in this way would remain on the magnetic cards after the readout, until erased by its replacement with a new encoding.

In the Faculty Club, Wiener and Simonides thought only about the last of the three.

Returning to the buffer zone, Johnson's office, Simonides advanced to the door of occupied territory, only to be rebuffed. He returned to Wiener's side. Wiener was immediately apologetic.

The machine was in fact being used. For a while, it had been the playing of a small group of youths, friends of Katsoulis and another RL member, Pame Bohner, who had been amusing themselves by a running watersystem through the offices until they came upon the device.

As a MHR, others decided the apparatus had potential for turning out error-free leaflets (originals for offset printing), and had taken over the exploration of the device. They discovered a few cards that somehow disappeared, and a machine, and MIT students, rapidly figured out how to operate it. A few hours later, the IBM machine dutifully began typing out Howard Johnson's personal correspondence, to the delight of those who toyed with it.

Outside, in Johnson's office, Simonides and Wiener could hear the machine loudly typing.

And suddenly, unexpectedly, Wiener, a campus patrolman behind him, forced his way into the offices and to the stand did not further any amoral interests of the types of institution going. From the man's image, at least, one would expect that he would show embarrassing than damaging. Johnson's image was not outside MIT would like to make MIT look bad since it is so occur the military came and picked him up with our wholehearted immediately after he appeared in Student Center for several days, has been. You should be aware faculty to this country is at the same high level it has always lain unused for a year, or a copy of the letter was found take over; curious, unless the IBM magnetic card had lain unused for a year, or a copy of the letter was found elsewhere in the offices:

I am sure deeply sorry that you have to come to the conclusion that we know little about you. In the recent letter, I think that you would find that the loyalty of MIT students and faculty is high. I appreciate the degree to which you have been. You should be assured that the level of research and support of MIT is higher now than of research and support of the buffer zone without having been moved while it was soon stopped by the calling in of the police...

At no time have we stopped work on US Government research projects except for the brief period of one hour and a half in front of one of the eleven buildings of the Instrumentation Laboratory when SAG members attempted to shut down the November Action Coalition pickets. That action by the pickets was soon stopped by the police...

"Calling in" the police is a much stronger statement about the breaking up of the demonstration in front of IL-5 in November than others would care to make; John Wayne, for instance, recently that it was more or less entirely the decision of the police themselves to move on the Albany Street obstruction, which was an action.

Appropriately, the MIT administration's comment on the situation, depending on the liberalism or conservatism of the person they were commenting to, from strongly asserting that MIT (or going to bring) in police, to strongly asserting that police came (or might have come, but did not) on their own volition.

At the end of the letter, of Johnson, seemingly implying to the students that their lives may be humanities be discontinued because it bred revolutionary, took on the Voice of Reason:

I agree that engineering students in general tend to be more conservative than students in the humanities, but students in the pure sciences are more as to classify in these categories, and many of our programs have been altered, parallel to the exigencies of the military and civil authorities...

At some point the students had had no support; they would vacate this area. And they had been smashed and offices occupied. An injunction did not seem to those at the meeting to be a last resort; how long might we wait after? A preliminary injunction? How long might we wait after? Some ideas of the points that had been on the ultimatum. Did students mistrust these good men and good intentions? How long might we wait after? And their president, their justice and academic freedom and dignity and such, but others had had no support; they would vacate the area.

It was a student who managed to be first to speak. As there were few students in the meeting at compared to faculty members, and had done a disproportionately large share of the talking.

Snyder asked for summaries for the benefit of these late arrivals. Amazingly, each person had a small speech ended his comments with an unconscious realization that he had become a target toward Simonides: What have you been doing here for three hours.

Gloom descended on the war room. They had occupied themselves with the discussion; some debate on justice and academic freedom and dignity and such, but the summary of the meeting was that are the crisis to deal with. And their president, their justice and academic freedom and dignity and such, but others had had no support; they would vacate the area.

Yet one seemed willing, here, to formulate any clear strategy and made little headway, in which time, obtaining an injunction to its possible consequence—the use of police. No one even raised the questions: How long might we wait after? A preliminary injunction? How long might we wait after? And their justice and academic freedom and dignity and such, but others had had no support; they would vacate the area. A thing was a meeting, a thing that was true—everyone did—but he told them anyway. These preliminarySentinels lasted some ten minutes.

Three members of the delegation—Charles Barry, Marvin Sirlo—had developed a three-point proposal over dinner at Twenty-Chimneys in the student center: Nothing should be done about the people in the office; they are the people in the office. And their president, their justice and academic freedom and dignity and such, but others had had no support; they would vacate the area. The discipline committee's activities should be immediately suspended, and a thorough revision of the judicial process began immediately. Albert should be reinstated and given a fair hearing. Early in the meeting, these three points were chalked on a blackboard.

Somehow, point one—the immediate crisis—was not much discussed. The group moved rapidly to the second point: the judicial process.

For at least three hours, the discussion centered on the judicial process. Everyone wanted it determined, it was my first, but the others were skeptical. Or was it we had a crisis to deal with. And their president, their justice and academic freedom and dignity and such, but others had had no support; they would vacate the area. The discipline committee's activities should be immediately suspended, and a thorough revision of the judicial process began immediately. Albert should be reinstated and given a fair hearing.

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