TRUSTEES RETAIN MANDATORY ROTC

On Monday, March 25, Provost Dr. Steele announced that the Board of Trustees at a meeting on Thursday, March 21 had "reaffirmed their decision on a compulsory ROTC program.

Dr. Steele said the Trustees were impressed by the "student's response and participation." He said that the Trustees considered both the student and faculty arguments. The Trustees' decision was based on the "opposition" of all the aspects of the matter.

Dr. Steele declared his support for the actual vote. The text continues that the decision was upheld by an 8-3 vote, the Trustees Sampson, Olney and Vinson opposing the recommendation.

At the previous meeting, held one week before the decision was reaffirmed, the Board of Trustees had maintained their action of December and did not make mandatory ROTC for freshmen. Further consideration of the subject was referred to the Administration sub-committee, since members of the faculty and student body made presentations to the Trustees.

As the March 11 meeting was held, students showed their opposition to compulsory military training by demonstrating on Bennett Mall, in front of Clock Tower. Approximately 110 students stood in a peaceful protest, many holding loosely-made placards. Some posters dripped with fresh wet paint.

Members of the faculty, Prof. Mongha, representative of a faculty committee on ROTC, and Prof. Wexler, objected to the manner in which the decision was made. They observed that the faculty of a university should have a stronger voice in such decisions concerning academic affairs.

One student, A. V. S. B., spoke in favor of compulsory ROTC. They represented a group of lesser students on the Student ROTC Study Committee. S. J. B., delivered the case for the repeal of the forced military service as something. The conclusion of the meeting, student practice of the same compromise plan that would either replace the ROTC or be an alternative course as a requirement.

Student Council Vice President Mike Killelea took the floor to emphasize the student's interest in this month's decision. He made reference to the demonstration that was in progress at the Student Senate. Some members of the Board expressed disagreement to the university.

At the close of the meeting the Administration sub-committee was directed to study the subject and make report as soon as possible. At that time no definite date was set for the meeting.

The Trustees, who are in the process of the building construction in Boston, and he was advised that the building committee had to consider the student's opposition. The Building Committee has been considering the construction problems and has been consulting with the Wenzer Co.

"ALONG THE MIGHTY MERRIMACK"

Along the mighty Merrimack
Rumbling among jagged rocks,
The latter turns her black
Bastardized from its sanctuary.

Scores of thousands have raised their life
By大学 dissipating its eternal urge
Drumming gigantic spoons, with dull majesty.

To forge a road from the historic Haverhill.

The wander lives in a peaceful heaven
Demanding greater rights before others learned.
To break the bond of all his. Virtue
Demanding mechanical men to assert his will.

The Merrimack glides with the ease of freedom,
On its bank a prose which never fails.

The students' last apology to the Mighty Merrimack.
PREAMBLE

We, the undergraduate students of Lowell Technological Institute, in order to create a representative form of student government, to give expression to the will of the student body, to provide a medium for the mutual participation in the organization and control of student affairs, to serve as the official voice of student opinion on matters concerning the welfare of the student body and of the Institute, to provide for mutual and beneficial understanding with faculty and administration, to further student welfare and interest, to maintain academic standards, and to enhance educational, social and cultural opportunities, establish the Constitution of the Student Senate of Lowell Technological Institute.

ARTICLE I

Section 1. Name of Association

The name of the organization shall be the Student Senate of Lowell Technological Institute, hereinafter referred to as the Senate.

Section 2. Student Senate

The Senate shall be a representative body and provide all students of Lowell Technological Institute with an opportunity to participate in the governance of the student body, and shall be composed of all students of Lowell Technological Institute, and act as the official voice of the student body, and as the official voice of the student body, and the right to vote shall be determined by the Director of Student Affairs.

ARTICLE II

Section 1. Student Senate Legislation

The Senate shall be responsible for the adoption and amendment of legislation affecting the student body, and shall be composed of all students of Lowell Technological Institute, and act as the official voice of the student body.

Section 2. The Senate shall have power and authority to enact, amend, suspend, or repeal any legislation affecting the student body, and shall be composed of all students of Lowell Technological Institute, and act as the official voice of the student body.

ARTICLE III

Section 1. The Student Senate

The Senate shall consist of all students of Lowell Technological Institute, and act as the official voice of the student body, and shall be composed of all students of Lowell Technological Institute, and act as the official voice of the student body.

ARTICLE IV

Section 1. Elective and Ex-Officio Officers

(a) The Senate President shall be elected by the student body.

(b) The Senate Vice-President shall be elected by the student body.

(c) The Senate Secretary shall be elected by the student body.

(d) The Senate Treasurer shall be elected by the student body.

(e) The Senate Parliamentarian shall be elected by the student body.

(f) The Senate Editor-in-Chief shall be elected by the student body.

(g) The Senate Sergeant-at-Arms shall be elected by the student body.

ARTICLE V

Section 1. Senate Office

The Senate President shall have the following duties:

(a) To preside over all meetings of the Senate.

(b) To appoint committees as necessary.

(c) To keep an official record of all Senate business.

(d) To call special meetings of the Senate when deemed necessary.

ARTICLE VI

Section 1. Senate Legislation

No legislation shall be adopted unless it has been presented to the Senate in writing, and has been debated and passed by a majority vote of those present.

ARTICLE VII

Section 1. Senate Procedures

The Senate shall meet at least once a week, on Tuesday at 5:00 p.m., or at such other times as may be determined by the Senate President.

ARTICLE VIII

Section 1. Senate Constitution

The Senate Constitution shall be amended as necessary by a two-thirds vote of the Senate.

ARTICLE IX

Section 1. Senate Executive

The Senate Executive shall consist of the Senate President, the Senate Vice-President, the Senate Secretary, the Senate Treasurer, the Senate Parliamentarian, and the Senate Editor-in-Chief.

ARTICLE X

Section 1. Senate Nominations

(a) Nominations for Senate positions shall be made by petition, or by declaration of candidacy.

(b) Petitions for Senate positions shall be signed by at least ten percent of the student body.

ARTICLE XI

Section 1. Senate Candidates

(a) Candidates for Senate positions shall be nominated by petition, or by declaration of candidacy.

(b) Petitions for Senate positions shall be signed by at least ten percent of the student body.

ARTICLE XII

Section 1. Senate Elections

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The Center of Our Concern

NOW A BIRTH OF STUDENT POWER

The expected has happened—the Board of Trustees has reaffirmed its stand in favor of forced military service on campus. Student leaders, however, have promised to apply maximum pressure on the issue until the decision is repealed.

We, the Editorial Board of the Text, hereby call upon every student and faculty member to take all feasible steps in procuring a release from this infamy that the Trustees obviously intend to keep persecuting us with. And we are not going to sit on our spats, uttering calls for action, and then hope for results; we shall be very much a part of legitimate efforts that seek the repeal of mandatory ROTC and that promote the advancement of student power and student freedom.

The administration shall soon come to know the blow that can be dealt against them by student power. Yes, Student Power. It is real, and it works. It is not the directive of a few, but the strength of the mass of the student body. No group of 2,500 people is going to let an odd dozen or so others make them swallow what they do not want.

We can employ the lessons learned by the students of U. Mass. "that when we defy the university administration, we are not defyng the natural order of the universe. We will not be immediately destroyed by a lightning bolt hurled by an angry (Lydon). . . . It did not take us long . . . to find that the administrators are far from all powerful and can successfully be confronted by a united and resolute group of students. We will not soon forget this lesson."

And neither shall the Board of Trustees forget the lesson that they are about to learn. The students of this school will not be forced into short haircuts, baths, and shiny shoes by an ignorant group of people so far removed from reality that they can legislate morally and down-right underhandedly. We will not stand for such inane actions from a group in which most members appear on campus only to attend meetings, and then not too regularly, and yet profess to be cognizant of and sensitive to student needs and desires. We will not suffer the pressure of a group that would rather preserve their image of omnipotence than take a morally guided decision. We will not let this group of businessmen and politicians, so grossly lacking in personal college experience, turn LTI away from the mainstream of the advancement of institutions of higher education; we must prevent the metamorphosis of LTI from college, which it now only approximately, to an Institute of Advanced Vocational Training. We will not let a group legislate arbitrarily over our personal lives, with our futures at stake, remain deaf to our demands. We cannot tolerate the hypocrisy of a group that professes a free society yet scorn's demonstrations. We will not bear a group that can maintain self-righteousness in isolation. They shall become the victims of the exposure to real, vibrant, human beings, in the form which they consider an inanimate entity, the student.

The whole history of the ROTC question has been a succession of intentionally deceptive and underhanded administrative assertions of omnipotence. First students weren't notified of the institution of mandatory ROTC until the school apparently had time to sign the contract.

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Monday, March 11 will live forever in the history of Lowell Tech. That day will mark the awakening of student manhood and freedom. Nothing can now remain the same. An irreversible process has been set in motion. The confrontation between student power and administration power may well end in a crushing defeat for us, the students but it can at most be a temporary setback. Ultimate victory for us lies in the future, not to whom the future belongs.

Three lies have been destroyed. They are: 1) We students have no say in the administration of this school; 2) We who would seek change are alone and weak and 3) If we challenge the rules of the Institute, something terrible will happen to us (as The Mother of Voices put it: in the sky will fall, we will be sent to bed without supper, etc.)

The primary responsibility of a college is to the students. Yet no other group has been so systematically excluded from the decision-making process as has been the student. The administration has consistently displayed an unpalatable lack of sensitivity for the student. From the absurd conditions in the dormitories to the excessive and outrageous course overload, to the remuneration of compulsory ROTC, the administration has indicated it is not the least bit interested in the individual development of the student.

The student body can be a source of great strength in this school. It must exercise its potential to preserve its dignity. It is because of our concern for your dignity that we print this special section on ROTC at LTI and colleges in general.

(Continued below)
Text Special on ROTC

THE ARGUMENTS PRESENTED

Students openly manifested their opposition to the reinstatement of mandatory ROTC, demonstrating in front of Connecticut Hall last Monday. While this demonstration was occurring, the Board of Trustees had convened in a special meeting to hear further evidence concerning their controversial decision to make ROTC a course requirement for this fall's entering class. No decision was made at the meeting in order to

Students had begun to gather outside Connecticut Hall at 11:30 p.m. In what developed into a massive display of student feeling, the two to three hundred students that were either seated or marching in a large oval on Reeds Mall manifested what is believed to be the first student demonstration held at Lowell Tech. Many students carried placards displaying anti-mandatory ROTC and student power themes. The demonstration, carried on throughout the special session of the Trustees' meeting, proceeded in a quiet and orderly manner, with the student delegates present before the Trustees Committee, and continued throughout the meeting. Several motorcyclists were seen driving themselves in peaceful non-violent rhythm, while giving motorists on Antibody Ave. temporary temporary traffic.

The Trustees' Meeting

At the Trustees' meeting, present day, student James Clark stated that this special session was set up to discuss the aforementioned ROTC. He elaborated that such an unusual action demonstrated the Board's interest in the academic and student welfare. He added that the Board was not allowing ROTC to be defeated by the board and that representatives of students were not able to debate each other. The students were served by members of the Board to call up the new proposal.

Prof. Charles N. Peake, of the Technical Education Department, who had been appointed head of a new committee on the mandatory ROTC, was first to speak. His arguments were that the faculty had not been consulted on this decision, and that it should be handled by the faculty. He proposed a procedure for the faculty to have a confidential discussion concerning the question in a college of their choice.

Prof. W.J. Sampas, from the Physics Department, then discussed his own feelings. He commented on the administrative decision and its implications. He also stated there should be the right to withdraw from the program, which was not the case.

The next two students to speak were representatives of the Student ROTC Study Committee, Terry LeClair and W.E. who introduced the arguments, stating that the primary objective of the committee was to present evidence that would show that ROTC should not be made mandatory, and that its acceptance was not a decision. The results of the student polls were presented by Mr. P. (See separate story for vote count). Then S. Jones, from the student committee, spoke as the argument that the student committee presented. In his delivery, Mr. Bemmel outlined the different arguments of his own committee's administration of his own committee.

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After all testimony had been heard, the Trustees were asked to decide whether or not they had the ROTC question referred to the Board of Administration. Thus, the decision not the decision to require ROTC's remained in the Board of Administration.

Additional members were added to the sub-committee for the purposes of the ROTC study committee. The most noteworthy member was Mr. George Sampas, who, in the open air meeting, had maintained himself a position against the ROTC reinstatement. Protesting Christian brothers requested that the Board have more time to make its report as a matter of course.

The question has been left to the Board of Trustees, which is now under the charge of Mr. William Nelligan, who said that the Board would be able to function in the near future. The question of the problems that refer to the demonstration that the Trustees' actions were concerned with the "what is good for us boys?"

The Trustees' Meeting was then adjourned, shortly after which the student demonstration dispersed.

(Continued on Next Page)
A HISTORICAL BACKGROUND

A PEACEFUL YEAR...

by RICHARD ANTHONY

College Press Service

For Reserve Officers Training Corps units around the country this academic year, like its predecessors, has had its controversial moments.

At the University of Nevada, for example, about 25 students were matched into the middle of an ROTC drill session last fall, shouting "Sieg Heil" and "ROTC makes us men," in a way of showing their dislike of the university's compulsory ROTC requirement. This led to several months of wrangling between the administration and student opponents of the compulsory ROTC, which the faculty finally resolved by voting to make the program voluntary.

At West Virginia University, the ROTC building was set on fire last month. Although the fire was reportedly to empty rooms, ROTC officers have suggested that the fire was set by opponents of the military, no suspects have been named as yet.

At Oregon State University, the ROTC program was discontinued by the administration last month. Last month the university administration said that the contracts of three faculty members who have been actively opposing compulsory ROTC would not be renewed.

In the case of the University of Iowa, however, the year has not been as stormy for the existence of ROTC. In fact, at a time when the war in Vietnam has contributed to the growth of a substantial peace movement among students, ROTC has largely escaped because of the lack of student interest, according to University President Harold W. Stassen.

Although the ROTC program has been opposed by some student groups, it has been more of a political movement than a military one. Rather than considering ROTC organization a student for ROTC, the ROTC movement was more likely to be a student for ROTC organizations, especially Students for a Democratic Society, which has been a goal of the peace movement.

The ROTC program at the University of Iowa has received the support of the University administration, which considers the ROTC program to be an important part of the university's educational mission.

In the past, ROTC has faced opposition from some student groups, especially the SDS, which has been active in the peace movement. However, the ROTC program has been able to maintain its existence in the face of this opposition.

This year, the ROTC program at the University of Iowa has received support from the administration, which has continued to offer ROTC courses.

In the future, the ROTC program at the University of Iowa will continue to face opposition from some student groups, but it is likely to remain a part of the university's educational mission.

Satisfying the needs of the individual...
ROTC since 1916/continued

By 1916, ROTC had reached another low point. A diminishing number of students took the program, as graduate deferments were eliminated and the provisions of the Selective Service Act took effect. A handwriting exemption for married men was introduced, substantially increasing the number of men who could join the Army. College administrators criticized the program, and, as a result of a Government's General Accounting Office report, some schools were substituting ROTC for other military courses. From the military's point of view, the inspection of a unit was the same, but the nature of the course, the teaching of the cadets, could be vastly improved. As a result of this criticism, most of the participating military.lines withdrew and the program was cancelled in 1919. However, since then ROTC has been a constant feature of American education, and now there are over 600 units throughout the nation.

The argument that ROTC has no place in American education can be refuted with the example of Yale University. Yale ROTC, which was founded in 1917, has been an integral part of the university since its inception. The program has been praised for its educational value, and has been supported by both students and faculty alike. In fact, the ROTC program at Yale is one of the most successful in the country, and has been a model for other universities.

The argument that ROTC is a waste of time can also be refuted. ROTC satisfies the need for leadership training in the military, as well as providing an opportunity for students to gain valuable experience and leadership skills. In addition, the ROTC program provides students with a sense of responsibility and a commitment to service, which can be beneficial in all aspects of life.

The argument that ROTC is a means to an end can also be refuted. ROTC is not a way to ensure a college education, but rather a way to provide students with a valuable educational experience. ROTC provides students with the opportunity to learn, grow, and develop, and is an integral part of the college experience.

The argument that ROTC is a form of draft is also unfounded. ROTC is not a form of draft, but rather a way to prepare students for military service. ROTC cadets are not drafted, but rather volunteer to serve in the military. ROTC provides students with the opportunity to serve their country, and is an important part of American defense.

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And you still call us a phone company? We really don't mind. After all, it's been a long time that we were in the telephone business. But now, because we're involved in so much more, we need bright college graduates with technical training and business acumen to help us. So, if you're one of those people, we'd like to hear from you. Ask your placement director about us. The misunderstood phone company at 330 3rd Avenue, N.Y. 10017.

General Telephone & Electronics

SUNNYVA ELECTRONIC PRODUCER: SUNKEN ELECTRIC AUTOMATIC ELECTRIC CO. TELEPHONE COMPANIES 32 STATES GENERAL TELEPHONE DIRECTORS 1200 UNIVERSAL TELEPHONE SYSTEMS AIRPORT LIGHTING
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RATE YOUR PROFS

In a further attempt to better the lot of students at LTU the Text is proud to present something new to this school. This is an opportunity for you, the student body to evaluate your professors so that in the future students who have a choice between professors for the same course, or who are selecting an elective, will be able to use something more than rumor or memory to go on. It is also hoped that those professors who see this card as tops will take a moment to see if they could better themselves as professors and so add LTU in its constant desire to increase the quality of our staff.

In putting this questionnaire before the student body, it is hoped that it will be filled out with fairness and an honest desire to improve teaching quality, and not as a forum for frayed feelings left over from poor grades given by a particular prof.

The ratings that follow have been selected and compiled from many sources by the Professors' Evaluation Committee, an independent group of students who came to the Text in a desire to utilize as large a base of student opinion as possible.

After filling out the questionnaire, please place it in the mail room. As soon as possible after receiving the completed forms the average answers to each question will appear in the Text.

On the answer sheet that you will find in your mailbox, please fill in the Pros, cons and his department in the diagonal space provided, and write only the number score you feel he honestly earned in the space provided. The more students responding, the more will be the resulting evaluation. Please return the form within one week to the mailroom and keep this question sheet.

Please evaluate your instructor on the qualities named below. It is necessary in each case only to choose the level which seems to be right. The number of the level you choose is the HIGHEST RATING is NUMBER ONE; THE LOWEST, NUMBER FIVE. The stages are clearly described by the words printed on the right. THE INTERMEDIATE NUMBERS MAY ALSO BE USED. Please make this rating objectively, conscientiously and individually.

1. Preparation for class meetings
   - Class meetings are carefully planned; show definite purpose.
   - Usually some preparation; often seems inadequate; purpose not too clear.
   - Little or no preparation; rarely gives a sense of purpose.

2. Interest and enthusiasm in his subject.
   - Very enthusiastic.
   - Seems only mildly interested.
   - Subject seems boring to him.

3. Ability to arouse interest in students.
   - Interest usually runs high.
   - Students seem only mildly interested.
   - Majority maintains most of period.

4. Organization of course.
   - Course well-organized; parts clearly related.
   - Some organization, but not always clear.
   - Organization very plainly deficient.

5. Scholarship.
   - Knowledge of subject broad and accurate.
   - Knowledge apparently deficient at times.
   - Knowledge very plainly deficient.

6. Ability to express thoughts.
   - Words come easily and clearly; meaning always clear.
   - Some hesitation for words; meaning at times not clear.
   - Much hesitation for words; meaning often not clear; indistinct.

7. Thinking demanded of students.
   - Work demands much sound, original thinking.
   - Thinking and memorization required equally.
   - Thinking not encouraged; much memorization demanded.

8. Assignments.
   - Assignments clear, reasonable and carefully given.
   - Rather indefinite and often hurriedly given.
   - Very indefinite; usually hurriedly given.

   - Tests are of excellent quality on material taught.
   - Tests are of average quality.
   - Tests are definitely inferior quality, or do not cover course material.

10. Grading.
    - Grading system is excellent, based on sufficient criteria.
    - Grading system is fair, based on limited criteria.
    - Grading system is poor, based on insufficient criteria or personal opinion.

11. Leading discussion and questions.
    - Questions thought-provoking; discussions lively and worthwhile.
    - Questions usually deal with facts or lead to reasoning discussion.
    - Few questions or none put to class.

12. Sense of Propriety.
    - Always stresses important topics; disregards trivia.
    - Occasionally stresses details, neglecting important topics.
    - Often neglects important topic for unimportant details.

    - Feeling of good-will prevails strongly.
    - No feeling of good-will nor antagonism seems to prevail.
    - Instructor tends to antagonize class.

    - Has been sense of humor.
    - Humor occasionally, but not often exhibited.
    - Manifests little or no humor.

15. Self-confidence.
    - Bore of himself; meets difficulties with poise.
    - Fairly self-confident; occasionally disconcerted.
    - Rebellious; timid; uncertain.

16. Tolerance and liberality.
    - Accepts differences of opinion.
    - Sometimes impatience when students express their views.
    - Easily aroused to temper by opposition.

    - Comprehensive and thought provoking.
    - Fairly comprehensive over memorized material.
    - The narrow and unthinking question.

18. General impression of instructor.
    - In general, inspires learning.
    - In general, does not inspire learning.
    - Always available.
    - Can be found.
    - Never seen out of class.

19. Availability to students for discussion and help.
    - Available.
    - Usually available.

20. To what degree does the prof put his material across.
    - Completely clear.
    - Understandable.
    - Always wrong.
    - Can't understand.

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