Parietals

The discussions currently going on with regard to the influence of several M~assachusetts state laws and Federal regulations. However, we would stand by it, and examine the possible consequences of its application with respect to living arrangements. For the student to have the ability to determine his mode of conduct as long as it does not interfere with any other individuals living within the above-mentioned group. If the current living situation exists for fraternity and apartment dwellers, it is a member of MIT. A similar situation exists for fraternity and apartment dwellers.

The question being considered by both the IFC and Dormcon at this time is where the real responsibility for the individual's actions lies. It seems obvious that responsibility must lie, insofar as it is possible, and within the context of our axiom, with the individual. However, we are also recognizing that he is a member of several groups. There is an obvious trade-off which occurs at this point between individual group rights and responsibilities. It would be entirely too easy to say that there shall be no parietal hours, and this question will be left to the conscience of the persons involved. This would be missing two points. The first is the question of responsibility. If the individual is permitted to use his moral code as a guide, will he assume the responsibility for his actions? Past experience has shown that, more often than not, it is the Institute which is forced to assume this.

The second question is whether or not each individual will be able to determine when his actions are, indeed, interfering on the rights of others. People are going to be groups of quite a number of people who are, indeed, able to do this very well. However, there are a few who are not.

Examining the possible consequences of its application, we feel that several things should be considered when we arrived at a decision to seriously consider where they would like to begin limiting the students' rights. We believe that the only rational solution is to allow each living group to determine what those should be for its members.

Humanities

"Whence the humanities?"

The question might well have been posed at most of the recent discussions on the core curriculum. The one question which has been asked several times, and to which we have failed to provide any satisfactory answers, is that of the departments of Humanities, Political Science, Economics, and Management. Are they merely service schools for the much larger and engineering departments surrounding them?

We do not propose to attempt to answer this here. However, we feel that several things should be pointed out in order to permit a rational analysis of the situation. The first is that the social sciences at MIT are becoming stronger each year. One result of this is that going into the future, undergraduates are going to be attracted to these fields. If this is to be the case, and MIT is going to encourage it, then two actions are called for. The first is eliminating the aparche science and engineering distribution requirements from the Institute requirements. The second is eliminating the uparche sciences requirements. We base our arguments toward these ends on the question of equality. If the social sciences are to be treated as equals with the sciences and engineering, there is no need to ask them to assume the responsibilities of these fields. If this is to be the case, and MIT is going to encourage it, then two actions are called for. The first is eliminating the aparche science and engineering distribution requirements from the Institute requirements. The second is eliminating the uparche sciences requirements.

Another question is that of where the social science majors are coming from. Is it from those who happen to be good numbers, or are they a group of students who are interested in science and engineering courses in those years. Presumably, these students came here with the express idea of going into an area within one of these fields. The argument is often made that the entering freshman does not know what he's getting into in terms of requirements. This is to us, patently absurd. At another school of our knowledge, which has a rather good reputation for producing research, the freshman year was tried for two years. This was a two-term sequence, which used only volume one of the series. It was dropped because the students found it too difficult. While this may be good for one's ego, it certainly doesn't say much for the amount of information imparted to the freshman when he reads a list of Institute requirements and Physics 1.000. What the student is really being told is that first-year student knows what he's getting into is rather stretching the point.

This only reiterates what we have already said. As an admissions officer, hearing the full story, the uparche requirements in both humanities and science-engineering should be eliminated. Under these circumstances, we offer the suggestion as to the method to be used in accurately imparting this information; perhaps the best system would be to mail a copy of the current year's physics midterm to each freshman applicant.

Letters to The Tech

To the editor

As the U.S. student on the MIT Campus in the vintage year of '55 - when children hid and women toweled at my approach - I was properly shocked to hear that this year the mantle has been cast upon a woman, a mere girl really. Her photograph lies before me as I write. Obviously Miss Helgerson's fame has taken on finality.

Miss Helgerson's face is a far cry from the sort of countenance upon which great oratorics are predicated. I have seen agile actors rising on the wits of American toastmasters. I have seen more motley collections on fresh crowds and clear droops of dancing toes;坚持以 relations the faces of laughing children; more proleptic physiognomies on Browne-old little kittens.

Quite frankly, Miss Helgerson's visage would be hard pressed to stir a tunramp squeal in a dark alley.

An important point that must not be lost sight of is that politics is not just skin deep. It was em phasized this point - the insistence on not turning to the very core - that caused a clean-cut victory in '55. It is obvious that Miss Helgerson's argument that she has no notion of what real depolity can be, I doubt that she has ever been to a police box or visited a war zone. I'd be willing to wager that Miss Helgerson doesn't even know how to abuse a policeman adversely.

She couldn't sip a tippock from an asterical organ.

The part of this whole bastards that interests me most, however, is the matter of Miss Helgerson's campaign tactics. The newspaper reports that she has been making the UMOC title by performing a strip in public. This is plagiarism of the greatest order, and blatant sexual discrimination to boot! I attempted the very same act during the climax of the 55 campaign, in the middle of the Great Court (ostensibly to show that I was ugly) and was arrested - and I thought I was covered by the Cambridge Police records. In contrast, I note that Miss Helgerson was permitted to put the pack on Miss Helgerson.

If - as the disposition of this title would seem to advertise - the insistency on not turning to the very core - that caused a clean-cut victory in '55, then we have both actions spelled out. No, not even more mottle compliances on Browne-old little kittens.

Richard Simmons

UMOC - 1955

(Long since transformed into a Handsome Prince by a lonely lady's kiss)

Foreign Policy

U.S. Policy in Vietnam: A Selection

When Vietminh forces captured the town of Dien Bien Phu in May of 1954, France was forced to accept the Geneva Accords, which guaranteed the independence of Vietnam and agreed to elections in the fall of 1955. These elections, in November of 1955, produced a victory for the French general de Gaulle. However, in August of 1956, the Vietminh forces captured the town of Saigon. These events led to the formation of the Republic of Vietnam under the leadership of Ngo Dinh Diem. The United States intervened in Vietnam to support Diem, and this led to the eventual outbreak of the Vietnam War.

The Vietnam War lasted from 1955 to 1975. It was a conflict between the communist North Vietnam and the non-communist South Vietnam. The United States provided military aid and support to the South Vietnamese government in an effort to prevent the spread of communism in Southeast Asia. The war resulted in the deaths of millions of people, and it remains a controversial issue to this day.

The Vietnam War was a major factor in the Cold War, and it had a significant impact on the United States. The war led to increased domestic unrest, and it contributed to the erosion of support for the Vietnam War among the American public. The war also led to the resignation of President Lyndon B. Johnson and the end of the Vietnam War in 1975.