By Lee Gissar

Students who are not registered in Massachusetts will not be able to obtain resident parking permits under a "resident sticker program" now being tested in a section of Cambridgeport near the BU Bridge.

The program, which was put into effect on December 1, requires that all cars parked in the area have a resident parking sticker; all other cars will be tagged "current." According to an information sheet prepared by the Cambridge Department of Traffic and Parking, "No resident, student, military, businessman, lessee, or resident may have a sticker unless his motor vehicle is registered under the Massachusetts law." The sticker program (displaying the resident's address) is issued by the Cambridge Police Department and Parking Bureau. There will be a one dollar fee per sticker. "Help the City of Cambridge in the cost of the stickers and other material needed to implement this program." of traffic and Parking.

Preston, a traffic engineer in the department, explained that it was understood that students with out-of-state license plates are barred from obtaining stickers even if they have filed a statement with the police regarding their operation of a motor vehicle in the state. City Solicitor Edward McCarthy also questioned on the matter, explained that Chap. 340 of the Acts of the Massachusetts Legislature, 1972, requiring the registration of a motor vehicle in Massachusetts under Chap. 90 and as being "principally garaged" in the area for which the resident sticker is sought. Section 3 of Chap. 90, which provides minimums to oblige stickers for their cars, distinguishes between "registration" and filing a statement with the local police concerning the operation of an out-of-state vehicle in Massachusetts for more than 30 days.

The area where the trial is being conducted, according to Preston, is a "purely residential one" with limited off-street parking. An efficient 24-hour no-parking zone is established by the regulations on the following streets: Aorn St. from Putnam Ave. to Chestnut St., Chestnut St. from Plesant St. to Brookline St., Florence St. from Pleasant St. to Magazine St., Cambridge Ave. from Magazine St. to Brookline St., Greenleaf St. from Magazine St. to Brookline St., Hastings Sq. from Chestnut St. to Hastings Sq. (except for the area bounded by Putnam Ave. to Brookline St., Pearl St., Magazine St., and Cambridge Ave. St.,) to Magazine St. and Chestnut St. to Putnam Ave. The resident sticker exempts a car owner from the parking ban.

John W. Bidwell of the MIT Planning Office told The Tech that some 1500 MIT students (undergraduates, graduates, and specialists) in private living in Cambridge. He noted that the same "no-parking zone" is in the area represented by Zip Code 02139. Preston said that the resident parking sticker program is being tested in a "small proportion" of the Zip Code 02139 area, "it is safe to say," Bidwell contended, "that there are a number of students who live in the area."

More detailed information was available from David K. Kamieniecki of the MIT Real Estate Office and Northgate Project Manager, who reported that Northgate has seven buildings in the affected area: at 116 and 124 Chestnut St., at 97-101 and 392 Henry St., at 154-156 Magazine St., and at 114 Pearl St. at 1 and 2 Pearl St. Place. All of the properties except the Magazine St. units, Kamieniecki said, have off-street parking available. He added there are people MIT at all the addresses, and knew for certain that there are students at Magazine and Pearl Sts. Kamieniecki predicted that five or six apartments would probably be affected by the regulation, as the buildings are "likely to occur at Magazine St." He emphasized that he would be glad if any student have difficulties with the regulation.

PI Kappa Alpha, an MIT fraternity, also lies within the test zone. A call to the house revealed that no one had there yet had any difficulties with the parking ban, nor had anyone applied for the sticker. PIA, however, has a garage and parking.

Preston stated that his department "recognizes that there are a lot of problems with the program." Their job, he said, will be to "understand the problems," and then find a way for the program to work. He emphasized that the resident parking regulation was still a "test program.

By Ken Davis

The MIT Education Division Steering Committee has begun exploring methods of improving the educational process. The committee, named last September by President Jerome B. Wiesner, is chaired by W.T. Martin, Professor of Mathematics.

Martin described the purpose of the Steering Committee as twofold, oriented towards curriculum development and research. "The committee plans to investigate the effect of a new text or teaching approach between an engineering and liberal arts university," Martin stated. "It is planned that the Education Division will not have a monopoly on curriculum developments or educational experimentation, but will work with the department, the faculty, and the student body independent."

In the future, it is planned tentatively to have students in the Division, which would have a degree program of their own. Decisions must then be made as to whether to continue the program or to use current faculty members in the Division. It is possible that the program will not, however, be a major focus of the Division.

One important division the steering Committee must make is what is the general goal of their research is to be. The key to the approach will be an inter-disciplinary one, with research from all viewpoints being coordinated so as to profit best from each other. Each step in planning will be taken with this goal in mind.

The Steering Committee has four sub-committees: Human Sciences chaired by Professor of Philosophy; Education Technology chaired by Dean of the Sloan School of Management; and Advanced Engineering and Physical Sciences, chaired by Professor of Engineering. The Division, the Committee, and the Committee are concerned with the work of the Department of Education, and its effect on the institution, as well as the educational process. The Steering Committee has begun examining questions relating to "test programs.""
NOTES

* The Admissions Office would like you to know that your high school during Christmas vacation or IAP. Your impressions of MIT can be helpful to students making their own college plans. The Admissions staff will be removing the time from 2 to 4 p.m. on December 14 especially to talk with you about any aspect of MIT you might have. We'd be glad to supply material and answer any questions by 8:30 and see your area representative.

* On Sunday, December 10 at 5 p.m., there will be a service in the MIT Chapel to install the Miss Complimente Pas- sy. The few positions for Luther- eman chaplain at MIT. Miss Passey is Assistant Minister at the University Church of Christ at Harvard. All who are interested are invited to attend. There will be refreshments in McCormick Hall afterward.


* The Education Division Colloq- uium will present "Visions and Prospects for Higher Educa- tion" by Dr. James Q. Wilson of the Department of Psychology and Social Relations at Harvard University on Wednesday, December 13 at 12 noon in Room 9-110. The lecture is open to the public.

* POT LUCK COFFEEHOUSE—Live entertainment every Friday and Saturday night 8:30 to 11 p.m. Mezzanine Lounge of Student Cen- ter. Free coffee, cider and doughnuts. Performing this week: Friday Peter Aker; Saturday: Bob Kies, Jesse De Gosen, Lassie Ruschen.

* The Student Center Committee presents THE MIND MOVIE SERIES, every Friday night at 8 p.m. in the Salii de Porto Rico. Admission FEE of MIT of Wellesley ID is required. This week: "What Ever Happened to Baby Jane?"

* A $10 late payment fine will be assessed on all student accounts showing a past due balance for the Fall Term remaining unpaid as of December 14 especially to talk with you about any aspect of MIT you might have. We'd be glad to supply material and answer any questions by 8:30 and see your area representative.

* The MIT Start Club will have a meeting, Tuesday, December 12 in Student Center Room 475, Tokyo office will be open from 5 to 7 p.m., and a sub-group of faculty members made reports and recommend- ations concerning what, if any, action should be taken. These recommendations were finally agreed upon by the faculty, after nearly a year of consideration.

* The Sta- ff-Administration Committee is considering problems of some people who have been with the Institute for many years, such as senior lecturers and some research- ers, yet have no formal faculty positions. A study is underway to allow these people some sort of faculty status.

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PAGE 2 FRIDAY, DECEMBER 8, 1972 THE TECH

Group decides policy for faculty and staff

By Barb Moore

It is well known that several committees exist to govern the conduct and academic perfor- mance of the students of MIT, but few people know who con- trols the policies of the faculty. The Staff-Administration Committee, one of the standing com- mittees of the faculty, has this responsibility.

The committee is composed of representatives of the faculty and the administration. The faculty members are elected for a three year term, and the mem- bers representing the administration are appointed. The current chairman is Electrical Engineer Professor David C. White. A major task of this group is to make policy recom- mendations regarding faculty behavior.

One of the committee's major problems came about three years ago, when four freshmen occup- ied the President's office. Two members of the staff, one an instructor and one a profes- sor, participated in this occupation. It was the responsibility of the Staff Administration Committee to develop a policy regarding such actions. The committee, at that time under the chair- manship of Mechanical Engineer- ing Professor James Fay, in- vestigated the episode, and a sub-group of faculty members made reports and recommenda- tions concerning what, if any, action should be taken. These recommendations were finally agreed upon by the faculty, after nearly a year of consideration.

Currently, the Staff-Administration Committee is considering problems of some people who have been with the Institute for many years, such as senior lecturers and some research- ers, yet have no formal faculty positions. A study is underway to allow these people some sort of faculty status.

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Subject evaluation to begin

By Lee Gignere

A second Institute-wide subject evaluation is being organized by the Classes of '73 and '74 and TCA; questionnaires for student evaluation of this term's subjects will be distributed today and tomorrow.

Class of '73 President Bob Longair explained that the results from this latest set of questionnaires as well as questionnaires distributed during the spring term last year will be compiled during IAP. The results of the evaluation will be ready by registration day, Longair predicted.

The survey will be very similar to the "Course Evaluation Guide" which appeared a year ago; the major difference will be that the results will include information from both a spring and a fall term.

The cost of printing the questionnaires and the Guide will be paid out of the proceeds of the Building 7 donut booth, which has been run for the last year by the Class of '73; manpower for compiling the questionnaires will be provided primarily by members of the Class of '74 and TCA with some assistance from the Class of '73.

The questionnaires will consist of three parts: "The Course," "The Teacher," and "Comments," preceded by a brief explanation of the program identifying the sponsors and stating their plan to "pinpoint strong and weak points in MIT's course offerings." Under "The Course" will be questions asking for a response on a five-scale (1-5) probing the organization and general value of the subject; the "The Teacher" section will emphasize teaching technique. While the "Comments" section welcomes "anything you would like to say," it also prompts personal remarks in five areas: pace, interest, text and homework, quizzes and homework, and quizzes. The questionnaire also asks the student to identify his year and major as well as the subject and his instructors.

Reaction to last year's publications, which evaluated "exactly 200 courses," was mixed. Faculty members in particular were concerned that the "sample" it presented was biased since the returns were on a voluntary basis. Students criticized the Guide on two counts: that it came out too late (on Registration Day) to be useful, and that many of the subjects it evaluated were only offered first term. While it appears that this year's Guide will still be subject to the first objection, Longair pointed out that since it will be based on data from both terms, the spectrum of courses covered should be broader.

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THE TECH FRIDAY, DECEMBER 8, 1972 PAGE 3

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TO THE FRIDAY : DECEMBER 17TH PAGE 3
Press freedom: on the brink of death?

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"A catastrophic press, an obsolete press, a press that is being harmed or will be harmed is of no benefit to anyone, whether the harm is of an immediate or of a cumulative, and perhaps of an irreversible kind, to the right of the people to know," states the opening paragraph of the First Amendment that guarantees the "freedom of speech and of the press." The First Amendment, administered by the courts, has been the subject of much discussion and debate in recent years.

In the summer of 1972, the Nixon administration launched a campaign to silence the press and prevent it from publishing information that might be damaging to the government. This campaign was part of a larger effort to control the news media and limit their ability to hold the government accountable. The administration's efforts were later revealed to be part of a broader effort to cover up evidence of wrongdoing and obstruct justice.

As the First Amendment states, "Congress shall make no law... preventing the freedom of the press." This is a fundamental right that is essential to a free and democratic society. However, the government has long been able to undermine this right by expropriating the press and using the power of the state to prevent it from publishing information that is damaging to the government.

In the past, the courts have had a difficult time enforcing the First Amendment because they have been constrained by the government's ability to control the news media. However, in recent years, the courts have begun to take a more proactive role in enforcing the First Amendment and protecting the press.

The First Amendment is a powerful tool that can be used to protect the press and ensure that the government is held accountable for its actions. However, it is important to remember that the First Amendment is only effective if it is enforced by the courts and the public. The press must take a stand against government attempts to control the news and prevent it from publishing information that is damaging to the government.

The press must be free to investigate and report on government activities, and the government must be held accountable for its actions. The First Amendment is a powerful tool that can be used to protect the press and ensure that the government is held accountable for its actions. However, it is important to remember that the First Amendment is only effective if it is enforced by the courts and the public. The press must take a stand against government attempts to control the news and prevent it from publishing information that is damaging to the government.
Committee views education

The two students from Keene State College run a psychology experiment in the ERC Perception Lab.

(Continued from page 1) plans have gone to the appropriate faculty committees for consideration. The courses, one to be offered on an undergraduate level, and one on a graduate level, will both deal with the fundamental problems of elementary education. The graduate course will be more of a seminar, with direct study of the learning process in young children. Students taking the courses would receive general elective credit.

Martin expressed hope that international authorities could be obtained to lecture in these courses, and possibly remain at the Institute for several days to give public lectures generally available for the MIT community.

The Colloquium subcommittee, under the chairmanship of Bully, has brought speakers to MIT every Wednesday. The topics covered have ranged from "In Creativity A Proper Goal For Education," given by Albert Rotenberg of Yale University, to this week's subject, "Specialization of the Human Brain for Language," delivered by Dr. Norman Geschwind from the Department of Neurology of Harvard Medical School. Other topics have been effects of experience on brain and behavior, universal higher education, biological causes of human behavior, and causation in teaching and resistance in learning.

Members of the Steering Committee are: Martin, Bully, Davenport, Snyder, Pappert, Rogers, Richard M. Held, Professor of Urban Planning, and Jerrold R. Zacharias, Director of the Educational Research Center.


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The Tech, PAGE 6  FRIDAY, DECEMBER 8, 1972, THE TECH

The following article is excerpted from The Tech on Apollo 17 by Gene Simmons, former Chief Scientist of the Manned Spacecraft Center in Houston for two years and now a nontechnical consultant at MIT. He has worked on the scientific aspects of the Apollo program since 1965 and is the principal investigator of the Apollo Lunar Experimental Probes experiment. The Tech assumes responsibility for any inconsistencies that may have resulted from editing the material.

Introduction

The Apollo 17 mission to the Moon is the last of the series of Apollo lunar landings planned for the space program. The mission will last for a total of 21 hours. The EVA time will be spent in three peri-

The Apollo 17 landing area, termed Taurus-Littrow, lies in the northeastern sector of the Moon (latitude 20°09′07″ N, longitude 20°46′23″ W). For this landing, we have selected a valley nestled between two very large mountains.

The dark area seen from Earth was visited on Apollo 11, 12, and 14. Then on Apollo 15, which landed just at the edge of a dark area and during the exploration that followed, imaging showed the initial slopes of the Apennine Mountains, a light area. Finally, on Apollo 16, we landed in a large highland region.

Several major surface features of special interest occur at the Apollo 17 site. These include a thin regolith; several faults; a long, steep, east-facing cliff (geologically, scarp) and several crater basins. All of these features are readily apparent in the photographs of the region.

Regolith. As usual in this regolith, the outer layer of soil is very thin. Evidence of the mantle of material is also apparent in the region. Ron Evans, the CM pilot, and Joseph Weber,unar geologist, have as their goal the reading of the historical record of the Moon. In the past, we have learned about the Moon by analyzing the rest of the experiment is to measure the rate of heat flow from the inside of the Moon. This experiment is designed to determine whether the Moon is mostly solid or molten throughout. By establishing the value of heat flow, we will be able to conclude the existence of gravitational waves have been confirmed only recently. Dr. Joseph Weber has detected gravitational waves that pass through the experiment is designed to measure the rate of heat flow from the inside of the Moon. The HFE has been designed to measure the rate of heat flow from the inside of the Moon. The HFE has been designed to measure the rate of heat flow from the inside of the Moon.

The primary purpose of the LSEM experiments is to investigate various geologic features at the landing site and to collect samples of rock. Many detailed photographs will be taken of the landing site and geologic features at the landing site will be investigated by the astronauts during their stay on the Moon. The LSEM experiments are designed to help us understand the geology of the Moon and the Earth in different kinds of rocks. We can even infer the kind of rock present in the subsurface.
experiments include ALSEP, SEP, HFE

(Continued from page 6) record of the Moon for the past five billion years. This record has been preserved in the lunar rocks. One part of it is seen in the shape of the outer surface of the Moon. Another part is present in the distribution of present kinds of rocks over the surface of the Moon. And still a third part is given by the nature of the lunar interior. At the Taurus-Littrow site, we plan to study thoroughly several features. Rocks produced by the event that caused the Serenitatis Basin will surely be present. They should provide the information needed to read an important chapter in lunar history. Many samples will be collected at the landing site.

After the samples reach Earth, they will be studied extensively by nearly eight hundred scientists all over the world. The minerals present in them will be identified. The ages of the rocks will be read from their radioactive clocks. Such physical properties as thermal expansion, velocity of sound waves, electrical conductivity, and many others will be measured. The value of all these measurements is greatly increased by knowing the geologic setting of the rocks.

Observations made on the lunar surface of the various geologic features are very important. The TV camera allows us on Earth to follow the astronauts and to "see" some of the details, though not nearly so well as the astronauts see them.

Soil Mechanics Experiment (SME): The mechanical properties of the soil are very important for both engineering and scientific reasons. Picture design of spacecraft, surface vehicles and shelters for use on the Moon will be based, in part at least, on the data collected in the soil mechanics experiment of this mission.

From previous missions we have learned that the mechanical properties are generally similar to those of terrestrial soils of comparable particle size. Indeed, the distributions of particle sizes and particle shapes together with the density of the soil seem to control the physical properties. Densities of soil on the Moon range from 1.0 to 2.9 gm/cc, even though the individual particles average about 3 gm. The porosity (the fraction of open spaces in the soil) of the outer few cm of soil averages about 40 percent at the previous sites. The strength of the soil varies from two to 20 pounds per square foot.

On Apollo 17, no special equipment for the SME will be carried to the Moon. This experiment is completely passive and the data will be obtained indirectly from observations and photographs made during the performance of other experiments. The astronauts have been alerted to watch specifically for such features as layering in the soil, surface patterns, slight changes in color, and the presence of fillets (the accumulation of soil against boulders).

Lunar Traverse Gravimeter Experiment (LTG): In a general way, large variations in the value of gravity at Taurus-Littrow will suggest "hillsides" in the shallow part of the lunar crust, whereas small variations of gravity will favor ideas of uniform horizontal layering to great depth.

Surface Electrical Properties Experiment (SEP): SEP uses radio waves to "see" down into the Moon. We may be able to see into the Moon as deeply as a few kilometers. Several colleagues and I have worked on this experiment for several years in anticipation of using it on the Moon. It is an entirely new experiment and has never been used for the exploration of the Earth.

With SEP, we will look for layering in Taurus-Littrow's rocks and soils. We will look for large boulders that are completely buried and cannot be seen by the astronauts. We will even look for water in the subsurface though we do not expect to find any. Our experiment will be carried on the traverse of the second and third EVA's.

Orbital science activities At each landing site on the surface of the Moon, the astronauts' activities are limited to distances of a few miles. In comparison with the total area of the surface of the Moon, the regions explored by the astronauts on foot or with the Rover are miniscule. They are frequently referred to as "point" samples. The desirability of extending our observations to larger areas is obvious. Indeed, several things can be done in orbit around the Moon that will allow us to extrapolate from the data obtained on the surface to the rest of the Moon. One of these things is photography; many photographs have been obtained from the command module on each of the previous Apollo missions.

The total coverage for these three missions will exceed 20 percent of the Moon's surface for several of the orbital experiments and will exceed five percent for each of them.

Although some photographic tasks will be done in the CM, most of the experiments for the orbital science will be done with equipment located in the SM. The various orbital experiments include the following: Lunar Sounder, Infrared Sounding Radiometer, Far Ultraviolet Spectrometer, and S-Band Transponder. Only the S-Band Transponder has been flown before. The other three experiments are new. The equipment for the orbital science experiments are all housed in a section that is termed scientific instrument module (acronym SIM).

Cernan and civilian geologist Harrison (Jack) Schmitt, LM pilot, ride a training model of Rover. Photographs have been obtained from the command module on each of the previous Apollo missions.

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MIT Concert Band FALL CONCERT
Time: 8:30 PM Friday, December 8, 1972
Kregse Auditorium - MIT Admission: Free
A very memorable event took place Wednesday as MIT's wrestling team trounced the University of New Hampshire 45-6, and Coach Wil Chassey chalked up his 100th victory.

In the past eleven years as wrestling coach, Chassey has never had a losing season. This is a remarkable feat considering the rapidly changing attitudes among wrestlers over the last decade, which indicates that Chassey has had to alter his approach to the sport too. MIT's academic demands and the total commitment wrestling requires have clashed as never before, and it takes an understanding and sympathetic coach to resolve this dilemma.

Coach Chassey has been able to do this with scores of wrestlers over the years, yet there has always been a dearth of wrestlers at practices and the resulting lack of depth has often been critical; yet Chassey has been able to work with three seconds left in his match. Both worked hard throughout their matches, an important psychological boost for the rest of the team. Unfortunately, freshman Roger McKee could not withstand the strength and experience of UNH's co-captain at 134 lbs., and was subsequently pinned giving UNH its only points. Surprise stands out freshman Joe Arthur (142 lbs.) pinned his man in 4:51. Then at 150, Rich Hartman '74 decisively defeated his man 13-7.

**Hockey Drops Season Opener**

By Dan Gaet

The MIT varsity ice hockey team, returning from last year's disappointing 2-12 season, opened the 72-73 season with a 7-2 loss at Trinity.

The lack of manning Trinity's goal production was certainly not due to a lack of opportunities. In fact, MIT outshot the home team 38-30. Furthermore, Tech's ability to take advantage of any of numerous power plays resulting from nine Trinity penalties.

While falling behind 2-0 early in the first period, MIT did show good bustle and a noticeable improvement over last year's team. A goal by Rob Hunter '73, assisted by George Keneen '76, moved the Engineers to within one point at 17:44 of the period, and gave rise to much optimism.

However, the second period was all Trinity as they upped their lead to 4-1. Two third period goals followed before MIT again hit the scoreboard on a shot by Ian Fisher '74. Hunter and Tom Lyon '73 picked up assists. A final Trinity goal at 14:10 completed the rout.

It is obvious that the front line is going to have to put up the pack in the net for MIT to have a successful hockey season. Much improvement is also needed around the goal as one of every four Trinity shots evaded Tech's goalie. One game does not a season make, however, and hopefully improvement will come as the season progresses.

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