

## Ad hoc group plans 'day of concern'



## Faculty to meet Monday

Concerned that events at MIT might lead to another Harvard-like incident, an *ad hoc* group of students and members of the faculty and administration has been meeting almost continuously since Tuesday to determine a means of improving communications between various campus factions.

A special faculty meeting Monday at 3:15 pm in 10-250 will hear a plan to be generated by this group. A definite plan had not yet been decided upon at press time, and debate appeared likely to continue well into the evening last night.

The discussion was precipitated by SACC's presentation of demands to President Howard Johnson, and planning done during the past two weeks by a student seminar with Professor Jerold Zacharias, demands about what

Mike Albert described as the "most pressing issue on this campus right now—war-related research." The spontaneous forum Wednesday convinced those involved that consideration of such issues as I-Lab research and ROTC demanded the prompt attention of the MIT community.

Two specific proposals were debated, one by UAP Mike Albert '69, and one by Steve Carhart '70. Both call for a day of concentrated discussion of the issues by the entire MIT community—with classes cancelled for the occasion.

Albert's proposal calls for a mass meeting of the entire community to begin the day. There would then be smaller discussion groups dealing with specific issues, at which all individuals would be able to present their views and discuss them with people who had studied the issues in depth. The central topic of discussion would be the question of war-related research. At the end of the day, there would be another meeting, at which everyone would present his views, and a consensus would be formed.

Carhart's proposal differs primarily in the scope of its proposed discussion. Whereas Albert's proposal would treat war-related research almost exclusively, Carhart's proposal would cover such additional topics as ROTC, concern for Black equality, internal decision-making, and educational reform.

Carhart also called for a mass meeting to begin the day, followed by smaller discussion groups. Under Carhart's proposal, each of the smaller groups would discuss one of the various topics mentioned. The day would not end with a second mass meeting, but rather with an informal continuation of the smaller groups' deliberations.

One of the central concerns of the planning group is the involvement of large numbers of people from many

segments of the Institute community. They felt that another open meeting such as they held Wednesday would attract only the same limited number of people.

Referring to a student who left in the middle of the debate Wednesday to attend class, Carhart said, "the Social Contract, the very assumptions under which he is operating, are being questioned by enough people that the world, as he sees it, is changing. He'd better stand up and defend it, or else not expect to be around tomorrow."

UAP Mike Albert '69 elaborated, "Feeling that MIT is in a state of flux, that the Social Contract under which the MIT community works is, in many instances, anachronistic, this committee should be concerned that constructive reforms evolve from the present dialogue. Contemporary decisions at MIT should be made on the basis of contemporary analysis and data, rather than on outdated rules."

Peter Harris '69 underlined some of the promotional possibilities: "If this is given enough publicity, we can encourage students and faculty to form groups ahead of time. This would be a quick thing that could be done in the classrooms or living groups. The day could be started with a statement by President Johnson detailing the reasons for calling off classes."

A major issue throughout the meetings was a concern for proper timing. Some members of the committee argued for having the colloquia as soon as possible, to capitalize on the interest generated by the war-related research. Waiting, they felt, would undercut this momentum and convince the community that no urgent action was needed.

Dean Kenneth Wadleigh countered by maintaining that he could not fulfill the personal commitments he had made in too short a time. If the committee wanted faculty and other "resource people" to attend, time would be needed to assemble them.

## Draper denies Vietnam work

By Greg Bernhardt

President Howard Johnson promised to start a "re-examination of the relationship of the Institute to national defense" at a spontaneous meeting Tuesday afternoon of more than 250 students and faculty members.

The meeting grew out of a brief sit-in outside the President's office. About 75 members of SACC had sat down outside the office after returning from a protest march to the Instrumentation Labs. Johnson and Dr. James R. Killian, Chairman of the Corporation, met with the protesters briefly outside the office and then moved the meeting to Room 10-250.

For nearly four hours charges about MIT's participation in war-related research were exchanged in an emotionally heated atmosphere. Demands were made for a moratorium on MIT's research on helicopter guidance systems and the guidance systems for the Poseidon missile which will be used with the MIRV warhead.

Also brought under severe questioning were Dr. Stark Draper, Director of the Instrumentation Labs, Professor Jack Ruina, Vice President for Special Labs, and Provost Jerome Wiesner.

The events began at 12:30 that day when about 75 SACC pickets left the steps of the Rogers Building. Marching noisily with colorful posters, the group moved down Massachusetts Ave to I-Lab 5 where they were met at the door by Draper and Joshua Feldman, an I-Lab administrator.

Leaders of the march asked permission to enter the building as a group but were denied. When questioned about war research going on in the building, Draper replied, "We are not working on anything that has any application to Vietnam." He also stated, in reply to the war research charges, that "We have tried our best to get money for other things. The fault is not mine, but Congress's."

After about a half hour at the I-Lab, the pickets moved back to the main complex. Loudly shouting "Make love, not MIRV," the group moved up to the second floor outside the President's office. Neither Johnson nor Killian were in the office at the time so the pickets sat down to wait.

The protesters then started an informal open discussion about war research. The crowd soon swelled to the point where it almost completely blocked the hall. Students and professors offered their views while administration officials ran in and out of the office. Finally, word came that Johnson and Killian were down in the Busch Room and would hold an open meeting to discuss the research issues.

The crowd had little intention of leaving the hall to see Johnson. Professor Louis Kampf, Department of Humanities, called it "degrading" to be assigned to a room at their convenience and charged, "they can come to our room at our times."

About ten minutes later Killian, Johnson, and Wiesner did come up to the office where Johnson stated his intention "to look at the laboratory." When asked to put a moratorium on the MIRV and helicopter research, he remarked that "a moratorium doesn't make sense to me." Johnson affirmed that "MIT does have a responsibility to its projects" and told the protestors that the heat and pressure of their campaign was constructive.

At this point the crowd numbered about 200. The suggestion to move to 10-250 was made and accepted. Once inside the lecture hall, Professor Noam Chomsky, Department of Modern Languages, made the point that military research is a problem of society and

not just MIT.

Draper was once again put in the hot seat over the defense contracts at the I-Labs. When questioned specifically about the helicopter contract, Draper explained that "the project is a project that deals with stability and navigation." He called it "truly fundamental research" and denied any possible use of the helicopter in Vietnam.

Discussion returned to the concept of a moratorium. Speakers alternated in defending and attacking the idea, each time receiving applause from different parts of the audience. Each side held firm and the meeting ended on a note of anticipation of the first important move to be made on the part of the administration.

The SACC leaders appeared to be unable to grasp that the decision was not one to be arbitrarily made by any one administrator. Killian, in short remarks, touched on this when he said "The real power lies in the total community."

## Gardner calls for health aid to poor

By Joseph Kashi

Calling for a more equitable distribution of national medical resources to the poor, John Gardner, former head of HEW, stated that institutional inertia must be overcome if there is to be a significant gain in providing needed health services to the nation's underprivileged.

Doctor Gardner, head of the Urban Coalition and visiting Professor at MIT, suggested that America's medical institutions must be revamped if the delivery of their medical services is to prove universally adequate. Appearing on Wednesday's Compton Seminar with Doctor Gardner were Joseph English, Director of health services for HEW, Alfred Haynes, Director of the National Medical Association foundation, Irving London, Chairman of the medical department at Albert Einstein Medical School, Doctor George Silver, member of the Urban Coalition staff, and Brenda Shockley, a staff member of the Urban Coalition under Doctor Silver, who recently worked in Mississippi on public health problems of the rural poor.

Doctor Gardner noted an improvement in the ability of the poor to obtain modern services and facilities. Ten years ago, he said, the inferior medical access of the poor went unnoticed. Today, many attempts are being made to alleviate this inequity. The Ford Foundation is especially active in promoting the institution of

community planned and built health centers. However, the resistance to change of most American medical organizations has complicated the initiation of coordinated efforts to increase local access. He predicted that we will make no significant strides forward until the medical professions are ready to take direct action on the problem.

Doctor Silver observed that the growth of medical institutions has not kept pace with the rising expectations of the poor and their health problems. Thus, many under-privileged people are unable to receive the benefits of modern medicine due to faulty and slow distribution in poor rural and urban areas. For example, most physi-

cians tend to concentrate their efforts in urban areas, leaving many small communities without local medical service and care. Manhattan has one doctor for every 250 people, while some depressed areas under the model cities program have one doctor for every 11,000 people. Due to rising expectations about quality medical care, Doctor Silver believes that urban residents will soon resort to tactics akin to those used by aggravated college students, such as sit-ins.

Although the health industry represents about 6 percent of the American GNP, Doctor English of HEW stated that the United States has a long way to go. One half of all poor children have not received the basic immunizations taken for granted by Middle Class America. About 5 percent of poor children are born retarded; by their twelfth birthday, about twice as many are retarded, due to the negative and dulling effect of their environment.

A quick federal response to community problems, coupled with extensive local planning for the services required, offer part of the solution. Also, the technology of the distribution of these services must be expanded and implemented. Finally, the fragmentation and utter disorganization of national medical services must be reduced, in order for America's poor to have the greater and quicker access to those modern medical facilities they need so badly.



IRVING LONDON

Doctor Irving London, of Albert Einstein Medical School, speaking at the Compton Seminar on the nation's problems in the health field.

## IS ANYBODY LISTENING TO CAMPUS VIEWS?

## BUSINESSMEN ARE.

Three chief executive officers—The Goodyear Tire & Rubber Company's Chairman, Russell DeYoung, The Dow Chemical Company's President, H. D. Doan, and Motorola's Chairman, Robert W. Galvin—are responding to serious questions and viewpoints posed by students about business and its role in our changing society . . . and from their perspective as heads of major corporations are exchanging views through means of a campus/corporate Dialogue Program

on specific issues raised by leading student spokesmen.

All of these Dialogues will appear in this publication, and other campus newspapers across the country, throughout this academic year. Campus comments are invited, and should be forwarded to Mr. DeYoung, Goodyear, Akron, Ohio; Mr. Doan, Dow Chemical, Midland, Michigan; or Mr. Galvin, Motorola, Franklin Park, Illinois, as appropriate.

Here, David M. Butler, completing his studies in Electrical Engineering at Michigan State, is

questioning Mr. Doan. A member of the Dean's Advisory Committee, Mr. Butler also participates actively in professional engineering organizations on campus; anticipates graduate studies before developing his career.

In the course of the entire Dialogue Program, Stan Chess, Journalism major at Cornell, also will probe issues with Mr. Doan; as will Mark Bookspan, a Chemistry major at Ohio State, and David G. Clark, in graduate studies at Stanford, with Mr. DeYoung; and similarly, Arthur M. Klebanoff, in Liberal Arts at Yale, and Arnold Shelby, Latin American Studies at Tulane, with Mr. Galvin.

Mr. Doan:

## LET'S TALK ABOUT PROFITS, TAKES, AND HEDGING ON COMMUNITY INVOLVEMENT

Dear Mr. Doan:

There currently is a great deal of debate about social responsibility in today's society. People have become much more aware of their responsibilities which accompany the many personal benefits in our society. Business firms should be just as aware of their social responsibilities: firms can no longer ignore racial injustice, the inner city, pollution of our environment, and the many other problems that face our society. But they would seem to on the basis of indirect evidence.

For example, increasing local tax revenues is one way to promote local action in problem solution. Why is it, then, that an "attractive" tax base is one of the main selling points for Chambers of Commerce trying to lure firms to locate in their area? The clear implication is that firms want to bypass their obligation to pay for the services they receive from the community. Why should others, who make up the remainder of the tax base, take up slack for business? Firms benefit from the educational system, utilities, roads, and the many other community services. Even more so, perhaps, than any other single taxpayer.

A better approach would be to see that tax revenues are effectively utilized in the best interest of the community. Businessmen should apply their special abilities to the problem of creating efficiency in both revenue collection and expenditure. Business could lead rather than appear to exploit society in this connection.

Today's student would be much more interested in working for a firm that emphasized providing constructive advice rather than one that is quibbling over a few extra dollars in assessments. An active, sincere interest in society not just superficial action such as joining the local Chamber of Commerce—would do much to change young peoples view of business and its motives. Profit is a necessary but not sufficient condition for a firm's existence in today's society. Students are as much concerned about how companies utilize their resources to shoulder a fair share of responsibility in society as for the generation of profits.

Sincerely yours,

*David M. Butler*

David M. Butler  
Electrical Engineering,  
Michigan State

Dear Mr. Butler:

Let's consider your proposition—that today's student is terribly concerned about social responsibilities, and that profit is not a sufficient condition for a firm's existence in society—from the perspective of business' basic objectives.

Business exists because it is of service to humanity. It accomplishes this service using the discipline of profits as a relatively impartial measure of performance, and through the development of the individual. There must be a balance between these three factors . . . an imperfect but direct correlation.

Maximum long-term profits is consistent with, and cannot be achieved without, maximum service to society. Maximum service to society can be achieved only through the maximum development and release of the ability of individuals. And maximum release of individual abilities brings about maximum profit growth.

In the structure of our society, of the free enterprise system, business essentially is an economic instrument, and it can be of service as a social instrument only indirectly. If it charges in to straighten out the nation's social problems, as many on the campus would like to see, it will cease to perform effectively its basic functions as an economic instrument.

This does not mean that business is indifferent to social problems or that it is not working toward practical solutions.

Take industry's efforts to reduce the pollution of our environment, as an instance. Many companies have been instituting controls over air and water wastes at their production facilities. At Dow Chemical, we have expended approximately \$10-million at our plants in Midland, Michigan, alone, with an annual upkeep cost of a million dollars.

Along with this program, we have made a "business" out of Environmental Control. Research and development alone costs \$1-million annually. This program has been made possible only through the discipline of profit, which brings me back to my starting point: Service to society is achieved only through accomplishment of our primary objective—maximum long-term profit growth.

To me, the social involvement from this is quite clear. If business is to respond to the challenge of the times, to work toward solutions worthy of human effort and skill, there must be value systems, and an environment that favors highly moral, ethical behavior. This is the responsibility of management, industry at large, and society as a whole. Implicitly, there is a

need for government policies and rules to match these much improved value systems, and to insure that industry's efforts are of maximum benefit to all.

On this basis, let me turn your question on taxes around. There is not a single thriving community today whose health doesn't come from jobs; primarily, jobs provided by industry.

Look at the impact made on any community through a new industry moving in. For every hundred people on its payroll, there will be 165 new jobs throughout the community, bank deposits increase by over \$229,000 annually and retail sales jump accordingly.

So, Chambers of Commerce, in their competitive efforts to promote community growth, historically have offered tax incentives to attract industries to their area. I say *historically* because I don't think this is now the paramount consideration for plant re-location. It simply is a factor along with other business reasons and aspects of community environment availability of decent housing and convenient retail shopping . . . of properly accredited schools with sufficient classroom space . . . of churches . . . of recreational facilities . . . and the whole range of municipal services. And no responsible business enterprise will shirk payment of its proportionate share of the taxes required for the support of its community.

I disagree with your suggestion, however that it is up to business to assure effective utilization of tax revenues. This would attribute powers to business that it doesn't have, smacks strongly of paternalism, and implies a better ability on the part of an industrial concern to solve the community's problems than the community itself has.

This is not to say that individual business men shouldn't advise their communities on taxes or other matters within their personal competence and experience but as private citizens with a sense of civic responsibility, and not speaking for a particular business entity.

What it all boils down to is that the objectives of society's principal institutions are well-defined. By each continuing in its own orbit, doing what it best can do, the social responsibilities of the times can be met more effectively, and society's needs better served.

Sincerely,

*H. D. Doan*

H. D. Doan  
President, The Dow Chemical Company





# Announcements.

\* Interested in guiding visitors for Open House, May 3, noon to 5? If so, contact Val Livada, x3265, John Drobak, x3617, or the head of your living group.

\* All students should obtain a final exam schedule at the Information Office, Room 7-111. Any conflicts or exams not listed should be reported to the Schedules Office by Friday, May 9.

\* Anyone interested in working on the Student Government Secretariat should come to the meeting of the Nominations Committee at 7:30 pm Tuesday in Room W20-400 of the Student Center. People are needed to work in all areas.

\* Interested in a teaching career? Alan Blakmer, of the Harvard Graduate School of Education, will discuss opportunities and methods of getting into the field Thursday, May 1, at 7:30 pm in room W20-473 of the Student Center.

\* Continental-style breakfasts will be served in the Sala de Puerto Rico Monday through Friday for the rest of the term on an experimental basis. The breakfasts will be a la carte.

\* Nominations are still open for the Everett Moore Baker Award for outstanding undergraduate teaching. Any student may nominate a junior member of the faculty who he feels has demonstrated outstanding concern for his students, both within and outside the classroom. Nominating an instructor for this award is virtually the only means presently available to students to promote public recognition and professional advancement of those instructors who have given generously of themselves. Nominations may be directed to the Baker Award Committee, c/o The Tech, or Mickey Warren at AEPI.

\* The Pot Luck Coffeehouse will not be open tonight due to Spring Weekend. It will be open next Friday, May 2, at the usual time.

\* The Department of Aeronautics and Astronautics will hold a freshman Open House Wednesday from 3 to 5pm in room 33-206. Students and staff of the Department will meet informally with students interested in a Course XVI major. Refreshments will be served.

\* Any student who has ideas or suggestions for the selection of the new Dean of Student Affairs is encouraged to submit them to Karen Wattel at the Incomm Office, room W20-401.

\* MIT Urban Action needs old comic books to help kids who have an aversion to reading become interested in reading something, old parts of radios, motors, etc., so that boys can begin to learn how to put them together, through Tutoring Plus, and old clothing, shirts, overalls, etc., to be used as cover-ups and smocks. Items can be dropped off at room W20-437 in the Student Center. For more information call x2894.

# Housing program invites help

By Steve Kaiser

Despite the overwhelming news significance of the Harvard protests, many students have maintained an active interest in the recently announced MIT housing program, especially the off-campus component of this effort. The basic question remains for many MIT undergraduates and graduates alike: how can we as students help in the proper implementation of this housing program, consistent with the desires and preferences of the local community?

Already there is talk of an interdisciplinary systems course to be offered this summer, for a wide range of tasks aimed at the design, planning, and development of new ideas proposed by the Institute. The Urban Action Committee is actively pursuing the idea of Urban fellowships for summer community work, with continued opportunities part-time in the fall.

Other action ideas are:

\*Becoming a member of Urban Action, Committee on Community Service, the GSC Housing Committee, etc. to discuss strategies and tasks for interested students. The general theme should be a coordinated concentrated effort.

\*Working with the MIT Real Estate Office, Planning Office and other staff on site development, obtaining data on the surrounding neighborhood, providing feedback to MIT from citizens and students in the areas, giving comments and personal advice on plans.

\*Recruiting faculty, students, and funds for workshops or interdisciplinary courses on the Cambridge area and planning for the specific sites.

\*Direct community work off-campus:  
- various rent control campaigns  
- CEOC-sponsored Planning Teams and their housing subcommittees  
- Cambridge Housing Convention  
- CEOC Housing Assistance Program and associated Task Force on Housing  
- work directly with city agencies (City Manager's office, Community Development office, CRA, CHA) Provide advice or coordinated information

\*Conduct site surveys to find out good lots, empty apartments (and those

which could be fairly easily put back into service via rehabilitation and repair).

\*Letter writing to Congress, HUD, or President Nixon supporting Federal subsidy programs for urban housing, particularly any effort to remove red tape and speed construction; working as a housing intern or research assistant in Washington, to help expedite funding, information flow, get good learning experience for working with local and regional government authorities.

\*Encouraging other local institutions to support housing programs, such as Harvard, Boston University, Polaroid, local banks, etc.

\*Encourage faculty members to relax their tendency to keep students working hard in the labs, with little time for outside activity; the faculty should be persuaded to support a genuine, deep-seated desire for community involvement by their students, just as other students are turned on by a special course or off-beat research project.

## General Advice

In some ways, I hesitate to give advice to students who want to help tackle the housing problem. Each person has his own style, his own capabilities, his own deficiencies. Whatever I say reflects my own background, circumstances and past participation (Cambridge resident for 4 years, Mechanical Engineering representative to the Grad Student Council, Chmn. GSC housing committee, Treas. of Cambridgeport Planning Team, Cambridge Housing Convention - committees on university negotiations and

rent control - and CEOC Housing Task Force.)

You should be prepared for a complex learning experience. If you think your task will be the dissemination of expertise from the word "go" you're likely to be very ineffective and never really trusted by the residents. It may take many months of dedicated listening and understanding before one can add personal ideas to the discussion process. One immediate thing one can do is provide supporting services, such as research on questions residents raise, aiding the information flow, helping elderly bring their housing complaints to local authorities (transportation for many people in Cambridge is a problem) and even doing a little manual or secretarial labor (not only for its inherent helpfulness but also because one gets to know people better and can prove that one is not arrogantly above "menial labor"). The crucial thing to avoid is the Grand Entrance of the Expert-Advocate who - although a newcomer - quickly sizes up the situation and decides for himself what the community needs.

The important factors here are patience and quiet competence: as the citizens come to know and trust you, they will be more willing to let you be their advocate for housing, community development and the like. This process can be a very rewarding human experience.

I can describe only one way, the trial and error path I had to grope along. Undoubtedly there are many others, and the key to all of them is the patience to make an investment of effort necessary to avoid the early frustration and confusion caused by expecting results to come in a matter of days or weeks, rather than months.

# City, MIT to run week-long Mass Ave safety experiment

By Dave deBronkart

Last night the city of Cambridge, in conjunction with the Institute, began a project which will simulate proposed changes in Massachusetts Avenue in front of the Institute. Parking meters were covered and signs changed in preparation for the closing of parking, effective Saturday morning.

## Safety project

According to William R. Dickson, Director of Physical Plant, the main purpose of the project is to alleviate safety conditions near the Institute, both in pedestrian accidents and auto collisions. 77 Mass. Ave. and the intersection of Vassar St. and Mass. Ave. are among the worst in Cambridge in auto and pedestrian accidents, respectively.

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pectively. Existing lanes of traffic will be widened, and free of all obstructions from parking cars and open doors. Barricades with flashing lights will be placed along the proposed curblines, shortening the crosswalk at 77 by 16 feet. MBTA buses will co-operate in the use of new bus stands (one per side, directly in front of 77, rather than the two now on each side.)

The barricades will stay up till next Friday noon; the street will be back to normal in time for Open House that Saturday.

## \$250,000 cost

If this experiment runs well, the Avenue may be remodeled as planned. If so, it would be the last step in a long-term quarter-million-dollar program of modernization for the Avenue. Earlier proposals had included tunneling under Mass. Ave. from Memorial Drive and coming up at Albany St., putting pedestrian bridges over at 77, but all were aborted because of excessive cost or difficulty.

The first step was the erection of "Walk" lights at the 77 crosswalk, prior to which traffic had been controlled by policemen. Then, this year semaphores were placed at the Amherst St. and Vassar St. intersections with the Avenue. Dickson voiced particular approval of the results achieved at Vassar, calling them "fantastically good."

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# The task we face

It is time to recognize that events on this and other campuses signify nothing less than a redefinition of the place of the university in our society for the next few decades.

The universities are simultaneously the sources of the most sensitive barometers for the pressures which distort our society and the technical expertise which makes it function. As such, they are both the servant and critic of society. Clearly the universities can abdicate neither of these seemingly contradictory roles; consequently, they must find some sort of trade-off between these two functions which will survive the test of conscience.

It can be seen that if the universities can resolve these questions to their own satisfactions, many of the thorny issues we now face will be resolved as a by-product. Consider ROTC: to what extent should a university co-operate with a system which makes decisions most of its members oppose? In the case of war-related research, the question is similar. Consider curriculum: is the student being programmed to solve certain classes of problems, or is he learning to deal with people, values, and issues as well? Will he master our society or be its pawn?

It is vital that all members of the Institute community recognize that this reassessment is happening. It is also vital that they recognize that conditions in our society make this inevitable. No one will be able to forestall this needed effort by ignoring those who have already thought about these issues and are trying to bring about this reassessment.

When most members of the MIT community arrived here, they probably came with the assumption that a certain "social contract" was in effect, which enabled them to concentrate all their efforts on their professional careers. Their conception of their work did not include, for the most part, grappling with the moral, political, and social issues which are now being raised. Yet MIT occupies a very special place in this country. Under the current circumstances, it would be criminal for the Institute community to fail to face its responsibilities, to redefine its role in society. If professional work must be placed on the back burners for the moment, so be it. Those who do not do so may find no safe haven for their work after the current turmoil is resolved. In the past, apathy is something which everyone has criticized on this campus, but it didn't really matter if someone was apathetic simply because the issues toward which he was apathetic were not of great import. The time is rapidly approaching, however, at which those who are apathetic toward the current situation will simply be disenfranchised by the course of events. Period.

If the meetings next week are viewed as the best way to decide upon ways to achieve needed change rather than a means of avoiding confrontation at a minimum cost, they will be an appropriate first step toward redrawing the MIT social contract. This task will undoubtedly take place over a long period of time. It will be difficult, for we will be trying to resolve all the big issues at once: academic freedom, power within the university, our stance in the nation, and so forth. National issues will be inextricably bound up with internal problems, as though each alone were not tough enough to solve.

Let us not shirk the task. MIT owes our educational system and the nation no less than leadership in resolving this crisis.



VOL. LXXXIX, NO. 18

APRIL, 22, 1969

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Second-class postage paid at Boston, Massachusetts. The Tech is published every Tuesday and Friday during the college year, except during college vacations, by The Tech, Room W20-483, MIT Student Center, 84 Massachusetts Ave., Cambridge, Massachusetts, 02139. Telephone: Area Code 617, 876-5855, or 864-6900, extension 2731. United States Mail subscription rates: \$4.25 for one year, \$8.00 for two years.

# Letters to The Tech

## Reply to Freeman

To the Editor:

In factual content, Mr. Freeman's letter is a mixture of half-truths, non-sequiturs, and lies. In moral content, it is a mixture of exhortation, blame-casting, and threats. In these respects, it typifies the bulk of what we students read these days concerning the causes and cure of "student protest". One would ignore Mr. Freeman's letter, were the existence of universities not at stake.

Mr. Freeman begins by urging that "students" be given partial control of MIT policies with regard to admissions, curricula, new construction, and research contracts. He follows with a threat that universities which do not follow his advice may be "put out of business".

He does not say explicitly how such a university would be put out of business; but it becomes clear later that he has in mind picket lines, bomb scares, burning of files, destruction of equipment, heckling, and occupation of classrooms and offices. He congratulates himself as one of a "growing core of liberal faculty" who have worked closely with the militant "students" whom he expects to carry out these threats should his advice not be followed. He emphatically expresses his desire to accompany such "students" to the barricades. "The victory," he says, "we shall cherish."

Mr. Freeman states that MIT is "particularly vulnerable" to violence, because its governing board is composed of industrialists rather than social protesters.

Mr. Freeman speaks of a "structure" for implementing his "proposals". He does not go into detail, but he makes it clear that the "structure" would be powerful enough and "liberal" enough to threaten the vital interests of every student (e.g. in matters of industrial co-operative programs, NASA and DOD research, etc.). He also makes it clear that no student could participate effectively except by becoming active in a special-interest group such as SDS, IFC, or BSU. The majority of Tech tools (i.e. individual students dedicated to preparing themselves for careers as scientists or engineers) would be unrepresented and defenseless. In short, Mr. Freeman's "proposals" are totally unacceptable to a great many students.

Mr. Freeman promises MIT a "great page in history" if it acquiesces to his "proposals", and violent disaster if it does not. I wish to say that, if the day comes when militants "occupy every university building in the country" (as Mr. Freeman advocates in his letter), then history will cease to be written. The fault will not lie with the "American industrial complex", nor even with the MIT governing board. The fault will lie with the Freemans of the world; that is to say, with the irresponsible fanatics who constitute the majority of our intellectuals.

If men wish to discuss their differences, they must begin by renouncing the initiation of force.

Stephen Simpson, G  
Mathematics

## Smullin on Rostow

To the Editor:

I believe the U.S. military actions in Vietnam can only be described as mad; daily 1000 ton raids on the South Vietnamese countryside to defend it from an enemy who might be hiding there can only be described as the invention of men without either minds or souls. Walt Rostow is widely believed to be one of the planners of our Vietnam policy—he has certainly never denied his principal role in it. Therefore, I believe that he, along with many others, has much to answer for to the U.S. and Asian dead and to

history.

Nevertheless, the spectacle in Kresge last Thursday was stupid and vicious. Students who this week are protesting violence at Harvard, perpetrated a most direct form of violence at the Rostow meeting. At the same time, they played upon the restraint of the majority in the hall, who clearly indicated that they wanted an orderly meeting, and who refrained from inflicting violence upon the minority who destroyed the meeting.

Rostow is not just another professor coming to exchange his scholarly ideas with his colleagues. Rostow was an executive responsible, in part, for a real war. The war has continued and expanded despite the endless reasoned arguments presented against it (and true in retrospect). Thus it is easy to understand the sense of frustration of those who have tried being reasonable and have been ignored. We have to remember, however, that in the dynamics of human affairs, ad-hominem affronts and insults are seldom forgotten and are almost always repayed in kind or worse, in a never-ending spiral of escalation. The fabric of our society is thin and it may not survive too many rents. As impossible as the job of patching may seem, back lash is not an acceptable alternative.

Finally, I point out that I didn't use the word "shocking" in describing what happened at Kresge. It was predictable. The fact that he and his colleagues here at MIT believed it was possible to smuggle Rostow quietly into MIT (while announcing it in The Tech) indicates the same lack of understanding of revolutionary forces that consistently ignored and political nature of the war in Vietnam and trusted all to the military.

Louis D. Smullin  
Head of the Department  
of Electrical Engineering

## Objective?

To the Editor:

Your editorial, "MIT: War Criminal?", in the April 22 issue of The Tech, calls for a "debate of conscience" on the moral implications of research at MIT. I wish to make the following contribution:

It is necessary that all participants in a rational discourse on moral issues acknowledge objectivity of moral principles. To the extent of my knowledge, SACC has not done this. Perhaps they would wish to make their position clear in a reply to this letter. Of course, the same condition applies to any other participants. I have specifically mentioned SACC, however, because they are the protagonists in this case and I also have doubts as to whether they in fact acknowledge objectivity of moral principles. To not acknowledge a statement to be objective does not, of course, invalidate that statement, but such a statement cannot be claimed to be valid. "Objective" means: derived from reality.

I hereby acknowledge objectivity of moral principles, which I term objective moral law.

I have observed the following facts:

- 1) Objective moral law applies to beings with conceptual consciousness.
- 2) It is a violation of objective moral law to destroy life or property of such a being, unless that being has

sanctioned destruction of its life or property.

3) To sanction violation of objective moral law is to sanction the violation of objective moral law against

It is seen that, excepting the case when a person voluntarily sanctions the use of force against himself, it is immoral to use force against a person unless he sanctions an immoral act.

Sanction of an act is a function of consciousness. It is not an attribute of objects that do not have conceptual consciousness. Therefore demonstration of immorality is not dependent on non-conscious objects.

Things such as napalm, H-bombs, helicopters, steak knives, or hockey sticks are not immoral in themselves. Nor is the possession, manufacture, purchase or sale of same. Only the sanction of the immoral use of same is punishable.

I therefore conclude that war-related research is not immoral.

Sincerely yours,  
Johnnie B. Linn III, '69  
Optimist

To the Editor:

The MIT housing program for Cambridge. The editorial in The Tech advocating, for solid reasons that will stand during good times and bad, that ROTC not be given for academic credit. President Johnson's profound remarks at Faculty Meeting about the Rostow affair. The crystal-clear exposition by those wise people—the student leaders, Professor Gray, President Johnson, et al.—of the solid program for recruitment and training of black students.

One intelligent move after the other—real substance coming from deep feeling and rational discussion.

Like it's Mens et Manus, even!  
David Frisch  
Professor of Physics

## For the record

To the Editor:

I want to go on record as fully and unequivocally supporting last Thursday's decision of the Harvard administration to call in the police. Criminality, yes criminality, is the only word which can adequately describe any illegal, forcible ejection of anyone from any building—be it deans from an administration building or a student from his dormitory room. And, in accordance with the laws governing our society at large, the police have the right and the duty to apprehend the committers of a criminal act.

Universities are really forums of free speech: for all to talk and for all to listen. By acting rashly and violently amongst ourselves, we destroy the quintessence of the university. We also incur the wrath of the community at large (Cambridge and the state of Massachusetts) who have it in their power the ability to strangle us as students with oppressive regulations of conduct. We could very easily lose our cherished 'separate society' status vis-a-vis the city of Cambridge.

So cry a little for those who got their heads bloodied while occupying Harvard's University Hall; cry a little for the omnipresent innocent bystander who gets hurt in an enterprise not of his own doing; just don't forget to cry a little for yourselves, who stand to lose all that you value in a college experience.

Stephen Cohen '70

# Footnotes\*

55. The administration has just shifted into high gear to respond to the current situation. President Howard Johnson and Dean of Student Affairs Kenneth Wadleigh have decided not to

grant any new appointments for today or next week.

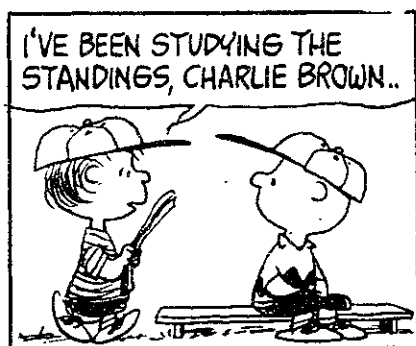
56. Sign at an LSC movie: No one under 18 admitted without proof of age.

57. "I'm not a bigot. I hate everyone, regardless of race, creed or color." — an East Campusite.

57½. A computer matching disk sounds like a dating service for frisbees.

58. Massachusetts Avenue is being narrowed to provide a greater traffic flow.

59. George Flynn says he has footnotes, but none are printable. Reliable sources report that Institute offices have practiced putting certain files quickly into vaults in case of ...





# Does ROTC belong in the academic community?

By Joe Kashi, Alex Makowski  
and Duff McRoberts

The Reserve Officer's Training Corps will be facing a challenge to their academic standing, if not their existence, when the faculty convenes in a special meeting May 14. Before the faculty will be two motions: one that would strip credit from ROTC courses; and a second that would terminate them entirely.

The two motions reflect the question currently being debated on many campuses—does military training have any place in an academic institution? Or, more specifically, does an external agency whose primary purpose is to recruit have the right to set academic policies independently of the academic structure itself?

The question is not simple, for it ultimately reduces to defining the relationship between MIT and the military. With this in mind, The Tech is presenting the background of the issue as well as a position paper of a faculty member who is arguing against the very existence of ROTC at MIT. A similar paper defending ROTC at MIT will be granted equal space in a future issue if someone chooses to submit it.

"The general purpose of the Army ROTC program is to attract, motivate, and qualify intelligent, well-rounded, and broadly educated male college students who have a potential for service as commissioned officers in the United States Army," begins a report from Colonel Marshall Becker, Head of the Department of Military Science, in a report to the Committee on Educational Policy.

Army ROTC has been in existence since 1865 when "Small arms and simpler parts of tactics" was listed in the catalog. The government didn't begin the program of uniforms and compensation until 1915. At present, Army, Navy, and Air Force units are on campus.

## Was Mandatory

ROTC was mandatory for two years for all male students at MIT until 1958 when it became voluntary. Since then, the enrollment has fluctuated around the level of 150. The enroll-

ment is up for the 1968-69 year because graduate students are now admitted to the program. This year's enrollment of 190 breaks down into 94 in the Army, 39 in the Navy, and 57 in the Air Force. This includes 32 graduate students in the program.

Two- and four-year sequences are offered in all the ROTC programs. The Army and Air Force programs lead to commissions as Second Lieutenants, while the Navy program prepares students for commissions as Naval Reserve Officers. The two-year programs, in all three cases, are preceded by a summer training session between the sophomore and junior years to make up for the remainder of the entire four-year program.

## Frosh-soph program

A Pre-Professional Division for the freshmen and sophomores is included in the four-year Army program for the purpose of giving the student a "greater perspective and deeper understanding of the historical and political evolution to the military institution and its role in international affairs." The student's junior and senior years in Army ROTC are spent studying Army leadership and management, with an "advanced Summer Camp" just before the senior year for field training.

No ROTC program carries a military obligation during the freshman and sophomore years, but students are expected to sign agreements to serve in their respective service before beginning their junior year.

During their two upperclass years, the students receive a monthly \$50.00 stipend, uniform, and relevant texts. Scholarships are also offered by the Army and Air Force. Upon graduation and commissioning, the students fulfill their military obligations. Air Force officers are assigned to four years of active duty, while Army and Navy officers are placed in the active reserves, subject to call-up by the secretary of their department.

The percentage of students who complete the entire ROTC program is low. The drop-out rates, expressed as the number of freshmen who sign up minus the number left four years later over the number signed up, give the following results: 1964-76%,

1965-77%, 1966-83%, 1967-55%, 1968-43%, and 1969-55% for undergraduates. These figures were compiled from data from the ROTC units by Professor William Watson.

## Academic criticism

Much of the criticism against ROTC has been directed against the nature of the courses it requires. Major George Gamache, head of the Air Force unit, stated, "We believe that the subjects offered are intellectually challenging and sufficiently enriching to serve as elective credits at the same time as they serve to meet pre-commissioning requirements."

Every Army and Navy course is open to all students, but some Air Force subjects are restricted due to staff limitations. The Navy program is the only one in existence designed to produce only "engineering duty" officers.

## MIT's attitude

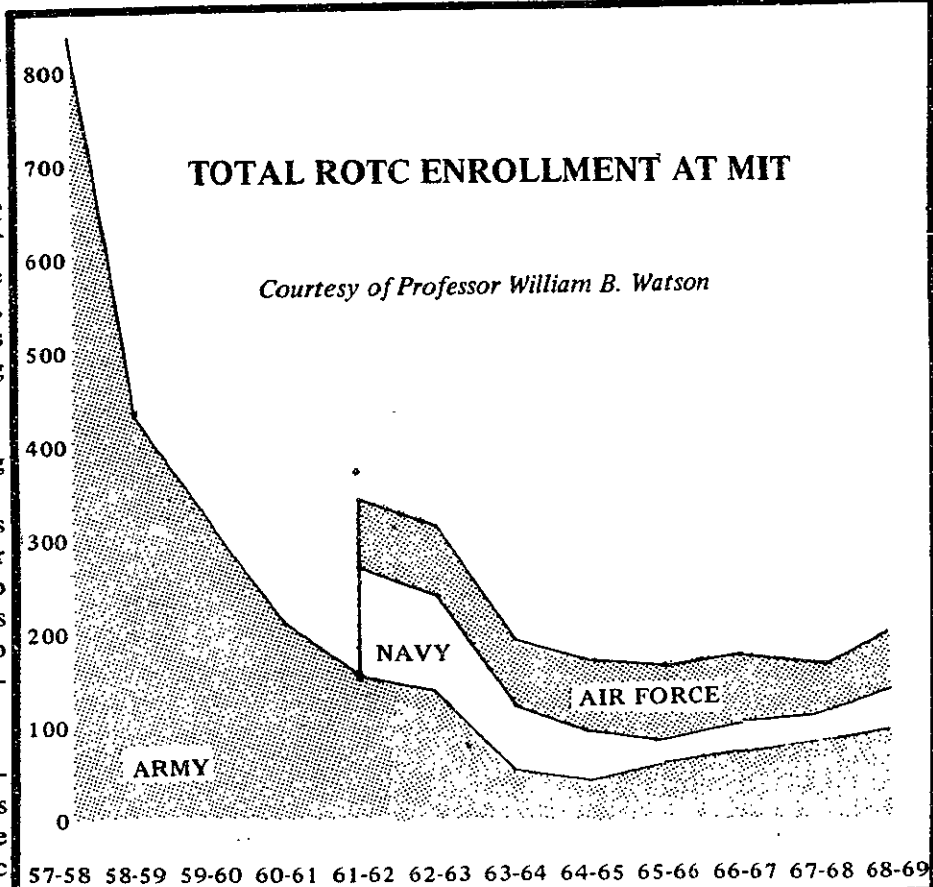
MIT first began to scrutinize academic policy regarding ROTC years before the present spate of collegiate apprehension about ROTC's academic status and its presence on university campuses arose.

Beginning in 1953, a series of ad hoc committees chaired by Professor James Austen, Department of Meteorology, initiated continuing development and refinement of the basic ROTC courses required of all students until the abolition of compulsory ROTC in 1958. Until this time, MIT students were required to enroll in ROTC for their freshman and sophomore years. The drop-out rate for the Class of '61—the last to fall under compulsory ROTC—was 83% by the end of their senior year.

## Flexibility introduced

In 1957, a third ad hoc committee under Austen began the development of a new curriculum for the Naval Science department. This curriculum stressed the engineering aspects of naval service. MIT is still the only college in the country to have a naval unit whose graduates are assigned only to engineering duty.

The Navy program was built around the concept that the basic ROTC courses should be compatible with the student's regular academic program. As



TOTAL ROTC ENROLLMENT AT MIT

Courtesy of Professor William B. Watson

a result, many of the courses relating to narrowly military topics, such as map-reading, navigation, etc., were replaced by MIT subjects in history and political science.

The new courses are taught by the regular faculty of the Institute. In a similar manner, courses which are aimed primarily at indoctrinating ROTC students were eliminated. Second and third year subjects, which dealt mostly with weapons systems, were dropped. Substituted for these strictly military-oriented courses were offerings in a broader historical sense. For example, 17.51 and 21.545 are required in Army ROTC. During the fourth year, the Austen committee arranged for the students to take management courses in the Sloan School.

The Air Force and Army, while utilizing different courses, operate on the same principle of opting for more broadly-based subjects. However, some third and fourth year courses dealing directly with the strictly professional training of the officers, such as Small-unit tactics, are not given credit under existing arrangements.

## Army option

The Navy and Air Force subjects are mostly four-unit courses, which were developed primarily at MIT by the Austen committee. The Army has allowed MIT to install the Plan C option. About 15 students are involved in this option, which has been described as experimental and highly flexible. Out of 260 colleges with ROTC, 10 others in addition to MIT offer this option. It represents an attempt to abandon the concept of a common curricula, as MIT had protested that the courses mandated by law were not in line with its character and academic standards.

Plan C went into effect last year at the Institute. The portions of the ROTC law dealing with curriculum are, according to Austen, "...more of a broad outline which the services are left free to administer." Although there was a standard curriculum for the Air Force and Navy, MIT pointed out in 1953 that it did not like the curriculum. As a result, the Faculty and Administration initiated a continuing study of the curricula and the faculty. MIT has modified a number of ROTC courses so that they combine the material content of certain Institute courses, primarily in the areas of history and political science. Also, MIT is free to reject any service professorial nominee whom it does not consider qualified to teach at the Institute.

## MIT unique

Thus, the recent trend at MIT towards integrating ROTC courses into material regularly offered by various departments and taught by regular faculty is the outgrowth of the extensive revamping begun in 1953 by the Austen Ad Hoc Committee. According to Austen, "...there is no other college in America which has three ROTC units like MIT's, and where the faculty has been interested for the past 16 years in developing a more challenging and suitable curricula."

## Staff screening

Staff appointments at MIT are the result of a long screening process. The NROTC procedure, comparable to the other services, begins in the Department of the Navy. Volunteers for teaching positions are first processed by a special agency. As Commander Harold McEachen, Associate Professor of Naval Science, pointed out, many officers apply for posts at universities, as such a post gives them an opportunity to continue their education while still in the service.

The department list is then forwarded to Captain Dean A. Horn, Commander of the detachment here. After adding his suggestions, he passes the nominations on to Professor Carl Floe, Vice President of Research, who handles relations between the faculty and the three service detachments. Floe decides which names to submit to the faculty, which makes the final decision on all appointments.

As required by law, the Commander of the naval unit is awarded the full title of professor, while the rest of the teaching staff is given associate professorial rank.

## The criteria

What criteria are used during the selection process? Besides his military record, a Naval candidate's educational record is scrutinized. The officer must have at least a Bachelor's degree in such a field as Industrial Management or Economics, though a Master's is preferred. In addition, many applicants have had previous teaching experience at Annapolis. Those officers that the faculty approve must report to the two-month instructor's school.

## Justification

Finally, there is the crucial issue of justification; why have ROTC at all? Some of the arguments against ROTC on campus were presented in Professor William Watson's report. The military arguments have been detailed in various memos and conferences.

The Army report previously mentioned discussed some of the benefits the student derives from the ROTC program. Besides becoming a commissioned officer, rather than a lowly private, if drafted, "The student learns the basic ability to motivate men, to seek their confidence, and to supervise them effectively—an educational experience which is the foundation of success in any line of work." And Commander McEachen pointed out that a large number of students feel an obligation to their country, a duty they can fulfill through ROTC.

As for the nation, the Army report maintains that ROTC "insures the preservation of the citizen-soldier concept which is so basic to the freedoms we enjoy in the United States." It precludes the development of the professional Army, the "General Staff" mystique associated with Germany during the early 20th century. And the program provides "the continued input of the high level of educational and scientific and technical expertise so necessary to defense in the modern world."

## THE URBAN CALENDAR

### At MIT:

The Urban Systems Laboratory Computer Group seminars will include the following:

Jane Jordan will lecture on "The New Version of CMS/67" on Monday, April 28.

Ron Nilsson will speak on "CMS/ICES: Its Use and Subsystem Development" on Monday, May 5.

Ronald Walter will speak on "Assisting Health Planning with CMS/67" on Monday, May 12.

All lectures will be held in the fifth floor conference room in Building 9 from 3-5 pm.

Elliot Liebow, author of "Talley's Corner," will speak on "Work, Money, and Poverty" at a Joint Center for Urban Studies seminar to be held Tuesday, April 29. The time and location will be announced.

Sponsored by the Urban Systems Laboratory

# Why the Institute should end its contracts

The following is a position paper written by Professor William B. Watson, Associate Professor of Humanities, Jonathan P. Kabat, SACC, and Gerry Stein, Social Inquiry. The paper explains the reasons behind the motion to eliminate ROTC at MIT.

At last Wednesday's faculty meeting, the issue of ROTC was scheduled as the last item of business. To the disappointment of many faculty and students, the issue was never brought up. Had the resolution to eliminate academic credit for ROTC courses been presented to the faculty, we were prepared to offer another resolution on ROTC, because we are convinced that the real issues of ROTC are not adequately met by the discrediting resolution. We recognize that there is need for better information on ROTC than is now available to the MIT community, and that the issues surrounding this subject must be stated more clearly than they have been thus far. By the end of next week, a full report on the ROTC at MIT will be available to the MIT community. In the meantime, this statement of the principal issues represents the substance of the remarks we

would have made jointly before the faculty last Wednesday.

Many MIT faculty members and students are agreed that the ROTC raises a number of issues that must be examined by this community. It would be an illusion, however, to pretend that the proposal to eliminate academic credit for ROTC courses represents a solution of these issues. This is a

serious matter, for the penalty paid for offering the wrong solution, or an inadequate solution, will not be paid by members of this faculty, but by the students of MIT who must deal directly and personally with the questions we shall be debating—not only the ROTC and the university, but the draft upon which the ROTC depends, the Vietnam war to which it contributes, and the military which controls and regulates the ROTC and, in turn, is supported by it. To pretend that ROTC is simply an academic issue is a temptation to which many university faculties have already succumbed as the most honorable and convenient solution to their own problems. We should not make the same mistake. To preserve the academy at the expense of its students, to isolate the issue from the context of American militarism and imperialism would be self-serving and short-sighted. We have a responsibility to our students and to our country to see the issue of ROTC in all of its contexts and in all of its practical

effects. At the same time, we must take into account the limitations imposed upon us by the laws of this country and by the nature of the ROTC organization. We cannot abolish ROTC. The ROTC is established by the United States Congress. No vote of this faculty is going to change the laws and regulations which established the ROTC and

recently to make the freshman year less subject to academic pressures.

On the other hand, if the faculty believes that by this measure it will make the ROTC less attractive to students and thus gradually force it out of existence through a process of attrition, the forthcoming "Report on ROTC at MIT" will show that this tactic is an illusion. Most students join

by law, by contract, and by external procedures and discretionary powers that contradict the policies and principles of the Institute and as such represent a serious infringement upon the academic integrity of the Institute (as the statement accompanying the discrediting motion suggests), then to remove academic credit is a very inadequate instrument.

(1) It will not, for instance, remove the power of the military to nominate (which in practice is to appoint) military officers to the MIT faculty and to remove them whenever it wishes, for that power is written into MIT's contracts with the armed forces.

(2) It will not change MIT's obligation to give the ranking officer of each ROTC Unit the title of full professor, for that obligation is a United States law passed by Congress in 1964. (The Army, however, is presently trying to figure a way around this statutory requirement by making such professors "visiting professors." This would not be an effective dodge at MIT, where the title of visiting professor is customarily reserved for distinguished visiting scholars.)

(3) Under MIT's ROTC contracts, the commander of each ROTC Unit has the power to designate his own representative to all faculty committees whose recommendations would directly affect ROTC. The removal of academic credit would not remove that privilege.

(4) Nor will it relieve MIT of its obligation to produce a minimum number of officers each year for the armed forces (the number is presently 25 for the Army and Air Force; the Navy has its own quota of 20); nor of its obligation to maintain a minimum enrollment of 100 in the basic Army and Air Force ROTC courses (that is, the first two years), because these too are contractual obligations which MIT incurred when it requested the ROTC come on campus. (In actual practice, since we don't even come close to these figures, the "military coordinator" at MIT, presently a member of the administration, writes a letter each year to the appropriate military authorities asking permission to violate these clauses of our contract.)

(5) MIT is required by public law to allow the Secretary of each armed force to prescribe and conduct the ROTC curriculum, which MIT must then adopt as part of its own curriculum. Removing academic credit will not change this law nor the anomaly it represents for an independent university. (The statement accompanying the discrediting motion claims that from a practical standpoint this anomaly could be contained by the elimination of academic credit, but it is a very dubious claim. The ROTC subjects will still be offered in the Institute catalogue as regular MIT subjects, even if non-accredited, and MIT will still be bound by other clauses of its contracts to promote the purposes of the ROTC. The only practical effect may be to remove the minimal checks now exercised by the Committee on Curricula, since the ROTC program would presumably not involve the usual credits and hours questions that concern that Committee.)

(6) The removal of academic credit will not lessen in any way MIT's obligation to require each student in Air Force ROTC to complete the

## 'To pretend that ROTC is simply an academic issue is a temptation to which faculties have succumbed'

serious matter, for the penalty paid for offering the wrong solution, or an inadequate solution, will not be paid by members of this faculty, but by the students of MIT who must deal directly and personally with the questions we shall be debating—not only the ROTC and the university, but the draft upon which the ROTC depends, the Vietnam war to which it contributes, and the military which controls and regulates the ROTC and, in turn, is supported by it. To pretend that ROTC is simply an academic issue is a temptation to which many university faculties have already succumbed as the most honorable and convenient solution to their own problems. We should not make the same mistake. To preserve the academy at the expense of its students, to isolate the issue from the context of American militarism and imperialism would be self-serving and short-sighted. We have a responsibility to our students and to our country to see the issue of ROTC in all of its contexts and in all of its practical

govern its conduct. Nor can this faculty change the character of ROTC. We cannot make it into a student-sponsored club, like the sailing club or the mathematics club, for the ROTC is a national recruiting agency of the armed forces established as a "permanent" institution on the campuses of American universities for the purposes of recruiting college-educated officers. To pretend that we can make it into an extra-curricular activity, comparable to other extra-curricular activities of the student body, is only to deceive ourselves and those students who look to us for advice and counsel. The ROTC will remain, regardless of our actions, an externally controlled agency of the armed forces conducted according to its own standards and policies for its own special objectives. On the other hand, this faculty cannot prevent its students from entering into individual contractual agreements with the ROTC if they so wish, for to do so would be an unconstitutional abridgement of the individual's rights to make such agreements as a free member of this society.

What this faculty can do, for it has done so in the past when the three ROTC units were first established at MIT, is to determine what relationship, if any, this Institute shall have with the ROTC. The present motion before the faculty to remove academic credit for ROTC subjects represents a very modest and, in our view, an ineffective and misguided change in that relationship. Its only practical effect will be to make life more difficult for MIT students enrolled in the ROTC. Most students in ROTC, to be sure, now carry their ROTC subjects as an overload and thus will not be affected one way or the other by the removal of credit from these subjects. There are, however, a few students who do take ROTC subjects for credit (mostly freshmen). By removing academic credit, you will only increase the course load of these 50 or so freshmen who join ROTC each year. We see no point in penalizing these students for the dubious sake of preserving the academic respectability of the faculty, especially when this faculty has done so much

ROTC because, given the present draft laws, they eventually will have to spend time in the military and would prefer to do so as an officer rather than as a footsoldier. None of the ROTC students interviewed for this report regarded academic credit as an important factor in their decision to join ROTC. Even the armed forces does not, it turns out, regard academic credit as crucial to its position on university campuses or to its recruiting mission. The Army, for example, has already initiated proposals that would remove from their contracts the requirement that universities must give ROTC subjects academic credit.

Furthermore, the removal of credit raises other issues which will only confuse rather than clarify the Institute's relation to the ROTC. The faculty may not realize it, but a fair portion of ROTC subjects are now being taught by regular MIT faculty and more are planned for the future. Moreover, some of the subjects in ROTC presently taught by military instructors are regarded by some students in ROTC as being no better and no worse than a lot of other subjects taught at MIT. Some of these subjects are, to be sure, little more than military nuts-and-bolts (small unit tactics, naval orientation, and the like), and others have a clear propaganda slant that is repugnant to most MIT students, but there are others which obviously stimulate and challenge our students. Are some subjects, then, to be approved by this faculty and others denied credit? If so, what are the criteria and who is going to apply them? And if we do this for ROTC subjects, will the faculty be setting a precedent for doing it to other subjects in the MIT catalogue? And if not, is it willing to defend a double standard? The faculty should recall that the stated purpose of the ROTC is to train and educate potential officers and that this purpose was accepted by the faculty when the ROTC Units were established here. Who are we, then, to now say that these purposes are no longer acceptable simply because we now find that the military is doing a sufficiently professional job? If this faculty does not wish to have training courses for military officers or to maintain a military recruiting program on campus, it ought to say so directly instead of attacking by implication professional officers and enlisted men who are honestly trying to do a job they believe is of importance to our country.

The major difficulty of this resolution, however, is not that it will confuse the issue but that it will not really

get at the issue(s) at all. If the intent of removing credit is to free the university from those obligations imposed upon it

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# with the Reserve Officer's Training Corps

ROTC course as a pre-requisite for his graduation from the Institute, for that obligation is written into the Air Force contract. (It is of some interest to note that the University of Michigan recently refused to graduate one of its own students for failing to complete his ROTC course.)

(7) Nor will the removal of academic credit relieve MIT of its contractual obligation to require each student enrolled in the Air Force ROTC to devote an average of 4 hours per week per academic year, exclusive of his preparation time, to his ROTC course. (This works out, by the way, to a total of 440 contact hours that we must require students to spend in Air Force ROTC classes, including 120 hours of drill.)

(8) This resolution will not relieve the ROTC students from their obligation to sign a special loyalty oath prescribed by the Secretary of Defense, which under law every student in ROTC must sign by the beginning of his junior year. Nor will it eliminate security checks for Navy ROTC students and similar procedures in the other ROTC Units.

(9) The withdrawal of academic credit will not affect the punitive clauses attached to the contracts which every ROTC student must sign at some point in the ROTC courses. These punitive clauses make every ROTC student liable to immediate call to involuntary active duty as an enlisted man should he violate, or be charged with violating (the military has complete discretion here), the terms of his contract. If he is a scholarship student, he can be called up for four years of involuntary active duty; if he does not have a scholarship, he can be called up for two years of involuntary active duty. These punitive clauses were written into the 1964 law, the so-called ROTC Vitalization Act, and cannot be changed by vote of this faculty.

That this punishment, or threat of punishment, is not something abstract and remote for our ROTC students is illustrated by the following case history.

Last year an MIT junior, who was on ROTC scholarship, asked to be relieved of his contract obligations, as was his right under the provisions of the 1964 law. In making this request, he was doing nothing wrong and had no indication from the ROTC that he had broken any regulations or laws. He was given a hearing on his request by an investigating officer of the ROTC at MIT according to standard procedures of that particular branch of the military. A report on this hearing and a recommendation of the ROTC commanding officer was sent to the ROTC headquarters of this armed force. The headquarters then ruled that the student had willfully evaded the terms of his contract, charged him with refusing to complete his professional officer's course, and ordered him to report immediately for four years of involuntary active duty as an enlisted man. This student, it should be emphasized, was not considered a malingerer by his ROTC commander, who judged his performance in ROTC satisfactory up to that point. The student appealed his case to the Secretary of the concerned armed force, who subsequently allowed him to complete his education at MIT before reporting for active duty. The case is now being

appealed, but if it is denied, this student has orders to report for duty on August 14th of this year.

This is a stark example of the extraordinary discretionary powers given to the ROTC on university campuses. The removal of academic credit will in no way affect these discretionary powers (and the many others which ROTC enjoys and exercises), nor will it in any way relieve the Institute or its students of the obligations and proscriptions which the ROTC program imposes upon us by law, by contract, and by its own external procedures. The only way in which these anomalies can be effectively removed from this campus is by removing the Institution that brought them here in the first place.

These are the principal academic issues of ROTC, though obviously they are not so academic to our students. We have been living with them for a long time, and in all probability we

and the Navy ROTC Corps expect to produce about 25,000 commissioned officers this year, an increase of some 40 percent over the 18,000 of last year. Clearly the ROTC is an essential part of the "officer procurement program" of a military force that is employed throughout the world to insist on the American vision of "freedom and democracy," more often than not on behalf of privileged elites who are struggling to maintain their control over large groups of politically awakened peasants and workers.

To be sure, the ROTC at MIT makes an insignificant contribution to this supply of college-educated and ROTC-trained officers (33 officers this year, 60 next), but the contribution cannot be measured by numbers alone. David Rosenbaum of *The New York Times* reports that "Pentagon officials fear that the fact that the protests are occurring at the elite universities presages a wide impact." He goes on to

our national conduct which we believe are unwise and dangerous, then it is our responsibility to do what we can to challenge those trends. Within the university this means speaking out publicly and taking collective action to dissociate ourselves from such trends, to oppose them where we can, and to make it clear to others in this country why we regard them as dangerous.

What those trends are need not be spelled out in detail here. It is clear to many of us that the government is embarked, and has been for some time, on courses of action which not only fail to meet the pressing domestic priorities of our society, but also seek to impose our will upon other nations through the use of military might and technological sophistication, all at enormous expense in lives, resources, and our moral sanity. To many of us these policies only serve the political interests of small groups of determined men who then try to persuade us that these policies are in our national interest.

Our society, in short, has evolved to the point where it has become necessary for many of us, whether we really like it or not, to speak out against the growth of militarism and the forces in our society which promote it at home and abroad.

Obviously the ROTC is only one part of these developments, and at MIT an insignificant part. Like many institutions of higher learning, but more than most, we are tied to the gargantuan "defense" establishment in this country through contracts for the development of military hardware (ABM, MIRV, all-weather guidance and reconnaissance systems for helicopters, air-dropped sea-mines, and the like), and we have made our own contributions to political intelligence and social manipulation that are so much a part of the arsenal of cold-war and counter-insurgency policies. As the number one university in defense contracts, we can hardly evade the charge of Senator Fulbright that "[The universities have failed to form] an effective counterweight to the military-industrial complex by strengthening their emphasis on the traditional values of our democracy, [but have instead] joined the

monolith, adding greatly to its power and influence." (Congressional Record). Our involvement with the military-industrial complex carries a much greater moral and political burden than does our continuing support of the ROTC. Yet neither should we deceive ourselves that the issues raised by ROTC can be isolated from these other issues, nor should we make the ROTC a completely trivial issue by focussing solely on the question of academic credit, as important as that question may seem to many of us.

ROTC is not the most fundamental problem this faculty will have to face in the near future, but it is the one now before us, as it has been before so many other faculties, and the issues it raises are not trivial. Removing ROTC from MIT is one way to oppose the forces of militarism in this country and to make clear to all concerned that this Institute will no longer support the recruiting of young men for the armed forces as part of its regular functions.

We therefore move that:

This Institute shall terminate immediately all contracts and agreements regarding the ROTC and shall not sign any new contracts or make any agreements, either formal or informal, for the establishment of ROTC on this campus in any form whatsoever.

In addition we recommend that the faculty adopt the following statements of intent:

1) That the ROTC scholarships now held by students in the ROTC be replaced by MIT scholarships according to the usual standards of the Institute.

2) That the Institute make whatever arrangements it can with the armed forces for those ROTC students who wish to continue their military training, so long as it is not conducted on this campus and does not represent a function of this Institute.

3) That pending the expiration of these contracts no new students be admitted to the ROTC program at MIT.

## ROTC: what the law says

*The Establishment clause from Public Law 88-647  
Passed by the 88th Congress*

No unit may be established or maintained at an institution unless—

"(1) the senior commissioned officer of the armed force concerned who is assigned to the program at that institution is given the academic rank of professor;

"(2) the institution fulfills the terms of its agreement with the Secretary of the military department concerned; and

"(3) the institution adopts, as a part of its curriculum, a four-year course of military instruction or a two year course of advanced training of military instruction, or both, which the Secretary of the military department concerned prescribes and conducts.

could live with them much longer were it not for the fact that ROTC has become not just an academic or a university issue, but also a political issue. If the MIT faculty now has before it a number of proposals to alter the status of ROTC, we must admit to ourselves that this is not so much due to a *crise de conscience* regarding the academic issues of ROTC, but to the fact that the ROTC and the military institutions it supports have become explosive political issues on many campuses.

Many university faculties and interested observers, among them the American Civil Liberties Union, have tried to claim that these political issues have no bearing on the subject of ROTC. This claim strikes us as patently misleading. At issue is not the "purity" of the university; it is already deeply "politicized," and the presence of ROTC on the university campus is one of the reasons. The ROTC provides 85 percent of the second lieutenants and 65 percent of the first lieutenants now on active duty in the Army, many of them fighting in Vietnam where casualty rates among these junior officers are higher than any other officer rank. To replace these losses and those from other sources (completion of the Vietnam tour-of-duty, return to Reserve status, resignations, etc.) an "annual supply of young officers is essential." (ROTCM [annual] 145-10, p.41). This year, the Army expects to obtain more than 16,000 new officers through the ROTC as against 14,000 in 1968 and over 10,000 in 1967. The Air Force

note that senior military officers "are fearful that the military will lose influence in the country and that they see the weakening of the [ROTC] corps as a step in this direction." (*New York Times*, April 19, 1969). These arguments can be put another way: By keeping ROTC at MIT in whatever form, our actions will be read by the American people and its military leaders as an indication that we support the growing influence of the military in this country and approve of those policies, both at home and abroad, which increasingly depend upon the use of armed might for their prosecution.

As citizens of this country, we must realize that this faculty cannot take a non-political stand on the ROTC. In deciding what to do about the ROTC at MIT we must, like the military and many other citizens, assess what is going on in our society and take our stand accordingly. If, as individuals, we recognize consistent overall trends in

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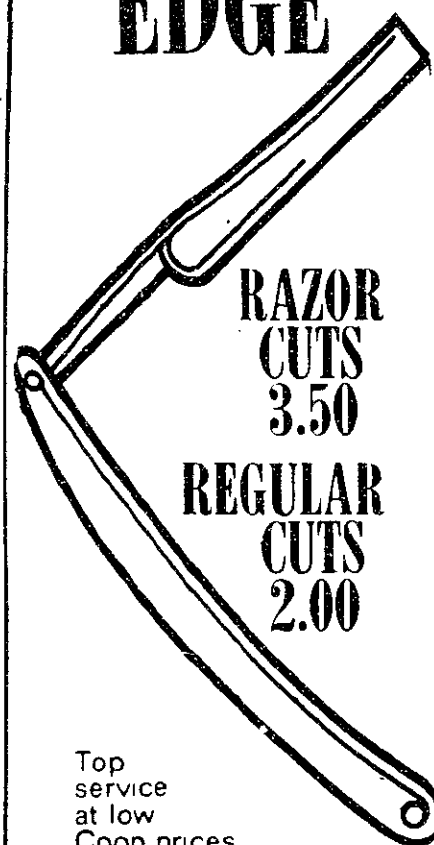
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# THE RAZOR'S EDGE



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# Wintery leads HBS to a last half win over MIT ruggers

# Bunts fail to save Tech nine

The Tech rugby club again fielded two teams as they faced the Harvard Business School on Wednesday. The A team lost 11-3 on Briggs Field, dropping them to a 1-2 New England Rugby Football Union record. The B team was shut out 8-0 at Harvard for their second straight loss.

The A team was up against a formidable opponent in Harvard's Captain Wilson Wintery who unfortunately decided not to study business at the Sloan School. Wintery is internationally famous as the Captain of the New Zealand Blacks—one of the best amateur rugby teams in the world.

Wintery scored first in the game, kicking a 15 yard penalty goal which made the score 3-0. This slim lead disappeared when Charlie Finn retaliated with a 35 yard penalty goal. With Ralph Masiello containing Wintery and the rest of the MIT defense holding firm, the first half ended with the score still 3-3.

Tech continued battling in the second half, but the stronger and more experienced Crimson scrum forced Tech back near their own goal line. Then, a Harvard forward intercepted a pass and raced five yards over the goal

line for a try.

Wintery ended the scoring and the game, as he seized a pass and dragged a tackler eight yards for another try, making the final score 11-3.

The B game was a different story. For the second straight game, the Tech scrum was able to push their opponents around consistently. But again, the team had trouble getting the right people in the right place to score.

Tech started off well, receiving the kick-off and driving inside their opponents 25, but the Crimson was able to punt the ball out of danger. Neither team came close to a score until, with fifteen minutes gone, a Crimson center got loose for a 30 yard run and a try. Minutes later, the Harvard kicker scored on a 40 yard penalty goal. The first half ended 8-0.

Tech had its best scoring opportunity early in the second half as Captain Derek Moss spearheaded the scrum on a play like the one which he scored against Williams. Harvard, however, managed to stop this initial drive—and after several minutes of intensive struggle within five yards of paydirt, Harvard was finally able to get out of danger.



Dave Dewitte lays down a perfect sacrifice bunt in third inning of game against Harvard. The Johns won 7-4 despite two well executed Tech squeeze plays.

"We may have lost the ball game but at least we gained back some of our respectability." Such were the sentiments echoed by varsity baseball coach Fran O'Brian after the engineers had played one of the most inspired games of the season, only to be set back 7-4 by a superior Harvard ball team. The game was played last Tuesday afternoon at Harvard's Soldiers Field under weather conditions characteristic of a Cambridge spring — freezing cold weather with the temperature never reaching forty degrees.

Harvard, which last year finished

fourth in the NCAA baseball championship despite a 4-2 loss to the Techmen, looked upon this game as a laugh. They constantly rided all the Tech ballplayers, as well as the umpires, and anything else which struck their fancy. But the laughter turned to quiet shock in the third inning when the engineers gave the Crimson a lesson in baseball execution.

John Compton '70 led off the inning with a walk. Senior pitcher Dave Dewitte came to bat with specific orders to lay down a bunt and move the runner over. His bunt was so perfectly placed that neither the Harvard pitcher or first baseman could field it. As a result Tech had runners on first and second with no one out.

A wild pitch moved the runners to second and third, and then with Captain Lee Bristol hitting, Coach O'Brian called for the suicide squeeze play. Compton broke for the plate the moment the ball left the pitcher's hand. Bristol got the wood on the ball, and the only play the Harvard pitcher could make was to first base, leaving Tech with a one run lead and a runner on third.

Coach O'Brian was so impressed with the bunt that he called for another suicide squeeze on the next pitch. This time sophomore Minot Cleveland was the executioner, and his perfect bunt gave the engineers their second run of the inning without the ball having ever left the infield.

However, Harvard was not to be denied. In their half of the fourth inning they managed to tie the score as they combined two walks with a pair of base hits. The game was decided in the next inning when Harvard put men on second and third with only one out. With the infield drawn in, Harvard's Bill Kelly hit a smash to the left of third basemen Minot Cleveland, Cleveland made a diving stab at the ball and then recovered to throw Kelly out at first. The next batter hit an easy ground ball to Cleveland. This time, with plenty of time to release the ball, he steered his throw and bounced it in front of first baseman Bob Gerber. Both runners scored. A hit batter and a couple of base hits provided Harvard with two additional runs. By the time Dewitte pitched himself out of the inning, four unearned runs had crossed the plate.

Instead of playing dead, the engineers came roaring back. Two singles, by Jeff Weissman and Rich Freyberg, brought the score to 6-3. After Harvard added another run in the seventh, the batsmen staged a last ditch rally in the eighth. Freyberg and Paul Sedgewick led off the inning with walks. After a fielder's choice, John Compton singled to score Freyberg and cut the margin to 7-4. But here Dave Dewitte, who had gone three for three, fanned the air. When Lee Bristol grounded out, the threat was over and so was the ball game.

## On Deck Tomorrow

Baseball (V&F)—Bowdoin, away 2 pm  
Heavyweight Crew—Compton Cup: Harvard, Princeton on the Charles  
Lightweight Crew—Geiger Cup: Columbia, Cornell, at Cornell  
Golf (F)—Tabor Academy, away, 1 pm  
Lacrosse (V&F)—Bowdoin, away, 2 pm  
Sailing (V)—NEISA Dinghy Championships at Tufts  
Tennis (V)—Williams, home, 2 pm  
Tennis (F)—Belmont Hill, home, 2 pm  
Outdoor Track (V&F)—Bowdoin, home, 12:30 pm

## Golfers' weak finish drops team to second in tourney

By John Light

A weak finish at the Concord Country Club Tuesday ruined the varsity golf team's chances for their first Greater Boston gold championship. After 18 holes of the 36 hole tournament, the engineers held a 3 stroke edge over Harvard. However, three of Tech's golfers soared into the 90's on

their second round, leaving Harvard with a 23 stroke advantage. The engineers finished second, 9 strokes ahead of third place Northeastern.

McMahan shoots well

The Tech loss negated two fine individual performances. Mike McMahan '69 shot a 77-74-151 to take second place in the individual standings.

Despite the cold, gloomy day which saw unusually high scores, McMahan's steady shotmaking constituted an outstanding effort.

Northeastern's LeMaistre was medalist with 77-73-150. Closely following McMahan was Greg Kast '69, who tied for third place honors with a 78-75-153. Kast's round was featured by his usual scrambling game. He needed only 54 putts to traverse the 36 holes.

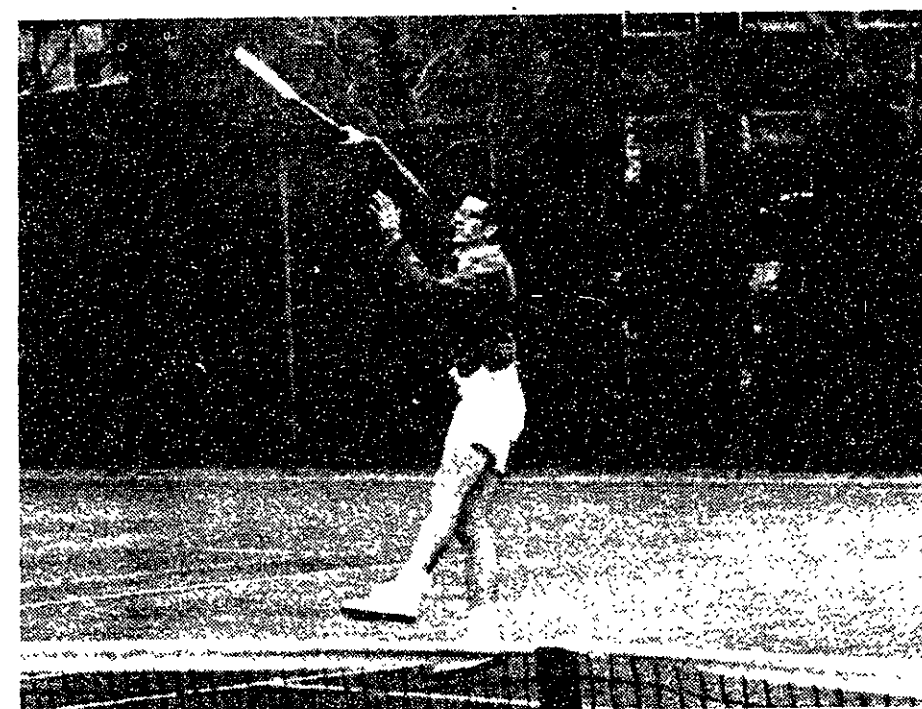
Smolek at 157

Two other linksters finished with scores among the top ten for the day. They were Ken Smolek '70 and Don Anderson '70, who shot 77-80-157, and 82-80-162, respectively. Smolek threatened to break through to the medalist range several times. He seems on the verge of some excellent play. Anderson's typically consistent scores seem also about to drop into a much lower range.

Tech to play Harvard

The other Tech golfers just couldn't put things together. Tom Thomas '69, John Light '70, and Carl Everett '69 were all unable to break the 170 mark. Hopefully, they will recoup their form next Tuesday when the engineers take on Harvard again, this time in a dual match over the same Concord CC layout.

## Boston College whitewashed 9-0 by surging racquetmen



Bob McKinley '69 smashes an overhead return during the Boston College match. McKinley, playing in the number one position, turned in a 6-2, 6-0 win as Tech downed BC 9-0.

By Ray Kwasnick

Despite the absence of their number one player, the tennis team continued their victory march. The netmen scored their third straight shutout with a 9-0 whitewashing of Boston College.

With top seed Skip Brookfield '69 out due to illness, every player on the team moved up one notch. Bob McKinley '69 took over Brookfield's spot and responded with a 6-0, 6-2 victory over BC's Peter Gingrass. McKinley's steady play combined with some brilliant net shots was enough to crush his eagle foe.

Captain Bob Metcalfe '69 moved to the number two slot and defeated Harney of BC 6-2, 6-2. Metcalfe has had an exceptional season. He is the team's most consistent performer, with a 9-2 record.

Manny Weiss '70 swept Ryan of BC in straight sets 6-1, 6-1. Tom Stewart '69 put together an overpowering all around game to smash Kurtin of BC 6-3, 6-1. Consistency on shots from deep in the backcourt was Stewart's

major weapon in the victory. Baron, Cross win

In the fifth position, Joe Baron '70 stopped Ron Foniri 6-1, 6-3, while Steve Cross '71 utilized a good serve in overcoming his opponent 6-2, 6-3. Eighth seeded Cross replaced seventh seeded Steve Gottlieb '71, who was ill.

McKinley and Weiss toppled BC's number one doubles pair of Gingrass and Harney 6-1, 6-3. Metcalfe and Stewart sent Ryan and Kurtin down to defeat 6-1, 6-0. Scudder Smith '69 and Cross completed the rout by whipping Foniri and Higgins 6-3, 6-2.

On Wednesday, the engineers traveled to Amherst, Mass. to play UMass. However, the weather had other plans. The match was rained out, but not before the engineers won two of the three matches completed. Metcalfe and Stewart took their singles matches 6-4, 6-3, and 6-1, 6-4, while Weiss dropped his 6-3, 6-2.

The netmen are scheduled for one of the biggest matches of the year tomorrow. They host traditional rival Williams at 2:00 pm.

## Water polo team triumphant as Stage nets eleven goals

By Jeff Goodman

Bill Stage '69 pumped in eleven goals to lead the water polo club to an 18-9 victory over Brown last Saturday at Alumni Pool. The win upped the undefeated engineers' record to 4-0. They registered two wins last week in scrimmages with Harvard (15-10) and Tufts (20-2).

The win was impressive because at starting time, the engineers had only eight polo players—enough for one full team with only one substitute. On the other hand, Brown had twelve men available. As a result, Brown grabbed a 2-1 lead by the end of the first quarter.

In the second quarter, the engineers functioned as a unit and controlled the play. The two additional Techmen who showed up aided the cause greatly. MIT outscored the Bruins 8-2 during the second quarter to end the half with

a 9-4 lead.

Dave James '71 opened the second half with two quick scores. Both came on drives in which James outdistanced the Brown defender. From here on in, Brown's fate was sealed. Tech continued to play their ball control game, and Brown was never again in serious contention.

Rounding out the scoring, James had two more goals for a total of four. Al Graham '71 netted two, and Jeff Goodman '70 scored one. Pete Sanders '72 and John Bush bulwarked the defense.

The engineers are entered in their first tournament this weekend at Northeastern. They will face Northeastern, Tufts, and Bowdoin in their attempt to keep an undefeated record.

## Stickmen stop UConn 13-7; improve season record to 4-3

By Steve Spondheimer

The lacrosse team traveled to the Nutmeg State for their first encounter with the University of Connecticut—and came away victorious from a 13-7 contest. The Patriot's Day win pushed the stickmen over .500 for the second time this season. The squad now sports a 4-3 record.

The engineers got off to a slow start as UConn, quickly registered the first score of the game, but the Techmen were never behind after that. Frank Taylor '71 whipped in the first Tech goal with a move to the right of the goalie and a hard shot from the top of the crease. The first quarter ended 1-1.

The Techmen exploded in the second quarter, grabbing a 5-2 lead. Fast breaks resulted in most of the scores with feeds going to either Ken

Schwartz '69 or Walt Maling '69.

Maling sparked the offense with four goals, and two assists. The third attackman Jack Anderson '69 beat the Connecticut netminder once and had one assist. Carl Brainard '69 also scored a goal and an assist.

Last Saturday's game with Amherst, which was postponed due to rain, is being rescheduled for Wednesday, April 30. The stickmen journey to the wilds of Maine next Saturday to take on Bowdoin.

## How They Did Baseball

Harvard 7-MIT 4  
Tennis  
MIT 9-Boston College 0  
Golf  
MIT second in the GBCAA

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Friday, April 25, 1969

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