

# The Tech News

In the queer mess of human destiny the determining factor is luck.

William E. Woodward

Volume 58

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Number 7

## Joint Committees Discuss New Student Government

A joint committee meeting was held in Goddard Hall at 7:30 p.m. to discuss the new student government with Tech Senate President Steve Luber presiding. Although the meeting was open to the entire student body, only ten students were in attendance.

Steve Luber assigned Arnie Antakauskas the job of getting the five committees involved in preliminary studies started on the drafting of a new constitution. The five committees are: Finance (headed by Wally Fini), Academic (Burt Gunther), Social (Arnie Antakauskas), Council (Frank Magiera), Dormitories (Bob Woog). Lennie Lamberti and Steve Luber and Steve Luber are in charge of the over all coordination.

The possibilities of a sixth committee on an undergraduate judicial system are now under study by Fred White. Questionnaires were distributed on the campus last week to tap student opinion on the possible forms this committee could take. The response to these questionnaires was very limited.

Mr. Luber ask for volunteers from the audience for committee work. Bert Gunther volunteered for the chairmanship of the academic committee. Mr. Luber ap-

pointed Bert Gunther as the new academic committee chairman since he felt the previous chairman had been inactive.

A student then presented an alternative to the proposed student government in order to give everyone on campus more equal representation. His proposal centered around a student council which would be chosen on an elective basis from the dormitories and fraternities. The various committees would then be chosen from the council according to their interest. Wally Fini's original proposal had called for the committee chairmen to choose their committees and for these committees to form the student council.

Mr. Luber mentioned the need to involve the school's foreign students more with the school's programs and activities. He felt some program should be studied that would help these students "fit in" a little more closely with the rest of the school. It was proposed that some sort of committee, formed by the students, faculty, and administration, look into the problem.

The meeting was adjourned at 7:50. There will be no committee meeting next week.

## WPI Promotes 17 Faculty Members

Worcester Polytechnic Institute has promoted 17 faculty members, according to an announcement today by Vice President M. Lawrence Price, dean of faculty.

Four were raised to full professor, 11 to associate professor and two to assistant professor, effective, July 1.

### To Professor

Roy F. Boyrgault of 9 Einhorn Road and Charles C. Reynolds of 77 Pine Arden Dr., West Boylston, both in mechanical engineering; William J. Hardell of 7 Neptune Dr., Shrewsbury, mathematics; and

Arthur A. Kennedy Jr. of 39 William St., English.

### To Associate Professor

Albert G. Anderson Jr. of 77 Elm St., head librarian; Roger R. Borden of Princeton and Charles L. Feldman of 18 Bonito Dr., Framingham, mechanical engineering; Raymond Goloskie of 33 Berkman St., Harold W. Hill (Cont. on page 7, col. 4)



Prof. William J. Hardell



Prof. Roy F. Bourgault



Prof. Charles C. Reynolds

## Rubio Concert Given at Tech

On Thursday, March 16 at 11 a.m. Tech students were entertained by Manuel Rubio, classical guitarist. Mr. Rubio is world famous, and an understudy to Segovia.

The program was divided into two parts, and selections were presented from 16th century music to present day classical guitar music. The first half consisted of four numbers, each representing an era in classical music: "Two Pavanes and Fantaisie" by Luys Milan, "Two Gauottes" by Bach, "Menuet" by Rameau, and "Sonnate" by Sor. The second half was entirely 20th century music, con-

sisting of "Two Preludes" by Villa-lobis, "Prelude—Fandansvillo" by Torroba, "Farruca" by Falla and "Alhambra" by Tarresa.

Mr. Rubio has been keeping a very full schedule playing concerts throughout the world. In February, he was at the Berner (Cont. on page 8, col. 3)



Prof. Arthur A. Kennedy

## Dr. Romanoff Speaks On Birth Control

On Tuesday, March 14, the Skypical Chymists were privileged to have Dr. Eli Romanoff as their guest speaker who discussing the subject of "Birth Control." Dr. Romanoff received his Bachelor's degree (in Chemical Engineering)

from Tech in 1934 and his Masters in 1936 (also from Tech). After 10 years of independent work he went on to get his Ph.D. from



Dr. Romanoff

## GOVERNOR JOHN A. VOLPE DELIVERS ADDRESS IN ALDEN

Last Thursday afternoon, Governor John A. Volpe visited the Worcester Tech campus, and delivered an address in Alden Auditorium. Following are excerpts of the remarks of Governor Volpe:

"If this is a generation that has lost faith with its future, let us acknowledge that it has done no more than read with realism the unhappy story of our times. Despite the proclamations of our

ideals and all our pious phrases, the simple fact of the matter is that the institutions of men in their present state are no longer worthy of the confidence of the young.

The young are not satisfied with a compromise of values, they are not satisfied with a world which makes an accommodation with evil. They are not content to be half-right when they know they should be all-right. Perhaps it is the glory of man that youth always stands in judgement upon the old, that they dare to scrutinize the work of their fathers and be dissatisfied with it.

Men used to say that the sins of the fathers are visited upon their sons. It is more true to say that the sins of the fathers will not be tolerated by their sons, and the apathy of the fathers will give way to the action of their sons. The (Cont. on page 9, col. 1)



Governor John A. Volpe

## ANNUAL BLOOD DRIVE COMING TO CAMPUS

On May 3rd and 4th, the annual blood drive will take place on Tech's campus. Dean Trask, along with Leo Jansen and Mrs. Mahoney are heading the drive to get donors for the bloodmobile. Dean Trask stated that during these two days students who are donating blood would be excused from gym. In addition, he stated that anyone who was under twenty-one would need a permission slip signed by one of their parents or guardian. These slips are available in all fraternities, the dorms, the nurse's office, and in Dean Trask's office.

(Cont. on page 9, col. 2)

Tufts University (1951). For the last 15 years he has been involved with answering the following questions. How do the regulatory mechanisms of a woman function? (Cont. on page 9, col. 1)

## Frosh and Sophs to Present Tech Carnival

On Saturday, March 25 at 7 p.m. the Frosh and Sophs will again struggle on the stage of the Tech Carnival. In this annual event of The Goat's Head competition, the vast reserves of freshmen and sophomore talent will be matched (Cont. on page 9, col. 1)



# The Tech News

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EDITOR-IN-CHIEF HOWARD H. SHORE

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## FROM THE EDITOR'S DESK

### America the Beautiful

Starting at infancy, and continuing through the "impressionable years," the young American is injected with the basic notion that there exists in reality the good and the bad, that history is the story of the struggle between good men and bad men, and that America today represents the bulwark of all that is good and righteous.

This is undoubtedly the simplest of all philosophies for the youngster to accept with any amount of comprehension, for it groups all mankind into two fundamental categories, and establishes for him a goal toward which he can work: the eradication of evil.

With the advent of secondary and college level education, the young American begins to realize that the ideological blacks and whites with which he has been indoctrinated can be located nowhere on the spectrum of reality. Alas, they are merely mythological extremes composed of all or none of the real components of society.

It was so easy to believe in white and black, good and evil. Now, as he faces reality, the American youth is overwhelmed by reality's complexity, often reverting back to his childhood philosophy of extremes. Hence, we find a grown adult, a responsible member of society, still believing the childhood fantasy which his society has so invincibly impregnated within him, and all reality reverts back to the nonexistent struggle between America and the Forces of Evil.

This philosophy has its obvious detrimental effects: it forces the subscriber to believe that there are only two kinds of people. He, therefore, must conclude that an individual with a particular idiosyncrasy for evildoings must be, on the whole, evil. Hence, he is an enemy and must be dealt with.

This train of thought leaves no place for reasoning that possibly we can eliminate the individual's idiosyncrasy rather than eliminate the individual. It is not an intellectually oriented philosophy, and serves no constructive purpose to a constructive society. It does, however, prove useful to the military, where it is important to believe that life is a dipole of rightness and wrongness.

This is primarily why it is dangerous to leave national policymaking to the military. It is indeed difficult to assume that the generals, once oriented toward the military philosophy, can reason on an intellectual level. A military leader will inevitably derive the best strategy for winning a war; he will not (nor should he be required to) consider why he is fighting the war, over and above the idea that it represents a conflict between good and evil.

Today America is dominated by this infantile "black-white—nothing in the middle" philosophy. If a man rises to his feet and demands that the United States retreat from South Viet Nam, he must be a communist, because that's what the communists want. (What is a communist, anyway?). The fallacy in logic here is so obvious that one may wonder if the poor soul who mouths such utterances is not, after all, a moron.

Historically, this type of thinking was at its peak when an ass named McCarthy was rampaging all over Washington trying to dig communists out of the woodwork. No carpenter was McCarthy.

Today Americans are not quite so fanatical about turning in their mothers and worshipping blacklists, but we do have an Attorney General who has compiled a rather complete listing of organizations dangerous to the welfare of United States (although he apparently has omitted the Boy Scouts of America due to political pressure). Likewise, we find an aggressive cop named Hoover sitting in Washington calling a man like Martin Luther King "a notorious liar." King was awarded the Nobel Peace Prize. Hoover gets as a prize my personal footprint on his backside.

We cannot look up at our national administrators and say that they are criminal, cynical, hypocritical, or anything elscial, without realizing that they are merely a representation of the American people, and that theirs is the thinking of generations of misinformed and politically immature Americans who have worried more about their flag than what that flag represents. The thinking of our country is sick; we are bathing in the waters of greatness while the tub is draining. We must not look toward any mythological mecca (like Washington) for our inspiration; we must look inward, at ourselves, and determine whether or not our progeny are to be nurtured in the same miserable web of lies and deceit that we were.

H. H. S.

## AT RANDOM

# THE LOTTERY (II)

If, as contended here last week, the reasoning behind the lottery draft borders on the immoral, it is even more apparent that some of its effects border on the inhuman. Particularly, this is exemplified by the elimination of deferments for married men.

Although it is true that this deferment provided a loophole through which many unwilling and immature couples crawled too hurriedly, it is also true that many more young marriages may literally be torn apart by the new law. Young marriages are difficult in any case: the pressure of the new life, the efforts to find jobs, and the probability that small children are around add up to hard situation at best. But if you remove the husband from the picture—at the time when he is needed most—it may well be disastrous. As it stands now, many young "army widows" are on relief because their husbands' pay is far inadequate for even minimal requirements. It seems to be inhuman to make this needless suffering and hardship even more widespread.

What does the lottery mean, then? Briefly and bluntly, it implies a denial of values that have been accepted as the foundation of Western Culture; it implies unnecessary suffering and needless sacrifice. In short, like the story of the same name, it is a system of barbarity under the mask of tradition.

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"I am tired and sick of war. Its glory is all moonshine. It is only those who have neither fired a shot nor heard the shrieks and groans of the wounded who cry aloud for blood, more vengeance, more desolation. War is hell."

—William Tecumseh Sherman, 1879  
B.G.

## INTER-CAMPUS COMMENT

by Barry Chafitz '68

During the past few years, Clark students have become increasingly interested in academic reform. There have been few changes made in the academic structure, excepting the initiation of the Independent Study Program.

Although there are many reasons for this static situation, one of the most important is that, in the past, discussions among the faculty have not been conducted in a systematic way. The discussions have lacked any sense of direction and purpose.

In order to quicken the pace of academic reform, the members of the Academic Reform Workshop of the Social Action Coordinating Committee have initiated a program of open meetings among themselves and interested members of the faculty and administration concerning specific issues and means of reform.

All too often, suggestions for reform have not been sufficiently defined and limited. Professors, who did participate, were not in favor of any changes. Although professors often participated, they paid little attention to the practical means by which reforms could be achieved.

In order to avoid the weaknesses of past discussions, the members of the University Reform Workshop have decided to conduct discussions about specific issues. With the help of interested members of the faculty and administration who feel that the academic structure is worthwhile, and may have definite ideas, practical changes may be made.

In order that the committee may know which members of the faculty and administration to invite to particular meetings, the faculty will be asked to respond to a survey concerning their interests and positions with respect to issues of academic reform.

It is hoped that the meetings will produce not only fruitful discussions, but also pressure for needed reforms.

## Letters . . .

# FACULTY CONFUSION

Editor, The Tech News  
Worcester Polytechnic Institute  
Worcester, Mass.

Dear Editor:

I'm sorry I didn't notice more promptly the quotation attributed to "Professor Weiss" in the story about the student demonstration, on page five of the *Tech News* issue of March 1. I never made such a comment, and it has no resemblance to my attitude toward either student demonstrations in general or toward the events of February 23. The confusion may be related to the fact that there are two Professors Weiss on the faculty, although for all I

know it is equally possible that Professor Alvin Weiss didn't make those remarks either.

Students can and should exercise their right to express their feelings and, when they are serious, to be taken seriously. I find it interesting, exciting, even promising—certainly not merely "amusing." The ubiquitous communication barriers between generations being as they are, it is probably inevitable that most students are unaware of the degree to which our administrative officers and faculty do take their rights (the students', that is), needs, and desires seriously.

Sincerely yours,  
Jerald A. Weiss

PARDON MY PEN!  
By Fred White

Last Fall many households were complaining that the extended period of economic growth was causing too much inflation in the American market. On October 10, 1966 President Johnson and his "New Economics" stepped in and decided to cool the overheated economy. His solution was a temporary suspension of the 7% investment tax credit on plant and equipment spending (that is, 7% of a corporate body's spending on capital goods in a certain year could be deducted from the net amount that body owed the Federal government in taxes for that same year) and the "fast write-off" (which allowed a corporation to assay the value of a new plant at, say, its depreciated value after five years of operation. A \$10,000,000 plant which normally would depreciate \$1,000,000 in twenty years could be valued, for tax purposes, at \$9,000,000 after only two or three years). The 7% investment tax credit and the fast write-off are incentives to corporate spending and hence to increased number of dollars in circulation in the producer market. Such an increase in spending causes inflation in the consumer market, which to householder spells trouble if excessive.

Johnson's move was so successful that businessmen cut their spending plans for 1967 by \$2.3 billion. It was projected that this year's increase in capital spending (i.e. purchases of producer goods) would be 3.9% rather than the 6% needed to merely maintain the Gross National Product at status quo. Thus the chill was too intense—On March 9 the suspension was lifted, and other measures taken to "loosen" the circulation of currency. Even before this Johnson's economists loosened the screws with two other measures—a cutback on the required bank reserve, allowing the bankers to release more of their currency for loans and more federal funds were poured into dried up public works projects.

Their are two good signs apparent in the chief executive's recent fiscal policy.

1) The quick response to economic indicators is in happy contrast to his evidently unprofessional procrastination on the tax problem last year.

2) The actions taken by President Johnson and his economic advisors and the net effect of the interaction of the millions of economic factors (which make the study of economics appear at times so confusing) point out that a capitalistic economy can be regulated to avoid disastrous inflationary periods while not overloading the market with consumer goods. In this case prices were at least stabilized for the five month period. When the credit was reinstated, Wall Street responded with a volume of trading of 14.9 million shares. In case this number sounds unimpressive 16.41 million shares is the highest number ever exchanged on the "Big Board." That was on October 29, 1929.

To Senator Robert F. Kennedy—for his stance on the Vietnam situation—goes the "Outspoken Senator of the Year" award.

They say you've never really lived until you've managed to survive a TKE Sewer Party.



# Indian Community at Tech : Portrait of a Segregated Society

by Bert Gunter

One of the distinctive features of the "American campus scene" is the international flavor of its student and faculty communities. At the larger universities, you can wander about the student unions and hear a dozen different languages (if you can recognize them) ranging all the way from French or German to Chinese or Bantu. Although a small engineering school such as ours cannot encompass quite this size or diversity of nationalities, we nevertheless have representatives of about 20 foreign countries under our "roof." By far the largest contingent is from India.

According to the school catalogue, 50 of the 76 foreign undergraduate and graduate students enrolled at the beginning of the school year were Indian. They come for many reasons. Primarily, of course, it is the excellence of the technological education which attracts Indians, as well as others, to Tech. About 80% of those here are graduate students, and many departments (civil and chemical engineering in particular) actively seek to recruit some of the more capable men with special programs and benefits. Armed with masters or doctorate degrees from Tech, they, and others like them, form the vanguard of India's engineering force.

## A Segregated Society

While at W.P.I., however, most of them remain aloof from the overall campus community; they usually associate almost exclusively with each other on campus,

while living together in apartments off campus. Professor Back, Cosmopolitan Club advisor and former foreign student advisor, confirmed this view. In his opinion, "... they have a strong tendency to ... congregate in rooming houses—to segregate themselves." Dean Brown, present foreign student advisor, added that "they stick together—and live together."

Although this situation seems to have been tacitly accepted by all concerned (one grad student mentioned that the school is extremely helpful in getting off-campus housing for Indians), it is by no means the best solution to the problem. In fact, one student—a senior who lived with other Indians—said that he would "... feel much better to have lived with American students." Why is it, then, that he wasn't?

Professor Back offered one explanation. "They like to do their own cooking, because a lot of them don't eat meat." Apparently, nevertheless, a vegetarian diet is not an absolute religious precept. According to Dean Brown, "The custom is not religious—it merely stems from their dietary background." Amar Kapur, a chemical engineering graduate student echoed this statement. In fact, he said that he had grown to enjoy American cooking, including meat, in his 3½ years in this country.

## Can "The Twain Meet?"

Certainly, then, we must look elsewhere for cogent reasons. One

avenue of approach might consist of a recognition of the basic difference of Eastern and Western "philosophies" of life. Kirit Manjee, a sophomore Ch.E., would disagree. He agreed that there were differences in customs between the two countries; he pointed out that a large percentage of Indian marriages are still arranged by parents. "But it's going out of style," he added. He made it quite plain that he, for one, would not be a part of this tradition. Rather, he emphasized that most Indian students could adjust to the American way of life if helped.

Kirit, by the way, is one of the few who has adjusted successfully. He is a member of Phi Sigma Kappa, speaks with good American slang, and associates freely in college life. He is the exception, however, and he recognizes the fact. In part, he believes, the difference may be explained by differences in family background. From city to city—Bombay, New Delhi, Calcutta, etc.—and home to home, there may be vast variations. He credited his liberal family background with enabling him to make the vow that he would adjust—and then carrying out the resolve.

In Kirit's view, most of the students who come here from his country are hampered by language difficulties, a feeling of strangeness in their new environment, and apprehension about what's going to happen next. Although like him, they could overcome (Cont. on page 8, col. 1)



Jewel Brown featured with Louis Armstrong at Junior Prom, April 22

# Teachers Call for Cessation of War

In a newspaper advertisement believed to be unprecedented in size, more than 6,750 teachers (nursery school through university) issued a statement calling on the American people to stop the war in Vietnam by mobilizing public opinion in their communities.

The statement was signed by 4,112 teachers and 2,654 college and university faculty members in 37 states, including 11 American university faculty members teaching in Canada, Denmark, and France.

The statement noted that "the war continues because vital facts about its origin and development have been deliberately glossed over, distorted, and withheld from the American people. Only

an informed public opinion can stop this barbaric conflict before it escalates into nuclear war. . . .

The thousands of educators who signed the statement asked the American people to join them in urging that the United States Government:

1. End all bombings both in North and South Vietnam.
2. Declare a cease-fire.
3. Adopt the realistic position that the National Liberation Front is the representative of a substantial portion of the South Vietnam people and is thereby entitled to play a role in any future Vietnam government.
4. Arrange to implement the 1954 Geneva Accords which call for the removal of all foreign troops from Vietnam.

it cannot take place if we insist on following the sacred rules of the social game. Conventional rules require the non-native to expect an extraordinary response and the native to be extraordinarily civil.

A good social game is, to be sure, enjoyable; but the only place it can be played on is the dividing line. The real significance and delight of a genuine relationship between a native and a foreigner lies in realizing the nature of the fanciful dividing line and the conventions which lead to its establishment.

Both parties should be aware of their difference; but the differ-

ence is just a springboard for fulfilling the promise, not a rigid line which stifles the potential. It is a pity to see people go astray on both sides of a dividing line of artificial categorization which exists only in their fancy.

This is just one side of the coin; on the other is written "native." Examining this word and its significance would be more complicated than examining "foreign." Yet there is no need for any apprehension: I do not intend to preclude the length of this editorial. All I want to do is to ask you, in all seriousness, "What is it that makes a person a native of this or that country?"

# NOT AS A STRANGER

by Issam Safady

The Collegiate Press Service

Detached observation of the games people play is sometimes much more interesting (what a meaningful epithet!) than active participation in them. Such an interest gains additional overtones when the participants are natives on one side and foreigners on the other.

When a foreigner is introduced to the host society, he is duly given the extraordinary response he anxiously expects. Thus the game starts and goes on. The extraordinary response and the anxious expectations are of great variety and stem from complex motivations: a claim to open-mindedness, a high-brow intellectual facade, mutual suspense, and the list can be carried on to undesirable frankness and length.

Both of the parties involved admit that there exists a problem of relationship and communications between natives and foreigners. Each party leans on their side

of the dividing line and thinks of a way out of what they call an unnatural situation. As long as they lean on that dividing line, their thinking will not lead anywhere.

This article, written from a position of detached observation, claims that the disturbing situation is quite natural, and that the dividing line is dangerous because it exists only in the minds of the participating parties. This is not an attempt to destroy the line, but to demonstrate that it does not exist at all.

The only justified usage of "foreigner" is that which limits it to the administrative sphere, that is, to the purpose of regulating the relationship of the non-native to the host State. This usage is necessary and profitable for both. But if transferred to the area of relationship between non-natives and natives as individuals, the term would become inhuman.

When the host state uses the

designation, "foreign," its primary concern is with the non-native as a physical entity, a product of some "other country. This concern is useful as a basis for the regulatory relationship of the non-native to the host state; but it cannot possibly be a basis for the relationship between individuals.

It is practical and useful for a host State to classify an Indian and a French in the same category. But applying the same rule of classification to individual relationships would result in ignoring both the individual personality of the non-native and whatever characteristics he might have in common with his compatriots.

The encounter of people who belong to different cultures is a potentially rich experience. The potential richness is due solely to the possibility of unfolding unfamiliar cultural elements involved in the making of a human personality. This unfolding is stipulated:

# As We Pass These Hallowed Halls...

"... the school should always have as its aim that the young 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 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





# NATION'S EDUCATORS DISCUSS STUDENT ISSUES

## Student, Faculty Cooperation Advocated

Chicago, Mar. 10 (CPS)—Educators who gathered here for the annual get-together sponsored by the Association for Higher Education (AHE) did not quite have students on the top of the list of items for discussion, but various proposals for finding a place for students—or for keeping them in their place—did keep popping up.

Over 2,000 deans, administrators, and faculty members—and even a healthy sprinkling of graduate students who are "associate members" of the AHE—came to town March 5 to 8 to hear talks about "Leadership and Change."

The greater part of the program was designed to offer advice on how to find leaders—or just plain teachers—and how to bring about any number of changes, from using the latest educational media to revising the whole curriculum.

A significant chunk of the four-day proceedings, however, was taken up with discussions of a topic that seemed to worry many of the conferees—how to deal with demands for more influence by both students and faculty.

Perhaps one of the most forceful advocates of students' place in decision-making was a researcher from Berkeley, Warren B. Martin, research educator with the Center for Research and Development in Higher Education, urged that students be full members of tripartite councils to govern units of universities.

Students, faculty and administration should work together equally on these boards, he urged, which should be set up for units of no more than about 1,000 students if a university is particularly large. An all-university council with students as members should co-ordinate general policy.

Replying to some of the arguments usually made against student participation, Martin commented that faculty members as well as students are noted for mobility, and "faculty loyalty today is more to their professional guild than to their college. Students may identify with a college in a way faculty never will."

Even college and university presidents have an average tenure of "about four years, hardly longer than the period spent by students likely to participate in a college's governance," Martin said.

Even Martin's remarks, however, were designed to offer administrators a middle path, between defending the status quo of rule by administrators with faculty, and according to the demands of "radical students for co-government by students and faculty alone."

The most frequently mentioned model of full-cooperation among students, faculty, and administration was Antioch College in Yellow Springs, Ohio. Indeed, it was about the only place anybody could think of where all three groups had equal status on bodies with final decision-making authority.

Antioch was represented by, among others, student Danny Albert, Community Moderator of the college's community government, and Algo D. Henderson, former dean and president of Antioch, now a colleague of Martin's at the Higher Education Center at Berkeley.

Henderson said that the traditional business-like model of a university as a bureaucratic hierarchy might be applied to super-

vision of janitors, but not of teachers and students. Likewise, he said, although the university may be a set of sub-groups which deal with each other through negotiations, use of such "confrontation tactics" as strikes lessens unity and emphasis on educational goals.

"Group participation" Antioch style was the model Henderson recommended. Viewing the university as "overlapping circles" of governing board, administrative staff, faculty, and students, Henderson urged an effort toward "consensus" and full participation of all groups in decision-making.

Student governments, those popular mechanisms for letting students think they have some influence in the university, came in for hard lumps from just about everybody.

Henderson noted that most student governments "function on a paternalistic basis dealing with somewhat peripheral matters," and are usually called "Mickey Mouse" governments.

Roland Leibert, former Environmental Studies Director of the U.S. National Student Association, now back at the University of Wisconsin as a graduate teaching assistant, also doubted the effectiveness of student governments.

While such governments could "experiment usefully with their own educational reform visions," if given more resources, there would still remain "a significant number of non-legitimate leaders, trouble-makers, and the like," to pester the deans, Liebert commented.

Such non-Establishment leaders do not fit into the usual bureaucratic structure, Liebert pointed out, but are nevertheless needed to remind the college that it "has lost its soul."

A faculty member, too, was con-

cerned with these "disaffiliated and uncommitted" students who are not part of the usual communication process involving student governments and newspapers.

Robert S. Fogarty, professor of American Thought and Language at Michigan State University, reminded the educators that such students may not express their unrest in fully articulate terms, but they nevertheless seek a "something" which they cannot define "because they have never come in contact with the real university of their dreams."

To establish communication among faculty, students, and administrators, Fogarty urged "that all three groups stop lying to one another and the general public." Administrators, for example, should "cease the publication of 'slick' magazines which simplistically present the university as a paragon of virtue," Fogarty said.

He also struck at "faculty who profess an interest in education yet do not have the time to talk to students," and at students who do not admit "that they find the university a good place to be simply because they have no place to go."

While others were pointing out that some student leaders do not fit into "the system," E. G. Williamson, the University of Minnesota's Dean of Students, described a successful program to "train" student leaders with the help of the "machine."

Since 1956, he reported, Minnesota has held weekend retreats for "high-ability freshmen" who are invited to come and discuss issues of current interest with faculty and outside experts. "This kind of extracurricular experience triggers in the student aspiration to become more involved in these matters," Williamson commented.

## Faculty Evaluation By Students Advised

Chicago, Mar. 10 (CPS)—Evaluating faculty teaching is one special area in which students can participate in their universities, said panelists at sessions of the Association for Higher Education (AHE) conference here, (March 6).

Philip Werdell, editor of the student-published *Moderator* magazine, commented that the "traditional approach" in which students compile responses to questionnaires on opinions of individual faculty members, is "slow and ineffective at best in reforming higher education."

A more effective technique, he suggested, is student operation of "free universities" and experimental colleges, which offer new types of curriculum, the opportunity to build new ways of learning for the students themselves, and can help them "have the confidence and experience to ask their regular faculty members better and bolder questions."

The most effective strategy in the long run, Werdell said, is the "action curriculum, integrating academic and practical pursuits." Such work-study programs as those at Franconia and Antioch colleges

help the student "develop the understanding that ideas have consequences."

A start at "involving the student in every course" would be to at least "begin a dialogue" about the course, in which a teacher and his students would "sit down for a week or so and discuss how valuable the course has been" while the course was still in progress.

Student evaluation of faculty can be especially helpful for the purpose of self-improvement of teachers, suggested Louis Long, chairman of the department of student services at City College of New York (CCNY).

At CCNY, he said, a student government-initiated questionnaire project is handled by a joint student-faculty committee. Faculty participate in a project voluntarily and receive confidential reports on their own teaching.

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## Lack of Concern for Student's Needs—Today's Greatest Obstacle

Chicago, Mar. 10 (CPS)—Ambivalence, demands of expediency, and a too narrow view of the purposes of education shackle today's college and universities, according to a noted Stanford University educator.

Speaking to the national conference of the Association for Higher Education, Nevitt Sanford, director of Stanford's Institute for the Study of Human Problems, suggested that humanistic leadership and greater concern for student-oriented institutions should be the goals of America's institutions of higher learning.

Sanford lamented the lack of direction given by present administrators and faculty to the student. "There is seldom a suggestion

that college might help to change the individual himself, to broaden his horizons, to liberate him from dogma and prejudices, or to give him a new sense of identity," he stated.

He described the problem of administrative leadership of presidents of American universities as an over concern with organization and image.

"The responsible individual is vanishing into a tangle of organized social roles and group memberships. . . . Instead of good or bad decisions by responsible officials, we now have the consensus of anonymous committees," he commented.

(Cont. on page 9, col. 3)

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# BRING IDEALISM BACK TO CIVIL RIGHTS PROTESTS

by Tim Haight (CPS)

One can only elaborate the problem for so long and then some solutions have to come. Here are some wild guesses on how we might bring human values back into the conduct of affairs in America. All of this is hopelessly idealistic, but for us that is nothing new.

1. Remember how it all started. Civil rights. Lunch-counter sit-ins and kids getting pelted with rocks trying to go to school. Jim Crow. Folk songs—an awakening of middle class youth to lives they hadn't known. Joan Baez saying at the demonstration, "Smile, this is a labor of love."

2. Remember what it aimed at. Martin Luther King wanted to arouse the conscience of America. We called the demonstrations the war "teach-ins." The purpose was to appeal to America at large.

3. Remember what happened. Some laws. The war goes on.

White backlash. Frustration. American turned out not to have such a beautiful conscience to be awakened, after all. North was as racist as South.

4. Remember where we are at. We feel beaten-up, disillusioned. Some of us take LSD, more or less frequently. That gives a wonderment, good or bad. It is not an escape, for we learn about our minds. But it does not solve the big social problems, and the presence of the Godhead doesn't necessarily tell us how to live when we're down. But the LSD culture stresses love and peace and beauty. Amen to that.

Now, what can we learn from this? First, we cannot forget the human needs. When the Movement started, it was a gut thing. With whatever fantasy we adolescents of the WASP middle class could muster we did empathize with the Negro. We did feel the

magic of their love of the freedom they never had had.

We made a mistake. We were too other-directed. We let our hope for awakening America become too important. We should have been prepared for the possibility that problems of war and peace, of freedom and slavery, were too deeply rooted all over this country to be solved with a picket sign on a weekend.

We made another mistake. We let our desire for press coverage change what we were. When the press covered our image badly, we adopted clichés to fit a simple pattern, rather than forcing them to be complex. Then came the mania for novelty. Each demonstration had to be new, different.

We felt the old values of love and freedom were hackneyed. When we realized the "is" was complicated, we responded by complicating our "ought." We launched Yellow Submarines in-

stead of saying the verities that are older than the Gospel. We had to be "in."

When we had to summon strength to deal with complex problems, we became ritualists. We did not have the breadth of mind to remember the emotional drive that got us started. The need for that emotional commitment was shunted off so much that when it broke loose again with the beauty of the hippies in psychedelic new dress, we did not recognize it as part of where we had been.

So we perceived it as a dilemma. We said love or activism. But love

is activism, the angry young zealots notwithstanding. The hippies are activists. They are building a community, one that is integrated and hates war and is fighting the demon of the work ethic.

And, in our own world, we can see again how working for human change—for an end to war and poverty and discrimination can be emotionally satisfying. All we need are means that do not get us where we were before.

We have one thing going for us: we are older and wiser. We can keep our "ought" and ravel (Cont. on page 9, col. 3)

## STUDENT GOVERNMENT DISSOLVED AT MIDDLEBURY

Middlebury, Vt., Mar. 13 (CPS)—In a protest against powerlessness, the students of Middlebury College have voted to dissolve their student government.

A campus referendum on the issue saw the Middlebury Student Association abolished by a 407-70 tally. Student Association presi-

dent John Rogers said he "had expected that sort of a vote."

Rogers said he considered the referendum results "a positive act, calling for a redefinition of the whole concept of student government at Middlebury."

The editor of the school's paper, THE MIDDLEBURY CAMPUS, stated that the referendum came about because the Student Association "felt it had no tangible powers."

Campus editor Jeffrey Dworkin said that the governing body had been limited to determining the distribution of student activities fees, and that even this process involved possible veto by the school's director of student activities.

According to Dworkin, the Middlebury administration is considering holding an election to reconstitute a student governing group. Meanwhile, the Freshman Class Council is contemplating self-dissolution because of its lack of power.

Middlebury Dean of Men Dennis O'Brien said he considered the referendum a "neutral act" which "can be interpreted in many different ways."

Commented O'Brien, "Either (the results) mean that the students consider student government trivial and it should be gotten rid of, or they feel that student government is very important and it should be strengthened."

The Vermont school's director of student activities, Lynn Hinman, said he was "not sure that the students understand the practical inconveniences that this is going to mean." Hinman stated that there were "certain house-keeping functions that must be performed," and that it was unclear as to how these tasks would be handled.

At Hofstra University in Hempstead, N.Y., the Student Council has been dissolved in favor of a new student government structure. Under the new Hofstra system, a 50-member Student Senate has been established.

Under the previous system, Student Council delegates had been selected in an at-large election. Student Senate members will run in four particular constituent areas.

Council President Greg Fredricks said the new system was necessary because the student government had deteriorated into a system of independent agencies.



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# World Peace: the Humanist Viewpoint

(Ed. note: The following is a letter from the secretary of the ideology department for the Cultural Olympic Games, a French humanist organization which has persistently opposed the Vietnam conflict. The letter is addressed to American students.)

One of the most remarkable features of the present century is the way in which the Western Powers have obstinately persisted in bringing about their own downfall. In order to weaken the Czar, Kaiser Wilhelm II supported Lenin; in order to weaken Hitler the U.S.A. allied with Stalin; and it was the United States once again which assisted Mao Tse-tung in driving out the Japanese from his country. Communism has only gained power in the countries which it dominates today, because the capitalist powers, as victims of their own nationalistic antagonisms, gave it the opportunity. In this way, the West has slowly worked towards its own destruction.

The hopeless situation of humanity today is the result of nationalism and it marks a decisive stage in history. Since the revolution of the proletariat failed in the industrialized countries, Soviet Communism has resolutely abandoned Karl Marx's old theories. Contrary to the alleged development of history, the international working class has not succeeded in imposing its doctrines, and in the conflict in Vietnam, patriotism prevails over internationalism. The importance of this phenomenon must be emphasized, for it

strengthens the political position of the giant China. In these circumstances one might wonder what the U.S.A. can be defending in Asia, perhaps the interests of the Soviet Union? . . . President Johnson himself does not know, and is incapable of saying where his policies are leading. All the same, he is now making mistakes which are bound to lead to catastrophe. They can be briefly enumerated:

—In blindly massacring a whole nation the U.S.A. is supplying the best possible material to communist propaganda for identifying Western civilization as the "cruel imperialist aggressor." From this point of view, the policy of the U.S.A. is immoral.

—The presence of American troops in Asia gives the Asian communists a pretext for mobilizing their peoples in order to drive out the "invader," lends to the Chinese theories an argument justifying full armament, and allows all future aggression to be carried out in the name of patriotic spirit. In this sense, the war which the U.S.A. are waging in Asia gives China the possibility of "being called to help" and allows it to legally invade the border territories, as the U.S.S.R. did at the end of the Second World War.

—The present tension which is responsible for the deterioration of American-Soviet relations weakens the theories of peaceful coexistence, and reinforces those of the bellicose school of Peking, encourages the pro-Chinese tendencies of Moscow, and could in the worst instances justify their accedance to power, thus consolidating the unity of the communist block. Since the U.S.A. cannot carry out a war against China with conventional weapons, it is doubtful that the U.S.S.R. would accept the crushing of China by America, because she herself would then be directly threatened.

—The government of the U.S.A. is annoying its Western partners by putting them in danger of being dragged into a world conflict which no-one wants. The United States is destroying its support, even from countries which are still behind it, and is breaking up Western unity, which does not strengthen its political position.

—By sending the young people of America to a purposeless massacre, the United States is depriving herself of those precious elements which she will urgently need in the future, and moreover, she is deepening the rift at the heart of her own people, rendering the antagonisms irreconcilable, and thus ruining her own future for the benefit of a confused situation in internal politics which could become irremediable.

—Realistically speaking and without exaggeration, the present conflict will result in a nuclear war in which the U.S.A. will be the first victim and from which it will never recover.

—The American government did not understand that the abandonment of Vietnam to China well before the military engagement would not have been a political defeat, because the strengthening of China's position in Asia can only be brought about at the expense of the U.S.S.R., and not at

that of the U.S.A. which has nothing more to gain in Vietnam, even if it loses everything there. Now, the American nation is responsible for a war which should soon set China and Russia against one another.

On a strategic level, the American government still has not grasped the problem, because it is faced with an entirely new situation. The war between the U.S.A. and Japan could be much more easily condoned for the following reasons:

—Japan committed an open act of aggression at Pearl Harbor, whereas Hanoi has never openly provoked hostilities.

—Japan was isolated in Asia, but North Vietnam is supported by China and the other communist powers.

—Japan was an island, easy to isolate by sea, but with the use of only conventional weapons, the U.S.A. cannot overcome China—even less the communist powers.

—During the Second World War, the Americans could operate from island to island and drive out the enemy for good, but now the enemy always comes back to the place where it was driven out the day before.

—The war with Japan did not have the same sort of confused political situation as that in which the U.S.A. has now become entangled in Vietnam.

—Command of the sea was the determining factor in the defeat of Japan, whereas in Vietnam it is only of limited importance.

—Command of the air is only a slight advantage when the war is taking place in the depths of the jungle, for unfavorable atmospheric conditions can paralyze aviation.

—The Vietcong is a ghost-like enemy which can disappear amongst the population, so that it is practically impossible to exterminate it without inflicting extremely heavy losses on the civilians. This is an awkward situation, for the civilians are supposed to be protected, but in fact the Americans have become infinitely more harmful to the Vietnamese than the communists can ever be.

—Determining factor: The Japanese were considered as invaders, but the Vietcong are supported by the Vietnamese population, and the Americans have only themselves to rely on.

We know however, that in the end President Truman had to use atomic weapons against Japan. What is President Johnson going to do to get out of a situation where his soldiers have to let their modern weapons become rusty in the rain, and go and fight hand to hand, armed only with knives, against an enemy hardened to the unhealthy climate which the Americans find difficult to support? American people have no need to delude themselves about the solution to the conflict, and if the U.S.A. wants to bring it to an end, it will have to resort to poisoning the air of the jungle with deadly gases and so preventing the Vietcong from sheltering there; no other solution is strategically possible! But here a dramatic moral problem arises and President Johnson will have to violate the Declaration of the Rights of Man

if he wants to emerge from this war as the victor. China is fully aware of this and she wants to make the Americans commit the most barbarous atrocities, which will, of course, be tantamount to the political suicide of the American nation.

China could not be in a more favorable position, both politically and strategically, with regard to the conflict in Vietnam, and the leaders in Peking know perfectly well that the U.S.A. could not be at the mercy of more difficult conditions—from all points of view. For this reason China has decided to support the struggle of Hanoi without reservation. From this analysis it follows that:

—There can be no peace negotiated at Vietnam.

—Any continuation of the fighting can only lead to a war with China, that is to say, a world war.

—A simple retreat of the U.S. troops in Vietnam would, under present conditions, be equivalent to capitulation, which would concede a splendid victory to Chinese theories and encourage the leaders in Peking to further initiatives.

—The U.S.A. can only force Hanoi into capitulation by using arms which are forbidden by the Geneva Convention.

However that may be it is now perfectly useless for young Americans to go and die in Asia and YOUNG PEOPLE MUST REFUSE TO FIGHT IN VIETNAM. Let those who are responsible for the political mistakes of the past suffer the consequences in the future.

It would have been wise to have consolidated the American-Soviet rapprochement which was outlined by J. F. Kennedy, and even to have sacrificed Vietnam, for there is not better weapon against one's enemies than to take sides with one of them when they are in dispute. Caesar and J. F. Kennedy were both aware of this elementary rule of strategy. If it is legitimate for the U.S.A. to defend its territory, and if it is to be agreed that it could not tolerate the installation of Soviet atomic rockets by a communist regime in Cuba, then it is not at all evident that the fact that a communist regime is occupying Vietnam, or even South-east Asia, puts the security of the U.S.A. in danger, for Russia lies between America and China. So the U.S.A. did not have to wage war on a continent which had become hostile to it.

Any solution to the conflict in Asia, whatever it may be, will mark a significant date in the history of the U.S.A. for it will illustrate the evident failure of a doctrine which relies on violence and completely ignores man. Those who provoked the arms race, in the West as well as the East, are today slaves to the terror they have spread over the earth and they tremble with fear at their own weapons. The Chinese know this only too well and are ready to exploit this phenomenon as far as possible by driving humanity to the brink of nuclear war.

The instinct of possession has always driven man to struggles in which he has slain his brothers and Vietnam is only one sad example of this. . . .

Georges Lacroix, Secretary of the ideology department for the Cultural Olympic Games

## NATIONAL PLACEMENT OF TEACHERS PROPOSED

Ann Arbor, Mich.—(I.P.)—A supermarket of college professors? That's what may be in store for the nation's colleges in the near future. The American Association for School, College and University Staffing (ASCUS), based in Hershey, Pa., recently announced plans for a nationwide system of recruitment and placement of professors.

Evert W. Ardis, director of the University of Michigan Bureau of Appointments and Occupational Information and vice president of ASCUS, said the proposal is intended to bring "some semblance of order out of the chaos that now exists in the academic marketplace."

"Traditionally," said Ardis, "vacancies on college staffs are filled by informal methods of the dean or department head contacting professional friends throughout the country."

That method of obtaining staff members, he mentions, has reached a point of futility. At the University of Michigan alone the number of requests to his bureau for college teachers has steadily risen from 4,520 in 1960 to more than 12,700 during the past year. Referral to placement agencies, Ardis notes, usually come after personal contacts have been exhausted.

If put into effect, the "supermarket" would be a cooperative effort by the placement offices of major universities and the various professional and learned societies in gathering resumes of candidates seeking university teaching posts.

Ardis said that materials on candidates would be made available

to potential employers through electronic data processing. Thus, the small schools would have access to information on possible staff members on a scale they would not be able to maintain and finance on their own.

"With the increased number of colleges and universities in the country and the tremendous growth of those institutions," says Ardis, "the proposal could attempt to distribute the available educators into environments that would fit both them and the particular educational community."

The University also points out that a Ph.D. degree can be the beginning of a highly successful career in college administration. It was stressed here that the University's internship for college administrators is a valuable step in the preparation of the postdoctoral fellow for effective service when he goes out into field.

The Michigan Fellows in College Administration are young men under 45 who spend a year here on postdoctoral fellowships financed by the Carnegie Corporation of New York, and administered by the Center for the Study of Higher Education with the advice of a University-wide committee.

The internships are informal and have been pursued in the offices of several of the vice presidents and deans of the university, as well as of neighboring institutions.

Their duration is not rigidly fixed. They may continue for a whole year, or for a semester only. The engagement is never for full time.



**FACULTY PROMOTIONS—**

(Cont. from page 1, col. 5)  
 singer of 240 Main St., Spencer, and John F. Wild of 16 Cavour Circle, West Boylston, all in physics; William D. Hobey of 196 St. Nichols Ave., chemistry; Merl M. Norcross of 36 Darnell Road, physical education and athletics; Joseph D. Sage of 2 Richards Ave., Paxton, civil engineering; James W. Wightman of 32 Hackfeld Road, economics, government and business; Imre Zwiebel of 11 Drury Lane, chemical engineering.

**To Assistant Professor**

James E. Mooney of 8 Highland St., Berlin, history and modern languages; William B. Peirce of Cove Road, Forestdale, mechanical engineering.

Prof. Bourgault was graduated from Tech in 1942 and was a metallurgist and engineer for 10 years in industry before receiving his master's degree at Stevens Institute of Technology. He was a research associate and instructor at Stevens before returning to W.P.I. in 1955.

Dr. Reynolds received three degrees at M.I.T., where he taught and later was a Fellow in metallurgy. He also was assistant dean at Thayer School, Dartmouth, where he was on the faculty for two years. He joined the W.P.I. faculty in 1962.

Dr. Hardell is a graduate of Northwestern and received his master's and doctorate at Michigan State Univ. where he taught for four years, and was in industry for four years before joining the W.P.I. faculty seven years ago.

Prof. Kennedy is a Nebraska State College graduate. He took his master's degree at University of Wisconsin and was on the Washington State faculty for three years. He has been at W.P.I. since 1950.

Prof. Anderson is a graduate of North Dakota State University, took his master of arts at University of Wyoming and a master's in library science at University of Illinois. Prior to coming to W.P.I. in 1963, he was technical information coordinator of the Bendix System Div. at Ann Arbor, Mich., for three years.

Prof. Borden received two bachelor's degrees from M.I.T. and his master's at Tech. He taught at Franklin Institute and Wentworth Institute for six years before join-

ing the W.P.I. faculty in 1959.

Dr. Feldman received three degrees at M. I. T., teaching and lecturing there. Lowell Institute, and Northeastern University. He was appointed to the Tech faculty in 1965.

Dr. Goloskie is a Brown University graduate. He has a master's and his doctorate from Harvard. He taught three years at Colgate before coming to W.P.I. in 1962.

Dr. Hilsinger was graduated from University of Michigan, receiving his master's and doctorate at Connecticut. He taught there and did research before appointment in Worcester in 1962.

Dr. Hobey is a Tufts graduate who received his doctorate at California Institute of Technology, where he was a teaching assistant. He was a research fellow at Cambridge University, England, for a year before appointment at Tech in 1963.

Prof. Norcross is a graduate of University of North Carolina, where he also received his master's degree. He coached high school sports for two years before becoming an instructor at Tech in 1957.

Prof. Sage received his bachelor's and master's degrees from Rutgers University where he also was a research assistant prior to joining the W.P.I. faculty in 1957. In the interim, he also has been a Fellow at Clark.

Prof. Wightman is a graduate of Franklin and Marshall. He has been a teaching fellow, research fellow and lecturer at Clark, where he received his master's degree. He taught at Trinity for three years and has been at W.P.I. since 1965.

Dr. Wild has received three degrees from Yale. He was on the faculty at Trinity for five years. He has been at W.P.I. since 1962.

Dr. Zwiebel is a University of Michigan graduate. He received a master's and his doctorate at Yale. He was in industry for nine years until his W.P.I. faculty appointment in 1964.

Prof. Mooney was graduated from Harvard. He received a master's degree at Clark where he later was a teaching assistant. He has been at Tech since 1963.

Prof. Peirce is a graduate of Worcester Tech, where he received his master's degree. He became an instructor in 1962.



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**INDIAN COMMUNITY—**

(Cont. from page 3, col. 3) these problems, they are just not given the aid they need, so that they gravitate to the safe—and easy—position of self-isolation.

Amar Kapur told me a story which would seem to verify this interpretation. When he first came here, he said, he telegraphed ahead to the school to have someone meet him at the airport or, failing that, send back some directions telling him where to go when he arrived. He received no instructions, so that when he arrived in Worcester, he stepped off the plane expecting to find someone there. No one was. Confused, he got into a taxi and asked them to take him to Tech, not knowing where it was or how expensive it would be to get there. Finally making it to the school, he found the campus deserted—it was Sunday. Luckily, Nils managed to run into him and, seeing his situation, called Mr. Sweeny to let him into the dorm. Once settled, he now could worry about where to eat, how much money things would cost, and all the other attendant problems of a harrowing relocation in a strange environment.

**School Helps**

What, then, does the school do to help its Indian students? Most important, of course, is the presence of a foreign student advisor to provide ready availability of a competent counselor. Through this office, the school attempts to provide assistance in housing, academic, and monetary problems. Besides this office, the Faculty Wives' Association locates foreign students in homes over holidays to provide some part of the holiday meals and festivities which the students would otherwise miss. Locally, the International Center, with headquarters in the YWCA, sponsors social events and English classes for foreign students throughout area campuses.

**Formal Efforts Don't Work**

These well-intentioned efforts do not seem to meet with a significant measure of success. On the contrary, Kirit Manjee opined, they only serve to further segregate the Indians. "Everything is strictly based on formal relationships,"—everything merely emphasizes the "foreignness" of the students, rather than accepting them on a more realistic informal basis. Kirit is particularly outspoken in his denunciation of the International Center; though he realizes that they are well-meaning, he felt that the overly-condescending atmosphere permeating the whole effort makes it too much like a charity. In his own words, "Any organization you make for foreign students encourages them to segregate themselves." Rather, it is through the work of the Cosmopolitan Club—a group which encourages both foreign and American membership—that true progress could be made.

Professor Back, faculty advisor to the club, probably would agree. He spoke highly of some of the lecture programs the club sponsored; a recent discussion under Dr. Johnson of the history department on Vietnam had drawn enthusiastic response. But, again, he disparaged the lack of support from the students, particularly the American students.

Amar, who is president of the club, also spoke highly of its work. Not only did he agree with its social and cultural benefits, but also pointed out that it could, and did, offer significant academic benefits too. In particular, its success in aiding students to overcome

language problems by forcing them to use English was of importance. Indeed, he thought that such informal learning was far more effective than any "official" language classes.

**Conclusions**

In the course of these discussions, certain facts became painfully obvious. First, the Indian community on this campus is effectively segregated from the mainstream of student life, thereby depriving the school of their background while depriving themselves of ours. Second, efforts to alleviate this condition have, on the whole, remained unsuccessful. Finally, blame for these problems must be shared by all—by the Indian and American students, by the faculty, and by the administration.

I do not believe this situation is entirely amenable to absolute solution; I do believe, however, that a good deal more can—and should—be done. One suggestion which I proposed, and which those students I talked to heartily seconded—is that upon his arrival, every Indian student should be assigned an individual advisor to work with him closely in the difficult adjust-

ment to his new environment. For undergraduates, this advisor should be another student—someone interested in being a friend even more than an advisor. For the graduate students, either other graduate students or faculty members should serve.

Another area which needs considerable examination is that of housing. Presently, efforts seem to segregate the Indians rather than integrate them into school life. If these students could live with Americans they could be drawn into active and productive participation in current dialogue.

**RUBIO—**

(Cont. from page 1, col. 2)

Conservatory of Music, then began a U.S. tour. Prior to coming to Tech, he performed in Maine, New Hampshire, and Vermont, and following Thursday's performance, he was to perform in Virginia, Florida, Texas, Alabama and other southern states. After his two week tour in this country, Mr. Rubio is scheduled to travel to France, Switzerland, and Germany before returning to his home in Madrid, Spain.

Certainly, many have ideas which should be heard. In line with this proposal, the position of the Cosmopolitan Club should be strengthened with increased individual support, thus enabling it to sponsor interesting social and cultural events.

To coordinate all these efforts and to provide a fertile environment for new and imaginative ideas, a student-faculty-administration committee should be formed

to pursue immediate study of these and other suggestions. It seems self-contradictory for this school to accept Indian students and thereby pledge to give them the finest technological education possible, while simultaneously denying them a full cultural education. Moreover, recent efforts and new realizations make this dichotomy increasingly obtrusive. Productive solutions can be achieved; efforts to seek them should begin.

**NEWS SHORTS**

**Elections** were held at four houses two weeks ago. Theta Chi elected Jack Hoyt, president; Bob Gosling, vice-president; Bob Templin, vice-president in charge of rushing; Dave Baxter, secretary; and Joel Greene, treasurer. At LCA, the new officers include Tom Fitzpatrick, president; Lee Gates, vice-president; Tom Kiely, secretary; and Paul Arruda, treasurer.

Phi Kappa Theta's John Bresnahan, Arnie Antakauskas, and Frank Verderber were elected

president, vice-president, and secretary respectively. Ken Kopka was appointed treasurer. ATO elected George Cumming, president; Pete Konopa, vice-president; Bob Gallo, corresponding secretary; Frank Yazwinski, recording secretary; John Trudeau, treasurer; and Rich McCue, house manager.

**Delta Sigma Tau Fraternity's** newly elected officers are: Steven H. Leece (69 Phys), president. (Cont. on page 9, col. 4)



**SUDDENLY, IT'S UP TO YOU.**

Where has the time gone? Suddenly (it seems) you're about to be a graduate engineer...faced with a career choice that is yours alone to make.

The transition from cap and gown to the professional world can be a rewarding experience—providing your decision is based on the prospects of a solid, dynamic future offering maximum growth potential.

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**CARNIVAL—**

(Cont. from page 1, col. 5)  
in a two hour duel of skits, routines, "song and dance" and off-color-jokes. The faculty will also enter into the competition with some sort of buffoonery, the theme of which will be carefully kept secret until the performance—not even the actors know! Again tying the whole performance together as emcee will be campus celebrity, former vaudeville star, Nils Haggberg.

Last year the present sophomores won the show "hands down" under the competent direction of Gary Blodgett. As this year's director, Gary commented, "They (the frosh) haven't got a chance. Our increased maturity and experience will be the winning factor."

Led by Mike Sullivan and Barry Lucas, the challenging freshmen plan to stage a fine performance. To quote Mike, "Right! This school hasn't ever seen talent such as we've got!"

Admission is \$1.00; girls free. Tickets are being sold by the dormitory counselors and fraternity representatives, and will be sold at the door.

For an evening of comedy, suspense, and bathos, don't miss it—the Tech Carnival!

**BIRTH CONTROL—**

(Cont. from page 1, col. 5)  
What are some biological ways of birth control? In short, what makes a woman a woman? At present, he is working for the Worcester Science Foundation on biological methods of birth control. He spoke on the different methods of birth control, both present as well as future ones. Some of the ways, he mentioned, are below. One possibility is to legalize abortions. A couple other methods that are already in use are pills and an assortment of implements. In addition, he explained about the reproductive cycle of women and new possibilities of how we can control birth, one being the use of artificially made hormones to externally control the reproductive cycle.

**VOLPE—**

(Cont. from page 1, col. 4)  
failures of their fathers will be the successes of their sons. It is only in this way that the world can be renewed.

With all of this said, we recognize at the same time that no generation really begins the human race again. We stand upon the shoulders of those before us and from their experience we learn to direct our own. In this imperfect world, men must be summoned to greatness again and again, and with inadequate powers face insurmountable obstacles. The central task is to discover the durable values and to extricate them from the context of accumulating history. Whenever in human experience these are held aloft, like a torch in the night, men gather from all sides to follow. When these values are submerged, whether in weakness or in wickedness, man is left without a light. Again and again, we have witnessed in the long story of men's struggles the resurrection of ideals that gave purpose to progress.

I would like to digress just for a moment at this point to reiterate how strongly I feel about the great need to constantly improve the education of our younger citizens.

Such improvement, in my opinion, is the greatest investment that our Commonwealth can make in its future and the future of all

**JUNIOR PROM TICKET SALESMEN**

Tickets for Junior Prom are on sale from the following representatives:

- |                   |        |
|-------------------|--------|
| DICK WALLAHORA    | P.G.D. |
| ARNIE ANTAKAUSKAS | P.K.T. |
| JIM WHITE         | S.P.E. |
| VIN GENERAUX      | S.A.E. |
| MIKE BABIN        | P.S.K. |
| FRANK JENSEN      | A.T.O. |
| PETE ANDERSON     | T.C.   |
| BOB KOHM          | T.K.E. |
| DAVE RICE         | A.E.P. |
| PAUL ARPUDA       | L.C.A. |
| STEVE SCHWARM     | D.S.T. |
| IVAN BEGGS        | S.P.   |
| PAUL TRUDEL       | SHIELD |

The prices for a complete weekend ticket for two are \$14.00, \$12.50, and \$11.00. Tickets for Saturday night's concert are \$4.50, \$3.50, or \$2.50 per person, and for Friday night's ball, the price is \$8.00 per couple. The Junior Prom Committee has reserved all of the finest seats in Worcester Memorial Auditorium. Any other tickets can be obtained through the Junior Prom Committee by seeing Jack McCabe or Mike Annon.

**BLOOD DONORS—**

(Cont. from page 1, col. 1)  
The following men are the representatives of the blood drive:  
Fraternity Representatives:  
AEPi—Joel Schoenholtz  
A.T.O.—Chris Cowles  
DS.T.—Steve Leece  
L.C.A.—Dave Moore  
P.G.D.—Doug Nelson  
P.K.T.—Pat Kelly  
P.S.K.—R. LaPierre  
S.A.E.—Jim Palmer  
S.P.E.—Dave Speirs  
S.P.—John Mazur  
T.K.E.—Sonny Davenport  
T.C.—Jack Hoyt and Bob Gosling

**Morgan Hall**

- 2nd floor Bob Horansky
- 3rd floor Alan Miller
- 4th floor Rick Steevie

**Daniels Hall**

- 2nd floor Ron Stelmak
- 3rd floor Marc Schweig
- 4th floor Charlie Trent

**Sanford Riley**

- 1st floor Bob Wilson
- 2nd floor Joel Schoenholtz
- 3rd floor Lee Bradley

our people. I have said repeatedly that in the hands of our youth rest all our hopes for the long-range achievement of a society, in which all men may develop to their fullest potential.

No investment can reap greater benefits than the dollars we spend on education. Massachusetts' commitment to this concept has been vividly demonstrated by our adoption of the educational re-organization recommended by the Willis Commission, and more importantly, by our commitment to financing the implementation of the recommendations of that Commission.

And speaking of financing, I would like to make note here today of some fine news concerning Massachusetts' efforts in education.

It is that Massachusetts' appropriation of State tax funds for higher education for fiscal 1967 of nearly \$44 million dollars is a gain of some \$30.5 million dollars over its appropriation just six years ago.

This is a gain of 222%, and ranks our state third after Hawaii and New York in this six-year effort. In this area, as in all others, we in state government, are constantly making every effort to upgrade the education of our young people."

**CIVIL RIGHTS—**

(Cont. from page 5, col. 5)  
through the labyrinthian "is." Perhaps we start by showing that love at home and in Vietnam and in the South is all part of the same fabric.

Perhaps, with the vigor and freshness of our youth, we offer the country hope. We remain ourselves and invite our troubled countrymen to come join in a world of love, we don't go after their conscience, but their desire for peace. We say it plain—you are tearing yourselves up by clawing up and pushing people down. Take it easy.

A new kind of demonstration, one which gives as it demands. Not "cute" like Kesey and his mushrooms for the Mayor. Something that just says, "Come, let us build a new world." We will run into a lot of slob, but we can enjoy it too. The joy is in giving. (Mr. Haight is a student at Stanford University.)

**CONCERN—**

(Cont. from page 4, col. 5)  
According to Sanford, the humanistic president who encourages honest communication, investigation, and cooperative participation between himself, faculty, and students is a rare being.

The Stanford educator was equally disturbed with the lack of teaching involvement and commitment to students by many of the instructors and professors in American colleges and universities. He said that, "Professors hide behind the claim that the university should not be dragged into the arena of present-day concerns. . . . They are too busy, or afraid, or too tied up in their own brand of image-slavery and idea-slavery to do it. They are amoral, apathetic, and slothful."

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**THE TECH  
PHARMACY**

**LEGISLATURE STRESS CONTROL OVER "MORAL CLIMATE"**

Madison, Wis., Mar. 13 (GPS)—The Wisconsin state legislature has threatened budgetary punishment of the University of Wisconsin unless the school's administration exerts more control over the "moral climate" of the university.

Reacting to a violent student demonstration coupled with three "immoral" articles printed in the student newspaper, legislators have passed a resolution calling for University President Fred H. Harrington to conduct a study of the school.

J. Curtis McKay, majority floor leader of the Assembly, said that state legislators feel that Wisconsin administrators have no real authority or control over students and faculty on the Madison campus.

He said that if "some broad guidelines set up by the legislature" to regulate and define university policy are not made, "the university operating budget will be cut."

The state assembly's resolution was seen as a reaction to articles printed in the student newspaper, *The Daily Cardinal*, which caused one state assemblyman to comment, "From what I've been reading they have no moral standards."

*The Cardinal* printed a movie review which used a four-letter word several times. According to a former staffer on *The Cardinal*, the review was "lousy," but the editor decided that the word was necessary for the critique.

Several legislators complained about an article reviewing the book, *Human Sexual Response*, by Dr. William Masters. One student said that the article was "very frank" in telling "exactly" what Masters wrote. This article,

**NEWS SHORTS—**from p. 8, col. 5  
Alan D. Randall (69 CE), vice-president; Jeffrey H. Semmel (68 ME), treasurer; Robert L. Stessel (69 EE), secretary; John P. Gahagan (68 Ma), historian.

**The Cosmopolitan Club** will hold its meeting tonight at 7:30 at the home of Dr. Donald Johnson in Holden. Professor Burak will speak on "Aspects of the Unification of West Germany." Those needing a ride should meet in front of Daniels at 7:00. All students welcome.

**The Class of '79 Essay Contest of**

**SLANTS—**(from p. 10, col. 5)

Some feel that the refs are paid for their services and hence should be experts in this field. This is also foolish since the men refereeing do it as a service to the school and can obviously do a more effective job than anyone in the school. The dollar per game fee that the refs receive is not nearly enough pay to compensate for the grief that they must take every game. So the refs are working with several factors against them: they are unexperienced, underpaid, and accused of fraternity politics. With these aspects facing a potential ref, it is a wonder that the league has any at all.

We therefore feel that the next time a student gets ready to "correct" a ref, he ask himself if he could do a better job. If the answer is "yes," then he should apply to Coach Devlin for a job—the league would be glad to have him.

coupled with an editorial advocating the legalization of marijuana, triggered the Assembly to threaten a university budget cut.

Said state Assemblyman Paul Alfonsi, "We feel the kind of tripe they printed was the kind of tripe students should read."

Alfonsi stated that recent student demonstrations protesting Dow Chemical Company recruiters on campus were "just too much for the cooks to stomach." The demonstration caused a state-wide uproar when 17 students were arrested for occupying a building where the Dow recruiters were interviewing students.

The Wisconsin chapter of Students for a Democratic Society (SDS) which organized the demonstration, was subsequently banned from campus by the Student Life and Interests Committee (SLIC), composed of students and faculty.

Action by SLIC has been challenged by the Student Court which claims that it has final authority in ruling on student organizations. A formal hearing by the Court will be held on March 18.

Reaction from several students and legislators has centered around a fear of provoking "another Berkeley" at the Wisconsin campus. A "We want No Berkeley Here Committee" was organized by Stephen Field, who has also organized debates with members of SDS.

During the discussion in the Assembly on the Wisconsin resolution one legislator proposed that a copy of the statement be sent to Gov. Ronald Reagan of California. The Assemblyman then proceeded to sing "California Here We Come" on the floor of the legislature.

fers a first prize of two hundred dollars and a second prize of one hundred dollars for essays in the field of science and engineering. The essay should be between two thousand and four thousand words in length, and should be suitable for publication in a scientific journal. All essays must be handed in before 12:00 o'clock noon on Wednesday, April 12, 1967.

**The Wat Tyler Cluverius** essay contest offers a first prize of three hundred dollars and second prize of two hundred dollars for essays between 1,500 words and 2,000 words on an educational problem at W.P.I. Essays must be submitted to the chairman, C. K. Scheffley, no later than April 20, 1967, and are not returnable.

**Professor Edward L. O'Neill**, a visiting professor in the Physics Department, has accepted a permanent position on the Tech Faculty. This year, Professor O'Neill, a leader in the optical field, was a visiting professor sponsored by the American Optical Company.

**SCHOENHOLTZ NEW I. F. C. PRESIDENT**

Elections for principal positions on the Interfraternity Council were held on Thursday, March 16, at a meeting of the Council.

Results of the voting were: Joel Schoenholtz (AEPi), President; Tom Gurney (Sig Ep), Treasurer; Mike Babin (Phi Sig), Secretary.



# LCA SURVIVES WEEK OF UPSETS TO LEAD LEAGUE

Last week was the week of the upset in I.F. Basketball play. Even L.C.A. had its troubles. Though it led the way against a fired up P.S.K. team, it took a last minute exciting 51-48 victory. S.A.E. tried

to L.C.A. by upsetting P.K.T. by 50-46. Leading by as much as 14 points at one time, P.S.K. was paced by Dave Caprioli's 20 points, including 10 of 11 clutch free throws. The rest of the week was

## The Tech News SPORTS

Until it met P.K.T., S.P.E. had been rolling in first place. During the week it had beaten S.P. 57-29, held off a late S.A.E. rally for a 51-47 win, and came back from a 2 point halftime deficit to down the Shield 47-39.

Giving away valuable inches, under the boards, against P.G.D., the Shield relied on outside shooting to force the same into overtime. P.G.D., which had earlier upset S.A.E. by 61-54 waited patiently as the Shield froze the ball the entire time looking for the last shot, but failed. In the second overtime session, the shield held onto the ball just long enough to squeeze by 54-53, as a desperation shot by P.G.D. rolled off the rim at the buzzer. P.G.D. later thrashed A.E.P. 55-33 to hold onto its slim championship hopes.

T.K.E. beat A.T.O. 56-51 and T.C. 69-53, but blew a good chance to move up in the standings when it lost to P.S.K.

A.T.O. won three of its four games for the week to pull out of the cellar, S.A.E. dropped into the second division with three straight losses, A.E.P. dropped four straight, and T.C. went 0-2 and S.P. 0-3 to match their previous week's records.

The standings halfway through the season:

	Won	Lost
L.C.A.	5	0
P.S.K.	5	1
P.K.T.	5	1
S.P.E.	5	1
P.G.D.	3	3
T.K.E.	3	3
A.T.O.	3	4
Shield	2	3
S.A.E.	2	3
A.E.P.	1	5
T.C.	0	4
S.P.	0	6
G.O.S.H.		

## Sophs to Lead Track in '67

The addition of Sophomores to the 1967 track roster makes the outlook good for a successful season. Coach Norcross is hopeful that the Sophomores will provide the additional points needed to improve on the 2-7 record of last year. Don Rapp and Doug Morash should do well in the hurdling events. Dick Sardora will compete in the weight events. Dunkin Loomis is expected to help out in the sprints and Charlie Zepp will be running in the distance events.

The talents of these men should blend well with the returning Juniors and Seniors Kevin Sullivan and Bob Pleines will be competing in field events. Cary Palulis, Charlie Blake, and Wayne Pierce will return in the distance and intermediate running events.

## FROSH ROUT SOPHS IN INTERCLASS SWIM

Last Thursday, March 16, the freshmen met the sophomores in the annual inter-class swim meet, which is included in the competition for the Goat's Head. The freshmen out-swam the sophs by a score of 64-28. Using members of the freshmen swim team the class of '70 produced a very powerful squad. Lou Zitney and Roger Johnson were the only double winners of the day. Johnson also captured a second in the breast-stroke.

brighter swimming prospects, took the individual medley over sophomore Dave Healy. The class of '70 picked up their fifth straight first in the diving event with the top honors going to Ray Paulk. The frosh would have had another first in the butterfly except that Ray Paulk was disqualified for illegal turns. First place was then given to Steve Rogers. Zitney won his second race of the meet, the 100 yd. free style. Roger Johnson and Dave Ploss came in one



Greg Sovas of SPE gets a shot off despite defensive efforts of Shield's Dick Shaw

a press and led by 6 points at one time in the first half, but fell to L.C.A.'s board strength in the second half, 69-50. Finally, A.E.P. tried a stall, trailed by only 15-11 at halftime, but L.C.A. won going away, 41-28. The hot (over 60%) outside shooting of Dave Moore, and Ed Griffith kept L.C.A. in the game.

P.S.K. rebounded from its loss

a breeze for P.S.K. as they beat S.P. 68-24 and T.K.E. 53-39 to tie for second place.

P.K.T. sandwiched 2 victories around its defeat by P.S.K., trouncing AEP 65-27, and edging SPE 48-46 as Cary Palulis, who played an outstanding game and scored 17 points, hit a short rebound shot at the buzzer to pull it out.



Ken Blaisdell, SPE, tries to stop Shield shooting power in this weeks IF action

## Sports Slants

### I. F. REFS

As the I.F. Basketball season progresses, two major faults of the league are painfully obvious. Both these faults deal with attitude and both could easily be remedied if those involved merely thought for a moment before they acted. These views deal with the attitude that the league has toward the refs and toward individual teams. This week we will try to clear up the feelings toward the refs.

Most of the fans (usually the ones rooting for the losing teams) feel that the refs are obviously helping their opponents and that they are merely attempting to increase their house team's chance to place high in the standings. This is foolish for several reasons. First of all many people do not realize that refereeing is a very difficult job, and that to be good at it takes experience and a broad knowledge of the game. For an I.F. ref to have either qualification is quite rare. In addition, most of the refs are especially careful not to "wrong" any team, because they can predict the reaction of the fans to any mistakes they might make.



Start of the 200 yd. freestyle in the Frosh-Soph swim meet



Freshman Jim George winning the 200 yd. freestyle in Frosh-Soph meet

The meet started off in the freshmen's favor as the medley relay of Ploss, Berg, Paulk, and Crasnor swam to an easy victory in the 200 yard free style. Sophomore, Dave Kunniholm started off strong but lost his strength in the last 60 yards and finished third behind Jim George and Phil Payne. Varsity letterman, Steve Rogers was edged out by Lou Zitney in the 60 yard free style. Roger Johnson, one of Tech's

two in the backstroke. In the 400 yd. freestyle Jim George tried to stay with the fast pace set by Dave Healy but couldn't and lost by one lap. Frosh Dave Berg won the breaststroke followed by Roger Johnson and Greg Ena. The freshmen continued their domination of the meet by taking the freestyle relay by two laps. The members of the relay team were George, Zitney, Crasnor, and Weaver.

## Intercollegiate Rowing Association Announces Spring Events

Worcester, Mass., March 14 —Spring activities for the Worcester Intercollegiate Rowing Association were announced today by Dr. Frederick E. Melder of Clark University, Association President.

The association, formed last year, includes Assumption College, Clark University, Holy Cross College, and Worcester Polytechnic Institute.

Regattas will be held on April 8, April 22, and April 26, and the annual Rusty Callow Regatta will take place on May 6. Freshman, junior varsity, and varsity events will be included in each of the regattas.

Competing in the April 8 regatta will be Clark University, American International, Assump-

tion and Stony Brook Colleges. The April 22 regatta will feature Assumption, Clark, Holy Cross and Worcester Polytechnic Institute, all vying for the city championship. Assumption, Worcester Polytechnic, and Lowell Technical Institute will compete in events on April 26.

Twelve teams will participate in the Rusty Callow Regatta on May 6. American International, Amherst, Clark, Marist, Trinity, Assumption, Holy Cross, Lowell Tech, University of Massachusetts, University of Rhode Island, Wesleyan University, and Worcester Polytechnic Institute are scheduled to compete.

All of the regattas will be held at Lake Quinsigamond.