

# GREETINGS FROM THE PRESIDENT

Getting to know a college is never easy. Even though you and WPI have decided to join together for four years of learning, we both do so with a minimum of information about each other. To help you know the college and its president is my reason for writing you.

Last year was my first at WPI and a busy year it was. I came from a middle sized, liberal, mid-western university to a small, rather conservative, engineering college. Both are privately supported. Both have a common commitment to high quality education.

I came because I saw a real desire on the part of students, faculty, and trustees to change in ways that would make the educational experience at WPI more fruitful and more significant. In my opinion we made big strides toward these goals and we did so peacefully and constructively in this era of tenseness and social revolution. In so doing, we made a basic assumption. We assumed that each student is or is rapidly becoming an adult, a person willing to accept the responsibility that goes with independence. This assumption led us to many successful developments last year and will help us to progress in this next academic year.

For example, last fall our trustees passed the following resolution:

"That our students be guided and encouraged by the administration to assume responsibility for their own social, extra-curricular life, on or off campus. and to

develop appropriate structures for making that life a credit to Worcester Tech."

To carry out this instruction we greatly increased student responsibilities for dormitory living. We had excellent student response and will continue to count on your maturity and responsibility this coming year.

Student representatives now attend faculty meetings. The new faculty committee structure places students on many faculty committees. The new Trustee Committee on Academic Policy and Student Affairs includes four each from the trustees, faculty and student body. A new Tech Community Council was formed to be a forum for discussion of campus problems. This includes students, faculty, and administrators. Its discussion led to the formal relaxation of required class attendance and to enunciation of a policy on speakers from off-campus.

But most exciting of all to me has been the development and acceptance of a new academic plan for the college. This plan also assumes the student to be a responsible adult and asks him to join with a faculty advisor in planning and carrying out his or her college program. Focusing on demonstrated ability to perform in more than classroom situations, this new plan familiarly called "Two Towers IV" offers every student the opportunity to realize his full potential, to become an educated person with a broad technological base, to understand his field of study and its place in modern society.



PRESIDENT GEORGE W. HAZZARD

We are looking very carefully this coming year at the best methods for implementing the plan, starting in the fall of 1971. We need your help in figuring out how to get each student into the process, in evaluating the results, in modifying where necessary, in solving a myriad of educational problems. We want the whole campus environment to encourage your learning and personal growth. Only if each and every one of you participate can this come about.

WPI is a place for fulfilling your educational goals. It is a place where faculty teach - in the classroom, the laboratory, the snack bar, at home, doing research. It is a place where rational peaceful discussion of ideas is both a necessity and an opportunity. We welcome you to a truly stimulating educational experience.

George W. Hazzard President



## The Tech News

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### ORIENTATION '70 THE LEGEND OF FAT AL

This year's orientation program employs many new and innovative ideas. One of the biggest changes is in the make-up of the committee. Traditionally one or two students, working with Boynton Hall, would put some kind of program together. Before long each incoming freshman class went through basically the same program. This year, however, the committee was expanded and includes members ranging from G. D. Conservative Frank Calcagno (Chairman) to Wild Hippy Freak Dave Hobill (President of the Student Body).

Unfortunately orientation only lasts four days. And in these four days you as a freshman are supposed to become aware of this new college life. Four days is not enough time; and, for some people, one year isn't enough time. Basically the program will help you meet people

outside the WPI community, which will help you in seeing your role and obligations as a student to the outside world. During these four days, contact with Becker Jr. and Anna Maria will be made through a series of mixers. Tuesday afternoon you will have an opportunity to discuss drug problems on campuses, and later that evening relax at a movie in Alden.

These social and cultural programs are important, but even more important is what is happening to Mr. Freshman and the other members of the Tech Community. On one of the mornings, upper classmen will be talking to you about the fraternity system -- what it is and what it can offer you. They will also talk about "life" generally at WPI.

But the major aim is the development of some kind of rapport between you and the administration (Boynton Hall) and faculty. Planned in the program is an open-house bar-b-que hosted by President and Mrs. Hazzard. This informal get-together is to help the Class of '74 meet and talk to the staff. Don't be afraid to talk to a dean or professor, get to know them. In the past, this type of relationship between student and faculty didn't develop (if at all) until the junior or senior year. Take advantage of this opportunity. It will greatly enhance your learning experience at WPI.

Remember, this program is designed for you. Don't be afraid to ask any questions. The committee, as well as the resident advisors will gladly help you out.

Have a good summer and we'll see you "On The Hill" this September.

Orientation Schedule on pg. 6 col. 3.



He entered the hallowed halls of WPI quietly, without fanfare and without any real confusion but after his departure the spark of life that was instilled in Worcester Tech caused one faculty member to remark, "It certainly isn't the same old Worcester Tech, not even the same old WPI."

His name was Albert McTammany, originally a member of the class of '70 when he entered as a freshman in September of 1966, he was just another of the numerous unknowns on the campus. During his sophomore year, Al was known only to the few on the swimming team as the big lifeguard with the funny laugh. In 1968, he did not return to WPI but decided to work for a while before returning.

After his experiences outside academia, McTammany returned in February of 1970 to become the guru of WPI. He was known only as "Fat Al," the expected one. Fat Al returned as a humble student who lived in the back of his Volkswagon bus which was known to everyone as the "Magical Bus." At the time of his return, the WPI campus had reached an almost pure state of lethargy. The student government which according to its president "hadn't done shit since November" was rapidly decaying and was bound to continue its downfall when the secretary of the student government filed the only nomination papers for president of the student body.

It seemed as though Worcester Tech's student body was about to die in its own apathy. But then a few students finally realized who Fat Al was. He was "the expected one," "The Lifeguard of WPI." It was Fat Al who was sent to us to be our leader, and rejuvenate a dead academic community.

It was then that Fat Al came out of his solitude and made himself known to WPI. Fat Al became the



"FAT AL"

leader of a small band of students.

The unenlightened raised a furor over his nomination for the highest position in the student body. They believed his appearance to be some sort of joke. Many felt that Fat Al would bring the damnation of WPI in the eyes of Industry, and so they worked against having him elected. But for all his shaggy mane and obese appearance Fat Al did bring new and fresh interest in the student government by many who had previously had no interest in student politics.

When election day was over, the Fates had won over all opposition and "Fat Al" McTammany became the leader of the WPI students. Under his leadership a new school structure was proposed which will hopefully be worked on in the first semester of this year. Opponents of this man did not give up on the student government. They too be-

came enlightened and tried to help strengthen what was once a dying organization.

Within a month the campus was bustling with activity and on the day of the first annual Spree Day the sad news was announced by Fat Al himself. While everyone was enjoying himself on the warm spring day out on the quadrangle Fat Al slowly climbed the stairs to the platform and said, "I am leaving, to get an education in the streets."

He was gone as quickly as he came. But his memory will remain. Some say he was John Boynton reincarnated, returning only briefly to add a new life to WPI. Who knows, maybe he was and maybe someday he shall return in some other form to lift the spirits of the disheartened. But the legend of Fat Al shall live on forever, and never once did his existence on the campus prove to be FAT AL to WPI.



Editorials . . .

# STILL MORE ADVICE

All systems have their waste products. The academic system's is an endless stream of words and papers on every conceivable subject that could ever fall to be of the slightest interest. The inhabitants of academia have been well-trained to produce such a stream by their education and like faithful machines left on by a forgetful master, continue to produce the papers and words long after meaning has gone.

One of the times when this stream is in flood season is when the college freshman enters the ivy halls. A pile of advice confuses, overwhelms, and threatens to overpower the incoming class.

I of course have golden words to add that pile. First, an observation from a Tech freshman of last year (since transferred to Cornell): He had gone to UMass for a weekend and noticed a difference. At UMass everyone had seemed to be sharing. They were there taking courses they were interested in and aware that someday they would graduate, but not too concerned about that. At Tech, it seemed to him, everyone was out for themselves. While I know little about UMass, the Tech part seems certainly true.

Most of your courses, unless they are drastically different from mine, will be programming courses, set up to give you a certain amount of information or techniques. They involve little thought and little questioning. If you dig thinking and asking why, it's up to you and whatever fellow martyrs you can find. If you're like souls who have gone before, you will not spend time together thinking and asking why but rather you will sit together, alternately mourning your fate and laughing at those poor unenlightened fools who surround you.

You will find President Hazzard a very warm and friendly person, although you might find yourself wishing he would realize that the word "liberal" just doesn't mean much anymore.

You will wonder why you ever came here, why you stay, and just what you're doing here.

Suddenly you will realize that there are people here who care and who are worth knowing and caring about. This will occur just as you realize that graduation is just around the corner.

It's your school now more than it is mine (since you have four years and I only have one). What right do I have to tell you what to do with it?

Glen H. White, Editor-in-Chief

# A CALL TO REASON

Last spring, I attended a meeting of college students with public relations directors of various Worcester businesses concerning possible fall campaign activities. One of the public relations directors there commented that she thought the peace movement was based on emotional appeals rather than rational thought. Since then, I have found this view quite widespread, as well as views that the peace movement are simply "peace-at-any-pricers" or "defeatists".

If this country is to ever end civil violence in the near future without becoming a totalitarian state, people on opposite sides of the fundamental issues dividing us must begin to communicate with one another. To further that end, I wish to describe my feelings on the war here.

I can only speak for myself and not for others. I am not a pacifist nor do I believe in "peace at any price". I do have strong feelings about this country which you can call patriotism if you wish. I do not believe that by any means of measurement I could be considered a radical. If you have to label me, call me a wishy-washy liberal. I believe that American involvement in the Indochina war is immoral and should be terminated as soon as possible, and I feel that I have rational reasons for my beliefs.

I believe that it is wrong and immoral to kill another human being because of the uniqueness of that human being except as a last resort in defense of yourself or under certain conditions, in defense of other persons. I apply the same standards to nations and to war as the ultimate form of murder. If a nation is fighting a war and its role cannot be justified, then it is committing an immoral act and its citizens, because they are the nation in the final analysis, are responsible.

I believe that we were wrong ever to become involved militarily in Vietnam. We have been told that we are in South Vietnam defending that independent country from Communist aggression originated in and controlled by North Vietnam. Some examination of the history of the Indochina war has convinced me that this is not true and that the government of South Vietnam and the United States are responsible for the war. By 1954, France was clearly losing their Indochina war and the Vietminh, which contained many non-communist members as well as communist elements who were nationalistically oriented, could have overrun all of Vietnam and most of Laos and Cambodia. In Geneva, the Vietminh sacrificed this military advantage in return for certain political guarantees, in particular elections to unite the country in 1956. The Geneva Accords did not establish two separate countries, but divided the country into two separate areas for the orderly disengagement of troops and specifically stated that the 17th parallel was not a political boundary. The French, given control of the southern portion of Vietnam, signed the Accords, obligating themselves and the subsequent Diem government to obey the Accords. Diem, with at least the tacit support of the United States, refused not only to hold the elections, but even to discuss the possibility. He also, with substantial United States aid, started a campaign against Vietminh elements still in South Vietnam who had been preparing for the elections. These two steps violated the Geneva Accords and ended their effectiveness.

The United States never signed the Geneva Accords, but we agreed to the principle of holding elections in Vietnam. Our foreign policy since World War II has supposedly been based on attempting to get other nations to settle disputes by international agreements and to establish the right of self-determination by elections. In Vietnam instead, we encouraged the Diem government to violate an international agreement and to deny the citizens of Vietnam the right to choose their own government. The Diem government was not at all representative of South Vietnam, being composed to a large extent of Catholics who had fled from the North and did not represent the predominately Buddhist South.

North Vietnam at this time was preoccupied with domestic problems and still pressed for the elections to be held. In 1961 in South Vietnam former members of the Vietminh and other South Vietnamese opposed to Diem formed a front to bring down the Diem government. North Vietnam reluctantly supported this effort, but it was not until the United States became heavily involved in the war that North Vietnamese troops became involved in large numbers in South Vietnam. Thus the war is really a civil war, with North Vietnamese aiding South Vietnamese against the South Vietnamese government and the United States. I might point out here that Soviet and Chinese aid to the Viet Cong and North Vietnam is miniscule compared to the United States involvement in South Vietnam. Today the NLF talks of reunification of the South with the North in terms of a decade after the fighting stops, rather a strange way to act if North Vietnam is waging a war of aggression to take over the South.

Even among the South Vietnamese who do not support the NLF, there was and is considerable opposition to the United States involvement and to the various South Vietnamese governments. For instance, while Ky was the head of the government

in 1966, serious opposition from the Buddhists and parts of the army mounted until Hue and other South Vietnamese towns and cities were taken over by the dissidents. Ky agreed to hold elections for an assembly to write a constitution. Combine with U.S. support of his government, this enabled him to overpower the dissidents. Elections were held, but the government appointed a panel to screen candidates to eliminate Communists and Communist sympathizers, which included any one who advocated a negotiated settlement of a coalition government with the NLF. Pressure was also exerted on the constitutional assembly when it was held. Similar restrictions were placed on the candidates for President when elections for that was finally held. There was a large number of candidates for the Presidency and no run-off elections were held, which naturally favored the team of Ky and Thieu who were best known to the people. I might point out here that the candidate who ran second ran under the sign of a dove and has since been jailed by the Thieu government. Today, according to a recent New York Times article, South Vietnamese who are opposed to the present government feel that it is useless to protest against that government because they believe it faithfully echoes whatever policy the United States wants to pursue.

Past history cannot be ignored in this conflict. For example, the Paris peace talks are currently deadlocked over the point of whether elections will be conducted under the present government or under a coalition government. The North Vietnamese and NLF insistence on a coalition government before elections does not seem unreasonable after the record of "free" elections in South Vietnam conducted by the present government.

It has been said that SEATO Treaty obligates us to defend South Vietnam. None of the European countries signing that treaty have seemed to feel obligated to do that. Secretary of State John Foster Dulles himself testified before a Congressional committee in the 1950's that the treaty did not obligate us to defend South Vietnam.

It has been said that Vietnam is of great strategic importance to us. I question the morality of violating international agreements and refusing to hold popular elections, for the sake of strategic reasons. But even from the viewpoint of cold war strategy Vietnam may well hurt us more in the long run than help us, even presuming we win. Vietnamese Communists are highly nationalistic and Vietnam could well have become Yugoslavia of Southeast Asia, steering a course between China, whom they have historical reasons to distrust, and Russia. Now particularly since our Cambodia intervention, they are becoming more and more dependent on China. China itself has been greatly affected by United States involvement in Southeast Asia (imagine a Red Chinese army suppressing a civil war in Cuba.) China recently has been at a point of transition between two generations of leaders. The older generation was trying to keep the younger generation ideologically ardent and not succeeding too well. Then came the United States into Vietnam and the resulting xenophobia and paranoia in China, for instance in the Red Guard, should be evident for everyone and may effect China drastically for several years.

The war has certainly not contained Communism. When we first went in, the NLF and North Vietnamese were causing a lot of trouble of South Vietnam and were present in Cambodia and Laos. Now after Americanization and Vietnamization, they pose serious threats in South Vietnam still and in Laos and Cambodia and are increasingly present in Thailand.

President Nixon has based his legal right to maintain troops in Vietnam and to send troops and plans into Laos and Cambodia on his responsibility as Commander-in-Chief to protect American troops. There would seem to be other ways to protect the lives of American troops while ending the killing of Vietnamese, whose deaths must be about a million now in their nearly thirty years of war. In 1965 major American news agencies estimated that American or South Vietnamese troops killed two Vietnamese civilians for every Viet Cong or North Vietnamese killed. A recent NEW YORK TIMES article revealed that 100,000 or so American troops would have to stay in South Vietnam until 1975 according to American military authorities in Saigon. Would not fewer American lives be lost by withdrawing all troops to main bases, ceasing offensive operations, and withdrawing the soldiers while maintaining the threat of retaliation if attacks are made by either the NLF or the South Vietnamese? Such a plan has been advocated by military experts, such as General James Gavin.

There has been talk of a bloodbath if we pulled out. And yet won't many more Vietnamese die in the next five years if the war continues than in any bloodbath?

President Nixon has appealed to national greatness and to the fact that America has never lost a war. Is victory so important to this country that we are willing to go to any lengths and to continue to destroy a country to achieve victory? It

cont. on pg. 3

## The Tech News

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TUESDAY, SEPT. 15th — 6:30 P.M.

TECH NEWS OFFICE — DANIELS HALL



# THE FACULTY PEN



by Professor John P. Van Alstyne,  
Recipient, 1970 WPI Trustees  
Award for Outstanding Teacher,  
member of the Planning Committee



Prof. Van Alstyne

All of us like to be successful, even if we differ on what constitutes success. Each of you can now claim two tangible measures of success--you have graduated from secondary school and you have been admitted to a well-established and highly-regarded college.

If you are typical, you are looking forward to college with a mixture of eager anticipation and anxious dread. Will you enjoy college? Will it be all that you hope for? Will you be successful by your own standards? An affirmative answer to each of these questions depends primarily on you.

The most important benefit to be derived from your college experience is learning how to accept responsibility for your actions. This is far more important than the formal knowledge you will acquire. As you proceed through college, you will have an increasing number of decisions to make -- decisions about the courses you elect, the time you will devote to them, the extra-curricular activities in which you will get involved, and the acquaintances you will want for close friends. You will not always make the proper decisions. Your individual success, both in college and adult life, will depend largely on your reaction and subsequent actions when you have made an erroneous decision. It is hard but essential that you accept the fact that a mistake has been made, consider the alternatives then available, and make further decisions carefully in order to improve your situation. It is in such cases, even more than in the normal classroom routine, that the faculty can be of considerable assistance to you.

It is difficult for me to write a statement about faculty interest in the students without feeling like an employee of the public relations office. The fact is, however, that the faculty are sincerely interested in the students. We are fortunate at WPI in that we have had considerable informal dialogue between students and faculty for some time. Most new students, being unaware of this relationship, are reluctant to approach the faculty for either help or discussion on matters of concern to them. Some students will go to a faculty member's office and, not finding him in, will assume that he is never available. Since we are busy people and subject to the same kind of unexpected situations that you are, it is always well to make appointments to see us, even though we are generally in our offices when we are supposed to be. If you should need help, it is important that you tell us first what you have tried to do in solving the problem or where you have lost the argument of the author in the book you are reading. In so doing, you will have shown us of your willingness to try to resolve the difficulty yourself, and we will know at what point your comprehension of the problem breaks down. If, on the other hand, you just want to talk, you will generally find us willing to listen.

This brings me to one other point. As the theme of the current Broadway musical "Applause?" indicates, there is nothing like appreciation to bring out the talents of the performers. Faculty are subject to the same reaction. If you want your courses to be exciting let your class reaction be an indication of your interest. Get involved in class discussion and ask questions. This class participation is the kind of applause every teacher hopes to receive. Few teachers have that magic charisma that makes them instant teaching stars. All of us, however, respond to interested classes. Many an otherwise routine class has become an exciting experience because the students' initial willingness to participate led the faculty member to devote that little extra effort to his class that made his performance really worthwhile.

We look forward to your arrival at WPI in September. We want you to do well and enjoy your college experience. Above all, we want you to talk to us as well as listen to us, just as we will listen as well as lecture to you. A continuing dialogue between students and faculty, working together as colleagues, is, after all, what college is really all about.

## A Call To Reason cont. from pg. 2

seems to me that teachers and parents have told me that there are things in life more important than winning. War is not a game in which you attempt to maintain an undefeated record at all costs. Winning may be all-important in baseball or in football, but people are not being killed or their country destroyed in such a sport.

Is it not a sign of greatness to be able to admit a mistake, to stop the mistaken action, and to correct the wrongs resulting from that mistake?

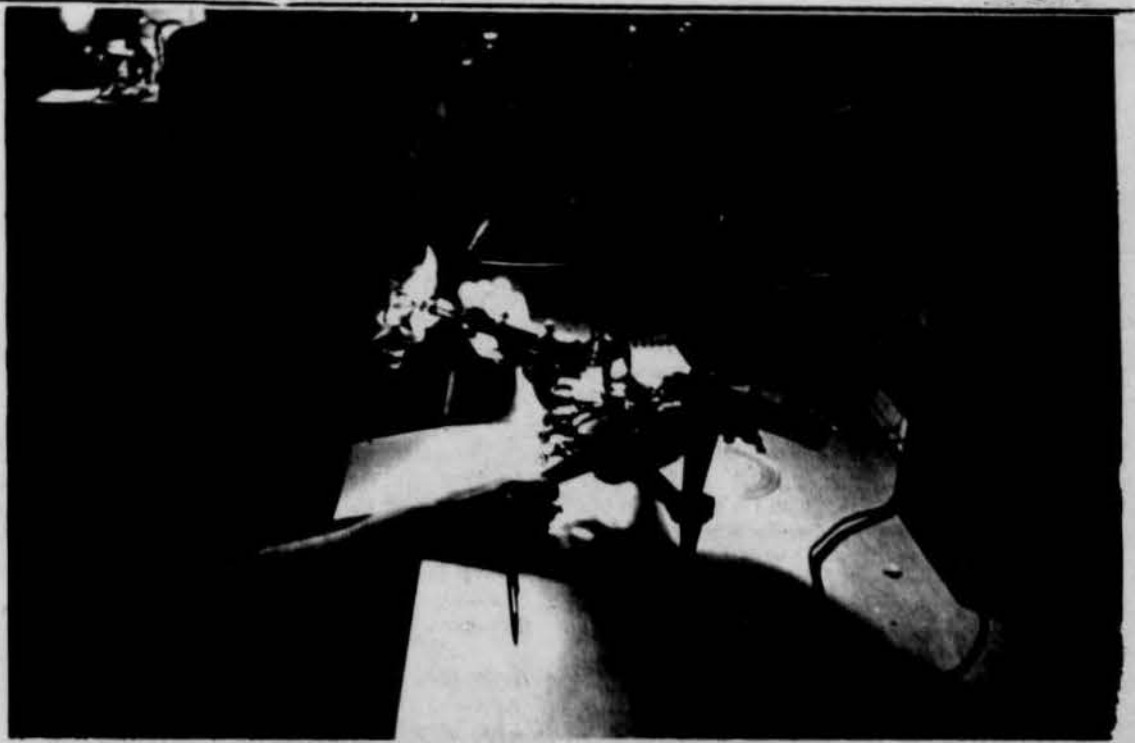
I am not advocating victory for the NLF or for the North Vietnamese. I have the feeling that the average South Vietnamese deeply hates both sides in this war and wishes primarily that it would end.

I have heard many people ask what is the younger generation coming to? What youth is asking is

what the older generation has already gone to. Why is it wrong for young people to break windows and damage property and it is not wrong for older people to give the orders to engage in a destructive war killing vast numbers of people and destroying vast amounts of people? I am not saying that student violence is justified, I am saying that both are deeply wrong and both should stop immediately.

I would personally like to see a negotiated settlement leading to a government of the people's choice in South Vietnam. But, if this cannot be achieved now, I do not believe there is any adequate reason for our troops to continue the killing and for our continuing support of the Thieu-Ky government. There should, however, be the offer of massive aid to Vietnam to help rebuild the society which the U.S. has played a large part in destroying.

G.W



PHYSICS LAB

# ON ACADEMIA

by Tom Tracy '72, New Editor

This fall five hundred odd High School Seniors will mill around the campus, curious and anxious about the beginning of their College education. By the mid-semester in November, WPI '74, a class of College Freshmen, will be an integral part of an academic community. The change that takes place in just three short months results from the entire college atmosphere including sports, social life, and activities; but the largest contributor is of course classes. To a young man or woman who has just completed twelve years of schooling, learning is hardly something new, but things are different in college. Each teacher has his own way of presenting material, but the fundamental collegiate principle is the same: if you want an education it is here to be had, but you have to want it and you have to work for it.

At Worcester Tech classes are kept small to allow the student and his professor to work more closely. This works to the student's best advantage if he knows how to use it. Not all professors are gems, and there are times when you will wonder where this guy ever came from, and why he



isn't sweeping streets. Despite the personalities, every door "on the hill" is open to any student who asks for help.

The course work at Tech is something else too. After one semester you may wonder how so much time was spent on such a small amount of material back in High School. The password is keep moving, and they do. Things aren't all bad though, besides the will-

ingness of the faculty to help out, the eagerness of fellow students to tutor and explain is the backbone of the system. Classes run roughly from 8 a.m. to 4 p.m., and everybody gets down to work after supper, work that usually lasts until after midnight.

To say that College is different from High School is true but hardly accurate. After all you're

cont. on pg. 9



Salisbury 103 Lecture Hall

## CONVERSATION REPORTEDLY OVERHEARD BY FACULTY MEMBER LAST SEPTEMBER:

- A. Did ya hear that guy calling my mind a wastebasket?
- B. Yea. He sure has a lot of nerve. I mean - like - I'm spending twelve big ones to get educated and he wants me to think. I mean, like...
- A. Yea, I know.
- B. And then what was all that bull about how we should exercise more discretion about who throws waste in our basket minds...I mean... like...
- A. Yea, I know...like what's discretion?
- B. You know, like...judgement. 'Member what he said - its the essence of intelligence...
- A. Yea I know - let's go over those formulas again.
- B. Yea let's.



# ON BEING A COED AT TECH

by Nora Blum

"Are you one of THEM?" - THEM being the coeds - is often a question asked of a female seen more than once or twice on the W.P.I. campus. From there on, an affirmative answer could be good or bad depending both on the one asking and even more on the one answering. As with anything new, there is a certain amount of strangeness associated with having women at a school which was all male until September, 1969 when two girls came to W.P.I. Twenty-two more appeared the following year, also the first time women lived on campus, and the mystery began to disappear. There is still a great deal of speculation and many misconceptions about the

try it." Coeds are also in quite a few positions of leadership in these activities. One is now Sophomore Class Representative after serving as Freshman Representative and this same girl was student body president for a few weeks! The chairman of the Dormitory Committee is a woman as is the secretary of the Intercollegiate Band at W.P.I. Another is one of the editors on the Tech News and also president of the Cosmopolitan Club. Other coeds served as officers in their fraternity pledge classes and on various committees.

Most of the social life at W.P.I. is currently concentrated in the fraternities. There is always a party in some house on Friday and Saturday



coeds but as more come this will lessen because more men will be personally acquainted with one of THEM and will realize that they're not so strange after all.

Speculation and stares often combine to make a new coed feel uncomfortable. Several of the Class of '73 coeds missed many meals at the beginning of the year because they didn't have enough nerve to brave the hordes outside. (Incidentally, this won't be much of a problem this year because there is an Open Rush system now.) This uneasiness disappeared as the coeds gained self-confidence and realized "we're here and that's that." Once a coed really believes that she is a person she will find her fears decreasing and her friends increasing.

A coed living off campus may find that she misses quite a lot by being away from the campus situation for over 15 hours a day. She must make a special effort for friendship with the rest of the students or else she may find herself a very lonely person.

As far as classes go, women have it just as tough as any other student. Depending on one's high school background and personal study habits, some things will come quite easily while others will seem almost impossible. Since W.P.I. is a school of science and engineering, one generally needs to spend much more time studying than your counterparts in liberal arts. It may take a while, but things will make sense and the work will seem worthwhile and one can smile and say, "I understand it!" An important thing to remember is that most of the students here did well in high school and you may no longer be number one - but keep on trying.

Extra - curricular activities are up to each person - how much can you do and still keep up with your studies? Coeds are active in Student Government, Tech News, cheerleading, Band, the Masque, fencing, fraternities and many other activities. The key here is "if you're interested,

nights and coeds are usually free to attend any they wish. This year the social committee hopes to have expanded activities on campus - more movies, mixers, concerts and lecture series. A start was made this year with the Assembly Committee programs and the successful innovation of a coffeehouse on campus. In addition there are, of course, the Big Weekends, such as Home-

A coed's social life depends mainly on the individual. Just because there are only a few girls and many guys doesn't mean that a coed will have more dates than she can handle. Quite a few of the Tech guys have the idea that any girl who comes to W.P.I. has to be somehow weird (either sheer brain or else a dedicated man-hunter); each coed either enforces or dispels that image. The coed who accepts her own worth as a person will be herself with others - only

One other phase of life at W.P.I. for a coed, though it may sound a bit strange, is the possibility of fraternity living. At present there are four girls who are Brothers in two of the fraternities although they do not live in right now. This is not for every girl any more than it is for every guy. Fraternity life can offer much in the way of friendship, a place to go, and sometimes opportunities for service. But it does demand that you give a lot of yourself if you are going to make a house better. It can be very time-consuming and some might regard you more as "one of the guys" than you wish.

A sketch on paper can only give a partial picture of what it's like to be a coed at W.P.I. Some things will be common experience for all but there are many phases of life here which will be unique for each person. Growth and change are two things you can count on happening but you might be quite surprised at how different things will appear in June.

Smile, be yourself and good luck!

# FOR THE FOREIGN STUDENTS

by Nora Blum

College means a lot of adjustment but this is compounded for a foreign student. He must get used to a new country as well as a new school. A foreign student will need answers to many questions when he arrives on campus, especially if he has not been in the United States for very long. Hopefully, it will not be difficult for him to find out what he wants to know.

First of all, people will understand your English if you speak slowly. Also, don't hesitate to ask an American to repeat himself if you don't understand what he's saying. You can learn a lot just by talking to other people so don't hesitate to try it. If you don't know where else to turn you can always go to the Office of Student Affairs in Boynton Hall and find out who can help you best.

There are several special activities for foreign students to help them adjust to W.P.I. and to enjoy their stay here. During Orientation, the school is sponsoring two activities especially for foreign students. One is a program to acquaint you with W.P.I. and Worcester. The other is a reception where you will meet faculty and members of the Cosmopolitan Club, which consists both of other foreign students and Americans. Entertainment will be provided by a female folk singer from India and the International Center and the Cosmopolitan Club will be explained in detail to you.

The International Center of Worcester is located within a five minute walk from campus and has members from all the area colleges. W.P.I. has a blanket membership so just by coming to school here you can enjoy many things free at the center. There are speakers, films, dances, meals and trips, much of it for free. The Center also provides a place to go to watch TV, study, play games or just meet people.

The Cosmopolitan Club is another activity which caters especially to foreign students. There are also many American members so that you can learn about the U.S. and tell about your own country. There is a meeting at least once a month with a program (often presented by a club member) about a country followed by refreshments and a social hours. Programs this past year included slide shows on Australia and Russia, Turkish dancers, a program on classical Indian music, a demonstration on Haitian drums and a talk on Nigeria. The Club also had a Thanksgiving dinner-dance with the girls at the Y.W.C.A., a Christmas party, and an International Mixer with the International Center. One of the biggest annual affairs is the International Dinner where everyone who wishes cooks a dish from his own country and then has a great time trying all the other foods.

One thing to remember is never be afraid to ask if you want to know something. A new place can teach you a lot but only if you bother to do a little looking. Also, people, especially those at the International Center and in the Cosmopolitan Club, really want to know about you and your country just as you probably want to learn about the U.S. So share a bit of yourself and you will find many people giving to you in return.

## SUNFLOWER

142 HIGHLAND AT WEST STREET

SOME VERY INTERESTING THINGS FOR THE INDIVIDUAL WITH TASTE

# COEDUCATION at Sanford Riley

By Alan Edwards



2

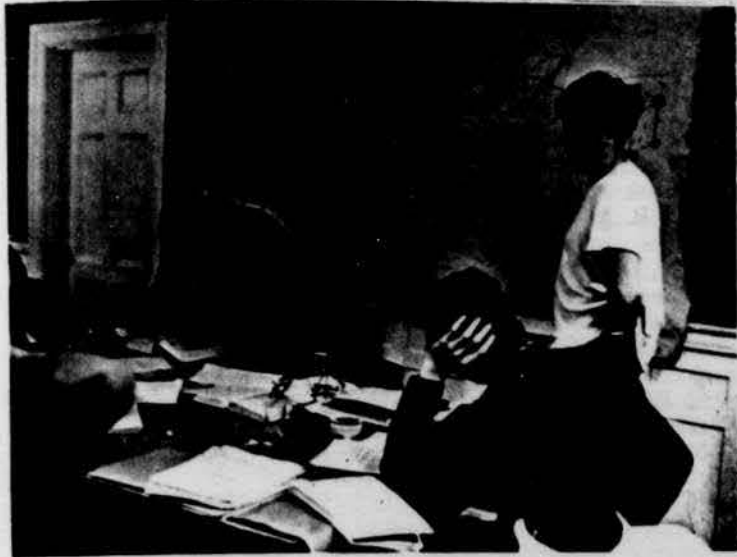
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# FRATERNITIES-- BOTH GOOD AND BAD

by Jim Purington, Tech News News Editor



Fraternalities at WPI occupy a very ambiguous position. Like all institutions, they are sustained by their strong points and simultaneously are plagued by problems and faults. Because I believe that the most important aspect of a fraternity is the people involved, this article will concentrate on that area, omitting the financial and academic phases of fraternity life.

A fraternity offers to its new members an already-formed group of friends who share common interests and provide a comfortable environment. In this respect it alleviates the problem of living at college without a familiar clique of friends. These same people can be counted upon to act as tutors, chauffeurs, or in almost any other capacity when needed. In short, a fraternity gives its members an organization to identify with, one which aids in smoothing personal rough spots in college life.

However, the same system that allows these benefits also shows many weaknesses. Many a person, for instance, would not enjoy joining a group that determines almost all of his close friends, both present and future. It seems that while the fraternity provides one with many friends, it also excludes others simply because they are not within the fraternity. And although there are claims of unwavering loyalty, the fact is that when fifty men, many of whom are fr-



THE MAKING OF THE BIG DECISION

tends in brotherhood only, live in close contact with one another, tensions and problems inevitably result.

In addition, there still survives, despite denials, a more than adequate amount of pledge harassment by the established upperclassmen as they attempt to change the incoming member into a brother who conforms to the mold. But the main complaint against fraternities is that they lessen personal responsibility. This is because the members tend to use other brothers as a crutch in various ways. An attitude prevails that "someone else will carry me if I falter", and this condition leads to dependency on others rather than on oneself.

If you chose to join, or not to join, you must be prepared to accept both the benefits and losses

of either choice. It should be remembered that the final decision need not be made the first semester, but may be put off for a while if you are unsure. You will have a better perspective of the picture after looking at it for awhile.



## I.F.C. ANNOUNCES OPEN RUSH PLANS

The Inter-Fraternity Council, composed of the rush chairmen of the twelve different fraternities has gotten together in a series of meetings during the spring to make plans for the open rush system coming this fall. In talking with Jeff Petry, a member of the Rush Committee, several points were made. First, there will be no rushing at all during Frosh week. Orientation for freshmen will begin on Sept. 15 and run through Friday, Sept. 25, with classes beginning on Sept. 21. The basic idea, as Jeff explained, of no individual fraternity rushing is to sell fraternities in general, as a whole - to effect the unity of the different houses on campus. During orientation week though, different aspects of fraternity life will be portrayed - during the Tech skits there will be a short skit about fraternities and there will be short seminars about fraternities, where interested freshmen can come down and talk with fraternity men about the different aspects of fraternities.

On Saturday, Sept. 26, the I.F.C. will sponsor a mixer in Alden for freshmen and upperclassmen. Then on the following day, in both the afternoon and evening, and on Monday Sept. 28 and Wed., Sept. 30, tours will be conducted. On these tours however, girls will be included to acquaint them with the location and set-up of the various houses. Also, upperclassmen will be sent invitations to take part in the tours if they so desire.

Basically then the programs will consist of one week of selling the Greek system and four weeks of open rush. The minimum rules, however, are there -- no rushing will be allowed in the dormitories. There will be written bids, but they can't be given out until two weeks before pledging. The bids are binding on the house and not the rushes. Also this year there will be no limit as to the number of pledges; the previous limit was 40. This year however, fraternity jackets and Greek letters will be allowed to be seen. Fraternity men will be allowed to talk informally with freshmen that they already know. It was also decided upon that there would be no rushing during Homecoming Weekend, mainly because at this time the fraternities would be quite tied up with their alumni.

The outlook then for this fall for the I.F.C. looks quite good - the I.F.C. mixer the first week of classes, the possibility of an I.F.C. concert during the fall, the possibility of an I.F.C. block party, idea that all the houses will be open at any time for a prospective rusher to come in and view, the restriction that any time there is a social function on the hill a fraternity house can't have any scheduled activity, and no-restriction on alcohol for freshmen. These ideas plus the I.F.C.'s getting together to put out a summer booklet which will include a letter from the President of the I.F.C., a letter from Prof. Grogan from the I.F.C., a picture and brief history of each house on campus, and a couple of thought - letters which will include 20 reasons on why to pledge fraternities ought to make this year's rush quite interesting.

## TECH IN RETROSPECT



Boynton Tower

I'll never forget the first time I saw WPI. It was the Saturday night before the Freshmen were due to arrive and my parents and I were driving through the campus. It was large and impressive with its ivy-covered Salisbury Hall and Boynton Tower looming over the city of Worcester. Gordon Library wasn't completed and Harrington was still just a mound of dirt. Like some of you no doubt, I chose WPI sight unseen.

Physically a lot has changed at WPI. But more importantly, so has a lot changed internally. You as an incoming freshman are coming aboard at an ideal time in WPI's history. You are a part of that concerned generation that is helping to change WPI. The faculty and administration are beginning to realize that students do have minds of their own and are able to make rational, mature decisions.

This past year Worcester Tech weathered the storms of student demonstrations. Not by calling out the National Guard or by oppressing or expelling students, but by rational, intelligent communication between students and the administration and by protecting the right and privileges of all sides of each issue.

But what does all the past have to do with your coming to Tech? WPI is in a stage of evolution. Notice that I said evolution not revolution! Changes are made by those willing to work. You can, and many of you will, pass through WPI never leaving your mark. But among the class of 1974 there will be many leaders. When you come to Tech and after you get adjusted, you should decide whether you want to be a leader or a follower, a doer or a watcher. Learn to budget your time, which incidentally is a lot harder than it may sound. Studies are indeed important, but so are the activities. I found that companies are very interested in the well-rounded student, not just the 4.0 student.

Try not to get hung up in the fraternity thing. Don't get me wrong, fraternities can help you a lot. I was in one. But they have a habit of detracting from the school. Don't let anyone tell you that a fraternity is a must, you can exist without it.

Above all, never lose sight of your purpose in coming to WPI. That is to receive an education. However it is up to you to decide what your education is to consist of. As one of our student body leaders once said, "you can get an education in the streets". Consider what you want to do when you get out and then mold your education to fit your goals. Justify what you intend to do before do it rather than make excuses for it after.

I hope I have given you some insight into what's ahead. In choosing WPI you have selected an excellent engineering school highly rated in industry. I wish you the best of luck in the four years ahead. See you Homedoming Weekend.

Sincerely, Randy Sablich ME, 1970



RANDY SABLICH

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# IS ROTC FOR YOU ?

## WHY YOU SHOULD TAKE R.O.T.C.

by Jay Dimand, '73

The Reserve Officer Training Corps program at Worcester Polytechnic Institute provides the student with the opportunity to receive a commission in the United States Army Reserve in addition to a Bachelor of Science degree in the field of his choice. In this sense the R.O.T.C. student earns an additional degree and a chance to hold a responsible management position upon graduation.

An R.O.T.C. graduate is presently required to serve for a period of two years on active duty, two years in the active reserve or National Guard, and two years in the inactive reserve during which his name is merely stored in the memory bank of a computer. This



is the same obligation that a draftee who is inducted into the Army has, except that the R.O.T.C. graduate wears the gold bar of a second lieutenant as opposed to the stripe of a draftee private.

Contrary to what most leftist groups would have you believe, R.O.T.C. training consists of a lot more than just how to kill people. They teach you, for example, how to take a man from Texas, an-



Photo by Carl Kresner

other from the backwoods of Tennessee, a third right off Thirty-Third Street in Brooklyn, and a fourth from the Watts section of Los Angeles, and mold these men into an effective working team, able to carry out their task under the most adverse of conditions. R.O.T.C. is one of the few places one can develop such leadership ability and the value of this ability in a civilian career is obvious. It is for this reason that employers are eager to hire ex-Army officers.

The value of having this leadership experience is well appreciated by engineers. A typical engineer can expect to spend the first few years of his career behind a drafting board, designing various parts or gadgets. As time goes on and he gets older, the engineer finds that the techniques he learned in college have become obsolete and that graduates fresh out of college are the ones with the up to date techniques and are thus more valuable to the company. If all this engineer can do is design, and if his techniques have become outdated, he has served his worth as a designer. If, however, in addition to the experience this engineer has acquired working for the firm, he has considerable leadership experience and ability, he can still be of service to the company as a manager. He can form these young designers into an effective working team, capable of working together on a project designing complex but totally reliable systems. It is at this point in his career

that the engineer draws most heavily on his R.O.T.C. training and experience and it is this training and experience that make him a degree better than his compatriots who didn't take R.O.T.C.

Recently, R.O.T.C. has come under severe criticism due to the conflict in Southeast Asia. This irresponsible criticism is due to a lack of realization by those who criticize the military that it is the government which controls the military and decides where its troops are to be deployed and how they are to be used. The military is like the arm on a body which obeys the brain, in this case the civilian government. To blame the military is like punishing the finger of a killer for pulling the trigger and thus committing the crime. Besides, the basic purpose of the R.O.T.C. program is to provide reserve officers for our armed forces who would be citizen-soldiers and who would bring a civilian point of view to the military and counter-act any tendency of the professional soldiers to be solely loyal to military interests, such as pursuing a war in Indochina. Aside from helping the South Vietnamese defend their country, the military protects the freedom of the United States and hence your right to criticize the government and even the military that protects that right. By being a military officer, you will not thus merely be supporting a war which may well be over by the time you graduate, but you will be helping to preserve the freedom and security of the United States.

There are other advantages to taking R.O.T.C. One of these is the opportunity to compete for a full-tuition scholarship, including textbooks. Also, during your junior and senior years, you will receive fifty dollars a month subsistence allowance in addition to half the pay of a second lieutenant while attending a summer training camp between your junior and senior years. You may also drop the program at any time up to the beginning of your junior year incurring absolutely no military obligation. Therefore, you owe it to yourself to take R.O.T.C. for at least a semester before deciding to drop the program. If you have any questions, feel free to drop by at the Military Science Department in the basement of Harrington Auditorium.



## WHY NOT

by Paul Cleary, '71

One can begin the argument against joining ROTC, I believe, with the assumption that very few people at WPI want to go into the service.

If an individual really wants to be a soldier, there are military academies which provide much finer officers than ROTC, and if anyone is even considering the service as a career there is no reason why he would start his military life in ROTC.

Now that the draft lottery has given students an idea of whether or not they will be called for

military duty, there is a much less convincing argument for ROTC on the grounds that at least when you go in you go in as an officer. Why go in as an officer when you may not have to go in at all? And let's face it, the reason that most students join ROTC is not love of country, but rather love of oneself and the fact that if you do end up in the service, it's a lot easier to spend two years as a lieutenant than as a private.

cont. on pg. 7 col. 1

# GIVE A DAMN, '74

Sunday, September 13

Bookstore opens at 9:00 A.M. Parents Welcome  
10:00 A.M. - 2:00 P.M.: All Freshmen register in Morgan Hall and settle into their rooms.  
10:00 A.M. - 5:00 P.M.: ID - dining hall card pictures taken - Morgan Hall - for all students on the WPI Meal Plan.  
1:00 P.M. - 3:00 P.M.: Representatives from Worcester banks will be in Morgan Lounge at which time checking accounts may be opened  
1:00 - 3:00 P.M.: Tours of the campus Meet at the information booth on Quad.  
2:00 P.M.: Black Student Reception in Gordon Library Seminar Room - Black Art Exhibit, Conga demonstration, B.S.U. Meeting.  
2:00 P.M.: Meeting of all commuting students and parents in Alden Memorial.  
3:00 P.M.: Meeting of all parents in Harrington Auditorium - President George Hazzard, Dean William Grogan, Dean Donald Reutlinger  
4:00 - 6:00 P.M.: Cafeteria style supper - Morgan Hall.  
8:00 P.M.: Meet Boynton Hall - Alden - informal introduction by Frank Calcagno, '71.  
8:30 P.M.: History of "Two Towers" Dean William Grogan, Dean of Undergraduate Studies.  
9:00 P.M.: "Technisksits" Nils Hagberg - Master of Ceremonies.  
10:00 P.M.: Floor Meetings in Dorms.

Monday, September 14

8:00 P.M.: Pre-Registration Assembly  
8:30 - 11:00 A.M.: Registration for Classes - Last Names beginning with: A thru F - Report to Olin 107; G thru N - Report to Atwater Kent 117; O thru Z - Report to Salisbury 103.  
10:00 A.M. - 7:00 P.M. Bookstore open for purchase of books.  
2:00 P.M.: Seminar on summer reading list - Library Seminar Room - English Dept.  
4:00 P.M.: All Students meet with Advisors.  
5:00 - 7:00 P.M.: President's Barbecue at 1 Drury Lane - WPI Pep Band. Only students whose advisors' last name begins with A-H All other students eat in Morgan Hall.  
8:00 P.M.: Mixer - Alden Memorial Becker Jr. and Anna Maria Colleges. Entertainment - "The Riders"  
8:00 P.M.: Black Student Party.

TUESDAY, SEPTEMBER 15

9:00 - 11:00 A.M.: Learn about Fraternities and College Life Daniel's Commons John Petrillo - President of I.F.C.  
10:00 A.M.: Meeting of all Honors and Advanced Placement Students in Library. Seminar Room - Prof. John Van Alstyne.  
1:00 P.M.: All students meet with advisors.  
2:30 P.M.: "Drugs and Marathon House" Library Seminar Room.  
3:00 P.M.: Art Museum Tour - Meet on Quadrangle.  
4:00 P.M.: Art Museum Tour - Meet on Quadrangle.  
8:00 P.M.: Movie - Alden Memorial - "Fahrenheit 451".  
8:00 P.M.: "Friday the Thirteenth" Coffee House.

WEDNESDAY, SEPTEMBER 16

8:30 - 10:00 A.M.: Slide Rule Lectures. Beginners: Post - Olin 107, K&E - Salisbury 103. Advanced: Post - Higgins 109, K&E - Salisbury 103.  
10:30 A.M.: Activities Open House - Quadrangle.  
1:00-3:00 P.M.: Free time - Athletic Equipment Available.  
1:00 P.M.: Glee Club Introduction - Alden.  
2:00 P.M.: Seminar on summer reading list - Library Seminar Room - English Dept.  
2:00 P.M.: Meeting of all new Foreign Students - Library Seminar Room.  
2:30 - 4:00 P.M.: Pre-Orientation ROTC Program.  
2:30 P.M.: Frosh with last names A-F - Salisbury 103.  
3:00 P.M.: Frosh with last names G-N - Olin 107.  
3:00 P.M.: Frosh with last names G-N - Olin 107.  
3:30 P.M.: Frosh with last names O-Z - Salisbury 103.  
3:30 P.M.: SCOPE - Panel Presentation - Olin 107. School and College Opportunities Program for Education.  
5:00 P.M.: President's Barbecue at 1 Drury Lane - WPI Pep Band. Only students whose advisors' last names begin with I-Z. All other students eat in Morgan Hall.  
10:00 P.M.: Floor Meetings in Dorm.

THURSDAY, SEPTEMBER 17

7:45 A.M.: Classes Begin  
7:00 P.M.: "Pollution" - Library Seminar Room - Prof. Carl Koontz.

FRIDAY, SEPTEMBER 18

8:00 P.M.: Movie - Art Society - Alden

SATURDAY, SEPTEMBER 19

2:00 P.M.: Frosh Spirit - Alden. Meet the Cheerleaders.  
3:00 P.M.: Cage Ball Game - A.J. Knight Field.



# RA SYSTEM REPLACES COUNSELORS

by Dean Brown

The Office of Student Affairs announces two major changes in the residence hall program for the school year beginning September, 1970.

The first change is the addition to the Office of Student Affairs staff of a Director of Residence Halls. John E. Nicholson, a 1970 serving as advisor to the dormitory officers of his own residence in Student Personnel Administration, will be assuming all residence hall responsibilities for the Office of Student Affairs. John, his wife Vicki and their 1 1/2 year old son will be living in an apartment in the Stoddard Residence Center. Mr. Nicholson will be responsible for overall residence hall programming, advising the dormitory government, the training of the Resident Advisors as well as being available for counselling with students.

The second major change in the residence halls involves a move from a dormitory counselor system to a Resident Advisor Program.

Mr. Nicholson will have working with him five Head Resident Advisors, one each in Morgan and Daniels Hall, on in the Stoddard Residence Center and a Head Resident Advisor for male students as well as a Head Resident Advisor for female students in Riley Hall.

The Resident Advisor Program is designed to involve the Resident Advisor in the overall program for his dormitory floor. This will involve tutoring sessions, social activities, cultural programming, interaction with faculty and sports competition. Although the program is aimed at involving each with more responsibility, it is also hoped that individuals and individual dormitory floors will develop independent interests and an identity of their own.

The Daniels Commons area as well as all Residence Hall lounges will be made available for any floor activities. Each floor shall elect representatives for the floor as well as their representative to the Dormitory Committee of the Student Government. The RA system will serve as advisor to the floor representative with the Head RA serving as advisor to the dormitory officers of his own residence hall. Exact election procedures as well as representation from the various dormitories will be determined in September by the Dormitory Committee of the Student Government.

Along with the change to the RA system there are two other innovations to the program. There will be only one Resident Advisor in each building of Stoddard Residence Center which will house primarily upperclass students. In Riley Hall there will be one RA on each floor while Daniels and Morgan will remain with two RA's on one floor.

# GRADUATE CRITICIZES RA'S

by Don Forcalle, '70

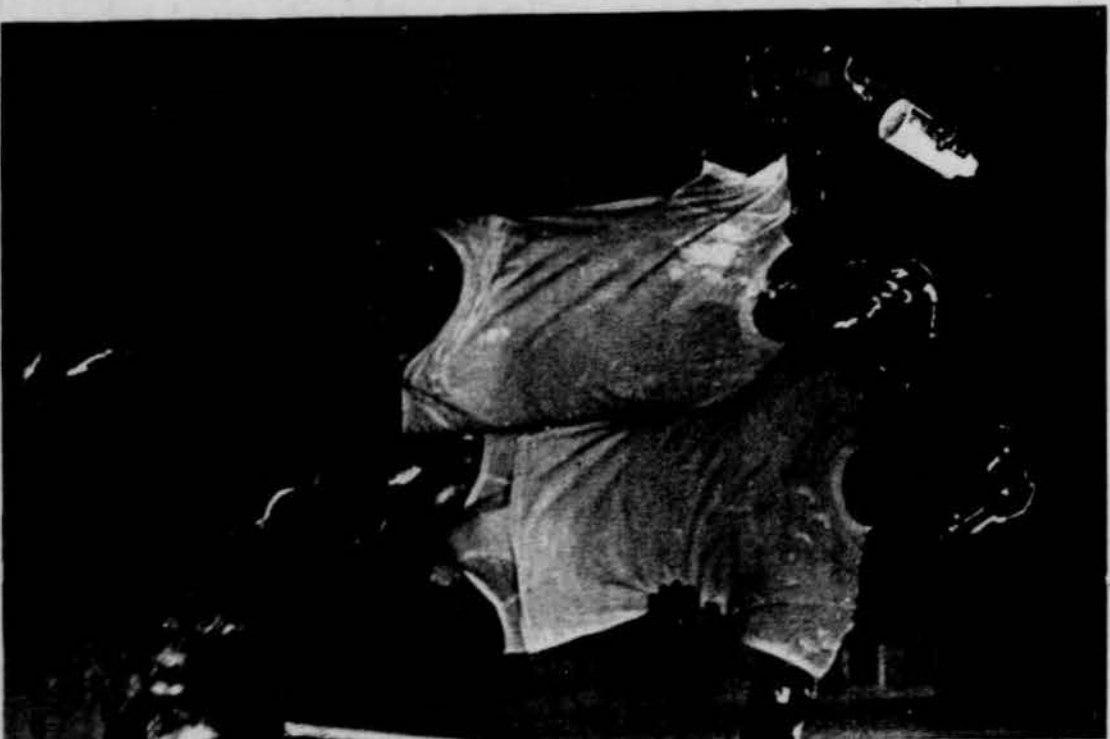
The dorm counselor situation at Worcester Tech is improving. Why just this year the most progressive step in recent history was taken, their name was changed. Henceforth dorm counselors will be known as Resident Advisors referred to as R.A.'s.

The fact that R.A.'s are present is not so bad but the faleness associated with them is. No one seems willing to admit that they are policemen, the Tech freshman is still not able to live without supervision. The administration says that they are needed to counsel. Their counselling ranges from what package stores serve minors, where is the earliest place to find girls and which fraternity to join. One major problem is the unwillingness to admit the R.A.'s are the school's police force.

The selection for this job is also based on questionable standards. From playing sports to being in a fraternity that isn't represented are proper credentials. When finances are so important does this job take need into account? Not exactly, the R.A.'s parking area is usually better equipped than any other on campus. As to scholarship, we all know what dinks smart kids are. So with these factors out what else is left to judge on? Sports and campus activities, Joe Jock and BMOC. This type of man will give the frosh an image, make them strive from the school. Does it matter if they shrk their duties? Not really, only the image counts. Activities are fine but a sense of responsibility and maturity must also be present.

Every now and then a conscientious individual gets the job or someone less image conscious. So incoming students, look around for the aware R.A. and not just the 1963 Joe College dorm counselor.

"The point is that the engineers — all of those who take engineering approach, build the bridge and get the people and the cars from one side of the river to the other and to hell with the side effects — are shaping the nation unchecked, molding the land and murdering thousands of its inhabitants, raping America while the rest of us look the other way. There's a rape from which America can never, never recover."  
— Gene Marine, "America the Raped".



A PROBLEM FOR THE RA?

Should this approach in Riley Hall, be successful the system will be continued in the other dormitories in September, 1971.

The residence hall program this year should bring forth many new ideas. With the assistance of the resident students and of the residence hall staff, the 1970-1971 college year should prove innovative if not interesting for all of the dormitory residents.

# STUDENT GOVERNMENT IN CRISIS

by Dave Hobill, Student Body President



Merry Ann Beggs and Fel Al, Successive Student Body Presidents

situation until it can be rewritten early in the first semester.

The student government now is comprised of a president, an Executive Committee and the standing committees formed by the constitution.

Duties of the Executive Council are much the same as those established under the Tech Senate. The other standing committees have authority in the various activities as indicated by their names. Besides the problem of rewriting a constitution, the student government will be looking at the following major problems within Worcester a n d particularly those surrounding the area of WPI, some of the academic requirements and the pass-fail system, and political activity on the campus. These are only the foreseeable issues which have carried over from the past academic year. The effectiveness of the student government in these areas depends upon the interest of the entire student body.

To many student governments have died a slow lingering death and questions of complete abandonment of the organization have been raised. A new constitution will not necessarily rejuvenate the student government unless their is a true desire on the part of the students to become active in the solutions of the problems that face the WPI campus. The past ineffectiveness of the student government has been brought about mainly by a lack of interest. Various small groups and individuals and individuals have tried to tackle the



Dave Hobill

# MEMO TO '74

Welcome to WPI from the staff and personnel of the Worcester Tech Bookstore. We look forward to being of service to you during your next four years at the college.

During the so called "RUSH" of the first few days, our personnel and hours have been arranged for your convenience. We will have upperclassmen on duty to assist you in your selections of Required Books and Supplies to supplement our regular staff. The following information and suggestions of procedures will enable us to help you save time.

FIRST OF ALL, the Bookstore will be open on SUNDAY from 9 a.m. until 5 p.m. We suggest that you get settled in your room and then visit the Bookstore. This will enable you to spend more time in your selections.

IN ANY EVENT, when you do make your visitation to the Bookstore:

1. Stop at the "FRESHMAN DESK", state your LAST NAME and then your FIRST NAME. You will receive a card indicating your individual courses. The card should be shown to our personnel at the various "Stations" set up for the courses.
2. When leaving the Bookstore, DEPOSIT your card at the CASH REGISTER AREA for our records.
3. We SUGGEST that you keep your cash register tapes in the event some adjustment is in order at a later time.

GOOD LUCK  
H.C. THOMPSON  
Manager of Business Services

During the second semester of the last academic year, the student government found itself in a number of crises. In that period of four months, four students (each at a different time) held the position of president of the Student Council of the Associated Students of Worcester Polytechnic Institute.

This problem and the others proved that the ponderous constitution of the student government was also ambiguous in its meaning. The sub-committees formed by the constitution rewrote their own constitutions and the eligibility requirements for the elected officers were questioned.

Attempts to write a new constitution were thwarted by the numerous turnovers in the members of the Executive Council. Presently the student government is operating under the old con-

WHY NOT (cont. from p. 6 col. 3)

The reason often given by people for joining ROTC is the money they receive which helps them through school. At \$50 per month for junior and senior year and \$300 for summer camp, this figures out to about \$1500. Figuring that summer camp means pretty much the loss of one summer's earning power (for many college students, close to \$1000), the money one gets from being in ROTC may be as little as \$500. For this the individual gives up about five hours of his time a week. If one spends five hours a week working part time for \$2 an hour, the monetary benefit of those two years as a student in ROTC means almost nothing.

Besides giving up five hours of one's time each week, one whole summer, two years in the active military, two years in the active reserve, and two years in the inactive reserve, one also gives up some of his personal freedom by joining ROTC. The question of the length of one's hair is only the most trivial example of this.

Another argument against ROTC is that ROTC courses present only one side of issues that are hardly one-sided. ROTC courses, for example, may deal with the issue of the Vietnam War but present only the Pentagon's theory of what Vietnam is. While discussion periods on the subject may be open, when the instructor teaches the material in class you can bet he won't be opting for immediate withdrawal.

One college professor at the University of Massachusetts has stated that ROTC courses are not merely non-intellectual, they are anti-intellectual. Certainly the ROTC classroom is an area where academic freedom is often most conspicuous by its absence. It is an area where classes are graded not so much by the principle of freedom of expression as the principle of material law.



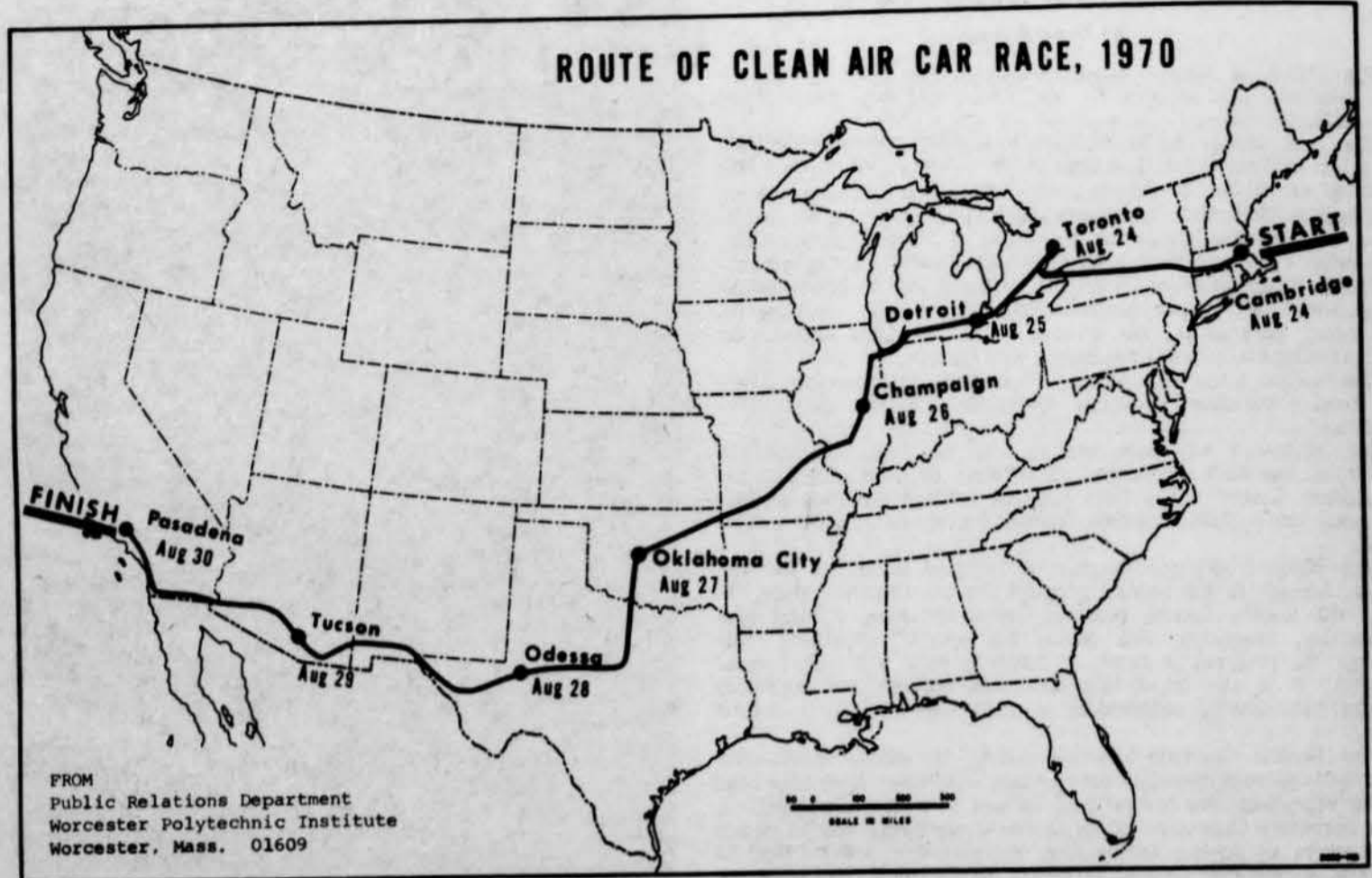
# SIX TECH ENTRIES IN GREAT CAR RACE

Students at Worcester Polytechnic Institute are building six different minimum-pollution automobiles with new designs which they plan to prove in a cross country performance competition this month. About 60 undergraduate and graduate students are involved.

The project began as a challenge. In late Fall, M.I.T. and California Institute of Technology announced plans for a cross country "race" to be conducted this summer to demonstrate the practicality of automobiles designed to emit minimum amounts of pollutants to the atmosphere. This is an outgrowth of the "Great Electric Car Race" between these two colleges in 1968. This year, they invited competition from engineering students at other colleges.

The only design requirements for this year's competition is that the vehicles produce less pollutants than allowed by the California motor vehicle code which goes into effect in 1974.

The rules of the competition require that each entry must meet local requirements for registration as a motor vehicle, that it be driven by students in conformity with all traffic and speed regulations along the route, and that it meet certain design and performance tests to be conducted before the cross country drive begins.



## COED TO DRIVE CLEAN AIR SAAB RACE ROUTE

Nancy Wood, a 19-year old Worcester Polytechnic Institute sophomore studying mechanical engineering, will be one of the drivers of the WPI Clean Air SAAB in the coast-to-coast Clean Air Car Race. The race begins August 24 in Cambridge, Mass. and ends Sept. 1, at Cal Tech in Pasadena, Calif.

She said "my family is all pretty much technically oriented." Her older sister is an engineer for the Simplex Time Recorder Co. in Gardner. Her older brothers are both employed by the family auto dealership. One is a sales manager and the other is a student at Nichols College, Dudley, Mass. and works part-time at the garage.

Nancy's team is entering a red 1970 SAAB 99E two door sedan in the race. With the help of SAAB engineers, the students have installed new pistons and a special camshaft in the engine. The parts were flown in from the SAAB experimental department in Sweden. SAAB also provided a specially designed computer for the car's fuel injection system to help lower the exhaust emissions, as they come out of the car's engine.

A pair of catalytic converters have been installed in the car's exhaust system to further lower the levels of air pollution before the exhaust exits the tailpipe to the atmosphere.

Nancy and the other three drivers of the Clean Air SAAB are now working on the technical paper which each team must present as part of the pre-race qualifying session held the week of August 17 at MIT in Cambridge.

Five other entries will also be entered by WPI students.

### WPI GREAT TEAKETTLE

"The WPI Great Teakettle" is the closed cycle Rankine steam car which will be housed in a 1970 Chevelle donated, with a \$2000 grant, by General Motors Corporation. Basically, the steam portion of the system will consist of a monotube steam generator, an adapted Mercury 6 cylinder outboard engine, and helicopter oil coolers for condensers. The system is designed for unflow steam operation and will burn kerosene or diesel oil.

From the anti-pollution standpoint, any external combustion engine eliminates the poor combustion properties of the internal combustion engine. Hence, the chief advantage inherent in the system is the fact that the fuel is burned completely. The automobile is quiet in relation to the conventional auto. About the only disadvantage of such a system is finding a suitable working fluid other than water for winter use in the northern parts of the country.

### WPI PROPANE GASSER

The Propane Gasser is housed in a 1970 Chevrolet Nova four door sedan and is powered by a Chevrolet 350/cid V-8 designed to burn propane and uses a turbo hydramatic transmission. The carburation system has been converted to accommodate propane by employing an American Bosch conversion system. The vehicle in appearance is quite similar to the standard gasoline fueled model with only minor modifications. This vehicle can be fueled either by bottled propane or liquid propane which is boiled off before entering the system. The car drives almost the same as its conventional counterpart.

The reason for choosing such a system are bas-

### "WPI GREMLIN KY A-SST"

Worcester Polytechnic Institute's Electric Hybrid entry is housed in a 1970 Gremlin. The basic premise behind the vehicle design is as follows: A constant speed gasoline engine powers a generator to charge batteries which power a drive motor through SCR (Silicon Controlled Rectifier) controls. When this vehicle is in rural areas, the engine charges the batteries. In urban areas, the engine is turned off and the car runs only on the batteries thus giving off no pollution in our cities.

The pollution problem of the constant speed gasoline engine is significantly less complicated than the conventional multi-speed automobile engine. For this phase of the problem, an F-head Jeep engine is used since this is a very clean burning engine to start with. The carburetor will be tuned to produce minimum pollution at the operating speed of the generator.

A particular advantage of the hybrid concept is the availability of short bursts of high power, as in acceleration, from the DC electric motor beyond its rated capacity. There is also the advantage of a small internal combustion engine of sufficient size to just cover the average consumption of power. These two advantages indicate the possibility of automobile designs with considerably smaller power plants.

ically three. First, the propane burns much more completely than gasoline thus reducing emissions almost by a factor of two. The large displacement engine is of particular advantage since the wall area to total cylinder volume is smaller thus reducing the quench out area where residual unburned gases remain. The third advantage is the automatic transmission which by virtue of fewer transient engine speeds inherent in its operation the pollution level is reduced.

August 24 - Leave MIT in Cambridge, Mass. Travel Massachusetts Turnpike (I-90) and New York Thruway (I-90) to Buffalo, then via I-290 and the Queen Elizabeth Way to Toronto, Ontario, the overnight stop. Day's travel will pass near or through Worcester and Springfield, Mass., Albany, Schenectady, Amsterdam, Herkimer, Utica, Syracuse, Rochester, Batavia, and Buffalo, N.Y., Niagara Falls, St. Catherine's, Hamilton, and Oakville, Ontario.

August 25 - Leave Ontario via Prov. Route 401 to Detroit for en-route emission testing and overnight stop. Travel will pass through or near Kitchener, Galt, Woodstock, London and Windsor, Ontario.

August 26 - Leave Detroit via I-94 through Ypsilanti, Ann Arbor, Jackson, Battle Creek, Kalamazoo, Benton Harbor and St. Joseph, Michigan, to Michigan City, Indiana, then I-90 and I-80 through Gary and East Chicago in Indiana, to a point just south of Chicago then I-57 southward to Champaign, Ill. for the overnight stop.

August 27 - Leave Champaign via I-57 passing through Mattoon to Effingham, Ill. then via I-70 to St. Louis, Mo. From there, the route is I-44 through Rolla, Lebanon, Springfield, and Joplin, Missouri, Miami, Vinita, Claremore, Tulsa, Sapulpa and Oklahoma City, Oklahoma, for the overnight stop.

August 28 - Leave Oklahoma City on I-35 through Norman, Paul's Valley, and Ardmore, Oklahoma, Gainesville, Denton, Garland, and Dallas, Texas, then via I-20 through Grand Prairie, Irving, Fort Worth, Abilene, Sweetwater, Big Spring, Midland to Odessa, Texas for the overnight stop.

August 29 - Leave Odessa via I-20 to I-10 near Pecos, then passing through El Paso, Texas, Las Cruces, N.M. to Tucson, Arizona for the overnight stop.

August 30 - Leave Tucson via I-10 to Casa Grande, Arizona, then via I-8 through Yuma, Arizona, El Centro, El Cajon, and San Diego, Calif., then via I-5 through Oceanside, San Clemente, Santa Ana, Anaheim, Fullerton, Downey and Alhambra, then via the Pasadena Freeway to the finish at the California Institute of Technology campus in Pasadena.

### NATURAL GASSER



The "Natural Gasser" is a converted 1965 Chevelle powered by bottled propane. Propane costs one-fifth as much as gasoline.



# THE WPI PLAN

by C. W. Shipman, Professor of Chemical Engineering, Chairman of the Planning Committee

WPI has come to the end of a beginning. A new and exciting WPI PLAN has been developed and approved by the Faculty and the Board of Trustees. For the many members of the WPI Community who have been following the work, the immediate future looks at once exciting and uncertain; exciting because of the nature of the new educational program, and uncertain because no one, not even the strongest proponents of the Plan, can be certain of how all the necessary details of the Plan will be implemented.

What is the background, and what can we expect for the immediate future?

For some of us, the 18 months required to develop the WPI PLAN have seemed to be one long committee meeting. There have been four major reports, nine sub-committees and their reports, two Planning Days, countless faculty

meetings, questionnaires, visits to campus living groups, and endless - often heated - discussions. There were literally hundreds of ideas and suggestions, each one read, discussed (and cussed), twisted, bent, fractured, held up to the light, honed, polished, and woven together. Who are the authors of the Plan? No one - and everyone. As one member of the Planning Committee put it, "I've changed my ideas at least three times."

The work of development of the Plan and most of the background information is described in the four parts of "The Future of Two Towers" (available at Gordon Library). The first two parts contain an analysis of the present status of the College, the results of questionnaires, living group visits, faculty inputs, essays on possible programs, and a checklist of items considered. The third part contains a model in skeletal form, a preliminary statement of goal, and the philosophical basis for the model. The fourth report, published in April of 1970, presents the final Plan in detail; some important back-up information (including an history of the entire operation) is contained in the Appendix of that report.

Two Planning Days, during which the entire WPI Community met to discuss its future program, were held. Planning Day I, held in April of 1969 following the publication of the first report, was devoted to discussion of the Planning program itself, the present status of the College, and some of the proposed alternatives. Planning Day II was held in October of 1969 for the purpose of discussing the model presented in "The Future of Two Towers, Part III." On both days students, faculty, staff, alumni, and trustees met together in hard, constructive discussion of our problems and proposed alternatives. These Planning Days were not "gripe sessions", but an impressive, joint effort to understand the various points of view. The participation of the student body in these discussions was most impressive.

During the fall of 1969 student and faculty volunteers served on nine sub-committees: College environment, Courses, Examination, Financing and Cost Estimation, Graduate Study, Advising, Organization of the College, Implementation, and Development of Program Support. In all 90 students and 74 staff served. During the months of November and early December, every afternoon at four one could see sub-committee members, easily identified by the copies of "The Future of Two Towers" in their hand, on their way to meetings. The reports of these subcommittees were distributed to the WPI community, and copies are in Gordon Library.

It was in December of 1969.

The change added to the degree requirements the following: "In only exceptional circumstances would a student be permitted by the Council of Advisors to take a Comprehensive Examination before successful completion of 12 Units (8 of which must be taken in residence at WPI)." Apart of some tactical problems of handling transfer credits this change can be viewed in two ways. To those who worked hard and long to develop a set of degree requirements based on the stated educational objectives of WPI, the additional requirement is antithetical - it makes a partial specification as to how the student is to meet the goal. To those who doubt that the students can meet the challenge, that the faculty can work together in framing proper examinations, that students will work unless required to do so, or that the WPI Community would have the courage to deny the degree to a student who failed the examination, the change made the Plan acceptable. Only time, the experience of implementation, and the unstinting efforts of the entire Community will determine the final form and the many details remaining to be worked out.

It is safe to say that both proponents and opponents of the change will be delighted to find that it is unnecessary. Most of us will agree that any advisor will probably use a criterion something like 12 Units as a starting point to establish an advisee's readiness for the comprehensive examination; but it is fervently to be hoped that completion of the 12 Units will not be used as a substitute to dilute the other requirements - framed to meet the educational goals of WPI rather than to establish a mechanism for reaching them. It is significant that the content of the 12 Units remains unspecified except for the two required Units of Independent Study or Project work and the 1/3 Unit of physical education.

What are the next phases of the planning? To what do we look forward during the next year? The implementation schedule approved by the Faculty and the Board of

Trustees has the 1971-72 academic year as the first year of operation under the Plan, when 10-15% of the student body will be under the new program with increased participation in succeeding years until 1974-75, when the entire entering class will be on the new Plan.

During the 1970-71 academic year the many details and mechanics of the program will have to be worked out. An implementation committee will be appointed; the new academic calendar will be specified in detail and will be adopted starting with the summer term of 1971; financial support will be sought; the various academic departments will begin detailed analyses of the content of the present undergraduate programs so that the Studies and Study-Conferences required by the Plan can be developed; consultants from industry, government, and other Colleges will be retained to review the Plan; and, most important of all, specific provisions will be made to see that the entire program, both academic and environmental, is constantly reviewed.

As this is being written, the administration is hard at work on material for publicity and fund raising; a special committee is considering problems of our academic environment and new forms of living quarters for our students; and Professor Grogan, our new Dean of Undergraduate Programs, is settling into his new and complicated task.

To those of us who have been working for 18 months to get the College onto a fresh, forward-looking, unique, and practical program and who are now leaving the Planning Operation to get caught up on our regular duties, there is a feeling of satisfaction intertwined with weariness, a feeling of gratitude for the many contributions of students and faculty, and a feeling that WPI will, during the next few years, develop into one of the most exciting educational institutions in the country.

Newcomers to WPI will hear much talk about the Plan. Many of them will be directly involv-



Prof. Shipman

ed in testing its various aspects before they leave the College, and some will take their degrees under the program. As with any new undertaking, success will depend on the good will and conscientious effort of the entire Community. There will be changes - perhaps even surgery. But the new people at WPI have an unparalleled opportunity to develop their own particular contributions to the College and we all look forward to their participation.

### On Academic

cont. from pg. 3

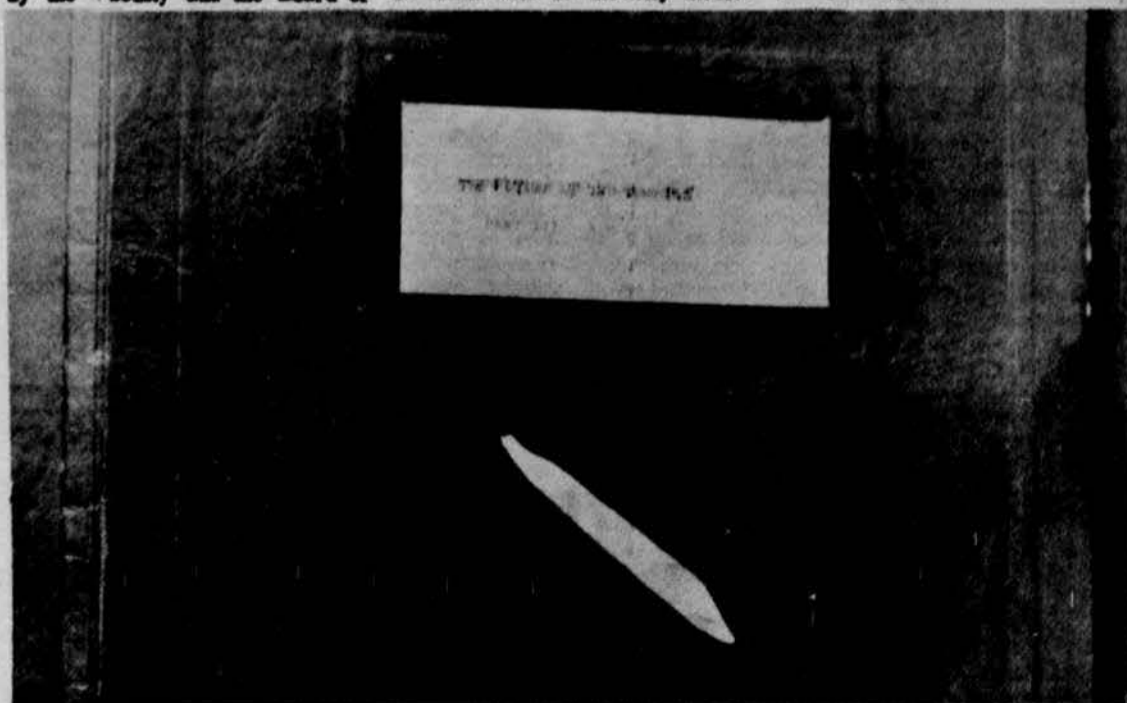
going to be an Engineer whose day to day decision making may involve the safety of hundreds of people. Why so pale and wan young Frosh? For over a hundred years High School Seniors have come to Tech, they did it and so can you. It isn't easy, but who knows, you may surprise yourself. And after four years go by maybe you'll have learned that your education has just begun.



FACULTY LISTENING TO STUDENTS ON PLANNING DAY II

almost one year to the day from the inception of the Planning program, that the Faculty endorsed a statement of goal of the College. This statement is now the official goal of WPI and the WPI PLAN was devised to enable WPI and its students to meet that goal. As with every other part of the operation, there was no single author. At least five different versions were written and rejected before the final draft was submitted. Faculty endorsement was actually the first such action by the Faculty of WPI. The statement commits the College to programs tailored to the needs of the individual student and states that students must demonstrate and translate learning into worthwhile action, and that they are aware of the interrelationships among basic knowledge, technological advance, and human need. The WPI PLAN is a program designed to bring these goals to reality, and it was a basic philosophy in the development that a student who meets the goal should receive the degree.

Following the publication of the fourth and final part of "The Future of Two Towers", there was a series of informal meetings of the Faculty to discuss the proposal. (Interested students also participated.) After the informal discussions a special meeting of the Faculty was held for the purpose of voting on adoption of certain parts of the report - those parts dealing with concrete proposals affecting the educational program of the College. While there were several modifications of a minor nature, the Plan was ultimately approved by the Faculty by a majority of exactly two-to-one with only one significant change. That one change, because it is important and because there has been much heated discussion about it, deserves some comment here.



THE THIRD PLANNING REPORT



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# FRIDAY THE 13TH

by Joe Kays, '71

Last year, a long awaited for and welcome addition came to the Tech campus. It was "Friday the 13th", our new coffee house so called because of the day on which it opened. The idea for a coffee house was first thought of by Gerry Axelrod, social chairman two years ago. It became a reality under the leadership of Dick Schwartz, the social chairman this past year, and is now under the management of three seniors, Al Gradet, Bob Slavin, and Myles Mleper, all of whom were instrumental in bringing it about.

"Friday the 13th" is located in the basement of Sanford Riley Hall and all of the interior decoration was done by interested students. Although it was only open for a few months this spring, the coffeehouse has become the place to go on weekends for some really great live entertainment and on weeknights if there's nothing else to do and you just feel like sitting around talking to friends, drinking coffee--yes, there is coffee--or listening to WICN, the college radio station which is piped in directly from the station.

The enlarged "Friday the 13th" will open Tuesday night of Orientation week at 8 p.m.



Diane and Denise Diane and Denise, two Anna Marie folk singers, at "Friday the 13th"



Eddie Soahs, Jazz pianist



Joni Mitchell, sponsored last year by Social Committee



Pres. Hazzard with Arthur C. Clark, one of last year's speakers





# BLACK AND WHITE GENERATION GAP

**"It isn't a question of race, but of right and wrong."**

(This appeared as a letter in the TECH NEWS of March 24, 1970. It is published here to present a black view of America's racial crisis to the incoming freshman.)

To the minds of men:

Recently many conservative institutions have implemented programs to accept Black Students who show potential to handle a college work load. For the most part the Black Students are assisted financially simply because of need or one might say, lack of family income to provide for a college education. The problem I wish to expound on is that of dissension; or you might say white antagonism to the sudden injection of Blacks into their formerly all white environment. A second point I intend to attack is that of the white attitude toward racial oriented protest and the administrative structure associated with the protest action.

For the most part many agree that Black People have been denied their rightful percentage of the "American dream" - the material wealth of the United States yet these same people who acknowledge the tyranny of Blacks, bolster institutional racism and integration (integration is just a device used to appease the Black People and at the same time maintain white supremacy). As a result of an epochal wave of angry cries of injustice and oppression, many institutions admitted guilt of past discrimination on a racial basis and have taken steps to reverse this discriminatory practice. The educational institutions have realized that if this nation is to endure, they must open the door to help the Black People into the mainstream of America through knowledge.

The second question at hand is the Black Students' right to protest and assemble. As a result of my mind being Black oriented, I cannot explicitly state the white attitude toward Black protest. To remedy this dilemma I shall simply generalize some line of thought on this matter. The white man after seeing news reports of Black Students protesting many times says: "take his financial assistance away and if he still gives you trouble throw him out of the school?" In most cases whites did not consider what action or inaction triggered the Black radical movement on that particular campus. The Blackman is in a hurry, his body and mind was oppressed during his 250 years of enslavement - he intends to make up for all that lost time (this is at the heart of the third world liberation movement).

In the past few years an increasing number of Blackmen have realized the unfortunate results due to white standards and domination of their environment: poverty, eradicated culture, semi successful destruction of Black dignity, pride and self-respect. To put it plainly the resultant was processed minds. Many people who read this will (to ease their conscience I suppose) pass this on as untrue, he'll say: "look at the Black people today, look at all the money this government is spending on them." From the poverty point of view this government is attempting to help the Black People but at the same time one must realize that poverty is relative and if you could graph the results of all this pending on a scale of zero to one-million, then, a person could really see that one is better than zero; infinitesimal as it may be. To combat processed minds the Black People must do this themselves. They must live in an environment where they are the majority, where they will have a chance to find themselves. The result will be: a new found pride dignity and a strong sense of unity: THE BLACK EXPERIENCE. As a result of this feeling many Black Students are not satisfied with the present effort (tokenism) of their particular institution to increase Black enrollment and to alter the campus life situation (i.e. the dormitory facilities to fit the needs that only the Blacks can decide.

For a whiteman to decide (the great white father attitude) what Black Students require is complete nonsense because a white person cannot, in any way, feel or think in terms of the Black People so as to know what they need to feel comfortable and secure in a conservative financial aid he should not and will not cover under any circumstances, to every whim of the white administration and/or system. Compromise and moderation in particular cases is more than wise (this is definitely no weakness) but some things in life are simply non-negotiable!

Power Then Peace,  
Bro. Lionel E. Powell

# WPI'S BLACK FLOOR

by Nora Blum

In September, another sign of a modern campus will appear at black floor. Most of the black students wanted a house as the best answer to their needs, but are happy with having a floor. As one young man commented, "Now we have a place to go where we can be with each other and find where we're at."

One of the main purposes of having a house or floor is to organize a Black Student Union. Jim Ellis thought this could be a base for such activities as tutoring disadvantaged students. Jim also agreed when Lionel Powell described the B.S.U. as a "place to separate so that we can find our own standards of life. For a long time we've been fed white ideas and now we need to look at ourselves and rediscover our identity and culture." The floor lounge also provides a place to hold social functions.

Many of the black students feel that this floor will give WPI a big plus in the eyes of high school students. George Lowe declared that, "This school has publicly made a commitment to have black students here. Now they have to go out and make Blacks aware of what this school has to offer." When asked what that was, several responded "a good education, for one thing." Russ Williams added, "Yes, but a guy doesn't want to study all the time and so we need a Union for social functions." Lionel Powell added, "But that's not the most important reason. The most important purpose is to give us a chance to find ourselves."

These black students feel that there should be an increased black enrollment at WPI. Bruce Peace urged the administration to "become more active. You can't just expect guys to come to you." George Lowe added that "We're going out and talking to groups of black students. The administration should do the same because just saying you want more Blacks here isn't going to make it a fact."

All felt that the school should only accept those who were capable of doing the work, but Lionel added one stipulation, "The school might have to lower its standards a bit simply because the Blacks name schools."

The consensus was that the black floor was a step in the right direction, but that more needed to be done. The administration should find out from the Blacks what their needs are and should recruit talented Blacks more actively. Suggestions for further progress included adding Black History courses and hiring a black administrator.



Ann Henderson, '72

## WICN PREPARES FOR FALL

WICN is currently working on its fall programming while maintaining summer operations. The station is new to the airwaves, having joined the FM band as an educational station this past year. Operating in stereo at 90.5 on the dial, the station puts out 2,000 watts horizontally and vertically to cover Worcester County. The station is licensed to the Worcester Intercollegiate Network, Inc., a non-profit corporation presently supported by WPI and the College of the Holy Cross. Plans are now underway for the expansion of the station to serve the Worcester community.

Studios are located at Hogan Center at Holy Cross and Alden Hall at WPI, with the transmitter located at WPI. The station came into being when the two schools got together and decided to file jointly for an FCC license. Presently the transmitter could go to 10,000 watts without much alteration.

The staff has recently been reorganized with one integrated staff rather than a separate staff at each school. At this time, energy is being spent in fund-raising, for the station will grow as its audience and contributions from industry increase. In mid-semester, the station will change to an expanded educational format. Public Affairs and community programming will play a very important part and are high priority items. The staff is now composed completely of spare-time volunteers, but there is the possibility of a full-time general manager in the near future. Presently, however, all the engineering and other work relies on people willing to devote their spare time to the station.

Almost everyone could find a place that suits them in the station. Among the many different positions open are engineers for the transmitter, news, sports, public affairs, educational material, working with community groups, the environment, entertainment series, and classical, jazz, folk blues, and rock DJ's, in addition to public relations, installation, etc. If you are interested, the station is open 5 p.m. to 1 a.m. daily at one of the two studios, so either come up now, call at 617-752-7517, write WICN Radio, Institute Road, Worcester, Mass. 01609, or stop by in the fall.

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# TECH SPORTS PARTICIPATION FOR ALL

by Frank Steiner

What Sports are available at Tech? Can I play a varsity sport and still have respectable grades? What happens if I get injured? What's gym all about? Is the gym open for anyone's use or is it just for the athletes? As an incoming student to WPI these might be some of the many questions that you might have concerning the physical educational aspect of your college education. I hope this article will clear up some of those questions.

The freshmen are required to attend two gym periods a week. Lockers and towel changes are available in the gym. The physical education department has done an outstanding job of teaching all students the basics of such lifetime sports as tennis, bowling, golf, swimming, handball, and squash. It is hoped that once a student learns the basics, he (or she) will continue to enjoy the game after the formal gym classes are over.

Girls, too, have a special period set aside for them. They have their own locker room, also. They can play most any sport they desire and receive instruction from the coaching staff. Last year, the girls asked head football coach Mel Massucco to explain to them the fundamentals of football, which he did without hesitation.

The gym is open to all students every school day from 8 a.m. to 6 p.m. and weekends from 9 a.m. to 4:30 p.m. The facilities include the swimming pool, weight lifting rooms, a sauna room, the indoor track, and the basketball, squash, and handball courts. Any equipment needed is easily

available from an equipment room which is usually open during the above mentioned hours.

For the student who plays a sport but doesn't want to join the varsity team there is an intramural league. The league consists of the twelve fraternities, the graduate students, and a non fraternal organization called The Shield. These teams compete in such sports as volleyball, basketball, bowling, ping pong, track, and softball and a grand trophy is awarded to the team which does the best overall.

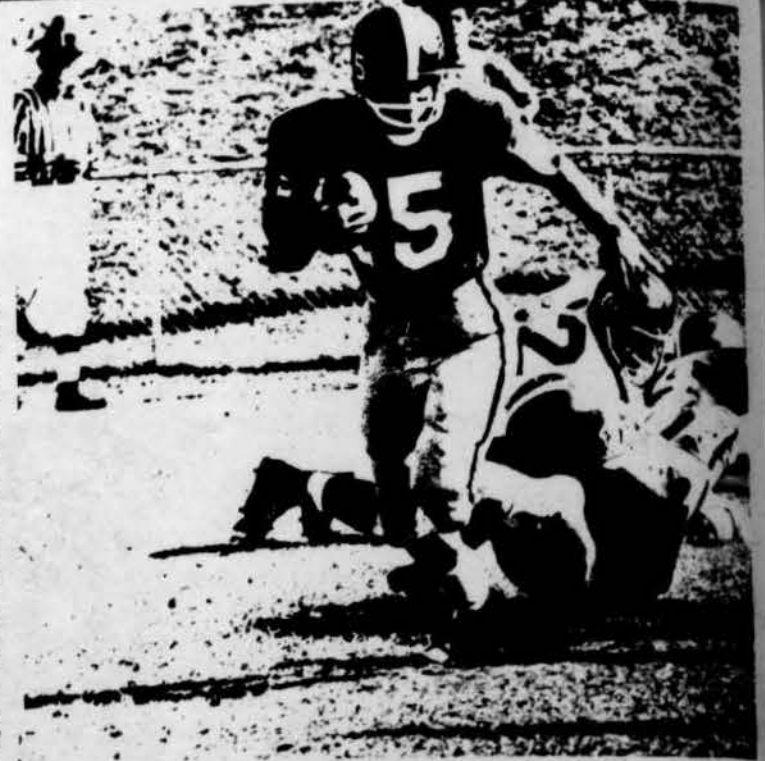
The college considers inter-collegiate athletics an important part of its program, and to this end furnishes every possible facility so that each student, regardless of his proficiency, may have a chance to participate in one or more sports. In addition to varsity teams in football, soccer, cross country, relay, basketball swimming, track, baseball, golf, tennis, and wrestling, club teams also compete with other colleges in rifle, hockey, sailing, fencing, skiing, and crew. Most of this will be explained to you during your orientation period preceding the first day of classes. However, to some the immediate concern has to do with the fall sports of football, soccer, and cross country. For the freshman, these sports start the first day of classes and for those who wish to participate in these fall sports a meeting will be held for each sport sometime during your orientation. There are no "cuts" because the coaching staff believes that any student who decides to go out for a team should be given the opportunity to play. A few words of

advice. One - if you decide to go out for a team, try to be in half way decent shape. You won't be worked that hard, but those who are in shape will have an advantage over those who aren't. Two - if you have some free time during orientation, go to the gym, meet your coach and get your equipment early - to avoid the crowd and to get the better equipment. All the equipment you'll need will be given to you and the only thing you'll need is the brains to remember your locker number and the combination.

Many students (and parents) are concerned about their grades if they play a sport. I may be editorializing but my philosophy is that if you were accepted at Tech you can stay at Tech. Students fall out of this school mainly because they would rather fool around than study. I play football and in my freshman year I didn't study for the first half of the semester. The result was a 1.40 (out of 4.0) at mid-term. That's two D's and an F. I buckled down and ended up with a 2.34 at the end of the semester. Probably the biggest help was the tutoring the Athletic Department set up for the freshman. At times it might seem that the coaches are more concerned than you are, but if you stay with it, you can play a sport and maintain respectable grades.

The Athletic Department has a trainer and a special doctor, who is present at all contests. The cost of any injury is completely covered by the Athletic Department.

As you might have noticed, the Athletic Department is well organized and affords an excellent opportunity for those who wish to keep physically fit.



"... the school should always have as its aim that the man leave it as a harmonious personality, not as a specialist. This in my opinion is true in a certain sense even for technical schools, whose students will devote themselves to a quite definite profession. The development of general ability for independent thinking and judgment should always be placed foremost, not the acquisition of special knowledge. If a person has mastered the fundamentals of his subject and has learned to think and work independently, he will surely find his way and besides will better be able to adapt himself to progress and change than the person whose training principally consists in the acquiring of detailed knowledge."

— Albert Einstein

## TECH SPORTS PRIDE AND SPIRIT

by Don St. Marie

Once again W.P.I. greets another incoming freshmen class and once again a new spirit of enthusiasm will be engendered into the ever changing Tech community. As Freshmen you will undoubtedly possess an inspired emotion that I have known every new class to exhibit. But what is all this wild excitement going to mean when Saturday afternoon rolls around, when football and soccer teams rear for battle or when that lonely man runs the cross-country course? What will all those cheers be good for?

Varsity competition at Tech is unique. Of course we are not playing football with Texas or basketball with U.C.L.A., but we are playing in a tough league for our size and pride is the word. Small college New England and New York athletics is a special brand of sports in its own right. My own experience with football and track have given me a deeper insight to the true value of sports. Tech and I'm sure I won't be the first to say it, surely doesn't keynote its school's accomplishments on the athletic field, I know you will

find that scholarship comes first and that the coaches make no bones about telling you so. Then what is there to play for if you're not going to make national headlines, sometimes not even the local Worcester papers?

Any athlete whether he be varsity, intramural, or sandlot plays with a certain amount of pride in his team and in himself. That is what makes the sports program at W.P.I. It's more a sense of accomplishment at working towards a common goal with a group of people experiencing the delights of victory and the all too apparent dismal feelings of defeat. All this may sound like Tech produces the idealistic athlete but that would be a lie. Yet most athletes at Tech know for sure that they are not being scouted by the Dallas Cowboys or the Minnesota Vikings at a football game. They play with and for that sense of pride. As a personal opinion I think it makes them all the more a well-rounded individual. In a sense it broadens your total education with life. Sports at W.P.I. has given me a chance to find

out more about myself and to meet and make many new friends on the athlete field.

That's why as freshmen I feel everyone should take an active interest in sports at W.P.I. and if you can participate do so by all means. Chances are good you might find a hidden ability for a sport you never knew you possessed. One example I can note is Tim Rooney who played football in high school but switched to soccer here at Tech his freshman year and is this year's co-captain of that team. A small college athletic program gives the average athlete who hasn't the talent a chance to get involved after high school instead of going on to a large university and sitting in the 81st row on a Saturday afternoon. So once again, I'll make the same plea that is made every year to get out and support both your freshman and varsity teams no matter what the sport, no matter what their record. Team support and crowd support are essential ingredients for any winning effort and WPI is counting on you, the class of 1974 to do its share.

SEE YOU  
AT  
ORIENTATION

CAGE BALL  
SAT., SEPT. 19