Faculty will debate future of ROTC program on campus

By Duff McRoberts

The faculty postponed a controversial motion on ROTC Wednesday, while approving minor changes in the General Institute Requirements.

A special meeting on the ROTC issue has been called for next Wednesday.

The motion was the seventh item on the agenda at the regular meeting, and because other discussion filled two hours, it was never reached. Calling for the elimination of academic credit for ROTC subjects, the proposal was to be opposed by President Irving Segal (XVII) and several other faculty members. On a request from President Johnson, Segal said he would accept the postponement. President William Wadleigh of the Humanities Department had also indicated that he would introduce a motion, not listed in the agenda, calling for the abolition of ROTC.

On other matters, a report was heard from the Task Force on Educational Opportunity, and there was brief discussion of the new proposed housing program with a slide presentation showing the sites for the proposal of the Committee on Nominations listed the nomination of Professor Mark Wexler as head of the Mathematics Department for the post of Chairman of the Academic Faculty.

Special commission

Stressing the desire for a large bore in future decision-making, President Johnson announced that a special commission would be formed to study the problem of ROTC.

By Greg Ammon

Does MIT have Harvard's problems? Monday night, six students, Professor Carlton Wilson (XV), and Professor Jerold Zacharias (XVII) discussed this problem. It had been raised because the two professors were worried that the same troubles could happen here.

The students concurred and added that there did not seem to be enough communication and understanding between faculty and students. They agree that in a confrontation situation that was required, students decided to act, instead of simply talking, to conduct a study in an examination of higher education and the overt actions that are symptoms of the troubles.

The idea was to form at least twenty groups, each composed of about thirty students, staff members, and administrators. Envisioned as a close group where each would be diagramed, this system would facilitate exchange between the faculty and the students and increase this understanding of each other.

Furthermore, each group would be selected and self-starting, and would determine its own area of concentration.

The groups would also come together in larger meetings in which they would exchange information about participants and areas of discussion.

After the studies are underway, groups studying similar areas would meet together to resolve differences and change ideas. Thus, in the view of the seminar members, both the one-sided and the ataxic nature of the March 4 demonstration would be avoided.

The seminar felt that the study should start soon, while people still had an emotional concern which could lead to action. It was viewed as a unique opportunity for the members of the MIT community to get together and to study the issues nationally.

There would be no use of the emotional and emotional atmosphere that prevails during a confrontation.

The board of the seminar to be distributed to their ideas. Several professors including Professor William Wadleigh, Professor Jerome Salinger (XVII) and Professor Salome Lane (XVII) were contacted. Many expressed a willingness to help, who believe that the university can provide a unique opportunity for the students to study the problems of higher education.

The board was to be planned in advance at Wednesday's faculty meeting. However, it was impossible to fit it into the agenda.

Issues which have been concerned, as possible areas for study from ROTC to what the university should look like in 10, 20, 30, or 40 years from now.

Seminar plans investigation in response to Harvard crisis

By Greg Ammon

Does MIT have Harvard's problems? Monday night, six students, Professor Carlton Wilson (XV), and Professor Jerold Zacharias (XVII) discussed this problem. It had been raised because the two professors were worried that the same troubles could happen here.

The students concurred and added that there did not seem to be enough communication and understanding between faculty and students. They agree that in a confrontation situation that was required, students decided to act, instead of simply talking, to conduct a study in an examination of higher education and the overt actions that are symptoms of the troubles.

The idea was to form at least twenty groups, each composed of about thirty students, staff members, and administrators. Envisioned as a close group where each would be diagramed, this system would facilitate exchange between the faculty and the students and increase this understanding of each other.

Furthermore, each group would be selected and self-starting, and would determine its own area of concentration.

The groups would also come together in larger meetings in which they would exchange information about participants and areas of discussion.

After the studies are underway, groups studying similar areas would meet together to resolve differences and change ideas. Thus, in the view of the seminar members, both the one-sided and the ataxic nature of the March 4 demonstration would be avoided.

The seminar felt that the study should start soon, while people still had an emotional concern which could lead to action. It was viewed as a unique opportunity for the members of the MIT community to get together and to study the issues nationally.

There would be no use of the emotional and emotional atmosphere that prevails during a confrontation.

The idea was to form at least twenty groups, each composed of about thirty students, staff members, and administrators. Envisioned as a close group where each would be diagramed, this system would facilitate exchange between the faculty and the students and increase this understanding of each other.

Furthermore, each group would be selected and self-starting, and would determine its own area of concentration.

The groups would also come together in larger meetings in which they would exchange information about participants and areas of discussion.

After the studies are underway, groups studying similar areas would meet together to resolve differences and change ideas. Thus, in the view of the seminar members, both the one-sided and the ataxic nature of the March 4 demonstration would be avoided.

The seminar felt that the study should start soon, while people still had an emotional concern which could lead to action. It was viewed as a unique opportunity for the members of the MIT community to get together and to study the issues nationally.

There would be no use of the emotional and emotional atmosphere that prevails during a confrontation.

The seminar plans investigation in response to Harvard crisis

By Greg Ammon

Does MIT have Harvard's problems? Monday night, six students, Professor Carlton Wilson (XV), and Professor Jerold Zacharias (XVII) discussed this problem. It had been raised because the two professors were worried that the same troubles could happen here.

The students concurred and added that there did not seem to be enough communication and understanding between faculty and students. They agree that in a confrontation situation that was required, students decided to act, instead of simply talking, to conduct a study in an examination of higher education and the overt actions that are symptoms of the troubles.

The idea was to form at least twenty groups, each composed of about thirty students, staff members, and administrators. Envisioned as a close group where each would be diagramed, this system would facilitate exchange between the faculty and the students and increase this understanding of each other.

Furthermore, each group would be selected and self-starting, and would determine its own area of concentration.

The groups would also come together in larger meetings in which they would exchange information about participants and areas of discussion.

After the studies are underway, groups studying similar areas would meet together to resolve differences and change ideas. Thus, in the view of the seminar members, both the one-sided and the ataxic nature of the March 4 demonstration would be avoided.

The seminar felt that the study should start soon, while people still had an emotional concern which could lead to action. It was viewed as a unique opportunity for the members of the MIT community to get together and to study the issues nationally.

There would be no use of the emotional and emotional atmosphere that prevails during a confrontation.

The idea was to form at least twenty groups, each composed of about thirty students, staff members, and administrators. Envisioned as a close group where each would be diagramed, this system would facilitate exchange between the faculty and the students and increase this understanding of each other.

Furthermore, each group would be selected and self-starting, and would determine its own area of concentration.

The groups would also come together in larger meetings in which they would exchange information about participants and areas of discussion.

After the studies are underway, groups studying similar areas would meet together to resolve differences and change ideas. Thus, in the view of the seminar members, both the one-sided and the ataxic nature of the March 4 demonstration would be avoided.

The seminar felt that the study should start soon, while people still had an emotional concern which could lead to action. It was viewed as a unique opportunity for the members of the MIT community to get together and to study the issues nationally.

There would be no use of the emotional and emotional atmosphere that prevails during a confrontation.

The idea was to form at least twenty groups, each composed of about thirty students, staff members, and administrators. Envisioned as a close group where each would be diagramed, this system would facilitate exchange between the faculty and the students and increase this understanding of each other.

Furthermore, each group would be selected and self-starting, and would determine its own area of concentration.

The groups would also come together in larger meetings in which they would exchange information about participants and areas of discussion.

After the studies are underway, groups studying similar areas would meet together to resolve differences and change ideas. Thus, in the view of the seminar members, both the one-sided and the ataxic nature of the March 4 demonstration would be avoided.

The seminar felt that the study should start soon, while people still had an emotional concern which could lead to action. It was viewed as a unique opportunity for the members of the MIT community to get together and to study the issues nationally.

There would be no use of the emotional and emotional atmosphere that prevails during a confrontation.
Summer Program will aid disadvantaged students

SACC plans picket of L-lab to protest DOD research

SACC renewed its attack on defense work at MIT's Lincoln and Instrumentation Labs yesterday with pickets to protest the continuation of research on tactical and strategic weapon programs.

In addition to the picketing at Building 7, plans are underway to picket the Instrumentation Lab Tuesday. The picketing inaugurated in Building 7 yesterday will continue at L-Lab. Part of the picketing was apparently planned to coincide with the presence of the national news media on campus covering the Hubert Humphrey-Schakto debate.

Continued defense contracts SACC objects primarily to the continued development of the ARM, the Provision missile system and its multiple warhead (MIRV), and the guidance system for Cheyenne helicopters which will be used in the Vietnam war. MIT's special laboratories have been called to be used in all areas to the past, and has contracts to continue work on these projects. This year, MIT again ranks as the top academic contractor of the Defense Department in the country. Research funds are expected to total $134 million dollars this year-more than double the amount that Johns Hopkins, the number two contractor, received.

Efforts were made to conduct surveys on "social" problems at the L-Lab, ostensibly at the invitation of a group of engineers. However, as most of the SACC personnel lack the proper L-Lab security clearance, government regulations forbid them to enter the area. Dr. C. Stark Draper, Director of L-Lab, said that government public who do not fall directly under his control maintain a security envelope around the compound. One classroom outside the security envelope, however, will be open to all who wish to discuss social or urban issues with SACC members.

Occupying felines are removed after letter of protest

[Ed. Note: The following was found on the door of Mike Albert's office. The cats were later removed.]

Mike,
Be CAREFUL! The cat hasFrench checked on the floor in the middle of each under your desk), also other things that you (I'm not up to date on these things) is that the big cat is not the mother of the little ones. She won't let them eat--also shows no sign of meerkatness--I'm having the pet in. If the owner doesn't come for them, may I call Cambridge Society? Your office is going to be pretty smelly soon. Betty

(continued from page 1) to evaluate, to review and restructure the overall policy of education and environment at MIT.

Professor Kenneth Stevens (V) introduced the motion of the committee on educational policy and curricula, which was unanimously approved. The charge formalizes the substitutions allowed for freshman subjects that have up to now been matters of routine approval of petitions.

Assistant Provost Paul Gray and some members of the Black Student Union presented a progress report of the special Task Force on Educational Opportunity, which began work last fall. The task force has been concerned with the problem of making MIT "more relevant to black people," in cluding attempts at increasing the number of black students attending MIT.

"We're shaping the program to meet a set of needs we understand only partially," Gray stated after summarizing the successes achieved so far in attracting more black students. About 2000 black high school students received information from the Institute's college board yearbook. "The results of the fall by means of mail and board scores do not have the same for increase in the number of black at other students," he explained. He pointed that about 70 blacks asked for faculty volunteers for participation have been offered admission. Gray also noted in an eight-week summer progam he could not predict how many would that will help new black students.

Admission standards: Responding to concern on the part of some faculty members about the SPS, reviewed the joint efforts so far in alleged lowering of admission standards and with satisfaction with what has been done. Gray said that the only criteria accomplished, but added, "We do feel regarding in a more lenient light for this program... is in beginning, and it's that black students have been the interregnum only."
Open House '69 to exhibit school to community

By Craig Gordon

What would you do if suddenly you found yourself in charge of displaying MIT to 30,000 people in five hours? How would you present it? How would you show them? How would you get them to stay occupied by being in the right place at the right times. At Goldberg '69 was responsible for all of the arrangements with Physical Plant - from getting an office for the committee to arranging facilities for the day. Publication were coordinated by Mike Tiefenbach '71.

Justification

After first trying to find out as much as they could about the last Open House and the ones before it, they tried to justify Open House to themselves, the administration and the faculty. It is a chance to update image of MIT, from a school "paralyzed around science and engineering" to an Institute that was also focusing on community education and urban problems. It was a chance to interact with the real world that is so close and still so foreign. It was a chance to reach out to more black students. It was a chance to try to pass on to others some of the stimulation and excitement of MIT.

New ideas

How were these goals to be realized? Were they realistic? The committee expanded its feedback system as it spent two hours discussing these questions with members of the faculty and administration. Ideas were exchanged and built upon.

By Mike Tiefenbach '71

``B"SCHOOL RAZOR'S EDGE

2 Barber Shops

NEW YORK STUDIO SCHOOL of drawing, painting and sculpture

SUMMER SESSION JUNE 16 - AUGUST 1

Regular classes and a unique project with

R. BUCKMINSTER FULLER

Open to students at the school and selected students in the following fields:

Anthropology
Architecture
Art History
Biology
Chemistry
Computer Programming
Design
Economics
Engineering
Geology
History of Art
History of Science
Mathematics
Philosophy
Physics
Sociology

Apply to New York Studio School
3 West 8th Street, New York, N.Y. 10011 OR 3-0466

Innovation Project" for Cambridge kids, should stop by the Educational Studies Program office (W20401, X 4296)."
The decision by Harvard undergraduates to continue their strike indicates that the source of their discontent is not limited to the "demands" which are the formal causes of the strike.

The current crisis at Harvard dramatizes the depth of long-continued frustrations students feel with a society and education which seem slow to make needed change. The arrival of police, in direct violation of a series of guidelines set down for the use of force the night before by a group of moderates may be viewed as a catalyst which finally forced the political situation to the superheated frustrations which nearly every member of the current generation of students feel. Brought up in a period in which their material wants are instantly satisfied, today's student finds it more frustrating to have his emotional needs so difficult to meet. The need for a group, and hence the extensions of the faculty, products of the Depression and the War, are far more patient.

The shell of rationality which has been fairly strong for most Harvard students until now, must be willing to accept study committees and voting on changes as the way to make changes, because after all, one must study to make the best change and be sure that everyone's views are represented. From the student viewpoint, the process never moves fast enough. Moreover, university structure and changes do not seem to affect the basic issues: Vietnam, the draft, poverty, slums, inequality, lack of personal relationships, militarism in our society, governmental control of our lives, an educational system which could be so much more if it tried, etc.

Within the shell of rationality, it is virtually impossible to maintain that conditions are so intolerable as to justify action such as student withdrawal. Yet the internal pressures of students and faculty continue to grow as things seem to become worse. At Harvard the shell of rationality was broken.

When the Harvard administration called in the police without consulting the Harvard community what was wrong with our society. Demands for specific causes were no longer important, though they were made out of habit.

The Harvard authorities were right when they said that there was no negotiable substance to the "demands." But the demands were not the reason for the strike. Even SDS may not understand the true nature of the reservoir of frustration they have tapped among "moderates." Now that the administration had identified itself with the sources of long-gathering frustration, the students had a little chunk of what was wrong with society that was their own very own.

If the SDS does not comprehend the true nature of the situation, neither does the administration. Yet, the administration, whose shell of rationality is thicker than that of the faculty and far thicker than that of the students, is still trying to deal with the situations as though it were a rational situation not unlike labor-management negotiations on wages.

What has really happened is that the administration has inadvertently acted so as to awaken irrational feelings which students already had and that the "issues" formally discussed. The administration, caught in the middle, is now seen as the local representative of many other evils and is being treated accordingly.

Can it happen here?

If we are to undertake a meaningful reassessment of our institutions before events grow far beyond their current levels, before the situation deteriorates further, we must generate an emotional climate of the magnitude we now witness at Harvard.

We must generate this mobilization without violence or threat of violence comparable to what has happened at Harvard. The interests of students and faculty are not contradictory in this matter; both groups are attempting to create a more just and academic community. For me to speak against being killed, an end to being killed, an end to discrimination, is one which we should embrace, not to how few in authority have ever been killed, an end to killings, an end to being killed, an end to black-white inequality. And, do so 1. So many, perhaps more than, on this campus and in this country.

One listens to the Harvard official responses to the student administration, to the Harvard administration and some faculty members in some cases. One listens to the faculty and students on this campus, to the black student faculty, students, and black study committees.

The administration has not been skillful and lucky. But we could not count on skill or luck to get us through the future. We must, instead, count on honest, open and serious discussion on any reasonable plan by which students and faculty can cooperate well with our students. MIT includes a growing core of liberal faculty who have worked hard and effectively with protesting students. The administration has been very much a part of this process. But in the position of genuine educational leadership, in the role of people who can appropriately incorporate the governing structures of this college.

The time has come to acknowledge the moral leadership of those students, to add our strength to theirs, and to work with them—not against them—toward a better society. A college has no other purpose.
Safeguard system is reorientation of the Sentinel

By Harvey Baker

[Ed. note: This is the final installment of the three-part series on the ABM system and its implications on the military and political climate of the anti-ballistic missile system.]

Does Safeguard accomplish anything? Is the security of the nation at heart when he think? Will he, for instance, put an end made his decision, the Safeguard is still perhaps the best protection the United States have. It is surely not designed properly for this purpose. Apparently, President Nixon did not choose widely among his alternatives. He might have considered the SA-2 missile, which is capable of neutralizing the incoming threat. The system will not be enlarged to the point where it can be deployed as the ABM at all logical to deploy. The time has come to outline just what the Safeguard is, and how its purpose is supposed to differ from that of the ABM. President Dwight D. Eisenhower died. Perhaps with him took those of those same missiles, Spartan and Sprint, inherited from the Johnson Administration. Mr. Nixon stated in his news conference that the plan was a mistake. It is totally unnecessary. Our斓Said Dr. Wiesner, "I think it is a bad mistake. It is totally unnecessary. Our purpose is supposed to differ from that of the ABM."

Thus the essential differences between Sentinel and Safeguard are just the following. The same missiles will be used, but for a different purpose and will be put in different places. No matter how you look at it, that will be at a much smaller cost and would afford as good protection as the Safeguard. At MIT:

The Authentic M.I.T. ring has the well-known "Brass Rat" logo and is available to graduate degree students and alumni. Men's rings start at $35.50. Three letter engravings free. Ladies styles are also available.

Ring orders taken any time. Only a weeks delivery.

Ring Day April 24 at the Tech Coop

On Thursday, April 24, the John Roberts representative will be in the store from 10 to 4 to help with your ring orders.

The Authentic M.I.T. ring has the well-known "Brass Rat" logo and is available to graduate degree students and alumni. Men's rings start at $35.50. Three letter engravings free. Ladies styles are also available.

Ring orders taken any time. Only a weeks delivery.

Harvard Graduate School of Design 20 East St.

M.I.T. Student Center Medical Center 396 Brookline Ave, Boston

The collegiate Department Store

THE URBAN CALENDAR

Sponsored by the Urban Systems Laboratory

Ring Day April 24 at the Tech Coop

On Thursday, April 24, the John Roberts representative will be in the store from 10 to 4 to help with your ring orders.

The Authentic M.I.T. ring has the well-known "Brass Rat" logo and is available to graduate degree students and alumni. Men's rings start at $35.50. Three letter engravings free. Ladies styles are also available.

Ring orders taken any time. Only a weeks delivery.

Harvard Graduate School of Design 20 East St.

M.I.T. Student Center Medical Center 396 Brookline Ave, Boston

The collegiate Department Store

Harvey Baker

April 24, 1989 - Page 5

The Tech Coop

THE URBAN CALENDAR

Sponsored by the Urban Systems Laboratory

Ring Day April 24 at the Tech Coop

On Thursday, April 24, the John Roberts representative will be in the store from 10 to 4 to help with your ring orders.

The Authentic M.I.T. ring has the well-known "Brass Rat" logo and is available to graduate degree students and alumni. Men's rings start at $35.50. Three letter engravings free. Ladies styles are also available.

Ring orders taken any time. Only a weeks delivery.

Harvard Graduate School of Design 20 East St.

M.I.T. Student Center Medical Center 396 Brookline Ave, Boston

The collegiate Department Store
Albert attacks foreign policy

New aid source considered as MIT loan funds decrease

(continued from page 1)

On page 1, Albert said, "Faced with a financial crisis, we were confronted with a choice: to cut aid to our students or to continue the program as usual. We decided to cut aid, but we also decided to seek new sources of funding."

By Bill Roberts

As a result, we have found a new source of funds, which will allow us to continue our aid program for another year. This is a significant development, as it will enable us to support our students during a time of financial difficulty.

Convinced atom spy Sobell charged trial was political

By Bill Roberts

In conclusion, I believe that the charges against Sobell were a political trial, designed to discourage dissent and opposition at the time. The government's actions were intended to neutralize opposition and ensure the victory of their policy.

Relax and Diversify

CAMPUS CUE

Pocket Billiards

Thinking VOLVO

Our reputation is your guarantee

Relax and Diversify CAMPUS CUE

Pocket Billiards

Thinking VOLVO

Our reputation is your guarantee

Relax and Diversify CAMPUS CUE

Pocket Billiards

Thinking VOLVO

Our reputation is your guarantee

HARVARD COLLEGE \nJUNIOUR JUMP-ROPE FESTIVAL \nAPRIL 15-16TH

Featuring on
April 18th

ALVIN AILEY AMERICAN DANCE THEATRE

April 27th

The Esso Arts April 27th

8:30 pm @ Rindge Tech. Auditorium

Ticket: Harvard Coop or Call 354-6235 and The Door.

"Nothing of this sort of dance has ever been performed on our stage before." -Alvin Ailey

SUMMER JOBS

WE HAVE A SPECIAL JOB JUST FOR YOU

National Agency of Student Employment

P. O. Box 52492

New Orleans, Louisiana 70150

Call Check Money Order

GENTLEMEN: PLEASE SEND SUMMER JOB DIRECTORIES CHECKED BELOW.

VACATION RESORT JOBS $3.00

Work with students at America's finest Resorts.

FREIGN JOBS $3.00

Gain valuable experiences abroad with pay.

CAREER TRAINING OPPORTUNITIES $3.00

See your career working with America's best companies.

SPECIAL OFFER — Our latest bulletin which contains all three job fields plus a special job assignment for you. Please state interest and desired location.

FOREIGN LANGUAGES

Don't leave things for "Mañana" Start now and enjoy your next trip next year.

Regular Courses April 17

Private Instruction All-year round
I am a bit non-conformist, is anything but ground film. At least, until one learns the joy of getting off a crack at only rewards are laughter, plus maybe characters. And like a dirty joke, its clever string of dirty jokes, held together by a thin plot and a few major characters. And like a dirty joke, its little bit organized. What's "underground" about it is the spirit—the irreverent attitude, the disregard of standard dramatic effects, the joy of just making things up. And the product retains all the better aspects of the underground style while trimming at least some of the worse aspects, none.

I'm the first movie notably taken in New York, and eventually to director Brian DePalma, who together wrote the witty screenplay. The film's creators must have considered the issue of propriety themselves, and, like, everything else, decided to make a joke of it.

**Talking Rock**

By Bill Serovy

To sum it up best: enjoy yourself.

PIPE & CIGAR CONNOISSEUR

**PIPE & BOOK SHOP**

(formally "Casino Cigar")

1 Central Square

Sheet with 77 Mass. Ave.

**Featuring:**

Over 300 blends of tobacco

Open 6-11 pm

Monday through Friday

Trade in any pipe worth $1 towards a $5 purchase of any smoking articles.

GREATER BOSTON'S FASTEST GROWING BANK!

**INDUSTRIAL BANK & TRUST COMPANY**

19 Norwood Street, Everett, Mass. 02149

MIT

Enclosed find initial deposit of $1.

Please open Free Check-

Away account and send letter signatures forms etc.

This account is personal, not business use.

NAME: ________________________

ADDRESS: ________________________

STATE: ________________________

PHONE: ________________________

FREE CHECKAWAY ACCOUNT

JOIN The Tech staff

How to take a course in anatomy and stay awake in physics.

If you don't want to give up everything physical for physics, you will have something for your grades. You may do that.

NoCoD The stimulating pill for the undisciplined mind. Nothing you can buy without a prescription has a stronger stimulant, and NoCoD is not habit forming.

NoCoD has done something for your ego, take two NoCoDs and get something for your grades.

JOIN The Tech staff
Top seeds win as squash, volleyball playoffs commence

By Joy Zeng

Tufts University, rebuffing from a 20-0 pounding at the hands of UMass, took its revenge against the MIT buttocks in a Greater Boston League game played in the rain on Bridgefield this Wednesday. The game was tied at one point after the ambulance called a halt to the proceedings. After a half hour delay, the game was resumed, and the Engineers won on a very exciting run-in a 6-4 victory.

With Bob Drescher netting a pulled muscle, Coach O'Brien used a revamped batting order which moved John Majerus to the cleanup spot, and gave Paul Sodewicz '71 a starting role. Unfortunately, the Engineers were defeated by the Tufts backcourt, which will find a season's record of 2-2.

Tufts scored the first official point of the game in the second inning when Sodewicz walked with one out. Peter moved to second on a passed ball and came around to score on Dave Dewitte's sharp single to center field. Dewitte's sacrifice bunt allowed the first five innings as he pitched no-hit ball, allowing only one

From Jumborin hurler in Wednesday's win, the Tycoons baasuned, that a walk, a hit and the tying run crossed the plate. As Freyberg talked the situation over with Dewitte, the Tufts basemen now on third also tried to score. Only a driving fing by Freyberg prevented Dewitte from pulling up.

As the rain continued, both umpires called time and the two teams headed for the clubhouse. When the game was resumed a half hour later, Dewitte had lost his sharpness. Consequently, in the seventh inning, the Jumbos rallied for four runs on five base hits. With one man gone, Dewitte gave up four consecutive singles. When the next rucked safely on an error, Coach O'Brien went to the bullpen and brought in sophomore Pat Montgomery. Montgomery put the lid on, but the damage had been done. The Tufts batters were unable to solve the pitching of Ray Borden, as they managed only three singles. In the eighth inning the visitors added a run to extend the final score to 6-1.

In Medford, the freshman baseball team overcame a four run deficit to defeat Tufts Freshman 8-5. The Engineers were en route to winning their New England League champ, Ambert, on Saturday.

Water polo squad registers 14-10 triumph over Harvard

With a comfortable lead, the coxswain emptied the bench during the final half, winning the showdown. However, the situation remained well in hand. Whenever Harvard posed serious threat, Sodewicz simply move in as prune to slow down the Johnes, and Stage, Iames, or Eos from behind would take over the attack to add insurance goals. The Engineers face upcoming tournaments at Army and Spring Hill later this spring. They are also rescheduled for a number of Saturday matches.

The Engineers capitalized on two other man-up situations with one of their favorite plays. In both instances, Carl Braun '59 was placed high off the crease. He faked right and scored with a wicked whip-action shot to the left.

The engineers are now 3-3 on the season and 1-0 in league competition. The team hosts last year's New England League champ, Ambert, on Saturday.

Water polo squad registers 14-10 triumph over Harvard

The water polo club opened its campaign in Harvard 14-10. From the start, the engineers dominated play, ball control, and speed, to register their victory over the Johns with the help of Ray Borden, as they managed only three singles. In the eighth inning the visitors added a run to extend the final score to 6-1.

In Medford, the freshman baseball team overcame a four run deficit to defeat Freshman 8-5. The Engineers were en route to winning their New England League champ, Ambert, on Saturday.