MIT program honors King
Proctor urges educational opportunities for all

By Niraj Desai

"Beneath the veiler of poverty, there exist mutual and creative personalities," said the Rev. Samuel D. Proctor, calling on the nation's colleges and universities to take up the challenge of providing a future for those who have been educationally and socially disadvantaged.

Proctor, pastor at the African Baptist Church in Harlem, gave the keynote address at yesterday's Martin Luther King Jr. Celebration. President Paul E. Gray '54 also spoke at the gathering, decrying the presence of racism in the nation and the Institute and pruning MIT's efforts to fight it.

Proctor recounted the story of how he heard about King's assassination in 1968. He was riding in the back of a Dallas cab, driven by a white man. The man, as described by Proctor, was the silhouetted image of a white redneck, poor, uneducated, unskilled. For 15 minutes they rode in silence. Finally, the cabdriver turned the volume to a level that Proctor and the driver could barely hear the music of the television. The driver then said, "We don't think of King."

Proctor said King was a man of intense faith in the imminence of humanity and in the power of good will, Proctor said, and a man who inspired such goodwill in others.

"Universities must work to improve society. A sense of grand purpose is absent from American higher education," Proctor said, claiming that universities do not strive to improve society. "If [the educational establishment] succeeded in meeting all of its objectives, what would the world look like?"

Proctor accused the educational establishment of being too willing to give up on students from deprived backgrounds. Children growing up without parental support and strong community role models are not given enough opportunity to escape lives of poverty and crime, he continued.

"I am not urging that black people be given things they don't merit, but that impediments in their way be removed," Proctor said. (Please turn to page 11)

517 have yet to complete Phase II

By Andrew L. Fish

Over half of MIT seniors have not completed Phase II of the Institute Writing Requirement, according to Venetta L. Walters, chairman of the Committee on the Writing Requirement. As of Jan. 7, 517 students have yet to complete the requirement in order to graduate.

"The numbers are not quite what I had hoped they would be," Walters said. "Students did note that the 517 students include some who will not graduate this year (as well as VA internships)." She also noted that all of MIT's Course VI cooperative writing class (6.116) have completed the requirement.

Walters faced a deadline of Mar. 1 for submitting Phase II papers. The paper must be 10 pages long and relate to the student's major.

Walters did not anticipate an extension in the deadline. "I know the Academic Council will stick to Mar. 1," she said. If the Institute extended the deadline it would be an insult to those students who completed the requirement on time, Walters said.

In many cases students have submitted Phase II papers, they have required rewriting, Walters said. The deadline for such rewrite papers will be Apr. 1, she said.

In addition to papers, certain classes which involve technical writing may also be used to fulfill Phase II requirements, she noted.

The Class of 1987 is the first engineering cooperative class. The co-op requirement, she claimed. Eventually, administration of Phase II will be turned over to the faculty of the individual departments, Walters said.

Many engineering students have completed the requirement through cooperative writing sub- missions, she said. Teachers of over a third of the students who completed Phase II since Sep. 29 did so through a chemical engineering cooperative class. The cooperative subjects exist only in the School of Engineering, she said.

But there have been efforts to place courses similar to the cooperative writing subjects into the School of Science, Walters said. The mathematics department is offering a writing seminar, and writing faculty will be working in the School of Physics. The physics junior lab (1.84) and the biology department, she explained.

Walters felt the writing requirement had adequate publicity. "Some students are tired of hearing about it," she said. The writing faculty and departments and the Writing Committee are having workshops to help students complete the requirement. "But I think it has long run it up to the students to fulfill the requirement," Walters said.

Researchers use radar as meteorological tool

By Honor Jones

Two large "gold balls" sit atop the Green Building, dominating the Cambridge skyline. In reality, each is a "radome," which protects an MIT Radar Facility from strong winds. Last Wednesday Professor Earle R. Williams PhD '81 of the Radar Facility unveiled several areas of research which use these radar devices during a one hour talk and a tour which followed.

Radar is the "most important single tool in observational meteorology," Williams said, explaining the two major types of radar and their applications in weather forecasting.

The more advanced Doppler radar determines velocity in addition to measuring the reflectivity of objects, Williams said. The radar detects a predictable Doppler-crowe pulse in a certain direction, he said. If the beam strikes an object, it is reflected back to the radome. The parabola receiving dish inside the radome then focuses the reflected waves onto the antenna, he said.