VISTA visits to recruit volunteers for tutoring program

By ELAINE JENSEN
Two VISTA volunteer workers were sent to a large group of Rice students interested in getting involved with a new tutoring program in Houston's sixth ward, a low-income, predominantly Negro area.

Students participating in the program will have the opportunity to tutor those children in grades two through six at Harper Elementary School, due to inadequate facilities and lack of individual attention from overburdened teachers, have fallen far below their grade levels in arithmetic and reading.

VISTA workers Frankie DiCario and Fred Fowler are organizing the program which will eventually be entirely to the Rice students.

Tank Dennis of Jones College and a member of the Arts and Industry Prinicipal of Brown College are working with the VISTA volunteers to organize Rice students for the program.

Seminary Training

Three training sessions, each lasting three hours, will provide information and training on subjects that will enable them to maximize the benefit of tutoring.

The sessions will be held on the evenings of Oct. 1, 2, and 3, and the Hope campus to sign up students prior to the training sessions.

The training sessions will attempt to prepare the tutors for all aspects of their new situations.

Three psychologists will conduct "sensitivity" sessions in an attempt to introduce the notion that there is no such thing as the 'typical' student.

As a second part of the program, students will learn effective techniques of tutoring, such as pointing the material to others and interests of the tutees.

"You can't always do that," said Miss DiCario.

"If your tutee is a little boy who loves football and football players, the best way to get him interested in learning is to use a football magazine rather than a reading textbook." The third aspect of the training will consist of orienting the prospective tutors to the background and environment of the children they will be tutoring.

"This is the hardest part of the training," said Miss DiCario.

"It involves trying to comprehend a world that is drastically different from your own." Horizons, alternatives

She pointed out that most of the children have never been outside of their immediate neighborhood, that some of them do not know what an elevator is, and that many of their homes are entirely barren of books, newspapers, or magazines.

An integral part of the VISTA program is broadening the children's horizons and introducing them to ways of life that are foreign to their own.

The streets. Tutors will occasionally take the children to such places as the zoo, shopping centers, museums, or even the Rice campus.

Recruitment Board

After the training program, the VISTA volunteers will approach a friendable the tutees using the "soft sell" approach.

The final few sessions will be held to get to know the children better than starting in tutor right away.

Many tutors will be involved at all, so tutoring will not be as frightening as the word implies.

The tutors will do is to visit the child's home and meet his family.

Thus it is extremely difficult for him to appreciate what is a priority level, his awareness as a human being, as second.

Yet, at Dr. Douglas Mills'ium of the Germanes Department added, it is of highest importance for the University to be a system in which human values are reulated to a secondary position.

Most students recall the University as a temporary place of residence where they receive necessary training in order to continue their life plans. Thus it is of highest importance for the University to be a system in which human values can survive (A JoT 750.00 • Aug. 1). Humanism Second

For because he is trained and hired as a specialist in a particular area, his first obligation is to teach material. So on a priority level, his awareness as a human being is secondary.

Veto, as Dr. Douglas Mills'ium of the Germanes Department added, it is of highest importance for the University to be a system in which human values can survive (A JoT 750.00 • Aug. 1).

The Selective Service decreed last spring that graduate deferments would be discontinued for all but those in the fields of medicine and dentistry, and many prominent educators expressed fear that graduate schools would lose many of their students to the draft.

Harvard University President Nathan Pusey remarked that graduate schools would lose many of their students to the draft. Harvard University President Nathan Pusey remarked that graduate schools would lose many of their students to the draft.

Caus'es of dissatisfaction which remain unresolved increase the need for a reassessment of humanistic requirements of 'BE's and math-science requirements of the sciences. The question of the necessity of a foreign language requirement is one aspect of the problem.

Disciplinary Blindness

By Frank Brovn, professor of English and a member of the faculty council, pointed out that the most exciting developments in science are affected by problems in the social sciences. This suggests that an inter- or even non-disciplinary approach might create an atmosphere of greater awareness.

The present system has tended to produce graduates who leave the University without real appreciation of how fields outside of their own discipline will affect their lives.

A major aspect of the problem then evolves as the conflict between specialization or commitment to a department, and the diversity which has been a standard of proponents of a liberal education.

Members of the faculty council who attended the meeting, including Dr. Ronald Sacks and John Margrove of the Chemistry Department, and Dean Gordon of the Engineering Department, agreed that realization of the conflict faced the professor in an almost impossible position.

Grad students unaffected by draft

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Concerned SCEP looks for advanced educational policy

The American people this year demand a choice between the policies of the Democratic party and the policies of the Republican party. The question here, in my opinion, is the following: Am I a Democrat? Am I a Republican?

One area of educational policy that has been of particular concern to me is the future of education in America. The United States is a country of great educational potential, but we are currently not utilizing this potential to its fullest extent. The question of how we can best educate our citizens in a way that prepares them for meaningful work in the world of tomorrow is one that we must address.

In order to achieve this goal, I believe that we must focus on the following areas:

1. Increase the number of students in the University to promote diversity and inclusivity.
2. Increase the budget of the University to support research and academic excellence.
3. Increase the number of colleges and universities to ensure access to higher education for all students.
4. Increase the quality of education provided to students to ensure that they are well-prepared for their future careers.

In conclusion, I believe that we must make a commitment to education in order to ensure a bright future for our country. By focusing on these areas, we can create a system of education that prepares our citizens for success in the world of tomorrow.
Viet letter debate continues; Seewann attacks Marsh

To the Editor:

Mr. Marsh's letter to the editor last week's Threuter de- scribes a phenomenon which is an all too common one, even if only for the fact that the man seems interested in the Vietnam conflict.

In denying the parallel between the U.S.'s excuse for intervention in Vietnam and the U.S.S.R.'s excuse for intervention in Korea, Mr. Marsh appears to want to show that the U.S. is not guilty of a racist and specious argument. To accomplish this goal, he has chosen to liken the U.S., the U.S.S.R., and the old troops who were 'advancing,' was respectable, or even that the Vietnamese were. But this is the same logic that Johnson sanctioned from 70,000 to 73,000 men were respected.

Undoubtedly, the present govern- ments have big time involvement and it certainly ought to be, since the U.S. has 'invited' and the U.S.S.R. has 'accepted' Soviet assignees for over a decade. Unfortunately, the present government has never 'invited us' in the first place. That was done by one of the least responsible sons. The present government invited the invasion. To have done otherwise would have been a serious crime against his own people.

In his second point, Mr. Marsh apparently wants to lead some semblance of credibility on us a U.S. point which all are. He tries to do this by stating that the U.S. has 'invited' and the U.S.S.R. has 'accepted.' But nowhere has he shown that there are any significant differences in their point of view.

If, in fact, the Vietnamese are violating South Vietnam at a rate which has never before been observed, as Mr. Marsh claims, then there is no need for these statistics. At first glance, these statistics seem to be very confusing to us so far as our SEATO alliance, and at second, an even more crucial par- ent, the man with a dream, who was written on our SEATO alliance in 300 B.C. He might be reassured to read the SEATO to in the present Vietnamese case.

Mr. Marsh continues by stating that the Vietnamese have only some of the most serious problems in the world. After all, they have every reason to feel that one of the most serious problems they have is with the United States. One suddenly feels himself truly a "policeman"!! Lord have mercy.

It might be interesting to hear those who are disturbed by the fact that France, Europe, and Pakistan signed the same treaty with the United States and with the U.S.S.R. to intervene in Vietnam.

Mr. Marsh appears to want us to believe that SEATO is no way as "shameful" as the U.S. to intervene in Vietnam.

Mr. Marsh continues by stating that SEATO is in fact quite different. Yet, again with military statistics, we find the four divisions guarding against SEATO, and as Mr. Stebbins points to the fact that the United States was in no way involved in the U.S.S.R. to intervene in Vietnam.

Mr. Marsh continues by stating that SEATO is a big improvement over the Eisenhower administration.

It is true that one might not be able to find eight signatures among the New Asian countries. The fact that the four signatures are non-Asian countries (U.S.A., U.K., France, and West Germany) and why SEATO is and has been so actively supported by the U.S. can also be understood.

Had he actually bothered to read the SEATO treaty, he might have uncovered some evidence that those who stubbornly insist that there is nothing there that com- mits the U.S. to intervene in Vietnam. (Secretary of State Dulles, for example, stated that SEATO bound to the fact that the United States was in no way involved in Vietnam, or for those who still think that the most probable Axis countries aligned with the treaty, the treaty. With the eight signatures are non-Asian countries (U.S.A., U.K., France, and West Germany) and why SEATO is and has been so actively supported by the United States can also be understood.

Mr. Marsh has eight howitzers and rockets for all the rest of you. Let's face it, demonstrations, his right! Shame on you! And that goes for all of you. Don't you mind that the United States is no more than the fact that American demonstrator hit a policeman's leg. And what is worse, the Vietnamese government is a big improvement over the Eisenhower administration.

Witld't it be something if all Americans really did believe in the policeman's legs? The country would go to the dogs! Therefore, I was very pleased to find that Mr. Marsh has decided to take a stand against that sort of thing. Let's face it, demonstrations, his right! Shame on you! And that goes for all of you. Don't you mind that the United States is no more than the fact that American demonstrator hit a policeman's leg. And what is worse, the Vietnamese government is a big improvement over the Eisenhower administration.

Bacon justifies integration record

To the Editors:

"Rice University is racist, and has been adamant about ignoring it," to quote someone.

However, integration is not as bad here at Rice; it will be from now on. It is good policy in-the long run.

One must remember, nevertheless, that Rice was originally a slave company contentedly segregated against the south without a dream for the world, and indirectly mur- dered for it, chartered and funded by so-called black people, and we must certainly respect the feeling of the desire that Rice remain segregated.

As a private institution, how-
Mind-binding strobe room dematerializes world of light

By RUSSELL LYMAN

The Rice Thresher, September 26, 1968—page 4

There are no objects in Boyd Mefferd's "Strobe Room" at the Contemporary Arts Museum. One enters a totally dark, seemingly boundless space, which becomes illuminated intermittently by flashes of light which have only a split second. The flashes are produced by 96 strobe light units set into panels, spaced regularly in rows down either side of the ceiling of the small museum.

The walls of the museum have been painted flat black; the floor is dark, and only the ceiling is illuminated, and the reflected light also illuminates a portion of the total black space.

We are, unfortunately, already aware of the structure of the CAM building, having been there before in periods of more conventional illumination and we cannot forget the fact that the black space is in reality a building, with walls, floor and ceiling.

Dematerialization

But in fact, the space created by Mefferd's strobe room is non-arbitrarily and non-structural; it is in essence a demateri-alized world of light and darkness. Each strobe, in illuminating a portion of the black void, creates its own specific space. Due to the random order of the blinking lights, the space is constantly shifting, creating a dizzying spatial experience.

This illumination appears to be random (though it is in fact programmed), as each strobe blinks on once in 50 seconds or so, in an apparently random and unprogrammed manner. At times one strobe blinks singly, or two or three in rapid succession or in unison, and there are often moments of utter darkness. These moments of darkness seem interminably long, as the eye anticipates the next flash of light to occur.

The strobe room is a world in which a profound dematerialization of art, especially of art as object, has been achieved by lying or sitting anywhere in the room, an individual is aware of the structure of the building, and we cannot forget the fact that the black space is in reality a building, with walls, floor and ceiling.

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In actuality, the longest pause is probably no more than two or three seconds long, but in terms of the rapidity of each flash and the sometimes-bombardment of several strobes per second, two or three seconds is a remarkably long time.

These aspects of motion (the shifting spaces) and time (anticipation, flash, afterimage, flash, etc.) create an experience of pure energy. The spaces created by the strobes are like bursts of energy emanating from the total void—they are centers of energy, as it were, manifestations of the total mysterious energy of the darkness.

The anticipation which the viewer (or more precisely, the participant) feels, intensifies the energy of the void; because he realizes a center of energy will soon be created, the black space is charged with potential energy. This potential energy is in a directionless beginning from which new worlds are constantly being created and destroyed.

A new kind of film... different from anything ever seen. There is no other figure in the films, and the figures are in constant motion. They are in constant motion... order of positions, and the next, and motion is denied.

The lights blink at random intervals, the figures in the films are seen moving in constant, seemingly random positions, without a regular order of positions, and the figures are in constant motion.

Desire for motion Since, however, the lights blink at random intervals, the figures in the films are seen moving in constant, seemingly random positions, without a regular order of positions, and the figures are in constant motion.

The second method of experiencing a film is to view it with the former method, which produces a sense of solitude and isolation which can be a bit frightening. Solitude due to the random creation and destruction of spaces over which the participant has little control. The solitary experience is best experienced by sitting down somewhere in the black space and allowing the active spaces being created around you.

Spatial ambiguity The second method of experiencing a film is to view it with the former method, which produces a sense of solitude and isolation which can be a bit frightening. Solitude due to the random creation and destruction of spaces over which the participant has little control. The solitary experience is best experienced by sitting down somewhere in the black space and allowing the active spaces being created around you.

ATTENTION GRAD STUDENTS See us before you start your THERESSES K & B REPRODUCTIONS 2404 Dunstan — J-3-3486 4 Times Barber Shop Houston—1-175 with student ID 2144 Times St. — J-6-910 A new kind of film... different from anything ever seen... a psychic vision that pulls cinema-photography up literally through the 21st century.

The most brilliant use of special effects ever put on film... is a truly unique film; I cannot recall in having seen anything like it.
Rice soccer provides unique kick

By DAVID NORMAN

Soccer enjoys a lively position in Houston athletic circles, as evidenced by the lack of support for the Houston Stars last season. Athletes enjoy an even more unemphasized position in the mind of the standard Rice student: witness Eric Painvin (5 goals, soccer buffs), around even more fruitful season.

The team in 1965 was composed mainly of foreign students who turned up at games hoping enough Owls would show to avoid default.

Last year more American students who were interested came and learned, and Rice moved from a 0-5 season to a respectable 4-4-2.

This year an added influx of students, plus the experience gained last year, promises an even more fruitful season.

Rice's soccer team is unique in its abundance of longitude. Although the scoring star in the Fort Polk conquest was Frenchman Herve Benot (6 goals, soccer huffy), several or seven of our starters were from the U.S., with an even higher percentage than that among the reserve.

In comparison, the University of Texas fields a team 70 percent foreign, and our U.S. Army seven or eight of our starters were from the foreign service.

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A club through dummy, declarer is clearly 5-0 or 6-0. Play a foreign grand, higher declarer has only five teems. Dummy has marked clubs, length, being short in hearts. You might consider a trump, but this is not. Declarer's vulnerable bidding mark him with at least KQJx in hearts and he will not have to trump them.

Small spade. Declarer's slow pass mark him with the heart Ace and diamond control. Only chance for a set is to find partner with KQ or KQ and a tenace position in spades.

Club Queen. This is easy. Be aggressive.

Diamond King. What's going on here? North has semi- serious, and South has the heart Ace, nor the Diamond Ace probably lies North. South committed the hand to spade when he held 5 diamonds, since he did not choose to play slam in spades. Your clubs are a spade and a diamond, not a spade and a heart.

Winners at last Sunday's Rice Duplicate Bridge Club's game were Bob Weisberg for the second time, playing with Kevin Glasgow. Second place went to Bill Dreventi and David Kuykendall.

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the rice thresher, september 26, 1968—page 8
IBM invites you to join an infant industry.

Big as it is, the information processing industry is just beginning to grow.

Recently, Fortune estimated that the value of general purpose computers installed in this country will more than double by 1972. Other publications have other predictions, and probably no source is totally precise. But most agree that information processing is one of America's fastest growing major industries.

Every day, it seems, computers go to work in a new field or new application. IBM computers are working in such diverse fields as business, law, medicine, oceanography, traffic control, air pollution. Just about any area you can name.

To somebody just starting out, this growth means exceptionally good chances for advancement. Last year, for example, we appointed over 4,600 managers—on performance, not seniority. Here are four ways you could grow with IBM:

1. Small Team Concept. No matter how large a project may be, we break it down into units small enough to be handled by one person or a few people. Result: quick recognition for achievement.
2. Educational Support. IBM employees are working in such diverse fields as business, law, medicine, oceanography, traffic control, air pollution. Just about any area you can name.
3. Openings at All Degree Levels. We have an infinite variety of ways to use a computer's basic abilities. There's all the computerized management information systems of several IBM divisions.
4. Internal Programming for IBM's own use. Systems engineering can take you into the front yard of half a dozen different fields. In my job, for example, I work with systems design engineers, chemists, physicists, metallurgists, and programmers. The diversity helps me keep up to date on the latest technologies.

Career areas in engineering and science at IBM include: Research, Design & Development, Manufacturing, Product Test, Space and Defense Projects, and Field Engineering. You'll need at least a B.S. in any technical field.

Marketing
"Working with complex presidents is part of the job."
"I'm pretty much the IBM Corporation in the eyes of my customers," says Andy Moran. "I consider that fairly good for an engineer who graduated only two years ago."

Andy earned his B.S.E.E. in 1966. Today, he's a Marketing Representative with IBM, involved in the planning, selling and installation of data processing systems.

Andy's customers include companies with annual sales ranging from 20 million to 1.2 billion dollars. He often works with executive vice-presidents and presidents. Andy says, "At first I was a little nervous about the idea of advising executives at that level. But by the time I finished training, I knew I was equipped to do the job."

Career areas in marketing at IBM include: Data Processing Marketing and Systems Engineering, Office Products Sales, and Information Records Sales. Degree requirement: B.S. or B.A. in any field.

Finance
"You're in an ideal spot to move ahead fast."
"I've always figured my chances for advancement would be better in a growth industry. That's why I picked IBM," says Joe Takacs. "Joe's been working in general accounting since he got his B.A. in June, 1968. Growth wasn't the only reason he chose IBM. He says, "I learned that it's general practice at IBM to promote from within and to promote on merit alone. I like that."

"Another growth factor is the job itself," Joe says. "During my first few years, I'll get experience in nearly every area of general accounting—income & Expense, Balance Sheet, and so on. I'll be learning how the company is structured and how it operates on a broad scale. That's exactly the kind of knowledge I'll need to help me qualify for a manager's job."

Career areas in finance at IBM include: Financial Planning, Financial Analysis, Pricing and Business Policy Development, Accounting, Information Systems, and Internal Auditing. You'll need at least a Bachelor's degree.

Programming
"It's a mixture of science and art."
"A computer is practically useless until somebody writes a program for it," says Earl Wilson.

Earl got a B.A. in Modern Languages in June, 1967. He's now an IBM programmer working on a teleprocessing system that will link the computerized management information systems of virtually all IBM divisions.

Earl defines a "program" as a set of instructions that enables a computer to do a specific job. "Programming involves science," says Earl, "because you have to analyze problems logically and objectively. But once you've made your analysis, you have an infinite variety of ways to use a computer's basic abilities. There's still the room in the world for individual expression."

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European students seek to 'refunctionalize' their society

By KAROLYN KENDRICK

The international student activist movement neither favors Soviet-type communism nor advocates violence, Adrian Abel, the Alaskan Scholar to Cambridge last year, told over 100 people in Brown Commons Tuesday night. Speaking on the student movements in Germany, France, and England, Abel first corrected popular misconceptions of the movement.

Their anti-communism, he claimed, has been demonstrated by the march on the Berlin Wall by German students and a recent march in England on the Soviet Embassy by 10,000 people protesting the invasion of Czechoslovakia.

No group of European student radicals advocates the violent overthrow of a government. Rather, the keynote is to restructure society. However, Abel added, direct action tactics often result in violence.

Refunctionalize

Now is the movement specifically aimed at reform in the universities. Its main goal is to refunctionalize society as a whole by bringing radicalization to existing social institutions such as the universities and factories.

In refunctionalization, students in the movement seek to eliminate the type of huge, monolithic corporatism that exists in America and have a struggle for the Third World nations, the non-exploited countries of Asia, Africa, and Latin America. The radicals, Abel said, advocate refunctionalization and participatory democracy, such as workers' control of factories.

Bottom to Top

This, they believe, will be achieved through a process of evolution, of gradual radicalization of political and social structures that will eventually filter to the top and after existing social structures. Now the lower strata structures restructured society from the top, with their demands largely rejected by the bottom. The envisioned society would somehow have a bottom-up-command situation.

Abel gave a number of reasons for the laud name of the European Students for a Democratic Society and other radical groups. Among these is the occurrence of their ideas. The average man, he said, cannot understand how a group can be both anti-communist and anti-capitalist.

The immaturity of some student leaders and their unrealistic ideas also discredit the movement, Abel contended. Since the radical movement is so young, its leaders are also young and inexperienced. There is also a tendency among them to Ioweeve too emotionally involved, which Abel held, is unwastavaterable with police repression and harassment.

Bad publicity is related to the lack of understanding of the radical movement and of its goals. The mass media often do not understand the reasons for direct action and merely reports its consequences.

In Berlin, radicals have set up a counter-university that sponsors courses supplementary to and highly critical of those regularly taught. Students challenge professors to debate, which Abel said the professors are now afraid to do, and give critiques of the week's lectures. Abel stressed that part of the success of this venture was due to German students' being allowed to continue at a university as long as they wish. These, some have remained ten years, working with the movement since its inception.

Backlash

The Germans' aims now are to forge links with the workers and to work to phase out institutions as they now exist, such as the universities, factories, high schools, and mass media. Abel's criticisms of the German movement might be taken to be universal criticism of all the radical movements. Among them: too much flamboyant action and too little work at the grass roots. Demonstrations in Germany, he said, invariably lead to brawls, which precipitate rightist backlash. He cited provinces where ten per cent of the vote is going to the Neo-Nazi Party. Abel feels the movement needs more emphasis on its anti-Soviet position.

In England again, formation of activist groups began with a disaffection with conventional political groups. The London School of Economics began a movement comparable to that at Berkeley. This furnished a model for the rest of England's universities. A march by 25,000 on the American Embassy to protest Vietnam was the first significant action of the Vietnam Solidarity Movement and the first instance of police roughness.

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