Statement by Brammer cited false, misleading

By Barb Mooney

The Tech has learned that certain inaccuracies were contained in two reports by H. Eugene Brammer, director of MIT's Housing and Food Services, that were published two days ago.

Several reports 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 (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 stated that that description, which was presented by Brammer was misleading. He commented that the article closed Ashdown as the "sore thumb of Dining Services," 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 was also found to be inaccurate. The Tech's reporter contacted Brammer's office concerning an interview for non-MIT students for Dining Service jobs. When 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 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" but that he thought that the inaccuracies, which were subsequently pointed out to his interview, did not correctly describe the situation.

MIT war complicity hit by anti-war group

By Norman D. Sandler

The steps of 77 Mass. Ave. were溅溅ted Friday afternoon with red paint 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 called Change and Labor Concerned (CLC). Friday's action was aimed at MIT as a major defense contractor, and for its role 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 policies of US aggression in IndoChina" were the JFK Federal Building, the Air Force recruiting office, local offices of IBM, and the Finis National Bank of Boston.

The statement charged that the federal building "promotes the work of a national government based on world domination... and brings up the dictatorship which kill to preserve control of the many, 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 four 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 administration went on the scene to assess the damage, and after the group of protesters had left the area, and the job of cleaning up began a half-hour later.

Urban studies relate to real world issues

By Richard Parker

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 was attempting to convince politicians that his ideas were valuable, both in terms of improving the city and winning votes. The job was boring and frustrating one.

MIT graduates would be happy spending their time with one of this man who was "a rather important fellow in terms of changing people," said Phillip Clay, an instructor and doctoral candidate in urban studies.

The Department of Urban Studies and Planning (CSE) (Please turn to page 3)

Urban studies relate to real world issues

By Michael D. McNamara

One of the basic premises of the Greaves Report is the desirability of diversity, both in the student body and in the student body itself. The CSE found that the housing system offered a great deal of diversity in facilities, from low to high costs, from single rooms to dormitories. However, when it turned its attention to the MIT student body, the committee felt 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 loss of humanistic viewpoints at MIT, and would like greater opportunity for more liberal arts students through the residential system. The Report suggests three ways of getting more varied viewpoints in the system: 1) including 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, if carried out, would be possible. The third, if carried out, would result in a broader range of viewpoints in the system.
Hidden curriculum poses housing problems

(Continued from page 1)

One immediate consequence of this lack of humanistic view- points at the Institute is appar- ent in the case of non-dormitory housing. The design of many of these buildings is quite different from that of dormitories. Many rooms are quite small, with little or no lighting, and windows that open only a few inches. Some of the buildings have no air conditioning, and the temperature inside can be quite uncomfortable. The lack of humanistic viewpoints is also evident in the way that the Institute handles student complaints. The Institute rarely investigates complaints from students, and often responds to them in a condescending manner. Students who try to bring attention to these issues are often met with resistance and even harassment. The hidden curriculum, in this sense, promotes a culture of silence and conformity, where students are encouraged to remain silent about issues that they believe are important.

In addition to these issues, there are also concerns about the way that the Institute handles student complaints. The Institute rarely investigates complaints from students, and often responds to them in a condescending manner. Students who try to bring attention to these issues are often met with resistance and even harassment. The hidden curriculum, in this sense, promotes a culture of silence and conformity, where students are encouraged to remain silent about issues that they believe are important.

In conclusion, the hidden curriculum at MIT is a serious problem that needs to be addressed. The Institute must take steps to promote a more humanistic viewpoint in all of its programs and activities. This includes ensuring that students have a voice in the decision-making process, and that their complaints are taken seriously. Only by doing so can the Institute hope to create a more inclusive and welcoming environment for all of its students.
Transportation is a vital area of urban planning.

**Course XI offers flexibility**

(Continued from page 1) prepares students to go out into the world and change it. Students in the department major in urban studies in 1969, said that he expects "about one-third of this year's seniors to go to graduate and professional schools in fields like law, medicine, and education. Another third are probably planning a professional career in urban studies. Some of these students will go on to graduate school immediately and get a Masters in City Planning, graduate school immediately and get a Masters in City Planning, a factor in the decision," stated Susskind. "And some of this year's graduating class will probably go into fields like environmental engineering. These kids are basically scientists and engineers who want another perspective of the problems they will face," added Susskind. The curriculums within the urban studies department is very flexible. There is no general introductory course. The field is simply too diverse to have one.

Urban studies is one of the few remaining fields where the MIT graduate with just a bachelor's degree is highly employable. Students in the department and graduates of the department have worked in jobs ranging from community organization to police organization to studying the Middlesex County Government. The undergraduate program at MIT is one of the few undergraduate programs in urban studies in existence. Because of its rarity, the reputation of MIT, the faculty here, and its graduates, the program is developing a nationwide reputation. That reputation is making MIT graduates highly desirable. "A student with a bachelor's from MIT frequently has a background about as strong as that of a student with an MCP from another school. Additionally, MIT students have a strong science background which adds to their perspective when studying problems. When employers are asked which they would rather hire, a student from here with a bachelor's or someone else with a master's, who is also lacking previous work experience, our graduates are frequently more desirable. Of course, the fact that they can be paid less because of their lesser education is a factor in the decision," stated Susskind.

In discussing the future of this year's graduating class, Susskind also pointed out that about one-third of the seniors are not really sure what they want to do. Some of these students majored in Course XI because the urban and environmental outlook on problems was important to them. "And some of the year's graduating class will probably go into fields like environmental engineering. These kids are basically scientists and engineers who want another perspective of the problems they will face," added Susskind.

Students who are studying urban law and housing problems and they have different needs from those interested in urban design have different needs from students interested in urban studies primarily for one cause of their lesser education is that they can be paid less because of their lesser education is a factor in the decision," stated Susskind. "And some of this year's graduating class will probably go into fields like environmental engineering. These kids are basically scientists and engineers who want another perspective of the problems they will face," added Susskind.

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First. The Graves case tends to support into insignificance when compared to the would be extraordinary and unprecedent-

ate that Institute Professors are attached to their office. The same sub-group, and while denying knowledge of this specific case, suggested that if a professor were qualified for tenure in another department, this might have been considered in the original review.

MIT President Jerome B. Wiesner was quoted last week as saying, "In the Central Administration we thought it an injustice to the man to make him remove himself, but we cannot change the decision; we would limit ourselves to make sure that nothing happens which might affect the position of the man..." and "The question was not whether the man "deserved" tenure, but whether there was any questionable activity."

Wiesner, when asked, also noted that there are two methods of keeping a professor out of tenure, "one is not as easy than a Dean because they lack the Central Administration of MIT, the graduate student committee, perhaps humanities, it might be strained by such a move. Their inter-

the Central Administration of MIT, the committee on Student Environment and

of none. Perhaps the crises are our most vivid memory because of the constant background of war in Vietnam. We must forget this war over ever. But this would be a mistake. We must begin right now to re-evaluate the Vietnam War.

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the Faculty Senate's express desire. If the possibility of attaching a profes-

The Selling of the Pentagon). The possibility of attaching a profes-

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Staff Writers

Gary Cuicinos '74, Carey Ramos '75

David Weinman '76

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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 an article about an MIT department is a rather narrow approach, especially since these two students have been exposed in the same facets of the department. It would be one thing if the sole purpose of the interview were 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 interest 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 in saying that "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 ones to blame if student government stops. Is that where your interest in student government stops. Is that where your duty stops?

Gentlemen: in light of your policy of discrimination against MIT affiliates which has resulted in the above mentioned paragraphs in the UA office has the potential for being an excellent referral service for political issues, 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?

Bill Leinikuhler
Student in Course 1

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

Editor:

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

"An almost ideal location for a modern university is to be sandwiched between a middle-class district on one way and an ultramodern industrial park on the other so that the students may live in the one and the faculty consult in the other. M.I.T. finds itself in an incoherent manner." Having been told that Bob Collier and I were the only ones to blame if student government stops. Is that where your interest in student government stops. Is that where your duty stops?

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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 UAYP 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 potential 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 dean and other administrators. Student power, that elusive commodity, lies within the student body, by virtue of sheer numbers.

So many people take the attitude that there is only so much that student government can do. That is as true as you 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, nor will anyone know how 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?
they are different from students who are studying urban medi-

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 as is done in undergraduate courses, but also in the urban studies department where students are given the tools to deal with real world problems.

The senior colloquium, which is taught by Susskind, studies national urban policy decision making. Regardless of your area of interest, you will be able to participate in this colloquium.

The senior colloquium is an attempt to tie things together. The impressions presented by the colloquium are brought together and a picture is drawn of the urban world. The colloquium is concerned with the world as it is seen by the students in their courses.

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Education courses to start

by Charlotte Cooper

The Division for Study and Research in Education, as an interdisciplinary laboratory and academic structure unique to the Institute, will offer its first course ever fall.

William T. Martin, professor of mathematics and chairman of the Educational Division Steering Committee, says the Division will offer three courses to interest undergraduate and graduate students. He says the Division is "the answer to our request for a space to offer courses and seminars in education," and that the courses will be offered in order to satisfy a demand for education courses in fields such as computer science, mathematics, and physical education.

The Division is also interested in developing "courses of research" for graduate students, who will be able to participate in "the Division's first efforts." The Division's goals as described in the recent report to the President, the Steering Committee, and the President and Steering Committee, include developing a "vision for the future of the Division" and "an understanding of the potential of the Division to carry out its mission.

The Division's proposed format and, in particular, the Division's "goals as described in the recent report to the President, the Steering Committee, and the President and Steering Committee, including the Division's" are "the answer to our request for a space to offer courses and seminars in education," and that the courses will be offered in order to satisfy a demand for education courses in fields such as computer science, mathematics, and physical education.

Faculty from all departments will be invited to bring their ideas to the Division to see what's going on," to become interested and involved in a project during its initial stages.

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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 Intercollegiate championship. The twin losses erased the Beavers' record of 5-2 in CBL play with their only hope being that the Harvard slumping along in the receiving contender, can be defeated twice.

MIT could manage only one base hits, fewest in any game this season, off Harvard's starter, with pitcher Biche Yantch '75.

MT on Harvard

HARVARD 130 072 01 x -14142

Train, c
Wargo, c
Charpie, rf, c
Maconi, ss

MIT 001 200 20x - 541

Sager, c
Mead, c
Michelson, rf
Shuman, c
Koplan, 3b
Rudin, 2b
Cunningham, p
Stoliker, p

Tuesday, April 24, 1973

By Barb Mooers

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 Russ Smith. The crew is the second women's team to become a varsity team, and is the 23rd varsity sport at MIT.

Winds highlight bad day for crew

By David L. Katz

It was a bad 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 promising results foreshadow promise for the Eastern Sprints to be held on May 12.

The heavyweights started the day with a win. The first freshman eight beat Northeastern's freshmen by 1.8 seconds. Getting back to a quick pace, the Tech crew had four seats ahead of the first 20 strokes. With the stroke rate down to 33, the first crew pulled out ahead by a length just after the 1000 meter mark. With 500 meters left in the race, both crews rowed with the stroke rate down to 34 in the smoother water. At that point the Northeastern boat started its sprint. Peter Beaman, the Tech stroke, brought the crew ahead to 35, just enough to hold off the Hawkins crew in a time of 6:43.7.

The varsity race was run about an hour and a half after the fresh, and the wind, not much of a factor in the first race, proved to be varsity's undoing. Coach Peter 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 5 to 6 mph for the duration of this race.

Winning the race was the second varsity four victory over their two Harvard counterparts. Consisting of Ken Rogers '76, bow; Mike Royal '76, 2; Mike Perlmuter '75, 3, and Mike Shields '76, cox, this group of oarsmen believed that the Headwind varsity was to be headed as the 1000 meter mark. This is an 18 second deficit at the end of two miles, and 16 seconds behind the Harvard varsity in a time of 7:03.2.

With all three boats getting off to poor starts (Northeastern also entered a grad-crew), they were even for the first 750 meters. At the 15 minute mark, the Tech crew was still second in the third varsity, which was run two minutes later. In the second varsity, MIT finished four lengths behind, in a time of 7:06. This is an 18 second deficit at the end of two miles, and 16 seconds behind the Harvard varsity in a time of 7:08.0.

Up in Hanover, New Hampshire, it was more of the same, as MIT went again at Dartmouth and Harvard. In the open, Dartmouth was up two in the first 300 meters, and was consequently ahead by half a length at the 1000 meter mark. Dartmouth went on to win by two lengths with a time of 6:50.6.

The only bright spot in the afternoon's races was the third varsity four victory over their two Harvard counterparts. Consisting of Ken Sargent '75, bow; Mike Perlmuter '75, 3, and Mike Shields '76, cox, this group of oarsmen believed that the Headwind varsity was to be headed as the 1000 meter mark. This is an 18 second deficit at the end of two miles, and 16 seconds behind the Harvard varsity in a time of 7:06. This is an 18 second deficit at the end of two miles, and 16 seconds behind the Harvard varsity in a time of 7:08.0.

William Young '74 may just be MIT's best-ever tennis player. He has won the Brandywine 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.