

The Tech

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TUESDAY, MAY 15, 1973

FIVE CENTS

Loan funds boosted

By Paul Schindler

After two years of making financial aid the number one fund raising priority, the MIT administration has succeeded in soliciting a \$1,000,000 anonymous donation to support student financial aid. "This represents an enormous breakthrough in this regard," Chancellor Paul E. Gray told *The Tech*.

Leonard Gallagher of the Financial Aid Office said "This gift eases the loan situation considerably." He added: "Without it, we would have to continue to search for good terms on short-term loans, and probably pay a fair amount of interest. Eventually, we would be constrained to look at the interest rates students pay."

The gift, which will be made in annual \$100,000 payments for the next ten years, will make possible a "long term loan [from a commercial bank] ... and tends to stabilize the entire loan program," according to Joseph Snyder, Institute Treasurer. Stating that the money would have a "marked impact," Snyder also explained that the contribution would be used in such a way as to provide \$3,000,000 in new loan money over the next two years.

Gray said that the contribution had been "under consideration for about a month," but hesitated to say much more, for fear of jeopardizing the donor's anonymity. He did say that financial aid has been a "most frustrating" fund-raising goal, suggested from time to time to donors who "might perhaps be interested." The method of using the money which so greatly increases its value is, Gray noted, "an attractive idea that may appeal to other donors."

Gallagher further explained the uses of the money: "This is

good for us. Presuming we can find a bank to make a ten year loan, and we shouldn't have too much trouble there, this will allow us to have the capital we expect to need over the next two years to make up the difference between need and [student resources]." It will not free up the unrestricted money which the financial aid office has asked for in the operating

budget: that money is for scholarship purposes.

MIT makes loans of about 2.5 million dollars per year, much of it under the National Direct Student Loan Program, some of it from the Technology Loan fund, which has loaned out about \$12,000,000 over the years. Most of the new money would be available because of subsidies applied to NDSL interest.

MIT awards given; 33 prizes presented

By Curtis Reeves

Thirty-three prizes and awards were presented in this year's Awards Convocation on last Wednesday.

Four graduate students and three undergraduates received Stewart Awards, in recognition of outstanding contributions to extracurricular life. They were: James Ziegenmeyer G and Arthur Bass G, recent president and vice-president of the Graduate Student Council; Maria Bozzuto '73 for her participation on and leadership of the women's sailing team; Bob Elkin '73, chairman of Volume 92 of *The Tech*; S. James Gates '73 for his assistance with Concourse, Project Interface and BSU Tutoring Program.

Also, Lee Scheffler G, feedback analyst for Course VI; and Vo Ta Han G of the Classical Guitar Society were honored. A Stewart was given jointly to Steve Wallman and the Student Center Committee, and a Certificate of Appreciation was received by the English Conversation Program of the Technology Matrons organization.

Winners of the Karl Taylor Compton Prize were: Greg Chisolm '73, crew team, Black Student Union, coordinator of the Freshman Residence/Orientation Week, former acting UAP; Fred Gross '73, for his part in MIT recycling and other ecology oriented programs; Inez Hope '73, coordinator of the Black Student Union Tutoring Program; Robert Langer of the Community Service Fund and

other community groups; and Robert Longair of the sailing team and several student government offices.

The MIT Symphony Orchestra was awarded a Compton for the success of its winter tour.

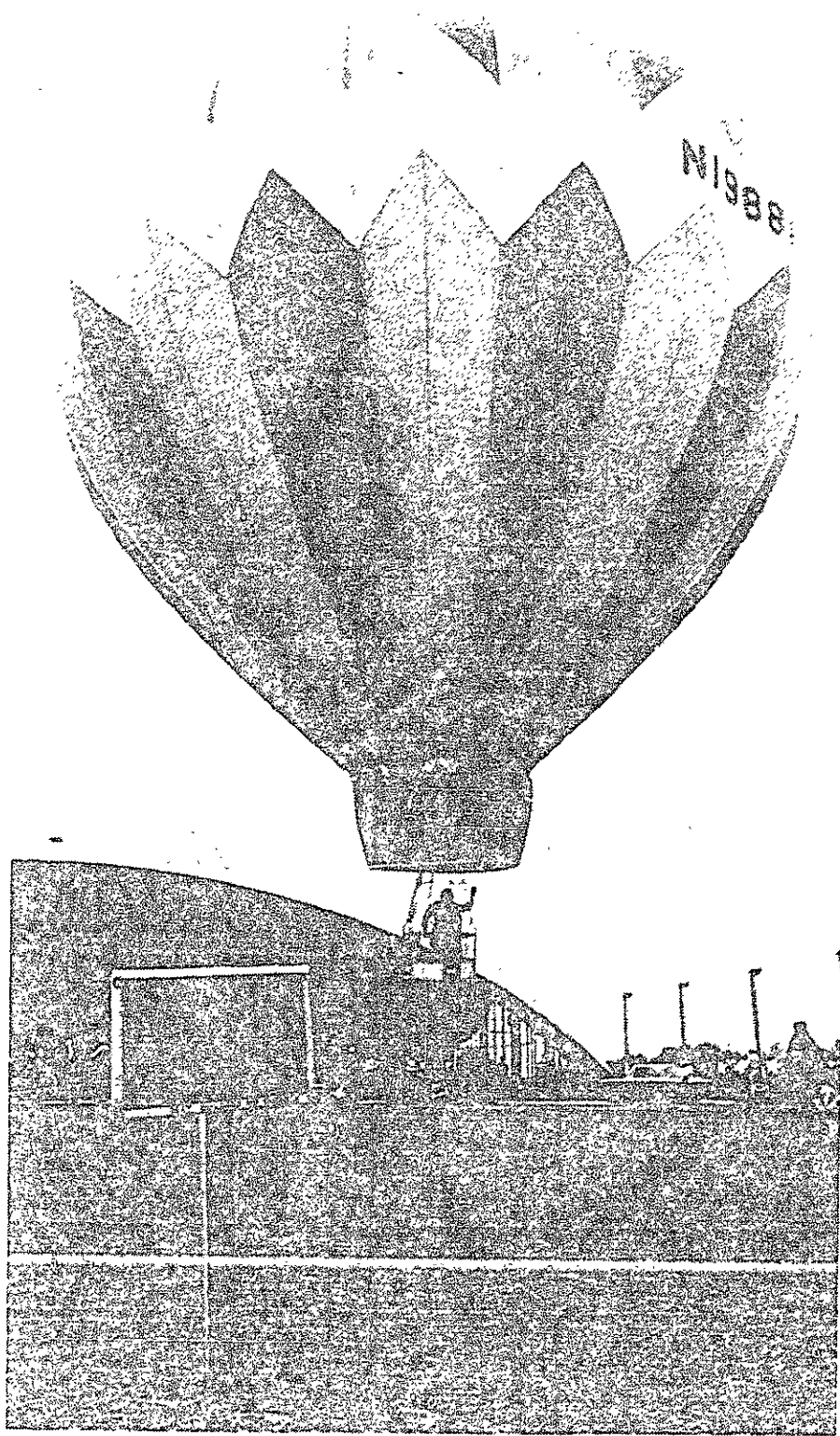
Beatrice Santos, who works in Burton-Conner, was the winner of this year's Murphy Award.

Two sets of awards were given for outstanding teachers. Recipients of the GSC Awards were Professor of Meteorology Edward Lorenz, Assistant Professor of Political Science Christopher Schaefer, Associate Professor of Mechanical Engineering Ain Ants Sonin, Associate Professor of Nutrition Daniel Wang and Associate Professor of Nutrition Robert Wilson.

Baker Awards for undergraduate teachers went to Assistant Professor of Humanities Sandy Kaye, Assistant Professor of Earth and Planetary Sciences Richard Naylor and Assistant Professor of Mechanical Engineering James Williams.

Among the sports awards, Dave Wilson '73 received the Class of '48 Award as the outstanding athlete of the year, for his accomplishments in track and field; sailor Alan Spoon '73 received the ECAC Merit Medal for athletic and scholastic achievement; the MITAA Pewter Bowl for contributions to women's athletics went to swimmer Sandy Yulke '74.

Other athletic awards went to Richard Charpie '73, Larry David '75, Shinichiro Yoshida '76, and Steve Cochi '73.



Here's a novel solution to keeping off the grass: Manfred ("Doc") Lichtensteiger, Ascensionist, rose to new heights above Kresge Plaza, as part of the Lobby 7 Committee's May Festival Week. Lichtensteiger, a Swiss-born physicist on the DSR staff, now flies this balloon near his home in Acton.

Photo by David Tenenbaum.

Faculty to meet tomorrow

By Mike McNamee

The Faculty will convene its regular monthly meeting tomorrow, trying to complete the business of a very busy spring term. With nine major items on the agenda, many members of the faculty expect that the meeting will have to be recessed and completed next week.

The meeting will open with a resolution of the Faculty on the Death of Professor Edwin R. Gilliland, Institute Professor and Professor of Chemistry. Gilliland passed away on March 13, at the age of 63.

The next item on the agenda is the election of new officers of the faculty. The nominations are for the Chairman, Associate Chairman, Secretary, Assistant Secretary, and for positions on the standing committees of the faculty. The James R. Killian, Jr., Faculty Achievement Award will be presented; this award, which Chairman of the Faculty Hartley Rogers referred to as "MIT's Nobel Prize," will designate the 1974 Killian Lecturer, who will deliver two lectures next spring. The 1973 Killian Lecturer, the first recipient of the award, was Professor Nevin Scrimshaw, head of the Department of Nutrition and Food Science.

ment of Nutrition and Food Science.

The Chancellor will speak on MIT's Affirmative Action plan and the progress that has been made recently in the report to the Department of Health, Education and Welfare. Chancellor Paul E. Gray told *The Tech* recently that MIT should hear from HEW by mid-June about any corrections that should be made in the plan; the administration has conducted a salary equity review to insure that salaries are not biased by race or sex.

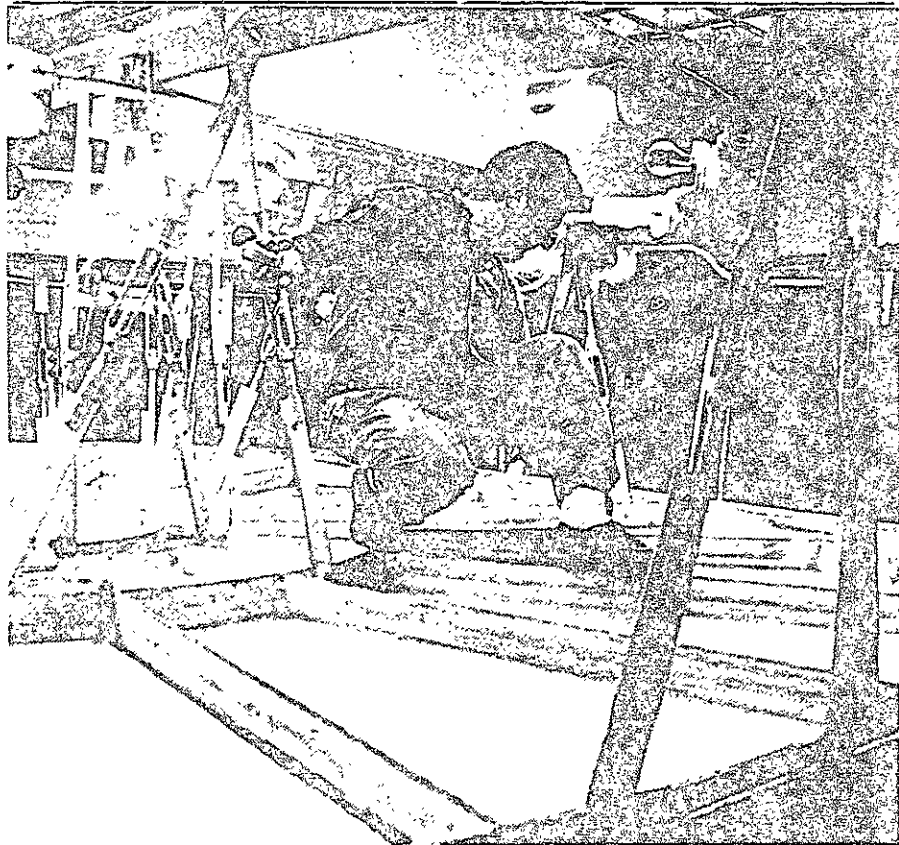
The comments of Professor Philip Morrison of Physics and Associate Professor of Humanities William Watson on the MIRV Report, which were postponed from last month's meeting, will be considered, along with a motion urging that the report be accepted. The report was first received by the faculty at its February meeting, without acceptance (see *The Tech*, February 23, 1973), and Morrison and Watson were asked to study the report and make further recommendations. They make two comments about the report: pointing out that it does not express the opinion of the faculty on the wider issues of

the arms race, and noting that "faculty responsibility may properly extend to a prudent judgment of the foreseeable consequences of MIT research and development."

Along with the Morrison/Watson recommendations, the faculty will consider a motion submitted by several faculty members suggesting the formation of a standing Committee on Grant and Contract Assessment. According to the statement accompanying the motion, this committee should try to estimate the impact of R & D projects upon national security, physical environment, social welfare, and technical and scientific education, and make recommendations to the faculty accordingly.

The Committee on Student Environment will report on its recommendations concerning Ashdown Dining Hall, and will present its report on undergraduate housing (the Graves Report) for the faculty's approval (see *The Tech*, April 20, 24, 27, and May 4, for a summary of that report).

The last item on the agenda is the report of the CEP on Special Programs.



For the first time in a number of years, the oculus, or window, at the top of the Building 7 dome, was cleaned. Perched above the window, 120 feet above the floor, is Charlie Halajian (Physical Plant), who is using a paint brush and sponges to remove the heavy accumulation of dust.

Photo by Roger Goldstein

NOTES

* The Student Committee on Educational Policy and Education Division Steering Committee present: Bernard Kaplan, University Professor from Clark University, who will discuss "Teaching and Learning in Higher Education: Implications of Developmental Theory" on May 15 at 2 pm in Room 9-150.

* The first two programs in the ABC-TV series, "What About Tomorrow?" will be shown continuously on Wednesday and Friday, May 16 and 18 in Room 7-102 from 11 am to 1 pm. The members of the Institute community are invited. The two programs are: "On the Side of Man" which was broadcast originally on January 22 and "Cities: Our Next Frontier" - broadcast originally on February 10.

* There will be a joint MIT-BU German House next year in BU's West Campus. Further information can be obtained from Roland Janbergs, x3-2732.

* The Technology Nursery School is now enrolling 3-5 year old children of MIT families for its 1973 summer session. There will be a six-week, 9 am to 1 pm program at Eastgate and an eight week, 9 am to 12 noon program at Westgate. For both classes, a child may attend five days (tuition \$75), three days (Mon., Wed., Fri.—tuition \$45) or two days (Tues. & Thurs.—tuition \$30). The nursery school is cooperative; parents will assist in the classroom once during the session. For application or information contact Valeria Maslak at 494-8308.

* The MIT Chapter of the Society of Sigma Xi has voted to fund two MIT student-run science programs for disadvantaged area high school students. The Society has granted \$500 to the MIT-Wellesley Upward Bound science program, and \$500 to the Cambridge Group School chemistry program. The awards will help purchase laboratory equipment, chemicals, teaching aids, and other material to assist in science teaching. Both programs are directed toward students who have to all intents dropped out of traditional education. In many cases, these programs are able to rekindle enough interest that these near, or actual dropouts, complete high school and go on to college. The funds for the awards come from a small rebate the local Sigma Xi Chapter receives for each of the approximately 350 members initiated each year. The Society decided that support of these high school programs was best in keeping with its motto, "Devoted to Promotion of Research in Science." The Chapter intends to support similar such worthy projects in the future.

* GREAT BOSTON KITE FESTIVAL, Saturday, May 19 from noon to 5 pm (Rain Date - May 20). Franklin Park Golf Course. Kites, people, prizes, music, food, balloons, hang gliders, parachute jumpers, fun! Be a kid again! Further info call 266-5154. Sponsored by the Committee for the Better Use of Air and the Boston Parks and Recreation dept.

* DANCE-FREE will take place at MIT every Friday night at 8 pm in the Student Center. Take off your shoes and express yourself. Dance-Free is an experience in improvisational dance, yoga, chanting. \$1 donation with college ID or Dance-Free ID. For info: 491-4195.

* Discussions of the new Health Plan are being held at noon today (Tuesday) May 15 in the Bush Room, 10-105; Wednesday, May 16 in the Schell Room, E52-461 and on Thursday, May 17 in Room A-166 at Lincoln Laboratory.

* There is a new course in the Literature section, Special Topics in Education, which consists of a seminar in education and student-teaching in a literature section course. Students interested in participating in this program should submit a line or two describing their educational interests, specific course interests, and specific faculty they wish to work with. Please leave the statement in 14N-419 by Thursday, May 17. For more information, go to 14N-409.

Stud Center hires pinball distributor

By Steve Wallman

(Wallman was chairman of the SCC during the period involved. He has prepared this summary for The Tech.—Editor)

Last Wednesday, on May 9, the lights of the old pinball machines in the room next to the 24-Hour Coffeehouse went off for the last time. The machines were disconnected and carted away, only to be replaced by ten new machines from a different distributor, thus ending a six-month long wait by the Student Center Committee.

The whole story began in August, when the SCC decided that the machines and the service which they were receiving under their old pinball contract with B.F.W. Enterprises Inc., were not satisfactory. B.F.W.'s president, Joe Bissacio, was willing to negotiate to see if a better contract could be agreed upon. A new room, more servicing, new machines and different mechanics were all discussed as part of the solution.

After a few more weeks of talking, some of the members of the committee felt discouraged with the pace of the negotiations and the apparent lack of true cooperation from Bissacio. Having had contact with another contractor, Roy Turco of Roy's Coin Co., they invited him to make a presentation to the committee.

Turco was truly enthusiastic. Having been informed of the SCC's desires, he offered a contract that satisfied almost all of these wishes plus the bonus of a more favorable division of the money to the SCC. When B.F.W. was first asked if it could match this contract, the SCC was informed that it would be impossible.

At this point, with two identical contracts and two distributors, the SCC divided as to whom they should sign with. The question centered about whether or not it would be better to sign the contract with a new, inexperienced, small distributor, who had enthusiasm and

a cooperative manner that was unmatched by Bissacio, or if Bissacio's experience and expertise outweighed his attitude.

Starting in November, a month of intensive debate and research ensued during which time the SCC reversed informal decisions twice. Finally, when the discussion ended, a binding vote was taken and Roy Turco was awarded the contract by one vote.

In mid-December, a letter of notification was sent to B.F.W. by the SCC. The notification stated that the SCC was initiating a 90 day mandatory warning period at the end of which the contract would be terminated. Legal problems arose when Bissacio maintained that his contract was with MIT and not the SCC and that 1) only MIT could cancel the contract and that 2) the cancellation would have to cover all of Bissacio's locations at MIT and not just those under the jurisdiction of the SCC. After all the persons in charge of the other locations had been contacted and informed of the situation, a second termination notice was mailed on February 9 by Vice-President Cusick. This set back the contract termination date to May 9.

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by Prof. Lynn Margulis, Boston University

EXPERIMENTS ON THE ORIGIN OF LIFE

by Prof. Carl Sagan, Cornell

LEAF INSECTS; BIRDS; AND HUMAN COLOR VISION

by Prof. Jerome Lettvin, MIT

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Suicide: the story at MIT

By Norman D. Sandler

Most college students have probably thought about suicide at least once in the past. Few actually go through with the action, though an associate professor at Boston University reports that on the basis of interviews with students at BU, as many as 400,000 students per year may attempt to take their own lives or actually consider it.

At MIT, students are told early that due to the high degree of academic stress placed on students, the Institute has a high suicide rate. The truth of the matter is that from all indications, MIT's suicide rate is no higher than the national average, and may in fact be lower.

This year has been different. In March, Frederic Sugarman, a junior majoring in biology was found dead in his room in Baker House, presumably after taking a fatal dose of cyanide. Three weeks ago, on April 26, Raoul Lamp, a sophomore majoring in mathematics, was found on the sidewalk between the two East Campus parallels, after he had reportedly jumped from the roof of the west parallel.

Surprising to most people is the fact that two suicides in the same year is unusual for MIT, where Dr. Merton Kahne, a psychiatrist in the Medical Department recalls there having been only five or six in the past ten years.

In an interview with *The Tech* Kahne explained that suicide rates for young people are increasing, while those for older people are decreasing, possibly as a result of better health care for the aged.

According to Kahne, the suicide rate for college age people is 20 per 100,000 nationally. The rate at MIT this year would then be 26.6 on that scale. However, he warned that suicide statistics are misleading. "Suicide rate is not an index of the lack of effective communication, nor are the statistics which are released."

However, Kahne, as well as most other psychiatrists, has no real explanation for the increasing rate of suicide for college age people. He explained

that suicide is always highly personal and always has some type of social context.

It seems improbable that suicides at MIT could be caused simply by academic pressures. Rather, the psychiatrist hypothesized that a lack of adequate contact with the "real world" may lead to problems which could eventually result in emotional conditions conducive to suicide.

"There is a serious question as to whether there is effective communication between students and other people who are in day-to-day life." Kahne points out that there must be adequate support structures developed in all living groups to offer "mutual support and help."

He emphasizes the importance of a student's environment in contributing to his or her ability to cope with the wide range of problems normally encountered by MIT students. MIT is making attempts at increasing contact between residents of the dormitories through the housemaster/tutor system. To Kahne, the quality of the environment, and the contact which students have with faculty members is beneficial, but he also suggests

that students with problems take advantage of the Medical Department's psychiatric service, "regardless of whether they consider themselves ill."

Kahne estimates that the staff psychiatrists see as many as 15% of the total student body every year, though he is quick to add that "the vast majority of the students who come to see us could hardly be considered ill."

Approximately 40% of the student body at MIT will visit the psychiatric clinic before they leave, according to Medical Department statistics. When asked why people see the psychiatrists, Kahne replied, students visit the clinic sometimes to break out of no-win academic careers, and other times to deal with dormitory or living group or social problems... There is nothing to indicate that the class of problems we encounter are different from anywhere else."

When asked about suicides among college students, Kahne explained that it would be difficult to alter conditions at MIT in order to prevent suicides.

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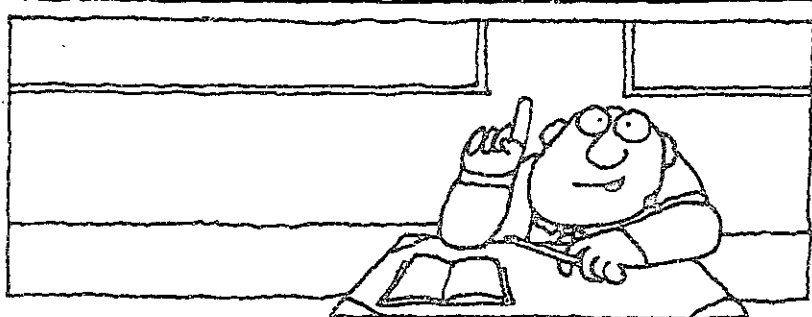
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What should a university be?

By Paul Schindler

Tomorrow's faculty meeting will have an over-crowded agenda. Some of the items on it will not be discussed until after *The Tech* has ceased publication for the year. All of them deserve careful consideration, especially the CEP statement on the experimental programs: ESG, FPY and Concourse.

The existence of these programs, along with the currently begun effort to examine grades across the board at MIT, call into question some very basic concepts upon which this university is based. Pass/fail, grade inflation, dropping standards, they are all symptoms of a single malaise: the failure of the classic American system of university education.

MIT with its labs and problem sets was once a much more unique place than it is now. Indeed, *mens et manus* was revolutionary in its day, when it proposed that people should actually learn something useful in a hands-on way at the university: that there should be labs, field experience, and real-world problems. This was tied in with the rise of engineering education, which people thought could be taught in no other way. At the time they were right.

Yet today, even the stodgiest conservative in the school of engineering must concede, at least internally, that his field is changing so fast that current practice becomes almost useless at an ever-accelerating pace. Electrical Engineering has had to face this problem squarely; the course's administration is resisting tremendous pressure to introduce some more "practical programming" into the 6.3 core curriculum. They are sticking to their "learn the basics" guns, in spite of dissension about just what the basics of computer science are.

And it is becoming increasingly true in all the engineering areas that the core must shrink to basic skills and vocabulary building, and that courses should teach problem solving skills and attitudes, instead of aptitude at solving specific problems couched in real world terms.

This is not to suggest learning the method instead of learning how to get a right answer; the two can and should exist together. This is also not to suggest that anything like agreement on these postulations will be reached for another 25 or so years, by which time people resisting change might be mostly retired.

The "hands-on" component which once so distinguished us all has had its ups and downs. Individual labs were restored on a voluntary basis in 8.01 and a required basis in 8.02 this year, and while this is laudable, the trend is clearly in the other direction. The Institute Lab requirement is a mere residue of what it was at the time there were Saturday classes and no electives for freshmen. Other schools have picked up on parts of the "learning-by-doing" concept, but its importance has decreased here at MIT.

All of which is meant to show that there have already been pretty significant changes in the nature of an MIT education over the years. So it should not be too surprising if more changes are suggested, in the context of experimental programs. What should be considered is the difference between these visions and mere "technical tinkering."

Yes, the freshman programs engage in a bit of "technical tinkering;" they change the nature of both credits and grades for freshmen. But in these courses, pass/fail is a lot more significant than it is elsewhere in the first year. Conceptually, it makes no difference whether one is grinding out two problem sets a week for a grade, or for a pass (or for a hidden

grade). Three lectures a week, a recitation, a lab or two. Basically unchanged since 1865.

But some things have changed, or at least should have. One of them is our shared concept of the value of freedom. For our current system of education, everywhere outside of the experiments, is one of tyranny. The tyranny of the expert, as the hippies have called it.

Who says that a faculty member knows more about what you want to learn than you do? No one should, just as no one should doubt that Philip Morrison knows more physics than the entire enrollment of 8.01. The faculty know more about the subject, but not more about the subjects.

A truly free university would allow a student, outside of a formal structure of "classes" and "departments" to decide what he wanted to learn, and how he learned best. He would then just do it, for as long or as short a time as he wished, in as broad or as narrow a field as he wanted. Instead of issuing a single broad, virtually meaningless "S.B." to all students, the university would be forced (if certification remains as important as it is now) to develop flexible certification, stating that a person had developed knowledge to such a depth in such fields, with such instructors.

"The student doesn't know enough to make these decisions." "Lectures are the

The late, great American dream

By Lee Giguere

A little over a week ago, on Friday, May 4, a number of MIT students drowned buckets of beer and listened to a neo-fifties rock group called Sha-na-na. As student politicians talked of a revival of the weekend as a campus social event, the past seemed to be coming alive at MIT.

A few other events of the past year offered a foreboding of what at times seems to be a 1950s revival: According to a story in *The Tech*, the old sport of pledge raids is being revived. (A pledge raid, for those who can't remember - and that probably means a majority of MIT's undergraduates - was a prank that freshman fraternity members were encouraged by the brothers of their house to play on another, "rival" house. It is a supposedly harmless gag involving the theft and eventual return of some prized trophy. Such harmless pranks were part of an era that included "harmless" hazing as well. Hazing went out of fashion at MIT quite a few years ago when one freshman

most efficient way for an instructor to impart knowledge." "The complicated certification, registration, and admissions policies would send costs skyrocketing." These and other objections could be raised to the proposal. Lets consider the objections raised as representative of the thinking of the opposition.

Obviously, the student does not know enough, at age 18, to decide between becoming a molecular biologist or a jet plane pilot. But that is as true under the current system as it is under the proposed one, and there is no part of the MIT mechanism that performs very well in allowing a student a wide range of inputs to her/his decision process. Pass/fail has begun this, and it is one of the stated goals of the system. But pass/fail merely supports the current structure. Only in experiments, or a "free university" can people get the wide range of data they need to make informed choices. Only there are they urged to consider a really broad range of fields.

Or a really broad range of learning styles. There cannot be anyone left who honestly believes that everyone can learn a subject equally well, or indeed in some cases at all, in a lecture-recitation format. Many formats are now being tried in various courses, even in core courses, including the self-paced aspects of freshman physics and calculus (and others), the seminar system, and the extensive tutorial system exemplified by many EE

drowned while on a long trek across a frozen pond.) Last fall, MIT announced the appointment of a former United States Army lieutenant general, James B. Lampert, to the post of Institute Vice President. (Lampert's service record includes not only a term as the Commandant [President] of the United States Military Academy at West Point, but service in Vietnam in the early sixties as well.)

The fact that all these events occurred in the same academic year suggests that a tremendous change in climate has taken place at the Institute in the last four years. In the 1950s and early 1960s, none of these things would have seemed particularly out of place. Yet only three years ago, they would never have occurred...

... It was May 4, 1970. 1500 members of the MIT community gathered in Kresge Auditorium while many more stood outside or listened in the Student Center:

Professor Noam Chomsky was the first
(Please turn to page 5)

Open meeting

From: Student Financial Aid Office
Subject: Meeting Concerning Financial Aid

On Thursday and Friday, May 17 and 18, the MIT Financial Aid Office would like to invite all interested students to an open discussion concerning financial aid procedures for the coming (1973-74) school year. The purpose of this discussion is to highlight the changes that have been made in the reapplication process; we don't envision this session as a lecture to students. What we want to encourage, after an introductory statement on the new procedures is dialogue that will make things easier in the fall.

As you may already know, our office has made some small but important

changes in the reapplication process to encourage more realism and cooperation in the planning of each student's budget. By mailing financial aid notices earlier than usual and by asking students to provide us with a more careful accounting of resources by the end of the summer, hopefully we can bring about the communications and pre-planning which will lead to a situation where fewer students find themselves in need of emergency counseling at the end of the year.

The Thursday meeting will take place at 3 pm in Room 10-250. The Friday meeting will begin at 10 am in the Bush Room (10-250). Hopefully this will provide enough flexibility so that those wanting to be present can be.

by Brant Parker and Johnny Hart

courses. Yet again, we run into the question of content, of core curricula, of Institute requirements. Does a literature major need to have one term of chemistry? Does a computer science major need to know the difference between an electron and an elephant (there are, after all, 6.3 faculty who do not, and could care less)?

Finally, there are the cost arguments. These are based on the current concept of MIT as a learning factory, turning out pedigreed students. Is the highest goal to which MIT aspires a tidy balance sheet? Accurate bills (which they have not yet attained)? Or is it academic excellence, and the oft-cited yet seldom seen "community of scholars?" The introduction of electives for freshmen (and that didn't happen so long ago) meant that MIT could no longer just hand each freshman his schedule card, already filled out, on registration day. There were probably those who felt the ability of a student to avoid ancient greek literature in the freshman year meant the end of the world as we know it.

Yet MIT is still turning out students that are accepted by the real world, in spite of complicated registration opportunities. Affirmative Action complicates
(Please turn to page 5)

Continuous News Service

The Tech

Since 1881

Vol. XCIII No. 25 May 15, 1973

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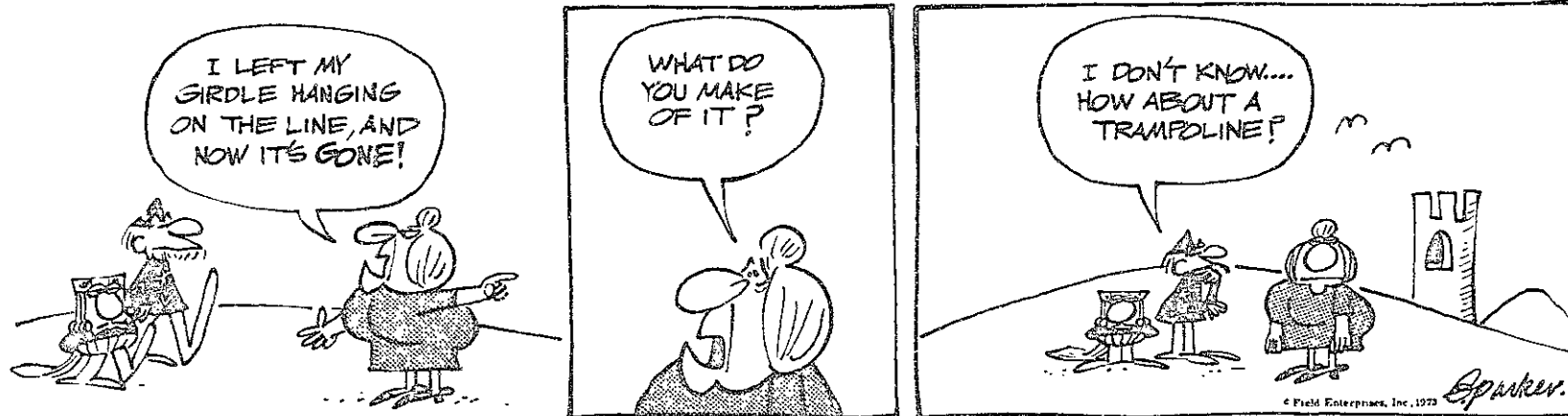
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THE WIZARD OF ID



The Wizard of Id appears daily and Sunday in *The Boston Globe*.

Whatever happened to the American dream?

(Continued from page 4)
to address the meeting. Recently returned from an extended trip in SE Asia, Chomsky described the progression of US efforts in Indochina. By striking into Cambodia, he maintained, Nixon had continued an "internationalization" of the war effort. Chomsky dismissed Nixon's arguments for entering Cambodia as "hardly worth discussion," noting that we were shoring up a "tiny, aristocratic elite that wanted to get a bigger piece of the action." He closed by reminding the audience that the struggle for peace had reached "a rather fateful moment — I don't think we should blow this chance."

Former UAP Mike Albert followed Chomsky's address. "What's wrong doesn't have to be analyzed that much anymore," he argued. "What is needed is action... solidarity." While supporting the call for a massive strike, he inveighed against violence, calling for organization, not fighting. "This is the time to reach people, not just strike or fight the National Guard." He lent his support to the effort to attract everyone — even Wiesner, Johnson, and the faculty — to the anti-war effort. Albert closed with a warning that riots at Kent State University in Ohio had already caused 15 deaths. (The Tech, May 5, 1970)

The strike that followed that meeting was probably the last time that this institution has acted in concert on anything. And it also seems to mark the end of a rising spirit of activism among MIT's students. The years of that agitation left their mark on MIT: the divestment of the Draper Labs, pass-fail, the Commission on MIT Education, and even the current Undergraduate Association Constitution, lifeless as it may now seem, were born out of the efforts that began with Sanctuary, ended with the Strike, and included May 4, the Agenda Days, two Moratoria, the November Actions and the takeover of the President's office.

Since May, 1970, it seems, nothing has really happened at MIT. (Although this is not entirely true, Ecology Action only

University

(Continued from page 4)

our admission process. Would people have us give that up? (besides ergoists, that is.)

Admittedly, certification would become more complicated. This is not inherently evil. I will grant some value to the certification process performed by the University. It certainly saves private industry a bundle, and since it would be personalized, it would reveal talent more accurately than any quickie test a company could give. Accuracy is desirable, as is personal evaluation in this increasingly computerized, "standardized testing" world of ours.

What variable certification would allow is a differentiation of goals. Currently, anyone who wants credit in the outside world for having been educated at MIT, no matter how little or how much he wants to learn of that which is offered here, has to complete the institute requirements and gain 360 units (as well as PE). Variable certification would make MIT an educational supermarket. Four year programs would probably still be popular: or at least they should be, for the same reasons they are now: they prepare you for anything. People who wanted less could pay less and get less, without the stigma attached to "dropping out" before completion of the degree requirements.

Maybe an MIT education could even be (gasp) free? Perhaps the overhead rate, and the faculty research commitment could be changed such that they would get their entire salary (instead of just most of it) from outside sources. Maybe the elimination of peripheral service would allow a reasonable overhead rate that would support a shrunken administration, and a basically unscathed non-research faculty (faculty in literature are not much good to American industry).

At this point, however, the arguments start to resemble those of the Liberty Lobby, which proposes the elimination of the income tax by getting the government out of private enterprise. Least I be thought a kook, let free tuition stop here.

But the other ideas turn on a basic philosophical concept you might do well to consider: do you believe in freedom? As what is best for us all? At all times?

began after that year, for example.) People have spent the time between trying to catch their breath or just to regain their equilibrium.

It may have been the shock of America's reaction to the strike — a sense that this country didn't want to be saved — that stunned students at MIT and eased them into a state of apathy that they haven't been able to shake since then. Sometime after the Sanctuary — the temporary sheltering of an "angelic" AWOL GI from the grasp of federal power — people began to believe that there was some kind of revolution coming. It wasn't so much that people were going to rise up with guns and molotov cocktails and overthrow the government than that the system, the American system of racism and imperialism and oppression, would simply collapse due to its repudiation by good, honest people, citizens who finally saw the truth of what their government was up to. And from the fall of 1968 to the spring of 1970, the expectation of change, of real grass-roots change, rose and rose. The door to the second American Revolution seemed to lie only a few short steps ahead.

But something happened. For students, the experience of 1970 was not only that the government couldn't be trusted — that realization was hardened and sharpened by the bullets of the Guard at Kent State, but also that, as far as most Americans were concerned, the system was just fine. No matter that their lives were already running out of control (and even now, as the economy seems to be gradually shaking itself to pieces, few

seem to realize that the American system just isn't going to save them, that they, too, are expendable in the eyes of their corporate employers) — most Americans trusted the Government and trusted the corporations and trusted in themselves and their votes. In fact, Kent State — the murder of youthful dissenters — was just what they wanted. And so, the revolution ground to a halt. Students gave up, in some intangible way, their hopes of changing the world's consciousness and worried, instead, about getting themselves through life with a minimum of psychic damage. Sometime back in 1970, after the strike, a lot of people simply gave up on America.

In a way, then, it's not surprising that the level of dissent at MIT has declined over the last three years. For a lot of students, it just seemed that nothing would work. Demonstrations, canvassing, and lobbying congressmen had shown themselves ineffective. And what was worse, they had shown that the rest of America, the people on the outside of the university ghetto, were out of sympathy with the revolution. It couldn't be a matter of simply pointing out what was wrong; people either didn't agree or didn't care. Apathy was born out of frustration.

Now, even the Watergate, an immense scandal reaching to the heart of the Government, leaves students unmoved. How many students were surprised by the Watergate? That is the most remarkable fact of all. I suspect that very few people were startled by the Watergate developments precisely because they no longer

had any faith in the Government or in the American system. There has been, as yet, no massive protest, no cries of dissent over the realization that men at the very center of the Nixon Administration were involved in illegal activities. That's because it's not a surprise at all, but rather something that "could have been expected." The war, the draft, the urban riots of the sixties, the murders at Kent State, have left us morally numbed.

Another strike isn't the answer. Nor is canvassing or lobbying. Those activities only serve to ease our consciences without forcing us to see the connections in our own lives. Instead, we must begin making the connections between private troubles and public issues, to use the distinction made by C. Wright Mills. The ecology movement has begun to point out the links between private consumption and large-scale pollution. In politics, we must forge similar links. If United States policy is to be shifted, the shift must begin in individual habits and actions, with each person committing himself to a new direction. Strikes and marches and demonstrations are dramatic but ineffective. Instead, we must embrace new lifestyles which focus on the sort of values — humanistic, non-imperialistic and non-violent — that we desire on a larger scale in the government.

Apathy and privatism for the individual go hand-in-hand with secrecy and chauvinism in the government. When you grease your hair and play good old rock-and-roll, remember that it's only a little further back in time to Joe McCarthy.

Letters to The Tech

To the Editor:

I have read with interest the generally accurate and perceptive article on Course VII by Richard Parker and David Olive in your issue of May 4, 1973. I wish to correct one error of fact.

The authors state that many of the faculty members of the Department of Biology do not teach undergraduates. Actually, of the 30 regular faculty members with teaching responsibility, 21 have taught regular undergraduate subjects in the current academic year, and two have taught undergraduate seminars. Furthermore, the department encourages undergraduates to take advanced graduate subjects (see *General Catalogue*, September 1972, page 133), and many do. Thus, several faculty members who do not teach undergraduate subjects have many undergraduate students in their graduate subjects. For example, 7.26 Animal Virology, taught by Professor Baltimore had 18 undergraduates in a total of 44 students. 7.27 Molecular Biology of Bacteria and Bacterial Viruses, taught by Professor Lodish had 27 undergraduates in a total of 65 students. 7.72 Advanced Biochemistry, taught by Professors Brown and Robbins had 78 undergraduates in a total of 120 students. 7.73 Seminar in Immunology, taught by Professor Steiner has 20 undergraduates in a total of 40 students. Finally, 7.86 Molecular Genetics, taught by Professor Singer, has 13 undergraduates in a total of 49 students. Actually, in the present academic year only two members of our teaching faculty have not taught undergraduate students.

Boris Magasanik
Head, Biology Department

(The exhibition is closed. These comments are still relevant. — Editor)

To The Editor:

I feel that the "Indian Images" which are portrayed in Fritz Scholder's art show at the Hayden Gallery should be considered critically — in spite of, or perhaps because of, the strictly artistic merit of his work.

Scholder claims that the "taboos set by the dominant culture" are his targets and that to him the true Indian images are "massacred moments from a rich recent history, dog delicacies, Kabuki-Hopi maidens, stars-and-striped savages, and Gallup drunk derelicts." I assume that the "taboos set by the dominant culture" are those which have led to the romantic conception of American Indians. But this is only one of the stereotypes which have been forced upon

the Indian people; other stereotypes are those which Scholder regards as the "true Indian images." The image which is lacking in both these conceptions is that of a real, contemporary people engaged in a serious struggle to protect their communities and their resources from exploitation by profiteers. Many American Indian people see their material wealth flowing out of their territory, in exchange for poverty and degradation, and they see their cultural and linguistic heritage in peril of obliteration under the onslaught of a culture offering a system of values which is seriously questioned by many of its bearers, as well as by those who actively resist it. The vision of many American Indians is extremely clear, both with regard to the true source of their oppression and with regard to the sorts of programs that would be needed to protect and develop the enormous human potential which exists in their communities. And these people are actively engaged in the struggle to bring about the changes which will enable their communities to survive and progress — this struggle involves, on the one hand, liberation from the colonial domination which controls most aspects of American Indian life and, on the other, the work of planning and implementing the programs which will achieve the goals they pursue.

Kenneth Hale
Linguistics

To the Editor:

The current exhibition of Fritz Scholder's paintings in the Hayden Gallery seems to me to be in very bad taste. I call these paintings racist propaganda against the American Indians.

In the April 25 issue of *Tech Talk* (which I consider to be MIT's official propaganda organ), there is a laudatory review of Scholder's Exhibition, entitled "A Message Understood at Wounded Knee," by Robert Taylor. I cannot speak for the Indians at Wounded Knee, but to me the "message" is that Scholder hates Indians and is engaged in racist propaganda against them. To Scholder, Indians apparently are some sorts of ghosts, monsters and drunkards. To quote the article by Taylor, "The paintings are executed on a large scale: Indians as monsters, victims, comedians, distortions of romantic white pieties, mountebanks, bubble gum figures, rebels, etc." Apparently to Scholder all Indians are like these. Well, to me they aren't. I've seen a lot of Indians, known a lot of them, and read a lot about them and their history. I see them as an oppressed people, reduced from a population of ten or twelve million to their present half-million. I see

them largely as working class people (or would-be workers), struggling to survive in a harsh, imperialistic land. The American Indians were victimized in the 19th century, just the way the Vietnamese people are being victimized today. The Indians I have known have been poor, decent people, as individuals not much better or worse than the rest of us.

Scholder sees them differently. To quote Scholder, "... stars-and-striped savages (sic) and Gallup drunk derelicts are to me the true Indian images." This is blatant racism. His paintings compound the Indian stereotype — complete with beer can and feathered war bonnet. One quarter of Scholder's Indians wear feathered head dress. To me he is a poor copyist of 18th and 19th century artists, some of whom portrayed the Indians more accurately. It is alright to paint a horse purple for "art's sake," but to paint Indians scarlet ("Posing Indian" and "Indian Woman") furthers the "red Indian" stereotype. Personally, I have never seen an Indian wearing feathers, and his "Indian at the Window," with feathered head dress seems ridiculous to me. The only Indians I've ever seen wearing feathers were doing so for cash from the tourist trade. Who ever looked through the window of a poor Indian's house and caught him wearing his feathers? Scholder's skull-faced Indian hunched over a can of Coor's beer looks to me more like a Hollywood stereotype of Pancho Villa or a stereotype of a "Mexican bandit" than an Indian. Maybe Scholder is pushing Coor's beer?

Scholder says himself (this and the quote above are in the exhibit's catalog and posted on the wall) that people say that he hates Indians. He denies it. Maybe so, but several of his self portraits, for example, "Screaming Artist," "Self Portrait," and "One Quarter Luseino," proclaim that he *certainly hates something*. There's nothing in his paintings to indicate it is the white, imperialist oppressor that he hates, absolutely nothing critical of the enemy of the oppressed.

For years I've been visiting the Hayden Gallery, viewing the exhibits put on by the Committee on the Visual Arts. This is the first exhibit I have seen that had any social and/or political content. Finally we get something and it turns out to be this. Over the years the Committee on the Visual Arts has virtually ignored the worldwide struggles of oppressed people in their exhibits at Hayden Gallery.

William Pinson

Westgate II renamed in honor of alumnus

Plans have been announced to name Westgate II, the newly completed graduate student housing, after Ping Yuan Tang, a 1923 alumnus of MIT. Howard Johnson, Chairman of the MIT Corporation, released the information recently.

Tang, a benefactor as well as an alumnus of MIT, was head of a major Asian industrial complex until his death in 1971. Three generations of his family have attended the Institute since Tang's attendance.

Dedication of the new graduate residence will be held Friday afternoon, June 1, following the 1973 MIT commencement. This is also the 50th reunion of Tang's graduating class. Several members of the class of 1923 will be on hand for the ceremonies.

The new Tang residence hall is located on Memorial Drive, near Westgate I, at the western end of campus. It provides housing for 400 single graduate students in apartment facilities. The total cost of the structure, \$6.7 million, was financed in part by contributions from the Tang family. However, most of the funding came from state and federal sources, through bonds issued by the Institute and from loan sources. Besides the Tang contribution, the Kresge foundation provided private funding.

President Wiesner said in the announcement of the dedication, "The Tang residence hall symbolizes the very great part which our foreign students play in the educational program at MIT." He added that Tang's leadership in industry as well as public service will "serve as an enduring example for thousands of our foreign alumni everywhere and for generations of MIT students."

Tang has been active in education in his homeland, Hong Kong, where he donated funds

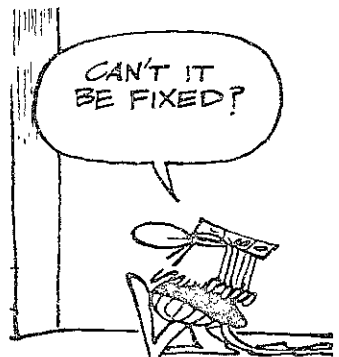
for the building of the university library at the Chinese University in Hong Kong, and for a memorial hall for National Tsin-hwa University in Taiwan.

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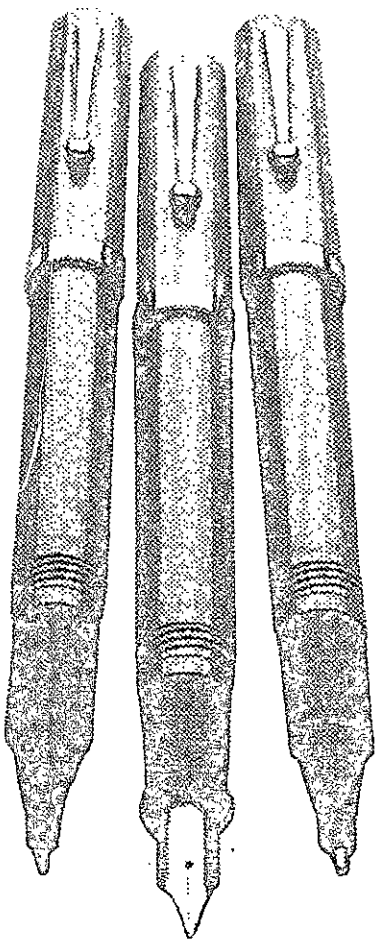
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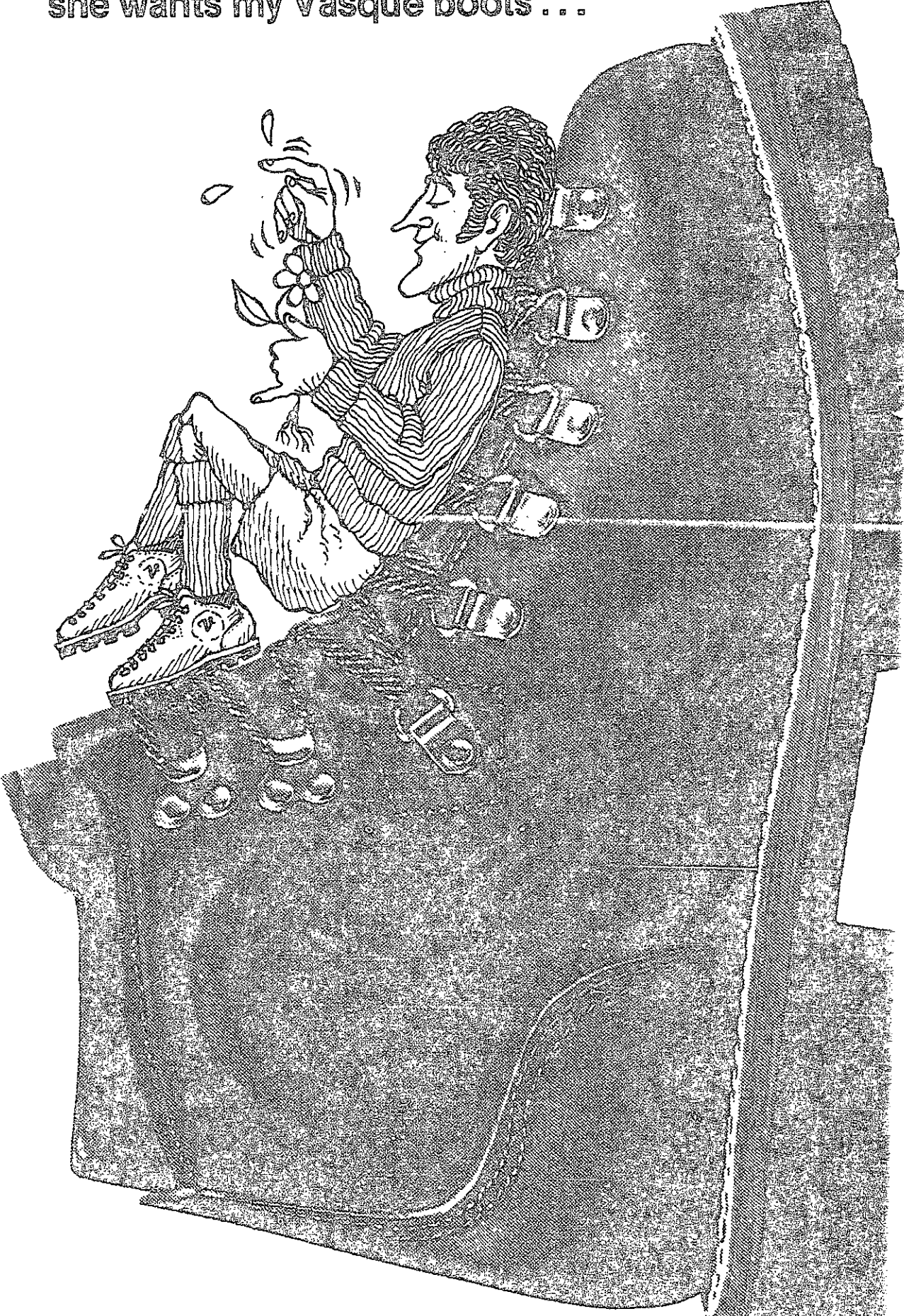
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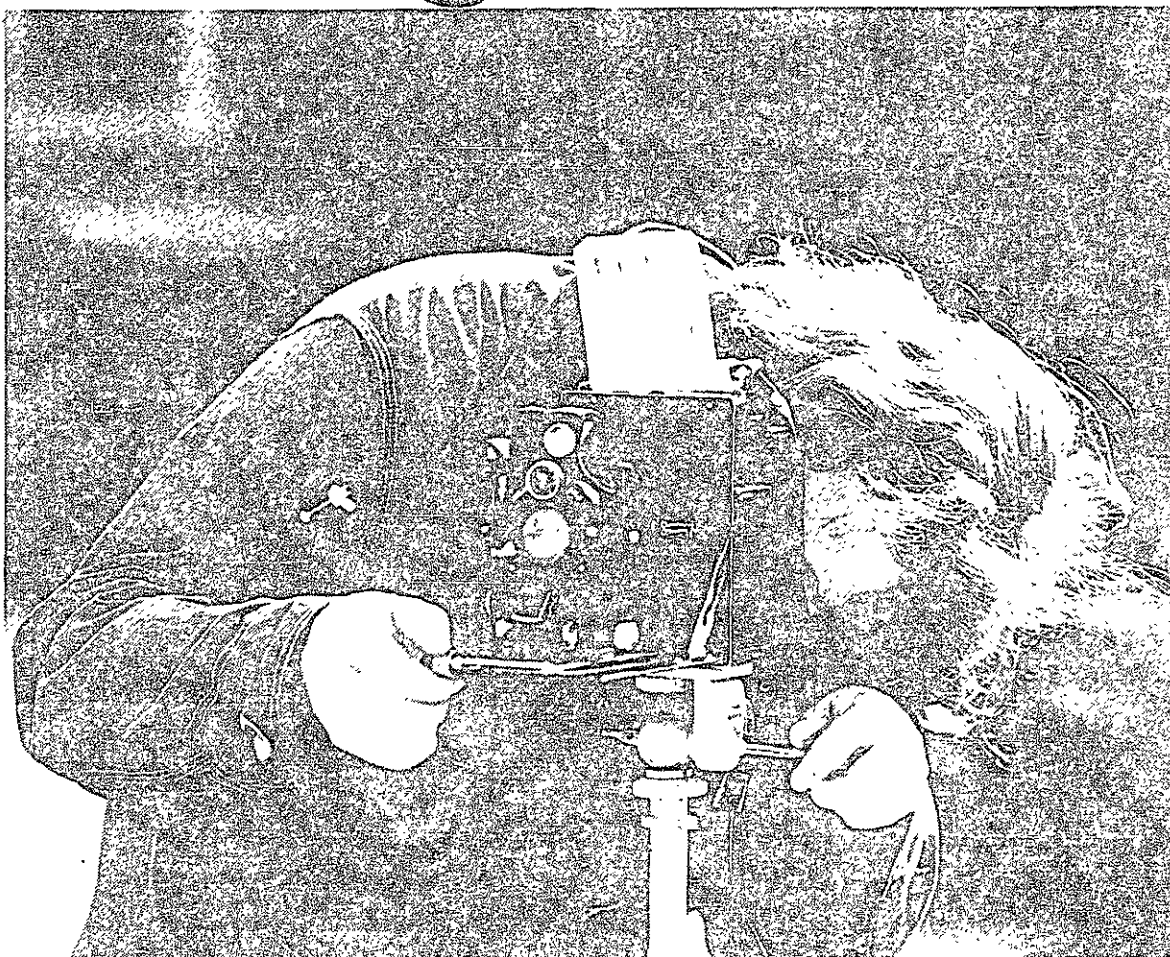


Photo by Dan De Hainaut courtesy of Technique '73

By P.E. Schindler, Jr.

With the death of *Voo-doo*, *The Tech* has been hard-pressed to find any campus publication with which it can carry on a long-term feud. Over the years, many a front-page inch was filled with softball games, board elections, and Dean's office crackdowns on that hapless relic of a humor magazine. After *Voo-doo's* long overdue death in 1969, some of its remnants fell to this paper, and cast about for a new rival.

Technique became a sitting duck at about that time, and several caustic reviews of their annual efforts have appeared since. They deserved it. The book had degenerated into a pretty picture book which bore scant relation to MIT, except for the senior pictures in the back. Many students felt that it was not their function in life to support the artistic egos of a group of aspiring photographers on the yearbook staff.

Technique '73 is an outstanding change of pace: it is a great book this year, and the people down the hall have sounded the death-knell of a rivalry based on their lack of quality.

Here we have an MIT yearbook, artfully done, filled with thoroughly viewable, well-shot photography, that is for the most part about MIT, and is virtually entirely about the MIT experience. Those pictures that are not of the campus itself, activities, or sports, are of Cambridge, or in the case of one special section, about the MBTA (which for any of us who grew up in a town without subways is an important part of our experience in Boston). This is a yearbook that does what a yearbook is supposed to do: provide a pictorial record capable of evoking the 1972-73 campus scene.

One of the first pages is the credits page, and one must assume that most of the credit belongs to the man at the top of the mast, who, I am told, "sets the tone for, and in this case, took many of the pictures in, the yearbook." J. Alan Ritter, editor-in-chief.

Others identified by inside sources as the hard workers include Suzanne L. Robidoux, Robert J. Dubner, James E. Smith, Louis J. Stuhl, Daniel P. Dern and Milan J. Merhar. Former *The Tech* business manager John H. Miller was business manager for the book, and as one staffer put it, "Anyone who runs money for this group deserves credit." The partial

listing here is not intended to disparage those who didn't work as hard as, say Dan DeHainaut, who took almost as many pictures as Ritter. Nearly everyone on a yearbook staff does their part in getting it out, just as nearly everyone on a newspaper staff does their part. Some just do more than others.

The book has only one weak point: there is very little prose, and most of what there is is weak. I do not say this simply because at one time *Tech* editors were asked to write the essays for the yearbook, but it does make sense to have photographers stick to photos, and ask writers to do the writing.

In addition, many of the identifying cutlines are a little too small, a little too unobtrusive. I agree completely with Ritter's response to my inquiry about cutlines: "It's fine to run cutlines in eight pages of a newspaper, but if you tried to run them in a 320 page yearbook, they would very quickly become cutesy." The pictures do a pretty good job of telling the story.

What did *Technique '73* choose to cover? The strike and the ROTC occupation, of course; the people who visited MIT, activities, sports, living groups (but as usual, only those that bought a page), Talbot House, and the usual miscellany (but in sensible proportions) with a special MBTA section.

A word of warning about the MBTA section: there is an odd little cartoon at the end of it, drawn in an adequate if not overwhelming rendition of modern underground style. In spite of its execution, the concept is overwhelming to anyone who has speculated on the mysterious depths of subway tunnels and what they might contain. It is imaginative, and a departure from the usual contents of a yearbook.

This yearbook, like any other, in good years or bad, contains memories in the form of an almost complete, catalogue-style photo list of graduating seniors. Any book has that. People who are active in student activities will find pictures of themselves in odd places. Any book has that. Some fraternities have excellent pages (these are laid out by the purchaser, not by the yearbook staff, so don't blame them for the lousy ones, but don't credit them for the good ones either); especially PBE, which has a page this year that perfectly fits their traditional image as a rich man's house. Any book has that. What this book has is everything else that will make you think of MIT, and remember what it was like for you, next week, next year, or in the Florida old folks' home after the turn of the next century.

The book is on sale this week in the lobby of Building Ten. Buy it.

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M.I.T. STUDENT CENTER

Sports

NEAWRC Easterns: MIT four takes 2nd

By Diane McKnight and Sandy Yulke

The NEAWRC (New England Association of Women's Eastern Colleges) Eastern Sprints were held at MIT this past Sunday, co-hosted by MIT and Radcliffe. With 14 crews originally entered, (Trinity scratched) this was the largest women's regatta held to date. The thirteen teams which competed were: Barnard, Boston University, Connecticut College, MIT, Middleton, Princeton, Radcliffe, Syracuse, URI, Wellesley, Wesleyan, Williams, and WPI.

The weather conditions were not at all favorable, and the strong winds made the water choppy. As the winds were cross winds, there were favored lanes — those that were protected from the wind and nearer the shore — and this was a determining factor in at least one race.

As there were so many teams entered, heats were held to determine the entrants for the Grand Final races to determine the eventual champions in both the fours and the eights events.

The first two heats of the day were the fours. In the first heat, Radcliffe, Wellesley and Syracuse fours qualified, with Barnard and Connecticut College going to the *petite finale* (the consolation race). The second heat was extremely exciting, as BU pulled out ahead of the field and looked like they were easily going to win when, with about 250 meters left, they caught a crab and barely managed to hold on for a third place finish, behind MIT and Princeton.

There were also two heats of eights, the first of which was won by Princeton, followed by WPI and Conn. College. MIT was fourth, over a length out of third place. This left MIT's only hopes for a first place finish with the four. The second heat wasn't even a contest, as Radcliffe won handily, starting out at 40 and settling down to a 36. They were followed by Williams and Middleton.

The first of the afternoon finals was the *petite finale* for fours, which was won by Boston

University with MIT second. The *grande finale* was started twice, the referee called the race over again when Radcliffe indicated equipment failure as their bowman popped an oar lock. Once the race was started in earnest, BU again pulled ahead; MIT and Radcliffe then battled it out, with MIT pulling ahead at the finish. BU finished well ahead of MIT, partially due to the fact that they were in the protected lane. After the race, MIT protested the questionable re-starting of the race. The race was further complicated by the fact that Syracuse collided with Wellesley in the last 100 meters, and referee Harry Parker of Harvard, after disentangling the shells, had them race the last 20 strokes. Unfortunately, the boats which had already finished had started to turn back, and were in the way, and Wellesley had to steer around them in order to finish. Wellesley protested, and Syracuse was disqualified.

The eight *petite finale* was unexciting, as Wesleyan won, followed by URI, MIT and Wellesley. The final event of the day was the *grande finale* for eights, which Radcliffe easily won, while Connecticut and Williams fought for second. The final order is shown below.

Women's crew is on the rise in the northeast, and the large turnout for this, the second women's Easterns, was encouraging.

FINAL RESULTS

Petite Finale, Fours

1. Williams 5:21.1; 2. Middletown H.S. 5:32.7; 3. Barnard 5:38.2; 4. Wesleyan 5:45.0.

Grande Finale, Fours

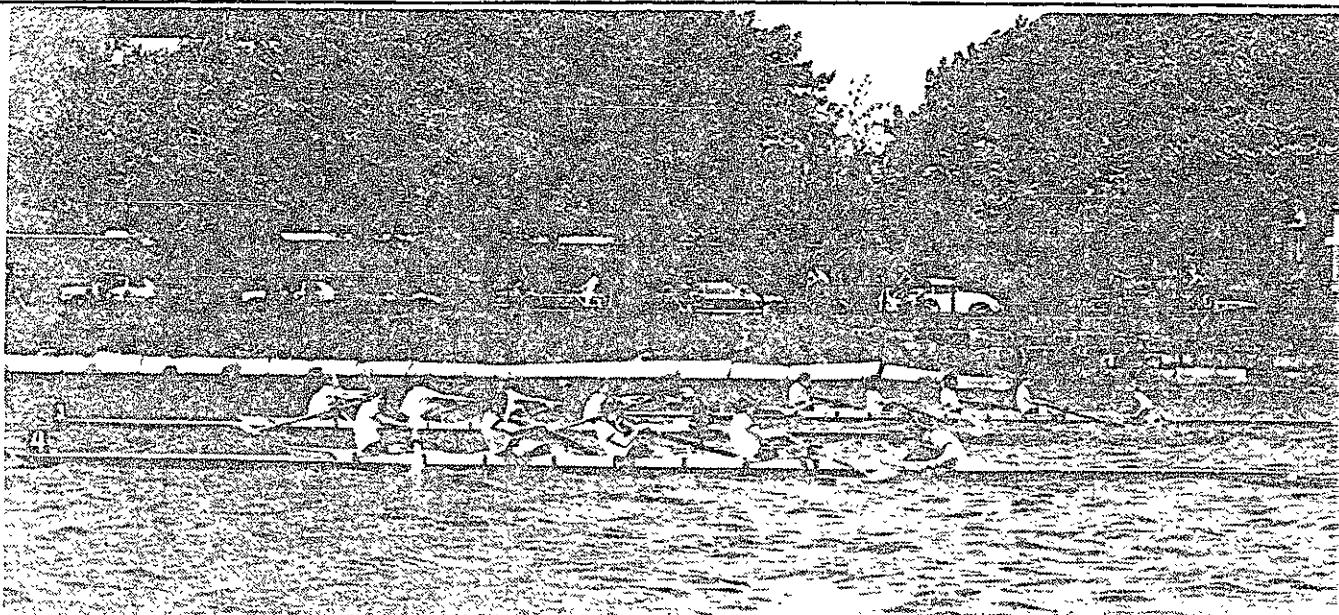
1. Boston U. 5:02.1; 2. MIT 5:12.0; 3. Radcliffe 5:12.5; 4. Princeton 5:14.2; 5. Wellesley 7:12.0; 6. Syracuse 7:16.0.

Petite Finale, Eights

1. Wesleyan 4:29.0; 2. URI 4:43.0; 3. MIT 4:56.0; 4. Wellesley 5:12.0.

Grande Finale, Eights

1. Radcliffe 4:00.0; 2. Conn. College 4:05.1; 3. Williams 4:06.0; 4. Princeton 4:15.8; 5. WPI 4:27.1; 6. Middletown 4:30.0.



MIT's four passing Radcliffe in Sunday's Grand Final.

Photo by Ed McCabe

Frosh heavies 2nd in sprint

By David I. Katz

The MIT crews went to Worcester Saturday for the 28th Eastern Sprint Rowing Championships. Although the Tech crews did not win any of the grand final races, a great deal of promise was shown by all boats.

The morning heats started with the lightweight freshmen. In their heat, the Penn eight was first off the line and was never headed. With the top three finishers from this race to qualify for the finals, the MIT and Yale boats had easy going behind Penn as they were never challenged. The qualifiers in the other frosh light heats were Harvard, Princeton, and Navy.

The next set of heats was that for the heavyweight freshmen. The first of three heats was won by Harvard, with Dartmouth surprising Wisconsin to finish second.

MIT rowed in the second heat. Coming off the line last, the Tech boat settled once to a 35 and again to a 33½. At this point, they began to gain on the other three boats, and with 1000 meters to go, only Yale stood between them and first place. Never breaking their stride, the MIT frosh heavies outpowered the Elies to win their heat. The other qualifiers for the finals were Cornell and Northeastern.

The light junior varsity heats followed. In the first heat, MIT qualified for the finals, finishing in third place behind Navy and Princeton. With Yale far behind, none of these three crews were challenged for their final spots. The second heat saw Harvard, Princeton, and the unseeded Rutgers beat the sixth seed, Cornell.

The heavyweight junior varsity heats were next. The first heat saw the eighth seeded MIT JV almost four lengths behind third place Cornell. First seed Harvard and last week's victor, Wisconsin, were first and second in this heat. In the second heat,

Penn, Brown, and Northeastern qualified for the final.

In the lightweight varsity heats, MIT's fifth seeded boat was edged out of the finals by the Cornell crew they had beaten two weeks earlier. Ahead of the unseeded Big Red shell were the first seed Princeton and the third seed, Navy. The other qualifiers for the lightweight varsity *grande finale* were Harvard Penn, and Rutgers.

The last heats of the morning were those for the varsity heavyweights. In the first heat, fourth seeded Wisconsin was first by six seconds over favorite Northeastern. In the second heat, Harvard and Penn, the second and fifth seeded crews, qualified as Dartmouth and MIT finished far to the rear. The last heat's qualifiers were a surprisingly fast Cornell and third seeded Brown. Sixth seeded Navy was edged out of the final.

In the afternoon finals, the weather conditions played a vital role in the outcomes of most of the races. The inside lanes, one and two, were shielded from the wind, while lanes five and six on the outside had rough water. The freshman lightweight grand final had Harvard in lane three winning in a time of 7:17.2 as MIT in lane five came in fifth with a time of 7:38.5.

In the junior varsity *grande finale*, the Crimson eight again took top honors, with a time of 7:18.2 as the Tech crew could only manage a time of 7:32.4 and sixth place.

The lightweight varsity *petite finale* (a consolation race) saw MIT finish second behind Dartmouth in times of 6:31.9 and 6:33.0. By this time, it had started raining and the winds had dropped, making the lanes as fair as they had been all day. In the grand final of this class, Princeton's upset of a week ago was proven not to be a freak. With a trip to the Henley Royal Regatta in England riding on this race, Princeton got on top by a

length half way through the race and held off Harvard the remaining distance to the finish. It is sure sign of strength in a crew when they can understroke another boat and still continue to pull away from the competition.

In the freshman heavyweight grand finals, MIT had its best showings since 1964, the last year any MIT heavyweight crew finished in the top three places. This year, in very rough water, MIT finished second to Dartmouth, who had the sheltered lane two. With 500 meters gone in the race, MIT and Dartmouth were even. At this point, the good water for Dartmouth began. It lasted for the middle 1000 meters of the race. With 500 meters to go, Dartmouth had a 2½ length lead; in the last 500, the Tech boat narrowed that lead by over a length. The winning time for the race was 7:22.1. The MIT time was 7:26.6.

The varsity and junior varsity having been eliminated from the finals in the morning heats, competed in the *petite finales*. In both races, the Engineer crew finished second. Counting the first six places of the grand finals, this means that overall the varsity and JV both finished where they were seeded, eight place.

In the varsity heavyweight *grande finale*, NU, last year's winner, repeated its triumph as the powered past the rest of the field in a time of 5:54.6.

The Eastern Sprints mark the end of the season for the lightweights. The heavyweight hope to get back on the winning track as they go to Hanover next week to row for the Packard Cup against Syracuse and Dartmouth. The frosh heavies are especially looking forward to this race to avenge their two losses to the Green. Two weeks later, the heavies will travel to the IRAs, the National Championships at Syracuse.

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