

Special Commencement Issue

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in
the
news

CAMPUS

Today is the 112th Commencement ceremony of the Massachusetts Institute of Technology. Some 700 members of the Class of 1978 and about 500 graduate students will receive degrees in Rockwell Cage.

Each will receive his or her degree from President Jerome Wiesner after the graduates' names are called out by the deans of their respective schools. Wiesner, by tradition, will present the Commencement address, and James Bidigare, president of the Class of 1978, will present brief remarks.

Howard W. Johnson, Chairman of the MIT Corporation will preside.

EXCERPTS

Painting. Cleaning. Mowing. Washing windows, setting up tents, chairs, stages, flower pots, curtains. Praying for good weather. Doing their usual work — and more . . . If anyone has been busier than the graduating seniors and graduate students in preparing for commencement, it has to have been MIT's Physical Plant workers.

Preparing the grounds and buildings of MIT for an onslaught of thousands of guests during one of the most hectic weeks in the year is an annual task for Physical Plant, yet it never seems to be quite the same from year to year. This year was no exception.

Maintenance crews have been painting and polishing wood and fixtures all over campus. Men from the Shade Shop, the Paint Shop, and the carpenters' department have set up equipment in Rockwell Cage — platforms, more than 4,000 chairs, band stands, flags, podiums, wall hangings and so forth. Masons have been at work on the brick patio around Kresge Auditorium.

— Mike McNamee
The Tech Commencement
Issue, 1975

THE TECH

The staff for this special Commencement issue of *The Tech*: Mark H. James '78, David B. Koretz '78, David H. Thompson '78, Mitchell J. Trachtenberg '78, Rebecca L. Waring '79, Pandora Berman '80, Kent M. Pitman '80, and Steven T. Kirsch G.

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Four years in retrospect

Class of 1978: it's all history now

By David B. Koretz

It began with an indoor Freshman Picnic almost four years ago, and it's ending with what may be MIT's last indoor Commencement.

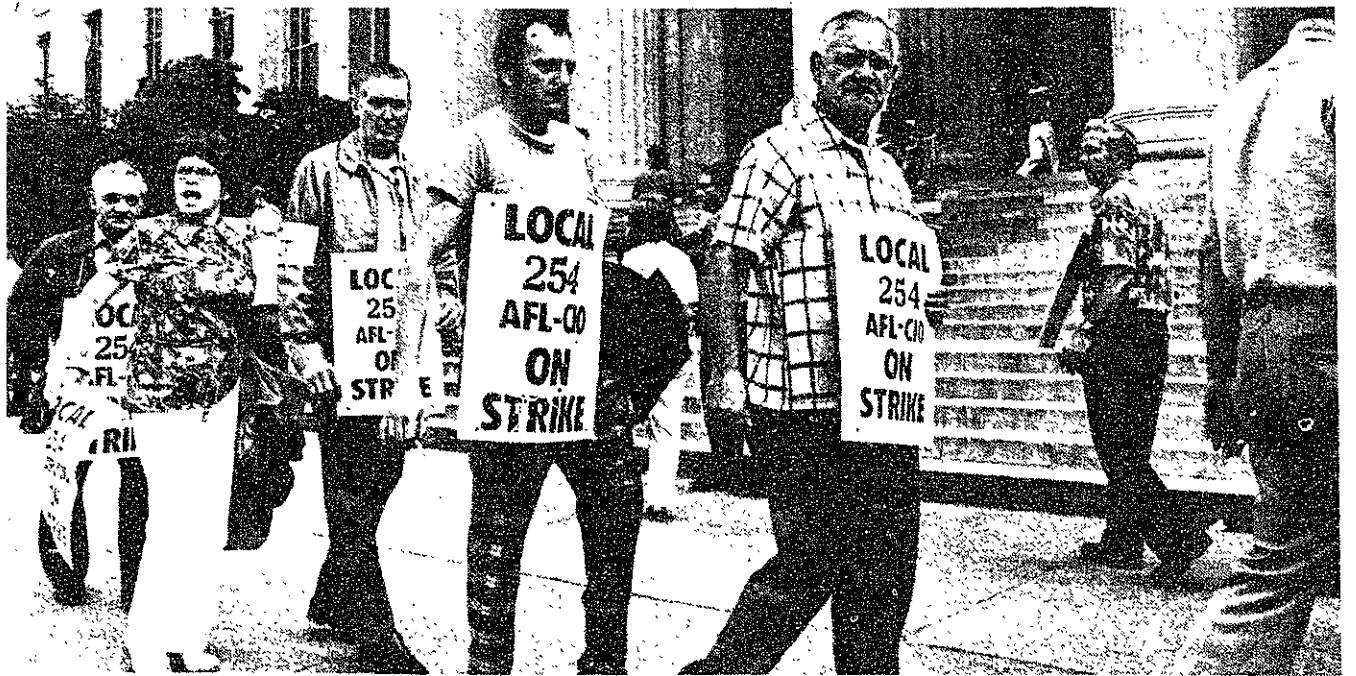
In the 45 months between, the class of 1978 grew up at a time when more exciting events happened on campus than at any time since the beginning of the decade. These years have been called the 'Concerned Seventies,' and the class of 1978 has been better prepared for the world than possibly any other class in the Institute's history.

At the end of August, 1974, some 1,053 freshmen arrived on campus eager to have our eyes opened and perspectives broadened. Now on our way to becoming men and women of the world, we have learned much about such faraway places as Iran, Taiwan and South Africa.

Closer to home, we saw Gerald Ford battling Jimmy Carter. Once Carter emerged victorious, he carried some spoils of war away from MIT: Earth and Planetary's Frank Press and Lincoln Lab's Gerald Dineen (but not Nuclear Engineering's Kent Hansen).

These were not the only members of MIT's community to depart, but many others have taken their leave tragically. There is little that quickens personal maturation more than the sudden death of a close friend. During the past four years, we have lost many close friends. Professors Hans-Lukas Teuber, Jeff Pressman and Dale Runge all met with sudden deaths. Many more among the student body have died, by suicide and by accident. In March, 1975, the campus was stunned when John Asinari was brutally murdered while hitchhiking over the Harvard Bridge, and his companion Robert Moses was seriously beaten. The following summer, a Brazilian graduate student died in a Tang Hall fire.

The class of 1978 saw the demise of other, less important, aspects of campus life as well: all-night dormphone service, Course 23, Course VI tutorials, and *Tech*



In September, 1974, Local 254 of the Service Employees International Union (SEIU) went on strike against MIT; they were soon joined by the members of the Cooks' Association in a strike that lasted almost a month. (Photo by Tom Klimowicz)

Engineering News. The first three perished through the Institute's efforts to cut expenditures and balance its budget; *TEN* could not survive a lack of interest that set in shortly after the recession of the 1970's.

All has not been sad, though. This year's seniors were around for the opening of new homes for Draper Labs and the Chemical Engineering Department, a new McDonald's, a new dormitory (New House), an old new dormitory (Random Hall), a new old dormitory (Bexley Hall renovation), a new newspaper (*The Beaver*), a new football team, and

the highly touted, much maligned New College.

Fall term, 1974, the end of the first week. The trauma of our first Registration Day hardly forgotten, we wide-eyed freshmen were caught in the crossfire of an all-out strike of custodial, maintenance and dining service employees that was to last nearly a month. The 600 members of Local 254 of the Service Employees International Union (SEIU) and the 90 members of the Cooks and Pastry Cooks Association were protesting wages at the \$4-an-hour level. MIT, standing pat with a 7½-percent increase during

a double-digit inflation year, convinced students that the strike was merely an inconvenience and a way to earn some extra pocket money.

Cleaning services and inter-departmental mail were eliminated, and telephone service slowed, as operators and repairmen honored picket lines. The SCC coffeehouse and the Tech Coop were not getting many of their deliveries, as truck drivers were reluctant to cross the lines. Tension developed between striking workers and Cambridge policemen hired by MIT to keep

(Please turn to page 3)

Beware of the real world!

By Steven Kirsch

For many of you, this graduation marks a significant turning point in your life. Today you will say goodbye to academia, to flexible work hours, to being woken up at 3am by your neighbor's stereo, to sailing on the Charles, to the big screw. . . . For today is the day you start looking for a job to pay back all your debts. Today you enter the real world.

It's not a bad life out there.

Unlike here, many people do survive the real world experience. Some survive better than others. Their secret? They're careful.

The used car rip-off

Two summers ago while on Co-op assignment at Bell Labs, I thought I was being careful when I purchased a used car from an MIT alumnus for \$800. He lied about the car, putting on an incredibly convincing show that I later discovered was as phony as a

three-dollar bill. I got stuck with a car I couldn't drive because it didn't pass inspection.

An ad in the newspaper attracted my attention to the car and I persuaded a fellow Bell Co-op student to drive me out to take a look. As the owner described the car, I noticed a brass rat on his finger. I pointed out that we were from MIT too, hoping to generate some sympathy or a lower price.

He told us the car never ran better, that it hadn't used a drop of oil in months, that it handled better than any car he ever drove, and so on. He gave us the impression he was very knowledgeable about cars in general and knew what he was talking about. After all, he was an MIT graduate.

Unfortunately, neither of us knew how to drive a stick shift so we looked the car over and said we'd come back. I found someone in my department at work who knew something about cars and I convinced him to come take a look at it.

After driving the car and looking it over, he told me it was in pretty good shape and was probably worth the money. I thanked the owner and he urged me to decide soon because when he had the new clutch put in, Frank, his mechanic, expressed interest in buying the car for his son, who was going to school.

I thought about buying the car for several days. When I finally

(Please turn to page 3)



In the spring of 1975, students and faculty gathered in front of the Student Center for a rally against the proposed deal with Iran to train 54 Iranian students in Nuclear Engineering over a three-year period. After the rally 200 people marched to Building 24 for a sit-in at the Nuclear Engineering Department headquarters. (Photo by Tom Klimowicz)

opinion

Changing your mind is just a part of life

By Mark James

This article is about changing your mind.

No, it's not about Jimmy Carter and the neutron bomb, or Jimmy Carter and arms sales, or Jimmy Carter in general. It's not about Larry Flint getting religion, or Chuck Colson getting religion. It is about MIT.

Four years can be a long time, especially in the life of someone 18 years old. Growing up doesn't stop at 18 just because you can

high school biology and high school physics and usually very little about what its like to be a chemist or a physicist or a biologist, not to mention a bioelectrical engineer or a civil engineer or an economist. Thus much of our time at this place has been consumed by finding majors and changing majors and finding new majors and perhaps changing them again. Running into the unexpected, new, and interesting in another field is not the exception but the rule, as is finding the boring, uninteresting, and mundane in one's tentatively chosen field.

Thus, I discovered that I detested the biology laboratory and that I loved the newsroom. Journalism is not a difficult field to enter from MIT, odd as that may seem. (In fact, very few, if any, fields are difficult to get into with an MIT degree, one of the best door-openers available. Whether MIT's education is a *good* way to get into a certain field is another question entirely.) The difficulty with journalism is that almost no one here recognizes that it is a field at all, and one feels somewhat like the Galileos of early science trying to pursue their pastimes in a society still run largely by religion, just as MIT is by technology.

Making such a drastic switch can be a bit traumatic, but if it's the right switch, it feels good. But beyond the few biologists going into journalism and physicists becoming literature majors, there



vote and drink, and growing up doesn't stop at MIT.

Everyone standing in neat little lines with dark robes and ceremonial headdresses today has changed in their four years. Some have changed a little; most have changed a lot. Many of us have done much of our growing up here, and none of us is finished.

A great part of growing up is changing your mind. Especially in the job-tight mid-1970's, the primary purpose, for most of us, in coming to MIT was to prepare for a career. What many of us didn't realize was that we'd end up pursuing one that was completely different from what we were after when we came here. Of all the changes of mind, the change of career is one of the most central, at least to people who, whether they realize it or not, hold a career to be an extremely important part of their lives.

Four years ago, I was one of those MIT freshmen who was reasonably sure of what I wanted to do. I wasn't *positive*, but my intent in coming to MIT and my intent in taking almost all the courses I took for my first 3 years was to become a biochemist. Then I discovered what it meant to be a biochemist, as opposed to being interested in biochemistry.

This discovery is crucial to being an undergraduate here. Freshmen come here knowing about high school chemistry and

are a great many more chemists turning to biology, physicists becoming electrical engineers, and others making less startling changes. What might surprise the newcomer to academe more than these switches are those changes still happening to graduate students, and even to Ph.D.'s. Even more than in academics, the way of the real world is changing jobs. Studies have shown that only a small minority of people pursue their first occupation for their lifetimes.

Changing career plans late in education might seem chaotic, but such an experience is valuable. After the change one

can become closely acquainted with more than one field, and simply going through the change is useful — it gives a taste of the uncertainty of the real world. Growth comes from change, and mental growth comes from changing your mind.

The unfortunate people are those that enter life by a narrow route. They aim at one goal and often miss other goals just as meaningful. Switching directions leaves us with an awareness of some of the biases and attitudes of those people who would have been our coworkers. In today's specialized society so much time is wasted because the scientist

cannot see the purposes of the politician, and the politician does not see those of the journalist, and so on through the entire range of occupations.

The greatest benefit is personal, however. Changing your mind shows that you are, after all, free to think for yourself and change your life. Freedom of thought is much of what education should be about. I feel glad in many ways for the way I came to this point in my life. Nevertheless, I don't know whether I would travel the same path again. Time and chance being what they are, I probably would have changed my mind in an entirely different way.

On enjoying the intensity

There's a lot to gain in four years

By Mitchell Trachtenberg

Remember how during R/O week, back in '74, the most overused MIT cliché was: "Getting an education at MIT is like trying to get a drink of water from a fire hydrant"? Looking back at the last four years, and trying to capture some of their flavor in one short essay, I'm struck by how phenomenally accurate that dumb cliché has turned out to be.

The years have been humiliating and exhilarating; thrilling, terrifying, exciting, and infuriating; but what stands out in my mind is this: whatever they were, they were always very much so. Weak adjectives need not apply — the MIT experience has been intense.

From the first week on, there have been so many things to do that concentrating on any one activity for very long has required enormous willpower. It's been very easy to run out of hours in a day.

I know that I will always respect the sheer energy of the people whom I've met here. People even seem to *move* more quickly at MIT than elsewhere. At times, I've enjoyed just

standing to one side and watching action in the corridors: people speaking in a variety of foreign languages, a pair of world famous scientists shooting the breeze, animated discussions on the most unlikely of topics.

Everyone here seems to be involved in activities well beyond class requirements, whether working on some advanced research project or playing an instrument in the symphony. Or both.

Perhaps the Institute has no cheerleader style, "rah-rah" spirit, but there is certainly a sense of community here. Striking up a conversation, if one takes the effort, is surprisingly easy. There is a natural assumption of friendliness. Last year, the UAP gave disco dancing lessons, and though I'm not absolutely sure, I don't think that sort of thing happens at other schools. Here at MIT, "arbitrary" social conventions are often bypassed. People let their hair down; again, we feel we are among friends.

I suppose those social conventions have to be bypassed, given the unusual crowd we have here. For the most part, it's not the social jet-set. (I know one professor who taught every session of a class wearing the same beat up sport shirt and pair of trousers.)

Looking back on our racial "troubles," I recall how crowds of students, attracted by the alternative advertising posters, would gather in Lobby Seven and argue about aspects of the Grogo affair and the wider questions of racism at MIT.

I remember being struck that these arguments were happening in the same city where Theodore

Landmark and Richard Poleet were being attacked for purely racial reasons. Yet here were black and white MIT students earnestly — sometimes angrily — arguing about a gorilla picture.

We're certainly not free from racism, but I'll take an argument about a gorilla picture over racial stabbings any time. People here can *talk* about their differences, and that's nice.

Of course, just about everything nice I might say about MIT can be flipped around and

MIT students are neither a humble bunch, nor particularly tolerant of others. Our lack of humility is easy to understand; we are often told what a clever bunch of people we are and only rarely are we shown our failings. Unfortunately, our lack of humility seems to lead directly to a corresponding lack of tolerance.

The entire Louise Nevelson, Transparent Horizons mess should probably be taken much more seriously by the faculty than it appears to have been. When supposedly elite college students find vandalism of art to be amus-

"The years have been humiliating and exhilarating; thrilling, terrifying, exciting, and infuriating . . ."

used as criticism. I know that well, because I am often doing the criticizing. My parents listen to me and say the Institute sounds great. I respond that the Institute has an awful lot of room for improvement.

What I referred to as our dislike for "arbitrary" social conventions often seems more aptly described as gracelessness. I sometimes suspect that MIT encourages this social clumsiness, perpetuating the stereotype of the ivory tower scientist whose social behavior is politely called eccentric. Rudeness and clumsiness are all right; they show how interested you are in your work, and they maintain the "mystique" of the scientist. It's an odd, mostly unconscious attitude, but I think I see it here quite often.

ing, it's a sign that something is badly lacking in their education.

Maybe MIT could consider a course in Humility, to give us some insight into our place in the universe. Or perhaps that is really the function of a liberal arts education. Or maybe that sort of understanding will just come as we grow older.

MIT has not given us everything, but we've received a great deal from the Institute, and to complain at this point seems a bit silly.

Recognizing what we may have missed, we can still be happy in all that we've gained here in four years. There's an awful lot of that, and we still have three quarters of our lives left to fill any gaps.

The Tech

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Four years in perspective

(Continued from page 1)
the peace in front of major entrances. Meanwhile, dormitories were cleaned by students whose living groups were given weekly paychecks for the services, and Walker's dining hall was staffed by students in an attempt to feed those 1,000 on Commons plans.

The strike ended as abruptly as it had broken out almost four weeks earlier. Workers, claiming victory, settled for contracts nearly identical to MIT's original offers.

The Class of 1978 was not exposed to diverse points of view. In the last four years, speakers on

For the rest of the spring semester students and faculty debated the question of MIT's responsibility in dealing with foreign governments. The sponsors of the plan and their supporters insisted that MIT had an important role in the developing worldwide technology and industrialization. Opponents of the deal charged the Shah of Iran with brutality against his enemies, and claimed that MIT was "selling admissions."

At the end of April, some 200 people met at an anti-Iran deal rally on Kresge Plaza, and then marched to the Building 24 headquarters of the Nuclear Engineering Department for a two hour

Few students at MIT have actively participated in student government in recent years. Since the early 1970's, interest in the Undergraduate Association has steadily dropped.

Even so, the antics of student politicians have provided us with some amusement over the last four years. As freshmen, we were introduced to student government by Steve Wallman, a young man highly concerned with the role and power of the Undergraduate Association on campus. The last of the big-time UA presidents that came out of the period of unrest around 1970, Wallman was succeeded by a UAP less aggressive and less well-known. Lee Allen is remembered for announcing the resignation of his vice-president, Steve Shagoury, before Shagoury had actually resigned. Allen replaced Shagoury with Kevin Miller, and the displaced veep read of his own resignation in *The Tech*. Shagoury, of course, then proceeded to resign.

Phil Moore worked hard to reestablish the General Assembly as a forum for student input into the political process, but more of his energy went into the highly political Taiwan controversy in the spring of 1976. He was succeeded by perhaps the most apolitical UAP ever, Peter Berke. Berke was criticized for playing down the political and administrative aspects of his job, and praised for using the Undergraduate Association as a means of encouraging social interaction between students. Berke was succeeded just this spring by Barry Newman, head of the Student Center Committee. We seem to have come full circle in four years.

Almost as interesting as student politics are the political



Phil Moore (left) and Peter Berke, two Undergraduate Association presidents whose political inclinations were worlds apart. (Photo by Rob Mitchell)

"Opponents of the deal charged the Shah of Iran with brutality."

campus have included Daniel Ellsberg, Mo Udall, Willy Brandt, Isaac Asimov, Daniel Patrick Moynihan, John Dean, Carl Sagan, Sam Ervin, Fred Harris, William Colby, Harlan Ellison, McGeorge Bundy, and Vincent Price.

Two MIT scientists copped Nobel Prizes: David Baltimore in Medicine and Physiology, sharing his prize with researchers in Wisconsin and London; and Samuel Ting in Physics, sharing his prize with a colleague at Stanford.

March, 1975. MIT announced plans to train 54 Iranian students over a three-year period in a special master's degree program in Nuclear Engineering. Within a week, over 500 critical students attended a meeting at which President Jerome Wiesner announced the final arrangements.

demonstration and sit-in. In May, Charles Kindleberger was appointed to head an *ad hoc* faculty committee on international institute commitments.

By the fall of 1975, the program was struggling as a result of entirely internal problems. Only 20 of the scheduled 27 students arrived at MIT; some of them were late for the summer preparatory program, and several others voiced desires to return home shortly after arriving. The Kindleberger committee, operating in a confused faculty atmosphere, urged periodic review of MIT's international commitments, and a permanent standing committee to review such programs. Instead, the faculty set up another *ad hoc* committee, one which was to play a part in the controversy over a Taiwan deal the following year.

You, too, can get ripped off

(Continued from page 1)
decided that everything seemed fine and I was getting a fair deal, my friend and I drove out to pay for the car.

But when we got there, the owner told us he had sold the car to Frank, mentioning that I hadn't left him a deposit or called him recently. We offered to pay more for the car, but he repeated it was sold and abruptly shut the

purchased a "lemon." He flatly denied ever offering to purchase the car; a 1970 Toyota, for his son, who owned a '74 Camaro. I called the former owner back.

He told me he was mystified by the smoke problem, that it had never smoked for him, and that maybe the problem was in the pollution control devices which he had disconnected while he drove it for fuel economy but had

the rings were bad, had been for a while, and that there was "no way" the previous owner wouldn't have noticed "that much smoke." They told me it would cost \$400 to rebuild the engine so it wouldn't smoke. I called the former owner back hoping that in the light of this information, he would admit that somehow an error had been made and that in all fairness, he should give me \$400 back.

He admitted this time that he had lied about the purchase offer telling me "it was a ruse" to get me to make up my mind faster. He continued to deny having any engine problems and acted mystified as to what the trouble might be.

I used an oil additive to pass inspection and drove the car during the summer. I sold the car at the end of the summer for \$400. It wasn't easy either. I couldn't get guys who advertise "We buy anything" to look at it. I sold it to an MIT graduate student.

Soon after the new owner purchased the car, brake fluid started leaking out corroding the brake shoes (the original owner had done his own brake job). And 2,000 miles later the engine gave out.

"It would cost \$400 to rebuild the engine so it wouldn't smoke."

door in our faces.

It occurred to me that since the owner had said Frank wanted it for his son for school in the fall and I only wanted the car for the summer that I might work out some kind of deal with the mechanic. Since it was difficult to go looking for a car without a car, and since I was firmly convinced now that I was getting a good deal, I knocked on the door again and asked the owner for the mechanic's full name. But he said that wouldn't do any good, that Frank wouldn't go for it. "Would you loan your car out for three months?" he asked.

But he said that since we were from MIT and were badly in need of a car, he would try to convince Frank to give up the car. He said it wasn't very likely, but he would try and we should call him back in two days.

The owner had been successful and I purchased the car at the original asking price. Then the problems began showing up.

The car failed inspection due to smoke emission. I took the car to Frank and asked him why. He told me that the car was burning oil, that judging from the amount of smoke, it had been going on for a long time and that I had

reconnected for me so the car would pass inspection. He suggested that maybe "the PVC or PCV valve, whatever" might be the cause. Only a week ago he had been an expert on cars!

I confronted him with what the mechanic had told me about the purchase offer. He said that I had misinterpreted what he said. He said that he had said the mechanic's son, Frank Jr., had offered to buy the car. I later talked with Frank Jr., who described his car and asked me, "What would I do with a 1970 Toyota?"

I took the car to an engine rebuilding shop. They confirmed

Gordon:
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SUMMER MUSIC AT MIT

June 29 **ROBERT KOFF, violin**
Mozart: Duo for violin & viola, Piano Quartet in g; Haydn Trio; Beethoven "Spring" Sonata, Op. 24

July 6 **THE EMERSON STRING QUARTET**
Eugene Drucker & Philip Setzer, violins, Lawrence Dutton, viola, Eric Wilson, cello. Program to be announced.

July 13 **THE ERDELY DUO**
Stephen Erdely, violin; Beatrice Erdely, piano. All Mozart program

July 20 **JOHN BUTTRICK, piano**
Beethoven, Op. 10, No. 3; Chopin: Polonaise, Nocturne, 3 Etudes, Ballade; Schubert B-flat Sonata

July 27 **ELECTRONIC AND COMPUTER MUSIC**
New compositions from Computer Music Seminar, Barry Vercoe, director; Works of Chowning, Davidovsky, and Vercoe

Thursday Evenings at 8:00
Kresge Auditorium
Admission Free
253-2906

Graduation: a time for seniors to look back

(Continued from page 3)

ed claims that it was a closed, elitist body by electing Robert Resnick to his third consecutive year as ASA president.

Spring term, 1976, the end of the first week. In its first issue of the semester, *thursday* reported that MIT had concluded a \$900,000 deal with the National Taiwan University to train 15 Taiwanese engineers in inertial guidance and instrumentation systems. The program immediately met with student and faculty criticism.

Two weeks later, a Taiwanese student was accused of photographing those attending a teach-in on the Taiwan program. His accusers charged that the pictures would be used to identify opponents of the Taiwanese government. In March, two Boston-area Taiwanese students alleged that they were denied passport renewal by the local consulate. One of the students had been at the February teach-in, and both claimed to have been told that they were on government blacklists.

By April, student groups were organizing demonstrations to protest MIT's part in a program allegedly giving military instruction to a government oppressing its citizens.

On May 4, the Ad Hoc Committee on International Commitments (set up the year before to succeed the Kindleberger committee) recommended the termination of the Taiwanese training program or at least the curtailing of its military aspects.

At a rally the following day, a student speaker read part of a letter from President Wiesner to the committee stating that the program was entirely non-military in purpose. Chancellor Paul Gray refused to speak at the rally after hearing student comments on Wiesner's letter.

Meanwhile the State Department, partially at the request of the Social Action Coordinating Committee, stepped in to investigate the program. The State Department's Munitions Control Office advised the Institute that the program would not agree with national policy and security objectives. On June 30, the program was terminated by agreement between MIT and the National Taiwan

University. It was apparently a victory for students in the first major confrontation with the administration since the end of the Vietnam War.

It has become fashionable in recent years to discuss and criticize both the state of the arts at MIT and the reaction of students to campus art. The Institute has turned its attention to acquiring modern sculpture, not all of which has been warmly welcomed.

Louise Nevelson's *Transparent Horizons*, placed next to the new Chemical Engineering Building between the two parallels of East Campus, has been buried in paint, snow, criticism and outrage. Henry Moore's *Reclining Figure*, while not a target of paint-bomb artists, has been affectionately nicknamed the Bronze Bunny of Dupont Court.

Two other major acquisitions have gone practically unnoticed: Picasso's *Figure decoupee* and Tony Smith's *For Marjorie*, the former installed in front of the Dewey Library, the latter in front of Westgate.

In the performing arts, several groups have been entertaining MIT students regularly: Drama-shop, the MIT Community Players, the Shakespeare Ensemble, and the Musical Theater Guild.

On the musical side, we have heard the MIT Symphony Orchestra, Concert Jazz Band, Festival Jazz Band, Concert Band, Logarithms, Chorollaries, Gospel Choir, and Society of Bell-ringers. Major concerts have included Blood Sweat and Tears, Don McLean, Aztec Two-Step, PDQ Bach, and almost, but not quite, the James Montgomery blues band.

March, 1977. The Writing Program has been surrounded by controversy since its inception about four years ago, and events began to lead to a climax in early March. At that time, five members of the Writing Program staff who claimed to have been unfairly fired by the School of Humanities and Social Sciences sent an eight-page position paper to 1,200 members of the faculty. In the paper, which was excerpted in *The Tech*, lecturers Sanford Kaye and Joseph Brown and three instructors focussed on the failure of the School to use the Report of



David Baltimore waves to his supporters after receiving the Nobel Prize in Medicine and Physiology in 1975. (Photo by Tom Klimowicz)

the Sivin Committee to Evaluate the Writing Program as a basis for future planning for the program.

In early April, the same teachers accused various members of the Humanities Department administration of deceit, claiming that they had not been informed of key decisions on the Writing Program until months after they had been made, and that a Corporation Visiting Committee had been told that the staff was duly

mentation Review Board, a panel of Cambridge citizens.

At the end of the spring term, 1977, a group of about ten MIT students was among the 2,000 arrested at the occupation of the proposed nuclear reactor site in Seabrook, New Hampshire. Several students were still in jail as final exams passed them by.

It was in 1977 that two campus stories hit the national press. On April 28, *thursday* published an article titled "Consumer Guide to

tute have reached a new peak. Two faculty-administration proposals have generated new levels of student input into the decision-making process. A proposal to move up the Drop Date to the end of the fifth week of the term (from the eleventh) was narrowly defeated by the faculty, and this was seen as a victory for and by the student body.

There are now two burning issues between students and MIT, part of the legacy of the class of 1978.

The faculty is debating the proposals of the Ad Hoc Committee on Grading, which would place grade distributions on transcripts, and allow letters of commendation for up to five percent of the students in a subject. Student feeling on these proposals has been loud and consistently against them. Following the defeat of the Drop Date proposal, the prospect of another student victory is not altogether dim.

The MIT Corporation, along with the trustees of nearly every other major university in the country, is faced with the question of divestment of holdings in corporations with dealings in South Africa. Students, protesting the apartheid policies of the South African government and the investment of colleges in that government, have demonstrated on campuses throughout the country. To date, no major divestment decisions have been made.

These events are all history, and part of the MIT experience for all of us. But there has been much, much more.

UMOC, Wellesley exchange, IAP, strange things and banners in Lobby 7, the Great Blizzard, overcrowding, the Cain's sign, th meals tax, IM sports, varsity sports, PE.

Dormitory life, fraternity life, Kaleidoscope, student activities, Strat's Rat, pinball, House meetings, the BUS, Monty Python, LSC, SCC MidNite movies, block parties.

Growing up, meeting friends, studying hard. They were four short years.

"Although the charges were eventually dropped, the awareness of interracial sensitivity remains."

informed. The administration, of course, denied all.

Kaye and Brown pressed on, trying to get a faculty committee appointed to investigate the Writing Program and recommend "a plan for writing instruction at MIT." Dean Harold Hanham, meanwhile, published a plan of his own for writing instruction, which called for courses in expository writing and science and technical writing in addition to the creative writing courses already the focus of the Program.

At the faculty meeting in May, a motion was introduced by Assistant Professor Murray Biggs to establish such a committee. The motion was defeated resoundingly, ending the "controversy" for good. Kaye and Brown had contracts through this term, and they will not be back next year.

The class of 1978, while experiencing the power of the MIT administration as well as its own ability to deal with it, was not in total seclusion for four years. This year's seniors have been affected by the communities and events around MIT, participating and voting in local politics, and learning about the real world.

During the early years of the class of 1978, Boston was going through the first stages of court-ordered desegregation, an urban catharsis that polarized the city's residents as well as its politicians. MIT was one of several area colleges to sponsor a high school program, and many MIT students worked as volunteers in schools to help teachers through the period of upheaval.

In 1976, the city of Cambridge temporarily banned DNA research while a study was made of the dangers involved. Mayor Alfred Vellucci was the leader of the anti-research faction, but eventually, in February, 1977, the City Council rescinded the ban. A regulatory ordinance was passed, largely the result of work by the Cambridge Laboratory Experi-

MIT Men," which contained two women's rankings of over 30 sex partners they claimed to have had over the last five years. President Wiesner attacked the article as "extraordinarily offensive and a gross violation of our norms of taste and of regard for privacy" and called for a "review of the status of *thursday* as a recognized student activity." After the story hit all of the wire services, major newsweeklies, and radio networks, the women received formal probation from the Committee on Discipline, while *thursday's* Features Editor was suspended for three months.

In the fall of 1977, another Wiesner statement in *Tech Talk* made a smaller national splash but had a much more pronounced effect on campus. A Political Science professor charged the editor of the Freshman Picturebook with racism because of a picture and caption in last year's edition. Known as the Groggo incident (because the picture was of Groggo the gorilla, the yearbook's mascot), the affair prompted many students and faculty members to examine their own feelings on racism and race relations. Although the charges were eventually dropped, the awareness of interracial sensitivity remains.

In the last year, the interaction between students and the Insti-



This past spring, students from MIT joined students at colleges throughout the country in staging demonstrations protesting their institutions' investments in companies doing business in South Africa. (Photo by Gary S. Engleson)

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