



# The Tech News

Volume 60 Worcester, Massachusetts, Thursday, May 22, 1969 Number 14

## 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 Alumni Field, ROTC drill was being held for the freshmen under the direction of student officers.

In a leaflet entitled "Why Demonstrate", printed by the CCS and signed by president Paul Cleary, it is stated that "The Committee of Concerned Students, with the support of the Liberal Student's Action Committee, feels that a peaceful demonstration is necessary at this time to emphasize to the Trustees the depth of student feeling on ROTC." The CCS is

evidently distressed that the Board of Trustees have seemingly been ignoring both faculty and student votes 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. Cleary 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 off making it voluntary before, and would do so again unless pressured. On the basis of this and

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Tech students rally against mandatory M.O.T.C.

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

— Worcester Polytechnic Institute will confer six honorary degrees at its 101st commencement at 2:30 p.m. Sunday, June 8, in Harrington Auditorium on the Tech campus. Two will go to alumni and one to the graduation speaker.

Recipients of Doctor of Engineering degrees will be: Daniel J. Evans, Governor of the State of Washington, Olympia, Wash. James E. Smith, '06, Chairman of the Board, National Radio Institute, Washington, D. C. Arthur E. Smith, '33, 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, Fairchild Camera and Instrument Corp., Mountain View, Calif. Very Rev. Raymond J. Swords, S.J., President 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 1956 as a earning Bachelor of Science and



DANIEL J. EVANS Governor of Washington

Master of Science degrees between tours of Navy Duty in World War II and the Korean Conflict.

James E. Smith is a native of Rochester, N.H., who had a brief apprenticeship, after graduate representative and served until elected governor in 1964.

In the last four years, he has held leadership posts in governors' conferences in the West and in the Republican Party. Highlight of his activities on the national level was his keynote speech at the 1968 Republican 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,



JAMES E. SMITH, Pres., Natl. Radio Inst.

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



ARTHUR E. SMITH, Pres., United Aircraft

Rochester, N.H., 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

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## Bishop Harrington At Baccalaureate

The most Reverend Timothy J. Harrington, D. D., Titular Bishop of Rusca and Auxiliary Bishop of Worcester, will preside over the Graduation Baccalaureate Services of Worcester Polytechnic Institute to be

62 Hampshire 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 Patcher," the

hairline and waistline." It also hints that his instructors had a tendency to regard him as a student with mischievous proclivities.

The Most Reverend Timothy J. Harrington, D. D., is Auxiliary Bishop in the Roman Catholic Diocese of Worcester. He is a graduate of the College of the Holy Cross and was ordained a priest in 1946 after completing studies at the Grand Seminary in Montreal. In 1952 he received the degree of Master of Social Work from Boston College. He has been associated with Catholic Charities since 1950. In 1960 he was appointed Diocesan Director of Social Service and held that position until April of this year. He was ordained Bishop on July 2, 1969.

Bishop Harrington began full-time duties with the Charities Bureau in September, 1952, when he was named chaplain of Nazareth Home for Boys in Leicester.

He was appointed director of the House of Our Lady of the Way when that diocesan haven for homeless men was established in May, 1957. He took up residence at Our Lady of the Way and still lives there, a fact which prompted one reporter to dub him "the bishop of the Bowery."

The bishop-elect has been active in all phases of social service work in the diocese. Along with Msgr. Sullivan, he helped establish the St. Vincent de Paul Society and the Holy Family League of Charity in the diocese, and he was instrumental in the founding of Our Lady of Mercy School for exceptional children. He has worked in the areas of child placement, assistance to the aged, unwed mothers and disaster relief.

In the fall of 1952, soon after he became associated with Catholic Charities, Bishop Harrington inaugurated the first diocesan-wide rag and waste paper drive for the benefit of the charities 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 hardcore poverty. He helped establish the Green Island Neighborhood Center at Kelley Square and has been active in Worcester's anti-poverty program through the Community Action Council.

His overpowering concern for the poor caused him to interrupt his pre-consecration retreat at St. Joseph's Abbey to lead a

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# The Tech News

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**BILL HAKKINEN**  
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## Editorials

### Thanks

This July, Harry P. Storke will culminate seven years as the President of Worcester Polytechnic Institute. His term in office has been an era of major change and improvement in curriculum, student life, enlargement of the physical plant, and the role and responsibilities of today's student on the college campus. Dedicated to formulating and implementing policies for the betterment of the entire Tech campus, he has consistently strived to recognize and consider student opinions.

Creation of the President's Planning Group was President Storke's most significant accomplishment. Realizing that Tech needs a set of long range objectives upon which to base decisions, he established a representative committee of competent faculty members to evaluate the present status of the college and to recommend possible objectives.

When concerned students questioned the position of R.O.T.C. on the campus, he charged a representative group of students with determining the feelings of the student body on this question, and from this referendum, submitting to the Trustees a student proposal.

President Storke is a man of directed enthusiasm and administrative dignity. His leadership has been responsible and constructive, and under his direction Worcester Tech has begun to resolve its "evolutionary problems" without violence or disruption.

We congratulate President Storke on a job well done and wish he and his family the best of the future.

B. H.

### Apologies

Worcester Tech stands in a unique position. We are perhaps the only college in the nation which has lived in fear of an attack from the Students for a Democratic Society without even having an SDS chapter on our campus. Three weeks ago, the **Tech News** carried an editorial which warned the campus of an impending raid by the Holy Cross SDS chapter. Since then we have been waiting in eager expectation for this raid, and, one supposes, for the bloodshed that would occur when such an invasion met a "staunch group of Techmen". It turns out that the source of this fear of an SDS attack is unknown. It was just a rumor which someone heard and passed on to someone else. My purpose in this editorial, therefore, is to apologize to Holy Cross and its SDS chapter for what amounts to a too free use of journalistic license.

P.C.



### WHY STUDENT POWER?

The theme of student power has dominated most college campuses this year, as students demand an enlarged role in directing the colleges. On some campuses, this has unfortunately resulted in violence and disruption. An increasing number of people react strongly to these scattered incidents of violence, damning everyone who advocates an increased student role in directing the colleges and looking everywhere for a national conspiracy directing and planning every detail of every campus incident. These people are unfortunately ignoring the vast majority of colleges, which have been peaceful as always, and the colleges where greater student participation has come quietly. But, more important, they do not understand why increased student involvement in directing colleges is a necessity.

One justification for a greater student role is the need for reforms in the colleges and universities. Professors who are more interested 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 — these and other problems are 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 the average 18 to 21-year-old is not mature enough to vote and to study and to live as he wants, compel the same person to serve in an 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 sending children or men to 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 "good citizen" 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 hunky work, decorate for the

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## 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 starving in Biafra. In the past year the United Nations Children's Fund (UNICEF) has been working to collect money in order to help keep millions of starving people alive in this war-torn country. College students all over the country have contributed to drives on their campuses to raise money for this cause. Under the direction of Fred Day, the U.S. Committee's National Student Chairman, \$126,000 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 terrible 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 this way 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 co-ordinated with other area schools in the hope that a large amount of money can be raised. Already Holy Cross College has been working for this cause and the Sodality there 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 dramatic is changed almost immediately, a minimum of 1 million and probable 2 to 2.5 million Biafrans will die in the next 12 months." After a weekend like Tau Bete it may be especially difficult for Tech students to imagine people dying of starvation in this world, but unfortunately it is really happening. 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 stations 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 Schneiderman, Mr. John Worsley, Mr. Bruce McQuarrie, Mr. Harold Hilsinger, and Mr. Frederick Anderson and all those students who spoke for their assistance in bringing the ROTC issue before the trustees with more 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 brought himself up, to help him to mature, to help him educate himself for his future.

In my inaugural address I said: "I know we all have great faith in that young man . . . We can be proudly confident that he will 'Carry on' . . ."

Now as the time for my departure from Worcester Tech

authority, their effort to force actions on issues, have all been growing pains in the progress of educational and sociological relationships from the thirteenth century to today. By and large their methods have often seemed completely objectionable to older timers, who perhaps did not try to understand what was in the minds 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 fi-

years, I wonder at the changes at Tech during that time, and I must classify some of them as "revolutionary," in the staid atmosphere which has characterized this Hill for so long. In fact, one or two changes have been almost shocking to a great percentage of us Tech older timers. But to our articulate students today, obsessed with the DO NOW theory, I am sure those changes have appeared to 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 the more lasting. I feel certain, in view of the careful and generally far seeing deliberations which 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 institution of broad, imaginative learning for which it has the potential. Overall, 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 explosive revolutionary approach, with its impositions 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 completely and openmindedly, 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," which is in accord with the normal workings of human nature. Several of us on the campus have re-



cently estimated this minority to be about 10 percent of the undergraduate student body, i.e., those who attended and participated so well in the recent Planning Day, those who attended the student convocation on 17 April when the Deans and I were available to answer your questions. Despite the fact that as I talk with students here

approaches, I say sincerely that I feel even more confident than I ever have before of our young student, even more proud of 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 keep 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 crusade 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 understanding both sides of problems; that the trustees and administration have constantly sought with open minds to anticipate and to meet your reasonable requests, even though by their inured standards some of the requests may at first have seemed extreme.

Certainly, the seethings of students are not new. These unrests have been going on since the troubled start of modern education at the University of Bologna in Italy. Over the 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

nally to take some sort of action as the youngsters have persevered to the objectionable degree necessary to awake the elders.

Today most of us, young or old, are becoming tired of frustrations, of too often empty promises of improvements, in this complex world. The list of national problems is long: Viet Nam, blacks, the poor, the military, the ROTC, campus leadership — and let's not glance beyond America, for the prospects of peace in this world in the foreseeable future have probably never been more remote. Yes, CHANGE is needed. And the youngsters are again blaring out the trumpet call.

Victor Hugo once wrote: "Would you realize what Revolution is, call it Progress; and would you realize what Progress is, call it Tomorrow." Revolution, we often hear today, is the major phenomenon of our times. But revolution, dictionaries tell us, broadly means marked or complete change, if often the word connotes violence, destruction, bloodshed, as in some disorders today. However, on the less publicized campuses, revolutionary changes conforming to that broader meaning of the word are proceeding just as surely and are promising even more lasting results.

On the other side of the picture stands evolution, the more collected progress toward improvement, the school in which the elder leaders have been brought up, the "reasoned," analytic approach. But often this is too slow for you students — you are impatient for CHANGE now, while you have your youth and vigor and can you are sure, the better help personally to set up a "new order."

When I think back seven

## Storke In Retirement

"There's no rocking chair in my plan" is the most concise answer President Harry Storke rendered when asked his plans for his forthcoming retirement. Planning to spend his time recording the memories of his more than thirty years of army experiences in his new home in Alexandria, Virginia, the President leaves with "mixed emotions about leaving this community."

In his new home in the environ of Washington, President Storke hopes to renew old friendships with military companions. In the Washington area, "the home of gypsies who roamed around in the army," live twenty to thirty of the President's "good old time friends of twenty-five years." With no plans of undertaking a new full time job, President Storke wants to see the city of Washington, from a vantage point outside of the Pentagon.

The Storke family is planning to move to Alexandria on July 8.

and there around our campus I find that a number of them are not displeased at the status quo on the Hill and therefore seem to have no impelling desire for changes, I nevertheless feel that the articulate minority are in general doing well for Worcester Tech in presenting and working for the improvements which they feel are in order. I also feel sincerely that they are speaking for a sizeable majority of the other 90 percent who, while basically interested, are not interested enough to participate personally in such 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 inarticulate majority. So I say to you: participate, Tech student. All of you must work for Tech's greatest good.

Again quoting from my Inaugural address: "We must all realize that, instead of the heretofore 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 successfully in another dimension: in the incomparably more difficult and challenging arena of the intellect. We must re-energize our minds, we must re-shape our culture, by the fullest regeneration of our educational processes." Today I say the same thing. I disagree with the modern, often-heard contention that "destruction" of material things like human bodies or stone structures or administrative organizations must be effected before progress in anything, including education, can be made. But I say again that "destruction" of outmoded images of the mind, no matter how venerated they have become, is the great essential to the progress which this world, or this campus, so badly needs today.

In summary — you have decided your course of action and are proceeding expeditiously

and objectively along it. You eschew the "activist" methods of obstruction of the rights of others, of physical destruction, of anarchy, well realizing that such methods can only result in tearing apart those solid, if now somewhat tarnished, bases of democracy which have made this country great, those solid, if now and then wavering, principles of respecting fraternity which should be accorded by man to man. You prefer the active, more demanding, intellectual approach of regenerating the processes of the mind — your own mind as well as the



mind of that other man — for this difficult path will produce the greatest good for Worcester Tech and for you and for countless other Tech students of the future. This high ideal of CHANGE well deserves the fullest possible participation of every member of the Tech family — and that, my individual student friend, in great degree means YOU, personally.

So I leave with you the charge: Do your part. Help "make this a better place because you have been here." I have every confidence that you, the hope for tomorrow, will not fail.

I wish you the best of everything, Tech man. Carry on.

H. P. Storke  
16 May 1969



## Letter...

## Physics Prof. Defends Ph-121 As Being An Experimental Course

To the Editor:

Although I am not currently teaching a section of PH-121, I would like to make several comments about the aims of that course coupled with the other two general physics courses.

The development of PH-121, PH-223, and PH-224 resulted from the recent change in the Freshman curriculum. A working committee of four people, Professors Johnson, Bluemel, Howe, and myself, was charged with the task of developing these three new courses. This committee began its work with the intent of devising a strong introductory course consistent with the desires of the department as a whole, consistent with what is happening at other schools similar to Worcester Tech, and not restricted by holding on to the traditions of the past.

Our basic aims were to have a sequence of courses which would have more continuity than the previous courses, that would display less fragmentation of material, that would incorporate an analytical approach to the subject matter (in contrast to the non-mathematical type of course taught to non-engineering and non-science students in liberal arts schools), that would make use of the mathematical sophistication expected of students who had already completed one college math course and were taking others concurrently, and that would provide the student with a strong background in classical physics stressing the fundamentals, while at the same time

illustrating some of the aspects of modern physics and the heavy dependence of the more interesting modern sciences on the classical fundamentals.

We defined our aims first and then sought out text books. The texts that were chosen from a study of practically all of the available texts written for science and engineering students were the ones most consistent with our aims. One realizes, however, that the best test of a reasonable text is to use it at least once.

We have accomplished some of our aims in that the new courses do offer more continuity (e.g. electrostatic fields following gravitational fields, electromagnetic waves following mechanical waves following simple harmonic motion and oscillations, relativity preceding magnetism because in most respects the difference between electricity and magnetism depends on one's reference system). There is less fragmentation in that some of the aspects of classical physics (e.g. hydrostatics and hydrodynamics, surface tension, viscosity, etc.) have been dropped (or significantly deemphasized) and subjects like thermodynamics and circuitry involving Kirchhoff's rules have been deemphasized because of their coverage in Freshman chemistry courses and Sophomore E. E. courses.

The basic design of the three new physics courses is to operate them in three tracks; an analytical track (the recitation classes) with emphasis on fundamentals and problem solving, a perspectives track (the lec-

ture) with emphasis on ideas, overall views, and demonstrations (non-violent), and finally a laboratory track with emphasis on measurements, handling of data, and work with reasonably sophisticated equipment.

Now I would like to make some comments of my own. I have heard the statement that there is a lack of organization to the PH-121 course particularly with regard to the laboratory. I feel that although it is difficult to get close continuity between the classroom and the laboratory when an experiment is spread over a two week period, it is not really necessary that there be complete overlap. Some people learn quicker by being exposed to a phenomenon first in the laboratory, and the art of taking a measurement is no different in physics than it is in chemistry, biology, or any other science course the student might have had prior to taking the physics course.

I also feel that the current PH-121 course which is more challenging than our previous courses represents a step in the right direction. We hope to make use of the student's exposure to physics in high school rather than ignoring it. We also recognize that the first crack at a new program will have its difficulties. We will do some things differently next year, but physics is an experimental science and what is accomplished if one does not experiment with an aim toward improvement?

Sincerely,  
Assistant Professor  
of Physics  
Robert Long II

## 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 criticize and complain about the course, but rather 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 so 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?, not in the classroom but in an informal session where both the professor and the student can be at ease. All the departments in the school should hold at least semesterly open meetings with the students to discuss courses, professors, labs, etc. The questionnaires 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, lets give it a hand!

Respectfully,  
Randy Sablich

## Review...

## Tau Beta Pi— An Excellent Spring Day

By J.D. CATTEL II

Saturday afternoon found many Techmen and their dates enjoying an old Tech tradition on the grounds of the Northboro Fish and Game called Tau Beta Pi picnic. Walk on Water furnished the entertainment with the Honor Society providing the refreshments. Walk on Water is a blues orientated group from Boston. I must admit I was quite surprised to discover only three musicians on stage after witnessing a mountain of amplifiers and speaker cabinets when I drove in. They are patterned after Peter Townshend's Who, Eric Clapton's now defunct Cream and Jimi Hendrix's Experience, playing selections from all three with a fair amount of heavy blues thrown in such as Spoonful, from the Blues Project repertoire. They certainly did a fine job but as with all blues bands they were a bit difficult to dance to. They had a second band with them, also consisting of three pieces who played during the breaks. Frankly, I liked them as much as Walk on Water.

Saturday night found us on the football field listening

and dancing to the Nut-E-Review, an 11 piece group from Hartford and New Haven. Its difficult to judge the sound of a group outside since much of the sound drifts rather than reverberates as in a hall or a gym. To me, their horn section sounded like they could use a bit more work. They did provide good dance music, however, and were excellent crowd pleasers as cries of more brought them back to the stage. I know we'll hear more from them in the future.

It may not be my place to editorialize but I think the following comments seem appropriate. Saturday was more than just another Tau Beta Pi picnic. It was a test of the new social committee headed by Dick Schwartz. He has shown his willingness to provide good diversified entertainment which will please most of the student body. He has shown that he is open to suggestions and he deserves our support. So if you have an idea, now is the time to tell him so he might evaluate them

over the summer and set up a program as such. His is the job of entertaining the campus, its a big one, so let's help him.

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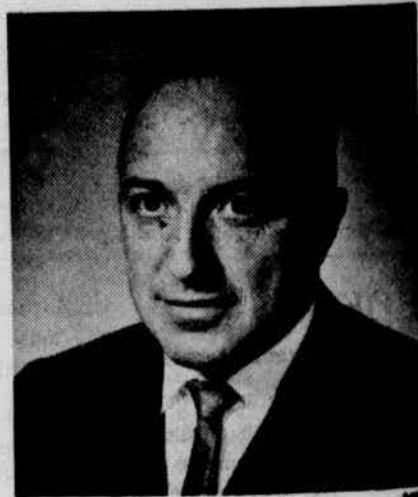
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# WPI Graduate Praises Tech

Harry P. Storke, President  
Worcester Polytechnic  
Institute  
Worcester, Massachusetts 01609

Dear President Storke:

Now that I have been out of Tech for almost a year, I would like to take this opportunity to tell you just how much the education that I received at Tech has meant to me. I graduated on June 9 1968 with a B.S. in Mechanical Engineering. Although we were never formally introduced, we did say "Hello" when we would meet in Boynton Hall. So I consider that as good as any formal introduction.

I am, at present, a graduate student at Purdue University. I am pursuing my M.S. degree in Mechanical Engineering, and if things continue to work out for the best, I should have my degree in August 1969. But without the preparation that I received at Tech, I'm sure that I would have had considerable difficulty in reaching my objective. I owe so much to the M.E. Department at Tech. I do intend to visit Tech in early June to express my thanks, in person, to the M.E. Department. I realize that you will be very busy then, so I decided that a letter would be the best way to thank you, for what you have made Tech.

While I was at Tech, I worked extremely hard and for long hours. Much of this was due to the fact that I had to because I was not gifted with an overwhelming amount of natural intelligence. I am glad that it was this way because the satisfaction that I received from the results of my hard work, was doubled. For me, it was a long hard struggle from my first few days in September 1964 to my last few days in June 1968. But I absolutely and positively have no regrets for my hard work. I finally did manage to do OK.

I could go on for pages about my memories at Tech but the point of this letter is not directed at that so I hope you will understand. My first semester at Purdue was difficult at first. I was advised by Professors Zwiep and Scott of the W.P.I. M.E. Department to take an advanced math course, but I did

not. A couple of my courses emphasized an advanced math background and this put me into a tight and tough situation. So I "dug in" and fought back with everything I had (this was a basic instinct that I acquired at Tech). I went from nearly failing two courses to a "B" in each course. I finished out the semester with a 5.5 (which is a 3.5 at Tech). The background that I received in my heat transfer and thermodynamics courses at Tech was strong, and it enabled me to "buy enough time" to bring up my math level. This semester, things are going just fine. Two of my courses consist of nearly 90% Ph.D. candidates and the rest are M.S. candidates. I was warned by the M.E. department here that it was "suicide" to take both of these courses in the same semester. This time I listened to the advice at first but unfortunately the other courses that I wanted to take were cancelled. So I was more or less forced down this "suicide" road. To be very honest with you, this semester is nowhere as difficult as any semester that I had at Tech. Students all around me are complaining about how hard and how much work we get, but I guess I am just used to it.

Two weeks ago, I was elected as a Graduate Honorary Member of Pi Tau Sigma, by the faculty. I was quite surprised and pleased at the same time. I wish I could have made it at Tech, but I guess "better late than never". This sums up very briefly my stay at Purdue. I will go to summer school here to work full time on a project that I started last September.

By now, I suppose that you might be wondering that I am some type of "draft dodger." We did shake hands when I was commissioned on 8 June 1968 at Tech. You just can't imagine how anxious I am to go on active duty, I have such a tremendous feeling of pride and patriotism in the United States and in the U.S. Army. It was a wonderful feeling for me to put on my uniform. I was initially assigned to Air Defense Artillery, but last January the U.S. Army was shifting the 800

Artillery officers who were on an educational delay between Air Defense and Field Artillery. I requested to be assigned to Field Artillery. I report to Fort Sill on 8 September 1969. I have requested to be assigned to either an Airborne unit or the 1st Cavalry Division. My own "esprit de corps" is running very high now. If there is one attitude that I don't have, it is the attitude of "Let George do it because I can do more good in industry". Maybe I have been reading too many articles on Gen. Eisenhower, but he has set an example that I am proud to follow.

Since this year is the first year in my college career that I have had some real free time, I am taking advantage of it. I read "The U.S. News and World Report" and "Army" (I am a member of the AUSA) from cover to cover. I have also attended various plays and concerts. I would have enjoyed doing these things while I was at Tech but I really didn't have the time. However, while at Tech, I developed the attitude of appreciation for reading and the fine arts. I decided then that when the work eased up, I would take advantage of the extra free time to broaden my knowledge outside of engineering. I am doing just that.

So I can say with confidence that I owe my engineering background, my maturity, my patriotism, my appreciation for hard work, and my interests outside the field of engineering to Worcester Polytechnic Institute. I'm sure that my parents would second that motion in a moment's notice.

Although I wish you were not retiring this year, you have done a great deal for Tech. When I think that while you have been President of W.P.I., there has been the addition of Daniels Hall, Gordon Library, Goddard Hall, the new Alden Hydraulic Labs, Harrington Auditorium, and even "The Pub" I am really overwhelmed. I can remember from everyone of your "Parent's Day" speeches, that you do understand the students. Thanks for the good job that you have done for the students at W.P.I.

Respectfully yours,  
Robert H. de Flesco, Jr.

do that real well, but don't, for God's sake, have me make an important decision."

Most people today are willing to vote ("Sure, I'm going to vote for Humphrey-Muskie. I'm a good Democrat."), even be reasonably well-informed on national and world events. Unfortunately, this does not make one a good citizen. A good citizen in a democracy has the obligation to seek to improve his government, to demand, nonnegotiable, that it be honest, just, and representative of the people. This means that he does not accept or reject the established views simply because they're established, but because he has examined them, that he raises hell if he has to correct injustices. He cannot sit back to wait for a great leader to "save the coun-

try" (from the SDS or from the John Birch Society, depending on what your particular bogeyman is. Mine's the John Birch Society.); he attempts to change society himself.

This need for citizens and not spectators alone justifies student power. What we need are citizens who will take the responsibility of directing society, of making democracy work. For this reason alone students must be given a large role in directing the college, in determining how they should live and what they should study. Unless they are brought to accept responsibility and to make decisions in college (besides the Mickey Mouse ones such as the theme of the Prom), they will not accept the responsibility of democracy.

# YOU CAN SAVE HUMAN LIFE

In this age of tremendous concern with such problems as the war in Vietnam, the racial crisis, and campus disorder, we have tended to overlook one of the most pressing problems of our era — the civil war in Nigeria/Biafra. Although Biafra has not received the same publicity accorded to some of the other international issues, the tragic effects of this war have been incredibly staggering. Few Americans realize that every day no less than 6,000 Biafrans are dying of starvation as a result of their struggle for independence. Senator Charles Goodell of New York, after his recent fact-finding mission to Nigeria and Biafra, reported that at least 2 to 2.5 million people will die within the next year.

In December, 1968, as if the hunger problem were not enough, the country was hit by epidemics of both measles and smallpox. In areas not yet reached by medical teams, the death rate from measles alone has been over 75%. To compound the agony, the starving people are now being struck with a tuberculosis epidemic that will take several thousand additional lives.

In the face of this horrible tragedy, our government's lack of substantial support has been appalling. Our citizens have not been informed at a rate which the magnitude of the disaster would seem to command. Fortunately, UNICEF, an international relief agency, has sent enormous aid — both food and medical supplies — to these desperate people. But its resources are exhaustible.

You can help. At the time this paper comes out, our campus will be engaged in a fast-day — all people voluntarily fasting will know that the money they would have spent on food will now be directed to Biafra. Whether or not you have decided to participate in this fast-day, please send your dollars (or checks or money orders, which must be made out to the United States Committee for Unicef) to

Aid to Biafra  
P.O. Box 201  
West Side Station  
Worcester, Mass. 01602

It is within your power to save human life.

Steve Legomsky

# Soup Bones?

To the Editor:

Apparently the "in thing" now is to concentrate our attention on only those areas which offer "academic insight". This argument is now being advanced as a reason for elimination of ROTC and will logically be extended to the elimination of physical education.

It has been said that "man does not live by bread alone" and I would like to suggest that "academic insight" by itself is of little value. A healthy body is equally vital to a full life as is a healthy mind. Further, a free country in which to live that life is also of importance at least in my opinion.

If one wishes to indulge in name calling, I would like to

suggest that we are no longer a "trade school" but rather a "country club".

The term "trade school" has been suggested as the worst thing which could be said about our institution. This is an unfortunate choice of terms since, locally at least, it refers to a high school program. As far as I know we have never (in the past) admitted students without a high school diploma. I would prefer the term "professional school" which also implies that a graduate of such a program can do something. In the past, the fact that our graduates could do something has given them an advantage over their competitors.

F. A. Anderson

# GROK!

(Continued from Page 2)

Junior Prom. You may even get a little trophy (or get slugged on the shoulder) for doing as they told you. The above actions are all "nice", unfortunately they have nothing to do with good citizenship.

Then after being directed and told what to study, how to study, and exactly how to be a "good citizen", a student is then given his diploma and told he is now a Member of Society and he, as a citizen of a democracy, now has to help govern society. "Come on, this isn't playing fair. You never told me I would have to make decisions. You never trained me to. Let me paint signs or organize dances. I can

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## The College Column

by Alan Dion

Earlier this month Amherst College held a two-day moratorium during which classes were cancelled and students, faculty and administrators were free to meet and discuss matters of concern to the college and the nation. While many proposals meaningful to Amherst were approved, perhaps the most significant result of this meeting was a letter to Pres. Nixon written by Amherst College Pres. Calvin H. Plimpton and signed by many members of the student, faculty and administration bodies. The letter is concerned with the connection between campus disorders and society in general. The UMass "Daily Collegian" reports that this letter is "unique . . . in that it represents a corporate expression by an independent college community on a matter of current public concern." The text of Plimpton's letter to President Nixon follows.

"The Faculty and Students of Amherst College have just experienced an extraordinary two days. Our usual educational activities were replaced by debate, discussion and meditation which have given shape to our beliefs about the nature of higher education and the governance of educational institutions. It is clear that we have much to do to set our own house in order. We are convinced, and have shown during these days, that changes, even fundamental ones, can take place without physical duress. It will require all our care and energy in the months ahead to combine change with continuity, to provide students with a real and regular role in influencing their education and the College's government, and to honor both intellectual discipline and creativity. We have as a College emerged from these two days with a renewed sense of the urgency and seriousness with which we must attend to our primary purpose.

"We have also as a College embraced a new sense of urgency of another kind. We believe that we must speak out to make clear that much of the turmoil among young people and among those who are dedicated to humane and reasoned changes will continue. It will continue until you and the other political leaders of our country address more effectively, massively, and persistently the major social and foreign problems of our society. Part of this turmoil in universities derives from the distance separating the American dream from the American reality. Institutions dedicated to the nurture, husbanding, and growth of critical intelligence, and to inquiry into basic problems cannot but open people's eyes to the shoddiness of many aspects of our society.

"In yesterday's "New York Times" it is reported that five officers in your Cabinet "seemed to agree that the disorder was caused by a small minority of students." Our conviction is that such a view is seriously in error if it is taken to mean that no legitimate and important reasons exist for the anger and sense of importance felt by many students and faculty. The pervasive and insistent disquiet on many campuses throughout the nation indicates that unrest results, not from a conspiracy by a few, but from a shared sense that the nation has no adequate plans for meeting the crises of our society. To name only one issue of special concern to the students: since the Kerner Commission's report, there has been no decisive response to its recommendations.

"We do not say that all the problems faced by colleges and universities are a reflection on the malaise of the larger society. That is not true. But we do say that until political leadership addresses itself to the major problems of our society — the huge expenditure of national resources for military purposes, the inequities practiced by the present draft system, the critical needs of America's twenty-three million poor, the unequal division of our life on racial issues — until this happens, the concern and energy of those who know the need for change will seek outlets for their frustration.

"We realize that in writing this letter we have taken the unusual step of speaking publicly for our community on pressing issues of the moment. We do this out of an urgent concern to question the widely held view that university unrest is merely an internal problem, or at most fomented by an outside force. More, we believe that if political leaders act on this mistaken assumption, their actions will serve only to widen the separations within the university and between the

(Continued on Page 7)

## Students Invited On Planning Group

The President's Planning Group has formed plans for including students in the planning work next fall. The new Planning Group, which will shortly be chosen by the faculty (to replace the present members, Professor Shipman, Boyd, Van Alostyne, Roadstrum, Heventhal, and Weizinger) will first publish a statement on what students will have to do in connection with the Planning Group and then ask for volunteers from the student body to assist in the planning effort. All volunteers will be given an opportunity to help plan.

The Planning Group is presently 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 finances, essays on five more of the possible objectives for Tech (Education of the disadvantaged, training of entrepreneurs and inventors, a "middle college," a "classical education" in science and technology, 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 commented on some 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 factual.

One was the comment that students, coming here to take engineering, are no longer interested in it by the time they are sophomores. Another was the students' reply to the question "What do you want to save?" Their reply was the small-size and the student-faculty contact. However, the latter was invariably preceded by almost an hour of complaints about the insensitive faculty. Other comments were "Tech students are not cultivally and intellectually motivated." "This place is just like high school. We want time to think, to reflect. Why do we have to do work every day?" In regard to the last comment, however, the students also admitted that "Without a push, I wouldn't work."

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ELECTRICAL,  
MECHANICAL  
AND  
AIR-POLLUTION  
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## Faculty Evaluate Physics Curriculum

"If you want a revolution, we sure started one." — with these words Professor Wooten summarized the new freshman physics course. The innovative program is under fire from all directions, and its aims, methods, and existence are under discussion. Here is the story of the course in the words of a few of its teachers. Goals of the new program were expressed as selling a better physics course: Prof. Wooten: "We have tried to put on a dramatically different and radically different general physics course, and the first time through is pretty rough for everybody. I don't know who first organized the general physics course, but I think it was Aristotle who tried to teach physics to Alexander the Great, and this is probably true. I think that the course that we've always taught was started by a Frenchman about 1800. What we've tried to do is take advantage of the change of our own insights in physics and present an energy and force field concept as a group instead of studying mechanics in general, and it's quite a radical departure."

Prof. Bluemel: "We are covering much less material in a given hour than we covered before. We've eliminated some material. Previously, I had felt rushed, from my standpoint, this year I am teaching physics and enjoying it. My own opinion is that it is more like Physics now."

Prof. Johnson: "We are trying to give a Physics course that is our view of what is important... for background infor-

mation and techniques than one ought to have for a scientific or engineering program. We're not trying to teach a modified engineering. We are trying to teach the ideas that we as physicists think are the important ideas and concepts for a basic physics course; and in doing this we are following somewhat of a mandate from the engineers."

Prof. Johnson explains the dichotomy of theory and practice in learning physics.

"The big word now is let's let people think for themselves and be intellectually stimulated. We're trying to do this, but if you try to stimulate a person intellectually and he doesn't want to be stimulated intellectually, or if he does and finds he gets poor grades because it's a little harder, then he changes his mind — this is demoralizing.

"You've got two different aims. You don't want to lose the student and you want to keep him intellectually alive, and yet you want him to do something besides learn theory and talk about it."

In discussing the success or failure of the new course, the following comments were offered:

Prof. Johnson: "From the point of view of grades, and this I suppose is from the point of view of the student taking the course, the grades are lower, and in this way it might be considered not so successful. From the point of view of student comment and attendance, especially at lecture, it has not been particularly successful. From the point of view of some of the staff, it has not been successful because we are trying out a lot of new things. From the point of view of many of the other portion of the staff, people think that it ought not to be abandoned because we feel we're teaching closer to what we ought to teach as far as a physics course is concerned."

"From the point of view of getting reproductions and perhaps from the point of view of the morale of the student it's not successful."

"I, personally, am a little unhappy with the performance. I think that performance is poorer than it should be."

Prof. Bluemel: "To the extent that we have given the impression that physics is boring, we have badly goofed. If we've given the impression that it's difficult, I think that's correct, it's a difficult subject. But, it's not boring, and to the extent that people have this impression and are bored by the course, that, to my mind, is the best measure of the extent to which we have failed and not the grade distribution, or how hard the exams are or anything else. The motivation, and the extent to which that is lacking, is a valid measure of the need for changes in the course."

Prof. Wooten: "I realize there are a lot of people commenting on this at the present time, and I think we really have done a pretty good job. I'd say come back next year to see what its like. Whenever you do something for the first time it has

some rough edges. Some people panic and some people don't."

In comparing this new course to past physics courses at WPI, these points were put forth:

Prof. Johnson: "It turns out, if you want to do the numbers game, that there's not much difference in the number of hours. It does turn out that there are more recitation hours than lecture hours, and less lab hours than before."

"It's not really a compression course, though. The amount of material is about the same, but we felt we wanted to turn the course around: eliminate some things, add some things, spend more time on certain things, less time on others. I could say the material we're trying to teach is a little different than just a compression or just a cutting-out of things."

Prof. Bluemel: "The course is certainly harder, despite the fact that we're covering less material. Up until this year physics had a reputation as a 'cram the night before' type of course: forget about it until the night before the exam, then you go to the house files, get out the exams from the past five years, look them over, and if you can push your slide rule and learn how to work the problems on these exams, you can pass the next one because the problems repeated though maybe the numbers have changed. I don't think that has been true in any section this year, so it has been harder work."

It is evident that the course must be changed, but just how is a different matter. Assuming it will remain a one semester course for the freshman year, these are the ideas the faculty have for changing it:

Prof. Johnson: "I think that we won't change things very much as far as what the aims are, but I think I would change the order of topics a little bit. If possible I would want to see us do a little more problem drill."

Prof. Bluemel: "I think a lot has to be done in the lab... I think we are headed in the right direction though we're stumbling along the way."

"I think motivation has been a big problem. It's obviously a direction in which we've got to go, in my mind. There's a difficulty here in finding somebody who's really a whip at some topic to come and talk about it; not just write down a bunch of equations, but talk about it."

Prof. Wooten: "As a result of our experiences this year in the labs, we'll put together specific instructions for next year. You know, we didn't have specific instructions this year, and one of the immediate changes will be these instructions for next year. It's in an organizational state."

Some of the faculty thought that it was just too early to evaluate the new course but improvements would have to be made. Just what is to be done is not decided yet, but at least the attempt to combine a course of theory and practice seems to be a step toward education and not training.

## Thank You, Tech

by H.H. Shore, Past Editor, Tech News

I

I came to learn.

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

You told me exactly why

I could see my 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?

II

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 learn I did.  
You gave me the best years of my life.

It's too bad they were interrupted by classes.

## FM Station This Summer

A new and promising venture for the upcoming school year here 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 sometime this summer and continuing throughout the school year.

It was hoped that this station would have been able to start transmitting at the end of this year, but there is still work to be done on the transmitting equipment and organization of all efforts still must be attained. 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 should appeal to a wide and varied audience, for jazz, classical music, folk music and modern rock will all be featured at various times, with rock probably being emphasized on the weekends.

## College Column

(Continued from Page 6)

universities and society at large. If, however, this important element in student unrest is understood, it would be possible for you, Mr. President, to redirect youthful energy toward those more idealistic, creative and generous actions which encourages those visions to which young men so gladly dedicate themselves, and we will support those efforts.

"I send this letter to you on behalf of an overwhelming majority of Amherst students, faculty and administration who attended the closing meeting of our days of inquiry tonight. Copies of this letter with the signatures of all those who wish to subscribe will follow as soon as possible."

Holy Cross College has recently become one of the few colleges in the country to allow students to take part formally in the hiring, firing and promoting of faculty and to vote at regular faculty meetings. The H. C. faculty at their May 5 meeting approved a series of proposals designed to give students a virtually unprecedented representation and voice in faculty affairs. The five resolutions passed are as follows:

— That a student advisory committee be established for each academic department at the college.

(Continued on Page 10)



## Coach Devlin's Netmen End Winning Season

This week marked the end of W.P.I.'s first winning tennis team in six years. The racketmen took the measure 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 teams, with his dedicated interest and fine coaching. The netmen are thankful for Mr. Devlin's leadership, and the qualities he brought out in each player's performance.

Jim Kinley and Bill Parent, the teams number one and two players, each had fine 6-2 records in their individual singles matches. The Demers duo in doubles were a hard to beat pair, as were Captain Bruce Green and Steve Henrich in their singles matches. Joe Spezeski and John Shotliff were the seventh and eighth men, and they put together a winning season in the doubles matches they played.

The inspiration that Mr. Dev-

lin has given the team will be carried on to next year with five returning lettermen, and a chance to set higher records.

The summaries:

Kinley d. Armand (LT), 6-3, 6-0; Parent d. Quinn (LT), 0-6, 6-1, 7-5; McGuire (LT) d. Henrich, 6-1, 6-1; Green d. Cronin (LT), 6-2, 6-2; Dave Demer d. Rice (LT), 6-4, 6-2; Dan Demer d. D'Emilio (LT), 6-4, 6-1.

Kinley-Parent d. Armand-Quinn (LT), 6-4, 5-7, 8-6; Demers - Demers d. McGuire-Cronin (LT), 6-1, 6-3; Spezeski-Shotliff d. Rice-D'Emilio (LT), 6-1, 6-3.

Kinley d. Finley (AIC), 6-0, 6-0; Parent d. Call (AIC), 6-0, 6-1; Henrich d. Burdell (AIC), 6-3, 6-2; Green d. DeForge (AIC), 6-4, 6-3; Dave Demers d. Jenney (AIC), 6-4, 6-3; Dan Demer d. Kaiser (AIC), 6-2, 6-1.

Kinley-Parent d. Finley-Call (AIC), 6-2, 6-2; Demers-Demers d. Kaiser-Mandle (AIC), 6-0, 6-0; Spezeski-Shotliff d. Szody-McCleod (AIC), 6-1, 6-0.

## Baseball Ends Season With Winning Record

The Worcester Tech baseball team had a three game week with two wins and a lose. The Engineers closed the season with a winning 7-6 record.

At the University of Hartford the team suffered their only loss of the week. The score was 4-2 as Bill Beloff went the route for the Engineers and absorbed the loss. The University of Hartford pitcher only allowed five hits and had Tech under control at all times.

W.P.I. 000 200 000-2  
Hartford 002 002 000-4

Wednesday's game with Lowell Tech proves a complete reversal of the earlier game. Art Katsaros threw a three-hitter in collecting the win. Katsaros pitched the complete game and struck-out eight. He allowed six walks, but was tough in the clutch as Art stranded ten Lowell Tech players. The big gun for Tech was Bob Magarian. He had a triple and a single in the eighth which drove in two runs. Eddie Griffith had two hits and Greg Sankey had a run producing single in the third.

W.P.I. 002 000 020-4  
Lowell 000 000 000-0

The baseball team traveled to Springfield on Saturday to play American International College. The Engineer's pounded out a 14 hit attack on the way to a 12-8 victory.

Bill Beloff picked up his fourth win of the season for Tech by going the distance. The game was a hitters game as a total of 23 hits were produced. Leading the way for Tech was Tim Rooney and Bob Johnson. Each had three hits, while Bob also had three runs batted in and Tim scored three times.

W.P.I. 120 410 031-12  
A.I.C. 025 010 000-8

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 ridiculously brief schedule, but did their best under the circumstances.

On Monday, the Frosh played L.J.C. and were shut-out on one hit, 6-0. Defensive and mental errors were their downfall. Dave Friese did the pitching for the frosh, while Lou Ferraresi connected for the only rariest connected for the only Tech hit.

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

Hi Bill Russell;  
Where Are You?

## I.F. Sports TRACK

This year's IF Track Meet was won by Sigma Phi Epsilon with a total of 69 points. Figi was a distant second with 39 points, followed by Alpha Tau Omega and Lambda Chi.

Meet records fell in the mile run and the pole vault. Mike Malone of LCA turned in a 4:45 clocking in the mile as he broke the oldest existing IF Track record. Don Saint Marie of SPE and Bob Urban, SAE, both cleared 12.1" in the pole vault, breaking the existing mark of 12'0".

## SOFTBALL

As of last Sunday Phi Gamma Delta, a strong contender for this years Sports Trophy, kept its unblemished record intact as it remained undefeated in sole 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 PGD downed PKT in a thriller, 12-11. The game went down to the wire as a Kap rally in the last inning was cut short. It was PKT's second loss of the week after winning its first 7 games.

## Returns To W.P.I. Colonel Pierce

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

Colonel Pierce, who has recently retired from the Army, received his B.A. degree at the University of Omaha in 1960 and his A.M. degree at George Washington University in 1962. After completing a year in Viet Nam, he returned to the states to serve at the Army Laboratories in New Mexico from 1967-1969.

Colonel Pierce will assume his post in June.

## Dixieland Band To Appear May 23

"The Jewels of Dixie," a Dixieland jazz band, will appear at Tech Friday night, May 23, at 8 p.m. outside on the quadrangle. The band, backed by Professor John Worsley, is being brought here through the Assembly Committee, chairman of which is Phillip Kazmersky.

The band includes Eddie Soares, "Tech's own" piano player, Peter Peligan, who also has appeared here before on clarinet, Dicky Cohen on trombone, Tommy Wheeler, also at Tech previously, on bass, Raymond Cerce on drums, and also 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 100 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 intermediates. 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 Paulk in the triple

jump. The final score of the meet was W.P.I. 86 and Trinity 54. In the freshmen meet Tech proved to be superior with a 80-59 win. Mark Dupuis upped his own freshmen school record in the shot put to 46 feet 3 inches.

Last Saturday, Tech thinclads traveled to Brunswick, Maine to compete in the Eastern Intercollegiate 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 a third while setting a new school record. In the javelin Joe Najemy took a fourth. Tech's final score was contributed by her 440 yard relay team of Wayne Eastman, Charlie Basner, Craig Mading and Ray Paulk who took a fifth.



Charlie Zepp displays winning form

753-3040

**Cinema 1**  
at Webster Square

**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!"**

—Newsweek

**"A VERY GOOD MOVIE—IT'S 'THE GRADUATE' GROWN UP!"**

—WNBC

**JOHN CASSAVETES' FACES**

The Walter Reade Organization presents  
JOHN CASSAVETES' "FACES" starring John Marley  
Gena Rowlands • Lynn Carlin • Seymour Cassel



Yatchman picks up survivor of tacking maneuver mishaps.



# 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 peculiar emphases and point of view, its "character."

Provide the student with skills, attitudes, contacts, and experiences for leadership in society.

Protect 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 insofar 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 the following twenty-two questions.)

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.

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.

		Rank of Importance				
		top	great	med.	little	no
IS		2-4	16-21	58-58	31-80	3-10
SHOULD BE		51-56	41-75	19-34	2-4	0-6
IS		2-1	1-9	38-37	55-92	15-32
SHOULD BE		30-55	37-78	27-30	19-9	3-2
IS		7-10	27-33	51-76	22-38	6-5
SHOULD BE		45-42	33-55	16-51	16-9	5-8
IS		2-2	4-9	38-43	50-95	11-17
SHOULD BE		24-14	34-51	42-60	10-34	1-10
IS		0-1	7-9	49-48	52-92	7-19
SHOULD BE		7-26	32-75	57-55	17-10	3-4
IS		11-47	39-78	37-24	20-12	2-3
SHOULD BE		4-8	19-23	30-40	39-52	23-45
IS		1-1	13-23	57-79	35-57	5-8
SHOULD BE		32-39	56-94	21-31	7-4	0-1
IS		1-0	8-7	57-37	36-86	6-40
SHOULD BE		12-27	23-56	51-62	24-21	3-4
IS		2-3	16-7	55-48	37-89	2-23
SHOULD BE		38-77	44-57	26-30	7-5	0-2
IS		3-3	21-17	61-59	21-73	4-21
SHOULD BE		27-39	38-83	38-38	10-9	0-1
IS		4-1	6-7	49-38	46-89	6-33
SHOULD BE		32-36	56-80	19-37	7-13	1-5
IS		14-7	50-67	37-70	8-13	2-8
SHOULD BE		19-28	34-69	43-46	12-14	5-9
IS		0-1	17-13	57-71	37-72	1-9
SHOULD BE		29-42	44-89	37-36	3-2	0-2
IS		2-2	18-24	47-61	38-69	3-13
SHOULD BE		21-58	51-78	36-32	6-3	1-1
IS		3	7	45	85	27
SHOULD BE		45	66	45	10	9
IS		1	2	6	28	120
SHOULD BE		29	30	28	28	57
IS		3	15	44	72	24
SHOULD BE		46	63	38	11	7
IS		3	13	64	67	23
SHOULD BE		50	60	38	11	13
IS		4	3	17	50	90
SHOULD BE		21	23	26	29	71
IS		6	11	10	59	81
SHOULD BE		71	38	22	20	15

big a role would you say the faculty should play in each of those areas? (Continued on Page 10)

## Honorary Degrees

(Continued from Page 1)  
Washington, D. C., high school for 11 years. During that period, he became the founder and president of what is now the National Radio Institute in Washington, a pioneer in home study. Through his efforts, the Institute has trained nearly one



Robert D. Harrington, Trustee, President of Paul Revere Corp.

million communications technicians.

He has received numerous awards and decorations among them a Robert H. Goddard Award for outstanding professional achievement from W. P. I., an honorary degree from Florida Institute of Technology, which has named an



Dr. C. Lester Hogan, President, Fairchild Corp.

electrical engineering laboratory for him in Melbourne, Fla., and an honorary doctorate from Southeastern University, Washington, D. C.

Arthur E. Smith became president and chief executive officer of United Aircraft Corp. last fall after 33 years of increasing responsibilities leading to the ex-



Rev. Raymond J. Swords, S.J., President, Holy Cross College

ecutive vice presidency of the corporation. Prior to that he had been president of United's major division, Pratt & Whitney Aircraft.

A native of Malden, he also lived in Worcester prior to attending Tech. He worked for two years in the automotive industry after graduation from (Continued on Page 13)

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



# 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



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 100 percent behind the idea.

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

# Worcester Consortium Sponsors "Collegiate Talk-In"

The Worcester Consortium for Higher Education is presently sponsoring a program developed by the public relations officers of its participating colleges. Collegiate Talk-In, as the program is called, is a series of thirteen tapes, each one-half hour long, that is available without charge to radio stations for use in public service broadcasting. According to a Consortium publication, each program is "a discussion concerning a topic of broad general interest with representatives of various colleges contributing their expertise to the round table conversation."

According to Mr. Roger N. Perry, WP.I. Publicity Director the tapes are made in the radio station of WTAG, with their News Director, Dick Wright acting as master of ceremonies, Mr. Fred L. Curtis, a retired sales executive from Norton, has aided the program immensely by making duplicates from the master tape with his own equipment

At present eight stations throughout New England and New York are airing the tapes, with at least two more to begin broadcasting in the fall. WRKO in Boston has been running the series the past year and has indicated that it has been getting good response from its lis-

teners. The station recently received a letter from a couple living in Concord, New Hampshire. It stated that "Both of us were most interested in the discussion... and hope that future programs will be as stimulating and productive." Locally, the program is aired by WTAG at 12:30 P.M. on Sunday and is repeated at 8:30 on Tuesdays (provided there is no Red Sox game).

The thirteen programs put together this year covered a whole variety of topics purposefully set up so they would be appropriate throughout the country as well as in Worcester. In "Black Students on Campus—Why Aren't There More?", professors and students from several colleges (including Professor John P. Van Alstyne of Tech) explained how early school experiences, home conditioning, and lack of motivating influences hinder blacks in their attempts at college success. In another of the series, "Do Junior Colleges Provide a Second Rate Education?", panelists from four area junior colleges stated the differing roles that their respective colleges are playing in today's society. Other programs of special interest to Tech students are "Student Activists—What are They Up

To?", "ROTC on the Campus", and "Sex Education—How Far Should It Go?". Some of the Tech personnel who have taken part in the round table discussions are Dean Nourse, Director of Admissions, Dr. Norman Sondak and Mr. John Sistrone of WACCC, Dr. Nicholas Onorato of the Economics Department, and Professor Carl Koontz of the C.E. Department.

According to Mr. Perry, the radio series is an attempt to make the Worcester area better known as an educational haven. It also points out the efforts and goals of the Consortium. The Worcester Consortium for Higher Education is an agreement among ten colleges in the Worcester area to explore better ways to enrich academic programs, expand public service organizations, and to effect fiscal efficiency. Since its conception in 1967, the Consortium has initiated intercollegiate student and faculty exchange, use of joint facilities, and cooperative purchasing. Thus, the Talk-In is just a continuation of the Consortium's efforts to promote good education in the area.

An immediate plan of the Talk-In is to prepare thirteen new programs for next fall. With these additional tapes, more stations can be served with less backlog. An idea that may be put into effect in the future is that the program be taped in the WICN studio in Alden, perhaps with a Worcester college student moderating.

# Results of Planning Group

(Continued from Page 9)

## AREA OF DECISIONS

- Educational policies
- Faculty personnel policies
- Financial affairs and Capital improvements
- Student affairs
- Public and alumni relations

How big a role would you say the student body should play in each of those areas?

## AREA OF DECISIONS

- Educational policies
- Faculty personnel policies
- Financial affairs and capital improvements
- Student affairs
- Public and alumni relations

## ABOUT THE COLLEGE IN GENERAL

In general, how would you describe the rule-atmosphere at this college: (Please check the Appropriate space.)

- 3 1. I find it hard to believe there are any rules at all around here. People seem to do as they please.
- 19 2. In general, a good deal of laxity is permitted compared to what I know of other places.

- Teaching performance
- Publications
- Honors received
- Student evaluations
- Service to the community
- Total effectiveness in working with students
- Ability to secure research grants
- Research accomplished
- Research potential
- Committee and other administrative service

faculty views should prevail	faculty should have much influence	faculty should have moderate influence	faculty should have little influence
77	85	11	0
50	74	41	5
4	35	106	27
4	47	89	33
3	35	97	37

student body views should prevail	student body should have much influence	student body should have moderate influence	student body should have little influence
6	86	68	12
4	40	72	57
2	11	90	70
111	59	7	1
1	34	94	44

- 49 3. The rules are respected, though exceptions are permitted when proper.
- 49 4. The rules are very important. Exceptions are very rare.
- 44 5. This is really a rule-emphasizing place, practically everything goes "by the book."

Below are listed some of the usual criteria for evaluating faculty. Indicate on the appropriate line your view of how important they should be.

	very important	of little importance	no importance
	108-159	8-6	0-0
	20-5	74-57	20-101
	7-8	68-63	40-93
	18-81	77-78	21-5
	5-11	65-88	44-65
	96-155	20-6	0-3
	8-6	52-58	56-97
	30-7	69-89	17-67
	10-12	75-94	30-57
	8-25	85-95	22-40

## College Column

(Continued from Page 7)

— That two members of these advisory committees meet with senior members and department chairman of each academic department each October, at which time the students will advise faculty members of advisory committee views on teachers being considered for reappointment, promotion and tenure. These views will be forwarded to Father Brooks, the vice-president and academic dean.

— That students participate in the interviewing and reviewing 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 students on the Educational Policy Committee.

Furthermore, at this same meeting, the faculty voted almost 2 to 1 to have H. C. become coeducational starting next year. This decision came after a student referendum approved coeducation by a 4 to 1 vote. The faculty passed a resolution to recommend to the trustees that the freshmen class for 1971 be from 30% to 40% female, and that study cost be made of the transition to coeducation.

All the proposals will be in effect for a two-year period and will then be subject to review. The results of the faculty vote will be forwarded to the Trustees, who will make the final decision.



# Goddard Library: Lost In Own Space

By DAVE HOBILL

What a way to fill space! This what the \$5.4 million Goddard Library does on the Clark University campus. It's open, it's closed, 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 architecture. But, what ever the opinion of its outward features



there is no doubt that the Library is truly a facility of learning.

The building, whether it is, or isn't, is now a permanent and long needed addition to Clark. Its structure, which is quite unique as far as buildings for Worcester campuses go, was designed by John M. Johansen of New Canaan, Conn. Mr. Johansen, a noted architect in his own right, has won many awards for his design of the library.

Basically the library consists

of one main block or stack in which the shelves of books are located. Surrounding this is four-story space for many different facilities, in this manner, private study rooms, lounges, individual desks, reading rooms, etc. can all be efficiently placed in such a manner as to keep a minimum amount of wasted space yet remain uncramped. It is these weird and even in some places grotesque projections out of the central stack that make each floor different from any other. This entire structure is supported on a "stand" of concrete which makes the open portion of the first floor resemble a parking garage.

On the first floor is an interesting exhibit of the papers and equipment of Dr. Robert Goddard which covers the time of his beginning interests in outer space to that of his death. This exhibit is one which can be appreciated by all, whether technically oriented or not, for it not only portrays Goddard, the physicist-engineer, but also Goddard as artist, dreamer, and philosopher.

While it was Goddard who conquered outer space, it was Johansen who conquered the small space of Clark University. The central stack is designed in such a manner that many more books can be added with the addition of more sections onto already existing sections.

Space is outlined not with square, right-angle corners but with trapezoidal triangular, and other geometrical shapes. Windows not only allow views of whats up or out but also what is down beneath. They are angles both horizontally and ver-



tically. Each new space confronts one with surprise. Walk around one of the floors a couple of times and when you return to your starting point you realize that you discovered jogs, nooks, crannies, that you didn't know existed in your first time around. Certain areas look as if they belong in a maze in an amusement park.



Some of the space jumps out at you, while others remain hidden for you to explore and conquer yourself.

While walking around through the labyrinthian spaces, one expects some Minotaur-like creature to emerge and consume him. But before he knows it, it is not a Minotaur, but the building itself that has consumed him. The library is not just some monolith of brick and concrete but a living, dynamic, creature. The entire building is one complete organism. The floors themselves are not separated completely by tile or carpeting but actually flow into one another. Though one can see all the other floors from any particular level each floor maintains its own distinctness. One finds that he is not only on some particular floor but in the entire library at the same time. He is not closed off from that which is going on above and below him.

The structure itself is powerful. Its great concrete skeleton is exposed both outwardly and inwardly. This framework is strong and will support its weight, its burdens, its growth.

But what is it that sustains the growth of this huge colossus? The answer in one word is knowledge. The library's whole ground of being is the existence of readily obtainable knowledge. It absorbs this knowledge and then distributes it to the hungry commensalites who enter its body. This is not true of all libraries. There is some exchange of life between the building and those who enter. The library makes each person in some manner and in the same way the individual makes

the library. Unlike the old library behind Atwood Hall, which became a gathering place for bull-throwers and the like, Goddard Library is a place of learning.

But, this learning is not only through the books stored within the library. The placement of the windows can allow the person either a quick glance at his environment or a long study. The higher one goes the more the surroundings make them-



selves known. Finally on the top floor, humanity and nature intermingle. Out of the trees pop churches, hospitals, factories, schools and all else created by man. From out of the windows one can see life filling the once empty space on earth.

Just as Robert Goddard left much of the conquering of outer space to those who followed him, John Johansen has left the conquering of the space inside Goddard Library to each individual who has the courage to enter into it.

## Demonstration

(Continued from Page 1)

the CCS leaflet, the Student ed to support the demonstration. Steve Udell, Student Body President, mentioned that at the next Trustee meeting the student view would not be forgotten or "watered down", as he would personally represent the students by attending.

At 11:00 A.M., the demonstrators gathered in front of the steps of Riley Hall in a manner reminiscent of the football rallies last fall. The significant difference was that this time those attending were not merely mustering behind a physical force, but were trying to change the school. Soon after the ROTC Band marched away from Alden to the beat of the drums, the speeches began, with Paul Cleary moderating by giving introductions and clarifying certain points.

The first speaker, Professor Hart of the History Department, contended that students of today are trying to change their campuses because of their "dislike of irrationality." Because of this, according to Hart, the students cannot support a militaristic society or its attempts to make the university a "battleground" through the use of ROTC. Rather, they believe that the purpose of the university is the pursuit of academics. Hart concluded by saying that it is the right of a student to take

ROTC if he so desires, but that if a majority of students do not want it, then they should not be forced to take it.

The next speaker, Paul Schneiderman, essentially agreed with Hart. He summed up his views by saying, "I think that the Trustees should stop pussy-footing in policy-making. If we want to get rid of it, get rid of it now."

Professor Worsley of the History Department began by lecturing on the background of the "pragmatic philosophy" of American education, his beliefs being that those who support such a "pragmatic" program believe they are benefitting society. His example was that supporters of ROTC would rationalize that military education teaches such virtues as leadership, good conduct, and good morals, in addition to preparing one for his "duty" to the military. He closed by cynically suggesting that perhaps this type of thinker would approve of a compulsory sex-education course patterned after the ROTC program. To clarify his point, he picked certain ROTC topics and applied them to his proposed program, much to the amusement of the audience, who enjoyed his ridicule of ROTC.

A compact but effective speech that reminded one of his speech at the ROTC Forum was given by Physics Professor Harold Hilsinger. In his own

words, "I oppose mandatory weaponry on campus. I oppose mandatory uniformity on campus. I believe weapons have no place on campus, whether in the hands of rioting students or uniformed students." This comment was fully as well accepted as the one he gave at the Forum, as evident by the applause.

Professor Bruce McQuarrie explained that the Trustees have in the past voted to keep mandatory ROTC for at least three more years, their rationale being that they couldn't be sure what the circumstances will be in three years. McQuarrie believes that in light of faculty and student demands that ROTC be made voluntary, the Trustees should feel compelled toward creating a voluntary program. He stated, "Let's hope the Trustees will have enough foresight to see what will happen in September if they can't see what will happen in three years."

A point of view contrary to most of those attending was given by Professor Fred Anderson. He laid his views on the line by saying, "I believe in compulsory class attendance. I believe in compulsory physical education. I also believe in compulsory ROTC." His view is that things that are "compulsory" are not harmful to the individual, and attempted to prove this through use of analo-

gy. Also, he stated that his generation (including himself), had fought in a war, and that our generation would not be free today if they hadn't. For this reason, he believes that our generation has an obligation to his and should carry it out.

Professor McQuarrie took to the microphone again to refute Professor Anderson's contention that one generation can be obligated 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 loused up society doesn't mean you have to make the same mistakes. Don't let my generation try to justify their mistakes by forcing you to make the same mistakes." (Such a point of view is rarely heard by students, as very few men will come right out and actually say that their generation has not been beneficial to society. Nevertheless, his view was readily accepted, especially in light of the acceptance of the previous speech.)

A number of others spoke, most of them reiterating what had previously been said. Pros and cons of removing ROTC from the campus were given, and the academic issue was discussed quite thoroughly. Paul Cleary ended the demonstration by saying that if ROTC is still mandatory next September, the students should enlist the sup-

port of the American Civil Liberties Union and get a court injunction against compulsory ROTC.

There is a question as to how many freshmen cut drill to attend the demonstration. When asked about this, Sergeant Pallat of the ROTC Department estimated that about 15-20 percent of the freshmen were absent. However, a check of "B" Company (the only one with figures available) showed that 35 out of 80 were missing from drill. Sergeant Pallat 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, especially in light of Tuesday afternoon's Chemistry exam.

The converse of this is the student who believes in voluntary ROTC and believed in the need for a demonstration, but did not cut drill. One such student 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 demerits.

However, the demonstration could be viewed as a success, considering that it took place at Tech. It was, as planned, set up, attended, and supported by Tech students. The support was not overwhelming, but it did indicate to "those above" that there are students at Tech who care about their and the institute'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 back upon the institutional device to channel their aims. Thus the politically radical student who wishes knowledge of psychedelic 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 cause 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 that "the student 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 freedom 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 sanctuary of the campus."

## Michigan U. Re-evaluates Goals

Ann Arbor, Mich.-(I.P.)- The University of Michigan School of Education urgently 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 simple teacher training or service to local school districts.

The panel notes in its 52-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 assert.

The study was initiated last fall. Since then Wilbur Cohen, former U. S. secretary of health, education, and welfare, has been named dean to succeed the retiring Willard C. Olson. "You could have made no better choice," panel chairman Alvin C. Eurich wrote to President Fleming.

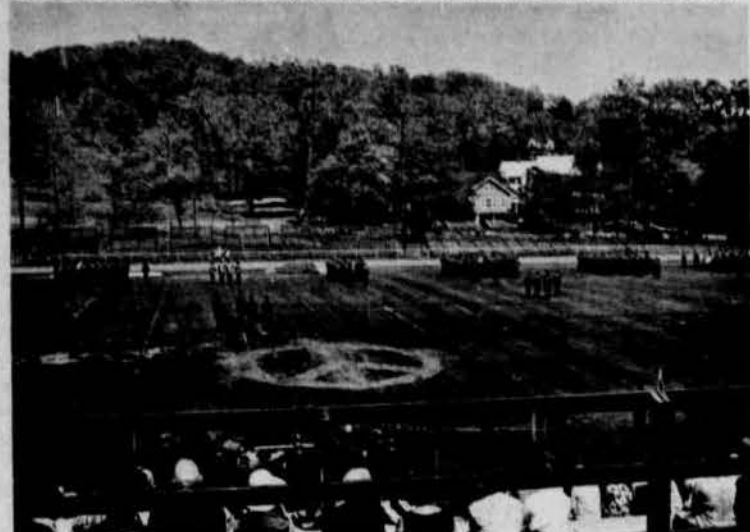
The panel suggests that Cohen, as one of his first activities, "work out methods by which the School of Education can identify, in collaboration with the central administration of the University, what its primary emphasis should be."

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

The panel found staff overload "small order amidst large chaos," and decisions on large matters going by default. The panel feels that the school is under-administered.

Division of the school into teaching, research, and service departments is rejected by the panel. Alternative divisions or organization by small group teams are proposed, as well as some administrative approaches. What is important, says the panel, "is to avoid structures which institutionalize dichotomies, which handicap full faculty collaboration, or which commit the faculty to in-

(Continued on Page 13)



A Peaceful ROTC Review

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

SALISBURY 310-F  
EXT. 439



A few of those who enjoyed the Tau Beta Pi Picnic



## Curriculum Committee Strives For Consolidation

This year the Curriculum Committee, chaired by Professor Grogan 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 three major subcommittees working on separate projects: evaluation of existing freshman curriculum and its flexibility; a study of the computer science field; a study of the appropriateness 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 not be possible to continue senior electives in existing programs since a new program would draw too many students from existing programs and the present quality of professional electives would be damaged.

The 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. History, the Scientific Revolution, Introduction to Business, and Introduction to Environmental Problems. "Environmental Problems" will investigate methods used for the measurement, detection, and control of water and air pollution, including the bearing of laws and statutes on the problem of pollution. In addition a new three credit course in computer science will be given next spring as a freshman elective.

The new course, Computer Science II, will cover the computer solution of numerical and non-numerical problems using at least two computer languages. A one credit course in the fall will be a prerequisite for C.S. II (C.S. III).

Choice of major in the freshman year is the area being investigated by the flexibility subcommittee. Students now select departments second semester, freshman year. The Committee would like to keep that flexibility but seek to make it possible for an individual to specialize earlier or later, without jeopardizing their four-year degree program. This arrangement will make it possible for those with definite plans to get started in their field earlier, and will allow the undecided to explore more before specializing.

Another concern of the Curriculum Committee is better balancing of the physics course load in the freshman year. This matter will be considered in the fall. The adjustment of credits and prerequisites round out the activities of the Curriculum Committee.

## Lost & Found Has Many Articles

The Tech Campus has a lost and found center located in the Campus Police Headquarters. Stray articles found throughout the campus are kept there and it is requested that if anyone finds stray 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, 16 pairs of glasses, a baseball mit, a pipe, a cigarette lighter, pens, wallets, rings, watches, mechanical drawing equipment, pins and medals, leather brief case, foreign dictionaries, jackets, scarves, gloves, sweaters, umbrellas, and infinite books.

## Michigan U.

(Continued from Page 12) efficient preoccupation with the details of administration."

Faculty — and students, too — are warned 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. While seeking the "widest consultation... he should refuse to become prisoner of any moni-

toring system based upon pendulum-swing suspicion of 'administrative' prerogatives."

The panel found few who see teacher education as a way of strengthening the school as a whole. Existing programs are described as "pedestrian in concept, mechanistically tied to certification requirements, grossly — even ridiculously — understaffed, and quite inadequately supported in equipment and curricular materials.

## STUDY IN CUERNAVACA

SPRING TERM 1970

### ALTERNATIVES IN EDUCATION A THREE MONTH TERM

Twelve seminars on 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 and alternative educational systems.

Seminars are scheduled to accommodate students from U.S. Colleges (Quarter or Semester Plan) and can be combined with Intensive Spanish and other courses at CIDOC

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

## Dr. Goddard's Workshop To Be Museum

The workshop of rocket pioneer Robert Goddard will soon open as a museum. This recreation of the actual workshop, located in Roswell, New Mexico, will contain most of the actual tools and machines that Goddard used to test his ideas and fabricate rockets with. Not all of the original tools were available, but where possible similar ones were substituted. Two of these, a single spindle drill press and a bench mounted 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 professional accomplishment."

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 here in insurance and investments. Harrington Auditorium was their gift to Worcester Tech.

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 Fairchild Camera last August, after he had been for 10 years general manager of Motorola Semiconductor Products 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 master's and doctorate 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 Motorola Inc. in 1958. He became a vice president in 1960.

A native of Springfield, Father Swords was graduated from Holy Cross in 1938, entered the Society of Jesus in the same year, and studied at Shadowbrook, Lenox. He began philosophical studies at Weston College from which he received a master's degree in 1943, and returned to Holy Cross to teach English and mathematics.

From 1945 to 1947, Father Swords studied mathematics at

## What's Up

### Campus:

May 23 Art's Society Movie. 'The Professionals' with Lee Marvin and Claudia Cardinale. Alden Memorial Auditorium. 7:00 p.m.

May 25 Art's Society Movie. Alden Memorial Auditorium. 7:00 p.m.

### Worcester:

May 24 'The Detective' with Frank Sinatra and Lee Remick. Cinema Auditorium. Holy Cross. 8:30 p.m.

May 25 'Coogan's Bluff' with Clint Eastwood. Cinema Auditorium. Holy Cross. 8:30 p.m.

### Boston Plays:

May 19-31 'The man in the Glass Booth' Colonial Theatre.

"The Boys In the Band" acclaimed 'Best American Play' New York Times. Wilbur Theatre.

'A Taste of Honey' at M.I.T. Kresge Theatre

'How to Make a Woman' Caravan Theatre 155 Mass. Ave. Harvard Square

'After The Fall' Theatre Company of Boston

'The Proposition' Edmond Square Tel. 876-0088

### Boston Concerts

May 22-24 Cartoone, Black Pearl The Ark 15 Lansdowne St.

May 23-25 Bonzo Dog Doh Dah Band. The Boston Tea Party.

May 27-29 Led Zeppelin; Zepher. Tea Party

May 29-31 Illinois Speed Press. The Ark

To June 28 Boston Pops, Symphony Hall

## Schedule of Events

of the

## Commencement Season

## Worcester Polytechnic Institute

June 7, 8, 1969

### SATURDAY

3:00 p.m. Commissioning Ceremony for Reserve Officers Training Corps

Alden Memorial Auditorium

### SUNDAY

10:00 a.m. Baccalaureate Service  
Alden Memorial Auditorium

2:30 p.m. Commencement 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. In case of inclement weather the President's Reception will be held in Morgan Hall.

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 1951.

Father Swords was ordained a Roman Catholic priest in 1950 and the following year studied ascetical theology at Rathfarnham Castle, Dublin, Ireland. He returned again to Holy Cross to teach mathematics and in 1953 was named director of admissions. In 1955, he became chairman of the math department. On June 16, 1960, he was named

president of Holy Cross, the seventh alumnus to serve.

Honorary degrees have been conferred on him by Clark University, University of Massachusetts, Lowell Technological Institute and Suffolk University.

## NOTICE

Anyone attending summer school and wishing to work in the cafeteria must apply in Boynton 209 by Friday, May 23.



## **The Jewels of Dixie**

**FRIDAY NIGHT, 8 P.M.**

**ON THE QUADRANGLE**

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### **ATTENTION CLASS OF 1970**

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

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**This is the last issue for  
the semester.**

**Good luck on finals.**

**See ya next year.**

**THE EDITORS**

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# **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 at 7:00 Monday. The meeting began with a report on a proposed graduate student organization. The graduate students were invited to send a representative to 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 a 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. The motion, which would have 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. Non-WPI 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 fee. If a course is not given, or 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 **\$10 late 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 Daniels 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 per week) will be \$322.

## Bishop Harrington

(Continued from Page 1)

diocesan delegation which went to Washington by bus to participate in the June 19 Poor People's Solidarity March.

Richard Cardinal Cushing, said in reference to Bishop Harrington, "The Bishop whose consecration we witness this morning, is fitted especially and honorably to take his place in the episcopal order. In Bishop Harrington you have a servant of the servant church."

"He has been preaching and teaching the Gospel amongst the poorest of the poor in the Diocese of Worcester and elsewhere and he is now, more than ever, the father of the poor and the homeless," the cardinal said.

"Everything we have heard about Bishop Harrington confirms in us the confidence that he will be a man of zeal.

"His wide experience in social work, his opposition to racism,

## Faculty Endorses Voluntary R.O.T.C.

On a vote by mail, the faculty has voted in favor of voluntary ROTC by a 102 to 37 tally. They endorsed the following resolution: (originally brought up in March by Professor Todd):

"It is the opinion of the faculty that every effort should be made to eliminate the compulsory feature of ROTC as of September, 1969, and that the vote on this motion be by paper ballot submitted to the entire faculty." The part of the motion pertaining to the paper ballot was attached on May 1st, as an amendment.

This repeats an earlier vote taken in the faculty in May of last year, when they voted that the ROTC be voluntary in principle and that the decision be made then.

bigotry and other evils that blight and shame our society, will enable him to assume capably and courageously the office of a shepherd of souls in the church," the cardinal said.

Social work proved to be intriguing for Bishop Harrington. "Many people are likely to get the impression that in our field we see only the seamy side of life," he remarked. "But a lot of good things happen and we meet some valiant men and valiant women."

He feels strongly about the plight of the "have-nots" of this country. He said one of his fondest hopes is that "perhaps, some day, as a result of what I can do, I can help relieve some of the anguish that the deprived are feeling."

He noted that the poverty existing today is "not only financial poverty."

"You could put food on every table and money in every purse and still not cure the soul sickness that is prevalent today," he said.

"... You would be amazed at the numbers of people who are locked in pockets of poverty. You might never see them because they never go down town, never have been to a museum or a library. The cruel inheritance of poverty is passed from parents to children, so that, unmotivated, the children come to kindergarten and fail. Imagine flunking kindergarten and being doomed to fail at least twice more by the time one reaches grade seven! That is the legacy of poverty, no hope, failure at every turn of the road. Who wants to be the biggest oaf in grade seven? ..."

Experience Bishop Harrington has. He has worked directly in every area of the Catholic Charities program—with the hard core poor, with unwed mothers at Marillac Manor, with adoptive couples and infants and young parents needing temporary "homemaker" assistance; with families of exceptional children and with the aged; with abandoned and disturbed children; with delinquent children.

He still serves, despite his other duties, as a juvenile court chaplain and can be found many nights at the Worcester Detention Center counseling the young people confined there.

## Honors Convocation

### CHEMICAL ENGINEERING DEPARTMENT

AICHe Student Chapter Awards For Scholastic Improvement — Richard C. Furman, Richard Diamond, Robert A. Anderson

American Institute Of Chemists Senior Award — Richard M. Gross

### CHEMISTRY DEPARTMENT

Freshmen Chemistry Achievement Awards—James V. Lacy, Gregory A. Robertshaw

American Institute of Chemists Senior Award — Robert R. Gagne

### CIVIL ENGINEERING DEPARTMENT

Carl F. Meyer Improvement Award — David G. Healey

Andrew H. Holt Memorial Award — Edward A. Mierzejewski, Ronald C. Lewis

### ELECTRICAL ENGINEERING DEPARTMENT

IEEE Award — Harold F. Hemond

Electrical Engineering Improvement Award — Alan M. Kolaczowski

### MECHANICAL ENGINEERING DEPARTMENT

ASME Award — Felix J. Barlik, Robert C. Balcer, Donald B. Holden

Wellman Graphical Design Project Award — James V. Lacy, David Hayes

### MATHEMATICS DEPARTMENT

Semi-Simple Group Award — Steven Desmarais

Management Engineering Award — Dan Lipean

### WAT TYLER CLUVERIUS PRIZES

1st Andrew T. Perreault, 2nd Felix J. Barlik, Harold F. Hemond, Howard H. Shore

### SAMUEL M. STONE AWARD — David C. Ireland

### CLASS OF '79 PRIZE — Howard H. Shore

### HAMILTON WATCH AWARD — Donald G. Johnson

### DR. ROBERT H. GODDARD PRIZE — Lucien J. Teig

### LAWTON-PLIMPTON PRIZE — Donald E. Casperson

### SALISBURY PRIZES — Anthony Bergantino Jr., Robert R. Gagne, Donald G. Johnson, Harold F. Hemond, James F. Sinnamon, Lucien J. Teig

### TWO TOWER PRIZE — Leonard Polizzotto

His activities have not all been "parochial," however. Far from it.

He has been one of the most active proponents of urban renewal projects in the See City and did much of the early groundwork in the development of Worcester's Model Cities application which aims at developing a community-wide effort toward alleviating the human suffering in a 550-acre pilot area in the Piedmont-University Park section of Worcester. He also has been a leader in the Community Action Council, Worcester's anti-poverty agency and developed, almost single-handedly, the Green Island Neighborhood Opportunity Program at Kelley Square the city's first such center.

One day in summer in 1955 he became the first "outsider" to go into Southbridge after a flood had inundated that town and he's been in the thick of relief efforts following hurricanes and fires. As a matter of fact, he is often found, even today,

at the scene of a major blaze assisting both those in need and the firefighters.

Instrumental in establishing a program for the county's growing Spanish-speaking people, the new bishop has been studying Spanish himself in order to better serve the Spanish community.

The morning his appointment to the episcopacy was announced (April 10), a reporter attending a press conference the new bishop and Bishop Flanagan held, dubbed Bishop Harrington "the bishop of the Bowery," a reference to the fact that he lives in a modest three-room apartment next to the chapel in the House of Our Lady of the Way, the hospice for homeless men.

A story to that effect went nationwide over the wire services. When the word got back to Our Lady of the Way one of the men said: "I'm prouder than I was before. Now we know we have a special claim on him."