

Photo by Roger Goldstein

MIT war complicity hit by anti-war group

By Norman D. Sandler

The steps of 77 Mass. Ave. are cleaner this week, after MIT called out sandblasting equipment Saturday as a result of an incident which had left two of the columns and a number of steps splashed with red paint Friday afternoon.

At approximately 3 pm on Friday, a group of five people reportedly stood at the top of the steps at the main entrance to the Institute, splashed the paint over the pillars and steps, delivered a short statement, and left the area before campus patrolmen had reached the scene.

The five members of the group (three men and two women, according to witnesses) represented an anti-war organization known as Clergy and Laity Concerned (CLC). Friday's action was aimed at MIT's role as a major defense contractor, and for alleged complicity in developing the automated, or electronic, battlefield, which was used in Vietnam.

MIT was only one institution hit by the CLC on Good Friday. A total of four other locations were splashed with paint, as the CLC charged that they had all "conspired to continue the US bombing in Cambodia," and were therefore "splashed with the 'blood' of their victims."

The other four places which were mentioned in the CLC statement as "conspiring to sustain and profit from prolonged years of US aggression in Indochina" were the JFK Federal Building, the Air Force recruiting office, local offices of IBM, and the First National Bank of Boston.

The statement charged that the federal building "pursues the work of a national government bent on global dominance... and propping up dictatorships which kill to preserve control of the many by the few." The Air Force office, according to the statement, urges people "to join the armed forces which continue the indiscriminate bombing of Indochina."

Corporate investment and financial profit were the reasons for including IBM and the First

National Bank in the CLC list of "conspiring institutions." IBM was charged with aiding in the development of the automated battlefield, while the First National Bank was implicated in profiting from war investments, and from granting loans to defense contractors, including \$15 million to Raytheon.

MIT received no prior warning to Friday afternoon's incident, nor did any of the other four institutions which were involved. MIT administrators were on the scene to assess the damage shortly after the group of protesters had fled the area, and the job of cleaning up began a half-hour later.

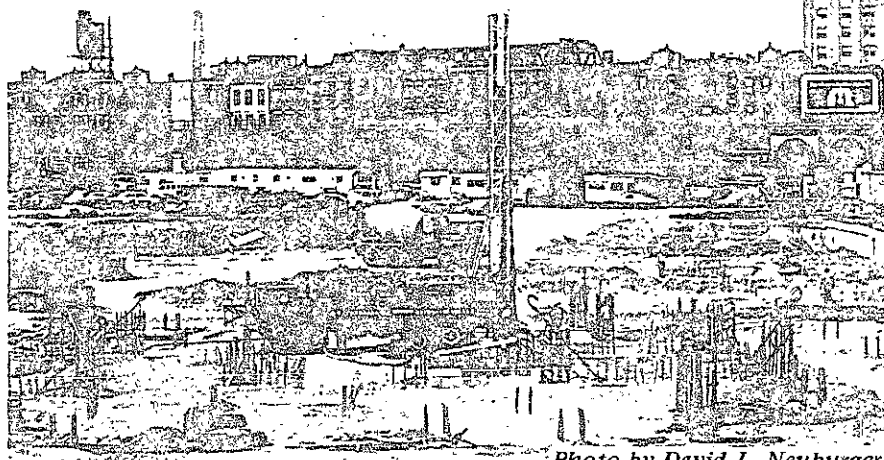


Photo by David L. Neuburger

West End urban renewal — urban planning in action.

Urban studies relate to real world issues

By Richard Parker and David Olive

How people live in cities, how conditions can be improved, how the world can be improved — these are the concerns of urban studies, MIT's Course XI, one of the youngest of the Institute's departments.

Traditionally, the city planner sat behind his desk and tried to determine the best way to make life better for the residents of the city. He would then go and fight city hall as he attempt-

Statement by Brammer cited as false, misleading

By Barb Moore

The Tech has learned that certain statements made to two reporters by H. Eugene Brammer, director of MIT's Housing and Food Services, were false and misleading.

Several sources in the Housing and Food Services administration have stated that articles concerning the closing of Ashdown Dining Hall and the hiring of non-MIT students for Dining Service jobs contained inaccurate facts and implications.

In an article dealing with the closing of Ashdown Dining Hall (see *The Tech*, February 16, 1973), Brammer told a reporter from *The Tech* that "the Ashdown Dining Hall [had] discontinued its operations due to a financial deficit which could no longer be borne by the Institute."

A dining service official has since stated that the description presented by Brammer was misleading. He commented that the article presented Ashdown as "the sore thumb of Dining Service," when, in fact, it had done better financially than either Walker Memorial or the Student Center dining halls.

Information which Brammer supplied for an article dealing with the hiring of employees who are not MIT students for jobs with Dining Service (see *The Tech*, March 23, 1973) has also been cited as inaccurate.

Statements made to *The Tech's* reporter on that occasion also reportedly "painted a rosier picture" than the one which actually exists. Brammer told *The Tech* that "By the 1973-74 academic year, there will be no non-MIT students in captain's positions, and, if the voucher system is successful, there will be a totally MIT student staff in

two years." However, contrary to the statement made by Brammer, two Dining Service officials have confided that "there will be non-MIT students working as long as there is a Dining Service."

When the Ashdown article was published, *The Tech* received reports that it contained certain inaccuracies. At that time, Brammer was contacted about the allegations and denied making many of the statements attributed to him in the article. However, when the quotes were checked, the reporter's notes indicated that Brammer had made the comments in an interview prior to publication of the article.

Following the incidents surrounding the Ashdown article, Brammer remained elusive to *The Tech's* reporters for comments on the employment of non-MIT students. When a reporter contacted Brammer's office concerning an interview for

that article, she was informed that Brammer was out of town for the week. She then requested an appointment, and was told that the Housing and Dining director's secretary was out, and when the secretary was contacted later, she contended that Brammer was "too busy" for the remainder of the week, and to call back the following Monday.

The reporter persisted for three weeks in requesting an appointment with Brammer, and the arrangement was made only after a high Institute official had contacted Brammer's office. That official later submitted that Brammer was apparently avoiding the reporter.

When contacted for comment, Brammer stated that the article "had not come out exactly as I had hoped." He asserted that the inaccuracies, which were attributed directly to his interview, did not correctly describe the situation.



H. Eugene Brammer.

Photo by Roger Goldstein

Analysis:

CSE views questions of housing, education

By Michael D. McNamee
(Michael D. McNamee, an Associate News Editor of *The Tech* and a resident of Baker House, has been studying the Graves report for several months, and has written an analysis of the report. This is the second of four parts of that analysis. — Editor)

One of the basic premises of the Graves Report is the desirability of diversity, both in the facilities available and in the student body using them. The CSE found that the housing system offered a great deal of diversity in facilities, from Bexley to East Campus to MacGregor. However, when it turned its attention to the MIT student body, the committee found that MIT, as a university centered on

science and engineering, lacked a wide variety of viewpoints, most noticeably humanistic and liberal arts viewpoints.

Many students, according to the CSE, regret the lack of humanistic viewpoints at MIT, and would like greater opportunity to meet liberal arts students through the residential system. The Report suggests three ways of getting more varied viewpoints in the system: 1) Aiming for a broader range of students in the admissions policy; 2) Residence Exchanges with other schools; 3) Bringing in outsiders with different viewpoints through the Housemaster-Tutor system. The first suggestion would have radical effects on the very nature of MIT as an institution; the second, as typified by the Wellesley Residence Exchange, runs into logistical problems; the third will be discussed later, with the general discussion of the Housemaster-Tutor system.

Due to a production error, the captions on the pictures of Professors Hartley Rogers and Arthur Mattuck in last Friday's issue were reversed. *The Tech* regrets the error.

(Please turn to page 2)

(Please turn to page 3)

Hidden curriculum poses housing problems

(Continued from page 1)

One immediate consequence of this lack of humanistic viewpoints at the Institute is apparent when one considers the dormitory system. The design of many houses, with their emphasis on dining halls, lounges and lobbies, where students can get together for discussions and bull sessions, is based on a liberal-arts model — the houses of Harvard, Yale, Oxford and Cambridge. "Discussions in the humanities tend to be open-ended, with many different viewpoints expressed and no definite conclusions reached" as the Report states; "Problem sets are closed-ended: when one has found the answer, there is nothing further to do."

The hidden curriculum

This dichotomy, a housing system which promotes open discussion at a school where the unique, correct solution is supreme, is seen by the CSE as a reflection of the MIT hidden curriculum. "Hidden curriculum," a term once described to this reporter as "the administration's Word-of-the-Month Club prize" and "how to get away without doing the things in the regular curriculum," is defined by the CSE as "the pressures on a given student . . . to carry the

heaviest course load of which he is capable, and to regard the number of credit units as a quantitative measure of his education." As a student pushes himself to carry as many units as possible, he comes to regard his education as packageable into courses, each weighted with N units of importance. Bulling or hacking — discussions with other students — are seen as a waste of time that could be better applied to tooling, the "real business" of an MIT education.

The CSE does not recommend a reversal of the present policy of allowing a student to carry any number of credits, but does suggest that a study be made of the effect on the educational attitudes of students caused by this policy.

Houses as classrooms

The hidden curriculum also enters another area regarded by the CSE — use of the houses as classrooms for seminars and small informal classes. The Graves Report encourages the use of rooms within the dormitories as meeting rooms for classes that are more open and innovative than the usual MIT courses; examples mentioned include freshman seminars, IAP courses, projects that do not involve laboratory equipment,

and humanities courses. The report states that "Instructors that have taught the same class in both a formal classroom and a house lounge or seminar room have regularly noticed that there is a marked change in the intellectual atmosphere of the class sessions . . . discussions tend to be more open and informal . . . there tends to be more student-student, rather than just student-teacher, dialogue."

The main obstacle to the formation of more such courses seems to be the question of academic credit, another aspect of the hidden curriculum. The report notes that projects often tend to die out if credit is not granted, as a natural consequence of the emphasis on credit and grades; but it also points out that "giving credit too often turns them into just another Institute course, losing their special character and student initiative." The CSE recommends that credit be granted only when it is the only way of saving a valuable activity, and notes that this policy may be an effective way of challenging the hidden curriculum.

Housemaster-Tutor system

The Housemaster-Tutor (H-T) system was first implemented, rather randomly, in the 1950's,

when individual faculty members took up residence in the dorms for brief periods. The 1963 CSE Report recommended that this system be expanded, and set up a formal structure of housemasters (senior faculty, one per house); senior tutors (junior faculty, one or two per house); and tutors (graduate students who would live in the entire or floors, with one tutor for every 30-50 students). Although the '63 Report provided this structure, it did not set forth specific descriptions of the roles to be played by the housemasters and tutors.

The '73 Report deals with objections that the H-T system is not accomplishing the goal of improving student-faculty relations, and that the program does not justify its costs. In answer to the first, the Report points out that a ratio of one faculty member to 350 students cannot be expected to achieve wonders in improving faculty relationships with all students, and that the benefits to the students who are actively involved with the H-T system are incalculable. This is one area, the Report stresses,

where methods of cost accounting cannot be applied: "the H-T system must be considered a program whose main value will always be to a minority. But the same is true of a special academic program, a computer, a hockey rink, a concert band, or a psychiatric service."

A major problem with the H-T system has been its lack of definition and clear-cut goals. While the Graves Report agrees with the principle of "letting the man determine the job," instead of the reverse, it realizes that many housemasters feel uncertain about their effectiveness and feel that they have no standard to measure themselves against. As a result of these feelings, the CSE set forth four specific areas in which a tutor could be expected to operate: 1) Academic — tutoring in the narrowest sense; 2) Social — organizing parties, study breaks, and serving as a catalyst for interaction in the social unit; 3) Educational — bringing a new perspective into discussions and questions raised by students; 4) Advisory — counseling and advising students on a one-to-one basis.

NOTES

* The Student Committee on Educational Policy announces a meeting on Year Round Operations — Wednesday, April 25 at 8 pm in Room W20-407. Student Committee on Educational Policy meeting Wednesday, May 2 at 7:30 pm in W20-400.

* WELLESLEY-MIT EXCHANGE: Applications for the Fall 1973 term are due Friday, May 4. Applications and information are available at the MIT Information Center, Room 7-111, and the Exchange Office, Room 7-101.

* Professor Robert Stobaugh of the Harvard Business School will join the Seminar on Technical Transfers and Social Change in the Third World. Tuesday, April 24 at 7 pm in the Jackson Room, 10-280 for a discussion of the transfers of know-how abroad through the multinational corporations. All are welcome.

* Douglas H. Heath, Professor of Psychology from Haverford College, will be giving a lecture entitled "Maturing and the Educational Process" on Tuesday, May 1 at 3 pm in the Little Theater in Kresge. The talk is sponsored by the Student Committee on Educational Policy and the Education Division Steering Committee. All students and faculty are invited and there is no admission charge.

* Sunday, April 29 at 2 pm in the Mezzanine Lounge — Holocaust Day Memorial commemorating the thirtieth anniversary of the Warsaw Ghetto uprising. Joseph Boniovka, a survivor of the ghetto, Said Shmuel Jabbawy, a survivor of Iraqi prisons, and Shimon Inbai, the Israeli Consul for the Boston area, will speak. Sponsored jointly by MIT Hillel Society, Israeli Students Organization, and the MIT Student Struggle for Soviet Jewry.

* Volunteers are needed to help out with Dormitory Council's activities during R/O Week. All interested people who will be returning early in the fall please contact Bob Greenberg (DormCon R/O Chairman) at dormline 8539 or leave message at Burton Desk, dormline 8141.

* The Department of Electrical Engineering has scheduled a meeting for Course VI juniors to discuss admission to graduate school, graduate school financial aid, and employment prospects for electrical engineers. This counseling meeting is planned for Monday afternoon, April 30 at 4 pm in Room 10-250. Any junior at the Institute who may be interested in Course VI for graduate work is welcome to attend.

* Attention MIT community: Tenors are needed for the Opera Workshop's production of "The Magic Flute." Call John Cook immediately at x3-6961.

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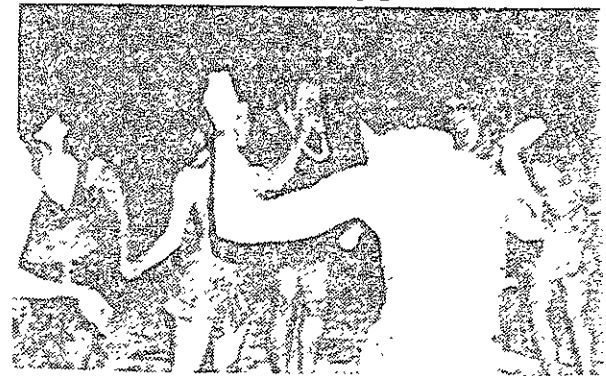


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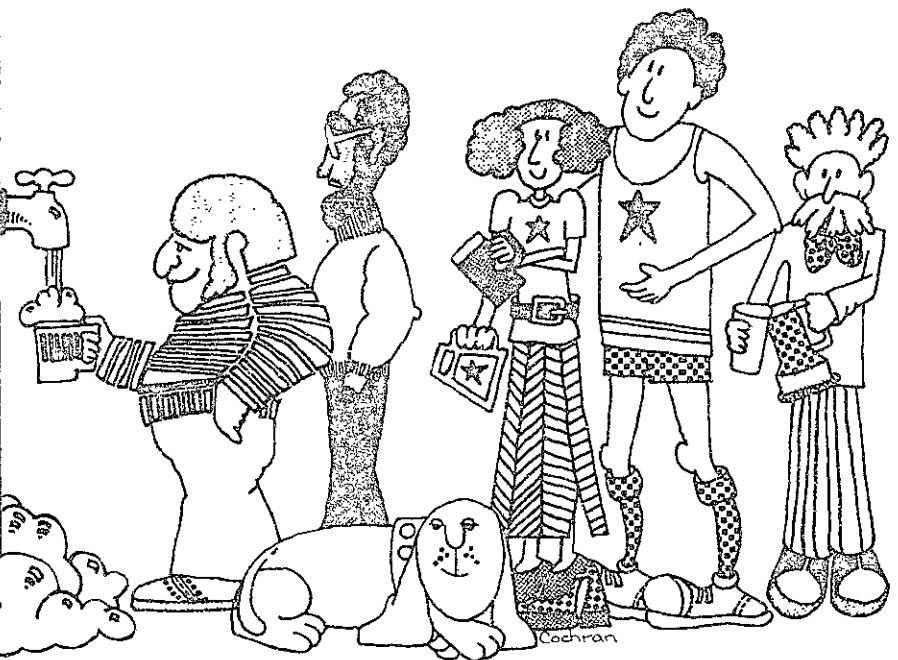
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The Graves tenure case

By Paul Schindler

John Graves, an instructor at MIT, was recently appointed to the post of associate professor. Last spring, he was denied tenure in the Philosophy Department, sparking a controversy which has existed ever since then. At an over-specialized school (and that is the subject of another column) Graves has problems.

Part of Graves' problem is his lack of specialization. One MIT officer, in a candid moment, told this reporter that "Part of Graves' problem is that he is neither a great philosopher nor a great physicist." He is instead a man who has dabbled widely in both fields, becoming perhaps a jack of all trades and a master of none.

In a sense, this paper began and has continued whatever controversy has developed about John Graves and his failure to receive tenure. On April 14, 1972, the entire editorial page was filled with a column by Alex Makowski, a former editor, entitled "MIT loses on a major tenure decision." It detailed a problem which has re-appeared recently in the *Ergo* controversy: what is analytic philosophy? It also bemoaned the loss of a man who, according to Makowski, is an "excellent teacher," who is "popular with a wide range of students." The last year has changed none of that.

Yet some people have taken hope from the announcement in *Tech Talk* on Wednesday that Graves has received an associate professorship. It means nothing: according to Graves it is a terminal appointment, made with the understanding that his connection with MIT, or at least with the MIT Philosophy Department, will cease at the end of the 1973-74 academic year.

There is a small, but growing, movement afoot that is pushing for a position for Graves somewhere else at MIT; somewhere where an outstanding teacher, a fine community member, and an interesting man would be welcome to teach and do research.

This is not to say that Graves is uncontroversial. There are physicists who do not like his philosophy of science work, and of course there are philosophers who disagree with him, including, it seems, most of those in the MIT Philosophy Department. Some people, including students, do not like him on a personal level. No one is perfect, but the opinion against him seems to be a minority opinion.

Graves is certainly an unusual case. The acrimony which was developed at the time he was refused tenure, when members of his own department stated clearly that they found him to have insufficient competence as a philosopher, makes it impossible for him to continue on there. Yet, if he is placed with some other department, perhaps humanities, it might seem like a slap in the face delivered by the School of Humanities and Social Sciences to the Department of Philosophy. Newly installed Dean Harold Hanham has quite a problem on his hands (it's not his biggest problem, but it's not likely to go away either).

This might very well be the time for the Central Administration of MIT, the Provost, the President and the Chancellor, to step in. They could operate more easily than a Dean because they lack the daily operational contacts which would be strained by such a move. Their intervention on behalf of a single teacher would be extraordinary and unprecedented, but that describes the case in a nutshell.

Folk wisdom, confirmed by Provost Walter Rosenblith, states that there are three central criteria in a tenure decision: outstanding research, outstanding teaching, and service to the MIT community. Folk wisdom, unconfirmed, also states that "publish or perish" is the rule, and that the second and third criteria pale into insignificance when compared to the first. The Graves case tends to support this hypothesis: there is virtually no question about his teaching or his service (most notably as chairman of the Committee on Student Environment and

author of its latest report on how to build a dormitory that people can live in), only about his research and career interests, and their lack of intersection with his fellow MIT philosophers.

Rosenblith was asked about the department change possibility for a person who had been denied tenure. "It has never happened within my memory," he stated. An informed source said that there wasn't anything on the books to prevent such a move, but that it would be "very unusual," and "not likely to come about very easily." Another source pointed out that all tenure decisions are reviewed by the Academic Appointments Sub-Group, and while denying knowledge of this specific case, suggested that if a professor were qualified for tenure in

Commentary: Peace???

By Jeff Mermelstein
and Brian Tokar

The Vietnam war has left us with much to remember. We remember walking through the main corridor of MIT and being confronted time and time again with different leaflets, most of which said the same. We remember shocking reports of casualty and destruction. We remember our own feelings of frustration and impotence at our inability to end the war sooner. And finally, we remember the crises in the war (the Cambodia invasion, renewals of bombing over North Vietnam, the mining of Haiphong). Perhaps the crises are our most vivid memory because of the confrontations and polarization which usually ensued.

The crises would give to many of us a tremendous sense of urgency, an urgency which ironically would sometimes stifle rather than promote serious discussion. And now that the war has "subsided," serious discussion about the meaning and the lessons of the war is even more difficult to come by. Many of us would like to forget that this war ever occurred. But this would be a mistake. We must begin right now to re-evaluate the Vietnam War.

Those of us who accept this conclusion and believe that the war cannot be forgotten have joined together to organize a Vietnam-America Friendship Week for the week of April 22 through 28. The week is being developed at over a dozen campuses in the Greater Boston area and local groups have been contacted to help work on community activities. At MIT, the week is being supported by the Graduate Student Council, the undergraduate student government, MIT SACC, and the MIT Peace Coalition. It is seen as a time during which all of us, regardless of our political and personal differences can come together to discuss the war, and the issues that were raised by it.

During this time we hope to begin afresh the process of reconciliation between the American and Vietnamese peoples. We must begin to learn about the people against whom our government has fought for so long. A lasting peace will occur only when our two nations create it through a mutual understanding of each other's culture and society. If our "enemy" remains faceless then we will continue to remain blind.

We also hope to use this time to begin public discussion and consideration of the meaning and lessons of the war.

Everett Moore Baker Award For Outstanding Undergraduate Teaching

This is the season for awards nominations. They are all worthy awards. This space is being used on behalf of the Baker award because there is so little outstanding teaching going on that it is hard to find nominees. Named after the man who was dean for students from 1947 to 1950, it is supposed to go to the young faculty member of extraordinary ability who inspires undergraduate interest. No mean feat in this day and age.

Nominations, where possible, should be sent to Mark Slusarczuk, Room 7-101, as soon as possible.

another department, this might have been considered in the original review.

MIT President Jerome B. Wiesner was asked the specific question: "Would the Central Administration intervene if it thought an injustice were being done?" The answer was "yes, but not to change the decision; we would limit ourselves to asking the department involved to re-assess the facts." The question was not related to the Graves case, although a usually reliable source implied that a careful review was made at the time of the decision not to grant him tenure.

Wiesner, when asked, also noted that there are two methods of keeping a broadly based professor and providing him/her with tenure. One is the multiple appointment by more than one depart-

Officially, the war in Vietnam ended on January 27 when the Paris Agreements were signed and sealed. We are emerging from one of the most tumultuous periods of our national history. Whole generations have grown up and formed their views of the world against a constant background of war in Vietnam and division at home. The last GIs now withdrawn from Vietnam were only six years old or younger when the first two American soldiers died at Bien Hoa base in 1959. In the following thirteen years, over 50,000 GIs and more than one million Vietnamese have followed them to the grave.

This war has left us all without any sense of accomplishment or pride. On the day of the cease-fire, a huge neon sign in Times Square flashed out "Peace!" — but there were no jubilant throngs to view it. The divisions, doubts, and pain engendered by the past thirteen years have not and cannot be ended by Presidential decree.

As a people we must face up to this history and reach an understanding of it. Why did four administrations continue to prosecute the war? What does this say about our foreign policy? Most important, what has the war taught us about the nature of our own government? We must ensure that the attitudes and policies that allowed it to occur are overcome. If we do not, the legacy of this war will promote a confusion and bitterness that will continue to eat away at the fabric of our society for years to come. Worse still, we will have failed to reach an understanding of the causes of the war, which we must have to prevent it from happening again.

Finally, we need this week to help us refocus our attention on the current state of the war in Southeast Asia. More people were killed during the 60 days following the signing of the Agreements than died in the same two month period last year in Vietnam. We must do what we can to keep people aware of what is still happening in Indochina under the name of the cease-fire.

We will be setting up community meetings, panel discussions, teach-ins, and film showings to encourage this spirit and provide opportunities for people to participate in the week. We hope that people all over Massachusetts will join with us to make these days a time in which each one of us acts to help make genuine and lasting peace possible.

The MIT Friendship Week Committee is planning a full week of activity. So far, we have planned the following events: a teach-in on the current situation in Indochina, a forum on the meaning and the lessons of the war (to which a wide variety of speakers have been invited ranging from William Bundy from the Center of International Studies to Reverend Daniel Berrigan), poetry readings, and film showings (including *The Selling of the Pentagon*). There will also be smaller discussions organized at dorms, frats, and through departments. But the Friendship Week Committee cannot by itself organize the week. The week can only be successful if many members of the MIT community decide that they want to participate. We will be coordinating films, speakers, and literature for the week. Your ideas and energy are absolutely essential.

ment, and the other is attachment to the office of the Dean of a School. He called such an attachment, "possible but not normal," and noted that the Dean of the School of Engineering had made what appointments of this type there were. Wiesner noted the loneliness of the post: getting students to teach and peers to interact with is difficult in such cases. Such a person, he added, would have to have "something special to contribute."

The possibility of attaching a professor to the President and Chancellor's office, in a tenured role was suggested. "That would circumvent the academic structure," Wiesner stated, and he therefore found it highly unlikely that such a post would be created. He pointed out that Institute Professors are attached directly to the Provost, but that that post was an "honor" for "outstanding achievement," and while longevity at MIT was not a requirement, it was a common attribute.

Hanham, when asked, noted that the suggestion had been made that he might attach Graves to his office. The same thing has been suggested for several other faculty. Hanham could not comment on the chances of anyone being so attached.

So the Graves Tenure Case goes on...

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Letters to The Tech

To the Editor:

I feel that the story in *The Tech* of March 13 on the Department of Civil Engineering was inaccurate in various respects. I am speaking as one of the two students interviewed for the article.

First of all, I think that interviewing only two students for a survey article of an MIT department is a rather narrow approach; especially since these two students have been exposed to the same facets of the department. It would be one thing if the sole purpose of the interview was to obtain pure information about the structure of the department, but I feel that more data should have been collected if general statements of particular courses were to be made.

This leads me to my main concern of the article, which was the statement made of course 1.12, quoting one of the students as saying that "it [1.12] is really a series of dull lectures presented in an incoherent manner." Having been told that Bob Collier and I were the only students interviewed, I spoke with Bob concerning this matter and can say that neither of us made this statement.

Course 1.12 can be thought of as a survey course, which is designed to introduce the new Civil Engineering student to all of the facets of the field. The course consists of two parts, one in which well established professionals from both in and outside MIT speak on a topic in their field. The second part is a series of Civil Engineering case studies. From speaking to Bob Collier, I think I can say that the feeling which we tried to convey was that course 1.12 was not so worthwhile to us, since we had entered the department knowing exactly in which area we were interested. Our interests were specific, whereas other new students may have varied interests. These new students may find course 1.12 very helpful.

I felt that it was important to clear up this error. I believe that open criticism is a necessary thing; however, it is unfair and also very damaging when not conveyed accurately.

Bill Leimkuhler
Student in Course I

To the Editor:

I thought you would be able to find a use for the following quote from Clark Kerr's 1963 book *The Uses of the University*, p. 89.

"An almost ideal location for a modern university is to be sandwiched between a middle-class district on its way to becoming a slum and an ultramodern industrial park — so that the students may live in the one and the faculty consult in the other. M.I.T. finds itself happily ensconced between the decaying sections of Cambridge and Technology Square."

Caryl B. Bentley (Ms.)
Instructor, University of Minnesota-Duluth
School of Medicine

Where from here?

By Curtis Reeves

Well, another election is finally over. We've had the largest turnout of any election in years. Where do we go from here?

If little is said or done in the name of student government over the next year, whose fault is it? How much blame can we put on our newly elected officers?

The UAP and the UAVP are not the only ones to blame if student government is ineffective. Student government is potentially the strongest mechanism for reform that the students have. Yet, its power is largely wasted, seemingly because few people understand where the power of student government lies.

It is the classic example of not seeing the forest for the trees. Student power does not lie within the whims of one or two officers who may, indeed should, have good relations with the deans and other administrators. Student power, that elusive commodity, lies within the student body, by virtue of sheer numbers if nothing else.

So many people take the attitude that there is only so much that student government can do. That is as true as you

(A copy of this letter was sent to The Tech; it was addressed to Northgate. —Editor)

Gentlemen:

As you probably know, you have permitted gross discrepancies in rents of similar apartments at 12 Inman Street. Despite your letter of intentions of 21 September 1972, you do not plan to rectify these inequities (as stated in your most recent letter of 21 December 1972). These discrepancies will continue until February 1, 1973, and possibly longer; they constitute losses of 60 to 65 dollars per month for some tenants, or over \$300 in total.

I find these inequities deplorable and your original letter of intentions a sham,

make it. The success of the government depends upon the combined efforts of the component individuals.

Maybe I'm wrong to expect people to do a little extra work to make things better. But so many people complain about problems that you'd think a few of them would get together and start looking for solutions.

How satisfied are you with your environment? Would you spend a few hours talking to people, writing proposals, contributing ideas to make your surroundings better?

The UA office has the potential for being an excellent referral service for finding out who, if anybody, is working on solving the problem that you're interested in. It's up to you to make it work.

No one will know what your complaints are if you don't voice them, and no one is going to help solve your problem if you don't think that it's important enough to merit your attention.

Over 1600 people voted last Wednesday. Is that where your interest in student government stops. Is that where your duty stops?

especially in light of your recent eviction of 19 out of 30 MIT-affiliated tenants in this building. As you may recall, these tenants were forced out by your preposterous and unlawful rent hikes of September 1972 (e.g., 45% increase for my previous apartment number 53 in this building). The new, non-MIT-affiliated occupants of these vacated apartments are paying less rent than the original MIT occupants paid before the rent hike. (E.g. You increased my rent in 53 from \$155 to \$220, but now charge only \$145/mo. to non-MIT-affiliated occupant after I moved out.) Now that most tenants from the MIT community have moved out, the head of the Cambridge Rent Control Board says that those who remain have no grievance since 12 Inman is "reserved first for the convenience of MIT-affiliated persons"! Your tactics have thus yielded a grave disservice to the MIT community.

May I further remind you that after I vacated the above mentioned apartment (53, and this wasn't to "my convenience.") my roommate and I leased our present apartment on the understanding from you that it was the least expensive per bedroom accommodation at 12 Inman. This was based on your advertised formula that each apartment with the same number of bedrooms be charged an additional \$5/mo. per floor height. However, a review of your records may reveal that the rent for our apartment (\$300/mo.) is in fact the highest by any apartment at any floor level at 12 Inman.

Gentlemen, in light of your policy of discrimination against MIT affiliates which has resulted in the above mentioned inequities, and after discussing these grievances with most MIT and non-MIT affiliated tenants in the building, my roommate and I are withholding our rent to \$225/mo. for four months (Jan., Feb., Mar. & April) in level with rents paid by some other, "higher-priced" two bedroom apartments in this building for the past four months.

Jerry Namery

buck off!

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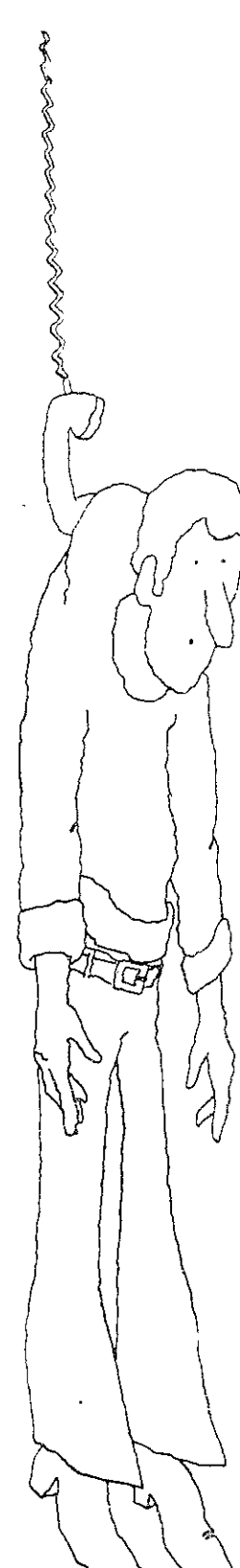
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Call your local Telephone Business Office and tell them your departure and arrival dates.

And happy summer.

 **New England Telephone**



Course XI offers flexibility

(Continued from page 3)

they are different from students who are studying urban medicine. The students in Course XI have certain things in common, such as concern for people and the cities — but this is not taught to them in classes.

Each student has to take four courses from a list of twelve restricted electives. The purpose of this requirement is to give the students a survey of the many areas of urban studies and an appreciation for what others in the field are doing. The courses are structured so that they are without prerequisites but are still taught on an advanced level. Students in Course XI classes do not consider them gut courses; in fact, they claim that the catalogue hours are an accurate estimate of what is required.

If you are interested in learning about the department, try picking courses from the list of restricted electives. Highly recommended courses are 11.05, Urban Social Structure and Process and 11.30, Introduction to City Design and Environmental Policy. Next year Francine Rabinowitz, a new faculty member will be teaching 11.06, The Politics of Planning. She received her doctorate from the MIT Department of Political Science, so she is well aware of what MIT is like.

Clay, when being interviewed, said that "part of learning urban studies is learning how the real world works." That belief is prevalent throughout the department, and for that reason undergraduate research and undergraduate involvement in projects like the analysis of the Middlesex County Government is encouraged. Though undergraduates can avoid doing research (they are required to write a thesis), it is difficult. Advisors and Susskind are often enthusiastically offering undergraduates projects to participate in.

The importance of relating to the real world is stressed throughout the department. Also stressed is the importance of changing that world to make it a better place to live. Perhaps those are the beliefs that have led Course XI, one of MIT's newest and smallest departments, to have a disproportionately large number of minority group faculty members, including women. There are less than a dozen women at MIT with tenured faculty positions; the addition of Rabinowitz means

that two of them are in Urban Studies.

The relationship between classroom learning and the world that surrounds us is seen in many ways. Not simply the goal of relating the work to the world but, as one undergraduate put it, "throughout the Institute students in classes say things like 'I just read so and so,' in the urban studies department the kids say things like 'I was just working on this' or 'I just did this.'"

There are two courses required of all majors. These are the junior and senior colloquia. It is interesting that rather than require the basic courses to give the students the "fundamentals," this department requires the advanced courses in an attempt "to tie things together."

"In the colloquia we bring the students together and try to show them what their classmates working in related, yet different, fields have been doing," stated Susskind. The junior colloquium discusses problems that people in urban studies are confronted by and the various ways different people within the field define the problems and the different approaches used to study the problems.

The senior colloquium, which is taught by Susskind, studies national urban policy decision making. Regardless of your area in urban studies, you are invariably confronted by problems from the national level. It is important to understand why decisions are made that affect

the cities. The senior colloquium discusses the decision making inputs of lobbyists, congress, the executive branch, and other nationally oriented groups.

The impression presented by the department is a positive one. It is constantly growing in undergraduate enrollment and still has a large enough faculty and enough research funds to handle the influx of students. The course requirements encourage specialization, however, they do not force students into specific areas. Each student chooses his own area of concentration and has only to take 48 units in that area. In fact, the 48 units do not have to be taken in Course XI, nor do they have to be classroom credits. Independent study, research, tutorials, and student suggestions are ways of meeting the requirement. The goal of the requirement is student expertise, not class filling.

The field of urban studies is constantly expanding. Today, hospital administrators are produced by departments of urban planners — no longer are urban planners limited to arguing with politicians for minor reforms. If you want to work with people, in cities, the field of urban planning has room for you, essentially regardless of how you want to help people. However, you had better have some idea of what you want to do for, unlike other departments at MIT, the Urban Studies and Planning Department does not channel its students into one or two areas.

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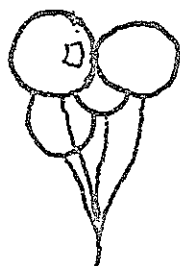
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energy to alter its field and release 15 lbs under 335 lbs of tension???)



Education courses to start

By Charlotte Cooper

The Division for Study and Research in Education, an inter-departmental laboratory and academic structure unique to the Institute, will offer its first courses next fall.

William T. Martin, professor of mathematics and chairman of the Education Division Steering Committee, says the Division will offer three courses to interested undergraduates and graduate students. Involved in fall activities will be "about eight" faculty, one a visiting associate professor from the University of Edinburgh, the remainder on joint appointments from various MIT departments. The Division's selection of both curriculum and staff, says Martin, must first be submitted to and approved by "appropriate Institute committees" before becoming final.

With President Jerome Wiesner's public endorsement of the Division's proposed format and goals as described in the recently-published Progress Report to the President, the Steering Committee is currently seeking outside grants which, along with Institute funds, will support the Division's first efforts.

Seymour Papert, professor of mathematics, co-director of the Artificial Intelligence Lab and Steering Committee member, stresses that the amount and

type of funds obtained will affect the "scope, not the nature" of research to be carried out by the Division. Both the research undertaken and the academic courses offered will be designed to create an individual who is "multi-literate," who is versed not only in his major field but also in the physiological and psychological bases of learning. This background, combined with the field work Division courses will demand, will create, says Papert, "a new kind of person, one who could actually create new mathematics, or physics, or whatever his field may be, and do his discovering in a way that's directed toward teachability, and learnability."

When its curriculum is sufficiently developed, the Division hopes to offer an undergraduate major and a graduate degree program. Both courses would be solutions to the dilemma of the student who is interested in education but wishes to develop proficiency in another academic field.

Faculty from all departments will be invited to bring their ideas for research to the Division's Greenhouse, a laboratory where projects can develop. "Besides the concept of growth inherent in the word 'Greenhouse,'" says Papert, "is the idea that there are glass walls

allowing students and others in the Division to see what's going on," to become interested and involved in a project during its initial stages.

The Greenhouse, adds Papert, should provide substantial opportunity for graduate students to research educational problems. There, says Barbara Nelson, Assistant to the President and Chancellor and Steering Committee member, will exist "the atmosphere of collaboration and mutual exchange of ideas essential to the Division if we are to strip away the labels — humanities, science, mathematics — and see what we are actually exploring, the process a child goes through as he constructs models to understand his world."

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Matinees 3:10 & THE DEVIL BY
THE TAIL, Yves Montand, 8:15;
Weekend Matinees 4:55.

Central 2

864-0426 Thru Tues.
FELLINI ROMA 5:30-9:50 &
WOMEN IN LOVE, Alan Bates
and Glenda Jackson, 7:35; Week-
end Matinees 3:15.

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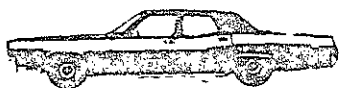
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Sports

Baseball: Harvard proves unbeatable

By Dan Gantt

In dropping back-to-back contests to Harvard, 14-1, and Tufts, 5-2, MIT's varsity baseball team seriously lessened its chances for the 1973 Greater Boston League championship. The twin losses evened the Beavers' record at 2-2 in GBL play with their only hope being that Harvard, clearly the leading contender, can be defeated twice.

The Crimson displayed an awesome 14-hit attack and was aided by five MIT errors in rolling over the Beavers last Tuesday. A seven-run fifth inning pushed the margin to 11-1, and virtually ended the contest.

MIT could manage only four base hits, fewest in any game this season, off Harvard's starter, with pitcher Dave Yauch '75

collecting a double and a single to lead the squad offensively. Lead-off man Mike Dziekan '76 scored the only MIT run in the third, coming across on a wild pitch after receiving base via an error.

The following day's trip to Medford, Mass. proved equally frustrating as errors provided Tufts with three unearned runs in the first four innings, enough to sew up the win.

Mike Royal '76 was again tough on the mound, striking out seven and twirling a four-hitter. However, lack of defensive support saddled Royal with his first varsity loss.

First baseman Herb Kummer '75 came through at the plate with two-out, RBI singles in the sixth and eighth, but his clutch efforts were too little, too late. Steve Reber '74 and Rick Charpie '73 also contributed a pair of singles to the seven-hit Beaver attack.

The two games set the MIT season record at 6-5 (4-3 in New England action). Lowell Tech invades MIT for a return contest this Thursday at 3 pm on Briggs Field.

MIT at Harvard				
MIT	AB	R	H	RBI
Dziekan, ss	2	1	0	0
Maconi, ss	1	0	0	0
Tirrell, 3b	2	0	1	0
Reber, cf	3	0	0	0
Billings, p	0	0	0	0
Charpie, rf, c	3	0	0	0
Wargo, c	0	0	0	0
Rowland, lf	3	0	0	0
Leise, rf	1	0	0	0
Kummer, 1b	3	0	0	0
Henriksson, 2b	3	0	1	0
Chumura, ph	1	0	0	0
Tran, c	2	0	0	0
Sayers, lf	1	0	0	0
Yauch, p	2	0	0	0
DeAngelo, rf	2	0	0	0
totals	29	1	4	0

MIT	001 000 000	- 1 45
HARVARD	130 072 01x	- 14 142

MIT at Tufts				
MIT	AB	R	H	RBI
Dziekan, ss	5	0	0	0
Tirrell, 3b	2	1	0	0
Reber, cf	5	1	2	0
Charpie, rf	5	0	2	0
Rowland, lf	4	0	1	0
Kummer, 1b	4	0	2	2
Henriksson, 2b	3	0	0	0
Tran, c	1	0	0	0
Yauch, ph	1	0	0	0
Wargo, c	1	0	0	0
Royal, p	3	0	0	0
DeAngelo, ph	1	0	0	0
totals	35	2	7	2

MIT	006 001 010	- 274
TUFTS	001 200 20x	- 541

Intramural track: meet this weekend

The I.M. Track Meet will be held on Sunday, April 29, according to the schedule shown below. In case of rain, the same schedule will apply on May 13. Please note that DAYLIGHT SAVINGS TIME starts April 29.

10:30 am	Shot Put
10:30 am	High Jump
10:45 am	880 Yd. Relay
10:55 am	120 Yd. High Hurdle Trials
11:15 am	One Mile Run
11:35 am	100 Yd. Dash Trials
1:00 pm	120 Yd. High Hurdle Finals
1:10 pm	220 Yd. Dash Trials
1:30 pm	440 Yd. Dash
1:45 pm	100 Yd. Dash Finals

INTRAMURAL COUNCIL MEETING

Wednesday - April 25, 1973
7:30 pm
Varsity Club Lounge

AGENDA:
Manager Elections - Hockey, Cross Country, Basketball and Volleyball
Executive Committee Motion concerning club and organization forfeit deposits.
Amendment concerning proxies.

1:55 pm	880 Yd. Run
2:05 pm	440 Yd. Relay
2:25 pm	220 Yd. Dash Finals
2:35 pm	Two Mile Run
3:00 pm	One Mile Relay
1:00 pm	Pole Vault & Long Jump

The Discus Throw will be held as soon as the softball field is clear.

The vault and high jump pits will be available for practice on Thursday, April 26 at 5 pm. A pole will be provided. Shot, discus, and batons can be checked out from the Equipment Desk in duPont.

Competitors for each event must check in before the event is run. Runners may check in at the desk by the grandstand. Competitors in field events should check in at the area for those events. You will not be allowed to compete unless you check in before the final call.

Officials are still needed - contact Rob Colten (I.M. Track Manager, 267-7416) if you are interested. In case of light rain on the 29th, check with the Desk in duPont (x3-2914) as to whether the meet has been called off or not. Remember, a team is not eligible for the team trophy unless a roster is turned in by 5 pm on Tuesday, April 24.

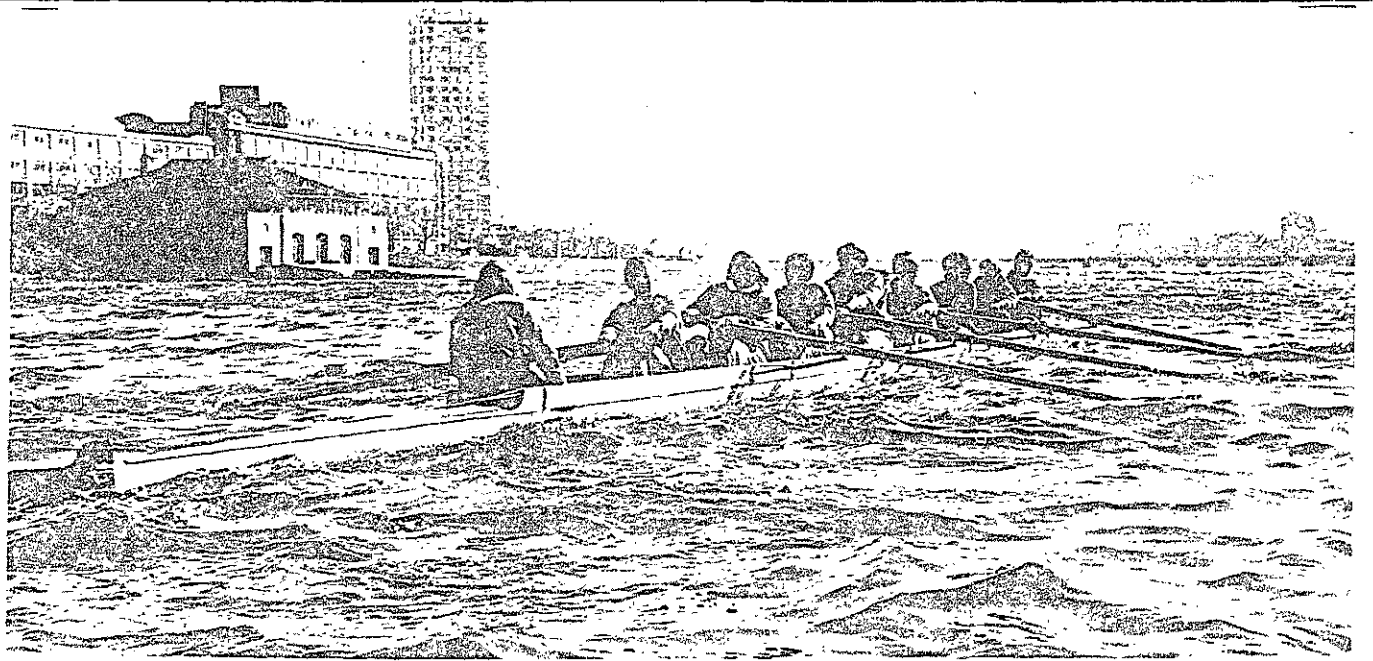


Photo by Dave Green

Women's crew now varsity

By Barb Moore

At a special meeting of the MITAA last Wednesday night, the women's crew was granted varsity status. The proposal, written by team captain Diane McKnight '75, was approved by the varsity captains and managers, and was consequently approved by Director of Athletics Ross Smith. The crew is the second women's team to become a varsity team, and is the 23rd varsity sport at MIT.

Weekend's races

In its second race of the season, the crew took a first and a third at Wesleyan Saturday. In the eights race, MIT finished

second, ten seconds behind Connecticut College for Women, but defeated U.Mass and Wesleyan. After a slow start, MIT passed U.Mass and Wesleyan, but could not surpass Conn. College. The fours race, which was run two hours late, ended with a victory for MIT. Wesleyan, the only other competing team, was defeated by seven seconds, with MIT's second four placing third.

The weekend before, in its opening race of the season, the team placed first, third, and fourth. The race, held last Sunday at Lowell, combined MIT, WPI, Conn. College, Williams, Syracuse, and Rhode Island. In

the eights race, MIT was once again edged out by Conn. College, with Williams winning the event. MIT was off the line first with a fine start, but was passed toward the middle of the course.

The MIT first four won its race, defeating Syracuse, WPI, and Rhode Island. MIT second four placed fourth in the race, after interference by the Syracuse crew. MIT won the event easily, defeating second place WPI by seven seconds.

The women's crew meets Wellesley and Radcliffe at MIT Saturday, in what could be the race to decide dominance of the Charles.

Winds highlight bad day for crew

By David I. Katz

It was a mixed day of races for the MIT crews last Saturday. Although there were a large number of losses for both the heavyweight and lightweight crews, some of the results show promise for the Eastern Sprints to be held on May 12.

The heavyweights started the day with a win. The first freshmen eight beat Northeastern's freshmen by 1.8 seconds. Getting off to a quick start, the Tech crew had four seats after the first 20 strokes. With the

cadence at 33½, the frosh pulled out ahead by a length just after the 1000 meter mark. With 500 meters left in the race, both crews had brought the stroke up to 34 in the smoother water. At this point the Northeastern boat started its sprint. Peter Beaman, the Tech stroke, brought the cadence up to 35½, just enough to hold off the Huskie crew in a time of 6:43.7.

The varsity race was run about an hour and a half after the frosh, and the wind, not much of a factor in the first race, proved to be varsity's undoing. Coach Pete Holland had realized that his only chance to beat the bigger and stronger Northeastern varsity was to hope for flat water. This was not to be, since the headwind picked up to 15-20 mph for the duration of this race.

With all three boats getting off to poor starts (Northeastern also entered a grad-crew), they were even for the first 750 meters. At this point, some missed strokes by the Tech oarsmen allowed the Huskies to pull ahead by half a length at the 1000 meter mark. Some more missed strokes and the patented Northeastern final sprint gave them a lead of nine seconds over MIT in a time of 7:03.2.

Up in Hanover, New Hampshire, it was more of the same, as MIT went again at Dartmouth and Harvard. The big Crimson, as strong as ever, pulled away from the Dartmouth and Tech varsity and was never headed as they won in a time of 5:24, with the current. Dartmouth, coming from behind, finished three seconds ahead of MIT in 5:34. The only bright spot in the

afternoon's races was the third Varsity Four victory over their two Harvard counterparts. Consisting of Reed Hodgin '76 bow; Dick Michel '75, 2; Mike Perlmutter '73, 3; Joel Goodrich '75, stroke; and Mike Shields '76, cox, this group of oarsmen put together a fine race as they beat the Harvard 'A' crew by half a length.

Good news on this otherwise dreary afternoon is available by comparing some of the times between the crews. The Harvard JV and Frosh lightweights each won by only 1.5 seconds. This means that the chances of either of these boats making the finals in the Sprints is pretty good.

The other good news is that the Harvard freshman heavyweights, rowing against Brown on the Charles, rowed the race in a time of 7:06. This is an 18 second difference between the MIT frosh heavy crew and those of Harvard. This sets up the possibility of a Tech victory this weekend when Princeton comes north to race the Crimson and the Engineers. This should be a good, tough race for all crews.



Photo by Roger Goldstein

William Young '74 may just be MIT's best-ever tennis player. He has won the Brandeis Invitational for three years in a row and is undefeated in singles play in New England, and has only lost one doubles match, against Harvard, whose number one player he beat.

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