Ad hoc group rallies anti-war sympathies

By Lee Giguere

The Peace Information Center in the East Lounge of the Student Center is only the most visible part of an effort to organize anti-war sentiment at MIT which includes canvassing and the planning of a rally at MIT on May 5.

The center grew out of meetings held in mid-April. According to Professor of Biology Salvadore Luria, it is meant to function as "a focal point" from which information on the varying peace offensive could be obtained. The center, he explained, is being run by an ad hoc group of faculty and students to serve the community.

The "principle concerns" of the group, Bell added, is a "good turn out" on May 5 on the Boston Common. The Commonwealth is being held to commemorate the dead and to protest the Vietnam War.

In addition, a member of the group, one of the initiators of Concourse Experiment, Morrison acting as chairman. The Peace Information Center, the People's Peace Treaty Committee, the Peace Information Center, the Peace Information Center, the Peace Information Center, the Peace Information Center, the Peace Information Center.

By Buddy Miller

The Concourse Experiment, the newest of the experimental study groups, was recently given approval by the Student Committee on Educational Policy. Concourse is to operate in 1971-72 and is now in the final stages of planning.

To further inform the faculty of their plans, the Concourse staff held an open meeting last Friday in the Building 35 Lounge and answered questions from interested faculty members.

Professor Louis Bucciarelli, one of the initiators of Concourse, answered questions concerning the methods of teaching the freshman science subjects. He pointed out that Concourse will cover the basic first-year subjects at the same level as the normal first-year program—the difference will lie in the topics covered rather than in the level of the work.

He added that his hope is that the subjects will be taught enough in the satisfaction of the staff of and of the different departments that formal credit can be given just as though the student had taken the department's regular courses.

Bucciarelli also pointed out that Concourse will have more structure and a direct direction than do the Unified Science Study Program (USSP) and the CEP, which he explains in detail, while others—such as the learning opportunities for incorporating within MIT the means for turning out well-rounded students.

The students who produced the report worked as a task force on MIT to develop an undergraduate program aimed at developing well-rounded students while recognizing that students must be able to design their own curricula.

Well-roundedness is a three part ensemble of intellectual, social and emotional factors. The report argues that this part of an individual's personality is crucial to successful self-determination in our present pluralistic environment. The report offers some possibilities for incorporating within MIT the means for turning out well-rounded students.

SCEP task force

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Beyond this mainstream of vertical seminars to such "comprehensive" ideas as an experimental college of free universality. Some of the ideas are explained in detail, while only a few—such as the experimental college—would move out if they could. A recent poll of students in Baker House showed that 28 out of 37 residents would move out if they could find apartments.

Student housing reviewed

\section{MIT administration probed}

By Kyle Richardson

"If you look at an MIT organizational chart, you'll notice that below the vice presidential level, you're not sure who reports to whom. It's very informal. We're not sure who reports to whom. It's very informal." According to Professor of Biology Salvadore Luria, it is meant to function as "a focal point" from which information on the varying peace offensive could be obtained. The center, he explained, is being run by an ad hoc group of faculty and students to serve the community.

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Student report suggests stress on well-rounded'
A PLEDGE TO SERVICE

The dedication of the New Technology, as had been planned, was the crowning event of the reunion festivities. The simple manner in which the dedication was expressed is typical of the methods and aims of Technology, both of the past and we, of the hope, of our future.

The dedication of the magnificient new buildings to which the state and the nation has tremendous significance with the impressive background of the accomplishments during the past fifty years of Tech on the campus.

The appreciation of the trained man in the industrial arts combined with his position at the time when William Barton Rogers founded the Institute is vastly different. From the viewpoint of the possibilities of the future, the serviceability of a polytechnic institution is enormous.

And it is to the doctrine of service that the Massachusetts Institute of Technology has again been dedicated.

The Institute's Dedication and Fifteenth Reunion, the finest and most unique jubilee of its kind, has been turned from the future becoming a landmark in the history of Science. Its purpose has been accomplished. Not only has it introduced New Technology, imbued the undergraduates with that vigor for which the alumni are famed, and appropriately transferred the Institute work and administration from Boylston Street; but it has also in a large measure ensured the permanence of Technology's customs, traditions, and enthusiasm for doing.

ACKNOWLEDGEMENT

For hearty and often self-sacrificing cooperation The Tech offers its sincere thanks to the following, who have made possible minute adherence to the strictest schedule ever attempted by a Technology publication:

The Puritan Lithotype Company: Mr. S. H. Ziem- zelmann, publisher; William J. Green, foreman; Oscar Dibbern, head linotype, and eight assistants; Edward H. Knight, advertising man; Frank B. Wiler and Richard J. Gray, "stone" men; H.C. Spencer, head pressman; John Anderson, feeder; Louis A. Price, folder, and Paul Messerlian, "bind man." The Pepus Press, M.W. Hanley, Mgr., printers of the Rototype section.

And now, after a brief and hecticly enervated period of celebration, those Technology men who have made the New Technology possible are about to leave us to work out our own destiny. These solemn exercises have marked out entrance into a college environment whose outward and visible grandeur outrealizes the fulfillment of a Tech- nological undergraduate's wildest dreams. We have come to inhabit this monumental shell, let it be with a determination to achieve in uti a living spirit of aspiration beyond any the past has known.

The Tech, June 15, 1916

Undergraduate environment

By Alex Makowski

Perhaps the best way to begin reviews of the recent SCEP task force report on undergraduate education here is to recognize that the report does not deal with education per se. Perhaps the document's drafters should have labeled the piece "A View of the Undergraduate Environment at MIT," so faculty members won't be quite so disappointed when they find only a little of their work.

The report's chief success lies in its discussion of how well MIT provides for the personal development of its students. To con- clude, "It is the duty of the university to provide for his intellectual, emotional, and spiritual development. The task force has not furthered would be mistakes—a mature adult must have come to grips with emotional and social realities as well. As the task force members have pointed out, faculty who expect that their students will grow will have to make a conscious effort to keep science and math curricula only will be disappointed.

An important question, however, which has not been previously mentioned is the nature of the social and emotional development that should take place while students are engaged in the courses. Such development is axiomatic in the principle that MIT should invest much of its resources in personal growth and not in the teaching of roundness, but it would not be absurd to ask many faculty who would object that this is not the proper role for a univer- sity, would probably not be as difficult to find many students who would raise the same objection. As the task force itself points out, "the individual is the only one who can determine his own self-fullfil- ments." It seems rather preten- duous for the task force to admit that there is a question of priorities involved. Perhaps more MIT students see MIT money put into science and engineering faculty who would spend their time in teaching rather than re- search.

An alternative the task force might investigate is student gov- ernment financial support for some of their ideas. For example, one of the eight suggested topics is "studying the phenomenon of student organiza- tions or jam sessions." Many of the social and emotional develop- ment problems that arise can be raised are amenable to solution within the present living group structure. Working through the undergraduate government rather than by the faculty has the advantage of freeing the projects from red tape and outside control. Already there is money available within the Finance board. Last year, for example, a bare half-dozen or dozen de- base team members were budg- ed, but it was an informal com- mittee, not made up of students who could profit from the advice.

Question

A large amount on the re- port's focus is the deduction that the document raises more questions than it answers. The mere mentioning and interesting proposal, an ex- perimental college, is only vaguely-described by six questions about finances, curricula, resid- ual, and the like, that must be answered before the project takes on any meaning. On a slightly different level, the task force insists over and over again: We firmly believe that it is the students who must design their own curricula." We strongly urge the Institute to give the undergraduates the primary con- trol over the direction of their own education," whatever that may mean by "design," or "control.

But perhaps the answers to such questions were beyond the scope of this work. The task force did not note in its introduction that it intended to answer questions asked . . . neither fruitful dis- cussion, but if these docu- ments' drafters claim some ex- pertise they might have provided us with some of their opinions.

The report certainly merits attention of both students and faculty. Written by under- graduates, it can lay claim to the sincerity of its writers that other groups must lack. Further- more, the draft's total cost to the community as a whole, while examination of the under- graduate's welfare was $15.50 for distribution and a few dollars for refreshments.

Letters to The Tech

To the Editor:

I noticed with interest the re- cent advertisements from The Tech informing the community of the effort "To better serve you, New Coop hours as of April 29, 1971," with the present hours of Monday through Saturday, 9:15 a.m. through 5:30 p.m. These hours now are contrast in the present hours of Monday through Saturday, 8:50 through 5:30 p.m.

I hope that The Coop does not continue to try to serve us better by further shortening the times the Tech store is open.

W.T. Martin

To the Editor:

Wednesday, May 5, marks the first anniversary of the tragedies of Kent and Jackson State. In commemoration of these events and in the hope of inhibiting further extensions of our war in Indochina, a great many people will mark that day by foregoing buying should be.

I intend to join them. Since that day my main business is teaching, I feel I owe some justification to the MIT students and community. The teaching of teaching is beyond the bind- ing power of contracts. Teacher and student are in fact bound in a complex shared task, as old and as rich as culture itself. The mechanism we examine in 8,06, owes much to anonymous in- fluences. It is society, setting, and many other factors which make practicable arrangements against conscience. I shall not lecture that day, but we can make practicable arrangements not, perhaps, to the inconvenience of anyone who wants to be there, but to the inconvenience of anyone who wants to be there.

I hope others, students, facult- y, and administrators, will be able to join in marking the day. The Coop could enjoy a new business as usual can shorten that repugnant war.

Philip Morrision

To the Editor:

In March I announced through The Tech that CIS was going to hold a debate, but I did not say, since the attempt to arrange a debate had been so unsuccess- ful, I would put up poster- tomorrow announcing the place and time, May 13 at 4 p.m. in the CAE auditorium, room W20-483, MIT Student Center, 84 Massachusetts Avenue, Cambridge, Massachusetts 02139. Telephone: Area Code 617-253-4000 Extension 219.

I am concerned that students or perhaps the debate and the task vagus had impressive CIS and its members, since it has been so publicly, with people who have not made of some of them. Hence, the fo- rums; I assume that this letter is curious about social science research and is written to attempt to attend even if the end of the term is breaking down his neck.

An informal letter of the dusty impressions being dissemit- ation of a most puzzling池, Poor. Neither in CIS research nor in private consulting has he at any time recommended, en- aged, favored, or aided in plans for involuntary relocation of afly Vietnamese, Cambodian, or Laotian. He has opposed it. The contrary statements are either malicious or fervent, and in either case false.

Heston E. Huggin

Director

The Wizard of Id appears daily and Sunday in The Boston Herald Traveler.
Peace Rally
Wed. May 5
11:30 AM

Peace March
Wed. May 5
12:30 PM

NO BUSINESS AS USUAL

Work for Peace ANYTIME

May 6
7:00 AM

M.I.T.
Student Center steps
from
Student Center to
Boston Common

Peace Info. Center: M.I.T.
X7911, X7912
(East Lounge, Student Ctr.)

Non-Violent Civil Disobedience Government Center - Kennedy Bldg.
from Boston Common
Demonstrating tribe' disrupts Washington

By Pete Peckarsky

WASHINGTON — For the last week, the Mayday Tribe, a 60-member group, resembled a city under siege with the People's Coalition for Peace and Justice to disrupt bus lines and federal buildings and principles highways.

The tribe's efforts to block traffic into the city yesterday morning met with limited success. By 10 am most traffic was moving normally, although there had been lines on the Arlington and Theodore Roosevelt bridges blocked by helicopters, which were overflying the downtown area. Arrests were made in the vicinity of the the Justice Department building.

Many people were roaming those in the park to shut down the demonstrations. The widespread arrest was to try to "catch the student in Concourse will be under much less pressure than the average student, even though tests and problem sets will still be given. He hopes Concourse will not follow the basic pattern in which the professors' notes are transcribed into the student notes which are then transferred to a final examination consideration as to their worth. Professor Travis Merritt, a reading in the College of Humanities, put emphasis on the fact that the staff of the program in physics "People do not teach, be learning along with the students. He thinks the students will be encouraged in seeing that their professors are not omniscient. He said, "I think it will be helpful to the students to watch me test it out learning calculus." He also thought the fact that all the students' subjects will be under the direction of one or a few faculty members will help form a much better time schedule for the work load placed on the students.

Concourse stemmed from a freshman seminar of the fall term of 1970-71. The seminar was entitled "From Earth to Moon: Fact, Fiction, and Fantasy" and was farmed principally by the Concourse group. This seminar tested many of the group's ideas, especially the content of the theme-centered learning. Its success encouraged the group to form this new Study-Central study program.

The Concourse program will consist of two parts running concurrently the General Meetings and Working Groups.

The General Meetings will involve faculty and students in a single integrated study running throughout the spring semester. These meetings will be devoted mainly to discussion of problems students will encounter in their studies. Members of the staff, panel discussions, and reports by performances by students and faculty members.

The subject matter of the General Meetings will probably be some central theme which will be approached from many angles. The students will thus see how problems related to different fields approach problems and will hopefully get a better idea as to the nature of investigation.

The Working Groups will place special emphasis on original work by students. In these seminars each student will carry to completion several worthwhile projects.

Students will attend one-third of their time in these working groups. At the start of the year students will be divided into groups of five to ten, including two faculty members. Each of these will tackle a common program assigned by the professor, based on the consensus of the General Meeting discussion.

At the beginning of November the students will be asked to form groups of their own with out faculty guidance. Each of these will then select a topic from a list prepared by the faculty.

In February these same groups will be given a sum of money to spend on any subject they choose. Every four to six weeks these groups will be asked to make presentations to communicate their intentions, successes, and failures.

The staff is at this time composed of five members: Louis Bucaillelli and David Oliver of the Department of Physics and Astronomy, Nanci Dworkin and Travis Merritt of the Department of Humanities, and Philip Can Foxy of the Department of Chemistry. Donald Bruns, a graduate student and research assistant in Mr. and Martin Horowitz, an education researcher from the Division of Sponsored Research

CEP okays fresh program

(Continued from page 1)

EXPERIMENT ON THE ORIGIN OF LIFE

by Prof. Lynn Margulis, Boston University

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INTERACTIVE LECTURES

by Prof. Philip Morrison, MIT

APPROPRIATE TECHNOLOGIES

by Prof. John A. Wood, Smithsonian Observatory

AUTOMATED DELIVERY SERVICES

by Prof. Philip Morrison, MIT

SYMPOSSIC THEORY OF THE ORIGIN OF HIGHER CELLS

by Prof. Lynn Margulis, Boston University

EXPERIMENTS ON THE ORIGIN OF LIFE

by Prof. Carl Sagan, Cornell

LEAF INSECTS, BIRDS, AND HUMAN COLOR VISION

by Prof. Jeanne Letwin, MIT

INTERACTIVE LECTURES

COSMOLOGY

by Prof. Philip Morrison, MIT

IMPLICATIONS OF THE APOLLO 11 LUNAR MISSION

by Prof. Philip Morrison, MIT

SYMPOSSIC THEORY OF THE ORIGIN OF HIGHER CELLS

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Students who are curious about the topics above are invited to use an experimental system containing these interactive lectures, which were recorded specifically for individual listening. The lectures are unique in that they include a great many "rare" questions to interesting questions. The answers extend and deepen the discussion, and can be quickly and conveniently accessed. If you would like to try the system, please call 804-6000, ext. 2500. Write a short note to Stewart Wilson, Polk Ave. 105 Main St., Cambridge (near MIT), mentioning when you might be free and how you can be reached.
Film:

Baker, Van Peebles, and Sweetback

By Harvey Baker

Sweet Sweatbeak's Bait Line: this is not a great movie. It may be a good movie, but it's hard to believe. Director Melvin Van Peebles has loaded it with so much "artistry" and "controversy" that the movie seems gimmicky than anything else. Also, the plot seems to have been sacrificed to make a political statement. The movie is black, and the movie, entirely its own creation, stars man in the lead as Sweetbeak — a victim of the white power structure and system of "Justice." While this story by itself would be fair enough, Van Peebles allows the film to degenerate to hilarious hour long chase by the white power structure.

Campus humor

By Harvey Baker

The Southeastern Association of Campus Humor, by Darto Pol-
etella, Syllabus Publications, 1971, 56 pp., $1.00

The value of The Illustrated Textbook of Campus Humor is twofold. First, it serves as a neat sort of encyclopedia of campus humor. Indeed, this fact alone justifies writing the book. During which time the author, Darto Polletella, has been talking about it, it has sold over one thousand copies. Second, it serves to remind us that humor has a humor on the college campus today results rather from innovation on the part of the students. Today's college humorists really just haven't got the stuff, as of the complexes given in Polletella's book we made us only too painfully aware. Nonetheless, author Polletella is quite serious in his attempt to chronicle college humor. As he says, "The humor that appears in college newspapers is not at all what it would be if the students didn't have a sense of humor..." And that, he continues, is up with his best. He can do that better than anything else.

Discs at Tech

Motel Shot
Delaney & Bonnie & Friends (Ato)
The sound is accurate, with only a tambourine and a suitcase to handle the rhythm. The sound was probably re-
corded in one take. And it seems like Delaney & Bonnie have a real thing about their sound. They stick mostly to gospel and blues; and with the help of their soul friends, they put out a good strong sound. The harmon-
ies may be a little raw, and not always a minimum of accompaniment they could produce just as much as they need to they all shed any sort of strain. This is probably their best environment. Any fancy arrangements for them are largely waste. Some of their previous records sound too little overdone sometimes. Motel Shot suffers rarely from such mistakes. It presents the same profes-
sion, unadorned, Delaney & Bon-
nie and friends, and that's really good enough to be worth listen-
ing to.

E merson, Lake & Palmer (Coulilias)
You can hear the talent that is in Keith Emerson, for example. Emerson, for the most part, has found his place. They stick mostly to gospel and blues; and with the help of their soul friends, they put out a good strong sound. The harmon-
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**A New Leaf**

By Paul Schindler

Screenwriting, Howlingly Fanny. Well written. Uh, well, man's hassles between Elaine May (the same one you Nichols and May those years ago) and Paramount Pictures over just whose film "A New Leaf" it is. In the end, the people with more money win the rights, and released the picture over Miss May's name as writer-director, without her permission, fortunately for us in the movie.

The picture had its faults, of course: perhaps Miss May might have been better off if she had held on to control of the picture. But the overwhelming sweep of a simple story played cleanly by her and Walter Matthau resulted in a refreshing breeze of entertainment.

In May is Henrietta. Henrietta, a ne'er-do-well, man in his thirties who, thanks to an inherited fund, has never done a day of work in his life. His lawyer to let him overspend the income of the fund, and being, however, is forced to tell him he is broke, in a scene in which Henrietta has a particularly comic line about his total ignorance of the meaning of the words capital and money.

(His wish there were some other way to put it... No, there's not. You're out of goose.)

Forced to borrow money to maintain appearances, Henry does the only way to repay it is to marry a rich woman. He finds clumsy, ugly, shy, wealthy, but Henrietta very positive at a party. (I never imagined Elaine May could be made ugly, but there you have it) of course decides to marry her immediately, and does it in a week.

Henrietta's lawyer turns in an overly pacific performance as he tries to stop the wedding by telling Henrietta about the money. Henrietta has borrowed. To no avail: Henrietta decides to pay the loan off to avoid bad appearances.

That is probably the greatest charm of the entire film. From this point on into their marriage, situations occur over and over again as Henry tries to do in his ungraceful wife. Yet each time there is a plausible twist, and the people themselves are both human and honorable. There's a fairy tale if ever saw one.

It only strays as it could be expected; Henry can not just stand by and let Henrietta and her fatness repel him so he saves her, and they walk off together into a Technicolor mar- vel of a soft-focus sunset.

Walter Matthau's plastic face does him no good, and although the script gives him some heavy handed "slaps" to make up for his flaws, it somehow to sparkle as usual. Elaine May gives a fine performance as the woman who is totally helpless and can do nothing, except when Hen- rietta's lawyer turns in an overmedium performance (like the Dylan songs the Nice used to do) in a live perfor- mance. As flashy as阶层ismeget, he is readily willing to let the others up on the front. And later, when the old song gets the same the credit. He uses guitars and arsoahop in various places and triples on guitars and bass and vocal on "Lucky Man." Palmez has his own solo section and, in general, does almost as good a job as Brian Davison did for the Nice to the point of being close to indistinguishable in some.

The album is a good start for this new group, but it points out their weakness very clearly. Each part of each song may be good enough by itself, but the parts don't fit together smoothly at all. The time when they straighten everything out (as they do in "Knife-Edge") they are truly superb. Emerson, Lake, and Palmer have a good chance to become widely popular if they can control themselves. They are certainly not lacking material.

They need to work on their voices, and perhaps because it has the right side of some sort of event and am committing the sort of act. The prelimi- nary plot of the dream is always forgotten, perhaps replaced, but the end is shooting at a large number of men. Finally the dream comes true - the tur-ked-Runner-guardian ma- sures the squad he is advising, and then wins a medal for the act.

The incident is central to the book. Everything else the nar- rator does can be understood, every other act carries in the context of American life except this act of killing.

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Visiting Committee looks at dorm status

(Continued from page 11)

Baker House president Mark Mitchell explained what his committee did to improve the dorm's environment.

Mitchell said that there are several key areas that need improvement. One of these is the maintenance of the dorm's facilities. Mitchell noted that the dorm needs more regular maintenance, and that this will help to reduce the number of problems that students encounter.

Another area that Mitchell mentioned is the need for better communication between students and the dorm staff. Mitchell said that students need to be able to communicate their needs and concerns to the staff in a timely manner. He added that the staff should also be responsive to student requests.

Mitchell also mentioned the importance of safety and security in the dorm. He said that the dorm should be equipped with the latest security technology, and that there should be regular emergency drills to ensure that everyone knows what to do in case of an emergency.

Finally, Mitchell said that the dorm should be more welcoming to new students. He noted that it can be difficult for new students to feel comfortable in a new environment, and that the dorm should do more to make them feel welcome.

Mitchell concluded by saying that the dorm is a great place to live, but that it can always be improved. He said that the committee is committed to making the dorm an even better place to live for everyone.

[The image contains a flyer for a special offer on 1970 books, which is unrelated to the dorm status discussion.]

D.J. DANCING, LISTENING, REFRESHMENTS

ALL YOU CAN DRINK!

The 71 Rock Revival

Saturday, May 8 8:30 pm Lodell
Second Floor - Student Center
FREE FOR SENIORS

50¢ Couple - All Others Tickets at the door

Bring MIT ID

SPONSORED BY THE CLASS OF '71
**High school crew action**

By Bradley Biddlemeix

One of the action scenes of the event was that MIT varsity crew weighed an average of 14 lbs lighter than the Wisconsin eight, and that was too much to overcome in their final sprinting. The Engineers finished third behind Dartmouth and the Badger crew, but rowed their best time of the season. The Wisconsin Stu MacDonald Regatta in the final in 1968. MIT's Dave Burns '72 was in experienced competitor.

**Tech's varsity consists of:**
- how-Klark, 2-Fin,
- 4-Dennis
- 6-Wilson, 7-Brentley
- stroke-Donegan

After winning two races from Dartmouth Saturday, the French connections, sailing at Tufts on the Charles this year.

The Engineers held Wisconsin in second place for 900 meters, but had fallen off a bit behind Harvard Bridge. Then at 1300 meters, a surprise sprint, taking the stroke seat left to the Badgers. Ahead, the Engineers couldn't make headway, and behind, in the lead from the start, had a desperate battle to the finish line and held off the last 500 meters, and held on until the final strokes of the race. At the finish line the Wisconsin women's eight had won, and he was heard to reply, "I have no ideal! The enthusiasm from the shore confirmed their victory. In interregatta, the point system was identical to the points system for the interregatta. MIT, with the New England championship and the Wisconsin Stu MacDonald Regatta in the final in 1968. MIT's Dave Burns '72 was in experienced competitor.

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