Students Demonstrate For Voluntary ROTC

Thursday morning of May 13 saw about 250 Tech students and a scattering of faculty and administrators attending a demonstration that protested mandatory ROTC and accreditation of ROTC. Simultaneously, down on Honest Field, ROTC drill was being held for the freshmen under the direction of student officers.

In a leaflet entitled "Why Demonstrate," printed by the CS and signed by president Paul Cherry, it is stated that "The Committee of Concerned Students, with the support of the Liberal Students' Action Committee, feels that a peaceful demonstration is necessary at this time to emphasize to the Trustees the depth of student feelings on ROTC." The CS is evidently distressed that the Board of Trustees have seemingly been ignoring both faculty and student voices asking for voluntary ROTC. The paper urged that all those interested attend, emphasizing that "student support is a must." It stressed that the demonstration was sponsored by Tech students only, and had no SDS "or other outside assistance.

The previous night, Mr. Cherry and a small group of his supporters attended the Student Government meeting and explained to those attending the reasons and goals of such a demonstration. He reasoned that the Trustees had put of f making it voluntary before, and would do so again unless pressured. On the basis of this and (Continued on Page 11)

Bishop Harrington At Baccalaureate

The most Reverend Timothy J. Harrington, D. D., Titular Bishop of Ruma and Auxiliary Bishop of Worcester, will preside over the Graduation Baccalaureate Services of Worcester Polytechnic Institute to be held 10 a.m., Sunday, June 8, 1969, in Alden Memorial Auditorium.

Son of Irish immigrant parents, the future bishop was born on Dec. 19, 1918, in a six-room brick apartment house at 42 Hampshirr Street in Holyoke, "The Paper City of the World." Bishop Harrington received his bachelor of arts degree from Holy Cross in 1941. His biographical sketch in the 1941 edition of "The Purple Patches." He college annual, offers testimony that there was nothing "slightly" about the bishop in his collegiate days.

The sketch labels the future bishop as "the blushing Captain" with the troublesome college annual, offers testimony that there was nothing "slightly" about the bishop in his collegiate days.

The most Reverend Timothy J. Harrington


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is a native of

Holy Cross College, Worcester. Governor Evans is the 16th governor of his native state of Washington. He was first elected to public office in 1934 as an earning Bachelor of Science and Master of Science degrees between tours of Navy duty in World War II and the Korean Conflict.

James E. Smith is a native of

In the last four years, he has held leadership posts in governor's conferences in the West and in the Republican Party. Highlight of his activities on the national level was his keynote speech at the 1968 Republicans National Convention at Miami Beach.

Before becoming the state's chief executive, Evans was a partner in a Seattle civil and structural engineering firm. He is a civil engineering graduate of the University of Washington.

In 1950, he was appointed the first diocesan director of the Charities Bureau, where he has worked in the areas of child placement, assistance to the aged, unwed mothers and disaster relief.

In the fall of 1952, after he became associated with Catholic Charities, Bishop Harrington inaugurated the first diocesan-wide rag and waste paper drive for the benefit of the charity program. The drive has become a principal source of revenue for the program.

The bishop-elect also was a prime mover in organizing the Bishop's Fund for Charity and Education. He has served as moderator of the annual campaign since its inception in 1961.

One of the new bishop's principal preoccupations in his duties with Catholic Charities has been with the problems of hard-core poverty. He helped establish the Green Island Neighborhood Center at Collins Squares and has been active in Worcester's anti-poverty program through the Community Action Council.

His overruling concern for the poor caused him to intercept his preconsecration retreat at St. Joseph's Abbey and send (Continued on Page 11)

W. P. I. Will Confer Six Honorary Degrees At 101st Commencement

— Worcester Polytechnic Institute will confer six honorary degrees at its 101st commencement at 3:30 p.m. Sunday, June 8, in Harrington Auditorium on the Tech campus. Two will go to alumni and one to the graduate Recipients of Doctor of Engineering degrees will be:


Arthur E. Smith, '31, President, United Aircraft Corp., East Hartford, Conn.

(The Smiths are unrelated) Recipients of Doctor of Science degrees will be:

Robert D. Harrington, President, Paul Revere Corp., and senior vice president, Paul Revere Life Insurance Co., Worcester

Dr. C. Lester Hogan, President, Fairfield Camera and Instrument Corp., Mountain View, Calif.


Master of Science degree between tours of Navy duty in World War II and the Korean Conflict.

James E. Smith is a native of Rochester, N.Y., who had a brief apprenticeship, after graduation from Worcester Tech, with Westinghouse Electric & Mfg. Co., before devoting the rest of his life to education. He was an instructor in steam and applied electricity in a (Continued on Page 9)
The theme of student power has dominated most college campuses this year. On some campuses, this has unfortunately resulted in the making of huge and other problems being pointed out by students who will not let themselves be cheated out of an education.

Another justification is the deep contradiction between forcing a person, when 18, to register for the draft and perhaps actually fight, and not letting that person vote or direct his own life on campus and choose the subjects he wants to study and how he wants to study them. How can society, if it firmly believes that anyone between 18 to 21-year-old is not mature enough to vote and to study as he wants, compel the same person to serve in the Army, to risk being killed, and, more important, to be given the power, and in some cases, the obligation, to kill? A soldier is accepting the greatest burden a society can put on anyone, the obligation to risk death himself and to assume the moral responsibility of killing. Is society so afraid of children or do they fight? If they feel they are sending men why not treat them as such?

The most important reason for student power is the need to create more citizens willing to assume the responsibilities of a democracy. Currently, although it's changing in the colleges at least, a young person is directed step by step through his education and is shown very clearly how to be a "professional" in high school and in college — participate in as many athletic teams as you can, cheer at the games, be eager to do all the homework, and go to all the dances. But this is not what many people want in college at the end. They want to study society, to improve the campus and to look at the real problems with the college and society.

One justification for a greater student role is the need for reforms in the colleges and universities. Reform will be needed in professional standing than teaching, an emphasis on memorization to the point where one does not have to think once in four years of college, structures that do not leave enough room for the student to develop the education that will help him the most — cheap and other problems are being pointed out by students who will not let themselves be cheated out of an education.

The Liberal View
by Paul Cleary
Food for Biafra

This week, a drive will begin on the Tech campus to raise money for food and medical supplies for people in need in Biafra. In the past year the United Nations Children's Fund (UNICEF) has been working to raise the necessary funds in order to help keep millions of starving people alive in this war-torn country. College students all over the country have contributed drives on their campuses to raise money for this cause. Under the direction of Fred Day, the U.S. Committee for UNICEF's Stork Fund drive, which passed $1,000 has been raised as of March 1. Up until now, however, Worcester Tech has done nothing to help relieve the suffering of the people in this small African country. In fact, a good bet would be that most of the campus is ignorant of the tragic conditions that exist on the other side of the world. Now we have an opportunity to do something for this cause. Students will be asked to pass up one or two meals on one day this week, and the money which is saved will be contributed to the UNICEF fund for Biafra. At the same time, an ordinary cash collection will be taken for the fund. This whole program is being coordinated with other area schools in an effort to generate enough money to send to UNICEF. Already Holy Cross College has been working for this cause and the Sodality has collected over $1,000. Assumption College held a fast day earlier this year and may hold another in order to get more money.

Senator Charles Goodell of New York has stated that: "Unless something drastic is changed immediately, a minimum of 1 million and probable 2 to 2.5 million Biafrans will die in the next 12 months." After a war in Tae Bet it may be especially difficult for Tech students to imagine people dying of starvation in this world, but it is truly a real tragedy. A contribution to the UNICEF Biafra fund is a contribution to humanity.

I suppose that I should make some comment on last week's anti-ROTC demonstration. The fact that over 300 people attended was very encouraging. It showed that Tech students are very disturbed by the status of ROTC on this campus and are willing to do more than just sign a paper to that effect. The issue is very much out in the open now. Press coverage was received from both the Worcester papers and at least one Boston paper. Radio coverage in both Worcester and Boston also carried the news. Publicity was important. It seems impossible that the trustees could decide in favor of anything but totally voluntary ROTC.

I would also like to thank Mr. Sidney Hart, Mr. Paul Schneideman, Mr. John Worley, Mr. Bruce McQuaid, Mr. Albert Old Hilsinger, and Mr. Frederick Anderson and all those students who spoke for their assistance in bringing the FLC issue to the campus. I would like to thank the Tech faculty and student weight behind it.
From The President

TO YOU, TECH STUDENTS

Seven years ago I came to Worcester Tech, mainly because of my desire to be with the young man whom I had known so favorably during my long and varied service in the Army, to help him as he became a young man himself, and to help him educate himself. In my inaugural address I said: "I know we all have great faith in him. We can be proudly confident that he will 'Carry on.'"

Now as the time for my departure from Worcester Tech approaches, I say sincerely that I feel even more confident than I ever have, of both your strength and your loyalty to him. I will leave Worcester Tech with a sense of rewarding fulfillment from my contacts with you students on this campus. I know I have learned very much from you. Perhaps I flatter myself, but I think you have helped me relatively young in mind and in spirit.

You students on Boynton Hill make up a campus different from those few, but thoroughly publicized, American campuses which are today torn by strife, often by destructive impulses, in the never-ending crises, for CHANGE. We pride ourselves on being among that vast majority of campuses whose actions do not contribute to the daily screaming headlines. I do not believe that this is due to any inherent apathy, to any resistance to change, among our students, but rather due to the facts that we have had a good communication system available and working among all us Tech people; that we in general have had honest mutual desires for change and honest problems; that the trustees and administration have constantly sought with us to participate, and to meet your reasonable requests, even though by their unsure standards some of the requests may at first have seemed extreme.

Certainly, the shortcomings of students are not new. These unfortunates have been going on since the troubled start of a d e a n education at the University of Boston 130 years ago. In recent years there have been countless examples of young, virile, cynical, revolutionary students, deeply interested in CHANGE, generally for the better. Their disorder, their disregard for authority, their effort to force actions on issues, have all been growing strong in the process of educational and sociological relationships from the thirteenth century to today. By and large their methods have often seemed completely unusable to older times, who perhaps did not try to understand what was going on. For many of the young, men did not believe that they truly dreamed of a better world and that they honestly thought their dreams were feasible. But the elders almost invariably have had to listen and then find out what they can learn from them.

But that is not the case with us. Students at Worcester Tech have not been misled by the new order. Worcester Tech has been a place where the spirit of newness has been the dominant force. We have listened, tried, and decided that the future will be the slowest kind of evolution, of groping, of needing constant prodding, as "generation gaps" so often entail. However, the changes accomplished here have been more the lasting, I feel certain, in view of the careful and generally far acting deliberate that have produced them. And more changes are in the air. All will contribute, we trust, to an enduring philosophy which will surely make Worcester Tech the great institutions of broad, imaginative learning for which it has the potential. Over all, the evidence at hand appears to indicate, that you Tech students generally prefer to continue this slower type of approach, the solidly progressive evolution, rather than the exploi- tative revolutionary approach, with its imposition upon others, its destructiveness, its radical sweeps, its certain heritage of bitterness and rancor. I would say that you have confidence from past experience that your requests will be heard complete ly and opquimindly, and that they will be met whenever possible.

During my tenure here, our "revolutionary" evolutions have first become issues and then produced solutions mainly because of the pressures of the articulate minority. Of course this is in accord with the normal workings of human nature. Science and all of us on the campus have re and there around our campus I find that I disagree with the students who have been displeased at the status quo on the Hill and therefore seem to have an impelling desire for change, I nevertheless feel that the articulate minority are, in general doing well for Worcester Tech in presenting and working for the improvements which I feel are in order. But I feel that I am convinced that they are speaking for a sizable majority of the other 90 percent who, while, basically interested, are not articulate enough to participate personally in the several campus activities. But herein lies a major problem on this campus, as well as on many others, as well as in other segments of our democratic society, when minorities speak, they do not always accurately represent the true desires of the articulate majority. So I say to you, participate for the sake of your Tech family.

All of you must work for Tech's greatest good.

Again quoting from my inaugural address: "We must all realize that, instead of the heroc before relatively simple and effective way out - - fighting with hands and weapons, from cold steel to guns to atomic bombs - - we can only win conclusively this time by campaigning suc cessfully in another dimension: in the incomparably more difficult and challenging areas of the intellect. We must reenergize our minds, we must re shape our culture, by the fullest regeneration of our educational processes." I today say the same thing. It seems to me that the modern, often-heard contention that "destruction of material things like human bodies, or social structures or administrat ory structures cannot be fuc tect before progress in any other field of education, can be made. But I say again that "destruction" of outdated instru ments is no matter the old ones that are used in the new ones, or the new ones that have become the tools of a new generation, they must be true new the things which this world, or this campus, so badly needs today.

In summary -- you have de cided your course of action and are proceeding expeditiously and orderly along it. You have reviewed the "activist" methods of obstruction of the rights of others, of physical destruction, of snarling, of reading that such methods can only result in tearing apart those solid, if now somewhat tarnished, basis of democracy which have made this country great, those solid, and when averted, principles of respecting freedom which should be accorded by man to man. You prefer the acti more demanding, intellectua last approach of regenerating the processes of the mind - your own mind as well as the
Student-Faculty Meetings
Bridge Communication Gap

To the Faculty...

A week and a half ago, on a Friday afternoon, several professors of the Mechanical engineering department met with a group of about 30 concerned students to discuss the thermodynamics course offered by the department. The students didn't just come to critique and complain about the course. They came to make suggestions and give ideas on how to improve the course and make it more palatable. It turned out to be a very fruitful meeting with ideas and suggestions coming from both sides.

One important outgrowth of this meeting was that it served to bridge that communication gap that exists between so many professors and students. The students are just as interested in obtaining a good education as many professors are in giving them one. What many professors don't seem to realize is that the person most qualified in evaluating a course, (on the basis of how well the students understand the material as presented, and also on how interesting it is,) is the student himself. Therefore if the professor wants to find out if he is reaching the students, why doesn't he ask them? But in the classroom but in an informal session where the professor and the student can be at ease. All the departments in the school should hold at least semi-annual meetings with the students to discuss courses, professors, labs, etc. The questionaries that many departments issue should be carefully evaluated. They represent the opinions of those students who want the best education the school can offer.

I should very much like to see the other departments in the school, and even some of the individual courses, follow the example set by the Thermodynamics professors. Meet with the students, let them give you their evaluation of your courses first-hand, don't trust feedback and word-of-mouth rumors. Then after you've talked to the students, don't forget about it, discuss it amongst yourselves and ask each other, "Are we really giving these students the best education we can, are we communicating with them, are we inspiring them, are we instilling upon them the initiative to work harder and seek more knowledge." If you can't answer yes to all these questions then it is time to re-evaluate, and that time is now, before next semester, so that the same mistakes are not made next year.

Let's not let the work of planning day go to waste. Tech has finally begun to pull itself out of the hole, let's give it a hand!

Respectfully,
Randy Sablich
**GROK!**

*(Continued from Page 2)*

**Just one more thing.** You may even get a little trophy (you get the gold one for the shoulder) for doing as they told you. The above actions are all bad. Unfortunately they have nothing to do with good citizenship.

After being directed and told not to study, to study, and examine" (as if there were such a thing), I was advised by Professors Zweig and Scott of the W.P.I. M.E. Department to take an advanced math course, but I did not do that real well, but don't, for God's sake, make me have a make-up class.

**NOTICE**

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FILL OUT COURSE EVALUATION FORMS

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Minutes of the Planning Group

Th e President's Planning Group has formed plans for in­ cluding students in the planning work next fall. The new Plann­ ing Group, which will shortly be chosen by the faculty (to re­ place the present members, Professor Shipman, Boyd, Van Alystyne, Bonadiman, Hoven­ that, and Weitzling) will first publish a statement on what students will have to do in con­ nection with the Planning Group and then ask for volunteers from the student body to assist in the planning effort. All vol­ unteers will be given no opportu­ nity to help plan.

The Planning Group is pres­ ently mainly concerned with writing their second report, which is due to be completed on June 30th. Included will be a detailed analysis of the school's financial, essays on five more of the key objectives for Tech (Education of the dis­ advantaged, training of entre­ preneurs and inventors, a "mid­ dle college," a "classical edu­ cation" in science and technol­ ogy, and a general university), a synopsis of Planning Day, summaries of the results of the questionnaires issued by the Planning Day, summaries of the visits made by the Planning Group to various living groups, and the details of the future planning schedule.

Professor Shipman also com­ mented on a n n e common threads appearing in comments from the visits to the various living groups, which appeared so frequent that he believed they could be accepted as ac­ tual.

One was the comment students, coming here to take engineering, are no longer inter­ ested in it by the time they are sophomores. Another was the students' reply to the question "What do you want in school?" Their reply was the smallest and the student-faculty contact. However, the latter was incre­ dibly preceded by an hour of complaints about the in­ sensitive faculty. Other com­ ments were, "Tech students are not cultivally and intellectual­ ly motivated." "This place is just like high school. We want to think, to reflect. Why do we have to do work every­ day?" Regarding the last comment, however, the student also admitted that "without a push, I wouldn't work."
Thank You, Tech
by H.H. Shore, Past Editor, Tech News

I came to learn.
Learn what I don't know.
But I came to learn, and I did.

You told me exactly why
I could see your reflection in the mirror.
But not what to do if I didn't like it.

You taught me about
The little charges that light the bulbs.
But not what to do when my mind shortcircuits.

You told me about
The wonders of heat transfer.
But not what to do when I get burned.

I learned how to
Calculate the moments about a moving body.
But not how to find a good moving body for all my free moments.

You taught me about
The construction of big beautiful bridges.

How about one between the affluent and the starving?

I learned how to
Build big wide roads.
But which one do I take?

On weekends I took time out from my studies.

I went to parties and got drunk.

But all I learned was
The meaning of friendship.

I met a million girls at those foolish parties,
And all I learned was
How to love.

I smoked grass on some of those weekends.

But all I learned was
A little more about myself.

Sometimes I cried for nothing.
But all I learned was
Compassion.

III
None of my professors ever asked me
How's your love life.

They were too busy teaching.

And I too busy learning to care.

But I learned this.
You gave me the best years of my life.

It's too bad we were interrupted by classes.

FM Station
This Summer

A new and promising venture for the upcoming school year at Tech is going to be an FM radio station to be operated on campus. This new station will be operated cooperatively by Tech and Holy Cross, starting the spring semester and continuing throughout the school year.

It was hoped that this station would have been able to start last year, but there is still work to be done on the transmitting equipment and some of the all efforts still must be attained. The station for the transmitter for the station is located here at Tech with studios here and at Holy Cross. In order for Holy Cross to broadcast programs, a telephone connection will be made between Tech and Holy Cross to remedy the situation.

When the station begins transmitting, the programs will be from 5:00 p.m. to midnight on weekdays and from noon to 1:00 a.m. on weekends. The programs will appeal to a wide and varied audience, for jazz, classical music, folk music and a variety of programs, and the modern rock will all be featured at various times, with rock probably being emphasized on the weekends.
Coach Devlin's Netmen End Winning Season

This week marked the end of WPI's first winning tennis team in six years. The racketeers took the measures of A.I.C. and Lowell Tech to finish with a 5:3 mark.

Coach Robert Devlin created the nucleus of the team, and a projection for future five names, with his dedicated interest and fine coaching. The netmen are the ball for Mr. Devlin's leadership, and the qualities he brought out in each player's performance.

Jim Kinley and Bill Parent, the two men, each had 6-1 records in their individual singles matches. The doubles due in doubles were a hard to beat pair, as were Capito B. R. G. and St汇报.3, in their singles matches. Joe Spiering and John Shifflet were the seventh and eighth men, and they put together a winning season in the doubles matches they played.

The inspiration that Mr. Devlin has given the team will be carried on to next year with five returning lettermen, and a chance to see higher records.

The summaries:

Kinley d. Armant (LT), 6-3, 6-4; Parent d. Quinn (LT), 8-4, 6-1, 7-6; McCrindle (LT) d. Hen- nhul, 6-4, 6-1; Geyman d. Connors, (LT), 6-2, 6-2; Dave Demer d. Rice (LT), 6-4, 6-2; Dan Demer d. D'Emily (LT), 6-4, 6-4.

Kinley-Parent d. Arman d. Quinn (LT), 6-4, 5-7, 6-4; Dan Demer d. McCrindle-Cronlin (LT), 6-1, 6-3; Spierling-Shifflet d. Rice-D'Emily (LT), 6-1, 6-3.

Kinley d. Finley (AIC), 6-5, 6-1; Parent d. Call (AIC), 6-4, 6-1; Henrich d. Bursdell (AIC), 6-2; Green d. Defurg (AIC), 6-2, 6-1; Dave Demer d. Jevne, Holmes (AIC), 6-4, 6-3; Dan Demer d. Koler (AIC), 6-2, 6-1.

Kinley-Parent d. Finley-Call (AIC), 6-2, 6-2; Dan Demer-Demer d. Koler-Mandol (AIC), 6-4, 6-3; Spierling-Shifflet d. Sandy-McCloud (AIC), 6-1, 6-4.

Baseball Ends Season With Winning Record

The Worcester Tech baseball team had a three game week with two wins and a loss. The Ragers used their hitting and a winning 7-4 record.

Bill Bebel picked up his fourth win of the season for Tech by going the distance. The game was a hitless game as a total of 23 hits were produced. Last week, the only Tech win was by Tim Ronney and Bob Johnson. Each had three hits, while Bob also had three runs batted in and Tim scored three times.

W.P.I. 120 410 032-12 A.I.C.

Suffering from lack of practice (only eleven all season) and lack of games, the freshman baseball team went down to two defeats last week. The freshman players were dissatisfied with their rudimentary brief schedule, but did their best under the circumstances.

On Monday, the Fresh defeated L.J.C. and were shut-out on one hit, 6-4. Defensive and mental errors were their downfall. Dave Frisoe did the pitching for the Fresh, while three other Forteties connected for the only run connected for the only hit on Tech bat.

Overall, the Freshmen were 1:2 for the season, having defeated Assumption Prep. previously. There were quite a few sold performances by the Fresh, some of who may play a major role in a varsity uniform someday.

The challenge picks up survivor of tackling maneuver mis- take.

Techmen pick up survivor of tackling maneuver mis- take.

**TECH NEWS**

**Hi Bill Russell; Where Are You?**

**L.F. Sports**

**TRACK**

This year's 1F Track Meet was won by Sigma Phi Epsilon. Sigma Phi Epsilon Figi was a disast second with 39 points, followed by Alpha Tau Omega.

Meet results fall in the mile run and the pole vault. Mike Malung of LCA turned in a 4:46 clocking in the mile as he broke the oldest existing IF Track record. Don Santos of SPE and Bob Urban, SAF, both cleared 13.1 in the pole vault, breaking the existing mark of IF's.

**SOFTBALL**

As of last Sunday Phi Gam- ma Delta, a strong contender for this year's Sports Trophy, kept its unblemished record intact as it remained undefeated in solo possession of first place in the IF Softball League. The season ends this week and it appears that Figi will remain in first place, with only one game to go.

In the big game of the week the PGD downed PRT in a thriller, 12-11. The game went down to the wire at a Kip rally in the last inning was cut short. It was PRT's second loss of the week after winning its first 7 games.

**Returns To W.P.I.**

**Colonel Pierce**

Colonel Gardner Tithell Pierce, a past Professor of Military Science and one of the WPI R.O.T.C. department, is returning to Tech as administrative assistant.

Colonei Pierce, who has recently retired from the Army, received his B.A. degree at the University of Omaha in 1960 and earned his M.E. degree at George Wash- ington University in 1972. After completing a year in Viet- nam with the Army, he states to serve at the Army Labora- tories in New Mexico from 1967-1969.

Colonel Pierce will assume his post in June.

**Dixieland Band To Appear May 23**

"The Jewel of Dixie," a Dixi- eland jazz band, will appear at Tech Friday night, May 23, at 8 p.m. outside on the quad- rare.

The band, backed by Professor John Worsley, is be- ing brought here through the Assembly Committee, chairman of which is Phillip Kazemery.

The band includes Eddie Scruggs, "Scruggs' own" piano pla- yer, Peter Peligan, who also has appeared here before on clarinet, Dicky Cohen on trom­ bone, Tommy Wheeler, also on reed, Ray Mon­ roe Cerce on drums, and al- so a trumpet player.

**Thinclads Tip Trinity Score In Easterns**

Worcester Tech's Track Team ended their regular season last Tuesday with a satisfying win over Trinity at Alumni Field. The track events proved to be the deciding factor as Tech took first in every running event. The 190 and 220 were both won by speedy Duncan Loomis. The 440 was won by Charlie Zepp and the 880 was taken by Jim Snider. Bill Light was Tech's other double winner and as he took the mile and two mile, in the hurdles, Wayne Eastman took the 120 highs and Craig Mading won the 440 intermedi- ates. In the field events Tech held its own against the strong Trinity weightmen. The discus was won by Steve Zuckerman with Joe Najemy taking the javelin. Tech's other field winner was Ray Paulik in the triple jump.

The final score of the meet was WPI 118 and Trinity 54. In the freshmen meet Tech proved to be superior with a 10:09 win. Mark Dupuis upped his own freshman school record in the shot put to 46 feet 3 in- ches.

Last Saturday, Tech thin- cldes traveled to Brunswick, Maine to compete in the East- ern Intercollegiates Track Meet. Though many of Tech's men did well in their respective events, only six points were scored for W.P.I. In the 440 Charlie Zepp took third while setting a new school record. In the javelin Joe Najemy took a fourth. Tech's final score was contrib- uted by his 460 yard relay team of Wayne Eastman, Char- lie Banner, Craig Mading and Ray Paulik who took a fifth.

**The ACCLAIMED MOTION PICTURE**

"ONE OF THE YEAR'S 10 BEST!"

- Judith Crist
- Chicago Sun Times
- New York Times
- San Francisco Examiner
- Los Angeles Times

- "A PHENOMENALLY GOOD PICTURE!" (NEW YORK TIMES)

- "A VERY GOOD MOVIE-IT'S THE GRADUATE GROWING UP!" (WSIR)

**FACES**

The Master Plate Signature presents

"ONE CIGARETTE TRIBUTE TO MARILYN MONROE" by Yves Caran • Yves Caran
Results of Planning Group Questionnaire Released

The Planning Group has compiled the results of questionnaires they distributed to the students, faculty, alumni, administrators, and trustees before Planning Day. Some of the results are given below.

About 170 students returned questionnaires and about 112 faculty, alumni, administration, and trustees. Not all questions were answered on all forms, however.

Members of the Planning Group are presently visiting the fraternities to discuss Tech with the students and plan to visit the dorms and to talk with commuters. An evening meeting of students and faculty with the Planning Group to discuss the results of the questionnaires may be held in the near future.

AIMS

Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum.

Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in engineering, science, literature, the arts, or politics.

Educate to his utmost capacities every high school graduate who meets basic requirements for admission.

Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history.

Involve students in the government of the college

Keep this place from becoming something different from what it is now; that is, preserve its spirit) by the great ideas of the great minds of science, literature, the arts, or politics.

Protest and facilitate the students' right to advocate direct action of a political or social kind.

Produce a well-rounded student, that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated.

Make sure the college is run democratically so as that is feasible.

Assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically.

Emphasize undergraduate instruction even at the expense of the graduate program.

Involve faculty in the government of the college.

Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in.

(Only figures on student responses were available for:

Make sure that on all important issues, the student body has a voice in the final decisions.

Abolish all grades and replace them by a dossier on each student, containing comments by his instructors on his performance in each course.

Improve advisory system within the major degree department.

Provide for a greater number of liberal arts courses.

Become a general university.

Abolish attendance in classes as an academic requirement for all courses.

ON PAGE 10 is listed a number of areas in which decisions of importance to the college must be made. How

What are the proper aims of WPI? What are we trying to accomplish? What should we be trying to accomplish? Are we attempting to prepare people for jobs, to broaden them intellectually, or what? Below are listed a number of the more commonly claimed aims of a college. The respondent should give his reaction to each of these in two ways:

1. How important is each aim at WPI now?
2. How important should the aim be at WPI?

First number indicates response of faculty, administration, and trustees. Second number indicates students' response.

<table>
<thead>
<tr>
<th>Rank of Importance</th>
<th>top</th>
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<th>little</th>
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The following twenty-two questions.

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</tbody>
</table>

big a role would you say the faculty should play in each of those areas?

(Continued on Page 10)
Student Groups

Beautify Alley

The Interfraternity Council working with Worcester State and the Art Museum has begun a project for the Worcester Beautification Council. The project is presented to Dom Forecilla by Harlan T. Pierpont who heads the Beautification Council. He felt that this was a task that the students would enjoy, while it also benefited the city. Besides helping the city the project is letting the townspople have a look at the college students in a way that they seldom see them. The average person on the streets can stop in and see what the college student is like.

The freaks take over the Alley

Three student groups have gotten together to brighten up one of the city's most traveled alleyways. The work started on Thursday by applying a base coat to the whole alley and now the design work is being done. The alley runs between Pleasant and Pearl St. Parking Garage, Reaction to the painting has been 80% percent behind the idea.

The project was presented to Dom Forecilla by Mr. Harlan T. Pierpont who heads the Beautification Council. He felt that this was a task that the students would enjoy, while it also benefited the city. Besides helping the city the project is letting the townspople have a look at the college students in a way that they seldom see them. The average person on the streets can stop in and see what the college student is like.

The project will hopefully encourage more people to brighten up their areas. Anyone interested in doing some painting don't hesitate to stop in any afternoon or contact Dom Forecilla.

Results of Planning Group

(Copied from Page 9)

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<thead>
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<td>Financial affairs and Capital improvements</td>
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<td>Student affairs</td>
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<td>Public and alumni relations</td>
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<td>How big a role would you say the student body should play in each of those areas?</td>
<td>How big a role would you say the student body should play in each of those areas?</td>
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</table>

College Column

(Copied from Page 7)

— That two members of the advisory committee would mentor senior members and department chairmen and with the students in a department, each October, when the students will allow the faculty members of the advisory committee views on teaching and other academic matters. This is a part of the Worcester Consortium, which is dedicated to bettering the education in the area.

— That student participation in the interviewing and selecting of candidates being considered for faculty appointments at Holy Cross.

— That students possess a 12% voting representation at faculty meetings, starting May 19.

— That voting power be given to the two senior classes, which is an Educational Policy Committee.

Furthermore, at this same meeting, the faculty voted to meet once in March, and to have the Worcester Consortium meet every year.
By DAVE HOBILL

What a way to fill space! This what the $4 million Goddard Library does on the Clark U.
iversity campus. It's open, it's clean, it's beautiful, it's ugly, it is. It isn't. The Goddard 
library is an individual thing. To
some, it is a giant monstrosity
with projecting brick, glass and
steel; to others, a huge and
beautiful piece of sculptured ar
chitecture. But, what ever the op
ion of it's outward features
there is no doubt that the li
brary is truly a facility of learn
The building, whether it is, or isn't, is now a permanent and needed addition to Cl
Clark. It's structure, which is quit
unique, is especially pertinent
for Worcester campuses go, was
designed by John M. Johnson of New Canaan, Conn. Mr. Jo
hansen, a noted architect in his own
right, has won many awards for his design of the li
brary.

Demonstration
(Continued from Page 1)

the ccc leaflet, the student sup
ports the demonstra
Steve Udell, Student Body
President, mentioned that at the
next Trustees meeting the stu
dent view would not be forgotten
"washed down," as he would personally represent the stu
dents by attending.

At 11:00 A.M., the demonstra
tors gathered in front of the
steps of Riley Hall in a manner
reminiscent of the football ral
lies last fall. The significant dif
ference was that this time those attending were not merely mus
tering behind a physical force, but
were trying to change the school. Soon after the R O T C Band marched away from the
den to the beat of the drums, the
the students with the O T C C learly moderating by giving in
tructions and clarifying cer
point points.
The first speaker, Professor
Hart of the History Department, con
sidered the stand taken by the
students trying to change their cam
puses because of their "dislike of tradi
tion." Because of this, according to Hart, the stu
dents have a "lack of military sur
vival society or its attempts to
make the university a "battle
ground." These students, in the pur
suit of academics, Hart concluded by saying that it is the right of a student to take

R O T C if he so desires, but that
if a majority of students do not want it, a vote on campus, whether of his death, is one which can be
precipitated by all, whether tech
selves or otherwise, not only not
only portrays Goddard, the physicist-engineer, but also Goddard is an artist, the architect, and
philosopher.

While it is Goddard who conquered outer space, it was Johnson who conquered the small world of Clark Uni
versity. The central stack is design
ed in such a manner that many more readers can be added with the addition of more sections onto the existing stack.

Space is outlined not with square, right-angle corners but with triangular, triangular, and other geometrical shapes. Win
don't only allow views of what is up on the outside, but also what is down beneath. They are an
bles both horizontally and ver

TECH NEWS

Goddard Library: Lost In Own Space

One main block or stack in which the shelves of books are located. Surrounding this is four walls of space for dif
ferent facilities, in this manner, private study rooms, lounges, in
dividual work, reading areas, etc. can all be efficiently placed in such a manner as to allow a mini
mum amount of wasted space yet remain uncramped. It is a neat and orderly place, in some places grotesque projec
ions from the center of the room, that make each floor different from any other. This entire structure is supported on a "stand" of concrete which makes each floor, upon floor resemble a parking garage.

On the first floor is an interest
esthiating exhibit of the papers and equipment of Dr. Robert God
nard which covers the time of his beginning interests in outer space, and of his death exhibit is one which can be
precipitated by all, whether tech
selves or otherwise, not only not
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don't only allow views of what is up on the outside, but also what is down beneath. They are an
bles both horizontally and ver

words, "I oppose mandatory weaponry on campus. I oppose it in a way that is not to be
forced to have it." The next speaker, Paul S. Stein, s a n t e n c e
agreed with Hart. He summed up his views by saying, "I think that this campus should be a
mus of poetry in making it. If there is a lack of poetry in making it, let us do it neat of it, get rid of it now.

Professor Worsley of the His

Kary Department began by lic
tering on the background of the
"pragmatic" philosophy of
American education, his belie
seem to be those who support such a "pragmatic" program believe they are benefiting so ciety. His example was that of the T he Trustees should feel compelled toward creating a voluntary
program. He stated, "Let's hope the Trustees will see this and make the change in the future.

Professor Bruce McQuarrie explained that the Trustees have in the past voted to keep mandatory R O T C for at l e a s t three years more, their rationale being that they couldn't be sure what the consequences will be in three years. McQuarrie
believes that in light of fa
facts and student demands that
RO T C be made volunteer, the
Trustees should feel compelled toward creating a voluntary
program. He stated, "Let's hope the Trustees will see this and make the change in the future.

A point of view contrary to that of most of those attending was gi

R E W RITTEN by Professor Fred Ander
son, he laid his views on the li
by saying, "I believe in compulsory class attendance, and I believe in compulsory physical education. I also believe in compulsory R O T C ." His view is that things that are "compulsory"
are not harmful to the in
dividual, and attempted to prove this through use of analo

Some of the space jumps out at you, other remains hidden for you to explore and conquer yourself.

While walking around through the labyrinthine spaces, one ex
per nh tua y, and has been more like a disarrangement of space, not just some monolith of brick or concrete, but a living, dynamic, creature. The entire building is c m p l e t e

the library. Yet Goddard has been at the same time.

Indeed, the library itself is powerful. The great concrete skeleton is exposed both outwardly and inwardly. This mind-melting sheaf is strong and will support its weight, it burdens, its growth. But it is also the truth that the growth of this huge colossal

is knowledge. The library's whole ground is being the ex
istence of its increase in knowledge. It absorbs this knowl
dge and multiplies itself with the hungry communists who "enter" its body. This is not of knowledge is true of the exchange of life between the building and those who enter.

Trustees will happen with R O T C. Roger C. McQuarrie took the microphone again to refute Praytor's arguments and to say that all agree that one generation can be ob
ligated to another. He put it quite bluntly by saying, "Just because I served in the Army doesn't mean you owe me a damn thing. Just because my generation loaned up society doesn't mean you have to make the same mistakes. Don't let my generation tell you that justifying their mistakes by forcing you to make the same mistakes."

A point of view reality is rarely
heard by students, as very few come close enough to actually say that their generation has not been beneficial to us and should carry our view was readily accepted, especially in light of the acceptance of this previous speech.)

A number of others spoke, most of them restating what had just been said, and some of them saying that removing R O T C from the campus would be and the academic issue was discussed quite vigorously by Goddard. Clearly ended the demonstration by saying that if R O T C is still mandatory next September, the students should est i

port of the American Civil Li
erties Union and get a court in
junction against compulsory

R O T C. There is a question as to how many freshmen cut drill to at
tend the demonstration. When asked about this, Sergeant Pal
sit of the ROTC Department ex
plained that about 15-20 percent of the freshmen were absent. However, a check of "R" Com
pany (the only "R" with figures available) showed that 25 out of
50 were missing from drill, Ser
gent Pallot commented that he was sure that this was not a representative figure. Also, it is more than likely that many of those that did cut drill didn't attend the demonstration, espe
cially in light of Tuesday afternoon's Chemistry exam.

The converse of this is the student who believes in voluntary R O T C and believed in the need for a demonstration, but did not cut drill. One such stu
dent said that it was all right for others to do it, but that he himself was going to drill because to miss it would result in

However, the demonstration could be viewed as a success, considering that it was held at Tech. As it was, planned, set up, attended and supported by the students, the demonstration was not overwhelming, but it did in
fluence the students. There are students at Tech who care about their and the insti

tute's future.
Conclusions of “Conference On Campus Unrest” Released

Pittsburgh, Pa. — (I. P.) — The following report, released by Chatham College, concerns a two-day meeting last June for the purpose of discussing current campus unrest. Chatham, assisted by a sponsoring grant from the Loyalhanna Foundation, called together a group of 22 college and university presidents, faculty members, educational association executives, representative students, college psychiatrists and foundation officers.

Highlights of the conference: Few assumptions are shared among faculty and students as to what general education for a mass society comprises or ought to comprise. Most students want an education but they don’t know what it means.

The great majority of students manage to get along in the university by adapting themselves to the expectations of the situation in which they find themselves.

This psychological style of gradual readjustment may render them far less able to change when the circumstances of their environment are altered suddenly or drastically.

An apparent correlation exists between the students who wish to take genuine intellectual risks and those who are most restless in the present university and who seek change within it. The goal of the restless student is a way of acting and reacting rather than a particular model.

Curiously, those who seek change fall upon the institutional device to channel their aims. Thus the politically radical student who wishes knowledge of psychic experience or methods of revolution institutionalizes what he wants by asking that courses be offered in these subjects.

Several kinds of students are involved in the current unrest: those responding to certain ideological notions regarding change in society and the university, those who want the university to take a stand on outside issues, and (probably the largest group) those interested in reforming the university because it is in bad shape in their estimation. The university is not meeting the needs of either students or society.

Most students find companionship in their activity. As one student participant in the conference remarked, “Such events and activities provide a strong sense of community that is lacking on the campus. If you are somehow in the middle of an underground movement that may be overthrowing the university, or whatever it may be up to, you are bound together by common causes in a way never before experienced.”

Another participant observed that rioters, such as those at Columbia, meet regularly and with satisfaction for reunions and in order to talk over ‘old times.’

The idea of academic community has seldom been applied to students with the same conviction which encompasses faculty. Today’s students do want, however, a more recognizable form of membership in the academic community on their own campuses and in higher education across the nation. They seek a personalized role in the academic process. They want a central part in exercising some measure of control over their own destiny. They want to feel that they are genuinely represented by their participation not just in the way policies are carried out but in basic discussions.

Faculty members and administrators often are misled by the rhetoric of student demands. Thus it frequently is impossible for them to hear the substance of what is basically a plea.

For example, the constant student demand for relevance seems to require greater change than many of the students actually are seeking. A student participant observed: “This situation wants a different kind of learning situation which will help him to read, write and think. It is not Plato which is irrelevant, but the manner and method by which Plato is taught.”

A potential for constructive change exists within our often-antiquated universities. But it requires a creative, active attempt not to defend against demands but to understand what is being asked and to be willing to modify.

In essence, the university must “cooperate” with the “confrontation” so that students will feel a genuine sense of community in their own education. What they learn is often determined by how they learn.

While each campus confrontation remains different from every one which has gone before, the once-phenomenon of confrontation is now an almost accepted part of university life. College and university administrators, faculty members, trustees, alumni and friends must accept controversy as a normal pattern henceforth.

It remains the duty of the university to inform its students and constituency what type of activity will be permitted and what will not. The outer limits of freedoms can and must be defined.

The university has a responsibility to share with the public not only the situation but the history of the situation. Thus a situation should not be revealed only when it has reached extreme proportions if universities expect public understanding and support.

Turning to police power to solve campus demonstrations involves much more than most people realize. Prior discussion is highly advisable regarding the merits and demerits of the use of police power. A responsible officer who summons the police and works with them should be identified from the start.

Reliance on police is not a step to be taken without care and thought. Once legal force is summoned, the tactic is no longer one of the university’s choosing. By definition, the police must win; no method of enforcement ultimately is beyond their use.

The typical student attitude toward confrontation and force was defined by one student participant in the conference. “Why can’t you use confrontation and force as a way of breaking down the bureaucratization of academic life?” In other words, why can’t you use it as a way of helping to create the sense of community so that it is the community that makes the decision? That decision ultimately may exercise sanctions against the minority. That community ultimately may decide it wants the privileges that go with the sanctity of the campus.”

Any student interested in employment next fall with the English Department as Student Assistant in Developmental Reading should contact Prof. Arthur A. Kennedy, Jr.

MICHIGAN U. RE-EVALUATES GOALS

Ann Arbor, Mich. — (U.P.) — The University of Michigan School of Education urgency needs to define its goals and establish its priorities, according to an outside panel of five distinguished educators.

And those goals should probably emphasize inquiry and experimentation covering significant educational problems, instead of dealing with small and restricted local school districts.

The panel notes in its 13-page report that hundreds of institutions are equipped to train and certify teachers, but few have the talent and resources to tackle major educational questions facing the nation. That is where the U-M School of Education should focus its attention, the five say.

The study was initiated last fall, since then Wilbur Cohen, former U.S. secretary of health, education, and welfare, has been named man to succeed the retiring Willard C. Oxson. “You could have made no better choice,” panel chairman Alvin C. Einich wrote to President Fleming.

The panel suggests that Cohen, as one of his first activities, “work out methods by which the School of Education can identify, in collaboration with the central administration of the University, what its primary emphasis should be.”

Although the panel was sharply critical of present situations in the school — as it was assigned to do — it also asserted that it is “convinced that study and professional preparation is education at Michigan are based upon solid strength — in its faculty, in its administration, in its research, in its student body, in its resources, and in its setting with a great university.

The panel four-four staff offered “small order amidst large chaos,” and decisions on large matters should be delayed until the school is under-administered.

Division of the school into teaching, research, and service departments is replaced by one large department, which handles teacher training as well as research.

The panel forges the basis of its conclusions by using sociological terms which lend themselves to the educational dichotomies, which handicap the full faculty collaboration, or which commit the faculty to certain actions.

(Continued on Page III.)
Curriculum Committee Strives For Consolidation

This year the Curriculum Committee, chaired by Professor Cogan of the E.E. Department, has been working towards consolidation of the present curriculum, rather than bringing out any completely new ideas. At the present time there are many teams of professors working on separate projects: evaluation of existing freshman courses, curriculum in industry, a study of the computer science field, and an audit of the offerings of giving the one credit courses on a pass-fail basis.

In the fall term there will be a complete study of the computer science situation. The committee had developed a curriculum for computer science, but didn't feel the size of the freshman class warranted formation of a new program this year. The committee felt that it might be possible to continue senior electives in existing programs since a new program would require many alterations from existing programs and the present quality of professorial electives would be damaged.

A new freshman elective program for next year spans a total of fourteen courses. The program includes such new courses as Myth and Reality of U.S. Foreign Policy, Evolution, Introduction to Business, and Introduction to Environmental Problems.”

Lost & Found Has Many Articles

The Tech Campus has a lost and found center located on the Campus Police Headquarters. Stray articles found throughout the city and campus are regularly left at the police station and it is requested that anyone finding these articles that they turn them in.

Presently, there are numerous articles that have not been claimed. If you have lost any thing, check with the campus police. Some of the things that have been found are: 10 slide rules, 18 pairs of glasses, a baseball bat and it is requested that anyone finding these articles that they turn them in.

Michigan U. (Continued from Page 12) Efficient procrastination with the details of administration. Faculty — and students, too — are working against trying to participate in every decision on every phase of the school’s program, but are urged to give a new dean freedom to innovate. When asked what was needed, the administration said, “He should refuse to become prisoner of any mind.”

STUDY IN CUERNAVACA

SPRING TERM 1970

ALTERNATIVES IN EDUCATION

A THREE MONTH TERM

This course examines the practice and ideology of schooling, especially in Latin America, and the investigation of alternative educational possibilities. The aim is to develop a fundamental critique of existing alternative educational systems.

Courses are scheduled to accommodate students from U.S. and German universities, and are taught in English and combined with intensive Spanish and other courses at CIDOC.

Write: CIDOC-SPRING 1970
APDO.479, Cuernavaca, Mexico

TECH NEWS

Dr. Goddard's Workshop To Be Museum

The workshop of rocket pioneer Robert Goddard will soon be a museum. The re-creation of the actual workshop, located in Roswell, New Mexico, will feature most of the actual tools and machines that Goddard used to develop his ideas and fabricate rockets. Not all of the original tools were available, but there were possible similar ones were substituted. Two years ago a single spindle drill press and a bench maul and drill grinder have been donated by Tech.

Honorary Degrees

(Continued from Page 9)

W.P.I. before joining Pratt & Whitney as an experimental test engineer.

He has served in a number of important committee posts of the Society of Automotive Engineers and is on the Board of Governors of the Flight Safety Foundation. He too has been honored with W.P.I.'s Goddard Award for "outstanding contribution to aeronautics and astronautics."

Harrington is the ninth generation of a Worcester family long involved in the affairs of the community and W.P.I. although he was educated at Dartmouth and Harvard Business School, his father and uncle were graduated from W.P.I. and were long active, in business, in insurance and investments. Harrington Auditorium was this their gift to W.P.I.

Robert Harrington started with the parent organization of the Paul Revere companies as a salesman in 1930.

For ten years, he has served Tech as a trustee, treasurer of the corporation, and Chairman of its Finance and Investment Committee.

Dr. Hogan joined Fitchfield Chemical Corp. last August, after he had been for 10 years general manager of Monrovia Semim­ dustry Division. A native of Great Falls, Montana, he was graduated from Montana State University with a degree in chemical engineering, and was a research chemical engineer for Anaconda Copper Mining Co. before spending three years as a Naval Officer in World War II.

While serving as an instructor at Lehigh University from 1946 to 1950, he did graduate work and received his master's and doctor's degrees there. He was with the Bell Telephone Labs for two years and in 1952 joined the Harvard faculty as a sub department head. Subsequently, he was raised to Gordon McKay professor of applied physics before joining Mentor Inc. in 1958 and became a vice president.

A native of Springfield, Father Swords was graduated from Holy Cross in 1945, and the order of Holy Cross to teach English and mathematics.

Harvard where he received a master of arts in 1947. He then returned to Weston College for further theological studies and received the degree of licentiate in sacred theology in 1953.

Father Swords was ordained a Roman Catholic priest in 1959 and the following year studied classical theology at University College, London. He returned again to Holy Cross to teach mathematics and in 1953 was named director of admissions. In 1955, he became chair­ man of the math department.

SUNDAY

10:00 a.m. Baccalaureate Service and Memorial Exercises

Harrington Auditorium

President's reception for the graduates, the Commencement Speaker , Honorary Degree recipients, families and friends, on the Quadrangle immediately following the Exercises.

A buffet luncheon will be served in Morgan Hall on Sunday from 11:30 a.m. to 1:30 p.m. $2.00 per person on charge of inclement weather the President's Reception will be held in Morgan Hall.

What's Up

Campus:
May 23 Arts' Society Movie, 'The Professionals' with Lee Marvin and Claudia Cardinale. Alden Memorial Auditorium, 7:00 p.m.
May 25 Arts' Society Movie, Alden Memorial Auditorium, 7:00 p.m.
Worcester:
May 24 'The Detective' with Frank Sinatra and Lee Remick. Cineauditorium. Holy Cross. 8:30 p.m.
May 25 'Coogan's Bluff' with Clint Eastwood. Cine­ auditorium. Holy Cross. 8:30 p.m.
Boston Plays:
May 19-31 'The man in the Glass Booth' Colonial Theatre.

Schedule of Events of the Commencement Season

Worcester Polytechnic Institute
June 7, 8, 1967

SATURDAY

3:00 p.m. Commissioning Ceremony for Reserve Offi­ cer Training Corps
Alden Memorial Auditorium

SATURDAY

10:00 a.m. Baccalaureate Service and Memorial Exercises
2:30 p.m. Commissioning Exercises Harrington Auditorium

President's reception for the graduates, the Commencement Speaker, Honorary Degree recipients, families and friends, on the Quadrangle immediately following the Exercises.

A buffet luncheon will be served in Morgan Hall on Sunday from 11:30 a.m. to 1:30 p.m. $2.00 per person on charge of inclement weather the President's Reception will be held in Morgan Hall.

notices

ANYONE attending summer school and wishing to make use in the cafe will be required to register in the cafeteria and to pay in Bay­ ton 209 by Friday, May 23.
The Jewels of Dixie

FRIDAY NIGHT, 8 P.M.
ON THE QUADRANGLE

ATTENTION CLASS OF 1970

Don't forget your birth certificates when you return in September. You must have proof of age for pub membership.

This is the last issue for the semester.
Good luck on finals.
See ya next year.

THE EDITORS
PIZZA NITE

AT THE

SENIOR PUB

FRIDAY, MAY 23

4:00 - 8:00 P.M.

Free Pizza . . .

While It Lasts . . .

LAST DAY PUB WILL BE OPEN THIS SEMESTER

Come and get psyched for the concert
Student Government Supports CCS Leaflet

The Executive Council of the Student Government met in open session in the Student Union Sunday evening. The meeting began with a report on the Sunday School organization. The graduate students were invited to attend a regular session of the regular student government meetings. Next the CCS asked the body to endorse the ROTC demonstration that was scheduled to take place the following day. Although it did not endorse the demonstration, the government decided to give a vote of confidence to the right to hold a demonstration, and supported the principles of the demonstration as expressed in the CCS leaflet entitled "Why Demonstrate?"

Following the discussion on the ROTC demonstration, the Assembly Committee asked to be separated from the Social Committee and be given a separate seat on the Executive Council, a request which, when called for a referendum to change the constitution, was defeated with an implied stipulation that a referendum should be held in the fall.

Information About 1969 Summer School Released

The 1969 Summer School (June 16-August 8) will be operated mainly to provide an opportunity for WPI students to remove deficiencies in the work of their courses. However, the WPI Summer School is also open to qualified non-WPI students, men or women, who may wish to remove deficiencies or further their studies. The students wishing to transfer credit should receive approval of the appropriate officer at the school where they are presently registered.

Applications should be submitted in triplicate to the Director of Summer School as early as possible. When an application is submitted, a deposit of $10 per course is required. This deposit will be credited to the course fees. If the application is not approved, the deposit will be refunded.

Registration will be at 7:45 A.M., June 16, in Olin 107.

If there is insufficient demand for any course listed, it will not be given and the applicant will be notified prior to the opening of the Summer School. Subject to demand, additional courses may be added.

The fees listed apply if five or more students register for the course. For classes comprising less than five students, the individual course fees may be increased if the course is given.

The balance due on tuition must be received in the Bursar's Office prior to final registration.

A $5 fee will be charged if fees are not received by 4:30 P.M., June 16.

Classroom work is usually scheduled during the morning hours. Laboratory classes will be held from 2:5 P.M. Text books may be purchased at the Book Store in Dana Hall.

Morgan Hall Dormitory will be open to Summer School students. Applications for dormitory accommodations should be made to the Director of Summer School. A $10 room deposit should be included with your application. This deposit will be held to cover unnecessary wear and tear, and breakage, and any unused portion of this deposit will be refunded at the end of Summer School. Reservations will be confirmed by the Director of Summer School.

Students living in Morgan Hall are required to board in the dormitory cafeteria. The charge for a double room and board for the 8 week period (meals served 5 days a week) will be $322.

Bishop Harrington

(Continued from Page 1)

Bishop Harrington, a native of Bishop Harrington, "The Bishop whose consecration we witness this morning, will, we are confident, honorably take his place in the line of bishops in the Catholic Church. He has been a priest for a number of years and, as such, has been an active member of the Church. He is a man of many talents and has made many contributions to the Church. He is a man of great faith and a man of great compassion.

His experiences in the Church have been varied and have included positions in almost every area of the Church. He has been a teacher, a pastor, a missionary, and a bishop. He has been involved in many charitable works and has been a leader in many social justice movements. He has been a strong advocate for the poor and the marginalized and has worked tirelessly to improve their lives.

His principles and values are based on the teachings of the Church. He is a man of great integrity and has always been true to his convictions. He is a man of great dedication and has always been willing to give of himself for the good of others.

The diocese is fortunate to have a bishop who is such an inspiration and role model. We are confident that he will be a great leader for the Church and a great inspiration for all who know him.