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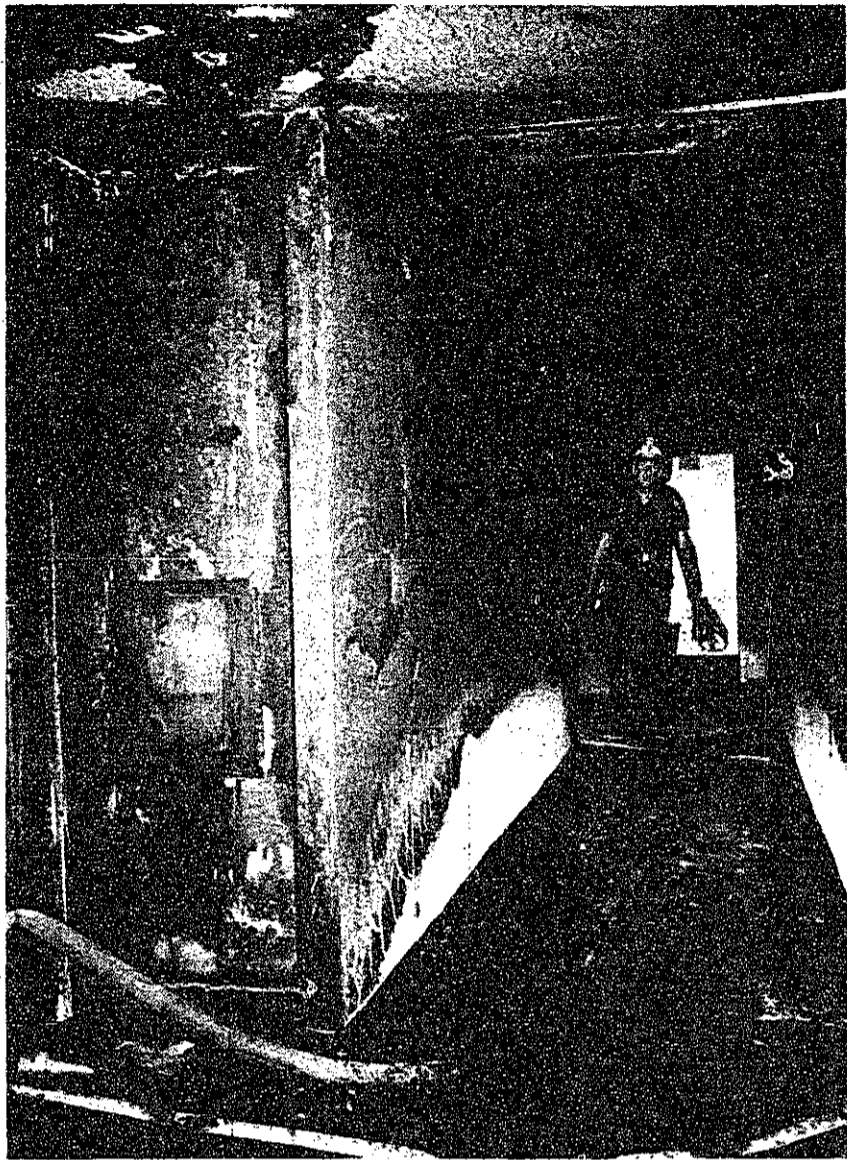
# The Tech

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VOLUME 95 NUMBER 28

MIT, CAMBRIDGE, MASSACHUSETTS

FRIDAY, AUGUST 1, 1975



The sprinklerless 19th floor corridor in Tang Hall, after the flash fire that killed one graduate student and injured three other persons.

## Grad dorm fire kills one

"How far the sprinklers go depends on how far the money goes," a safety office official told *The Tech* this week. On the 19th floor of the 24-floor P.Y. Tang Hall they did not cover the corridors.

One person died and three were injured as a result of a July 22 flash fire in the graduate dormitory's corridor. Renato C.V. Riberio, 24, of Sao Paulo, Brazil, who died July 27 at Massachusetts General Hospital was the first victim of a dormitory fire in recent memory. The last significant dormitory fire, in East Campus during the late '60's, caused no injuries.

Riberio was a Ph.D. candidate doing theoretical solid state physics research under Prof. Bruce Patton.

The cause of the fire is still under investigation. Safety office sources said the probable cause was a cigarette or match tossed into a box of paper trash outside the incinerator chute in the hallway. Apparently, sprinklers had been planned for all of Tang, but the corridors were left unsprinklered as an economy move.

Noxious smoke during the fire was reportedly caused by

burning rubber baseboards and asphalt-based cement used to hold wallpaper on the walls.

The 19th floor corridor was the only area seriously damaged. Seventeen other residents of the 19th floor are temporarily housed in MacGregor. All other Tang residents (about 400 unmarried graduate students) are back in their apartments.

Taken to the Massachusetts General Hospital Burns Unit were Tang Manager Charles Thomson, and Maintenance Mechanic Manuel F. Sopas. Both had respiratory burns, and Sopas had burned hands. They were reportedly on the ground floor when the fire broke out and went to the 19th floor.

A fourth person, Owen L.

Deutsch, a graduate student in Nuclear Engineering, burned the fingertips of his right hand when he touched the outside door of his 19th floor apartment. He was treated at the MIT infirmary and released.

Smoke from the ventilation system and the fire alarm prompted Deutsch's attempt to leave his apartment. When he felt the heat and saw the smoke in the corridor he retreated into his bedroom, but a towel under the door and waited for firefighters.

Cambridge firemen led 15 residents to safety down a stairwell after the smoke abated somewhat. They were roped together to make sure they would stay together.

## New 300-bed dormitory: ready for frosh arrival

The 300-bed New West Campus Houses, MIT's newest undergraduate housing stock, will be ready for occupancy when school opens in the fall, according to Assistant Dean for Student Affairs Nancy Wheatley '71.

This week MIT took possession of the \$6.5 million complex of six vertical houses, connected by a central arcade.

"This is the point where the contractor is basically done," Wheatley said.

She said the dorm is completely done, and will be used for temporary housing Aug. 28, the start of R/O Week. While MacGregor House lacked dorm-phones and some furniture when it was opened in the fall of 1970, Wheatley says the furniture for New West Campus Houses has begun to arrive and the room phones are certain to be installed.

### Name?

The house, which presently is without a permanent name, may eventually be named for some benefactor who replaces the MIT money used to build it with gift capital. "We didn't want to name it West Campus because that abbreviates to W.C.," Wheatley said. W.C. is a British abbreviation for Water Closet or bathroom. "We didn't want to call it New House because that's too flip," she added.

Many upperclassmen already refer to the dormitory as New House because its "in exile" upperclassmen, who lived in the graduate dormitory Ashdown last year, were known as "Ash-down/New House."

### Residents

Two foreign language houses, Russian House and French-German house, totalling about

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## Institute denies file handling

By Norman D. Sandler  
An MIT official has said there is "no evidence" to support charges the Institute was involved in the transmittal and storage of data compiled during a widespread "domestic spying" operation by the US Army.

Dr. Louis Menand III, Assistant to the Provost, undertook the internal investigation in early June at the request of Provost Walter A. Rosenblith and President Jerome B. Wiesner.

Menand, in a recent interview, said he would report his preliminary findings to Rosenblith and Wiesner probably within the next week, with a more comprehensive report due by the end of the month.

The inquiry was prompted by disclosures first reported by *The Tech* (see *The Tech*, April 11, 1975) that sensitive data from the US Army Intelligence Command's (USAIC) domestic surveillance program — supposedly destroyed more than four years ago at the order of Pentagon officials — had been retained by the military.

It was further reported that the information had been transmitted in part to MIT via an experimental computer network linking more than fifty universities, "think tanks," and government agencies.

The charges first contained in *The Tech* were repeated in early June during an NBC News broadcast, and the internal probe at MIT began the following week.

Menand said that although his report is not yet complete, the facts which have emerged during the two month long inquiry have not borne out the original charges.

"Every piece of evidence given to us was checked out," he told *The Tech*, "and we can't demonstrate that the allegations are true. Every-thing we have discovered so far

is negative."

Asked if he could categorically state that the incident did not take place and that MIT was not involved, Menand commented, "According to my knowledge of the way the system works, it possibly could have happened without anyone in charge knowing about it. But all the evidence does not support the allegations."

The information in question was contained in dossiers compiled by Army intelligence agents through the late 1960s and very early 1970s, during which time the USAIC, headquartered at Fort Holabird, Maryland, was engaged in a large-scale surveillance program aimed at civilian dissidents and protest groups.

During its operational life-span, the domestic surveillance program collected files on a wide range of groups and individuals involved in the anti-war and civil rights movements, aided by agents throughout the country who collected information by secretly infiltrating organizations under surveillance and at other times by posing as news reporters at rallies and meetings.

The Army operation was curtailed in 1971, at which time Pentagon officials ordered that all files pertaining to civilians not associated with the Army or the Department of Defense be purged from the intelligence files.

*The Tech* reported in April that many of those files had been copied before their scheduled destruction, and that copies had then been circulated to various points within the defense and intelligence communities. One of those points, sources said, was the National Security Agency headquarters at Fort Meade, Maryland.

Following an investigation by units of the Defense Investigation Service, which began short-

ly after publication of the original *The Tech* disclosures, Pentagon officials earlier this summer admitted discovering 9,200 documents left over from the domestic spying program in a counterintelligence branch office.

The admission came on June 10, from Army Secretary Howard A. Callaway. Two weeks later, a deputy assistant secretary of defense, appearing before

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## Desegregation aided by MIT

By Mike McNamee

MIT has agreed to assist in the development of a "magnet" technical high school and middle school in East Boston as part of the Boston school desegregation plan.

An informal group of administrators and faculty has been meeting for several weeks to begin planning MIT's role in developing a city-wide technical high school under a contract with the Boston School Committee.

MIT is one of 22 Boston-area colleges and institutions which have been "paired" with Boston schools to help develop those schools under the "masters plan" for desegregation prepared for federal Judge Arthur W. Garrity last spring. MIT's pairing, as suggested in the plan, is with East Boston High School and Barnes Middle School, a school for students in 6th through 8th grades.

The school system's contract with MIT also provides for the MassPort Authority, which operates Logan Airport in East Boston, to be a partner in the schools' development. MIT has also invited Wentworth Institute, a Boston technical college, to help in developing curriculum and materials for the two schools.

The contract provides a target date of September, 1976, for completion of the two schools' conversion to special magnet schools. The relatively long span — most of the other pairings called for completion by this September — has given MIT time to relax its planning a bit, according to Walter Milne, special assistant to the president for community affairs.

"Right now, we're just planning to plan," Milne said. "A group of people with a basic interest in the problems involved has come together for general discussions."

A "formal committee" and a full-time coordinator will eventually be appointed to administer

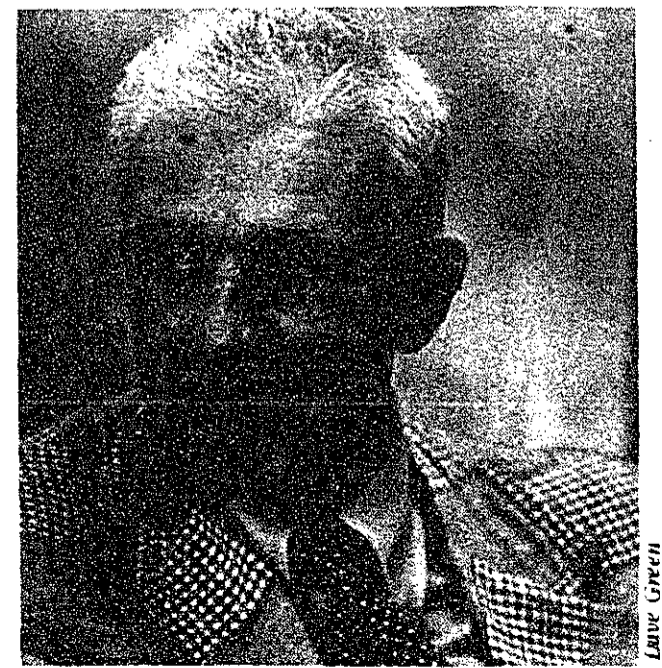
the developments, Milne said. No single department or division of MIT will be charged with running the program, since it is to allow participation of the whole Institute.

"We're in the initial problem-defining stage now," he said. "Fundamentally, we're trying to think hard about the nature of the task, and we need to have the cooperation of many groups."

The group has isolated three "threads" that help to define the problem, Milne said:

— Development of "a foundation of conventional subjects" that will serve both for general education and as preparation for technical training. This "point of departure," Milne said,

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Special Assistant to the President Walter Milne.

# Frosh first week filled with orientation activities

(The following article was written by Libby Seifel and Alison Kohler, members of the R/O Committee, as a guide for freshmen to R/O Week.)

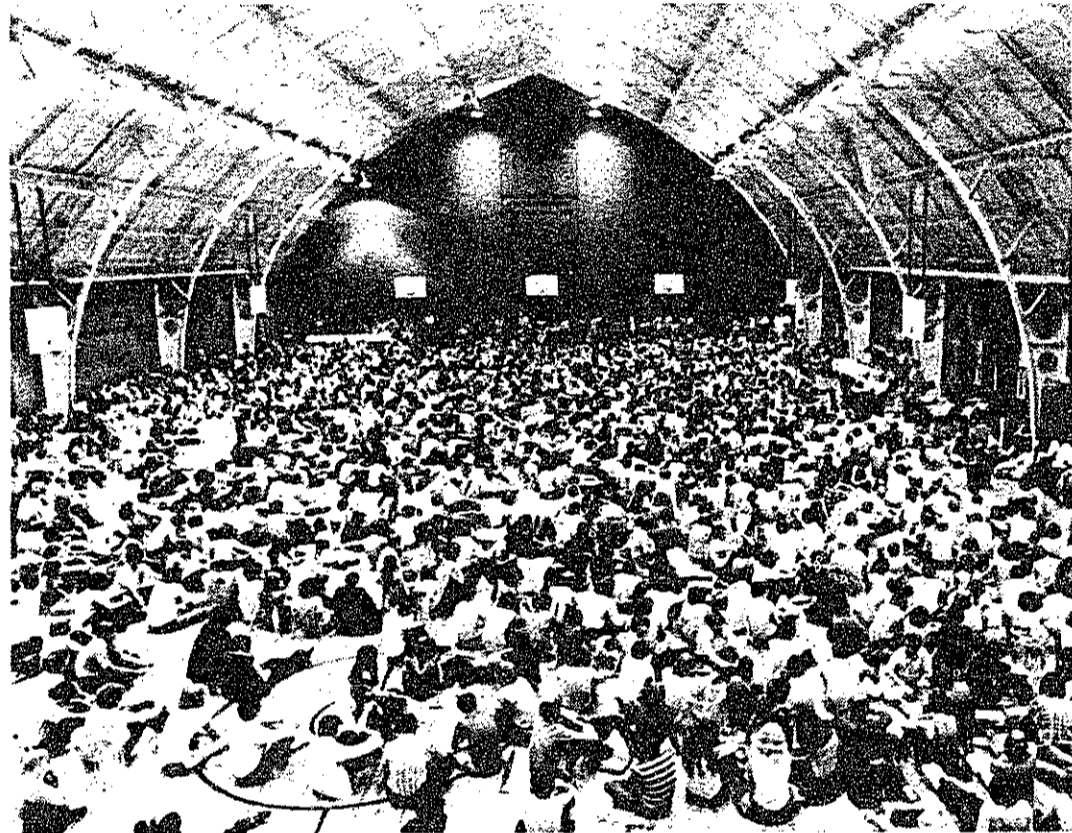
You have most probably received more reading material on MIT than you can possibly digest and therefore have learned your first lesson about this school — "inundation" is not a word here, it is a philosophy. MIT believes in drowning you with more information than you possibly can take in so that YOU have to make the decision about what you want to learn about.

The Freshman Handbook, Undergraduate Residence pamphlet, fraternity mailings and activity sheets may seem like they are too much to sort through. The secret is to skim them through and pick out the sections you think you'd like to have a little preparation for before you get here. Read those THOROUGHLY (also remember to make a mental list of all the questions you couldn't find answers to — they'll make great conversation starters R/O week!) and say the hell with the rest. Go outside and get some fresh air and for heaven's sake don't worry about your ignorance — that's what

one hears around MIT all the time is that people become too "isolated." R/O week is a scramble time with people every which where. You won't just be meeting people you live with or have classes with, you'll be meeting people from all over (who will amazingly enough seem to vanish into the woodwork after R/O week unless you establish a way then to keep in touch.)

The Freshman Handbook has an outline schedule for R/O '74. Transpose the dates and you will have a good framework for this year's R/O Week. Some of the times will be given more specifically here, but you will receive a more complete copy of the schedule in your packet when you check into the R/O Center. Believe it or not you really don't need to know the whole schedule before you get here. As a matter of fact the whole R/O week schedule can't even be written down until AFTER R/O week is over — too many of its activities just plain "happen"!

The next paragraphs are brief explanations of some of the components of this year's R/O week. Please feel free to drop by the R/O Center and FAC Office



makes R/O Week an adventure.

If you can manage to bring this attitude with you to R/O week you'll have it made. You will most probably find yourself in a tailspin much of the week. You'll have so many choices, and not as many decisions to make. That alone is enough to get anyone uptight. The problem is even worse, though, when you begin to regret those decisions once they're made. If you decided to talk to an upperclassman for a few hours and miss going on some tour that sounded interesting, don't stew about it. You've undoubtedly had a great time TALKING to someone — it's most probably made you feel much more at home and you can always see whatever was being shown tomorrow. Take this great opportunity to make friends from all over campus and from all different courses. One bitter complaint

anytime with questions once you get here.

### R/O Committee

Upperclassmen who have volunteered to organize and run activities for R/O week. Usually great resources for information on activities. Maybe TOO friendly????

### R/O Center

The West Lounge in the Student Center is open from 8am to 12pm all of R/O week as a resource center. R/O workers will come there to see what they can help with and hopefully freshmen will come there for information (both written and verbal). APO, the service fraternity, runs the R/O Center and they LOVE helping people out — don't be shy about giving them a try.



### R/O Coffeehouse

In addition to the 24 hour student center coffeehouse, the R/O Committee is opening up a larger coffeehouse from 8 til 11 every night in the Mezzanine Lounge. Live Entertainment and refreshments will be provided some nights and there will be ample room for games, music and good conversation.

### Daily Confusion

This is a daily schedule of events. It contains fraternity and dormitory parties, lists of the daily events within the Institute and reminders about bureaucratic due dates. Extra daily confusions will always be in the R/O Center.

### Clearinghouse

The computerized system which helps keep track of who is where when! Fraternities (and some dormitories) call in lists of freshmen as they come and go from their living groups. This way no one living group can hoard a freshmen. There is a direct line to Clearing house from the R/O Center. R/O workers staff the computer terminals for the first five days of R/O week.

### Institute and regional tours

This year there will be tours both of areas around MIT and special tours of things "You've always wanted to know about MIT but were afraid to ask" — some are tunnel tours, Back Bay architectural tours, expeditions to the Arnold Arboretum and the list goes on... Check for tours at the R/O Center.

### Noonhour events

During the year in Lobby 7 (the main lobby) different groups perform for any audience who happens to cluster there at noon. During the five weekdays of R/O week different activities will be "doing their thing." Drop by. It's a good opportunity to see what you would be interested in participating in.

### Academic Orientation

Academic Orientation introduces you to the basic subjects and alternative programs offered at MIT. On Wednesday, September 3 at 10:00am the Core Orientation will be held in Kresge Auditorium.

Dean Alberty from the school of science will outline the institute requirements and freshman options to fulfill these in calculus, physics, chemistry and biology. He will introduce representatives from many of these courses who will answer audience questions for a short time (further questions will be answered at the Academic Midway).

Then the special freshman study programs — Concourse and ESG — will introduce their unique methods of education and will be followed by a UROP presentation of research opportunities open to freshmen.

Finally Dean Blackmer of the school of humanities will explain the distribution requirements and give an overview of the many choices one has. Provost Hartley Rogers who has been newly appointed in charge of undergraduate programs will be there to moderate.

That afternoon at 2:00 Academic Midway will begin. Booths will be set up in duPont gym representing all departments and special programs. Faculty and students will be available to answer questions and to give you pitches for their courses. Concurrently at 2:00 there will be a brief orientation for computation

subjects (listed on page 138 of the Freshman Handbook) for those people who would like to know what the different types of computer courses are at MIT.

Hopefully many of your academic questions will be answered at the end of Wednesday afternoon, but if they're not, don't despair. You can always go to the R/O Center for help. Also, plenty of upperclassmen will be around to give you advice (though it may take some initiative on your part to seek them out!) Also on Thursday you will be meeting with your advisor to fill out your course registration form. He or she will be able to direct you to the right resources, too.

Thursday afternoon the freshman and graduate student orientation committees are sponsoring an institute open house. Departments will be sponsoring tours of labs and research demonstrations. Many faculty and upperclassmen will be on hand to talk with you about their courses, majors and hobbies. You can also stop by to ask them last minute questions about registration, though we hope you will give yourself the chance to become

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Photos this page by Calvin Campbell, courtesy MIT News Office

# Institute welcomes frosh with R/O week activities

(Continued from page 2)

familiar with MIT's greatest resource - its people.

### Activity Open House

On Thursday night from 7:30 until 9:30 the Student Center will be alive with people, activities and hub bub. Activity offices will be open for everyone to see what they offer for facilities and projects. Many different varieties of dancing will be going on so that new students who want to learn will have an opportunity to do so. Theatrical groups will be performing all over. Yes, you guessed it - the idea is to have a Student Center carnival so you get a chance to have fun with MIT activities. Bring your imagination, ok?

### Athletic Midway

At the same time as the Activity Open House, Rockwell Cage will be filled with those 22 varieties of sports you've heard so much about. Try your hand at javelin throwing, or pistol, or maybe Maggie's exercise class. Get a head start on deciding what sport you'd like to experiment with.

### Women's Orientation

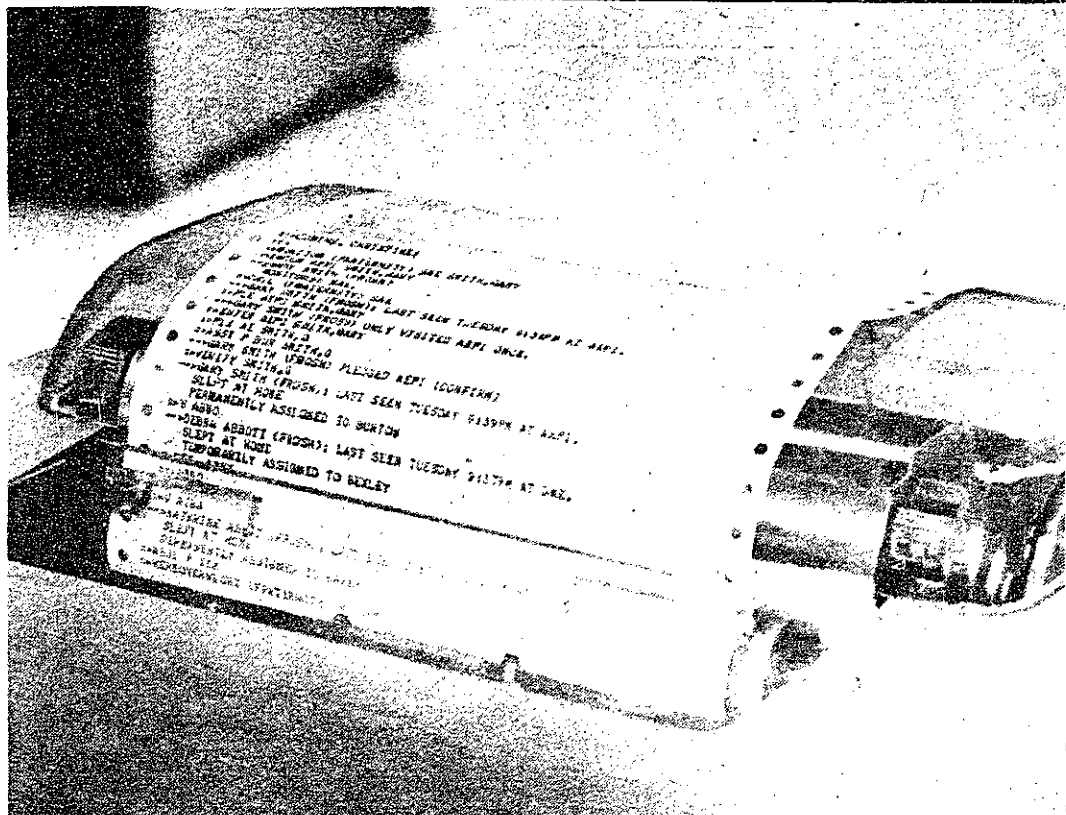
The Women's R/O Committee has planned a series of events for R/O week, a number of which they are working on this summer.

The first event of the week will be a women's ice-cream party in the Mezzanine Lounge on Saturday, August 30 from 2-4pm. Upperclass women and women faculty, representing a wide range of interests and living groups, will be available to talk to freshmen. In addition, we hope that the party will give freshmen the chance to meet and talk with each other.

The following evening, Sunday, August 31 at 5:30 in the Cheney Room, the Committee will sponsor an informal spaghetti dinner as an alternative to the fraternity dinners. This dinner will once again give freshmen a chance to meet each other and upperclass women.

On the second Saturday, September 6, the Committee hopes to have an exchange picnic luncheon and swim with the Wellesley freshmen at Wellesley.

Women's R/O will also be sponsoring one of the coffeeshouses during R/O



Peter Butner, courtesy Freshman Advisory Council

week, although the exact day has not yet been determined. We will also conduct some informational meetings and tours throughout the week, with the possibility of showing a movie, "Women in Engineering."

In addition to these events, the Committee is working this summer on the

publication of a women's booklet and resource list. Both will be stuffed in all the freshmen's packets, and then distributed to the rest of the women students in the following few weeks.

The women's resource list is a list of women faculty, staff, and graduate students who expressed an interest in talking with undergraduate women.

### Parents' Orientation

Your parents should have received an explanatory letter in the mail by now about special Orientation events for them. Please encourage them to send their reply forms in early.

### FAC

The freshman advisory council is an office (Room 7-103) of people who are there to help freshmen out. This is where your freshman advisors and associate advisors are assigned. This year the FAC is organizing an Advisor-Freshman Softball-Volleyball Tournament for Friday Sept. 5 at 3:00. Please come and take a whack at the ball. If you're very lucky you might even get me on the opposing team - a victory for sure!



Peter Butner, courtesy Freshman Advisory Council

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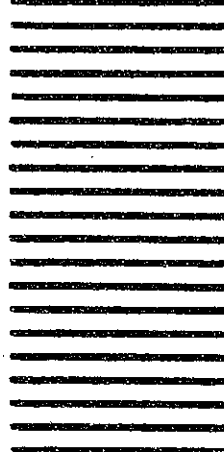
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# Opinion

## welcome-to-MIT -says-ed-in-chief

By Michael McNamee

The Summer Issue of *The Tech* is always supposed to be the Freshman Issue, and the editor's first message to the incoming troops is always supposed to be slanted accordingly. The editor is as much an official greeter, both for MIT and *The Tech*, as Jerry Wiesner, or so the theory goes and so he's expected to greet.

Sometimes you get a "hale-fellow-well-met" editor, and you get an especially bad column, especially if the editor has an exaggerated sense of his own humor:

"Well-hello-there-freshmen-I-mean-freshpeople-welcome-to-MIT-and-you're-going-to-hate-it-here-but-you'll-love-it-too-because-attending-MIT-is-like-drinking-from-a-fire-hydrant-(you-get-all-wet-hah-hah)-but-seriously-folks-it-doesn't-matter-whether-you-live-in-a-frat-or-a-dorm-because-in-either-place-you'll-find-great-people-and-good-friends-and-a-few-tools-and-gnards-no-don't-bother-reading-rush-stuff-and-other-MIT-junk-mail-just-stay-busy-earning-money-cause-you're-going-to-need-it-cause-tuition's-going-up-and-I'll-see-each-and-every-one-of-you-in-September-probably-more-than-I-want-to-see-any-of-you."

Then there's a serious editor, whose mission is to Educate the Young. This guy likes to take something that happened in his freshman year and point out very solemnly:

"This year's graduating seniors are the last people who ever experienced the great events associated with the biology department sit in of 1971 - an event which marked the turning point in MIT's relations with staff workers charged with the important task of cleaning up after laboratory animals..."

You see, the editor's first assignment as a fledgling reporter was to cover the sit in, or

Chicken-Shit Riot as it was known in 1971. Thirty pages of prose written on the subject irrevocably warped his mind, and he has been trying to earn a Compton award off the riot coverage ever since. He usually succeeds.

Well, I've never trusted my humor - certainly not enough to publish it - and I'm not of a historical turn of mind. Instead, let me point out some things which, if the last year is any indication, are going to be central issues this year and perhaps throughout your time at MIT.

The first of these is money - more accurately, MIT's financial situation. The Institute is in no imminent danger of bankruptcy, but it's not living in the lap of luxury either. The growth rates of the 1960s, when all of higher education was blossoming and growing, have slacked off, but most of the programs that grew out of that time are still around and many of the spending habits have survived. For MIT, that means a financial crunch - several years of deficit, a growing gap between operating funds and operating expenses, and a fund drive now underway to help bridge the gap.

For MIT students, the financial problems mean the Institute's austerity programs are going to start to squeeze them. Two of the most obvious ways are annual tuition increases, which have been as much as about 10 percent per year recently, and tightening of financial aid guidelines. Other more subtle effects will be felt through the housing system, where energy economy is becoming a major issue and ways of reducing maintenance costs are under study. Support services - the Medical Department, Dean for Student Affairs, Telecommunications, and so forth - and support for academic programs - secretaries, photocopying, lab supplies - are under

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## The Tech

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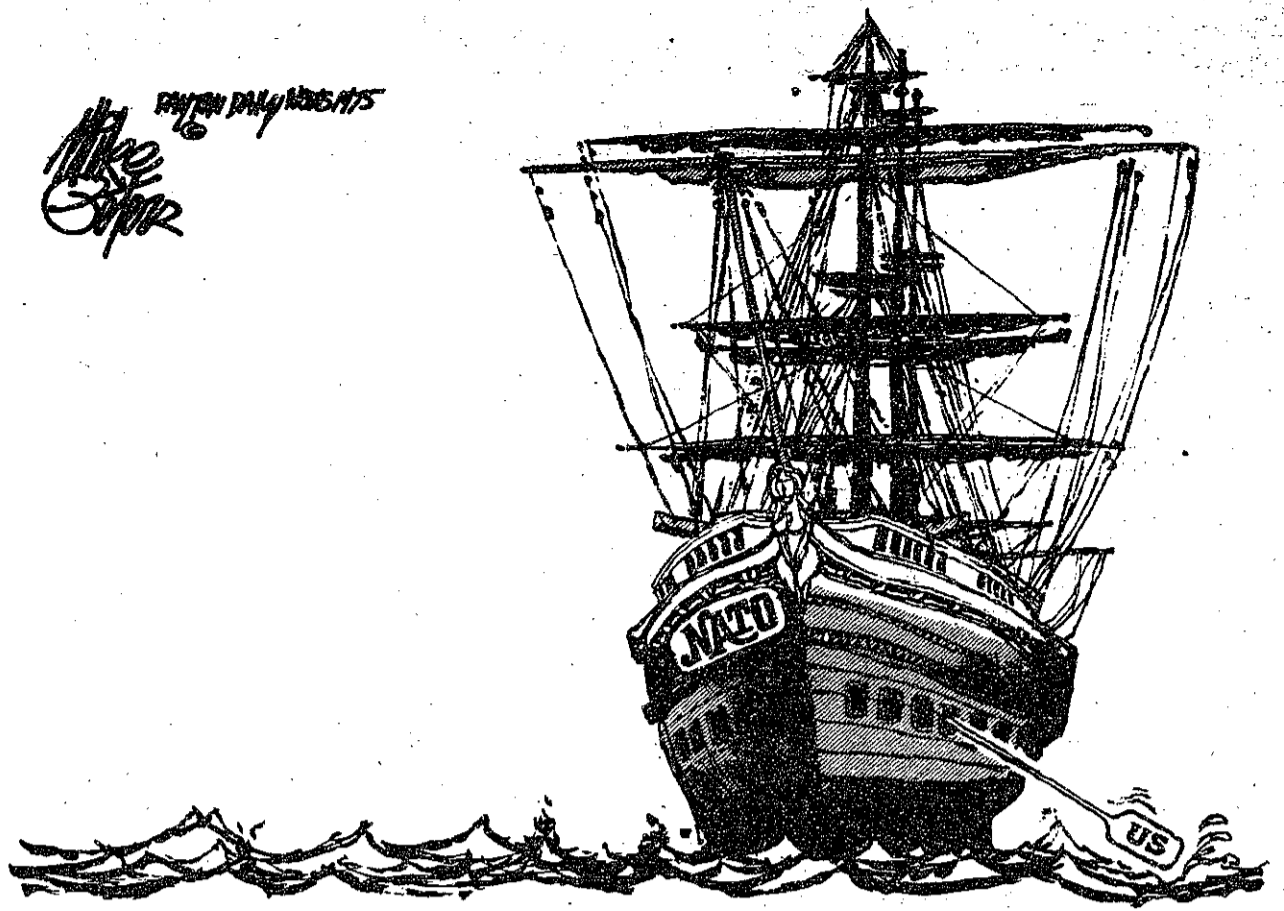
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RYAN DAILY NEWS/75  
Mike Spier



## "The best years of your life?"

By Alan Pifer

Erik Erikson, in his book *Young Man Luther*, writes that youth stands between the past and the future, both in individual life and in society; it also stands between alternate ways of life. He describes the late teens and early 20's as the most exuberant, the most careless, the most self-sure, and the most unself-consciously productive stage of life. At the same time, it is an age "most painfully aware of the need for decisions, most driven to choose new devotions and to discard old ones, and most susceptible to the propaganda of ideological systems

expressed their moral concern by rejecting the materialistic values and conventions of older generations and by seeking personal redemption in protest movements, new life styles, and service to the community.

But this generation is not unique. Older generations were imbued with moral awareness and filled with righteous indignation in their youth, only to see this flame extinguished as they grew older and lost their way in the harsh realities and inflexibilities of the economic and social system. Those of us who grew up in the 1930s for example - the Depression gener-

cism as time passes?

The answer to this enormously important question, it seems to me, lies not only within young people but very largely today at the door of higher education. When I first went to college, just before World War II, less than 20 per cent of the appropriate age group had that privilege, and a large proportion of the nation's leaders, products of an earlier age when college attendance was even less, were men and women who lacked higher education. Today about half the age group goes to college, and it is rare to find a public official, a businessman, a



which promise a new world-perspective at the price of total and cruel repudiation of an old one." The need for devotion, the need for repudiation: these constructive and destructive aspects of youthful energy, Erikson writes, have been and are employed in the making and remaking of tradition.

How poignant, how apposite these words are in the present situation. Many are the young people of the past decade and today are considered to have a profound sense of moral awareness, to be a truly moral generation. Outraged at the injustices, the hypocrisy, the baseness they have observed in the adult world, they have

professional person, even a professional athlete, who has not attended college. In my day, therefore, higher education was at best a marginal institution in terms of having any chance to influence the moral tenor of the nation. Today it has almost unlimited capacity in that direction. The problem that presently demands attention is *how* the college or university will deal with the instinctive or nascent sense of moral awareness in its students. How will it respond to their moral readiness? How can it refine and deepen it into permanence? How, in short, can the university prove worthy of

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# Future of America: character, not war

(Continued from page 4)

the moral propensity of the young people who put their trust in it?

First, of course, we look to the undergraduate curriculum, and within it to the traditional liberal-arts fields, as places where the student can learn how mankind has grappled with the moral issues of the past. Although our age seems to have them in abundance today, the human failings of dishonesty, intolerance, selfishness, and arrogance are not, after all, traits that are peculiar to modern times. Such fields as history, literature, and philosophy have a lot to say about the harm these evils have done in the past, in addition to explicating the thoughts and actions that have advanced civilization. Nothing could be more foolish than to ignore that testimony.

One can understand the desire of today's undergraduate to leave college equipped with a readily marketable skill. There is nothing wrong in this. But if our colleges and universities begin to turn out graduates with little but this kind of training, where then will be found the statesmen, the philosophers, the moralists, and the thinkers, without whom no society can hope for greatness?

I must, therefore, express concern at the growing emphasis in undergraduate education on the acquisition of specific vocational skills. If it is not leavened by enough liberal education to produce a person capable of moral discrimination, who knows enough about what man has wrought in his millennia of development and about the natural world to see himself or herself and the current human predicament in perspective. I fear for the future of this nation.

The curriculum, of course, has little meaning in itself without the faculty. The accusation that the faculty during the last couple of decades has shirked its primary responsibility to teach has been made at length, and on some campuses there has undoubtedly been some truth to the charge. At these institutions the rewards for faculty members have been found in lengthy publication records or in outside service activities rather than in teaching.

My purpose is not to add to the indictment, but, rather, to

call attention to the essential role that faculty members, especially senior faculty members, must play in giving moral content and meaning to the curriculum. There are always a few students who can find their own way to the heart of a subject. But the great majority will get there only through the guidance, reinforcement, and deeper understanding that comes from exposure to mature and wise scholarly minds and the opportunity to interact with them. This kind of teaching, conscientiously carried out by the faculty, is a *sine qua non* of any institutional commitment to moral values.

Thirdly, there is the matter of integrity in scholarship. Here again the indictment is familiar: trivial research carried out under the specious claim that is adding to knowledge, publication to satisfy the exigencies of "publish or perish," misrepresentation of research results, and so on. Here surely is an arena where considerable reform may be necessary if universities are to measure up to their moral commitment and be worthy of the young people who attend them.

The fourth answer is less familiar and more open to challenge, although in essence it conforms to the tradition of the university as sanctuary. I speak here of the capacity of a university to serve as a forum for the debate and for the illumination of great moral issues through such means as visiting speakers, teach-ins, and colloquia. Activities such as these can easily stray across the line that separates objective analysis from advocacy, thereby jeopardizing the university's traditional claim to autonomy and violating freedom on the campus. If, however, they expose young people to a broad spectrum of views, especially on the raging controversies of the day, giving students the fullest knowledge to draw their own conclusions, such activities can serve to heighten immeasurably a campus community's understanding of moral values.

Finally, there is the moral tone set by individual members of the university community, be they students, faculty members, administrators, or trustees, through the example of their own outlook and conduct. All of



these groups are important but most so the faculty because of the preceptorial position its members occupy. It is my belief that the vogue — even fetish — in recent years of value-free teaching in the university, especially in the social sciences, may have done considerable harm. No one, of course, would advocate ideological teaching in the classroom, nor am I suggesting a return to religious sectarianism. There is, however, no canon of teaching or scholarship that forbids the professor from making clear his own commitment to moral values in his teaching and in the personal statement of his life. Indeed, I would argue that such

a commitment may be essential to truly great teaching.

No person of intelligence looking honestly into the future today could be other than deeply troubled. The path ahead is uncertain at best and may be beset with severe trials and terrifying dangers for the nation and for mankind. As we contemplate that future, who can doubt that our ultimate strength and protection will lie not in the amount of arms and wealth we possess but in our character as a people? The university cannot by itself determine what the character will be, but its influence for good can be immense. A university, nevertheless, is not

capable of making a moral commitment in itself for its members. However we may personify the institution, it remains inert and insentient. The commitments can only be made by people, by the students, professors and administrators who form the academic community.

Alan Pifer is president of the Carnegie Corporation of New York. This article is adapted from his commencement address at the University of Notre Dame.

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## Student choice due: activism or apathy

(Continued from page 4)

scrutiny for possible savings, and students will feel a pinch there, too.

Student response to these cuts will open a second issue of interest — the weatherbeaten question of student apathy versus student activism. The threat of compulsory Commons meals plans for West Campus dorms last spring got several people quite upset, and led to some heavy lobbying against the idea. MIT's contract-education of nuclear engineers for Iran, which began in June, also caused some active protest, including public meetings, innumerable petitions, a sit-in at the Nuclear Engineering department, and a lot of name-calling between administrators and student groups. Idealism, apathy, activism... all will bear watching this year.

Even more important, will be the development of the issue which caused the Iran protest — MIT's commitments to outside contractors and institutions to educate students, perform research, and consult.

A committee, headed by Economics Prof. Charles P. Kindleberger is examining MIT's international commitments to develop guidelines and procedures for handling future programs. Disclosures of CIA and other intelligence activities — including alleged MIT involvement in transmission of intelligence data — have led to questioning of the role of academic institutions in the national security establishment.

Hearings are scheduled before the Senate Subcommittee on Constitutional Rights, headed by Sen. John Tunney, D-Cal., reportedly will examine defense contracting and consulting work performed at academic institutions. MIT should be high on their list.

It's time for the kicker. This whole area, broadly titled "research ethics," should yield interesting developments soon.

At this point, the editor usually puts in a plug. So I'll conform to tradition, and say, you'll read it all here first.

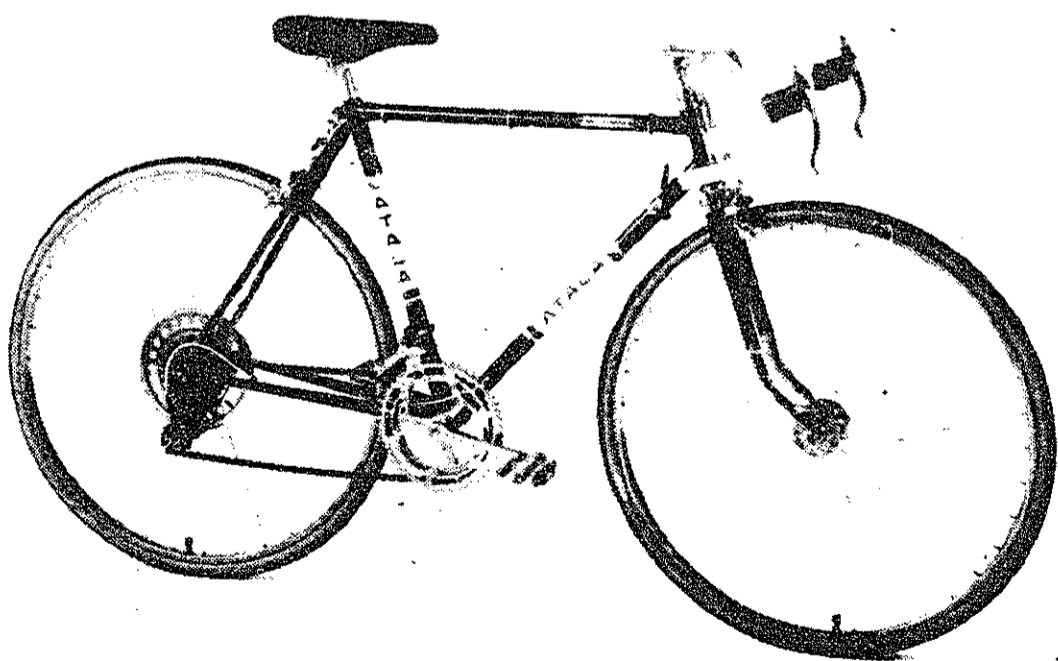
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## New 300-bed dormitory: ready for frosh arrival

(Continued from page 1)  
75 people who immerse themselves in speaking a foreign language, will be co-ed. The rest of the house will be male.

Wheatley said there has been attrition in the number of upperclassmen planning to live in the house, so that most of the residents of the house will be freshmen.

Wheatley said there is \$10 million to be raised in MIT's current fund drive for housing. She said it will probably be split, with \$5 million to go for the New West Campus Houses and \$5 million for future construction.

will not be the highest on campus, Wheatley said. In fact, "It will be the lowest of the new dormitories, at \$1068 for the year, excluding house tax. It costs about what Burton House does, minus desk service, which it won't have."

She predicted, "People are going to like living there." In terms of physical accommodations it will have three and a half singles for every double, many of them with views of Boston and the Charles River.

Wheatley also expressed regrets that "there are a lot of things that are not as they would be if we had more money. There is no basement — no carpeting."

The rent for the dormitory

The New West Campus Houses, six vertical living groups connected by a central arcade, sharing some common facilities with MacGregor House next door. External work is complete. Furnishings and dormphones are expected to be installed soon.

## Frosh class coming is largest in history

The class of 1979, the largest ever to be admitted to MIT, had 1161 persons in it as of Monday, according to Sandra Cohen '72, assistant director of admissions.

The larger class size is a compromise between budgetary and academic considerations, and is intended to raise MIT's income in a time of fiscal crisis and continuing budget shortfalls.

It is expected that the academic and administrative structure of the Institute will not have to be enlarged to handle the increase of 121 students over last year's 1040. Class size has hovered around 1000 in recent years. The increased academic productivity is expected to soften the effect of recent budget cuts.

The decision to increase class size was made based in part on the anticipated addition of 300 beds with the completion of the New West Campus Houses. (see story page 1)

There are only 176 women in the class, according to Cohen. The drop from last year's 213 women, in both percentage and absolute terms, probably results from changed recruitment patterns.

Cohen said, "For 1974 prospects, we had a mailing to 10,000 women based on PSAT scores. In 1975, we mailed only 5000. For 1976 prospects, we have already mailed 9400 letters."

She said, "We also mailed to about the same number of men. To get equal numbers, we had to

take lower PSAT scores for women. But when it comes to the admission process, we will maintain the same high standards for both."

### Minority admissions

While Cohen said the admissions office feels it has "cracked the case" on recruiting women, she said there is great concern in the office about a continuing low level of minority applicants.

She said the 30 admitted in the class of 79 are the second smallest group since 1969. "The minority issue is the burning one," according to Cohen. She said the admissions office is not sure why it is failing to attract black students.

She said there have been and continue to be extensive mailings to black students participating in the National Achievement Scholarship program.

Cohen said there are several theories about the low number of minority admissions: poor high school preparation, disinterest in science and engineering, and stiff competition for a small pool of qualified applicants. "We're working on all of these, but it will take a lot of work. The worst problem is lack of preparation. They aren't getting a good high school education."

Another problem facing the office is the slowness of the "summer melt." In each of the past five years, an average of 35 to 70 people admitted have decided during the summer not to come.

This year, the melt has been unusually slow, and in fact the class is targeted to be between 1030 and 1050. There have been less than 40 "melts" so far this summer, an unusually low number.

"We are not sure why the melt is so slow this year," Cohen said. "We thought perhaps with the bad economic conditions we would have a faster melt. We just don't know what's behind it. But we probably will fall within the range by the time school starts."

Richard Cobean, a member of the class of 1978, took his own life Sunday in the basement of building 36. A native of Illinois, he was taking summer courses at the Institute. He had not yet selected a major.

Suicides have been rare among MIT's 8000 students in recent years, with an average of one per year over the past ten years.

## XEROX BULK RATE

Gnomon Copy Service, in Cambridge, is offering a bulk rate of two cents flat for Xerox copies. To qualify, an order must meet the following conditions: (a) 5 or more copies of each original (b) unbound originals only (c) two-sided copies\* (d) \$5.00 minimum (e) allow 24 hours. Orders meeting these conditions will be Xeroxed for two cents per copy. Collating and choice of regular, three-hole, legal, or colored paper are free. 25% rag paper is 1/2 cent extra per sheet. Gnomon has copy centers in Harvard Square and near MIT, open 7 days. Phone 491-1111 or 492-2222.

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invites the Jewish students to our Traditional Orthodox Services. Our Minyan needs you.  
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# Where to eat at MIT

THERE ARE SIX DINING SERVICE FACILITIES ON CAMPUS

On West Campus, in the Student Center (Stratton Building, W20)

## Lobdell Dining Hall

on the second floor, across the lobby from the R/O Center  
cafeteria service providing breakfast, sandwiches at lunch, and complete meals at lunch & dinner

Year Round Hours:		
Monday thru Friday		
Breakfast 7:30 to 10:00	Lunch 11:00 to 2:00	Dinner 5:00 to 7:00
Saturday		
Breakfast 8:00 to 10:00	Lunch 11:00 to 2:00	Dinner 5:00 to 7:00
Sunday		
Breakfast 9:00 to 11:00	Lunch 11:00 to 2:00	Dinner 5:00 to 7:00

On Saturday and Sunday, the Lobdell grill will be open from 2:00 to 5:00 for grill orders and sandwiches. Twenty Chimneys will open at 7:00pm.

## Twenty Chimneys

on the third floor, above Lobdell  
fountain and grill serving bar-b-que chicken, half-pound chopped steak, Weiner Schnitzel, sirloin strip steaks, and French fried filet of sole, as well as California burgers, french fries, sandwiches, and desserts

Monday thru Friday	Saturday & Sunday
2:00pm to 1:00am	7:00pm to 1:00am

And, on East Campus, in Walker Memorial (Building 50) which faces East Campus dormitory and the Great Sail

## Morss Hall

on the first floor, on the side facing the Great Sail  
cafeteria service providing breakfast, sandwiches at lunch, and complete meals at lunch & dinner

School Year Hours, effective September 8:		
Monday thru Friday		
Breakfast 7:30 to 10:00	Lunch 11:00 to 2:00	Dinner 5:00 to 7:00

## Pritchett Lounge

on the second floor, above Morss Hall  
snack bar serving hamburgers, french fries, fountain specialties

R/O Week Hours, effective September 2 thru 5:		
5:00pm to Midnight		
School Year Hours, effective September 6:		
Monday thru Friday		
Sunday	Monday thru Friday	Saturday
9:00am to Midnight	11:00am to Midnight	8:00am to Midnight

For the convenience of West Campus residents, in two of the West Campus dormitories

## Residence Dining Halls

Baker House Dining Hall  
MacGregor House Dining Hall

Breakfast 7:30 to 9:30	Continental Breakfast 9:30 to 10:00
Lunch 11:15 to 1:30	Dinner 5:00 to 6:30

### The Three Options of Board Plans

- \*\* 15 meal plan (breakfast, lunch, & dinner) Monday thru Friday \*\*
- \*\* 19 meal plan (breakfast, lunch, & dinner) Monday thru Friday plus breakfast or lunch & dinner Saturday & Sunday (at Lobdell only) \*\*
- \*\* Point Plan (268 pts./term, breakfast=1pt., lunch=3pts., dinner=4pts.) any time during fall term. \*\*

You may sign up for one of these three option at any of the dining facilities, and you may take any meal in your contract at any of the four main dining halls (Lobdell, Morss, Baker, MacGregor).

If you have any questions, call the Dining Service as x3-2718 or x3-5173.

# THE TECH ARTS SECTION

## Su-Shiang's Szechuan — once is not enough

by Neal Vitale

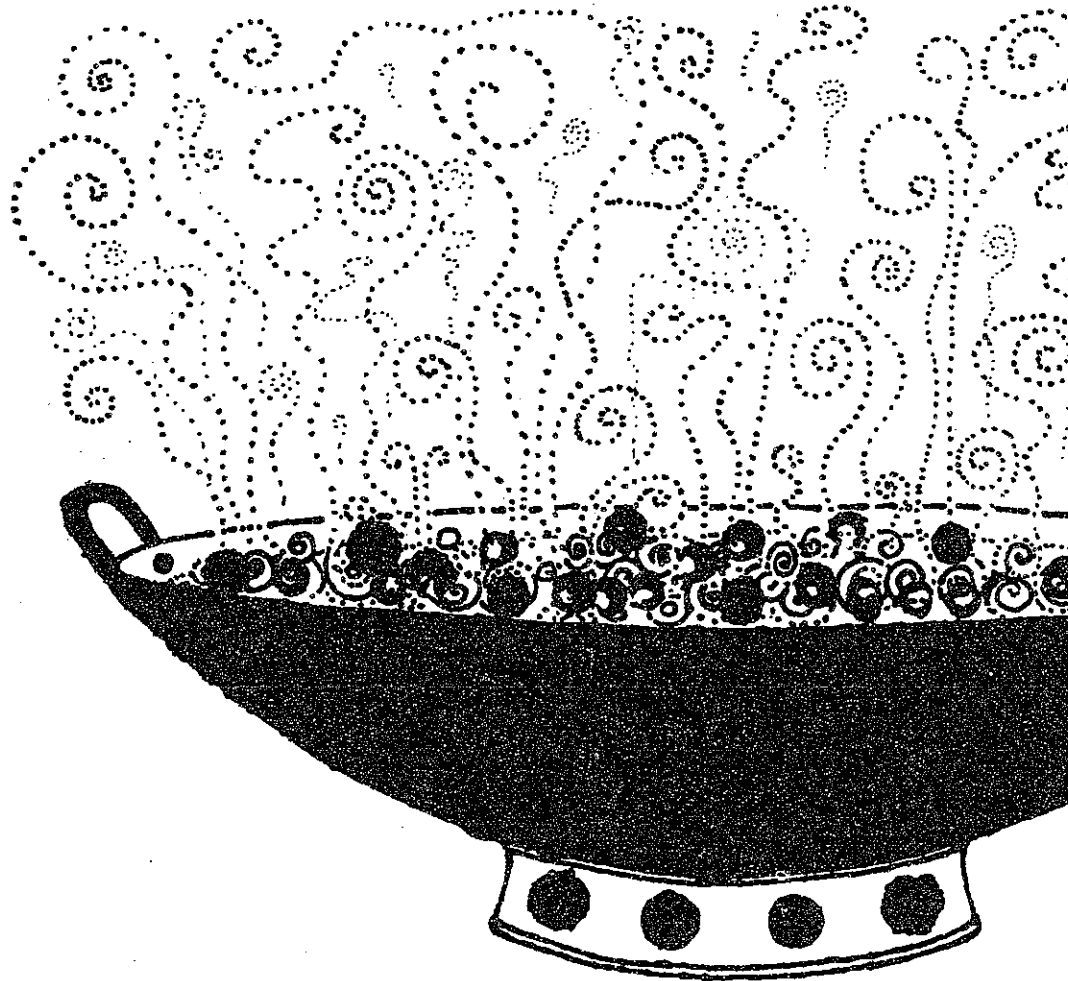
Robert Nadeau, *The Real Paper's* self-styled cuisine connoisseur, has made a career of controversial, sometimes intrepid, often indiscriminate restaurant reviews. Recently (in *RP*, 7/30/75), Nadeau has taken on yet another Cambridge-area Szechuan establishment — Su-Shiang, a few blocks outside Central Square at 158 Prospect Street.

Unusually, Nadeau's report is especially accurate; the biggest complaint to be lodged with his critique is that he is not suitably lavish in his praise. He comes close, but stops just short of awarding his "Boston bayberry" for the best local Szechuan eating place. Without question, despite the ongoing proliferation of new restaurants specializing in spicy, Southeast Chinese cookery, Su-Shiang is the best of its ilk in and around Cambridge and Boston.

From their potent Hot and Sour Soup through to a dessert of firm, sweet fried bananas, the Su-Shiang menu is consistent and often spectacular. The assortment of dishes on both their luncheon and dinner menus is continually changing, and, though dishes may also range a bit in quality (particularly in certain cuts of meat) at differing times of day and from week to week, the combination of inventiveness and uniformly high standards is both admirable and formidable.

The weakest dishes in Su-Shiang's culinary repertoire are those dominated by ginger/brown sauces (apparently more Northern Chinese fare than Szechuan); occasionally, the ginger commands complete attention, to the exclusion of the meats and vegetables involved, and often to a point where the flavor is overbearingly sweet and just slightly "soapy." Such dishes are few on the standard menu, popping up more frequently as weekly specials.

Two dishes are stellar, clearly the standouts of Su-Shiang's standard (non-banquet) menu. They are a whole, crispy,



sweet-and-sour fish and a variety of luscious preparations of duck. The fish serves as a particular point of reference with other restaurants; rather than featuring the thick Anglicized and debauched, gaudily red sweet-and-sour sauce which characterizes corner MSG havens, Su-Shiang's dish features a sizzling hot (temperature-wise) sauce that is indeed both sweet and sour poured over a whole fish in a crispy, light batter. For the weaker hearts who dare not brave the ravagings of hot oil, such a dish is a superb meal for two or more.

The duck, either in a simpler roast

preparation, a crispy-fired version, or in the exquisite Peking Duck form, is tasty and a marvelous diversion from American restaurants' greasy, orange-inundated efforts. Again, non-spicy dishes that are delightful.

But on to the true Szechuan palate-searing pleasures. For those who have become acclimated to the wonders of hot, spicy food, any of the Special Szechuan, Su-Shiang, or Curry dishes is bedazzling. Su-Shiang Beef, shredded and mixed with strips of vegetables is highly recommended, as are the Curried Shrimps (which are sometimes subject to the

vagaries of a day's catch) and the Szechuan Chicken, swimming in a blazing hot sauce which nonetheless passes the test of being able to retain the individual integrity of the ingredient spices. Down through the menu, touching on the oilier and less subtle Hunan dishes (from an adjoining Chinese province) and hitting the milder but sensational Pork with Scallions, the restaurant follows one super preparation with a score of others.

Su-Shiang's prices hover in the \$3 to \$5 range, even for something on the order of the Whole Sweet-and-Sour Fish or one of the less exotic duck plates: lunch specials and weekend pastries are special treats, as are the lavish individualized banquets that are available. Su-Shiang's style and hospitality is refreshing in light of the new wave of Chinese restaurants emerging in such diverse locales as Medford Square and Arlington Center with little more than obvious hope to cash in on a popular trend in eating.

While Su-Shiang misses one or two dishes available elsewhere (such as the beautiful Fish in Wine Sauce from Joyce Chen or a Chinatown preparation of Cantonese Snails), it also lacks the oppressive Americanized atmosphere apparent particularly in a place like the new Joyce Chen at Fresh Pond. Rather than the knives and forks of Joyce's relocated home, Su-Shiang offers chopsticks as *de rigueur* equipment; instead of having a bar which mixes over-priced Jasmynes, Mai-Tais, and Zombies, Su-Shiang invites you to bring your own liquor. The atmosphere is exceedingly friendly, lacking any trace of the cloying feel of trying to cater to the hip and/or rich and/or intelligent which is apparent elsewhere; and the food is simply excellent. Su-Shiang's menu and culinary expertise are enough to spur many return visits; to do the restaurant and its creativity and authenticity justice, one trip is certainly not enough.

## New roles for women

by Emanuel Goldman

Of the more than one thousand members of the Motion Picture Screenwriters Guild, only some one hundred fifty are women. It's no wonder that a universally echoed complaint among actresses these days is that there are hardly any good roles for women. Recently, I met two women who are doing something about it. This year, both have had their first screenplays produced into films — Ellen Geer with *Memory of Us*, and Ruth Wolff with *The Abdication*.

In style and personality, they are quite unlike each other. Geer is young, glamorous, outgoing, and voluble; Wolff is older, simple, reclusive, and shy. Yet they agree on the necessity of having women write about women for a change. Although Wolff acknowledges that men have not always failed in their attempts to create women characters, some relevant issues to women are bypassed. For example, in *The Abdication*, Wolff concerned herself with a kind of sexual hysteria syndrome, and a gross fear of pregnancy. These became the ultimate reasons for the conversion of Queen Christina, a sixteenth century Protestant monarch, to Catholicism. Her fears had become so pervasive, she even gave up a throne in order to take refuge in her virginity, a condition valued among Catholics of that era.

Geer's film concerned itself with more contemporary women's issues. Aimed squarely at the belly of middle America, *Memory of Us* posed the question — what purpose remains for a housewife whose children have finally gone off to school? The inability to find meaning in her life became the ultimate reason for the breakup of her marriage.



H. Kaye Dyal, director, and Ellen Geer, writer/star of *Memory of Us*

Geer has been through a marriage and a divorce, and has a son; Wolff has been happily married nineteen years, and also has a son. Both were trained for the stage; Wolff gave it up for writing and marriage, while Geer has successfully pursued a stage career. Geer actually stars in *Memory of Us*, which is quite unusual since writers rarely play their own starring roles (could you picture Truman Capote as one of the killers in *In Cold Blood*?). But part of what motivated Geer to write it in the first place was the dearth of roles for her to choose from. Once having written *Memory of Us*, it was an enormous problem to find financial backing; most production companies felt the public wouldn't go for the film. Despite such predictions, the film did well. Wolff, by contrast, was approached by producers who wanted to film *The Abdication*, after seeing her original stage play, which was produced in England.

Both writers are refreshing examples of women succeeding professionally on the strength of their own talents. While sensitive to issues raised by the women's liberation movement, they both remain sympathetic to the problems of men as well. Geer would opt for greater equality of roles; honesty and communication between people are the key concepts. Wolff readily acknowledges her debt to her husband, who supported her financially for twelve long years before her first play was finally produced.

Geer's current project is a film dealing with elderly people, while a new play of Wolff's is due to open in New York, dealing with the relationship of the nineteenth century feminist and writer George Sand, and composer Frederick Chopin.

# An invocation of madness

by Neal Vitale

Concurrent with the era's then-burgeoning psychedelic phase, there emerged around 1966-7, particularly in England and on the Continent, a whole new genre of rock — the avant-garde, experimental, self-consciously-dubbed "underground" variety which was represented by such diverse and obscure period luminaries as The Move, The Deviants, and The Bonzo Dog (Doo-Dah) Band. Their music combined rudimentary theatrics, early electronic explorations, cacophonous instrumentations, bizarre lyrical topics, black comedy, and basic, light pop structures. The only group to be functioning in 1975 is Pink Floyd.

But the prospects for that band still being with us today were not terribly positive when Pink Floyd last played in Boston, at a mid-March 1973 Music Hall concert. *The Dark Side Of The Moon* had just been released, the ninth American Pink Floyd album and ostensibly the last to be delivered to the US distributors (Capitol Records) of the band's British label, Harvest. A solid cult-type following had been growing over the years, Pink Floyd record sales were steady but far from spectacular, and the group's latest recorded and live work was strong; yet commercial/promotional futility cast Pink Floyd's future in a decidedly terminal light.

CBS Records, though, at the tail-end of a talent-acquiring spree, signed Roger Waters, Nick Mason, Dave Gilmour, and Rick Wright to a new contract, for an amount ranging around \$50,000-\$60,000, as Capitol readied one final PF push.

By the summer of 1973, *The Dark Side Of The Moon* was a Number 1 record in both America and the United Kingdom, and "Money" was a hit single; the album was well on its way to its current status as having sold in the several millions of units and having remained on the British pop charts for what is now approaching 125 consecutive weeks. All of a sudden, Capitol was less than enthusiastic about bidding adieu to Pink Floyd; in turn, the band was not particularly excited about leaving the label which had helped them finally reach superstardom, and, if they had to leave, they certainly weren't thrilled about doing so for a sum as paltry as the one CBS had offered.

Manifold legal problems ensued, with different parties attempting to buy in and out of contractual obligations. An agreement ultimately left Pink Floyd with the option of recording for CBS or not releasing a record for six years; the group opted for the former choice. Those entanglements, though, were but a small fraction of what transpired in the two years between Boston appearances of the band, and of what has so significantly changed Pink Floyd.

In 1967, Pink Floyd's prime source of energy and invention was Syd Barrett, original guitarist with the group. Barrett, progressively being swept up in the worldly successes and excesses of those early days, went mad, to the point where his unstable and unpredictable behavior had rendered Pink Floyd virtually inoperable. Dave Gilmour replaced Barrett on the group's second record, *A Saucerful Of Secrets*; today, Gilmour considers the topic of Syd Barrett to be extraneous to discussions of the band.

But, most obviously, it has been Pink Floyd's dealing and redealing with the spectre of Barrett which has dominated the group's latest work. *The Dark Side Of The Moon*, as though to make its essential theme of dementia even more apparent, was originally entitled *Eclipse (A Piece For Assorted Lunatics)* when first performed in Boston in May, 1972. Now, Pink Floyd's newest album (which will be remixed following the conclusion of their current tour and released, reportedly in a lavish pink package, in mid-August) features three numbers which all relate, directly or tangentially, to Barrett's madness — "Raving and Drooling," "Shine On You Crazy Diamond," and the very tentative title track, "You Gotta Be Crazy." But whereas the intensity and madly intriguing nature of the Barrett-Floyd generated its own electricity and excitement, Pink Floyd circa 1975 is simply vicariously recreating

and rehashing Barrett's insanity. And it's all become quite dull.

In the backwash of Pink Floyd's commercial achievements, as well as those of Mike Oldfield's *Tubular Bells* and the established arty core of Yes, ELP, Genesis, and King Crimson, a wave of instrumental groups have emerged, seemingly to exploit the newly-established "space-rock" market. Rather, it has been the record companies, hoping to cash in, at last, on some of their more "eclectic" European (particularly Germanic) signings, who have finally released albums by Tangerine Dream, Gong, Triumverat, Kraan, Trace, Lucifer's Friend, and Isotope. Only Kraftwerk's *Autobahn* has even approximated all the Pink Floyd/Oldfield successes; bands like Nektar and Hawkwind have found a responsive nerve, particularly in the American Midwest.

In the process, Pink Floyd's audience has changed drastically, and the band's playing venues like the Boston Garden (as it did two weeks ago) rather than the Music Hall may be particularly indicative of a turn for the worse. Until recently, Pink Floyd has relied on visuals and an elaborate sound system to enhance, rather than dominate, its music; their current show reveals a greater effort to appease the drugged-out, nouveau fans. At the Garden, more applause was afforded such trappings as a gigantic mirrored pinwheel, a film counterpoint to *Dark Side* (which was, in fact, the show's highpoint — *Ruling Class* director Peter Madec's cops from Kubrick's *2001*, direct footage from the finale of Antonioni's *Zabriskie Point*, and stunning submarine photography from the movie *Crystal Voyager* were fascinating at times, as was the self-parodying segment matched with "Money"), a well-conceived miniature airplane which crashed on stage in synchronization with a crash on film, and *de rigueur* billows of dry ice/smoke than was given the group.

Past Pink Floyd's collective love of English football, I'm not sure what matters to the group nowadays. Clearly, stage demeanor is unimportant — as performers, they rival the Grateful Dead for sheer lack of stage flash and presentation of the most disinterested visage imaginable; as theatrical crowd-pleasers, their staging is far too derivative and ordinary to command any straight interest.

Musically, Pink Floyd has downplayed musical aptitude and technique in favor of conceptual creativity — not only does what was once clever and creative seem instead facile, but what was once more than passable musicianship is now bordering on the agonizingly plebian. At the Garden, Gilmour and Wright, on guitar and keyboards respectively, were particularly unimpressive, making even the most distinct passages sound similar. In terms of writing, Pink Floyd's new material could graciously be called uninspired. "Raving and Drooling" is reminiscent, rhythmically, of the Doobie Brothers' "Clear As The Driven Snow" (which is more of an observation than a criticism); "You Gotta Be Crazy" 's minor changes prove more boring than subtle; and "Crazy Diamond" seems aimless in all but one or two spots. All the new songs smack of the same glossy, sanitized quality which marked *The Dark Side Of The Moon* — and which made it a "hit."

It may well be that Pink Floyd now represents one extreme among rock bands — a group that plays solely for its own enjoyment — and have, indeed, always done so. Some Floyd records have simply found receptive listeners; others haven't. Given the group's rather iconoclastic background, such a conclusion might not be far-fetched. Yet I can't help but think that Pink Floyd may well have burned out, if only temporarily, the creative talents it once displayed. Or it could be that Messrs. Gilmour, Waters, Mason, and Wright are just lazy and bored; maybe we've all just been too enamored by a music that has held very little real substance. I'm beginning to doubt more and more, though, that Pink Floyd even cares — it will be an interesting comment on the state of rock music to see how long record-buyers and concert-goers continue to care. I, for one, have stopped.

Summer in a hockey palace... Pink Floyd & the Stones at the Garden

## Every picture te

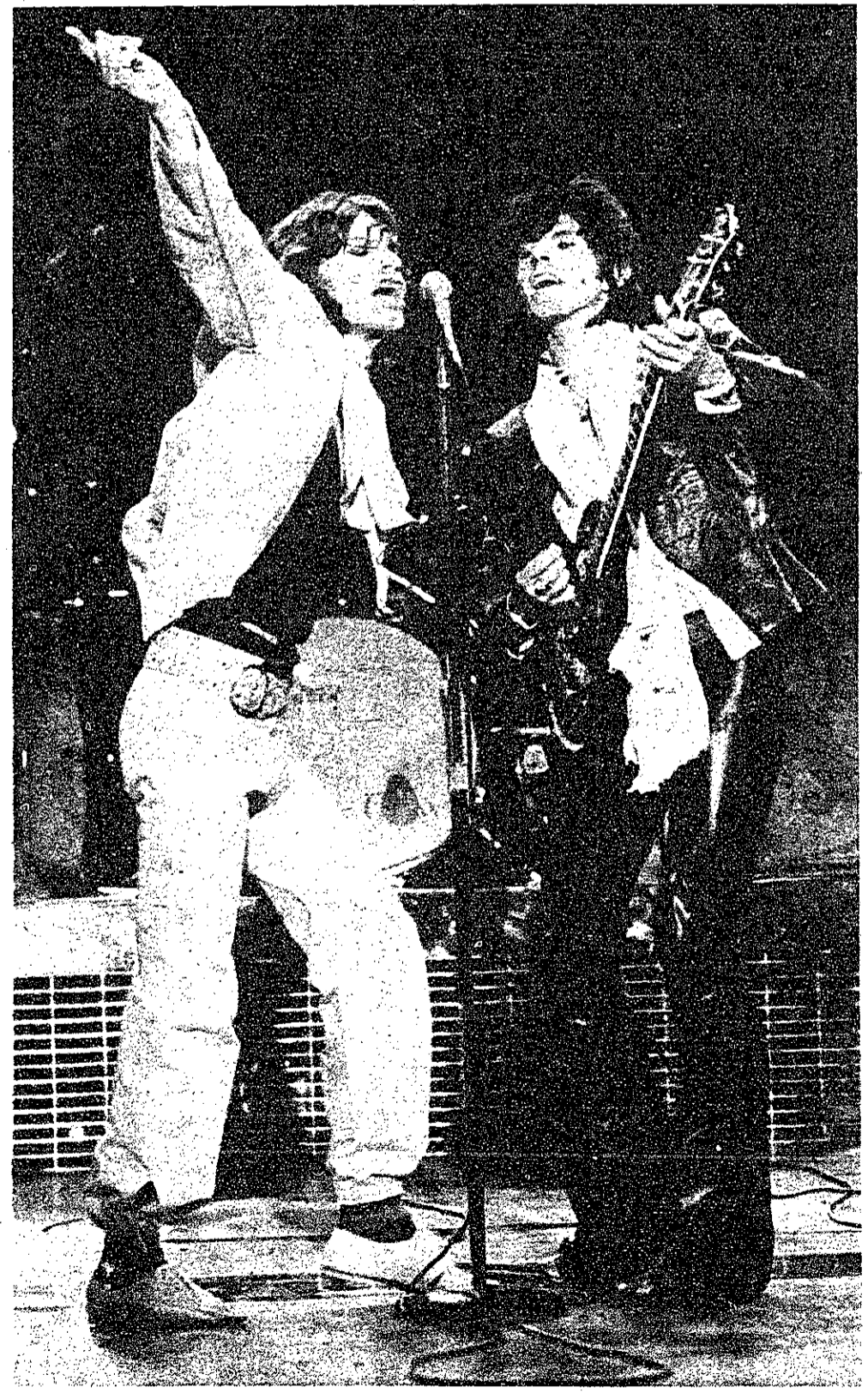
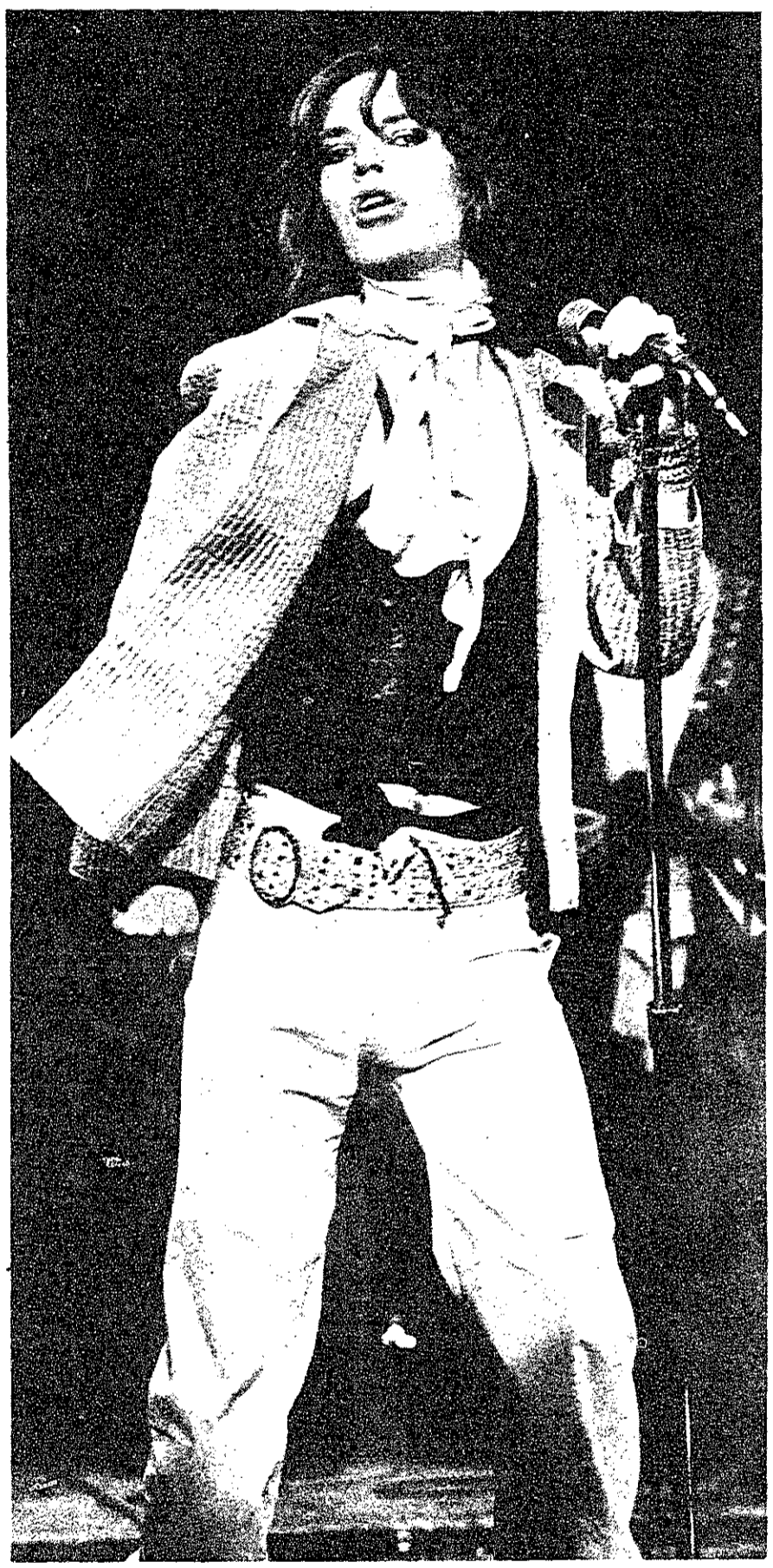
photos by Tom Klimowicz



# Its a story — don't it?



*The Rolling Stones pictured are (in alphabetical order) — second percussionist Ollie Brown, Bianca Jagger's husband Mick, part-time Stone Billy Preston, new-toothed guitarist Keith Richard, taciturn drummer Charlie Watts, and the great StoneFace Ron Wood.*



# litteræ

## Against overwhelming oddities

by John Beumer

How many of you remember English class? . . . Raise your hands . . . a bit higher . . . thank you . . . yes, I believe that most of us remember something about High School English classes, *The Return of the Native*, *Ode to a Grecian Urn*, *Julius Caesar*. Personally I spent most of the time in English class clutching my slide rule in my hot little hand, hoping it would all go away. Some of you who related to your peer group more than I did probably concentrated on the most interesting member of the opposite sex and wished everyone else would go away. There may even be some who managed to blank this trauma from their minds, people whose high school memories are a series of physics and math classes blended together.

There is one thing that most people remember, however, about high school — the night before term papers were due. All those weekends squandered shooting baskets or playing with ham radio gear came back to haunt you. You spent hour after hour feverishly scribbling half digested pap from books you took out of the library three weeks ago. After all that you still had to type the turkey.

This was the part of your high school education that was supposed to teach you an important skill — writing, of course. (You knew I would just sit there shaking for a week hoping you would pull a B. When the paper came back with a C you just filed it away and cursed. (You knew you could write if you ever got the chance. You know if you just had the time to work on it writing is just putting your thoughts on paper (Ed. Note: Bull-moose.)

MIT is giving you a second chance. (Another Ed. Note: You would care to bet on that, John?). I am announcing to all you pinball wizards out there that there is an MIT Writing Program and this year may be your last chance.

The Writing Program was started three years ago as an Experimental program. During its existence, it has garnered two Baker Awards for Individual Teaching Excellence and has averaged 4.5 (on a scale of 1-5, bad to good) in Student Evaluations. The Program's faculty, however has spent more time struggling with the MIT administration than they have teaching or writing on their own.

The reason for the struggle is that the Writing Program is EXPERIMENTAL. The faculty have set up the administration in a most non-authoritarian manner possible. The Program is set up as a community of people who want to write and teach writing. There is no head honcho, no hierarchy of professors, assistant professors, and associate professors. This organization is, of course, annoying to the administration in that it doesn't follow the "system."

Another point of friction between Administration and Program is the use and payment of Teaching Assistants in the Program. Why T.A.'s? Having been a T.A. and a student, I can answer that question with a modicum of impartiality, if not disinterest.

I first became involved with the W.P. through the Self Expression course, one of the embryonic writing courses that eventually became writing and experience. At the time I was scared shitless. I was facing a group of people who obviously knew more than I did about writing and the class was being taught by a real live published poet. I eventually found that the other students were as inept as I was (Ed. Note: And still is.) But I was still alienated to some extent.

(Sit down in front of a typewriter sometime, stuff in a piece of paper and tell yourself "I am going to write a story (Poem, Essay) on something that means alot to me. Something that will

be my own thoughts and feelings about a subject that's IMPORTANT TO ME." If you can think of anything to say you will be caught up in an extremely personal struggle. After an ordeal which is longer and more exhausting than a physics problem set, you come up with a piece of yourself.

Then assume you have to read it in front of a group of people you barely know and can't trust not to laugh at you or, even worse, bend over backward to assure you that it's not "that bad.")

This is a phenomenon that is well known in writing classes. You can fight it by never writing anything that is important to you, or you can take a chance on getting some lumps. A T.A. is someone who can help you with the lumps. He/she has probably been through it many times (I went through

it, and since there was no T.A. in my class I suffered for it.) The T.A. is also another voice of authority in the class room. He/she can disagree with the teacher and also comment on things that a teacher has no real interest in or cannot understand (such as science fiction).

Writing of good (read comprehensible) prose is a necessity for scientists and engineers today. (Also in management, several large corporations have set up courses for executives who cannot read each other's memos.) The MIT Writing Program is set up to help students develop a competency in the art of writing for their careers and to the benefit of those who need a haven from the sometimes monolithic institute. So sign up today — they may disappear it tomorrow.



photo by Mark James

An Open Reading

## The spirit of the Vacluse

by Leonard Tower, Jr.

*Village in the Vacluse*  
Laurence Wylie  
(Harvard University Press; 390 pages)

In its second revision, this study is still a path to understanding the French spirit. The first edition, in 1950, examined the people and their way of life in an average French village in an average French department. The subsequent editions, in 1960 and 1974, have updated that examination and shown the changes which have occurred in the intervening time.

*Village* has none of the failings of many sociological studies. It reads well while presenting hard data on demography and economics. Its strengths are in the author's objective observations and analysis as an outsider to the French culture.

Wylie uses human interest stories heavily to illustrate and lead up to his conclusions. He does this craftily, producing a book which holds the reader like a good novel.

The author was surprised at his quick acceptance in Peyrane (as he called the village to protect the innocent). He traced this to the fact that his family accompanied him and lived in the village for a year, which led the Peyranais to trust him. The villagers found his questioning and the study amusing and interesting. They quickly

drafted him into the job of village photographer, turning his purpose to their own ends.

This acceptance by the villagers is a key part of Wylie's success in portraying the Peyranais so well, and provided him with the insights he needed to reach his conclusions.

He exhibits and analyzes many facets of rural French life: The peasant's distrust of all people and institutions outside of one's family is humorously detailed, in all its sociological ramifications. He also notes that the French have a much stricter personal moral code than ours and demonstrates the influence this has on child rearing and inter-personal relationships.

The book is attractively laid out with well chosen illustrations and pictures. It is divided into sections covering the major facets of Peyrane's life: its place in France, child rearing, old age, and adult work and play.

The last two chapters examine Peyrane in 1959 and 1973, and show that the village has opened up to the outside more with automation slowly taking its toll of the small peasant farmers.

Well worth reading, *Village in the Vacluse* gives one a deep introduction to the rural side of French civilization and its underlying spirit.

## duly noted

thomas j. spisak

*The Whenabouts of Burr*  
Michael Kurland  
(DAW Books; 158 pages; \$1.25)

It seems sthat everyone is trying to cash in on the bicentennial bonanza. This second rate detective novel, peopled with the usual characters, including the retired ace investigator and his dense assistant with a walk-on by the maternal Italian landlady, who are moving through the search-for-the-missing-documents situation, is DAW Books' attempt to do so. Although it fails to fulfill its promise to show "what might have happened" if any one of Aaron Burr's plots had succeeded, *The Whenabouts of Burr* is a fair diversion for a long afternoon.

*The Twilight of Briareus*  
Richard Cowper  
(DAW Books; 208 pages; \$1.50)

Humanity is threatened by mutating rays from a nearby star gone nova until the-everyone-was run-over-by-a-truck ending of this disaster from outside novel. Except for the ending, Cowper has produced a nice examination of Man facing the End (besides causing sterility in homosapiens the nova begins another ice age). Again, an interesting diversion if you have nothing better to do.



*A World Restored: Metternich, Castlereagh, and The Problems of Peace 1812-1822*

Henry Kissinger  
(Houghton Mifflin Sentry Edition; 332 pages; \$3.95)

The wars of the French Revolution and Napoleonic Empire changed the world radically. Twenty years of conflict, either for conquest, liberation, or restoration, raised national and ethnic consciousnesses across Europe. The problems of peace for Austria and Great Britain were to divert the energies of these new consciousnesses and preserve the ancient regime.

Because of its ethnic diversity the Hapsburg Empire was most immediately threatened by the new consciousnesses. Metternich's policy, therefore, had to recognize limits of force. Great Britain sought to avoid another world war by ensuring that no single power could dominate the Continent. Castlereagh's policy, therefore, was one of balancing power. Both succeeded in the short run; their successes, however, led directly to the massive upheavals of this century.

Dr. Kissinger's analysis of the statecraft of reaction is clear and well done. His insights into the mechanics of the balance of power and its role in preserving peace, or at least the absence of general war, are informed and balanced. *A World Restored* is an important addition to the literature of diplomatic history.

# Institute aids desegregation

(Continued from page 1)  
will be basically the same as subjects taught in other schools, but will be technically-oriented.  
— Invention over a period of years of technical subjects that do not exist anywhere else in the system. These subjects will deal with broad technical themes — science, engineering, energy, aeronautics, and so forth — and will attempt to give students an overview of the fields that “makes sense at a secondary or middle-school level,” Milne explained.  
— Planning of “non-regular” teaching and counseling contacts between MIT and the two schools. The High School Studies Program, a student-run group which offers mini-courses for area high school students,

has already been asked to try to develop some courses in which MIT students could work with students at East Boston and Barnes. Eight East Boston High students are also participating this summer in the MIT-Wellesley Upward Bound program this summer.  
“There is a considerable amount of interest throughout the community in this whole program,” Barbara Nelson, administrative assistant to the president and chancellor, said. “Faculty have been coming in (to meetings) to discuss the planning, and the students we’ve talked to are interested. We hope we’ll be able to take advantage of all that interest.”  
The schools will face some difficult tasks, Milne said, espe-

cially in trying to be comprehensive enough to serve the needs spelled out in the court order.  
“This school can’t be the Bronx High School of Science — all college-preparatory and aimed at MIT,” he said. “It must be in the technical domain, but comprehensive — it must serve every need, from the student going to MIT or Harvard to the student whose further education will be on-the-job training — or no training at all.”

## Tech Coop Optical



# Army kept comp files after promised erasure

(Continued from page 1)  
a congressional committee, testified that although the Army could not account for all of the files it once had compiled, there was nothing to corroborate the charges that information had been transferred to MIT via the ARPANET, a computer network funded by the Defense Advanced Research Projects Agency (ARPA).  
“Officials at MIT and ARPA state that no transmission of civil disturbance data over ARPANET was ever authorized and they have no evidence it ever occurred,” Deputy Assistant Defense Secretary David O. Cooke told the House Subcommittee on Government Information and Individual Rights.  
“Nonetheless,” he said, “the Defense Investigative Service, at my direction, undertook an immediate investigation of the charges that Army civil disturbance files were transferred via the ARPANET or any other means to MIT. All possible investigative leads, both in Washington and Massachusetts; have been explored... In short, no information has been developed which in any way supports the allegation.”  
The investigations by MIT and the Defense Department were not the only inquiries to be prompted by news accounts of the whereabouts of the Army files.  
Three congressional committees currently are examining the allegations in an attempt to determine whether the files

could have been kept and then transferred without the knowledge of senior officials at the Pentagon and at MIT.  
The House Government Information and Individual Rights Subcommittee, chaired by Rep. Bella Abzug, D-N.Y., and the Senate Subcommittee on Constitutional Rights, headed by Sen. John V. Tunney, D-Cal., both convened public hearings on the matter following the NBC News report in early June.  
The Select Senate Committee on Intelligence Activities, (Please turn to page 14)

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Street and Number City State Zip Code
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Location City State
- Name of Applicant if other than Proposed Insured: \_\_\_\_\_  
First Name Middle Initial Last Name Relationship to Proposed Insured \_\_\_\_\_
- Proposed Insured's Expected Graduation Date (month & year) \_\_\_\_\_ 19\_\_\_\_. Note: The premium due date following the expected graduation date will be the date of the whole life insurance.
- Beneficiary: (Example: Mary A. Doe, NOT Mrs. John J. Doe) Use other side, if necessary.  
Name: \_\_\_\_\_  
First Name Middle Name or Initial Last Name Relationship to Proposed Insured \_\_\_\_\_  
If more than one beneficiary is designated, settlement will be made in equal shares to such of the designated beneficiaries as survive the Insured, unless otherwise provided herein. If no designated beneficiary survives the Insured, settlement will be made to the Estate of the Insured.
- Proposed Insured's Height \_\_\_\_\_ ft. \_\_\_\_\_ in. Weight \_\_\_\_\_ lbs.
- Do you know of any impairment in the health or physical condition of the Proposed Insured? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, give particulars. \_\_\_\_\_
- Has the Proposed Insured consulted a physician for any reason during the past 3 years? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, give dates and particulars. \_\_\_\_\_
- Has Proposed Insured ever had or been treated for high blood pressure, nervous disorder, rheumatic fever, cancer, tumor, goiter, diabetes or any disorder of heart, lung, kidney, or liver? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, circle illness, give dates and particulars. \_\_\_\_\_
- Is Proposed Insured a member or planning to become a member of any military aviation unit including Advanced Air R.O.T.C.? Yes \_\_\_\_\_ No \_\_\_\_\_
- Will this insurance replace existing insurance in this or any other company? Yes \_\_\_\_\_ No \_\_\_\_\_

(To be signed by Resident Agent where required by law)

Signature of Insured or Parent/Applicant

17366

Date \_\_\_\_\_

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# Dialing dormphone: numbers to change

Several major changes in MIT's Dormitory Telephone Service (DTS or Dormphone) will take effect prior to the arrival of freshman for R/O week, including number changes and reduced service.

MIT has a dual telephone system. Phones in lobbies, academic buildings and offices are served by the MIT "Centrex" system. Phones may be dialed directly from the outside by dialing 617-253-XXXX, or from other MIT Centrex extensions by dialing 3-XXXX.

Phones in each student's dorm room and in some student activity offices are served by DTS. The payment for a dormphone is part of dormitory room rental.

The two systems are interconnected with only a number prefix necessary to transfer between them. Beginning during August, MIT extension (3-XXXX) can be reached from dormphones by dialing 23-XXXX. Dormphone (XXXX) can be reached from Centrex Extensions by dialing 5-XXXX.

Other services available from each type of telephone are listed in MIT Student Directory and the MIT Telephone Directory.

### Service cutback

As announced last spring, MIT operator service between midnight and 7:30am was discontinued July 1. This prevents any dormphone from being reached by callers outside MIT, since operator assistance is required. They will, however, still be able to call other dormphones inside MIT. Outgoing credit card

## Senate checks on surveillance

(Continued from page 11)

headed by Sen. Frank Church, D-Id., began its inquiry in April.

An aide to Abzug said that subcommittee "has a fishing license to look into whatever we want." Referring to the Army's failure to purge its files of the domestic surveillance data, he said, "I think we're only seeing the tip of the iceberg."

Douglas Lee, counsel to the Tunney subcommittee, said his staff will study the Army files affair, in addition to taking a broader look at the government's secret data banks maintained by the defense and intelligence agencies.

Lee said later the subcommittee will convene a series of public hearings dealing with the close interrelationships between federal defense and intelligence agencies, private think tanks and universities throughout the nation.

calls will still be possible from dormphones.

Telecommunications officials suggest students wishing to be able to receive calls during those hours contact New England Telephone and ask for a regular residential phone.

### Changing numbers

In addition, about half of the phones in the Dormphone system had their numbers changed over the summer. The "O" exchange has been eliminated, as had most three-digit dialing. (Previously, it was possible to dial most phones within the same exchange using only three digits.) Now only dormitory desks and some special services will be available by dialing three digits.

Also, the non-coincidence of Centrex extension numbers and dormphone numbers has been eliminated. Dormphones have in recent years taken the form 8XXX, 9XXX or OXXX. The highest MIT extension possible is 7999. Starting this month, however, there will be dormphones starting with 7, making it vital that incoming callers know whether they are calling a dormphone or an MIT extension.

MIT telecommunications analyst Dennis Baron\* said the renumbering was made necessary because the system had "reached its capacity" under the old numbering system.

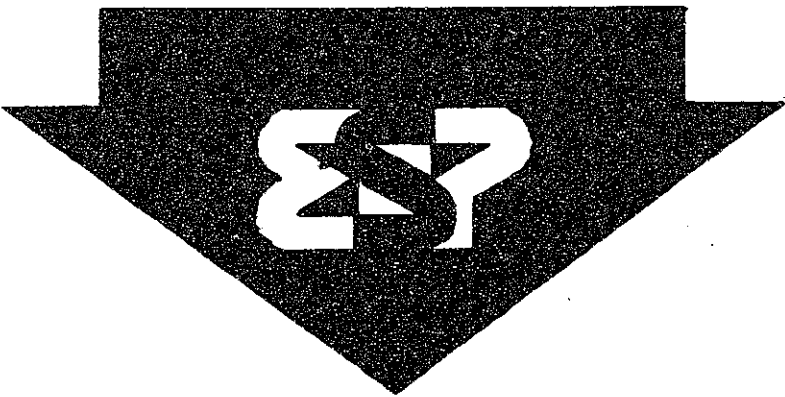
The system had to be expanded by 300 numbers, from 2200 to 2500 to accommodate the New West Campus Houses. The change required installation of new equipment, both DTS exchange switching equipment and cable connecting the dorms, according to Baron.

"This is the largest job we have ever undertaken" Baron said, but he expressed confidence that the installation would be completed before the arrival of freshmen.



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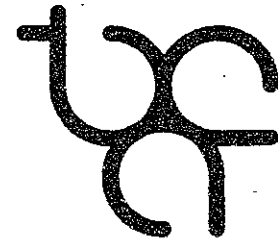
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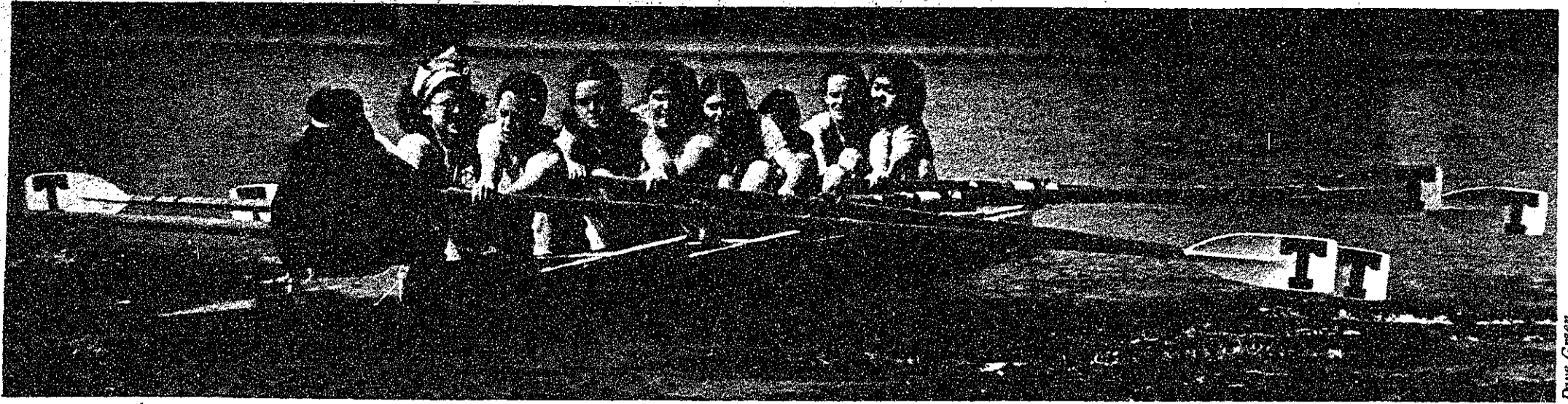
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\*\*\*\*\*



Dave Green

## Sports

# Sports in review: '74-'75

By Glenn Brownstein

The past school year, 1974-75, was a reasonably successful one as far as MIT's athletic fortunes were concerned. The Institute fielded over 30 teams on the varsity and club levels, squads that competed with varying degrees of success, from hockey's second straight winless season to fencing's 13-2 mark and IFA Foil Championship.

Perhaps the biggest single MIT athletic triumph came at duPont in March when the foil team of Rich Reimer '77, Arlie Sterling '77, and Mark Smith '78 captured its second straight IFA title. Smith's 11-0 record in pool three and Sterling's 9-2 ledger in the second pool led the Engineers. Smith continued to fence well in the individual finals, taking third place.

Although MIT's epee and sabre teams were less successful, their efforts were enough to lead the Engineers to an overall sixth place finish in the twelve-school event, MIT's best placing in several years.

### New sports

Based on the growing interest in volleyball in this part of the country, MIT fielded club teams in both the men's and women's divisions.

The women's team had a good year, winning most of its dual matches and placing third in the Boston Area Invitational in November. The squad lost to the eventual champions, Eastern Nazarene, in the championship semi-finals.

Two MIT-affiliated men's teams also competed this year. The undergraduate team placed third in the New England Championships at Wentworth in March, losing to tournament champion Yale in the semis after topping Boston University in a one-game match after the round-robin competition to gain the playoffs.

A combined Harvard-MIT team, the University of California at Harvard (so called because most team members played intercollegiate volleyball in California before coming to one of the two Cambridge schools as graduates), won the second annual UCH-MIT Invitational in March (the undergraduate team placed second in B-Division), and then went on in April to capture the New England AAU Championship, establishing it as one of the best teams in this part of the country.

First year varsity teams did fairly well. After a slow start, the women's basketball team won seven consecutive games, opening the streak with a consolation game win over the University of Chicago in the first MIT Invitational Women's Basketball Tournament. Brown defeated

Radcliffe in the tournament final.

The other new varsity sport, women's tennis, had an undefeated fall season and a 6-2 spring mark, including a surprising 7-2 upset of Radcliffe.

### Fall sports

Fall sports at MIT generally were disappointing. Soccer lost the services of star forward Shin Yoshida '76, and halfback Paul Fernandez '76 for the season, dropping to a 1-10-2 mark.

Fall baseball came off its NCAA tournament effort (two straight losses) to post a 4-6 mark. Golf, tennis, and sailing all had .500 seasons, and water polo salvaged a poor year with a second place in the MIT Invitational in November.

In the largest rowing regatta in the world, the annual Head of the Charles competition, MIT placed second in overall points,

the lightweights reading the Engineer effort with a runner-up finish in the varsity eights event.

The MIT Auto Club's top driver, Joel Bradley G, won the New England Showroom Stock Sedan Road Racing title by winning six of ten championship races.

The fall belonged to the cross-country team, however, as the harriers posted a 9-2 meet record in New England competition and placed a strong eighth in the Easterns. The teams hoped for trip to the Nationals fell through, however, for financial reasons.

Undaunted, the cross-country squad set out over Thanksgiving vacation to break the Massachusetts 24-hour marathon record of 256.8 miles (a continuous relay of one-mile legs) but fell heartbreakingly short, covering 255.15 miles in the day-long period.

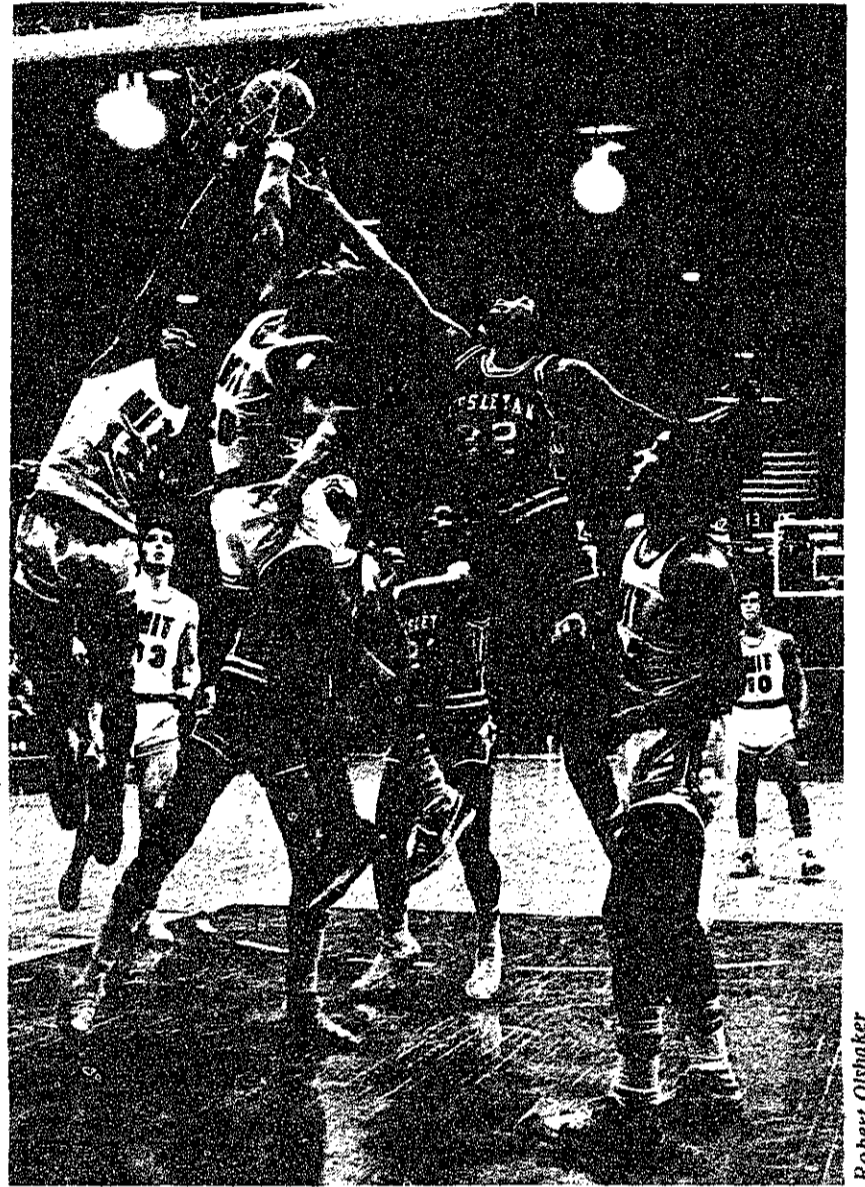
### Winter sports

Besides fencing's sensational season and the women's basketball team's second-half spurt, other winter teams enjoyed moderate levels of success.

Wrestling went 10-7, led by senior co-captain Jack Mosinger's 18-1 record (one loss to BU's wrestler in the Greater Boston Championships) in the 118-pound class, and 6'6", 340-pound junior Erland vanLidth de Juede's efforts in the unlimited division.

The Engineers placed fourth in the New England (Mosinger finished second in his class), and van Lidth de Juede improved to place sixth in the college division nationals, held in Cleveland in March.

Men's gymnastics had a rebuilding year, finishing the season 3-6, but got an excellent all-around performance from David Lu '77, who led the team in scoring. Parallel barman Andy Rubel '75 won the New England AAU Open Gymnastics title



Robert Olsaker

after leading MIT in that event all year.

Basketball improved measurably over last year's 5-19 record, finishing 9-16, but still disappointed, losing six games by six points or less, including one-point losses to Bowdoin and Wesleyan. Captain Al Epstein '75 extended his school career assist record in his final year.

MIT's world-class pistol team had another excellent year, placing third in the world championships (after winning the nationals).

Even a new coach, mechanical engineering Prof. Wayne Pecknold, could not end hockey's winless streak, now at 34 games, an NCAA record. The Engineers came closest to a win in December, dropping a 3-2 heartbreaker to Gordon.

MIT's table tennis club successfully defended its Ivy-MIT league crown by edging Columbia, 5-4, in the league playoff in April at the Varsity Club Lounge.

### Spring sports

Although most other MIT winter teams had only fair to mediocre seasons, the spring squads provided much of the excitement of the past year.

The Engineer heavyweight crew lost only to Harvard and Wisconsin in a meet competition before finishing second to the Crimson in the Eastern Sprints. The heavies were slight favorites to capture the Intercollegiate Rowing Association title, but lost to Wisconsin. The JV eight and four of the varsity went to international competition at the Nottinghamshire and Henley regattas in England.

The women and the lights did not fare as well, although both crews picked up their share of victories.

Tennis had an excellent over-.500 year, including many upset victories. Number one and two singles players Jim Austin '75 and captain Lee Simpson '75, respectively, led the netmen to their best season in several years.



Rob Mitchell

## The LSC Megaperson Is Coming!

Nearly one million people have attended MIT Lecture Series Committee movies since the first show in 1951. Some time this fall, the megaperson - the millionth person to attend an LSC movie - will arrive, and will be presented with a free pass for two to all LSC movies for the rest of the academic year!

## Will You Be The Megaperson?

# Warm bodies wanted; no experience necessary

Actually, we're not that desperate. But the headline does make a point — that no experience is necessary, or even expected, to work on *The Tech*. In fact, many of the most "successful" people on our staff never lifted a pen, a camera, or an X-Acto knife before they came to M.I.T.

## What The Tech does for M.I.T.

There are a number of publications at M.I.T. — four or five undergraduate newspapers, several magazines, a graduate newspaper, and an administration newspaper. *The Tech* falls into the "undergraduate newspaper" category.

Published Tuesdays and Fridays, *The Tech's* prime objective is to serve as a newspaper (or the closest approximation possible) for the entire M.I.T. community. As such, much of our effort is concentrated in the gathering and reporting of news — from a viewpoint (that of the undergraduate), but without a bias. Among some of the more significant events covered by *The Tech* last year were the detailing of a previously unannounced and undiscussed training program for Iranian graduate students in nuclear engineering — a story which some time afterwards received coverage in *The New York Times*, and the publishing of reports that M.I.T. may have been involved in the transmission of Army files on civilians.



Not all issues at M.I.T. are quite as controversial; however, whenever a controversy does arise, it seems as the M.I.T. community turns to *The Tech's* edit pages both for the expression of their own views and to read the views of others. In fact, the Iranian issue alone produced six or so pages of opinions, including a special two-page summary, with both sides of the issue represented.

In addition to the regular news and opinion, we have put together several special sections detailing important issues, such as a four-page supplement on a multitude of proposals regarding the reform of M.I.T.'s grading system.



On the less serious side, *The Tech* has regular arts and literary sections covering the entire spectrum of music, art, books, etc. And, we have the only sports section on campus, giving coverage both to M.I.T.'s 24 intercollegiate sports and the myriad of intramural athletics.

Backing up these "word-producing" departments are a photo staff, whose members have access to some of the best facilities on campus, and our own production staff, which produces both *The Tech* and income-producing jobs for staff members on typesetting jobs from the M.I.T. community.



Photos by Tech photographer Dave Green

## What The Tech can do for you

M.I.T. can be a very complex and overwhelming place at times. The pressures and demands of courses, problem sets, and labs can often warp one's attitude towards life at M.I.T. and the world in general.

*The Tech* offers a very easy way of getting under the surface of M.I.T. and finding out what makes a \$250 million a year university run — or finding out why it doesn't.

In addition — actually more importantly — at a school where friendships and friends can be hard to find, *The Tech* has proven for many to be an extremely active social group. When the urge to do something creative hits, it's often comforting to know that you can wander in and work with a group of people in a similar frame of mind. And then maybe go out and enjoy Boston afterwards.

## What you can do for The Tech

As little, or as much, as you wish.

There are no time constraints, no minimum numbers of hours per week necessary. Commitments range from writing an article every few issues — maybe two or three hours of work — to performing several jobs at once and spending more time than anyone would imagine possible at M.I.T. (while still getting decent grades).

You can take yourself as far as you want — from a staff member to an editor and maybe even beyond, into the "real world" of journalism, as several recent *The Tech* alumni have done. It all depends on your inclinations and desires.

There used to be time many, many years ago, when *The Tech* would actually hold competitions for the posts on its managing board. In this enlightened era, however, we have found it much more practical to leave an open door in all departments — news, arts, sports, business, advertising, production, photos — all the time. And whether you're a news type, or on our business or ad staffs (who, by the way, receive varying degrees of monetary incentives), our office is always open as a refuge from the hassles of M.I.T.

## Where to find us

Either stop by at the activities midway, or come by our offices any Sunday or Wednesday night. We're on the fourth floor of the Student Center (Room 483), M.I.T. extension 3-1541. Or feel free to write us this summer at P.O. Box 29, M.I.T. Branch, Cambridge, MA 02139 if you have any questions. Oh, even if you don't happen to be a freshman, you're still welcome to come by. The wisdom and experience gained by surviving M.I.T. for several years is always useful.

# Apply in person at above address