The Tech.

VOLUME 91 NUMBER 54 | FRIDAY, DECEMBER 10, 1971 | MIT, CAMBRIDGE, MASSACHUSETTS | FIVE CENTS

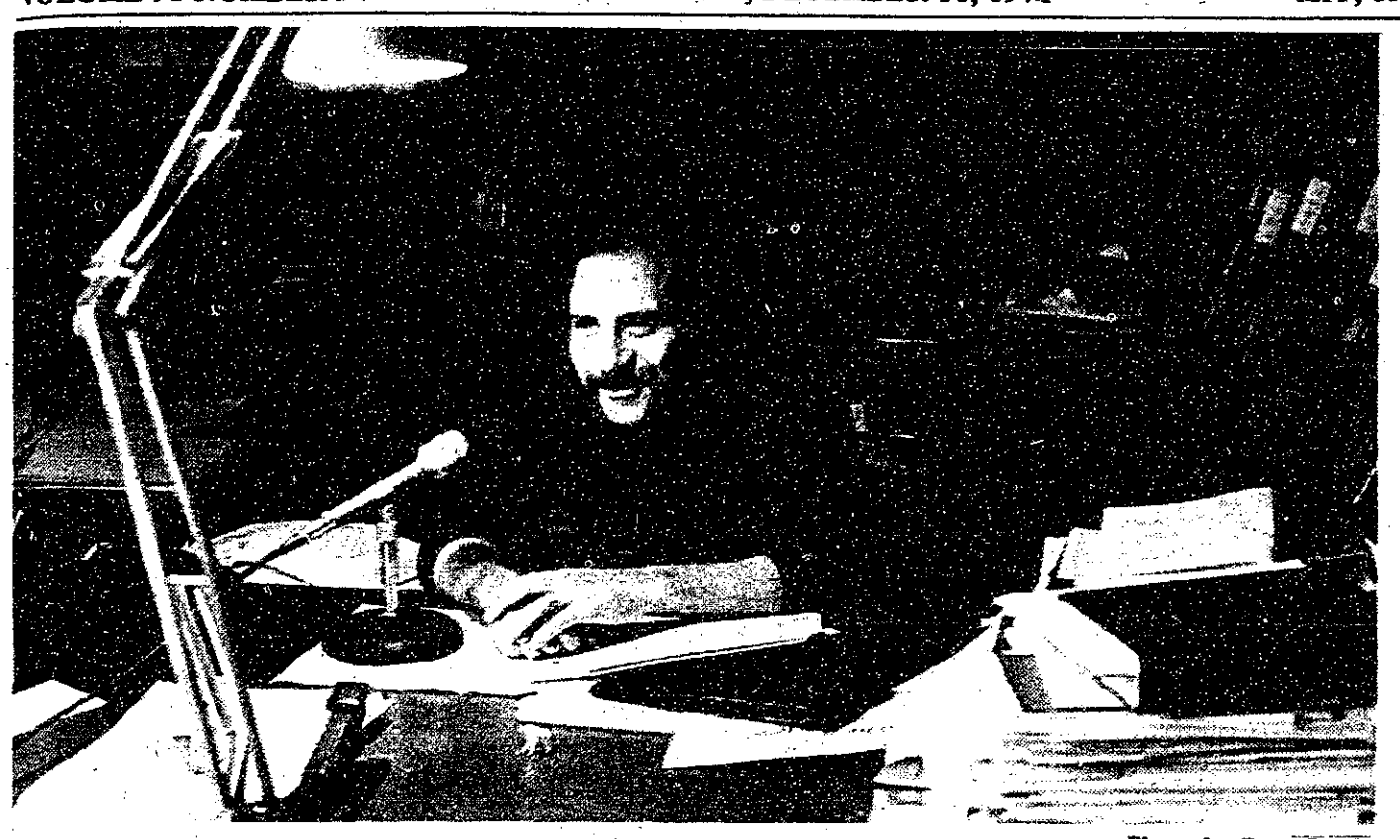


Photo by Dave Searls

Signer outlines conference

By Paul Schindler

Dr. Ethan Signer, Professor of Biology, returned from the International Conference on Medicine and the Indo-China war with some sharp words about US involvement. Signer delivered his comments to a sparsely attended press conference in 16-820A last Tuesday afternoon.

He began by briefly outlining the high points of the conference, including a paper written by a US surgeon, Dr. Gordon Livingston (who was not present at the conference, but had the paper read for him).

Livingston noted that he had served in Vietnam, and described the situations faced by a surgeon in a war situation which calls for the use of medicine as a potent political weapon, both in the selective application of medical care to civilians, based on Army policy towards the civilian population, and its selective application to prisoners of war.

In his paper, Livingston described one situation in which the Army's chief anesthesiologist suggested the use of a compound which, when injected in the proper dosage, will make a prisoner feel short of breath. It is so effective that most prisoners fear imminent suffocation. The anesthesiologist suggested this as a method for extracting information, and even offered to administer it himself if Livingston did not care to.

Signer went on to describe the technological war which the United States is currently fighting on the electronic battlefield, as it was put forth by the delegates from Southeast Asia themselves (North Vietnam and the Provisionary Revolutionary Government had representatives, although Saigon did not). He outlined the current evidence which points to defoliants as a likely cause of a substantial increase in birth defects, and noted the increasing use of anti-personnel weapons that cannot distinguish between civilians and soldiers, including cluster bombs and gas.

Signer mentioned bombing damage: "In one day, just as a result of ordinary bombing (and I guess you can call bombing ordinary in S.E. Asia), 300 people are killed, 3500 new craters are formed (and these craters fill rapidly with water, and breed diseases, especially mosquito-born diseases, such as malaria), and 630,000 cubic meters of earth are moved. All of this by just the bombing."

The conference also addressed itself to American corporate cooperation with the war: "The Westinghouse Corporation, which on the one hand owns the Hilton Hotels, and on the other hand is making sophisticated delivery systems and detection systems, is in part responsible for the war, or Honeywell, which makes cluster bombs and thermostats. This is rapidly leading to the day, which the military magazines are viewing with pride, in which there will be no personal contact with the enemy... in which you will go to war from 9 to 5, sit at a computer console, and operate that way."

Delegates to the conference claimed that there was what Signer termed "a deliberate, planned, systematic success by the United States in bombing hospitals. There is very little doubt that hospitals are considered legitimate air bombing targets. There was a great deal of evidence presented to this effect."

When asked about MIT's role in the Vietnam war, Signer noted that, "A lot of research for the technological war has been going on at MIT and similar institutions... MIT's complicity is very deep, and very serious, and also very calculated. The modern concept of the technological war was basically originated in a proposal made... during the Johnson administration... by two scientists from Harvard and two scientists from MIT, all of them highly respected physical scientists, one of them recently elected president of MIT."

The annual Christmas Convocation will be held next Tuesday, December 14, at 11 am in Kresge Auditorium. Contrary to previous announcements, however, classes will officially be held during the time period of the ceremony. The celebration will feature Dr. Vannevar Bush as speaker.

Rogers Report caps look at MIT education

By Alex Makowski

The review of MIT's educational mission begun three years ago by then-President Howard Johnson ended this week with the report of the Rogers Committee, the Special Task Force on Education.

Formed last spring to follow up on the work of the MIT Commission and prepare specific proposals for faculty action, the Task Force has proposed:

1) the expansion of current experimental undergraduate research programs to form an extensive part of most students' regular curriculum;

2) administrative reorganization to create a Dean for the Academic Program responsible for providing an "educational focus for the faculty's exercise of its undergraduate educational responsibility;"

3) a more formal commitment of MIT resources to programs in educational research, including specifically the establishment of a separate "Educational Division" to provide the needed organization, coordination, and support.

The report and its recommendations will be a major topic of discussion at the faculty's regular monthly meeting next Wednesday. From there it will go to the Committee on Educational Policy (CEP) for review; their recommendations should be available early next term. Faculty chairman Hartley Rogers, who chaired the Task Force, expects faculty action by March on his body's proposals and whatever the CEP submits.

Although the report's essentials were aired publicly as long ago as the Inaugural discussions early in October, there has been little reaction from either students or faculty. One administrator pointed out that the faculty is accustomed to waiting for a final, written report before debating the merits of proposals, while the lack of student interests fits the pattern evident when the Commission report was released a year ago.

Because so few faculty members have considered the report, few predictions of how the faculty will react to the Task Force's suggestions are available. Should opposition develop, most of it will be directed at the proposal for an Undergraduate Dean. Such a change would chip away at the discretion departments now exercise in planning undergraduate programs; there are reports of serious criticism from department chairmen who saw a limited-circulation preliminary version of the document. The "seminar/research experience" portion of the recommendations is a formalization of an experiment already judged a huge success by faculty and students involved, and, while there may be some qualms from humanities and social science professors unfamiliar with the method, passage of some form of the proposal is likely. As for the Educational Research Division, few will dispute its legitimacy and value for MIT. What remains to be seen, though, is where the faculty will rank the idea among MIT's other priorities.

The report winds up seven months of deliberation by the Task Force. The MIT Commission itself recommended some sort of follow-up bodies, and Johnson, Jerome Wiesner, and Commission Chairman Ken Hoffman chose Rogers and five other faculty and administrators to do the work. Input from students was limited to a meeting with several Student Committee of Educational Policy members last spring and individual contacts.

Science loses face in government

By Storm Kauffman

In the first of a series of discussions presented in association with the Federation of American Scientists, Dan Greenberg, Washington correspondent of *Science* concentrated on Science Policy in the Nixon Administration.

Greenberg began by stating that "it's a small subject." Nixon has rarely made statements concerning scientific matters and typical of what he has said is a remark at the awarding last May of the National Medals of Science. It was to the effect that he had read the citations and did not understand them and this indicated how important the work must be.

Nixon is apparently not very interested in science. He has not made the usual gestures that past Presidents have made. The difficulties that the scientific and engineering community are now experiencing have not been impressed upon him. Admittedly, he has inherited a lot of the troubles, but he is making the worst of the situation. It is not at all like the heyday during the Kennedy years when it was "the more science, the better."

Important scientific posts such as the directorships of the National Science Foundation (NSF) and the AEC have ceased to be apolitical. After the veto of a suggested appointee for political reasons, Nixon assured the NSF that it would not happen again and promptly added $10 million to the Foundation budget. However, it has happened again, at least once to the NSF, and also with the AEC.

Nixon has correctly judged public opinion to be cool to scientific issues and has accordingly stayed away. This is especially apparent in the public's loss of interest in space flight. Greenberg saw little chance of a quick come back for NASA noting that, although those in the know may worry over the Russians advancing past us, it is next to impossible to get the point over to the layman.

As for unemployment of scientists and engineers: Nixon has practically ignored it claiming that only two to three percent of these are unemployed as compared to a six percent national rate. Unstated is the fact that these out-of-work technicians do not constitute a powerful minority.

James Magruder has been become a "super scientific advisor" to Nixon as the White House Science Advisor – Ed David – and his office have been declining in stature. David missed an opportunity in choosing "options over advocacy" and thus opening the way for the Magruder Initiatives.

Thses Initiatives (for which Nixon has allowed only three months preparation as he wants them for the State of the Union Message) are supposed to be a wide ranging package of scientific programs in health, transportation, and most of the other major areas.

The future for basic research is not too bright. Nixon has increased funds for only cancer and drug-abuse research as these are very popular issues now. Physics, especially, has been left in dire straits and the full operation of the Batavia particle accelerator will eat up $60 million a year of the already overstretched budget.

Greenberg poointed out some interesting Nixon footwork on the cancer problem. When a Kennedy committee decided to present a new approach in Congress, Nixon increased the funds for research by a hundred million. The morning of the vote on the Kennedy bill, he called a special news conference and stated that as he was commander-in-chief in times of war, he was going to lead the attack on cancer. He brushed off a reporter's question as to the timing of his statement.

Not all of Nixon's politicalism is turning out poorly. Although AEC Director Slesinger tried to jump on the ecology bandwagon at the start by agreeing that the radiation standards were not good enough, he has now stepped in and had construction on the Chesapeake Bay power station begun again. A court order had halted work and brought most other nuclear plant construction in the country to a halt as well. Way behind schedule as it is, the work is at least progressing again while a final court decision is awaited.

The Defense Department still shells out about two hundred million a year for academic research, but many of the other programs do not provide nearly as much as they appear to. Some of the funds are diverted into nonscientific channels while some more is "held in reserve" rather than really paid out. Despite this, the government does play a large role in US research and development.

WTBS workshop to revive radio theater

By Leon Pero

Why would anyone want to experiment with a nearly-dead art form such as radio theatre? After all, the audience migrated to TV years ago. Successful radio formats today are limited almost exclusively to news, talk and music. So why bother producing radio plays?

WTBS' second IAP Radio Theatre Workshop will grapple with those questions, but primarily it will be actively producing radio scripts – some by student authors.

Paul Schindler '74 and Bruce Schwartz '72 are organizing the venture; they have not yet bothered to give themselves titles. However, Schindler will fill an executive producer role, managing the engineering and other physical aspects of the productions; Schwartz will coordinate writing and directing.

Engineering will be provided by WTBS staffers; the most pressing need, explained Schwartz is for scripts, writers and voices (and the people who have them).

The Radio Theatre Workshop will be a somewhat expanded version of last year's "WTBS Presents," which produced four plays for broadcast in March and April; they were "Dr. Jekyll and Mr. Hyde," Ibsen's "The Wild Duck," "Sam Patch," an original farce written by Schindler, and John Synge's "Riders to the Sea," which was performed by a group from UMass Boston. They received mixed reviews.

Schwartz and Schindler want to produce as many shows as possible, "within the time available and the standards we hope to establish." Probably this will mean four or five productions. "We want to try a variety of styles, and we want to experiment with music and format," said Schwartz. "We also want scripts – any length, any subject."

An organizational meeting of WTBS Radio Theatre Workshop will be held Monday night, December 13, in Student Center room 491 at 7:30 pm. All persons in the MIT Community interested in any aspect of the Workshop are invited to attend. People with scripts (either for radio or adaptable) can submit copies at WTBS, 50-030 (Walker Memorial).

Power consumption drops

The effort to conserve energy and energy costs by the MIT community over the last seven months has shown outstanding results, notes Donald Whiston, Deputy Director for Plant Systems Development.

According to Whiston, during the first four months of this fiscal year (1971-72), there has been a decreased use of more than one million kilowatt hours of electric power under that for the same period of the previous fiscal year (1970-71). This represents a decrease of 3.1 percent, reversing the budget prediction of an increase in power consumption. At current unit prices, this indicates a savings of $15 thousand so far.

It must be realized, however, that current unit electric power rates are 21 percent higher than a year ago. This reflects increased fuel costs to the power company as well as the effect of increased costs from use of fuel having a lower content of sulfur. This price increase amplifies the importance of the reduced energy consumption.

With the earlier advent of darkness, it is urged that the Institute family continue their efforts and be even more frugal in their use of lights and other electrical appliances. Even though in leaving your office in darkness, your visitor may think you have left for the day, the fact that your office was dark indicates your concern for energy conservation.

Efforts are presently being directed by the Physical Plant Department toward saving fuel heating costs by control of air ventilation after hours and weekends in buildings where such procedures are feasible. The community can assist in this endeavour and contribute to substantial savings by operating laboratories and office space at a cooler temperature than in the past.

Whiston also mentioned that he and his office are open and welcome receiving any comments and suggestions on this program from the MIT community.

Technology and Culture

Qualitative and Quantitative Thoughts

on the Relations

Between Science, Technology, and Society

Derrick deSolla Price
Yale University

Friday, December 10

classified advertising

Belmont: Winnbrook, 3BR, 1½ bath, extra bed; study under eaves, fireplace, living room, formal dining room, modern eat-in kitchen, TV room, basement playroom, large yard, garage. $42,900. Call owner: 489-1172.

WANTED: Used compact frost-free refrigerator. Contact Bob Elkin, x1541.

"LAW SCHOOL – WILL I LIKE IT? CAN I MAKE IT?" A new book by a recent law graduate for prospective law students. Send $2.95. Kroos Press, Box 3709A Milwaukee, WI 53217.

COUGAR '69. 4 speed, AM/FM, heavy-duty suspension, excellent condition, active warranty. Good price. 625-9456 evenings.

TRANSLATORS with scientific training required. All languages and disciplines. Freelance. Send resume to Box 5456, Santa Barbara, CA 93103.

WANTED: old radios, crystal sets, wireless equipment, radio magazines, catalogues pre-1923. West Roxbury, 325-6655.

20%-50% OFF ON ALL STEREO EQUIPMENT, stereo components, compacts, and TV's. All new in factory sealed cartons, 100% guaranteed. All major brands available. Call Mike anytime: 491-7793.

'66 VW BUS FOR SALE. Radio, good condition, heater. Best offer. Call Jerry P., x3788 or 261-1759.

THE TECH
Vol. XCI, No. 54 December 10, 1971

Second-class postage paid at Boston, Massachusetts. *The Tech* is published twice a week during the college year, except during college vacations, and once during the first week in August, by *The Tech*, Room W20-483, MIT Student Center, 84 Massachusetts Avenue, Cambridge, Massachusetts 02139. Telephone: (617) 864-6900 ext. 2731 or 1541.

NOTES

* REGISTRATION MATERIAL IS DUE this Monday for all second term students.

* Maxwell's equations sweatshirts will be distributed starting Mon., Dec. 13. There will be desk delivery to dormitories. Members of fraternities and those who live off-campus may pick them up at Senior House, Room H-401.

* There will not be a Tech Model Railroad Club open house on Dec. 11 as announced in Tech Talk.

* Open forum to discuss present needs and future of women at MIT: Tues., Dec. 14, Senior House Crafts 201, 7:30.

* Tutors needed – all subjects, all grades. Cambridge Community Center, 5 Callendar St., Riverside (walking distance from MIT). Call 547-6811.

* There is still time to enter a team in the MIT bridge intramurals. Call Ken Arnold at 261-8279 for details.

* Christmas Convocation: Vannevar Bush, main speaker; caroling and refreshments after. Kresge, Tues., Dec. 14, 11 am.

* Wellesley-MIT Exchange: applications for the spring 1972 cross-registration program are due Friday, Dec. 17. Applications and information are available in 7-101, x1668.

* Environmental graphics sale – original silkscreen posters. Sponsored by the Recycling Revolution Cooperative. Bldg. 10 lobby, Wed.-Fri., Dec. 15-17. All posters $2 and under.

* The Alexander von Humbolt Foundation of Germany offers post-doctoral research and teaching fellowships of 6-12 months for research projects of the candidate's own chossing. Applications are considered from scholars of all nationalities and all academic disciplines. Requirements include: a doctorate; proof of at least two years independent teaching or research at a university or research establishment; scholastic or scientific publications on the results of their work; a good knowledge of the German language (although language courses are possible); candidates should be between the ages of 25-38. Applications can be submitted at any time direct or through a German diplomatic or consular mission. Further information can be obtained from the Foreign Study Office, Room 10-303, x5243.

* ERC Colloquium: "Needs and Directions in MIT Education": Hartley Rogers, Jr., chairman, Special Task Force on Education. Today, 12 noon, Bush Room (10-105).

* Teach-in on Angela Davis, Malik Hakim and all political prisoners, with: Haywood Burns, chairman of National Conference of Black Lawyers; and Michael Shabazz, minister of education, Malcolm X Foundation. At Boylston Aud., Boylston Hall, Harvard, tonight (Fri.), Dec. 10 at 8 pm.

* ERC Colloquium: "Reflections on Attica, Prison and Justice": TV tape of speech given at Harvard last month by Tom Wicker, Associate Editor, New York Times. Fri., Dec. 17, 12 noon, Bush Room (10-105).

* Sign-up for Creative Photography (4.051), spring term, ends this Sun., Dec. 12, in the Creative Photo Lab, W31-310. The lottery is Dec. 15.

UROP

A local aerospace company is interested in finding one undergraduate to survey materials and fabrication techniques for new laminate materials in marine applications. Initial project is to write report on frontier of current capability, then to begin research into materials, including ferro-cement applications in light commercial boats. For more information, call or visit D. Burmaster, 20C-231, x4849.

Cram notes for Rogers Report

By Robert Fourer

"Rogers Report Due for Fall," ran the headline on a front-page article in our issue last summer, and again in our first paper in September. The report, more formally the "Report of the Special Task Force on Education" headed by Chairman of the Faculty Hartley Rogers, Jr., had been the subject of intensive work during much of the previous spring; the essentials of its proposals were already established; and specifically, according to the Task Force's charge, proposals were "to be brought before the faculty early in the 1971 Fall Term."

Needless to say, our story was a bit premature; when the Task Force report finally appeared in *Tech Talk* last Wednesday, fall was only two weeks from winter. The reason for its dalay was, it seems, no more exotic than overwork – Prof. Rogers does have other duties besides writing and rewriting reports – but in any case the matter is no longer worth carping about. The report is here, and anyone whose daily routine depends to some degree on what MIT chooses to label "education" might be well advised to read it.

Unfortunately, it is likely to put people off. For despite the forcefulness of its general recommendations it leaves numerous crucial specifics open to future negotiation; what's more, the generalities are often presented in a sort of verbose jargon which must be pondered over for a while before its implications can be fully understood. To make things even worse, the end-of-term rush is likely to preclude much serious consideration on anyone's part in the next few weeks.

Still, no one should be too bush to save the middle four pages of *Tech Talk* till he has some free time over Christmas. As an aid, there follows below a critical summary, organized into the same sections (though in slightly different order) as the report itself.

History

The Task Force reprints in full its charge from the faculty, and offers a summary of when it worked and who it worked with–an exemplary model hopefully to be followed by future committees. Some of the material is important but hard to interpret (names of the four people who appointed the committee members); some is straightforward but must be taken with a grain of salt (effusive praise of the Commission on MIT Education). There is one modest revelation: Associate Chairman of the Faculty Robert Halfman joined the Task Force as a seventh member, ostensibly to act as a liason with the CEP (although Chairman Rogers is, *ex officio*, CEP chairman as well).

Also listed is a ten-member Student Advisory Committee; those of its members who showed up at its meetings to discuss the work in progress may have had some effect on the final product. Then again, anyone sufficiently concerned (and with enough time on his hands) to bring his views to the attention of a Task Force member could reasonably count on having an equal effect.

The Seminar-research experience

This "experience," which is to be "available" thoughout a student's undergraduate years, is apparently a euphemistic reference to what a professional calls "work." Since to the average undergraduate work is an entirely different sort of endeavor–it's what keeps you from flunking out–this proposal might be seen as an attempt to give students a better appreciation of the word. (Unfortunately, we are probably stuck with the Task Force's name for it, which will doubtless go the way of all euphemisms to become an acronym. SRE?)

To evaluate the Task Force's suggestions on this point, one must first condense them into plain language, to wit:

(1) "... would normally occupy about 23% of a student's time during a term..." means that it would take the place of an ordinary 12-unit course.

(2) "The criterion for, and characteristic feature of, the seminar-research experience would be..." is the beginning of a paragraph on what it would not be: unpaid laboratory drudgery in exchange for credit; the passive student-professor interaction of the classroom; or work outside the supervision of an involved faculty member.

(3) "It will be, in many respects, an open-ended learning process for the Institute." Read: there will be no hard and fast rules until there's a chance to see how things work out.

(4) "We do no expect that every student would take part ... however, ... the program should be encouraged for as many students as possible." In other words, the experiment will not commence on a small scale; as soon as it is fully set up it will be big enough to accomodate every student who can be convinced to participate.

"Experiment" does not accutately describe the proposal, in fact. As the report makes partially clear, the major innovation is one of organization: two present programs, UROP (Undergrad Research Opportunities Program) and the Undergraduate Seminars (called freshman seminars in the report) would be absorbed, combined and expanded by a new dean's office–whose creation is the central recommendation of the next section of the report. Anything students are likely to do under this new program they can already do now; the difference will be in what they have to do to go about it, and in how possible changes in regulations will be explored.

This proposal also acts to extend the approach to Institute requirements typified by ESG and USSP. In these two experimental freshman programs a student may satisfy a requirement's intentions in any way he can devise; there results a certain liberalization of the basic program. It is to be expected that certain seminar-research experiences could likewise be substituted for standard core courses; one valuable side-effect of this approach is that certain proposed changes in Institute requirements can be rationally experimented with before being formally brought before the faculty; an expansion of the lab requirement is the most likely effect. (However, elimination of requirements–a possibility the Task Force does not take up–gains little from this arrangement.)

Taking all of the Task Force's explanation into account, one can see their proposal in either of two rather distinct lights:

First, they can be seen as moving to consolidate and strengthen scattered responses to recent trends. Specifically, rapid changes in the world are requiring an increasingly general technological education which is at the same time close to specific outside-world situations; UROP and frosh seminars and USSP and ESG are being recognized as varying responses to this common problem.

Carrying it to a logical extreme, one can even see this program contributing to the vaunted "humanization of scientists and engineers" which MIT intermittently strives for. (Before any such effect is to be seen, however, the myth that there is some "humanities program," which provides this humanization on service apart from the rest of the curriculum, must be abandoned. The Task Force report is hardly encouraging: it never mentions the evident science-humanities dichotomy at the Institute.)

Alternatively, the proposal can be described as a clever administrative solution to the problem of science education in a reasearch-oriented institution. The Task Force puts some emphasis on increasing "efficiency" by combining teaching with research, or advising with experience-supervising; they also note that this sort of instruction is likely to be more popular with faculty. But it is a moot point whether this is the heart of the proposal, or just a selling point.

Will it sell? The educational aspects should prove uncontroversial: the program neither creates nor eliminates, it merely permits students to "vote with their feet," as Dean Snyder puts it. As for the organizational aspect it depends entirely on the fate of the new dean.

The dean for the academic program

This is an unabashed organizational reform. As proof of its desirability the Task Force cites "increased diversity, current needs and continuing innovation in the undergraduate curriculum"; in other words, they believe that students are now offered so many options there's no longer any good way to keep track of what's coming off. In that, they are certainly right.

The proposal is phrased as a solution to a management problem: the CEP has "in one crucial area of responsibility (namely, its responsibility for the overall form of the undergraduate program) no senior management to assist in coordination, communication, and innovation and to help implement and monitor policies." The proposal itself, on closer examination, is an exceedingly clever means of giving a department-independent force some control over general undergraduate education. It creates a bastard academic dean–with an office and a budget–who will keep track of things hardly beloved by the deans of the school anyhow: core requirements, research and seminar programs, nondepartmental educational experiments. This dean will not be saddled, though, with a bastard academic department, which the Commission's First Division might well have been; his power will derive from his money, and his personal influence.

Influence may be critical–the Task Force puts great faith in the power of this new dean's persuasiveness. But to justify this faith it retreats into jargon: we are to believe in "access" to the CEP and important people, and in "focussed and continuing intellectual concern." The fact that executive power has had considerable influence on the CEP in the past is more reassuring.

The relationship of the new dean and the old dean for student affairs is another substantial problem which is glossed over. Will a dean for the academic program mean more money spent helping students? Or will it take money from the student affairs dean (whose budget is already suffering cuts) to pay a new executive, and his staff, to administer only academics?

Will the academic dean help pay for expanding counseling services which have been necessitated in part by the expanding academic program? For the cost of compiling a lucid handbook explaining the options to freshmen? For the labor needed to coordinate the advisory system with the seminar-research experience? For athletics, subsidized student activities, residence programs–all supposedly part of Institute "education"?

The report doesn't say: it speaks only of "interaction" and "responsive and fruitful partnership." The prospects for a single office for undergraduate education, a merger instead of a partnership, goes unmentioned.

What sort of person will the new dean be? The Task Force leaves little doubt as to its vision: someone who has done respectable research in the past, and who is willing to give it up now to become an educational administrator in the future; someone not unlike Jerome Wiesner or Paul Gray.

Who approves it? The administration creates the office, and regulates its power by setting its budget and supporting the dean it appoints. The faculty exercises a partial veto in its decision to make the new dean a CEP member *ex officio* and to give him certain discretionary powers in behalf of the CEP.

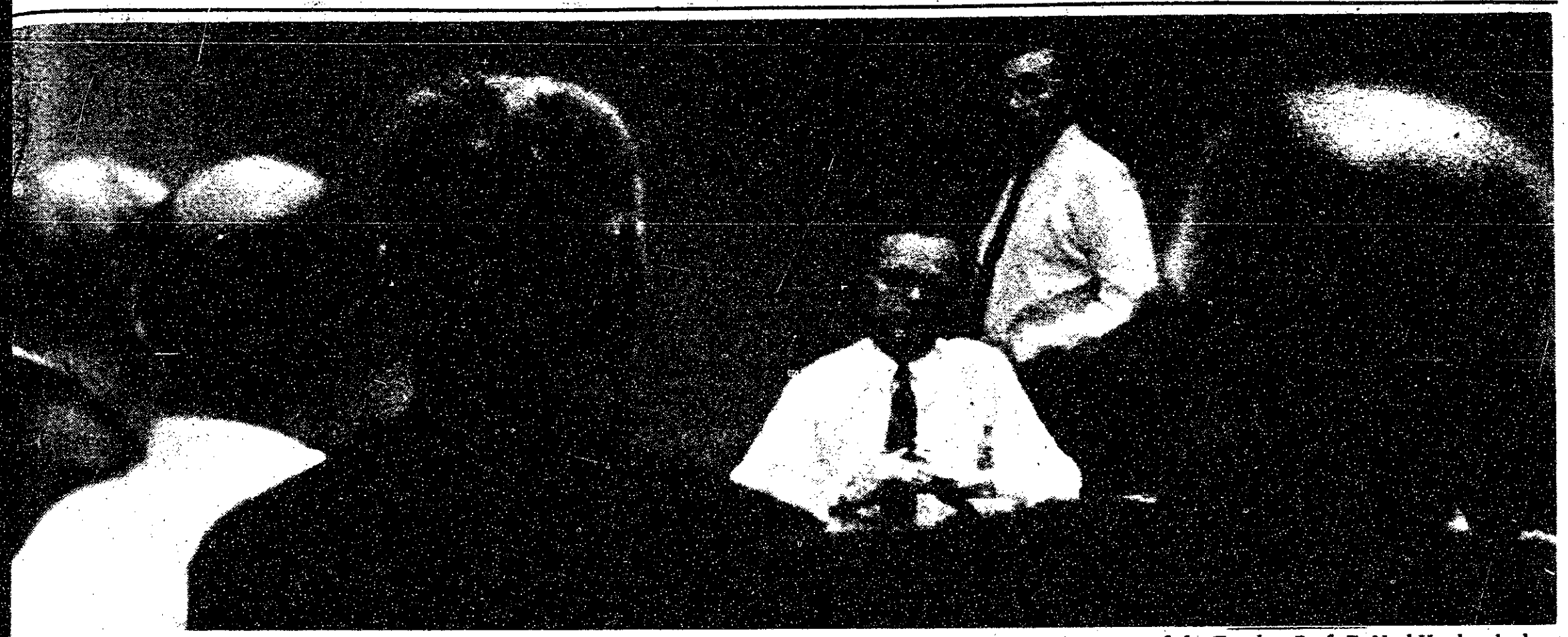
The educational division

This is basically another bureaucratic consolidation of efforts already underway around the Institute, coupled with the hope that it will facilitate the sort of sensible evaluation of educational experiments that the new dean's office is envisioned performing. It would be a sort of mini-school with a director somewhat below the level of a school dean.

Summary of conclusions

"A number of educational questions and decisions face the Institute at the present time," the Task Force declares, among them "early admission and the grading system," and, one would add, general Institute requirements and the unit credit system. Rather than attacking these problems by proposing new policies or regulations, the Task Force has chosen to work less directly, through administrative changes.

Task Force member Dean Benson Snyder has written persuasively of the corruptive power which hidden educational realities often have over self-serving educational systems; the system he has helped design is set up, we are told, to make this "hidden curriculum" its business, while serving the rest of the Institute's educational system. One cannot deny the cleverness of much of what is proposed, but its wisdom has yet to be shown.



Battering Ram—II

By Michael Feirtag

THE FACULTY MET at 3 pm on Thursday, January 15, 3 hours after the takeover.

Calling together a large group in a crisis, when such a group will not be allowed to dictate a detailed course of action, is a curious matter. For some, the reason behind such a meeting is simple enough. In the view of then-Chairman of the Faculty William Ted Martin (mathematics): "President Johnson called it, and he was in touch with me about it. We both wanted to get the faculty together as soon as possible so that we could have the facts and have his judgement."

The purpose of the meeting is for Paul Gray very simple as well: Johnson wished to give the faculty information. "The thing had happened. It was clear that there was going to be wide coverage of it in the public media that night, because the place was crawling with reporters, television crews, and we felt an obligation, I think, to tell the faculty about it . . . I think the intent was simply to keep people informed as to what was happening, and what the posture was on it."

For Howard Johnson, the expressed reason for a faculty meeting becomes somewhat more complicated. He recalled recently:

We had stayed, in all of these things, in close communication (a) with the faculty, and (b) with as many other groups as seemed interested and involved. And I called the faculty meeting within a half-hour after I had heard of this.

And the purpose: First, when you have something like that, the danger always is that information is distorted. We had learned, earlier in the year and the year before and certainly in the November before that distortions in communication are very easy to take place. We had examples of that: rumors, overstatements, and deliberate distortions, mostly unconscious non-deliberate distortions. And so the easiest most effective way to deal with the problem of communication is by face to face contact.

Well, I hoped and expected that by that time there might emerge a move on the part of those people to move out of there, but we had a situation to deal with; the question of what do you do about it; I was responsible for any action there was going to be taking place, but it was my practice to stay in close touch with the faculty as well as other groups to make sure we were operating on a basis that was (a) understood, and (b) supported.

They [the faculty] can't make a decision in terms of votes. They *can* be informed and they certainly must approve policy. Specific points, no large group can act on, but critical policy issues, I felt, *always* felt, should have been worked in that way . . .

[Decision making] rests on philosophy, and the sense of the world that the people who are involved have. My own view of it, though, was: administrative decisions should be based on principles, principles that are stated in advance, that are by and large acceptable to large majorities, not 51 percent, but large majorities, in the sense of being important in an educational institution.

When you talk principles, you could be talking very vaguely; I don't mean it vaguely. You're talking a plan, a plan of where the institution is going, that is supportable and supported by all the people and groups involved.

And if you have principles and you have a plan, then finally you get to relatively minor questions during that period. Those minor questions became very important—questions of tactics, and there I was guided by the notion, as I had often said, that I did not want to see a situation in which police were necessary on this campus. But that's almost at the tactical level, I would regard it. Some institutions rose and fell on that.

And on the tactical level frequently you can't either take the time or have the time to have large communication and review it. But in general, I think the largest amount of consultation and input into a situation is very important. And that's the way we try to do it.

The picture that administrators assert emerges is a trusting tableau in which administrators come before the faculty to provide them with accurate information, and have the faculty approve a set of principles which will guide the necessarily small administrative group that assumes responsibility for handling a crisis. Among these principles, presumably, are unstated notions of academic and intellectual freedom in the university. It is this set of guiding principles that Johnson asks the faculty to affirm, and it is this virtually universally accepted set that somehow guides any decisions made to deal with a threat to the university structure.

What actually happened is rather different.

Exactly what the president was requesting from the faculty, both in January, and in the meetings of November 3, 4 and 6, 1969, during the November Actions, was kept, perhaps purposefully, rather nebulous. No explicit appeal was made for support by the faculty of a set of principles. In fact, the only principle ever enunciated was the declaration that the president would not negotiate with a group that presented ultimatums and used force and violence, and this was not stated as a proposition for the faculty to affirm: Johnson simply announced that he would not talk with the office occupiers.

The minutes of the faculty meetings for November 3, 4 and 6 and January 15 never expressly indicate that the president requested any manner of support by the faculty. In the minutes for November, 3, for example, it is an obliging Prof. French who,

persuaded that all this [the November Actions] is a blow at the process of resolving hard and complex problems in a civilized way, and believing that the officers of the Institute must have the support of the faculty and the community in taking steps to counter a direct, symbolic threat to the principles of our society, moved: "that this faculty go on record as supporting the president in the actions that he announced today."

Those actions had consisted largely in obtaining a temporary restraining order against the November Action Coalition. The minutes of the November 3 meeting continued:

To a question as to the meaning of the restraining order, the measure of our control over its application, and faculty jurisdiction in the matter, the president said that it was specifically temporary and clear in its specification of unlawful acts; that the reporting reporting responsibility is ours but the court could act on its own if we chose not to report; *but that if the faculty said it did not approve, he would be in an awkward position but violence and coersion cannot be tolerated.* [Italics ours.]

The president himself was finally implicitly requesting support of an action he had already taken.

After a report on a confrontation at the Placement Office involving recruiters for the General Electric Corporation who had come on campus during a GE strike,

Professor Greenspan declared that the time had come to stop talking. He said we are dealing with fanatics to whom our record of appeasement cannot but have given encouragement. Stressing the need to counter a barbaric onslaught from the left, he concluded with an expression of hope that we have the courage to act. Professor Lettvin, *per contra*, pointed out that this is a university and the power of the university has lain not in adopting the route of the state, but in arguing, discussing, educating. Expressing his disappointment at the Institute's getting an injunction, he urged on the following day we strive to do precisely this.

In fact, Lettvin had said considerably more, but the Secretary of the Faculty, Prof. E. Neal Hartley, had not so indicated in the minutes. (Similarly, Johnson's pleas that he needed to have the faculty behind him had been eliminated or hidden, leaving in the minutes the pleasant illusion that faculty members had spontaneously risen to propose motions of support for their beseiged administration. For, as Provost Jerome Wiesner insisted, "humiliation of the president [was] humiliation of the Institute.")

Lettvin had expressed himself as fearful of giving administrators a blank check, of affirming the administration's power to make the decisions in a crisis—power the administration doubtless had regardless. And in a slow monotone, he had mentioned historical examples of leaders given mandates to exercise the powers they were aware they could already exercise. He had named some Medieval pope, and a soft groan had been heard, the groan expressed by the colleagues of a man whose rambling peroration has wandered just a bit further from the point than is tolerable. And then the largely uninteristed group of 428 members of the faculty heard Lettvin say "Gulf of Tonkin." Another subdued sound issued from the group, this time an angry murmur.

(On August 2, 1964, the destroyer *USS Maddox* was ostensibly attacked in Tonkin Gulf by North Vietnamese patrol boats; a similar attack allegedly followed on the *C. Turner Joy* and the *Maddox*. President Lyndon Johnson authorized air strikes against patrol boat bases, a considerable escalation of the war; these strikes were carried out on August 5. The President briefed the leaders of congress on the supposed attacks, "and had a resolution of support for US policy introduced," as the chronology given in the Pentagon Papers phrases it. On August 7, 1964, "it is passed with near-unanimity by both houses." The President would later interpret the Tonkin Gulf resolution as giving him broad powers to conduct an undeclared war against North Vietnam.)

It had occurred to some of the faculty in November that what they were being asked to affirm was in some sense similar to the Tonkin Gulf resolution. After all, the administration obviously had the power to get an injunction—they had already done so before the November 3 faculty meeting—and could similarly act in any manner they chose to meet a crisis. What they were apparently requesting—some sort of vote of confidence—would, in the minds of some faculty members present at that meeting, cripple the only real power the faculty had to maintain its nebulous influence in crisis management. All talk of the puissance of the faculty aside, this power consisted only in the administration's knowing that bitter debate, and public schism in the faculty, might *follow* the execution of administrators' decisions. But the faculty would look rather feeble questioning the use of police, for example, after they had offered some vague expression of confidence to the administration in the midst of a crisis.

And it appeared that a vague expression of confidence was what the administration was seeking, though their stated reasons seemed honest enough: their continued appeals for a united faculty in the face of a challenge, their plea that they needed—what? Why were they so vague?

Howard Johnson:

I think Prof. Lettvin often was very helpful, and I think that question of "Was I asking for a blank check"—that's a reasonable point to raise. Was I or was I not? I didn't think I was, I think we were working within a very reasonable frame. I thought it was a reasonable point to raise. And I don't think many people agreed with him.

Photo: Howard Johnson and Jerome Wiesner at an academic council meeting, from footage shot by Richard Leacock during the November Actions.

The faculty meeting of November 3, 1969 had continued:

Professor Gray, observing that professor Lettvin's remarks had left him troubled, ran through a record, beginning with statements in Mr. Albert's greetings to freshmen, which manifested a commitment to militancy rather than to dialogue. Some time, he said, genteel naivete must end.

Having determined by show of hands that the faculty was ready for the question, the president asked Professor French again to present his motion. Put to vote . . . the motion carried by standing vote of 344 to 43.

TO THOSE WHO MADE A HOBBY of observing the territoriality of the faculty, the way in which different areas of a meeting room were occupied by different factions, based loosely on departmental lines, the meeting in 10-250 on January 15, 1970, the afternoon of the takeover, seemed to be developing much as usual in the matter of seating.

Taking as a reference point the lectern where the president would stand, the left side seemed to be filling with rightists, prominent among them a large contingent from metallurgy, and, in their midst and out of place, Prof. Chomsky of linguistics. The middle section was appropriately occupied by moderates, mechanical engineering the prominent group here. Further back, the seats seemed increasingly filled by scholars in the two sciences which had had in recent history an obvious and overwhelming power in human affairs and progress: physics, now losing its hold, and biology, rising to take its place. Those who had worked in these fields had been touched by a sense of the human consequences of their work that was in some way more immediate than any such sensation felt by those in other fields, and it had somehow affected them; physicists and biologists were largely liberal, very much so in relation to the other fields of science and engineering. Nobel laureate Salvadore Luria sat in the center section about 20 rows up; physicists tended more toward the right aisle and were closer to the rostrum; physics department head Victor Weisskopf sat about eight rows up toward the right.

At the front of the center section clustered a group of professors informally associated with the provost's office. Wiesner, Rosenblith, and Gray sat together.

Typically, the right sections were occupied by the leftists—humanities and linguistics. At this meeting, students occupied this area. In fact, students sat or stood in a crescent edging up the right side of the hall and around the back, where they mingled with late-arriving faculty. The humanities department was gathered further back than usual. Prof. Louis Kampf of humanities sat in the right section, far, far back.

The student politicians, largely general assembly (GA) representatives, had managed to occupy the first three rows of the right section. In the first row sat Steve Ehrmann, Gary Gut, Wells Eddleman, Karen Wattel, David McIlwain; in the second and third rows, GA representatives, among them Tom Goreau.

About half way up on the right hand aisle sat George Katsiaficas and Mike Albert.

Surrounding the GA group, sitting on the floor not very far from Johnson, were many students dressed in the radical, rather than the respectable manner. The tongue of people sitting on the floor came almost up to Johnson's podium from the right.

There was a strategy session going on among the GA representatives. They were deciding to somehow get the GA motion presented to the faculty, and to ask that nothing be done to forcibly remove the occupiers; further, to ask that the GA resolution be used as a basis for negotiations. Many in the caucus disagreed with this strategy; in fact disagreement came from radical, conservative, and middle positions alike. Perhaps only five or six of those present agreed on the strategy.

Albert came down to where the student politicians sat. He wanted to know if they thought he had any chance of speaking to the faculty; on top of everything else, someone pointed out, he was no longer a student.

Katsiaficas was still a student, however, and some humanities professors, it was thought, would doubtless be willing to speak or read documents on the occupiers' behalf.

Administrators gathered in small groups to Johnson's left, where faculty members were entering. The administrators gravitated slowly toward the Wiesner bench.

Johnson opened the meeting with a short speech, presumably in the line of a statement of principles. The minutes summarized him:

Pointing to a record of tolerance of dissent and willingness to change, he noted that the latter must come in a rational process, with which the ultimatum from the dissidents and the occupation were at odds, and that those involved had been warned as to culpability for trespass and liability to disciplinary action.

He requested a summary of events from the provost.

All this time, Eddleman was harassing Johnson. He repeatedly stood and traversed the twelve or fifteen feet to Johnson to ask him if students could speak, if ex-students could speak. Initially he received a sort of grunt as answer from Johnson, and returned to his "seat"—lying down on the floor in front of the first row. Soon he rose again and came back. Yes, Johnson muttered now, he would allow some students to speak. Which ones? Radicals? Another grunt, and a grimace of sorts. A grimace, signifying a breakdown in communication, as if for Johnson the word "students" did not, could not, include *those* students. The lack of mutual understanding of the word "student" was, when translated into a common language, a refusal.

Finally Johnson told Eddleman to go away, that he could speak to the faculty later.

Wiesner had been at the podium, summarizing events. At some point in his delivery, doubtless in reference to the length of his lecture on radical activities, he remarked in his even voice, the usual grin playing across his lips, that he was not a poetess;—this a reference to an incident from the faculty meeting held the previous November 6, in the wake of the November Actions. From the minutes of the November 6 meeting:

Denise Levertov, visiting professor in the humanities department, was recognized and received the chair's permission to read, in behalf of RLSDS, the full text of "a reply to President Johnson." Departures and occasional voices of protest led the president to ask for a patient hearing of the document.

At its conclusion Professor Isaacs indicated that the faculty had just had an excellent example pointing up the wisdom of the faculty's having chosen not to hear students.

The "occasional voices of protest" had consisted of lusty shouts of "shut up!" from one or another of the scholars in the meeting, while others squirmed with chagrin and presumable embarassment at the outbursts.

Returning to the minutes of the January 15 meeting on the takeover:

Professor Kampf, rising on a point of personal privilege . . . took exception to what he suggested had been animadversions, in particular a reference to a visiting professor who is a distinguished poetess, in the provost's remarks.

Johnson spoke again after Wiesner's summary. The minutes choose to state explicitly only that Johnson wished discussion:

The president, noting that in the past we have gained from staying together, saw the occupation as an attack on the faculty and student body as well as on him and the administration, and as tending toward further polarization. He asked for people's considered views on the matter. He said we will not negotiate on the basis of an ultimatum or the occupation of an office.

Three professors had duly given "considered views"—Chomsky, to the effect that he felt that those who had taken over the office should be heard before anyone could come to any conclusions; Schein, that the garb of the four who broke down the president's door was evidence of planning; Berg, that it would be appropriate to begin considering "the basic question of how to respond to threats, to blackmail"—when Professor Baddour (head of chemical engineering) spoke. He sat close to the front of the hall in the center section, in a loose group that included several department heads. He

moved that those MIT students who could be identified as having been connected with the invasion of the president's office be expelled forthwith.

The minutes may be mistaken in the choice of the word "students." Some who were at the meeting remember that Baddour used words whose meaning was meant to include any persons associated with MIT who were connected with the takeover.

Professor Kampf was immediately heard on a point of information. He wanted to know if the expulsion of MIT people connected with the takeover included expulsion of the discipline committee. The incident is not reported in the minutes.

At the lectern, Johnson promptly indicated that the Baddour motion was "inappropriate in view of the stated responsibilities of the discipline committee." A truculent motion such as Baddour's could publically divide the faculty, perhaps bitterly. And such a situation would be intolerable during this crisis.

Professor Lamson, chairman of the discipline committee, read excerpts from a statement he and his committee had prepared.

Eddleman was becoming disgusted. It was not so much that the faculty under Johnson was speaking only of the circumstances of the office takeover, but rather that the discipline committee chairman was speaking. In fact, Lamson was reading a lengthy statement that essentially justified the decision to expel Albert. Although Johnson had claimed that he was interested only in the immediate crisis, one side, and one side only, of the events which *precipitated* the takeover *was* being heard.

Eddleman had been sitting with his hand straight up for the duration of Lamson's speech. He thinks perhaps Ehrmann finally went over to Johnson and asked that Eddleman be recognized. Johnson had been managing to disregard the enormous hand perhaps fifteen feet away from him for fifteen minutes.

After Lamson's excerpts and a discussion centering on speculation on the number of persons involved in the takeover, Johnson finally recognized him.

Eddleman rose and moved to the nearer microphone—Johnson's. Why don't you use the other microphone, Johnson said.

Eddleman went to the other microphone. He said that he and doubtless a number of students were upset that the faculty was discussing the fact that the office was occupied without a thought as to why the office was occupied. The expulsion of Albert did not look defensible. Eddleman recited the GA resolution from memory. The issue of the takeover itself, he concluded, should not be decided by administrative fiat or an emergency faculty meeting.

What, Johnson interrupted from the microphone he had kept, did Eddleman suggest.

Eddleman, slightly startled, suggested a meeting of the community to discuss the "entire issue" from the Albert hearings on; before such a meeting, nothing could or should be done.

Professor Siebert requested that Professor Lamson read the full text of the statement the committee on discipline had prepared. Johnson called on Lamson to do so.

Lamson returned to a microphone. Now he read the "Statement by the Committee on Discipline, January 15, 1970," in its entirety.

Included in what he read:

In cases brought to the committee, the student's rights are protected by procedural due process. The following procedures normally apply:

1. The committee on discipline consists of faculty, students and administration. No member of the committee who is involved in the particular case other than as a member of the committe, will sit in judgement . . .

And from a second section of the document, "Narrative of the Case of Mr. M. Albert":

The first case considered in December, 1969, which involved Michael Albert, developed out of the events at the Placement Office on October 29, 1969, which was examined by the Special Panel (the Rogers Panel) on the November Events and the MIT Community. The conclusions of the Panel as concerns the events at the Placement Office are represented by the following quotation:

"We believe that the demonstrators participated in a disturbance whose level may have been such that disciplinary action is warranted. We therefore recommend an appropriate disciplinary review." . . .

One student who appeared before the committee was found not to have actively participated, even though he was present, and the charge against him was dismissed. Two other students, including Mr. Albert, were found to have contributed to the violent pushing and shoving that occurred at the Placement Office.

The second case involving Michael Albert arose from the disruption of the committee's hearing held on the evening of Wednesday, December 17. Of three persons who could be identified as students and who actively participated in the disruption, Michael Albert was charged with "disrespect to the chairman of the committee on discipline which contributed to disruption of the committee." . . .

In the course of an exchange with the committee chairman, Michael Albert order [*sic*] the chairman to sit down, and generally ignored the chairman's requests to return to reasonable order. This exchange, which precipitated a disruption and subsequent adjournment of the hearing, formed the basis of the charge against Michael Albert mentioned above—"disrespect to the chairman of the committee on discipline which contributed to the disruption of the committee."

Some students viewed the proceedings differently. If one did not respect the chairman of a committee that had no right to sit in judgement, or to righteously determine justice and propriety in the midst of an institution that pursued war research, it would seem only a heightened farce that the committee would prosecute if respect was not shown, and that an institution that claimed to be open and free would expel those who expressed a lack of respect for such a committee by disrupting the burlesques that they called hearings. To expect that a defendant would willingly play the game, and contribute to the "dignity" of the committee that had no right to be investigating the correctness of the defendant's action, was mad.

Lamson's statement refrains from mentioning that *he* had shouted at Albert to sit down, producing the retort from Albert which is given in the statement. Lamson's demand carried with it an implied challenge: play my game and be respectful of my hearing, or suffer the consequences. Doubtless Lamson had no consciousness of what his actual stance was; he probably was so immersed in some baroque concept of academic dignity that he remained oblivious throughout of how one with perceptions different from his own might be horrified at the proceedings of the committee.

From the committee's statement, read at the faculty meeting by Lamson:

The committee met again on December 23 to continue (in closed session) the hearing regarding the events at the Placement Office and the charges regarding the meeting of December 17. . . . The committee concluded that Michael Albert's behavior and that of the two other students at the hearing of December 17 merited disciplinary action.

In hearing the charges and making its decision, the committee believed that the three students mentioned above had, by disrupting the committee hearing, demonstrated contempt for the behavior norms of this or any other community, for reasonable limits of dissent and protest, and for disciplinary processes of the Institute in ways that could not be ignored. The committee asserts, however, that neither particular political persuasions of the defendants nor use of vernacular in itself influenced the committee's decisions . . .

In recommending that Mr. Albert be disqualified for disciplinary reasons, the committee expressed the view that Mr. Albert had, on three separate occasions over a four-month period, demonstrated his unwillingness to abide by reasonable norms governing dissent, protest, and demonstrations.

Perhaps the majority of the undergraduates had expected Albert to be expelled eventually. But it was, if anything, the nature of the circumstances that actually got him expelled which angered them.

The most disconcerting fact in the entire situation was that Albert was expelled largely for not showing respect for the persons and the process that expelled him. Further, it seemed that in prosecuting for lack of respect, Lamson had violated (among other things, some claimed) the first of the committee's "procedures," quoted above.

From a letter sent by Albert's father to Johnson, made public by the father:

The defendant (a legal term used by professor Lamson, the chairman of the committee) was charged with disrespect toward professor Lamson. When challenged to disqualify himself . . . professor Lamson surrendered only his position as chairman, but continued to sit in judgement. Such little disqualification is no more adherence to the mandate of the principle and the rule (that no committee member involved in the case can sit in judgement) than a claim of a wanton to chastity because she is only a little pregnant. That Professor Lamson is a gentle man as urged by you, does not relieve him of the imperative duty of not judging . . .

The list of procedures of the disciplinary process that Lamson read to the faculty on January 15 included:

7. The committee acts with power in the case of admonition or disciplinary probation. In the case of recommendation for disqualification, the final decision rests with the president, to whom the student may appeal.

Johnson recently commented on his review of the committee's decision:

That wasn't the first discipline case, and it wasn't the last. It happened to be one that had a lot of limelight on it because of Michael Albert in the middle of it, and because of the whole tone and tint of the time. I had often said—I think I'd said long before that the purpose of my review was to see that all of the evidence had been available, and that the procedure had been a reasonable one always, and in talking to the person involved, if he expressed strong feelings on this subject, then I would take it especially into account. In other words, it's ridiculous to have at that kind of review level a retrial of the case.

And in this particular one, I talked to a number of the members of the discipline committee, I talked to other people than that, on the edges: including, as I remember it, Mr. Albert's father. Which was also standard. I had a long talk with Albert.

It's a tough kind of a decision. It seemed to me that—and this is a question of judgement—that the procedures followed were the procedures then specific, and that the majorities involved were important enough to make a difference.

There is a very simple political way in which the presidential review of discipline committee decisions can be considered. An administrator is not in a very good position to overturn the decision of a committee of the faculty in calm times, much less during a crisis. When a faculty committee had come to its conclusions, in this case led by a professor whose justifications seem to have centered more on concepts of dignity than of freedom, an administrator who overturns the discipline committee's decision is stepping on the dignity of the faculty committee, and by association, the dignity of the faculty. University administrators are not the rulers they would be in industry; they are supposed to be servants of scholars, doing the grimy work that must be done to keep a university running for the benefit of researchers and educators.

Paul Gray's view might be interpreted as showing a pragmatism somewhat apart from any concept of justice in a vacuum:

If I had been president at that point, I guess I would have *not* felt I could have overturned the discipline committee. The committee had been subjected to extraordinary pressures and indignities, if you will, associated with that hearing, had tried to function along the lines of what it saw as its charge from the faculty, and its mode of operation, and had come to a conclusion, and I think any president would have had to go very cautiously in terms of overturning it.

But Gray approved in general of the Lamson committee's work:

I think he [Lamson] did a first rate job, by and large. I didn't see that hearing. I was at none of those hearings until the spring, when the aftermath of this office [occupation] began to come up. But my impression is that he persevered in the face of great difficulty. And I think the net result, which was in the face of more difficulty, in May, to conclude that set of hearings, which I was at—every goddamned hour of it, however long they ran, the whole week, right through the night, one night,—to conclude those hearings, and furthermore to conduct them in a way which gave the students who were involved every opportunity to make their case, in the face of all kinds of efforts to waste time, delay, divert, disrupt, brought great credit to Lamson and the committee.

Given the terms of reference under which they were operating, to have continued to function that spring in the face of all that uproar, to arrive at a set of decision about this office which seem to me to be internally consistent and sensible, I think was an enormously difficult task, and one well worth achieving, in the sense that it restored a sense of confidence, at least in some groups, in that committee, which it probably was at the verge of not having back in November.

It was after Lamson had finished reading the statement of the discipline committee in its entirely that Johnson "asked that the meeting not become a retrial of Mr. Albert."

Prof. Luria "moved that the faculty empower the chairman of the faculty, the faculty advisory group and representatives of student government to act as a body with the occupiers." Johnson was unable to comment immediately; Prof. Greeley, apparently desirous of considering a motion not dissimilar to Prof. Baddour's motion, which Johnson had swept aside when it had been introduced, rose on a point of order to ascertain if Baddour "had the privilege of bringing in his motion in another form." He did. Johnson now replied to Prof. Luria, rather emphatically indicating that if Luria intended that a group be formed to negotiate with those who had taken over the offices, he was very much opposed.

Professor Greenspan proposed the plan of isolating the area, doing nothing, and expelling any students who eventually emerged. Prof. Greeley now rose to remark once more that Baddour had the right to rephrase his motion, and that this new motion could claim priority over any other discussion.

At this point, Prof. Baddour asked whether his motion

could be cast in the form of a faculty recommendation to the president. The president replied negatively and said his own concern was to determine whether the faculty condemned the occupation and whether it stood ready to support a measured approach, with low level of action, on the part of the president, provost, and chairman of the faculty.

The choice of the provost and the chairman of the faculty, seemingly as a troika (with the president) in making decisions, was a good one. Wiesner, at least, had an academic stature, and a respect among the faculty, that Johnson did not—Wiesner was "one of them" in a way that Johnson, from the Sloan School, could not possibly be. And the choice of the chairman of the faculty was an obvious one, although it is doubtful that faculty members cared about their political organization enough so that the office of chairman was anything more than a parliamentary inconsequentiality. Most professors would rather be in their classrooms or labs than at a faculty meeting.

While it was very true that Wiesner would have considerable power in the decisions that would be made, the same could by no means be said of the chairman of the faculty, who would sit at the meetings as nothing more than "an input in the decision-making process," to use the nebulous management terminology beloved of Johnson and those around him, words borrowed from technology that were curiously inexpressive in their new context.

Prof. Baddour now moved that the action be condemned by the faculty and that the participants be brought under the review of "appropriate disciplinary authority."

This was probably not exactly the motion Johnson desired; the first part of the motion was needed, but the statement did not give the president the explicit support of the faculty. And Johnson's "measured approach, with low level of action" sounded far better than a command that the disciplinary apparatus be invoked again. This would not go over well with the undergraduates, certainly. Even if there would be a new series of disciplinary hearings, now that this had happened, it would be better if the faculty did not loudly demand them; that seemed almost the demarcation of a battle-line between students and faculty.

The meeting was becoming increasingly a showcase for those professors who wished to give orations of several minutes' length on one aspect or another of the crisis. There is something of the soap-box orator in all too many faculty members; perhaps it is an occupational hazard. In the midst of a series of such speeches, in which one professor or another did little more than attempt to deliver his sentiments, as eloquently as he or she could manage, into a microphone, an amendment was offered and seconded that proposed the elimination of the second clause of the reworded Baddour amendment, the clause that proposed referral of the participants to "appropriate disciplinary authority." Following another series of speeches by various faculty, on such matters as the need to support the president in this crisis, the dangers of over-reacting, and so on, the amendment to eliminate Baddour's second clause was defeated.

An amendment was now offered by Professor Zannetos calling for "the faculty's endorsement of recourse to civil authority such as had been voted in the case of the November Actions . . ." Prof. Luria expressed his fear of faculty action that could be seen as vindictive; Prof. Weisskopf his fear that such a motion could "stand in the way of settlement of the difficulties." Somebody asked Johnson if he could not call in civil forces anyway. Did he not in fact have that authority already? Yes, said Johnson, he supposed he did. The minutes report this exchange as culminating with Johnson's expressed "feeling that the action was not needed." Again a pleasant bit of reporting somewhat removed from the reality; stating that one does not presently require authority to call in police is not untruthful in this instance; but it expresses rather less than the statement that one can call in the police anyway, with or without a fresh mandate to do so. At any rate, the amendment was withdrawn.

Following another spate of speech making, Baddour's motion "carried by a huge majority." Johnson had obtained the condemnation, but he did not have any sort of vote of confidence. Perhaps it seemed to him that asking explicitly for such a vote now would be divisive; it seemed that at very least there would be long orations by many faculty members on over-reacting, vindictiveness. Perhaps a bitter argument would erupt on the disciplinary process, an argument Johnson had avoided thus far by his repeated pleas that he had a crisis to deal with, and no time for philosophical discussions. Perhaps there would be something said about Tonkin Gulf and blank checks. Many faculty members would be infuriated, for one reason or another.

The meeting continued:

Professor Luria moved that the chairman of the faculty, the faculty advisory group and representatives of the student assembly [presumably the GA] be asked by the president to help him in speeding the evacuation of the occupied offices. Asked by Professor Hagen if this meant negotiating, Professor Luria replied, "Really, yes." Put to vote, the motion failed.

Johnson's principle of refusing to negotiate had been upheld.

Some fairly deft maneuvering followed the introduction by Professor Modigliani of a motion that the faculty commend the discipline committee. Professor Weisskopf asked that the motion be withdrawn. Prof. Morrison moved that the motion be tabled; the minutes refer to Morrison as acting "promptly."

The motion was tabled.

Johnson announced that he would not allow any representatives of those who occupied the offices to speak at the meeting. At some time during the meeting, Albert and Katsiaficas had risen from their seats and moved down an aisle, presumable with the intent of attempting to speak. The faculty's eyes had followed their motion; Johnson had continued the meeting, seemingly oblivious; Katsiaficas and Albert had backed off.

The meeting adjourned at 5:39 pm.

Simonides recalls:

My impression is that the president was given—I don't want to use the word "mandate"; it may be strong—but was given the responsibility, let us say, to deal with this in the quickest possible way, in order to eliminate the infraction and do what is necessary. And I don't know how much was said about what would happen afterwards—trespassers, and so on. I don't recall that. But I remember it was their [the faculty's] responsibility. And there was concern of some students at the time about what that meant, and whether the faculty was swinging very much, and this would be rash, and whether police would immediately be called. And I remember engaging in conversation, coming out, about the idea that, look, we had been through this, we have worked with student and faculty groups together before, and, you know, if there is a little bit of trust here, one can expect that there will be some kind of process, of understanding, and so on, and of lack of immediate and rash reaction, and that the president's judgement should be relied upon in this time.

WIESNER AND SIMONIDES were eating dinner in the Faculty Club on Thursday night when it occurred to one of them that a costly piece of secretarial equipment remained in the occupied offices: a device manufactured by IBM which allowed a typed rough draft of a document to be stored as encoded letters, punctuation, spacing, and carriage returns on a magnetic tape-like material; backspacing would erase errors on the card, and the copy of the letter that the typewriter could peck out from its magnetic memory would then be as error-free as the corrected encoding had been.

Whatever encoded document secretaries had processed

in this way would remain on the magnetic cards after the readout, until erased by its replacement with a new encoding.

In the Faculty Club, Wiesner and Simonides thought only of the cost of the machine.

Returning to the buffer zone, Johnson's office, Simonides advanced to the door to occupied territory, only to be rebuffed. He returned to Wiesner's side. Wiesner was staring through the door.

The machine was in fact being used. For a while, it had been the plaything of a small group of youths, friends of Katsiaficas and another RL member, Pete Bohmer, who had been amusing themselves by a running waterfight through the offices until they came upon the device.

Eventually, others decided the apparatus had potential for turning out error-free leaflets (originals for offset printing), and had taken over the exploration of the device. They discovered a few cards that seemed designed to fit into the machine, and, being MIT students, rapidly figured out how to operate it. A few buttons pressed, the IBM machine dutifully began typing out Howard Johnson's personal correspondence, to the delight of those who toyed with it.

Outside, in Johnson's office, Simonides and Wiesner could hear the machine loudly typing.

Suddenly, miraculously, Wiesner, a campus patrolman behind him, forced his way into the offices and to the machine, which he somehow disabled by removing a part—the IBM type ball seems the only possibility. Here, said someone, pulling the plug, take your damned machine. Wiesner wheeled it into Johnson's office. Everyone—in the occupied offices and in Johnson's—was shouting: Take it easy!

Wiesner absently handed the part he had removed from the IBM machinery to Benson Snyder. Snyder, in turn, was to absently leave it on his desk, amidst a confusion of art objects and bric-a-brac, where it would sit unrecognized for a month.

On the following day, Friday, January 16, 1970, *Thursday* would distribute a special issue, on page three of which would appear three letters signed by Howard W. Johnson. It appears that they were genuine; "The trespassers removed card files and correspondence," wrote Johnson in a statement "To Members of the MIT Community" distributed on January 18, "and three stolen letters were published by *Thursday* . . ." And he included in a list of possible charges to be brought against the occupiers who could be identified: "theft and publication of Institute files."

From the *Thursday* text of a letter dated, curiously, December 21, 1968—that is, a year before the office takeover;—curious, unless the IBM magnetic card had lain unused for a year, or a copy of the letter was found elsewhere in the offices:

I am of course deeply sorry that you have come to the conclusions you have expressed in your recent letter to me. I think that you would find that the loyalty of MIT students and faculty to this country is at the same high level it has always been. You should be aware that the level of research and support of US government aims carried on by MIT is higher now than it has ever been in its history . . .

This letter was apparently intended to pacify some irate patriotic citizen, as were the other two. This one goes on to discuss the Sanctuary:

On the issue of the AWOL soldier who was present in the Student Center for several days, I would make only a few points. The number of MIT students who were involved in this effort was never more than two or three percent of the student body. . . . They brought in and attracted a good many hippie types who did not add to the attractiveness of the affair, but you must remember that the Student Center is a semi-public building. . . .

. . . We informed the FBI and the military and civil authorities immediately after he appeared in the Student Center . . .

. . . If we had moved to throw out the people surrounding him, I suspect we would have made martyrs for his cause. Instead, this group dwindled to a pathetic few, and eventually the military came and picked him up with our whole-hearted cooperation . . .

. . . No one regrets more than I that these demonstrations occur in this country. As you can guess, a great many people outside MIT would like to make MIT look bad since it is so closely aligned with the continuing defense policies of the country. I simply hope that you will not aid them by supporting us less in this critical time in history.

The publication of the letters tended to be more embarassing than damaging. Johnson's image was not one such that it would be expected that he would show the same face to everyone. As a manager, he seemed to have only the manager's amoral desire to keep his institution going. From the man's image, at least, one would not expect from him a stand on principles, if that stand did not further any amoral interests of the organism. War research helped to keep the Institute financially solvent, or kept it from drifting hopelessly far from solvency. It seems possible that Johnson never understood what the successful conclusion of war research meant in human lives; nor would he, in his position, have to do so. The essential mystery of the politician, the "leader," is the mystery of what he believes. His decisions for the life of the social organism he leads are the amoral decisions of a living organism itself; the amoeba lives eternally without appeal to ethics or principles.

From a letter dated January 9, 1970:

At no time have we stopped work on US Government research projects except for the brief period of one hour and a half in front of one of the eleven buildings of the Instrumentation Laboratory when access was prevented by the November Action Coalition pickets. That action by the pickets was soon stopped by the calling in of the police . . .

"Calling in" the police is a much stronger statement about the breaking up of the demonstration in front of IL-5 in November than others would care to make; John Wynne, for example, insisted recently that it was more or less entirely the decision of the police themselves to move on the Albany Street obstruction, *which was on public property*. Apparently, the MIT administration's comments on use of police covered the entire range, depending on the liberalism or conservatism of the person they were commenting to, from strongly asserting that MIT brought (or was going to bring) in police, to strongly asserting that the police came (or might have come, but did not) on their own volition.

At the end of the letter of January 9, Johnson, seemingly replying to a suggestion that education in the humanities be discontinued because it bred revolutionaries, took on the Voice of Reason:

I agree that engineering students in general tend to be more conservative and less prone to radical activities than do students in the humanities, but students in the pure sciences are more difficult to classify in these categories, and many of our problems have come from students in physics, biology, and chemistry as well as from students in the humanities. We would be hard put to end our concentrations in these basic fields of science.

EARLY THURSDAY EVENING, FAG/SAG met in the dean of engineering's huge conference room, which had become known to some SAG members as the war room. The advisory groups, this evening, had mustered about 20 faculty members and about six students. Their numbers were augmented by the presence of, among others, Simonides, Nyhart and Snyder.

The meeting began with lengthy statements—the appropriate statements. Everyone wished to express how awful all these things that had been happening were.

You all know why we're here, began one, and that was true—everyone did—but he told them anyway. These preliminary sentiments lasted some ten minutes.

Three members of SAG—Marv Keshner, Gary Gut, Marvin Sirbu—had developed a three-point proposal over dinner at Twenty Chimneys in the student center: Nothing should be done about the people in the office; leave them alone and they would go away. The discipline committee's activities should be immediately suspended, and a thorough revision of the judicial process begun immediately. Albert should be reinstated and given a fair hearing.

Early in the meeting, these three points were chalked on a blackboard.

Somehow, point one—the immediate crisis—was not much discussed. The group moved rapidly to the second point: the judicial process.

For at least three hours, the discussion centered on the judicial process, why students distrusted it, why it should be remade. Faculty members were defensive: their committee had acted justly against those who had mocked the principles upon which the University stood; why should students mistrust these good men and good principles? The discussion became largely a debate between faculty and students, one which was moderated—as the meeting was chaired, more or less—by Simonides and Snyder.

This discussion was what some of the students on SAG had desired, a discussion of the causes of the occupation, and thus of student disaffections. The discussion was in a sense counter to Johnson's wishes, since Johnson had made an emphatic point of refusing to discuss any issues of this sort while ultimatum-issuing radicals occupied offices. Here, they were discussing one of the points that had been on the ultimatum.

From the standpoint of the student politicians, the matter of overriding importance in all this mess was the inequity of the discipline committee. From a radical view, the student politicians had missed the point entirely: the discipline committee and its actions were piddling evils, but representative of a university that, hiding behind "the spirit of free, open inquiry," "rational discussion," and the "dignity of man," upheld a murderous, repressive status quo, and meant to continue to uphold it. The university was a mockery of freedom and humanism.

But it was student politicians who spoke here, who had been brought in to participate in decision making, and whose perceptions would be considered here. And their perceptions were that the discipline committee was the issue of supreme importance. In this, they thought themselves representative of the student body.

It is impossible to say what the concerns of the student body were—war research, the discipline committee—or if they did not care about any of that. But the only vote at the student body meeting that would take place the next day would be one that condemned the development of the MIRV.

At about 11:30, Howard Johnson appeared with Jim Nichols, his public relations consultant, and six members of the MIT Corporation, among them James Champy, Jeptha Wade, and Gregory Smith, then chairman of the Corporation joint advisory committee on Institute-wide affairs. They all took seats and listened to the discussion for perhaps twenty minutes.

As Johnson sat, he began to look visibly upset over the emphasis of the discussion. Snyder and Simonides had been conducting a meeting for well over three hours, and there had been no tactical discussion.

Snyder asked for summaries for the benefit of these late arrivals. Amazingly, each person had a small speech mentally prepared. Students emphasized their belief that the judicial system was bankrupt.

Johnson spoke after the summaries. All this was no doubt important, he said, but what was he to do about the occupation? One student at the meeting imagines that he saw Johnson cast a short glance toward Simonides: What have you been doing here for three hours?

Gloom descended on the war room. They had occupied themselves with the discussion *quasi* debate on justice and academic freedom and dignity and such, but they had a crisis to deal with. And their president, their crisis-manager, wanted to know what to do about it.

It was a student who managed to be first to speak. As there were few students in the meeting as compared to faculty, students had done a disproportionately large share of the talking.

What were they to do? Why, nothing. The demonstrators had had no support; they would vacate eventually.

No, said Johnson, I don't think I can do that.

The discussion of tactics which he had requested followed for perhaps thirty-five minutes, in which time, with faculty members in large numbers wishing to express their opinions, very little concrete could be said. Someone was sure to open this discussion with a soliloquy on how obvious it must be that everyone wished to see violence avoided. Somebody did.

During the November Actions, no one could have predicted "the level of violence," whatever that was supposed to mean. It had been an extremely serious matter to apply to the courts for an injunction with that uncertainty of how serious the confrontation would be. Now, it seemed, there was no such problem: the door had been smashed and offices occupied. An injunction did not seem to those at the meeting to be a last resort before Armageddon. Obtaining one would be a serious move, but it lacked the dread it had possessed in November.

Yet no one seemed willing, here, to formulate any complete strategy; to pursue, for example, the matter of obtaining an injunction to its possible consequence—the use of police. No one even raised the questions: How long might we do nothing before obtaining an injunction? How long might we wait, after?

Johnson stopped the discussion. It was getting late. He still had a decision to make. Johnson asked that the group reassemble at nine the following morning.

SAG member Marv Keshner was talking with Nancy Wheatley and Tracy McLellan, both MIT students, after the meeting, when it occurred to one of the three that the student body should meet to discuss the issues that had led to the takeover. All three, immediately accepting the importance of such a meeting, decided that they would hold it the following day, Friday. They silkscreened posters through the night.

The number of people in the buffer zone dwindled to perhaps two campus patrolmen as Thursday night progressed. At some time during the night, a few persons entered Johnson's office from the secretarial area, picked up the battering ram (which had lain on the floor of the buffer zone without having been moved while virtually every administrator, high ranking faculty member, and most of the campus patrol had stood within a few feet of it at one time or another during the day), and carried it into occupied territory.

Second of 3 parts. Part III will appear in Tuesday's issue.

ARTS

theatre:

The Godspell of St. Matthew

By P.E. Schindler

Godspell is a positively unique theatrical experience which should not be missed.

There; It had to be said quickly: now there is time to say exactly why *Godspell* is probably one of the freshest, most delightful musicals to hit Boston in quite a while.

The story of this play is the story of the Gospel according to St. Matthew, and was begun as a Master's thesis at Carnegie-Mellon (in Pittsburgh) by John Michael Tebelak. He took the gospel story and weaved it together into a fascinating play-type piece which he then took to the Cafe' LaMama in Green wich Village.

Just like in the pictures, two big time Broadway producers saw it, and took it under their wing for a full-fledged off-Broadway production. Edgar Lansbury and Stuart Duncan brought in Stephen Schwartz to write new lyrics for the play but did not tamper with much of Tebelak's cast, which was made up largely of his classmates from Carnegie.

The critics have been as nearly unanimous as it is possible for them to be in their praise of this musical, and with good cause. It was an amateur production to start with, and it has managed to maintain many of its amateurish good points, while developing the gloss of a professional show.

It cannot be easily categorized, but it does make use of the whole theatre as a stage, and there are several scenes during which the cast attempts to get the audience involved. This is done by talking to the audience walking and talking and singing in the aisles, and generally acknowledging the existance of a group of interested observers.

The play itself is a series of vignettes taken from Matthew's story of the life of Christ. All of them are familiar, indeed, sometimes too familiar, but they have certainly not been told as well in recent times as they are told here.

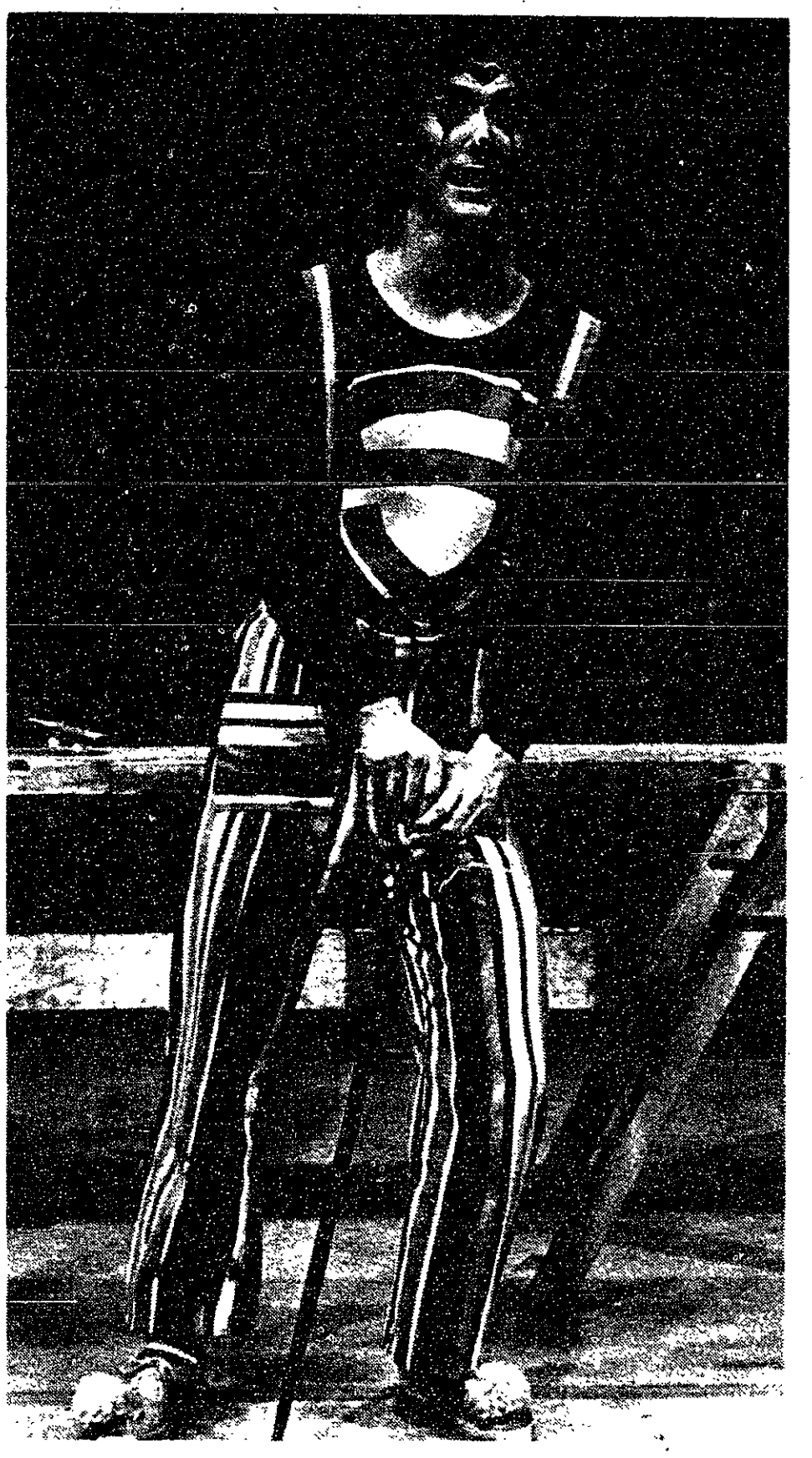
Several styles are used to tell the stories including the *Story Theatre* style of having actors serve both as narrators and characters in the story. Another method used by the young, enthusiastic cast in the telling of the story of the good samaritan, was similar to hand puppet, without the puppets. It must be seen to be believed, but it is entertaining, and it works, and that is all that one must ask of theatre.

There are occasions when it seems as though *Godspell* does not work. At the very start of the play, it is a little hard to accept Jesus and the disciples dressed as clowns. But, as the play progresses, the audience comes to accept this as the convention within which the story is told. The story, on occasion, is hard to take however: the transitions might work well as jump cuts in a film, but on the stage, they are ragged and abrupt, and occasionally the audience gasps when, instead of slipping from story to story, they are dragged, heels first.

The set is visually intruiging; it is a chain link fence, filling center stage. There are no curtains or backdrops behind it, so one can see the back wall of the Wilbur Theatre behind it, (a la Thornton Wilder and *Our Town)* lit from above with colors that fit the mood of the scene being presented. Because of the semi-transparent nature of the chain link fence, stage hands can be seen at work behind it, adding a note of the unusual to the presentation.

The performances are all outstanding, but even among the great, there are those who are greater, and two of the men in this play deserve special credit. Ryan Hilliard, who plays Jesus, is put through the largest range of emotions, and handles the central role with the aplomb of a seasoned professional, which he is not. Jerry Sroka, as a man of many voices, could give Mel Blanc a run for his money. Time and again, he proves his versatility during the play. The two of them are a pleasure to watch, and the entire cast is unusual in its uniform quality.

The sound system on occasion leaves something to be desired, but it will hopefully be shaped up by the time the preview week is over, and the "regular" performances begin. That happy day will be tomorrow.



film:

Joe Hill: DOA

By Alan Razak

The astounding thing about *Joe Hill* is how Tommy Beggren landed the lead. Betcha if Dustin Hoffman or Elliot Gould or even John Wayne spoke Swedish, they'd have it made. This is a star vehicle picture, so where's the star?

The director, Bo Widerberg, is Swedish; that explains it; Swedish director, Swedish actor.

So what's *Joe Hill*, anyway? A bio-pic, in that it is a true story—a Swedish immigrant becomes involved in the short-lived Industrial Workers of the World movement around 1910, after traveling around America in various capacities. OK, well; fine, but it's not a bio-pic completely. Aha! It's a film with a moral, isn't it? All films have a moral—don't they? Certainly—men are stupid and cumbersome and inconsiderate and refuse to change for the better. So what else is new?

Well, there's an interesting slightment on a cultural awakening theme—somebody's always playing a musical instrument, or writing. Joe meets his one true brown-eyed love at the opera ("La Triviata"). A "hobo" defends his daily tea ritual. Interesting, but not carried through. Strike Three.

Enter "Easy Rider." Without a motorcycle. Or Jack Nicholson, or Dennis Hopper. (Yawn) Enter IWW. Enter a Cause. Enter Emotion, an attempt at plot and Luigi Mazzini. Hi, Luigi. So where's Charlton Heston?

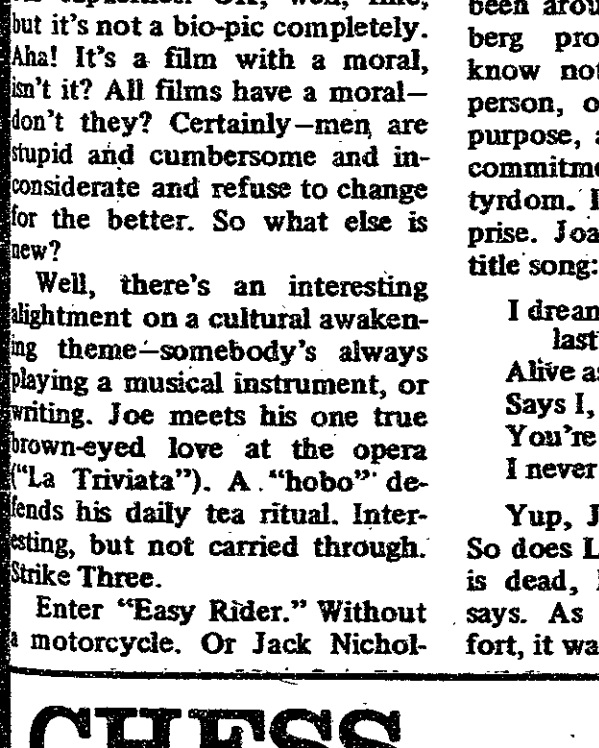
Only Charlton would face the firing squad to preserve his one true brown-eyed love's reputation. But here's this young Tommy what's-his-name doing it. OK Tommy, so Charlton's not the only one (Sob).

Let's face it—*Joe Hill* is a movie without a soul. The story is fine, upstanding, undeniably in the right. But it has no soul. Joe is a Swedish immigrant at the beginning and Joe is a Swedish immigrant at the end—or might as well be (He's just been around for a while). Wideberg provides no insight—we know nothing about Joe as a person, only as a means for a purpose, and so there is no real commitment from us in his martyrdom. Indeed, there is no surprise. Joan Baez tells us in the title song:

I dreamed I saw Joe Hill
last night
Alive as you or me.
Says I, but Joe
You're ten years dead.
I never died, says he...

Yup, Joe's dead. Joan sings. So does Luigi. Hi, Luigi. *Joe Hill* is dead, I don't care what he says. As a cinematographic effort, it was never really alive.

CHESS



Position after 19. B—Q3

USSR 1964	
Albin Counter Gambit	
Tataev	*Naglis*
1. P—Q4	P—Q4
2. P—QB4	P—K4
3. PxKP	P—Q5
4. N—KB3	N—QB3
5. P—QR3	P—B3
6. PxP	QxP
7. B—N5	Q—N3
8. B—B4	Q—B2!
9. B—N3	B—N5
10. QN—Q2	O—O—O
11. P—N4	N—B3
12. P—N5	N—QR4
13. N—K5	Q—K3
14. Q—R4	P—QN3!
15. P—B3	B—KB4
16. N—N3	B—B7
17. N—B5	Q—B4
18. P—K4	PxP ep
19. B—Q3	QxB!
20. N/BxQ	BxQ
21. N—N2	B—N6
22. N—B7	R—Q7
23. NxR	RxN
24. O—O	BxBP
25. resigns	

White's 7. B—N5 puts the bishop on an uncomfortable square. Probably P—KN3 followed by B—N2 is more reasonable. 17. NxP loses a piece to 17 . . . QxN. White resigns for if Black is unable to queen his pawn, he can simply play P—KN4 followed by B—N2 and BxN.

—Walter Hill

Chomsky: again the attacks

By Alex Makowski

Noam Chomsky, along with the rest of MIT's once-noted radicals, no longer looms as an imposing figure on the MIT campus. Student (and faculty) interest in political affairs has tapered off, and with it has gone the attention of the men who, by their writing or speaking, had sharpened the important issues for the campus. Chomsky hasn't spoken to a large audience at MIT since his speech in Kresge during the Cambodia uprising two years ago.

But Chomsky's appeal never had been limited to the MIT campus (my father first discovered him on the NBC *Today Show*) and early this year by invitation he went to England's Trinity College to deliver the first of the Bertrand Russell lecture series. Random House was sufficiently confident in Chomsky's popularity to publish the two talks in a hardcover edition.

Problems of Knowledge and Freedom, stylistically at least, strikingly resembles Chomsky's well known *American Power and the New Mandarins:* the loose essay form, whether delivered on paper or from the lectern, suits his method of tackling subjects, freeing him from the unity, consistency, or parallel structure a book format might enforce. But this plan of presentation can have its drawbacks, since the reader may find himself tantalized by the possibilities for further exploration of a subject only to see it pushed aside to make way for a short, biting attack in a different area.

In *Problems*, the first piece is an analytic philosophical piece on one of Russell's pet questions —do we know anything independent of experience? Or, to phrase the question in a manner more suited to Chomsky's thoughts on the subject, will two humans subjected to rather different sets of experience from different knowledge structures? Chomsky's field is linguistics and he uses examples from his and other experts' research to show that certain invariant properties exist among all human languages, properties that have no functional significance. More likely than not, some physiological property of the human mind predisposes us to these language constructions, and by extrapolating we could hypothesize that man's ability to extend his sphere of knowledge is limited by a requirement of matching up some similarly innate capacity to create theories with an aspect of the structure of the world.

Certainly an interesting idea, with implications in a number of social science, religious, political, and philosophical fields. Bound by his form of presentation though, Chomsky could only sketch the beginnings of the necessary arguments, before moving on to the next topic.

Part two is an essay where not only the style but the content follows *Mandarins*. Early in his lecture, Chomsky chooses a theme of pressing for the liberation of man's creative impulse. Before too long, however, he loses track of his original perspective to lash out at American foreign and, to a lesser extent, domestic policy. As in *Mandarins*, he begins with the broad, sweeping charges, then follows them up with the supporting evidence, suitably footnoted for the skeptical, and always including the one incident or quote so ludicrous or incriminating as to destroy any semblance of sympathy for the Establishment position.

For those already convinced of the hypocrisy or foolishness of our country's policy, Chomsky never fails to be entertaining. For those not yet swung to his point of view, the material can be a powerful proselytizing agent.

Fencers foil Brandeis, 20-7

MIT's New England champion fencing team began its season on Saturday with a solid 20-7 victory over Brandeis. The victory is impressive because after the first round, leading 8-1, MIT replaced half of its team with freshmen fencers, who went on to win the next two rounds 6-3, 6-3. This is the first time in years that MIT has had so many experienced freshmen fencers, and the added depth should lead to another victorious season.

The team has a new coach this year, Eric Sollee, a Harvard alumnus and well-known area fencer. His emphasis on tactics should strengthen one of MIT's weak points and produce a more developed team.

In Saturday's Brandeis competition, Mike Asherman '72 led the foil team with a 3-0 record; Bill Parker'74, Nick Lazaris '72, and Greg Rothman'75 each picked up one victory. In sabre, Jon Abrahamson '72 went 2-0, with John Tsang '73 and Mike Wong winning two each. Freshman Dong Park fenced very nicely to win his only bout. In epee, Marty Fraeman '73 went 2-0, with Bill Rae also picking up two wins. Bob Lukens '73, Pete copper '75, and Ed Delvers '72 all won one bout each.

On Deck

Today

Squash (V) Pennsylvania, 7:00 pm

Tomorrow

Pistol (JV) at Coast Guard, 12:00 noon

Wrestling (JV,F) Lowell Tech, 2:00 pm

Brandeis nips cagers; Hudson top rebounder

MIT suffered its first setback of the season Tuesday night in Rockwell Cage, in a heart-breaking 91-86 overtime loss to Brandeis. The defeat brought the Engineers' record to 2-1, but the team played well and showed promise for a winning season -- Brandeis may well be the toughest college division team MIT will face this year.

	FG	FT	RB	TP
White	2	0	6	4
Cleveland	8	1	3	17
Hudson	8	3	23	19
Brown	14	6	10	34
Godfrey	4	4	13	12
Stanley	0	0	1	0
Armstead	0	0	0	0
TOTAL	36	14	56	86

The Techmen got off to a slow start against the Brandeis 2-3 half-court press, slipping behind 17-8 in the first five minutes. Co-captain Hal Brown '72 then got a hot hand and poured in nine field goals in fourteen attempts in the first half. Brandeis rooters in the well-populated stands must have thought Brown was using radar, hitting 20-foot shots over the outstretched arms of amazed defenders. Hal's 23-point outburst left MIT down only two at halftime, 42-40.

After a slow start in the first minutes of the second period, MIT began to match baskets with Brandeis, staying within five until midway through the period. Balance was the key as Jerry Hudson '73 and Bill Godfrey '72 scored when Brandeis adjusted to try to stop Brown. When Brandeis could prevent the front-court men from getting the ball, Minot Cleveland '72 hit from way out.

Brandeis finally began to pull away as their hot-shooting guards got the best of their foul-laden opponents. With about six minutes remaining, MIT was down 77-66 when Hal Brown came up with an inspired steal which he converted into three points. By the two minute mark, MIT was in the lead, 79-78. Brandeis sent the Engineers to the charity-stripe several times during the next minute but the freethrows wouldn't go down. With about twenty seconds remaining, Brandeis tied it 82-82. When MIT missed its chances for a last-second bucket the game went into overtime.

After both clubs failed to find the range early in OT, Brandeis took command as each of their guards canned FGs. The Brandeis zone contained the weary Engineers who were able to muster only two fieldgoals in the five minute overtime period. The last minute saw Brandeis parading to the line as MIT fouled in a desperate effort to get the ball and score.

SPORTS

Swimmers win opening two

The MIT swimming team opened up its 1971-72 season with wins in its first two meets, as they defeated RPI on Saturday and Tufts on Wednesday.

Against RPI the Tech medley relay, with two untried freshmen on it, lost the opening event as Bob Paster '73, the engineers' anchor man, closed a half-pool gap to one body length before running out of pool to swim in.

Paster then tried to repeat in the grueling 1000, but such a repeat, tough enough when one is in shape, is virtually impossible this early in the season. Paster finished fourth, but freshman Peter Schulz salvaged the race for MIT, taking first with a time of 11:56.3.

Ed Kavazanjian '73 and Ken Epstein '74 took 1-2 respectively for MIT in the 200 freestyle, but RPI countered with a 1-2 sweep in the 50. In the 200 individual medley, freshman Pete Simonds triumphed over the two RPI entries, with teammate Kim Bierwert '72 placing third.

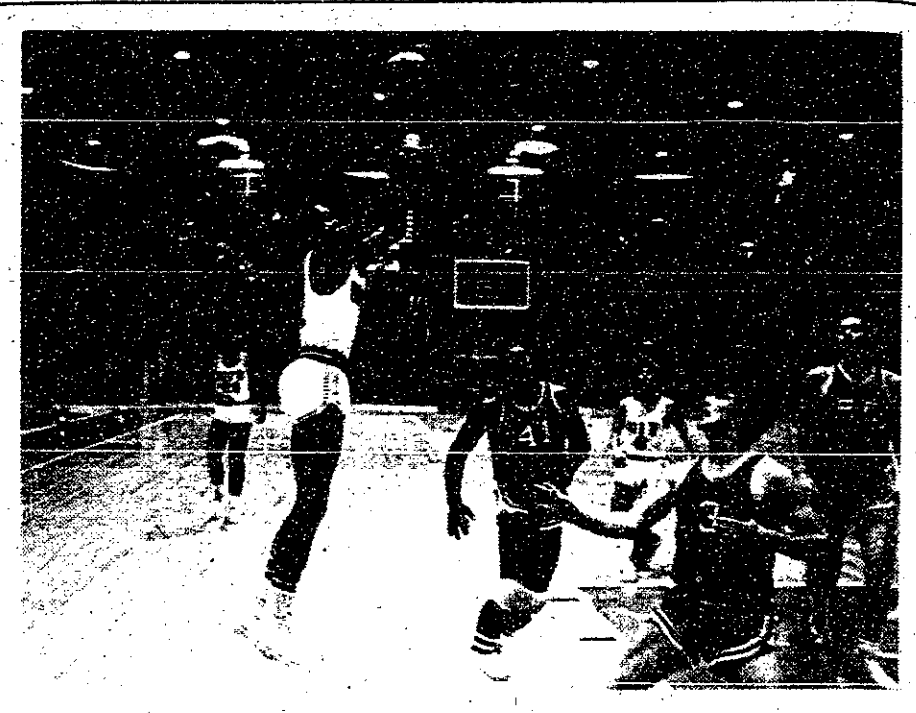
Divers Chip Gronauer '72 and Ed Rich '72 put Tech ahead to stay with a 1-2 finish in the one meter required dive. Captain Pete Hadley '72 swam to a second place finish in the tough 200 butterfly, as RPI closed the gap to one point, but in the 100 free Kavazanjian and Epstein reversed their earlier 1-2 finish, as this time Epstein triumphed.

Freshman Dave Deacon finished second in the 200 backstroke, followed by Simonds, as MIT moved out to a 43-36 lead. Kavazanjian came back from the 100 to win the 500 free (he holds the varsity record in this event) and wrap up the meet for MIT, as Schulz took third Simonds, Paster, Hadley, and Epstein scored a half-lap victory in the 400 free relay, to make the final score 65-48.

Against Tufts on Wednesday night, the Tech swimmers coasted home to an easy 75-38 triumph. MIT's divers garnered 14 out of 16 points in the diving, as Gronauer won both events. Rich placed second in the optional dive, while Jim Knauer '72 edged him out for third in the one meter required dive.

The MIT contingent got off to a good start by winning the first event, the 400 medley relay, as freshmen Deacon, Simonds, and Dan Bethencourt and captain Hadley triumphed in the time of 4:00.6. Paster and Schulz swept the 1000, and Kavazanjian and Peterson ran the score to 23-2 by placing 1-2 in the 200 free. Epstein won the 50 free, and Bierwert and Ron Molony '74 placed 2-3 in the 200 individual medley.

After the diving, Hadley finished second in the 200 fly and Epstein and Kavazanjian placed 1-2 in the 100 free. Frosh Deacon won the 200 backstroke, and Paster and Al Efromson '74 swept the 500 free, Paster touching first in 5:42.1. Bethencourt stroked in first to win the 200 breastroke.



In Saturday's game against Norwich, MIT's varsity cage squad won their second contest in a row, defeating the Connecticut contingent 77-68. Harold Brown '72 led the squad with twenty-three points. Above, Ray White '74 lofts a jump shot over the Norwich defenders, as Brown (21) and Minot Cleveland '72 (5) look on.

Photo by Sheldon Lowenthal

Shenkel plugs MIT; sports attitude lauded

By S. Hollinger

MIT sports received some unsolicited national publicity on the Saturday after Thanksgiving during the television broadcast of the Army-Navy football game. During the halftime intermission, "Sportscaster of the Year" Chris Shenkel, of ABC Sports, was discussing the varied athletic opportunities that colleges belonging to the National Collegiate Athletic Association provide for their students.

Shenkel pointed out that MIT leads the nation in the number of sponsored varsity teams with 21, followed by UCLA and Dartmouth, who have 19 each. Since the Army-Navy game is seen nation-wide with the estimated number of viewers in excess of 30 million, this was probably the biggest plug ever for MIT athletics.

Shenkel and his fellow sportcasters, then, of course, went on to patter about "that old football factory, MIT", a la *Sports Illustrated*, but mentioning the Institute is better publicity for the NCAA than it is for MIT. That a well-known academic institution is associated with the NCAA obviously is good for their image.

On the local level, a caller on WBZ radio's evening talk show, "Calling All Sports" with Guy Mainella, made an interesting remark with regard to MIT sports a couple of weeks ago. The caller maintained that college sports seem to exist for themselves today and not for the students. So many players are recruited and receive scholarships, and the spectator must pay to see them compete. Then the caller contrasted this with MIT where there is no recruiting or athletic grants-in-aid, all the events are free, and yet MIT manages to support more varsity teams than any other college in the country! Mainella agreed.

Pistol squad defeats AF; sets new records

By Jack Cater

Last Saturday the varsity pistol team opened its season in the Northeast Intercollegiate Pistol League (NECPL) with victories over the US Air Force Academy, Boston State College, and Newark College of Engineering, the latter a newcomer to the NECPL. The MIT-Air Force Conventional Pistol Course matches have usually been decided by a few points and this year's was no exception.

Tech's four-man team, selected before the match from ten shooters, consisted of All-American John Good '72, who lead all competitors with an 850-26x, Captain Bob Gibson '72 with 828-11x, Ted Rusegger '72, 821-12x, and Merrick Leler '74, 813-13x, totalling 3312-62x. They beat the Air Farce four's 3300-59x; Newark placed third with 3213-47x and Boston State was fourth with 2989-23x.

Beginning this year, a 30-round International Slow Fire Match is to be fired after the conventional matches in the NECPL. MIT was also victorious in this event, as Good came within one point of tying his own national collegiate record of 265 out of 300. Gibson fired 248/300, followed by a newcomer to the team, freshman Karl Seeler (who holds the National Junior Air Pistol title) at 246/300. Rusegger fired 241/300 to complete a team total of 999/1200. Air Force was again second with 974/1200, Newark third with 895/1200, and Boston State fourth with 830/1200.

Last Sunday four MIT frosh set a new National Junior International Slow Fire record with a score of 1677 out of a possible 2400, breaking the old record by a phenomenal 132 points. Seeler led the team with 470, just seven points under the National Junior individual record. Shannon Hill fired a 417, 'Pop' Meesook 414, and Richard McCarthy 376 to complete the team's score. With the exception of Seeler, who began shooting this summer, the freshmen have only been shooting since the beginning of the term.

Friday, December 10, 1971

Second class postage paid at Boston, Massachusetts. *The Tech* is published twice a week during the college year, except during college vacations, and once during the first week in August, by *The Tech*, Room W20-483, MIT Student Center, 84 Massachusetts Avenue, Cambridge, Massachusetts 02139. Telephone: Area Code 617 864-6900 extension 2731 or 1541. United States Mail subscription rates: $5.00 for one year, $9.00 for two years.