

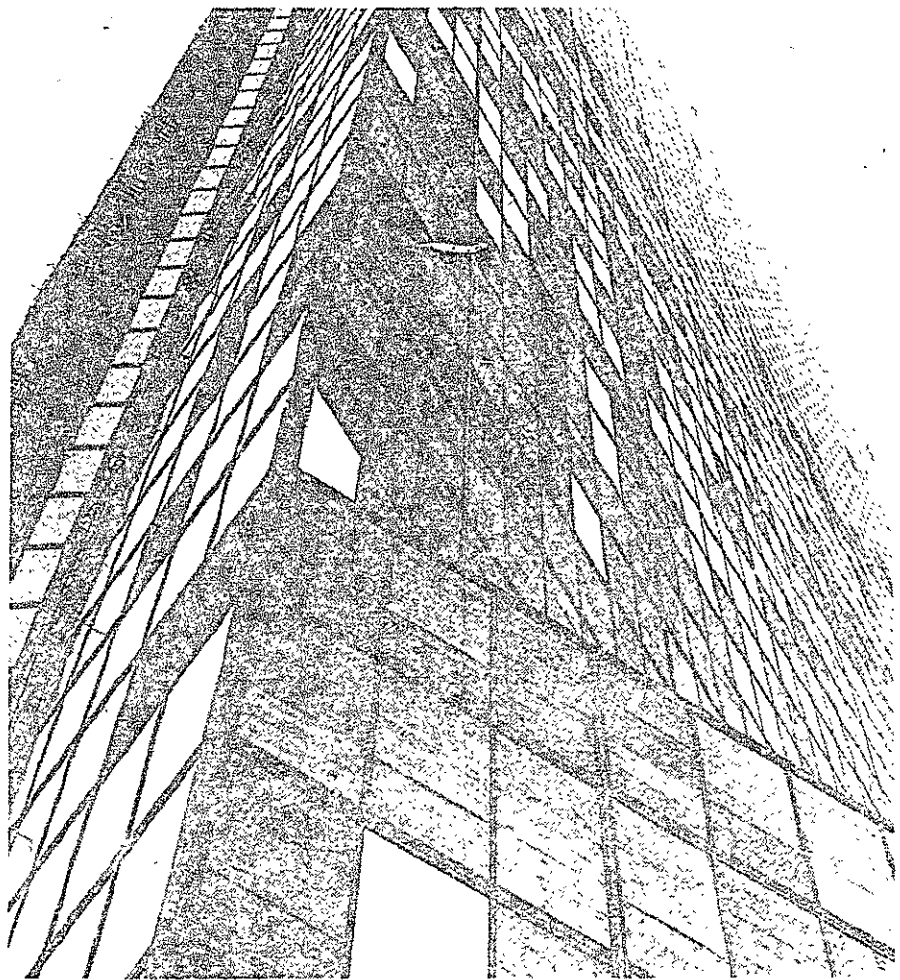
The Tech

VOLUME 93 NUMBER 14

CAMBRIDGE, MASSACHUSETTS

TUESDAY, APRIL 3, 1973

FIVE CENTS



A group of engineers at MIT, directed by Professor Robert Hansen, have been conducting studies to determine why the John Hancock Tower has been losing its windows. The building is becoming known as the "Plywood Palace" because of the plywood panels used to replace broken glass.

Photo by Craig W. Reynolds

MIT profs study Hancock

By Storm Kauffman

Professor of Civil Engineering Robert J. Hansen and a group of engineers at MIT are presently involved in an investigation of the causes of wind damage to the glass facade of the John Hancock Tower.

MIT has undertaken the project which involves model testing and strategic instrumentation on the building itself. Stress sensors are being used to measure air pressures, the deflection and stresses in the glass wall, and the acceleration of the building itself. Also, a 1:600 scale model of the Tower and Back Bay are presently being subjected to tests in the MIT Wright Brothers Wind Tunnel.

Hansen explained to *The*

Tech that the thermal panes used in the wall — double sheets of glass formed into a single unit — are apparently being sucked out during wind storms. The usual damage involves cracking or breaking of the outer pane, indicating a pressure differential across the wall interface.

The Tower has suffered from a series of difficulties, and Hansen stated that this further trouble with the glass is delaying its completion.

The plywood closures in the walls do not necessarily indicate which windows have been damaged, Hansen explained. Some of the panes have been moved to accommodate the MIT measurements and others have been broken in customary construction

miscues. Overall, about 50 have had to be removed because of wind.

Most of the wind damage occurred last November and January, when MIT was asked to investigate. In the first case, broken panes were found on the Stewart Street side after a wind storm and in the second on the Trinity Place side. Hansen indicated that the cracking was localized in both instances.

The *Globe* carried a story on the problem on March 29, in which Hansen was portrayed as being uncooperative. He said that he felt that the reporter had not been fully familiar with the story as he had been present for only part of the news conference.

Education innovations due

By Paul Schindler

The School of Engineering has made a multi-million dollar proposal for new programs in engineering education, "to relate technology to the changing social and physical environment."

The proposal was released in mid-March in an effort to obtain private funding; no commitment has yet been received for "a new direction for engineering education at MIT." Members of the Engineering Council were given a two page abstract of the 20 page proposal at a meeting last week.

Five new or revised programs are called for: a new engineering undergraduate degree program, a new master's degree program, a program to examine major technology related issues that face the society, more research in socio-technical areas, and development of research into future problem areas.

The two educational proposals call for undergraduate and graduate programs that cut across traditional departmental lines, in an effort to prepare students for the "social, political and economic constraints" they

will meet in professional life. The degree might be considered

said, "but never before as a single package."

an "unspecified" engineering degree. Its primary utility would be to students interested in law, medicine, or other professions.

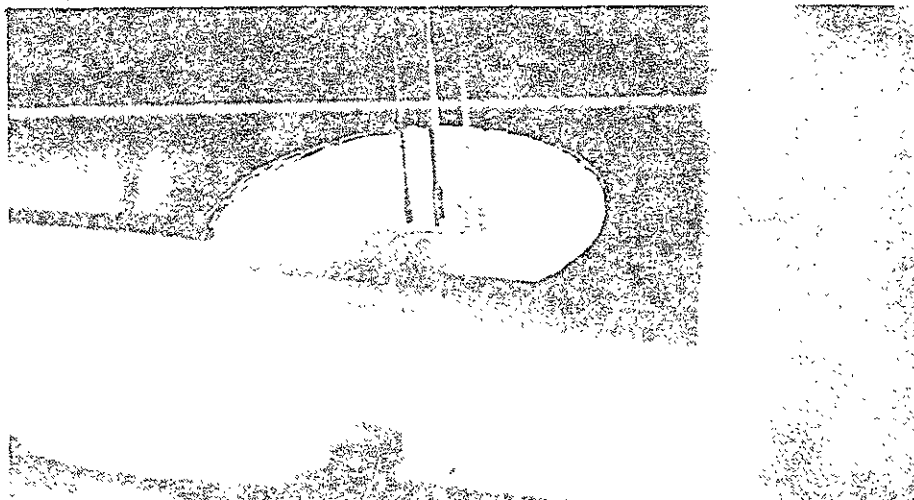
The program for technology assessment and identification of "alternatives which are likely to improve and affect society" will be centered in the Center for Policy Alternatives, which is in need of further funding to expand its activities.

There are two research programs proposed. One consists of "problem-oriented research" that will "contribute to the solution of national problems that strongly relate to technology and the society;" this program deals with problems that have already been identified. The other program will provide "adequate funding" to support faculty and graduates learning about "new problems and issues."

One engineering council member told *The Tech* that there was "some resistance, but no one is fighting this very hard." Indeed, he described the mood of the group as one of "enthusiastic acceptance," for the most part. "The ideas have all been discussed before," he

The proposal discusses the reasons for changing the current concept of engineering education: "It is widely recognized that changes in our society require major changes in engineering schools. Graduates with different training and research work in new areas are required. The resistance to the introduction of technical change to aid in improving our social and economic life is largely political, social and institutional. These circumstances shape the requirements for new technology. The responsibility of engineering schools to develop engineering science and provide a basis for new technology must continue, while a new role to relate technology to the changing social and physical environment must be accepted. As the world leader in engineering education, MIT has a peculiar responsibility and opportunity to accept and develop this new role."

Several people were involved in the drafting of the proposal including Dean of the School of Engineering Alfred Keil, President Jerome Wiesner, Director of the Center for Policy Alternatives Herbert Holloman, and Corporation Chairman Emeritus James R. Killian.



A molten germanium crystal, being grown under controlled conditions for making a semiconductor, represents one of the research interests in Course III.

Photo by Craig W. Reynolds

Admission offers sent out; 900 enrollments expected

By Jonathan L. Weker

In what admissions director Peter Richardson termed "the most agonizing year we've ever had," a group of 1499 prospective members of the class of 1977, a record fifteen percent of them women, were selected from an applicant pool of 3,765.

It is expected that approximately 900 of those admitted will elect to come to MIT. The goal of a freshman class of 900, considerably smaller than the optimal class size of 950-1000, was necessitated by a campus housing shortage (*The Tech*, February 6, 1973).

The possibility that more than 900 students accept MIT's offer of admission is a very real one: however, past experience has shown that 55% of admitted applicants will eventually matriculate. A waiting list of 290 has been established in the event that fewer than 900 elect to attend MIT.

In making its final decision, admissions officials took into consideration more than acade-

mic qualifications. "Academic records, of course, are significant in estimating if a young person can be successful at MIT," Richardson commented. "But quality also includes maturity, responsibility, social awareness and non-academic achievements in such areas as art, music, athletics and other activities."

According to Richardson, a group of students was sought who represented a variety of backgrounds and interests.

The freshman class includes 1446 students from all fifty United States and from Canada, and 53 students from 22 foreign countries. One hundred and seventy four students were offered an "early decision" admission last December.

The 206 women admitted were selected on an equal basis with the male students who were accepted. However, Richardson noted that those applicants whose educational backgrounds are of lower quality than that of most students applying to MIT are allowed deviations of up to

100 points on their college board scores from the scores of those students who the admissions office feels have received "high quality education."

"We have an obligation to make an MIT education available to all segments of the population," explained Richardson, noting that college board scores to a large degree, reflect the educational background and environment in which an individual has been raised. This is a phenomena which the admissions office feels leaves some applicants at a disadvantage.

The MIT Symphony Orchestra, recently returned from a five city tour, will be holding a free concert in Kresge at 8 tonight. The show will be videotaped by WGBH-TV (Channel 2) to be broadcast in May. The public is urged to attend, both to welcome the Symphony home and to provide a studio audience for the TV cameras.

Course III: diversity, but grad dominance

By Richard Parker and David Olive

The official definition of the purpose of Course III, as set forth in the catalogue, is "[concern] with the principal engineering materials upon which modern civilization depends... The mechanical, chemical, thermal, and electrical properties demanded of materials today require much greater sophistication in the selection, treatment, and assembly... of substances designed for specific needs." It is this sophistication that the Department of Metallurgy and Materials Science hopes to develop in students.

The undergraduate education in metallurgy can best be summed up in a single word — diversity. The educational objectives are to introduce the undergraduate to the wide field of metallurgy and material science and then allow the student to select an area of concentration which best fits his interest. This includes catering to the needs of those students aiming for terminal degrees as well as those who intend going on to graduate

school, and to those who are inclined toward engineering application as well as those who prefer solid state science.

In order to achieve such a goal, curriculum is flexible. Eight courses are required, with the intention of building a solid foundation of physical and engineering sciences, mechanics, thermodynamics, and crystal structure. An elective program, constituting about 20% of the student's time, is then chosen, enabling the student to achieve concentration in his own field. "There are three major areas of concentration," states Professor Carl Floe. "These are Material Engineering, the separation of waste material from valuable ores; Process Metallurgy, the chemical process in separating metals; and Physical Metallurgy, which consists of the relationship between structure and properties. Of course there are minor fields in which the interested student can base his studies and receive credit." In addition, Course III requires all candidates for the Bachelor of Science de-

(Please turn to page 3)

NOTES

* The MIT Symphony Orchestra will give a special free concert for videotaping by WGBH-TV at 8 pm in Kresge Auditorium on Tuesday, April 3, the day after returning from its first national tour. Symphony Conductor David Epstein, professor of music at MIT, warmly invited the music-loving community in Cambridge to attend the concert both to welcome the Symphony back home after its five-city trip and to provide a studio audience for the television cameras. The concert, designed to produce a one-hour videotape for local programming over Channel 2 in May, will consist of two of the works performed on the Symphony's tour, the Debussy Nocturnes, *Fetes and Nuages*, and Brahms' *Symphony Number 2*.

* For those who ordered MET Opera Tickets through the Technology Community Association, the tickets are in and can be picked up between 10 am and 5:30 pm today through Friday. The TCA is located on the fourth floor of the Student Center, and it is probably best to call ahead x3-4885 to make sure that the office is open.

* Meeting of the Corporation Joint Advisory Committee. Bush Room (10-105), 7:30 pm, April 5, 1973. Topic: Child Care.

* KALEIDOSCOPE is being planned for Friday and Saturday, May 4 and 5. Any activity, group, or individual who would like to help plan, help man, participate in, or just give us ideas for the weekend, please call the Student Center Committee Office, x3-3916 or x3-3913.

* The next meeting of the Student Center Committee will be Sunday, April 8 at 7:30 in Private Dining Room 3. All meetings are open to the MIT community. For more information, call x3-3916 or leave a message.

* Student Center Committee Midnite Movie Series: This week - In the Heat of the Night, starring Sidney Poitier. Friday night in the Sala at midnight. Admission - Free with MIT/Wellesley ID.

* Student Center Committee Pot Luck Coffeehouse: Every Friday and Saturday night from 8:30 till midnite. Free donuts, coffee and cider.

* The third deferred payment for this term was due and payable Monday, April 2 at the Cashier's Office, Room 10-180. Students should bear in mind that a late payment fine of \$10 is being assessed to their account for each overdue payment. Students having unpaid past due fees are subject to withdrawal of their student status and will be required to apply for re-admission through the normal process. Degree candidates should make an extra effort to ensure that an unresolved financial obligation does not jeopardize the conferral of their degree.

* Bodies Needed! Design and work with lighting, costumes, and props. The MIT Opera Workshop production of *The Magic Flute* needs a few minutes a week of your time. Call George Arzeno, 247-8355.

* The American Association of University Professors has invited graduate students and teaching assistants to become members of the Association. Any interested students should send their name and address directly to Ms. Dorothy Brawner, Membership Development Division, American Association of University Professors, 1 Dupont Circle (Suite 500), Washington, D.C. 20036.

* There will be a meeting to finish up work on the 1973 TCA Course Evaluation Guide and to plan for the 1974 Guide at 7:30 pm Thursday, April 5 at TCA, W20-450. Open to new people; if you can't make the meeting, leave a message (name, how to contact you) at x3-4885.

* Applications for Physics Department summer 8UR jobs are available in the Undergraduate Physics Office, 4-352. They should be returned by April 6 to Jill Punsky, 54-621, x3-3781.

Police Blotter

Police Blotter is a compilation prepared by Campus Patrol to report crimes occurring in the MIT community.

3/10/73

Baker House resident walking friend to McCormick Hall was accosted by five males who pushed and jostled him while asking for money. When group observed the approach of other students, they departed via Mass. Avenue. Complainant was not injured. Occured at 11:45 pm.

Two students apprehended in possession of stolen property at 4:50 am.

3/13/73

At 11 am, a piece of camera equipment was lost or stolen from 4-405. The equipment is normally available to students on a loan basis. A Nikkormat camera with lenses was last observed on 3/9, on loan from the National Geographic society. Persons knowing of the whereabouts of the camera are asked to call Prof. Edgerton's lab.

3/14/73

3:30 am, one arrest, recovery of Institute property. Subject previously arrested as trespasser. Apprehended with \$100 unit stolen from a lab in building 56.

Patrol apprehended intruder in room in building 2. Subject appeared to be in a confused state. Investigation disclosed subject to be a resident of Revere who was reported missing. His brother was contacted, and picked up subject at Campus Patrol headquarters.

3/15/73

At 11 pm, two juvenile subjects were taken into custody. They were in possession of burglary tools and a dangerous weapon. Unable to contact parents. Released to Cambridge neighborhood House representative.

3/17/73

Property damage occurred at 12:40 am in building 6. Group of ten youths passing through broke four glass door windows.

3/18/73

Stolen car recovered on Vassar Street. Broken vent window. Vehicle stolen in Boston 3/17.

Attempted larceny on Audrey Street, ignition popped.

At 3:30 am three subjects, two on foot and one in a vehicle acting in a suspicious manner in Westgate area. Check revealed the three to be BU students. Bolt cutters observed in motor vehicle. Subjects checked and released.

A 1968 Mercury Cougar was stolen from the Westgate II parking lot sometime between 5:30 and 9 pm.

Fire alarm in East Campus. Set off in second floor of Walcott by a basketball.

3/20/73

Trespasser in dormitories arrested. Two reports of a young female observed in rooms at two locations, followed by reports of larceny. Subject observed by Patrol and after short chase was placed under arrest.

3/20/73

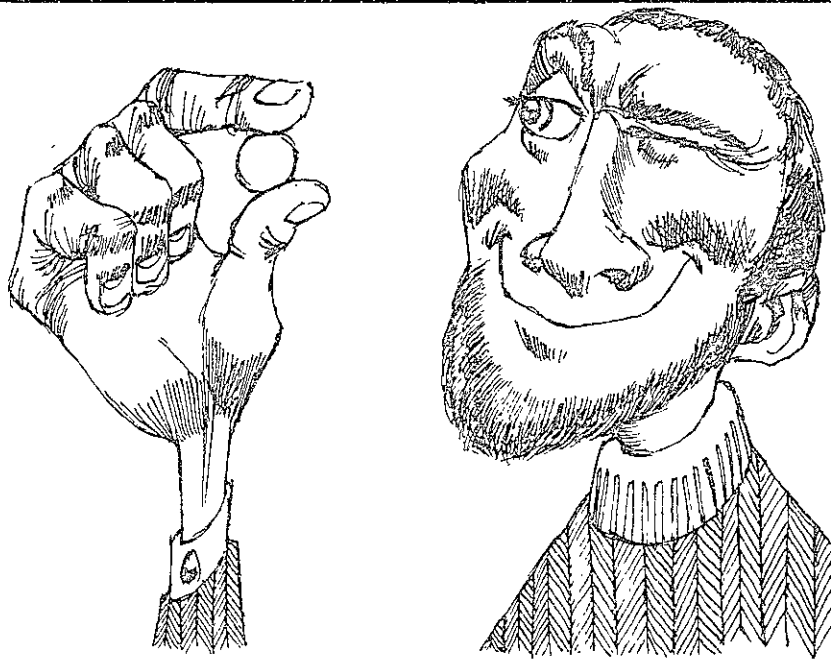
Larceny from a motor vehicle: personal property removed, a flashlight and eyeglasses removed from vehicle parked near Main Street. Five youths on mini-scooters chased from area.

Stolen car recovered. Patrol was transporting student to make stolen car report when complainant observed his car in Central Square parking lot. Car recovered.

3/21/73

Fire alarm went on in Burton House at 6:15 pm. Electrical malfunction was cause: Campus Patrol assigned to area until repairs completed.

Campus Patrol investigation results in recovery of two IBM typewriters and additional equipment from students involved. In depth investigation continuing into illegal use of master keys and theft of lock cylinders.



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Course III drawback: "Damn 8-unit courses"

(Continued from page 1)

agree to submit undergraduate theses.

Graduate Dominance

With less than 30 undergraduates in the department, Course III is somewhat dominated by grad students. The graduate department is considered one of the country's best, a situation that sometimes makes it difficult for undergraduates to establish close contact with the faculty and each other. Not all professors teach undergraduate courses; as Professor Ken Russell says: "Meeting undergraduates is largely a matter of chance. Unless specifically assigned to teach undergraduates, there are few ways to meet the students. These are research, usually supervised by a TA, and the senior thesis, where the student works directly with a professor."

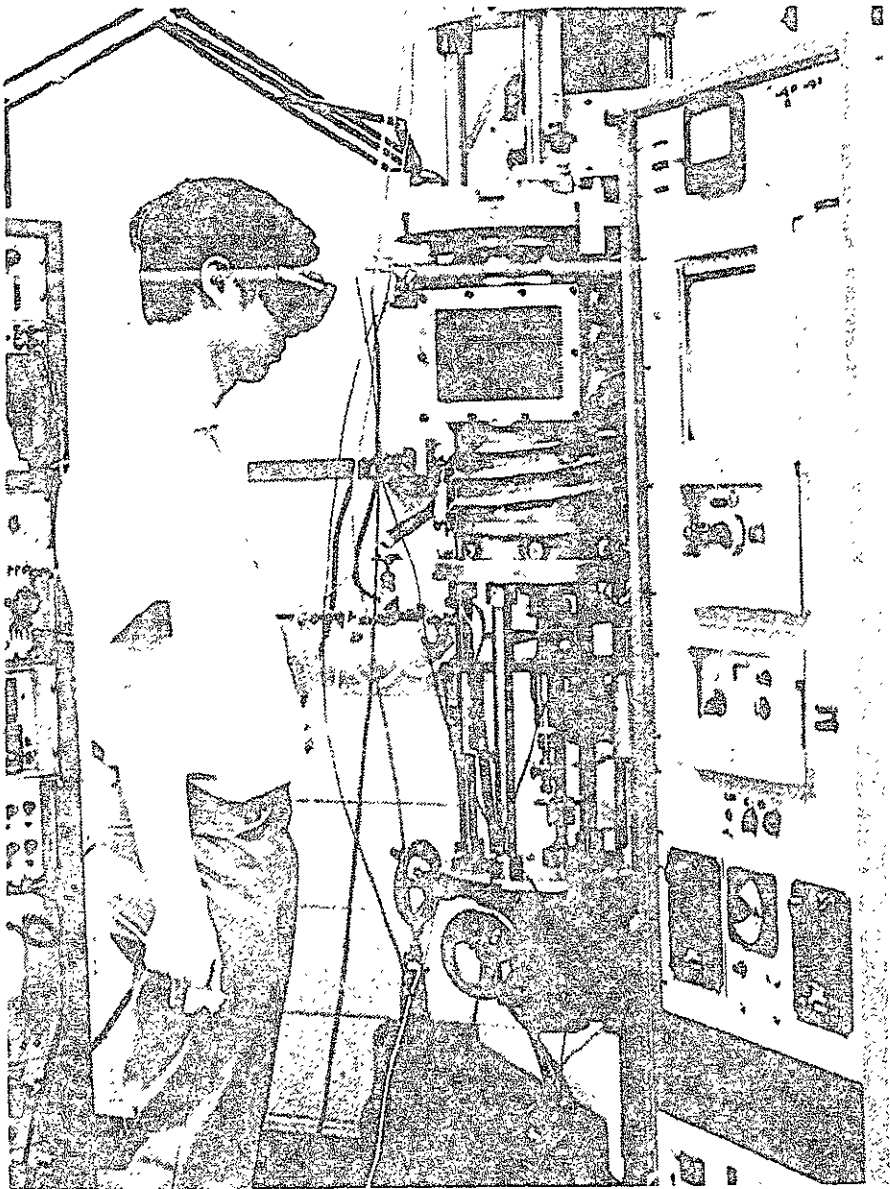
Recent attempts to bring the undergraduates together and establish better student-faculty relationships include monthly social hours and an annual steak fry. The steak fry achieves its purpose well, but the social hour seems to be more effective in uniting the grad students than the undergrads. Many students, however, are happy with the department; Steven Hansen '74, a Course III major, explained, "Yeah, we're kind of a small department, but the faculty is both interested and reasonable."

After much criticism within the department, a near complete reorganization of the undergraduate curriculum developed over the summer by a group consisting of both professors and students. "Courses tended to be not very well conditioned and the labs were disorganized," says Professor Russell. After the re-vamping occurred, however, these faults were corrected; in addition, requirements were changed and research opportunities and facilities were enhanced.

The MIT student's main introduction to Course III comes through the gargantuan 3.091, Introduction to Solid State Chemistry, which is offered as an alternative to the Chemistry/Biology requirement.

3.091 offers the student entirely new material, the chemistry of solids. As a course introduction, 3.091 serves the purpose excellently by covering a broad range of topics to introduce the student to the previously unknown chemistry of solids, the foundation of metallurgy and material science.

Those students who graduate with the Bachelor of Science degree have many opportunities open to them, often including acceptance to the Graduate School. These students go directly from the S.B. to their Ph.D. degree. Other students have been known to go into private industry and governmental service.



A student in a Course III laboratory prepares a crystal oven to make a germanium semiconductor. Photo by Craig W. Reynolds

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- Gregory McDonald; Boston Globe

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the COOP

What do credits have to do with dorms?

By Paul Schindler

"If you're going to write about the men in McCormick, how about writing about the women in . . ." Bexley Baker, MacGregor? It is true that "permanent female guests" in male dormitories (or fraternities) would be as newsworthy as the recently discussed male guests.

But what makes news? The same information that caused such a stir a few weeks ago in *The Tech* was discussed in these pages last October, and it hardly raised a stir. Then someone took action; and since action is news, it made the front page instead of the editorial page.

As long as we continue to be slaves to traditional concepts of news (and that is likely to be a long time, as we all share certain societal expectations about the nature of news) mere information will not lure attention the way an event or a conflict does.

Lee Giguere can write a series on pass-fail, or I can write one on the budget, and they will appear as columns on the editorial page. But if Dr. Wiesner or Chancellor Gray mentions either topic in a faculty meeting, it's front page news, with their interpretation attached and reported faithfully. We can write stories about the problems with the fire alarm systems all over campus from now until next fall, but until someone is hurt, or the city complains, it won't be taken as important news.

This is an attempt to get ahead of the news, and if possible, to make a hard assignment for one of our news reporters a little easier. We are going to try to research the question of permanent guests throughout all MIT living groups. There are a lot of questions to be answered.

Without any research at all, it can be stated that men and women attending MIT are living with each other without societal sanction. Who cares? Well, it has been a perennial surprise to me to find out that there are people who care, yet feel cowed into silence by the generally blase attitude towards interpersonal relationships which seems to be part and parcel of the MIT ambience.

It is as clear to me as it is to Mark Fishman on this page (March 20, 1973) that the onus of action should fall on the offender, not the offende. But if someone was upset, wouldn't they speak up? Ask the people living a floor above you, or a floor below you, or in the next suite over . . . if you know their names. You probably don't.

Why is it that women seem to get more upset about proximity to unwanted male guests than men about female guests? My guess is our societal double standard, which has until now told men that it's ok to fool around, and women that it is not. Obviously some women no longer accept this, and our society seems to be none the worse for it. If anything,

people here at MIT seem to be better adjusted to sex than people in the real world.

There are Institute people who are "getting it" and there are Institute people who are not, but a recent trip to Oregon reminded me once more that there is little "sniggering" here, an attitude which typifies many people our age out in the sticks. Certainly, the structure of this place is such that one can easily go through four years without ever once thinking of a member of the opposite sex, but times are changing. The faculty and the administration are increasingly recognizing the need for a "full education."

"Full education" is shorthand for all the educational processes which take place outside of the classroom. Some people will tell you that well over half of the educational life is in activities, the living group, the area's culture, and so on. But all of the Institute's efforts to encourage people to take advantage of these resources are subliminal; all of the overt signals given to a student still say that academic work is your sole justification for attending this school.

All of which brings us to another, related question which must be considered if one is going to make any progress in the "sixth school" of "cognitive" education: how much time does it, and should it, really take to obtain an MIT education?

Credits: a scandal

How many people do you know who are taking sixty hours? If you are a freshman, probably several. Have you ever stopped to consider what that supposedly means? Your friend is supposed to be working ten hours a day, six days a week, in preparation, laboratory, and classroom. If you know a person who spends that much time earning that much credit, you are a rare exception.

In most cases, the current hour system is a fraud, if it is intended to realistically reflect the amount of time a student spends working. If, as some students have suggested, it is merely a system that attaches a notation of worth to various courses, then it is crude and unwieldy. If it is supposed to serve as some kind of proportional guide to the time-drain potential of courses, then it is such a coarse guide as to be useless.

Perhaps the hour designation of the famous 24 hour lab is realistic; the nine unit designation of many humanities courses is too high by twice, and the twelve units listed for some science courses too low by 1/3. The current system, which forces the vast majority of classes into nine and twelve units, with some six unit seminars and some 24 unit labs, may make things easier for some students and the registrar. On the whole, it is unfair to most of us.

Let the faculty consult their product . . . uh, students, for a change. A

system of secret ballots to find out how much time courses actually take is one possible course. Let the faculty of each school determine not how many hours are needed, but what courses. And if some schools find they take excessively more time than others, then don't ask them to change their requirements; just ask them to let people know what they are getting in for before they commit themselves.

Honesty will not scare people off, at least not MIT students. Proof positive is the Electrical Engineering department. It is the largest department; if it is split into 6.1 and 6.3, they are largest and second largest respectively. No effort is made to disguise the rigor necessary to obtain an EE degree, yet people continue to flock to its banner, for a variety of complex reasons. Truth in advertising will not hurt any department that is selling desirable academic goods.

Realistic time estimates would make it possible for the faculty to determine a policy that would prevent statements such as this:

"MIT freshmen have little time for any but academic activities . . . what is lacking is the possibility of investing enough time in (extra-curricular) activities . . ."

—Leila Sussman,
Freshman Morale at MIT

and this:

"The volume of knowledge organized in the curriculum, which constantly encroaches on leisure, exercises a kind of tyranny over the student which largely precludes his taking time to develop or pursue his own intellectual interests . . ."

—M. Trow in Ben Snyder,
The Hidden Curriculum

from being true. That is, if they as a group really believe that a student can learn as much outside of the classroom as he can inside.

If they don't believe this, then let them say so publicly, so that no member of the community will continue to labor under any delusions. If they do believe in the "sixth school," then now is the time for them to put it on the record.

Why now?

Why now, when there is virtually no student sentiment for educational reform? Precisely.

This is the faculty's chance to take the initiative for a change. There is no excuse that "we cannot be pressured into change by demonstrators in the streets," something which may have occurred to some a few years ago. Pass-fail and IAP were certainly major, innovative efforts on the part of the faculty. But anyone else who made their last major change four years ago would not be terribly proud of a capacity for innovation. And that's how long it has been since IAP was begun.

In some sense, both the recently

adopted IAP and the currently "under-consideration" pass-fail were responses to the same problem we ask the faculty to consider now: student use of time. IAP was supposed to provide respite from the pressures of the term for all students; pass-fail was supposed to make the freshman year a more tolerable transition period for persons of differing backgrounds.

In a sense, these changes in the old way of doing things at the Institute were tacit recognition of the failure of the old ways to meet the demands of modern education. It is the same kind of recognition that is made by the CEP when it performs the currently on-going review of the judicial process; a review that concedes the bankruptcy of the current system. The CEP and its members are talking about an agenda that seems miles long right now. It seems that anytime you ask a question these days, you are told that it's "on the CEP agenda."

Thus, we hesitate to suggest that another chore devolve upon that overburdened body. Instead, it might be wise to convene a new faculty committee, preferably with student representation, to consider the entire question of student time commitments and credit hours for various classes. Some systematic method of adjustment would be better than the current chaos.

Continuous News Service

The Tech

Since 1881

Volume XCIII, No. 14 April 3, 1973

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Repression: the real story

By John Kavazanjian

In the last issue of one of our other newspapers on campus, *Thursday*, the second lead article on the front page was provocatively titled, "Foreign Student Details Repression." I found some of the allegations to be of interest, especially in light of what some consider the growing encroachment by the federal government on our civil liberties. So I checked with the Immigration and Naturalization Service in its New York District Office and came up with the following information.

1. INS officers may arrest visitor aliens who violate their visitor status without a warrant. By violating the status of their entry, they are no longer under protection of that part of the law.

2. Despite forfeiting this part of their rights, every alien is given his rights warning just as a citizen would, and supplied an attorney if needed.

3. A student must remain a *bona fide* student — if he leaves the USA he must get a new visa to return and if he leaves school, he must depart from the country.

4. The US Government does not deport students. They are almost always granted voluntary departure and there are special regulations covering students. If a student leaves or does not attend his

school, his status is forfeited; he is asked to leave.

5. Alien students involved in subversive activities (overthrow of the US by force only) are investigated only for reasons of national security and then are asked to leave if they fit this definition of subversive.

6. No file is created on a student unless he violates his status, gets arrested, or has a complaint filed by a US citizen against him.

7. Immigration inspectors ask about *bona fides* of marriage only to check for fraudulent claims.

8. The INS regulations that proscribe "adultery" are indeed anachronistic — but are still laws. Adultery is not by itself an excludable charge nor is it a ban against a wife keeping an alien husband here.

In short, no one is deported on such a morality charge as having lived with his wife for three months before marriage. Neither are there "thick files" kept on alien students, INS has enough problems with shoplifters, robbers, and other felons to make an exhaustive search after a student. The allegation that no student may cross state lines without INS approval brought only laughter — no regulation exists — it only exists in criminal pro-

bation or parole, on a state level.

Considering the inaccuracies on these points, it is hard to believe that any INS official speaking for the government could have made such statements as, "A foreign student can be deported on a technical violation if his activities are found to be irritating to the US Government." Such a statement is an outright falsehood and no responsible (or maybe no-period) official would say such a thing. It is regrettable that any publication would publish such a poorly researched story.

MARVELOUS OPPORTUNITY

On the front page of this issue, near the bottom, you may have noticed a small box describing today's concert by the MIT Symphony Orchestra. It should have been obvious that this is your chance to be on television, in what the industry calls a "reaction shot." In order for these shots to present a good image, a large crowd is required. Go.

Commentary:

The effects of the exchange

By Emily Wick

Unaccustomed though I am to making speeches at faculty meetings, I find that I simply must comment on the MIT-Wellesley Exchange Program and the Committee's recommendation for its continuation. A number of the thoughts that I express do not originate with me. The originators of the thoughts have, however, given me leave to weave them in with some of my own. In any case I take full responsibility for the way in which I express them and, therefore, for what I say in the next few minutes.

First - A few words about the base or context from which I speak. As a graduate of Mount Holyoke, a liberal arts college and the oldest continuing institution of higher education for women in the US dating from 1837; and as one who believes that single sex colleges are as necessary as coeducational institutions to our educational system, I believe I understand the philosophy and goals of Wellesley College. I also understand the special richness and excitement of a liberal arts education.

Second - As one who has been a graduate student and post-doc and now is a faculty member here at the Institute, I believe I understand the special character of our kind of education and, in turn, its own special richness and excitement.

In principle, and in the best of all possible worlds, i.e., the ideal case, it would be grand if each of us and all our students could experience both styles of learning and living.

Third - In my job as an MIT faculty member I am very little affected by the MIT-Wellesley Exchange Program. In my view few faculty members are directly affected. As my department's coordinator of the Exchange Program I am aware that each term seven or eight Wellesley students enroll in our subjects. It's very difficult to differentiate the Wellesley students from our MIT women students. They are sometimes detectable, however, because they may briefly tend to be less blase and sophisticated about how to play "the system" than our "dyed in the wool" MIT students. It is not at all surprising that, as the Report says, "no unfavorable comments on the program were submitted by the MIT Faculty." In my opinion, we faculty members are least affected by the Exchange and, therefore, are least likely to be sensitive to either its progress or its problems.

Based on my remarks so far it would seem logical for me to support with enthusiasm the Committee's recommendation to continue cross registration with Wellesley College. I find, however, that I cannot do so. I have no trouble supporting the principle or ideal of the Exchange. It's when one gets down to the bedrock nitty-gritty of the Program and sees how it affects the quality of individual student's lives - in particular those of the MIT women students - that is when the serious questions rise to haunt me.

In Dr. Wiesner's introduction to the Exchange Committee's report he said "the special advantages of the Wellesley-MIT Exchange have not been developed without costs, and these costs must be seriously weighed in considering the program's future." Now I don't know what sort of "costs" he was thinking of - certainly they were at least in part monetary - and I don't mean to put words in his mouth. But certainly there have been costs. *The real "costs" in my opinion are those paid by our women students in terms of the lessening of their hope and (unfortunately) very shaky belief that MIT is as deeply committed to their education as it is to the education of their MIT brothers and Wellesley sisters.*

Now I want to speak as a former Associate Dean for Student Affairs who held "primary responsibility for women students" across the range of student affairs from 1965 when it was an earth shaking first occasion to have fifty (!) women enrolled in the First Year Class (a group erroneously, yet continuously alluded to as the freshman class!). I was a charter member of the Exchange Committee until last summer, so if the Institute has somehow "goofed" in its implementation of the Exchange it is as much my fault as anyone's.

Let me see if I can make you understand a few of the very real shortcomings

of the Exchange's effect on our women students and, secondarily, on all of us who are women members of the MIT community. These remarks are in no way criticisms of Wellesley students or Wellesley College. *They are not the problem. We, the faculty and administration of MIT are the problem.* We so very often, inadvertently to be sure, sell our women students down the river by acting as though they don't exist! We don't do this intentionally - quite the opposite - but the goodness of our intentions only makes matters worse and the state of being ignored is, therefore, all the more complete and bitter!

For example, the Exchange Committee's Report does a good job at summarizing important issues raised a year ago by the "Ad Hoc Committee on the Role of Women at MIT." (I won't repeat them but please take the time to read the Report carefully.)

The Report also states

For members of the Joint Committee on the MIT side, it is clear that the most troubling response to the program is the serious opposition - even hostility - which has been expressed by a significant number of women students at MIT. While faculty and administrative members of the Joint Committee have frequently disagreed with certain of their arguments against the Exchange, we cannot dismiss or disregard the intensity of feeling which informs this dissent. Moreover, MIT members of the Committee take the side of the critics in deploring the patronizing attitudes toward women students which are reported from members of the faculty and male students alike. Committee members also agree that the Exchange has in some ways dramatized a series of unsolved problems in the experience of women at the Institute which clearly require close attention. So far so good. It is real progress to state that there are problems, and to be concerned about them.

But I don't think that that is sufficient in view of the recommendation for continuation of the Exchange. Concrete recommendations for action in remedying the situation are needed instead.

Take the residence exchange for example. Resumption of the residence exchange is strongly recommended but other than recognizing that "some difficulties in implementation indicate the need for careful planning and for consultation with those students most directly affected by such a program," the real problems are not addressed. If MIT women are not to come second to Wellesley students in housing priority, the Wellesley students must undoubtedly be housed in McCormick Hall triples. And even if McCormick Hall were to be happy with this situation, there is still the problem of housing Wellesley students

while MIT students, transfers and readmits, are refused housing. Certainly it is fair to question the priorities involved here. And certainly the Committee and the Institute must give assurance to our women students (and to Wellesley students who suffer equally in this instance) that solutions will be found to the problems of "the students most directly affected."

We must not dodge this responsibility. It's not enough to only acknowledge that certain problems exist. These problems are the Institute problems - not problems of the Ad Hoc Committee or of the women students. We should have recognized them ahead of time and *not* have had to be told about them.

Another example - The March 13 *The Tech* quoted Mrs. Newell, the president of Wellesley, as saying she "hoped more men would come to Wellesley in the Exchange." The word "men" referred to MIT students. Once more MIT's women students were ignored! How non-existent can a group be!

I happen to know that Mrs. Newell is sympathetic to the problems of women students and hopes they will want to participate in the Exchange. She would be the first to regret the effect of her remark. *But* the message our women students get is just the opposite. They perceive themselves as relegated to second class, almost non-relevant citizenship.

All of us all too frequently give the impression - both in written material that goes out from the Institute, and in our daily conversation - that MIT is designed to educate white males only. In this context, any women students on the scene, are by definition Wellesley exchange students, here temporarily, and, therefore, not permanent-working-shoulder-to-shoulder-serious members of our community.

OK, I'm willing to concede that that statement may be a bit extreme, but - *truly this is the message* that goes out to the community.

Do you recall last month's faculty meeting when it was reported that a survey of parents' opinions of IAP indicated that IAP had not been a waste-of-time for "their sons" and that IAP time had not been frivolously spent "at the Playboy Club?" These two remarks - made completely innocently and without any intention whatsoever of causing hurt - totally and completely ignored the existence of women students and women faculty at MIT! How much more reduced to invisibility can we be! And this in the 100th year in which women have received degrees from MIT! Progress truly is slow. At my age when one has come to terms with oneself (I hope), one can let this sort of thing roll off one's back (but obviously I'm still doing a slow burn about it!). However, at age 17 or 18 and up, during the years in which one discovers who one is, and when the foundations of one's

lifetime aspirations are laid, this sort of thing can be devastating.

The MIT-Wellesley Exchange as it now exists and as it seems to be recommended to continue, unfortunately intensifies the major problems faced by women students here. It is ironic and, in my opinion, very sad, even tragic that this is so because MIT and Wellesley women have so very much in common in terms of goals and aspirations.

It is unrealistic to expect any one specific program to benefit *all* students at a given institution. A program should not, however, work to the detriment of any group. At the moment, without intention on anyone's part anywhere, the MIT-Wellesley Exchange is working to the detriment of MIT women students in terms of their belief in the Institute as a place of equal opportunity, *and even more importantly*, to the detriment of their belief in themselves and their ability to achieve their clearly held, high academic and professional aspirations.

One of the reasons I have always been proud to be a member of the MIT family is that the Institute more often than not shows unusual sensitivity and understanding of human problems and aspirations. It strikes me we have a golden opportunity to show a big heaping portion of this sensitivity *now*.

Why don't we turn this occasion of consideration of the MIT-Wellesley Exchange *first* into a resounding declaration of recommitment to the education of MIT women as well as men. What better time than in this centennial year? This declaration of recommitment must be more than a pious endorsement of truth, beauty, God, etc. It must, in fact, recognize existing problems and specify ways in which solutions may be reached which ultimately result in strengthening the position of MIT's women students. It seems to me that much of this can be accomplished before the April faculty meeting if only students, faculty and administration will get their heads together on it.

If this ringing declaration were made a clear and public major item on MIT's agenda (including the hidden agenda), the MIT-Wellesley Exchange could, in my opinion, function in a supportive rather than detrimental role. This is the way it was meant to be from the beginning. As it now stands, the Exchange is an intolerable obstacle to the growth and well being of our MIT women students. We must change this situation.

Can't we progress concretely and significantly toward this goal in the coming month so at the next faculty meeting we can wholeheartedly vote full support *first* for our own students - both women and men and then *secondarily* for continuation of the Wellesley Exchange - viewed in its proper perspective - as a supportive rather than as, at present, a detrimental influence.

Letters to The Tech

To the Editor:

The otherwise accurate story in *The Tech* (3-9-73) on "permanent male guests" in McCormick incorrectly interprets two comments I made on the subject. I write now, not to quibble about what I said but to clarify the position of the Dean's Office lest students hesitate to call upon our services when they find themselves in distress due to a House policy (or lack thereof) or for any other reason.

Both misinterpretations occur in the fifth paragraph. First, that paragraph attributes to me a statement that "... girls who are having problems with male guests should feel free to express their feelings. They should not just wonder why they can't adjust." (To this point the interpretation is correct) "and instead concentrate on finding a place where they fit in better." We hope that this issue will be thoroughly discussed within the House and that a means of satisfactorily dealing with these problems will be established. We do not feel that the responsibility for finding a solution or for moving rests on the student who is bothered by somebody else's permanent male guest. In fact, the reason that we opened this issue

is to ensure that residents who are bothered are not placed on the defensive with no options other than living in an uncomfortable situation or leaving.

Additionally, that paragraph incorrectly attributes to me a comment that "the Dean's Office is not the best place to bring these problems." It is indeed *preferable* when such issues can be resolved by the Jud Com and the Housemaster's staff, but the Dean's Office provides an avenue for problem solving when the student does not feel free to turn to the House government. We consider it our responsibility to be available to any student who is not satisfied with the rules of governance. Obviously, we cannot guarantee a happy outcome but we can assure the student that we will try to achieve one.

Thank you for allowing me this opportunity to set the record straight on my position on this issue.

Carola Eisenberg
Dean for Student Affairs

To the Editor:

The Tech's recent coverage of the

Cambridge cable television controversy gives one the distinct impression that the only parties whose views were sought were those on the MIT side of the dispute. The tone is one of disbelief that anyone could fail to appreciate such a wonderful technological advance.

Unfortunately, the issues of privacy raised by P.A.N.I.C., the residents of Washington Elms, and others from the Cambridge Model Cities neighborhood, are real ones; the FCC regulations with respect to two-way capabilities for CATV equipment are well known. And no one can ask how the citizens of Cambridge could fail to put complete confidence in their good friends at MIT.

At the City Council meeting of March 26, Mayor Ackermann recognized the gravity of the situation by expanding the four-member Council Committee on Cable Television to a Committee of the Whole Council. Hopefully, this committee will be able to acquire sufficient information to reach a sensible solution on this important issue.

David E. Sullivan '74
Secretary
Democratic Ward Committee
Ward 2, Cambridge

BU students stop Marine recruiters

By Craig Reynolds

Despite last Friday's rumors that a Marine recruiter would return to the BU campus yesterday, the day passed without incident due to a story in *The Daily Free Press* that the recruiters would not be at the university's placement office today.

The *Free Press* quoted BU Vice President Clare Cotton: "because the Marines have not yet been able to recruit students here, they will be back." He did not specify a date, however.

BU Placement Director Victor Lindquist told *The Tech* that no official spokesman has said the recruiter would return.

Friday, in spite of a court order enjoining anyone from preventing free access to BU property, a crowd estimated at between 150 and 400 people formed a picket line in front of the placement center. No students, according to Lindquist, saw Marine recruiter Captain Michael Collier on Friday.

The demonstrators had formed into two groups, one of which marched in a giant "L" shaped around 225 Bay State Road, called "The Castle." They carried signs and many wore masks to hinder identification. The other group were those who actually blocking the entrance to the building. During the morning, several people attempted to cross the picket line, but were peacefully blocked, and engaged in conversation concerning the demonstration. At 10:45 a group of about 10 Boston police formed a wedge around the Marine officer and charged through the crowd to a waiting car.

After the demonstration, many of the picketers met in BU's student center. At that time, plans were made for another demonstration, to have taken place yesterday. Few stu-

dents, however, showed up at the placement office for a second confrontation.

The court injunction barring the demonstration stated that anyone "denying free access" could be held in contempt of court and arrested. Those on the street who merely picketed were not in jeopardy. But the protestors who locked arms and formed an obstructive picket line around the entrance, in what Lindquist termed "hooligan tactics," were subject to arrest. According to yesterday's *Free Press* the Boston University administration intends to prosecute some or all of those who can be identified. (Photographers were stationed inside the placement office building



Photo by Craig W. Reynolds

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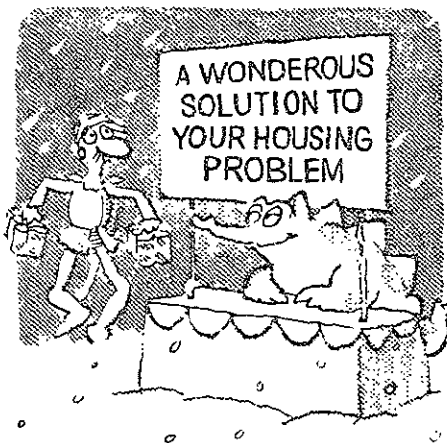
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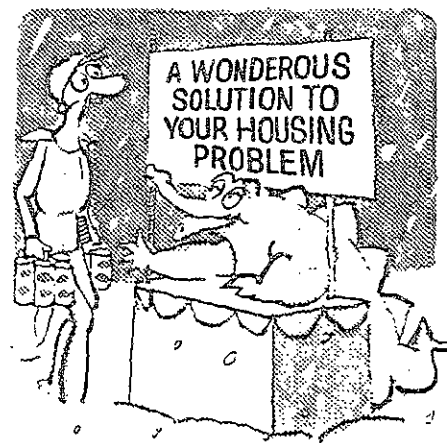
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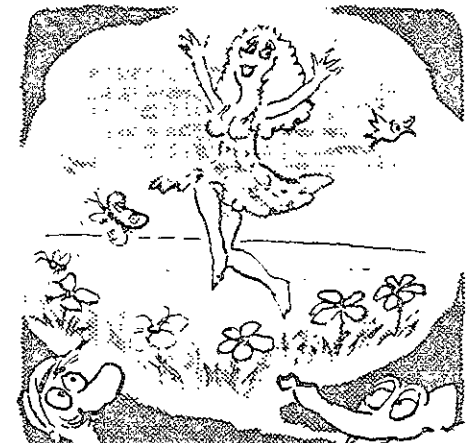
ONCE A KNIGHT DID VENTURE FORTH FROM THE RAUCOUS KNIGHT'S HOSTELRY TO FIND A MORE PEACEFUL ABODE.



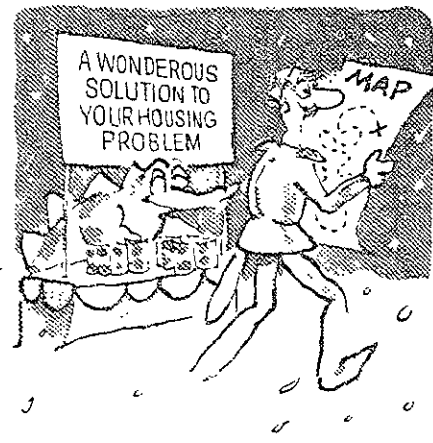
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Lacrosse (V) - Connecticut, away, 3 pm

Wednesday
Tennis (V&F) - Connecticut, home, 3 pm

Thursday
Baseball (V) - Brandeis, away, 3 pm

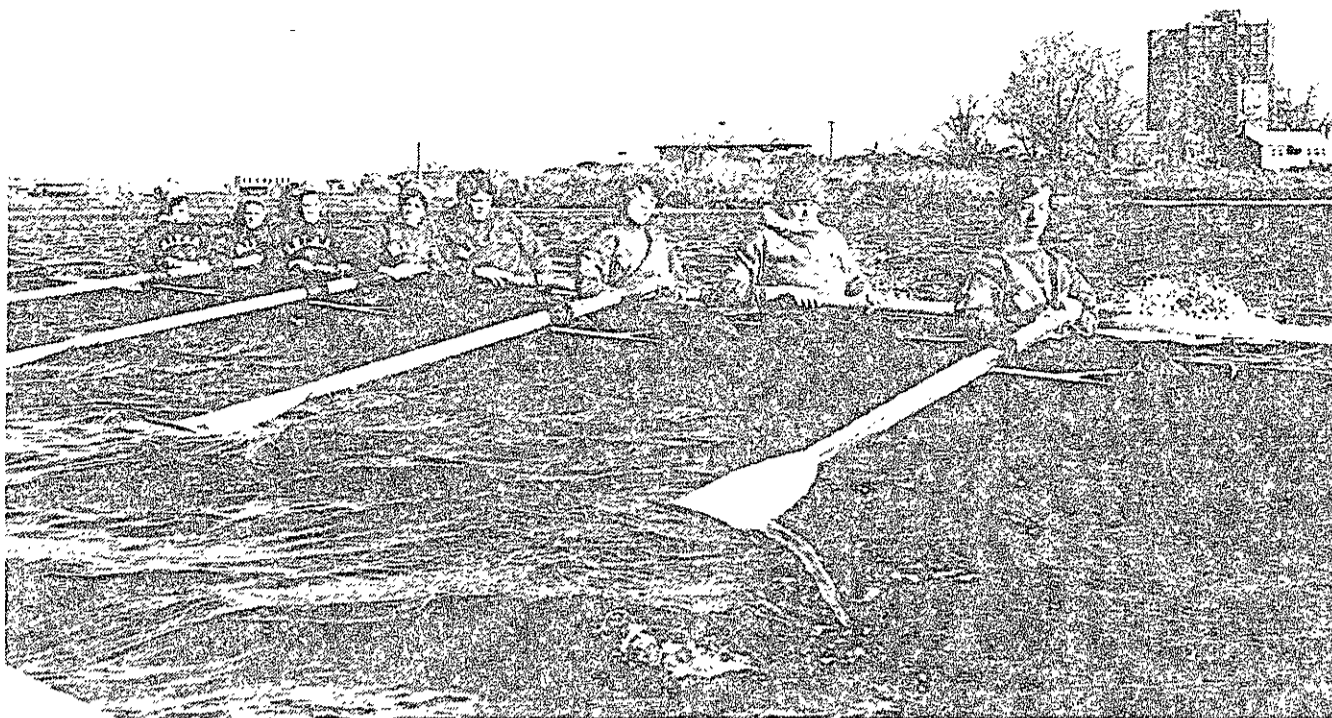
Friday
Tennis (F&V) - Yale, home, 3 pm

Saturday
Lt Crew (V&F) - Marist Col-

lege, home, 10 am
Tennis (V) - Bowdoin, away, 1:30 pm
Outdoor Track (V) - UNH, away, 1 pm
Sailing (MV) - Raven Invitational at Coast Guard, 12:30 pm

Saturday and Sunday
Sailing (MV) - Owens Trophy at Kings Point NY

Sunday
Sailing (MV) - Dinghy Invitational at Coast Guard, 10 am
Sailing (WV) - Connecticut College at Coast Guard, 9:30 am



The MIT women's crew has been busily practicing for their season opener against Williams and WPI in Worcester on April 14. Photo by Dave Green

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Sports

HOW THEY DID

Golf
 MIT (V) - Western Illinois rained out
 MIT (V) - beaten by Embry Riddle 346-351
 MIT (V) - defeated FIT 351-374
 MIT (V) - defeated FIT 341-364

MIT (V) - beaten by Bowdoin 5-7
 MIT (V) - beaten by FIT 2-3
 MIT (V) - defeated FIT 5-4

Tennis
 MIT (V) - beaten by U. of No. Carolina 9-0
 MIT (V) - defeated Pfeiffer College 9-0
 MIT (V) - beaten by Davidson 9-0
 MIT (V) - beaten by No. Carolina 8-1
 MIT(V) - rained out at Georgetown

Lacrosse
 MIT (V) - beaten by Farleigh Dickenson 14-1
 MIT (V) - beaten by Hofstra 24-3
 MIT (V) - beaten by NYIT 13-4
 MIT (V) - beaten by C.W. Post 17-2

Baseball
 MIT (V) - defeated Embry Riddle 11-3
 MIT (V) - beaten by Embry Riddle 1-2

Sailing
 MIT (MV) - first in MIT Dinghy Invitational
 MIT (MV) - second in Lark Invitational

Lacrosse roadtrip: four tough losses

This past week the MIT lacrosse squad made its annual trip to the heartlands of lacrosse - this year to Long Island and Eastern New Jersey. On Wednesday, March 28, MIT met Fairleigh Dickenson (Madison), and the inexperience of the Tech squad soon displayed itself. FDU jumped to a 7-0 first quarter lead and finished a 14-1 victor. Roy Greenwald '75, who replaced starter Dave Shiang '74 in the goal cage in that brutal opening period, managed 30 saves as the Devils fired 46 shots on goal to MIT's 12.

The next day the stickmen journeyed to Long Island to face Hofstra on the AstroTurf in what an Island paper called "the annual mismatch." Hofstra showed why they're ranked seventh in the nation as they used their speed, talent, and depth to demolish the Engineers 24-3.

Against New York Institute

of Technology and C.W. Post on Friday and Saturday the MIT squad began to show signs of improvement, but the toll of playing four games in as many days was reflected in the respective scores of 13-4 and 17-2.

Throughout the trip the Tech squad was plagued by inconsistent defense and a lack of scoring punch on offense. Highlights of the week included the performances of attackman George Braun '75 with five goals and one assist, Larry Pestal '73, also on attack, with three goals and three assists, midfielder Dave Kuentz '73 who did an excellent job on face-offs and added two assists, and Roy Greenwald at goal, with 79 saves.

The key to the remainder of the season seems to lie in the development of several sophomores in key positions and in obtaining some consistency from veterans.

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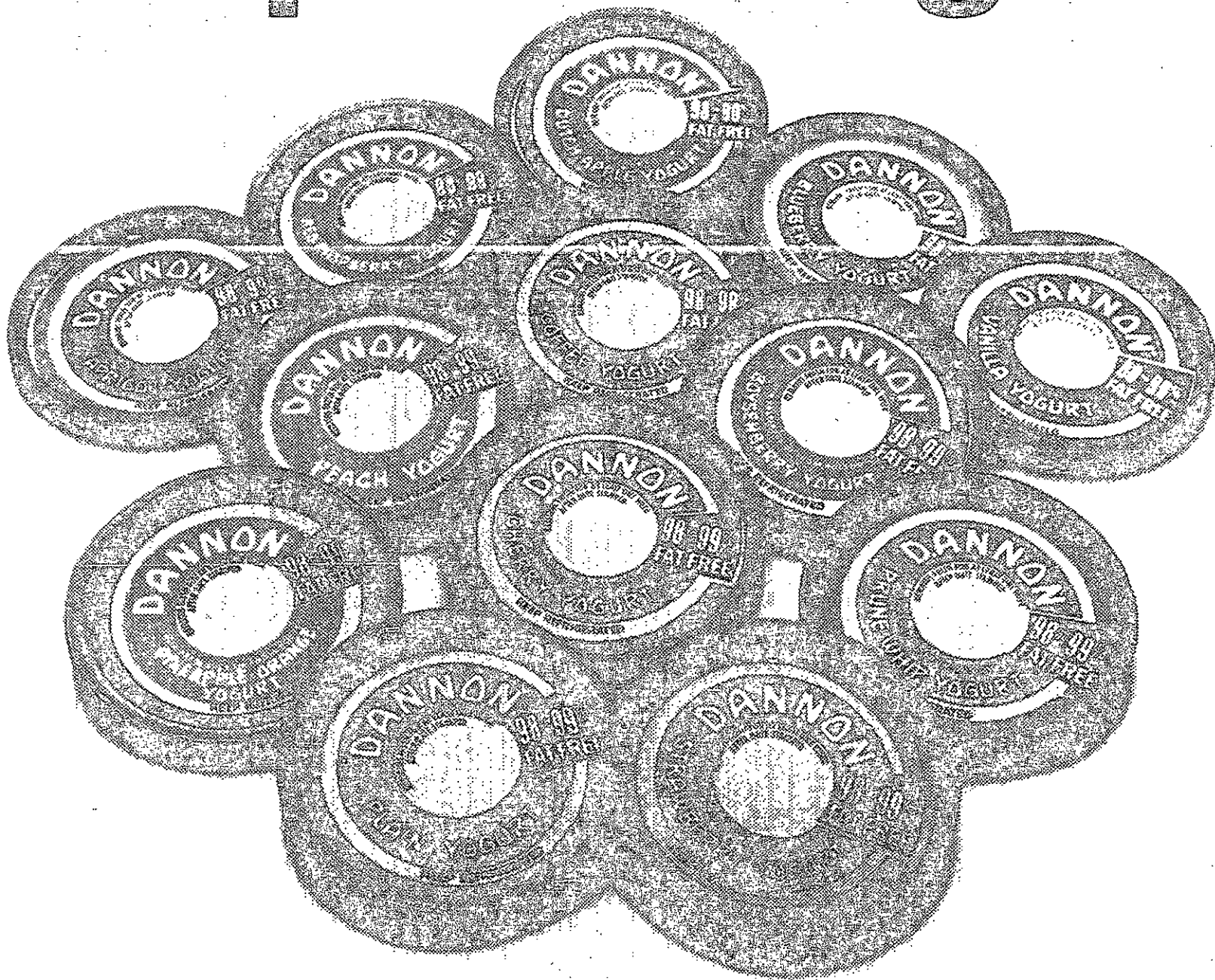
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