigh's basic philosophy was already formulated in the early sixties when President Julius Stratton approached him to replace Professor John Rule. Wadleigh insisted that before he would accept the post, a shift in the scope of his function would have to be made.

The concept of a Dean of Students as a "protagonist," applying "bandaids" when needed, was fading with the evolving feeling that MIT should be more than just a factory. Reflecting the widening of his responsibilities, Wadleigh's new title became Dean of Student Affairs, charged to review aspects of educational policy ranging from classrooms and activities to living groups.

First problems

What were some of the deficiencies Wadleigh moved to correct during his first years? Though basic improvements had been made, the curriculum was still highly structured. The "commuting" atmosphere, reduced by the impact of Kresge and the Student Center, still demanded attention. As yet, there

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before the discussion is opened for questions from the audience.

Tickets will be distributed two per MIT activity ticket Monday morning at 9am in the Lobby of Building 10.

Commission begin today at 1:30 in 26-100. The administration is looking for ideas from interested individuals and groups. A similar forum will be held next Friday.

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In addition, he asserted that even if the hardware were available, program "debugging" would be a hit and miss affair since "it is

wiesner first

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which a Sateguard deployment would escalate the arms race. During the course of Wiesner's answer, Case's eyes widened while Wiesner explained the ease with

(Please turn to page 2)

## Snyder, Nyhart emphasize greater rapport, progress

(continued from front)

Nyhart jokingly summed up his new post as "a tough way to find out what your youngsters will be like in four years." In a more serious vein, he commented, "MIT does have a chance to operate within the revolution going on and better itself in the process—not in reaction [to the revolution] but with it." Nyhart described his new post as "an office that can provide support for learning processes...of an informal nature."

Wadleigh also described his new post, calling it "Vice-President without portfolio." He stressed that he will not be a part of the "new situation" in which Nyhart and Snyder will assume and extend the functions formerly performed in his office. Instead, he will concentrate on "special projects." Wadleigh declined to give further details about his new assignment, although Johnson said that Wadleigh will continue to have a "large influence" at the Institute.

In subsequent discussions, Snyder and Nyhart discussed the philosophies they will bring to their new jobs. Snyder was emphatic that he was not a "super" Dean of Students. He also said that he hoped to make a dent in the compartmentalization of the Institute, and that he might be a "catalyst" for implementing ways of involving the community which make sense to the community as a whole,

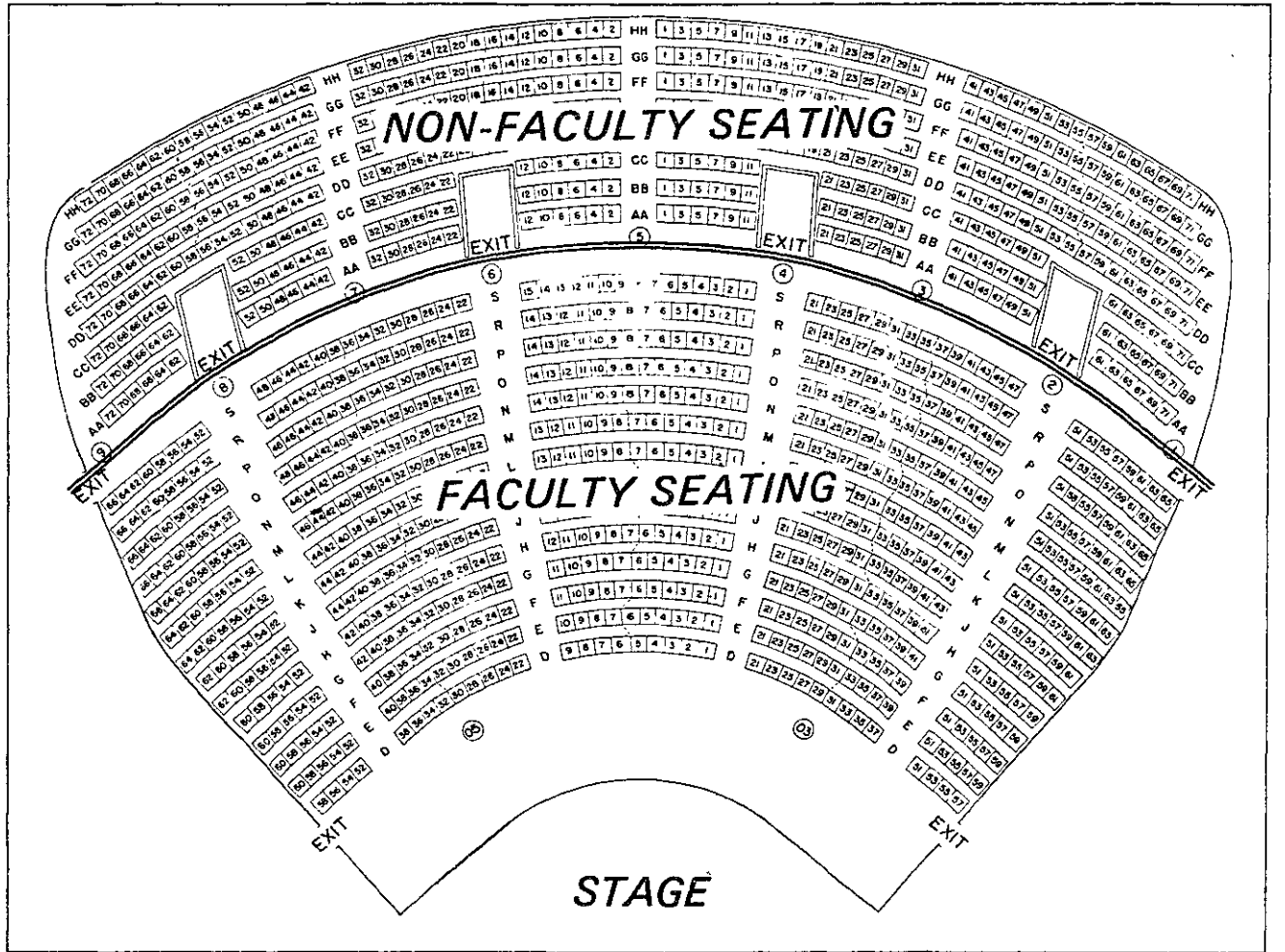
such as Agenda Days.

Nyhart stated that he "didn't particularly relish the cop's role," and hoped that the Institute would work toward a situation in which all members of the community would help decide the rules and their interpretation. He also said that he hoped that MIT could get away from the "double vomit" system of teaching and examinations. Nyhart is currently chairman of the Committee on Academic Performance.

It was revealed also that both men took their new posts with the understanding that the work currently handled by Wadleigh would be divided and expanded as has been done. In addition, it was said that Nyhart had been offered a senior position on Wadleigh's staff under the old system, which he declined earlier this year.

Johnson also stated that a replacement had not yet been named for Snyder in the post of Chief Psychiatrist, but that he expected to make that announcement shortly.

The exact manner in which these two new appointments will fit into the administration's formal structure has not yet been finalized, though it is known that Nyhart will report to Snyder, who in turn, is directly responsible to Johnson and Wiesner. In addition, Snyder informed *The Tech* that he would become a member of the Academic Council.



## Seating arrangement for faculty meeting

The 'balcony' portion of Kresge Auditorium will be reserved for non-Faculty observers at today's special Faculty Meeting on the status of R.O.T.C. Additional visitors will be able to listen to the proceedings in the Little Theater. The meeting will begin at 3:15, with the doors opening at 3:00. No one will be allowed in the isles. As in the past, students wishing to speak will have received permission in advance.

## Student conditions improve markedly under Wadleigh

(continued from front)

were no tutors in the fraternities. And facilities in the dormitories were sparse.

### University philosophy

Acting on these problems required a definition of the philosophy which forms the basis of a residential university. In particular, Wadleigh argued for a movement away from the "in loco parentis" tradition to avoid "mothering" the students. His efforts and those of his staff were "sincerely directed to providing the back-up for student initiative."

Wadleigh refused to construct a list of the "milestones" marking the Institute's past nine years of development. Rather, he stressed the evolutionary character of events, as MIT reacted to changing times and a changing nation.

Gradually, the breadth of the Dean's responsibility became an increasingly difficult load for one man.

"We have an unusual situation here," Wadleigh conceded. "For instance, Harvard has a Dean of Student and a Dean of the College, while the Dean of Student Affairs at MIT had to work with both graduates and undergraduates."

### Retirement

Wadleigh first spoke with Johnson about retirement four years ago. "Time passes on, and it always helps to bring in new blood. Besides, I was getting a little older." Four or five months ago, Wadleigh decided this would be his last year.

Wadleigh did not specify the duties of his new role as Institute Vice-President. "There are many senior administrative jobs that need to be done," jobs outside the portfolios of the other officers. "A lot depends on the preferences of other administrative people. It will be an open-ended job. I'll be acting as a right-hand man."

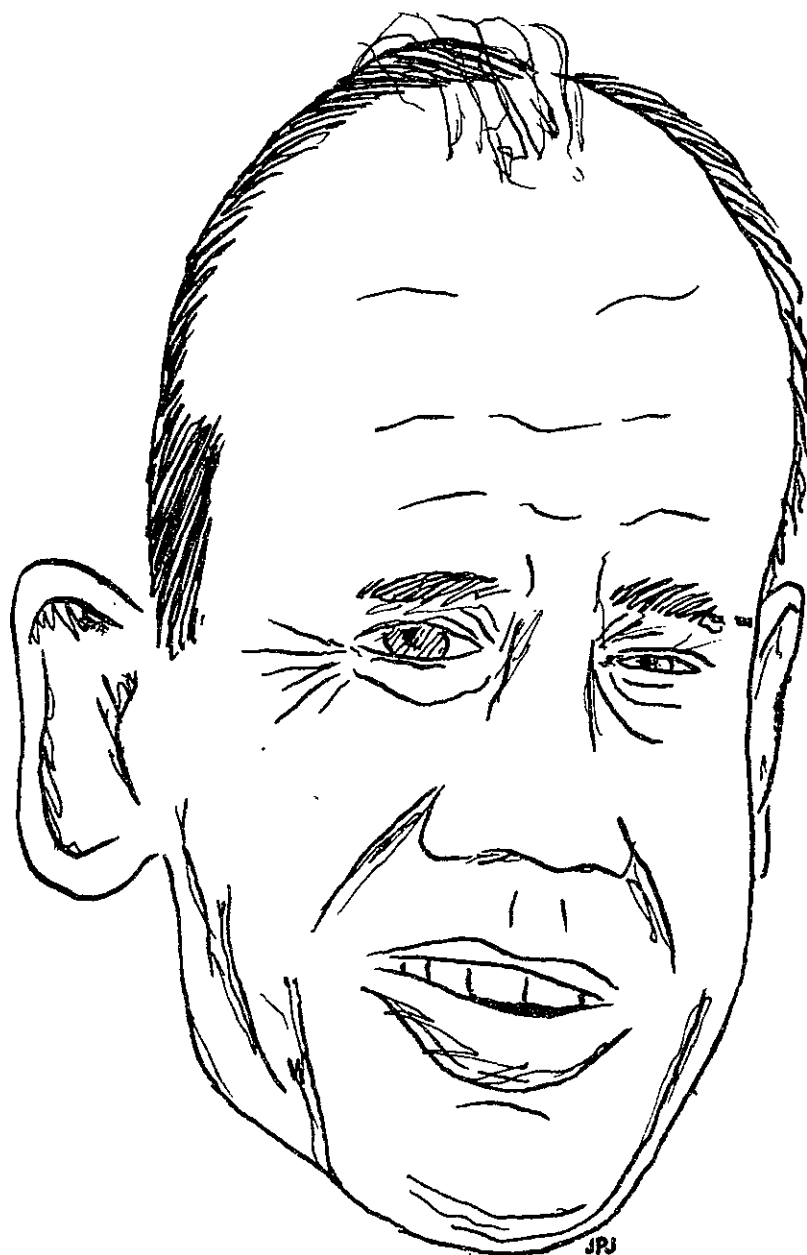


VOL. LXXXIX, NO. 24 1/2

MAY 14, 1969

Staff for this special issue of *The Tech*: Steve Carhart, Reid Ashe, Bruce Weinberg, Bob Dennis, Karen Wattel, Mike Bromberg, Bob Young, Vicki Haliburton, Joe Kashi, Alex Makowski, Al Goldberg, John Jurewicz, Gail Thurmond. Special thanks to Steve Terry of LSC, printer.

## The Tech needs you!\*



\*new staffers are harder to find than new deans...

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.

Photo by Gary DeBardi

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-T49.9 sec. 1. L. Kelly-M;  
2. CG; 3. CG.  
Lightweights second in EARC sprints  
Tennis  
Fifth in New England  
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## Faculty okays campus ROTC General Assembly questions Finboard budgeting policies



Photo by Gary DeBardi  
Prof. Sheldon Penman (VII) delivers a caustic attack on the CEP proposal, faulting its hasty preparation and lack of supporting evidence.

## Pounds commission reviews opinions of noted scientists

By Larry Klein

The Review Panel appointed by President Howard Johnson to investigate MIT's special labs is hard at work.

Chaired by Professor William Pounds, Dean of the Sloan School of Management, the Panel has been meeting seven days a week. Sessions have lasted as long as nine hours.

For the last three weeks the committee has devoted itself to "collecting information—ethical, political, moral..." Pounds explained in an interview with *The Tech*. The committee visited the Lincoln and Instrumentation Laboratories, held an open session in 9-150 to elicit opinions from the MIT community, read numerous position papers, talked with num-

## Friedman debates economic theory with Samuelson

"The Old, the New, and the Correct" will be the issue when Milton Friedman meets Paul Samuelson in a Kresge debate next Thursday.

Friedman, a renowned economist from the University of Chicago, will defend the traditional free enterprise approach to economics while MIT's Samuelson will argue for the "new" or Keynesian approach. The debate is one that has been waged by the two on many campuses.

Professor Charles Kindleberger, Department of Economics, will open the debate with a short introduction. Then the first speaker will be allowed 15 minutes, followed by a 20 minute rebuttal. The initial speaker then returns for five additional minutes before the discussion is opened for questions from the audience.

Tickets will be distributed two per MIT activity ticket Monday morning at 9am in the Lobby of Building 10.

erous individuals, and consulted officials in Washington.

The Panel has questioned a wide range of individuals, including Senator J. William Fulbright, Chairman of the Senate Foreign Relations Committee; Dr. George Kistiakowski, former Presidential science advisor; Professor Albert Hill, Chairman of the Physics Council and former director of Lincoln Lab; Dr. Vannevar Bush, honorary Chairman of the MIT Corporation; and members of SACC. These men have come before the commission both at the Panel's request and by their own petition.

Next

The current stage of the committee's endeavours is giving way to a more difficult and crucial phase. May 31 is the deadline for the Panel's first report; it must begin to consider its newly-gained information and form an opinion.

Pounds is now posing to his committee the question of what the body is to say in its May report. Although the committee is not yet prepared to come to any conclusions, it is trying to formulate "positive" concept—opinions.

Finally

The Panel's immediate task is clear. It must make value judgments based on its findings—findings gathered from proceedings and reports which now stack eight inches high. The Panel must consider personal and contractual obligations, educational and political priorities, and then offer its recommendations.

The Panel's future endeavours are less clear. Its final report will be handed to President Johnson in October; from then on Pounds cannot say with assurance what will happen.

Open hearings for the new Lewis Commission begin today at 1:30 in 26-100. The administration is looking for ideas from interested individuals and groups. A similar forum will be held next Friday.

By Duff McRoberts

ROTC will remain on the MIT campus, but all changes proposed for the program will receive further consideration, the Faculty decided Wednesday.

Prof. William B. Watson's (XXI) motion to abolish ROTC failed by an overwhelming margin in a rising vote.

The other proposals and amendments thereto will be considered by the Faculty next Wednesday. Three other resolutions had been offered. (See *The Tech* Tuesday, May 13.) The Rohsenow-Baumann proposal would establish a committee to review all aspects of ROTC; the Segal proposal would deny academic credit to ROTC and form a review committee; and the motion of the Committee on Educational Policy, which lists five objectives, would also establish a review committee.

Frisch, Rosenblith amendments

Prof. Walter Rosenblith, Chairman of the Faculty, and Prof. David Frisch (VIII), offered amendments to the CEP proposal. Rosenblith suggested that the CEP motion simply mention progress toward objectives as a goal instead of charging the committee with specific objectives. Frisch, along with Professors Louis S. Osborne and Irwin A. Pless (VIII), offered a proposal "incorporating the best features" of those by the CEP and Segal. Frisch suggested that the objectives listed by the CEP be called possible alterations for the purpose of charging the committee and that the full range of all possible changes be considered.

Positions explained

Shortly after the meeting began, the statements explaining each of the four proposals were made. Prof. Irving Segal (XVIII), proposing the abolition of academic credit for ROTC, alleged that academic integrity is now being violated. In advocating the total removal of ROTC from the campus, Watson asked, "Can the university allow its facilities to be used by an external agency for a purpose extraneous to the function of the university?"

Prof. Warren M. Rohsenow (II), urging that ROTC be retained, proposed the establishment of a permanent ROTC com-

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By Alex Makowski

Finboard's policy of underwriting big weekends at MIT came under sharp attack by Execomm member Owen Franken and others as Tuesday's General Assembly meeting avoided such issues as ROTC and war-related research to center on issues more closely connected with student life.

Bogged down for most of the night discussing constitutional amendments, the Assembly representatives were too exhausted to respond to Mike Albert's call for debate on ROTC before the next day's faculty meeting. The only answer he elicited was a move to table the motion.

The \$3,500 loss from Spring Weekend and the \$35,000 budgeted for next fall's Junior Prom moved Franken to demand some positive show of support before the student government backed another weekend. Although his suggestion of a series of concerts was ignored, others agreed that a serious review of entertainment funding is necessary.

Albert asked that the example of weekend financing not cloud the broader issue of Finboard's \$100,000 budget. There is a real need, he argued, to consider how this money is allotted. Although vague about details, the UAP promised a committee would be formed to investigate budgeting

policies before the next meeting.

There was unanimity of feeling on a motion concerning voluntary commons. A resolution recommending "that the MIT Administration undertake a prompt and comprehensive study with the aim of introducing a voluntary commons system, if at all practical" was passed unanimously.

One member, however, objected to the alacrity with which the Assembly approved the measure. "Many of us have absolutely no connection with this problem," he cited, yet the vote was preceded by almost no discussion.

Amendments

As for constitutional reform, debate centered on three important amendments. First was a change calling for General Assembly meetings every two weeks. Judging that sufficient matters arise to warrant more frequent sessions, the delegates approved the rewriting.

An amendment shifting the Assembly delegate election to September was voted down. Albert suggested that the change might avoid the sort of "lame duck" atmosphere surrounding the late spring sessions. The consensus, though, was that moving the elections back might impair the effectiveness of work done over the summer, or result in the

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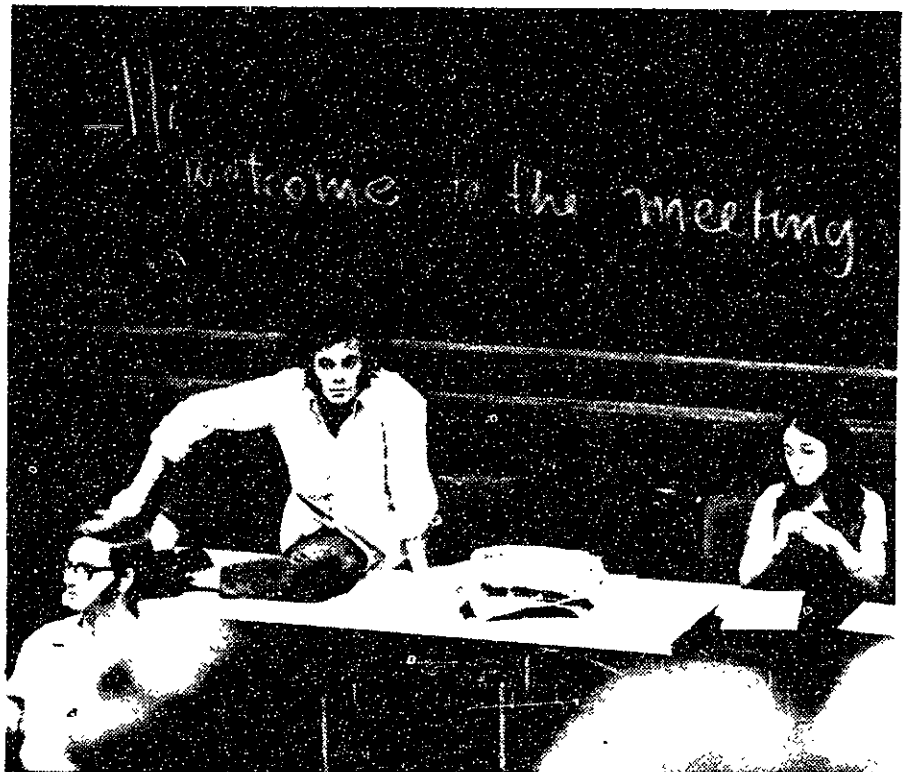


Photo by Craig Davis  
UAP Mike Albert (left, seated) displays informal style in running Tuesday's General Assembly meeting. Karen Wattel '70 sits at right.

## Wiesner testifies against ABM

By Peter Peckarsky  
Special to *The Tech*

WASHINGTON (May 14) — In testimony given today on Capitol Hill before the Subcommittee on International Organization and Disarmament Affairs of the Senate Foreign Affairs Committee, Prof. Jerome B. Wiesner, Provost of MIT, said he doubted that the computer hardware and software, which are at the heart of the Safeguard Anti-Ballistic Missile (ABM) system, could be produced with sufficient reliability to make the system operationally effective.

In addition, he asserted that even if the hardware were available, program "debugging" would be a hit and miss affair since "it is

possible to show mathematically that no such theory (for computer program correction) can be constructed."

Wiesner and Dr. Edward Teller, father of the H-bomb, offered conflicting views on the merits of the proposed Safeguard system in an often heated debate which was, in the words of Subcommittee Chairman Sen. Albert Gore (D-Tenn.), the "kind of discussion which could occur in no other country on earth."

Wiesner first

Wiesner, leading off under the glare of the television lights, sketched his long and extensive involvement with US defense problems. He opined, "it is possible

to greatly enhance our security by halting the arms race."

"I believe that the Safeguard ABM system is a prime example of a weapon system that will at best do very little good, most likely accelerate the arms race and either way, waste large sums of money."

After Wiesner concluded with a technical discussion of the Safeguard radars and related matters, Sen Clifford Case (R-N.J.) asked for an explanation of the way in which a Safeguard deployment would escalate the arms race. During the course of Wiesner's answer, Case's eyes widened while Wiesner explained the ease with

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# Wiesner, Teller debate ABM in Senate hearing

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which the system could be expanded into a heavy ABM population defense.

Gore then queried: "How does all this add to our security?" "I don't think it does, sir," was Wiesner's reply.

### Teller testimony

After preliminary remarks, Teller said that he had prepared a statement and would stand by it. In the interests of expediency, he explained however, he wished to forego reading it in favor of commenting immediately on Wiesner's remarks. Gore indicated he would be amenable to Teller's suggestion.

At this point, Foreign Relations Committee Chairman Sen. J. William Fulbright (D-Ark.), wearing sunglasses and sitting to Gore's immediate left, muttered in an aside to Gore that "you can't do that since we can't question him (Teller) if we don't hear his statement." Gore tried to obtain a consensus. Sen. Thomas Dodd

(D-Conn.) mumbled a few words in the general direction of the floor as Sen. John Sherman Cooper (R-Ky.) said he felt Teller could do as he pleased. The discussion continued for a short time until Sen. Stuart Symington (D-Mo.) grabbed a microphone and said, "Dr. Teller, will you please read your statement?" Teller agreed only under the condition that he be allowed to comment on Wiesner's testimony and on his own immediately after finishing his position paper.

### Favors Safeguard

The main thrust of Teller's testimony was that "we do not know whether defense or additional offensive force will be cheaper and more effective" and hence the US should invest money in research and development, and a limited deployment in order to gain insight into cost-exchange ratios between offense and defense. This would help us design better penetration aids for our own missiles. Also this limited "research

and development" deployment would enable us to negotiate from a position of strength and knowledge in the upcoming SALT (Strategic Arms Limitation Talks) talks with the Soviet Union.

Teller argues that by not deploying the Safeguard system, the US would be buying "assured ignorance." Assured ignorance, according to Teller, is "what we are going to have if we don't deploy since we won't know how to penetrate the Soviet ABM or how to negotiate with the Russians." He stated that such an imbalance in knowledge may be more dangerous than an imbalance in power.

Teller testified that he felt the current ABM debate was being hindered by excessive secrecy on the part of the American government and the resulting information gap. He therefore asked that "our rules of secrecy should be rediscussed and made more liberal."

Teller stated that any attempt to quantize the trade-offs between offense and defense would be a mere guess. Later, when Fulbright, in his imperturbable manner, pressed Teller on the issue, Teller responded quite positively that the current cost-exchange ratio is 3:1 in favor of the offense. In 1959, Teller said the ratio was 30:1 also in favor of the offense.

### Vote estimate

The current count being circulated on the Hill by proponents of

the ABM is 53-47 in favor of the deployment when the matter comes to a vote. Informed sources opposed to the deployment say that the vote stands at 50 opposed, five leaning against, four leaning for, and 41 definitely in favor of the Safeguard system. It remains to be seen, when the vote is taken in the middle of next month, what effect today's hearing will have on the final decision in the Senate.

## Student House to go coed; girls to move in this fall

### By Harvey Baker

"It's just so exciting. I'm really looking forward to it. We've worked so hard and now we may really get it."

With these words, an MIT coed summed "it" up. What is "it"? Coed living, in MIT's Student House.

Student House President David L. McIlwain '70 has announced that pending the approval of the house's Alumni Board, work on the project will begin. It is hoped that the girls, all MIT coeds, will take up residence this September.

The criteria for admission to Student House will be the same for the girls as for Techmen living there. Applicants will need to show demonstrable evidence of financial need and a record worthy of this opportunity.

Several coeds have already declared their intention to look into the possibilities of Student House living. One, Jan Dubinsky '72, has already indicated that given the opportunity, she will move.

Extensive renovation of Student House is included in the plan for coed living. It is hoped that the House will be able to guarantee any prospective girl the privacy and study conditions she desires as well as the opportunity for living in a small, tightly-knit group of students.

Because Student House is not officially listed as a boarding house, as are MIT's fraternities, it is not bound by the regulations prohibiting coeducational living. Rather, it is a charitable organization and has prepared an extensive legal base for its action, which included researching precedents and discussions with Institute lawyer Bob Sullivan.

It is reported that consultations have also been held with Deans Kenneth Wadleigh and Richard Sorenson and Institute Psychiatrist Benson Snyder, who have indicated at least their temporary approval and have agreed to assist in mailings to Class of '73 freshman girls.

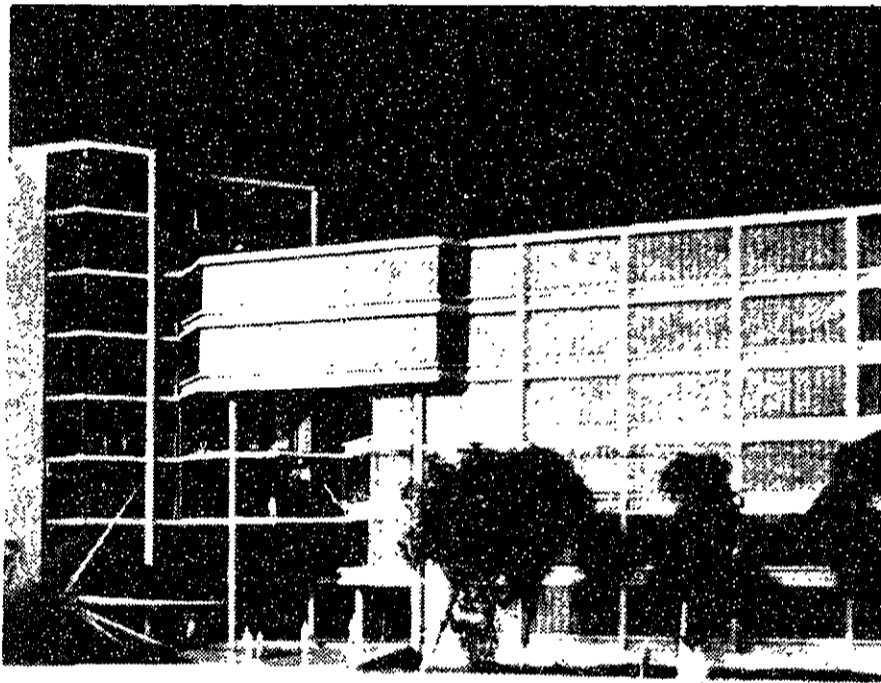
## Land shortage cuts expansion

### By Joseph Kashi

MIT's projected growth will be limited by the scarcity of unused land already owned by MIT and by the opposition of the city of Cambridge to any further off-campus expansion of the Institute.

During a talk on MIT's projected growth Monday night, Robert Simha, of the MIT Planning Office, stated that the Institute has no plans to build past Vassar Street. However, there is the possibility that some of the factories may be demolished eventually to make room for new academic facilities.

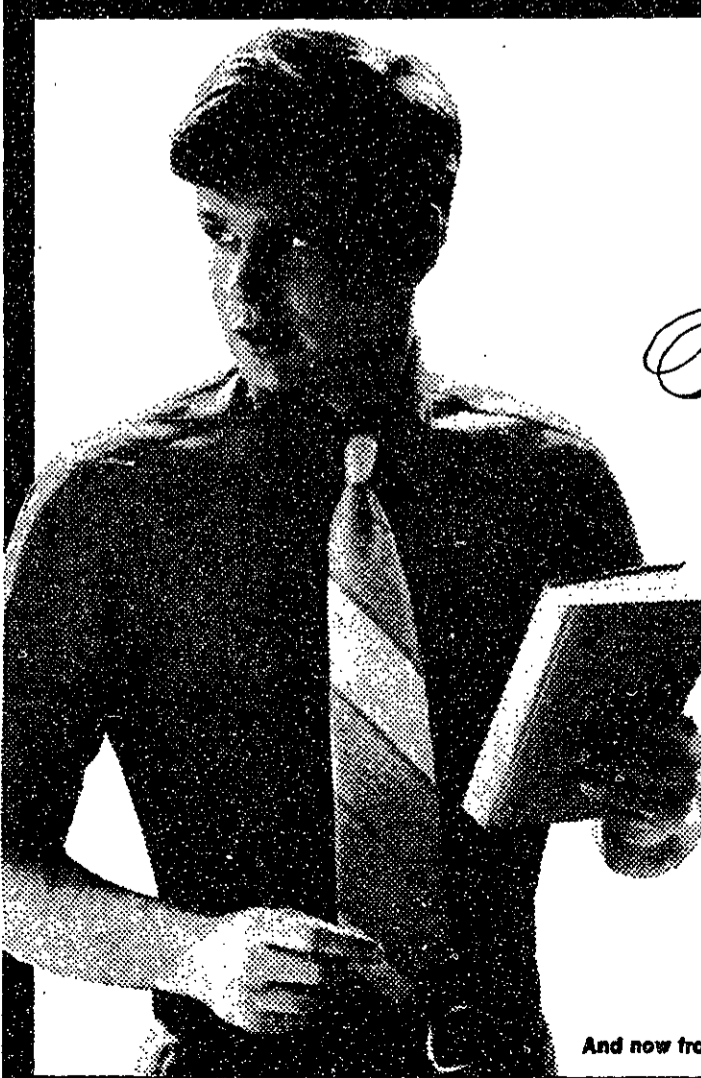
In addition, the Institute is considering the possibility of razing the buildings behind 100 Memorial Drive between Ames Street and Kendall Square. The area is presently occupied by a number of small spin-off companies. MIT owns a large portion of this land, though not all of it. Simha said that there are no plans to utilize land on the Wellesley



Next year will see the beginning of work on the new EE-RLE building.

campus, but that any initiative would depend very heavily upon future relations between the two schools. Plans are being made to build a headquarters for the Physics Department on the site of the present Building 20 after it is demolished. The building currently houses the Research Laboratory of

Electronics (RLE) and parts of the Physics Department. RLE will share space with the Department of Electrical Engineering in the new EE building which will be erected along Vassar Street between the Computation Center and the planned Physics building.



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## Vietnam and World Freedom... Is there a connection?

### IN PRAGUE

The Soviet Army marches in, students defy Soviet tanks, but censorship and thought control are reimposed.

### IN MOSCOW

Sinyafsky and Daniel and thousands of Russian intellectuals are sent to Siberian labor camps or committed to asylums by a regime that seeks to stifle all voices of dissent.

### FROM CHINA

The Red Chinese Army conquers Tibet, practices genocide, and then is launched on an unprovoked attack against India.

### ON THE AMERICAN CAMPUSES

Extremists man-handle professors, burn libraries, seize and vandalize buildings, and create a climate of intolerance and anti-intellectual terror.

### IN VIETNAM

Thousands of teachers and civic leaders are murdered by the Viet Cong while a struggling underdeveloped country, seeking to improve the quality of life, finds itself under assault by an ideology that would deny freedom to all men.

*It is our belief that there is*

*a connection between all of these developments.* The places are different, the circumstances vary, but the phenomenon of totalitarian aggression against freedom is the same.

The Vietnam war has been widely misunderstood because of the tendency to view it in isolation. This war assumes a clear and compelling significance, however, when it is viewed in its global context — when it is seen as an integral part of a world-wide struggle by the forces of total tyranny against the human mind and the free spirit of man.

Over the coming critical months of the Paris peace talks, some of those who oppose our Vietnam commitment will do everything in their power to compel the Administration to scuttle and run so that the Communists can take over there. This imposes a duty on all of us, liberal and conservative, who are committed to an honorable peace, to make our voices heard.

If you believe as we do, and if you want to do something about it, either as an individual or as a leader of a student organization, please write to

STUDENT COORDINATING COMMITTEE  
FOR FREEDOM IN  
VIETNAM AND SOUTHEAST ASIA  
P.O. Box 1451, Main Post Office  
Washington, D.C. 20013

# Delayed Frisch amendment stalled second ROTC ballot

(continued from page 1)  
 hittee while indicating a willingness to withdraw his motion in favor of the one by the CEP. The thrust of the CEP report itself said that ROTC should continue to be responsive to the Faculty in accordance with the CEP's five guidelines.

**Procedural difficulties**  
 Following the discussion by Prof. James M. Austin (XIX) of actual aspects of the ROTC programs, the discussion gradually turned to the question of how the Faculty would consider the numerous issues before it. President Johnson asked if the Faculty wished to vote on substantive issues before the meeting's end; a rising vote revealed that it did. Shortly thereafter, the Watson proposal was defeated. The lateness of the hour and the introduction of the amendments to the original proposals forced the postponement of further discussion and voting. President Johnson requested that the sponsors of the remaining proposals and the amendments hold consultations in order to clarify their positions. Adjournment followed shortly.

Following the meeting, Chairman of the Faculty Walter Rosenblith informed *The Tech* that the amendment offered by Prof. Frisch had been formulated Tuesday. Although Frisch and the two other professors who had collaborated with him met with the Committee on Educational Policy ROTC subcommittee late Wednesday afternoon, the late appearance of the Frisch amendment precluded any reconciliation.

When queried concerning the reason for the lack of coordination between the CEP and Professor Irving Segal's group, Rosenblith stated that Segal had been invited to attend CEP deliberations but chose not to do so. He added that he considered the issue of security policy of cadets to be significant. Also present at the meeting was J. Mike O'Connor, who took Sanctuary at MIT last fall. He stated that he knew of some ROTC cadets from Northeastern who worked at the Army Security Agency at Fort Devens, an organization which requires security clearance for all who work with it.

# Assembly sanctions BA degree

(continued from page 1)  
 election of too many seniors.

Finally, the delegates moved to what promises to be a long-unresolved issue: at-large delegates. Albert insisted that to give any extra student a vote was to upset the fair spread of representatives provided in the constitution. He sanctioned the "official" status the title "at-large member" would confer, but asked that it not confer voting privileges.

The proposed amendment contained a complicated process describing the action the Assembly would take to decide by a two-thirds vote if the interest group represented by a petitioner warranted a voting representative. After some voiced fears that a pressure group would "pack" the Assembly and others described the measure as poorly worded, and the motion was tabled.

**Bachelor of Arts**  
 Other committee reports followed. Jim Smith asked, and received, support for his motion that "this body recommends the establishment of a Bachelor of Arts degree at MIT with an alternative set of requirements keyed to individualize education and cre-

ativity." The student-faculty committee he represents will ask that every department be allowed to offer a B.A. degree with loosely structured requirements.

**Student computer time**  
 A representative of the Student Information Processing Board described a plan to encourage the freer access of undergraduates to Institute computers. Having approached the provost's office, they feel they will be budgeted sufficient Institute funds for a test

of their concept next year. The proposal is to permit students to request computer time for work related to anything from homework problems to special research.

Construction of more lounge space was described by SCE Head Dick Evans. Pointing to the imminent vacating of many chemistry offices and labs in Building 2, he described as 95% the chances that this new space could be redesigned into a student-faculty lounge area.

# Donovan wins Shultz prize for excellence in teaching

The Department of Electrical Engineering has selected Assistant Professor John J. Donovan as the first recipient of the David Schultz Award, a newly-established prize for excellence in teaching.

The \$1,000 award, to be given annually to an assistant professor, was created by a grant from Baird-Atomic, Inc.

Professor Louis D. Smullin, Head of the Electrical Engineering Department, cited Donovan for "inspiring and effective teaching" in 6.251, "the large amount of time he makes available for student conferences each week," and a good job in the "organization of an exciting project subject" for the development of new computer software. Donovan has also organized groups of graduate students for teaching at Lowell Institute, and Professor Smullin mentioned that some of Donovan's lectures have been recorded for use at Texas A&M.

Awards for this year's previously established prizes for excellent teaching in Electrical Engineering have also been announced. They go to:

Louis Braida, who in 6.37 has "eagerly given of his time to teach and assist students in their work."  
 Fred Centanni, for 6.02 and 6.06, where "he...was truly concerned about how much was being learned by each student."

John Coffman, for "outstanding work in the organization and teaching of 6.47."

Paul Demko, for "always striving for a clear, complete presentation" of 6.712.

Alan Hayes, for 6.711, where "whenever a student or fellow teaching assistant had any problem concerning the lab, [he] made it his problem."

Stuart Madnick, for "6.251 where he gave of himself in a real way to make this subject run smoothly."

Rolf Nevald, a visiting assistant professor from Denmark, who, Smullin said, had been the object of "unsolicited student praise."

The above include five awards sponsored by Supervisors Investors Services and two C.E. Tucker awards.

## SPRING Concert 1969

MIT Concert Band  
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## classifieds

For Sale, 1967 Fiat 1100R 4 door sedan, r&h, 26 mpg. Excellent economy car. \$800, call 275-0988

For charter, May 24-June 20 (4 weeks) at very low rate: Princess Moon, 34 foot sloop. Sleeps 5 in two cabins. Fully equipped, inc. electronic gear. Experienced sailors only. Brighton, 782-9012.

Lost, sitting in McCormack gym on Fri., May 2, a round black sitting cushion. Contact D. Nelson KE6-1300 or X3616.

MIT PLAYERS  
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UNDERWRITERS AND INVESTMENT BANKERS

# Two new deans

The appointments of Dr. Benson Snyder and Professor J. Daniel Nyhart as Dean for Institute Relations and Dean for Student Affairs represent an excellent step towards solving many of what we believe to be the most pressing problems faced by the Institute today.

As we have stated in these columns before, we believe that American universities in general, and the Institute in particular, are in the process of redefining both their role in society and their internal means of coping with that role. During this period, it will be absolutely essential to promote to the fullest extent the propagation of ideas and concern on a number of issues within the community. Recently, most of the administrative action associated with this ever-growing task has fallen to Dean Kenneth Wadleigh. The manner in which the various functions of his office have been separated and expanded by the appointment of two successors reflects the realization both that this task is too large for one man, and that it is one of great concern to the Institute as a whole.

We hope that the new titles reflect a determination to face two very significant problems: the need to bridge the gaps which separate the various 'estates' of the Institute, and the need to further recognize and promote the interests of the students.

We are particularly pleased with Snyder's appointment. He probably understands the overall educational atmosphere of the Institute as well as any other person we can name, by virtue of his past work. It is becoming increasingly clear that the problems of the Institute must be approached in a more comprehensive manner than in the past. Nyhart, despite his relative inexperience in matters related to his new post, has shown a number of signs which give us reason to be optimistic about his performance.

It should be noted that, although we were disappointed with some of the details of the process by which input on these appointments was sought, on the whole the procedure used is a vast improvement over previous practice. We trust that it will be expanded and improved in future appointments.

We wish the new deans the best of luck in their challenging new posts. They may rest assured of our continuing interest and constructive criticism as the Institute tackles the problems before it.



VOL. LXXXIX, NO. 25

MAY 16, 1969

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# Letters to The Tech

## Project CAM

To the Editor:

I believe the controversy surrounding the CAM proposal goes to the core of both the question of the function of university research and that of academic freedom. I believe that academic research ought to be characterized by the fact that the questions it asks, the open problems it aims to attack, are the principal sources of motivation for the researcher. The fact that some component of the real world may find the fruits of the research useful can serve enormously as a stimulant—especially in the search for open problems—but finally the question itself and the idea proposed to answer it must drive the researcher to wherever it may lead. I think it follows from that view of academic research that a research proposal addressed to a funding source ought to clearly state the questions to be asked, the problems to be attacked, but that it ought not to imply that the research will solve the agency's problems.

The CAM proposal begins by outlining the enormity of what are perceived to be social science problems faced by, as it happens, the Department of Defense. It goes on to propose that certain work be done and strongly suggests that even intermediate results will soon prove useful to the sponsor. I suggest that this is a fundamentally wrong approach even if the sponsor were the Salvation Army or the United Jewish Appeal.

Why is it wrong? One of our colleagues argues that much research in behavioral science is dangerous and ought to be forbidden. He perceives the danger of such behavioral science research to lie in that it will lead to techniques for manipulating people as, in effect, abstract objects. I believe that the fundamental ethos of science is that all phenomena are lawful, and, in principle, capable of being understood. To believe otherwise is to believe in magic. To believe that is prohibitively dangerous to come to understand some aspects of the real world is paradoxical, for how can that judgment be made if those aspects are not already understood? What is, however, true is that the application of partial understanding can be dangerous. For example, I would certainly support fundamental research in the physical chemistry of pesticides. But to advocate that results of that research be applied in agriculture in the absence of a concomitant understanding of relevant ecological principles would be, to say the least, irresponsible. In my view, some of the work proposed by the CAM project is of crucial importance to social science in that it offers an opportunity to turn that field away from its almost pathological fascination with data toward theory permitting strong inference and crucial experiment. However, the fundamental understanding of behavioral processes toward which such work is aimed is, I would think even the most audacious social scientist would agree, very very far away. It is, therefore, wrong to suggest to any sponsor, however benign, that it is even remotely related to his current, or near term, mission.

Let me give another example. Suppose I have a computer program that gives the appearance of imitating the conversation of a psychiatrist. I might propose that the National Institute of Mental Health should support further exploration of its basic ideas. I may suggest that, in the very long term, my research may yield insights into psychotherapeutic processes, but I would have to characterize this vision as enormously speculative. It would, however, be fraudulent to make a similar proposal to, say, the Veterans Administration, and to assert that that agency should support it on the basis of its current psychotherapeutic mission.

I hope it is evident from what I have said above that any comments I make about the part of the proposal that attempts to justify it to the DoD are not merely editorial in nature. That preamble leads to one of two interpretations.

Either the understanding of behavioral processes to which this work aspires can be achieved in sufficient fullness and sufficiently soon to permit its responsible application to problems faced by a Department of Defense, constituted approximately as is the present one, or that that part of the proposal alluding to the sponsor's domain is a mere marketing device and belief in the first of these two possibilities could be characterized only as a delusion. Resort to the second deems behavioral science and the good name of the Institute.

I have been told that the Department of Defense demands from an applicant for research support a statement indicating the relationship between the proposed research and the DoD mission. I do not believe that the CAM project relates, or ought to be seen as relating, to any near-term, foreseeable mission of the DoD. It may be argued, however, that some paragraph of the kind just mentioned, irrespective of its truth, must and therefore should be included if funds are to be granted. Such an argument would be one for precisely the kind of corruption that I believe to be at the base of the convulsions currently tearing our world apart. Would it not be better to tell the prospective sponsor that it is proposed to do fundamental research that will increase our knowledge of our condition in the world, and that such knowledge ultimately serves the highest aims of the sponsoring agency?

A more general issue lurks here as well; this is whether support for social science research ought ever to be solicited from a policy-making agency. The argument that the application of incompletely understood results may be dangerous, especially when men under enormous pressure may be subjected to almost unbearable temptations to use such results, leads me to the conclusion that social science research should be supported entirely on a grant, not a contract, basis.

I've already said that, in my view, parts of the proposal are of potentially crucial importance to behavioral science. Other parts are, to say the least, considerably less interesting. There is one dangerous part that (I am told) can however be eliminated. This is that the DoD itself, through ARPA, will have access to the data and programs in the proposed computer system in the same way but not under the same limitations as other scholars. Let me, because it is important, make clear what I mean by limitations. I suggest that if scholars at, say, the University of Chicago, or Stanford University, are given access to my programs, and they apply these programs to their own data, then the normal mores of the academic community are in force. I may, for example, ask them their purpose and request to see intermediate results. They will, assuming I am competent to give it, consider my criticism. On the other hand, an individual working in the DoD, however well trained and of whatever goodwill, is working outside the academic milieu and not subject to its mores. He may wish, for example,

to apply my results to problems in the real world when I might consider such application to be dangerously premature. It may be argued that technical means are provided to enable me to prevent him from accessing my work at all, but I cannot be sure that a program I have given him for one purpose may not be used for another. Also, while it is said that the files will contain "no data on identifiable individuals, and no data to which access would have to be restricted in the interest of propriety or privacy," no indication is given as to what rules there are to determine this "interest" or who is to administer such rules.

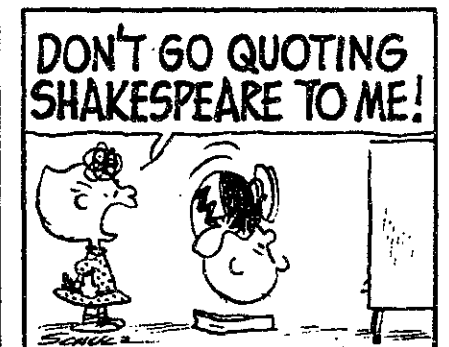
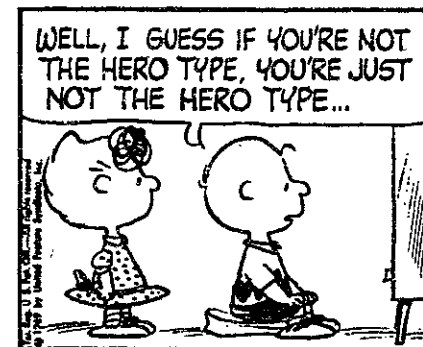
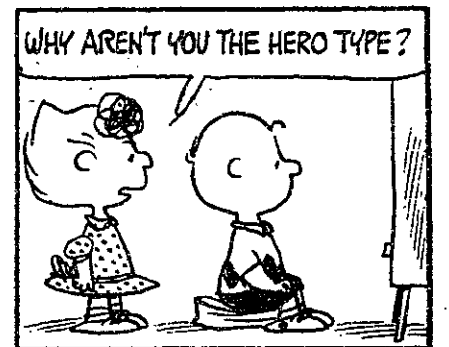
This statement reveals how precious little we have thought about the problem of privacy in a computer environment. We have attended to a number of issues revolving about privacy of individuals. But, essentially, no thought has yet been given to the problem of protecting the rights of groups. No matter what the urgency to keep current projects going, we ought not to hastily rush into such perilous, uncharted waters. The precedent set by the creation of any information base to be shared by the academic community and, of all people, the DoD, is one that ought not to be established so casually—it is certainly one in which the community itself should have a strong voice.

I would, in service to the principle of academic freedom, urge that we establish no tribunal, however constituted, that is empowered to force the withdrawal of this or any proposal to do unclassified research. I think the proposal is in part good, in part trivial, and in part dangerous. I think the community is entitled to make determinations for that part of it that sets community-wide precedents. But for the rest of it, it can only exercise the kind of persuasive and intellectual force that it has accumulated by virtue of being a community. It is precisely a hard case like the present one that tests our devotion to the principle of academic freedom.

In other times these issues would have been considered private to the small circle of academics immediately involved in the proposal. But times are changing and it is demanded of all of us to become sensitive to larger constituencies and value systems. Even if we believe other members of our community to be wrong, we must, nevertheless, recognize the reality of their feelings and, one way or another, adjust our conduct accordingly.

In this instance, I would urge the community to persuade the proposers to consider their proposal to fall within the spirit—not the letter—of the Institute-wide moratorium on taking new classified contracts from the DoD. They should take the time to rewrite the proposal in terms of scholarly work to be done—not agencies to be served. Finally, those of us who believe, as I do, that there is important work to be done in the area here being considered should earnestly attempt to persuade the opponents of such work of its merit and ultimate social usefulness.

Joseph Weizenbaum  
Assoc. Prof. of EE & Pol. Sci.



## Institute pauses to examine issues

### Draper, Miller stop protestors

By Larry Klein

SACC planned a march on Instrumentation Lab Six Monday afternoon to protest the helicopter research being carried on there.

The protestors never made it to the lab, however. Instead, they faced Professor Rene H. Miller, Head of the Department of Aeronautics and originator of the helicopter project and Professor C. Stark Draper, Director of the I-Labs, on the steps in front of 77 Mass. Ave.

#### Change of plans

Following the procedure adopted last week, the demonstrators assembled at 77 Mass. Ave., from which point they were to leave for I-Lab Six at about 12:30. Before they could depart, however, "fate" interceded, causing Draper and Miller, who were together nearby, to learn of the assembly on the steps. As a result, the two professors invited some of the prospective marchers to join them for lunch, to discuss the grievances of the students. The students refused, though, requesting instead that the two men appear in front of the Building 7 steps. Then, everybody could hear what they had to say. The professors agreed.

Consequently, from about 12:30 to 1:30 Draper and Miller competed with the roar of the traffic on Mass. Ave. as they addressed the crowd on the steps (which eventually grew to about one hundred persons). Speaking first, Draper informed the audience of his endeavors of the past weekend with regard to a research moratorium. Talking with various Navy personnel in Washington about the possibility of a moratorium on the Poseidon project, he could not gain the acceptance of the admirals for such a stoppage, but did receive tentative assurance that the Poseidon project could be sufficiently declassified so that concerned students could view it and ask questions about it.



Photo by Harriet Kang

SACC protestors were met on the steps by Dr. Draper before they had a chance to march Monday.

Next, Miller addressed the group, explaining that he had conceived of the helicopter project as a civilian transportation project rather than a military one. Moreover, he insisted that due to the specific nature of the increased stability which the I-Lab project would impart to helicopters in flight (a stability making safer landings possible), the research would have only limited warfare value. It would not, for example, significantly affect the accuracy of gunfire from a helicopter.

#### Rebuttal

The originators of the march remained unconvinced by Miller's words, however, insisting repeatedly that helicopters in Vietnam were used to kill people and that the helicopter research at MIT should consequently be stopped.

By this time, the discussion along Mass. Ave. had been going on for an hour and the "march" originators now

decided it was time to move to the Great Court to reach a larger audience and gather signatures on petitions calling for a moratorium on war research at MIT.

#### To the Great Court

Out in the Great Court, however, most people were too busy sunning themselves to respond to the strident tones of a bullhorn manned by a student who kept demanding "Where's the Howard Johnson? Where's James Kilian? Where's Jack Ruina? Draper is here. Come listen to Draper and learn about his efforts for a research moratorium." A few people did respond to this urging, though, and they, together with the people who had journeyed over from Mass. Ave. questioned Dr. Draper for another half hour.

Finally, at about 2:15, Draper received a message that Ruina would like to see him as soon as possible.

### Agenda Days spark debate and widespread participation

By Greg Bernhardt

Widespread discussion and participation marked the experimental Agenda Days program.

Initial reaction of several Agenda Committee members and the departmental discussion group leaders indicated that the program was a success.

Checks with the departments showed that participation was high in the discussions held Wednesday afternoon. The most active was the Department of Physics which drew over 600 people to the preliminary discussion in 26-100 before it broke up into groups.

#### Input wanted

Dean Wadleigh, in an interview with *The Tech* early Thursday afternoon, said that he considered the program very successful so far. Wadleigh, a member of the Agenda Committee, indicated that the Committee headquarters in the East Lounge of the Student Center would be open through today and would probably remain open next week to gather the input from the discussion group leaders and any members of the community with ideas or suggestions to offer.

After President Johnson's speech before a near-capacity audience in Kresge, most departments met as a whole to outline what they wanted to discuss before dispersing into smaller groups. With few exceptions, the groups did not attempt to reach scientific conclusions on issues, although one of the Physics discussion groups passed a resolution calling for an end to work on the MIRV projects at the special laboratories.

After the afternoon discussion groups, many faculty members, administrators, and members of the labs and staff went to the dormitories and fraternities for dinner. Wadleigh called the turnout "spotty" and the Agenda headquarters confirmed that the number of guests varied greatly from group

to group.

Department heads were generally very pleased with the program. The Department of Earth and Planetary Sciences said that "almost every faculty member" as well as a "great number of students—both graduate and undergraduate" attended the discussion groups. The department plans to meet in a similar fashion again.

Professor John Ross, Head of the Department of Chemistry, reported that between 150 to 200 people attended his department's discussion groups. After the discussions, the groups reassembled to report on their activities. Ross pointed out that a good sign of the interest evoked was that "most came back."

Ross termed the program "extremely useful" and said that "we've got to do this a number of times." He said that he has begun to receive the input from the individual groups through secretaries selected from each group. He added that he was surprised to find out how little information passes from group to group until such efforts as Wednesday's are made.

Professor Boris Magasanik, Head of the Department of Biology, also stated that "I found it extremely interesting." He indicated that the department turnout was good, and that "politically oriented groups" were particularly well-attended.

As another part of the program for Agenda Days, WGBH-TV broadcast a special program entitled "The Contemporary University in Society, as seen from MIT." In it, panel members including students, faculty, and administrators grappled with the question of the role MIT should play in the development and application of technology, particularly in the realm of the military. A second panel discussed "Internal Structure: Goals and Means" in a lively debate.

## Smith officially elected UAP - Mike Albert declared UAP

By Jay Kunin

Mike Albert is officially the Undergraduate Association President.

Former UAP Maria Kivišild decided last night that Albert was a registered undergraduate and could therefore take the post that he had won.

Bruce Enders, Secretariat Chairman, who was in charge of the election, had earlier reported that although Albert had won the election, he was not registered and therefore could not be elected UAP. Consequently, Jim Smith was declared officially to have won the contest; this was the situation as *The Tech* was sent to press last night, and as a result, the decision of Enders, who was the official in charge, was printed.

#### Maria interprets

However, according to the old Undergraduate Association Constitution, under which the election was held, "Interpretation of the Constitution or Bylaws shall be by the Undergraduate Association President who may be overruled by a two-thirds (2/3) vote of the Institute Committee." Therefore, the final authority rested essentially with Maria, who declared Albert eligible to run for UAP. The following is an excerpt from an interview with Maria recorded by Nigel Gusdorf of WTBS:

"As far as I'm concerned, Mike Albert is UAP. He had the most votes. I guess the question is in that some people think that because he is not registered as an undergraduate, he should not be [UAP]. But I consider him a student because he goes to

classes and intends to register. And you don't really have to register until the 13th week."

The question of registration is yet unclear. Warren Wells, the Registrar, said in a telephone interview last night that he considers a student registered when he has returned his registration form, with his advisor's signature to [the Registrar's] office. Albert has paid his tuition and attended classes, yet a call to the Registrar's office yesterday at 5pm indicated that the office had no record of him. Albert has said that he intends to pick up his roll cards today.

#### Two hour UAP

Jim Smith, who was UAP for a period of about two hours, said before Maria's announcement that he intended to sit down with Albert and work out an agreement, trying to avoid taking the situation "to court." He stated that he didn't want to take office under the circumstances without Albert's approval, and hopefully, his support; Smith also suggested the possibility of appointing Albert UAP, or being appointed to the post himself if Albert were to become UAP. He said that he had campaigned on a platform which included Albert's platform.

Concerning Smith's compromise proposal, Maria told WTBS that "as far as I am concerned Mike Albert has won, and it's really up to Inscomm to back up Jim Smith if they're really that concerned. I'm sure that something can be worked out, but I'll stick by the fact that I think he's a student."

Smith said later that he would stand

by the decision, and that he would not instigate a protest; he did state that he would sign a petition calling for a new election should one appear.

At this time, Albert is UAP. He won the election, and Maria declared his eligibility. Although according to the old constitution, a 2/3 vote of Inscomm would be necessary to overrule her, the situation is complicated by the fact that that Inscomm no longer officially exists. The Unified University (HAC) Constitution won the referendum, and has been in effect since the election results were announced. Therefore any protest of the election would have to be taken through the new government, and the technical questions as to the logistics of such a move are unclear. Yet Albert did poll the largest vote, and there now seems to be no reason for any protest.

#### Albert's statement

Albert gave the following statement to *The Tech* concerning the election and his plans:

"Whatever difficulties were manifest last night *vis-a-vis* my status as a student will be resolved today. I thank all who voted for expressing their views, but I wish to emphasize that the changes that we seek will require much thought and work. Involvement must grow, the ballot alone changes nothing significant. My goals have been made explicit as has much of my philosophy. Tomorrow is the first day of a new kind of student government. You can either be a part of the solution or a part of the problem."

#### OFFICIAL TABULATION, NOT INCLUDING ALBERT

Smith	322	487	516	560	572	614	665*
Evans	325	445	459	471	476	504	524
Weiner	87	129	146	153	165	184	
Head	82	99	112	114	131		
Loeb	69	77	80	84			
Federow	48	69	73				
Barsa	33	37					
Others	651						

#### UNOFFICIAL TABULATION, INCLUDING ALBERT

Albert	530	554	556	558	561	571	582	655*
Smith	322	341	351	368	394	427	466	617
Evans	325	344	351	360	365	395	410	
Weiner	87	104	105	109	124	137		
Head	82	87	96	98	113			
Loeb	69	73	76	81				
Federow	48	53	53					
Barsa	33	34						
Others	121							

President of Class of '69	Mark Mathis
Sec.-Treas. of '69	Dick Moen
Executive Committee of '69	Mike Mann Dave Jodrey, Frank Rogers, Carl Weisse Shelley Fleet, Jim Truitt
President of Class of '70	Pam Whitman
Executive Committee of '70	Laura Malin Mike Bromberg, Robert Dennis
President of Class of '71	Ray Huey
Executive Committee of '71	Howard Siegel Diane Feldman, Zane Segal, Jack Goodstein Ken Lord, Tom Pipal
President of Class of '72	Dave Slesinger
Executive Committee of '72	Dave deBronkart Gene Tolman, Tom Bergen

# Why you got this paper

With all the talking going on around and about college campuses today, we of *The Tech* feel that most of you are somewhat bewildered by what is, in fact, taking place on "your" campus. This paper has been designed to help you understand what is taking place at MIT as a unique example of the general case.

We have not covered all the issues, but we have tried to give you two views. The cross-sectional view is represented by the regular issue. Hopefully this

will show you what is happening in our environment now. The longitudinal view is in our special four page supplement presenting some of the past year's highlights.

Unfortunately we can not send you *The Tech* free continuously. However if you are interested in subscribing, just fill out the form on the right and mail it back to us. We hope this issue has been valuable.

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# Time constants for change

Many people lost at the faculty meeting Wednesday. Mike Albert's proposal to abolish Institute requirements was defeated, of course, as was the other student proposal offered by Mark Rockoff and Steven Pincus. The CEP proposal, which represented years of faculty effort, lost too. The proposal to form a joint committee to study the advisory system was lost for at least a month when it was tabled. The biggest loser of all, however, will be the entire Institute community if mistrust has been spawned which will prevent future accord between students and faculty on Institute policies.

At the heart of the problem lies the different time scales seen by students and faculty. The faculty sees change over a period of years. A student must spend over half his "lifetime" at the Institute merely learning his way around; the period of time during which he can effectively promote change is rarely more than a year. Change postponed is easily construed to be change opposed.

Thus, when the faculty voted to table the proposal for a committee to study the advisory system, it appeared to some students to be unwilling to even discuss the issue. A subsequent motion to the effect that the faculty considered the problem important and worthy of consideration was passed, but it gave nothing concrete to those students who seek an improvement in the situation. Although it was not generally known at the time, the CEP had already planned to discuss the matter Monday.

Although the faculty did a very poor public relations job for itself at the meeting, the reasons behind its actions are not incomprehensible. By the time the motion to establish a committee to examine the advisory system came to a vote, it was late and the faculty was restless. In addition, the motion presented required that the committee report next month and that the changes it recommended be implemented in September of this year. This time scale is far more rapid than that to which the faculty is accustomed. This, combined with the fact that it was late, created a mood in which it seemed to the faculty appropriate to postpone action; after all, a month is virtually nothing in the

time scale of the faculty.

A far better move on the part of the faculty would have been to propose an amendment to drop the September implementation clause and agree to establish the committee. As things stand now, the student body did not get one concrete piece of action out of the meeting.

One of the few significant speeches of the afternoon was made by Professor Philip Morrison. We sincerely hope that he was correct when he said that the vote on the Institute requirements was only that and was not a vote on some of the larger issues of educational philosophy which many people feel were tied to the requirements issue. We also hope that his call for a massive study of the major issues concerning the educational policies of the Institute, which was apparently seconded by President Johnson, will not be tossed aside.

One other issue which was made apparent Wednesday was the need for *organized* student input in decisions such as those about requirements. The faculty is understandably confused when it is confronted with four different student proposals, none of which has the clear support of the whole student body, in the space of two months, in addition to one from within its own ranks which has been two years in preparation. The faculty as a whole is probably not yet used to student participation in such matters, and it is not surprising that a fear of being stampeded by a small group of students might arise and breed a reluctance to attempt major reform.

Likewise, it is not surprising that students might mistake the caution which results from faculty unease for intransigence.

Much can be done if both sides will try to look at themselves through the eyes of the other. There are changes which must be made. The faculty must recognize the legitimacy of student participation in bringing about that change, provided that it is organized so as to be representative of the whole student body. Likewise, the students must give the faculty another chance to back their good intentions with concrete action.



Photo by Al Goldberg

Assistant Provost Paul Gray and Chairman of the Faculty, Walter Rosenblith appear to be doing exercises for President Howard Johnson at the Faculty meeting Wednesday, February 19, 1969.

## Footnotes\*

1. Peter Q. Harris, chairman of SCEP, lost a bet to Assistant to the President Mr. Simonides. At stake were an autographed picture of UAP Maria Kivisild against an autographed picture of President Howard Johnson. The bet itself remains a secret.  
 9. One of the nicest programs we saw was given to a sophomore in chemistry. The computer assigned him a lunch hour every day and nothing else.  
 18. As our beloved Editor Steve Carhart was covering the meeting on the commons price rise last week, he decided to nap through Dean Wadleigh's comments. Somewhat surprised by this, Dean Wadleigh asked "Mr. Tech" if he was bored by his assignment.  
 34. One of the Institute lawyers upon hearing the salary of an MIT professor commented, "That's not a salary, that's an allowance."

39. One senior coed to another: "At least we won't be spinsters; we'll be bachelors of science."  
 43. UAP Mike Albert spent a good portion of his first day in office informing callers who wanted to know the following weekend's mixer schedule that the MIT student government was no longer the organization to which such questions should be directed.  
 54. Astronomical observation: "In order to be the brightest star in the horizon, you have to be serious."  
 57½. A computer matching disk sounds like a dating service for frisbees.  
 68. Litton Industries, that well-known pillar of the military-industrial complex, has just purchased Stouffer's, which runs Twenty Chimneys and the other food services on campus. Anyone for a MIRVburger?

# Let there be Spring

We would like to support God's recent move away from winter and into the much more relevant area of spring.

We feel that such a move is in the best interests of all concerned; one that has been anticipated by the Administration for some time.

Nevertheless, we cannot accept the way in which the decision was handled; like many other decisions around the Institute, the process is— to say the least— obscure. In fact, only a few people were informed of the event before it actually happened: Dean Wadleigh, Constantine Simonides, and the janitor in the basement of building 24. (*The Tech* was informed by Dean Wadleigh ahead of time, but told to keep it off the record.)

The fact that God did not see fit to consult the Faculty and Administration before reaching His decision is regrettable; the fact that He did not consult the student body is deplorable. It is rumored that UAP Mike Albert and the

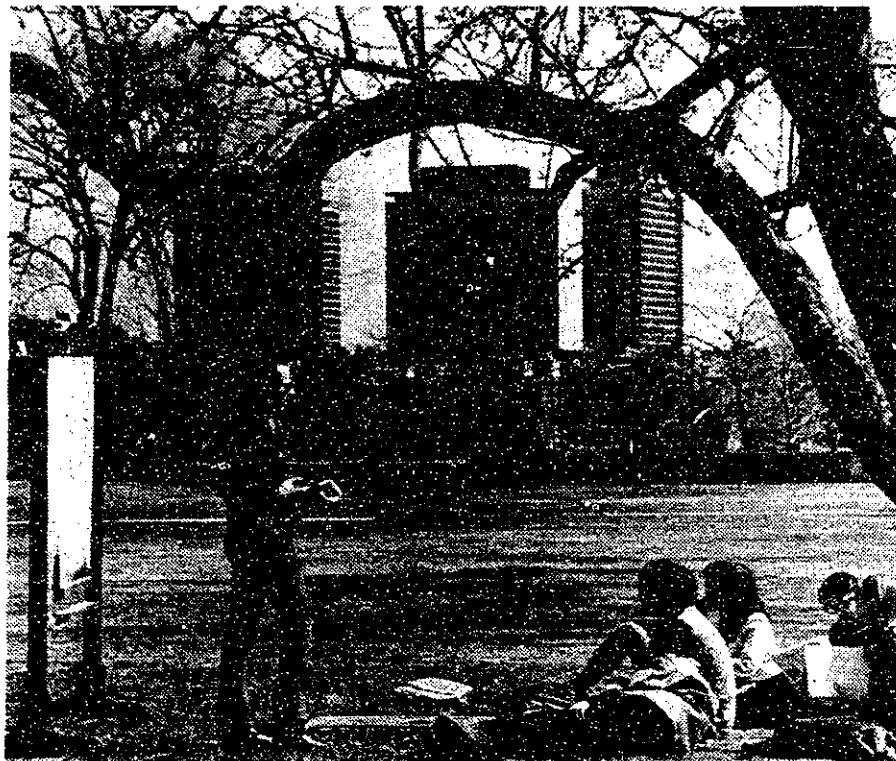


Photo by Gary DeBardi

Resistance are planning a protest rally Sunday morning in front the Chapel. We of *The Tech* feel that this is not the answer.

As is our usual policy, we feel that decisions such as spring should not be left solely to God. This is contrary to the spirit of a university, and to the precedents that the MIT administration has established. We, therefore, propose the formation of a joint committee made up of 27 students, four faculty members, and a member of the Dean's staff (also, of course, Peter Q. Harris, token student on faculty committees) which would be available to confer with God any time He wishes to make a decision affecting the students. Naturally, before any such decision is passed, He would have to consult the Committee and obtain a 3/4s vote in its favor. We feel that God's Own Decision Deciding and Making Committee (GODDAM) will be a valuable addition to our growing list of decision-making processes into which we have managed to weasel student input.

# Grading: faculty discusses alternate proposals

By Alex Makowski

Friday's issue of *The Tech* contained a discussion of MIT's past grading policy. More important than where we have been, though, is where we are going. What are some of the important grading philosophies current around the Institute, and what changes do they imply?

As Undergraduate Planning Professor Edgar Schein emphasized, "It is a bad mistake to separate grading from educational policy." Any reforms in the marking system are impractical if they buck this larger issue. Assistant Provost Paul Gray elaborated on MIT's role in our modern society: "Today education and certification are wrapped up together. Although it is a legitimate question whether universities should be responsible for certification, the present context requires that we play a role in pre-professional evaluation."

All faculty members questioned, from the most liberal to the most conservative, agreed with the above analysis. "Teachers everywhere would welcome a feasible method of divorcing education from evaluation," reflected Professor Pierre Brian, "but we can probably provide a more effective assessment than some outside agency." Only students dissented, arguing that a strict grading system constricts the learning process.

Consideration of the grading system, then, should proceed in light of the Institute's dual role. Consider first the effect of grades on education. Professor Schein feels that any system must provide the student with "informational feedback on his performance...what the student needs is detailed information on how he is doing, and he needs this information frequently so that he can correct for any errors he is making." Professor Brian adds that evaluation is needed "to insure competence in students; the teaching process could break down were an instructor forced to teach a single class composed of students with widely differing abilities."

Is our present system adequately meeting these needs? "Our grades are too vague," offered Professor Schein, "we need more specifics, i.e., 'writes poorly, but has good ideas.'" This approach requires more personal contact between students and faculty, but, as Professor Richard Held pointed out, "there are economic problems involved with more contact. Being involved in other activities, many faculty do not have the time for closer relations with their students."

However, Freshman pass-fail does seem to succeed in enhancing the educational process. "Many of our first year students," reflects Professor Herbert Woodson, Burton House Master, "come from a variety

of backgrounds. Pass-fail grading alleviates the effects of a poor background," giving the students a stronger foundation for their upper-class studies.

Of course, there have been many suggestions for improvement. Already cited, the most obvious is upgrading the advisory system. There was unanimous agreement that strengthening the advisor system would improve the teaching process. Close contact between a student and his teacher is the optimal method of informing a student of his progress; yet no simple solution has been found. Professor Schein suggested some sort of "legislated" mechanism for feed-

back, but this would be valueless without more contact.

Consideration of the role of grades as motivators toward increased learning forms a connection between the importance of grades in education and their value in evaluation. Many feel that grades are important in giving students some extra impetus in their studies. Professor Dan Nyhart, Chairman of the Committee on Academic Performance, feels that grades are useful as a "greater reward than just good recommendations or personal satisfaction." Yet Professor Campbell Searle, also a member of CAP, pointed out that "some students feel that the arbitrary constraint of

grades can be detrimental." One solution for this, suggested by Professor Schein, would be to allow more than one type of system per course, perhaps with fewer credits for the less structured marks.

Evaluation process

Moving on to the second function of grades, the philosophy of certification was clearly expressed by Professor Woodson: "In spite of idealism, two people in the same situation will compete. Given competition, a rank-ordering system is necessary." "Our society," adds Professor Brian, "expects the colleges to evaluate students. Certainly, we can provide a better assessment of a student's ability than some impersonal testing agency." According to both men, the question is not whether to evaluate, but whether our evaluation system is working effectively.

Again, our present system seems too vague. "Grading in humanities, lab, and science courses," remarked Professor Gray, "should recognize different skills, yet we use the same marks." "Too often," added Professor Woodson, "our system rewards quizmanship, rather than knowledge." And Professor Searle pointed out still another problem: "Our present grades are deceptive; an A here does not mean the same as an A elsewhere. We've tried to solve this by giving more A's and B's, but that tends to be self-defeating."

Professor Gray suggests a structure built out of the current system. "Freshmen should have pass-fail grading. Not directly pre-professional, their courses do not justify precise evaluation. The most important need is feedback. In upperclass departmental programs, though, more distinction is required."

Rota's proposal

Professor Gian-Carlo Rota, chairman of the Freshman Advisory Council, offered a specific grading program that could be implemented into Gray's plan. "Most courses may be classified as either tough, requiring the development of new mental or physical faculties, or fuzzy, transmitting information. As there is no precise way of evaluating the latter, they should be graded pass-fail. For tough courses, where objective measurement is possible, all the latest testing techniques should be used to evaluate many facets of the student's performance. Because of oversimplification, giving a single letter grade for a tough course is a travesty of justice. Finally, the specific grades would be for Institute use. Any transcripts would contain written evaluations only."

Although not directed toward this proposal, much faculty comment does apply. Professor Searle also emphasized the need for educating the public on the meaning of MIT's grades. Professor Held, however, did pose one objection to the concept of written evaluation. "There is always the fear, when presented with a written evaluation, that it may be too subjective. This apprehension is lessened when grades are included."

Future changes

With all these different ideas, can there be any clear prediction of future faculty decisions? The consensus is that the faculty will want much more investigation of current experiments (for example, Freshman pass-fail) and a greater degree of student input. As Mr. Peter Blittner, Assistant to the Dean of Student Affairs emphasized, "The more you discuss the issue of grading, the more complex it becomes."

A few did sense a general trend among the faculty. Professor Rota sees at least the feasibility of an A, B, and F or no record system within the next four years. And Professor Schein sees a possible extension of the senior pass-fail system to the other classes. But the CAP, charged with any review of the grading system, has taken no steps toward a change.

## Orchestra plays Carnegie Hall

Carnegie Hall is one of the highest points of aspiration an orchestra can have, and now the MIT Symphony Orchestra can boast of a well-received concert there.

Thursday night's full house had several distinguished guests in its midst-former MIT President Julius Stratton; Malcolm Kispert, Vice President of the Academic Administration here; composer Milton Babbitt; Gilbert Kalish of the Boston Symphony Orchestra; and many others. It was a proud occasion for the MIT administration, as well as for the Department of Humanities, which is quite justifiably elated over this prestigious feather in its cap.

The concert itself was quite a success. Theodore Strongin of *The New York Times* was quite laudatory in his review last Friday. He viewed our orchestra as a group which takes its work seriously and gave special praise to the orchestra's intonation, balance and attack. Strongin also singled out soloists John Buttrick and Robert Freeman (both faculty members) and praised the orchestra's "precision in basic orchestral matters."



Photo by Dick Koolish, courtesy Technology Review

The program consisted of Rossini's "The Italian Girl in Algiers" Overture, Mozart's Two Piano Concerto in E-flat, Bartok's "Dance Suite," and the New York premiere of Sven-Erik Back's "Intrada per Orchestra," which received its US premiere by the MIT Symphony Orchestra last December. (The orchestra has also introduced to the United States works by Roberto

Gerhard and Johan Helmich Roman.) Other important works that have received first performances in the Boston area or have been revived by the orchestra after long neglect include Charles Ives' Third Symphony, Janacek's Sinfonietta, Piston's Second Suite for Orchestra, and Schoenberg's "Accompaniment Music to a Film Scene.")

## Pass Fail: First results and evaluation

By Charles Mann

(Ed. note: This article is based on extensive discussion with teachers, advisors, freshmen, and upperclassmen. Use was also made of limited written feedback.)

The first term of the pass fail experiment is over and the first indications of the success and problems of the new grading system are visible. The changes have not been obvious or, at least on the surface, drastic.

No greater number of freshmen failed core courses last term than failed them last year; no more freshmen were put on probation. Instead of grades, the freshmen and their instructors made evaluations, more or less in paragraph form, of each freshman's progress.

Intended to foster an attitude of cooperation and personal contact between student and teacher, the evaluation forms did appear to provide a somewhat more realistic basis for guidance and direction of the freshman's efforts. The freshmen were, in nearly all cases, more thoughtful and painstaking in their evaluations than their professors. As might be expected, the Humanities faculty came closest to matching the students' care in judgment of progress.

This more mature approach to learning is one of the things that pass fail is supposed to do. But if it is to be successful in this respect, two things will be required. First, both students and teachers must do an effective job of evaluating student progress; student and teacher must work together to establish verbal communication. Second, students must appreciate pass fail as freedom and not license.

The verbal dialogue and concern on the part of the teacher for the student as an individual are, apparently, the things that are going to be most difficult to achieve. Most profes-

sors are simply not in the habit of establishing any contact with their students. As long as there was a system of letter grades, the only effort required on the part of the teacher (except, perhaps, in humanities classes) was the ranking of all the members of the class by some numerical method and the assignment of a grade to each person by the ranking. Personal contact necessary: none.

Now the professor is called upon to state, in some detail, not just how the student is doing compared to the rest of the class, but where he needs to work, in what areas his competence lies, and how effectively he is really learning the material. Obviously, the instructor has the problem of having to deal with a large number of people and has to spread his efforts somewhat thinner than his students. The only possible solution to that dilemma is the reduction of class size, an option that is already a clear trend in the greater part of the educational system.

The interaction between advisors and freshmen is the second important part of the freshman experience that pass fail has influenced. Most of the advisors have positive feelings about the effectiveness of the new system as a realistic means of determining the student's progress and many think that the written evaluations are a positive factor in guiding the freshman's efforts. The duties of the advisor are multiplied by the freedom that pass fail gives.

No longer must the freshmen give equal time to all his academic responsibilities. He has the alternative of concentrating on those which are most worthwhile for him without having to worry very much about the effect on the others. There is, of course, the temptation to just spend the maximum amount of time hacking, and some freshmen (but, apparently,

no huge portion) have chosen to do so. The advisor should help to guide the freshmen in making decisions about the allocation of the time available between different classes, living group activities, extracurricular pursuits, and time spent doing nothing.

If all the potentialities of pass fail are to be realized, the advisors must go considerably beyond the formal relationship that now is the usual case. It has been suggested that freshmen should have as their advisor their instructor in one of the core courses, as a method of establishing a relationship that crosses over the boundaries between academics, advisors, counselors, and, hopefully, friends. Since not every freshman is responsible or even knowledgeable enough to make all the right decisions and pass fail does substantially increase the number of alternatives available, the position of the advisor is made even more delicate than before.

The advisor has, as a primary duty, the job of making sure that the freshman can make a suitable "adjustment" to MIT. Pass fail, in this respect, is of considerable aid. In the exposition of objectives of the pass fail experiment, it was noted that it seemed that there could not be grades without having the students become excessively concerned about them, and that the only way (or, at least, the most practical way) of eliminating the problems that concern over grades causes would be to eliminate the grades.

Well, grades have been eliminated, and no longer does the freshman have any exact way of ranking himself in competition with his fellow classmates. No longer can he feel he must work as hard as he can for as long as he can in order to earn an A. No longer can the A student in high school be discouraged by receiving a C at MIT. On the other hand, no longer is there

the pressure which makes a student stop playing cards and pick up his physics book.

Okay, so the pressure (at least, the external pressure) of grades is gone. The interesting thing is the seeming lack of response to that freedom. No greater number of freshmen are involved in extracurricular activities, though it is impossible to say if those who are have done more in their respective areas. What about selective attendance at classes? Both MIT and Caltech have had poor first year chemistry courses. When Caltech started pass fail, freshmen stopped going to chemistry. The course literally fell to pieces. Caltech now has an entirely new first year chemistry program. There was no significant decrease last term in the number of people who attended 5.01 or the effort they expended.

Another of the objectives that was slated for the experiment is the lessening of the demands that core subjects make, so that the freshman year could be used to explore various fields and broaden the backgrounds of the freshmen. The number of units that freshmen carried last term was, as expected, up from last year. This is one opportunity that the freshman class has.

Of course, not everyone is entirely happy with pass fail. Some advisors feel that their students are not working as hard as they would under the grading system, and that this is a definite disadvantage. Some students (a very few per cent) feel that they cannot work effectively without the pressure of being graded.

Of all the factors which work against the success of pass fail, the most frustrating is the effect of the attitude of upperclassmen, who tell the freshmen (and their advice is often followed) to "tool hard" and forget about pass fail. After all, the Institute is out to screw them, isn't it?

# Fred Andree running out of opponents to wrestle



Just the sight of Fred Andree '70 seems to shake his foes. Andree, who boasted a 68-10-1 record during his high school career is undefeated in 42 dual meets for MIT.

## IFC grants Pi Kappa Alpha permission to start colony

By Bill Roberts

Pi Kappa Alpha fraternity has received the permission of the IFC to form a colony at MIT.

The action came at Thursday's meeting of the House President's Forum of the IFC. Acting on a prior recommendation by the IFC that one fraternity be given permission to colonize, the presidents chose PKA over the other main contender, Delta Chi.

The PKA presentation was given by Irv Englander, an MIT grad student (VI), and the Reverend Bob McCloskey of Medford. It consisted of a general outline of history of PKA and of its plans for colonization at the Institute.

Englander amplified his remarks in a later interview with *The Tech*. According to him, PKA was one of the few of the largest national fraternities which was not represented at MIT. The colonization effort is the result of work by alumni who wished to end this condition.

The present effort began about two years ago when a group of interest-

ed students contacted several fraternities, including PKA and Delta Chi, about the prospect of forming another fraternity at the Institute. PKA alumni in the area responded by forming the PKA Massachusetts Bay Alumni Association. Work by this group and others resulted in earning the approval of the IFC for the founding of the colony.

According to Englander, the alumni group will begin rushing freshmen in March, assisted by PKA chapters from the University of New Hampshire and Trinity College, and MIT undergraduate Phil Bobko, who was a member of the original student group. The goal of the group is to have a colony ready to be installed in April.

Englander also gave PKA's reasons for wanting to found a chapter at MIT. He said, "PiKA considers MIT a strong fraternity school. The fraternities here represents the fraternity system at its most progressive. PiKA hopes to establish a forward-looking chapter at MIT."

(The following story is reprinted courtesy of the Boston Globe.)

By Bob Sales

"Nobody wants to play with Fred Andree. The 6-foot-2, 225 pound heavyweight wrestler for the Massachusetts Institute of Technology goes to practice everyday. He does calisthenics, exercises, works with weights. But he does not wrestle.

"There's this guy named Mike—I don't know his second name," says Andree. "He's in the merchant marines and he wrestled in college. He's around 240 pounds, and every once in a while, he comes in and wants a workout. Sometimes I wrestle with him. When I get an opponent, I have to take advantage of it."

Andree, a junior who is undefeated in 42 dual meets for MIT during the past two seasons, pinning 24 of his opponents, started this year working with Bruce Davies, MIT's 191-pound wrestler. But Davies hurt his knee and is finished for the season.

For awhile, Andree worked out with Harvard's wrestlers. At times, he goes over to Boston University to work out with Larry Hawkins, a freshman at BU. These sessions are few and far between.

Someone at MIT recently had the bright idea of having Andree wrestle

with Jim Nance, the Boston Patriot's fullback, who was a wrestling champion in college. Nance's bad ankle prevents him from wrestling. But he suggested that Andree invite Houston Antwine, the Pats' 280-pound defensive tackle, to work with him. Another possibility is Dick Arrington, the Pats' No. 1 draft choice several years ago, who also was a wrestler at Notre Dame.

Andree would like to grapple with people like Antwine or Arrington or Nance. They're bigger than he is, and they're stronger than he is. It might be educational.

"I think," he says, "that I really could improve if I wrestled with a guy who could really stick it to me."

Andree got turned onto wrestling as a 13-year-old kid in Baraboo, Wisconsin. He was first in line when the sport was introduced.

"Fooling around," he explained, "I always liked to wrestle."

He went on to compile a 68-10-1 record in high school, and also played tackle on the football team. During vacations, he worked at physical jobs: logging, construction, stacking 100-pound castings in a factory. He thrived on the work.

"I really enjoy physical work," he says, "and I do what I like. For instance, I'm in math. It's really inter-

esting to me. At times, I'm totally absorbed by that."

At other times, he is absorbed by wrestling.

"It's very basic," he explained. "It's all right there. Strength against strength. Conditioning and endurance. You're matching very basic qualities."

MIT ends its wrestling season this afternoon at the University of Massachusetts. (Ed. Note:—a match already played. Andree won.) But this won't be the end for Andree.

He was beaten twice in a pre-season invitational meet at the Coast Guard Academy. He hopes to have a chance to avenge those defeats in post-season tournaments.

He will compete in the National Collegiate Athletic Association college division tournament at San Luis Obispo, California, March 12-13. If he finishes among the top four there, he will go on to the NCAA university division tournament at Brigham Young University, March 27-29. Last year, he finished fourth in the university division, losing two matches.

Andree tries to take losses in stride. It isn't easy.

"I tell myself I have a bad day," he says philosophically, "but I don't know."

He'll soon find out.

## Lovell leaves MIT moonstruck

Ed. note: This is a personal comment on the issues raised by Captain Lovell's visit to MIT last Thursday.

By Robert Dennis

Astronaut Lovell proved himself to be affable, humble, and, above all, human. In the question and answer session in the Sala de Puerto Rico following a presentation to him by UAP Maria Kivisild '69, he commented on the projected mission to Mars which could take more than one year in duration. On a trip of such extent, Captain Lovell declared, "I'd obviously want more than Frank and Bill along.

Captain James Lovell's visit to the Institute Thursday, February 13, was another stop on NASA's public relations campaign since the Apollo 8 flight to maximize public support for the space program. In the background, however, lay the inevitable question of what will be the size and extent of the program following Project Apollo.

The space program, of course, has greatly benefited the nation in the contributions it has made to many fields. Opponents argue that the space program is a luxury item that should at least be slowed down until we take meaningful steps to make America truly a land of promise and opportunity for all.



Photo by Al Goldberg

President Howard Johnson greets Astronaut James Lovell Jr.

## Plans to erect EE, RLE building by 1972 disclosed

Working plans have been drawn up for the erection of a new building to house electronics research and classes. Scheduled for occupancy in December, 1971, the building will be shared by the Electrical Engineering Department and the Research Lab of Electronics.

Now used as a parking lot, the site for the construction is between buildings 20 and 39, fronting on Vassar Street. The building, approximately rectangular in shape, will be divided into two wings, one of eight stories and the other of six.

Principal aim

The principal aim of the new project, as described by Professor Paul L. Penfield, one of its coordinators, is "to unite scientists of common interests rather than common departments." Two electronics-oriented research interests will be represented: applied physics, with studies of plasmas and the interaction of electromagnetic fields with matter; and biology, centering on the electrical nature of biological phenomena and the development of sensory aids.

Drawing together faculty and graduate students presently located in facilities spread across the campus, the

new building will primarily house members of the EE Department and the RLE. Of the former's faculty of 133, about one-third will be transferred into the new labs and offices. From the RLE, composed of about 110 faculty members from 12 Institute depart-

ments, roughly 45 more faculty members will be drawn. Portions of both groups will be active in the physical and biological research.

Space allocation

Allocation of space reflects the em-

phasis on these two projects. The first three floors of both wings will contain facilities for the physics work. Above the administrative offices on the fourth floor, biological research will fill the top four floors of the east wing, while the fifth and sixth floors of the west

wing will hold undergraduate laboratories.

Although the main emphasis will be on research, a significant amount of space has been set aside for undergraduate courses. Besides the project labs, there will be 15 classrooms, ranging from a 250-seat lecture hall to five seminar rooms. The project labs are especially important, for many undergraduates find 15-hour days sometimes necessary for their research. The labs have been designed as large work areas rather than small cubicles, allowing adequate supervision to be more easily arranged.

Several novel and interesting features are incorporated into the overall design. In the past, exacting electronics studies have been hampered by electrical interference, caused by anything from commercial AM radio stations to fluorescent bulbs. Plans for the new building include attempts to minimize these destructive effects. And part of the fourth floor has been designed to permit its use as a conference center. Built around a 100-seat lecture room, the area includes a smaller classroom and two or three lounges. The possibility of an adjoining outdoor garden atop a roof has also been considered.



Model of the proposed EE/RLE building, to be constructed on Vassar Street between the Computation Center and building 20.

# Kaufmann says defense budget could be trimmed

By Bob Dennis

Professor William Kaufmann of the Political Science Department is currently completing work on a comprehensive analysis of the Defense Department budget.

Having served as an active advisor to the Pentagon for the last eight years, Professor Kaufmann presents arguments in his book that support his contention that, without major changes in our commitments, we should be able to afford a post-war defense budget of around 60 billion dollars while still maintaining a "modern, powerful, defense establishment."

Professor Kaufmann has been concerned about the rapid rise of defense expenditures since 1965. The DoD budget was around 50 billion dollars before the Vietnam expansion, and has since risen to over 80 billion dollars. The incremental cost of Vietnam is now about 26 billion a year.

Kaufmann asserts that there is a "real question" as to the size of

the defense budget after the Vietnam war. If we were to revert to the "baseline budget" (prior to the Vietnam buildup), he feels that we might be able to scale down the budget to 54 billion in current prices. There are three major factors which would militate against such a decrease. The first is the possibility of further inflation (there has been a 15% inflation in the cost of DoD goods and services since 1965). Second is the possibility of a huge military pay raise which would cost an annual 6 billion above present levels. Finally, there is what the military see as "deferred demand"—projects such as new weapons, modernization, and family housing which could total an additional 14 billion dollars a year.

Kaufmann notes that if we accept the several assumptions that the Pentagon currently holds, any hopes of a "peace dividend" would vanish. Yet, he believes that the defense budget must not be considered "sacrosanct" and asserts that if we change some of

these assumptions, we can obtain big changes in the structure and size of the budget.

In his work, Kaufmann has considered a wide range of possible budgets, ranging from 40 billion to 90 billion. One of his major efforts involved considering questions of "efficiency" in the military. He added that Secretary McNamara was doing a good job in this area until the expansion of the Vietnam war.

### Manpower efficiency

One of the major areas of efficiency which he has examined is the question of manpower. Of the current total budget of 83 billion, over 24 billion went for military personnel. Kaufman believes that, under a volunteer army where the costs of personnel would be more apparent and dramatic, the army would be under greater pressure to be efficient. Since nearly all men can earn more than military pay in civilian life, he feels that we are effectively taxing young people for serving their country.

Kaufmann also feels that the military could perform its functions with less manpower. He believes the army is an overly manpower-intensive activity, and could reduce its current enlistment by 400,000—even with the continuance of the Vietnam war.

Another matter of efficiency into which he has delved is the area of often lagging reliability

which is found in airplanes, despite the use of ever improving techniques and technology in their construction.

Kaufmann is also skeptical of the military's "deferred demand." He asks whether we really need increasingly "fancy" destroyers which are becoming almost as big as light cruisers. He also questions whether the incremental costs of nuclear propulsion in ships are commensurate with the benefits.

### "Never say never"

Although his book will not contain an explicit analysis of programs such as the ABM, Kaufmann personally feels that we should "never say never" about the possible need for such systems. Nevertheless, he remains unpersuaded about the need for an immediate go-ahead on ABM, and believes that the case for deferring its deployment is strong. He gen-

erally feels that the power of the military-industrial complex is often exaggerated, and that the Congress, as well as the public, are not too well-informed on the actual nature of the situation.

Professor Kaufmann has thus far completed chapters analyzing the strategic nuclear force, the general purpose force, and the nuclear component of the general purpose force. He is now working on compiling a wide range of possible budgets, in addition to a chapter on force planning which will deal with the actual construction and manipulation of budgets.

Stressing that the work for his book is being done completely independent of the Defense Department, Prof. Kaufmann contends that his work for the Pentagon over the past several years has greatly benefited both himself and his courses.

## Announcements.

\*On Monday evening, May 19, at 7:30 pm in the Sala, the MIT Interfraternity Conference will hold an open forum to consider the serious questions that confront the MIT fraternity system and its individual members today.

Dean of Student Affairs Kenneth R. Wadleigh will chair a panel to discuss:

- 1) MIT's new student housing plans
- 2) MIT's program for increased Black student enrollment
- 3) means by which the individual student can achieve greater involvement in the decision-making process of the University.

The implications of these subjects are extremely important to all students, and all interested people are urged to attend.

\*Tickets for this year's final Compton Seminar will be distributed Monday in the lobby of building ten. Beginning at 9:00 pm, two tickets will be presented to each person upon presentation of a MIT activities card. The program next Thursday will pit MIT professor Paul Samuelson against Milton Friedman in a battle to the death over "The Old, the New, and the Correct Economics."

\*The Department of Earth and Planetary Sciences is sponsoring two lectures and a tour of laboratories. On Friday, May 16, Professors Lewis and McCord will speak on "Planetary Science-Research and Curriculum" in 54-915 at 4 pm. Professor Simmons will speak on "Scientific Exploration of the Moon" in 54-1311 at 4 pm on Monday, May 19. On Wednesday, May 21, there will be guided tours of five labs with experiments in progress. See the first floor near the elevators of Building 54 for more information. Freshmen interested in Course XII are especially invited.

\*All individuals interested in continuing or joining the discussion started in "MIRV and the Moderates" please contact Andy Gilchrist by letter or telephone. The address is 282 Random Hall, Room 312, Cambridge-X7562. If sufficient is expressed, a meeting will be scheduled for the near future.

\*All freshmen and undesignated sophomores who are thinking of majoring in economics are invited to a meeting with other undergraduate majors Tuesday May 20, 1969, at 4 pm in the Freeman Room E52-391. In addition, several other members of the faculty will be present to talk and answer questions. Juniors are urged to come and talk to Professor Foley about graduate school. Refreshments will be served.

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**grooves...**

*...the musicians from the entertainers*

By Jeff Gale

As this is still a new column and thus has a limited amount of faithful following—if it has any following—this paper's ramblings will be used for a little entertainment theory digression.

There is a big difference between a musician and an entertainer. Usually that difference is intangible but easily recognized. It is usually the musician who excels on record. He is striving for the best possible interpretation, most originality, and other such highly artful goals. The musician is the one who gets bored playing the same thing night after night.

This is why the Jefferson Airplane will often refuse to do *Somebody to Love* and why Janis Joplin looked so bored doing *Piece of My Heart* at Spring Weekend. The entertainer is the one who is at his best in front of an audience. Good examples of entertainers are the Association, the Supremes, and Chuck Berry. These people live for the applause, laughter, and in Chuck Berry's case the grossing-out of the audience. These definitions are not at all clear. Groups such as the Fugs and the Mothers of Invention are combinations of both with an emphasis on the entertainer part. The Beatles have been both and apparently are now in the musician frame. The important thing is that a performer's worth should be judged on the criteria of what he is trying to accomplish and that Tiny Tim and the New York Philharmonic both have a place in music (sic).

**Recordings**

There is an album *Aorta* by the Chicago group of the same name which has just been released on Columbia. It seems that all pop music groups out of the Chicago

Area record on Columbia and are produced by either James William Guercio or by Dunwich Productions. *Aorta* is one of the Dunwich stable. The basic idea of the album—an integrated unit of songs held together by repetition of the theme called *Main Vein*—leaves something to be desired. Song styles vary from hard rock to light with the lighter ones being easier to take. *A Thousand Nights* isn't too bad. *Magic Bed* is the most interesting tune with its carnival barker ("She walks/she talks/she sucks/she really does!") in the background. However, overall the record isn't even up to the average pop release these days.

Ordinarily, an album by a totally unknown singer on a minor label wouldn't even be mentioned in this column. However Lee Dresser on Amos Records wandered into the office last week. The record got played by accident and isn't too bad. Dresser is one of the entertainers mentioned in the first part of this column. His style is sing-a-long—very similar to the old Trini Lopez and Johnny Rivers method. Since Rivers changed his style a few years ago, this bag has been empty. Dresser has that vitality necessary to fill the gap. His renditions of *If I Were A Carpenter*; *Baby, The Rain Must Fall*; *Abraham, Martin, and John*; and especially *Child Of Clay* recorded before a live audience show a communication and involvement with the audience which is rare these days. Perhaps, with luck, Lee can fill this entertainment gap which deserves a rebirth.

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music...

# MIT Symphony shows varied skills

By Robert McCall

Saturday evening the MIT Symphony performed its last concert of the year. Fresh from their gig at Carnegie Hall, the orchestra showed that it is capable of playing together and playing well. Although the concert was composed of standard numbers, the overall execution was sharp and cohesive. David Epstein, conductor, once again proved his versatility in the many ages of music.

The concert's first number, the Brahms Tragic Overture, although performed well lacked the feeling which it demands. The brass section here and throughout the concert sounded as if it was being played back over a bad Hi-Fi system. The Brahms is the lesser played of the two popular overtures, and is much more demanding both on the orchestra and the conductor. It is also, if performed properly, a much more dramatic and fulfilling experience for the audience.

The second number was out of place on the program—traditionally, a number with guest performers is given the last slot. Nonetheless, Mozart's Concerto No. 10 in E Flat for Two Pianos and Orchestra was done excellently. John Buttrick and Robert Freeman performed the concerto with grace and perception. With the exception of the second movement andante, which was a bit slow and sluggish, the piece was very enjoyable indeed.

The highlight of the program, the suite from "The Firebird" (1919 version) by Igor Stavinskii, was fresh and exciting. The Fire-

bird was Stavinskii's first well-known composition—a ballet based on the old Russian folktale about a magical bird commissioned by the Bolshoi Company. Stavinskii had not yet broken many of the ties with conventional arrangement, and so the ballet was well accepted. His ballet suite was also greeted with enthusiasm and accepted by the critics at its premier. Although the orchestra was hampered by lack of some technical skills in this very difficult piece, they performed passably well.

It is the unfortunate nature of school orchestras that, as they approach some degree of quality, they must disband and await next year's freshmen. Perhaps more concerts toward the beginning of the year could bring about the cohesiveness necessary for any orchestra to perform well. The MIT Symphony is always well attended (its last two concerts here have sold out) and could easily support more appearances each year. The MIT Symphony concerts will always be a welcome part of the MIT community.

### TECH SHOW OPEN MEETING

Interested authors, composers, directors, designers, as well as people interested in production and business are invited to come to help plan

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## FOR A ?

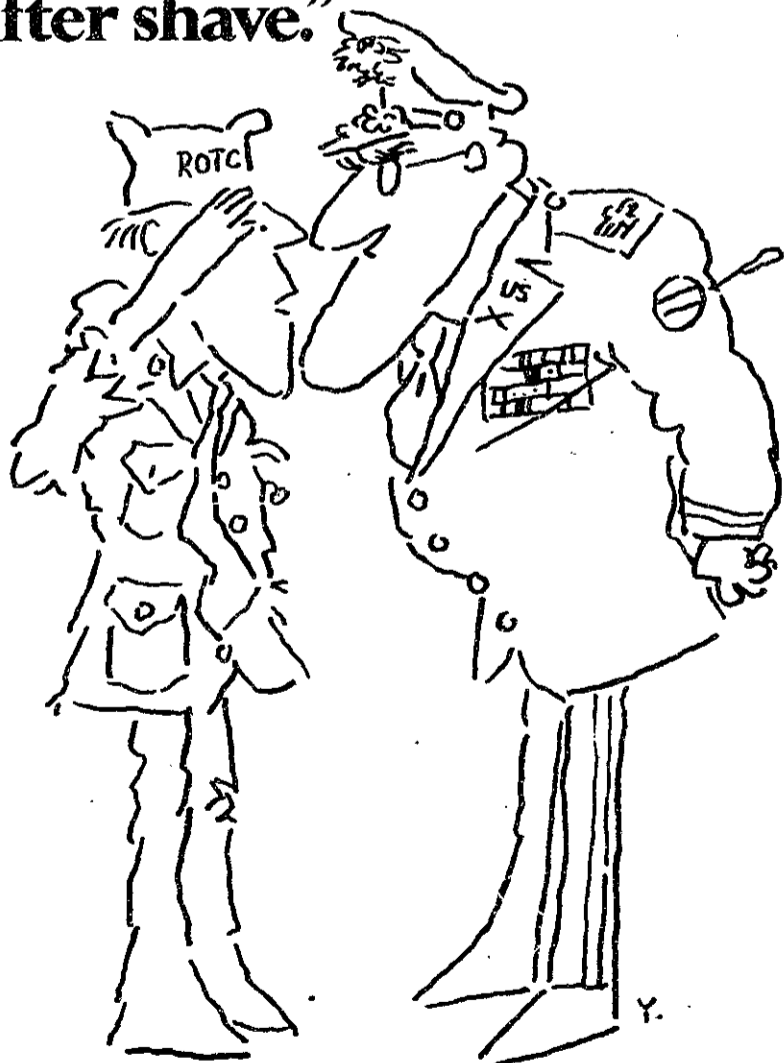
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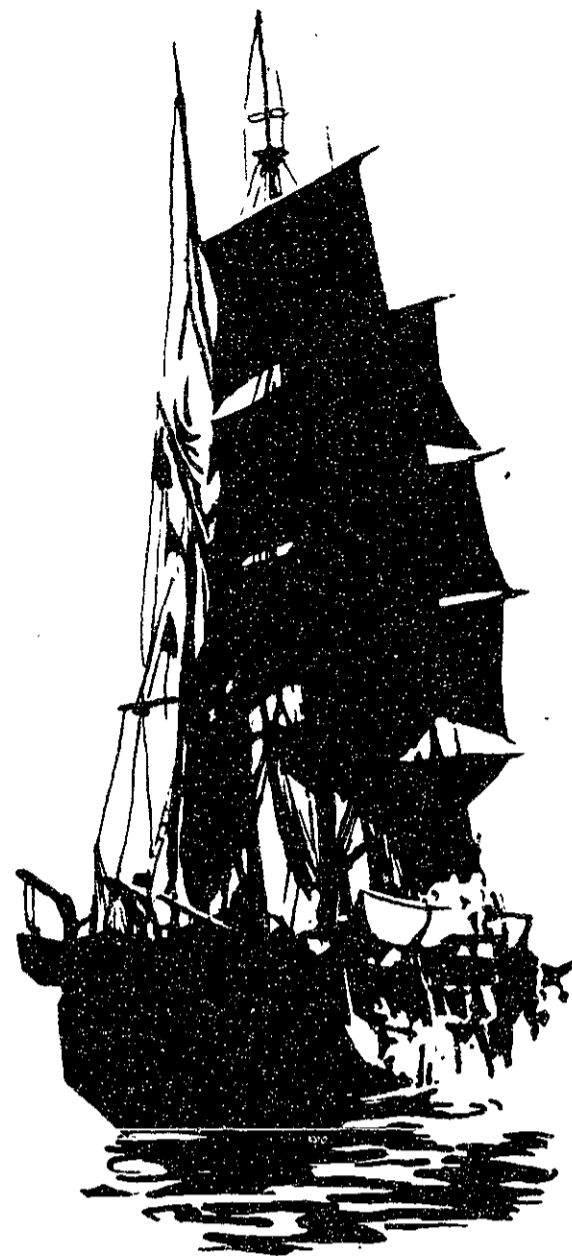
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## Rifle team triumphs easily in GB outdoors tournament

The MIT rifle team finished its season on Saturday by winning the Greater Boston Collegiate Rifle League Outdoor Tournament. The winning team in this tournament is determined on a handicap basis. Each team's handicap is 75% of the difference between its season average and the season average of the League's number one team [which is MIT].

In an overwhelming display of shooting ability, the MIT team took first place in the tournament for its coaches, Tom McLennan and Sgt. Al Hannon. Scores, including handicaps, were: MIT 1281 [0 handicap], Wentworth 1256 [135 handicap], Northeastern 1242 [20 handicap], Harvard 1230 [72 handicap], Boston State 1190 [161 handicap], and Boston College 1003 [38 handicap].

The individual competition was a real thriller, in which MIT won three out of the top four places. Dick Evans '70 shot 526 out of 600.

## Amherst topples netmen 6-3; Yale here for final match

The varsity tennis team hosted Amherst, the second best team in New England, and came away on the losing end of a 6-3 score. The netmen face Yale tomorrow in the last match of the season. The engineers sport a 12-4 mark and would dearly like to end the season with a victory.

The Amherst match was a cliff-hanger. The two teams were knotted at 3-3 after the singles matches were completed, and two of the three doubles matches went to three sets before Amherst could claim the win.

Bob McKinley '69 lost 7-5, 6-3 to Rick Steketee, who had reached the semi-finals in the New England. McKinley was down 4-1 in the first set, but he came back to tie the set at 5-5 with some fine lobbing. However, Steketee broke him and went on to take the set

He squeaked by Harvard's Gary Tuck, who had 525, and MIT's Karl Lamson, who had 524. The fourth position went to Dave Hunt '69 with 510.

MIT dominated each stage of the tournament. The first, second, and third place trophies went to Tom Stelling '70, Charles Lingel '71, and Jack Chesley '71, respectively.

The first and second place kneeling trophies were won by Bill Swedish '71 and Bob Kirkpatrick '71, respectively.

The second and third place standing trophies went to Eric Kraemer '71 and Gim Hom '71 respectively.

The high freshman of the tournament was Frank Leathers '72 with a 515. Second place was won by Drew Gillett '72 with a 481.

In this tournament no team could win more than ten varsity and two freshman trophies. The two MIT teams came home with 12 trophies, a 100% success!

and the match.

At two Skip Brookfield '69 was defeated 6-1, 6-3 by Mike Pelletier. Brookfield has not played up to his early season form since his lung collapsed a few weeks ago, and he couldn't do it in this match.

Bob Metcalfe '69 had trouble with his overheads and lost to Tom Suher 4-6, 6-4, 6-3. Manny Weiss '70, despite an injured back, toppled Sandy Mohlman 6-3, 3-6, 6-4. At fifth seed Tom Stewart '69 completely overpowered 6-1, 3-6, 6-2. Stewart lost control in the second set, but he bore down with his big serve to clinch the match. Steve Gottlieb '71 won in straight sets 6-2, 6-3.

In the doubles McKinley and Weiss were run off the court 6-0, 6-1. Weiss' injury was too much for the Tech entry to overcome.



Photo by Craig Davis

SCORE! Walt Maling '69 [number 14] whips in one of his two goals in the championship game against UMass.

## UMass snatches title from stickmen with 12-9 triumph

By Don Arkin

The MIT lacrosse team suffered its first league loss of the season as UMass beat them in a close game on Tuesday, 12-9. As a result, the Redmen now have sole possession of first place in the northern division of the New England League.

UMass turned out to be as tough a team as they were supposed to be, but a tremendous effort from Tech made the game very even. The visitors were able to jump into an early 2-0 lead before Tech was able to adjust to their offense. The UMass attackers had very quick shots and consistently took long shots. Tech had been ready for this tactic, but the effectiveness of these shots took experience to neutralize.

Once the defense had adjusted, the game was very even. Both teams had very strong offenses which traded goals for the rest of the game as UMass always held a two or three goal lead.

Three players scored two goals apiece for Tech, Jack Anderson '69, Walter Maling '69, and Dave Peterson '71. Anderson increased his record number of goals to 43 while Maling now has 42. Tech's other goals were scored by Chris

Davis '69, John Vliet '70, and Ken Lord '71.

The score was almost much closer as two referee's decisions went against Tech. Carl Brainard '69 took a shot that looked as if it went right through the netting, but the referee ruled that it was wide. Another Tech score was disallowed when the ref inadvertently blew his whistle just before the shot.

Tech's final regular season game will be this Saturday against Norwich on Briggs Field. It ought to be an exciting end to a record-breaking season.

### On Deck

Today

Baseball (V)—Lowell Tech, home, 4 pm  
Baseball (F)—Lowell Tech, away, 3 pm  
Tennis (V, F)—Yale, home, 4 pm

## Brandeis walks past Tech to snap win streak at two

By Ray Kwasnick

The varsity baseball team took it on the chin again as Brandeis edged the engineers 7-5. Thus the judges sweep the season series two games to none. The loss snapped the Techmen's two game winning streak and sent their record to a dismal 4-13.

Tech lead 3-0

After both sides were set down in order in the first, Mark Scher '71 singled with two outs in the second. He got a tremendous jump on the Brandeis pitcher and stole second standing up. Dave Dewitte '69 blooped a single into centerfield to drive Scher in. The engineers continued to chip at the Brandeis pitching as John Compton '70 singled and Steve Rock '71 blasted a double to make the score 3-0.

Brandeis came up with single runs in the third and fifth off pitcher Rock on a combination of walks and singles. In the bottom of the sixth Rock walked two. Both runners advanced on a fielder's choice. When Rock uncorked a wild pitch which tied up the score and sent the other Waltham runner to third, Coach lifted him in favor of Pat Montgomery '71. Montgomery promptly walked the next two men to load the bases. After retiring the next man Montgomery was tagged with a base clearing triple. The inning ended with the judges enjoying a 6-3 lead.

Brandeis added another score in the seventh as a runner on third beat the throw home after a fielder's choice.

## Golfers crush Brandeis, UNH

By John Light

The MIT golf team rebounded from its disappointing showing in the New England as it crushed Brandeis and the University of New Hampshire Tuesday in a match at the Concord C. C. The

double win put the team's win-loss record at 7-6, over .500 for the first time.

Tech's only loss came at the number one spot as Mike McMahan '69 was beaten by New Hampshire's highly rated Bob

Clark. McMahan did manage to top his Brandeis opponent 4-3.

At positions two, three, and four, MIT was unstoppable as Don Anderson '70, Ken Smolek '70, and Carl Everett '69 all carded dual victories. At that point the Brandeis match had been decided, and John Light '70 finished the New Hampshire match with an 8-6 win. His Brandeis opponent rallied, however, to gain a tie.

The final two men were just frosting on the cake for MIT. Tom Thomas '69 and Bob Armstrong '71 both came in with decisive victories, putting the final totals at 6-1 for the engineers over New Hampshire and 6½-½ over Brandeis.

Including the fall season, the golf team now holds an 11-8 overall record, thus assuring itself of an improvement on last year's record. The only competition left is coming up tomorrow as the linksters return to Williamstown to take on Williams and Trinity. The golfers will be hoping to close on a winning note since that will be the last match under coach John Merriman, who is retiring after 10 years at Tech.



Photo by George Flynn

Ken Smolek '70 hits a five iron from mid-fairway in match against UNH, Brandeis. Smolek carded a 78, low score of the day, as he beat both of his foes.

## East Campus wins IM bowling crown by stopping Bexley

East Campus 'A' captured the intramural bowling title from defending champion Bexley 'A' last Tuesday. East Campus rallied from a fifty pin deficit halfway through the match to win by a 1876-1760 count. Jeff Lagarias '71 paced the winners with a three-game total of 611. Doan Haurin '71 rolled a 618 for Bexley.

In water polo undefeated Burton and LCA will vie for a place in the finals next Tuesday. The loser will face the winner of the losers' bracket. In the losers' bracket Baker defeated SAM 7-1 to earn the right to battle DU for a shot at the title.

SAE convincingly swept into the top softball playoffs with a crushing 13-3 victory over PDT and an equally lopsided 15-5 decision over LCA. SAE now faces Bexley 'A' in the semi-finals.

PDT Wins

On Wednesday LCA faced PDT for the last top slot. PDT won 9-2, behind another fine pitching performance from Lloyd Wilson '69 and a first-inning grand slam by Scott Berdell. LCA's pitching ace John Isaacson '69 was hampered by a sore arm and didn't start the game. When starter Kim Thurston couldn't contain the Phi Deltis, Isaacson came in, but he couldn't do the job either. PDT plays undefeated SAM on Sunday while LCA enters the competition for the fifth through twentieth spots.

In the B playoffs on Wednesday, DU dunned PSK 5-1 and Burton 2 clobbered East Campus 'A' 19-9. Last weekend Theta Chi topped Student House 11-1. ATO blanked Senior House 9-0.

Second-class postage paid at Boston, Massachusetts. The Tech is published every Tuesday and Friday during the college year, except during college vacations. By The Tech Room W20-483 MIT Student Center, 84 Massachusetts Ave., Cambridge, Massachusetts 02139. Telephone: Area Code 617, 876-5855 or UN4-6900, extension 2731. United States mail subscription rates: \$4.25 for one year, \$8.00 for two years.

Friday, May 16, 1969

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