Ad hoc group plans ‘day of concern’
Faculty to meet Monday

By Greg Bernhardt

Dean of Student Howard Johnson pro-

ounced to a spontaneous meeting Tuesday afternoon of more than 250 students and faculty members.

The meeting was called after a brief sign outside the President's office. About 75 members of SACC had set down outside the office after returning from a protest march to the Instrumentation Labs. Johnson and Dr. James B. Kilian, Chairman of the Corporation, met with the protesters briefly outside the office and then moved the meeting to Room 10-236.

For nearly four hours charges about MIT's participation in war-related research were exchanged in an emotionally heated atmosphere. Demands were made for a moratorium on MIT's re-

search on heart rate and the University's research system, and the presence of nuclear physicists in the laboratory were discussed. Charges were made that with the MIT Wark was.

Also brought under severe question-

ing was the administration's participa-

tion in the Vietnam War. When questioned specifically about the heart rate project, Dr. Draper explained that the project has been terminated and that all research has been halted.

Draper was again put in the hot seat over the defense contract. Draper explained that "the project has been terminated and that all research has been halted.

At the meeting, the crowd numbered about 200. The suggested meeting date of 10-250 was made, and a meeting was held from 5:00 to 10:00 p.m., at which all individuals who had attended the meeting to discuss the issues, at which all individuals who had attended the meeting to discuss the research and issues of concern at the meeting are to be presented.

The crowd had little intention of leaving the hall to see Johnson, Professor Louis Kampf, Department of Israeli, called it "degrading" to be at a room where they are turned over and changed. "They can come to our room at our times.

For more than two hours later Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Killian, Johnson, and Weiser did not get to the office where Johnson, Kil...
IS ANYBODY LISTENING TO CAMPUS VIEWS?

BUSINESSMEN ARE.

Three chief executive officers—The Goodyear Tire & Rubber Company’s Chairman, Russell DeYoung, The Dow Chemical Company’s President, H. O. Doan, and Motorola’s Chairman, Robert W. Galvin—are responding to serious questions and viewpoints posed by students about business and its role in our changing society and from their perspective as heads of major corporations are exchanging views through means of a campus (corporate Dialogue Program on specific issues raised by leading student spokesmen.

All of these Dialogues will appear in this publication, and other campus newspapers across the country. Throughout this academic year, campus commentaries are invited, and should be forwarded to Mr. DeYoung, Goodyear, Akron, Ohio; Mr. Doan, Dow Chemical, Midland, Michigan; or Mr. Galvin, Motorola, Franklin Park, Illinois, as appropriate.

Here, David M. Butler, completing his studies in Electrical Engineering at Michigan State, is questioning Mr. Doan. A member of the Dean’s Advisory Committee, Mr. Butler also participates actively in professional engineering organizations on campus; anticipates graduate studies before developing his career.

In the course of the entire Dialogue Program, Student foundation majors at Cornell also will probe issues with Mr. Doan; as will Mark Broockman, a Chemistry major at Ohio State, and David G. Clark, in graduate studies at Stanford, with Mr. DeYoung, and similarly, Arthur M. Klenowolf in Liberal Arts at Yale, and Donald Shelby, Latin American Studies at Tulane, with Mr. Galvin.

Mr. Doan:

LET’S TALK ABOUT PROFITS, TAXES, AND HEDGING ON COMMUNITY INVOLVEMENT.

Dear Mr. Doan:

There currently is a great deal of debate about social responsibility in today’s society. People have become much more aware of their responsibilities which accompany the many personal benefits in our society. Business firms should be just as aware of their social responsibilities as they can no longer ignore racial injustice, the inner city, pollution of our environment, and the many other problems that face our society. But they would seem to be on the basis of indirect evidence.

For example, increasing local tax revenues is not a sufficient condition for a firm’s existence in society—from the perspective of its business’ basic objectives. Business exists because it is of service to humanity. It accomplishes this service using the discipline of profits as a relatively impartial measure of performance and through the development of the individual.

Maximum long-term profits is consistent with, and cannot be achieved without, maximum service to society. Maximum service to society can be achieved only through the maximum development and release of the ability of individuals. And maximum release of individual abilities brings about maximum profit growth.

In the structure of our society, of the free enterprise system, business is essentially an economic instrument, and it can be of service as a social instrument only indirectly. If it charges in to straighten out the nation’s social problems, as many on the campus would like it to see, it will cease to perform effectively its basic functions as an economic instrument.

This does not mean that business is indifferent to social problems or that it is not working toward practical solutions.

Take industry’s efforts to reduce the pollution of our environment, as an instance. Many companies have been instituting controls over air and water wastes at their production facilities. At Dow Chemical, we have expended approximately $10-million at our plants in Midland, Michigan, alone, with an annual upkeep cost of a million dollars. Along with this program, we have made a “business” out of Environmental Control. Research and development alone costs $1-million annually. This program has been made possible only through the discipline of profit, which brings me back to my starting point: Service to society is achieved only through accomplishment of our primary object—maximum long-term profit growth.

To me, the social involvement from this is quite clear. If business is to respond to the challenge of the times, to work toward solutions worthy of human effort and skill, there must be value systems, and an environment that favors highly moral, ethical behavior. This is the responsibility of management, industry at large and society as a whole. Implicitly, there is a need for government policies and rules to match these much improved values, and to recognize that industry’s efforts are of maximum benefit to all.

On this basis, let me turn your question around. The question is: There is a right thriving community today whose health doesn’t come from jobs; primarily, jobs provided by industry.

Look at the impact made on any community through a new industry moving in. For every hundred people on its payroll, there will be 15 new jobs throughout the community, bank deposits increase by over $225 000 annually and retail sales jump accordingly.

So, Chambers of Commerce, in their competitive efforts to promote community growth, historically have offered tax incentives to attract industries to their area. I say historically because I don’t think this is now the paramount consideration for plant re-location. It is simply a factor along with other business reasons and aspects of community environment, availability of decent housing and convenient retail shopping ... of properly accredited schools with sufficient classroom space, recreational facilities ... and the whole range of municipal services. And no responsible business enterprise will shirk payment of its proportion of the taxes required for the support of its community.

I disagree with your suggestion, however, that it is up to business to begin the effective utilization of tax revenues. This would allocate power to business that it doesn’t have, smacks strongly of paternalism, and implies a better ability on the part of an industrial concern to solve the community’s problems than the community itself.

This is not to say that individual businessmen shouldn’t advise their companies on taxes or other matters within their personal competence and experience, but as private citizens with a sense of civic responsibility, and not speaking for a particular business, this could serve to impede the solution of the community’s problems than the community itself.

Sincerely,

H. D. Doan
President, The Dow Chemical Company

Dear Mr. Butler:

Let’s consider your proposition—that today’s student is terribly concerned about social responsibilities, and that profit is not a sufficient condition for a firm’s existence in society—from the perspective of its business’ basic objectives.

Business exists because it is of service to humanity. It accomplishes this service using the discipline of profits as a relatively impartial measure of performance, and through the development of the individual.

There must be a balance between these three factors... an imperfect but direct correlation.

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H. D. Doan
President, The Dow Chemical Company
All students should obtain a final exam schedule at the Information Office, Room 7-111. Any exam or final listed should be reported to the Information Office by Friday, May 9.

Anyone interested in working on the Student Government Secretariat should come to the meeting of the Nominations Committee at 7:30 p.m. Tuesday in Room W20-407 of the Student Center. People are needed to work at all times.

Interested in a teaching career? Alan Blakemore, of the Harvard Graduate School of Education, will discuss opportunities and methods of getting into the field this Thursday, May 1, at 7:30 p.m. in room W20-473 of the Student Center.

Continental-style breakfasts will be served in the Sala de Puebla Reco on Monday through Friday for the rest of the term on an experimental basis. The breakfasts will be a la carte.

Nominations are still open for the Everett Moore Baker Award for outstanding undergraduate teaching. Any student may nominate a junior member of the faculty who he has feels has demonstrated outstanding concern for his students, both inside and outside the classroom. Nominating an instructor for this award is for the only means presently available to students to promote public recognition and professional advancement of those instructors who have given generously of their time. Nominations may be directed to the Baker Award Committee, c/o The Tech, or Mickey Wainer at AEPi.

The Pot Luck Coffeehouse will meet open tonight due to Spring Weekend. It will be open next Friday, May 2, at the usual time.

The Department of Aeronautics and Astronautics will hold a farewell Open House Wednesday from 3 to 5 p.m. room 33-206. Students and staff of the Department will informally meet tonight interested in a career in aeronautics and astronautics. Items can be dropped off at room W20-457 in the Student Center. For more information call x2894.

Housing program invites help

By Steve Kaiser

Despite the overwhelming nature of significant campus problems, many students have maintained an active interest in the recently announced MIT housing program, especially the off-campus component of this effort. The lack of events remains for many MIT undergraduates at the least, however: how can we as students help in the proper implementa- tion of this housing program, consistent with the desires and preferences of the local community?

Already there is talk of an inter-disciplinary systems course to be offered this summer, for a wide range of topics aimed at the design, planning, building, and development of new ideas proposed by the students. The Urban Action Committee is actively pursuing the idea of Urban Fellowships for students who desire a summer community work, with continued opportunities part-time in the fall.

Other action ideas are:

* Becoming a member of the Urban Action Committee on Community Service, the GSC Housing Committee, etc. to discuss strategies and tasks for interested students. The general themes should be coordinated concentrated effort.

* Working with the MIT Real Estate Office, Planning Office and other staff members on a single plan to solve the housing problem. Each person has his own style, his own capabilities, his own goals. Whatever it may reflect my own background, circumstances and past participation in similar projects (e.g., I am 24). Mechanical Engineering representative to the Grad Student Council, GSC Housing Committee, target of freshmen on University Housing, or on any University committee. The real question is how to use the housing office and/or the departments of the MIT community to contribute toward meeting the housing needs of the student body.

* Recruiting faculty, students, and friends for workshops or inter-disciplinary courses on the Cambridge area and planning for the specific site.

* Direct community work off-campus: various rent control campaigns -- CEOC-sponsored Planning Teams and Task Forces.

* Cambridge Housing Convention and allied Task Force on housing.

* Working directly with city agencies (City Manager's office, Community Development office, CRA, CHA) to provide assistance and educational information.

* Contact city surveys to find out good lots, empty apartments (and those that can be proxy of this project).

* Working with the MIT Real Estate Office, CRA, CHA) in preparation for the closing of 77 Mass. Ave. and the interchange

* Continued work to interpret the proposed changes in Massachusetts Avenue, the interchange of this effort. The basic question remains for many MIT undergraduates: is their aversion to reading become interested in reading something, old parts of this interest. The Tech is available to students who have been turned on by a "real" interest in the recently announced MIT housing program, especially the off-campus component of this effort.

* Encourage faculty members to relax and keep students working on site development, obtaining data on site development. Dickson voiced particular approval of the results achieved by the Avenue project, calling them "fantastically successful." Dickson said that the Avenue may be remodeled as planned rather than the proposed 16 by 16 feet. MBTA buses will be placed along the proposed construction. The Avenue project is designed to create an "everyday" environment rather than a "special" area. Dickson noted, "It is an effort not to avoid the existence of confusion and carry on the idea that there is a good reason for being here that day."

* An effort to bring the Grand Examen of the Expert-Advocate who, although a member of the faculty, knows general information and decides for himself what the community needs.

* That these factors here are patience and quiet competence; as the classics come to know and try to understand, they will be more willing to let you approach for their advantage, including community safety. Community action people can be a rewarding human exercise.

* I can describe only one way, the trial: effort path I had to go through. "It is like working with others, and the key to all of them is..." Dickson informed the students of the importance of effort necessary to avoid the easy conclusion and carry on the idea that there is a good reason for being here that day."

* The barriers will stay up till next Friday noon; the street will be back to normal for one Open House that Saturday.

$250,000 cost

If this experiment runs well, the Avenue may be remodeled as planned. If so, it would be a long-term quarter-million-dollar project. Dickson noted that the actual cost of the project is approximately $250,000.

The important factors here are the participants. Dickson said that the Avenue project is designed to create an "everyday" environment rather than a "special" area. Dickson noted, "It is an effort not to avoid the existence of confusion and carry on the idea that there is a good reason for being here that day."

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The task we face

It is time to recognize that events on this and other campuses signify a genuine challenge to the very nature of the place of the university in our society for the next few decades.

The universities are simultaneously the sources of the most sensitive barriers and the most important grounds for hope. The role of the university is in fact a double-edged sword. On the one hand, it is perceived as a force in society for the next few decades.

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A pre-professional Division for the freshmen and sophomores is included in the four-year Army program for the purpose of giving the student a "grasp of the fundamentals and an understanding of the historical and political evolution of the military institution and its role in international affairs."

The student's junior and senior years in Army ROTC are spent studying Army leadership and management, with an "academic program heavy enough to serve as a preparation for the senior year for field training."

ROTC program curriculum in the junior and senior years includes a variety of courses, which students choose from the Army ROTC catalog. Scholarships are also offered by the Army to ROTC students. Upon graduation and commissioning, the students fulfill their military obligations. Air Force ROTC programs are similar in many ways to Army ROTC, but differentiated by a menu of elective courses. Students are also offered scholarships in the Air Force ROTC program.

The percentage of students who complete the entire ROTC program is high. The drop-out ratio, expressed as the percentage of freshmen who signed up minus the number left four years later, varies widely among different ROTC programs. In the Army, the drop-out ratio is 76.5% for the four-year Army ROTC program. In the Air Force, the drop-out ratio is 69.5% for the four-year Air Force ROTC program. The drop-out rate in the Navy is 72.5% for the four-year Navy ROTC program. The drop-out rate in the Marine Corps is 71.5% for the four-year Marine Corps ROTC program.

The Army ROTC program is designed to produce Army officers, while the Air Force ROTC program is designed to produce Air Force officers. The Navy ROTC program is designed to produce Navy officers, and the Marine Corps ROTC program is designed to produce Marine Corps officers.

Does ROTC belong in the academic community?

The Reserve Officer's Training Corps (ROTC) is a program of the United States military services designed to provide basic military science education and training to college and university students. The program is intended to prepare students for a career in the military, while also providing them with a broad education in the arts, science, and humanities.

The question of whether ROTC belongs in the academic community is a matter of debate. Some argue that ROTC is essential for the nation's defense, while others believe that it is incompatible with the principles of academic freedom and the pursuit of knowledge.

The Tech, Friday, April 25, 1969, Page 5

THE URBAN CALENDAR

AT MIT:

The Urban Systems Laboratory Computer Group seminars will include the following:

- Jane Jordaan will lecture on "The New Version of CMS/7/7" on Monday, April 28.
- Ron Nilsson will speak on "CMS/ICES: Tin Use and Subsystem Development" on Monday, May 5.
- Ronald Walter will speak on "Assisting Health Planning with CMS/7/7" on Monday, May 12.

All lectures will be held in the fifth floor conference room in Building 9 from 3-5 pm.

Sponsored by the Urban Systems Laboratory

Staff screening

Staff appointments at MIT are made on the basis of merit and achievement. The ROTC program, comparable to the other services, begins in the Department of the Navy. Volunteers for teaching positions are first processed as enlisted personnel. This process is handled by the Office of the Secretary of the Navy, which is responsible for the administration of the ROTC program.

The department is then free to interview candidates. The process of selecting candidates is carried out by the Office of the Secretary of the Navy, which is responsible for the administration of the ROTC program.

The criteria for ROTC are set by the Department of the Navy. The criteria are set by the Department of the Navy. The criteria are set by the Department of the Navy. The criteria are set by the Department of the Navy.

Justification

Finally, the congressional resolution of issue of justification; why does ROTC still exist? Some of the arguments against ROTC are the following:

- The program is administered by the Department of the Navy, which is responsible for the administration of the ROTC program.
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By John H. van der Schuyver, Director, Urban Systems Laboratory
To pretend that ROTC is simply an academic issue is a temptation to which faculties have succumbed
with the Reserve Officer's Training Corps

ROTC course as a pre-requisite for his graduation the Institute, for that achievement. He is for the University of Michigan of 150 students for graduating in his (7) Non will the removal of academic- and ROTC's contractual obligation to require student-

in the Air Force ROTC to devote an average of 4 hours per week pe year, exclusive of his preparation to be on active duty. (This works out, by the way, not to a total of 480 contact hours that we must require students to spend in ROTC classes, including 120 hours of drill.)

(8) This resolution will not relieve the ROTC students from their obligation to sign a special loyalty oath prescribed by the Secretary of Defense, which under last year's in ROTC must sign by the beginning of his junior year. Next year will not eliminate such oaths from the ROTC rules and similar procedures in the other U.S. military services.

(9) The withdrawal of academic credits will not affect the punitive clauses attached to the contract. Every ROTC student must sign on pain of losing his ROTC scholarship. These punitive clauses make every ROTC student liable to involuntary active duty if he is not medically qualified. If he declares him- self should be drafted, or be charged with violating the military or complete discretion here, the terms of his contract. If he is a student- scholarmust sign for the ROTC. In case of involuntary active duty; if he does not volunteer he will declared for up to two years of involuntary active duty. These punitive clauses were written into the 1964 law to tie the breakup of the ROTC Vitalization Act, and cannot be changed.

This punishment, as elsewhere. The ROTC is the body that does violence against the conscience of its students. This is the case for the ROTC Act, and the ROTC scholarship, and if he fails to agree to the terms of his contract, he will be declared for two years for involuntary active duty. These punitive clauses were written into the 1964 law to tie the breakup of the ROTC Vitalization Act, and cannot be changed.

Last year an MIT junior, who was on ROTC scholarship, asked to be relieved of his contract obligations, as he was under the provisions of the 1964 law. To make this request, he was doing nothing wrong and had no indication from the ROTC that he would be granted it. He was given a hearing on his request by an MIT review board, the meeting of which was not according to standard procedures. That particular branch of the military, the Air Force, has been making a recommendation of the ROTC, comprising its students, and has been charged with the charge that the student had violated the terms of his contract, charged him with refusing to complete his professional officer's course, and ordered him to report immediately for four years of involuntary active duty as an enlisted man. This student, it should be mentioned, was not considered a ROTC officer by his ROTC commander, who judged his performance in ROTC satisfactory on that point. The student appealed his case to the Secretary of the Navy, who finally allowed him to complete his education before reporting for involuntary active duty, but if it is denied, this student has orders to report for duty immediately.

This is a stark example of the "disciplinary power" given to the ROTC on university campuses. The removal of academic credits will in no way reduce this discretion of powers (and the many others which ROTC enjoys and continues to use) in any way relieve the Institute or its students of the obligations and procedures which the ROTC program imposes upon us by law, by executive order, and by its own internal procedures. The only way in which the ROTC is not completely effective is by removing the institution that brought about the necessity of this law. These are the principal academic issues of ROTC, although obviously they depend on the political issues of which we have been living here for a long time, and in all probability we could live with them much longer were it not for the fact that ROTC has no influence on university rules, but also a political issue. But the MIT faculty now has raised the issue of filling up in the status of ROTC, we must admit that there does not seem to be too much to the concern of the MIT and the ROTC have taken up the issue of ROTC. The proposal has 85 percent of the second lieutenant and 10 percent of the first lieutenant now on active duty in the Army, many of them fighting in Vietnam where casualty rates among these junior officers are higher than any other officer rank. To replace these losses and those from other sources (conscientious objectors, Vietnam draft-escapee, a return to Reserve, National, etc.) in an "armoral" and a "volunteer" supply of young officers is essential. (ROTCM [1965] 40.4.21) This report recommended that 15,000 new officers through the ROTC against 14,000 in 1964 and the Navy ROTC Corps expects to produce about 55,000 commissioned officers this year, an increase of some 40 percent over the 18,000 of last year. Clearly the ROTC is an essential part of the "officer procurement program" of a military force that is embroiled throughout the world to insist on the American vision of "free and democratic." It is more than a matter of knowledge that we still consider democratic, and many do not trust on behalf of privileged classes who are struggling to maintain their control over large groups of politically excluded populations and workers.

To be sure, the ROTC at MIT makes on insignificant contribution to the college ROTC cadres (by 1965 only 6,000, next 50,000, next 200,000) but the ROTC is still the most important part of the "officer..."

The Establishment clause from Public Law 64-641 Passed by the 85th Congress

No unit may be established or maintained at a institution unless that unit shall be under the control of the Secretary of the Military department concerned. Any unit that shall be so established or maintained shall be under the control of the Military department concerned.

As citizens of this country, we must realize that this faculty cannot take a nonpolitical stand on the ROTC. In deciding what to do about the ROTC at MIT we must, like the military and many other citizens, assess what we are going on in our society and take our stand accordingly. If, as individuals, we negotiate consistent overall trends in our national conduct which we believe are precise and dangerous, then it is our responsibility to do what we can to challenge those trends. Within the university this means speaking out publicly and taking collective action to dis- estore eerest from such trends, to oppose where we can, and to make it clear to others in this country and in other ROTC posts.

What these trends are need to be spell out in detail here. It is clear to many of us that the present military is systematized, and has been for some time, on an establishment of the American vision of "free and democratic." It is more than a matter of opinion that we still consider democratic, and many do not trust on behalf of privileged classes who are struggling to maintain their control over large groups of politically excluded populations and workers.

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Wintery leads HBS to a last half win over MIT ruggers

The Tech rugby club again fielded two teams as they faced the Harvard Business School on Wednesday. The A team lost 11-3 on Briggs Field, dropping them to a 3-2-1 New England Rugby Football Union record. The B team was shut out 0-4 at Harvard. The first half was an exciting contest between two evenly-matched teams.

Wintery conditions resulted in a slow start, with both teams struggling to maintain possession. The A team utilized a strong defense, while the B team played a more open style of rugby. The score remained 0-0 at halftime, with both teams looking to improve in the second half.

In the second half, the A team continued to press for the win, while the B team looked to solidify their defense. The A team scored a try against the B team's defense, increasing their lead to 11-0.

The B team showed great resilience, battling back but ultimately falling short. The A team went on to win 11-3, completing their season in style.

This victory highlights the strong talent and dedication of the Tech rugby club. The team's ability to perform under challenging conditions is commendable. The upcoming season promises exciting matches and continued growth in the sport of rugby.

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Boston College whitewashed 9-0 by surging ruggers

The Boston College rugby team notched a dominant victory over the MIT ruggers, winning 9-0 in an intense match. The game was played on a cold, windy day, with the.coldest conditions affecting both teams.

The BC team began the match with a strong defense, nullifying the MIT's attacking efforts. They capitalized on their opponents' mistakes, scoring five tries in the first half. The second half saw BC continue their dominance, increasing their lead to nine tries.

The BC team's performance was a testament to their dedication and skill, as they managed to maintain their lead throughout the game. The MIT ruggers fought hard, but ultimately fell short in their efforts to challenge BC.

This victory solidifies BC's position as one of the top teams in the region. They have demonstrated their ability to perform under challenging conditions and will continue to be a formidable force in the upcoming season.

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Golfers’ weak finish drops team to second in tourny

The Boston College golf team ended their season on a disappointing note, finishing second in the tourny. The tournament was held on a cold and windy day, with the conditions testing both the players' skills and their mental resilience.

In the first round, BC opened with a solid 280, followed by a 290 in the second round. However, the team struggled in the final round, finishing with a 296, which dropped them to second place.

The team's performance was a testament to their hard work and dedication throughout the season. Despite the disappointment of finishing second, the team can take pride in their efforts and improvements made throughout the year.

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Stickmen stop UConn 13-7; improve season record to 4-3

The BC football team defeated the University of Connecticut 13-7, improving their season record to 4-3. The game was played on a cold and windy day, with the.coldest conditions affecting both teams.

In the first half, BC took the lead with a 7-0 advantage. They showed great resilience, battling back against UConn's strong defense. The second half saw BC continue their dominance, increasing their lead to 13-0.

The team's performance was a testament to their hard work and dedication throughout the season. Despite the disappointment of finishing second, the team can take pride in their efforts and improvements made throughout the year.

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Water polo team triumphant as Stage nets eleven goals

The Boston College water polo team emerged victorious in their final match of the season, defeating Stage 11-0. The game was played on a cold and windy day, with the.coldest conditions affecting both teams.

In the first half, BC opened with a strong 5-0 advantage. They showed great resilience, battling back against Stage's strong defense. The second half saw BC continue their dominance, increasing their lead to 11-0.

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Fired up, BC basketball team impresses UConn

The Boston College basketball team defeated UConn 80-64, impressing the crowd with their hard work and dedication. The game was played on a cold and windy day, with the.coldest conditions affecting both teams.

In the first half, BC took the lead with a 40-32 advantage. They showed great resilience, battling back against UConn's strong defense. The second half saw BC continue their dominance, increasing their lead to 80-64.

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Bunts fail to save Tech nine

The Boston College baseball team faced a challenging game against MIT, but ultimately fell short with a 9-0 loss. The game was played on a cold and windy day, with the.coldest conditions affecting both teams.

In the first half, BC opened with a strong 2-0 advantage. They showed great resilience, battling back against MIT's strong defense. The second half saw BC continue their dominance, increasing their lead to 9-0.

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