

Student Leaders Gather for Weekend Retreat

by Jeffrey S. Goldmeier
News Editor

On April 5 and 6, WPI held its first "Leadership WPI" retreat. Its purpose was to give freshmen and sophomores, who might hold future leadership positions on campus, a chance to learn about the skills that make a good leader.

A second purpose of the retreat was to give those students a chance to meet student leaders from different campus organizations.

The weekend got underway on Saturday morning, when the participants headed to the Clara Barton Inn, in Oxford. The participants were members of various campus organizations, such as Executive Council, Student Alumni Society, Sigma Pi, and Women's Crew.

The days events were broken down into four main activities: goal setting, leadership styles, group dynamics, and team building.

The goal setting session was directed by Kathleen Rice, Coordinator of Leadership Programs, at the University of Vermont. The purpose of the session was to show how to set goals, and why goals are important.

The second session was leadership styles. This presentation was made by Ericz Glynn,



Becky Grimm (left) and Danielle LaMarre (center) listen to Kathleen Rice talk about goal setting at the "Leadership WPI" retreat.

Assistant Director of Housing, at Holy Cross. Her focus was that there is no one type of leader, and that everyone will do so differently.

The third program was group dynamics. It was led by WPI's Barry Pilon, Janet Begin-Richardson, and Judy M. Robinson. The focus of this session was to have the participants get involved in a group activity, and then discuss how people handled the activity. The results showed that in a group there are those who work more for the objective (task) than for their fellow members, and vice versa.

The fourth and last planned session of the day was team building. This activity was coordinated by Helen Vessallo, Associate Professor of Biology and Management here at WPI. Her focus was that the size of a team or group depends on what sort of activity is being undertaken. That is, there are times for a large team, and times for a small team.

On Sunday, the group discussed many of the issues that WPI is now facing. Those that were discussed at length were alcohol and academics.

The weekend came to a close with remarks
(continued on page 9)

WPI Newspeak

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COMP EXAM ELIMINATED

Juniors and Seniors Left with Option

by Mark Osborne
Newspeak staff

At last Thursday's faculty meeting, a motion to eliminate the Competency Examination Degree Requirement was passed with approximately two-thirds of those present in favor. This vote occurred late in the meeting as some of the professors walked out of Kinnicutt Hall.

With this vote, there is no longer a requirement to take the Comp Exam, unless you're a Physics or Interdisciplinary Major. The preceding motion concerning the required purchase of computers inspired almost an hour of debate, but there was little debate on this one.

Several issues were brought up such as whether the two week period in-between terms should be used as a finals period for the courses previously attended, or whether the four-term system should be abandoned altogether. Another proposal supported the addition of an exam to be taken at the end of the sophomore year which would serve to test students on basic knowledge gained in the first two years of attendance at WPI.

The actual proposal, distributed to the faculty before the meeting, read as follows: "The Committee on Academic Policy recommends to the Faculty that the Competency examination requirement will not apply to all students who entered after May, 1984 and who are required to meet published distribution requirements in their major area. Those students having entered prior to May, 1984



Professor James Demetry, Chairman of the Committee on Academic Policy, speaks to the faculty during last week's meeting.

and for whose major area distribution requirements have been published, may elect to satisfy those distribution requirements in lieu of passing the Competency examination." This means that those majors who do not have published distribution requirements (Physics and Interdisciplinary) will still have to take a Comp.

One professor said of the motion, "Continual, piece-meal treatment of academic programs" cannot continue.

Accompanying the proposal, CAP issued the "Rational for CAP motion on the Competency exam." Included were the results of their review of the Comp as a degree requirement. "This latest review, prompted by CAP's constitutional responsibility for monitoring the health of the various degree requirements and by the knowledge that the Comp has been plagued by a variety of stubborn chronic disorders since birth, was further motivated by the view, held by many, that distribution requirements would so perturb the academic equilibrium that continuing the Competency exam would not be in the best interests of the College."

Other rationales for eliminating the Comp included the redundancy, and let-down that often occurs after seniors pass their Comp, and then "blow-off" the rest of the year.

The final point made by CAP in favor of the motion stated - "Many of us [the faculty] would have a very difficult time explaining how we could put students through the

(continued on page 3)

Rivalry Returns Saturday

by Robert Figucia

The Traditions Committee of the Student Alumni Society feels that the Goat's Head Tradition has been missed on campus. To present students, the Goat's Head Rivalry only exists in the memories of the alumni and the journals of the Institute. The rebirth will spark new interest and recapture this unique element of WPI tradition during JP weekend on Saturday, April 19, following all other afternoon activities on the quad.

In order to kick off a renewed interest in the rivalry, SAS will introduce the goat with a Treasure Hunt similar to the one run by Skull in 1950. Throughout the day a large black box will be displayed on the quad to attract curiosity. When the other activities for the day are complete, the lid to the box will be opened to reveal a clue leading to a medallion. Those participating will then disperse to search for the object. The clue will be structured so that the medallion may be found and returned to the quad in fifteen to thirty minutes. When the medallion is

returned to the quad, a cannon will be fired to signal others that it has been found. A small presentation will follow.

The freshmen and sophomore classes will be targeted as participants of the Goat's Head Rivalry but all students are encouraged to take part in Saturday's search. If the medallion is found by a current freshmen ('89) then that class will maintain possession next year. However, if it is found by any other class then it shall be handed down to the next even or odd class depending on the class year of the finder. For example, if the class of 1986 finds it, they will turn it over to the class of 1988.

Beginning next fall (term A'86) interclass competition similar to that originated in 1931 will begin between freshmen and sophomores. Contests will be spread throughout the school year and allow no advantage to a particular class. Events will carry points that will be awarded to the victorious class. Each spring the tallied points
(continued on page 28)

Motion to Require Computer Purchase Fails

by Mark Osborne
Newspeak staff

A motion which would require all freshmen entering after the fall of 1987 to purchase a computer failed at last Thursday's faculty meeting.

The Computer Advisory Committee recommended that all students buy a computer upon matriculation, starting in the fall of 1987. This prospect sparked a variety of responses from faculty.

Several Computer Science professors expressed concern that the present wide spread use of the AT&T 6300 would implicitly mean that this would be the model purchased. The committee denied this suggestion vehemently, and explained that it had sought to word its proposal to allow maximum freedom for

whomever would be selecting the required computer.

Another important issue was raised by Bob Voss, Director of Admissions. Voss reminded the faculty that if students would be required to pay for computers, a large part of the burden would fall back to WPI. He explained that an increase in tuition or expenses would mean that WPI would be paying for a large percentage of the machines.

The basic discussion question came down to accessibility and benefit vs. cost. Most of the professors who spoke felt that the cost of the computers was greater than the benefits one would receive. This was evident in the final vote. The motion did not pass.

GOALS COMMITTEE PROPOSAL
PAGE 24

EDITORIAL

WE'VE BEEN LIED TO AND NOW THE PLAN IS DEAD

WPI is not the college it says it is, and it hasn't been for some time.

While administrators have been energetically speaking well of the Plan and undergraduate catalogs have been detailing its virtues at length to prospective students, the Plan has been insidiously gutted. This inconsistency between word and deed suggests two possibilities: that somewhere there has been a great lack of perception among many very intelligent people; or that there has been a large effort, if not formally organized then at least implicitly acknowledged, to distract attention from what was really going on.

It is more obvious now than ever before that what the people in positions of power say and reality or may not coincide.

In the February 1986 edition of the WPI Journal can be found "A message from Dr. Richard H. Gallagher, Vice President and Dean of the Faculty" — a man who knows intimately, or should, the feelings of the faculty and the mood of the Institute. The second-to-last paragraph of that message says:

"What more of the Plan might be altered? If indeed there is on the horizon more change, it will result from intensive study and debate about how best to serve the objectives of undergraduate education at WPI. I am confident that the hallmarks of the program, in the form of the Major Qualifying and Interactive Qualifying Projects, together with the Humanities Sufficiency and the Competency Examination — will remain." [Editor's highlighting.]

It is very hard to believe that the Dean of the Faculty of WPI did not know three months ago (assuming his message to have been written in January) that the faculty might be called on in just a few weeks to vote out the Competency Examination. Gallagher's message seems to represent a glaring inconsistency between statement and action regarding the Plan.

The intent of that passage may have been as much to placate as to inform; after each change in the structure of the Plan we have heard from administrators that that change was instated just in time to prevent further, more drastic changes in the future. Yet the changes keep coming. The current seniors have seen, or almost seen: the institution of distribution requirements and social science requirements — at a school which professes to have no required courses; the replacement of the AD-AC-NR grading system with a nearly-traditional A-B-C-NR system; and now the virtual negation of the Comp. When one stops to consider the magnitude of those changes and the trend toward a more rigid, traditional philosophy they may represent, it takes an immense stretch of the imagination to believe the official position that there is no "hidden agenda" for dismantling the Plan.

And certainly there have been many comments in recent years that the procedure by which these changes have been voted in was not one of "intensive study and debate." Both the timing of the votes and the amount of discussion allowed were questioned more than once; yet, aside from a vote to provide two weeks between the distribution of a motion to the faculty and the voting on that motion, little has changed. There was little discussion Thursday before the faculty vote to remove the Comp as a degree requirement; and students, those most affected by such far-reaching changes in their school, still cannot speak at faculty meetings or vote on any truly significant issues. The Student Government Executive Council spends much energy and time discussing what it should do in order to act in the best interest of WPI; but it is given authority over only trivial issues, as if to keep student leaders busy — while the faculty members vote, without much discussion, on the matters of real importance.

With the Comp and the AD-AC-NR grading system gone and the distribution and social science requirements firmly in place, the Plan has now been sufficiently weakened that it can no longer resist. Its coherence and beauty are destroyed. The administration, and the admissions brochures, will probably continue to pay it lip service for a while to come, but privately they may be relieved that it has been eliminated. It may have been quite an obstacle to the five-year plan (without a capital p but with a certain emphasis on capital nonetheless) that is now being developed by the administration to guide the Institute through the expected period of declining enrollment ahead. That plan seems more likely to be concerned with scholarship and faculty enhancement and increasing WPI's preeminence than with sufficiency and competency and awareness for undergraduates.

We, as a community of thousands, have sat back and believed while a few of our number have said certain things and done others. And what was once an outstanding example that idealism can work in the real world is now an ironic mockery, an empty symbol of a school that once prided itself on being different. That school is now being steered unswervingly toward lockstep conformity.

LETTERS

Student Angered by Faculty

To the Editor:

For all those who missed the faculty meeting last Thursday, you missed a display of irresponsibility and deplorable actions on the part of some faculty members. I'm speaking about those faculty members who, despite the fact that the meeting was not adjourned, decided to get up and walk out of the room. But this is understandable. I mean the meeting was 15 minutes late and nothing important was being discussed. I think Professor Demetry was trying to pass the second motion to allow Juniors and Seniors a waiver of the Comp if distribution requirements are met. We are only addressing one of the four major degree requirements needed to graduate from WPI, right? As a matter of fact, it appeared to be rather humorous to some faculty members that they were leaving the meeting while Professor Demetry tried to explain the importance of the motion.

I suppose I should commend those faculty members who remained. The reading of the motion; its second; no discussion; a move

to question; its second; a positive vote; a vote on the motion; and its favorable response took approximately one extra minute! It is heart warming to see that the faculty (those that remained) had enough confidence in the CAP motion, to vote in its favor without discussion. The members of CAP should feel honored that the faculty endorse their proposals with such confidence!

The purpose of this letter is to inform the student population of WPI, of the great concern and care some faculty displayed at their last meeting. It is sort of funny to note that all the students that attended the meeting — the ones that are not allowed to speak at a faculty meeting — remained until the meeting was legitimately adjourned. I guess all those faculty members who are looking out for our best interest, had something else to do that could not wait ten more minutes. To those faculty members who displayed that rather enlightening walkout, I hope dinner wasn't too cold.

— Mike Sepe ('86)

What Happened to the WPI I Applied To?

To the editor:

On my first visit here in 1983/84, the girl I talked to spent almost an hour enthusiastically telling me all about the WPI Plan. Some of the things she mentioned included:

1. The project system: The sufficiency, intended to give students some experience in the humanities; the IQP, relating science and technology to society; and the MQP, to give students a chance to work with a real-life problem related to their career.

2. Flexible course schedules: Rather than dictating a standard set of courses or basing graduation on a certain number of credits, WPI students pick their own courses. Competency in a student's major field is ensured through a comprehensive Competency Exam required for graduation.

3. Unique grading system and 7-week terms: Instead of taking 4-6 courses for 15 weeks, WPI students take three courses for each of four 7-week terms. A student's education is thus much more concentrated. To give students some leeway with the hectic terms (so that being sick for 3 days won't always cause a student to NR all 3 courses), a liberal grading system of AD/AC/NR is used.

Let's compare that WPI (the one I was so psyched up for, the one I thought I applied to) to the WPI's of now and next year or so:

1. Projects: we'll come back to this one.

2. Now: Distribution requirements and so forth: students in most majors are required to take about 7 or 8 math courses, 18-20 courses in their major, 6 basic science courses, and two social science courses. That makes 33-36 courses, leaving 12-15 for projects and NR's. Subtract 6 for the Suff., 3 for the IQP, and 4 for the MQP, and you are allowed to fail from -1 to €2 courses in 4 years. The Comp is nearly dead as of 4-10-86.

2. Soon: WPI will be a 4 & 1/2 or 5 year school, not counting co-op. The Comp (considered too "stressful for students" in a front page Newspeak article last week) will be a forgotten relic.

3. Now: All students entering WPI starting in August 1986 (class of '90) will be graded according to A/B/C/NR. All current WPI students will have a ONE-TIME choice of the two systems. 14 or 15-week terms look very likely for the 87/88 academic year.

3. Soon: "AD? AC? What the hell are those?" Starting in August 1987, all courses will be 14 or 15 weeks long. This hasn't been decided yet for sure, but then, no one really thought they'd kill the Comp, either. . . . Back to 1. Now: the Suff., IQP, and MQP are (thankfully) intact.

1. Soon: Once they decide on 14-week terms, what's left of the Plan?? That's right, projects. Do your MQP now, before it's pulled out from under you. What? You don't think they'd go so far as to abolish the MQP? We'll see. They did kill the Comp, didn't they. . . .

The problem is, WPI's reputation is on its way down the tubes already, what with the death of the Comp, the people (like the classes of '88 & '89) caught between an optional (meaning no) Comp and the old grading system, and so forth. When I graduate, my WPI degree isn't going to be worth squirrel ----. Here I am, then, paying \$15K a year when I could probably get a better job coming out of UMass in '89 or '90. Hah! I can't afford WPI now; I came anyway, BECAUSE OF THE PLAN (like most of the people I know here), and now I find it crumbling around me in my first year here. I'll probably have to transfer at the end of my sophomore year, before the 14-week terms hit. I don't see why they couldn't just leave it alone. It seemed like such a nice little Plan. They didn't even ASK us.

— Chris Arthur, Class of '89

A Careful Look at the South African Problem

To the editor:

Mr. Bourgeois' defence of Norton Company was the second such moralistic support of American corporate activity in South Africa to appear in this newspaper. It seems to be a popular concept right now, particularly on our campus, that because a company gives a man a job, economic security, and in some cases health care and educational opportunities, then the company or government has met its obligations. Even under the incorrect assumption that American corporations all strictly follow the Sullivan Principles, there comes a point when man's principles override a potentially better standard of living. How can we ignore this in a country that similarly overthrew its protectors because of lack of representation.

The South African Blacks will never be appeased with a better standard of living. Mrs. Mandella and Bishop Tutu known only too well that total freedom comes at great cost. Whether correct or not, South African Blacks see American Business as a block to this freedom, and as long as this attitude stands, we have not met our obligations in

their eyes.

These have been moral arguments, but quite honestly moral arguments only mildly interest many of us, and often carry little weight in a truly grey world. From a totally economic and military standpoint on the other hand, the American corporate and government strategy is feeble at best. First of all, everyone must come to the realization that the Botha government, or whatever white government that might follow, will eventually collapse. Too many people have died and too much emotion has been raised for either side to foreseeably turn back to the status quo. It is time that our government and its people learned that people like Somoza, the Shah, Marcos, Duvalier, . . . (need I go on) . . . can have guns and all the secret police and all the aid they want, but it will never win against a popular movement. It seems unfavorable for us that Botha seems destined to fall in such bloodshed.

Fact number two: We need South Africa desperately. Whole industries, like the

(continued on page 3)

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COMMENTARY

My View From Morgan Fourth

by Joshua Smith
Newspeak staff

Listen, friends, and listen well, for now you are rejoicing the death of the Comp, but soon you shall be mourning the death of the Plan and the death of WPI itself. I bring you a prophecy, and in the way of all prophecies, part of it has already occurred; but as minor as the events of the past may seem, the worst is yet to come.

WPI is the Plan. The Plan is WPI. The concept and the realization thereof are so deeply entangled, that to lose one will inevitably destroy the other. Is it not true that you chose WPI as your school because of the Plan it pretends to embrace? Were you not disillusioned when you first learned of the deceptions the admissions department practices in order to attract students? Can you deny, then, that to lose the Plan would ultimately ruin the essence of this once great, once unusual, once superior school? But as long as the Plan flourishes, the school shall as well. Alas, such wishes are folly; for I fear it is too late. I fear the Plan has already embarked upon its journey to the grave; to turn back is but impossible.

My prophesy is thus:
There shall one day be a group of wise men, well educated in the ways of education, politics, and social change. They will work long and hard and they will produce a proposal. The proposal will suggest a learning environment in which students can learn what they need to learn; they will learn things that will make them better able to solve the problems of mankind, both social and physical problems. As is man's nature, the proposal will not be readily accepted, for man fears change, and the proposal will indicate an entirely new philosophy. But there

will be enough inspiration among the faculty that they will accept the proposal. It shall be called the Plan. The school shall be called WPI. But, alas, the environment will change. The outside world, which prefers all things to be the same, will apply pressure to the school to be like the others. The outsiders will infiltrate the school. New ideas, new attitudes, and new people will become part of the school, and they will like the ways of the outside world. They will allow minor change. They will allow the outside world to influence which courses students take. The revised Plan will include distribution requirements. A small change, it will seem at the time; yet, it will constitute a change more immense than anyone ever could imagine. For it will set a precedent. It will show that the school will alter itself to be more like the rest of the world. It will be the first domino to fall.

The next domino will be the grading system. The original system was set up in such a way that students were given credit for their own individual accomplishments, instead of being compared to one another; they were rewarded for excellence, instead of being punished for mediocrity. But the outside world, seeing that it can control the operation of the school, will try to alter the system. It will urge the faculty to consider something more standard, a system that indicates more clearly which students are better than others, and more readily allows comparisons between WPI and other schools. The outside world would rather judge by their grades than by their knowledge. The school will accept this point of view and the grading system will change.

The next loss will be the Competency Ex-

amination, a system which, when first developed, was intended to be an enlightened way of testing student knowledge. It was intended to test students as they will one day be tested in the real world. It was not to be in the form of a classroom exam, in which book knowledge was tested. To the contrary, it was supposed to test an integrated base of knowledge, in a practical, real world way. But with time, it will lose its integrity. It will become a huge exam — a conglomerate of four years of final exams, an impossibly stressful task which will cripple students and leave them to the vultures. The administrators and faculty will see the monster they have created and fight to destroy it. They will set up a mock committee, called a goals committee, which will provide a medium through which student and faculty concerns can continue without question. The faculty will raise its mighty sword of destruction and smite the Comp.

At this point all the machinery will be in gear to destroy the school neatly from the inside. The lovers of the once great Plan will fall aside to lick their wounds, while the destructive forces take hold.

The inside forces, seeing that the Comp is gone, will urge the administration to allow them to require specific courses. Guidelines simply aren't enough, they will argue, when there is no guarantee that students are ready for the workplace upon graduation. "For the students' sake," they will say, "allow us to impose our knowledge of the world upon them. We know which courses they need to take, allow us to force them to take what we think best." The faculty will agree and course guidelines will follow.

Next will come final exams. The outside world will be displeased that the Comp is gone, and will require the school to implement a standardized system of exams. The school, at this point, will be willing to do anything the outside world asks of it. All courses will be required to conclude with a final exam, and a cumulative exam will be given at the end of the sophomore year. Students will focus not on gaining knowledge, but on passing tests.

At this point the faculty will step back and look at what it has done. It will believe that the new school is better than the old. It will believe in its own measures of student progress. It will start to question the MQP. It will complain of redundancy. It will say that since students are being tested regularly for their grasp of the concepts, an additional requirement of a project is useless. "Why make them do something that we know they can do anyway?" will be their argument. The MQP will be eliminated.

The IQP will be next. The faculty will see that it has finally broken free of the project concept, and that there is no reason to keep the IQP in its original form. It will be reduced to a requirement of social science classes.

Without projects, there will be no use for seven week terms. They will be expanded to fourteen weeks, and the transformation will be complete. The Plan will be dead.

This ends my prophesy. Doubt it not, for I speak the truth; rejoice not that the Comp is dead, for it is a sure sign of WPI's dim future.

The Body Politic We Came to Visit

by Steven Landry
Newspeak staff

I referred to WPI's campus once as a "vat of conservative apathy." I think I may have finally figured out why.

Most schools at which campus demonstrations, protests, and yes, sometimes even prostitution, occur are liberal arts schools, with the noted exception of MIT. Liberal arts students are much less certain of their future than engineering majors, and for this reason they consider their stay at college more than just an education, because much of the time there is very little they can do with their education.

Engineers, on the other hand, have a quite definite future ahead of them. We get jobs, or go to graduate school. WPI is just like a stop on the way, a requirement before we are hired. Students visit WPI, they don't go to WPI. No one is concerned about political issues at WPI because they are too busy getting ready to be an engineer. Divestment is

nice, but it doesn't get you that AD in your level four course.

Everyone here has been told the importance of social responsibility in the engineering profession. The Two Towers tradition, perhaps in jeopardy by the anti-plan clan, stressed that engineers must have a conscience, and must be guided by that conscience.

Very few people here seem to be bothered by anything except courses, sports, fraternities, and anything that affects how much alcohol they can consume in one night. This trend is very dangerous. Before each of us accepts a position with a corporation, we had better make sure we know what we're getting in to.

An engineer must decide if she or he's willing to help make nuclear weapons, if she or he is willing to support the South African regime, if she or he can tolerate being part

of a corporation that dumps toxic wastes into inhabited areas. Each of us must be prepared. Some day someone is going to ask who you work for, and perhaps even criticize or protest. The question is going to have to be asked, is what I'm doing right?

It all starts here at WPI. If no one takes an interest in the fact that WPI is supported by a corporation that helps finance an oppressive, apartheid regime, then that person is unlikely to consider the political and social impact of his employer's operation.

We should all understand that we are not here to visit; this is part of being an engineer. The social responsibility each engineer must have begins here. If you disagree with WPI's involvement with Norton, dislike the changes in the Plan, or have some other gripe with WPI, it's time to do something about it. You might have to answer for it later.

... Comp

(continued from page 1)

challenging programs demanded by distribution requirements, programs of courses and projects taught by good teachers and scholars holding high standards and expectations, then turn around and declare a good fraction of them to be incompetent — how could we possibly do that?"

In light of this monumental decision, school administrators have expressed concern for a possible rush on enrollment by upperclassmen into those introductory level courses which are required under several departments' distribution requirements.

Several of the students who attended the faculty meeting are concerned about what might next be changed. "If too many changes are made there will be a greater number of transfers out of this school," said one student.

LETTERS

... S. Africa

abrasives industry and our very own Norton Company, are highly dependent on South African raw materials and, unfortunately, cheap labor has linked hundreds of this country's major corporations to South Africa. Likewise our military is almost completely dependent on South Africa for war materials. Chromium, which is a critical component of stainless steel, is only found in mineable quantities in South Africa and Russia. Do you really think the Soviets are interested in selling us chromium? Titanium, magnesium, and other rare metals are also almost exclusively mined in South Africa. These metals and the alloys they create are all crucial in the construction of our war machine (for better or for worse).

Now it seems to me that we, as a country, should be worried about a long term relationship with South Africa while realistically not losing sight of the short term. The Blacks do not see the Norton Company as a gracious segment of their world that will raise them out of their third world poverty. They see them as a rich white organization determined on status quo. This must change or we will all lose.

Fact number three: Currently South Africa is primarily an exporter of raw materials and is economically incapable of allowing

(continued from page 2)

American corporations out of the country should they get tough on the issue of apartheid and demand changes. If the Botha government was to currently fall, all Americans and their companies would be thrown out before sunset. But the white government could never afford to kick us out.

Perhaps this is a solution. A long term American peaceful presence in South Africa will never be realized by ignoring the problems and flaunting our human rights records. Pilate may have washed his hands, but was he really less guilty than Judas? No, American corporations have got to start strongly applying the leverage that they have over the white government. If we could force Botha into compromise and stop the bloodshed, or even appear to be trying to pressure Botha, their trust could possibly be attained. Desmond Tutu's remarks have too much of a reactionary communist ring in them to ignore. He has repeatedly made it clear in his speeches across our country that he is in search of help from almost any source willing to provide it. It would be a disaster if our shortsightedness drove him to the opposite camp. These suggestions are neither ideal, moralistic, extremist, or conservative.

— Tom Peterson '87

Attend Open Faculty Goals Committee Meeting "It's Our Only Chance"

by Chris Demetry

The Faculty Goals Committee has scheduled an open meeting with undergraduate students on Wednesday, April 16 from 4-5:30 in Kinnicut Hall. At this time, students are encouraged to ask questions or give comments on the draft goals statements and outcomes, which are available in the Dean of Students office and the reference desk of Gordon Library. Rarely can the whole student body have input into decisions about the future of the school before the decisions are definite. But the Goals Committee is asking for comments from undergraduates now, before the proposed goals become finalized.

The goals for the undergraduate program stress improved teaching through workshops, seminars, and retreats on techniques of teaching. The IQP will be revitalized by acquainting new faculty with its purpose and by training more faculty to advise IQPs. The committee also believes that better quality MQPs can be obtained when faculty and graduate students involve undergraduates in their research, or when better equipment is made available for student use. Departments will encourage increased publishing of MQPs and increased participation in national pro-

ject competitions. The Faculty Goals committee also suggests the establishment of an undergraduate research scholars program held during summers.

Those are only some of the positive outcomes of the proposed goals, but there are several potentially controversial issues and implications of the goals statements, including instant tenure for faculty, reorganization of the 7-week term structure, and reinstatement of a "Dean's List." Emphasis on faculty research activities and an expanded graduate program could mean an increase in the use of TAs in undergraduate courses. Faculty will be held accountable for research and scholarship activities through measurement of papers published, conferences attended, and leadership positions in their discipline. These activities may leave teaching on the back burner.

The meeting on April 16 with the Faculty Goals Committee is our only chance to express concern about these proposed changes. After that, we can only complain about them. If any student has particular comments but can't attend the meeting, please write them down and send to Chry Demetry, Box 2440.

COMMENTARY

My Parents Wanted to Get Rid of Me . . .

by Jessica Alpers
Feature Editor's Sister

For spring break my parents decided to send to visit my sister at WPI for a week. Let me tell you what a thrill it was to spend my break here.

I must say this visit was better than last year. Last year Lisa was sick so I just sat around in her home in Daniels and watched tv all day. When she got better we went to eat at DAKA. After eating the lasagna, I broke out in hives which wasn't my idea of a great vacation.

This year was a little more interesting. My sister lives off campus and decided not to get sick during this visit. She dragged me to classes on the first day of D-term. "No, no," I pleaded, "Don't make me go." She took me

anyways. It really wasn't that bad. I found it quite amusing when the professors gave me the handouts and told me what homework I had to do. Excuse me . . . uh . . . I'm only fifteen years old. I don't think I'm ready for college yet.

Eating lunch in the Wedge was also interesting. I asked my sister if the snack bar served DAKA because if it did, I was going back to the apartment. All she said was "Trust me." That's what she said last year about the lasagna. Lo and behold the food was actually edible.

Her apartment is really great. Imagine spending 12 hours on a train, taking a cab ride with Mario Andretti, climbing four flights of stairs in a dark musty building, opening the door to the apartment and wat-

ching about five cockroaches run for cover. Considering I hate bugs, I was hysterical for the first two days. Standing in the kitchen doorway and turning on the light in the middle of the night, I was reminded of a line from *Raiders of the Lost Arc*, "Inde, Why does the floor move so?" Now I can walk into a room, turn on the lights and say "Hey guys, long time, no see." and squash the varmints without a second thought.

Then there was the frat party or lack of one. I never got to go to one last year. I definitely wanted to go this year. One of Lisa's friends invited us to a party at his fraternity. I was ecstatic. We left the apartment a little after ten. Halfway to the party we were told by two people the party was over. We hadn't even gotten there yet and

the cops had closed it down. Then on the day before I left Lisa dragged me down to the Newspeak office. Even though they completely ignored me, I don't have anything bad to say about them. During the meeting the most ungodly sound was coming from the floor above. No one seemed to notice except me. The only thing I could think of at the time was that they were playing football upstairs or the college allows cattle to run loose through the building. I was close, it was a game of basketball. And as I was leaving for the train the last words my sister had to say to me were "Just think Jessie, you have all of this to look forward to next year." Wonderful.

A Word from the Cartoonist

by Brian Freeman
Newspeak staff

As Clark and Holy Cross divested from companies operating in South Africa and the WPI trustees secretly try to figure out how they can snatch the same stocks up quietly; and as people decide that the Norton Company is just short of a divine creation and won't hire WPI graduates if WPI divested; and as moderation and the Plan each took a nose-dive in the Gulf of Sidra and Kinnicut Hall (respectively); and as people start to think that falling oil prices aren't so great; and as James Cagney took his last fall; and as Clint Eastwood took his first real public service position; and as millions of people go abot their business under repressive totalitarian regimes; and as Augusto Pinochet and Chun Doo Hwan find they have two less weeks to rule than they did two weeks ago; and as millions of animals are tortured for "scientific experimentation;" and as the Soviet Union commits atrocities in Afghanistan that makes the Geneva Convention look like a bunch of Shriners, the WPI graduation committee held its own by deciding that commencement 1986 will be held outside, on the Quad.

Where's the analogy between an outside graduation and disembowling civilians? There is none. As one prominent political analyst said in the Wedge: "Politics? Who cares?"

Past graduations were always held in Harrington and after \$10,000 worth of preparations, the result was a nice, easily viewed ceremony that was limited to a few guests of the graduate and VIP's (e.g. Norton Company vice-president, and friendly security people from G.E.). By bringing the ceremony outside, anyone can view it while sitting in the parking lot, under Apollo's golden chariot.

Of course if it rains, the ceremony will be moved inside Harrington. So, two areas must be set up at the optimistic cost of \$10,000 each. An entire region in Bangladesh could have continuous sources of fresh water for less.

To summarize, after not having anywhere to park on or near campus, friends, relatives, and interested bystanders can watch seniors silhouetted by a late May sun in black robes from a horizontal plane, while Harrington waits in vain. The funny part is that the new multi-million dollar onmi-turfed onmi-purpose athletic field can't be used because the warranty becomes invalid if it's used for something other than athletic events. The lawyer who let the clause through probably represented the psychic who sued a hospital when she lost her powers after a cat-scan.

Critic's choice: see President Strauss' video and then eat a turnip.

Grumpy's Place The WPI Plan?

by Rob Everton

The Competency Exam is gone. The grading system is gone. What will the future of the WPI Plan be? As students in this school, we have witnessed some drastic changes in the structure of our school's academic policies. One of the most attractive features to the applicants of this school has been the WPI Plan. The WPI Plan makes the school stand out among engineering schools and has finally gained the recognition it deserves.

Now, after the success of the Plan has been seen, the faculty and administration have set about to make changes completely adverse to the Plan's design. Why after so much success do they feel they should make such drastic changes?

The grading system went under a great deal of scrutiny before its change to A, B, C, NR. Now the Comp will no longer be enforced and loud angry rumors are spreading about the probability of switching to 14 week terms complete with finals. Why is everyone trying to make this school just like every other engineering school? Why did the students here want to come here?

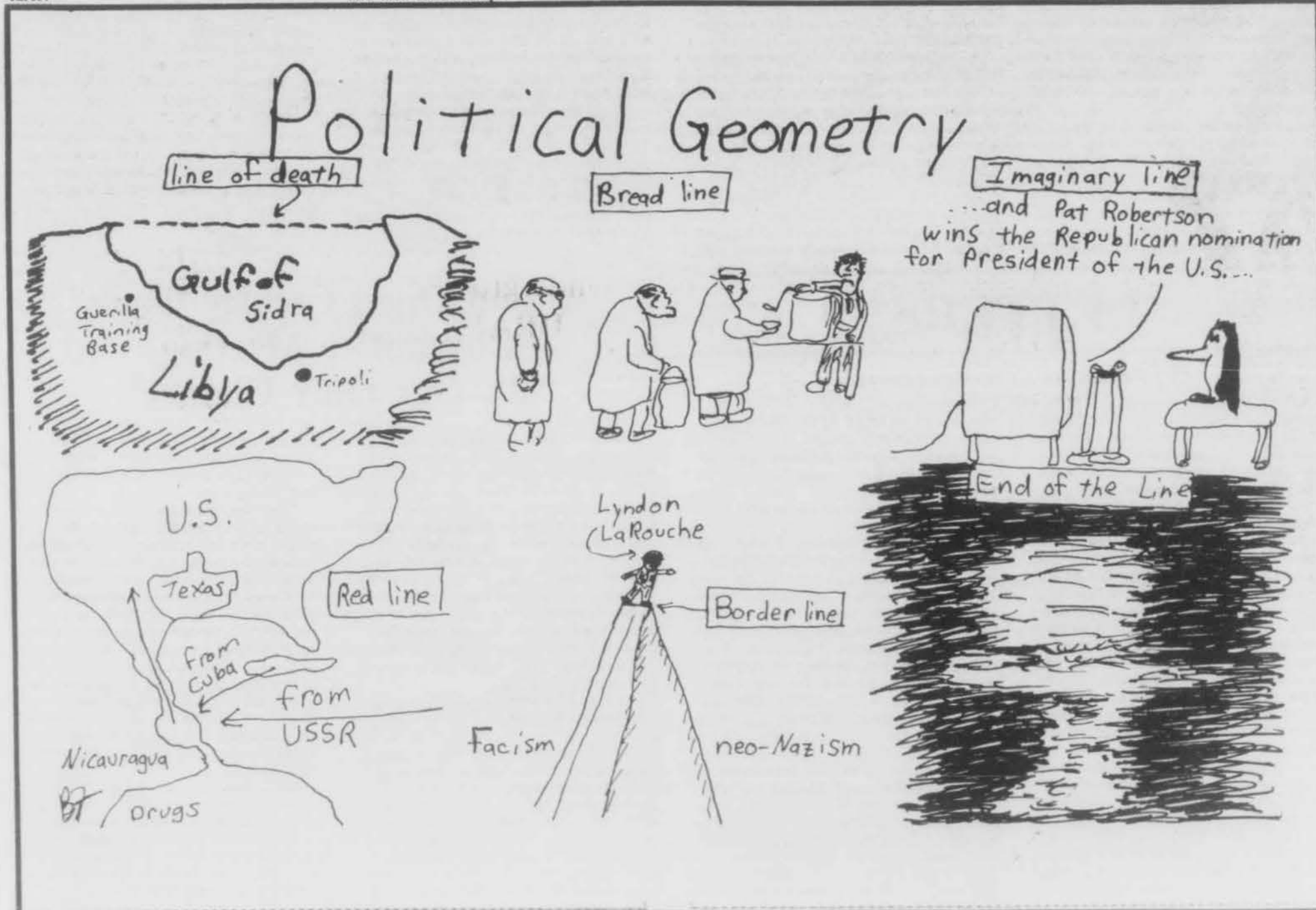
I read messages and hear people who question why they came here in the first place.

Most of the people I know did not enter blindly. The Plan was the main point of interest, with a small number of courses at one time and an AD, AC, NR grading system, breaks in between terms and a project-based system including the Comp that accurately measured a students' performance and prepared him for work in the field. Already two of these are gone.

As mentioned in an earlier commentary, why would an employer hire a student who hadn't taken a Comp, therefore having little judge of overall ability, when he could hire a student who had proven himself through the Comp.

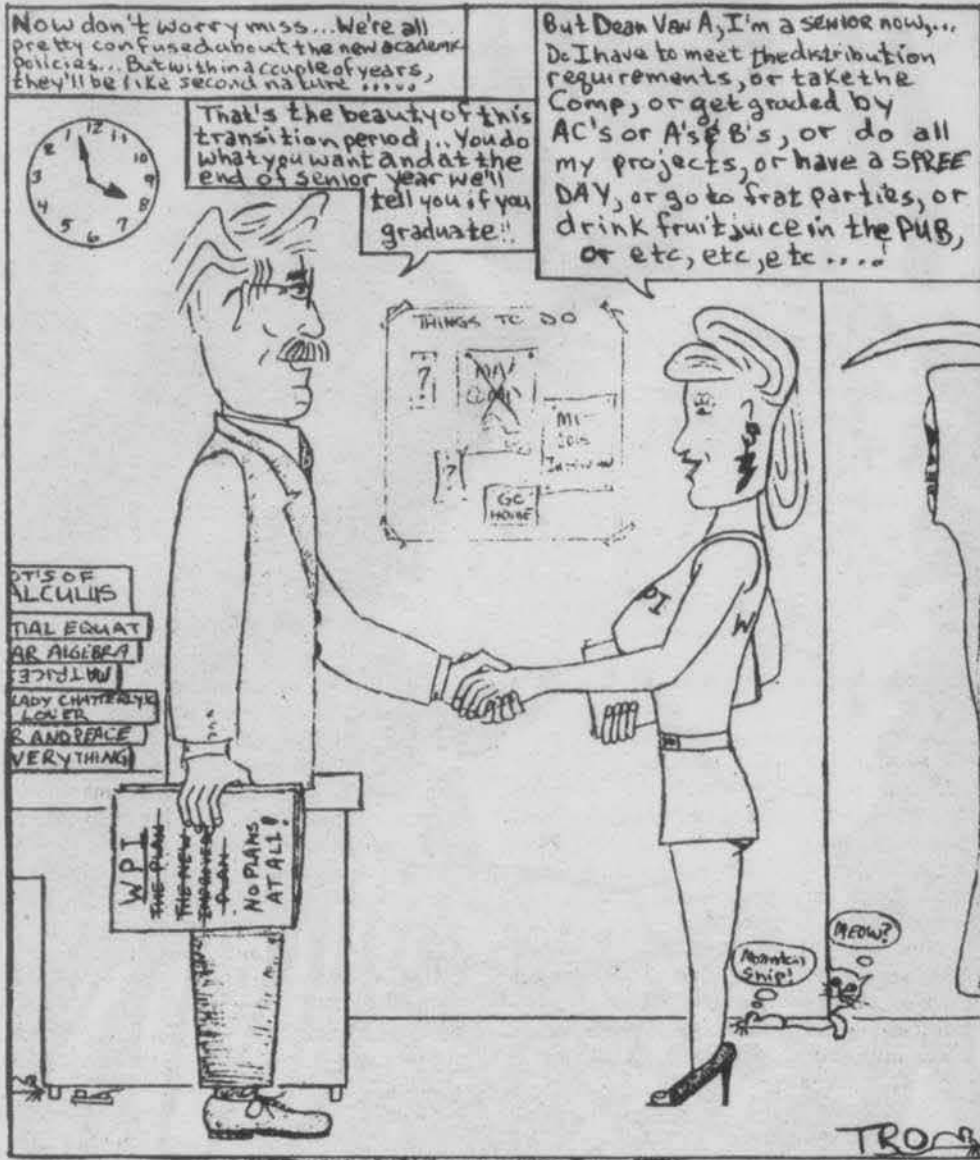
So the administration adds the 14 week terms and finals. Great! RPI and MIT are going to love every minute of it. So what do we do as students now? We see our school crumbling around us and haven't been given the chance to affect the decisions of own education. I say to WPI, this closely resembles fraud, where people spend \$12,000 a year and don't get what they paid for.

This column is designed to arouse questions and emotions about major WPI issues. The title "Grumpy's Place" is an obvious statement about the pub, which will be the subject of a future article.



COMMENTARY

RUMORS OF DISSENT



Excitement Mounts as Eleven New Voices Prepare Debut

by David Lugowski
Newspeak staff

Worcester, also known as the hub of the universe, is on the edge, in the groove, on its toes, on the move. (Talk about poetry!) Not since the debut of Tennessee Williams has such a large number of talented new playwrights debuted work upon the stage. New Voices 4 is approaching so fast it isn't even funny. As Bette Davis said in the movie *All About Eve*: "Fasten your seat belts everybody... it's going to be a bumpy night."

Next Tuesday through Saturday, April 22-26, Masque and the WPI Humanities Department will present eleven original dramatic works conceived and executed by WPI students. Three noontime performances lasting about half an hour each will be featured during the week. Just think — you can take a quick break from classes and sit on a darkened stage stuffing your face with FREE POPCORN while your fellow students make you laugh and cry. What a concept! Each evening's performance will start at 8:00 p.m. and will showcase three or four of the one-act plays or monologues our very own Techies have created.

And the people involved in the festival! I don't need to tell you that mega numbers are involved; I can show you! WPI theater is proud to have Penny Hawley, Cathy Notorianni, Ann Palmer, and John Whyte as first-time playwrights. The list of those students whose work has been performed before includes Rich Belcinski, Patrick Brennan, Mary Kendrick, Nancy Kuran, and Dean O'Donnell. The directing crew involves several of the playwrights as well as Jamie Anderson, Julian Broughton, Tony Konden, Suzanne Lewis, Tony Mastromateo, Milosh Puchovsky, and Joe Rimstidt. Set design and lighting teams are forming under the direction of Ross Beiler and David Curry and the administration team is spearheaded by Kim Bauman, executive producer Peter Gianopoulos and artistic director Dr. Susan Vick.

The cast for this extravaganza, meanwhile, is over fifty times larger than that needed for *Give 'Em Hell, Harry*, the famous one-man show about Truman.

All of this next week. Just when you thought it was safe to go back into the theatre...

Project Report: Birth Control at WPI

[Editor's Note: In the recent past, there have been many events which have brought both birth control and abortion to the public light. An IQP group was formed to examine the issue of birth control on the WPI campus. This article previews the investigation which will include a survey of the WPI campus.]

by Margaret Bastien, Michele Campbell, and John McGuirk

The wave of terrorist bombings here in the United States aimed at abortion clinics, in addition to the Reagan administrations opposition to federally funded abortions, has put the spotlight on birth control. This is an issue which primarily affects teenagers, because they are usually the ones with the fewest resources (MONEY), and the ones whose lives are the most altered.

One of the most basic issues in discussing

pregnancy is the knowledge and use of birth control and abortions. Since 1971, the use of some form of birth control has been growing, so that over 70% of the sexually active women aged 15 to 19 used some method. Surprisingly, the most effective methods have been falling in popularity. Also significant, is the fact that of all the women who did not use a contraceptive, 40% did not think they could become pregnant. This resulted in 25% of those women becoming pregnant.

In 1973, the Supreme court legalized abortions. Since that time, younger teens have been having fewer actual births, and even a declining pregnancy rate. In the next age group, women aged 15 to 17, the pregnancy rate has remained the same, while the birth

(continued on page 28)

Take the plunge this summer.

Sign up for Army ROTC Basic Camp. You'll get six weeks of challenges that can build up your leadership skills as well as your body. You'll also get almost \$700.

But hurry. This summer may be your last chance to graduate from college with a degree and an officer's commission. Be all you can be.

See your Professor of Military Science for details.

Call: Capt. Jacobson, WPI, 752-7209

ARMY RESERVE OFFICERS' TRAINING CORPS

REMINDER OPEN MEETINGS

Undergraduates and Graduate Students
DRAFT GOAL STATEMENTS

Tuesday, April 15, 4:00-5:30 p.m. in AK 233 —
Graduate Students

Wednesday, April 16, 4:00-5:30 p.m. —
KINNICUTT — Undergrads

Copies of the GOAL STATEMENTS are available in the Student Affairs Office, Graduate Studies Office, Boynton Hall, and the Reference Section of Gordon Library for your review.

EXPERIENCE

Lenny Dent

**and his
Two-Fisted
Art
Attack**



**april 19, 1986 on the quad
12:00 noon**

Sponsored by the WPI Social Committee

SAE CAR RALLYE REGISTRATION BEGINS

Faculty, Students, and drivers of all ages, tune up and get ready to start your engines because it's time again for the SAE Car Rallye. This year's rallye will be held on Saturday, April 26 and should prove to be enjoyable and challenging for all.

As in previous years, it will be a novice class rallye (no previous rallye experience is necessary; anyone with a driver's license and a car is a potential rallyist). It is a time distance rallye; you will be given a set of coded instructions or clues to guide you through the route.

The route, which starts and ends at the Quad, is approximately 75 miles long and should take between three and four hours to complete. It will be divided into several sections (legs) with checkpoints between the legs to record your time. If you travel the correct route at the speed specified in the instructions, your time will be close to the exact time computed by SAE for that leg. The closer you come to the time, the better your score will be.

The results of the rallye, the score for each participant, a map of the course, and correct leg times will be posted in Gompei's Place that night. All rallye participants get free admission to Gompei's, where student bands Evidence and Capital City will play. Also, trophies will be given to all winners.

All proceeds from the event will be donated to the Easter Seal Society of Worcester.

You may register by using the form in this paper, or by signing up at the Car Rallye Booth in the Wedge on April 21 - 24 (10:30

-4:00). The number of entries is limited and the deadline for entries is 4 p.m. on Thursday, April 24. We hope that you will set aside this date and join us in day of fun and thrills, while at the same time helping a worthy charity - the Easter Seals. For additional information call 757-1767 and ask for either, Frank, Davco, Tim, Vito, or Jaco.

CAR RALLYE DETAILS

- 1) Entrance fee is \$10.00 per car (\$8.00 with college I.D.)
- 2) No limit to number of people per car (no motorcycles)
- 3) Rallye starts and ends at the WPI Quad
- 4) First car leaves at 8:30 a.m., Saturday, April 26, 1986
- 5) You will be notified of your starting time if it isn't the same time as listed above.
- 6) All entrants should register at least 45 minutes before their starting time in order to provide enough time to read rules and clues.
- 7) You can enter as an individual or as a team (see below)
- 8) Team Regulations:
 - a) Minimum entry - 3 cars
 - b) Maximum entry - 6 cars
 - c) Best three scores will be added for the team score
 - d) Lowest team score is the winner
 - e) A group can enter more than one team.
- 9) All proceeds benefit the Easter Seal Society
- 10) Prizes will be awarded in Gompei's Place that night

THE 18th ANNUAL SAE CAR RALLYE PREREGISTRATION FORM

Entrant _____

Description of car _____

Group or team _____

Phone _____ Address _____

Send with payment of \$10.00 (\$8.00 with college I.D.) to:

Rallye Chairmen	Rallye Booth	Rallye Chairmen
SAE	or WPI Wedge	or 6 Humboldt Ave.
WPI Box 2515	10:30-4:00	Worcester, MA 01609

Preferred Starting time (8:30 - 12:00)

Professor Zeugner to Speak at WPI

In the words of one of his colleagues, "Professor Zeugner is a super lecturer. No one should graduate without hearing him speak." It is for these reasons that Eta Kappa Nu has asked Prof. John Zeugner to speak at a lecture to be held for the benefit of the WPI community.

Eta Kappa Nu, the Electrical Engineering honor society decided to sponsor a lecture as one way of providing a service to WPI. Professor Zeugner has spent 4 of the past 10 years in Japan studying the Japanese to better understand how Americans differ, both culturally and economically. He will share

a part of his vast experience in a lecture on "The Nature of the Japanese Challenge." This topic is especially relevant to WPI students as many of us will be working at companies which are in direct competition with Japan.

Professor Zeugner is a very dynamic and knowledgeable speaker. To miss this lecture would be an injustice. The tentative date is Tuesday, April 15 at 4:00 p.m. in SL104. The exact details will be appearing on posters and the WPI TV. Eta Kappa Nu would like to encourage everyone to attend what promises to be a very memorable afternoon.

Campus Capsules

An Evening of Projects

The Worcester County Alumni Club and the WPI Student Alumni Society are sponsoring "An Evening of Projects" on Thursday, April 17 at 7:00 p.m. The night will be a specific look at some of the project work being done here at WPI.

Four project groups will be giving presentations. The two IQP's are "Preparing for APS: Tailoring Training to Learning Styles" (done at the Washington Project Center) and an overseas project, "The Implications of High Technology Research and Development in Ireland".

The MQP's are in Biotechnology and the Mitre Space Shuttle Program, "Technology for Analyzing an Ankle Foot Orthosis" and "Zeolite Crystal Growth in Microgravity" respectively.

There will be refreshments served during breaks in the presentations. Joyce Kline, Chairman of the SAS (the Student Alumni Society not the Society Against Squirrels) said, "We want the evening to be a chance for students to get to know the faculty and alumni out of a formal atmosphere. Also, we want to keep the alumni abreast of developments here at WPI."

"An evening of Projects" will take place in Newell Hall (Atwater Kent) and looks to be an informative and fun evening.

Admissions Office Hosts Students

On Wednesday, April 16 don't be surprised when you see about 600 students and parents walking around the WPI campus as they participate in "WPI... A Closer Look" - an Open House sponsored by the

Admissions Office for students who have been offered admission to the Class of 1990.

Their day will consist of a variety of presentations and panels conducted by students and faculty which are designed to better acquaint them with what makes WPI a distinctive educational institution. Because these students are in the midst of choosing the college they will attend, it is our hope that as a result of their visit to WPI we will see many of them again in the fall of 1986 as members of the new freshmen class.

If you see someone who appears to be a little lost and overwhelmed walking around campus on Wednesday, please don't hesitate to offer them some assistance and make them feel at home.

United Way Thanks WPI

The United Way of Central Massachusetts has sent a thank you to the student body of WPI for their active and continued support through the United Way Auction sponsored by IFC-PHA.

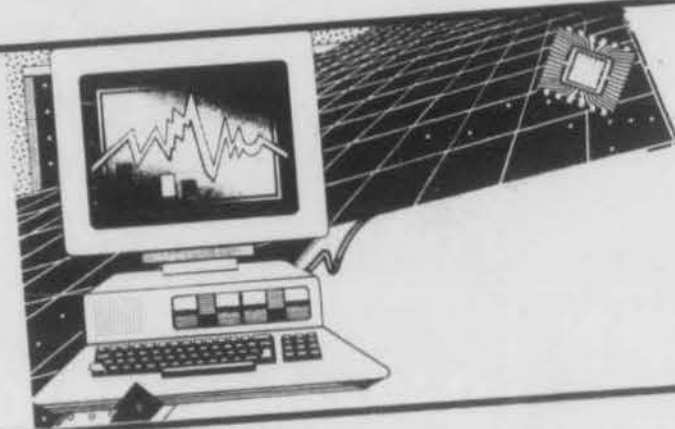
OGCP Director William Trask offers personal thanks for continuing to support this worthwhile organization.

Second Annual Biomedical Engineering Research Day

The Second Annual Biomedical Engineering Research Day, originally scheduled for April 9, has been rescheduled and will take place on Wednesday, April 23 at 2:00 p.m. in the first floor lobby of the Salisbury

(continued on page 00)

WORCESTER POLYTECHNIC INSTITUTE HULL MEMORIAL LECTURE "THINKING ABOUT THINKING ABOUT STAR WARS"



DR. CARL KAYSEN

PROFESSOR OF POLITICAL ECONOMY AND DIRECTOR OF MIT'S PROGRAM IN SCIENCE, TECHNOLOGY, AND SOCIETY

FORMER DIRECTOR OF THE INSTITUTE FOR ADVANCED STUDY, PRINCETON, NEW JERSEY
SERVED AS DEPUTY SPECIAL ASSISTANT FOR NATIONAL SECURITY AFFAIRS UNDER PRESIDENT KENNEDY

MONDAY, APRIL 21, 1986
4:00 P.M. SALISBURY LABORATORIES
KINNICUTT HALL

ORGANIZED BY THE DIVISION OF INTERDISCIPLINARY AFFAIRS

SPORTS

WPI Tennis Opens 1986 Season

by Peter Yap
Sports Editor

The WPI Varsity Tennis team, consisting mostly of members of last year's team, entered its 1986 season this week. WPI started off slowly, with two losses at the hands of Holy Cross and Babson.

The season opener against Holy Cross resulted in a 7-2 loss. Tom Blair, playing first singles and first doubles, played a part in all of WPI's scoring, winning his singles match and teaming with Mike Deprez to take their doubles match. Deprez, playing second singles, lost a close match, 5-7, 6-4, 2-6. The two starting seniors, Dave Rubin at third singles and Eric Reidemeister at fourth singles, both lost in three sets in their singles matches. Rubin and Reidemeister lost 8-3 as they paired up at second doubles. Kevin Szeredy, playing fifth singles, was a victim of a 6-3, 6-1 loss. At the final singles spot, Sami Bazzari lost a close three-set match, and lost 8-2 as he teamed with Szeredy at the third doubles spot.

WPI didn't fare any better against Babson, losing their second match, 6-3. Mike Deprez, playing first singles, and Dave Rubin at third singles, both lost in straight sets. At second singles, Tom Blair lost a heart-breaker, 7-6 (7-5), 7-5. Eric Reidemeister and Sami Bazzari posted two of WPI's points at fourth and fifth singles, Reidemeister winning in straight sets, and Bazzari collecting a come-from-behind 4-6, 6-3, 6-4 victory. At sixth singles was freshman Tork Simandjuntak, who lost in three sets. WPI's first doubles team, Deprez and Blair, lost in straight sets, as did the third doubles team of Bazzari and Simandjuntak. Reidemeister and Rubin won WPI's third point of the afternoon, defeating Babson's second doubles pair in three sets.

Coach Alan King, commenting on this year's team, said "both matches were close and many of the individual games were hotly contested, but we failed to win the split sets. It shows, though, that we're playing every point. Our top six is composed of returnees, because our freshman class didn't produce any outstanding candidates as I'd hoped."

WPI plays at Brandeis on the 14th, at Clark on the 17th (a makeup match from last Tuesday's washout), and against Nichols in its first home match on Saturday the 19th at 2:00 p.m.

WPI Softball Suffers Five Game Losing Streak

by Helen Webb
Newspeak staff

After a promising sweep of its opening double-header against Coast Guard, the WPI softball team is on a five game losing streak. WPI lost a double header to Western Connecticut, 2-0 and 18-4. Clark was victorious against the Engineers, 4-1, and Wheaton soundly trounced the young WPI team, 14-0. Coach Susan Chapman attributes the Engineer's problems to the infielders committing "errors at the wrong times," a general decline in hitting, and injuries to key players. Junior starting left fielder Chris Tondora and sophomore back-up catcher Jan Dudson have not been able to play since the first game, and senior starting catcher Jackie Thibeault missed the games since Saturday, April 12 due to a sprained ankle.

Bright spots this season have been the defense of the outfield and the pitching of freshman Debbie Carelli. Although she has had some trouble with ball control, she pitched an excellent three-hitter against Western Connecticut. "She just isn't getting support from the hitters" said coach Chapman.

Sophomore Jennie Bell made her 1986 pitching debut in the second Western Connecticut game. Although she had some problems, coach Chapman feels Bell will continue to improve and will be an asset to the team.

(continued on page 18)

Lambda Chi Hoop Clinic Attracts 250

by Larry LaFreniere

On March 6, the Lambda Chi Alpha fraternity conducted Hoop Clinic '86. The basketball clinic featured the Bay State Bombardiers, a local professional team. The Bombardiers along with brothers of Lambda Chi, demonstrated basic drills and a typical pre-game warm up to local youngsters and faculty children. The kids were then asked to come down on the floor and were able to participate in drills under the instruction

of the pros. Mike Adams gave a demonstration of ball handling while Ray Tolbert instructed in the art of dunking.

After the pros ran the children through the drills, the kids were given a chance to enjoy the free refreshments which were supplied by Coca Cola. During this time approximately 175 prizes were awarded to lucky ticket holders. Everyone received a Bomardier game program and some people were given

basketballs.

To finish the night, the Bombardiers presented a dunking show. Ray Tolbert and Perry Young seemed to walk on air while stuffing some serious dunks. One youngster from the crowd even came down during the dunking demonstration to give dunking a try. Overall Hoop Clinic '86 was a big success.

Women's Track and Field Open Season

by Brian Savilonis

The Women's Track and Field team opened up its season with a second place finish at the R.I.C. Relays, losing only to Eastern Conn. of the six schools present. Freshman Kim Webber had a super day, breaking the school shot put record by 26' with a toss of 33'8" and qualifying for the Eastern championships in the hammer throw.

On April 5, WPI split a tough meet at Wesleyan with the score E. Conn. 88, WPI 55, and Wesleyan 38. Highlights included

Lesley Andrews' high jump record (4' 10"), Colleen Kaleta's discus record (101' 7"), and captain Mary Allen's MVP performance (triple jump win and four second-place finishes). Cindy Perkins and Karen Reichenbach both qualified for the Easterns in the hammer throw. Freshman Lori DeBlois, who had never before competed in track, picked up a pair of seconds in the 1500m and 3000m runs.

On April 9, the Lady Engineers' rolled

over Brandeis 106-34 with scheduled opponent Clark in absentia. Mary Allen had five wins, including school records in the 100 and 200 meter dashes. Co-captain Elaine Santry had a double win in the 100 meter hurdles and the javelin. Cindy Perkins moved the hammer record out to 106 feet, while sophomore Colleen Kaleta became the fourth WPI hammer thrower to qualify for ECAC.



YAKOV SMIRNOFF
FAMOUS RUSSIAN COMEDIAN

**"I LOVE AMERICA BECAUSE THERE'S PLENTY
OF LITE BEER, AND YOU CAN ALWAYS FIND A PARTY.
IN RUSSIA, PARTY ALWAYS FINDS YOU."**



**THERE'S ONLY ONE LITE BEER.
MILLER LITE.**

© 1986 Miller Brewing Co., Milwaukee, WI

Friends don't let friends drive drunk.

SPORTS

Engineers End Week at 9-5

by Rob Day

The WPI baseball team closed the week with a 9-5 record. Although they didn't capture two wins out of the Wesleyan, Bates, and AIC games they had hoped for they did manage one.

There weren't many bright spots in the Wesleyan contest as the Engineers dropped a 19-1 decision. The bulk of the damage was done by Wesleyan in the third and fourth innings as they pushed across 17 runs. George Bukow and Ken Mellow fronted the brunt of the attack in those innings. Wesleyan hitters pounded out 15 hits during the rain shortened 6 inning contest. WPI hitters countered with only 4 hits with Tri-Captain Chris Curtis turning in a 2-for-2 performance.

Bates capitalized on the Engineers fielding errors as the Bobcats pushed across 4 runs in the first inning and escaped with an 8-7 victory. The Engineers however owned a 7-6 lead as they put together a 5 run sixth inning, however in the top of the 7th Bates counted with two runs and made them stand up as they shocked the Engineers. Bates managed

7 hits against pitchers Bill Sullivan and Chip Fiore while the Engineers managed 6 hits. Tri-Captain Bob Hyland accounted for two of those hits.

Engineer pitchers Dave Scala and Fiore held AIC, a Division II team, to only six hits. Despite a two homerun performance from AIC's Brad Fisle the Engineers took a 9-6 decision, thanks mainly to the bats of Mike Shipulski, Chris Creamer, and Jay Crofton. Shipulski was 4 for 4 contributing 4 RBI's and 2 runs scored to the cause. Creamer was 2 for 3 with 1 RBI and 1 run scored while Crofton was 2 for 5 with 2 RBI's and for 13 hits, with big innings in the 2nd and 4th.

The poor fielding bug struck WPI again as they committed 6 errors but held on for a 12-10 victory over cross-town rival Clark. Two runs in the bottom of the 8th inning provided the margin of victory. Mellow and Fiore provided the Engineers with shutout pitching from the 6th inning on.

WPI bats were singing to the tune of 15 hits which accounted for the final six runs of the game. Crofton and Creamer, who



Second baseman Steve Nolan slides home to complete an in the park homerun against Clark.



Outfielder-pitcher Dave Scala steals third in the late innings against Bates.

have been coming on as of late, both had 2 for 5 days. Tri-Captain Dan Coakley has broken out of his early season hitting slump, much to the delight of coach Jim Culpepper, as he also enjoyed a 2 for 5 day at the plate. The highlight of the game however, was a homerun by junior Steve Nolan. Shipulski and senior Joe Olaynack also aided as both were 2 for 4 with 2 RBI's a piece.

Shipulski is currently batting .605 while

Scala, in addition to being the ace of the staff is batting .359 and sporting a 3-1 pitching record. Curtis has also been hitting well as his average is .318. The Engineers pitching staff in addition to Scala have been getting a lot of use from Fiore as he has appeared in 9 of the 14 games. With 16 games still left on the schedule the Engineers seemed destined to set a school record for most wins in a season.

... Leadership

from President Strauss. He stressed that good leaders are not born, but made. He also said that "Managers may do things right, but leaders do the right things!". The closing ceremony ended with President Strauss handing out copies of *Two Towers*, a book

(continued from page 1)

which examines the history of WPI, to the participants.

The event was sponsored by the Executive Council, the Student Affairs Office, and the Student Activities Board.

WPI UNDERGRADUATES

Do you have a favorite Teaching Assistant (TA?)
Do him/her a favor in return for his/her efforts on your behalf—
Nominate him/her for the

TEACHING ASSISTANT OF THE YEAR AWARD

Selection Criteria:

1. Outstanding performance in teaching and support functions.
2. Maintenance of high personal and academic standards.
3. Effective interaction with faculty, graduate students, undergraduate students, and staff members.
4. Uniqueness or outstanding nature of achievements.

In recognitions of a job well done, the TA of the year will receive a cash award along with a suitable certificate.

To nominate, fill out the form below and return to Professor Herbert Beall, Chemistry Department by Friday, April 18, 1986.

Name of Nominee:

Dept:

Couse in which you had this TA (Name, Number and Term):

Why do you think this TA is outstanding (cite specific examples where possible)?

Your name:

Your major:

(You may have friends endorse this nomination by co-signing.)

WPI Announces Tenure Awards and Promotions

The trustees of Worcester Polytechnic Institute have promoted or granted tenure to 15 members of the WPI faculty.

Granted tenure were:

Joseph C. Bagshaw, professor and head of the Biology and Biotechnology Department. He joined the faculty in 1984, after teaching biochemistry for 13 years at Wayne State University. Nationally recognized for his work in molecular biology, his research has focused on the structure, function, and regulation of genes.

David A. Cyganski, Associate professor of electrical engineering. Having received his undergraduate and graduate degrees from WPI, Cyganski became a member of the WPI faculty in 1980. His current research interests include image processing and pattern recognition, particularly as they apply to robot vision.

David DiBiasio, associate professor of chemical engineering. His research interests are in biochemistry and biotechnology, with a particular emphasis on fermentation and biological reactors, systems in which biological materials are converted to useful products. DiBiasio joined the faculty in 1980.

Anthony G. Dixon, associate professor of chemical engineering, joined the WPI faculty in 1980. He has conducted research into the mathematical analysis of thermal and chemical processes and has explored the use of computer-aided design in chemical engineering.

James P. Hanlan, associate professor of history. Humanities faculty full-time since 1980, his research interests are the American labor history, social and urban history, and the history of New England textile communities.

Karen A. Lemone, associate professor of computer science. At WPI since 1981, Lemone has played an active role in planning the undergraduate and graduate computer science programs. She is the author of a series of textbooks, based partly on her innovative teaching methods. Her research interests include compilers, which translate high-level computer languages into a code a computer can process, computer languages, and the teaching of Logo, a language designed for children. She received her B.A. from

Tufts University and her Ph.D. from Northeastern University.

Fred J. Looft III, associate professor of electrical engineering. Though Looft's research interests are wide-ranging, covering such areas as microelectronics, circuits, and communication theory, he has concentrated his efforts on the development of biomedical instrumentation. After receiving his bachelor's, master's, and Ph.D. degrees from the University of Michigan, Looft worked for Bell Laboratories where, among other projects, he helped develop a Space Shuttle experiment on the adaptation of the human body to weightlessness. At WPI, he was the major advisor for student project teams which developed a set of experiments which will fly on a future shuttle mission.

Richard D. Sisson, Jr., who was also promoted to professor of mechanical engineering. Sisson received his B.S. from Virginia Polytechnic Institute and did his graduate work in metallurgical engineering at Purdue University. He taught at WPI from 1976 to 1979 as Morgan Distinguished Assistant Professor of Mechanical Engineering and then rejoined the WPI faculty in 1982 after teaching at Virginia Polytechnic Institute and State University and working for the Exxon Chemical Company. He has conducted research into, among other topics, metallurgy, ceramics, and corrosion.

Floyd R. Tuler, associate professor of mechanical engineering. A graduate of the University of Illinois with a Ph.D. in materials science and engineering from Cornell University, Tuler has been at WPI full-time since 1982. Among his varied research interests are the ways materials deform and fracture and the analysis and management of risk. He was named associate director of WPI's Division of Interdisciplinary Affairs at the beginning of the current academic year.

Receiving promotions were:

Vincent F. Connolly, to associate professor of mathematical sciences. Recognized as an outstanding teacher, Connolly has taught nearly the full range of mathematics courses at WPI. His teaching interests include game theory, metagame theory, and

linear algebra. He received his B.S. degree from the College of the Holy Cross and a master's in education from the University of Vermont.

Roger S. Gottlieb, to associate professor of philosophy. Gottlieb's interests are broad ranging. He has published a variety of articles in several areas of philosophy, including marxism, existentialism, the philosophical implications of the Holocaust, the philosophy of religion, Oriental philosophy, feminist philosophy, and ethics. He has also completed a major work on social and political philosophy. Before coming to WPI, Gottlieb received his B.A. and Ph.D. from Brandeis University, taught at Simmons College, the University of Connecticut, and Tufts University, and was a National Endowment for the Humanities Fellow.

John A. Orr, to professor of electrical engineering. On the WPI faculty since 1977, Orr's research interests include image processing, pattern recognition, and electric power network analysis. In 1983, Orr was named Joseph Samuel Satin Distinguished Fellow in Electrical Engineering. Orr received his B.S. and Ph.D. degrees from the University of Illinois and his master's from Stanford University.

James E. Rollings, to associate professor of chemical engineering. A specialist in biochemical engineering, Rollings has studied the structure, properties, and functions of large biological molecules and the breakdown or degradation of molecules like

starch to produce commercially valuable sweeteners and fuels. Rollings joined the faculty of WPI in 1981 after receiving bachelor's degrees in biochemistry and chemical engineering from the University of Minnesota and master's and Ph.D. degrees from Purdue University. In 1985, he received a National Science Foundation Presidential Young Investigator Award.

Brian J. Savilonis, to associate professor of mechanical engineering. A graduate of WPI with a Ph.D. from the State University of New York at Buffalo, Savilonis has focused his research on several areas of mechanical engineering, including environmental engineering, the mechanics of biological systems and fluid mechanics, particularly as it relates to fire safety. In addition to his research and teaching activities, Savilonis has coached the women's cross country team and track and field club.

Susan Vick, to associate professor of drama-theatre. A playwright, director, and actress, Vick teaches theater and drama at WPI and moderates an active student drama club. Her scripts have been performed by an assortment of professional and community theater groups. Among her more successful plays is *When I Was Your Age*, which has been staged from Northampton, Massachusetts to New York City. Vick received her A.B. from Catawba College, her M.F.A. from Southern Methodist University, and her Ph.D. from the University of Illinois.

Harvey Brooks to Speak At Society and Technology Symposium

by Kieran Suckling

On Friday, April 18, Dr. Harvey Brooks of the Harvard University Kennedy School of Government, will speak about the emergence of environmental and technology assessment in industry and academia. Brooks, formerly the chairman of the Harvard University Physics department, is currently the Benjamin Peirce Professor of Technology and Public Policy and the Gordon McKay Professor of Physics. His address will be the second lecture of the Student Pugwash Society and Technology Symposium.

Dr. Brooks was one of the founders of the Office of Technology Assessment (OTA) in Washington, D.C. created by the Technology Assessment Act of 1972. The OTA differs from the environmental assessment organizations such as the EPA, in that it was founded as an "independent instrument of Congressional consideration of science policy issues, rather than as a way of regulating technology as such." The OTA writer Brooks, is "evenhanded in its attitude towards technology, aiming not only to identify negative side effects but also to identify

hitherto unrecognized benefits of new technologies and to stimulate the development of technologies... overlooked or underemphasized."

Brooks sees a tremendous surge in environmental technology assessment since World War II; mainly due to satisfaction of material needs and the increasingly apparent systematic effects of new technologies. The post-war economic boom lasting into the early 70's alleviated material needs for many, allowing them to become more conscious of less tangible amenities ranging from a clean environment to less conflicting human relations." At the same time, awareness of the great ramifications of large-scale technologies, helped to create a climate conducive to a closer examination of many previously accepted ideas. Brooks also recognizes a shift in the opposite direction in the 80's, however.

Dr. Brooks will be speaking in Kinnicutt Hall (SL), at 7:00 p.m., on Friday, April 18. Refreshments will be provided. The Student Pugwash Society and Technology Symposium is sponsored by the Division of Interdisciplinary Affairs.

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Interested students may pick up an application in the Office of Residential Life. The application deadline is Monday, April 21, 1986.

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The Story of the Goat's Head Rivalry

by Robert Figucia

As WPI anticipates the re-introduction of the Goat's Head Tradition, we continue on with the history of the rivalry's beginning. The details concerning this Saturday's reappearance of the Goat's Head may be found elsewhere in this issue.

Last week, important facts concerning the origin of WPI's Goat's Head Tradition were introduced. This week the various competitions over the prized animal will outline as they developed through the years. The original mascot had an unfortunate start, losing its body at a young age and then spending two decades in secret captivity. After the original Goat's Head was returned to the class of 1893 at their 20th reunion dinner, many years passed before the goat was sought after by any student group. That is until the graduating class of 1928, as sophomores, decided that life at the Institute might be more spirited if some source of rivalry were implemented between odd and even classes. They had in mind a contest much like that at Amherst College in which the Sabrina statue is continuously stolen back and forth and secretly kept. The class of 1928 felt that the Goat's Head would be a fitting object for this contest at WPI and asked the class of 1893 to contribute the mounted Goat's Head for this purpose.

Not surprisingly the original was thought too fragile. However, for the occasion of their 35th reunion, the class of 1893 made a solid bronze casting to represent the Goat's Head. Its body was only about a foot long but its head was life size and sculpted in the likeness of the original goat.

At their sophomore banquet in the spring of 1926, the class of 1928 was presented with the miniature along with a set of rules governing the new contest. The rules stated that the class possessing the goat had to publicly display it at least once a year at some school gathering that occurred during the twelve weeks just before Commencement. This would allow an opportunity for the statue's capture. When not publicly available it was not permitted to store the goat in any place where it would be illegal for the other class to gain possession of it, such as in a safety deposit box. If upon becoming juniors a class could still claim possession of the goat, they were required to turn it over to the incoming freshman to maintain a freshman-sophomore rivalry.

Due to a slow start in committee organization, it wasn't until their senior year that the class of 1928 transferred the goat to the class of 1930. Much to the dismay of the sophomores it was handed over in broad daylight. Upon becoming juniors, the class of 1930 more cautiously transferred the goat to the class of 1932 secretly.

While in the hands of the class of 1932 the rivalry became a heated pursuit for possession. On November 26, 1929 a Worcester newspaper published a picture of four sophomores seated around a table which was holding the goat. Seeing but not believing, the freshman and juniors looked into the doubtful possibility that the sophomores had stolen the goat. While investigating, they noticed that the shadow of the goat in the picture didn't correspond with the other shadows and it was presumed that the sophomores had falsified the picture, an unforgivable prank.

As the spring passed the time was closing in for the goat's mandatory appearance. On

May 4, 1929 Tech was running a track meet against Tufts when a small plane began circling the field quite low. An object identified as the Goat's Head was seen swinging below the craft. Seeing their opportunity to obtain the prized statue, the sophomores raced to the airport. To their surprise when the plane landed there was no goat. Apparently, the not so naive freshman had dropped the bronze figure to classmates standing by at Lake Quinsigamond. After much controversy this showing was ruled illegal by the Goat's Head Rules Committee because the features of the Goat's Head were not distinguishable by the greater part of the crowd. As a result, the freshmen were forced to plan another appearance of the goat, and the sophomores knew it was coming soon.

After three weeks of great anticipation, the showing occurred at a baseball game against Clark on May 25. A freshman male, dressed as a flapper, displayed the beast plainly through the fence at the north end of Alumni Field. The well planned getaway in a motorcycle sidecar seemed ideal until an unusual traffic jam stopped even the motorcycle from gaining access to Salisbury Street. During the holdup a carload of sophomores caught the freshman and got his goat, so to speak.

In the fall of 1929 the sophomores turned possession over to the entering class of 1933. Their annual display came on May 17, 1930 at a track meet. The witty sophomores were expecting the incident but were duped nonetheless. It seems that on this date a number of sophomores trailed one suspicious freshman to Tatnuck in what turned out to be a cleverly set wild goose chase. Still other sophomores lined their cars up along Park Avenue awaiting the Goat's arrival by car. The Goat's Head appeared from the other side of the field where a freshman brashly held it in the air and yelled to get the crowd's attention. It was then whisked off in an automobile which narrowly passed a car full of sophomores.

This form of rivalry in which the goat was stolen and hidden by the freshmen and sophomore classes was only continued for a few years. It was decided that this type of contest limited the participants to those few who knew where the goat was at a given time, while the majority had little part in the whole affair. A new scheme was adopted in 1931 to have inter-class competition between freshmen and sophomores. The statue was awarded as a trophy to the class with the most points at the end of the contest. Scored activities included the rope pull, football, track, basketball, paddle rush, soccer, swimming, bowling, rifle, tennis and golf. Each year the possessor would ceremonially pass the Goat Head over to the winner of that year's competition.

From the time that the mascot became an award for interclass competition until the time that it was moved to its current resting place in the WPI archives, the bronze statue spent most of its time locked in a trophy case in the gymnasium. However, a handful of incidents were recorded to show that the spirit of the original Goat's Head still existed.

In 1939, on the day before Thanksgiving, the trophy case was vandalized. The goat was stolen by an unknown student and temporarily hidden in a box in a local cemetery. Before the thief could get back to pick up his plunder, a group of young boys found

it and tried to sell it to a junkman. Luckily, the honest man recognized the value of the object and refused to make the purchase. The goat was later returned by one child's mother to the house nearest the cemetery. Coincidentally, during a visit to this home, Charles H. Cooliday of the class of 1915 recognized the statue and notified WPI authorities.

Another interesting occasion called for the goat to be temporarily removed from its case. It was to be the object of an organized treasure hunt run by Skull. In November of 1950, a carved emblem representing the Goat's Head was hidden by Skull members. At a student assembly a riddle leading to its location was given. The actual riddle follows: "They shall beat their swords into plowshares, and their spears into pruning-hooks, and nation shall not lift up sword against nation, nor shall they make war any more."

ii 3 Micah i.v.4

From out these lines one word doth spring
Find it,
And you shall have the clue you need to
find the thing.

Within seconds two sophomores, Mike Zucker and George Iddis, were on their way

to the Peace Monument in Elm Park where a man and woman are pictured with a plowshare, the cutting blade of a plow. They had found what they wanted and were gone. Minutes later, a crowd of other students arrived. Following a thorough search the mob, with no knowledge of the emblem's prior discovery, proceeded to Higgins Armory Museum where a collection of armor and medieval weaponry was housed. Ironically, the exact Biblical quotation that was used as the clue appeared in one of the Armory's display cases. With unquestionable evidence the rampant student made shambles of the museum but returned to campus empty handed.

The sophomore class of 1953 soon exchanged the emblem found by Zucker and Iddis for possession of the actual Goat's Head. With great zeal the sophomores showed their prize four times before spring Commencement. They carried the Goat Head into a Chemistry II lecture; smuggled it into Sanford Riley Hall, the freshman residence; hung it from the rafters of the Alumni Gymnasium during a crowded basketball game with Trinity; and positioned it in a dangerous location in front of Riley Hall. Each time freshman were within grasp of the statue but

(continued on page 18)

Carl Kaysen to Deliver 1986 Hull Memorial Lecture

Carl Kaysen, the David W. Skinner Professor of Political Economy at the Massachusetts Institute of Technology and director of MIT's Program in Science, Technology, and Society, will deliver the 20th annual Hull Memorial Lecture on Monday, April 21 at 4:00 p.m. in the Kinnicut Lecture Hall on the WPI campus.

Kaysen's talk will be entitled "Thinking About Thinking About Star Wars."

After receiving his graduate degrees from Harvard University, Kaysen taught economics at Harvard from 1950 to 1966. Following that, he was director of the Institute for Advanced Study at Princeton University for 10 years. While there, he created the New School for Social Science at the Institute. Kaysen came to MIT in 1976.

His scholarly work has crossed the borders of economics, sociology, politics, and law. He is the author of 11 books and reports and numerous articles and book reviews covering such areas as market organization, government regulation of business, price and market theory, the economics of research, higher education, and the sociology of business.

Between 1978 and 1980, Kaysen was vice chairman and director of research for the Sloan Commission on Higher Education. The commission looked at the relationship between the federal government and higher education, exploring the government's dual roles of regulator and patron.

While at Harvard, Kaysen served for three years as an economic consultant to a district court judge in an anti-trust case against a Massachusetts shoe manufacturer. This was the first use of an economist against a law clerk. Kaysen's analysis of the landmark case proved useful to lawyers and economists and a book which grew from this experience is

now a standard text.

From 1961 to 1963, Kaysen was deputy special assistant for national security affairs to President Kennedy, focusing on arms control. He has also served on several public and private commissions concerned with public policy, including the Carnegie Commission on Higher Education between 1968 and 1973, the President's Task Force on Foreign Economic Policy in 1964 and the National Academy of Science committee on Scholarly Exchange with the Soviet Union from 1975 to 1977. He was chairman of the latter two committees.

A native of Philadelphia, Kaysen graduated from the University of Pennsylvania in 1940 and is a life trustee of the University. He sits on the board of editors of the journal *Foreign Affairs* and is also on the boards of the Polaroid Corporation, United Parcel Service, Inc., and AMI International. A member of Phi Beta Kappa, the American Academy of Arts and Sciences and the American Philosophical Society, Kaysen has delivered the Haynes Lectures at the California Institute of Technology, the Stanford Little Lectures at Princeton, the Oliver Wendell Holmes Lectures at the Harvard Law School, and the Godkin Lectures at Harvard.

The Hull Lecture is named for Laurence F. Hull, a 1964 graduate of WPI who died in a car accident in 1965. An outstanding student, Hull was president of the Phi Kappa Theta fraternity, editor of the student newspaper, and chairman of the student senate committee on assemblies. Particularly in this last capacity, he sought to make students think about values and the role of science and technology in society by inviting prominent speakers to the WPI campus.

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Daniels Hall Ticket Booth



Toni Silveira
—Trowbridge—



Kevin Collins
—Phi Kappa Theta—



Ron Welter
—Theta Chi—



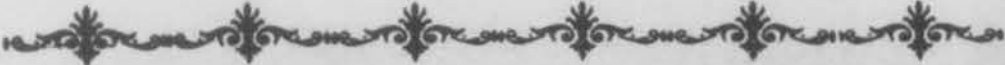
Patty Kennedy
—Panhel Association—
and
—Delta Phi Epsilon—



Peggy Dwyer
—Sigma Phi Epsilon—



Kevin Szeredy
—Sigma Pi—


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Photography by Jeff Winick, associate photography editor



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 —Phi Sigma Sigma—



Barbara McLaughlin
 —Resident Advisors—



Michael Vazza
 —Phi Sigma Sigma—



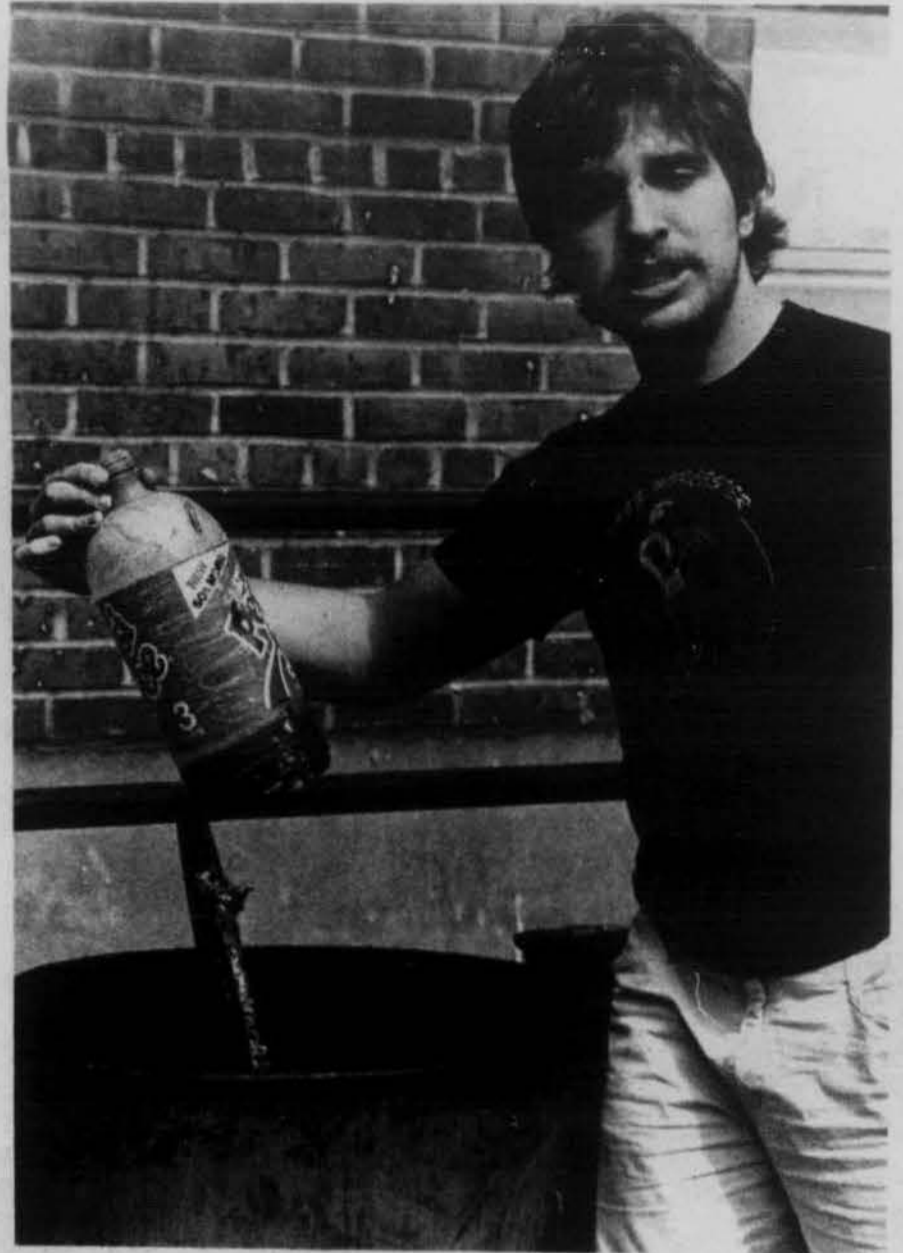
Bill Hughes
 —Phi Gamma Delta—
 and
 —Resident Advisors—



Diane Fiorillo
 —Alpha Gamma Delta—



Dan Duggan (Alpha Gamma Delta)



Dan Farkas (Alpha Chi Rho)



Kevin Santry (Sigma Pi)



Dave Polcari (Theta Chi)



Bill Batteshall (Lambda Chi Alpha)

UGLY MAN ON CAMPUS 1986 NOMINEES

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Are Book Bags A Health Hazard?

MOUNT PLEASANT, MI (CPS) — With Nautilus machines in the school gym, salad bars in the cafeteria and smoke-free areas in every student lounge, it might seem college life has never been healthier. But one enterprising professor has found a new health hazard on campus. It's that book-laden backpack you've been hefting over one shoulder all these years, says Ron Sendre, an Central Michigan University professor of sports medicine. "Knock-down shoulder" is only one of the

maladies Sendre ascribes to the overuse and misuse of the popular book packs seen on every American campus. How can the innocent backpack, symbol of outdoor lifestyles, wreak such devastation on unsuspecting college students? "A heavy backpack changes your center of gravity," says Sendre. "Your abdominal area is thrust forward, and your shoulders are brought posterior." "Then a kid will carry that backpack for six, eight minutes across campus to his next class."

Create A Caption Results



Here are the top three responses to last week's contest:

— This poor squirrel, after being picked on, decided to seek safety by jumping into the scanning electron microscope in Washburn, startling one of the materials grad. students upon analyzing his sample.

R.L.

— Unfortunately, the April 1st issue of Newspeak solicited a deadly response. Late that evening, the squirrel-in-chief was gunned down by irate readers. Show above is the official police chalk line of the dead corpse. Calling hours will be between 7:00 and 9:00 this evening.

— Jon Tucker

— Campus police recently found the remains of one of the seven squirrels killed in the shocking incident involving the shuttle last week.

Joe Lawendowski

In other words, he's got lousy posture while carrying a mega-load of textbooks, and according to Sendre, "there's bound to be lots of repercussions."

Besides knock-down shoulder — a drooping shoulder caused by constantly wearing the pack slung over one shoulder — backpacks can cause swayback, shoulder tension, headaches, even nerve damage.

There is a simple remedy: "Lighten the load is the best advice I can give," the professor says.

But if one's credit load demands carting 30 pounds of Organic Chemistry texts, the Unabridged Works of Shakespeare and a jumbo box of Crayolas for Art 101, Sendre suggests wearing the pack the way it was designed to be worn.

"I've never seen a backpack with just one strap," he says. Yet that's the way most students wear them.

"Rather than taking the time to throw both straps on, they just throw on one."

But even a properly balanced pack can be a problem for the out-of-shape student.

So Sendre recommends a complete workout program with weight machines, adding that exercises for flexibility are equally important.

But if all this seems like more health consciousness than one can handle, another study offers rationale for at least one "bad habit."

Cigarette smoking may enhance students' ability to study, a group of British scientists says.

The researchers found that nicotine, either from cigarettes or pills, increased concentration by eight percent and kept minds sharp for up to a half hour.

... Goat's Head

(continued from page 12)

made no great effort to accept the challenge that the sophomores were presenting.

Slowly the class rivalry began losing strength. Eventually the bronze statue went to its final resting place in the archives of the WPI library. The only traces of the old Goat's Head Tradition were found in the occasional stories of alumni, the browning ages of school journals, and the once loved Goat's Head Pub. That is until now.

... Soft Ball

(continued from page 8)

WPI will be away for the next two weeks and return home to play Fitchburg State. Said Chapman, "the teams we have coming up in the next week are comparable to us and we've got to play better defense and score more runs to beat them."

Women's Softball

At Clark
4/7/86

	1	2	3	4	5	6	7	R	H	E
WPI	0	0	0	0	1	0	0	1	3	4
Clark	1	0	1	0	0	2	X	4	6	2

At Wheaton

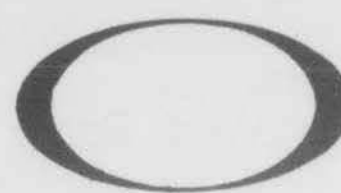
	1	2	3	4	5	6	7	R	H	E
WPI	0	0	0	0	0	0	0	0	5	7
Wheaton	2	0	0	5	4	3	X	14	11	2

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New Literature and Science Society Off To Good Start

Would it surprise you to know that there are researchers who speak of Hemingway and Heisenberg in the same breath, who see parallels in the work of Albert Einstein and T.S. Eliot, and who find the influence of advanced computer science between the covers of modern novels?

Finding, exploring and understanding the relationships between science and literature is the domain of a new scholarly organization known as the Society for Literature and Science (SLS). Less than a year old, SLS has already published its first quarterly newsletter and is making plans for its first conference to be held in Worcester in 1987.

Looking at the sometimes subtle ways in which writers and scientists influence each other has occupied scholars since at least the early part of this century, according to Lance Schachterle, chairman of the division of Interdisciplinary Affairs at Worcester Polytechnic Institute. Schachterle, who is also a professor of English at WPI, has been elected the first president of SLS while Stephen J. Weininger, professor of Chemistry at WPI, is the organization's first vice president.

SLS was formally launched at the 17th International Congress of History of Science in Berkeley, CA last summer. At the conclusion of a symposium on "Science, Literature, and the Imagination," conference members approved the constitution of SLS, and the organization was off and running.

Schachterle said one of the major goals of the Society is to counter the notion that scientists and artists operate in separate and unrelated worlds, each unaware of and uninfluenced by the other. On the contrary, Schachterle said, throughout history, there have been parallels between the thinking of scientific researchers and creative writers.

For example, as Einstein's theories of relativity and the development of quantum mechanics introduced the ideas of uncertainty and the importance of one's point of view to science in the early part of this century, art, music, and literature were increasingly shaking off their literal shackles, resulting in cubism, atonality, and the writings of T.S. Eliot and James Joyce.

Even today, Schachterle said, some writers, particularly those with some training in science, such as Thomas Pynchon, are producing works which seem to be counterparts to developments in such sciences as cybernetics and information theory.

"Writers are experimenting with ideas such as how information is coded, transferred and deciphered and how machines, and people, separate information from the noise that accompanies it," he said. "They seem to be trying to find out just how high one can turn up the noise level — the randomness, the seeming disorder — before the message is lost."

Often, Schachterle said, when scholars look at these parallels, it is difficult to say whether science influenced art or vice versa. More often than not, he said, trends in science and art both seem linked to the natural progression of cultures and societies. Therefore, insights into either science or literature can often illuminate the other.

However, Schachterle said, in many cases scholars have been interested in specific examples of how science and literature have influenced one another. Generally this work has explored how scientific developments find their way into novels, plays, and so on. But, he noted, it is equally interesting to look at how literature — or more specifically language and the translation of thoughts into words — has influenced the development and communication of scientific ideas.

"How do you translate abstract ideas into words," Schachterle said. "How can you take something as inherently intangible as a model for an organic molecule or the structure of a subatomic particle, and describe it with language. And, more importantly, how does the process of going from thought to words affect the final outcome — the theories, principles, and laws of science."

"These are important questions which we have just begun to explore," he said. "It is my hope that through this Society, we can get more scientists interested in thinking about how their use of language affects science itself."

This is the type of question Schachterle and Weininger have asked in an interdisciplinary course called "Light and Vision" that they have taught together at WPI for several years. In the course, they look at how scientific ideas develop and change and how the culture in which these ideas originate

subtly shape and skew them. It was partly their collaboration on this course, Schachterle said, that led to their interest in the creation of SLS.

Now that the Society is comfortably underway, Schachterle said he and the organization's other officers are concentrating on a few important goals. The first is building SLS's membership. There are now about 300 members of SLS and Schachterle said he hopes to see that number rise significantly over the next year or so. In particular, he said, he hopes to attract more scientists to the ranks.

"If we are going to study literature and science," Schachterle said, "It's important that we bring in people from many sciences."

SLS is also concentrating on developing a comprehensive bibliography of the field of literature and science. Walter Schatzberg, professor of foreign languages at Clark University, has been named the bibliographer for SLS. Once a year, a list of articles published in the field during the past year will appear in the SLS newsletter, "Publication of the Society of Literature and Science."

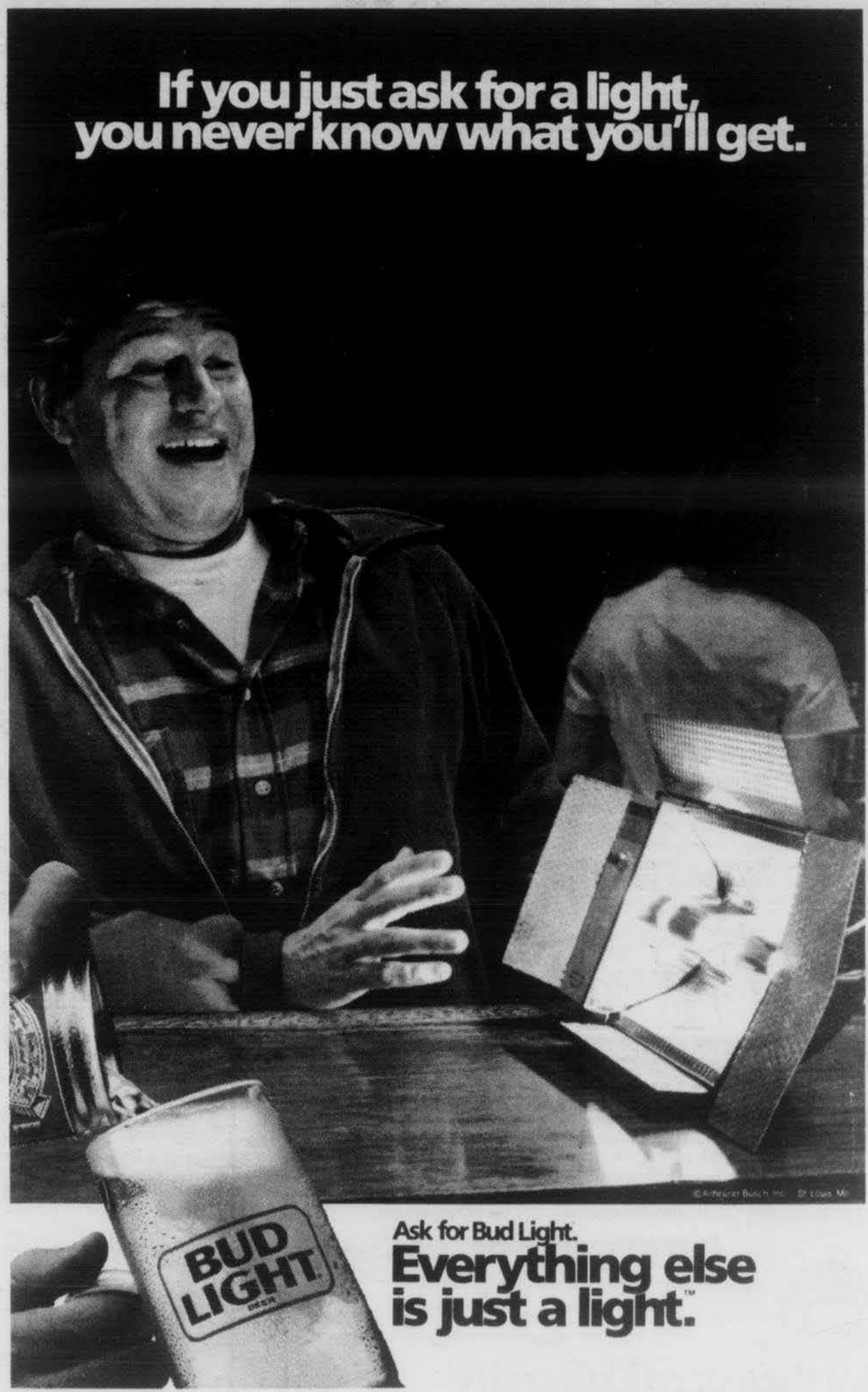
The Society has also issued its first call for papers to be presented at its first conference scheduled for October, 1987 in Worcester.

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WPI to Demonstrate Decision Making By Computers For National Exhibition on Artificial Intelligence

A member of the WPI Artificial Intelligence Research Group has been selected to develop an exhibit for a major show on artificial intelligence which will travel to eight of the nation's leading science museums.

Peter Green, professor of electrical engineering at WPI, was selected to design the exhibit for "The Age of Intelligent Machines," an exhibition which will explain the various facets of artificial intelligence and show how it is being put to use today and how it may change the world of tomorrow. The show is expected to draw several million visitors between 1987 and 1990 as it tours science museums in Boston; Charlotte, NC; Chicago; Columbus, OH; Fort Worth; Los Angeles; Philadelphia; and St. Paul.

Green's exhibit, which has been designed with the aid of Stephen Wyss and Weigeng Shi, WPI graduate students working with Green, will introduce museum goers to intelligent computer programs which can decide what actions to take in a rapidly changing environment. In particular, the exhibit will show how a group of expert programs can work together to make a decision using rules of thumb and a detailed analysis of a situation.

Such expert programs are expected to be used in the next generation of electronic machines, such as smart robots, medical instruments, and automotive electronics.

In Green's exhibit, a group of expert programs will play two- or three-dimensional tic-tac-toe against museum visitors. The game will begin when the human player enters a move on a keyboard. Then a panel of four expert programs will spring into action. Each will be a specialist in a different type of move — one in offensive moves, one in defensive moves, one in winning moves and one in moves that will prevent an opponent from winning.

The experts will each choose a move and then a fifth expert will select the best move from among their recommendations. A sixth expert will help the others by predicting how an opponent will respond to their suggestions. After the experts confer, the computer will make its move and the game will proceed. Green said the reasoning of the experts will be slowed down considerable and shown graphically on a computer monitor so the human players can watch and appreciate the interactions.

The software for the game will be based

on research Green has conducted at WPI on a method for coordinating the interaction of expert programs. The method, called the Activation Framework, allows the expert programs to rapidly arrive at a decision when one is required. Such a program might allow a robot vehicle to stop or change course before it hits a person.

In addition, the Activation Framework method allows the community of experts to make decisions with incomplete information. In fact, the ability to make approximate decisions or guesses is crucial when expert programs must solve problems that have many alternatives. For example, Green said, even a large computer could take a billion years to play out a game of three-dimensional tic-tac-toe if it were to consider every possible move, every possible response to every possible move, and so on each time a move was required.

In the exhibit planned by Green, the tic-tac-toe game will run on advanced AT&T personal computers. AT&T is donating the computers to WPI specifically for use in the exhibit, Green said.

In addition to the computers, the exhibit will include panels which will explain the theory behind the game and show how the expert programs work together to make moves.

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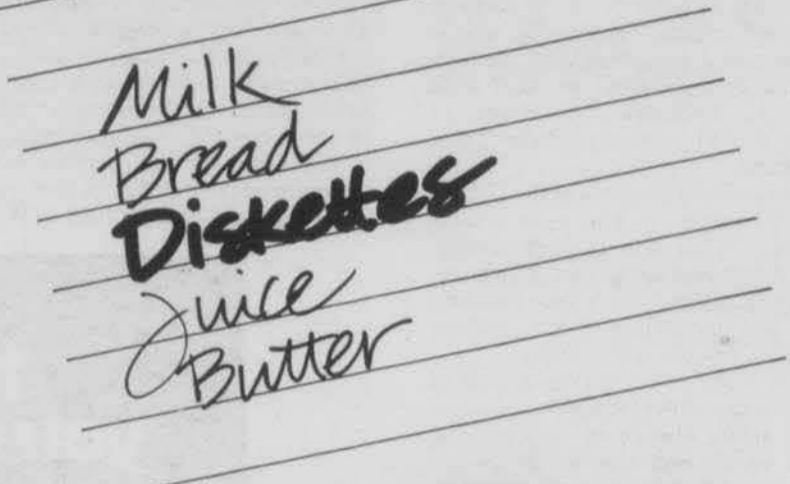
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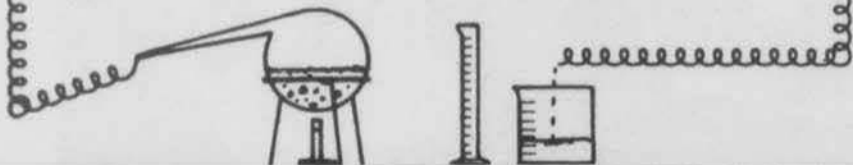
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Alpha Tau Omega

The Brothers of Alpha Tau Omega wish to congratulate their newly initiated brothers, initiated Sunday, April 6th. **Ciro DimMeglio**, **Doug Darby**, **John Draka**, **Mike Fitzpatrick**, **Brian Gilmartin**, **D. J. Havican**, **Chris McGinty**, **Paul McSweeney**, **Brian Pothier**, **Dave Rega**, **John Roughneen**, **Tom Stottlemeyer** and **Bill Sullivan**. Congratulations Brothers!!!

Alpha Tau Omega also recently held elections for next year's officers; the results were as follows:

President: **Al Hall**, VP: **Mark Gunville**, Treasurer: **Dave Astrauskas**, Comptroller: **Steve Farr**, House Managers: **John Walsh** and **Jim Mathews**, Social Chairman: **Greg Woods**, Public Relations: **Tony DeSpirito**, Rush Chairmen: **Steve Gale** and **Marty McDonough**, Stewards: **Mark Wartski** and **Dave Welch**, IFC Rep: **Bryan Sheppeck**, Secretary: **Scott Flaherty**, Records: **Rich Buckley**, Athletic Chairman: **Dan Hoagland**, Sentinel: **Dave McKnight**, Usher: **Brett Bonarrigo**, Academic Chairman: **Don Post**, Alumni Relations: **Rob Kenny**. Congratulations to all the new officers!

At the recent Goldfish Party, newly initiated Brother **Mike Fitzpatrick** invented as what we see as the next Olympic Sport: **Bobbing for Live Goldfish**. During Mike's endeavor, he managed to trap and consume four of the marine life, using nothing but agile movements and native instinct. Congratulations on a fantastic job. Nice Neck Spike. Head of face of an article finally in **Newspeak**.

Phi Gamma Delta

Phi Gamma Delta would like to formally bid farewell to our seniors, none of which have jobs. We look forward to seeing all of you down the Cape this summer. An especially fond good-bye to **Jim D**. Why the sudden out pouring of emotion? It's mysterious. Fiji athlete of the year also goes to our one and only **Jim D**. Anyone who witnessed his skating prowess while evading LXA hitmen would agree with the decision. We expect to

normalize relations with LXA following the dismissal of **Jim** as official writer of this article. In fact, this writer would have joined LXA only if the house had been cleaner. Finally, we would like to thank **Dan** for giving our cook a crash instruction in his famous course, "the Power of Assertiveness," otherwise known as the 360 degree double wammy reverse drop-kick to the neighbors head.

Phi Sigma Kappa

It's time again for our annual appearance in the Greek Corner. This can mean only one thing—the passing of our annual Dumpster Drive. For those of you not familiar with our charity drive, we pick several of the areas younger dumpster people (who live off can collecting) and give them all the cans they can carry away. This year's recipients were **Carl** and **Maggie**, last year's winners. They scored high points in cleanliness of manners.

Congratulations to **Soccomm Steve**, the new IFC Treasurer! We would at this time also extend our welcome and congratulate our new Brothers and Sisters to the House! Once again the lights are back to normal due to the fact that the power surge has died down.

Phi Sigma Sigma

Congratulations are in order for both **Debbie Murphy** on her recent pinning and to **Marie Harriman** on her engagement. Way to go you two!! To the rest of you sisters- we all LOVE candle passings so keep reeling in those men! Congrats also to our softball team who won a forfeited (hey, it's still a win) game against the RA's. **Nancy P.**, did you threaten to cut their hair if they showed up?? To all you sports fans (we love ya)- come join one of our illustrious teams and experience the thrill of victory with Phi Sig Sig!

Remember the Phone-a-thon on Wednesday at 6:30 on the third floor of Boynton- I know you all like to talk on the phone. So let's raise some money for good old WPI and collect the prize money for Phi Sig Sig! Our next meeting will be Tuesday night at 7:00 at the house- seniors, it's your LAST one!

And it seems like only yesterday that you were going on pledge raids!

Get psyched for the upcoming JP Weekend and don't forget to vote for **Lisa** and her beau, **Mike**, (or is it **Ken**?) for JP Queen and King this week!

Sigma Alpha Epsilon

The Brothers of Sigma Alpha Epsilon are pleased to announce the initiation of twelve new members: **Michael Isador Dezzani**, **William Fitzgibbons Ray**, **Edward Bender Ortman**, **Gulio Issac Centrella**, **Joseph General Patton**, **Andrew Nodozi Lewis**, **Theodore Baritone Greene**, **Thomas Alva Bresnahan**, **Michael Pawlowitz Ukleja**, **Thomas Reginald Dionne**, **Keith Noosetie Wolocz**, and **Kevin Mustatia Webb IV**. Welcome aboard guys!

Also the brothers would like to thank all those who helped out in organizing and running the very successful Province Alpha Leadership School. Special thanks go to **Carmen Romeo**, **Dave Therrien** and the WPI Administration for their special assistance.

Over fifty brothers from SAE chapters throughout New England anticipated and helped make the event a huge success.

The brothers also extend their warmest welcome back to **Brothers Tougas**, **Crochiere**, and **Sickles** from their studies abroad. **Brothers Demos** and **Kelly** were also welcomed back last Sunday from their trip. One final note of congratulation is extended to **D.T.** for the acquisition and bouful use of his new plastic. Keep it up!

Theta Chi

The Brothers of Theta Chi are pleased to announce their newly elected officers:

President-**Ray Durling**
Vice Pres-**Gerry Melesko**
Secretary-**Dave Liles**
Treasurer-**Tom Nowak**
Pledge Marshall-**Mark Willingham**
Chaplain-**Steve Breed**
Librarian-**Don Gallucci**
Historian-**Erik Maki**
First Guard-**Jon Tucker**

Second Guard-**Dave Latham**
Asst. Treas.-**Al Cho**
Asst. Treas.-**Tom McMorrow**
Rush Chairman-**Will Drake**
Asst. Rush-**Mark Beauregard**
Social Chairman-**George McLane**
Activities-**Philo Shelton**
Kitchen Steward-**Dave Polcari**
House Manager-**Jamie King**
Details Manager-**Pete Dorr**
Liquor Steward-**Tim Donohoe**
Fire Marshall-**Dan Kash**
Philanthropy-**Dan Kumke**
IFC Rep.-**Scott Reid**

Athletics-**Tim Donohoe**
By-Laws-**Sam Godin**
Echo/Publicity-**Jon Tucker & Scott Bishop**
Scholarship-**Don Gallucci**
Futures-**Jim Wachala**
House Mother-**Dave Polcari**

Congratulations to all of our new officers and a special thank you to those leaving office. A job well done guys!

Last week **Theta Chi** held its regional convention at UNH and celebrated our 130 birthday. Epsilon chapter was out in force and consequently we took the Man-Mile and Percent-Per-Chapter awards. Hey Seniors, a pair of **Winnebagos** was definitely the way to do Canada and a regional all in one weekend! Congratulations go to **Jim Melvin ('85)** for receiving the National Colley Award.

Happy Birthday to a couple of guys who seem to have their names written all over our second floor shower heads, **Dan Kumke** and **Rich Wholey**.

We would like to congratulate our newly competent seniors: **Todd Vigorito**, **Charlie Reilly**, **Paul Kling**, **Andy Skinner**, with **Dan Rodriguez** and **Greg Raber** receiving AD's. Also due for congratulations is **Tom Nowak** who has just been initiated into **Tau Beta Pi**.

The TC soccer team is off and running with our latest win being over the AJI team.

Once again, welcome aboard to all the new officers and don't the **Theta Chi Raffle** drawing will be made by **Dean Richardson** on May 7th so be sure you don't miss out!

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Deadline: April 28th, 1986

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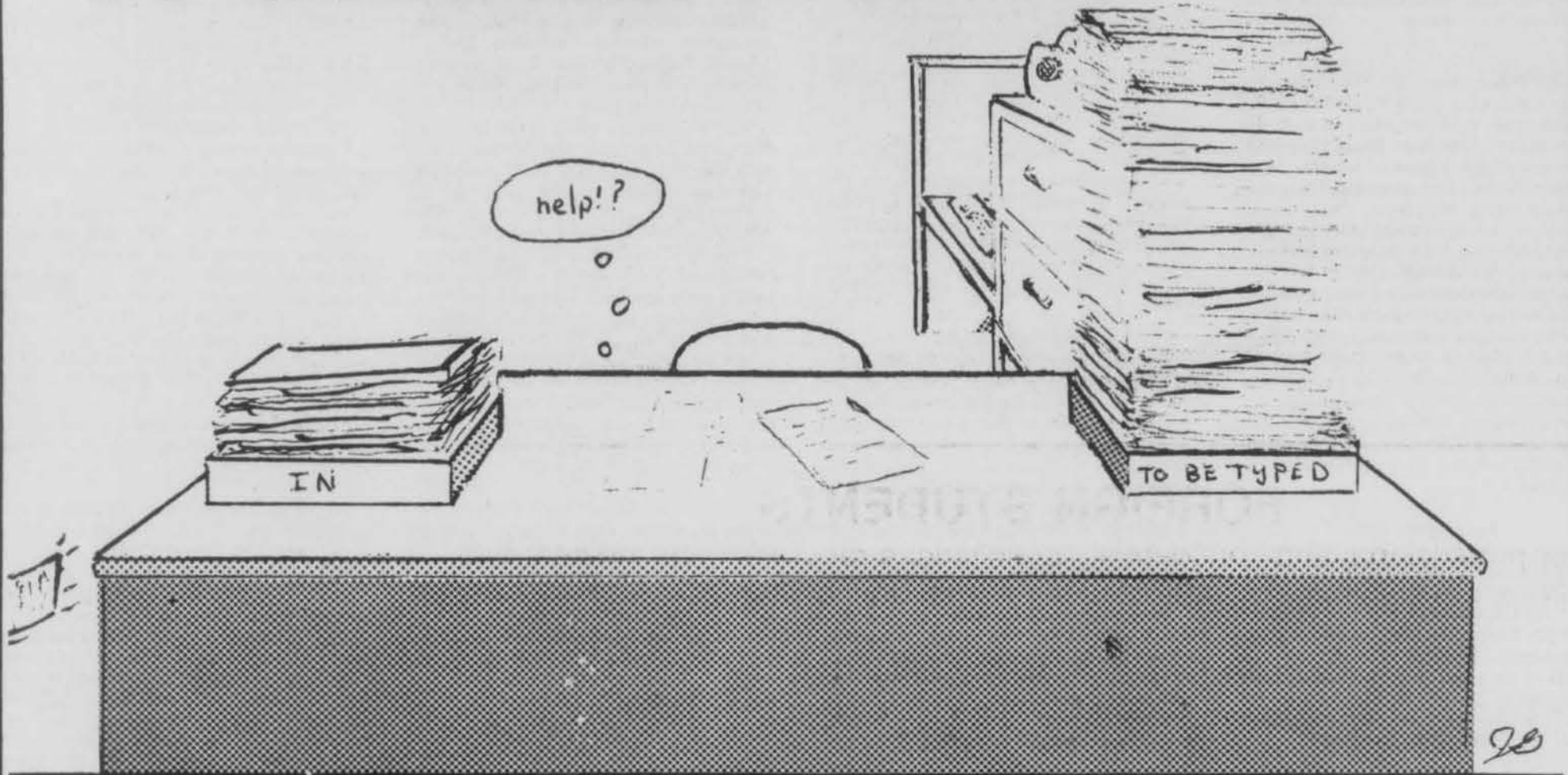
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Deadline, Monday, April 21.

... Capsules

(continued from page 7)
Laboratory Building.

The purpose of this informal annual research day is to provide an opportunity for biomedical engineering students and faculty to share ideas and discuss ongoing research activities at WPI.

The format of this event will be a poster presentation of individual research topics. Students presenting their work will be evaluated by a panel of selected judges representing WPI faculty and administration. Prizes and certificates for the best poster/presentations will be awarded.

For more information, contact Professor Mendelson.

AEA Japan Graduate Research Fellows

To foster a mutual appreciation of the technological capabilities of both the U.S. and Japan, in 1984 AEA began the "AEA Japan Research Fellowship Program." During the summer, graduate engineering and computer science students are selected to attend intensive Japanese language training in the United States. In the fall, they begin internships of six months to a year in Japanese company research laboratories. A program coordinator, located in AEA's Tokyo office, provides cultural seminars and guides students to develop papers on research or related topics.

Notice: New Financial Aid Policy Minimum Academic Progress Necessary to Qualify for Financial Aid

To be eligible for Financial Aid in the next academic year, a student must, while registered as a student at WPI, pass 8/3 units in terms A through D or 10/3 units in terms A through E of the current academic year.

Students' academic records will be reviewed following posting of term D grades. Students not qualifying for the 8/3 units rule will be reviewed again after term E.

Students will be notified of qualification and award following determination of eligibility.

Students failing to meet the eligibility requirements will receive notice in August following posting of term E grades.

Deferred "grades" can not be counted in the determination of units completed. The student will be responsible for resolution of deferred "grades" with the faculty member assigning the grade.

A student failing to meet the eligibility requirements may, in cases which involve unusual and extenuating circumstances such as documented medical problems, file a petition with the Financial Aid Office. The petition will be reviewed and determination made concerning eligibility on a case by case basis.

This policy is effective immediately and supersedes the "Award Retention Policy" that appears on page 13 of the *WPI Undergraduate Catalog 1986-87*.

WPI Worcester State Presidents Hold Reception for Project Group

by Helen Webb
Newspeak staff

On Monday, April 7, a reception was held in the office of Worcester State College president Philip Vairo to recognize the collaboration of WPI, Worcester State College and Saint Vincent Hospital on a project to help adolescents cope with the trauma of hospitalization through the use of interactive video discs. Such cooperation between two colleges and a third institution is unusual. WPI was represented by President Strauss, Dean of Projects Frank Lutz and Prof. Demetry, who is the faculty advisor for the WPI students involved.

Project BODY WORKS grew out of an MQP conducted several years ago by Brian Witowski, which tested the effects of computer word games on hospitalized adolescents and of the computer on the hospital environment. It was found that interactive technology can be helpful in improving an adolescent's attitude towards hospitalization by taking the patient's mind off of his problems and by building his self-esteem. It was also found that the presence of computer equipment did not adversely affect the opera-

tion of the hospital and actually reduced the patient's dependency on the staff. While the computer word games did improve the attitudes of the adolescents in the study, they had little educational value. The creators of Project BODY WORKS felt that the content of games played should be more educational, but since the level of education of the patients varies, the teaching of traditional subjects is impossible. They also felt that the traditional topics of education might cause the adolescents to react negatively to the games and therefore defeat their purpose. The ability to solve problems, however, is a skill that both badly needs to be taught and is not limited much by a person's level of scholastic achievement. Therefore, a role-playing simulation game addressing the solution of "real-life" problems was chosen. The interactive video disc was chosen to be the media used to play the games. Interactive video discs, which can be accessed in the same manner floppy discs are during computerized adventure games, provide visual responses to the chosen actions of the user.

As most adolescents are concerned about their condition and environment while in the hospital but are reluctant to ask questions, the prototype game is being set in the hospital. In it, the player must diagnose an appendicitis by examining the patient (a seven-year-old boy) and asking questions. The player will not only learn how to draw a conclusion but also how medical some medical equipment works, hopefully allaying some of his uncertainty. The prototype should be finished by mid-summer, and several hospitals have expressed interest in the project.

WPI students have received IQP and MQP credit for their work on the project; WSC undergraduate and graduate students are participating as part of an internship program. The coordinator of the project is Junior Management Major Jim Goodell, who is currently working on his MQP. WSC students have written the computer language to be used on the video disc, written the script to be followed, and are producing the video parts of the production. Dr. Sean Palfrey, head of pediatrics at Saint Vincent Hospital, is the program's medical advisor.

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PROPOSED GOALS STATEMENT

Institutional Goals Statement

Worcester Polytechnic Institute is principally devoted to degree programs in engineering, science, and management. WPI also offers educational opportunities in the humanities and social sciences. WPI serves both undergraduate and graduate students, as well as the community of practitioners who seek education outside the bounds of full time study. Teaching and scholarship are central to the academic process at WPI.

The energies and resources of WPI are mainly directed towards excellence in the undergraduate program, a unique, project-oriented curriculum known as the WPI Plan. The WPI Plan will continue to evolve as experience and educational scholarship reveal new routes to reaching institutional goals. The goals of the undergraduate program are to impart to students an understanding of a sector of science and technology, and a mature understanding of themselves and of the needs of the people around them. WPI students should demonstrate that they can learn on their own, that they can translate their learning into worthwhile action, and that they are thoroughly aware of the interrelationships among basic knowledge, technological advance, and human need. A WPI education should develop in students a strong degree of self-confidence, an awareness of the community beyond themselves, and an intellectual restlessness that spurs them to continued learning.

Because the courses of study offered by WPI are driven by rapid advances in all fields, because of the role that WPI also plays in graduate study, and because of the obligations of any institution of higher learning to contribute to the advancement of knowledge, research, and scholarship are simultaneously pursued as essential goals of the WPI community. Graduate and professional programs are conducted within this spirit of inquiry, each setting standards of excellence appropriate to its own domain.

The Undergraduate Goal - Implementation and Measures

The WPI Plan will continue to evolve as experience and educational scholarship reveal new routes to reaching institutional goals. The goals of the undergraduate program are to impart to students an understanding of a sector of science and technology, and a mature understanding of themselves and of the needs of the people around them. WPI students should demonstrate that they can learn on their own, that they can translate their learning into worthwhile action, and that they are thoroughly aware of the interrelationships among basic knowledge, technological advance, and human need. A WPI education should develop in students a strong degree of self-confidence, an awareness of the community beyond themselves, and an intellectual restlessness that spurs them to continued learning.

1. "—to impart to students an understanding of a sector of science and technology,—".

Implementation: We shall provide systematic encouragement of educational development and evaluation of the development.

We shall disseminate current information on developments here and elsewhere in the realm of teaching/learning.

We shall hire scholars who value excellent teaching, and are willing to work to achieve it.

We shall conduct periodic workshops for sharing accumulated experience in techniques of teaching/learning.

We shall conduct periodic teaching/learning retreats, at which students and faculty can share views about what they expect from each other.

We shall establish and provide funding for the Educational Development Council to stimulate proposals for educational research and for the development of more efficient means and modes of instruction.

We shall provide undergraduates with access to campus centers of research and development for the purposes of course enrichment and project participation.

We shall seek and exploit opportunities to establish additional points of access to off-campus centers of activity through such mechanisms as project sponsorships and cooperative/collaborative research and development activities.

Because of the clear trend toward greater reliance in our instructional programs on Teaching Assistants, we shall provide means for their training, guidance, and evaluation.

Measures (for Faculty): Evidence of new and sustained pockets of curiosity about the processes of teaching and learning, and translation of the curiosity into better courses and projects, new approaches, techniques, materials, and learning aids.

The results of evaluations of the outcomes of efforts to improve teaching/learning activities.

Course and project materials which carefully and repeatedly emphasize the universality and applicability of fundamental principles underlying a subject, wherever possible.

The level of educational scholarship exhibited in appropriate external meetings, journals, and public and private educational research support.

The adoption of and results from a comprehensive program of student evaluation of teaching and advising.

Measures (for students): Completion of excellent MQP's (as determined by internal and/or external review) that demonstrate the ability to apply basic principles to specific problems in the appropriate sector of technology.

Successful participation by our students in national project competitions for undergraduates, public evaluation and review of projects and sufficiencies by sponsoring agencies, by attendees at student or professional meetings, by publication of project and sufficiency papers in professional journals.

Reports from graduate schools and from employers and supervisors on quality of the work of our graduates.

2. "—A mature understanding of themselves and of the needs of the people around them. — an awareness of the community beyond themselves - aware of the interrelationships among basic knowledge, technological advance, and human need."

Implementation: We shall intensify our efforts to better identify the conditions under which the IQP and the Sufficiency contribute most effectively to this understanding, and shall take steps to realize more fully the potential of these degree requirements by providing an environment in which these conditions exist and flourish.

We shall reinforce, in hiring and all other personnel policies and actions, the fact that the IQP is a unique and broadly-based degree requirement, thereby continuing to focus on the expectation that engineering and science faculty be role models for the broadly educated technical professional.

We shall make available to the faculty opportunities for the development of IQP advising interests through summer programs modeled after the Sloan IQP Summer programs of 1972 and 1973.

We shall be mindful, in our day-to-day dealings with students both in and out of class or conference, of opportunities to engage them in discussions (conversations ?) of a broad and questioning nature; each of us has more to offer than Kirchhoff's Laws or Phase Diagrams, and none of us is so complete as to be unable to learn from students.

We shall offer our assistance, energy, and involvement to the task of breathing vitality into the atmosphere of social and intellectual community on our campus; we shall be especially interested in the construction of a campus center as a means to this end.

Measures: Emergence of a strengthened IQP program, as evidenced by broader faculty participation, increased community outreach and town/govt arrangements, increased rate of publications and press coverage of project related stories, and a broadened national perspective.

The construction and establishment of a campus center.

The emergence, growth, and strengthening of settings, mechanisms, and environments supportive of intellectual and social community.

Evidence of involvement and commitment of alumni in community affairs and service.

3. "—WPI students should demonstrate that they can learn in their own, that they can translate their learning into worthwhile action—"

Implementation: We shall create teaching/learning materials and opportunities with self-teaching as one of the explicit goals.

We shall encourage students to undertake PQP's by publishing a PQP handbook (a "How-to-do-it" guide) and by taking steps to insure that PQP work can contribute to respective departmental and program distribution requirements.

We shall establish incentives for students to develop their own qualifying project topics.

We shall encourage the formation of an inventor's club.

We shall provide opportunities in lower-level science and mathematics courses to develop the skills and self-learning and problem-solving demanded by projects.

Measures: Course materials that encourage self-learning (open-ended problems and projects, outside study, independent development of models, solutions, and papers).

Demonstration by students in projects, courses, and Comp. exams that they have accomplished substantial educational goals on their own.

A higher rate of student-initiated IQP and MQP topics.

Evidence among alumni of higher rates of patent awards and publications, and of successful venture formations.

4. "—a strong degree of self-confidence,—an intellectual restlessness that spurs them to continued learning."

Implementations: We shall foster a spirit of inquiry and curiosity at all levels of learning at the College.

We shall identify students with aptitude for teaching and research, and establish assistance and incentives to help them earn Ph.D's. elsewhere and return to join the WPI faculty.

Measures: A substantial increase in direct entries to graduate study.

Increase enrollment as alumni in programs of part-time graduate study and continuing education.

PROPOSED

Graduate Program at WPI Preamble

Industry, government and academia need individuals with advanced training in their profession, researchers and scholars who are able to advance the state of knowledge. To meet that need, WPI offers graduate degrees in engineering, science and management. At WPI students and faculty work together as scholars in an environment that stimulates personal creativity which leads to productive scholarship and research.

Proposed Graduate Goal for WPI

WPI's goal for the graduate program is to increase the quality of education, research and scholarship in selected areas in such a manner that it will stimulate personal creativity and enhance WPI's reputation both nationally and internationally.

PROPOSED

Implementation

Each graduate department or program should:

- a. Identify areas of disciplinary and interdisciplinary research which are related to the strengths and interests of faculty. These areas should have the potential for scholarly recognition and possible external funding. Joint research with industry and other institutions should be considered;
- b. Provide appropriate time to individuals or small groups of faculty who want to build expertise and a national reputation in each selected area. These faculty will use their time to write proposals, perform research, write papers, give workshops, sponsor conferences, attend conferences and teach courses.
- c. Clearly define and maintain the standards for admission to the department's graduate program;
- d. Increase the quality and number of students entering the graduate program and encourage them to work for the Ph.D degree;
- e. Revamp and expand the departmental and interdepartmental graduate courses so that they build a foundation for supporting Ph.D research in selected areas;
- f. Encourage faculty to participate on committees of national and international professional societies that have interests in their selected areas of research;
- g. Increase the number of funded Fellowships to support graduate students;
- h. Increase the number of Post Doctoral positions in the department.

Measurement of Success

The success will be measured by:

- a. The increase in scholarly publications, books and sponsored workshops/conferences in the selected areas of research;
- b. The increase in contract research dollars supporting research in the selected areas;
- c. The number of graduate students in programs leading to the Ph.D degree;
- d. The number of faculty contributing to the work of national and international societies;
- e. The number of funded Fellowships and Post Doctoral positions in the department;
- f. Recognition both nationally and internationally for scholarships in the selected areas;
- g. The number of WPI faculty who are selected for membership in recognized professional societies and academies;
- h. The improvement in WPI's laboratory and equipment facilities;
- i. The improvement in WPI's scholarly environment;
- j. The affect on the undergraduate program when faculty encourage undergraduates to do MQP's in the selected areas of research and publish their work in journals;
- k. The demand from industry, government and academia for WPI graduate students because of their ability to do creative thinking and productive professional work.

PROPOSED

The Research and Scholarship Goal Outcomes, Measures, and Implementation

We recognize that research and scholarship are essential ingredients of a sound academic program. Such activities require faculty to be participants in academic discoveries and to be contributors to the development of their disciplines. As a result, faculty remain current in the broad area of their discipline and generate challenging course-work and research opportunities for undergraduate and graduate students. Teaching and advising are enlivened and learning is made more relevant by participation of faculty and students in research and development activities.

The quality and scope of research and scholarship are greatly enhanced through growth and development of our programs in graduate education and research. These programs bring research oriented faculty into academic association with highly motivated graduate students pursuing research as part of their graduate degree programs.

At the undergraduate level the quality and diversity of project work are also enhanced by a dynamic research environment. This project work is a formidable activity that should be developed and nurtured for its educational and scholarly value. We are therefore dedicated to seeking ways to enhance the quality, intensity, and productivity of project activities so they can develop to their full educational and scholarly potential and bring undergraduates to the forefront of knowledge and application.

A spirit of scholarship will animate our pursuit of excellence in undergraduate and graduate education. The familiar habits of scholarship within a discipline, such as evaluation by an external community and a persistent search for new ideas, will characterize the conception, implementation and evaluation of new approaches to the undergraduate program.

We understand the dependence of modern science and engineering on instrumentation and laboratory facilities and the extent to which they have become an integral part of undergraduate and graduate science and engineering education, scholarship, and research.

We also recognize that the development of the WPI Faculty is essential if the challenges and opportunities in research and scholarship are to be met during the approaching decade.

The pursuit of academic excellence requires a major commitment of time and energy and a substantial financial investment in the future of WPI.

Outcomes, Measures, and Implementation

For Faculty

1. "... such activities require faculty to be participants in academic discoveries and to be contributors to the development of their disciplines." *Measures:* Papers presented and published in major referred journals; proposals submitted and funded; participation in national and international conferences; consulting (when a measure of quality is available); professional services (editing journals, reviewing manuscripts and proposals); society officers and fellows; service on visiting committees, etc; citations by others.

Implementation: We will establish research as a major campus priority by devoting significantly more time to identifying, developing, and implementing promising research opportunities, by setting and requiring accountability for quantitative and qualitative departmental or disciplinary goals for papers published and presented, proposals submitted and funded, conference sponsorship and participation, society or disciplinary leadership.

2. "... development of the WPI Faculty is essential if this institute is to meet the challenges and opportunities in research and scholarship ..."

Measures: Size of faculty; extent of participation in creative educational, scholarly, and professional activities; number and quality of faculty sabbatical leaves; number and value of funded faculty chairs; number of visiting faculty on campus. *Implementation:* We will strive to hire new faculty with demonstrated ability or potential to become outstanding in both research and teaching. In certain cases this may require hiring new faculty with instant tenure. Opportunities and expectations for the professional development of existing faculty will also be significantly increased. As part of this, faculty will be encouraged to increase their attendance and participation at professional conferences, and time and financial support for faculty research and scholarly accomplishment will be significantly increased. Effective faculty evaluation procedures will be developed and utilized and promotion and tenure criteria and decisions will be consistent with our goals. WPI will also strive to promote a meaningful sabbatical program, will increase the number and value of funded faculty chairs.

3. "A spirit of scholarship will animate WPI's pursuit of excellence in undergraduate and graduate education."

Measures: Contributions to external symposia, meetings, policy making bodies, publications, etc. concerned with undergraduate education, especially those which are peer reviewed; organizations on campus of colloquia, seminars, research groups, etc. devoted to educational issues; external support of educational improvements; external adoption of educational approaches developed at WPI. *Implementation:* We will form an Educational Development Council with a vigorous director who will identify educational needs and generate proposals from talented faculty capable of addressing those needs; add to the faculty an individual whose nationally recognized scholarship in undergraduate technical education provides an appropriate model for WPI faculty; organize internal seminars and external symposia on educational issues of concern to WPI faculty.

For Students:

1. "Teaching and advising are enlivened and learning is made more relevant by participation of faculty and students in research and development activities."

Measures: ...

Implementation: ...

2. "... to enhance the quality, intensity, and productivity of our project activities so they can develop to their full educational and scholarly potential and bring undergraduates to the forefront of knowledge and application."

Measures: Papers published and presented with undergraduate co-authors, number of undergraduate research symposia hosted and attended. Number of undergraduate research scholars on campus during the summers. Number of NSF and other Fellowships awarded to graduating seniors for graduate study.

Implementation: The submission of project and thesis work for publication, presentation, or competition should become a departmental expectation, and support for such activities should be budgeted. WPI should develop an undergraduate research scholars program. Funding for high quality undergraduate research should be increased and a mechanism for distribution developed. WPI should recognize the scholarly activity of students by re-instituting a "Dean's-List" for outstanding academic accomplishment at the end of each year.

3. "... research and scholarship are greatly enhanced through growth and development of our programs in graduate education and research."

Measures: Number of full-time day graduate students on campus, number of MS and Ph.D. degrees awarded, number of externally supported research fellowships, amount of external research support on campus.

Implementation: We will strive to develop and promote graduate educational programs in areas where excellence and regional and or national recognition can be achieved. These programs should be either research based and lead to an increase in the number of research oriented Ph.D. degrees being awarded or be more professionally oriented MS degree programs that emphasize applied science, engineering, or management.

For Resources:

1. "... instrumentation and laboratory facilities have become an integral part of undergraduate and graduate science and engineering education, scholarship, and research."

Measures: Monitor increases in budgets for new instrumentation for educational and research laboratories, maintenance and operation of instrumentation, development of instrumentation centers for advanced project and research activity, improvement of physical environment by instrumentation.

Implementation: We will develop and maintain academic facilities that stimulate the academic productivity and professional development of our faculty and students.

2. "The pursuit of academic excellence requires a major commitment of time and energy and a substantial financial investment in the future of WPI."

Measures: Monitor scholarly productivity of students and faculty, numbers of proposals to be submitted and funded, and time available for educational and professional scholarship.

Implementation: We must seek ways to enhance the scholarly and professionally productivity of our students and faculty. In doing so, we must review and reorganize our educational program and administrative system—including our 7-week term structure—and alter our priorities to provide faculty and students with blocks of time to maintain the level of concentration necessary to write significant numbers of proposals and papers and maintain their scholarly educational and research programs at a professionally productive level.

WPI SUMMER SESSION

A special term tuition rate of \$1930.00, representing a 13.2% discount, is available for students taking at least one full unit (9 credit hours) of academic work. This represents a discount of 40% on the third course. Additional courses are also available at the discounted rate of \$448.00 per course. Physical Education may be added at no charge under the special discount package.

To register, please stop in the Summer Session Office, Room 204, Project Center from 8:30 a.m. - 5:00 p.m.

SUMMER SESSION COURSE SCHEDULE
JUNE 2 - JULY 22, 1986

Number	Title	Type	Schedule	Room	Instructor	Number	Title	Type	Schedule	Room	Instructor
BB 1010*	General Biology I	LEC	TuTh 8- 9:50	SL326	Cheetham	HI 1242*	Twentieth-Century Revolutions	LEC	MTTF 9- 9:50	SL123	Dunn
CH ----	Independent Study and Projects	To be announced			Staff	HI ----	Independent Study and Projects	To be announced			Dunn, Parkinson Zeugner
CH 1010	Chemistry I	LEC CON LAB	MWF 8- 8:50 W 10-10:50 W 1- 3:50	GH227 GH217 GH109	Hubhacz	ID ----	Technical Writing Seminar A	LEC	MTTF 10-10:50	SL123	TBA
CH 1020	Chemistry II	LEC CON LAB	MWF 9- 9:50 W 11-11:50 W 1- 3:50	GH227 GH217 GH109	Kildahl	ID ----	Technical Writing Seminar B	LEC	TBA Evening	SL123	TBA
CE 2000*	Analytical Mechanics I	To be announced			Koontz	MG 1100	Financial Accounting	LEC	MTTF 9- 9:50	SL121	Wimmergren
CE 2002*	Introduction to Analysis and Design I	To be announced			Koontz	MG 1250	Personal Finance	LEC	MTTF 3- 3:50	SL121	Wimmergren
CE 3006	Design of Steel Structures	LEC	MTTF 9- 9:50	KH116	Koontz	MG 2101	Management Accounting	LEC	MTTF 10-10:50	SL121	Wimmergren
CE 3008	Design of Reinforced Concrete Structural Systems	LEC	MTTF 10-10:50	KH116	Koontz	MG 2260	Investment and Security Analysis	LEC	MTTF 2- 2:50	SL121	Wimmergren
CE 3041	Soil Mechanics	LEC	MTTF 11-11:50	KH116	D'Andrea	MG 2500	Management Science I: Deterministic Decision Models	LEC	MTTF 8- 8:50	SL105	Graubard
CE 3044	Foundation Engineering	LEC	MTTF 2- 2:50	KH204	D'Andrea	MG 3401*	Industrial Engineering II	LEC	MTTF 11-11:50	SL121	Noonan
CE 4007	Matrix Computer Analysis of Structures	LEC	MTTF 1- 1:50	KH204	Chalabi	MG 3600	Marketing Management	LEC	MTTF 9- 9:50	SL105	Graubard
CS 1001	Introduction to Computers	LEC CON	MTTF 2- 2:50 W 11-11:50	AK233 AK233	Sloan	MG 550	Statistical Methods in Management	LEC	MTh 6:30-9:30		Chong
CS 1021	Introduction to Programming	LEC LAB	MTh 3- 3:50 Tu 2- 3:50	AK233 WB321	Tabak	MG 580	Economic Theory	LEC	MTh 6:30-9:30		O'Connor
CS 1022	Techniques of Programming	LEC CON	MTTF 2- 2:50 W 2- 2:50	AK232 AK232	Lemone	MG ----	Independent Study and Projects	To be announced			Graubard
CS 2011	Introduction to Computer Organization and Assembler Language	LEC CON	MTTF 9- 9:50 W 9- 9:50	AK233 AK233	Lemone	MA 1011*	Calculus I	LEC	MTTF 11-11:50	SH203	Staff
CS 2023	Data Structures	LEC	MTTF 1- 1:50	AK233	Becker	MA 1012*	Calculus II	LEC	MTTF 1- 1:50	SH203	Staff
CS 3013	Operating Systems	LEC	MTTF 10-10:50	AK233	TBA	MA 1013*	Calculus III	LEC	MTTF 10-10:50	SH203	Staff
EE 2002	Fundamentals of Electrical Engineering II	LEC	MTWTF 11-11:50	AK116	Majmudar	MA 1014*	Calculus IV	LEC	MTTF 1- 1:50	SH204	Staff
EE 2703	Basic Electrical Engineering Laboratory	LAB	MT 1- 3:50	OH117	Staff	MA 2051*	Ordinary Differential Equations	LEC	MTWTF 9- 9:50	SH202	Staff
EE 3101	Electric Transmission Lines	LEC	MTWTF 8- 8:50	AK219	Majmudar	MA 2071*	Matrices and Linear Algebra I	LEC	MTTF 11-11:50	SH204	Staff
EE 3201	Basic Electronics	LEC LAB	MTTF 10-10:50 W 1- 3:50	AK219 AK317	Krackhardt	MA 2611*	Probability and Statistics	LEC	MTTF 11-11:50	SH202	Staff
EE 3801	Logic Circuits	LEC LAB	MTTF 9- 9:50 W 1- 3:50	AK219 AK210	Staff	MA 4291*	Applicable Complex Variables	LEC	MTTF 9- 9:50	SH204	Staff
EE 3901	Semiconductor Devices	LEC	MTWTF 11-11:50	AK219	Lanyon	MA 4451*	Boundary Value Problems	LEC	MTTF 10-10:50	SH204	Staff
ES 1310	Engineering Design Graphics	LEC CON CON	M 9- 9:50 Th 8- 9:50 Tu 8- 9:50	HL215 HL215 HL215	Jumper	ME 1410*	Energy and Man	LEC	MTTF 11-11:50	HL224	Borden
ES 2001*	Introduction to Material Science	LEC CON	MTuF 2- 2:50 Th 2- 3:50	WB229 WB229	Sisson	ME 1800	Material Selection and Manufacturing Processing	LEC LAB	TuTh 8- 8:50 TuTh 2- 3:50	WB229	Johnson
ES 2501	Introduction to Stress Analysis	LEC	MTTF 10-10:50	HL130	Barnett	ME 3310*	Kinematics of Mechanisms	LEC CON	MTTF 9- 9:50 W 9- 9:50	HL201 HL201	Hammond
ES 2503	Introduction to Dynamic Systems	LEC	MTTF 11-11:50	HL201	Hammond	ME 3320*	Design of Machine Elements	LEC CON	MTh 11-11:50 W 1- 3:50	HL221 HL221	Schnittger
ES 2602	Introduction to Mini/Micro Computers	LEC LAB	MThF 9- 9:50 Tu 1- 3:50	AK232 AK004	Staff	ME 3420*	Thermodynamic Applications	LEC	MTTF 2- 2:50	HL201	Borden
ES 3001	The Statistical Development of Classical Thermodynamics	LEC	MTTF 8- 8:50	HL130	Boyd	ME 3504	Stress Analysis	LEC CON	MTuF 10-10:50 W 10-11:50	HL224 HL224	Hoorl
ES 3003	Heat Transfer	LEC	MTTF 11-11:50	HL130	Boyd	ME 3820*	Computer-Aided Manufacturing	LEC CON	TuF 1- 1:50 W 1- 2:50	WB229 WB229	Johnson
ES 3004	Fluid Mechanics	LEC	MTTF 1- 1:50	HL130	Boyd	ME 3901*	Engineering Experimentation	LEC LAB	MTT 3- 3:50 W 1- 3:50	HL212	Hammond
ES 3011	Control Engineering I	To be announced			Scott	ME 4423*	Air Breathing Engines	LEC	MTTF 9- 9:50	HL212	Borden
ES 3323*	Introduction to CAD	To be announced			Scott	ME ----*	Special Topics (IS/P)	To be announced			Staff
EN 1245*	Growing Up in Fiction	LEC	MTTF 2- 2:50	SL123	Schachterle	ME ----*	Reliability Engineering (IS/P)	To be announced			Schnittger
EN 1272*	Moral Issues in the Modern Novel	LEC	MTTF 8- 8:50	SL123	Hayes	PY ----	Independent Study and Projects	To be announced			Gottlieb, Young
EN ----	Independent Study and Projects	To be announced			Hayes Ljungqvist Schachterle	PE 1005	Introduction to Life-Time Sports: Swimming, Bowling, Table Tennis, Raquetball		TuTh 1- 1:50	GYM	McNulty
GH 2676*	German Conversation	LEC	MTTF 1- 1:50	SL123	Anderson	PE 1021	Recreational Bowling		MW 2- 2:50	GYM	McNulty
HI 1131*	American History, 1877-1920	LEC	MTTF 8- 8:50	SL104	Hanlan	PH 1110	General Physics--Mechanics	LEC CON	MWF 8- 8:50 TuTh 8- 8:50	OH126 OH126	Long
HI 1242*	Twentieth-Century Revolutions	LEC	MTTF 9- 9:50	SL123	Dunn	PH 1120	General Physics--Electricity and Magnetism	LEC CON	MWF 10-10:50 TuTh 10-10:50	OH126 OH126	LI
HI ----	Independent Study and Projects	To be announced			Dunn, Parkinson Zeugner	PH 1130	Introduction to Modern Physics	LEC CON	MWF 9- 9:50 TuTh 9- 9:50	OH126 OH126	Sohn
						PH 1140	Oscillations, Waves and Optics	LEC CON	MWF 11-11:50 TuTh 11-11:50	OH126 OH126	Sohn
						SS 1101*	American Enterprise, Profits and the Price System	LEC	MTTF 10-10:50	SL105	Graubard
						SS 1301*	U.S. Government	LEC	TMTF 8- 8:50	SL121	Ruscio

*May be given on an independent study basis if there are seven or fewer students registered.

CLASSIFIEDS

Is It True You Can Buy Jeeps for \$44 Through the U.S. Government? Get the facts today! Call 1-312-742-1142, Ext. 5883

Highland 5 min walk to WPI apartments, appliances, gas heat. Shea Realty, 755-2996

4 bedroom \$750.
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Dean St 2 or 3 responsible students for newly remodeled, carpeted large four room apt. appliances, heat utilities included \$570, avail June 1. RMS Co. 798-0706

apartments for rent
three bedroom apt \$500.00
four bedroom apt \$550.00
off Highland Street - Clean & Quiet
call 835-2806

Agents looking for people to work in T.V. commercials. For info. call (602) 837-3401 Ext. 1123

Archway, Inc. A residential school for artistic adolescences is looking for full and part time child care workers also sleep in on call openings call 892-4707 for more information

1982 Suzuki GN400 low rider style, black/chrome used 1 summer, mint condition under 2500 miles Shoei full-faced black helmet \$700.00 call 853-0491

Wanted: one female wanted for six person suite in Founders

CHEAP TEXTBOOKS - I am a graduating senior looking to sell my old textbooks. Most are CS and Mgt. with many Amer. Lit. novels; some SS, MA, and PH. Some old, some current - all dirt CHEAP. Call 791-0197 or write box 1455

Did you hear is going to be here on May 2nd?

Patty, we love your two-lips!

Q. What's the area of Barry Pilson's face?
A. 1/2 pie are thrown. Saturday on the Quad.

Peace and Joy to all the All World
-Nuff said

Anyone interested in keeping WPI the way it is (was)?

The Goat is back!

What?? A two-fisted art attack?!?!

Alpha Chi Rho Pie Throwing Booth to help retarded children on Quad Day. Volunteer targets gladly welcomed.

Remember, the Faculty Goals Committee wants to know what you think about their goals statement. come to Kinnicutt Hall on Wed. at 4:00

Vote Lisa Anderson for JP Queen

Watch for the black box!

Want a pet that's a little more exciting than a pet rock? How about a lizard! Asking \$10 for lizard, \$40 for everything - lizard, tank, heater, etc. Box 2665

If the comp. is gone, what is next: PROJECTS OR THE 7 WEEK TERM.

... cream all over my face at the pie throwing booth on Spring Weekend Quad Day.

What's in the black box?

May 2nd: John Cafferty and the Beaver Brown Band - tickets to be on sale soon

Saturday April 19, 12:00 noon - see an art attack!!

Q. What is THE 3.14159 FACE?
A. Find out at the pie throwing booth, Saturday, 12-4

Get your Goat on Sat!

Wally's peanut was the size of a brain, which often annoyed Jayne.

Joan, Matt, & Tricia,
Thanks for making my 23rd birthday a good one. You're the greatest!

Sambo

Q. What's round and creamy and approaches popular WPI targets at high velocities?
A. Get a hands-on understanding of this unidentified flying object Saturday on the Quad.

Gee, where can I buy one of those great raffle tickets? Sounds like a bargain to me! Gotta do it before May 7, though.

Denny Denta & his two-fisted art attack comes to the Quad for JP weekend!! You have to see to believe!!

Donny-Doo, come get your Goat!

Don't get mad ... throw a pie!!
Alpha Chi Rho Pie Throwing Booth Quad Day

Beenie,
Where's your hat? Keep talking, It was fun. Just not during my classes next time, hun?
Tree

Hurle creamy delights at friends and enemies. AXP pie throwing booth, Saturday, 12-4, benefits Worcester Area Assoc. for Retarded Children.

Scary Jayne
I may squirt the sauce but at least my shoes are vomit-free
-D.D.

Lisa and Mike for out JP royalty

I want my Spree Day!

Don't think you want to buy a raffle ticket? C'mon, now, even Barry did. Gonna let him outdo you all like that?

Throw a Pie! Get rid of your frustrations at the AXP Pie throwing booth on Quad Day.

Roommate Needed to share two bedroom Condo.(North High) Excellent facilities. Close to campus. For information, call 752-7034 or write Box 1965.

Newspeak will not print classifieds (or anything) without a full name, box # and telephone # for verification!!

Newspeak will run classifieds free for all WPI students, faculty and staff. Free classifieds are limited to six (6) lines. In addition, advertisements which are related to commercial business or off-campus concerns will not be free. Ads longer than six lines, as well as commercial and off-campus ads, must be paid for at the (off-campus) rate of \$3.00 for up to six lines and \$.50 (50 cents) per additional line. Classified advertising must be paid for in advance.

No information which, in the opinion of the Newspeak editors, would identify an individual to the community at large will be printed in a personal ad. The editors reserve the right to refuse an ad if it is deemed to be in bad taste, or if there are many ads from one group or individual or on one subject.

The deadline for classified ads is noon on the Friday preceding publication. All advertisements must be on individual sheets of paper and must be accompanied by the writer's name, address and phone number for verification.

Name _____ PHONE _____

ADDRESS _____ TOTAL ENCLOSED _____

AD TO READ AS FOLLOWS:

Allow only 30 characters per line.

- _____ 1
- _____ 2
- _____ 3
- _____ 4
- _____ 5
- _____ 6
- _____ 7
- _____ 8

JOIN the CREW! (WPI Summer Conference Staff)

Note the following rave reviews!

"More exciting than Anything!" - N.Y. Times

*"I turned down a job for \$11.50/hr. for this opportunity!"
- Tim Sabol, Crew Supervisor*

". . . the people, the excitement, the on-campus . . . it (the job) is just great!!!" - Mary Kendrick, Crew Supervisor

"It's a job . . ." - Boston Globe

For all of this fun, crew members will receive \$4.25/hr. and free housing. If interested, please pick up an application at the Office of Residential Life.

An RLO/Building Services Production



What's Happening

Tuesday, April 15, 1986

11:00 a.m. - 1:00 p.m. - Alpha Phi Omega, Ugly Man on Campus Voting
 4:00 p.m. - Faculty Goals Committee Meeting for Graduate students, Kinnicutt Hall
 6:00 - 10:00 p.m. - Student Alumni Phonathon, Boynton, 3rd floor
 8:30 - 9:30 p.m. - *Pink Triangles* - a 50 minute film documentary illustrating the realities of gay and lesbian life, pride and prejudice. An informal discussion will follow. Kinnicutt Hall

Wednesday, April 16

11:00 a.m. - 1:00 p.m. - Alpha Phi Omega, Ugly Man on Campus Voting
 3:00 - 5:00 p.m. - Student Counseling Center Seminar, "Test Anxiety Reduction," Part I, Student Counseling Center
 3:30 p.m. - WPI Women's Track vs. Bryant, Alumni Field
 3:30 p.m. - WPI Men's Track vs. Coast Guard, Alumni Field
 4:00 - 5:30 p.m. - Open Faculty Goals Committee Meeting for Undergraduates, Kinnicutt Hall
 6:00 - 10:00 p.m. - Student Alumni Phonathon, Boynton, 3rd floor

Thursday, April 17

11:00 a.m. - 1:00 p.m. - Alpha Phi Omega, Ugly Man on Campus Voting
 3:00 p.m. - WPI Baseball vs. Brandeis at Assumption
 4:00 p.m. - WPI Promotional Film, Kinnicutt Hall
 6:00 - 10:00 p.m. - Student Alumni Phonathon, Boynton, 3rd floor

Friday, April 18 Spring Weekend

11:00 a.m. - 1:00 p.m. - Alpha Phi Omega, Ugly Man on Campus Voting
 7:30 p.m. - Cabaret Night, Harrington Auditorium, Tickets \$1.50 advance, \$2.00 at door

Saturday, April 19 Spring Weekend Quad Day

9:30 a.m. - WPI Men's and Women's Crew, Competition for Davenport Cup, Lake Quinsigamond
 10:00 a.m. - Events start on the Quad
 11:00 a.m. - 1:00 p.m. - Alpha Phi Omega, Ugly Man on Campus Voting
 1:00 p.m. - WPI Men's Track vs. MIT/RPI, Alumni Field
 2:00 p.m. - WPI Mens Tennis vs. Nichols, A.J. Knight Field
 9:00 p.m. - Junior Prom Nightclub, Mechanics Hall, Tickets \$10.00/couple

Sunday, April 20

11:30 a.m. - Mass, Wedge

Monday, April 21

12:00 noon-1:00 p.m. - Malcolm Farwell, BE graduate student, will speak on "The Effect of Hematocrit and Stroke Volume on Pulsatile Oximetry," Salisbury Labs 104
 3:00 p.m. - WPI Men's Tennis vs. Bentley, A.J. Knight Field
 7:00 p.m. - WPI Lacrosse vs. Assumption, Alumni Field

Tuesday, April 22

12:00 noon - WPI Promotional Film, Kinnicutt Hall

... Rivalry

(continued from page 1)

will determine the possessor of the Goat's Head for the following year. The competition will include the paddle rush, rope pull, treasure hunt, flag football, volleyball, jeopardy, floor hockey, softball and tennis.

A Goat's Head Committee will be established to initially specify particular rules of participation and fair play in the events. Later this committee will be the supreme ruler over all Goat's Head events.

More specific details about the competition and governing structure will soon be available to the student body. For the present time get ready for Saturday's Treasure Hunt. It will surely get WPI alive and kicking once again with the Goat's Head Tradition.



... Birth

(continued from page 5)

rate has decreased. In the highest age group, ages 18 and 19, an interesting phenomenon occurs. The birth rate has been steady, while the pregnancy and abortion rates have soared.

These figures leave us with some interesting questions. While it is clear that abortion is being used as a birth control method, it is unclear why. This could be due to a lack of knowledge about birth control, or a decreased concern of becoming pregnant now that abortions are more available, or some other reason yet undiscovered. This IQP group will be conducting a survey to test the knowledge and practices of WPI students. Over 500 surveys will be randomly distributed in the following week, both through the mail and at a Wedge table. Confidentiality is assured. Persons wishing a copy of the results may request them in person in the Wedge. All those completing the survey and leaving a box number will be assured a copy. This IQP group may be contacted through Prof. Onuf in Salisbury 22. Your help is greatly appreciated.

NOTICE!

QE2 STANDBY FARE TO EUROPE—NOW \$649

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Saturday, April 19
 on the Quad