

Faculty debates academic proposals

Requirements are redrawn by CEP, 3 student groups

By Duff McRoberts

The Committee on Educational Policy proposed abolition of the freshman chemistry requirement in a motion submitted at a faculty meeting Wednesday. Basically, the motion would retain the other General Institute Requirements, including those for Science Distribution and Laboratory. The changes would take effect for classes entering in September, 1969.

The proposal also specifies that students majoring in science and engineering take at least 24 units of the Science Distribution requirement outside of their major field. In addition, "at least 18 units of the upperclass Humanities and Social Science requirement must be outside their major field for students in the Schools of Humanities and Social Science and of Architecture, Urban Studies and Planning."

A minimum of 24 units of free electives in the freshman year, 30 in the sophomore year, and 24 in the junior and senior years combined are one object of the motion, and approval of the individual department programs would be subject to this guideline. The departments would also be required to specify the subjects a student must complete by the end of his sophomore year in order to qualify for his degree in the normal time allotted.

"Ad Hoc Committee"

The faculty has before it also a proposal from the Ad Hoc Committee for Change, a student group who propose the elimination of all subject requirements, general and otherwise (to be replaced by "suggested" core subject groups), and a modified advisory system for students. The Ad Hoc Committee requests that these changes be considered immediately.

Early in this academic year the Ad Hoc Committee attempted without success to secure modified grading systems for a number of subjects. Additional ideas of the Committee, suggested for future consideration, feature grading systems of pass/fail and/or pass/no-record, or a system by which a student chooses how he is to be graded, and a "simple procedure for the formulation and establishment of student initiated courses and seminars." A total number of units would be required for graduation; this number could be modified somewhat with the consent of the student's two (or more) advisors.

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Parietals debated

Committee visits, studies housing issues



Members of the Corporation Visiting Committee on Student Affairs listen to student complaints at meeting Tuesday. Issues considered included parietals.



Assistant Provost Paul Gray and Chairman of the Faculty, Walter Rosenblith appear to be doing exercises for President Howard Johnson at the Faculty meeting Wednesday.

Teller defends ABM system, sees need for national goal

By Joseph Kashi

Dr. Edward Teller, the noted physicist, was greeted by a largely hostile audience Wednesday night in Kresge Auditorium.

Teller explained his views on student unrest, the scientist's responsibility in society, and the anti-ballistic missile system in a brief lecture followed by a question-and-answer session. Often cutting questioners short and dodging technical points, his remarks were frequently answered by hisses from the audience.

Teller is best known for his participation in the Manhattan Project, and for his advocacy of the development of the hydrogen bomb. He has recently been noted for his advocacy of the controversial ABM system.

Teller said in his opening remarks that about ten years ago he had opposed the development of an anti-ballistic missile system, but that he had since changed his mind.

Teller said that we expect the Chinese to develop a nuclear weapon delivery system within ten years. He feels that the proposed ABM system would be effective against a possible Chinese attack. He also noted that the Chinese would be much less restrained from nuclear attack than the less adventurous Russians.

Furthermore, Teller said that the proposed ABM system could be used effectively as a trial system on which to base future missile defense systems. He

feels that we should build the small system, test it, and if it works satisfactorily build a larger system.

Asked how he intended to test such a system, Teller said he meant not the catastrophic test which the questioner implied, but rather a complex series of technical evaluations.

A defensive system, said Teller, is in general more conducive to world peace than is a corresponding offensive (please turn to page 3)

Institute begins implementing Black Student Union proposals

By Harvey Baker

Black Student Union proposals made earlier this year are being considered and acted upon by the Administration.

Work on the two central proposals, one for a black history course (s), the other for more black students, has been begun by, respectively, the Humanities Department and the Office of Admissions.

Black Experience

As a result, a new course entitled 21.966 The Black Experience is being offered for the first time this semester. Its enrollment consists of both black and white students, with the black students in a slim majority. Heading the course is Professor Richard Wertz of the Humanities Department. Thus far,

Three students offer views at first open faculty meeting

By Greg Bernhardt

At 3:16 PM Wednesday afternoon, President Howard Johnson called to order the first faculty meeting to be open to uninvited members of the community.

A special section of Room 10-250 had been set aside for the observers. Noting that the 100 available seats were filled, Johnson welcomed the visitors, and noted that the admission of guests was a "popular idea."

The main issue under consideration at the meeting was the recommendations of the Committee on Educational Policy task force on changing the Institute requirements. In addition to the CEP proposals, three other sets of proposals were introduced by various groups of students at the meeting.

Vote postponed

The CEP proposals were formally moved and seconded, after which Johnson opened the meeting for discussion of them and the student proposals. Johnson called for postponement of a vote on the issue, until at least the next meeting, in light of the additional material.

Chairman of the Faculty, Walter Rosenblith, opened the discussion on the proposals with a brief recounting of previous changes in the Institute requirements. He noted that the last change was in 1964, and that he would "go along with the '64 report" on Institute requirements. The CEP task force, he explained, had been appointed in

1967 to consider "rolling re-adjustment" of the requirements.

Favors status-quo

Rosenblith stated that he favored the present requirements for three reasons. The first, that the requirements reflect the characteristics of the Institute-- a broadly based education with emphasis on science. The second, that students were protected by the requirements from being confined by too early specialization. The third was that the requirements protected students from imperfect advisors.

Professor Anthony French then gave his remarks on the work of the CEP task force. He pointed out that the group had not been addressed to the total structure of the undergraduate curricula, but only the Institute requirements. The task was to suggest "reasonable adjustments" only.

Constricting

The conclusion of the group was that the requirement system tended to be constricting. French explained that there is evidence of growing diversity-- the range of undergraduate degree programs has been broadened, and the incoming classes reflect a wider range of interests and preparation. In light of this, French stated that he did not think a unique set of requirements could be found that would satisfy everyone.

French then explained that the "final task force report could well (please turn to page 8)

both students and professor rate the course as a success, but both also have adopted a "wait and see" attitude regarding MIT's first attempt to teach black history and culture. Hopefully, the course will be fruitful in its attempt to give all its students, both black and white, a sense of the black identity.

The syllabus for the course was developed by both the Humanities Department and members of the Black Student Union, because this way, all parties concerned felt that the course would be much more oriented toward the requests for the specific black history course that the BSU made in the first place. Projected plans for the future show more and better courses like The Black Experience on tap, with an eye toward making an MIT educa-

tion more relevant for the increasing number of black students who will be taking advantage of it.

100 Black Freshmen

The second major BSU proposal was made with regard to admissions policy. Broken down, the three specific points were: (1) aim towards having one hundred black freshmen in the entering freshman class; (2) financial aid for black students should consist of all scholarship assistance, with no long term loan attached; (3) a black need analysis should be made. That is, the BSU wants the Admissions Office to recognize that just being black in a white society, you have to pay what is termed a "black tax".

A task force set up to examine the above proposal reached the following conclusions. Black students entering MIT in 1969 will receive their full need in scholarship assistance alone for their first two years at MIT. For their remaining two years, they receive a combination scholarship-loan package, as does the rest of the Institute student body. Should the student require a fifth year at MIT, this will be funded by scholarship assistance only. The Institute is on record as being committed to the specifics of the above program for at least one year.

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Engineering and Science at IBM

"The interdisciplinary environment keeps you technologically hot."

"Working in data processing today pretty much means you work in a broad spectrum of technologies," says Nick Donofrio.

An Associate Engineer at IBM, Nick is a 1967 graduate in Electrical Engineering. He's using his technical background to design circuits for computer memory systems.

"Circuit design used to be a narrow job," he says. "Today it can take you into the front yard of half a dozen different fields. In my job, for example, I work with systems design engineers, chemists, physicists, metallurgists, and programmers."

Nick describes a hypothetical case history: "A memory systems man comes to me with memory circuit requirements. Before I can start designing the circuit, I go to see a physicist. He helps me select an appropriate technology for the monolithic circuit.

"As the design develops, I work with a test group and also check back with the systems and semiconductor people to make sure I'm on the right track."

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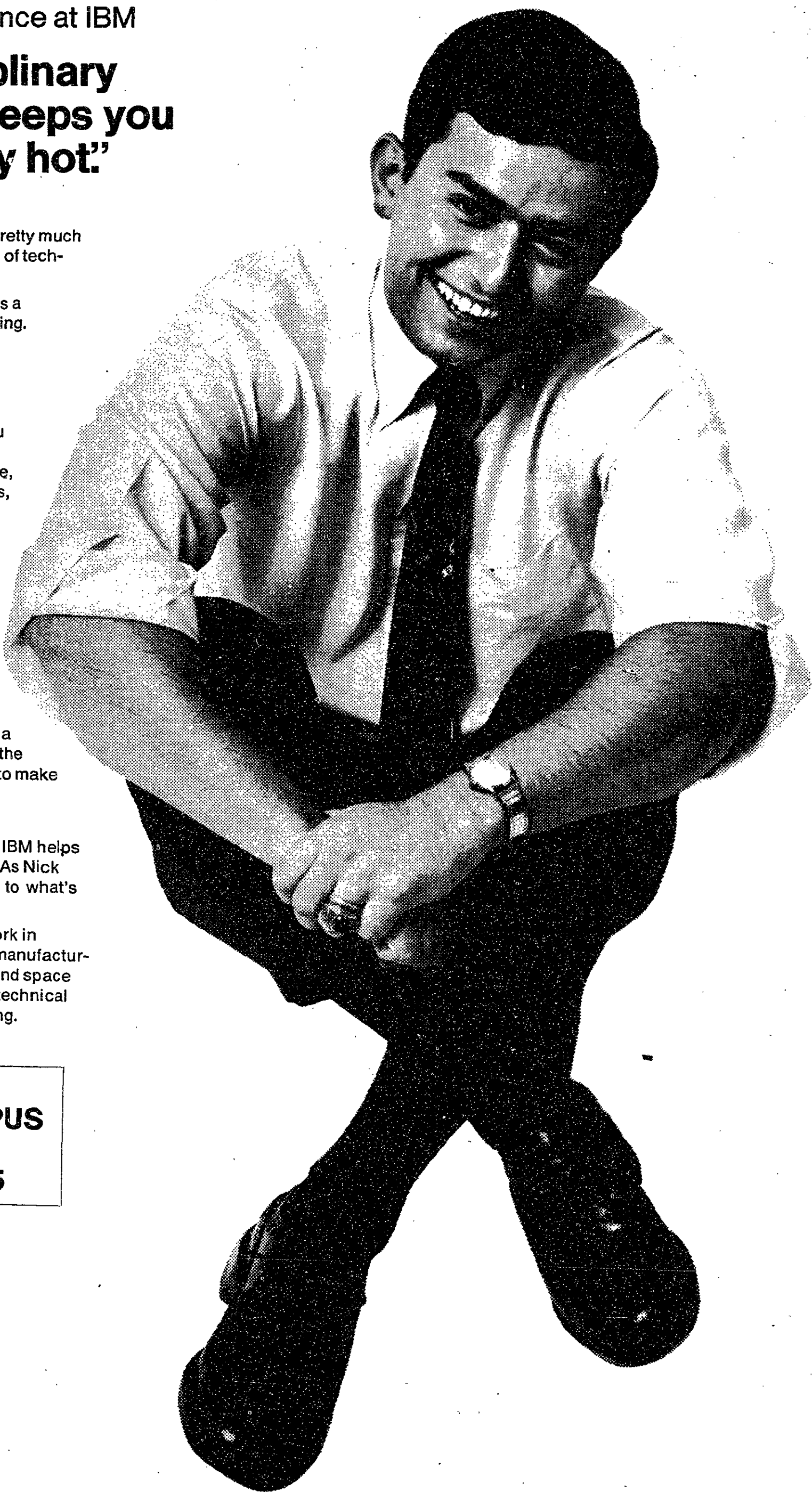
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Teller defends ABM system, Wellesley students admitted offers views on responsibility to college Academic Council

Continued from page 1

system. Without elaboration he proposed this as another argument for ABM development.

Teller began his lecture with his explanation of student unrest in the United States. He feels that the basis of

most of the student unrest is the realization that education is not, indeed, the world's salvation. Such issues as racial strife and the Vietnam war come after this basic realization, according to Teller.

Teller said he would support the statement that "Education is desirable, but oversold...it will not save the world by itself."

After a student becomes disillusioned with the prevalent educational philosophy, according to Teller, he lacks definite goals and tends toward radicalism.

Teller roundly condemned the Berkeley "free speech" movement on the grounds that the members of the movement denied others the free speech which they were supposedly advocating. He praised Clark Kerr for his work (which antedated the "free speech" movement) to end the communist speaker ban then in force on the campus.

The scientist's responsibility to society, according to Teller, ends with his duty to inform the public fully. His responsibility as a citizen might often go farther, although he should speak as a private citizen, and not as a scientist. A scientist's expertise, according to

Teller, does not necessarily extend to the field of public policy.

Teller further stated that those people who are best in any one field should confine their "official" pronouncements to those fields in which they have true expertise. However, if a scientist is called upon to make public testimony about policy in a field with which he is not familiar, he bears full responsibility for any and all consequences. This responsibility would be the same as though he were a private citizen confronted with a decision, for merely being a scientist does not confer additional knowledge or responsibility upon a person.

In addition, Teller felt that it was the right, but not the duty, of scientists to organize to promote political views, but that such movements, akin to the March 4 movement at MIT, are often self-defeating. Being dragged into politics does not make one a better scientist in Teller's estimation.

By Larry Klein

Students at Wellesley College have gained the right to participate in the decision-making process of the school's Academic Council.

This change was requested by Wellesley's newly-formed Committee for Structural Revision of the College and has now been officially approved by the college's trustees.

The Wellesley Academic Council is a broadly-powered committee responsible for all non-social matters pertinent to the college. Formerly composed solely of administration and faculty members, the Council has now agreed to the inclusion of twenty students in its structure. A meeting of the Academic Council has not been held since the selection of the twenty students, but the good intentions of the Council can be seen in the attendance of a group of students—an "ad hoc" committee—at the previous meeting of the Council.

The proposal to admit students to the Academic Council came about through the work of the Committee on the Structural Revision of the College. This Committee, consisting of three students, three faculty members, three administration members, and three trustees, was organized this summer and has been meeting since November. Some of the suggestions of the Committee have already been submitted to the appropriate departments or offices of the school. The majority of the Committee's proposals, however, will be submitted to the trustees on April 15 in a major report of policy.

Second action So far, in addition to gaining acceptance from the Academic Council for student participation in its policy-making processes, the Committee for Structural Revision of the College has also seen the approval of its proposal for the expansion of the powers of the Wellesley Student Court.

Experimental Study Group proposes radically new college

By Michael Barish

"Since September 18, 1968, the Experimental Study Group has held 13 meetings...attended by 9 to 14 faculty members and 4 to 8 undergraduates...The purpose of the Study Group has been to survey the possibility of creating on the MIT campus and educational environment...totally different in spirit and atmosphere from that which now exists." The Group has produced a proposal for an Experimental College for a small number of entering freshmen.

Every aspect of the college shows the rejection of the traditional teaching

approach. "We believe that the environment should be unstructured—informal time periods, informal seating arrangements, informal lab work, etc. A student's life will not be determined for him, but he will form his own goals and schedules."

Large lectures will not merely be replaced by small recitations or even by tutorials in attempts to avoid regimentation. Instead the students will be guided through a year of self-motivated study in consultation with self-chosen advisors. All the different methods of learning, self-study, concentrated study, seminars, lectures and Institute

courses will be mixed. If a few people are interested in an area, then a faculty member will be invited to give a series of talks on the subject. If others would rather study the material independently, they will be able to do so.

If someone becomes very enthused about an area, then for a few days or weeks he could study it to the exclusion of all other fields. There will also be verbal give and take, arguments about worthwhile topics. For some purposes Institute courses will be utilized.

The faculty member will be extremely important in the effort. His role "is to be that of an 'elder learner.' He is expected to know how to find the answer, where to look, what it's like to be where the action is. He is to uncover the subject, rather than cover it. He is to show how to find the truth, rather than to preach a doctrine. His authority derives from experience, not the institution. They are the elder learners in the College."

Along with the faculty will be a number of student-tutors who will perform the mundane parts of guidance, such as explaining difficult problem sets. In addition, because they will be part of both the student and faculty membership of the College, the tutors will serve to hold it together as a unit rather than having it become a place where two entities meet.

The testing procedure will also be different. All students will be evaluated, but tests will be informal, more marking of many small elements such as speeches or projects rather than large periodic examinations. The aim will generally be to find out what the students have learned and whether what they have learned can be used under *ad hoc* circumstances rather than in merely solving a series of short set problems.

Students will stay in the Experimental College for one year. For sophomore year they will join everyone else; their preparation will "fit them for enrollment in any course, leading to any degree...."

But from total academic freedom they will be tossed back into the world of omniscient Institute grey. To quote the Committee: "We would not be surprised if a sizable fraction of these students were to find the normal atmosphere of MIT repressive."

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The 'Advisory' System

One aspect of the Institute educational process which has come under increasing fire recently is the advisory system. This was true both in the faculty meeting debate concerning the Institute requirements, and in student discussions with the Corporation Visiting Committee on Student Affairs.

For many students at the Institute, the advisory system works well. This is due, however, not to the structure of the system itself, but to the fact that there are some faculty members who are exceptionally fine advisors. A student will benefit from having a good advisor regardless of the system which assigns that advisor to him.

However, there is a broad spectrum of faculty members who participate in the advisory program. For every excellent advisor, there seems to be at least one poor one, judging from conversations we have had with a number of students and student comments at the Visiting Committee forum Monday. For a variety of reasons — lack of interest, too many outside responsibilities, out-of-town activities, heavy teaching load, etc. — many faculty members are not effective advisors. The reaction of most students when queried concerning their relationship with their advisor is that he signs their schedules at the beginning of each term. Given the complex decisions each student must make during his time at the Institute, it seems to us that the Institute owes its students more than this.

The ideal advisor feels that it is his job to learn about the various options open to students in the curriculum, and actively encourage his advisees to take advantage of them. He takes a personal interest in each of his student's progress through the Institute, and considers it important that each find a field of endeavor which enables him to fulfill his potential. He is the sort of person with whom students feel they can talk concerning personal matters. If he does not know the answer to a question, he does know who does.

This sort of person is rare. However, the value of an advisory system should be that it contains checks and balances to offset the shortcomings of individual faculty advisors so that a student's ability to make effective decisions about his future does not depend upon one randomly selected mente of his department. Under the current system, the more aggressive students acquire a number of *de facto* advisors during their progress through the Institute who are generally faculty members the student has come to know well in a recitation section, living group or other situation. Thus, even if his formally designated advisor is inclined to be no more than his registration officer, this student has a number of trusted faculty members who take an interest in his intellectual progress.

There is, however, a certain timidity which many students display when it comes to taking the Institute by the horns and wresting from it \$2150 worth of good advice and

contact with the faculty. A story which comes to mind is that which a friend of ours on the faculty tells of a student who gave up on seeing a professor about his educational future because the professor's office had been moved. This attitude is closely related to the syndrome which deters students from asking their instructors for extra help with course material or asking questions in class for fear of appearing stupid. There is a certain unnecessary reluctance on the part of most students to do anything which might be interpreted as an imposition on a faculty member, despite the fact that they came to MIT precisely to be able to "impose" themselves on an outstanding faculty.

Nowhere is this problem more acute than among freshmen. The average freshman comes with an immense respect for scientific competence and views his instructors, particularly the lecturers in charge of the core courses, as some sort of demigods. In addition, the freshman knows few people and is struck by the apparent indifference of the Institute toward him in comparison with his high school. His own respect for competence (as exemplified by the faculty), his relative incompetence compared with other members of the Institute community, and his desire to do what the Institute expects of him lead him to the conclusion that his place is to be seen and not heard and to accept what the Institute gives him rather than seek what he desires within the framework of the Institute.

This timidity which seems to be characteristic of all too many students around the Institute leads us to the conclusion that most students will not take advantage of the opportunities the Institute offers for guidance and counseling unless the formal system which exists makes it clear that the the student is *expected* to do so. While the current system does not prevent the student from taking advantage of the good advisors who are around and the various ways to put together a personalized curriculum, it does precious little to encourage him to do so.

The human qualities of the faculty members who are advisors of course cannot be changed. There are, however, specific changes which can be made in the mechanical system which selects and assigns advisors which will enable students to get more out of our given Human resources.

One change which could be made would be to give faculty members some concrete incentive to be good advisors. We all know that graded problem sets are the first ones which the student does. Certainly advising students is one of the most important educational tasks which an institution of learning has. If a faculty member's effectiveness in helping his students do meaningful things with their lives were taken into account at in tenure and promotion decisions, more faculty members might consider advising students a worthwhile activity. A reduction in required teach-

ing or committee work for advisors might be another incentive.

Another change which might be considered in the mechanics of the system would be a reduction in the student/advisor ratio, so that the advisor could get to know each of his students better.

Still another possibility would be to have all-volunteer advisors. This would ensure that those who do advise students have at least some minimal interest in this problem. If incentives such as those discussed above were offered, it might be possible to get a sufficient number of volunteers. At present, some faculty members do volunteer because they are interested in students (these are generally the best advisors). Other advisors are not exactly coerced, but if an assistant professor is approached by his department head with a "suggestion" that he be one of the members of his department who will be freshman advisors, what can he say?

Other changes which might be considered would be having the student responsible for selecting the advisor he feels will help him the most, contingent upon the approval of the faculty member in question. Another alternative would be to give each student more than one advisor, one of whom might be assigned on a living group rather than departmental basis to improve advisor accessibility and ensure that the advisor takes an interest in the total development of the student.

It could be noted that all of these proposals are designed to be relatively mechanical changes which require no sudden outpouring of "student-faculty communication" but which prevent the student from suffering with a single non-advisor as can happen at present.

The problem of Institute and departmental requirements which has seen so much debate recently is intimately related to the deficiencies in the advisory system. So long as the Institute and departmental requirements which has seen so much debate recently is intimately related to the deficiencies in the advisory system. So long as the Institute and departmental requirements exist, it is impossible for a student to go entirely off on some unreasonable tangent; the advisor need not worry too much about what courses to encourage his students to take. Conversely, as long as the advisory system functions as poorly as it does, we shall need catalog programs so that students have some idea of what might be reasonable ways to go through the Institute.

The members of the Corporation Visiting Committee on Student Affairs with whom we spoke gave us the impression that some overhauling of the advisory system will be recommended in their report. We hope that it will and the that the departments will not ignore such recommendations.



Letters to The Tech

Rights

Vol. LXXXIX, No. 4

February 21, 1969

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To the Editor:

You may recall that you were responsible for publishing a January 17 letter from Larry White *et al* concerning "THE RIGHT OF ALL STUDENTS TO ATTEND AND PARTICIPATE ON A NON-VOTING BASIS AT THE FACULTY MEETINGS." I would like to make a few comments about my personal reactions to Mr. White's letter and to thank Mr. White for giving me the motivation to take time to express an opinion.

It is at once clear to me that a good number of sound arguments could be produced supporting the proposed attendance of faculty meetings by students. As a student concerned with the improvement of my educational opportunities, I might go so far as to suggest to the faculty that our mutual interests could be better served by encouraging student-faculty cooperation in the development of educational programs through student attendance of faculty

meetings—faculty attendance of faculty meetings seems like a pretty good idea as well. I would like to emphasize that there are sensible arguments for including students in faculty meetings independent of the fact that Mr. White failed to consider any such arguments in his letter.

It also concerns me that Mr. White has been successful in getting such content-crammed one-liners as "IT IS NOT!" elevated to the status of bold-face headlines in such a prestigious journal as *The Tech*. In all sincerity, I cannot but agree with Mr. White that *it indeed is not* and probably never should have been—regardless of what it is. (sic).

Being mildly hung up on consistency, I couldn't help feeling that, despite its imposing outward appearance of reasonableness, Mr. White's letter is a monument to contradiction. Opening with the decidedly friendly statement "What is at issue here is not anything like threats, disruption, or any form of destruction." Mr. White goes on to say (without shame) "...we support the Morrison-Magasanick proposal and will take steps necessary to insure its implementation" and "In the event of faculty resistance to this obvious need for change, we may decide to attend faculty meetings anyway." I propose that Mr. White is a likely candidate for the yet unestablished Threatener-of-the-Year Award to be given in place of a degree on graduation day.

My final comment on Mr. White's ill-conceived letter explodes from this pearl: "We anticipate natural disagreement between students and faculty as to what issues are 'important' or suitable and would not leave it up to the faculty to decide what is in our interests to present to the faculty. We also have the right to witness and participate in any faculty discussion relevant to students while fully respecting the right of the faculty to discuss privileged information (not relevant to students) without students present." After reading this particular section of Mr. White's letter, I skimmed the Ten Commandments, The Constitution of the United States, the works of Ayn Rand, *The Communist Manifesto*, and several past issues of *The Tech* and couldn't find one reference of any sort to the basic right of Mr. White and his associates to witness and participate in faculty discussions of students—not even on a non-voting basis. I did, however,

(please turn to page 7)



Footnotes*

By Karen Wattel

15. In a succinct letter to all dorm students who did not register for commons meals, Dean Wadleigh warned that the meal contract is required of all residents in dormitories having their own dining hall. "The associated commons fee is a financial obligation to the Institute whether or not the resident checks the small box on the Bursar's registration form or whether or not the resident actually partakes of the meals provided," he stated.

However, in a personal interview, he admitted that in fact the commons plan is probably not legally binding. But, he added, the Institute Lawyers may not be used to prove it. 16. And speaking of Commons, the line that most hit home in Michael Harrington's "The Other America" is "...deducted several dollars a week for food that they ate on the job. But then, they had no choice in this matter. If they didn't take the food, they had to pay for it anyway."

17. President Johnson demonstrated the spontaneous and humorous side of Faculty meetings Wednesday when he cited Gary Gut for the "most Freudian slips" in his speech to the meeting. Gary, a biology major, drew the most applause when he spoke of the Institute "paralyzed around science."

18. As our beloved Editor, Steve Carhart, was covering the meeting on the commons price rise last week, he decided to nap through Dean Wadleigh's comments. Somewhat surprised by this, Dean Wadleigh asked "Mr. Tech" if he was bored by his assignment.

19. An 18.22 Professor the other day concluded a proof of a theorem not with the usual "Q.E.D." but with the remark, "I think we've just proved this course vacuous."

Art prints to be distributed by lottery

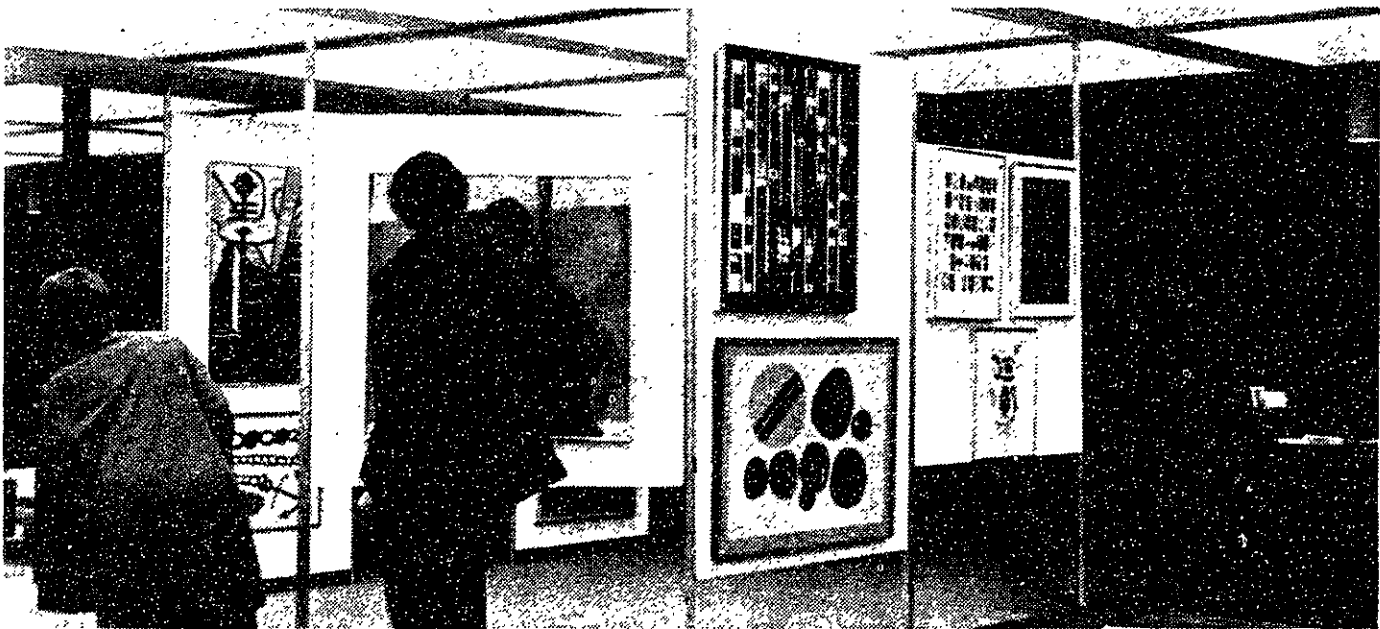


Photo by Gary deBardi

The Catharine Stratton Collection of original graphics is on display in the Student Center Library through next Wednesday. Represented are many contemporary artists including Miro, Warhol, Calder, and Lichtenstein. Any MIT student may rent one of the seventy prints for one dollar per term. Interested students should fill out one of the preference cards available in the library. Wednesday evening the pieces will be awarded to individuals by lottery and a list of individuals receiving prints will be posted at the library by Thursday morning. The prints can then be collected from the library anytime Thursday or Friday upon presentation of the one dollar rental fee and a \$4 deposit. Any pieces which have not been awarded or picked up by 6 pm Friday will then be handed out to interested students on a first-come first-served basis.

THE URBAN CALENDAR

February 21 through 28

AT MIT:

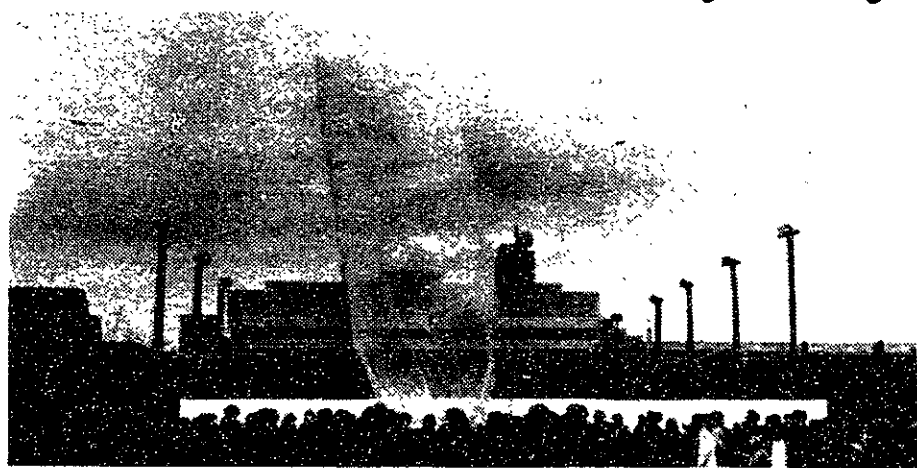
Professor Edward K. Morlok, Department of Civil Engineering, Northeastern University, will speak on "A Goal Directed Transportation Network, Generation and Evaluation Model," at a Transportation Systems Seminar to be held at 3:30 pm on Monday, February 24 in Room 1-350.

AT HARVARD:

Thomas Atkins, Boston City Councillor, will speak at 8 pm in Hunt A, Harvard Yard, on Tuesday February 25, in one of the spring series of lectures sponsored by the Harvard Graduate School of Design, the MIT Department of Architecture and Planning, and the Joint Center for Urban Studies.

Sponsored by the Urban Systems Laboratory

Group participation pushes giant balloons riskily aloft



Photos by George Flynn

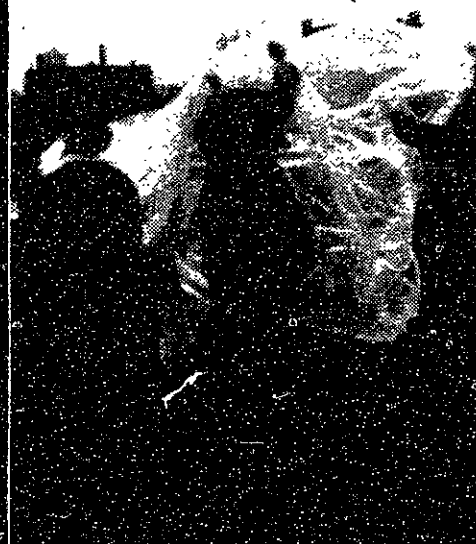


"A Field of Hot Air Sculptures over Fire in the Snow" kindled slowly as people gathered in the cold rain on Briggs Field the first afternoon of reading period.

Supervised by a trained volunteer corps, clusters of random people grouped together to hold the polyethylene balloons over open flames from propane gas tanks. Some of the ten to hundred feet high balloons rose with the heat; others showed torn seams or holes.

A few of the balloons which rose in the early dark looked spectacular as a large spotlight was focused on them. That and the friendly atmosphere made the experience worthwhile. As art, however, it was a less than satisfactory show; kinetic art must work better than Piene's random festival did. We look forward to the Center for Advanced Visual Studies' next presentation.

—Karen Wattel



theater...

Goodnight, my sweet princes

By Gary Bjerke

"Rosencrantz and Guildenstern are Dead," now playing at the Schuster Theater, is an attempt to analyze the philosophical implications of the trials and travels of these two much-maligned characters of Shakespeare's "Hamlet." In Shakespeare's plot, Rosencrantz and Guildenstern are two courtiers, childhood friends of the prince Hamlet, called back to the Court by the new king Claudius, and his wife Gertrude (Hamlet's mother by the previous king, Claudius' brother) in order to determine the cause of Hamlet's moroseness, and if possible to brighten his outlook.

Waiting for Godot

A good deal of this modern-style focus on two relatively minor characters of "Hamlet" deals with their journey to the court, and their growing puzzlement over the reasons why they are going. In fact, there is a striking similar-

ity to Beckett's "Waiting for Godot," in that the main characters in both plays are definitely waiting for someone or something, but in neither instance can they explain exactly what it is. Beckett called the personification of this "something" Godot (who, incidentally, never arrived), and Rosencrantz and Guildenstern haven't the faintest idea what to call it, except perhaps fate.

They carefully explain in the initial scenes of the play how an unidentified messenger called them early one morning and told them to go to the Court. They obeyed instantly, without even thinking, and this fact in itself disturbs them — can one, should one, call it fate? More perplexing is the fact that in the course of amusing themselves while travelling, they have managed to toss 98 consecutive heads in a gambling contest based on the results of this coin

flipping. No matter how elaborate the techniques they employ in tossing the coin, they can never break the spell of heads; perhaps this is a dramatic illustration of the fact that according to the laws of probability even the most-improbable event can occur sometime.

The importance of being dead More important, of course, to the continuity of the play is the death theme, suggested in the title, which eventually leads to a semi-existentialist theme in the concluding scenes. Rosencrantz and Guildenstern discuss death at length at various points in the play, for no apparent reason other than the interest of the theme. They imagine, and there are humorous aspects to the discussion (the entire play is shot through with a delightful streak of humor), what death must be like to dead and buried persons. But, of course, they realize the fallacy of their reasoning: that they are chained to the outlook and concepts of living beings.

During the course of their journey, they meet with a roving group of actors (who later turn out to be the itinerant cast of "The Death of Gonzago" which so upsets King Claudius), who interestingly enough specialize in the death theme. The encounter is not a pleasant one, and in subsequent meetings the importance of the actors' frivolous attitude toward death becomes evident.

The play is, for extended stretches, rather boring. Perhaps this should not be considered a valid criticism, or even any kind of criticism, since this quality of the play (while not characteristic of more than a few scenes) seems to shore up the basic theme. One tires of seeing Rosencrantz and Guildenstern by their little lonesomes for entire scenes, dis-

Talking Rock

By Bill Serovy

This is "Write a Protest Letter to a Record Company Week," in honor of the inconsiderate actions of a few firms in recent weeks. Chess, A&M, and Columbia seem to have forgotten that they are in the business of producing and selling records rather than satisfying the whims of their executives.

Chess is responsible for both "Electric Mud," by Muddy Waters, and the new Howlin' Wolf album. These LP's are electrified versions of the blues, complete with "Big Beat" backup bands. Any company which resorts to force to get an artist to record is doing a great disservice to everyone involved, but the Chess management apparently thought it necessary.

A feud concerning recording rights to the new group composed of David Crosby, Graham Nash and Steve Stills has developed. A&M and Columbia are the companies involved, and they have succeeded in silencing the group for some time now. Perhaps they will have to learn the hard way that an unrecorded group is rarely worth much to anyone.

Records, tours

The Beatles' live recording, which was scheduled to appear this spring, is dead. Difficulties were encountered when attempts were made to schedule a concert in London from which the record was to have been made.

The Stones should be in the U.S.

this spring for a concert tour. It will probably begin around March 15 in Oakland. No word yet on the possibility of a Boston area show.

A solo LP by Noel Redding is in the mill and should appear soon.

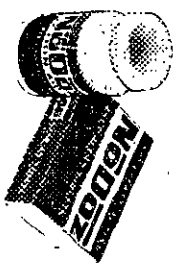
If you've been wondering about the absence of Bob Dylan from the concert routine, it's due to a dispute with his manager, Albert Grossman. Dylan will refuse to appear in a show until his contract with Grossman is up. This will prevent G-man from collecting any fees at Dylan's expense.

Traffic without Steve Winwood is called Mason, Capaldi, Wood and Frog. Mick Weaver, formerly of the Wynder K. Frog band has replaced Winwood on the organ and will accompany the remains of Traffic on tour beginning about March 15. They'll be on Island records.

On line

The Boston Pop Festival should be very interesting if the promotional breeze is accurate. Several talented bands will appear each night and ticket prices sound reasonable. However, such an undertaking will require a lot of organization and production skill which may not materialize.

Country Joe and the Fish may not be too long for the rock world. Apparently there's a motivational problem along with the harassment they have received from the police and pro-war groups.



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mixer...

Groovin' at the 'Tute

By Annie B.

MIT once again provided its undergraduate students with real "sock-it-to-'em" entertainment at Saturday night's mixer, in commemoration of a new (and bigger and better) term and a somewhat premature celebration of the Chinese New Year.

The festive scene was enlivened considerably by the gay costumes and glowing countances of the hip girls of Watertown High, who swarmed in great, giggling masses to the Social Event of the season. The dance floor shook with the savage thunder of abandoned feet, to the throbbing sounds provided by the Institute's most popu-

lar group— Dave and the Technicians— whose meteoric rise to fame was charted through numerous gigs at the Central Square garage. Their drummer's unusual proficiency in wielding 12-gauge monkey wrenches in place of the conventional drumsticks drew raves of approval from the responsive audience.

As usual, your fashion-conscious reporter kept an experienced eye peeled for possible New and Exciting clothing trends. High upon her list of individuality plus sex-appeal was little Mary Tucker's (class of '76) sweet plaid kiltie and classic six-button cardigan sweater, tastefully complimented by

stark white nurse's stockings and plaid penny loafers with steel taps. Leading the MIT men in groovy apparel was suave, continental Jose Macintosh, who sported a sunflower yellow, drip-dry Nehru tunic accented with a single strand of dried watermelon seeds, and worn with a pair of vintage denuim jeans.

As the band swung enthusiastically into a slightly risqué Albanian version of "Auld Ang Signe", the panting crowds streamed from the psychedelic halls of the Sala de Puerto Rico into the refreshing (20 below) coolness of the night air. Boys and girls stood gawking in silent awe at the breathtaking beauty of Kresge by star-light, as the first golden fingers of dawn dipped into the disease-ridden Charles River.

It's easy to see, from this single experience, that MIT's rumored reputation for being a "serious" (ie: deadly stuffy) institute selfishly concerned with nourishing the mind and starving the soul is entirely unwarranted. Saturday night's mixer certainly proved— at least, to this callous reporter— that MIT can hold its own when it comes to giving the "NOW" generation of today exactly what it wants. Kicks, Kicks, and More Kicks!

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Photos by Greg Resker



Project Epsilon: Institute seeks black students

(Continued from page 1)

The primary problem for the Admissions Office, however, remains attracting black students to MIT. For the class of 1972, MIT had only 29 black applicants, of whom 12 were admitted, and seven chose to enroll. Hence, fewer than one per cent of the freshman class is black, far lower than most other top quality universities.

The Admissions Office has labored hard, however, and this year anticipates receiving about one hundred applications from black high school students, thus increasing the size of the black students enrolled. As one Admissions officer concluded, "The problem is in just getting applications."

Project Epsilon

Accordingly, the Institute has established Project Epsilon, which began about one year ago. Under this program, the school will admit students whose college board scores, as a group, are about 120-130 points below the mean for the class. This way, MIT hopes to encourage attendance from students who have talent, but, if not enrolled in the project, could not have come here. Letters have been sent out to potentially promising black students all over the country, and a person-to-person recruitment drive has been initiated. The success of the program cannot be measured yet, but might be more accurately metered in five years when these students graduate from MIT.

Letters

(Continued from page 4)

run across several statements about the right of free speech, the rights of privacy, the right of assembly, and the right to do what you damn well please, (all probably quoted by Mr. White himself in his various crusading efforts) all of which seemed to throw some doubt on the inalienableness of the right Mr. White sites in his now less that airtight logical fight. It would seem that in the absence of more meaty things to say Mr. White manufactures Rights and subsequently claims to be deprived of them—oppressed. It has become my impression in recent times that those most loudly demanding their rights are those doing least about making the most of their opportunities.

I would like to apologize to Mr. White if my tone appears a *little* critical of his efforts. If he so feels, let me assure him that this letter is *very* critical of his efforts—at least those embodied in his letter of the 17th. All for this reassures me, once again, that every Crusader Rabbit must have his Rags the Tiger.

Bob Metcalfe

Westgate Apts.

To sleep, perchance to dream

(Continued from page 6)

cussing this or that matter of trivia until reaching the point of utter confusion. But at the same time, one realizes that Rosencrantz and Guildenstern are reacting to this lack of action, this dearth of variation, in much the same way as the audience is.

Dilettante's delight

Some of the dilettante's delights that emerge in the half-witted dialogues of Rosencrantz and Guildenstern are not as meaningless as they first appear. There is the matter of the game of questions, in which the object is to answer a question with a question, until someone lapses into the use of non-sequiters, or other "illegal" questions, gifting the opponent with a point. These skirmishes are handled expertly within the framework of the play, and occur in bursts; the frequency of the questioning accelerates rapidly to the

frenzy point, and someone plunges into a neatly set trap. Why answer a question with a question? From an existentialist's vantage, it is perhaps meaningless to ask the question in the first place, for inevitably the answer will only give rise to a question (in that philosophy, ultimate reasons cannot exist, and a proponent will not even trouble himself with this futile course of action); therefore, why not eliminate the intermediate, unsatisfactory answer? In a sense, Rosencrantz and Guildenstern are merely brought to the realization that the easiest way out is to play their parts ("All the world's a stage," and etc. courtesy W. Shakespeare. Coincidence?) and look to death

as the only irrevocable end which they can ever hope to reach, the only goal held out to them which will fulfill all of their expectations. And death is, as the actors have pointed out to them all along, just as easy as . . . dying. Dying, whether one does so dramatically, or just notices that the lights have winked out, and just has time to realize that one will never realize anything again. As Rosencrantz and Guildenstern often say, "Now you see me, now you don't." Or, as Rosencrantz (or was it Guildenstern?) says in the very last line of the very last scene — the stage is totally blackened, and the spotlight is trained on his face — "Now you see me, now you . . ." The spotlight fades, and "the rest is silence."

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Faculty, students debate Institute requirements

Continued from page 1

include material" from the other student groups. He concluded that "the basic question is whether one should provide freedom of choice early in undergraduate education." The task force, he explained, decided in favor of more range of choice early, even though "it carries some risk" to later subject programs.

The student proposals were then introduced. Six students, two representing each proposal, were granted speaking privileges. French indicated that the Ad Hoc Committee members would go first, at which point Professor Morris Halle rose to move the proposals. After a moment of confusion, Johnson ruled that the proposals were to be discussed only.

Students speak

Larry White, '69, then explained the Ad Hoc Committee for Change proposals. He noted that his group considered the principles of undergraduate education basically sound, although courses lose their value when the student is required to take them. White charged that "required courses can teach facts, but it is at the sacrifice of intellectual curiosity."

White then enumerated the proposals of his group, which included the abolition of all Institute requirements and the institution of an improved counseling service. White argued that for those who still would feel the need for structured courses, the Institute should keep the same catalog listings, using them as guidelines. He noted that any student seeking to master some discipline would most likely take the required courses within the discipline anyway.

Upperclass changes

After White, Bob Schaeffer '69, and Mike Devorkin '69, outlined the proposals of a group of students largely from

the Political Science Department. Schaeffer explained that the proposals represented a middle ground between the "incremental" changes of the CEP proposals, and the "futuristic" system of the Ad Hoc Committee.

The proposals would basically eliminate all upper-class requirements. Schaeffer argued that these upper-class requirements placed a burden of 36 hours on students outside the sciences and engineering. He charged that the student in science and engineering finds it easy to fulfill these within the context of his discipline, while the non-science student doesn't.

New courses hit

Devorkin made a few brief comments after Schaeffer, to the effect that he didn't think that better courses to satisfy upper-classmen requirements represented a solution. He said he doubted whether the Institute would

or could initiate such courses which would be tailored to those outside the disciplines.

Gary Gut, '70, then explained the Student Committee on Educational Policy proposals. He said that the SCEP recommendations were the least removed from the CEP proposals, but that the CEP proposals "don't go far enough." He then outlined the reasons for dropping the second term of physics, and restructuring the freshman-sophomore humanities sequence.

Johnson then threw the meeting open to general discussion. Professor Ascher H. Shapiro, Head of the Department of Mechanical Engineering, rose to express his opposition to the new proposals. He pointed out that the present system was flexible to allow a student to receive his degree, even if he took two years to decide on his discipline. He also expressed doubt as to

whether there could be enough quality electives to fill the holes caused by the dropping of requirements.

Zacharias speaks

Professor Jerrold Zacharias, Department of Physics, then expressed his support of one part of the Ad Hoc Committee's proposals that called for a group to thoroughly investigate attitudes towards undergraduate requirements. Zacharias charged that the CEP proposals were "little steps for little feet", in a time of upheavals in many universities.

Professor Paul Gray, Assistant Provost, responded that the problem facing the task force was one of finding the correct balance between freedom of choice, and a minimal set of requirements. He noted the student interest and activity in the efforts, and said that the recommendations of the task force represented such a balance.

Rosenblith also defended the CEP proposals, stating "the fact is, that this is a very modest proposal." He commented that an educational utopia shouldn't be expected.

In other action, the faculty voted to rename Geology and Geophysics 'Earth and Planetary Sciences'. They also approved a new doctoral degree in the field. Johnson named Professor Charles Myers to head a committee to judge the effects of open faculty meetings. Johnson also accepted a report from the Committee on Placement Service, that reviewed in detail the Placement activities at MIT. Johnson then adjourned the two hour meeting, with brief remarks on the March 4 strike. He noted that a "large majority are, of course, concerned about the implications of research," and urged continued faculty-student efforts at defining the issues involved.

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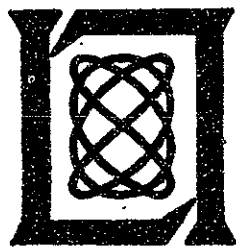
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March 4 classes cancelled at University of Pennsylvania

Provost David Goddard of the University of Pennsylvania announced Tuesday that he was "prepared to cancel classes" on March 4, in response to a request by 53 faculty and administration personnel.

Dr. Alfred Lieber, chairman of the History Department, urged immediate response to the request. Goddard acceded to this request, according to the *Daily Pennsylvanian* because he did not want to wait until after he had been presented with a similar student petition, and also because of the fear that if he didn't move quickly, more extreme elements in the faculty and student body would take up the cause.

The request had wide faculty and administration support. Although it is technically up to the Deans of Pennsylvania's five Colleges to cancel classes,

three were signers of the request, and the others seem to be in sympathy with the idea. The Deans of the graduate schools are free to take their own actions, although it is virtually impossible to shut down the Medical and Dental Schools for a day.

The activities on March 4 have broadly-based support at Penn. A statement by the major faculty group, led by Professor Lee Benson of the History Department, calls for the university to "examine the role of the University of Pennsylvania in American society" and the role of "free, rational, and critical inquiry" in an academic community. The planners intend to "broaden the range of inquiry of how the university functions with relation to society."

Not all faculty members support this particular request, however. A group of about 250 scientists at Penn

want to see the day devoted to more specific topics. They plan a research stoppage to examine the present policies of the scientific community. This split between the factions has produced no compromise as yet. While the scientists want to examine the relationship between science and the government, the now more influential social science group wishes an examination of the university's total involvement with society.

At a preliminary meeting of the Steering Committee for the March 4 activities, the scientists tried to label the topic "Misuses of Science and Technology." However, the majority of faculty and graduate students decided that the theme of March 4 at the University of Pennsylvania will be "The Misuses of Knowledge."

Student proposals all call for reform of requirements

(Continued from page 1)

In justification of its ideas, the Committee states, "The student would gain immeasurably by becoming involved with the determination of the course of his own future," and holds that course content is of less importance than the freedom involved in the elimination of all requirements.

SCEP subcommittee report

Another proposal the faculty faces is a report from the SCEP Subcommittee on the General Institute Requirements. Increased flexibility is the goal of a proposed program which includes deletion of one 12-unit introductory physics course and the freshman chemistry requirement, and "despecifying" the remaining freshman science and humanities requirement. The Subcommittee, emphasizing "a strong, flexible, and diverse base for educational achievement," and a relaxed set of core subjects in particular, suggests that the basic content of the core subjects be retained.

Other features of the proposal are a 54-unit upperclass Humanities requirement (including the sophomore year), or which at least 27 must be outside the student's major field. The Laboratory Requirement would be replaced by a project course in either the upper-class Humanities or Science Distribu-

tion group, in the belief that "involvement in teaching, or in some group assisting others with a project, in literary and social research, and in seminars, have much in common with the laboratory experience." The Subcommittee recommends the development of project courses in all five Schools of the Institute.

If adopted, the SCEP Subcommittee ideas would be adopted for the fall of this year.

"Science Distribution" attacked

In the belief that "the CEP proposal fails to directly address the inequity of a Science/Engineering Distribution Requirement," abolition of the requirement has been advocated by a group of political science students in nother policy statement on curriculum change. Stating that the distribution requirement represents a burdensome and unnecessary hardship for the non-science major, the suggestions take the form of a proposal to amend the motion submitted by the CEP. The group expresses, with approval, a belief that "the unique outlook and approach of MIT" will continue to be felt by all students through "work in the classroom and the influence of an 'invisible curriculum'... which pervades MIT."

Although the proposals are essentially complete within themselves, they will be introduced eventually as amendments to the CEP proposals. The CEP proposals are currently under discussion as old business to be brought up at the next faculty meeting.

Supporters of the three student proposals have indicated that they would accept each other's proposals before they would accept the CEP changes. Most, however, appear to feel that the complete abolition of requirements stands little chance of enactment.

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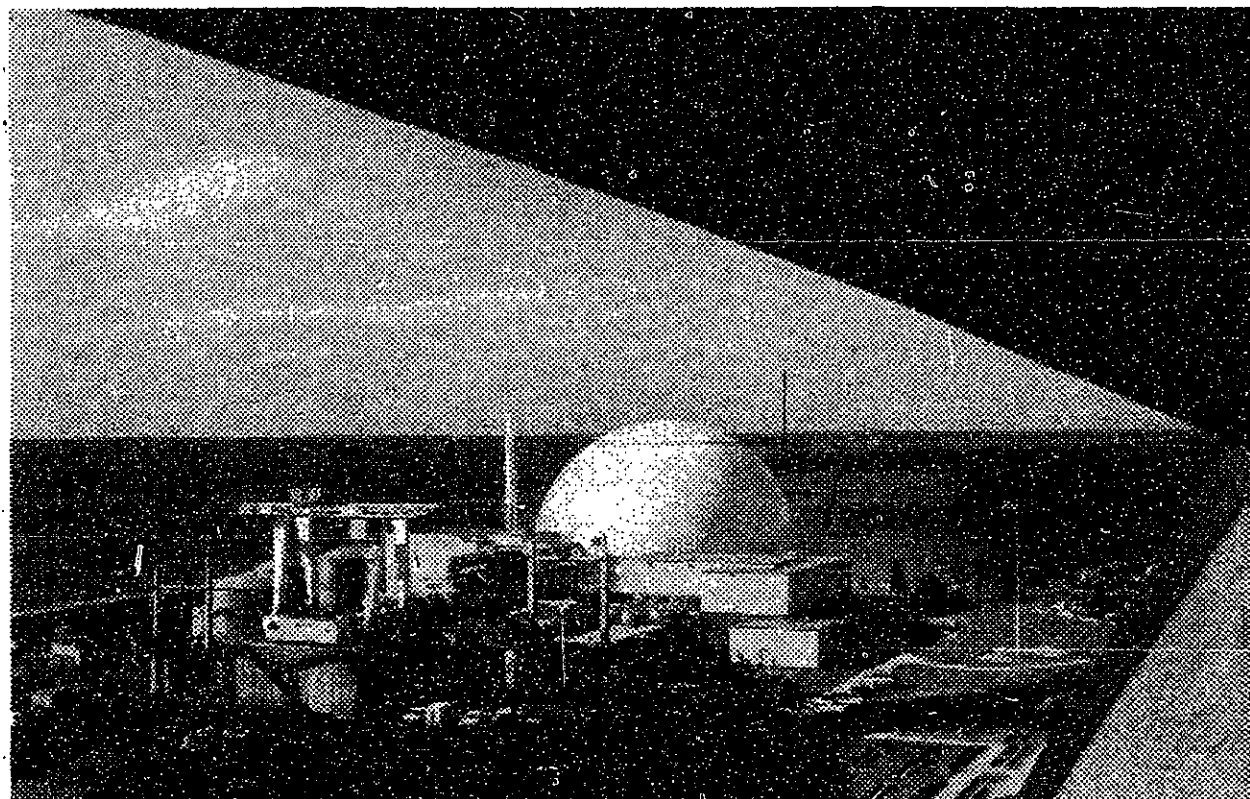
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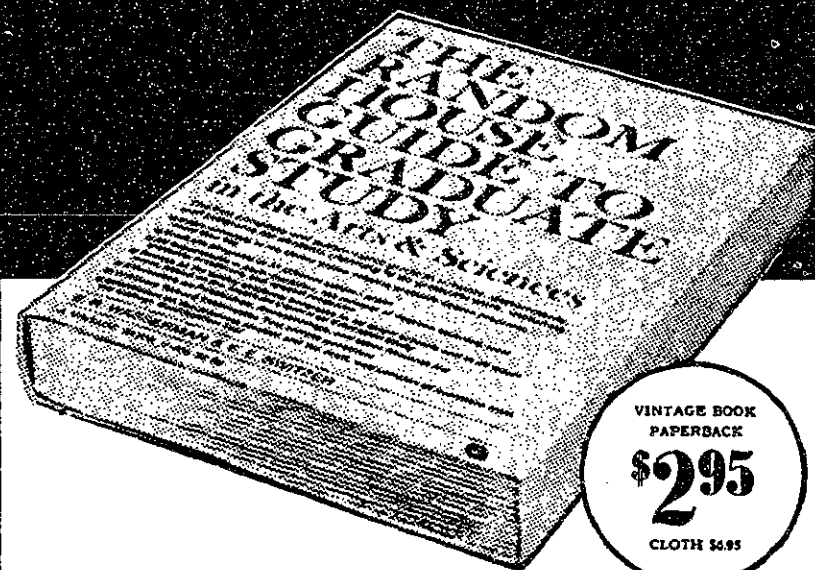
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Student affairs panel meets, decision process gets airing

(Continued from page 1)

other foreign students. Rebuttal came in the form of discussion of how desirable it was to integrate the foreign students to the MIT environment. A plea was made that foreign students be "regarded as one of us, instead of being looked upon as a guest and MIT is being nice to that student's country."

Discussion then turned to housing. A need was recognized for more housing for graduates on campus. At this time only one-fourth of the graduate students are housed on campus. Wadleigh said that there is an emphasis on undergraduate dorms for the next few years. In addition to MacGregor, another dorm is planned. But, the undergraduate admissions policy has been to hold the number admitted essentially constant. The number of girls is supposed to rise to 75 a year, as soon as there is room. One of the students present warned against being isolated in ivory towers in the dorms, and not being able to interact with the real world.

Advisory System

When one of the members of the committee asked for comments about expectations of MIT before coming versus impressions after being here, discussion turned to the advisory system at MIT. A majority of those commenting felt that the system "reeks". Their were a few students, one a freshman, who said that their experiences with an advisor had been very good, and that they were very pleased. Prof. John Graves, Humanities, said that while there are some individual exceptions, as a whole the system is bad. Part of the problem is that there seems to be different conceptions of what role should be played by the advisor. Should he be a registration officer, a counselor, a guide through the intricacies of the Institute rules, a combination of the above, or just what?

Alternate ways of assigning students to advisors was also discussed. Included were students picking advisors, and assigning on a living group basis, an advisor for a floor, or something similar.

Discussion broke up into a social hour, after which the members of the committee went to various dorms and fraternities, to meet more students and gain a better picture of student life at MIT. Some members of the committee said that they were happy with the open discussion but wished that it could have gone on longer.

Co-eds off campus

The Tuesday morning discussions were concerned with coeds being allowed to live off campus and parietals. Laurie Nisonoff '70 gave the positions of the coeds regarding living off campus. While the number of girls has gone up, there is nothing that says that they will all be able to mix well with the other coeds. She characterized McCormick as "Probably the most beautiful girl's dorm, but also the bitchiest."

She also said that it is much easier for MIT males to see Boston and to go off campus whenever they wish. Coeds, on the other hand, "don't see people other than MIT people." Many of the girls did some strange things during the blizzard because they were afraid they were not going to be able to get away from McCormick for a few days.

Mrs. Virginia Hildebrand '47, a member of the committee, and a former coed, was here when there was not a girl's dorm. She commented, "The situation will not appear so grand and glorious after a few years of this arrangement." There was some question as to the safety of those coeds living off-campus. Wadleigh said that the dissatisfaction was so great that it outweighed the problem. Also, those who do live off-campus, for special reasons of some sort, have not had any problem.

The committee was given the petition that the McCormick girls signed. The petition had the provision that coeds under 21 would have to have parental permission to live off-campus. The committee felt that even that restriction should not be kept, and that the female living requirements should be exactly the same as the male requirements.

Much was made of the fact that the parietal policy in the dorms is that of de facto open hours, even if the rules are not. Eben Walker '69, Dormcon chairman, said that the main emphasis for having parietals be the responsibility of the individual dorms is that MIT views the student as mature enough to run his own life, hence he

can, or should be able to decide when he wants to have a girl in his room.

The only problems that were brought up were legal. The dorms and fraternities are licensed as boarding houses. Such licenses can be withdrawn at the whim of the board of licensing. Mr. Gerald Berlin, member of the committee and a lawyer, said that he didn't see anyone "shutting down the dorms because they violated the licensing laws." But that "fraternities are in a worse position."

The consensus of the administration and house masters present was that it would be necessary to make sure that officers of the various houses understand thoroughly their responsibilities under the law.

Tuesday afternoon was devoted to closed discussion. This was divided into discussion with faculty and administration and a session completely closed in which they drew up their recommendations, which were not available at press time.

Gregory Smith, chairman, said that he personally favored making the committee's recommendations public, but that the committee as a whole would have to vote. Wadleigh said that that decision was up to the committee and that he had no say in the matter.

Announcements.

Elections for Undergraduate Association President and all class officers will be held Thursday, March 13. All interested candidates should pick up petitions in the Incomm Office, W20-401.

WGBH-TV, Channel 2, will rebroadcast the Apollo Convocation, with Astronaut James Lovell, three times: at 5:30 PM Saturday, 2:00 PM Sunday, and 9:00 PM Monday. The videotape will be edited down to one hour for rebroadcast. Television title for the program is "Eyewitness on Apollo 8".

Two graduate fellowships are being offered by the Swiss Federal Institute of Technology, Eidgenössische Technische Hochschule, of Zurich, Switzerland, for study there in 1969-70. Free tuition plus 5500 Swiss francs provides modest living costs. German adequate for university work necessary. If interested, see Dean Hazen, Foreign Study Advisor, EX.5243 (5-108).

Any student interested in joining a group studying the use of computers in education, please contact Dave Burmaster, EX.3203; or Gary Gut, 232-3258.

There will be a meeting of AIESEC Thursday in Robnet Lounge in the Sloan Building (E53). All students, particularly Courses XIV, XV, and XVII, interested in a summer job in Europe should attend.

The Pot Luck Coffeehouse will be open again tonight at 8:00. Please come.

Hillel is offering a course in Yiddish language and culture, Thursday nights at 7:30 in 7-108. The course is sponsored under a grant from Farband—the Labor & Zionist order, and taught by Mrs. Hinda Guttoff, who studied Yiddish at the Jewish Theological Seminary in New York.

Any photographer who contributed pictures to *The Tech* Volumes 85, 86, and/or 87, and would like his negatives, should contact the Photography Editor before February 28, when they will be discarded.

The MIT High School Studies Program will present the following movies free-of-charge in 26-100 at 1:30 PM: February 22, "The Dutchman"; March 1, "Alphaville"; March 8, "Becket".

Peterson's Guide to Graduate Studies, 1969 edition, is now available in the Student Placement Bureau, E19-455; the Graduate School Office, 3-134; and the Humanities Library.

There will be an open student-faculty forum on the topic of General Institute Requirements, on Tuesday at 3:00 PM in the Sala de Puerto Rico.

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Skiers falter at Mt. Sugarloaf *Frosh sports*

By Bill Michels

This weekend, the varsity ski team travelled to Mount Sugarloaf, Maine, for the New England Inter-collegiate Ski Association's Division II Championships.

Participating were the six Division

II teams (UNH, Colby, Norwich, Maine, Yale, and MIT), and the top three division III teams (New England College, West Point, and Bates).

Once again, John Schultz '71 was Tech's top finisher in the Giant Slalom,

with a hard-fought seventh place. The team, however, managed only seventh.

In the Cross Country, Tech's strongest event, Max Daamen '70 led MIT with a ninth place finish. Captain Doug Cale '69, who had placed fifth last year, was sick all week, but hung on to finish right behind Max in tenth place. Tech placed fourth out of the nine schools.

Saturday morning, Tech got off to an excellent start in the slalom, with Schultz having the fifth fastest first run. But his luck ran out in the second run, when his binding popped, and he failed to finish. Miles Wagner '71 was Tech's top scorer, with a 19th in the field of 50.

Jumping, Tech's weakest event dashed all hopes for sixth place. Our top jumper, Rich Freyberg '70, placed about half-way down the field.

The disappointing finish in the slalom and jump made it impossible to catch Maine, and thus MIT will be in Division III next year for the first time. Without some of the bad breaks, it could have been different, but at last, the Tech skiers will get into a league where they are a power rather than a pushover.



Mount Sugarloaf, Maine. Schultz navigated the run well enough to earn himself seventh place.

Huskies dump hoopsters; season mark now at 2-12

By Ray Kwasnick

The freshman basketball team continued along the low road Wednesday as the Tech five fell to a powerful Northeastern squad, 73-59. The engineers now own a depressing 2-12 season record.

Although the score doesn't indicate it, the game was a hard-fought affair. Northeastern could never really rip the game wide open; it was more of a long, grinding process where the NU lead just seemed to creep upwards. The Huskies pushed the margin to 41-29 by the end of the half.

In the second half, the lead grew to twenty-four points at one juncture, but Ben Wilson's work under the boards, and the engineer defense narrowed the final count to fourteen.

The story of the game can be seen in the statistics. The fact that MIT had only thirteen turnovers to twenty for the Huskies can be attributed to an improvement in the engineers' ball-handling and defense. The squad had a cold night from the floor, hitting only 23 of 65 shots for thirty-four per cent.



Photo by Gary DeBardi

Ben Wilson reaches for the opening jump ball in the frosh game with Northeastern.

However, the Tech squad was really hurt at the charity stripe, where they connected on only 13 of 26 attempts, while Northeastern sank 17 of 24.

Despite the defeat, Wilson continued his spectacular play. He led all scorers with 9 of 17 floor shots, and six from the foul line for 24 points. He also controlled both boards, with a phenomenal 23 rebounds. Gary Sharpe chipped in seven for the losers. Bill Moxley supplied the power behind the Huskie attack with 19 points.

In contests coming up for the other freshman teams, the squash team travels uptown to face Harvard tomorrow, while the swimmers take on Holy Cross at home. The grapplers don't compete again until next Tuesday.

classifieds

A few men 22-30 needed at summer coed camp listed by Sports Illustrated as one of the nation's ten best. July-August in Adirondacks between Keene and Lake Placid. Chief activities hiking, swimming, riding, and farming. Age group 8-11. Especially seeking experienced riders, senior lifesavers, and a leader for group singing who will bring instrument. Beautiful location, excellent working conditions, food, facilities, and salaries. Call (Concord) 369-7519.

WANTED: Sitter for infant 3 mornings per week. Call 491-2750.

Room and Board for student couple willing to help in home with infants. 861-8220 Lexington.

Specialized day care for children age 2½ to 7. Includes lunch and group activities. Full or half day. Central Square area. Call 547-4624 after six.

Enumerators needed for Cambridge census. Full-time during April. Some evenings, weekends. Minimum age 19. Call 876-6800 ext. 271 for interview appt.

PLAY THE STOCK MARKET GAME No Risk - Big Cash prizes for Successful Players. For Info Send Name and Address to: HED Assoc. PO Box 240 MIT BR, Cambridge, Mass 02139.

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IM sports**Top four seeds advance as expected in hoop play**

The top four seeds all won their opening round games in the A league basketball play-offs. Top-rated Burton House breezed past SAE 'B' 56-36, on the shooting of Larry Wischhoefer '69 and Alex Krynytzky '71. Chris Davis '69 led the losers with 15 points.

Second-seeded Delta Upsilon dropped SAM 56-46 as Walt Suchon '69 hit for 19 points and Harry Drab '69 contributed 17. BTP stopped Baker House and SAE topped ATO 54-33 with a well-balanced attack as four starters reached double figures. ATO had qualified for the play-offs by defeating Sigma Chi 55-42.

In a pair of upsets Kappa Sigma dropped PGD 48-37 and PDT whipped Theta Chi 58-30. Mike Perry '69 scored ten buckets and Joe Andland '71 added 18 points to power the Kappa Sigs. Tom Braun '72 bombed the nets for 22 points for the Phi Deltis, who won their first game of the year, while Tom Moebus '69 had 14 points for Theta Chi.

In other first round games, SPE outlasted AEPI 37-36 as the AEPI's came close to registering their second upset in a row. George Katsiaticas '70 hit for 13 points for the winners. PLP tipped LCA 44-43 on a last minute surge as they came from five points down in the last three minutes to win. Marv Jernigan '69 led the Pi Lams with 16 points.

In the first three quarterfinal games, the top seeds again won as expected. Burton thrashed Kappa Sigma 54-31 as Wischhoefer again led the Burton attack. The game was closer than the final score indicates as Burton was ahead by only seven points after three quarters.

On Deck**Today**

Skiing (V)—Division I Championships, away
Rifle—Boston University, home, 6:30 pm

Tomorrow

Skiing (V)—Division I Championships, away
Pistol—Army, home, 10 am
Hockey (V)—Amherst, away, 2 pm
Wrestling (V)—Hofstra, home, 2 pm
Fencing (V)—Trinity, home, 2 pm
Squash (V)—Stony Brook, home, 2 pm
Squash (F)—Harvard, away, 2 pm
Track (V&F)—New England at Northeastern
Basketball (V&F)—Lowell Tech, home, 6:15 pm

Hafer wins two**Dartmouth tips gymnasts 111-109**

By Don Arkin

The MIT gymnasts fought a tough battle all the way, and rallied in the last event, but Dartmouth managed to cling to the remnants of its lead to eke out a 111.90 to 109.75 victory last Wednesday. MIT took four of the six firsts, but Dartmouth took five of the seconds in winning their second straight from Tech this year.

The engineers looked best on the rings, which they won 21.4 to 19.05. Tom Hafer '70 took an impressive first, with an 8.15 score. He was ably backed up by Ken Gerber '71, who captured third with a 6.70, and Captain Dick Hood '70, who scored 6.55.

The only other event the engineers won was the last—the high bars. Hood easily captured first, with a 7.2, and Gerber copped third with a 4.35. This cut Dartmouth's lead by three points, but it was not enough.

Dartmouth won the floor exercises 17.4-15. Hood took second for Tech with a 5.6. Dave Beck '72, gave another exhibition performance and scored 7.1, a full pint better than the first place score.

MIT was struck by misfortune in the side-horse. Mike Devorkin '69 took first with an 8.6, but his chief support, Gerber, fell off during his routine—dropping his score down to 3.9. Malcolm Casadaban '71 scored a 4.4, but the Big Green won the event

SAE barely edged PDT 44-42 in a game characterized by hot streaks by both teams. The Phi Deltis led by eight early in the game, only to fall behind by 12 in the fourth quarter. SAE barely withstood the final Phi Delt burst to move into the semi-finals. Bob Dresser led the SAE's with 14 markers.

BTP was extended into overtime by a game SPE squad before emerging with a 49-46 victory. The Sig Eps were down by as many as 13 points at one stage in the game, before they finally tied the score at 45 all on a pair of free throws by Jim Truitt '69 at the buzzer. All the points in the overtime period were scored on foul shots as the game was roughly played throughout. Leland Bristol '69 led the winning Betas with 20 points.

In the semi-finals Burton meets SAE, while BTP encounters the winner of the DU-PLP quarterfinal match.

Hockey

LCA and Chi Phi won their respective A league divisions as the regular season came to a halt. LCA set back two opponents on successive days to remain undefeated. The Lambda Chis first beat Burton 6-1 as Jim Bardis '70 scored two goals, then sent Theta Chi to its first loss, 2-0, as Bardis and Charley Snell '71 did the scoring.

Dresser elected Council head; Sander wins secretary post

By George Novosielski

Bob Dresser '71 and Pete Sanders '72 were elected to the top two posts on the Intramural Council at the Council's regular monthly meeting Tuesday night in the Varsity Club Lounge. The retiring officers were Jeff Weissman '70 and Joel Hemmelstein '70.

The meeting began with routine reports from various IM managers. Old business opened with the election of a new chairman. After speeches by the two candidates, Dresser defeated Hemmelstein by way of secret ballot. Sanders then defeated Dave James '71 for secretary following a similar procedure.

A lack of experience by both secretary candidates with the machinery of the IM Council was evident during their speeches. They both were just recently elected managers and were not involved

with the Council to any great extent prior to their election. It is hoped enthusiasm will overcome the obstacle of inexperience.

New managers

Rich Brooks '70 was voted in as the new badminton manager, defeating Tom Gearing '71. Concerning further old business, the Council tabled a motion to redistribute the IFC's three votes. The votes are now held by three IFC appointees. In effect the motion will retain one vote for the IFC and give the other two votes to athletic chairmen from the various fraternities. The motion will be restated by the Executive Committee and presented as a new motion at the next meeting.

Nominations for the new Executive Committee were the next order of business. Nominated were Rick Boett-

ger '70, Hemmelstein, Pat Szymanski '70, Du Bois Montgomery '71, Jones and Scudder Smith '70.

Finally, motions were brought up to reinstate sailing as an IM sport and to set up a soccer league in order to see if enough participation takes place to make soccer a new IM sport.

Skaters fall to Holy Cross, Face Amherst Saturday

By Ron Cline

Holy Cross handed the varsity skaters a 7-3 loss Tuesday at the Crusaders' home rink. Several talented Holy Cross icemen who, in the words of one Tech player, "skated all around us", provided the determining edge in the contest.

The engineers divided their three goals evenly among the three periods, with co-captain Mike Talalay '69, Maris Sulcs '69, and Bill Barber '71, accounting for the tallies. Talalay also contributed two assists for the MIT cause.

The first period counter was scored when Talalay, juggling for a good position in front of the net, received a pass from a flanking teammate. Talalay back-handed the puck through the goalie's legs for Tech's first bell-ringer. The Crusaders were not inactive, however, and at the end of the first period, the engineers were down three.

Sulcs repeated the method in the second period, this time off a pass from Talalay, for MIT's second score. Holy Cross added two of its own, one of them rather questionable. The puck

Due to last week's snowstorm, several sporting events were postponed. The freshman and varsity basketball games against UNH are rescheduled for Feb. 26, at 8:25. However, the track meet against Connecticut has been cancelled.

How They Did

Gymnastics
MIT(V) 111-Dartmouth 109
Hockey
Holy Cross 7-MIT(V) 3
Wrestling
MIT(V) 44-Amherst 3
Basketball
Northeastern(F) 73-MIT(F) 59
Skiing
New England Division Championships
MIT(V) seventh out of nine

By Bob Simonton

Wednesday, the varsity grapplers again managed to thoroughly trounce their opponent. The Tech matmen met with Amherst College in du Pont; when it was over, Amherst left with defeat by an unbalanced deficit of 44-3. This performance, along with such superb demonstrations of MIT wrestling prowess as a 44-5 score (vs Tufts), 42-5 (vs Boston College), 44-2 (vs Wes-

leyan), ad infinitum, speaks for itself.

It started off badly for Amherst. They entered no wrestlers at 115, 123, 130, 137, or 177 lbs.; the five team points for each of these forfeits awarded to MIT brought the starting score, before they even started wrestling, to 25-0, in favor of the engineer grapplers. The four lower weight wrestlers from MIT had an easy time; Ted Mita, '71;

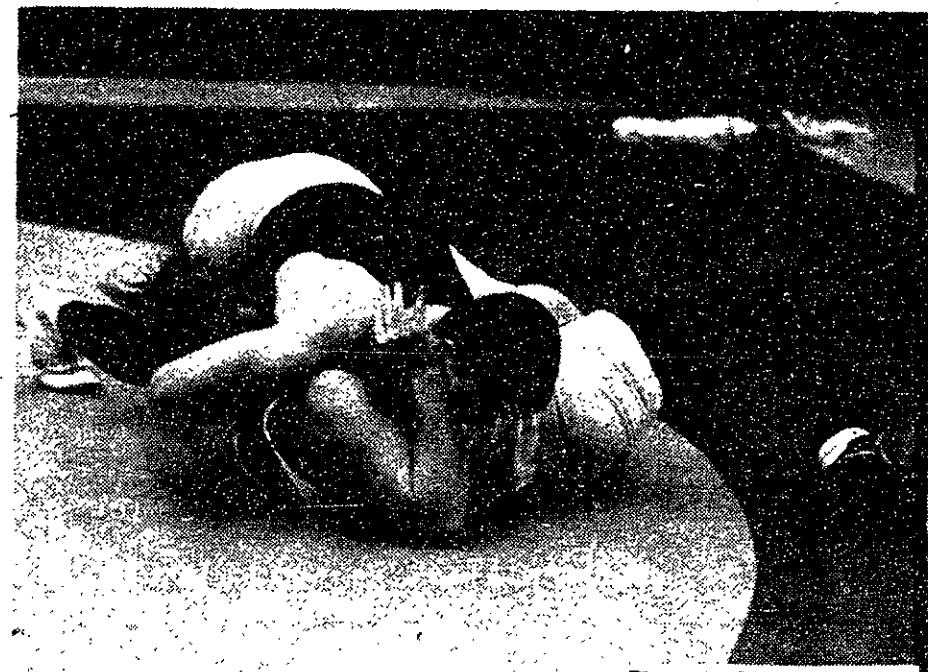


Photo by Mike Venturino

Ken Cameron '71, wrestling at 191 pounds, puts the finishing touches on his third-round pin of Amherst's Magee. Cameron is filling in for injured Bruce Davies '71.

Joe Baron, '70; Gregg Erickson, '69; and Mike Sherrad, '71, did not wrestle Wednesday night, for they all got forfeits, as did Walt Price, '70. Price's forfeit gave him a helpful rest, for he has just recovered from a painful chest injury sustained in his match against a Harvard wrestler. Although these forfeits were welcome, easy points for the Tech wrestlers, there were no fears about putting these men against anything Amherst might have offered in their weight class.

Although Amherst's hopes started off rather dimly, the next two matches doused the light completely. Jack Maxham, '69, punished his opponent for six minutes before the match ended, leaving Maxham an 11-0 victory. Senior Norm Hawkins then proceeded to widen the scoring gap by decisioning his opponent 5-2; these last two wins made the rest easy for the Tech grapplers, for it was now impossible for Amherst to win the wrestling match, even if they all pinned their MIT adversaries. This was, decidedly, not to happen.

Smash hopes

Rick Willoughby, '70, started the drive that smashed any hopes held by Amherst for a strong finish by stomping his opponent 13-2. Though Dean Whelan, '70, dropped his match 5-2, Ken Cameron, '71, and Fred Andree, '70, both more than made up for this deficit; it turned out to be the only points that Amherst scored at all. Cameron pinned his man with 39 seconds left in the match; he had been stomping the Amherst man 11-0 before he finally laid him to rest. Cameron, who is wrestling above his normal weight, has done a superb job wrestling in place of injured B.J. Davies, '71. Andree, '70, pinned his man in the first period. The only difference between any of Andree's matches in that is pinning times are getting shorter.

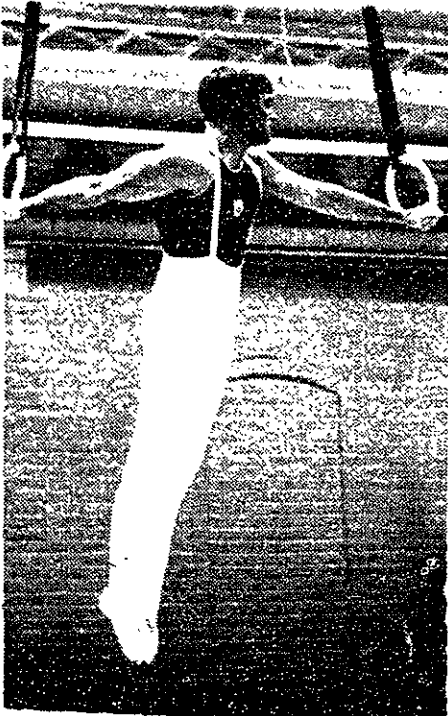
The varsity wrestling team's next confrontation is with Hofstra, on Saturday, in du Pont at 2:00.

hit the post and bounced off; the referee ruled it as a goal.

Tech's final tally was produced when Barber forechecked an opponent, allowing Talalay to steal the puck. Barber broke for the net, received a pass from Talalay, and flipped the puck past the goalie.

Holy Cross scored two of their seven goals when Tech was a man down from penalties. The greater speed of the Crusaders enabled them to capitalize on break-aways, also injurious to the engineers.

The skaters face Amherst Saturday, a team which is now suffering from a 14-game losing streak. Tech has the distinction of initiating that streak at the end of last year's season, and the varsity icemen are not about to draw to a close what they started.



Tom Hafer, '70, (left) executes an Hawaiian cross on the rings, while Dick Hood, '70, (right) does a handstand on the parallel bars in competition with Dartmouth.



Photos by Greg Rester

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